

AAAP Quarter 3



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 3

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 3/30/2022 Verified by Rachel Finnegan

Reflection

Quarter 3 has been "Getting in Gear for the New Year!" Our entire school community has embraced the theme and have been celebrating the hard work of students with everything they do to promote achievement. There were many opportunities to celebrate success, promote effort, and encourage positive behavior.

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	5
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)	2/9/2022, 2/22/2022, 3/3/2022, 3/9/2022, 3/15/2022
Summary of observation(s):	
<ol style="list-style-type: none"> 1. Kindergarten collaborative planning provided conversation and lesson planning regarding Black History Month and utilizing district lessons and social studies series. 2. Kindergarten completed a project and discussion about Rosa Parks. 3. Second graders began and completed their unit on the Civil War and participated in activities, discussions, and readings about Harriet Tubman, "Follow the Drinking Gourd", and the Underground Railroad. 4. Collaborative planning notes uploaded in evidence. 	

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:	1/4/22 and 2/24/22		
African American Students Receiving Interventions for Substantial Reading Deficiencies			
Kindergarten	First	Second	Third

AAAP Quarter 3

Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent
0	0	0 %	2	2	100 %	0	0	0 %	1	1	100 %

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: 1/4/2022, 2/24/2022, and 3/29/2022

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

Data chat meeting examined discipline data and areas of concern.

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement: 1/4/2022, 2/24/2022, and 3/29/2022

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

Every class list was monitored student by student to discuss possible retentions, needs for RTI/reading endorsed teacher, and interventions being utilized to promote growth (primarily level 4's and 5's from last year's FSA scores) and plans to continue to close the gap. iReady toolbox was selected as the intervention for all RTI groups to target lessons with explicit instruction based on unit assessment standards and iReady diagnostic. Data chat template uploaded in evidence.

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 3

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.

AAAP Quarter 3

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: 3/9/2022

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?

Summary of Action Steps/Plan based upon District Impact Review (based upon District & School Level Reviews): During January's faculty meeting on January 4th regarding BPIE information was shared and expectations for "Getting in Gear" for the New Year. During February's data chat and examine of unit assessments, our support facilitators are pulling students for test taking strategies based on old unit assessments to go over incorrect answers and how to annotate the text. Impact review on March 9, 2022 examined the work from January to March and the refocus of motivating students to put forth their very best effort each day with all assignments and activities. Impact review items were shared to each individual grade level on 3/29 and 3/30 about specifics to standards-based instruction, differentiated instruction, and monitoring. Examining the diagnostic results from Winter to Spring for our fourth and fifth graders provides additional lessons and explicit instruction for test taking strategies, standards, and question formats. PowerPoint presentation uploaded in evidence about data review and achievement gaps (under 2.1). Faculty meeting agenda and handouts uploaded in evidence.

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.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 3/30/2022

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
23	70	32.9 %

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:

School messenger calls, flyers, monthly newsletters, and special invitations are provided to students. In addition, specific parent phone calls and/or parent meetings provide information and opportunities for students to participate.

(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
0 %	0 %

(Optional) Additional information:

Interviews were conducted during Quarter 2 for our three vacancies for the start of January 2022.

Beachland Elementary School
March 2022
AAA Plan Evidence - Quarter 3

Strategy 1.1 - Collaborative Planning Minutes from Kindergarten

Grade Level: Kindergarten **Date:** 2/9/22

Guiding Questions to Utilize:

I Ready Minutes: Average time is 45 minutes for reading and math.

How are we doing? Discuss students monitoring their minutes and students still going over their allotted minutes.

Discussed that students need to get 30 – 45 minutes in BOTH reading AND math. Monitor Math minutes

What kind of formative assessments?

Anecdotal reading records

Lesson 11 Tricky Word Assessment

Amplify:

Anything to share this week?

Focus standard: Skills ELAK.F1.3, Knowledge ELA.K.R.3.2.

What unit/lessons are we teaching next week?

Skills Unit 7 Lessons 9 - 12

Knowledge Unit 7 Lessons 1 – 4

What concerns or what are students struggling with?

Digraphs, Discussed voiced and unvoiced – th, Need practice with th, sh, ch

Add a practice sort in centers and will review sounds in skills

Data: Reviewed Knowledge Pausing Point and Skills Digraphs Teacher Observation

Trends: All students did well – seasons and EALKR.2.2 Continue to review and practice reading with digraphs

Notes:

Discussed RTI placement of students – moved a few

Discussed conferences – send home reading deficiency letters and discuss retention with parents if this is going to be an issue

Progress monitoring – done by Tier 2 teachers WEEKLY

All teachers have access – Kindergarten tab under their name

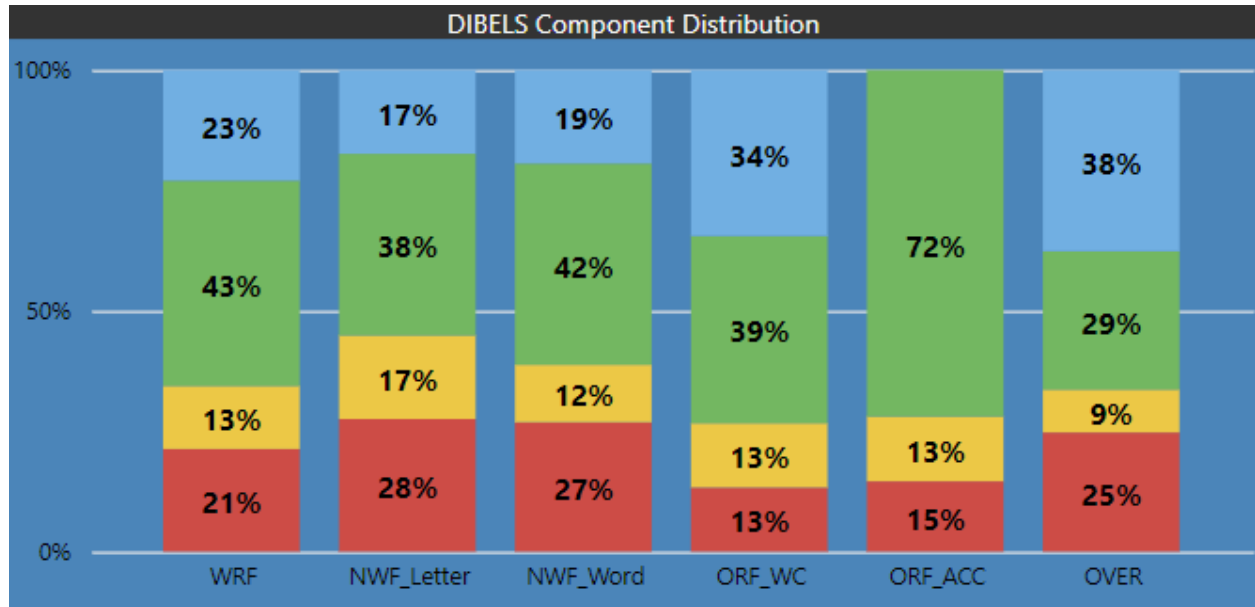
Discussed Black History Month – utilizing district lessons and social studies series

Focus on Harriet Tubman, Ruby Bridges, Rosa Parks (Lessons to be done during Social Studies)

Beachland Elementary School
March 2022
AAA Plan Evidence - Quarter 3

Strategy 1.2 -

K-3 data review of students to watch - iReady Minimal Growth spreadsheet, PowerBi Data on DIBELS K-2

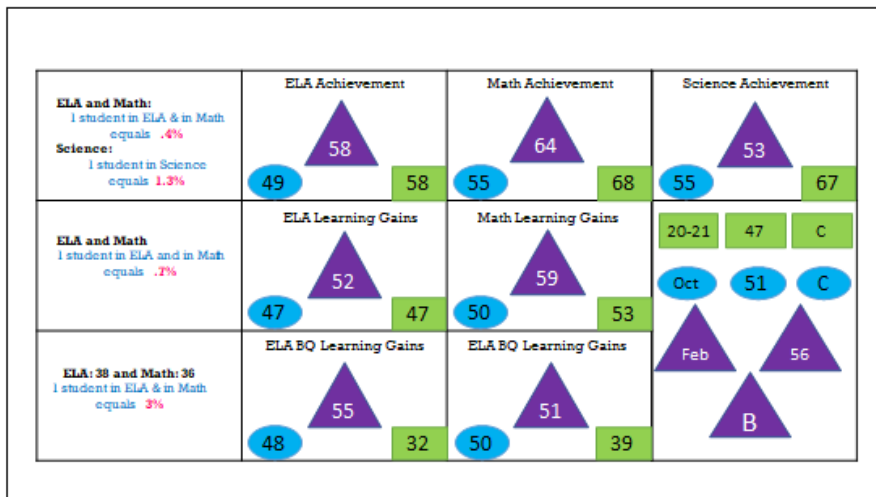


Beachland Elementary School
March 2022
AAA Plan Evidence - Quarter 3

Strategy 2.1 - Data Review on PowerBI with K-5 teachers during planning times, review of PowerPoint and student concerns regarding discipline and academic achievement

Data Chat February 2022	
Grade Level: _____	Date: _____
<p><u>How's it going?</u></p> <p>Review of the data PowerPoint from Jody Houston Look where we were (20-21), October 2021, and now</p> <p>PowerBi, Unit Assessments - Creating spreadsheets based on the data from Unify Strategically grouping students in RTI Bubble and YES students - how are we ensuring they are receiving explicit instruction BQ - intensive instruction, iReady toolbox and progress monitoring review</p>	

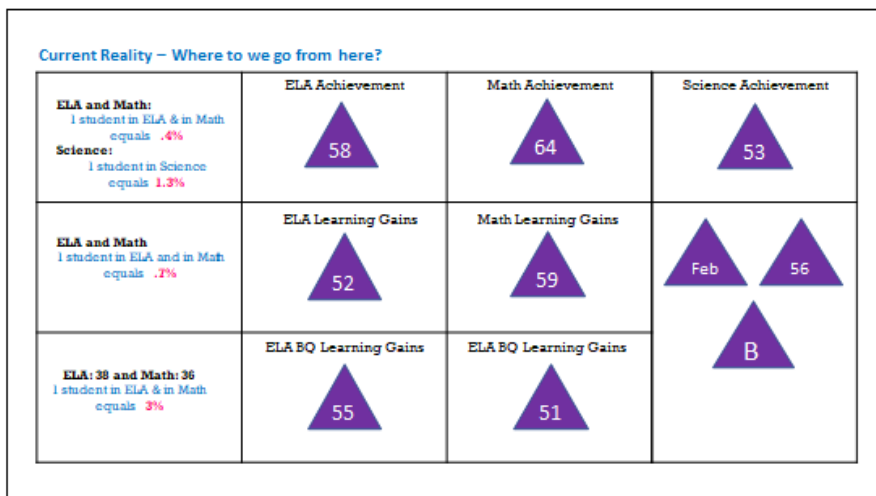
Cont. Strategy 2.1 - PowerPoint Presentation



We can be an **A** if 50% of your **ALL LG** (including BQ) "bubble" and "not yet" students make a LG

This would be your Grade if 50% of your BQ "bubble" and "not yet" students make a LG		
487	70%	A

5



6

Beachland Elementary School
March 2022
AAA Plan Evidence - Quarter 3

Strategy 2.4 - See School Improvement Plan (on school website), Faculty Meeting agenda below along with RTI Close Reading Routine and the Florida Standards Assessment ELA standards coverage

Ride & Surf Opportunity #7
January 4, 2022
Cafeteria 9-10a



Get in Gear for the New Year!

- ✓ Congratulations – Mrs. Wolf
- ✓ Welcome to Beachland – Danielle Devlin (Kindergarten), Lisha Wright (First Grade), Adrienne “Adie” Moody (Resource Specialist), SLP (TBA), Christa Wade (ESE Support Facilitator)
 - Claudia Navarro – returning until 1/8, joining Student Service 1/10

Prepare to Ride

- ✓ SAC Meeting Friday, January 7th 8a
- ✓ Stars of the Year Gala – POSTPONED
- ✓ MLK Day Parade, Monday January 17th parade lineup 7:30a, begins at 8a
- ✓ **FSA Parent Night 3rd-5th Grade** (Awards, FSA information, and ClassLink– Focus/canvas)
FSA – FIN-tastic Sharks Achieve: incentives for grade levels, primary grades adopt a class
 - **Subject to Change but tentatively scheduled for 2/8/22**

COVID-19

- ✓ Effective TODAY, masks mandatory for adults (employees, visitors, volunteers, parents) while on campus when social distancing is not possible
- ✓ Lesson plans **must** be on Canvas – this is for students who are out due to COVID and to prepare if we see a spike within a school for a potential school closure
- ✓ Mask signage will be displayed
- ✓ COVID dashboard will be back up tomorrow (TEAMS meeting at 3p for principals)

In alignment with CDC's most recent recommendations, if an individual (student or employee) tests positive for COVID-19, they are to:

- Remain home for 5 days.
- If the individual has no symptoms or symptoms are resolving after 5 days, they may return to work/school. There is no need for a negative test (following a positive test) to return to work/school after 5 days.
- For the safety of others, is strongly recommended that the individual wears a face covering around others for 5 additional days. In alignment with Florida statute, we cannot require students to wear a face covering.
- If the individual has a fever, they should remain home until the fever resolves.

We are still asking for a notification of a negative test (either from a healthcare provider or home test) if staff/students are identified as showing symptoms of COVID-19. We will continue to use the staff and student COVID-19 case notification processes

BPIE – Best Practices for Inclusive Education – January 3rd

- ✓ Purpose is to have a shared approach to conduct a needs assessment and create an improvement planning tool for inclusive practices
- ✓ Three Goals Selected – Communication, MTSS, and Key Person

“Life is a maze. Don’t just gaze. Change your pace, to win the race.”

...On the WA^{VE} of Success...

Beachland Elementary School
March 2022
AAA Plan Evidence - Quarter 3

Ride & Surf Opportunity #7
January 4, 2022
Cafeteria 9-10a



- Student/person first language

Impact Review

- ✓ Highlights
 - Collaborative planning, culture, WAVE expectations, relationships, engagement with tasks
- ✓ "GET IN GEAR FOR THE NEW YEAR"
 - Differentiated instruction, high expectations for ALL, rigor/pacing, extending the learning
 - Examine the HOW rather than the WHAT
 - Essential questions to drive collaborative planning

School Improvement Plan

- ✓ Collaborative planning, differentiated instruction, Sanford Harmony, and Project Lead the Way
 - CP schedule to remain with special areas joining – PLTW topics need to be discussed
 - DI – training on 1/31 (school-wide PD)
 - Sanford Harmony – Social Emotional Learning – School counselor
 - PLTW – occurring K-5 for ALL students

Safety

- ✓ Workroom 301 – must always be locked
- ✓ Car dismissal change for K, 1 and siblings
- ✓ ALICE Review
- ✓ Class Roster – available at all times
- ✓ Staging outside

PBIS – Waves, Surfs, Classroom Behavior Plans

- ✓ Rotations to review expectations – January 5th or January 6th
- ✓ January 27th – NUT Day – No Uniform Today, change!
- ✓ School Store – Friday mornings

Notes/Questions:

"Life is a maze. Don't just gaze. Change your pace, to win the race."

...On the WAVE of Success...

Beachland Elementary School
March 2022
AAA Plan Evidence - Quarter 3

RTI: CLOSE READING ROUTINE

This routine can be followed with your whole class, small groups, as well as individualized to meet student needs. Scaffolds and additional strategies can be added in at any time to help students access grade level text.

FIRST READ/DAY 1: ENGAGE/PREDICT

- What's it about? Set purpose for reading.
- **Test taking strategy:** Read questions first!
- Begin with big ideas in the text – What is the author telling the reader?
- Look at the title and illustrations
- Make predictions about what the text is going to be about
- Encourage visualization
- Teacher reads text modeling fluency and prosody
- **Vocabulary:** Students circle unfamiliar vocabulary.
Use context clue strategies to determine the meaning of difficult/unknown words such as looking for:
 - Synonyms
 - Antonyms
 - Appositives
 - Inferring from context
 - Contrasting statements
 - Prefixes
 - Use a dictionary or thesaurus

SECOND READ/DAY 2: GOING DEEPER

- Reread the text (teacher and students)
- Annotate text (annotating should be based on student tasks. In this case, it is answering the questions that go with the passage).
- Explore the text using strategies:
 - Chunk the text (read a paragraph at a time and check for understanding)
- Ask **text dependent** questions - *be careful of straying away from what the author intended for the text.* Incorporate Stem questions when possible.
- Is there a **Thinking Map** that would help students organize their comprehension of the text? (ex: Tree Map for each section's main idea and details underneath)
- Cite specific, relevant evidence from the text to support answers to the questions

THIRD READ/DAY 3: INDEPENDENT

- Allow students to answer questions on their own
- Check answers as they finish – have students correct mistakes. Explain errors in reasoning.
- Teach them **strategies** such as: read questions first, read answers from bottom to top, or reread/review the text with students to find answers.

DAY 4: PROGRESS MONITORING

Beachland Elementary School
March 2022
AAA Plan Evidence - Quarter 3

Third, Fourth and Fifth grade teachers were provided the Florida Standards Assessment Standards Coverage for English Language Arts. The stars indicate standards to be explicitly taught based on data.

Reporting Category	Genre	Standards Assessed	Percentage of Assessment
Key Ideas and Details	Literature	LAFS.4.RL.1.1	15-25%
		LAFS.4.RL.1.2	
		LAFS.4.RL.1.3	
	Informational	LAFS.4.RI.1.1	
		LAFS.4.RI.1.2	
		LAFS.4.RI.1.3	
Craft and Structure	Literature	LAFS.4.RL.2.4 ☆	25-35%
		Also assesses	
		LAFS.4.RF.3.3	
		LAFS.4.RF.4.4	
		LAFS.4.L.3.4	
		LAFS.4.L.3.5	
	Informational	LAFS.4.RL.2.5 ☆	
		LAFS.4.RL.2.6 ☆	
		LAFS.4.RI.2.4 ☆	
		Also assesses	
		LAFS.4.RF.3.3	
		LAFS.4.RF.4.4	
Integration of Knowledge and Ideas	Literature	LAFS.4.L.3.4	
		LAFS.4.L.3.5	
		LAFS.4.RI.2.5 ☆	
	Informational	LAFS.4.RI.2.6 ☆	
		LAFS.4.RL.3.7 ☆	
		LAFS.4.SL.1.2	
		LAFS.4.RL.3.9 ☆	
		LAFS.4.RI.3.7 ☆	
		LAFS.4.SL.1.3	
Language and Editing*	Literature or Informational	LAFS.4.RI.3.8 ☆	20-30%
		LAFS.4.RI.3.9 ☆	
		LAFS.4.L.1.1	
		LAFS.4.L.1.2	15-25%

***Language and Editing**

Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.

Beachland Elementary School
March 2022
AAA Plan Evidence - Quarter 3

Strategy 3.1 - Safety Patrol Letter for Rising Fourth Graders

January 24, 2022

Dear Fourth Grade Parent,



We would love for your child to become a *Safety Patrol in Training* during the months of February, March, April, and May. This opportunity will allow your child to get a first-hand experience about patrolling around Beachland's campus, assisting younger students in the morning, and being a role model for all Beachland sharks.

To be a *Safety Patrol in Training*, you must be in good academic standing, have less than two office discipline referrals from first semester, one teacher recommendation, parent permission, and a paragraph written to explain why you want to become a safety patrol in training.

-----Please Return by Wednesday, February 2, 2022-----

Student Name: _____ Teacher: _____

Teacher Recommendation: _____

Parent Signature: _____

Why do you want to be a Safety Patrol in Training at Beachland Elementary?

*Space will be limited and may need to go on a rotating schedule each month. Participating in our *Safety Patrol in Training* program is a privilege and will require students to follow all school expectations based on our district's Code of Student Conduct and school-wide WAVE expectations.