

AAAP



School District of Indian River County African American Achievement Plan 2021-2022 Assurances of Implementation of Strategies/Action Steps



Beachland Elementary School

2021-2022 Quarter 1

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 African American Achievement Plan. To review and ensure compliance with the 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 2021-2022 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 of each school:

- Action steps included within the 2021-2022 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.

Reviewed on 10/25/2021 Verified by Rachel Finnegan

Quarterly Reflection

For the first quarter, our school team has worked through many different challenges and through creativity have jumped right back. Our school team is beginning to host before and after school activities, create individual problem-solving techniques to support the achievement gaps and discipline disparities. As we move into second quarter, we are noticing a shift in the number of offerings, a consistent school team, and different sessions to support social emotional learning. Examining our unify assessment data, iReady lesson and diagnostics, FLICKERS/DIBELS data, and formative assessments in the classrooms, we have captured what students need additional supports and have structured Response to Intervention (RTI) to hone in exactly on the skills each individual child needs.

Strategy AAAP 1.1 (ALL SCHOOLS): Monitor the curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.

Number of Walk-throughs to Observe implementation of African American History Teachings	4
Date(s) of Walk-throughs to Observe implementation of African American History Teachings: (i.e. 8/27/2021, 9/13/2021, and 9/17/2021)	9/7/2021, 9/16/2021

Summary of observation(s):

5th Grade Amplify ELA- Able to identify evidence through text about Rosa Parks. Discussion about the personalities and traits of the bus driver, police officers and Ms. Parks. Students were completing a graphic organizer with text evidence. 4th Grade Amplify ELA - Inferencing and cause effect were demonstrated through the use of text on Thinking Maps. Students were reading text and making connections through small group discussion.

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 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:	9/7/2021, 9/13/2021, 10/1/2021
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African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten		First		Second		Third	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
3	30 %	4	33 %	2	22 %	6	43 %

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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:

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 African American students have equitable access to advanced and accelerated courses in middle school and high school.

Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter
All Grade Levels Served by the School (Combined)

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 Discipline: 9/10/2021, 10/1/2021

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline:

1. Expectations for students clearly defined in Tier I 2. Point sheets, behavior plans, and updates for safety plans discussed 3. Implementation of lunch/breakfast groups for students 4. Data chats for individual students 4th and 5th grade 5. Restorative practice sessions/social skills group for students who were in a fight

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement: 9/30/2021, 10/8/2021

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Achievement:

At the end of the semester, we will celebrate students who have demonstrated improvements in grades, A's and B's and all A's. Improvement in grades could be an increase in letter grade OR points (ie. 74 to a 78). In addition, we will be recognizing classrooms who demonstrate the highest weekly passing rate and minutes in reading and math in iReady. We will also be celebrating differentiated goals in Accelerated Reader (AR) and myON to earn tokens for the book vending machine weekly.

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)

African American

White, Non-Hispanic

Strategy AAAP 2.3 (ALL SCHOOLS): Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.

Reported Out-of-School Suspensions for Quarter 1

Select One:



No out-of-school suspensions were assigned during this time frame.



All out-of-school suspensions were pre-approved by a principal supervisor.

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: 9/17/2021

Does the School Improvement Plan Continue to Address the Achievement Gap? Yes

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for African American Students?

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): Rationale: After review of lowest quartile data and the African American Achievement Plan (AAA), instructional practice will target ELA and math extended learning opportunities, support facilitation, and Response to Intervention (RTI). Student learning is impacted with effective small group instruction utilizing research-based interventions. Action Steps: 1. Train teachers on generating student data notebooks and data analysis 2. Identify needs of students based on African American Achievement Plan, Individualized Education Plans (IEPs), bottom quartile data 3. Monitor with fidelity co-teaching of support facilitators in general education classrooms and attendance of collaborative planning sessions 4. Provide response to intervention (RTI) for students' needs – all students in an RTI group 5. Advertise and offer extended learning opportunities before and after school by invitation only

Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.

Student Demographics

African American	Hispanic	Non-Hispanic	White	Other
13 %	15 %	85 %	69 %	1 %
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:			10/7/2021	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):				

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:	1
Percentage of Interviewers on Interview Committee by Race	
African American	White, Non-Hispanic
0	100

(Optional) Additional information:

Only one interview has occurred after school hours and after contracted hours - only one candidate applied for our instructional teaching position, who was qualified and certified.

Beachland Elementary School
October 2021
AAA Plan Evidence - Quarter 1

Strategy 1.1 - Learning Walk, Non-Evaluative Feedback Form (example)

Beachland Elementary
Non-Evaluative Feedback Form

Visit by: Finnegan Date: 9/16/21
Teacher: Ms. Charles Time: 10:50a

Focus Areas

☒ Collaborative Planning across Grade Level *Ms. Karwatzki's class doing same lesson*
☒ Learning Target and Task aligned to the Standard

Strategy

☐ Thinking Maps — utilizing graphic organizer in activity book
☒ Kagan Strategies
☐ Social Emotional Learning — Sanford Harmony, Kids at HOPE

Noticings

Discussion with table groups about text
Students are drawing? POV and feelings of Mr. Parks, the driver and police officer

Wonderings

Beachland Elementary School
Intervention Schedule

Strategy 1.2 -

Data Review and

Schedule Review for Interventionist

	Time	Group	PM
	8:00	Staff Meetings, MTSS, Collaborative Planning – K-2, 3-5	
	8:30	Car Duty	
	8:50	Planning	
K-4	9:30 – 10:00	<u>Rtl – Kinder – Heggerty Rhyming / KPALS / Letter Writing - Student</u> names and teachers removed	LSF <u>AimsWeb</u>
1-4	10:00 – 10:30	<u>Rtl – First – Heggerty Alphabet Knowledge / Sonday - Student</u> names and teachers removed	LSF/NWF <u>AimsWeb</u>
4-5	10:30 – 11:00	<u>Rtl – Fourth – LLI - Student</u> names and teachers removed	LLI
2-4	11:05 – 11:40	<u>2nd – Heggerty / Phonics for Reading 1 – Lesson 1 – Thinking Maps - Student</u> names and teachers removed	ORF - <u>Dibels</u>
11:40 - 12:10 - LUNCH			
1-4	12:10 – 12:40	<u>First – Heggerty Alphabet Knowledge / Sonday - Student</u> names and teachers removed	LSF <u>AimsWeb</u>
3-4	12:45 – 1:15	<u>3rd Push-In - Student</u> names and teachers removed	
K-4	1:20 – 1:55	<u>Kinder – Heggerty Rhyming / KPALS / Letter Writing - Student</u> names and teachers removed	LSF <u>AimsWeb</u>
3-6	2:00 – 2:40	<u>Rtl – Third – Phonics for Reading 1 – Lesson 20 – Thinking Maps - Student</u> names and teachers removed	ORF - <u>Dibels</u>
3-4	2:40 – 3:30	<u>3rd Push-In - Student</u> names and teachers removed	

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Strategy 2.1 -

October PBIS

October 2021

Tier I Behavior

- ✓ Grade level surf and wave rewards
- ✓ Classroom management systems posted
- ✓ School-wide WAVE expectations posted and reviewed
- ✓ CIR and ODR data review (by grade level)

Events to Celebrate Tier I Behavior

- ✓ October 22nd - popsicles at recess (NO Office Referrals, including bus)
- ✓ October 28th - pay 10 SURF to wear orange/black or fall festive shirts

Referrals by Grade Level

K - 0

1 - 3 (1 transportation)

2 - 0

3 - 4

4 - 1 (transportation)

5 - 0

Referral Problem-Solving

1st - one student, behavior tech/safety plan reviewed, data collection, point sheet, discussion with behavior tech about frequent breaks

3rd - one student, safety plan reviewed/needs to be rewritten, point sheet

5th - large fight, multiple locations, contributed to an affray on campus - lunch bunch group, group counseling through social skills/anger skills (Mitchell, Banack, and Finnegan)

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Strategy 2.4 - See School Improvement Plan

Strategy 3.1 - Moonshot Program Information (sent home in a letter and phone calls)

Teacher/Student Ratio:

Tutoring - 1:3 on campus (total 6 students per tutor)

Storytime Workshops - up to 1:15 (1:12 preferred), including additional students from EDP

Tutoring Dosage: 40 min/day = 48 hours (annual)

Total Dosage: 90 min/day = 126 hours (annual)

Grade Levels and students served: Gr 1-3 (can be two out of three grades), 36+ students

Example Daily Schedule*: (3 days/week)

3:50-4 (10 min)	Mindful Routine
4-4:40 (40 min)	Rotation #1: tutoring or storytime workshop**
4:45-5:25 (40 min)	Rotation #2: tutoring or storytime workshop

**Start/end times are flexible, as long as duration remains, especially if starting earlier is possible*