



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

**Quarter of the School Year: 2**

**School: Glendale 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 7, 2024: \_\_\_\_\_ CT \_\_\_\_\_ (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 implementation for the quarter, we held multiple schoolwide PBIS events to acknowledge students displaying our school wide PBIS expectations. In addition, we continue to increased our Tier 1 behavior support by implementing "Gator Lessons" on Fridays. Teachers are provided with a lesson to reinforce behavior expectations based on the discipline data reviewed. For example, the cafeteria was a place that expectations needed to be reinforced so based on the PBIS matrix lessons were created and pushed out for teachers to use and reinforce expectations. Our school counselor also helped to implement a type of contest in the cafeteria that allowed tables to compete against each other for the best behavior for the month to earn a reward.

Collaborative planning with coaches or admin occurs weekly. K-5 teachers meet twice weekly to collaboratively for, both, ELA and math. Through collaborative planning, we are promoting and focusing on engagement strategies for teachers to get more participation from students during instruction. We provide mini-PDs during collaborative planning

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on different engagement strategies for teachers to try in their classroom and provide feedback on the impact on student achievement. During small group instruction, teachers are creating groups based on student needs and areas of progress and opportunities for growth.

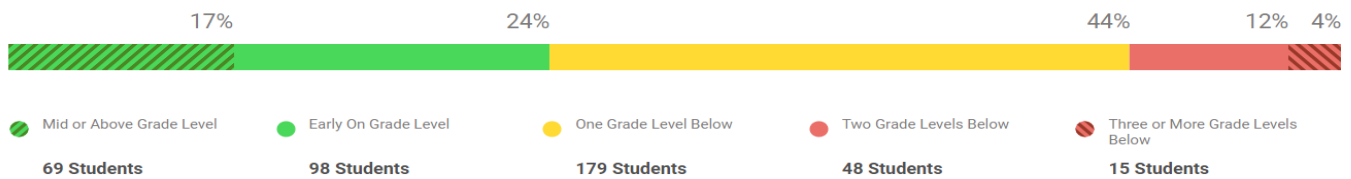
During math and ELA data chats for Quarter 2, students were identified who needed more support and instructional groupings for RTI were determined. We will track RTI data and have RTI review meetings every 6 weeks to determine if students are progressing and where adjustments need to be made. Coaches/Teachers review monthly i-Ready pass rates, minutes and unit assessments per class and discuss student progress.

We continue to increase family engagement through activities, school messenger calls, monthly newsletters, Thursday folders, and social media posts.

ELA:

### Overall Placement

Students Assessed/Total: 409/409

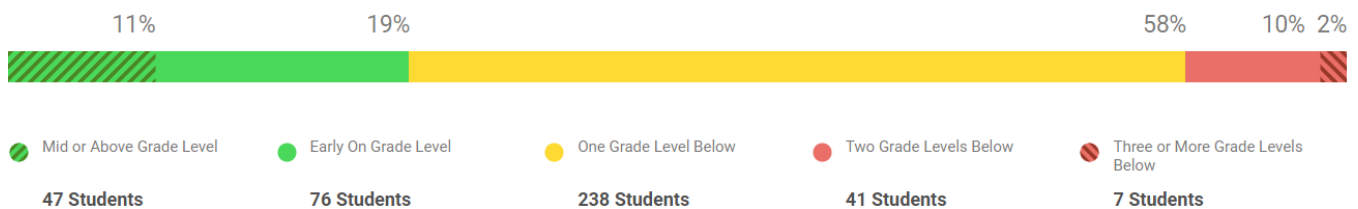


[The Mapping Between 5-Level and 3-Level Placements](#)

Math:

### Overall Placement

Students Assessed/Total: 409/409



[The Mapping Between 5-Level and 3-Level Placements](#)

Reviewing our i-ready diagnostic one, we are ensuring that supports are put into place for our students that are scoring in the yellow and red for ELA and Math.

409 of 409 students tested for ELA



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### ELA:

167 on grade level compared to 103 on grade level from BOY

179 one grade level below compared to 214 one grade level below from BOY

48 two grade levels below compared to 60 two grade levels below from BOY

15 three or more grade levels below compared to 25 three or more grade levels below from BOY.

5<sup>th</sup> Grade – 23 students on or above grade level, 20 students one grade level below, 11 students two grade levels below, and 4 students three or more grade levels below

4<sup>th</sup> Grade – 27 students on or above grade level, 36 students one grade level below, 4 students two grade levels below, and 7 students three or more grade levels below

3<sup>rd</sup> Grade – 36 students on or above grade level, 19 students one grade level below, 14 students two grade levels below, and 4 students three or more grade levels below

### Math:

123 on grade level

238 one grade level below

41 two grade levels below

7 three or more grade levels below

5<sup>th</sup> Grade – 30 students on or above grade level, 19 students one grade level below, 6 students two grade levels below, and 3 students three or more grade levels below

4<sup>th</sup> Grade – 27 students on or above grade level, 38 students one grade level below, 6 students two grade levels below, and 3 students three or more grade levels below

3<sup>rd</sup> Grade – 17 students on or above grade level, 45 students one grade level below, 10 students two grade levels below, and 1 students three or more grade levels below



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Quarter of the School Year: 2

Date of Summary: January 7, 2024

School: Glendale 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	5
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2023)	<b>Leadership Meetings</b> (weekly): 10/23/23, 10/30/23, 11/6/23, 11/13/23, 11/27/23, 12/4/23, 12/11/23, 12/18/23
Summary of Observation(s):	<p><b>Kindergarten</b> 11/15/23 <b>R.1.1, R.3.2a, C.1.2, EE.3.1, V.1.1, V.1.2</b> History of African Americans K4 L11, p. 121-124 *Students used thinking maps and circle maps to demonstrate what they learned.</p> <p><b>1<sup>st</sup> grade:</b> November 1, 2, 7, 11 2023 ELA.1.V.1.1ELA.1.R.3.1ELA.1.C.1.4 *Students used thinking maps and circle maps to demonstrate what they learned.</p> <p><b>2<sup>nd</sup> Grade</b> <b>ELA.2.R.1.1, ELA.2.R.3.3</b> Amplify Skills Reader "Kids Excel" pp. 44-63, and 86-91 These lessons focused on African American kids that overcame and excelled at academic and athletic feats.</p> <p><b>3<sup>rd</sup> Grade</b> <b>R2.2, V1.3, R2.2, R2.1, V1.3</b> Readworks: Famous African Americans- Duke Ellington *Students worked on finding main idea with partners and answered comprehension questions.</p> <p>Readworks: Famous African Americans- Marian Anderson</p>



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**4th Grade**

U3 L4, p. 57 - ReadWorks Article "Harlem Renaissance: Visual Art"

- \*Whole group discussion on history of African Art and how it inspired black artists in Harlem New York
- \*Students worked on finding text features and central idea

U4 L2, p. 73-75 and through out the Unit- George Washington Carver and his simple inventions and how he changed the world.

**5<sup>th</sup> grade:**

**R2.2, V1.3, R2.1, R2.2**

U3- Readworks- "Jazz"

- \*As a whole group we read the ReadWorks article titled "Jazz". Students then had a teacher led discussion on the text. After this, the students answered a series of questions on their computer.

**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)

**ELA Data Chats:**

10/25/23- (1st-5th)

11/9/23 (K-5)

**Math Data Chats:**

11/08/23- 1st-5<sup>th</sup> Grade

11/13/23 K

**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%	6	0	100%	4	0	100%	7	0	100%

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



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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 <u>Discipline</u> :	<b>MTSS Meetings:</b> 10/23/2023, 10/30/23, 11/6/23, 11/13/23, 11/27/23, 12/4/23, 12/11/23, 12/18/23 <b>Leadership Meetings</b> (weekly): 10/23/23, 10/30/23, 11/6/23, 11/13/23, 11/27/23, 12/4/23, 12/11/23, 12/18/23 <b>PBIS:</b> 10/19/2023, 11/9/23, 12/7/23
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 <ol style="list-style-type: none"><li>31% of current ODRs are for our African American students.</li><li>Implementing monthly PBIS events for 30 Gator Bucks per student.</li><li>District behavior techs requested to support students needing 1:1 behavior support.</li><li>PBIS system implemented in cafeteria to increase desired school wide behaviors in all areas.</li><li>Gator Lessons pushed out to classroom teachers.</li></ol> Meet with IPST to create, revise, and update FBA & BIPs to meet students' needs.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	<b>MTSS Meetings:</b> 10/23/2023, 10/30/23, 11/6/23, 11/13/23, 11/27/23, 12/4/23, 12/11/23, 12/18/23 <b>Leadership Meetings</b> (weekly): 10/23/23, 10/30/23, 11/6/23, 11/13/23, 11/27/23, 12/4/23, 12/11/23, 12/18/23  <b>ELA Data Chats:</b> 10/25/23- (1st-5th) 11/9/23 (K-5)  <b>Math Data Chats:</b> 11/08/23- 1st-5 <sup>th</sup> Grade 11/13/23 K
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<ol style="list-style-type: none"><li>Instructional groupings for Response to Intervention (RTI) – revise and update groups-</li><li>Literacy coach and literacy interventionist also providing support for students based on MTSS</li></ol>



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	<p>meetings, collaborative planning sessions and data chats with classroom teachers for students Kindergarten through fifth grade.</p> <ol style="list-style-type: none"><li>3. 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).</li><li>4. Identify students for Moonshot.</li><li>5. Identify students for Glendale U</li><li>6. Identify students for additional tutoring</li><li>7. Identify students for Science Club and make a plan for instruction.</li><li>8. Identify students in third, fourth, and fifth grade who did not make goals and/or proficiency last year.</li><li>9. Share data in grade level data chats and discuss interventions in RTI and Tier II during small group instruction.</li></ol>
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#### 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)	<p><b>MTSS Meetings:</b> 10/23/2023, 10/30/23, 11/6/23, 11/13/23, 11/27/23, 12/4/23, 12/11/23, 12/18/23</p> <p><b>Leadership Meetings</b> (weekly): 10/23/23, 10/30/23, 11/6/23, 11/13/23, 11/27/23, 12/4/23, 12/11/23, 12/18/23</p> <p><b>ELA Data Chats:</b> 10/25/23- (1st-5th) 11/9/23 (K-5)</p> <p><b>Math Data Chats:</b> 11/08/23- 1st-5<sup>th</sup> Grade 11/13/23 K</p> <p><b>Grade chair meetings:</b> 10/16/23, 11/6/23, 12/11/23</p>
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<div><input checked="" type="checkbox"/> Yes</div> <div><input type="checkbox"/> No*</div> <div>* If no, what modifications will be made to address the achievement gap?</div>





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### Assurances of Implementation of Strategies/Action Steps

Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	<ol style="list-style-type: none"><li>1. Collaborative planning to be done weekly with coach and administration to deliberately plan for engagement, along with next steps.</li><li>2. Collaborative planning should incorporate exemplars, rubric, anchor chart, visual reminders of next steps so students know how to monitor their own work.</li><li>3. Select teachers should utilize coach to encourage and watch as lessons are delivered to create steps for their classrooms.</li><li>4. Teachers need to actively plan for accountable talk and collaborate with one another with a structure for all students to participate and engage in instruction.</li></ol>
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**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:

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 (%)
13	Audubon Advocates-1 of 10 Chorus- 1 of 11 Moonshot -3 of 27 Glendale U- 8 of 36	Audubon Advocates-1% Chorus- 1% Moonshot -11% Glendale U- 22%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	For the second session of extracurriculars we will: <ol style="list-style-type: none"><li>1. Share information at SAC</li><li>2. Share information in the monthly newsletter</li><li>3. Share information via social media</li></ol>	

**\*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:

NA

Percentage of Interviewers on Interview Committee by Race

Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023  
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

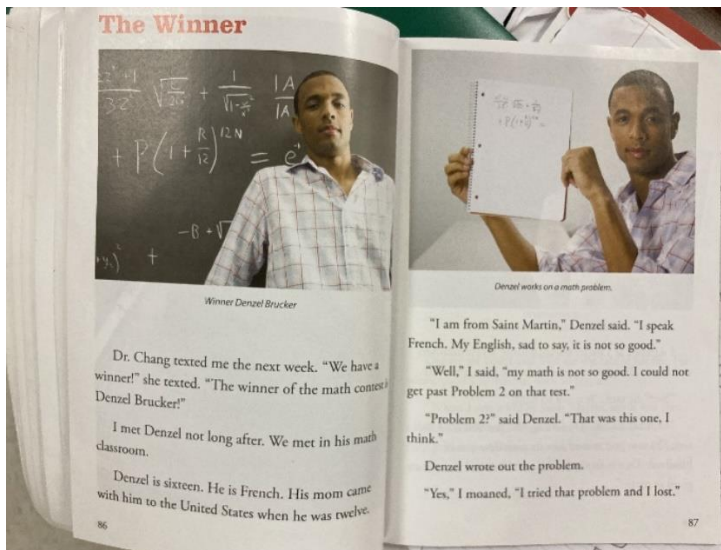


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## Assurances of Implementation of Strategies/Action Steps

Black/African American (%)	White, Non-Hispanic (%)
(OPTIONAL) Additional information:	

### 1.1 Sample Pages from 2<sup>nd</sup> grade Amplify lesson on Excel Kids.



### 2.1 Sample Gator Lesson Q2

Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023  
 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  
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*Gator Lesson  
Matrix Expectations: Safe  
Setting: Classroom  
Classroom Procedures*



### Purpose of Lesson

1. To teach students expected procedures in the classroom.
2. To stay safe while in the classroom.

### Teaching Examples

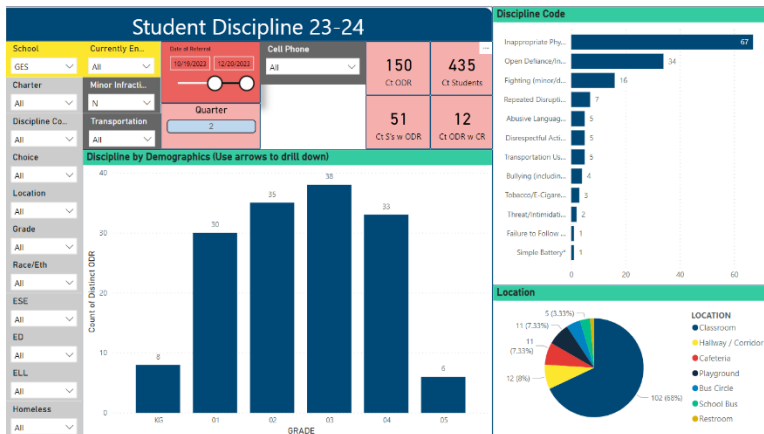
1. Your teacher calls the class over to the carpet to listen to a story. You start to run to the carpet to be the first one with the best view of the illustrations. You then remind yourself of the safe classroom procedures, and you walk carefully to the carpet area.
2. Your class is working on a project using scissors. You're listening to the teacher's directions, and you realize that you are holding your scissors dangerously close to your face. You remind yourself to use safe classroom procedures, and you place the scissors on the desk until it's time to use them. *The best way to stay safe in the classroom is to use materials in the correct way.*

### **Kid Activities/Role Plays**

1. Have students discuss why it's important to be safe in the classroom.
2. Have the students practice following the classroom procedures of *walking in the room and using materials in the correct way.*

### **Follow-up Reinforcement Activities**

1. Give verbal praise and "BUCKS" to students who are caught following the procedures for staying safe in the classroom. Pre-teach cafeteria procedures before entering the classroom (when necessary). Example, "Before we go into the classroom, I want to remind you to walk in the room and use the materials in the correct way."



## 2.4 Collaborative Planning Agenda

Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023  
 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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




## Assurances of Implementation of Strategies/Action Steps

### Power Questions for Instructional Improvement

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Most important questions to discuss to make sure the team is productive and focused.

 <p><b>Standard Data Review</b> What does "Goal Tracker" indicate regarding current progress? Specific areas of progress or concern based upon available data?</p>	 <p><b>Focus Goals</b> What was accomplished during the last weekly collaborative planning session in your content area? By grade level?</p>	<p><b>Instructional Calendar Review</b> Upcoming Standards? Upcoming Assessments? Needed Review of Assessment Data? Scheduled Non-Instructional Events?</p>
 <p><b>Alignment Direction</b> To what degree was classroom instruction aligned with standards and collaborative plans?</p>	 <p><b>Expectations &amp; Needs</b> What are your next steps based upon what was observed? Needs for Support?</p>	
 <p><b>Strengths &amp; Capacity Building Strategy</b> How will you build upon strengths identified?</p>		<p><b>Opportunities for Growth &amp; Monitoring Action Steps</b> How will you grow areas of need &amp; increase monitoring in these areas?</p> 