AAAP
2023-2024

School District of Indian River County

STRONGER
SDIRC
TOGETHER

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

Quarter of the School Year: 3

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 March 29, 2024: _____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?)
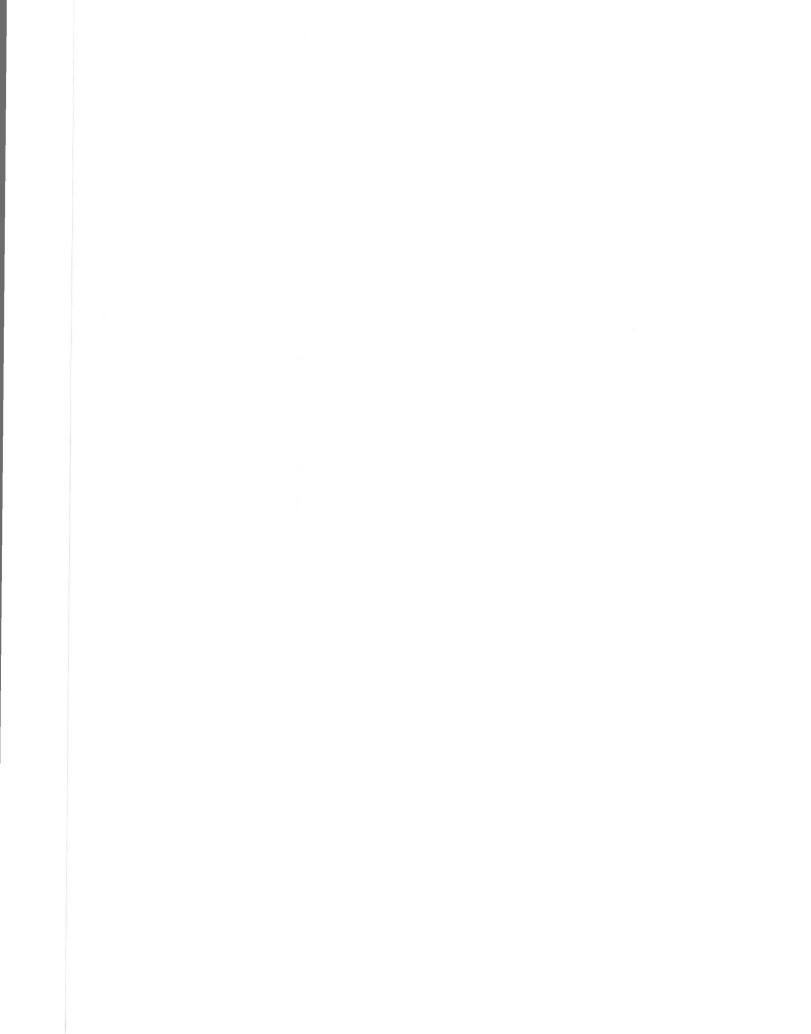
Action steps for the quarter are identified during our Impact Walks with the District staff. The action steps and monitoring will be discussed in both collaborative plannings and during our weekly leadership team meetings. Also, targets will be discussed in collaborative planning.

3/20/2024	5/31/2024	one time	Impact Walk #2, #3 action steps	Feedback will be provided to each grade level after the impact walks	steps embedded in the SIP that coaches and admin agreed upon at the time of impact walk. Information to be given to staff for next steps by admin and/or coaches. This will be done via the newsletter and the next faculty meeting, and/or collaborative planning
3/20/2024	5/31/2024	Bi-Weekly	Leadership Meetings	100% of leadership teams will come prepared with Power Questions as evidenced in meeting notes, and action steps related to BQ subgroups, SIP goals, data points to drive school based problem solving or instruction, related to overall Learning Gains	Admin Leadership Weekly agendas will reflect topics discussed
3/20/2024	5/31/2024	Weekly	Collaborative Planning	Summary notes, lesson plan uploads, and walkthrough data in PowerBI will show 100% evident implementation, as 97% was evident on impact walk in January and 92% in March.	Collaborative Weekly agenda will show topics related to collaborative planning strengths and areas to grow. These are expected for teachers to uphold and upload into Canvas Weekly
3/20/2024	5/31/2024	Monthly	Teacher Data Chats	Teachers will review data from formative assessments or district assessments on a monthly basis (at minimum) during either collaborative planning time or at Wednesday afterschool meetings	Completed data chat forms will be reviewed by admin, coach, etc. to determine if problems solving needs to continue in the given area

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3/20/2024	5/31/2024	Weekly	One-to-one coach/admin. meetings	turned in and reviewed with actionable next steps 1 coaching cycles have begun and will continue through Q3. If any others need to be initiated they will be. Two support dialogues were in place in January and now 1 remains open.	Coaching Logs will be updated weekly and reviewed in Power Bi to ensure the fidelity of the work related to teachers' pedagogy
3/20/2024	5/31/2024	Weekly	Coaching Support in Identified Areas	Coaching Log & Walk Throughs with a focus on monitoring, engagement and differentiation strategies that are decided upon at CP. THere will be one non negotiable HY strategy implemented into weekly lesson plans and reviewed on a bi-weekly basis. At this time of the year, 80% of coaches' days are supporting in classrooms daily.	At leadership meetings, review of high yield strategies and what look-fors are needed in each grade level on a continual basis
3/20/2024	5/31/2024	One Time	Extended Wednesday Learning	Coaches and admin will focus on strategies to be implemented in monitoring, differentiation and engagement to increase overall evident percentages during faculty meetings, professional learning, data chats and collaborative planning that takes place on Wednesday afternoons	Admin and coaches will be present to ensure that strategies are being implemented, what is working and a review on high yield strategies being executed across grade levels.
3/20/2024	5/31/2024	Bi-Weekly	Data Conversations focused on BQ and LG subgroup and their academic / attendance data,	100% of these meetings will result in targeted action steps, data chat agenda/and these will be reviewed in our Leadership Meetings. This information will then be spoken about bi-weekly at	Principal, AP and instructional coaches will facilitate data chats with teachers

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3/20/2024	5/31/2024	Bi-Weekly	**SBI/Tasks Action Step**	Currently IW #1: 49%, IW #2:54 IW#3: 50% and goal is 55% evident in January, 65% evident in February, and 70% by March. As students move to independent work, ensure understanding of what is being asked of them, and modeling may need to occur to scaffold. Make sure task aligns to standard rather than content.	Admin Team will review Power Bi bi weekly. Review Look fors, share in monthly faculty meeting and in Newsletter. Admin walkthroughs will also give teachers doable next steps. Each member will do a minimum of two walkthroughs and will focus on same two HY strategy
3/20/2024	5/31/2024	Bi-Weekly	**Monitoring Action Step**	Currently IW #1: 25% and IW #2:27% and IW #3: 31 and goal is 50% evident in January, 60% evident in February, and 65% by March. Provide visible feedback to students so they are accurately completing tasks. This can be done by actively monitoring as students are talking, done verbally or in writing so that a majority of students are monitored.	Academic coaches Admin Team will review Power Bi bi weekly. Review Look fors, share in monthly faculty meeting and in Newsletter. Admin walkthroughs will also give teachers doable next steps.
3/20/2024	5/31/2024	Bi-Weekly	**Engagement Action Step**	Currently IW#1: 13% and IW#2: 47% IW#3 39% and goal is 50% evident in January, 60% evident in February, and 65% by March. Structures for peer collaboration so all have a voice. Teachers need to ensure that students can share their thinking to make sense of what they are learning.	Academic coaches Admin Team will review Power Bi bi weekly. Review Look fors, share in monthly faculty meeting and in Newsletter. Admin walkthroughs will also give teachers doable next steps.

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3/20/2024	5/31/2024	Bi-Weekly	**Differentiation Action Step**	Currently IW #1: 13%, IW#2:22%, IW#3: 8% and goal is 50% evident in January, 60% evident in February, and 65% by March. Provide pre-planned scaffolds, and plan for those that don't have it yet, or are ready to be enriched.	Academic coaches Admin Team will review Power Bi bi weekly. Review Look fors, share in monthly faculty meeting and in Newsletter. Admin walkthroughs will also give teachers doable next steps.
3/20/2024	5/31/2024	Monthly	**Intervention Review**	Leadership team will review Tier 2 interventions and A2 interventions using attendance data, progress monitoring and Tier 1 assessments to see if the intervention is getting the desired outcome. Fidelity walks will occur with Admin and Resource Specialist. Done after Data COm in January and will be revisited after i-Ready completion in March.	Principal and AP will review intervention data rosters and discuss next steps monthly in Leadership Meetings and every 6-8 weeks with teachers.
3/20/2024	5/31/2024	Weekly	**BQ Administrative Group**	Administration/SLT will review the BQ students and create groups/mentors to check in with these students on a weekly basis in some way	Admin/SLT will create a Onedrive all will need to sign in and explain the weekly touch point to ensure these students have been addressed on a weekly basis, at minimum
3/20/2024	5/31/2024	Weekly	**Grade 5 focus**	Administration and coaches created a schedule for daily support with Math coach in science and TA in Math, and ELA coach for ELA	Leadership will discuss at Leadership Meetings, review data and do fidelity checks during Tier 1 instruction

Quarter of the School Year: 3

Date of Summary: March 29, 2024

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	
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2023)*	January 16, 2024 February 6, 2024

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AAAP 2023-2024

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	February 8, 2024
	March 1, 2024
Summary of Observation(s):	Our summary of observations shows consistency continued during Q3 as the integration of African American teaching within the Amplify curriculum was still occurring.

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)

African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Ct Need Fun Read	Ct Need Fun Read	Percent (%)	Ct Need Fun Read	Ct Need Fun Read	Percent (%)	Ct Need Fun Read	Ct Need Fun Read	Percent (%)	Ct Need Fun Read	Ct Need Fun Read	Percent (%)
Ct Need Fun Read	*Ct Need Fun Read But NOT Scheduled*	*Percent (%)*	*Ct Need Fun Read*	*Ct Need Fun Read But NOT Scheduled*	*Percent (%)*	*Ct Need Fun Read*	*Ct Need Fun Read But NOT Scheduled*	*Percent (%)*	*Ct Need Fun Read*	*Ct Need Fun Read But NOT Scheduled*	*Percent (%)*
3	3	5%	2	2	5%	5	5	10%	3	3	5%

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:

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 (%)

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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>:	1/12, 1/19, 1/26, 2/9, 2/16, 2/23, 3/1, 3/8, 3/15
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>:	1/12, 1/19, 1/26, 2/9, 2/16, 2/23, 3/1, 3/8, 3/15
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.e., August 1, 2023)*	March 4, 2024	
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):		

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.

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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 (%)
11	56	20

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	For semester 4, we are striving to offer additional activities, and this will increase the percentage of students participating.

(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:

Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)

(OPTIONAL) Additional information:

MTSS NOTES - 3/22/24

3rd Grade. F/U from 12/15 MTSS Mtg. to review T2 Math Intervention Data. Excellent attendance – 98%. Retained. Dismissed from ESE (Speech Impaired) on 11/8/22. DNQ for SLD. Currently on 504 Plan. Ms. Anderson said he is still slow to process but doing very well! Doing well in Reading but may need some interventions in Math. His RTI Intervention was changed from Enrichment back to Comprehension with PM'ing for 6 weeks.

Fall iReady Reading – Scored 530 SS / Early Grade 3 / 71st Percentile / 695 Lexile
Winter iReady Reading – Scored 518 SS / Early Grade 3 / 62nd Percentile / 640 Lexile
Spring iReady Reading – Scored 536 SS / Early Grade 3 / 51st Percentile / 720 Lexile
Fall iReady Math – Scored 408 SS / Grade 1 / 24th Percentile
Winter iReady Math – Scored 430 SS / Grade 2 / 53rd Percentile
Spring iReady Math – Scored 328 SS / Grade 2 / 26th Percentile
Fall FAST Reading – Scored 192 SS / Level 2 / ORF – 96
Winter FAST Reading – Scored 194 SS / Level 2 / ORF – 96
Fall FAST Math – Scored 162 SS / Level 1
Winter FAST Math – Scored 178 SS / Level 1
Plan & F/U: Obtain permission to amend current 504 Accommodation Plan to add the following necessary accommodations:
- Student reads aloud to self BOTH
- Oral Presentation (CLASSROOM only)
- Secure student attention before directions are given BOTH
- Masking tool to focus attention (e.g., embedded in computer-based program; blank card) BOTH
- Verbal encouragement, prompts, or cues to stay on task (e.g., "keep working"; "make sure to answer every question") BOTH
- Line reader to maintain or enhance visual attention (e.g., embedded in computer-based program; straight edge) BOTH
- Student to demonstrate understanding of directions (e.g., repeating or paraphrasing)
- Periodic checks to ensure student is responding to the task as instructed BOTH
- Gridded paper for math computation BOTH
- Allow frequent breaks BOTH

3rd Grade. New referral. Low academics. LY with DEUS 8/20/2020. Been in US for 4 years. Mrs. Wentz stated he has processing deficits. Receives T2 w/Anderson & T3 (Skill Builders) w/Watson. Ms. Lozoya is going to compile/graph data and call parents to review data and obtain Consent for an Initial Eval. possibly for SLD.

Fall iReady Reading - Scored 423 SS / Grade 1 / 11th Percentile / 210 Lexile
Winter iReady Reading - Scored 456 SS / Grade 1 / 21st Percentile / 360 Lexile
Spring iReady Reading - Scored 464 SS / Grade 1 / 12th Percentile / 395 Lexile
Fall iReady Math - Scored 398 SS / Grade 1 / 15th Percentile
Winter iReady Math - Scored 426 SS / Grade 2 / 47th Percentile
Spring iReady Math - Scored 432 SS / Grade 2 / 20th Percentile
Fall FAST Reading – Scored 156 SS / Level 1 / ORF - 33
Winter FAST Reading – Scored 163 SS / Level 1 / ORF - 33
Fall FAST Math - Scored 140 SS / Level 1
Winter FAST Math - Scored 170 SS / Level 1
Plan & F/U: Obtain Consent for an Initial Eval. possibly for SLD.

KG. New referral. Referred by Mrs. Allerton. Possible request for Consent for Initial S/L Eval.

Fall iReady Reading - Scored 326 SS / Emerging Grade KG / 25th Percentile / BR400 Lexile
Winter iReady Reading - Scored 292 SS / Emerging Grade KG / 3rd Percentile / BR400 Lexile
Spring iReady Reading - Scored 362 SS / Early Grade KG / 19th Percentile / BR400 Lexile
Fall iReady Math - Scored 328 SS / Emerging Grade KG / 29th Percentile
Winter iReady Math - Scored 334 SS / Emerging Grade KG / 38th Percentile
Spring iReady Math - Scored 389 SS / Mid-Grade KG / 70th Percentile
Fall STAR Reading – Scored SS / Level / ORF -
Winter STAR Reading – Scored SS / Level / ORF -
Fall STAR Math - Scored 83 SS / Level 1
Winter STAR Math - Scored 111 SS / Level 2
Plan & F/U: Draft & Obtain Consent for Initial Speech Eval.

KG. New referral. Referred by Mrs. Allerton. Possible request for Consent for Initial S/L Eval.

Fall iReady Reading - Scored 320 SS / Grade KG / 18th Percentile / BR400 Lexile
Winter iReady Reading - Scored 355 SS / Grade KG / 68th Percentile / BR400 Lexile
Spring iReady Reading - Scored 355 SS / Grade KG / 14th Percentile / BR400 Lexile
Fall iReady Math - Scored 319 SS / Emerging Grade KG / 17th Percentile
Winter iReady Math - Scored 330 SS / Emerging Grade KG / 38th Percentile
Spring iReady Math - Scored 354 SS / Emerging Grade KG / 19th Percentile
Fall STAR Reading – Scored SS / Level / ORF -
Winter STAR Reading – Scored SS / Level / ORF -
Fall STAR Math - Scored 73 SS / Level 1
Winter STAR Math - Scored 88 SS / Level 1
Plan & F/U: Draft & Obtain Consent for Initial Speech Eval.

KG. New referral. Referred by Mrs. Allerton. Possible request to add Language as a Related service.

Fall iReady Reading - Scored 315 SS / Emerging Grade KG / 14th Percentile / BR400 Lexile
Winter iReady Reading - Scored 273 SS / Emerging Grade KG / 1st Percentile / BR400 Lexile
Spring iReady Reading - Scored 305 SS / Emerging Grade KG / 1st Percentile / BR400 Lexile
Fall iReady Math - Scored 314 SS / Emerging Grade KG / 11th Percentile
Winter iReady Math - Scored 308 SS / Emerging Grade KG / 6th Percentile
Spring iReady Math - Scored 297 SS / Emerging Grade KG / 4th Percentile
Fall STAR Reading – Scored SS / Level / ORF -
Winter STAR Reading – Scored SS / Level / ORF -
Fall STAR Math - Scored 98 SS / Level 1
Winter STAR Math - Scored 86 SS / Level 1
Plan & F/U: Obtain Consent to amend the IEP to add Language as a Related service.