

AAAP



School District of Indian River County African American Achievement Plan 2021-2022 Assurances of Implementation of Strategies/Action Steps



Citrus Elementary School

2021-2022 Quarter 1

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 African American Achievement Plan. To review and ensure compliance with the progress of action steps associated with the African American Achievement Plan, the District provides quarterly updates related to action steps accomplished and quarterly outcomes. The attached documentation provides school-level evidence of progress towards accomplishing action steps incorporated into the 2021-2022 African American Achievement Plan.

Documentation requirements have been designed to honor the full intent of the developed African American Achievement Plan while optimizing the efficiency and effectiveness of outlined actionable steps. To support ongoing accountability of action step implementation, documentation, and progress the following assurances have been verified by the principal of each school:

- Action steps included within the 2021-2022 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan.
- Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request.
- Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.

Reviewed on 10/15/2021 Verified by Kimberly Garcia

Quarterly Reflection

We will continue to monitor students being referred for gifted or ESE services. We will also continue to focus on data (i-Ready, unit assessment, formative assessments) checking progress towards success with grade-level standards. Tier 2 and 3 interventions are in place focusing on the biggest barriers, and a designated 9:00-9:30 is being utilized for all students grades 1-5 as a Tier 2 block of instruction. Classroom teachers, coaches and administration are constantly looking at data to ensure fidelity in the implementation of instruction.

Strategy AAAP 1.1 (ALL SCHOOLS): Monitor the curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.

Number of Walk-throughs to Observe implementation of African American History Teachings

0

Date(s) of Walk-throughs to Observe implementation of African American History Teachings: (i.e. 8/27/2021, 9/13/2021, and 9/17/2021)

0

Summary of observation(s):

While we walk through our classrooms often, it is not to observe AA teachings, as this is not in AMPLIFY.

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 receive targeted reading intervention as defined by the District's Reading Plan.

Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3:

9/17/21

African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten		First		Second		Third	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
0	0 %	18	17 %	24	21 %	44	16 %

Strategy AAAP 1.3 (SECONDARY ONLY): Use Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on-track to graduate.

Date(s) of School Level Review(s) of Early Warning Indicators

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for African American Students:

Summary of Action Steps/Plan Based Upon Reviews of Early Warning Indicators for African American Students:

Strategy AAAP 1.4 (SECONDARY ONLY): Implement processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school.

Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter
All Grade Levels Served by the School (Combined)

African American

White, Non-Hispanic

Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.

DISCIPLINE

Date(s) of Problem-Solving Session(s) for Discipline: 8/27, 9/13

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline:

8/27 We review our ODR data in PBS meetings. At this time, we only have 5 ODR's (2 from the bus, 1 escalated behavior as the student came to school, and 2 students who fought on the palyground at reecess). We discuss ways to keep our students safe, and following directions. 9/13 At MTSS we discussed any students, and if there was a need for follow up with CIR, ODR or any threat assessments. Nothing needed at this time. All have been handled, parents contacted, and students served consequences as needed.

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement: 9/14-9/17

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Achievement:

Coaches and admin went through the data for all grades 1-5, to work on a plan from 9:00-9:30 to allow students to get enrichment or remediation based on the data we currently have from a variety of sources (Unit Assessments, DIBELS, I-Ready, etc).

Strategy AAAP 2.2 (SECONDARY ONLY): Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.

Number of Students in Racial Subgroup Supported by an Alternative Intervention Measures (A.I.M.) Advocate or Alternative School-based Program to Inspire Renewed Excellence (A.S.P.I.R.E.) Teacher During the Quarter
All Grade Levels Served by the School (Combined)

African American

White, Non-Hispanic

Strategy AAAP 2.3 (ALL SCHOOLS): Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.

Reported Out-of-School Suspensions for Quarter 1

Select One:



No out-of-school suspensions were assigned during this time frame.



All out-of-school suspensions were pre-approved by a principal supervisor.

Strategy AAAP 2.4 (ALL SCHOOLS): Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.

Date of Quarterly Review of School Improvement Plan: 8/3/2021

Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students? Yes

If no, what modifications will be made to address the achievement gap?

Summary of Action Steps/Plan based upon District Impact Review (based upon District & School Level Reviews): 8/3 Reviewed SIP plan at first faculty meeting 9/17 Reviewed at Leadership Team Meeting how the plan is being implemented. Also reviewed on this day with GLL, as we work through the THEME piece of our SIP. Included in "The Buzz," our weekly newsletter on this day as

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well. Impact Review Scheduled 9/22-The SIP was reviewed and action steps included continue with collaborative planning with the coaches, continue to review data, and there were a few simple suggestions, like adding a structure for Accountable Talk (which may not have been seen in the 8-10 minute walks into rooms) and adding more Academic Specific Praise

Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.



Student Demographics

African American	Hispanic	Non-Hispanic	White	Other
24 %	24 %	%	48 %	4 %
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:			10/8/2021	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):				

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

Number of interviews conducted by the Interview Committee:	0
Percentage of Interviewers on Interview Committee by Race	
African American	White, Non-Hispanic
(Optional) Additional information:	

Citrus Elementary Impact Review September 22, 2021

	DelTufo Guerra Perez	Mejia Brescia Connelly	Keeler Carlson Teske	Rahal Beckham Stall	Garcia Malits Bass	Swallow Swenson Dowdell Long
						
9:05	Klotzer	Monroe	Pylant	Seagroves	Jones	Bailey
9:15	Wert	Addis	Railton	Crumpler	Hollander	Seijo
9:30	Vanbuskirk	Vanderlaan	Carney	Smith	Caudill	McLaughlin
9:45	Farnsworth	Richardson	Dupazzo	Reda	Demmy	Lovett
10:00	Archer	Partlow	Tetreault	DelTufo	St. Pierre	McDonough
10:15	Trimm	Clement	Palmer	O'Bea	Boccia	Embrey
10:30	Rhue- Science	PE- Broxton/Campbell	Sandgren	Berry	Gearry	Art-Parker

8:15 Arrive and Welcome Treats

9:00-10:40 Walkthroughs

11:00 Whole Group Debrief and Next Steps

8:40 Data Review

10:40 Return/Break and Small Group Debrief

11:45 Dismissal

Impact Review Collection Tool

2021-2022

ROOM #	GRADE/SUBJECT
COLLABORATIVE PLANNING Collaborative planning helps teachers develop lesson plans that focus on the content of what is to be taught and the process in which the content will be taught and monitored. What evidence of collaborative planning should be observed? Evident Partial Not	*Plans identify learning targets aligned to the rigor of standards. *Plans outline student outcomes and tasks. *Plans identify engagement and participation strategies. *Plans follow district curriculum maps and pacing guides. *Plans utilize district adopted curriculum. *Plans include a process for helping students track their progress towards learning targets. *Plans include differentiation strategies.
STANDARDS BASED INSTRUCTION AND TASKS The lesson/tasks reflect the full intent and rigor of the standards. Evident Partial Not	*Teacher engages students in meaningful and relevant, grade-level instruction and tasks that are aligned to the standards. *The learning target is clearly articulated, linked to the rigor of the standards, embedded in instruction, and understood by students. *Teacher can communicate what students will be able to know and do during the lesson and determine what will be acceptable evidence of that learning.
MONITORING/FORMATIVE ASSESSMENT The teacher checks for understanding throughout the lesson to gather information about student learning and makes needed adjustments for continuous improvement. Evident Partial Not	*Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students. *Teacher includes a process for helping students track their individual progress on learning targets. *Students can describe their status relative to the learning target and can communicate their understanding about what they are learning and why.
DIFFERENTIATION Teacher differentiates instruction, so each child can access the learning target and progress towards mastery of the standard. Evident Partial Not	*Teacher uses a variety of instructional methods to meet all students' needs. *Teacher considers who they teach, what they teach, where they teach and how they teach. *Students work on rigorous standards-based tasks, either independently or purposefully grouped based on readiness, interest, or learning profile.
ENGAGEMENT AND PARTICIPATION The teacher incorporates strategies and structures that facilitate participation and access to learning opportunities for all students. Evident Partial Not	*Teacher encourages equitable and purposeful student participation and ensures that all students have access and are expected to participate in learning. *The students become the locus of control within the classroom and students engage in meaningful academic conversations. *Teacher purposely groups students together to provide opportunities for discussion and sharing of thinking.
CLASSROOM ENVIRONMENT The classroom environment is welcoming and student centered. Evident Partial Not	*The physical arrangement of the room is conducive to student learning (meeting areas and student seating). *The classroom is student-centered. Resources are available to support equitable student learning (anchor charts, manipulatives and print rich environment). *Current student work is displayed.

Teacher: _____

Data Findings:
Data Findings OVERALL FOR SCHOOL:

Mar/September	Evident	Partially Evident	Not Evident
Collaborative Planning (new)	97	3	0
SBI and SBT (took SBI and SBT and avg)	86/94	17/6	0/0
Monitoring/Form. Assessments	68/45	29/42	3/13
Differentiation	86/42	11/26	3/32
Engagement/ Participation (AT)	77/52	20/45	3/3
Class Environment (was Culture and Climate)	91/65	9/29	0/6

SDIRC School Based Action Plan for Math and ELA

School: Citrus Elementary

Date: September 22, 2021

Classroom Observation Findings ELA K-5 in % (percentages)				Classroom Observation Findings MATH K-5 in % (percentages)			
Mar/Sept	Evident	Partially Evident	Not Evident	Mar/September	Evident	Partially Evident	Not Evident
Collaborative Planning	96%	4%	0%				
SBI and SBT (avg)	86/96%	14/6%	0/0%	Collaborative Planning (new)	100%	0%	0%
Monitoring/Formative Assts.	82/45%	14/45%	5/10%	SBI and SBT	85/86%	15/14%	0/0%
Differentiation	91/45%	9/25%	0/30%	Monitoring/Formative Assts	46/43%	54/29%	0/29%
Engagement/Participation (AT)	86/58%	9/38%	5/4%	Differentiation	77/29%	15/29%	8/43%
Class Environment (was Culture and Climate)	91/71%	9/25%	0/4%	Engagement/Participation (AT)	62/29%	38/71%	0/0%
				Class Environment (was Culture and Climate)	92/29%	8/57%	0/14%
Action Steps	Resources Available			Person Responsible	Timeline	Evidence of Implementation	
Direct Collaborative Lesson Planning with Academic Coaches/ Admin with questions planned for whole and small group, and activities for independent centers. This is new for the ELA side with Amplify	School and District Coaches, Item Specs, Curriculum Map, District Mandated Curriculum			Coaches/ Admin and teachers	Ongoing	<ul style="list-style-type: none"> Unit Assessment Data (3-5 Grades), MATH: Fluency practice completion rate, Go Math, REFLEX, I-Ready etc. ELA: ORFS, Dibels, I-Ready Lesson Plans that all teachers are accountable to uphold and follow, with questions for accountable talk. 9/22 Next steps: Structure when AT occurs in plans (whole group and small group) 	

				<ul style="list-style-type: none"> 9/22 Possible Next Step: Use of timers to help with pacing Checklists used by teachers for standards mastered
Coaching/ co-teaching/ modeling in all <-5 teachers based on grade level i-Ready data/ unit assessments and walkthroughs	Item specs/ standards lesson plans /i-Ready Tool Box/Coaching Calendars	Academic Coaches/ Admin	Ongoing	<ul style="list-style-type: none"> Unit Assessment Data and DIBELS for initial placement i-Ready data walkthrough data Coaching Logs Checklists/ formative assessments for standards taught Differentiated groups as needed- pushing rigor as needed for those who are ready Specific feedback given to students to monitor work daily Teachers conference with students including review monthly i-Ready pass rates, minutes and unit assessments per class and students need to track progress GLL Lesson Plans will show evidence of this
Monitor work and hold students accountable for accuracy				
	Checklists, giving specific feedback to work, monitor at centers, using data from Unify/Power BI/formative assessments	Teachers and Coaches	Ongoing	
CLASS ENVIRONMENT WONDERINGS NEXT STEPS	Collaborative planning evident, all spaces felt safe and engaging			<ul style="list-style-type: none"> PBS Classroom expectations should be posted in all rooms Use of DOJO consistently

- | | | | | | | |
|--|--|--|--|--|--|---|
| | | | | | | <ul style="list-style-type: none">• Specific Academic Praise is needed• SEL Lessons should be occurring monthly• Use of Sanford Harmony-weekly buddies to work during academic times, but also learn about different classmates |
|--|--|--|--|--|--|---|

PBS Meeting September 24th

Meeting Dates

- Next meeting date is: 10/22, 11/29*, 12/13*, 1/28, 2/25 (Alt. 2/28*), 3/28*, 4/29, 5/27
 - * Are Monday meetings

Roles

- Notetaker – Addis
- Timekeeper – Coach D
- Recruitment – Coach D
- Fundraising – Partlow
- New Teacher Trainer – Caudill
- Event Coordinator – Carney & DeCosa
- Input – Everyone
- Welcome Trimm!

CIRs/ODRs

- ODRs & Minors for 8/28/21 – 9/23/21
 - Total = 8 for the time frame (12 YTD)
 - Grades
 - K = 3 (classroom & cafeteria)
 - 1 = 1 (cafeteria)
 - 2 = 0
 - 3 = 1 (cafeteria)
 - 4 = 1 (classroom)
 - 5 = 2 (recess)
 - Students Contributing = 8
 - Students with 2+ = 0
- CIRs and ODRs broken down by race
 - African American
 - CIR – 1
 - ODR – 3
 - Hispanic
 - CIR – 1
 - ODR – 0
 - White
 - CIR – 5
 - ODR – 1
 - Other/Multi Racial
 - CIR – 0

- ODR – 1
- Other races have 0

DOJO

- Make sure everyone is using it with fidelity
- There is disparity between classes amongst grade levels which makes it hard to shop the cart
- Check the graph in the buzz

Money in Account

- \$757.37
- Expenses
 - Posters
 - Incentives
 - Cart supplies
 - Movie expenses
 - Shirts and water bottles
 - Water bottles will be \$550 + shipping

October Movie Day

- Sell tickets the week before
- Done by grade level
- Week of October 25th
- Students watch movie, get popcorn and a drink
- K – Monsters Inc. – in Caudill's room
- 1 – Halloweentown – in Pylant's room
- 2 – Hocus Pocus – in Addis' room
- 3 – Hocus Pocus – in DelTufo's room
- 4 – ??
- 5 – ??

Ice Pop Queen

- Shout out to DelTufo for the popsicle sales!
- Ice Pops
 - .50 cents