In August 2020, the School District of Indian River County initiated the implementation of the 2020-2021 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. Following the first quarter of implementation of the African American Achievement Plan, it became clear that increased time and effort should be invested in action step implementation in comparison with compliance activities. As such, the system associated with submitting evidence of the implementation of action steps was analyzed and revised to maximize the allocation of human capital and resources towards supporting students and staff in eliminating the achievement gap.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the 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 2020-2021 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: 5/28/2021 – RF (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?)

- Collaborative planning with coach and/or admin monthly. We use the 3-5 Grades Unit Assessment Data, ORFs, DIBELS, progress monitoring etc.to create lesson plans that all teachers are accountable to uphold and follow based on data-driven decisions and standards-based instruction.
- During small group instruction, teachers are creating groups based on student needs and areas of progress and opportunities for growth.
- Coaches/Teachers review monthly i-Ready pass rates, minutes and unit assessments per class and students track progress
- Teachers are continuing the use of data notebooks, where students are owning their individual data and understand the why
  - Final iReady diagnostic showed growth!

Overall Placement ⓘ

At Risk for Tier 3
5%

Tier 2
19%

Tier 1
75%

Overall Placement ⓘ

At Risk for Tier 3
3%

Tier 2
30%

Tier 1
67%
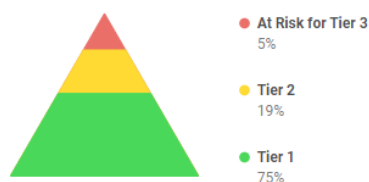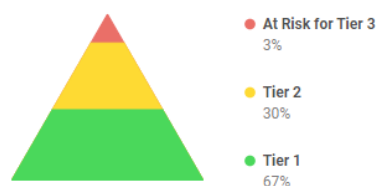
- Differentiated groups occurring daily and switched as needed-pushing rigor as needed for those who are ready
- Science Weekly Readers still being utilized with fifth grade students to enrich science curriculum and ELA strategies
- Impact review data is being used to monitor for fidelity and accountability what is occurring during instruction
- Coaching cycles are revisited and monitored to analyze effectiveness and evaluate need

- Tier 2 groups began in October, reviewed in December, examined through January and February, and were conducted through March and April. Groups have been changed based on data. Tier 3 groups also occur daily based on threshold numbers given by district at beginning of the school year. iReady data analysis training supports the learning pathways to target specific instruction for all students. PD on 3/17 supported the pathways for each student to target specific skills and needs.
- Administration, coach, intervention teacher, and teachers reorganized our RtI groups for reading/math in January using unit assessments, iReady, and DIBELs. For the students who are not making growth, teachers are strategically creating interventions during Tier 1 that are specific and implemented to maximize their learning.
- A2 interventions targeting math instruction in the morning before school begins and science morning program for those not in A2 continued through April.
- In December, we started our mentoring program with fifth grade students to work with Kindergarten and first grade students before school begins for 30 minutes on sight words, letter names/sounds, buddy reading for fluency, and math facts (Students were nominated by their teachers, safety patrol sponsor and trained by our literacy coach)
- Our mentor-mentee program with fifth grade students for students in the bottom quartile and our highest achievers continued through May
- We also complete monthly walkthroughs with leadership team looking for evidence of Thinking Maps, Kagan strategies, Sanford Harmony, collaborative planning, and learning targets and tasks aligned to the standard
- 91% of students are back to face-to-face instruction 460/505
- **SIP GOAL #1** for Math: After review of lowest quartile data and the African American Achievement Plan (AAA), instructional practice will target math deficits through extended learning opportunities, support facilitation, and Response to Intervention (RTI). Student learning is impacted with effective small group instruction utilizing research-based interventions. Examining state assessment data from 2017-2018 and 2018-2019, there are large gaps in learning gains and achievement across different subgroups, particularly African American students, and students with disabilities (SWDs). Currently, examining our fall iReady diagnostic results, 70% of our African American students are below one or more grade levels. To ensure we are providing additional instruction, students have been identified to participate in a before school tutoring program to focus on math interventions K-5. For 90 minutes a week, students can receive additional small group math instruction before school. During the latest data chats, triangulate data has been used to identify African American students and students with disabilities who will benefit from the additional small group instruction. Train teachers on generating student data notebooks to fully examine data. Identify needs of students based on the African American Achievement Plan and Individualized Education Plan goals and accommodations of students. Provide math interventions during Response to Intervention (RTI) for students who only need math interventions. Monitor with fidelity co-teaching of support facilitators in the general education classroom. Advertise and offer extended learning opportunities before and after school by invitation only to African American students and students with disabilities first. After this, our extended learning opportunity attendance, achievement with our students in A2 and powerful tiered instruction, supported our iReady diagnostic data in reading and math. Additionally, all transitional and virtual students in grades 3-5 were encouraged to take their iReady assessment at school in-person. This supported the validity and reliability of our results.
- **SIP GOAL #2** for Standards Based Instruction: Our goal is to have 100% of grade levels showing evidence of collaborative planning through classroom instruction, collaborative planning sessions, and data chats. Classroom walkthroughs also look for learning targets and tasks aligned to the standard across grade levels and classrooms. Collaborative planning data from fourth quarter showed, 80-100 % in Kindergarten (depending on subject), 100% in 1st Grade, 100% in 2nd Grade, and 100% in third, fourth, and fifth grade with tasks and learning targets aligned to the standard.
- **SIP GOAL #3** related to Culture/Climate: Our goal is to reduce our Office Discipline Referrals by 25% using Sanford Harmony. With 103 referrals by March 2020, 32 as of March 2021, and closing the year with 56 referrals. We continue to work with parents, teachers and staff about progressive discipline and documentation.   As a PBIS model school, we are focused on supporting students with their behavior with clear expectations in Tier I. We review discipline data monthly and reflect on the trends. Our goal is for all to be warm-hearted, active, attentive, vigilant, and enthusiastic for learning through Sanford Harmony. While there are 56 office referrals (almost doubled from March), only 28 students out of the 460 on campus have referrals. Problem-solving with our PBIS team and teachers for our 28 students has been a collaborative effort. Working with students with multiple referrals and minor infractions has been the work to find out what supports are needed to help the students be successful. There have been isolated incidents which caused an increase in referrals due to a one-time major infraction situation.
- **SIP GOAL #4** related to School Theme: As a Project Lead the Way School (PLTW), during the first semester, Cultural Arts teachers will complete one or two modules with students in grades Kindergarten through fifth. *Due to COVID and the return of students, the first unit in each cultural arts was completed in January. In addition, the second module started in late January and will be completed by the end of May. We completed two modules for the 2020-2021 school year in each grade level and presented at the STEAM showcase. Our fifth-grade science scores, in conjunction with the science review and morning learning opportunity, have increased due to a focus on standards-based instruction and planning across the grade level and cultural arts. We look forward to our FSA scores.

Unit assessment scores in grades third, fourth and fifth will increase by 3% between each assessment. Increased achievement results on the unit assessments for third, fourth, and fifth grade students, will support the science proficiency on the FSA.

As a Project Lead the Way (PLTW) school and STEAM school of enrichment our goal is to improve student achievement results in science across unit assessments. Embedding PLTW through Cultural Arts this year, students will receive instruction every fifth day in a PLTW module K-5. Redesigning the Cultural Arts(CA) schedule, allows CA teachers to conduct a unit of study in grades K-5 for every student to be involved with hands-on science based discovery based on standards weekly, in addition to their science classes. Modules follow curriculum pacing guides to ensure current standards being taught in science classes are also being taught through PLTW modules across grade levels.

- **Bottom Quartile Students**:
  When we examined our final iReady scores in reading, we looked particularly at the number of students in each grade level and the percent of growth! From there we broke down our results by race.

Grade	Ct Students	% w Growth
KG	91	89.01
01	85	95.29
02	81	96.30
03	87	94.25
04	81	97.53
05	80	95.00

Race/Eth	Ct Students	% w Growth
W	272	93.01
H	115	98.26
B	81	95.06
O	29	93.10
A	8	87.50

ESE	Ct Students	% w Growth
ESE	88	93.18
Non-ESE	417	94.72

When we examined our final iReady scores in math, we looked particularly at the number of students in each grade level and the percent of growth! From there we broke down our results by race.

Grade	Ct Students	% w Growth
KG	90	33.33
01	85	89.41
02	81	96.30
03	85	10.59
04	81	97.53
05	80	82.50

Race/Eth	Ct Students	% w Growth
A	8	62.50
B	80	75.00
H	115	63.48
O	29	75.86
W	270	65.93

ESE	Ct Students	% w Growth
N	414	67.63
Y	88	65.91

- **Next steps**: We will examine further the interventions we used for the 2020-2021 school year. We will work to continue to close the achievement gap as we plan for the 2021-2022 school year. Creating a sense of urgency occurred this year, as we had students return August-February at various points. Next school year, RTI will be designed for exactly what the student needs. Extended learning opportunities will be available in reading, math, and science. We look forward to continuing our work that we started this year.

Note…PD completed: August 4th-10th Kids at Hope, Unity, SIP/DATA, Thinking Maps, September 23rd – Data Notebooks, December 17th – Formative Assessment, January 4th – SIP/DATA review, Differentiated Instruction, Formative Assessment follow-up, and Sanford Harmony, January 27 – Follow-up Differentiated Instruction, Collaborative Planning , February 24th - Literacy Walks and the Scarborough Rope, March 17th – iReady Data Analysis, April 21st – Science of Reading, Universal Design, and Collaborative Planning Protocol

Date of Impact Review: 3/5/2021
School: Beachland Elementary
Action Steps: 1.4, 1.5, 1.25, 2.6

Action Step 1.4

Date(s) of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-2	9/23, 11/4, 12/15, 2/26, 3/2, 3/10, 3/12, 3/19, 4/21, 5/26					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	7/12	58%	8/13	62%	/13	38%

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	8/3, 12/17, 1/4, 2/24, 3/17, 4/21, 5/26
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)	Learning Pathways have been revisited and changed in iReady. Collaborative planning sessions are strategic about what is being done in small and whole group to show student outcomes based on standards

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	At least once a month with the School Guidance Counselor, following up with classroom teachers, the MTSS team, and school psychologist *Screenings occur weekly since we have a waiting list

Action Step 2.6

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	PBIS Monthly Meetings to discuss Tier I with grade level representatives: 9/17, 11/16, 12/14, 1/11, 2/8, 3/8, 4/12
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Walk throughs of WAVE expectations posted in classrooms, utilizing tier I supports – WAVE and SURF to recognize student behaviors, PBIS learning walk showed areas of strength and a couple areas of improvement to ensure all stakeholders are on the same page in regards to our tier I PBIS instruction and supports to improve culture

Date of DataCom: 3/12/2021
School: Beachland Elementary
Action Steps: 1.12, 1.16, 1.37, 1.38

Action Steps 1.12, 1,16 & 1.37

Date(s) of School Level Review(s) of Performance, Progress, & Regression of African American Students	Monthly data meetings, and school wide: January 4, 2021 Review data with leadership team on Tuesdays, as needed, with focus on Bottom Quartile Collaborative planning sessions, emphasis on data and standards-based instruction – 60 minutes with each grade level, monthly February – May Tier 2 focus – Week of 3/29, 4/21, 5/3
Review Conducted of Academic Performance & Regression of African American Students	☒Yes ☐No
Summary of Action Steps / Plan based upon Review of Performance & Regression of African American Students (based upon District & School Level Reviews)	Implementation of additional instruction during cultural arts time for students not participating in morning A2, science, or ELO Coaching cycles as needed for teachers who need support Instructional coach and intervention teacher pulling groups K-5

Action Step 1.38

	Third		Fourth		Fifth	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA	4/12	33%	3/19	16%	1/12	10%

<mark>**March Notes:**</mark>

<mark>**ELA Unit Assessments test different standards. There was no baseline UA, and some of our students did not enter until just recently. *Minimal students took the first UA.**</mark>

<mark>**Third Grade - Two students who took Unit 6 scored in the red upon return to school. Two students just returned 3/8 and have not taken any unit assessments (not counted above). Only 6/13 took UA 1, compared to 11/13 who took UA 6.**</mark>

<mark>**Fourth Grade – five students are still out on transitional/virtual 14/19 took UA 6 and 12/19 took UA 1.**</mark>

<mark>**Fifth Grade – three students did not take UA 1. However, only 1 student is still out in virtual instruction.**</mark>

*There were no unit assessments due to STATE TESTING and iReady Diagnostic #3.

Last Date of Review: 5/21/2021
School: Beachland Elementary
Action Steps: 1.3, 1.6, 1.11, 1.30, 2.5, 2.9, 4.31

Action Step 1.3

Date(s) of Walk-Through to Observe Implementation of African American History Teachings	Walkthroughs/observations – January 15th - May 14th (using learning walk form)
Summary of Observation(s)	Walkthroughs focus on SEL (Sanford Harmony instruction), awareness of AA history through February and March, and focus on differentiation/small group instruction with awareness to content, social studies lessons reviewed and activities observed

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Quarter 4: Moonshot, ELO, A2, Science Enrichment (ended 4/30 due to testing)				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	19/274	9/115	20/88	4/28	2/12
Total Percentage Breakdown of Participants by Race/Ethnicity	7%	8%	23%	14%	17%

*Attach evidence of a parent work or extended learning activity for students (including Extended Day Program & Moonshot)

Action Step 1.11

Date of Student Committee Meeting	04/06/2021
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	A culminating meeting of the Superintendent's Student Advisory Council was held in April 2021 to share with students how the feedback that they had provided throughout the year on various topics (e.g., college planning, equitable access to activities) had been used or is planned on being used to make improvements in the school experiences of students. The Superintendent's Cabinet members were present at the session not only to share the work of their individual offices in this regard, but also to respond to questions students had. Also, during this session, students participating on this year's council were recognized for their contributions to this body of work.

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Monthly Awards: Student of the Month, Monthly Optional Thinking Map Activity, Principal's Summer Challenge, and Principal's Holiday Reading Challenge, 4th grade award ceremony, 5th grade award ceremony				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	264/274	90/115	70/88	23/29	24/11
Total Percentage Breakdown of Participants by Race/Ethnicity	96%	78%	80%	80%	100%+

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	May 2021 – 1 Out of School Suspension *2 Suspensions for the 2020-2021 school year

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.

Action Step 2.9

	Number of Mentors	Number of Mentees
Students Participating in Peer Mentorship Program	10	10

Action Step 4.31

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	1	100%

Wednesday, March 3, 2021

Dear Fifth Grade Parents,

We are excited to offer a science program two days a week with Mrs. Crisafulli. Our intent is to begin the program on **Wednesday, March 9th**. This *before* **school program** will meet on Wednesdays and Thursdays from 8:15-9:00a. Your child can arrive early to school and enter through the front office. This opportunity is a commitment for both days. We are hoping to run this program through March and April.

If you are interested, please complete the bottom portion and return to your child's homeroom teacher by **Friday, March 5th.**

A huge thank you to Mrs. Crisafulli for offering this program to support an academic opportunity for our fifth graders.

---**Please Return by Friday, March 5, 2021**----------------------------------

Student Name: _____ Homeroom Teacher: _____

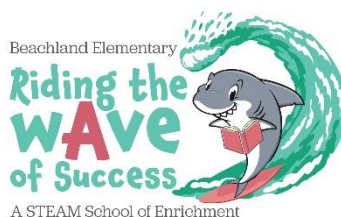How will your child get home? Please check a box…

☐ **Yes, my child will attend Wednesday and Thursday mornings.**

☐ **No, my child will not attend this opportunity.**

Parent Signature: _____ Phone Number: _____

*Attending this ELO is a privilege and will require students to attend regularly and follow all school WAVE expectations based on our district's Code of Student Conduct. *Schedule may change based on number of students. A schedule will be sent home Friday afternoon with your child.

Beachland Elementary
Riding the WAVE of Success
A STEAM School of Enrichment

MANAGING
PARTNER
OF THE

March 30, 2021

This month is our last month of Moonshot for the year. Our 3rd graders are exploring a book called "Maybe Something Beautiful". This interdisciplinary curriculum is anchored in ELA, the Arts, and Humanities. Students learn about artists who create art in public spaces to bring people together and inspire. The workshop ends with the creation of a community art project that benefits our school campus. They will showcase their learning in a culminating exhibition.

First grade students are working on a book called "This is How We Do It". Students learn about the lives of their peers around the world and build connections with each other. Students develop comprehension and writing skills through hands-on projects. Students use a variety of artistic processes to create a collaborative book that celebrates their uniqueness alongside their commonalities, deepening background knowledge aligned with grade-level social studies standards.

All Storytime students are also participating in tutoring sessions. Students are receiving small group tutoring focused on their learning gaps in order to increase their achievement.

Please see the scheduled Moonshot Academy days below.
Dates for April: (4:00 – 5:15)

March 30, 31, and April 1st = normal week

April 6, 7, and 8 = normal week

April 13, 14, and 15th = normal week

April 20th = last day of tutoring

April 21st - Early Release Day = no tutoring

April 22nd = Parent Gallery Night and Pizza Party

Invitation

Please join us Thursday, April 22nd at 4:00 for our final celebration in the Media Center. You will participate in a gallery walk to see all of your child's projects and progress in the program. Students will enjoy a Pizza Party as well. We hope to see all of you there.