



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County #SDIRCStrongerTogether

Date: 9/21/2020

School/Department: Citrus Elementary

Action Step (number and description): 1.4 Targeted Reading Interventions Monitor
elementary school principals to ensure that African American students who are not kindergarten ready per the Florida Kindergarten Readiness Screener (FLKRS), or who show a substantial deficiency in reading in grades K-2 per i-Ready, targeted reading intervention as defined by the district reading plan.

Evidence of Progress Monitoring (Please include narrative/description of the action taken. Where applicable, please include all measurable data.) Number and percentage of qualified students receiving targeted reading interventions is attached on the next page. Beginning in August, data from FLKRS (for K), classroom assessments and i-Ready was analyzed, and discussed with K-3 interventionist. Those needing intensive reading intervention are given interventions as needed. We will look at K-3, and disaggregate data of students show substantial deficits in reading based on these measures: AA=22% W= 45% H=27% O=6%
Intensive Interventions include: double dose of letters/sounds/phonological awareness/phonics activities, using comprehensive program LLI, Students will work with either classroom teacher, interventionist, ELL assistant for LY students and/or working with ESE resource teacher if a child has an IEP and goals are not being met. Interventions will use research- and evidence-based strategies utilizing the classroom teacher and the reading interventionist for tiered instruction focusing on letters, sounds, phonological awareness, phonics, orthographic mapping, vocabulary, and fluency, and comprehension.
A student with an IEP will receive services from the resource teacher based on IEP Goals.

Results of Action Taken: When needed, referrals for problem solving with the MTSS team take place to analyze progress and the biggest barrier to create an intervention that is progress monitored. When a Tier 2 or Tier 3 intervention is created, it will be progress monitored and then data is reviewed to discuss progress.

Reflection: At this time, the i-Ready beginning of the year diagnostic is showing many students need interventions and that Tier 1 instruction must be intentional and thoroughly planned. I hope to see an increase of scores at the mid-year level, once these are all in place and students are used to the structure of school again.

African American Plan for Reading Intervention at Citrus Elementary School

Valerie Savoie Guerra—Reading Interventionist September 15th, 2020

Students seen daily for 30 minutes

Kindergarten

At this time, there is no student in Kindergarten that is being pulled for intervention. Based on initial FKLRS data, I-Ready, individual and collective teachers' feedbacks, it has been determined that intervention would optimally start in November-December, once the students have been taught foundational literacy concepts, such as letters & sounds, as well as components of phonological & phonemic awareness.

1st Grade

At this time, two groups of six First graders each are being serviced: one group through regular reading intervention, another group through the A2 school district's initiative. Students have been identified early in the school year by using the list of graduating Kindergartners with a progress monitoring plan, along with data on their letters & letters sounds knowledge & fluency. Most students in these groups are students that have scored at the bottom quartile, on their recent I-Ready Reading Diagnostic. Once letters sounds fluency is obtained by the students currently serviced in this Reading intervention, with one group of student on its way to be proficient by the end of September/beginning of October, we will continue servicing the most struggling students, based on their I-Ready Reading Diagnostic test.

2nd Grade

At this time, four groups of six Second graders each are currently being serviced. Students have initially been identified based on their last mid-year I-Ready Diagnostic scores (bottom quartile, 2019-2020 scores), as well as their current Dibels scores. Using this method, we accurately identified more than 90% of our most struggling students, as confirmed by their current I-Ready Diagnostic baseline. We readjusted our groups to include servicing two students that were not originally identified by our data, and to account for scores differences, with a focus on having homogeneous groupings, that would be optimal for Reading intervention.

Overall Sociodemographics for K-2 Students Receiving Reading Intervention

Following is the overall sociodemographics data for our K-2 students serviced in our Reading Intervention. There are 44,7% of our students that are White, Non-Hispanic, 28,9% of our students that are Hispanic, 15,8% of our students that are African American and 10,6% that are Multiracial. A total of 38 students are currently being serviced in grades K-2. This sociodemographics data closely aligns to our schoolwide data.

Table 1—Students’ Sociodemographics in Reading Intervention (K-2), September 15th, 2020

Ethnicity	Number of Students	Percentage
White, Non-Hispanic	17	44,7%
Hispanic	11	28,9%
African American	6	15,8%
Multiracial	4	10,6%
Total	38	100%