School District of Indian River County

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

Quarter of the School Year: 2

School: Beachland Elementary School

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 January 12, 2024: ___REF____ (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?)

After reviewing our action steps for the quarter, we ended quarter two with almost every student being acknowledged at the Positive Behavior Intervention Support (PBIS) celebration for not having any office discipline referrals again. In addition, we have created strong systems to ensure students have support across campus from the time they arrive through dismissal. With the two data chats for quarter two, students were identified for more support, instructional groups for RTI were determined, and our surfing conditions were created. We celebrated over 365 students for 95% or higher attendance rate and over 160 students for perfect attendance for the semester. After FAST testing (progress monitoring 2), we met with each grade level to restructure RTI groups and strategically plan RTI lessons and routines to support the achievement levels and gaps of our students. We also created innovative schedules to cover recess and pull classroom teachers back into the classroom to provide additional instructional support.
- Collaborative planning with coaches or admin weekly; grade levels are provided 2.5 hours additional planning every nine weeks (quarter).

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- Navigation Station Rotation: Every nine weeks, each of our grade levels/departments will rotate through an addition 2.5 hours of planning from 8:40-9:10AM. This will provide discussion across the team, allow ESE to plan, the teacher of the gifted to support and plan, administration, and the literacy coach to have time to work with the teams for 30 minutes on grade level specific data, strategies, and feedback from walk-thrus and impact walks. If collaborative planning and monitoring are done effectively, then differentiated instruction will support student achievement and outcomes for ALL students.
- During small group instruction, teachers are monitoring students on the surfing conditions and areas of progress and opportunities of growth.
- Coaching/teachers review monthly iReady pass rates, minutes, and unit assessments per class and students track their progress.
- Differentiated groups occurring daily and switched as needed; pushing rigor as needed for those who are reading and working on or above grade level.

Review all students in PowerBi with teachers to create RTI groups based on data (triangulated), FUNRead identified students, IEPs, and classroom assessments/noticings. Continue grouping students on Surfing Conditions sheet to analyze all students in each homeroom, spotlighting bottom quartile and bubble students. Discuss all students in the problem-solving process, open cases, cases to begin, and needs(see below). We will determine the strategies needed to strengthen and sustain our A, as we "go for A gold." Go for A Gold = continue to be a top performing elementary school and increase goals to the second or third BEST performing school in the district.

Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023   Page **2** of 8
Quarter 2: 10.12.2023 – 12.20.2023; Completion of Reflection & Quarterly Data Due 01.12.2024
Quarter 3: 01.08.2024 – 03.19.2024: Completion of Reflection & Quarterly Data Due 03.29.2024
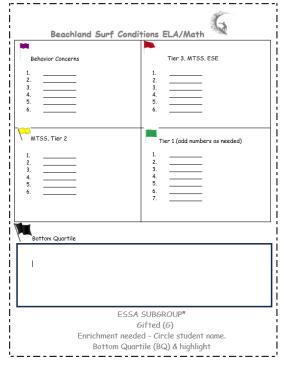Quarter 4: 03.20.2024 – 05.31.2024: Completion of Reflection & Quarterly Data Due 06.07.2024

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Date of Summary: January 12, 2024

School: Beachland 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 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	3
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2023)*	**Leadership Meetings (weekly):** 110/17/2023, 10/24/2023, 10/31/2023, 11/7/2023, 11/14/2023, 11/28/2023, 12/12/2023
Summary of Observation(s): **4th Grade Amplify Poetry – "About the Poet" Langston Hughes and the Harlem Renaissance; Activity 5.1 and 5.2**	11/13/2023, 11/14/2023, 11/15/2023

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, 2023)*	**Data Chats:** 11/3/2023, 12/12/2023, 12/13/2023 **Leadership Meetings (weekly):** 10/17/2023, 10/24/2023, 10/31/2023, 11/7/2023, 11/14/2023, 11/28/2023, 12/12/2023

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 (%)
1	0	100%	2	0	100%	4	0	100%	5	0	100%

*Data should be retrieved from the Power BI ES Leadership Compliance – ScheduleAudit.

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, 2023)*	
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	

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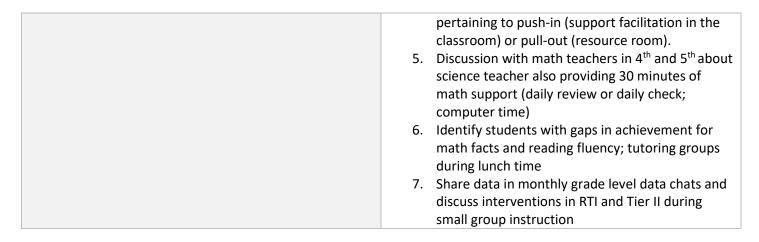*Quarter 3: 01.08.2024 – 03.19.2024: Completion of Reflection & Quarterly Data Due 03.29.2024*
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Page **3** of **8**

African American Achievement Plan 2023-2024
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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>	**Data Chats:** 11/3/2023, 12/12/2023, 12/13/2023 **Leadership Meetings (weekly):** 10/17/2023, 10/24/2023, 10/31/2023, 11/7/2023, 11/14/2023, 11/28/2023, 12/12/2023 **PBIS:** 11/2/2023, 12/18/2023
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline:</u>	Continue to review discipline data – provide additional supports to grade levels where discipline is spiking, utilize behavior technician, check-in/check-out with school counselor, and classroom and individual behavior plans 1. Schedule change (<10 students) 2. PBIS Rotations for high-traffic areas 3. Bus PBIS rotation of expectations and discussion with the bus drivers (<10 students) Transportation appreciation during Quarter 3
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement:</u>	**Data Chats:** 11/3/2023, 12/12/2023, 12/13/2023 **Grade Chair Meeting:** 11/10/2023, 12/1/2023 **Leadership Meetings (weekly):** 10/17/2023, 10/24/2023, 10/31/2023, 11/7/2023, 11/14/2023, 11/28/2023, 12/12/2023
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement:</u>	1. Instructional groupings for Response to Intervention (RTI) – monitoring discussed with fluid groups 2. Data analysis of iReady diagnostic and PM2 Fast and STAR 3. Monitoring with Surfing Conditions and examining bubble students in ELA, math, and science 4. Support facilitators' schedules are reviewed and monitored by administration and resource specialist to ensure IEP is being followed as

pertaining to push-in (support facilitation in the classroom) or pull-out (resource room).

5. Discussion with math teachers in 4th and 5th about science teacher also providing 30 minutes of math support (daily review or daily check; computer time)
6. Identify students with gaps in achievement for math facts and reading fluency; tutoring groups during lunch time
7. Share data in monthly grade level data chats and discuss interventions in RTI and Tier II during small group instruction

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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.e., August 1, 2023)	**Review of School Improvement Plan (where we are and what are our goals):** 11/3/2023 **School Advisory Council (SAC):** 11/17/2023, 12/19/2023	
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):	Next steps provide specificity to monitoring and task delivery and completion; creating visual directions for tasks and delivery of instructions/groupings of students 1. Collaborative planning to be done weekly with coach or administration to deliberately plan for monitoring and formatives, along with next steps	

	2. Collaborative planning should incorporate exemplars, rubric, anchor chart, visual reminders of next steps so students know and understand directions 3. Select teachers should utilize coach to encourage and watch as lessons are delivered to create steps for their classrooms 4. Teachers need to actively plan for accountable talk and collaborate with one another with a structure for all students to participate

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.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:	December 2023 (489 students)	
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
18	59	7%
Not Available	**Not Available**	**Not Available**
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	1. The Sunday Surf (weekly school messenger calls) 2. Posting of flyers on social media 3. Flyers sent home in Tuesday Newsday folders 4. Information shared in monthly newsletter 5. FOCUS portal messages about upcoming and occurring clubs, activities, tutoring 6. Phone calls home from teacher/sponsor	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		

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.

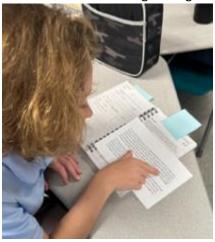| Number of Interviews Conducted by the Interview Committee:	Zero interviews
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0%	0%

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(OPTIONAL) Additional information:	For the 2023-2024 school year, we were fully staffed with instructional teachers by the first day of school. Currently, we remain fully staffed.

Quarter 2 Evidence:

1.1 – Classroom Walkthrough –4th graders learning about Langston Hughes through Amplify poetry unit

1.2 – RTI Schedule K-3 for Quarter 2

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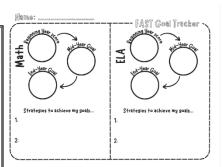
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2.1 – Collaborative Planning Schedule and Grade Chair Agenda with Data Goal Tracker

2.4 – School Improvement Plan Goals

Constant review of where we are based on goal tracker (Page 1) and our School Improvement Goals

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