



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date: 9/11/2020

School/Department: Citrus Elementary

Action Step (number and description): 1.11 Develop a process to identify the current needs and supports for equitable participation in extracurricular activities (e.g., cheerleading, lacrosse, soccer and orchestra).

Evidence of Progress Monitoring (Please include narrative/description of the action taken. Where applicable, please include all measurable data.) At this time, our only afterschool program currently, which is serving 25 third graders is sponsored through the GEER GRANT. Students in Grade 3 were invited to enroll in the Geer grant program based on their data from last year's mid year I-Ready bottom 40%. Currently, there are 25 Geer Grant Academy students, and 4 are African American (16%), 13 are white (52%), 0 are other (0%), and 8 are Hispanic (32%): (school demographics: 22% AA, 28% Hispanic, 44% White, 6% other). Please see next page for more information.

Results of Action Taken: At this time, students are working in small groups for an additional 8 hours of reading per week.

Reflection: Our goal is for our students in this program to increase their i-Ready diagnostic score and be as close to grade level as possible. We will decide if this was successful at the end of the program.

Citrus Elementary School AA Plan—GEER Program

Sociodemographics Baseline (GEER)

Using the mid-year I-Ready diagnostic data from the 2019-2020 school year, we initially identified the lowest 80 students in Third grade, with 15 students identified as African American. We then used this data in conjunction with the list of students returning to brick and mortar school and identified 46 students that potentially could benefit from the GEER grant, which included 6 African American students (9 AA students elected virtual or transitional school). We used contacts information in Focus to reach 46 different students making at least 2 phone calls. Since schooling options were still varying, at this time, this initial 46 students included 7 students that eventually elected virtual or transitional schooling as their main schooling option. We therefore sent at least 1 text message to 39 students (parents), with a few emails as well. Furthermore, for each of the student with no direct voice contact, nor text message reply, we also called at least one other phone number on file. Following all contacts, we learned that two students withdrew from the school (37 students initially eligible to the GEER Grant).

Table 1: Initial Sociodemographics (GEER), 08/10/2020, 80 students

Caucasian	38	47%
Hispanic	24	30%
African American	15	19%
Other	1	1%
Unknown (withdrew from school)	2	3%

Actual Sociodemographics

Table 2 shows the GEER program actual sociodemographics. 19% of our students in our baseline were AA; 16% of our students attending the GEER program are AA.

Table 2: Actual Sociodemographics (GEER), 09/04/2020, 25 students

Caucasian	13	52%
Hispanic	8	32%
African American	4	16%
Others	0	0 %

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BOCCIA		██████████	08/13 Voicemail, 08/	yes	car	207275				yes	H
TETREAU		77-██████████	8/13/2020	yes	bus	208177			██████████	yes	Medical W
Archer		77-██████████ 1	08/13/2020 mom:77	yes	car			email		yes electronic	W
		██████████									
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St.-Pierr		██████████)	08/13 Voicemail, 08/	yes	car				██████████ 32968	yes	CUSTODW
	Group 5 Campbell										
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Karman		772-██████████	dad voicemail 08/13	yes	car					yes electronic	AA
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St.-Pierr		██████████	08/11/2020 (teacher form) Called. Left voicemail for transportation. 08/14 Confirmed that he will be bus.	yes	Bus	211489				yes	W

H: 8 0.32
W: 13 0.52
AA:4 0.16

LY: 2 0.08
LY & ESE: 2
ESE:3 0.12