School District of Indian River County

African American Achievement Plan 2022-2023
Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Citrus Elementary School

In September 2022, the School District of Indian River County initiated the implementation of the 2022-2023 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 2022-2023 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/supervisor of each school/location:

- Action steps included within the 2022-2023 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 October 24, 2022: _____T.J._____ (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?)

In reflecting on the area of progress or growth opportunities for Quarter 2 will be the School Improvement Action Steps to ensure that our A.A. students are progressing towards proficiency in all academic areas. Our next steps will include revising our science achievement plan, increasing extended learning opportunities and continuing to work on a positive and inviting learning environment.

African American Achievement Plan 2022-2023
Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

Date of Summary: October 24, 2022

School: CITRUS ELEMENTARY SCHOOL

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

Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	3
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2022)*	August 23, 2022
Summary of Observation(s):	Students were working in Unit 1 of Amplify, Standard ELA.5. R.2.4

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 *(i.e., August 1, 2022)*	

African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Ct Need Fun Read & Scheduled	*Ct Need Fun Read*	Percent (%)	*Ct Need Fun Read & Scheduled*	*Ct Need Fun Read*	Percent (%)	*Ct Need Fun Read & Scheduled*	*Ct Need Fun Read*	Percent (%)	*Ct Need Fun Read & Scheduled*	*Ct Need Fun Read*	Percent (%)
0	2	100%	0	0	0%	0	4	100%	4	4	0%

**Data should be retrieved from the Power BI 2022 – 2023 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: *(i.e., August 1, 2022)*	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)

Black/African American (%)	White, Non-Hispanic (%)
N/A	N/A

African American Achievement Plan 2022-2023
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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:	8/29, 9/12,9/19,9/26,10/10,
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Discipline:	Discipline historically is low in K,1,2 except for isolated needs such as this year's K students. This can be attributed to increased repetition and reinforcement of expectations and positive behavior incentives in these grade levels. Need to ensure expectations are repeated and reinforced in intermediate grades to increase positive behavioral momentum. Parent presentation embedded within the Title I night specifically for Kindergarten students.
Achievement	
Date(s) of Problem-Solving Session(s) for Achievement:	8/29, 9/12,9/19,9/26,10/10,
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement:	What strategies am I using during TIER 1? (Whole group or small group using district curriculum). If more than 70% of your students are not proficient, Tier 1 instruction may need adjustments in strategies (modalities, manipulatives, etc.) After step 1 has been completed, the 30% of the class that is still not proficient in a **specific area** (phonological awareness, number sense, decoding, phonics, etc.) may need a Tier 2 intervention in that specific area. This means you will see that child twice at a small group setting. First time is Tier 1 small group at grade level. Second time is Tier 2 for a specific deficit (May be the RTI group). This is a 20/30-minute group of NO MORE than 10. This does not necessarily mean that the student needs to be brought to MTSS. This does mean that you meet with your coach to determine the biggest barrier and set an intervention into place.

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)	
Black/African American (%) N/A	White, Non-Hispanic (%) N/A

African American Achievement Plan 2022-2023
Assurances of Implementation of Strategies/Action Steps

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: *(i.e., August 1, 2022)*	School wide: August 3, 2022 PTA Meeting: September 6, 2022 Faculty Meeting: September 9, 2022 SAC Meeting: September 26, 2022 Impact Review: October 4, 2022 Faculty Meeting: October 14, 2022	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	☒Yes ☐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):	Document in weekly collaborative planning the monitoring/formative high yield strategy as it is being utilized. Daily-expect teachers to teach to the rigor of the standard using the district approved instruction, as evidenced in plans and then seen in walkthroughs. Written specific feedback needs to be given to students on a regular basis (ex. monitoring with colored pen, students going to teacher's desk for check, peer to peer check with structure). This will be an expectation for teachers and evidenced through walkthroughs. Students should have criteria for success (ex. rubric, exemplar) to be utilized and checked on a regular basis. These should be discussed at weekly collaborative planning with admin and coaches. Accountable talk structure in place, and intentionally planned on a daily basis. This can be checked in plans and evidenced in classroom visits.	

African American Achievement Plan 2022-2023
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Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.		
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:		
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 (%)
N/A	N/A	N/A
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	N/A	
(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:	1
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
25	75
(OPTIONAL) Additional information:	

Citrus Elementary School

"A School of Community Citizenship"

African American Achievement Plan (Quarter #1 Evidence)

Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.

ELA CURRICULUM MAP-5th Grade

Unit 1: Personal Narratives

Big Idea 1: This unit allows students to examine the genre of personal narratives

and helps students build their knowledge of descriptive writing.

Big Idea 2: Through close and critical reading, these texts provide students the

opportunity to improve their literal comprehension and text-based inferencing.

Duration: Aug. 15 – Sept. 9 15 Days

Unit Description: This unit examines the genre of personal narratives: works of nonfiction written by a first-person narrator who is or was involved in the

events they describe. Students read five personal narratives, identifying the elements of the genre and, throughout the unit, using these elements in writing a

variety of their own personal narratives. These elements include a logical sequence of events, dialogue, vivid descriptive language, sensory details, figurative

language, and images that accompany a written text. Examining the genre in this way will help students build their knowledge of descriptive writing. A primary

goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-

paragraph or multi-paragraph narratives, in a low-stakes environment that encourages them to develop their writing skills. Most of the writing assignments are

connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, that students will have studied in connection with the narratives they

are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions, with their classmates offering concrete and positive feedback.

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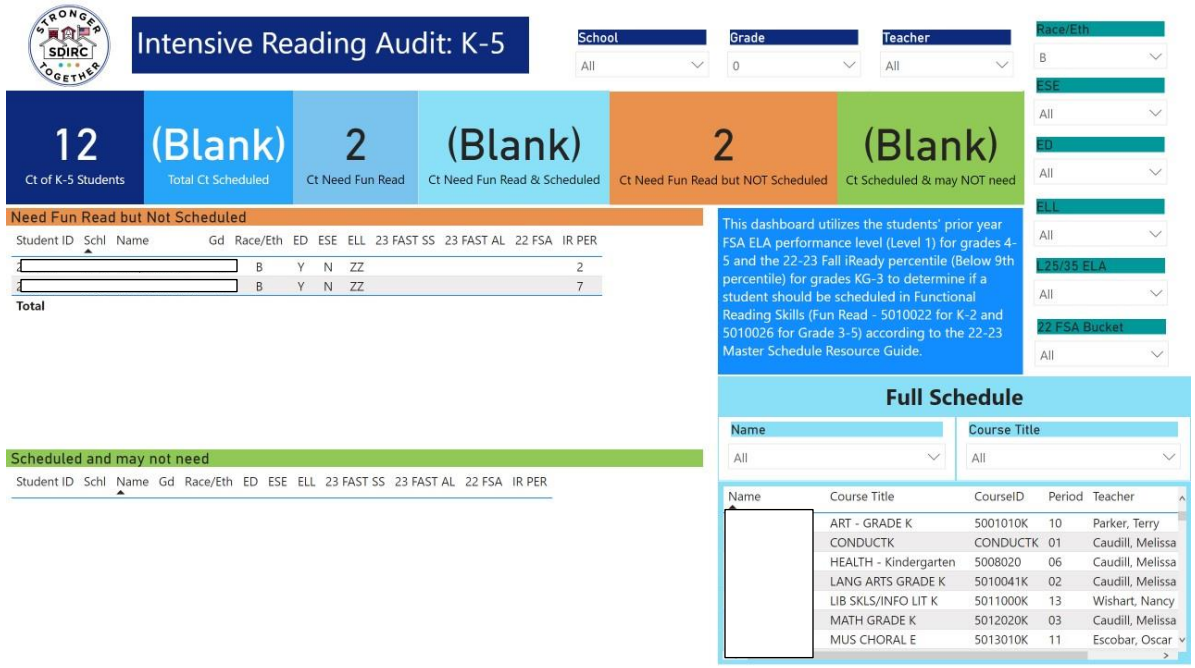
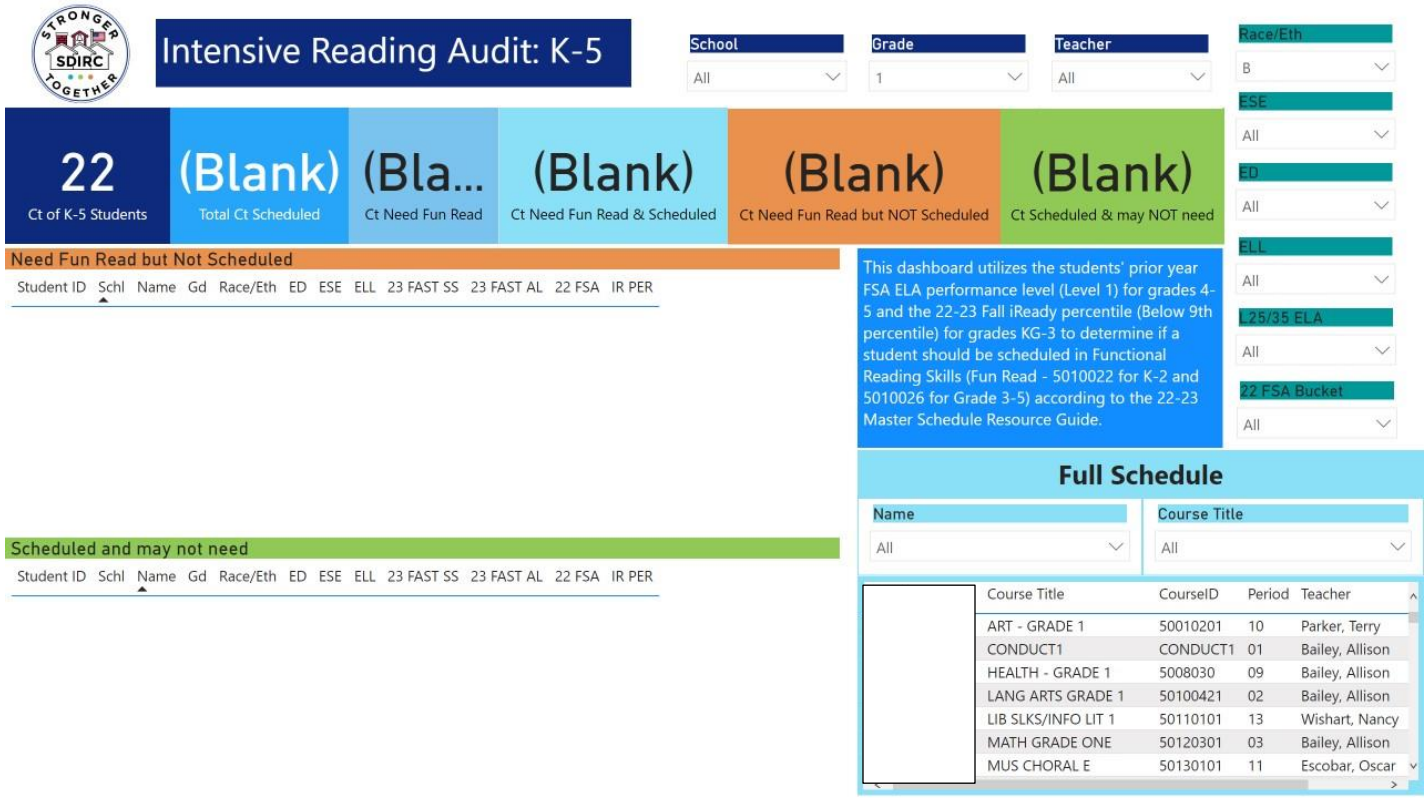
African American Achievement Plan (Quarter #1 Evidence)

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.





Intensive Reading Audit: K-5

School: All | Grade: 2 | Teacher: All

Race/Eth: B | ESE: All | ED: All | ELL: All | L25/35 ELA: All | 22 FSA Bucket: All

20	(Blank)	4	(Blank)	4	(Blank)
Ct of K-5 Students	Total Ct Scheduled	Ct Need Fun Read	Ct Need Fun Read & Scheduled	Ct Need Fun Read but NOT Scheduled	Ct Scheduled & may NOT need

This dashboard utilizes the students' prior year FSA ELA performance level (Level 1) for grades 4-5 and the 22-23 Fall iReady percentile (Below 9th percentile) for grades KG-3 to determine if a student should be scheduled in Functional Reading Skills (Fun Read - 5010022 for K-2 and 5010026 for Grade 3-5) according to the 22-23 Master Schedule Resource Guide.

Need Fun Read but Not Scheduled

Student ID	Schl	Name	Gd	Race/Eth	ED	ESE	ELL	23 FAST SS	23 FAST AL	22 FSA	IR PER
[redacted]	CES	[redacted]	2	B	Y	Y	ZZ				8
	CES		2	B	Y	Y	ZZ				1
	CES		2	B	Y	N	ZZ				8
	CES		2	B	Y	N	ZZ				8

Total

Scheduled and may not need

Student ID	Schl	Name	Gd	Race/Eth	ED	ESE	ELL	23 FAST SS	23 FAST AL	22 FSA	IR PER

Full Schedule

Name: All | Course Title: All

Name	Course Title	CourseID	Period	Teacher
[redacted]	ART - GRADE 2	50010302	10	Parker, Terry
	CONDUCT2	CONDUCT2	01	Davis, Meghan
	HEALTH - GRADE 2	5008040	09	Davis, Meghan
	LANG ARTS GRADE 2	50100432	02	Davis, Meghan
	LANG ARTS GRADE 2	50100432	02	Railton, Tammy
	LANG THRPY: PK-5	77630400	40	Colonna, Audre
	LIB SLKS/INFO LIT 2	50110202	13	Wishart, Nancy

Intensive Reading Audit: K-5

School: All | Grade: 3 | Teacher: All

Race/Eth: B | ESE: All | ED: All | ELL: All | L25/35 ELA: All | 22 FSA Bucket: All

24	4	4	4	(Blank)	(Blank)
Ct of K-5 Students	Total Ct Scheduled	Ct Need Fun Read	Ct Need Fun Read & Scheduled	Ct Need Fun Read but NOT Scheduled	Ct Scheduled & may NOT need

This dashboard utilizes the students' prior year FSA ELA performance level (Level 1) for grades 4-5 and the 22-23 Fall iReady percentile (Below 9th percentile) for grades KG-3 to determine if a student should be scheduled in Functional Reading Skills (Fun Read - 5010022 for K-2 and 5010026 for Grade 3-5) according to the 22-23 Master Schedule Resource Guide.

Need Fun Read but Not Scheduled

Student ID	Schl	Name	Gd	Race/Eth	ED	ESE	ELL	23 FAST SS	23 FAST AL	22 FSA	IR PER

Scheduled and may not need

Student ID	Schl	Name	Gd	Race/Eth	ED	ESE	ELL	23 FAST SS	23 FAST AL	22 FSA	IR PER

Full Schedule

Name: All | Course Title: All

Name	Course Title	CourseID	Period	Teacher
[redacted]	ART - INTERM 1	50010403	10	Parker, Terry
	CONDUCT3	CONDUCT3	01	Del Tufo, Ni
	HEALTH - GRADE 3	5008050	09	Del Tufo, Ni
	LANG ARTS GRADE 3	50100443	03	McDonough
	LIB SLKS/INFO LIT 3	50110303	13	Wishart, Nai
	MATH GRADE THREE	50120503	02	Del Tufo, Ni
	MUS CHORAL E	50130103	11	Escobar, Osi

Citrus Elementary School

"A School of Community Citizenship"

African American Achievement Plan (Quarter #1 Evidence)

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.

Date: 10.4.22 School: Citrus Elementary Current Enrollment #: 666

School Representative: Swallow District Personnel: Bernal/Lewis

Meeting purpose: To identify school-based climate & culture needs via data analysis.

Climate & Culture SIP Goal(s):
Reduce the number of discipline events (both minor and ODR) by 10% during the 1st quarter as compared to 1st quarter of 21-22 SY.

Minor Infractions #'s			**ODRs #'s**			**Transportation #'s**		
School Minor Infraction Total #			School ODR Total #			Transportation ODR Total #		
29			10			0		
Ethnic Group Receiving Most Minor Infractions			Ethnic Group Receiving Most ODRs			Ethnic Group Receiving Most ODRs		
12-H			7-H			0		
# Of Minor Infractions For SWD			# Of ODRs For SWD			# Of ODRs For SWD		
2W,1B,1H			0			0		
# Of Minor Infractions For ELLs			# Of ODRs For ELLs			# Of ODRs For ELLs		
9			0			0		
Most Frequently Used Discipline Code from M.I.s			Most Frequently Used Discipline Code from ODRs			Most Frequently Used Discipline Code from Bus		
--			Inp.Ph.Con.			0		
Grade Level with the Highest M.I. Count			Grade Level with the Highest ODR Count			Grade Level with the Highest ODR Count		
KG			KG			0		
Most Frequent Day of the Week for M.I.s			Most Frequent Day of the Week for ODRs			Most Frequent Day of the Week for ODRs		
Tue			T/W			0		
Most Frequent Location for M.I.s			Most Frequent Location for ODRs			Count of Ss Generating ODRs		
Class			Class			0		
Count of Ss Generating M.I.s			Count of Ss Generating ODRs			# Of ODRs For HEPs		
19			5			0		

Secondary Only					
Total # Of ASPIRE Suspension Events			Total # Of Ss Generating ASPIRE Suspension		
Total # Of A2OSS Suspension Events			Total # Of Ss Generating A2OSS Suspension		
Total # Of OSS Suspension Events			Total # Of Ss Generating OSS Suspension		

Aug 29, 2022	Student	ID	Grade	Teacher
9:00	[redacted]	[redacted]	1	Segroves
9:30	[redacted]	[redacted]	2	Toupin
9:50	[redacted]	[redacted]	2	Toupin
10:10	[redacted]	[redacted]	2	Addis
10:30	[redacted]	[redacted]	3	Archer
10:50	[redacted]	[redacted]	3	Tetreault
11:10	[redacted]	[redacted]	3	DelTufo
11:30	Threat Assessment			

August 29, 2022	ID	Grade	Teacher	Reason / Notes
[redacted]	[redacted]	1	Segroves	
[redacted]	[redacted]	2	Toupin	
[redacted]	[redacted]	2	Toupin	
[redacted]	[redacted]	2	Addis	
[redacted]	[redacted]	3	Archer	
[redacted]	[redacted]	3	Tetreault	
[redacted]	[redacted]	3	DelTufo	

Tier 1, 2 and 3

What do I do when a student is struggling?

1. What strategies am I using during TIER 1? (<u>whole group or small group using district curriculum).</u>

   -If more than 70% of your students are not proficient, Tier 1 instruction may need adjustments in strategies (modalities, manipulatives, etc.)

2. After step 1 has been completed, the 30% of the class that is still not proficient in a **<u>specific area</u>** (phonological awareness, number sense, decoding, phonics, etc.) may need a Tier 2 intervention in that specific area. This means you will see that child twice at a small group setting. First time is Tier 1 small group at grade level. Second time is Tier 2 for a specific deficit (May be the RTI group). This is a 20/30 minute group of NO MORE than 10. This does not necessarily mean that the student needs to be brought to MTSS. This does mean that you meet with your coach to determine the biggest barrier and set an intervention into place.

   <u>This will include</u>:
   -A progress monitoring piece for 6-8 weeks, biweekly
   -A graph that displays data (must be shared with parent)
   - After the 6-8 weeks, ideally, the student will be progressing with implemented Tier 2 instruction.

   <u>If a student is STILL NOT progressing in the intervention:</u>

   -Tier 2 instruction may need to be changed

   -Discuss with Instructional Coach and may implement a Tier 3

   -AND/OR this might be the time to bring them to MTSS (determined on individual basis)

   -You will meet to discuss student progress 3 separate time with instructional coach

3. If a Tier 3 intervention is necessary, the student will be scheduled with MTSS Team
   <u>Tier 3:</u>
   -This is determined by MTSS team.
   -Preferably no more than 1:5 ratio, working on a very specific skill for no more than 10-15 minutes at a time.
   -This intervention will also last for 6-8 weeks, weekly progress monitored and graphed data (*parent conference and signature on graphs is required).

4. After the Tier 2 and Tier 3 interventions of intensive instruction have been completed, then discussions may be had for additional services (this could be 12 to 14 plus weeks).

All of these things may affect the process of tiered instruction, as well as qualifications for additional services. Please work actively with parents and admin if any of the following are occurring:

- Attendance (excessive abs. or tardiness)
- Vision/hearing
- Behavior
- Attention/focus
- Medical issues

Citrus Elementary School

"A School of Community Citizenship"

African American Achievement Plan (Quarter #1 Evidence)

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.

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)
Academics - Significant Data Findings	Overall females are outperforming male counterparts, specifically African American males.	By focusing on African American males, we will increase an ESSA subgroup and overall achievement (proficiency)	High Yield Strategy for the 1st quarter will focus on **Monitoring** student understanding of SBI/tasks as planned during Collaborative Planning.
Academics - Significant Data Findings	Fifth grade consistently scoring below the overall achievement average of the school. The PBI School Grade Dashboard reflects an overall school Grade of 50%(C); however, when disseminated further with only the overall school grade would be: 3rd grade would be 69%(A) 4th grade would be 55%(B) 5th grade only 45%(C) The goal for the 2022-2023 school year is to increase our current 50% (C) School Grade to 58% (B)	Focusing on fifth grade achievement in ELA, Math and Science to improve proficiency by 5% based on district assessments and PBI data	Monitoring
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		African American students 39% overall proficiency ESE students 32% overall Proficiency	

Goal: Improve overall achievement levels for African American students and ESE students to 41% proficiency
Maintain or improve achievement by 5% of all students
2021-2022 the end of year showed that monitoring was evident in 63% of our classrooms. Our goal will increase to 75% evident in classrooms as reflected in walkthrough data, classroom instruction, RTI (Response to Intervention, CP Collaborative Planning and GL (Grade Level) data.

Implementation Plan for Academics

Implementation Date(s) Aug. 1st – Oct 14th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

Start: 8/1/22 End: 10/14/22	Data Dive PD in B.E.S.T. Standards sessions	Tosha Jones, Principal Kim Rahal, Assistant Principal	Collaborate planning logs and notes	Tosha Jones Principal Kim Rahal Assistant Principal Data chat forms will be reviewed by Leadership
Start: 8/04/2022 End:10/14/2022	Collaborative Planning – pre plan, FA, data review. Collaborate planning logs and notes that explicitly incorporate strategies and plans that include ESSA subgroups (African American and ESE Students. Data Chats identify progress ESSA Subgroups and next steps for interventions or enrichment.	**Literacy Coaches:** Rene Koppelman Dionna Farmer **Math Coaches:** Jennifer Keeler Amber DelTufo	Lesson Plans that include what/how Monitoring strategies will be used.	Tosha Jones Principal Kim Rahal **Literacy Coaches:** Rene Koppelman Dionna Farmer **Math Coaches:** Jennifer Keeler Amber DelTufo Data Collection Tools
Start: 8/1/2022 End:10/14/2022	Communication of SIP goals	Tosha Jones Principal Kim Rahal Assistant Principal	Monthly Family Newsletters, Title 1 Mtgs, Open House, Classroom/Hall posters, agendas, School Advisory Council Meetings.	Tosha Jones, Principal Kim Rahal Attendance and oral communication and common language
Start: 8/1/2022 End:10/14/ 2022	Classroom Walkthroughs	**Leadership Team:** Tosha Jones Principal Kim Rahal Assistant Principal **Literacy Coaches:** Rene Koppelman Dionna Farmer **Math Coaches:** Jennifer Keeler Amber DelTufo	Walkthrough data will be compared to the Curriculum and Instruction Walkthrough data to determine if the School Improvement High Yield Strategy of Monitoring is being used in classrooms with fidelity. We have created a QR code that can be used to facilitate the walkthroughs so they can be done on the spot without reliance on a paper form. This also allows us to graph/chart our areas or teachers of concern to provide immediate feedback and support through coaching cycles (mini or full).	Tosha Jones, Principal Kim Rahal, Assistant Principal Impact review modified form/or use of the electronic form (QR Code).

Citrus Elementary School

"A School of Community Citizenship"

African American Achievement Plan (Quarter #1 Evidence)

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

Citrus Elementary Selection Committee

Tosha Jones-Principal (African American)

Kim Rahal- Assistant Principal (White)

Amber DelTufo-Instructional Coach (White)

Vacancy #7376-5th Grade (ELA)