

AAAP Quarter 2



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 2

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 1/5/2022 Verified by Kimberly Garcia

Quarter 2 Reflection

After reflecting upon this first semester, Citrus Elementary made some intentional changes to instruction. Tier 1 and 2 instruction will continue to be directly tied to the school prediction grades and individual scores of students, and monitored by coaches and administration to ensure all students are receiving what is need to bridge gaps and build competency. The leadership team will continue to provide support to all classroom teachers, and the school counselor will provide support as well to families and students in need, so all can find success. For quarter 3 extracurricular activities, we will continue to be vigilant to provide opportunities for all students to participate, and that the demographics of these activities reflect the percentages of our school.

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	2
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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	11/18, 12/2
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Summary of observation(s):

As the 4th and 5th grade poetry unit was implemented, many African American authors were studied, including Langston Hughes and Nikki Giovanni. Themes of these poets include the struggle of racism, poverty and cultural roots.

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:	12/10/21
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African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent
0	1	0 %	15	15	100 %	25	25	100 %	29	29	100 %

*Data should be retrieved from the Power BI 2021-2022 Scheduling App - Schedule Audit

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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 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:

10/22/21, 11/19/21, 12/13/21

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

Discipline by grade level is analyzed at every PBIS meeting by race, and location of event to help identify areas of concern and lead to problem solving discussions. We analyze both minor and major/ODR referrals. At this time, we have identified unstructured times, such as recess where we need to increase adult supervision and implement more structured activities or create deliberate groupings of students. Team members have brought ideas back to the grade levels for discussion.

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement:

10/8, 10/25, 11/15, 12/6, 12/13

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

Our MTSS team reviewed the process for RTI with all teachers again at the faculty meeting on 10/8. After Unit 2 and 3 assessments in math and ELA, grade levels 3-5 conduct data chats, to monitor Tier one instruction, remediation, and enrichment. Teachers are expected to review academic progress for all students during their weekly collaborative planning sessions with their academic coaches, as needed as they plan for differentiated instruction. During the week of December 6 and 13, grade levels meet to discuss Tier 2 data and switch groups, based on achievement in i-Ready, unit assessments, and daily work.

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

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 2.3 (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

Select One:



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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: 1/1/2022

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): The SIP was created this summer at preplanning and has been updated by the leadership team after each impact review. We had a school-based impact review on 11/3, and a district impact review on 12/8. During that time, anything that needed to be implemented in the SIP was noted. Based on the findings from these walks, as well as input from Grade Levels during discussions in collaborative planning, our school will continue to focus on the engagement strategies to help with our academics, our school culture, and our school theme of "School of Community Citizenship."

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.

[Directions - How to Mass Add Log Records](#)

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 1/4/2022

Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
16	130	21.6 %

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:

At Citrus, we currently have 670 students, and 130 are African American, which is 19.4% of the population. During quarter 2, there were 4 extracurricular activities on campus: Student Council, Audubon Advocates, Girls on the Run, and Safety Patrol. There was a total of 74 students who participated, and 16 of those students are African American. This is 21.6% of the extracurricular population, which closely matches our demographics of the school.

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
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(Optional) Additional information:

At this time, no interviews were conducted in Quarter 2 for any position.

CITRUS ELEMENTARY IMPACT REVIEW DECEMBER 8, 2021

	GARCIA CONNELLY GUERRA	DELUFO LORD CARLSEN	KEELER HAMMLER MEJIA	RAHAL TESKE MALITS	SWALLOW CRAWFORD DOWDELL BASS
	9:00 DAVIS	ADAMS	SEJO	GEARY	HENDERSON
9:15	TRIMM	CLEMENT	O'BEE	WERT	HOLLANDER
9:30	EMBURY	PALMER	MCLAUGHLIN	BOCCIA	K-CARNEY
9:45	ARCHER	TETREAULT	MCDONOUGH	BERRY	K-SMITH
10:00	KAPMAN	DECOSA	DELUFO	PARTLOW	I-BAILEY
10:15	FARNSWORTH	RICHARDSON	REED	ST. PIERRE	APT-PARKER
10:30	SANDGREN	LEVETT	DURAZZO	DEMMEY	MUSIC-ESCOBAR

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

Data Findings:
Data Findings OVERALL FOR SCHOOL in Percentages:

Sep/Nov/Dec	Evident	Partially Evident	Not Evident
Collaborative Planning	97/100/100	3/0/0	0/0/0
SBI and SBT	94/92/100	6/8/0	0/0/0
Monitoring/Form. Assessments	45/67/70	42/21/30	13/8/0
Differentiation	42/54/61	26/29/23	32/21/15
Engagement/ Participation (AT)	52/71/74	45/21/22	3/8/4
Class Environment (was Culture and Climate)	65/92/89	29/8/11	6/0/0

SDIRC School Based Action Plan for Math and ELA

School: Citrus Elementary

Date: December 8, 2021

Classroom Observation Findings ELA K-5 in % (percentages)				Classroom Observation Findings MATH K-5 in % (percentages)			
Sept/Nov/Dec	Evident	Partially Evident	Not Evident	Sept/Nov/Dec	Evident	Partially Evident	Not Evident
Collaborative Planning	96/100/100	4/0/0	0/0/0	Collaborative Planning	100/100/100	0/0/0	0/0/0
SBI and SBT	96/100/100	6/0/0	0/0/0	SBI and SBT	86/86/92	14/14/8	0/0/0
Monitoring/Formative Assts.	45/60/86	45/30/14	10/10/0	Monitoring/Formative Assts	43/71/54	29/14/46	29/14/0
Differentiation	45/40/77	25/30/8	30/30/15	Differentiation	29/64/46	29/29/38	43/7/13
Engagement/Participation (AT)	58/80/86	38/10/14	4/10/0	Engagement/Participation (AT)	29/64/62	71/29/31	0/7/8
Class Environment	71/80/93	25/20/7	4/0/0	Class Environment	29/100/85	57/0/15	14/0/0
Action Steps-Continued in November				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. Structure when AT occurs in plans (whole group and small group) Use of timers to help with pacing

				<ul style="list-style-type: none"> Checklists used by teachers for standards mastered
Coaching/co-teaching/modeling in all K-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
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	<ul style="list-style-type: none"> 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 PBS Classroom expectations should be posted in all rooms Use of DOJO consistently Specific Academic Praise is needed SEL Lessons should be occurring monthly Use of Sanford Harmony-weekly buddies to work during academic
CLASS ENVIRONMENT WONDERINGS NEXT STEPS	Collaborative planning evident, all spaces felt safe and engaging			

CES 21/22 PBS Core Team Meeting

11/19/2021

Agenda

11/19/21

1. 21/22 PBS Meeting dates: 11/29*, 12/13**, 1/28, 2/25 (Alt. 2/28*), 3/28*, 4/29, 5/27

Meetings are last Friday of the month unless noted.

*Last Monday of the month

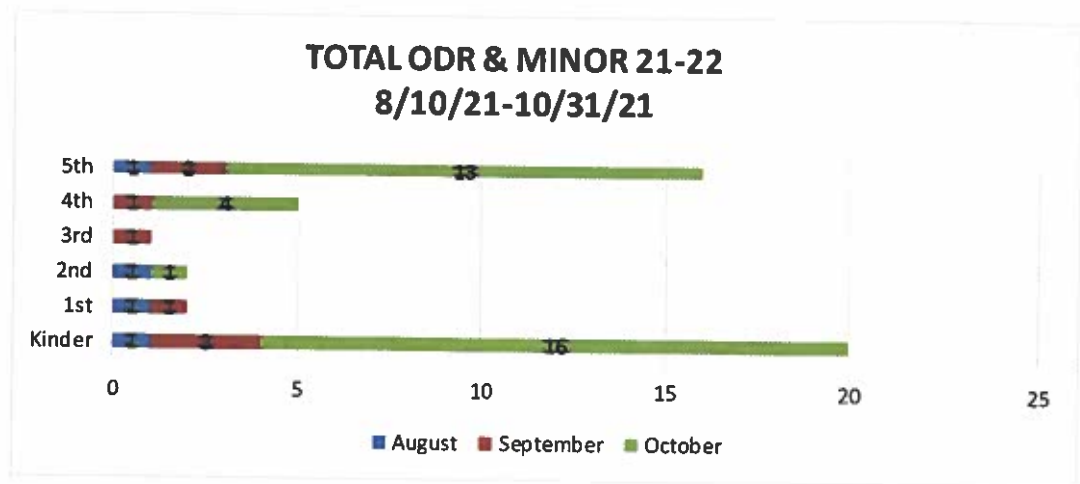
** 2nd Monday of the month due to holiday break.

2. Assign Roles:
 - a. Note Taker – Emily Addis
 - b. Time Keeper – Nicole Del Tufo
 - c. Input: Everyone
 - d. Snack –
 - e. Recruitment – Nicole Del Tufo
 - f. Fundraising –Partlow
 - g. New Teacher Trainer – Caudill
 - h. Event Coordinator – DeCosa and Carney
 - i. Volunteer Coordinator –

3. FLPBIS PIC

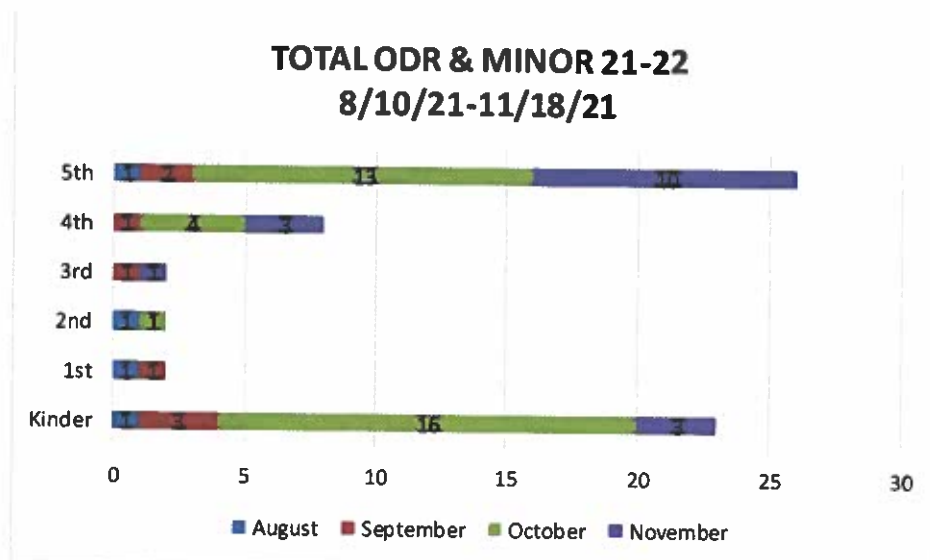
4. ODR's –

	2020-2021 (8/24/20 to 10/23/20)	2021-2022 (8/10/21 to 10/28/21) YTD	2021-2022 (9/25/21 to 10/28/21)
Total MIR's & ODRs	33	56	40
Students contributing		29	20
Students with 2+ ODR		1 (K = 16)	1 (K = 16)
Students with 2+ Minors		6 (4 th =3, 5 th =3)	3 (4 th =1, 5 th =2)



Nov. 2021-

	2020-2021 (8/24/20 to 11/18/20)	2021-2022 (8/10/21 to 11/18/21) YTD	2021-2022 (10/29/21 to 11/18/21)
Total MIR's & ODRs	59	73	17
Students contributing	23	37	12
Students with 2+ ODR	9	1 (K=18 ODR)	1 (K=2 ODR)
Students with 2+ Minors		8 (4 th =3, 5 th =5)	2 (5 th =5 MIR)



- 5. Money in account: \$
 - a. Posters
 - b. Incentives
 - c. Cart supplies
 - d. Shirts and Water bottles
 - e. Raffle Items
- 6. Fundraisers
 - a. T-shirts
 - b. Water Bottles
 - c. Holiday Shop 12/6-12/10
 - 1. Set-up 12/3 After School
 - 2. Volunteers
 - 3. Publix re-usable bags
 - 4. Parent Night - 10-15 people
 - d. Ice Pops - Winter / Move day?
- 7. Donation - wish list
- 8. Event(s)
 - a. December
 - 1. Mystery Behavior
 - 2. Raffle - Review Items
 - 3. ?
 - b. January
 - c. Movie Event - response