



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



Quarter of the School Year: 4

School: Citrus Elementary

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 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.

These assurances have been reviewed and verified on: 6/3/2022 ____ KG _____ (initials)

Quarterly Reflection

(Please summarize any reflections based upon action step implementation for the quarter. What are areas of progress or opportunities for growth? What are next steps based upon work accomplished?)

Tier one and two instruction continued to be looked at regularly in quarter 4 by the admin and coaching team to ensure the data drove the instruction. Changes were made to groupings based on data and immediately implemented once discussed with the teachers of the students.

Uploading 2.1 and 2.4 documentation as well



School District of Indian River County
African American Achievement Plan 2021 – 2022
Quarterly Summary of Implementation of Strategies/Action Steps



Quarter of the School Year: 4

Date of Summary: 6/3/2022

School: Citrus

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.3

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	5/2/2022, 5/11/22
Summary of Observation(s):	Second grade did a unit on the civil rights movement and people who fought for change including: Rosa Parks, MLK Jr., and Mary Bethune. We witnessed whole group lessons regarding this topic.

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready, 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						4/1/22					
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
<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	(%)
2	2	100%	3	3	100	7	7	100%	8	8	100%

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

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

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 (%)
N/A	N/A

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 <u>Discipline</u> :	3/28, 4/29, 5/20
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	See attached notes for PBS Walkthrough from 3/28, and agenda from 5/20. 5/20 At the meeting, members discussed the discipline data, when it occurred, where is occurred, and who may need additional help to get through the day successfully. As always comparisons of ODR/CIR to years past was discussed and next steps created.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	4/20/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Students in grade 3 who were in the bottom 35% were given the i-Ready EOY test on 4/19-4/20. We then met with grade 3 team to group students based on need to be ready for the second round of EOY tests, given on May 20.

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 (#)
N/A	N/A

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 4
Select one:	<input checked="" type="checkbox"/> No out-of-school suspensions were assigned during this time frame. <input type="checkbox"/> 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:	4/22/22
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 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):	While there were no impact reviews in quarter 4, the leadership team continued to walk through and get a pulse on the classrooms throughout the grades. We continued our plan that we created in our last impact review from March 9, 2022.
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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:	5/6/22	
Total Count of African American Students Participating in One or More Extracurricular Activities	Total Count of African American Students Enrolled (#)	Total Percent of African American Students Participating in One or more Extracurricular Activities
36	128	28%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	The demographics of the 670+ students at Citrus, include: 53% white, 20% Hispanic, 19% African American, and 8% all others. The number participating fits our demographics.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	N/A	

**Data should be retrieved from the Power Bi [Extracurricular Activities](#) public-facing dashboard.*

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:	5
Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
20	80
(Optional) Additional information:	The team was made up of the Principal, AP, two grade two teachers, and our secretary. We interviewed 5 candidates: 4 were white, 1 was African American. Of the 18 who applied for the position, two were African American. One of the two was not interviewed as we spoke to her previous principal who had non-renewed her, and one was interviewed and not given the best references compared to the other candidate.

CES 21/22 PBS Core Team Meeting 5/20/22 Agenda

5/20/22

1. Thank you for being such a wonderful team!
2. Proposed 22/23 PBS Meeting dates: Pre-planning 9:00am 8/4
8:05am: 8/26, 9/23, Mon. 10/24, Mon. 11/14 or Fri. 11/18 – dependent on
GLL, Mon. 12/12, 1/27, 2/24, 3/31, 4/28, 5/26 (last day is 5/31)
3. Assigned Roles: Any changes?
 - a. Note Taker – Emily Addis
 - b. Time Keeper – Nicole Del Tufo
 - c. Input: Everyone
 - d. Recruitment – Nicole Del Tufo
 - e. Fundraising –Partlow
 - f. New Teacher Trainer – Caudill
 - g. Event Coordinator – DeCosa and Carney
 - h. Volunteer Coordinator –

4. Data
 - a.

	2020-2021 (8/24/20 to 5/19/21)	2021-2022 (8/10/21 to 5/19/22) YTD	2021-2022 (4/29/22 to 5/19/22)
Total MIR's & ODRs	246 (47=ODR)	322	52 (8=ODR)
Students contributing		121 18% of population	40
Students with 2+ ODR		18 (K=18 ODR- 1 student, 1 w/7, 1 w/6, 2 w/5, 4 w/4, 2 w/3, 7 w/2)	2 (Both 5 th grade)
Students with 2+ Minors		48 (5 th =24,18,11)	7 (5 are 5 th grade, 2 are 4 th grade)

- b. Location: Classroom, Other, Hallway, Playground, in past month
Weekday: Tuesday, Wednesday – all ODR in past month

5. Raffle Items Poll Students by Grade Level
6. Climate Surveys
7. Events for next year
 - a. Stinger Store
 - b. Fun Day
 - c. Extra Recess
 - d. Raffles
 - e. Mystery Behavior
 - f. Movie Days
8. Fundraisers – next year
 - a. T-shirts
 - b. Water bottle – sell at orientation
 - c. Ice Pops
 - d. Dress Down Days
9. Poster planning and design committee
10. Fun Day review, ideas for next year

PBS Meeting March 28th

Meeting Dates

- Next meeting dates are: 4/29 & 5/27

Roles

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

PBS Walkthrough

- Overall, it went well – we scored a 92.7
- Staff did fine answering – some students couldn't come up with the exact wording (bee safe, bee responsible, bee respectful, bee kind) but had the general idea
- The observer suggested we "update" our signs with how the expectation in each area ties in with our 4 B's. (How do the steps in KAHFOOTY go with our 4 B's?)
- She didn't like that if a student earned enough points and purchased the movie but got in trouble after, they could still attend the movie. Rachel said that we can't take away the reward that they had previously earned with their points.
- Rachel did tell her that she might need to come back and redo our observation if our score isn't that great
- She showed up at 8:10 before students were even on campus

Water Bottles

- They were delivered Monday!
- We are going to keep some in the office but store the extras in the PBS room
- They are \$5.00
- We need an order form/flyer – Caudill offered to make it
- Addis & Coach D will get with Beth to manage the selling

TShirts

- We are going to use the same design as the water bottles, but changed "school" in Citrus Elementary School to "PBIS"

- These will be for just staff
- What color?
 - Crunchberry or Neon Pink
 - Gliden comfort colors

Movie Day

- Any complaints?
- Anything to change?

April Events

- K-5 will do cart in April
- It was suggested to buy an extra recess instead of a sports day
 - Could this take place in the morning before normal recess starts?
 - Partners work it out with themselves for who will take those out who bought, and the others stay inside – K-2 works it out within their team
 - Rachel will look at a schedule and have you sign up for a day/time when she sends out the calendar for the dojo cart

May Events

- Movie Day?
- Water Day/Field Day (high school volunteers) – May 24th
- Raffle (end of year) – last week of school

Field Day

- Calling it Citrus Fun Day
- May 24th
- Students pay to participate
- How many dojo points?
 - We need it low enough to be attainable but high enough to hold value
 - 200 points?
- Rachel will check on Kona Ice
- We need to decide on the activities and advertising
- All teachers need to be aware that this is coming so ALL students can earn points for it!

3rd grade iReady 1st + 2nd attempt - Achievement 2.1

Name	JA Wt Avg	Pred SS	Teacher	1 st	2 nd
	37	281.607	McDonough, Cynthia	507 (+44) = H2	
	53	294.275	Archer, Diana	525 (+48) = 3	
	45	289.817	St. Pierre, Suzanne	520 (+40) = H2	533 P
	45	282.117	Archer, Diana	515 (+81) = H2	
	24	272.161	Archer, Diana	470 (+42) = H1	
	53	291.901	McDonough, Cynthia	533 (+66) = 3	
	31	266.335	St. Pierre, Suzanne	443 (+27) = M1	
	53	288.111	McDonough, Cynthia	486 (+30) = H1	
	51	284.153	Archer, Diana	507 (+67) = H2	
	19	264.727	Archer, Diana	481 (+49) = H1	
	56	293.235	Archer, Diana	540 (+40) = 3	✓
	62	288.107	Tetreault, Elizabeth	504 (+53) = H2	
	24	266.389	Tetreault, Elizabeth	473 (+54) = H2	
	43	289.521	McDonough, Cynthia	534 (+72) = 3	✓
	49	271.991	Tetreault, Elizabeth	444 (+34) = M1	
	39	275.831	Tetreault, Elizabeth	494 (+86) = L2	
	35	266.201	Archer, Diana	450 (+35) = M1	
	47	285.519	St. Pierre, Suzanne	510 (+55) = H2	
	65	292.739	McDonough, Cynthia	465 (+2) = H1	
	37	288.005	Archer, Diana	514 (+13) = H2	
	50	277.841	Tetreault, Elizabeth	454 (+42) = M1	
	47	278.805	McDonough, Cynthia	546 (+139) = 3	✓
	49	283.577	Tetreault, Elizabeth	495 (+42) = L2	
	31	274.521	Archer, Diana	527 (+84) = 3	
	39	274.895	McDonough, Cynthia	477 (+57) = H1	
	39	283.815	St. Pierre, Suzanne	504 (+43) = H2	
	36	272.649	Tetreault, Elizabeth	457 (+20) = H1	
	57	293.095	Tetreault, Elizabeth	502 (+) = L2	
	31	267.965	Archer, Diana	437 (+27) = M1	
	22	264.541	Archer, Diana	442 (+32) = M1	
	41	281.697	McDonough, Cynthia	522 (+65) = 3	
	65	274.883	St. Pierre, Suzanne		
	31	271.105	Tetreault, Elizabeth	456 (-1) = M1	
	39	276.125	St. Pierre, Suzanne	478 (+61) = H1	
	40	286.569	Archer, Diana	528 (+70) = 3	

Tetreault, Liz

532 (+34) = 3

St. Pierre, Suzi

518 (+2) = H2

sandgren

402 (52) = L1

2.1 Achievement

H AM Group (5)	M AM Group (6)	E AM Group (5)	E Am Group (4)
DeCosa - Literature Packet Guerra - Informational Packet	DeCosa - Literature Packet Guerra - Phonics (B/C/D) Lev 3	DeCosa - Cont. Plan Marchman - Lexia Skill Builders/Phonics Lev. 2	DeCosa - Cont. Plan Marchman - Skill Builders

Time	Tier 1 Group	DeCosa	Marchman	Guerra	iReady Minutes
9-9:30		IEP minutes- All ESE students for LEXiA- <u>Decosa's Room</u>	IEP minutes- All ESE students for LEXiA- <u>DeCosa's Room</u>	H AM Group (5)	M AM Group iReady minutes in Classroom Room-AFTER APRIL 29
9:30-10	M and H AM (11) Whole Group for Amplify	E AM Group (6)	E Am Group (6)		
10-10:30		H AM Group (5)	E AM Group (6) Skill Builders	M AM Group (6)	E Am Group (6) iReady Minutes in DeCosa's Room
10:30-10:50	E Am Group (6) with [REDACTED] Tier 1 Small Group	M AM Group (6)	E AM Group (6) iReady Phonics Chynna, Ronan, Trenton		H AM Group iReady in DeCosa's Room
10:50-11:20	H and M Small Group Tier 1	E Am Group (6)	Monitor iReady Minutes for E AM Group (4)		E AM Group (4) in DeCosa's Room [REDACTED] Tetreault's room

Good Cause ESE- ONLY getting 9-9:30 DeCosa; will stay in Tier 1	ESE- Retentions- ONLY getting 9-9:30 DeCosa; will stay in Tier 1
[REDACTED]	[REDACTED]

PM Group



Guerra- Literature Packet; Phonics (B/C/D) Lev. 2

	Tier 1 Group	Guerra	iReady Minutes	DeCosa	Marchman
12:35-1:05		Comprehension			
1:05-1:35		Phonics			
1:35-2:00	Small Group Tier				
2:00-2:15	1 Whole Group Amplify				
2:55-3:15			iReady Minutes in Classroom		



Leadership Meeting

4/22/22

1. Daisies/ Doozies
2. Review SLP and Title One Plan
3. Update Grade Level expectations to reflect new standards
4. Collaborative Planning Update
5. Data Chat update
6. Teacher and Classroom Placements
7. Class Lists/Placements: time and identify who has access to make changes
8. Admin report

Data Findings:

2.4

Data Findings OVERALL FOR SCHOOL in Percentages:

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

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	43/77/54/50/75	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	43/77/13/0/12
Engagement/ Participation (AT)	58/80/86/71/74	38/10/14/19/26	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"> 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) 			

				<ul style="list-style-type: none"> • Use of timers to help with pacing • Checklists/ notebooks/ monitoring used by teachers for standards mastered • Unit Assessment Data and DIBELS for initial placement • i-Ready data • walkthrough data • Coaching Logs
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"> • 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
Monitor work and hold students accountable for accuracy	Checklists, giving specific feedback to work, monitor at centers, using data from Unity/Power BI/ formative assessments	Teachers and Coaches	Ongoing	<ul style="list-style-type: none"> • 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			

times, but also learn about
different classmates

CITRUS ELEMENTARY IMPACT REVIEW MARCH 9, 2022

		Rahal Keeler Perez	DeLufo Carlson Connellly	Garcia Lora Teske	Mejia Guerra Hammer	Swallow Navarro Dowdell
9:00		Seijo	Addis	Davis	Hollander	Garry
9:15		Trimm	Clement	Boccia	Palmer	Wert
9:30		Monroe	Klotzer	Jones	Bailey	Pylant
9:45		Vanduskirk	Seaves	Caudill	Smith	Carney
10:00		Embrey	DeLufo	O'bee	Parlow	Archer
10:15		Richardson	Farnsworth	Reed	St. Pierre	Karman
10:30		Tetreault	Lovett	McDonough	Demmy	PE- Broxton/Campbell

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