

AAAP Quarter 3



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



Dodgertown 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 3/23/2022 Verified by Aretha L. Vernette

Reflection

Although academic gaps and discipline gaps are closing, gaps still exist. Our after school tutoring program continues to address academic gaps. And, although Impact Review ratings have increased in our growth areas, there are more opportunities for growth in the areas of Teacher monitoring of students and Teacher providing differentiation for students. As next steps, we will extend learning opportunities to our summer program for current K-4 students.

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	7
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)	2/1, 2/8, 2/15, 2/22, 3/1, 3/8, 3/15

Summary of observation(s):

Walk-throughs during Amplify lessons and Florida Social Studies lessons to observe implementation of African American History teachings. **Grade 1, Research Projects:** Solomon Carter Fuller, M.D. Francis Cecil Sumner, Ph.D. Inez Beverly Prosser, Ph.D. M. Jocelyn Elders, M.D. Joseph L. White, Ph.D. Maxie Clarence Maultsby Jr., M.D. Hope Landrine, Ph.D. Dr. E. Kitch Childs Dr. Robert Lee Williams II Maya Angelou Robert Abbott Duke Ellington Zora Neale Hurston Michael Jackson Jay Z Gordon Parks Ida B. Wells **Grade 4:** Dr. Ben Carson Katherine Johnson Jesse Owens Lonnie Johnson Dr. Mae Jemison

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:	03/02/2022
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African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent
6	6	100 %	13	21	62 %	11	15	73 %	15	19	79 %

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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:

2/2, 2/8, 2/16, 2/22, 2/23, 3/8, 3/9, 3/15

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

The Individual Problem-Solving Team (consisting of parents, administrators, teachers, Behavior Analyst, School Psychologist) 1) convened to discuss discipline issues; 2) collaborated to find ways to foster student success at home and in school. Action Steps, Initial Meeting

- 1.
2. Hold Tier 2 and Tier 3 School-Based Team (SBT) meetings with the Principal, Assistant Principal, Instructional Coaches, Interventionists, homeroom teachers, ESE teachers, School Psychologist, School Counselor, Resource Specialist, and Community Partnership School Wellness Coordinator.
- 3.
4. Academics and/or Behavior:
5.
 - 1.
 2. Discuss the progress monitoring of current Tier 2 and Tier 3 students.
 - 3.
 4. Is the intervention implemented with fidelity?
 - 5.
 6. Is the intervention appropriate?
 - 7.
 8. Is the student's response to the intervention positive, questionable, or negative.
 - 9.
 10. Does the intervention need to be modified?
 - 11.
 12. Should the students continue the intervention or exit the intervention.
 - 13.
 14. Do you recommend adding a Tier 3 intervention? If so, which skill deficit should be addressed? Which intervention will meet the need of this skills deficit?
 - 15.
 16. Review the data of students who are not currently receiving Tier 2 or Tier 3 interventions. Do you recommend adding Tier 2 or Tier 3 interventions?
 - 17.
 18. Schedule Individual Problem-Solving Team (IPST) meetings for students for whom Tier 3 interventions were recommended and "call parents into the meeting", if possible. Leave a message for parents. When parents return the call, informed parents of the new level of support that is being implemented to close gaps in academic/behavior expectations.
 - 19.
 20. When necessary, teachers will complete a School Counseling Wellness Referral. The School Counselor will meet with each student then create a schedule to meet with individual student or groups of students to provide social/emotional coping strategies. Group strategies/interventions will be monitored for effectiveness.
 - 21.
 22. When necessary, staff will refer students to the Wellness Coordinator of the Community Partnership School (CPS) program. CPS staff will make referrals to Sequel Care.

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23.

7.

Action Step, Follow-up Meeting

1.

2. Hold **Tier 3 Individual Problem-Solving Team (IPST)** meetings with the Principal, Assistant Principal, Instructional Coaches, Interventionists, homeroom teachers, ESE teachers, School Psychologist, School Counselor, Resource Specialist, and Community Partnership School Wellness Coordinator.

3.

4. Call parents into the meeting", if possible. If parents are unavailable, leave a message for parents to return the principal's call. When parents return the call, informed parents of the new level of support that is being implemented to close gaps in **academic/behavior** expectations. Ask for parent input as it relates to successful strategies that are implemented at home.

5.

6. With input from the IPST, determine the Tier 3 intervention for Academic/Behavior.

7.

8. Assign an interventionist/teacher to implement the intervention.

9.

10. The interventionist will implement the intervention with fidelity.

11.

Administrators will conduct fidelity walks.

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement:

2/2, 2/8, 2/16, 2/22, 2/23, 3/8, 3/9, 3/15

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

The Individual Problem-Solving Team (consisting of parents, administrators, teachers, Behavior Analyst, School Psychologist) 1) convened to discuss **academic** issues; 2) collaborated to find ways to foster student success at home and in school.

Action

Steps, Initial Meeting

1.

2. Hold **Tier 2 and Tier 3 School-Based Team (SBT)** meetings with the Principal, Assistant Principal, Instructional Coaches, Interventionists, homeroom teachers, ESE teachers, School Psychologist, School Counselor, Resource Specialist, and Community Partnership School Wellness Coordinator.

3.

4. **Academics and/or Behavior:**

5.

1.

2. Discuss the progress monitoring of current **Tier 2 and Tier 3** students.

3.

4. Is the intervention implemented with fidelity?

5.

6. Is the intervention appropriate?

7.

8. Is the student's response to the intervention positive, questionable, or negative.

9.

10. Does the intervention need to be modified?

11.

12. Should the students continue the intervention or exit the intervention.

13.

14. Do you recommend adding a **Tier 3** intervention? If so, which skill deficit should be addressed? Which intervention will meet the need of this skills deficit?

15.

16. Review the data of students who are not currently receiving Tier 2 or Tier 3 interventions. Do you recommend adding Tier 2 or Tier 3 interventions?

17.

18. Schedule **Individual Problem-Solving Team (IPST)** meetings for students for whom Tier 3 interventions were recommended and "call parents into the meeting", if possible. Leave a message for parents. When parents return the call, informed parents of the new level of support that is being implemented to close gaps in **academic/behavior** expectations.

19.

20. When necessary, teachers will complete a **School Counseling Wellness Referral**. The School Counselor will meet with each student then create a schedule to meet with individual student or groups of students to provide social/emotional coping strategies. Group strategies/interventions will be monitored for effectiveness.

21.

22. When necessary, staff will refer students to the **Wellness Coordinator of the Community Partnership School (CPS)** program. CPS staff will make referrals to Sequel Care.

23.

7.

Action Step, Follow-up Meeting

1.

2. Hold **Tier 3 Individual Problem-Solving Team (IPST)** meetings with the Principal, Assistant Principal, Instructional Coaches,

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Interventionists, homeroom teachers, ESE teachers, School Psychologist, School Counselor, Resource Specialist, and Community Partnership School Wellness Coordinator.

- 3.
4. Call parents into the meeting", if possible. If parents are unavailable, leave a message for parents to return the principal's call. When parents return the call, informed parents of the new level of support that is being implemented to close gaps in **academic/behavior** expectations. Ask for parent input as it relates to successful strategies that are implemented at home.
- 5.
6. With input from the IPST, determine the Tier 3 intervention for Academic/Behavior.
- 7.
8. Assign an interventionist/teacher to implement the intervention.
- 9.
10. The interventionist will implement the intervention with fidelity.
11. Administrators will conduct fidelity walks.

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.

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: 3/2/2022

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? Climate/Culture: STRENGTHS 1) Routines, procedures, and transitions in place 2) All PBIS posters in front of classroom (posted) 3) Half of classrooms had class expectations posted 4) Teacher rapport with students Climate/Culture: OPPORTUNITIES 1) Positive praise and specific feedback 2) Classrooms without class expectations will create their classroom expectations 3) Moving through classroom during small group [i.e. Teacher could circulate/check on other groups] Climate/Culture: NEXT STEPS 1) Model positive and specific feedback 2) PBIS Tickets 3) All classrooms have classroom expectations posted

Summary of Action Steps/Plan based upon District Impact Review (based upon District & School Level Reviews): 1. School reviews IP with the IR Team . o CONTINUOUS IMPROVEMENT CYCLE o Ensure that there is a clear understanding of § the High Yield Strategies and § the implementation steps § that will need to occur to successfully sustain or improve instructional practices o Ensure that there is a clear system to monitor § the implementation steps and § provide feedback o How will you know that the school improvement process is § Successful and § Sustaining and improving High Yield Strategies § To maximize return on investments? o Ensure that the school improvement process is § A topic of every school leadership team meeting o Ensure that the SIP process is § Shared with stakeholders o Use the implementation steps and formative classroom data chats to decide on § the success of the implementation and the impact on student outcomes

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.

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Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 3/2/2022

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
60	199	30.2 %

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

We were able to ramp up participation in our extracurricular Brain Bowl Fluency Bees in March by sending home individual invitations with each student to parents and guardians. (Civics, Safety Patrol, Moonshot Academy, Extended Day Program, Brain Bowl: Fluency Bee)

(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:	2
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Percentage of Interviewers on Interview Committee by Race

African American	White, Non-Hispanic
60 %	40 %

(Optional) Additional information:

There are 5 members on our interview panel: 3 African Americans, 2 White, Non-Hispanic.

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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.

Walk-throughs during Amplify lessons and Florida Social Studies lessons to observe implementation of African American History teachings.

Grade 1, Research Projects:

Solomon Carter Fuller, M.D.
Francis Cecil Sumner, Ph.D.
Inez Beverly Prosser, Ph.D.
M. Jocelyn Elders, M.D.
Joseph L. White, Ph.D.
Maxie Clarence Maultsby Jr., M.D.
Hope Landrine, Ph.D.
Dr. E. Kitch Childs
Dr. Robert Lee Williams II
Maya Angelou
Robert Abbott
Duke Ellington
Zora Neale Hurston
Michael Jackson
Jay Z
Gordon Parks
Ida B. Wells

Grade 4:

Dr. Ben Carson
Katherine Johnson
Jesse Owens
Lonnie Johnson
Dr. Mae Jemison

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.



Intensive Reading Audit: K-5

School

DES

Grade

0

83

Ct of K-5 Students

6

Ct Need Fun Read

6

Ct Need Fun Read & Scheduled

(Blank)

Ct Need Fun Read but NOT

- ☒ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5



Intensive Reading Audit: K-5

School

DES

Grade

1

78

Ct of K-5 Students

21

Ct Need Fun Read

13

Ct Need Fun Read & Scheduled

8

Ct Need Fun Read but NOT

- ☐ 0
- ☒ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5



Intensive Reading Audit: K-5

School

DES

Grade

2

65

Ct of K-5 Students

15

Ct Need Fun Read

11

Ct Need Fun Read & Scheduled

4

Ct Need Fun Read but NOT

- ☐ 0
- ☐ 1
- ☒ 2
- ☐ 3
- ☐ 4
- ☐ 5



Intensive Reading Audit: K-5

School

DES

Grade

3

66

Ct of K-5 Students

19

Ct Need Fun Read

15

Ct Need Fun Read & Scheduled

4

Ct Need Fun Read but NOT

- ☐ 0
- ☐ 1
- ☐ 2
- ☒ 3
- ☐ 4
- ☐ 5

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.

Today	↑	↓	February 2022	↓
Sunday	Monday	Tuesday	Wednesday	
Jan 30	31	Feb 1	2	
WIDA Window Testing Begins- Window closes March 17th				
12:10 PM Canceled-RJ-Commur	No Students - School Based PD - Di	PBIS Sweetheart Candy Gram Sales		
	8 AM Canceled-District PD for Elem	8 AM 3rd Grade ELA CP	8 AM 4/5 Writing/ELA CP	
	12:10 PM Canceled-RJ-Commur	8 AM Canceled-I-Ready Data Analy	9 AM Homeless Education Prog	
	1 PM ESE training (IEPs)	8 AM RS Monthly Meeting (Meeting	9 AM I-Ready Family Zoom Night ft	
6	7	8	9	
WIDA Window Testing Begins- Window closes March 17th				
PBIS Sweetheart Candy Gram Sales				
12:10 PM Canceled-RJ-Commur	8 AM I-Ready Math Prerequisite Rej	8 AM 3rd Grade ELA CP	8 AM Principal Professional Learnin	
	8 AM I-Ready Math Prerequisite Rej	8:05 AM J. Broom 219220 Discuss in	8 AM 4/5 Writing/ELA CP	
	12:10 PM Canceled-RJ-Commur	8:05 AM J. Broom 219220 Discuss in	8 AM Principal Mtg - V out	
13	14	15	16	
WIDA Window Testing Begins- Window closes March 17th				
12:10 PM Canceled-RJ-Commur	FYI - MO OUT	3rd Grade ELC Splash Days - DeBene	3rd Grade ELC Splash Days - Reed &	
	8 AM STEAM TEAM MEETING	DTE STEAM DAY	8 AM 4/5 Writing/ELA CP	
	12 PM Electronic signature	8 AM 3rd Grade ELA CP	8 AM Meeting for A.F. 208353 - revi	
	12:10 PM Canceled-RJ-Commur	8 AM SAC Meeting for February at i	8 AM Meeting for A.F. 208353 - revi	
20	21	22	23	
WIDA Window Testing Begins- Window closes March 17th				
12:10 PM Canceled-RJ-Commur	No School - President's Day	8 AM Canceled-3rd Grade ELA CP	8 AM Canceled-4/5 Writing/ELA CP	
	12:10 PM Canceled-RJ-Commur	9:15 AM Canceled-Mentor Cons	12:10 PM Canceled-RJ-Commur	
		10 AM Meeting Dogertown	1 PM Haystax New User Training via	
		10:35 AM 1st Grade SBT	2 PM L.H. 223548	
			4 PM Canceled-CLC-Meeting	
27	28	Mar 1	2	

Today	↑	↓	March 2022	↓
Sunday	Monday	Tuesday	Wednesday	
Feb 27	28	Mar 1	2	
WIDA Window Testing Begins- Window closes March 17th				
12:10 PM Canceled-RJ-Commur	Dr. Seuss Week			
	See Something, Say Something Week			
	Ms. Logue supports DES			
	Ms. Logue supports DES			
6	7	8	9	
WIDA Window Testing Begins- Window closes March 17th				
12:10 PM Canceled-RJ-Commur	4th Grade ELC Lagoon Days- Maddie	9:15 AM 4th & 5th Grade Spring Math (Ready Diagnostic (8th & 9th) - f	8 AM 4/5 Writing/ELA CP	
	12 AM Leave request: Melton, Cryst	8 AM 3rd Grade ELA CP	8 AM 4/5 Writing/ELA CP	
	9:30 AM Campus Walk (Check Elect	8:15 AM H.E. 223680 (Kinder)	8 AM Observe student DTE	
	12:10 PM Canceled-RJ-Commur	8:15 AM H.E. 223680 (Kinder)	12:10 PM Canceled-RJ-Commur	
	2:30 PM Lead Learner Academy			
13	14	15	16	
WIDA Window Testing Begins- Window closes March 17th				
12:10 PM Canceled-RJ-Commur	PBIS Spirit Week		8 AM 4/5 Writing/ELA CP	
	Report Cards Due - Q3			
	8 AM STEAM TEAM MEETING	9:15 AM 4th & 5th Grade Spring Reading (Ready Diagnostic (15th & 16th) - f	12 PM Resource Specialist Mont	
	10 AM Diversity in Ed Zoom Suppor	DTE STEAM DAY	12:10 PM Canceled-RJ-Commur	
	12:10 PM Canceled-RJ-Commur			
20	21	22	Mar 23	
8 AM Spring Break				
12:10 PM Canceled-RJ-Commur	5 PM Spring Break (10 & 11th month employees)			
	9:30 AM Pre-K Matriculation Meetin	8 AM 3rd Grade ELA CP	8 AM 4/5 Writing/ELA CP	
	12:10 PM Canceled-RJ-Commur	9:15 AM Canceled-Mentor Cons	12:10 PM Canceled-RJ-Commur	
		12:10 PM Canceled-RJ-Commur		
27	28	29	30	
8 AM Spring Break	8:15 AM Reentry meeting for AC #1	Report Cards Home	8 AM 4/5 Writing/ELA CP	
12:10 PM Canceled-RJ-Commur	10:30 AM Budget Conference - I	8 AM 3rd Grade ELA CP	12:10 PM Canceled-RJ-Commur	
	12:10 PM Canceled-RJ-Commur	8:30 AM DTE PBIS Model School Wi	1 PM Haystax New User Training Q3	
		9:15 AM Mentor Consult	1:30 PM Brain Bowl for 3rd Grade	
		9:50 AM WV 176781- Annual IEP	3:10 PM KK 218409 PreK - obtain co	
			4 PM Canceled-CLC-Meeting	

Wed, Feb 2

8:00 AM	4/5 Writing/ELA CP	40 min	Sloan's Room 105	
9:00 AM	Homeless Education Progr...	30 min	Virtual TEAMS	
9:00 AM	i-Ready Family Zoom Nigh...	30 min	Green, Julie	
9:00 AM	Canceled: Lexia Reports wi...	6.5 hrs	Dodgertown multipurpose room	
9:50 AM	BS 212398 Annual IEP Revi...	30 min	Whittaker's Office	
12:00 PM	Canceled: District PD @ TE...	4 hrs	TEC	
12:10 PM	Canceled: RJ Community C...	1.6 hrs	Dodgertown Elementary Sch...	
12:30 PM	AG IEP/ Data Review	30 min	Whittaker, Kathryn	
1:00 PM	Lexia Reports with 3rd-5th...	2.5 hrs	Dodgertown multipurpose room	
2:10 PM	T3 Meeting for LH	30 min	DeBenedet's Room - Rookie Win...	
2:10 PM	T3 Meeting for LH	30 min	DeBenedet's Room - Rookie Win...	

Tue, Feb 8

All day	WIDA Window Testing Beg...	51 days		
All day	PBIS Sweetheart Candy Gr...	11 days		
8:00 AM	3rd Grade ELA CP	40 min	Mrs. DeBenedet's Room	
8:05 AM	J. Broom 219220 Discuss in...	35 min	Dodgertown Elementary School (...)	
8:05 AM	J. Broom 219220 Discuss in...	35 min	Dodgertown Elementary School (...)	
9:15 AM	Mentor Consult	1 hour	Logue, Kim	
11:15 AM	JJ 219448 Annual IEP	30 min	Whittaker's Office	
11:15 AM	JJ 219448 Annual IEP	30 min	Whittaker's Office	
12:10 PM	Canceled: RJ Community C...	1.6 hrs	Dodgertown Elementary Sch...	
1:00 PM	Tier 3 PST Students: N.D. 2...	1 hour	Mosley-Ware, Alma	
1:00 PM	Tier 3 PST Students: N.D. 2...	1 hour	Mosley-Ware, Alma	

Wed, Feb 16

All day	WIDA Window Testing Beg...	51 days		
All day	3rd Grade ELC Splash Days...			
8:00 AM	4/5 Writing/ELA CP	40 min	Sloan's Room 105	
8:00 AM	Meeting for A.F. 208353 - r...	30 min	ESE office	
8:00 AM	Meeting for A.F. 208353 - r...	30 min	ESE office	
10:40 AM	P.W. Mtg. with SBT team & ...	30 min	Room #202	
11:00 AM	L.H. 223548 Team/parent ...	45 min	Room 202	
11:00 AM	L.H. 223548 Team/parent ...	45 min	Room 202	
11:50 AM	JRF SBT Mtg w/ Parent (Te...	30 min	Room 202	
11:50 AM	JRF SBT Mtg w/ Parent (Te...	30 min	Room 202	
12:00 PM	Resource Specialist Monthl...	1 hour	Teams	

Tue, Feb 22

All day	WIDA Window Testing Beg...	51 days		
8:00 AM	Canceled: 3rd Grade ELA CP	40 min	Mrs. DeBenedet's Room	
9:15 AM	Canceled: Mentor Consult	1 hour	Logue, Kim	
10:00 AM	Meeting Dogertown	30 min	Dodgertown Elementary School (...)	
10:35 AM	1st Grade SBT	40 min	Multi Purpose room	
10:35 AM	1st Grade SBT	40 min	Multi Purpose room	
12:10 PM	Canceled: RJ Community C...	1.6 hrs	Dodgertown Elementary Sch...	
12:30 PM	Kindergarten SBT	35 min	Multi Purpose Room	
12:30 PM	Kindergarten SBT	35 min	Multi Purpose Room	
12:30 PM	Kindergarten SBT	35 min	Multi Purpose Room	
1:20 PM	AP 201789 IEP Annual Revi...	30 min	Whittaker's Office	

Tue, Mar 8

- All day WIDA Window Testing Beg...
51 days
- 9:15 AM 4th & 5th Grade Spring Ma...
1 day Classrooms
- 8:00 AM 3rd Grade ELA CP
40 min Mrs. DeBenedet's Room ↻
- 8:15 AM H.E. 223680 (Kinder)
45 min Room 202
- 8:15 AM H.E. 223680 (Kinder)
45 min Room 202
- 9:15 AM ~~Canceled: Mentor Consult~~
1 hour Logue, Kim 🔊
- 10:30 AM Z.H. (216428) Parent reque...
1 hour Racine, Kristen
- 10:30 AM Z.H. (216428) Parent reque...
1 hour Racine, Kristen
- 11:50 AM J.A. 216802 Parent mtg (re...
30 min Room 202
- 11:50 AM J.A. 216802 Parent mtg (re...
30 min Room 202
- 12:10 PM ~~Canceled: RJ Community C...~~
1.6 hrs Dodgertown Elementary Sch... ↻

Wed, Mar 9

- All day WIDA Window Testing Beg...
51 days
- 9:15 AM 4th & 5th Grade Spring Ma...
1 day Classrooms
- 8:00 AM 4/5 Writing/ELA CP
40 min Sloan's Room 105 ↻
- 8:00 AM Observe student DTE
30 min Johnston, Tabitha
- 12:10 PM ~~Canceled: RJ Community C...~~
1.6 hrs Dodgertown Elementary Sch... ↻
- 12:45 PM J. & J. Brown (5th Grade) B...
1.3 hrs Room 202
- 12:45 PM J.B. (200822) & J.B. (200319...
1 hour Room 202
- 12:45 PM J. & J. Brown (5th Grade) B...
1.3 hrs Room 202
- 12:45 PM J.B. (200822) & J.B. (200319...
1 hour Room 202
- 1:00 PM Principal Leadership Team ...
2 hrs Teams
- 1:00 PM Incident Management Fro...
1 hour <https://haystax.zoom.us/j/92736...>

Tue, Mar 15

- All day WIDA Window Testing Beg...
51 days
- All day PBIS Spirit Week
5 days
- All day Report Cards Due - Q3
5 days
- 9:15 AM 4th & 5th Grade Spring Re...
1 day Racine, Kristen
- All day DTE STEAM DAY
- 8:00 AM 3rd Grade ELA CP
40 min Mrs. DeBenedet's Room ↻
- 8:00 AM SAC Meeting at 8:00am
30 min Miller, Stacey
- 9:15 AM Mentor Consult
1 hour Logue, Kim 🔊
- 12:00 PM Z.F. (218700) Parent reques...
30 min Racine, Kristen
- 12:00 PM Z.F. (218700) Parent reques...
30 min Racine, Kristen
- 12:10 PM ~~Canceled: RJ Community C...~~
1.6 hrs Dodgertown Elementary Sch... ↻

Data reflects zero (0) class removal in PowerBI. However, removals occurred during the week just prior to Spring Break.

All out-of-school suspensions were approved by the Deputy Superintendent.

Classroom Remov...

Currently Enrolled
☒ Y

Date of Referral

Quarter

1	3
2	4

(Blank)
Ct ODR w CR

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Ct S's w ODR

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Ct OSS Events

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.

IMPACT REVIEW #3 ★ March 2, 2022					Climate/Culture: STRENGTHS 1) Routines, procedures, and transitions in place 2) All PBIS posters in front of classroom (posted) 3) Half of classrooms had class expectations posted 4) Teacher rapport with students Climate/Culture: OPPORTUNITIES 1) Positive praise and specific feedback 2) Classrooms without class expectations will create their classroom expectations 3) Moving through classroom during small group [i.e. Teacher could circulate/check on other groups] Climate/Culture: NEXT STEPS 1) Model positive and specific feedback 2) PBIS Tickets 3) All classrooms have classroom expectations posted
Impact Review #3	Effective Practice	Evident	Partially Evident	Not Evident	
Academic Success	Collaborative Planning	11/11, 100%	---	---	
	Standards based Instruction and Tasks	11/11, 100%	---	---	
	Monitoring/Formative Assessment	6/11, 55%	3/11, 27%	2/11, 18%	
Equity, Climate, and Culture	Differentiation	8/11, 73%	3/11, 27%	---	
	Engagement and Participation	10/11, 91%	1/11, 9%	---	
	Classroom Environment	11/11, 100%	---	---	

Extracurricular Activities

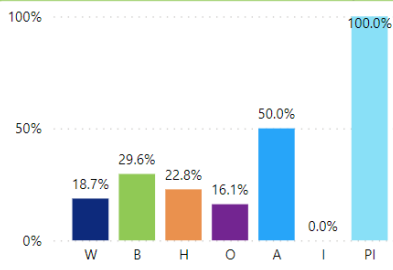
Last Updated: 2/28/2022

Count of Students by Activity

Extracurricular Activity	W	B	H	O	A	PI	Total
Tutoring	14	64	24	5	2	2	111
Safety Patrol		30	6	4			40
Moonshot Academy	14	32	16	2	2		66
Total	28	126	46	11	4	2	217

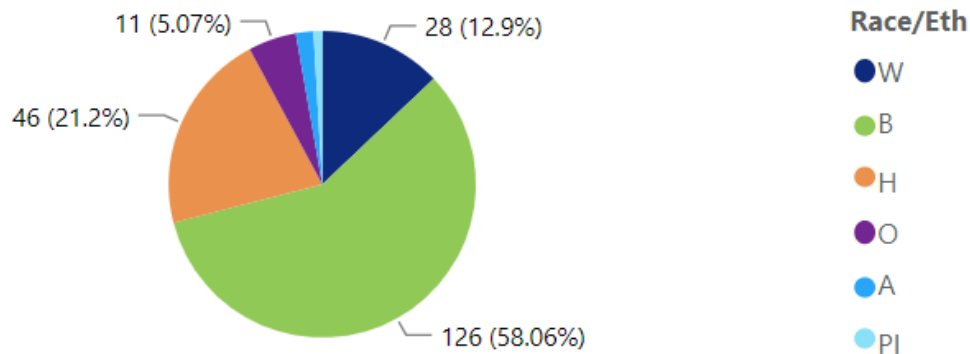
Count & Percent of KG-12, non-Charter Students Involved in 1+ Activity

Race/Ethnicity	Ct EC	Ct Enroll	% EC
W	14	75	18.7%
B	59	199	29.6%
H	23	101	22.8%
O	5	31	16.1%
A	2	4	50.0%
PI	0	2	0.0%
Total	104	413	25.2%



In the above data table and bar graph, students are only counted once even if they are participating in more than one Extracurricular Activity. Therefore, the totals on these visuals will not match the totals on the other visuals.

Racial/Ethnic Distribution of Students in All Extracurricular Activities



Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

There are 5 members on our interview panel: 3 African Americans, 2 White, Non-Hispanic.

Vernette, Black Non-Hispanic

Swanigan, Black Non-Hispanic

Ingrum, Black Non-Hispanic

Racine, White Non-Hispanic

Miller, White Non-Hispanic

QUARTER 2

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.

Dodgertown African American Curriculum Third Grade			
Florida Social Studies <i>3: The United States Its Regions and Neighbors</i>	<u>ELA Standards</u>	<u>Social Studies Standards</u>	<u>African American Studies</u>
Resource Unit 1: The Geography of North America and the Caribbean	9 Weeks LAFS.3.RI.1.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. LAFS.3.RI.1.2- Determine the main idea of a text; recount the key details and explain how they support the main idea. LAFS.3.RI.3.7- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). LAFS.3.RI.3.9- Compare and contrast the most important points and key details presented in two texts on the same topic. LAFS.3.RI.4.10- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	SS.3.A.1.1- Analyze primary and secondary sources. SS.3.A.1.2- Utilize technology resources to gather information from primary and secondary sources. SS.3.A.1.3- Define terms related to the social sciences. SS.3.G.1.1- Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. SS.3.G.1.2- Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) . SS.3.G.1.3- Label the continents and oceans on a world map. SS.3.G.1.4- Name and identify the purpose of maps (physical, political, elevation, population). SS.3.G.1.5- Compare maps and globes to develop an understanding of the concept of distortion. SS.3.G.1.6- Use maps to identify different types of scale to measure distances between two places. SS.3.G.2.1- Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).	Rosa Parks: Fighting for Civil Rights https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/03_SS_LPQ4_001.pdf Students will understand how the heroic actions of Rosa Parks, an African American woman, changed history by refusing to give up her seat on a bus to a white person. This helped to end segregation and forever made a social change in America.

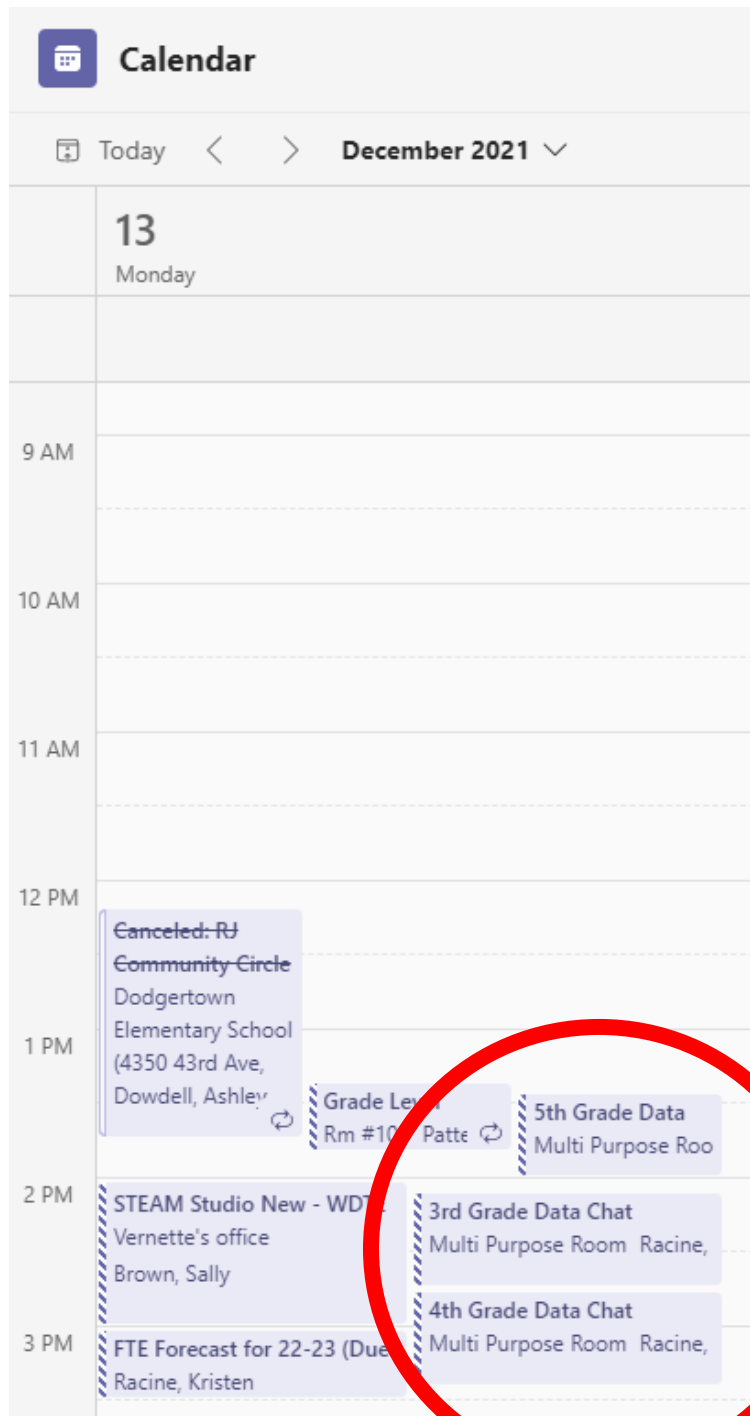
Dodgertown African American Curriculum Fourth Grade

Social Studies Alive!		ELA Standards	Social Studies Standards	African American Studies
4: The United States Its Regions and Neighbors				
Unit of Study	Time Frame	<p>LAFS.4.RI.1.1- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LAFS.4.RI.1.2- Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>LAFS.4.RI.2.4- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>LAFS.4.RI.3.8- Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>LAFS.4.RF.4.4- Read with sufficient accuracy and fluency to support comprehension.</p> <p>LAFS.4.SL.1.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>LAFS.4.SL.1.2- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.4.SL.1.3- Identify the reasons and evidence a speaker provides to support particular points.</p> <p>LAFS.4.L.2.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LAFS.4.L.3.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>LAFS.4.L.3.6- Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>SS.4.FL.1.8- Income earned from working and most other sources of income are taxed. Describe ways that the revenue from these taxes is used to pay for government provided goods and services.</p> <p>SS.4.FL.2.3- Identify some of the ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness.</p> <p>SS.4.FL.3.1- Identify ways that income is saved, spent on goods and services, or used to pay taxes.</p> <p>SS.4.G.1.1- Identify physical features of Florida.</p> <p>SS.4.G.1.3- Explain how weather impacts Florida.</p> <p>SS.4.G.1.4- Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).</p> <p>SS.4.A.6.1- Describe the economic development of Florida's major industries.</p> <p>SS.4.A.8.3- Describe the effect of the United States space program on Florida's economy and growth.</p> <p>SS.4.A.8.4- Explain how tourism affects Florida's economy and growth.</p> <p>SS.4.E.1.1- Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.</p> <p>SS.4.E.1.2- Explain Florida's role in the national and international economy and conditions that attract businesses to the state.</p>	<p>Mary McLeod Bethune and Character</p> <p>https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/04_SS_LPQ2_095.pdf</p> <p>Student will learn about the impact of Mary McLeod Bethune on the people and welfare of Florida; analyze primary sources to understand history; apply historic values and principles to their own lives.</p>
<p>Unit 1: Discovering the Social Sciences</p> <p>Unit 2: Exploring Regions of the United States</p> <p>Unit 3: The Effects of Geography on Life in the Southeast</p>	9 Weeks			

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.

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.

School-Based Team (SBT) meetings are held to review academic and behavior data of students performing in the lowest quartile.



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.

Discipline 21-22 | Data updated 1/6/22

Search

Reset to default | Bookmarks | View

Classroom Remov...

Currently Enrolled
☐ Y

Date of Referral
M/d/yyyy M/d/yyyy

(Blank)
Ct ODR w CR

(Blank)
Ct S's w ODR

(Blank)
Ct OSS Events

(Blank)
Ct ASPIRE Events

(Blank)
Ct ALTOSS Events

Classroom Removals 21-22

Discipline Code Ct ODR Ct Students

Average Length of Classroom Removal
Administrator Total
Total

Quarter
1 2 3 4

Ct of Referrals with a Classroom Removal

Race/Eth Weekday

ED School

ESE

ELL

Student Name Race/Eth ESE ED ELL Schl Sum Days Ct Ever

School
DES

Charter
All

Grade
All

Reported by
All

Homeless
All

Race/Eth
All

ESE
All

ELL Code
All

ED
All

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.

□   SIP Plan Id 14

Academics
Phase 2: Full Implementation

High Yield Strategy

Collaborative Planning

Implementation Step

In response to observations of tier 1 instruction in the first quarter, the master schedule and collaborative planning schedule were redesigned. Phase 2 collaborative planning will be by grade level and content area groups every week in the media center. This alignment to the work will be supported by instructional coaches and administration. The theory of action around the revised collaborative planning is to align the work, create a system of support, and increase teacher efficacy where teachers learn from one another.

The Instructional Coaches will support Teacher-Led Collaborative Planning; The Principal and Assistant Principal will conduct frequent classroom walkthroughs to examine the appropriate delivery of Tier 1 instruction and intervene as required; both of the aforementioned action steps are implemented for all students which the goal of closing achievement gaps for all subgroups, including African American students.

Person Responsible

Aretha.Vernette@indianriverschools.org

Expected Evidence

Evidence of the revised collaborative planning step include coach logs, collaborative planning notes, lesson plans, and classroom walkthroughs weekly. Additional evidence will include the alignment of the lesson taught to the lesson that was planned.

Monitor

Aretha.Vernette@indianriverschools.org

Monitor Methods

Classroom walkthroughs, impact reviews, weekly support of the collaborative planning sessions, and improved student data on the winter i-ready diagnostic will serve as monitoring methods for this implementation step.

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.

Extracurriculars "Date Added" Field Incomplete

SK

Schafte, Kyra

Mon 1/3/2022 10:10 AM

To: Vernetta, Aretha; Racine, Kristen

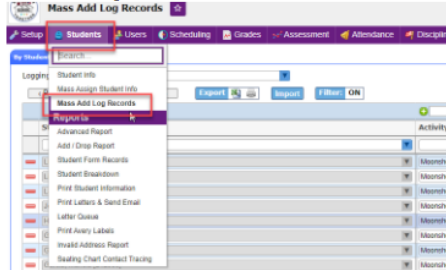
Cc: Seymour, Eric

Happy New Year!

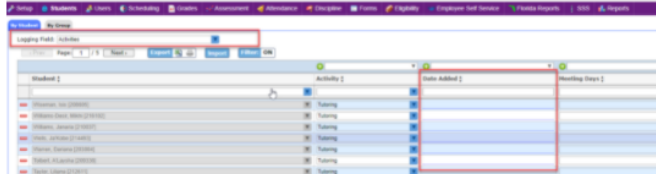
Thank you for inputting your student participation in **extracurriculars** in Focus. In pulling the data, we realized if you do not include information in the "Date Added" field, the data does not pull into our report for the Joint Plan report.

We would be most appreciative if you can kindly login to Focus to update this field. To do so, complete the following steps:

1. Select Mass Add Log Records under the Students tab.



2. Select Activities from the Logging Field. Enter the dates the corresponding date the student began the **extracurricular** in the Date Added field.



Once this is complete, please email to provide an update.

Warmest regards,

Kyra Schafte, Ed.D.
Coordinator of Equity
School District of Indian River County
6500 57th Street
Vero Beach, FL 32967
772.564.3087

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

- Vernetta, Black Non-Hispanic
- Racine, White Non-Hispanic
- Ingrum, Black Non-Hispanic
- Swanigan, Black Non-Hispanic
- Miller, White Non-Hispanic

QUARTER 1

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.

Dodgertown

African American Curriculum

Kindergarten

Florida Social Studies <i>K: Living, Learning & Working Together</i>		<u>ELA Standards</u>	<u>Social Studies Standards</u>	<u>African American Studies</u>
<u>Unit of Study</u> Resource Unit 2: Hello Friends	<u>Time Frame</u> 9 Weeks	LAFS.K.SL.1.1 -Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. LAFS.K.RI.1.3 -With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	SS.K.C.1.1 -Define and give examples of rules and laws, and why they are important. SS.K.C.1.2 -Explain the purpose and necessity of rules and laws at home, school, and community. SS.K.C.2.1 -Demonstrate the characteristics of being a good citizen. SS.K.C.2.2 - Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen. SS.K.C.2.3 - Describe fair ways for groups to make decisions.	People Around the World SS.k.Unit 1-2 Students will learn about different cultures in the United States by comparing family customs and traditions. Students will recognize that African-Americans celebrate Kwanzaa to celebrate their heritage and culture.
Resource Unit 1: Hello Changes!	4 ½ Weeks	LAFS.K.SL.1.3 -Ask and answer questions in order to seek help, get information, or clarify something that is not understood. LAFS.K.RI.3.7 -With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). LAFS.K.RI.3.8 -With prompting and support, identify the reasons an author gives to support points in a text. LAFS.K.W.1.3 -Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	SS.K.A.1.1 - Develop and understanding of how to use and create a timeline. SS.K.A.2.2 - Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage. SS.K.A.3.1 - Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school. SS.K.A.3.2 - Explain that calendars represent days of the week and months of the year. SS.K.G.1.1 - Describe the relative location of people, places, and things by using positional words. SS.K.G.2.1 - Locate and describe places in the school and community.	People Around the World SS.k.Unit 1-2 Students will learn about different cultures in the United States by comparing family customs and traditions. Students will recognize that African-Americans celebrate Kwanzaa to celebrate their heritage and culture.
Resource Unit 5: Hello Choices	4 ½ Weeks	LAFS.K.RI.2.4 - With prompting and support, ask and answer questions about unknown words in a text. LAFS.K.RI.1.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	SS.K.G.2.2 - Know one's own phone number, street address, city or town and that Florida is the state in which the student lives. *SS.K.E.1.1 - Describe different kinds of jobs that people do and the tools or equipment used. SS.K.E.1.2 - Recognize that United States currency comes in different forms. SS.K.E.1.3 - Recognize that people work to earn money to buy things they need or want. SS.K.E.1.4 - Identify the difference between basic needs and wants.	Wants and Needs SS.k.Unit 5 Students will differentiate between wants and needs and recognize that people have jobs in order to obtain needs and wants. Students will also be introduced to African-American inventors.

<p><u>Resource</u> Unit 3: Hello, America!</p>	<p>9 Weeks</p>	<p>LAFS.K.RI.1.1- With prompting and support, ask and answer questions about key details in a text. LAFS.K.RI.1.2- With prompting and support, identify the main topic and retell key details of a text.</p>	<p>SS.K.A.1.2- Develop an awareness of a primary source. SS.K.A.2.1- Compare children and families of today with those in the past. SS.K.A.2.2- Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nations ethnic heritage. SS.K.A.2.3- Compare our nation's holidays with holidays of other cultures. SS.K.A.2.4- Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility. SS.K.A.2.5- Recognize the importance of U.S. symbols.</p>	<p>Symbols of our Country SS.K.Unit 3</p> <p>Students will be able to recognize the following symbols of the United States: American flag, White House, Washington Monument, Lincoln Memorial, Martin Luther King, Jr. Memorial, Pledge of Allegiance.</p>
<p><u>Resource</u> Unit 4: Hello, Earth</p>	<p>9 Weeks</p>		<p>SS.K.G.1.1- Describe the relative location of people, places, and things by using positional words. SS.K.G.1.2 -Explain that maps and globes help to locate different places and that globes are a model of the Earth SS.K.G.1.3- Identify cardinal directions (north, south, east, west). SS.K.G.1.4 -Differentiate land and water features on simple maps and globes. SS.K.G.3.1 -Identify basic landforms.</p>	<p>Where are Things and People Located SS.K.Unit 4</p> <p>Students will be introduced to the Underground Railroad while learning about maps, globes and cardinal directions.</p>

Dodgertown

African American Curriculum

First Grade

Florida Social Studies <i>1: Our Community and Beyond</i>		<u>ELA Standards</u>	<u>Social Studies Standards</u>	<u>African American Studies</u>
<u>Unit of Study</u>	<u>Time Frame</u>	<p>LAFS.1.RI.1.1-Ask and answer questions about key details in a text.</p> <p>LAFS.1.RI.1.2-Identify the main topic and retell key details of a text.</p> <p>LAFS.1.RI.1.3- Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>LAFS.1.RI.2.4-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>LAFS.1.RI.2.6-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>LAFS.1.RI.3.7-Use the illustrations and details in a text to describe its key ideas.</p> <p>LAFS.1.RI.3.9-Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>LAFS.1.SL.1.1-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>LAFS.1.SL.1.2-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>LAFS.1.W.1.2-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>SS.1.A.1.1-Develop an understanding of a primary source.</p> <p>SS.1.A.2.1-Understand history tells the story of people and events of other times and places.</p> <p>SS.1.A.2.2-Compare Life now with life in the past.</p> <p>SS.1.A.2.3-Identify celebrations and national holidays as away of remembering and honoring heroism and achievements of the people, events, and our nation's ethnic heritage.</p> <p>SS.1.A.2.4-Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.</p> <p>SS.1.A.2.5-Distinguish between historical fact and fiction using various materials.</p>	<p>Cultural Diversity</p> <p>https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/01_SS_LPQ2_005.pdf</p> <p>Students will be able to describe how people of different cultures share their customs and traditions. Students will also be able to explain how communities and cultures change over time</p>
<p>Resource</p> <p>Unit 1: People and Traditions</p>	<p>6-7 Weeks</p>			

Resource Unit 2: Where We Live	6-9 Weeks	<p>. LAFS.1.RI.1.1-Ask and answer questions about key details in a text.</p> <p>LAFS.1.RI.1.2-Identify the main topic and retell key details of a text.</p> <p>LAFS.1.RI.1.3- Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>LAFS.1.RI.2.4-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>LAFS.1.RI.2.6-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>LAFS.1.RI.3.7-Use the illustrations and details in a text to describe its key ideas.</p> <p>LAFS.1.SL.1.1-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>LAFS.1.SL.1.2-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>LAFS.1.W.1.2-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>LAFS.1.W.2.5- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>SS.1.G.1.1-Use physical and political/cultural maps to locate places in Florida.</p> <p>SS.1.G.1.2-Identify key elements (compass rose, cardinal directions, title, key/legend with symbols)of maps and globes.</p> <p>SS.1.G.1.3-Construct a basic map using key elements including cardinal directions and map symbols.</p> <p>SS.1.G.1.4-Identifyavarietyof physical features using a map and globe.</p> <p>SS.1.G.1.5-Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.</p> <p>SS.1.G.1.6-Describe how location, weather, and physical environment affect the way people live in our community.</p>	<p>I Have a Dream</p> <p>https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/01_SS_LPQ2_083.pdf</p> <p>Students will learn about the life and work of Martin Luther King, Jr. They will understand the impact of his beliefs by reflecting on a section of King's "I Have a Dream" speech. Students will also become aware of inequities that still exist in the United States.</p>
Resource Unit3: Beginning Economics	6-9 Weeks	<p>LAFS.1.RI.1.1-Ask and answer questions about key details in a text.</p> <p>LAFS.1.RI.1.2-Identify the main topic and retell key details of a text.</p> <p>LAFS.1.RI.1.3- Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>LAFS.1.RI.2.4-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>LAFS.1.RI.2.6-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text</p> <p>LAFS.1.SL.1.1-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	<p>SS.1.E.1.1- Recognize that money is a method of exchanging goods and services.</p> <p>SS.1.E.1.2-Define opportunity costs as giving up one thing for another.</p> <p>SS.1.E.1.3-Distinguish between examples of goods and services</p> <p>SS.1.E.1.4-Distinguish people as buyers, sellers, and producers of goods and services.</p> <p>SS.1.E.1.5-Recognize the importance of saving money for future purchases.</p> <p>SS.1.E.1.6-Identify that people need to make choices because of scarce resources.</p>	<p>Parade of Heroes</p> <p>https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/01_SS_LPQ2_040.pdf</p> <p>Students will compare the similarities and differences among the lives and activities of historical figures who have influenced the community, state, and nation. They will also identify historic figures who have exhibited a love of inventiveness.</p>

		<p>LAFS.1.SL.1.2-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>LAFS.1.L.3.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>LAFS.1.W.1.2-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>LAFS.1.W.2.5- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>		
<p>Resource Unit 4: Good Citizens</p>	6-9 Weeks	<p>LAFS.1.RI.1.1-Ask and answer questions about key details in a text.</p> <p>LAFS.1.RI.1.2-Identify the main topic and retell key details of a text.</p> <p>LAFS.1.RI.1.3- Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>LAFS.1.RI.2.4-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>LAFS.1.RI.2.6-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text</p> <p>LAFS.1.SL.1.1-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>LAFS.1.SL.1.2-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>LAFS.1.L.3.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>LAFS.1.W.1.2-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>LAFS.1.W.2.5- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>SS.1.C.1.1-Explain the purpose of rules and laws in the school and community.</p> <p>SS.1.C.1.3-Give examples of the use of power without authority in the school and community.</p> <p>SS.1.C.2.1-Explain the rights and responsibilities students have in the school community.</p> <p>SS.1.C.2.2-Describe the characteristics of responsible citizenship in the school community.</p> <p>SS.1.C.2.3-Identify ways students can participate in the betterment of their school and community.</p> <p>SS.1.C.2.4-Show respect and kindness to people and animals.</p> <p>SS.1.C.3.1-Explain how decisions can be made or how conflicts might be resolved in fair and just ways.</p> <p>SS.1.C.3.2-Recognize symbols and individuals that represent American constitutional democracy.</p>	<p>Celebrating Heroes of the Past</p> <p>https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/01_SS_LPQ2_037.pdf</p> <p>Students will identify contributions of historical figures who have influenced our nation. They will describe ways people honor their heroes.</p>

Dodgertown

African American Curriculum

Second Grade

Florida Social Studies <i>2: Who We Are as Americans</i>		<u>ELA Standards</u>	<u>Social Studies Standards</u>	<u>African American Studies</u>
<u>Unit of Study</u>	<u>Time Frame</u>	LAFS.2.RI.1.1 -Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. LAFS.2.RI.1.2 -Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. LAFS.2.RI.1.3 -Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. LAFS.2.RI.2.4 -Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . LAFS.2.RI.2.5 -Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. LAFS.2.RI.3.9 -Compare and contrast the most important points presented by two texts on the same topic.	SS.2.A.1.1 -Examine primary and secondary resources. SS.2.G.1.1 -Use different types of maps to identify map elements SS.2.G.1.2 -Locate student's hometown, Florida, and North America, state capital and national capital using maps and globes SS.2.G.1.3 -Labeling maps and globes-continents, oceans, Equator, Prime Meridian, North and South Poles SS.2.G.1.4 -Use maps to locate countries in North America.	Rosa Parks and Montgomery Bus Boycott https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/02_SS_LPQ2_101.pdf Students will understand the heroic actions that Rosa Parks took to demand her rights under the United States system of laws. They will also learn how laws in the United States are made.
<u>Resource</u> Unit 1: Our World Unit 2: Native Americans	9 Weeks			
<u>Resource</u> Unit 3: A Land of Immigrants	3-4 Weeks	LAFS.2.RI.1.2 -Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. LAFS.2.RI.1.3 -Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	SS.2.A.2.4 -Explore daily life of people in Colonial America and how it has changed overtime SS.2.A.2.5 -Identify reasons people came to the US. SS.2.A.2.6 -Discuss importance of Ellis Island, Statue of Liberty 1892-1954 SS.2.A.2.7 -Discuss why immigration continues today. SS.2.A.2.8 -Explain cultural influences and contributions of immigrants today SS.2.A.3.1 -Identify terms and designations of time sequence.	Freedom Quilts and escaping slavery https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/02_SS_LPQ2_098.pdf Describe life on a southern cotton plantation and understand the ways that slaves would have tried to escape for their freedom. Includes student production of landmark maps and basic directions.
<u>Resource</u> Unit4: Citizens and Government	5-6 Weeks	LAFS.2.RI.1.1 -Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	SS.2.A.1.2 -Utilize technology, etc. to locate information that provides answers to questions about a historical topic. SS.2.C.1.1 -Explain why people form governments.	African-American Inventors https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/02_SS_LPQ4_100.pdf

		<p>LAFS.2.RI.1.3-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>LAFS.2.RI.2.4-Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>LAFS.2.RI.2.6- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>LAFS.2.RI.3.8- Describe how an author uses reasons to support specific points in a text.</p>	<p>SS.2.C.1.2-Explain the consequences of an absence of rules and laws.</p> <p>SS.2.C.2.1-Identify what it means to be a US citizen.</p> <p>SS.2.C.2.2-Define and apply the characteristics of responsible citizenship.</p> <p>SS.2.C.2.4-Identify ways citizen scan make a positive contribution in their community.</p> <p>SS.2.C.3.1-Identify the Constitution</p> <p>SS.2.C.3.2-Recognize symbols, individuals, events, and documents that represent the US.</p>	<p>Students will recognize the importance of African-American inventors by investigating and researching information about the goods they invented.</p>
<p>Resource Unit 5: All About Economics</p>	<p>5-6 Weeks</p>	<p>LAFS.2.RI.1.1-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>LAFS.2.RI.1.3-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>LAFS.2.RI.2.4-Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>LAFS.2.RI.3.7- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text</p>	<p>SS.2. E.1.1-Recognize that people make choices because of limited resources.</p> <p>SS.2.E.1.3-Recognize that people supply goods and services based on consumer demands.</p> <p>SS.2.E.1.4-Explain the personal benefits and costs involved and saving and spending.</p>	<p>Celebrating Heroes of the Past</p> <p>https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/01_SS_LPQ2_037.pdf</p> <p>Students will identify contributions of historical figures who have influenced our nation. They will describe ways people honor their heroes.</p>

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.

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.

School-Based Team (SBT) meetings are held to review academic and behavior data of students performing in the lowest quartile.



K SBT TIER 2 MEETING

[Follow up](#)

This event occurred 1 month ago (Tue 9/28/2021 12:25 PM - 1:05 PM)



MULTI PURPOSE ROOM



Racine, Kristen invited you [Accepted 4](#), [Didn't respond 8](#)

[Messages](#)[Meeting Details](#)

On Tuesday, September 28, during individual planning times in the **Multi-Purpose Room**, there will be **School-Based Team (SBT) meetings** for **Tier 2** based on the schedule below:

- 09:50, Grade 2
- 10:35, Grade 1
- 12:25, Grade K
- 01:25, Grade 5
- 02:10, Grade 3
- 02:50, Grade 4

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Organizer



Racine, Kristen



Yes: 4



Mackey, Christina
Required



Alker Lang, Suzanne
Required



Rollins, Linda
Required



Whittaker, Kathryn
Required



1ST GRADE SBT TIER 2 MEETING

[Follow up](#)

This event occurred 1 month ago (Tue 9/28/2021 10:35 AM - 11:15 AM)



MULTI PURPOSE ROOM



Racine, Kristen invited you [Tentative 1](#), [Didn't respond 11](#)

[Messages \(2\)](#)[Meeting Details](#)

Racine, Kristen updated the meeting subject
1ST GRADE SBT TIER 2 MEETING



Racine, Kristen

Mon 9/27/2021 4:51 PM



To: Degraeve, Jennifer; Macwilliam, Jacqueline; Johnson, Deborah; Wanza-Hicks, Nyere; Miller, Stacey; Vernet, Aretha

On Tuesday, September 28, during individual planning times in the **Multi-Purpose Room**, there will be **School-Based Team (SBT)** meetings for **Tier 2** based on the schedule below:

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- 02:10, Grade 3
- 02:50, Grade 4

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2ND GRADE SBT - TIER 2 MEETING

[Follow up](#)

This event occurred 1 month ago (Tue 9/28/2021 9:50 AM - 10:30 AM)



Multi Purpose Room



Racine, Kristen invited you [Accepted 3](#), [Tentative 1](#), [Didn't respond 8](#)

[Messages](#)[Meeting Details](#)

Racine, Kristen updated the meeting time

Tue 9/28/2021 9:50 AM - 10:30 AM ~~Tue 9/28/2021 9:50 AM - 10:20 AM~~



Racine, Kristen

Mon 9/27/2021 5:15 PM



To: Marginean, Leanne; Page, Heather; Morgan, Sandra; Anglin, Alycia; Vernetta, Aretha; Miller, Stacey; Swanigan, Denise

On Tuesday, September 28, during individual planning times in the **Multi-Purpose Room**, there will be **School-Based Team (SBT)** meetings for **Tier 2** based on the schedule below:

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- 02:10, Grade 3
- 02:50, Grade 4

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[Reply](#)[Reply all](#)[Forward](#)

3RD GRADE SBT TIER 2 MEETING

[Follow up](#)

This event occurred 1 month ago (Tue 9/28/2021 2:05 PM - 2:45 PM)



Multi Purpose Room



Racine, Kristen invited you [Accepted 4](#), [Didn't respond 3](#)

[Messages](#)[Meeting Details](#)

On Tuesday, September 28, during individual planning times in the **Multi-Purpose Room**, there will be **School-Based Team (SBT)** meetings for **Tier 2** based on the schedule below:

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- 02:10, Grade 3
- 02:50, Grade 4

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Organizer



Racine, Kristen



Yes: 4



Debenedet, Jennifer
Required



Peskoff, Brittany
Required



Mcknight, Takise
Required



Ingram, Raina
Required



5TH GRADE SBT TIER 2 MEETING

Follow up



This event occurred 1 month ago (Tue 9/28/2021 1:25 PM - 2:00 PM)



MULTI PURPOSE ROOM



Racine, Kristen invited you [Accepted 3](#), [Didn't respond 8](#)

Messages

Meeting Details



On Tuesday, September 28, during individual planning times in the **Multi-Purpose Room**, there will be **School-Based Team (SBT) meetings** for **Tier 2** based on the schedule below:

- 09:50, Grade 2
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- 01:25, Grade 5
- 02:10, Grade 3
- 02:50, Grade 4

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Organizer



Racine, Kristen



Yes: 3



Patterson, Daphne
Required

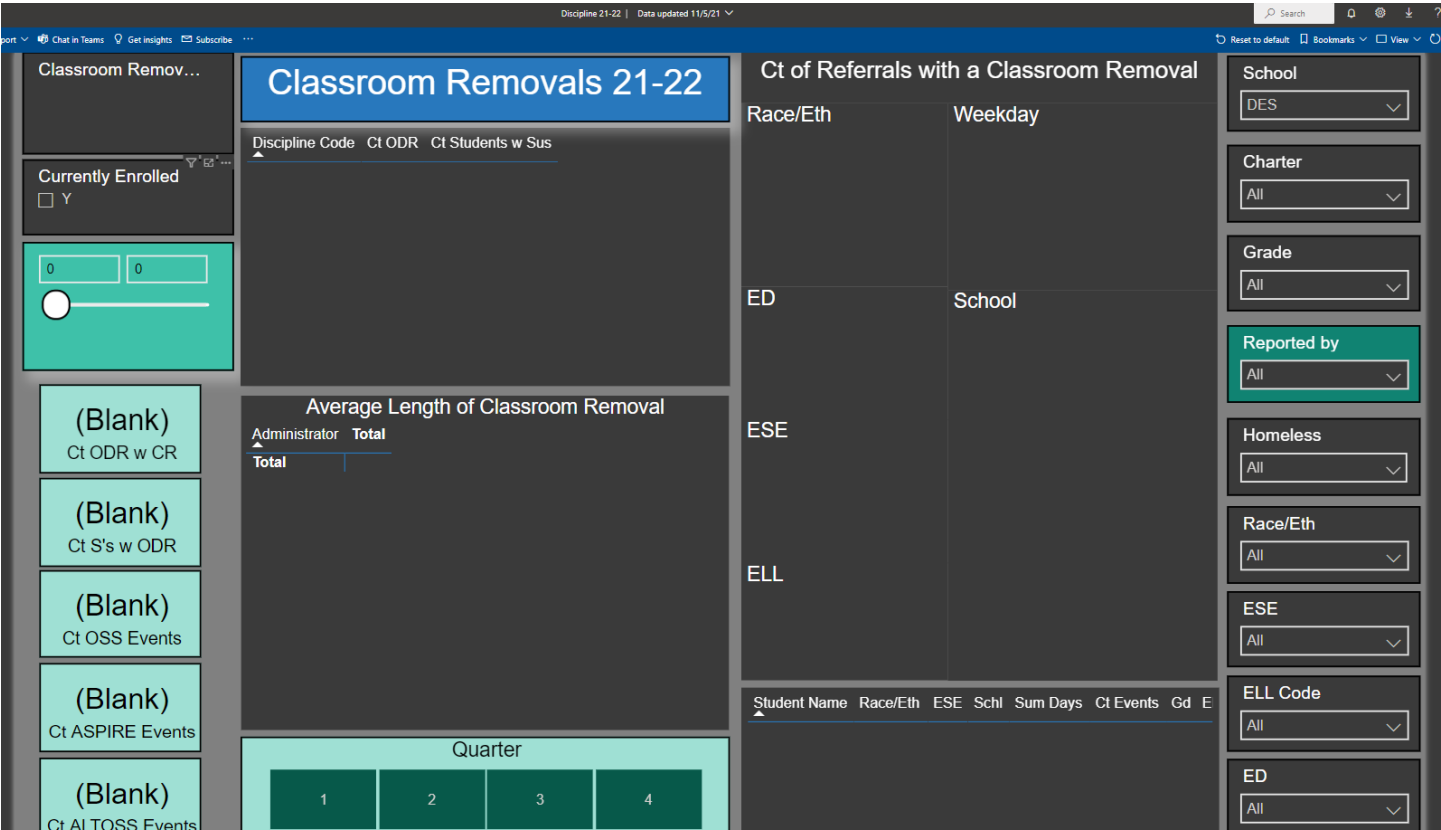


Ingram, Raina
Required



Whittaker, Kathryn
Required

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.



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.

📄🔍 SIP Plan Id 14

Academics
Phase 2: Full Implementation

High Yield Strategy

Collaborative Planning

Implementation Step

In response to observations of tier 1 instruction in the first quarter, the master schedule and collaborative planning schedule were redesigned. Phase 2 collaborative planning will be by grade level and content area groups every week in the media center. This alignment to the work will be supported by instructional coaches and administration. The theory of action around the revised collaborative planning is to align the work, create a system of support, and increase teacher efficacy where teachers learn from one another.

The Instructional Coaches will support Teacher-Led Collaborative Planning; The Principal and Assistant Principal will conduct frequent classroom walkthroughs to examine the appropriate delivery of Tier 1 instruction and intervene as required; both of the aforementioned action steps are implemented for all students which the goal of closing achievement gaps for all subgroups, including African American students.

Person Responsible

Aretha.Vernette@indianriverschools.org

Expected Evidence

Evidence of the revised collaborative planning step include coach logs, collaborative planning notes, lesson plans, and classroom walkthroughs weekly. Additional evidence will include the alignment of the lesson taught to the lesson that was planned.

Monitor

Aretha.Vernette@indianriverschools.org

Monitor Methods

Classroom walkthroughs, impact reviews, weekly support of the collaborative planning sessions, and improved student data on the winter i-ready diagnostic will serve as monitoring methods for this implementation step.

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.

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

Vernette, Black Non-Hispanic
Racine, White Non-Hispanic