

School District of Indian River County

AFRICAN AMERICAN  
ACHIEVEMENT PLAN  
2019-2020

Citrus Elementary

Updated: 3/13/2020

6500 57th St. Vero Beach, FL 32967  
772-564-3000

## Goal 1: Improve Academic Achievement of African American Students

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<b>Focus Area: Closing the Achievement Gap</b>			
<p>1.4 Monitor elementary school principals to ensure that African American students who are not kindergarten ready per the Florida Kindergarten Readiness Screener (FLKRS), or who show a substantial deficiency in reading in grades K-2 per i-Ready, receive intensive reading intervention as defined by the district’s reading plan.</p> <p><b>Implementation Steps:</b>            Data from FLKRs (for K) and i-Ready analyzed. Those needing intensive reading intervention are given as needed. Those needing to go to MTSS problem solving team use data to analyze biggest barrier and create a Tier 2 or Tier 3 which is progress monitored and then data is reviewed to discuss progress.</p> <p>Currently in K-2, the following students show substantial deficits in reading based on these measures:            AA=7=19%            W= 11=30%            H=12=32%            O=7=19%</p> <p>Intensive Interventions include: double dose of letters/sounds/phonological awareness/phonics activities, utilizing the reading interventionist for Tier 2/3 instruction, working with ESE resource teacher if a child has an IEP, using TLA volunteers as an extra dose of phonological awareness or phonics, working with the ELL assistant (for our low ELL students).</p>	Intensive intervention course rosters	August 1 – July 1	Richard Myhre, Assistant Superintendent of Curriculum & Instruction. Kelly Baysura, Executive Director of Elementary Education; Principals
1.5 Ensure that School Improvement Plans for all schools specifically address how school resources are being allocated to address achievement gaps for African American students.	Approved School	October 31	Scott Bass, Deputy Superintendent; Pamela Dampier, Assistant

<p><b>Implementation Steps:</b></p> <p><b>SIP GOAL 1:</b> Using data to drive instruction, the core instruction program is aligned to FL standards through weekly grade level meetings, PD, monthly data meetings, and quarterly collaborative planning. Pacing guides are utilized to align standards-based instruction and incorporate formative assessments for flexible grouping, reteaching and fidelity of instruction.</p> <p>The staff does this as evidenced by: Small group direct explicit instruction model is utilized with research-based curriculum as needed in Tier 2 (ex. Sunday, LLI, Words Their Way, etc.). All Students' needs are met based on information received from unit assessments, i-Ready diagnostics, and FSA in the intermediate grades.</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Initial data meeting to review FSA and BOY i-Ready data, and then data meeting after each unit test or diagnostic to drive instruction for all students. Data meetings will also include 2-3 times expected goals for predicted proficiency and learning gains for all students, reviewing Unit assessments, FSA, i-Ready and formative assessments.</li> <li>2. Professional development as needed based on scores, walkthroughs (i.e. Accountable Talk). If needed based on observations and listening to student/teacher conversations, PD will also be provided on implicit bias. This year our focus has been on trauma informed care.</li> <li>3. Coaching cycle with teachers, using academic coaches in math, science and ELA</li> <li>4. Weekly standards planning with academic coaches and/or admin</li> <li>5. Quarterly 4-hour collaborative planning with the teachers and coaches to bridge the gap and try to help each student find success, with success not being defined the same for each child.</li> <li>6. Students receive conferences and are held accountable for academic growth and achievement throughout the year (ex. goal setting for unit tests, checklists for units passed in i-Ready, etc.).</li> </ol>	<p>Improvement Plans</p>		<p>Superintendent of Strategic Planning and Support Services; Chris Taylor, Director of Assessment &amp; Accountability; Principals</p>
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<p>7. Tier 2 instruction for all students grades 3-5 to remediate, practice or enrich, based on data (movement happens 3x a year).</p> <p>8. After school Moonshot Academy for Grades 3, and after-school Boot Camp for Grades K-5.</p> <p><b>SIP GOAL 2:</b> We believe that if students and staff, feel safe and connected to school, attendance will increase, and achievement will increase as well. The school will celebrate many efforts of the children and staff throughout the year with awards (some are weekly, monthly, quarterly), school wide celebrations, PBS Store, Awesome Gram Calls home (to name a few) and for the staff reverse bee bucks, whoop whoop wagon, Thanks for Being You Awards, attendance awards (to name a few). If students are being rewarded and are happy, they will come to school. Our goal is at least 95% attendance to measure this is occurring.</p> <p><i>Currently at about 93.4% for students, and African Americans are at 93.76% in relation to attendance.</i></p> <p>Positive Behavior Intervention System is used school wide and we have monthly meetings to discuss the data related to decrease in referrals, attendance, positive rewards, and consequences that the whole school buys into. This research-based program has shown a decrease in out number of referrals over the past two years, and this past year we have become eligible to be a silver level PBIS Model school.</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Weekly newsletter for staff with shout outs and positive quotes</li> <li>2. Weekly calls home to parents for Bee Awesome Grams</li> <li>3. Bee bucks given to staff and students to be used at a student PBS store (or for other rewards like Principal for the Day) and for the staff raffle.</li> <li>4. Positive Reinforcement for students (Lunch in the Courtyard, celebrations for efforts in school, etc.).</li> </ol>			
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<p>5. PD for staff on Emotional Well-being and Trauma Informed Care to help students be their best, as many are coming in to school with adverse childhood experiences.</p> <p><b>Note: We have no ESSA subgroups to report on for our SIP 2019-2020</b></p>			
<p>1.6 Ensure that the District provides African American students the opportunity to participate in extended learning opportunities for remediation and enrichment. These opportunities will be communicated to parents and guardians.</p>			
<p><b>Implementation Steps:</b></p> <p><b><u>Superstar Camp</u></b></p> <p>Currently we have a Superstar Camp for students in Grades K-2, 4-5. Primary students were chosen by the classroom teachers as a grade level using i-Ready data and formative classroom assessments using their End of Year Expectations. Grades 4-5 were chosen based on the bubble scores of weighted averages in Unit Assessments for predicted proficiency in FSA. Those in the BQ are already receiving at least one intervention daily in school.</p> <p>Currently of the 97 students services afterschool:  22% are African American (currently 21% of our school population)  28% are Hispanic (currently 27% of our school population)  45% are White (currently 45% of our school population)  5% are Other (currently 7% of our school population)  Invitations sent home 1/9/2020, using data to choose students</p> <p><b><u>Moonshot Academy</u></b> Students were invited to enroll in moonshot academy based on their attendance in The Learning Alliance’s 3GI group. Also, students who were lacking grade level skills and needed additional support were invited to attend the 2nd session to fill open spots, for students who had exited the program. Currently, there are 38 Moonshot Academy students, and 26% are African American, 26% are white, 8 % are other, and 40% are Hispanic (school demographics: 21% AA, 27% Hispanic, 45% White, 7% other).</p>	<p>Extended Learning Opportunity Rosters</p>	<p>Ongoing: Superstar camp 2/20-4/20</p> <p>Moonshot 9/19-4/20</p> <p>Audobon Advocates 2 sessions: 9/19-12/19 1/20-4/20</p>	<p>Scott Bass, Deputy Superintendent; Dr. Deborah Long, Coordinator of Equity and Instructional Support; Principals</p>

<p>Invitations sent home August through our coordinator, Michael Reed and the Learning Alliance</p> <p><b><u>Audubon Advocates (Science afterschool program):</u></b> Teachers have a discussion with students as a whole class explaining the program, and then a list of students who are interested is sent to Erin Hollander, our school coordinator. Teachers choose who is interested in science daily, who could benefit from the program with confidence building, and are mid to upper level academically, as there is journal writing and note taking each week. Of the 13 students in the fall, and 13 in the spring (2 different programs for a total of 26 students): 23% are African American, 50% are white, 20% are Hispanic and 7% are “Other.”</p> <p>Opportunities were announced in monthly newsletter, through social media, connected messages, flyers, during Title One meetings with parents/families, or grade specific invitations.</p>			
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Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>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).</p>	<p>Documentation of extracurricular activities at each school by race</p>	<p>October 31, December 31, March 31, May 31</p>	<p>Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education; Dr. Deborah Long, Coordinator of Equity and Instructional Support; Principals</p>
<p><b>Implementation Steps:</b>  <b>Unify Basketball and Unify Football</b>  Project Unify basketball and football team consists of 60% students with exceptionalities and 40% Gen ed students (up to 10 total). The coaches look for up to 4 gen ed students that are positive role models, have great relationship building skills, and who possess the physical and mental capacity to play and co teach the sport to their peers. Then we observe our students with IEPs to find those who have interest in the sport, parental permission, and who eagerly participate in all PE activities. All students selected must not be a major behavior risk, in order to participate in the program, as there are over night field trips.</p> <p>The Unify football team consisted of 7 students, 4 of whom are African American (57%)</p> <p>The Unify basketball team consisted of 9 students, 6 of whom are African American (66%)</p> <p><b>Track</b> tryouts are done during PE class, when students are required to run a predetermined distance while the stopwatch is running. Coaches select 12 students per grades 3-5 (6 boys and 6 girls) for the team with two alternatives, 38 total. Students with the fastest times are chosen for the track team, regardless of their race. There are 38 students on the team: 44% are African American, 21% are white, 28% Hispanic, and 7% other. They will participate at the district track meet on April 18.</p> <p><b>Basketball</b> The selection process for basketball is done as follows: During PE class, all students who desire to try out are observed doing pre-determined skills. Students are required to dribble the ball with their right and left hand, attempt 3</p>			

<p>layups and 3 free throws. Students can earn up to 10 points during tryouts. 2 points for each hand and 1 point for every layup and free throw made. Students with the highest scores are selected for the team, regardless of their race. There are 14 girls on the team and 16 boys: 40% are African American, 27% are white, 20% Hispanic, and 13% other. They will participate in the CASA Basketball Tournament on April 25.</p> <p><b>Stinger Singers</b> Currently there are 11 5<sup>th</sup> grade Stinger Singers. All 5<sup>th</sup> graders were encouraged to participate and work with Mr. Farnsworth, a fifth-grade teacher. All were accepted into the Singer program. Of the singers, 18% are African American, 18% are Hispanic, and 64% are white.</p> <p>Next year’s plans include: Student Council, Garden Club and intergrade level Outreach programs. To ensure equity, demographics of school community are reviewed.</p>			
<p>1.15 Each secondary principal will create an African American Student Council to gather feedback on the impact of support.</p>			<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p><b>Implementation Steps: N/A for Citrus Elementary as this relates to secondary</b></p>	<p>Membership rosters</p>	<p>October 31, December 31, March 31</p>	

Focus Area: <b>Graduation Rate</b>			
<b>Action Step</b>	<b>Evidence of Completion</b>	<b>Implementation Timeline</b>	<b>Responsible Staff/ Department</b>
<p>1.16 High school instructional staff and administrators will identify the specific standards from Unit Assessments in English, Mathematics, Biology, and U.S. History by race to support schools in identifying course concepts / standards that need to be re-taught to improve mastery for African American students and reduce the likelihood of course failures.</p>	Documentation of data chats	February 1 – May 1	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p><b>Implementation Steps: N/A for Citrus Elementary as this relates to secondary</b></p>			
<p>1.17 School leadership teams will use the Florida Early Warning Indicators as displayed in Unify to develop and support interventions for African American students who are not on track to graduate. Data will include attendance below 90%, one or more suspensions, course failure in ELA or Math, and Level 1 on a statewide assessment.</p>	Documentation of data chats/MTSS documentation	Ongoing data tracking	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p><b>Implementation Steps:</b> All 5<sup>th</sup> grade students at Citrus Elementary are on track to graduate 5<sup>th</sup> grade. There are 12 students who have more than one early warning indicator, because of course failure/retention and attendance is less than 90%. (17% of these students are Hispanic, 17% are AA, 8% are Other, and 58% are White.)</p> <ul style="list-style-type: none"> <li>• Two of these students have a 504 and neither are predicted to receive a 1 on FSA.</li> <li>• Three are general education students and are in green for reading and math using the unit assessments as a guide.</li> <li>• Seven are receiving resource services as they have an IEP.</li> </ul>			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.18 Monitor African American students who are not on track to graduate (Data include early warning indicators (K-12), credits earned, core course failures, FSA 10th Grade ELA results and FSA ALG 1 EOC results) and provide an opportunity to participate in after school and summer extended learning opportunities (ELO). Employ recruitment and targeted resource strategies, including partnering with the community, to increase attendance for African American students in all extended learning programs.</p>	<p>Rosters of summer extended learning opportunities</p>	<p>First of every month while students are in school</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p><b>Implementation Steps: N/A for Citrus Elementary as this relates to secondary</b></p>			
<p>1.19 Ensure African American students who have not met course requirements for graduation are participating in "in- school" credit recovery classes to recover failed core courses and raise grade point averages to meet graduation requirements.</p>	<p>Credit recovery course rosters</p>	<p>First of every month while students are in school</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p><b>Implementation Steps:</b> All students who are Grade 3 retainees are receiving two reading interventions daily, and all are being tracked through the MTSS team at least 2x thus far this year. Data tracked monthly</p>			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.20 Monitor identified students for course failures, concordant scores for ELA and Algebra 1, GPA, and advanced coursework.</p> <p><b>Implementation Steps:</b> Currently we have 14 3<sup>rd</sup> grade retainees, and of those 14, four are African American. These students are either receiving support from the literacy interventionist and math coach or are receiving ESE services (one has 350 minutes per week ELA/200 Math, one has 500 minutes ELA /200 Math, one is in a self-contained VE classroom). All retainees receive 2 intervention sin reading and have been brought to the MTSS problem solving team at least 2x to review the interventions and their effectiveness. These students’ data is also reviewed monthly at Unit Test Data Chats, and three times yearly at Tler two data chats.</p> <p>Moving forward for 2020-2021 school year:</p> <ol style="list-style-type: none"> <li>1. The list is developed the first of the year</li> <li>2. capture quarterly report card data for course failure</li> <li>3. compare progress monitoring data for these students 3 times per year.</li> <li>4. identified root causes that are contributing to the course failure.</li> <li>5. meet with leadership team and grade levels to review the data and problem solve the barriers.</li> </ol>	Documentation of meeting with students and teachers	First of every month while students are in school	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<p>1.21 Collaborate with high school principals and graduation coaches to monitor and create an action plan to increase the achievement of identified students for course failures, concordant scores for ELA and Algebra 1, GPA, and advanced coursework.</p>	Documentation of action steps	October 31, December 31, March 31	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<p><b>Implementation Steps: N/A for Citrus Elementary as this relates to secondary</b></p>			

1.23 Develop a training for school counselors to facilitate conversations with at-risk students to review options for graduation, meet graduation requirements and develop individual plans for students. Principals will meet with school counselors to review and monitor implementation of the plan.	Number of meetings with students  Number of students using other graduation options  Principal meeting agendas with counselors	December 31, May 31	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Principals
<b>Implementation Steps: N/A for Citrus Elementary as this relates to secondary</b>			
<b>Action Step</b>	<b>Evidence of Completion</b>	<b>Implementation Timeline</b>	<b>Responsible Staff/ Department</b>
1.24 Implement motivational assemblies for identified at-risk students, including Commit 2 Graduation, Hear My Story, etc.	Scheduled dates  Number of students participating	December 31, May 31	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<b>Implementation Steps: N/A for Citrus Elementary as this relates to secondary</b>			
1.25 Principals will schedule, plan and coordinate parent meetings with African American students who require intensive support to graduate.	Number of meetings with students by grade level	October 31, December 31, March 31, June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<b>Implementation Steps: N/A for Citrus Elementary as this relates to secondary</b>			

<p>1.26 Implement a plan that requires every school counselor to meet quarterly with at-risk African American students to discuss graduation needs. The principal will meet with students to determine the impact of graduation support.</p>	<p>Number of student meetings</p>	<p>October 31, December 31, March 31, June 1</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p><b>Implementation Steps: N/A for Citrus Elementary as this relates to secondary</b></p>			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.26 Develop a learner profile and learning plans for students not on track to graduate.	Number of students plans	October 31, December 31, March 31, June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<b>Implementation Steps: N/A for Citrus Elementary as this relates to secondary</b>			
1.27 Develop a learner profile and learning plans for students not on track to graduate.	Monitoring plans	June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<b>Implementation Steps: N/A for Citrus Elementary as this relates to secondary</b>			
1.28 Develop a plan to monitor graduation rates at each high school.	Monitoring plans	June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<b>Implementation Steps: N/A for Citrus Elementary as this relates to secondary</b>			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
Focus Area: <b>Advanced Coursework</b>			
1.32 Create procedures to ensure equitable access for African American students to on-site, college readiness testing in every high school (PSAT, ACT, SAT, PERT).	Documentation of procedures	June 1	Scott Bass, Deputy Superintendent; Chris Taylor, Director of Assessment & Accountability; Principals
<b>Implementation Steps: N/A for Citrus Elementary as this relates to secondary</b>			
1.35 Schedule events to provide African American parents, guardians and students with information on advanced coursework, dual enrollment, graduation pathways, scholarship information and strategies for academic success (i.e. workshops, website, parent conferences, SAT and ACT information).	Event schedule Documentation of materials provided Attendance roster	February 1 – June 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<b>Implementation Steps: N/A for Citrus Elementary as this relates to secondary</b>			
1.35 Create procedures to ensure an equitable representation of African American learners in recognition ceremonies (e.g. including AP, IB and Industry Certification students).	Documentation of procedures	June 1	Scott Bass, Deputy Superintendent; Principals
<b>Implementation Steps:</b> Note: Of the 430 awards received at our 2 Awards Assemblies this year (awards include: A, A/B, Most Improved, Best Effort, Kid of Character, Kid of the Quarter (for specials), Super Stinger (ESE): White 198 or 46% (45 % of school population) Hispanic 134 or 31% (27 % of school population) Black 78 or 18% (21 % of school population) Other 20 or 5% (7 % of school population)			

This does not include the weekly BEE Awesome Grams that are given one per class each week. The award nominees are submitted to principal who prints all the awards. If there is a large discrepancy between the demographic groups, based on the school population, a conference will occur between teacher(s) and admin.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.39 Develop a summer program to support and prepare African American secondary students for advanced courses.</p> <p><b>Implementation Steps:</b> Currently we do not have summer programs to prepare for advanced classwork. The only summer program is run by the Learning Alliance for upcoming 2-3 graders. Our Title One dollars are used for personnel, not summer camp.</p>	Number of students enrolled in summer program	July 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<p>1.41 Implement the PeerForward program to increase college enrollment.</p> <p><b>Implementation Steps: N/A for Citrus Elementary as this relates to secondary</b></p>	List of students in PeerForward Program	August 1	Scott Bass, Deputy Superintendent; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Principals
<p>1.42 Implement district led data chats with principals that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment.</p> <p><b>Implementation Steps:</b> Data chats occur monthly in each grade level 3-5 after each unit assessment with either admin or coaches. ALL students' data is reviewed, and next steps are created for instruction for students based on the data. 2020-2021 school year: The Principal, Assistant Principal and Leadership Team will review student FSA data with teachers to identify students who demonstrated a regression from levels 3, 4 or 5 on FSA, based on 2020 FSA data. Teachers will be asked to create a plan of support for all students.</p>	<p>Agenda for data chats</p> <p>Number of students regressing by school and grade level</p>	October 31, December 31, March 31	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education; Principals
<p>1.44 Implement school level data chats between school leadership and teachers that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment.</p>	Meeting Agenda	March 16-17	Scott Bass, Deputy Superintendent; Principals

**Implementation Steps:**

In Grade 3: There are no students in Grade 3 is regressing from a 3-5 (as all had 1s on ELA, and only one received a 2 in math. These are my 4 AA retainees of the 14 total retainees).

In grade 4: There are 19 AA students. Of the 11 that received a 3-5 last year in Math: 4 have regressed, based on weighted unit score predictions. Of the 11 that received a 3-5 last year in ELA: 9 have regressed, based on weighted unit score predictions. One factor related to this, is that two of these students who made a 3-last year, were Grade 3 retainees, who made huge gains repeating the third grade. This year, they are having more academic difficulties.

In grade 5: There are 16 AA students. Of the 8 that received a 3-5 last year in Math: 1 has regressed but is still close to a 4. Of the 8 that received a 3-5 last year in ELA: none have regressed.

This information is based on Unit Assessment Predictions. These students are then placed in a Tier 2 according to the Unit Assessment Data and any teacher feedback. The third Tier 2 data chat will take place on March 16-17, to decide if ALL children are receiving the interventions needed, based on the data.

2020-2021 school year: The Principal, Assistant Principal and Leadership Team will review student FSA data with teachers to identify students who demonstrated a regression from levels 3, 4 or 5 on FSA, based on 2020 FSA data. Teachers will be asked to create a plan of support for all students.

## Goal 2: Reduce Disparities in Discipline & Alternative Disciplinary Placements

Focus Area: <b>Equitable &amp; Culturally Responsive Tiered Supports</b>			
<b>Action Step</b>	<b>Evidence of Completion</b>	<b>Implementation Timeline</b>	<b>Responsible Staff/ Department</b>
2.5 Implement a plan to ensure all Out-of-School Suspensions are approved by principal supervisors.	Documentation of Focus approval process and emergency procedures	April 1, 2020	Scott Bass, Deputy Superintendent; Principals
<b>Implementation Steps:</b> This year we have had 8 OSS, from 3 white students (1 student has been suspended 2x), 3 African American students, and 1 student in the “other” category. The code of conduct is followed when the incident has occurred, and no more than a 2-day suspension is ever given. Moving forward, administration will now call Mr. Bass, principal supervisor, for approval.			
2.6 Complete and implement interventions outlined in school behavior plans to eliminate Out-of-School Suspensions.	Documentation of PD that includes discipline vs. Punishment session and SEL Discipline Prevention session;  Documentation of discipline school-based workgroups to develop individual plans	Feb 1 - April 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Principals
<b>Implementation Steps:</b> <ol style="list-style-type: none"> <li>1. Document interventions given for all students to decrease OSS.</li> <li>2. Continue to follow district code of conduct.</li> <li>3. The Principal will work with school-based leadership team, including the AP, Behavior Interventionist and School Resource Specialist to when looking at behaviors and their consequences.</li> <li>4. Tier 1 PBS rules will be reviewed quarterly, or as needed.</li> <li>5. The MTSS process will be followed to ensure tiered evidence-based interventions are implemented, monitored and adjusted as needed.</li> </ol>			

<p>6. The Principal will contact her supervisor if there are any extreme behavior issues that require district level support.</p>			
<p>2.9 Research and implement a student to student peer mentorship program for African American students.</p>			
<p><b>Implementation Steps:</b> Our peer mentorship programs relate to all students, as we have reading buddies that different classrooms pair up together (ex. K and 5<sup>th</sup>). For the 2020-2021 school year, students in Grades k/3, 2/5, and 1/ 4 will pair up to be mentors, and work on a community outreach project.</p> <p>Forty-one of our teachers have also signed up to be a mentor for a specific student, one we know may have adverse childhood experiences, and need an extra someone to be a caring adult they can go to. Of the 41 mentees, 32% are AA students, 54% are white, 9% are Hispanic, and 5% is “Other.”</p> <p>VBHS students also mentor certain grade 1 students, who are struggling. Of the 15 students mentored, 40% are African American, 33 % white, 25% are other or Hispanic. Formative data and I-Ready data used to track effectiveness.</p> <p>VBHS Baseball Coach/ ESE Teacher also comes weekly to work with students with disabilities and behavioral concerns and mentors these students with one-on-one talks. He communicates weekly with teachers and students work on goals. Of the 12 students he mentors, 50% are African American, 17 % are white, 25% are other, and 8% are Hispanic.</p> <p>We are looking at the effectiveness of all these programs by tracking our ODR data.</p> <p><b>Implementation Steps for future 2020-2021 school year:</b></p>	<p>Research results</p>	<p>July 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Dr. Deborah Long, Coordinator of Equity and Instructional Support; Principals</p>

<ol style="list-style-type: none"> <li>1. The Principal and Assistant Principal will work with Behavior Interventionist and School Psychologist to research peer mentoring programs.</li> <li>2. The team will choose a strategy to use in the 2020-21 school year.</li> <li>3. The team will create a progress monitoring system to ensure the program is used with fidelity.</li> </ol>			
<p>2.10 District will work with schools to conduct a review of In-School Suspension programs and support school’s development of actions to improve outcomes.</p>			
<p><b>Implementation Steps:</b> No students receive and ISS at Citrus Elementary as we don’t utilize in school suspensions. We use detentions during lunch, recess, or after school as needed. Social skills groups have also been created and Staff mentors those who need additional support. Tier 1 PBS is used, as is the Code of Conduct.</p>	<p>Reduction of repeat students in the program</p>	<p>April 1, 2020</p>	<p>Scott Bass, Deputy Superintendent; Dr. Kathrine Pierandozzi, Executive Director of ESE &amp; Student Services; Dr. Sharon Packard, Coordinator of Mental Health Services; Matina Pappalardo, Coordinator of Exceptional Student Education; Principals</p>

## Goal 4: Increase Employment of African American Teachers

Focus Area: <b>Recruitment, Hiring and Retention of African American Teachers</b>			
<b>Action Step</b>	<b>Evidence of Completion</b>	<b>Implementation Timeline</b>	<b>Responsible Staff/ Department</b>
4.5 Identify African American high school students in the District who could make great teachers, offer the students mentors while in school, invite them to join Florida Future Educators of America, and if they graduate college with appropriate credentials, attempt to contact these students for recruitment purposes.	Student lists  Mentor lists  Documentation of contacts made	April 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<b>Implementation Steps: N/A for Citrus Elementary as this relates to secondary</b>	Number of African American student Florida Future Educator Memberships		
4.6 Research opportunity to add a Teacher Academy at both high schools.	Number of African American students included in the program	June 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<b>Implementation Steps: N/A for Citrus Elementary as this relates to secondary</b>			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>4.8 Hiring administrators will interview, whenever possible, a diverse pool of applicants.</p>			
<p><b>Implementation Steps:</b> When we interviewed for the AP position in May 2019, we took ALL the internal applicants and gave them an interview. We hired the candidate that the committee of 8, including Ms. Baysura, felt was the best fit for our school, after we had done two rounds of interviews, as well as a writing sample (based on a school scenario).</p> <p>Moving Forward:</p> <ol style="list-style-type: none"> <li>1. All applications will be reviewed and all qualified candidates will be interviewed.</li> <li>2. The Principal and Assistant Principal will report the names of candidates who are interviewed and the diversity of the candidates through Appli-Track.</li> <li>2. The Principal will request names of potential candidates from HR and other district leaders to interview for instructional positions.</li> </ol>	<p>Submission of racial breakdown of all applicants for instructional positions. Must include information regarding the race and specific teacher or instructional staff position for which candidates were interviewed, extended offers, and/or hired.</p>	<p>August 1 – July 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist &amp; HR Systems Manager; Principals</p>
<p>4.14 Enroll African American teachers in years one through three of teaching career in Indian River in the new teacher mentoring program, included inviting all new teachers to the new teacher orientation.</p>	<p>List of mentees</p>	<p>August 1 – June 1</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Kelly Baysura,</p>

<p><b>Implementation Steps:</b> This new teaching mentor program is done for all hires, regardless of race, using the STAR program. We have three new teachers, and all are white (one was hired by district as Speech/language, one was a student intern last year for us, and one was an assistant for many years at our school before getting her degree). All went to new teacher orientation and are in the mentoring program. Currently, each semester we request new interns for our school. In the past two years, no African American intern has been at Citrus.</p> <p>The hiring process is done by using Applitrack, and now those hiring, must track how many candidates there were for the position, and how many of each race were interviewed. The interviewing team always chooses the best candidate for the position.</p>			<p>Executive Directors of Elementary Education; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
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4.15 Assign a mentor to each African American teacher at his/her school who will individualize a plan tailored for each African American teacher's individual needs.	Mentor/mentee list	August 1 – June 1	Scott Bass, Deputy Superintendent; Kelly Baysura, Executive Directors of Elementary Education; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<p><b>Implementation Steps:</b> Mentors currently not needed as each AA teacher has been here for more than 3 years.</p> <p>Moving forward: Based on meetings with new African American teachers, the principal will identify teacher's needs and locate an African American mentor who demonstrates ability to support the new teacher's needs.</p>			
4.16 Develop a plan to increase the number of African American mentors by publicizing the needed criteria and asking principals to recommend teachers.	List of African American teachers serving as mentors	July 31	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Executive Directors of Elementary Education; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<p><b>Implementation Steps:</b> Currently we have one AA teacher who has taken on a student intern, and one AA teacher serving as a mentor to one of our new teachers. We also have one AA teacher who is interested in becoming Clinical Educator trained, as will hopefully complete this summer. She will have a student observer these 9 weeks.</p>			