

# AAAP Quarter 3



## 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 3

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 3/11/2022 Verified by Kimberly Garcia

### Reflection

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
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)	1/25, 3/7

**Summary of observation(s):**

1/25 Celebrate Literacy Week: Teachers read a book, written by an African American author, or read a biography about a famous African American-school wide 3/7 Grade 4 read the article about Carter Woodson, a famous African American

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:	3/11/2022
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#### African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Count Scheduled	Count Identified	Percent									
0	0	100 %	3	3	100 %	5	5	100 %	6	6	100 %

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.

# AAAP Quarter 3

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:

1/28, 2/25, 2/28

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

1/28, 2/25 At the meeting, members who represent all grade levels, discussed discipline data, when it is occurring, and where it is occurring. We discussed the number of ODRs and CIRs for the year, and comparisons to years past. Also discussed are steps to consequences, as well as incentives for positive reinforcement. 2/28 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:

School Wide 1/4, 1/31 Gradelevels: unit asst. chat

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

ELA

Unit 4 3

rd grade 2/3/22 (data run on 1/28)

Unit 4 4 th grade 2/8/22 (data run on 1/28)

Unit 5 3

rd grade 3/3/22 (data run on 2/28)

Unit 5 4 th grade 3/8/22 (data run on 2/28)

Math 3-5:

U5:

3 rd Grade: 1/19

4 th Grade: 2/9

5 th Grade: 1/18

U6:

3 rd Grade: 2/16

4 th Grade: 2/23

5 th Grade: 2/15

U7:

3

rd Grade: will be 3/9

review test, questions students had difficulty with, next steps

# AAAP Quarter 3

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 3

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: 3/9/2022

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): 1/31 Reviewed SIP plan at faculty meeting 1/7 Reviewed at Leadership Team Meeting how the plan is being implemented. 2/4 Also reviewed with GLL, as we work through the THEME piece of our SIP. Included in "The Buzz," our weekly newsletter on this day as well. 3/9 Impact Review -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, to finish out the school year

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.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 3/10/2022

Total Count of African American Students Participating in One or More Extracurricular Activities

36

Total Count of African American Students Enrolled (#)

128

Total Percent of African American Students Participating in One or More Extracurricular Activities

28.1 %

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

Our demographics show that 19% of our total population is African American (128/663). Of those participating in Audobon, track, Student Council, Safety Patrol and After School Superstar Camp, (33 out of 153) 22% of these students are African American.

(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:

1

Percentage of Interviewers on Interview Committee by Race

African American

33 %

White, Non-Hispanic

66 %

(Optional) Additional information:

# AAAP Quarter 3

We interviewed for a head custodian and night custodian this nine weeks.

## PBS Meeting February 25<sup>th</sup>

### Meeting Dates

- Next meeting date is: 3/28\*, 4/29, 5/27
  - \*Monday meeting

### Roles

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

### Discipline

- 190 year to date (47 ODR, 143 CIR)
  - 83 students contributing
  - 1 student had 18 while trying to diagnose his behavior
- 1/28-2/24
  - 32 ODRs & minors
  - 27 contributed
  - Only 2 students have 2 each
- We're about where we were last year but we started later in the year and we had less students in person
- More frequent on Tuesdays - Thursdays
- Absences are Mondays & Fridays

### Class Dojo

- K-2 used the cart & redeemed points
- K also redeemed for a movie
- If you have lower points, up the point value
- Concerns – a team in 3<sup>rd</sup> grade & a teacher in 4<sup>th</sup>
- Please remind your team we ALL need to be using dojo & rewarding with PBS incentives/rewards

### Movie Day

- Swallow will provide popcorn & drinks
- Many grades are doing the movie on the 18<sup>th</sup> (some earlier that week)

### **PBS Walkthroughs**

- They are looking for visibility of expectations, having expectations posted everywhere, expectations posted in problem areas
- If your team needs posters, email Swallow
- If someone comes through, say you are giving dojo points to a kid or go give the points right then
- Teachers need to know our 4 B's

### **Money in Account**

- \$2,299 as of February 25<sup>th</sup>
  - We need to buy...
    - Posters
    - Incentives
    - Events – movie day/water day
    - Fundraisers (costs up front)
    - End of year raffle items

### **Events**

- Movie Days
- Sports Day (upper grades)
- Water Day/Field Day (high school volunteers)
- Raffle (end of year)

### **Fundraisers**

- Tshirts - we agreed to use the same design from the water bottles for the shirts
- Waterbottles - we are in the process of getting those ordered
- Ice Pops – if you find them, buy them!
- Cookie Mondays – when should we start?

### **End of Year Raffle**

- Ask for ideas from teams (keep within \$20-\$25)
- We came up with...
  - Slip 'n slide
  - Water balloons
  - RC cars
  - Pop-its
  - Pokemon cards
  - Tech Decks

### **March Events**

- K wants the cart
- Others are doing movies

### **April Events**

- 5<sup>th</sup> grade – plan something
- 1<sup>st</sup> – cart
- 2<sup>nd</sup> – game day

### **Field Day/Water Day/Carnival**

- Tentative date May 24<sup>th</sup>
- Include both water activities and other activities (turning it into more of a field day instead of just a water day)
- We need volunteers to sell things
- Berry suggested selling things & getting high schoolers to do the selling
- Suggestions...
  - Kona Ice
  - Nachos
  - Cotton Candy
  - Water
  - Hot Dogs

## CITRUS ELEMENTARY IMPACT REVIEW MARCH 9, 2022

	<b>Rahal Keeler DENEZ</b>	<b>DELUFO CARLSEN CONNELLY</b>	<b>GARCIA LORD TESKE</b>	<b>Mejia GUERRA HAMMLER</b>	<b>SWALLOW NAVARRO DOWDELL</b>
	<b>Seijo</b>	<b>Addis</b>	<b>DAVIS</b>	<b>HOLLANDER</b>	<b>GARRY</b>
<b>9:00</b>	<b>TRIMM</b>	<b>CLEMENT</b>	<b>BOCCIA</b>	<b>PALMER</b>	<b>WERT</b>
<b>9:15</b>	<b>MONROE</b>	<b>KLOTZER</b>	<b>JONES</b>	<b>Bailey</b>	<b>PYLANC</b>
<b>9:30</b>	<b>VANDUSKIRK</b>	<b>SEGNOVES</b>	<b>CAUDILL</b>	<b>SMITH</b>	<b>CARNEY</b>
<b>9:45</b>	<b>EMPREY</b>	<b>DELUFO</b>	<b>O'BEE</b>	<b>PARTELOW</b>	<b>ARCHER</b>
<b>10:00</b>	<b>RICHARDSON</b>	<b>FARNSWORTH</b>	<b>REED</b>	<b>St. Pierre</b>	<b>KARMAN</b>
<b>10:15</b>	<b>TETREAULT</b>	<b>LOVETT</b>	<b>MCDONOUGH</b>	<b>Demmy</b>	<b>PE- BROXTON/CAMPBELL</b>
<b>10:30</b>					

**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**

# SDIRC School Based Action Plan for Math and ELA

School: Citrus Elementary

Date: March 9, 2022

Classroom Observation Findings ELA K-5 in % (percentages)			Classroom Observation Findings MATH K-5 in % (percentages)				
Sept/Nov/Dec/Jan/Mar	Evident	Partially Evident	Not Evident	Sept/Nov/Dec/Jan/mar	Evident	Partially Evident	Not Evident
Collaborative Planning	96/100/100/100/100	4/0/0/0/0	0/0/0/0/0	Collaborative Planning	100/100/100/100/100	0/0/0/0/0	0/0/0/0/0
SBI and SBT	96/100/100/100/100	6/0/0/0/0	0/0/0/0/0	SBI and SBT	86/86/92/100/100	14/14/8/0/0	0/0/0/0/0
Monitoring/Formative Assts.	45/60/86/60/58	45/30/14/26	10/10/0/0/16	Monitoring/Formative Assts	43/71/54/50/75	29/14/46/50/25	29/14/0/0/0
Differentiation	45/40/77/57/56	25/30/8/43/17	30/30/15/0/17	Differentiation	29/64/46/83/63	29/29/38/17/25	43/71/13/0/12
Engagement/Participation (AT)	59/80/86/71/74	39/10/14/19/26	4/10/0/0/0	Engagement/Participation (AT)	29/64/62/50/75	71/29/31/50/25	0/7/8/0/0
Class Environment	71/80/93/100/89	25/20/7/0/11	4/0/0/0/11	Class Environment	29/100/85/67/88	57/0/15/33/12	14/0/0/0/0
Action Steps-Continued in November	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"> <li>Unit Assessment Data (3-5 Grades), MATH: Fluency practice completion rate, Go Math, REFLEX, I-Ready etc. ELA: ORFS, Dibels, I-Ready</li> <li>Lesson Plans that all teachers are accountable to uphold and follow, with questions for accountable talk.</li> <li>Structure when AT occurs in plans (whole group and small group)</li> </ul>			

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

## Data Findings:

### Data Findings OVERALL FOR SCHOOL in Percentages:

<b>Sep/Nov/Dec/Jan/Mar</b>	Evident	Partially Evident	Not Evident
<b>Collaborative Planning</b>	<b>97/100/100/100/100</b>	<b>3/0/0/0/0</b>	<b>0/0/0/0/0</b>
<b>SBI and SBT</b>	<b>94/92/100/100/100</b>	<b>6/8/0/0/0</b>	<b>0/0/0/0/0</b>
<b>Monitoring/Form. Assessments</b>	<b>45/67/70/57/63</b>	<b>42/21/30/43/26</b>	<b>13/8/0/0/11</b>
<b>Differentiation</b>	<b>42/54/61/65/66</b>	<b>26/29/23/35/19</b>	<b>32/21/15/0/15</b>
<b>Engagement/ Participation (AT)</b>	<b>52/71/74/65/74</b>	<b>45/21/22/35/26</b>	<b>3/8/4/0/0</b>
<b>Class Environment (was Culture and Climate)</b>	<b>65/92/89/90/89</b>	<b>29/8/11/10/11</b>	<b>6/0/0/0/0</b>



# ELA Unit 5 Test Data Analysis



Teacher: Boccia Overall percentage for your class: 86%

Level of Proficiency: 80 - 100 - above average progress (green)  
How many of your students are in this level: 33

Level of Proficiency: 60 - 79 - average progress (yellow)  
How many of your students are in this level: 3

Level of Proficiency: 0 - 59 -- below average progress (red)  
How many of your students are in this level: 1  
List students: 

1. What was done successfully for these standards in ELA?  
RI.1.2 - Identifying the main idea  
RL.1.2 - Theme

2. What are your next steps in Tier 1 to differentiate in small group for those who struggle in ELA?  
Revisit the standards the students struggled with in small group.

3. Were there any questions that were problematic to many of your students in ELA?  
Yes or No

If yes, which number(s): 9 Why do you think this? The students had trouble identifying the important detail that was missing from the summary.

4. Choose one practice that needs to be strengthened, changed or continued in based on this unit assessment or because of the upcoming FSA. Explain what you chose and why:  
- Continue to practice test taking strategies  
- Revisit summarizing



# ELA Unit 5 Test Data Analysis



Teacher: Palmer Overall percentage for your class: 79%

Level of Proficiency: 80 - 100 - above average progress (green)

How many of your students are in this level: 31

Level of Proficiency: 60 - 79 - average progress (yellow)

How many of your students are in this level: 4

Kinley 50 Mel. V 60  
Maurice 60  
Travaeh 50

Level of Proficiency: 0 - 59 -- below average progress (red)

How many of your students are in this level: \_\_\_\_\_

List students: \_\_\_\_\_

1. What was done successfully for these standards in ELA?

FSA aligned test questioned practiced.

2. What are your next steps in Tier 1 to differentiate in small group for those who struggle in ELA?

- vocabulary-discussion.
- review test questions

3. Were there any questions that <sup>pick another "fun" thing done in this</sup> were problematic to many of your students in ELA? <sup>trip.</sup>

Yes or No should <sup>have</sup> <sup>known</sup> to (41.2%)  
# 4 (7.2%)  
If yes, which number(s): #9 - R11.2

Why do you think this? The "missing detail" questions are hard for them

4. Choose one practice that needs to be strengthened, changed or continued in based on this unit assessment or because of the upcoming FSA. Explain what you chose and why:

Continue - doing FSA like questions in whole group to get ready for test.



# ELA Unit 5 Test Data Analysis



Teacher: Trimma Overall percentage for your class: 77%

Level of Proficiency: 80 - 100 - above average progress (green)  
How many of your students are in this level: 30

Level of Proficiency: 60 - 79 - average progress (yellow)  
How many of your students are in this level: 5

Level of Proficiency: 0 - 59 -- below average progress (red)  
How many of your students are in this level: \_\_\_\_\_  
List students: \_\_\_\_\_

1. What was done successfully for these standards in ELA?

Main Idea/Theme Standards

2. What are your next steps in Tier 1 to differentiate in small group for those who struggle in ELA?

- Continue small group standards
- Vocabulary discussion

3. Were there any questions that were problematic to many of your students in ELA?

Yes or No

If yes, which number(s): #9 / #2 Why do you think this? Missing detail always issue

4. Choose one practice that needs to be strengthened, changed or continued in based on this unit assessment or because of the upcoming FSA. Explain what you chose and why:

- Continue FSA like questions in whole group - RI.1.2
- Test taking strategies
- revisit summarizing

## Data Chat-Team-Reflection Unit Assessment



1. What does this assessment tell you about the performance of your students in the grade?
  - Were the standards taught to the full extent of what was needed?
  - Did you plan accordingly?

yes, we taught LAFS standards and the students were successful on the test

2. Which standards need to be revisited?

Summarizing R.1.1.2 The questions are slightly confusing questions.

3. How are you targeting the needs of students who are in red and yellow on this assessment?

- What are the team's biggest priorities going forward (which standards)?
- Is there any subgroup of students that need help with these standards?

LAFS standards using already data to target individual & classroom need

4. Which question(s) were problematic? Why do you think this?

2, 9, summarizing questions

SIGNED:

Teals

Suzanne, B. Boccia & M