

AAAP



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



Pelican Island 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 10/29/2021 Verified by Felice Bagley

Quarterly Reflection

During Quarter 1, we set a goal to achieve learning gains in all subgroups, specifically focusing on our African American students and students with disabilities. To achieve this goal, we held an initial data meeting to review the previous year's data, fall iReady ELA and Math diagnostic scores, and FLKRS and DIBELS assessment data. According to their needs, students were placed in Tier 2/Tier 3 (RTI) Response to Intervention groups and scheduled in a Fundamental Reading course based on their deficiencies. We also scheduled weekly collaborative planning and monthly data chats with teachers, instructional coaches, and administration, focusing on culturally responsive teaching and differentiation based on formative assessments results. In Quarter 2, we will begin morning and afternoon tutoring, implement weekly walkthroughs to ensure fidelity of ELA and Math curriculum, continue monthly progress monitoring to adjust RTI groups based on additional data, and provide professional development on formative assessments.

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	2
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)	8/25, 9/15

Summary of observation(s):

We observed Kindergarten creating timelines of important events in the life of Ray Charles. See evidence attached.

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:	10/13/21
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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
1	100 %	2	100 %	1	100 %	3	100 %

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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: 9/2/21

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

The PBIS team w/Admin, will meet monthly to review minor infractions/ODR's to provide support to students and problem solve with teachers.

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement: 8/26, 9/13, 9/27

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

We will continue to have weekly collaborative plannings with a focus on differentiation, monthly data chats after each unit assessment and monthly progress monitoring of Tier 2 and Tier 3 interventions, which will help increase the achievement of our students with disabilities and African American students.

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: 10/4/2021

Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students? Yes

If no, what modifications will be made to address the achievement gap?

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Summary of Action Steps/Plan based upon District Impact Review (based upon District & School Level Reviews): We will continue to have weekly collaborative plannings with a focus on differentiation, monthly data chats after each unit assessment and monthly progress monitoring of Tier 2 and Tier 3 interventions, which will help increase the achievement of our students with disabilities and African American students. See attached Impact Review summary.

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
21 %	12 %	87 %	60 %	6 %
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:			10/13/2021	
(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: 0

Percentage of Interviewers on Interview Committee by Race

African American	White, Non-Hispanic
30	70

(Optional) Additional information:

There have been no interviews conducted by the interview committee during Quarter 1. All positions were filled by 8/10/21.

PIE Curriculum and Instruction Impact Review Summary Sheet #1

Strategies	Evident	Partial	Not Evident
Collaborative Planning	10/13	1/13	2/13
Standards Based Instruction and Tasks	9/13	1/13	3/13
Monitoring/Formative Assessment	4/13	7/13	2/13
Differentiation	5/13	4/13	4/13
Engagement and Participation	6/13	5/13	2/13
Classroom Environment	8/13	3/13	2/13

Noticings

Formative assessment structures in place – how is that used for immediate action?
 Collaborative planning evident/singletons w/ admin
 Students are present in learning

Wonderings

Content rich anchor charts/now focus on student's content work
 How do you do all this PD and learning with no days and time?
 Title Schools- pay for PD-PLC ½ hour – hour.

How will the school communicate the findings to the staff?

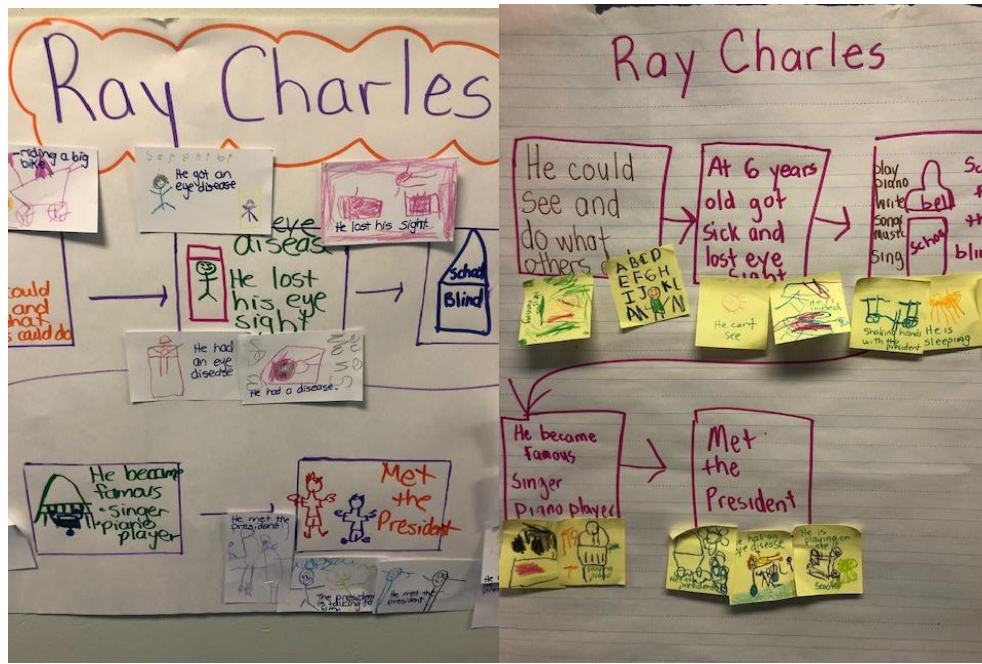
Each collaborative planning with share schoolwide trends; moving forward this supports the work

What are the next steps?

Get with other schools->district coaches->planning
 Consistent strategies for engagement shared schoolwide
 Student work examples-exemplars

Strategy 1.1

We observed Kindergarten creating timelines of important events in the life of Ray Charles.



P.I.E S.E.B. P.B.I.S. Agenda/Minutes

09/02/2021

SEB PBIS Meeting dates (tentative): 10/07, 11/04, 12/02, 1/06, 2/03, 3/03, 4/07, 5/05

- ODR Date for last year and current year

	2020-2021 (8/2020 to 06/2021)	2021-2022 (8/10 to 8/31)
Total ODRs	81 (w/ bus)	2
Students contributing	33	1
Students with 2+		1

__12__ Minor Infractions' as of 9/01/21

__9__ Number of students w/ minors as
of 9/1/21

- **SEB: Social-Emotional-Behavioral (SEB) Team**-responsible for the development and maintenance of the school-wide PBIS plan
- Areas of S.E.B. P.B.I.S. focus for this school year:
- Planning for 1st Quarter SEB PBIS Celebration in October (date TBD):

