

AAAP Quarter 3



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



Glendale 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 3/29/2022 Verified by Casandra Flores

Reflection

Growth in academics of our African American students continues to be a focus area. Iready is monitored regularly, as well as unit assessments and classroom performance. Our 4th and 5th grade classes have completed the third diagnostic and we are using this data to identify areas with gaps in performance for our AA subgroup and develop plans for our final push in this last nine weeks to ensure they make the progress identified in our school improvement plan. RTI data is tracked weekly with data review meetings being every 6 weeks. We just held our most recent ELA data meeting for RTI on March 29th. We continue to see math as an area of need with the growth showing smaller gains than our reading scores across the board in all grades. We will continue to promote a focus on engagement strategies and monitoring strategies to be used within classroom instruction to help with student learning and performance. Students have set individual goals for iReady and FSA to help them be accountable for their learning and track their own progress. Discipline referrals continue to be monitored to ensure we do not see over representation of any subgroups. We reviewed our PBIS expectations with all students at the beginning of the third quarter and are adding additional reinforcers for areas of higher discipline incidences such as buses. We are working to increase the extracurricular activities being offered and are developing plans for how this will expand next year from the start of the year. We will have clear plans for how activities will be promoted to families to encourage participation. We are also increasing available parent engagement activities for all families.

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

3

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)

2/7-2/9, 2/1-2/3, 2/22-2/23

Summary of observation(s):

1st grade SS.1.A.2.4 American Heros First graders read a story about Duke Ellington, which includes his early life as well as his contributions to jazz music. After reading about his life and music the class listened to a sampling of his music and used art to represent the instruments and sounds they heard. 2nd grade SS.1.2.A.2.2 Assess the influence of significant people or groups on American culture. Read an article and graphic organizer reviewing different African Americans who made significant contributions to our country. Students saw clips of Jesse Owens in the Olympics, heard read aloud picture books about Wilma Rudolph, Ron McNair and Ruby Bridges. They tied the study in to their SEL Sanford Harmony lessons by discussing the behavior traits of courage, leadership, trustworthiness, peacefulness, determination and generosity. Studentes reflected and wrote about how they too can show courage and trustworthiness. Grade 4 - SS.1.3.A.2 Explore and discover their sparks, interests and dreams. Identify champions and reflect on supports they recieve from their peers, family and community.

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in

AAAP Quarter 3

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:	March 29, 2022
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African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Count Scheduled	Count Identified	Percent									
0	0	100 %	1	2	50 %	1	1	100 %	3	3	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:	
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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:	1/13, 2/10, and 3/17
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Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline:
 Behavior plans continue to be monitored monthly with PBIS team and during our safety and threat assessment meetings. Progress monitoring is reviewed every 6 weeks. PBIS committee meets monthly to look at overall discipline data and identify areas of concern. This quarter an increase in bus referrals was noticed so this will be an area of focus for the 4th quarter. Counselor continues to provide supports for Sanford Harmony SEL lessons. A review of tier 1 behavior processes was completed with all teachers during professional development in January.

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement:	1/4, 1/21, and 3/29
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Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Achievement:
 Response to intervention data chats continue to be held every 6 weeks, our most recent session was pushed back a couple weeks due to regrouping based on diagnostic data and mock FSA data to meet student needs. Tier 2 and Tier 3 interventions are monitored and revised as needed during our 6 week data chats. Studentes are added and removed based on the data. Fidelity checks are completed throughout the quarter. Our school wide ante-up process to evaluate student progress in grades 3-5 was completed in January. Groups were updated and progress monitoring tools were updated. Added the use of EasyCBM for progress monitoring. Revised reading and math coaches' schedules to help support students still showing learning gaps in both reading and math.

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

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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: 1/10/2022

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): SIP was reviewed on 1/10/22 with all teachers. Parts will be reviewed with parents at our next School Advisory Council meeting on April 11th. We review student performance data and look at subgroup performance, including our African American subgroup, towards their end of year goals. We have added a space in teacher's unit assessment data review sheets to address subgroup performance so it is being progress monitored regularly. Based on our March impact walks the school is seeing progress but saw a dip in monitoring (43%) and engagement (50%) so we will increase the focus in this area reminding teachers of strategies to use within the classroom for both of these areas. The coaches will share simple strategies for engagement and monitoring during collaborative planning. During our administrative walkthroughs we will collect trend data on the use of engagement and monitoring strategies following these mini PD's in planning. The coaches are sending planning agendas for teams and grade chairs are taking the lead in collaborative planning. Teachers will begin to share student work samples and data in each collaborative planning session for a part of the meeting. This will help to more specifically monitor progress of our students including our AA subgroup.

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: 3/28/2022

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
21	82	25.6 %

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

Currently we have limited afterschool activities being offered due to early Covid protocols. We are now beginning to open more activities and will promote them on ClassDoJo, the school facebook page, parent newsletter, Connect call messages and through flyers sent home to all families. As we offer more programs we anticipate the percentage of AA students participating will increase.

(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: 4

Percentage of Interviewers on Interview Committee by Race

African American	White, Non-Hispanic
50 %	50 %

(Optional) Additional information:

Glendale Elementary – Evidence Examples for Quarter 3

Strategy 1.1

African American History Teachings

African American Achievement Plan- Lessons

1st Grade:

Standard SS.1.A.2.4: Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

Unit of Study 4: Lesson 2 American Heroes

Dates: Feb. 7th-9th

Activity: First graders will read a story about Duke Ellington authored by Andrea Davis Pinkney, which includes his early life as well as his contribution to jazz music. After reading about his life and music the class listened to a sampling of his music and use art to represent the instruments and sounds, we heard in his music.

Assessment Product: Graphic organizers were displayed in the hallways of the 600 wing.

2nd Grade:

SS.1.2.A.2.2: Assess the influence of significant people or groups on American culture.

Dates: Feb. 1st -3rd

Article and graphic organizer review of different African Americans who made significant contributions to our country. Students heard music by Duke Ellington, saw a clip of Jesse Owens in the Olympics, heard read aloud picture books about Wilma Rudolph, Ron McNair, Ruby Bridges. We tied the study in to Sanford Harmony by discussing the behavior traits of courage, leadership, trustworthiness, peacefulness, determination, and generosity. Students then reflected and wrote about how they too can show courage and trustworthiness.

Assessment Product: Timeline activity of the life and contributions of Dr. Martin Luther King, Jr.

A circle map tracked the study, and a quilt celebrated the unit.

4th grade (ELA)

Standard SS.1.3.A.2: Assisting students explore and discover their sparks (interests, dreams, passions, etc.), identifying their spark champions as well as goal champions.

Dates: Feb. 22-23

Article: Salt in His Shoes: Long Shot-Never too Small to Dream Big

Activity: Assisting students explore and discover their sparks (interests, dreams, passions, etc.), identifying their spark champions as well as goal champions through collaborative reading. Reflecting upon and identifying the support students received from their peers, family, and community based on text evidence.

Assessment Product: Circle map where students compile author's main ideas

Strategy 2.1

Problem Solving for Discipline



PBIS Team Meeting Agenda & Minutes

	DATE/TIME	LOCATION	FACILITATOR	RECORDER	TIMEKEEPER	SNACKMASTER
Today's Meeting	3/17/2022	514	K. Currey	E. Okwan		X
Next Meeting						
Member Attendance	Currey, Flores, Brown, Thomas, Okwan, Skinnider					

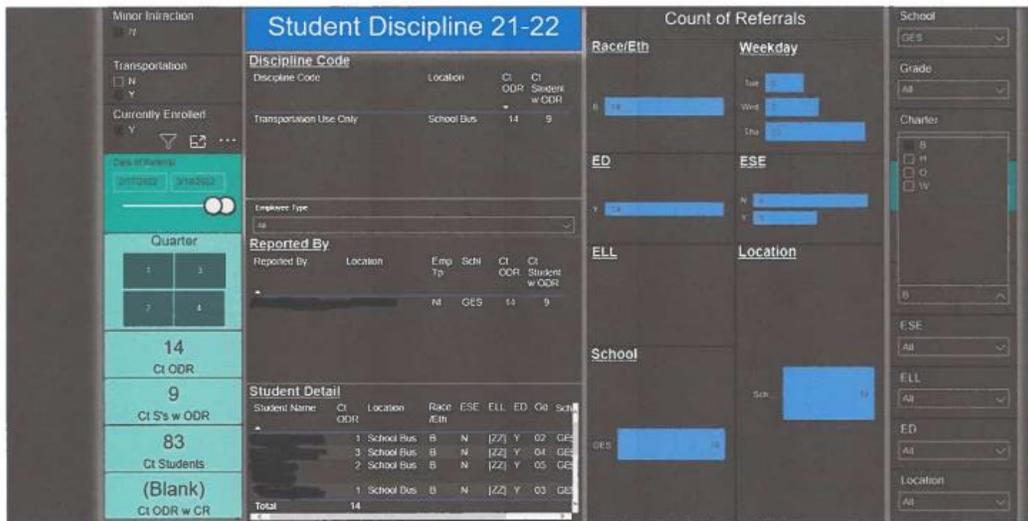
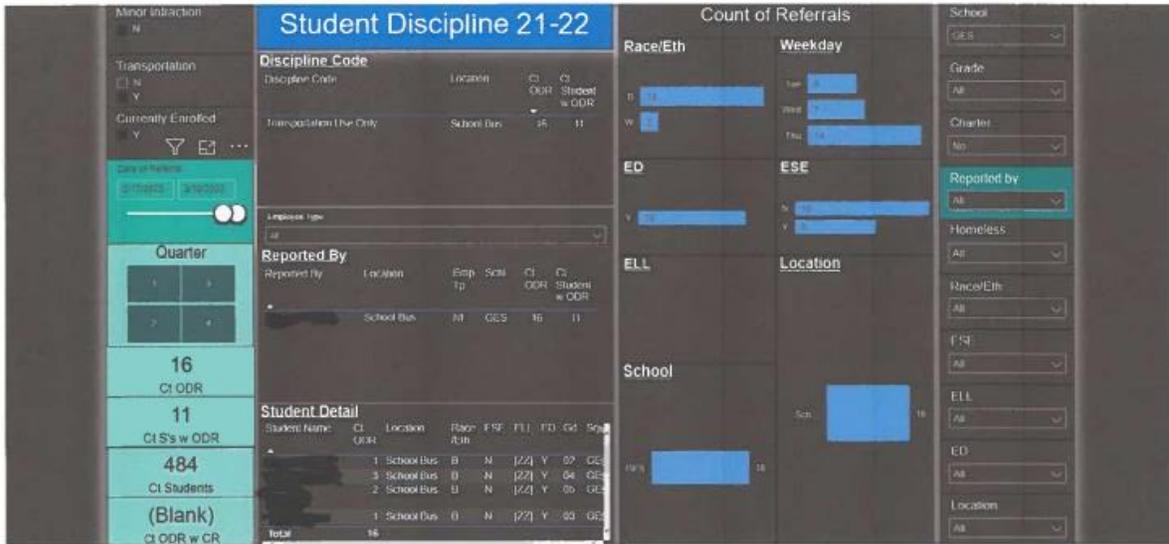
Today's Agenda Items		Last Meeting's Follow Up Items		Agenda Items for Next Meeting	
1.	Monthly Discipline Data Review: Analyzing Trends, Problem solving, Establishing Goals, Monitoring for Fidelity, Subgroups	1.	Valentine Fundraiser	1.	When a teacher should write a ODR or Minor Infraction
2.	PBIS Walkthrough	2.	PBIS Student of the month	2.	Implement tiered system
3.	positive monthly update	3.	PBIS Posters	3.	Punch cards and incentives to reduce behaviors on bus
4.	ODRs for Feb			4.	Bus Pilot Program
				5.	Word of the Week and a SEL video that coincides with the theme

Good News:

Annual Goals for Tier 1 PBIS – Reviewed Monthly to Monitor Progress

Goal	How We Will Monitor our Progress Towards Goal	This Month's Progress Towards Goal
Lower disciplinary referrals	Review discipline data (Power Bi)	Continue to see a decrease in disciplinary referrals from month-to-month.
Increase school wide PBIS culture	Hang behavior expectation posters, PBIS team will monitor and assist with implementation.	Teachers from each wing were assigned a behavior expectation poster to create rules/expectations specific to their hallway/grade levels.

Discipline Data (Snippet Graphic)





PBIS Team Meeting Agenda & Minutes

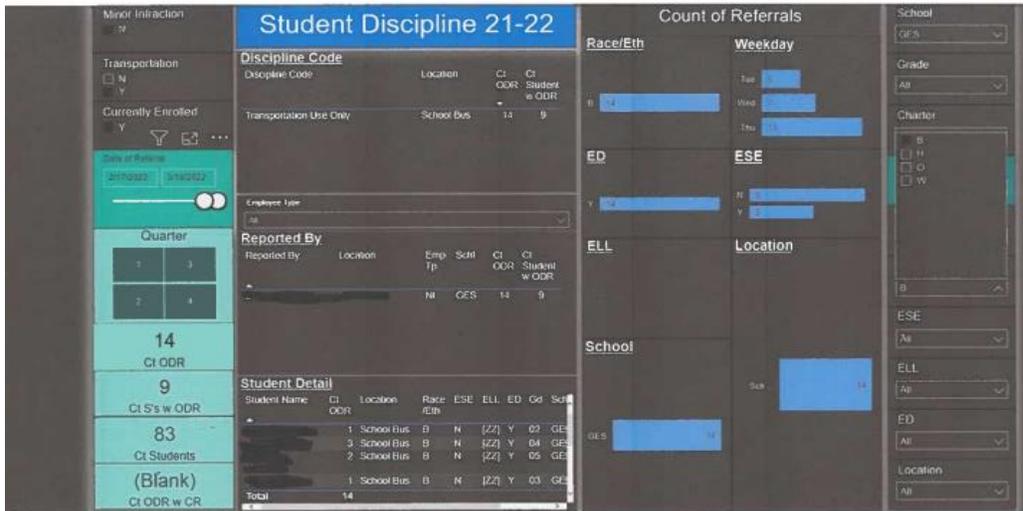
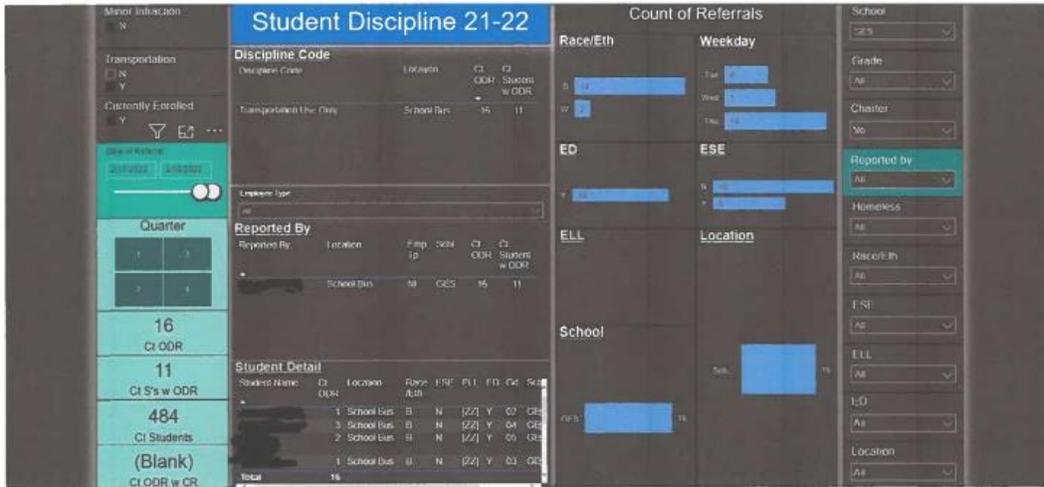
	DATE/TIME	LOCATION	FACILITATOR	RECORDER	TIMEKEEPER	SNACKMASTER
Today's Meeting	2/17/2022	514	K. Currey	E. Okwan		X
Next Meeting						
Member Attendance	Currey, Flores, Brown, Okwan					

Today's Agenda Items		Last Meeting's Follow Up Items		Agenda Items for Next Meeting	
1.	Monthly Discipline Data Review: Analyzing Trends, Problem solving, Establishing Goals, Monitoring for Fidelity, Subgroups	1.	Positive Behavior referrals	1.	When a teacher should write a ODR or Minor Infraction
2.	Gator of the Month Recognition	2.	PBIS Posters	2.	Implement tiered system (3+3+3)
3.	Positive PBIS monthly gains			3.	Bus referrals
				4.	Fundraisers

Good News:

Annual Goals for Tier 1 PBIS – Reviewed Monthly to Monitor Progress

Goal	How We Will Monitor our Progress Towards Goal	This Month's Progress Towards Goal
Lower disciplinary referrals	Review discipline data (Power Bi)	Continue to see a decrease in disciplinary referrals from month-to-month. Monitor minority referrals.
Increase school wide PBIS culture	Hang behavior expectation posters, PBIS team will monitor and assist with implementation.	Teachers from each wing were assigned a behavior expectation poster to create rules/expectations specific to their hallway/grade levels.
PBIS Walkthrough	Select classes to be included on the walkthrough, communicate expectations	Ready for walk through, posters-up in assigned locations.



PBIS Stations



Brown, Kenneth

Tue 1/4/2022 3:36 PM

To: Glendale, Teachers All

Cc: Flores, Casandra



Tomorrow during cultural arts we will be conducting PBIS walkthrough stations, this will be a great way to reacclimate our returning students to the school environment.

Teachers, please begin by reintroducing your PBIS/Champs expectations in your classrooms and in your hallways (posters have been placed in each hallway with grade level expectations, shout out to Mrs. Olssen, Mrs. Teague, Ms. Currey and Mrs. Field for helping with that) .

There will be four stations visited by each class with a designated staff member(s) to review expectations: **Bus loop** (McCabe/Koppelman), **Admin. Hallway** (Corey), **Cafeteria** (Flores/Brown), and **Playground** (Field). The rotation will go as follows:

Gomez: Playground, Bus loop, Admin. Hallway, Cafeteria

Medina: Bus loop, Admin. Hallway, Cafeteria, Playground

Little: Cafeteria, Playground, Bus Loop, Admin. Hallway

Porter/Strain: Admin. Hallway, Playground, Bus Loop, Cafeteria

Each station should be 5 minutes before rotating, presenters please keep a timer handy. Also, teachers and presenters please make sure to remind the students of our **3 Schoolwide PBIS Expectations: Responsible, Respectful and Safe**. It may be a good idea to ask them what they are.

Thanks for your support and assistance in making this happen. We are looking forward to finishing the 2nd half strong and your contributions our essential. Happy New Year!!

Kenneth G. Brown, Jr.

Assistant Principal

Glendale Elementary

**PBIS Student of the
Month 2022**

January- Responsible

February- Respectful

March - Safe

April - CARING

May - Trustworthy



Strategy 2.1

Academic Problem Solving

Glendale Elementary School

MTSS / RTI Data Chat – ELA

March 29, 2022

Agenda:

- I) MTSS – Data Chat Committee
 - a. Will be convening a committee to review our data collection process and prep for next year
 - b. What revisions are needed, what worked well?
 - c. What can be done to streamline the process?
 - d. Are we collecting the correct data for the MTSS core team?

- II) Review Data : Use One Drive Sheet to review student performance with tiered intervention supports in reading.
 - Positive, Flat, Negative, Questionable
 - Keep, Change, Add, Remove
 - How are your AA students performing with these interventions?
 - What percentage of our AA students are making gains in reading performance?
 - What percentage of our AA students are showing declines in reading performance?
 - What specific strategies are you using with your AA students to ensure they are engaged and learning? How are you monitoring their progress in class?
 - What new strategies will you use to keep your AA students engaged and learning? How will you progress monitor?

- III) Any students you need to refer to the MTSS core team for further review?

- IV) Any new students you want to add to tiered interventions?

- V) Any questions or supports needed before our next MTSS/RTI data chat?

Review attendance issues. Are students having attendance concerns that have not been addressed yet?

Do parent meetings need to be scheduled? Have letters been sent home?

Reminder about recognition ceremonies and awards breakdown to monitor for equitable representation in awards being given to students.

Be sure all data is up to date in your One Drive sheet for your intervention groups, both tier 2 and tier 3

Glendale Elementary School

MTSS / RTI Data Chat – ELA

January 4, 2022

Agenda:

- I) Professional Development Piece : Engagement Strategy Idea
Kagan Strategy – Talking Chips

- II) Review Data : Use One Drive Sheet to review student performance with tiered intervention supports in reading. **Add iReady data and use for additional decision making.**
 - Positive, Flat, Negative, Questionable
 - Keep, Change, Add, Remove
 - How are your AA students performing with these interventions?
 - What percentage of our AA students are making gains in reading performance?
 - What percentage of our AA students are showing declines in reading performance?
 - What specific strategies are you using with your AA students to ensure they are engaged and learning? How are you monitoring their progress in class?
 - What new strategies will you use to keep your AA students engaged and learning? How will you progress monitor?

- III) Any students you need to refer to the MTSS core team for further review?

- IV) Any new students you want to add to tiered interventions?

- V) Any questions or supports needed before our next MTSS/RTI data chat?

Glendale Elementary School

Professional Development Tuesday, January 4th, 2022 Agenda

We will meet from 8:30-12:30. (8:00-8:25 arrive to campus, chat and welcome back)

- 8:30- PD will begin - All teachers in Media Center
 - Review ALICE/DAARP and safety procedures
 - Updates on Raptor Alert App
- 9:10 Introduce School Wide Reading Challenge
- 9:40 Tying in Environmental Science
 - (How can you incorporate your grade level theme with what you are already covering in Science/Social Studies or Reading)
- 10:10 Review Predicted School Grade
 - How it's calculated
 - Power BI predictions
 - Ante - Up process
- 11:10 Split into groups
 - K-2 (go with Koppelman and McCabe) Will include DIBELS training and data review
 - 3-5 (media with Flores, Brown and Corey)
 - Data analysis (Predict proficiency, gains, and BQ gains)
 - Look at all subgroup data
 - Which students are performing well? How are you continuing to push them?
 - Which students are underperforming? Regressing?
 - How will you support each of these groups of students to keep them moving forward?
 - Update RTI groups (3-5 discuss revisions to this process)
- Student recognition - How are you recognizing your students efforts? Are all groups being recognized equitably?
- 12:30 Remainder of day is Teacher Work day to do as you need

Remember to have a copy of your report cards in our mailbox by the end of the day Wednesday for quick review, you will get this copy back to hand out to students. Report cards go home Monday, Jan. 10th. Send your awards breakdown list to Mrs. Flores by Friday, Jan. 9th.



*...Because
no
obstacles
are going
to stop us
on our
way to an
"A"!*

*It's Go
Time,
Let's
show
them our
game
faces.*

Strategy 2.4

Review of School Improvement Plan

Glendale Elementary School

Grade Chair Meeting

January 10th, 2022

Agenda:

- 1) TEP reminders – Observations will be ongoing at this point, go ahead and start scheduling your formals.
 - a. Observation info - how to find your observations
 - i. Conducted Observations
 1. Drafts
- 2) District supports here to help us make the progress we need in this second semester
 - a. Supports for data analysis
 - b. Planning
 - c. Curriculum alignment
 - d. Coaching routines and groups
 - e. etc
 - i. Jan. 18th DOE will be here to visit a few classrooms and observe planning
- 3) Review of SIP plan - reviewed predicted school grade
 - a. Data review - will have district supports digging in to data with us this week.
 - i. - Subgroup performance
 - b. Recognitions
 - i. **Will be using a spreadsheet to track awards given**
 - ii. **Will do an Honor Roll / Awards ceremony for the 2nd semester**
 1. **Please be sure this has been turned in, need it to plan spacing and dates for awards ceremony**
 2. **Clarification of what is needed for awards ceremony**
 - a. **Currently scheduled for Jan. 19 and Jan. 20**
 - b. **List of names Q1**
 - c. **Certificates Q2**
 3. **Update on Gator of the Month and Recognition committee discussions**
- 4) RTI data chat ELA coming up January 19th
 - a. Will review how your progress monitoring is going
 - b. Please bring your progress monitoring data points (this should be updated with all current information in your OneDrive sheet)
- 5) Book Challenge – check in
- 6) MLK Parade – January 17th - Mr. Brown organizing
 - a. Time? Location?
 - b. Looking for people to join and walk with us
 - c. Signs to hold or chants to say?
- 7) Grade chairs Q & A

Impact Walks 3-7-22

	Evident			Partially Evident			Not Evident		
	Walks 1	Walks 2	Walks 3	Walk 1	Walk 2	Walk 3	Walk 1	Walk 2	Walk 3
Collaborative Planning	92%	85%	100%	8%	14%	0%	0%	0%	0%
Standards Based Instruction	75%	100%	33%	8%	8%	7%	17%	0%	0%
Monitoring/ Formal Assessment	33%	71%	43%	50%	30%	36%	17%	0%	21%
Differentiation	17%	43%	50%	25%	36%	14%	58%	21%	36%
Engagement/ Participation	42%	86%	50%	58%	14%	43%	0%	0%	7%
Classroom Environment	75%	86%	85%	25%	14%	14%	0%	0%	0%

Some of this data is indicative of where classrooms were within lessons. Several classrooms were at the very beginning of units and there was direct instruction of skills/content being taught. This showed fluctuations in engagement and monitoring data. This is an area we can look at for how to break up some of the initial introduction materials and allow for more engagement within the lesson. We did see teachers follow the manuals so as we learn the manuals we will see spaces where we can make tweaks to make it more student involved. 😊

Strengths:

- Standards based instruction - tasks meeting the standard
- Students talking and working in groups or pairs
- Collaborative planning is evident.
- Use of Amplify evident across ELA.
- Strong SEL supports.
- Student centered environment with an academic focus.

Wonderings:

- Are you sharing with students "The Why" of the standard - focus on the ELA standard in Amplify and not just the content (This is a continuing area of discussion across the district)
- How are you planning the pacing of your lesson?
- How are small groups formed?
- What do teachers do with the data collected during instruction (monitoring, what do you do about what you see?)
- How are you differentiating, in particular how are you planning for enrichment and moving on those students who have already mastered the content?

Next Steps:

- Planning purposeful questions ahead of time, during collaborative planning to encourage higher order thinking.
- Dig into differentiation during collaborative planning
- Plan engagement strategies purposefully, specific strategies

Classroom Environment:

- Classrooms have PBIS expectations posters posted in room
- CHAMPS visible and referenced by teachers
- Positive redirection/overall positive welcoming environment

Strategy 3.1

Extracurricular (other activities sent in earlier submissions)



GU

2022 Spring Glendale University Extended Learning Opportunity

Your child, _____, has been invited to an engaging after-school institute. The focus will include skills and strategies to prepare students to become lifelong learners in small groups settings.

This opportunity is at **no cost** to you and **transportation** will be provided. Students will also receive an after-school snack.

We ask that students attend EVERY session of the institute to get the most from it, as skills will be built upon from one session to the next. Safe, responsible, and respectful behavior expectations will be in place. Students who show difficulty with these will not be allowed to participate. **This form must be completely filled out and returned no later than Friday, January 21, 2021 or the space will be filled with another student.**

The institute will be held on Tuesday and Thursday afternoons

3:45 - 5:15 pm

Spring 2022 Dates:

February 10, 15, 22, 24 (No GU on Feb. 17th)
March 1, 3, 8, 10, 15, 17

YES, my child WILL attend Glendale University for all sessions.

NO, my child WILL NOT attend Glendale University.

YES, my child needs bus transportation.

NO, I will pick up my child in the car loop by 5:15 pm. **Repeated late pickups will result in dismissal from the program.*

YES, my child will go to Aftercare at 5:15 pm

Student: _____ ID# _____ Teacher: _____

Parent name: _____ Phone: _____

Exact Address (Bus riders only) (where you'd like your student to be dropped off after 5:30 pm)

January 6, 2022

Dear Parents/Guardians,

Beginning Monday, January 11th, your student has the opportunity to participate in "Gator Time" during their cultural arts time from 1:45pm-2:30pm on Monday, Tuesday, Wednesday and Friday.

Gator Time will focus on science content with reading and test taking strategies embedded. Your child has been identified as a student in need of additional supports in reading and science, participation in this course may help boost their academic achievement in those areas.

We are seeking your permission to pull your child from their scheduled cultural arts time to provide this boost to instruction. This will run from January 11th until further notice.

By signing the bottom section of this form and returning it to school by Monday, January 11th, you are granting your child permission to participate in the program. If you have any questions or concerns, please contact Mrs. Koppelman (772-978-8058) or Mrs. Corey (772-978-8057).

Thank you for your continued support towards your child's educational success!

Respectfully,

Mrs. Koppelman & Mrs. Corey

My child, _____

(Circle one of the following please)

has permission **does not have permission**

to participate in Gator Time during their regularly scheduled cultural arts time.

Parent Name: _____

Parent Signature: _____

Parent Phone Number: _____