



African American Achievement Plan 2023-2024 Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Pelican Island Elementary

In October 2023, the School District of Indian River County initiated the implementation of the 2023-2024 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 2023-2024 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 2023-2024 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 November 17, 2023: _____JJ_____ (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?)

Action steps for quarter 2 were identified during our Impact Walks with the District staff. The action steps and monitoring will be discussed in both collaborative plannings and during our weekly leadership team meetings. Also, targets will be discussed in collaborative planning.



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10/9/2023	1/20/2024	Weekly	School Leadership Team Meetings	100% of SLT members will attend weekly meetings and be prepared with required materials and meeting agenda. Meeting will discuss walkthrough data for the week using Power BI, assessment data, teachers who need a shout out, or any additional support that teachers need	Jennifer Justice (Principal) Ataaba Patterson (Assistant Principal) Meeting agendas, and sign in sheets
10/9/2023	1/20/2024	Weekly	Collaborative Planning	100% of grade levels will produce lesson plans during collaborative planning and include standards-based instruction, monitoring, scaffolded questions, formative assessment(s), and how a high yield strategy will be implemented during lessons. ESE Teachers will collaborate with grade level teachers to ensure all students are receiving standards-based instruction. Collaborative Planning Agenda	Jennifer Justice (Principal), Ataaba Patterson (Assistant Principal), Jena Rowe (ELA Instructional Coach), Lauren Gunther (Math Instructional Coach) Lesson Plan Submissions to Canvas Weekly will be checked by admin
10/9/2023	1/20/2024	Monthly	Grade Level Data Chats	100% of teachers will monitor academic progress, especially with our ESE subgroup to ensure that all are finding success. District support through data coach. Data chat worksheet. Data chats will occur after MOY i-Ready and then after PM2. Teachers will review Tier 1 data as well as intervention group data.	Jennifer Justice (Principal), Ataaba Patterson (Assistant Principal), Jena Rowe (ELA Instructional Coach), Lauren Gunther (Math Instructional Coach) Jody Houston (Data Coach), Kelly Good (principal mentor)



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10/9/2023	1/20/2024	Monthly	<p>Engagement Goal Evident practices as of Impact Walk #1: 13% SIP Goal for Q2: 50% Engagement strategy to be implemented: Plan for students to have collaborative conversations that have a structure so all have a voice</p>	Using the walkthrough tool, admin and coaches will discuss next steps with leadership team, and give doable next steps to teachers. This will be shared monthly in the newsletter	Admin Team will review Power Bi bi weekly. Review Look fors, share in monthly faculty meeting
10/9/2023	1/20/2024	Monthly	<p>Differentiation Goal Evident practices as of Impact Walk #1: 13% Goal for Q2: 40% (will be a SIP goal for Q3): Differentiation strategy to be implemented: plan for early finishers and also plan for different questions, sentence stems, etc. to allow all students to find success.</p>	Using the walkthrough tool, admin and coaches will discuss next steps in leadership team meetings, and give doable next steps to teachers. This will be shared monthly in the newsletter	Admin Team will review Power Bi weekly. Review Look fors, share in monthly faculty meeting
10/9/2023	1/20/2024	Monthly	<p>Interventions for students will be reviewed monthly that relate to afterschool and rTi during the day with all teachers.</p>	Progress monitoring data, district, and state data will be used to see if the interventions are bridging the gap and if any need to be changed during monthly data chats.	Admin and Jody Houston (or a member of C and I) will review with faculty to ensure the students are making progress towards learning gains and moving towards proficiency



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10/9/2023	1/20/2024	Weekly	Classroom Walkthroughs	<p>SLT will complete at least three walkthroughs weekly and input into Power Bi, to help with discussions at SLT weekly meetings. Once walkthrough is completed admin/coaches will give immediate feedback so that monitoring and formative assessments are consistently being reviewed.</p> <p>Classroom walkthrough tool.</p>	<p>Jennifer Justice (Principal) Ataaba Patterson (Assistant Principal) Lauren Gunther and Jena Rowe (coaches) Classroom walkthrough tool will be used during these sweeps to document and then reviewed weekly in Power Bi</p>
10/9/2023	1/20/2024	Weekly	Explicit Support Facilitation	<p>2/2 support facilitation / ESE teachers are intentionally scheduled by grade level K-2, 3-5.</p> <p>2/2 support facilitation / ESE teachers will develop lesson plans during collaborative planning with Gen ed teachers.</p> <p>2/2support facilitation / ESE teachers will implement lesson plans with fidelity as seen in walkthroughs</p>	<p>Jennifer Justice (Principal), Ataaba Patterson (Assistant Principal), Jena Rowe (ELA Instructional Coach), Lauren Gunther (Math Instructional Coach) Meeting agendas, and sign in sheets will be used and plans turned in by ESE teachers into Canvas weekly</p>
10/9/2023	1/20/2024	Monthly	STEAM Integration	<p>Community partners (1) will visit 2+ times (Audubon, UF Extensions, Motivational Edge)</p> <p>Grade levels will participate in 1 STEAM lesson per week during cultural arts in Q2. The rotation of PE, art and Media all complete these lessons.</p> <p>Lesson plans and artifacts.</p>	<p>Michele Catalano (Media Specialist), Sue Bernhard (PE), Katherine Farnabio (Art) Lesson Plan Submissions will be reviewed in Canvas by Administration</p>



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Date of Summary: November 17, 2023

School: Pelican Island Elementary

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 standards are implemented in alignment with established curriculum maps for grades K-12.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	4
Date(s) of Support Provided to School Leadership Teams <i>(i.e., August 1, 2023)</i>	
Summary of Observation(s):	4 th grade- reading text about the Harlem Renaissance 5 th grade- reading text about the history and origin of Jazz music

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>(i.e., August 1, 2023)</i>											
African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)
3	3	5%	2	2	5%	5	5	10%	3	3	5%

**Data should be retrieved from the Power BI ES Leadership Compliance – 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>(i.e., August 1, 2023)</i>	September 8, September 11
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	We looked at Tier 1 instruction and Tier 2 intervention groups for Kindergarten, 1,2,3. Student groups for intensive reading were also determined. We assigned students to our interventionist as well.



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Strategy AAAP 1.4 (SECONDARY ONLY): Implement processes to ensure that advanced and accelerated courses in middle school and high school are accessible to African American students.

**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 (%)

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> :	IPST 9/1, 9/8, 9/15, 10/18
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Team reviewed behavioral data for students receiving support and recommended consent for tier 3 if needed for students not making progress.

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	IPST 9/1, 9/8, 9/15, 10/18
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Team reviewed achievement data for students receiving intensive reading interventions.

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 (%)	White, Non-Hispanic (%)

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>(i.e., August 1, 2023)</i>		
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?



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<p>Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):</p>	<p>Leadership team reviewed data from statewide assessments to identify trends, class / grade level data, and opportunities for growth. Teachers K-3 also completed reflection based on student / class level data and needs for professional development and coaching</p>
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<p>Strategy AAAP 3.1 (ALL SCHOOLS): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.</p>		
<p>Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:</p>		<p>NA 1st Nine weeks</p>
<p>Total Count of African American Students Participating in One or More Extracurricular Activities (#)</p>	<p>Total Count of African American Students Enrolled (#)</p>	<p>Total Percent of African American Students Participating in One or more Extracurricular Activities (%)</p>
<p>Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:</p>		<p>We will utilize School Messenger, PBIS Rewards, and social media to inform families of upcoming events and extended learning opportunities as we begin that process in the 2nd nine weeks. In addition, Admin reached out to parents with phone calls for students who were invited but had not returned the forms.</p>
<p>(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)</p>		
<p><i>*Data should be retrieved from the Power Bi Extracurricular Activities public-facing dashboard.</i></p>		

<p>Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.</p>	
<p>Number of Interviews Conducted by the Interview Committee:</p>	<p>0</p>
<p>Percentage of Interviewers on Interview Committee by Race</p>	
<p>Black/African American (%)</p>	<p>White, Non-Hispanic (%)</p>
<p>NA</p>	<p>NA</p>
<p>(OPTIONAL) Additional information:</p>	<p>NA</p>

MTSS NOTES

3rd Grade. F/U from 9/19 MTSS Mtg. to review T2 & T3 Data. Retained in 3rd Grade. No longer needs Phonics Interventions. Continues to need Comprehension strategies.

8/24 Fall iReady Reading - Scored 526 SS / Early Grade 3 / 68th Percentile / 675 Lexile

11/2 Fall iReady Reading - Scored 534 SS / Early Grade 3 / 75th Percentile / 715 Lexile

8/25 Fall iReady Math - Scored 413 SS / Grade 2 / 31st Percentile

11/14 Fall iReady Math - Scored 418 SS / Grade 2 / 37th Percentile

Fall FAST Reading – Scored 275 SS / Level 1 / ORF - 66

Fall FAST Math - Scored 267 SS / Level 1

Plan: Look at the structure of T2 & T3 Interventions to make sure they align. Enhance T2 & T3 Comprehension Interventions.

F/U: Schedule MTSS for 3/1/24 (due to 3rd Grade scheduling conflicts)

2nd Grade. Current ESE student (Language Impaired only). F/U from 10/6 MTSS Mtg. to review Observation Data (Attention). Ms. Delaney said he needs to slow down and check his work. She also stated he is very talkative. Dad asked at conferences about his attention in school. Slows down toward the end of the school day. Ms. Mitchell & Mrs. Lozoya administered the Biller's Attention Screener. Mrs. Allerton stated his Language has improved greatly since being staffed.

8/18 Fall iReady Reading - Scored 451 SS / Grade 1 / 44th Percentile / 335 Lexile

11/8 Fall iReady Reading - Scored 489 SS / Early Grade 2 / 70th Percentile / 510 Lexile

8/25 Fall iReady Math - Scored 369 SS / Grade KG / 10th Percentile

11/16 Fall iReady Math - Scored 395 SS / Grade 1 / 19th Percentile

Fall STAR Reading – Scored 846 SS / Level 1 / On Watch / 27th Percentile

Fall STAR Math - Scored 863 SS / Level 1 / At or Above Level / 44th Percentile

Plan: Implement a Self CI/CO to monitor target behaviors. Trial preferential seating, increased opportunity for movement, frequent breaks (as needed). He needs to slow down and double-check his work. Mrs. Allerton suggested reiterating staying on-topic and talking at the appropriate times.

F/U: Schedule MTSS 1/19/24

4th Grade. Retained in 2021. Current 504 Plan student. Being provided accommodations in Class and on Assessments. F/U from 10/6 MTSS Mtg. to review T2 Data (Lexia-Phonics).

8/24 Fall iReady Reading - Scored 495 SS / Grade 2 / 25th Percentile / 525 Lexile

11/7 Fall iReady Reading - Scored 513 SS / Grade 3 / 34th Percentile / 620 Lexile

8/23 Fall iReady Math - Scored 448 SS / Grade 3 / 43rd Percentile

11/9 Fall iReady Math - Scored 459 SS / Grade 3 / 59th Percentile

Fall FAST Reading – Scored 303 SS / Level 2 / ORF – 65

Fall FAST Math - Scored 305 SS / Level 2

Plan: Change T2 Lexia Intervention Group to another group (TBD).

F/U: Schedule MTSS on 2/9/24

KG. Current ESE student (Language Impaired/Speech Impaired only). F/U from 10/6 MTSS Mtg. to review Behavioral & Academic Data.

8/21 Fall iReady Reading - Scored 315 SS/Emerging Grade KG/14th Percentile/BR400 L

11/8 Fall iReady Reading - Scored 360 SS/Emerging Grade KG/74th Percentile/BR400 L

8/22 Fall iReady Math - Scored 327 SS / Emerging Grade KG / 27th Percentile

11/14 Fall iReady Math - Scored 326 SS / Emerging Grade KG / 26th Percentile

Fall STAR Reading – Scored 599 SS / Level 1 / Urgent Intervention / 4th Percentile

Fall STAR Math - Scored 691 SS / Level 1 / Intervention / 19th Percentile

Plan: Continue T1 Behavior Supports/Monitoring his Tiered Academic Interventions.

F/U: Schedule MTSS on 1/19/24

2nd Grade. Started MTSS last year at Fellsmere Elementary. Referred due to social & emotional development (attention and focus). F/U from 10/6 MTSS Mtg. to review T2 Data & Trial Accommodation (small group testing). Per Ms. Delaney, after trialing small group accommodation, assessment scores stayed about the same. May benefit from gridded paper, math manipulatives/concretes, dry erase board. In a T2 Group w/Mrs. Watson. Needs a T3 Intervention Group. Attendance is at 89%.

8/18 Fall iReady Reading - Scored 404 SS / Grade KG / 14th Percentile / 125 Lexile

11/9 Fall iReady Reading - Scored 410 SS / Grade KG / 18th Percentile / 150 Lexile

8/22 Fall iReady Math - Scored 375 SS / Grade KG / 14th Percentile

11/14 Fall iReady Math - Scored 374 SS / Grade KG / 13th Percentile

Fall STAR Reading – Scored 671 SS / PK.6 Grade / Early Emergent / 25th Percentile

Fall STAR Math - Scored 686 SS / < K Grade / Intervention / 15th Percentile

Plan: Needs a T3 Intervention Group. Obtain Consent for an Initial Eval. from Mom. Mrs. Allerton will administer a Language Screener. INVITE MOM!!

F/U: Schedule MTSS on 2/16/24.

1st Grade. Current ESE student (Speech Impaired only). F/U from 10/6 MTSS Mtg. to review T2 Data.

8/18 Fall iReady Reading - Scored 368 SS / Grade KG / 21st Percentile / BR400 L

11/10 Fall iReady Reading - Scored 414 SS / Grade KG / 66th Percentile / BR120 L

8/22 Fall iReady Math - Scored 377 SS / Grade KG / 52nd Percentile

11/14 Fall iReady Math - Scored 382 SS / Grade KG / 60th Percentile

Fall STAR Reading – Scored 729 SS/0.4 Grade Level/Late Emergent/21st Percentile/ORF - 9

Fall STAR Math - Scored 824 SS / 1.5 Grade Level / At or Above / 77th Percentile

Plan: Continue T2 w/Mrs. Taylor (Lexia)

F/U: Schedule MTSS on 1/19/24

1st Grade. New Referral. Low BOY Data. Previously Retained 1st Grade. Was not medicated last year. Is now medicated this year and doing much better. Currently in Sunday Group w/Mrs. Watson.

8/18 Fall iReady Reading - Scored 382 SS / Grade KG / 32nd Percentile / BR325 L

11/9 Fall iReady Reading - Scored 424 SS / Grade KG / 77th Percentile / BR55 L

8/22 Fall iReady Math - Scored 354 SS / Grade KG / 21st Percentile

11/14 Fall iReady Math - Scored 375 SS / Grade KG / 49th Percentile

Fall STAR Reading – Scored 736 SS/0.5 Grade Level/On Watch/24th Percentile/ORF - 11

Fall STAR Math - Scored 762 SS / 0.6 Grade Level / On Watch / 38th Percentile

Plan: Continue Sunday Group w/Mrs. Watson.

F/U: Schedule MTSS on 1/19/24