

AAAP Quarter 3



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



Pelican Island Elementary School

2021-2022 Quarter 3

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 African American Achievement Plan. To review and ensure compliance with the progress of action steps associated with the African American Achievement Plan, the District provides quarterly updates related to action steps accomplished and quarterly outcomes. The attached documentation provides school-level evidence of progress towards accomplishing action steps incorporated into the 2021-2022 African American Achievement Plan. Documentation requirements have been designed to honor the full intent of the developed African American Achievement Plan while optimizing the efficiency and effectiveness of outlined actionable steps. To support ongoing accountability of action step implementation, documentation, and progress the following assurances have been verified by the principal of each school:

- Action steps included within the 2021-2022 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan.
- Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request.
- Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.

Reviewed on 3/30/2022 Verified by Felice Bagley

Reflection

During Quarter 3, our goal to achieve learning gains in all subgroups continues, specifically focusing on our African American students and students with disabilities. Progression of Tier 2/Tier 3 students are monitored monthly, and groups are adjusted based on student need. Our leadership team continues weekly school-wide walkthroughs to ensure fidelity of ELA and Math curriculum, while focusing on formative assessments and differentiation. Weekly collaborative planning and monthly data chats with teachers, instructional coaches, and administration continue, focusing on culturally responsive teaching. Morning and after school tutoring is also available to our 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

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)

1/13, 2/4, 3/10

Summary of observation(s):

On 1/13, we observed 4th grade students studying African American inventors. Students were asked to describe a challenge or disappointment the inventor faced and name a fact about the inventor or story of his/her invention they found interesting. During the month of February through PBIS, all grade levels participated in black history trivia. On 2/4, all grade levels worked with our music teacher to participate in a black history presentation through specials. On 3/10, we observed 3rd grade students reading text and comparing and contrasting Alexander Graham Bell and Thomas Edison using venn diagrams.

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:

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
1	1	100 %	2	3	67 %	2	2	100 %	3	3	100 %

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Strategy AAAP 1.3 (SECONDARY ONLY): Use Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on-track to graduate.

Date(s) of School Level Review(s) of Early Warning Indicators for African American Students:

Summary of Action Steps/Plan Based Upon Reviews of Early Warning Indicators for African American Students:

Strategy AAAP 1.4 (SECONDARY ONLY): Implement processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school.

Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)

African American	White, Non-Hispanic
%	%

Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.

DISCIPLINE

Date(s) of Problem-Solving Session(s) for Discipline: 1/13, 2/3, 3/3

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

Grade level teams meet on a weekly basis to discuss and problem solve any student discipline concerns. The PBIS team w/Admin continues to meet the 1st Thursday of every month to review minor infractions/ODR's in order to provide support to students and problem solve with teachers. The school's overall discipline data is shared during the staff meeting once a month.

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement: 1/25, 2/2, 2/15, 2/22, 3/15

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

We will continue to have weekly collaborative plannings with a focus on differentiation, monthly data chats after each unit assessment, and monthly progress monitoring of Tier 2 and Tier 3 Interventions. These problem solving steps will help to increase the achievement of all students. 1/25 - 3rd Grade - (ELA U4, Math U5) 2/2 - 5th Grade - (Math U5, ELA U4) 2/15 - 4th Grade - (ELA U4, Math U5, Science U4) 2/22 - 3rd Grade - (Math U6, ELA U5) 2/22 - 5th Grade - (ELA U5, Math U6, Science U6) 3/15 - 4th Grade - (ELA U5, Math U6) 3/15 - 3rd Grade - (Science U3, Math U7)

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.

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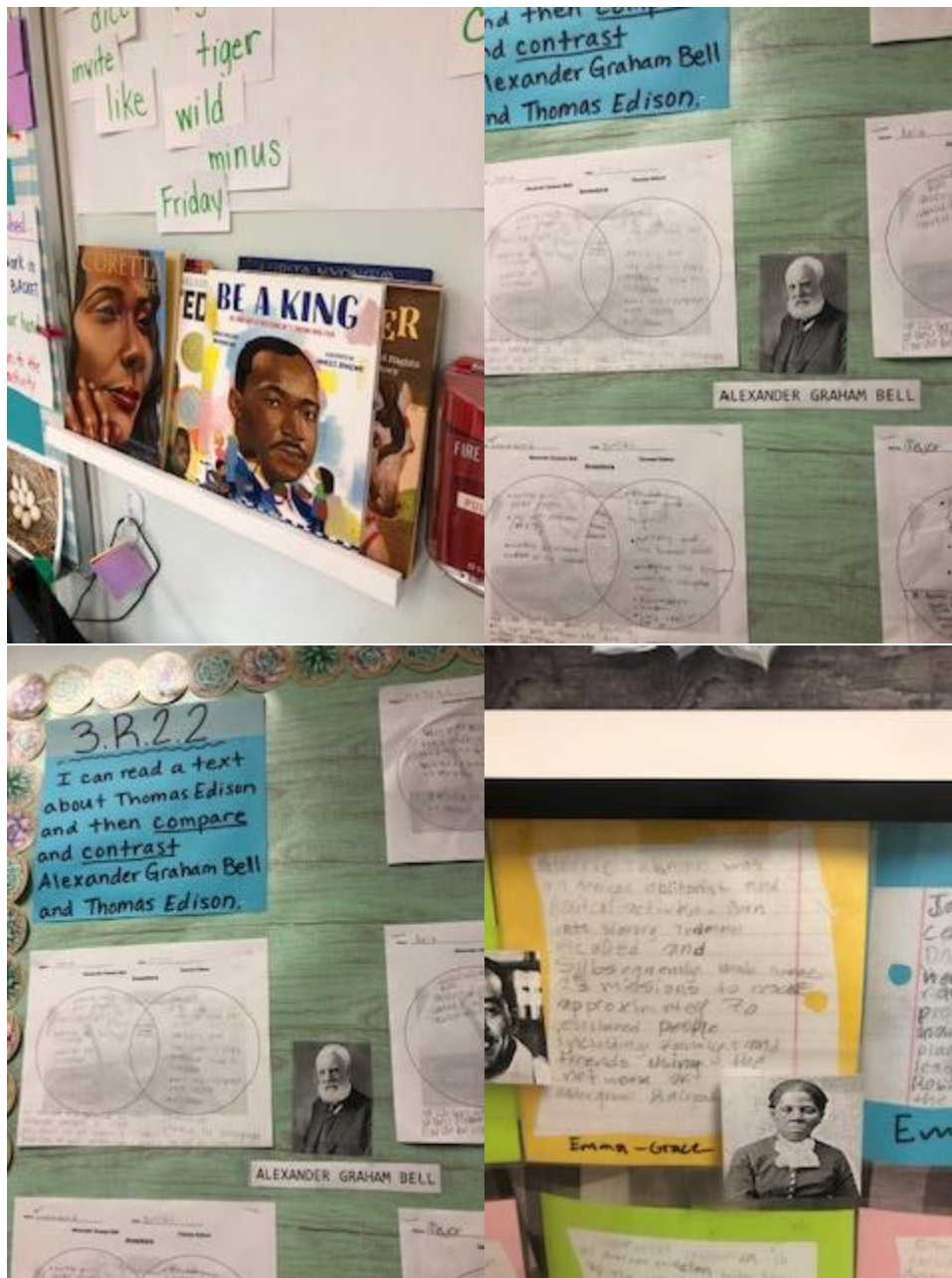
Date of Quarterly Review of School Improvement Plan:	2/2/2022	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	Yes	
If no, what modifications will be made to address the achievement gap?		
<p>Summary of Action Steps/Plan based upon District Impact Review (based upon District & School Level Reviews): Continue monitoring and differentiation, release kids to be the locus of control, be intentional with enrichment. Collaborative Planning:</p> <ul style="list-style-type: none"> • Purposefully planning for formatives. • Pre-plan 2-3 formative questions. <p>Standards Based Instruction and Tasks:</p> <ul style="list-style-type: none"> • Have learning goal posted and/or ensure students know learning goal and can communicate how the tasks are aligned to the standard. • Learning goal linked to rigor of standard. <p>Monitoring/Formative Assessment:</p> <ul style="list-style-type: none"> • Turn & Talk, whiteboards, pinch cards, scan the room when working with small groups to ensure all students are on task. <p>Differentiation:</p> <ul style="list-style-type: none"> • Use manipulatives, tiered center work/student choice, different levels of tiered questions. <p>Engagement & participation:</p> <ul style="list-style-type: none"> • Use pull sticks (randomly select students), turn & talks, group students based on formatives. <p>Classroom Environment:</p> <ul style="list-style-type: none"> • Display student work with feedback 		

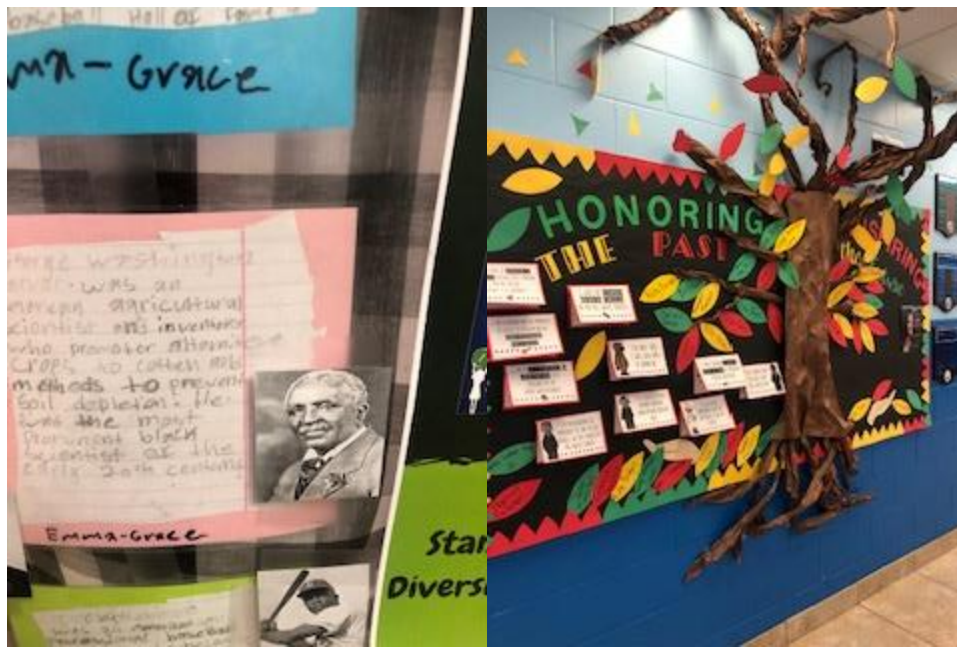
Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.		
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 3/18/2022		
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
17	80	21.3 %
<p>Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities: Students are informed of available extracurricular activities. Also, communication is sent home to parents by letter with information regarding available programs offered and bus transportation. This information is also posted on social media (Facebook, Twitter, Class Dojo).</p> <p>(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):</p>		

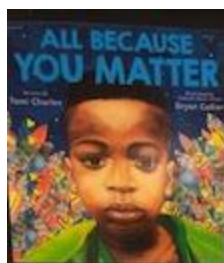
Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.	
Number of Interviews Conducted by the Interview Committee:	0
Percentage of Interviewers on Interview Committee by Race	
African American	White, Non-Hispanic
30 %	70 %
(Optional) Additional information:	

Quarter 3 Evidence

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.







"I wrote *All Because You Matter* to provide parents with a starting point for conversations about the racial climate in our country today. There are issues that should be discussed in all families, of all backgrounds, if we are to raise empathetic future leaders."

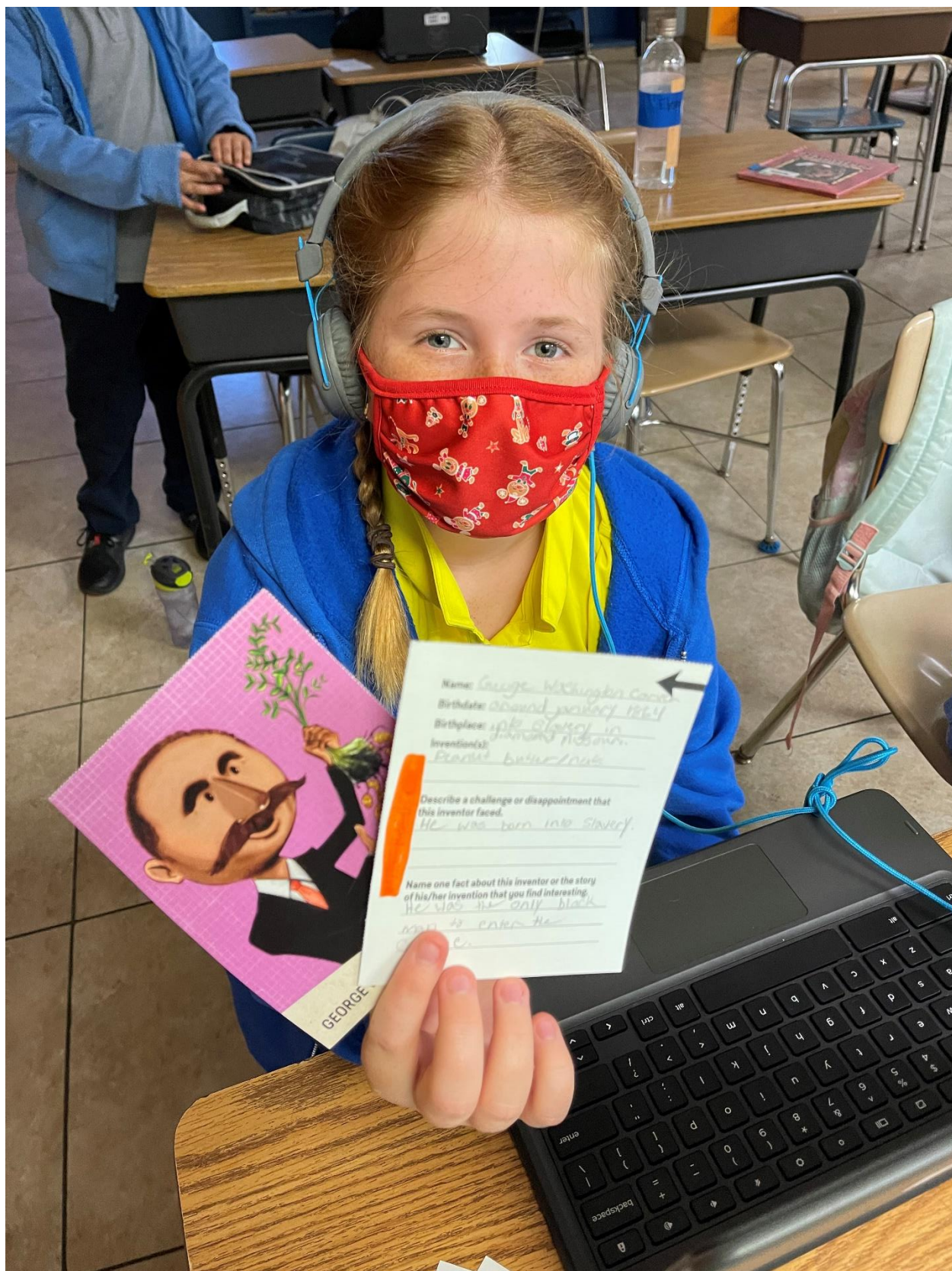
—Yami Charles, author of *All Because You Matter*

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Emma-Gra

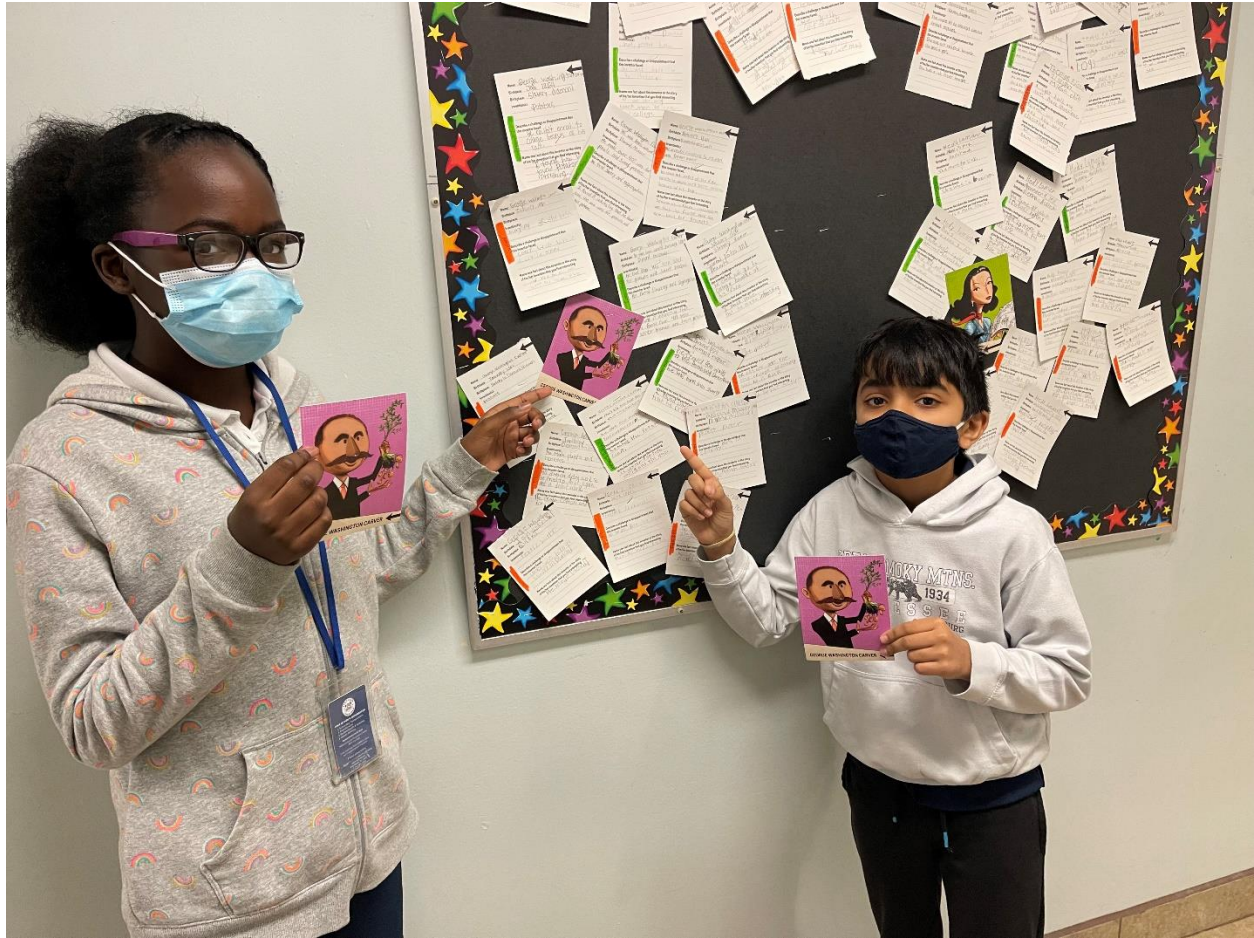




Name: George Washington Carver
Birthdate: January 12, 1864
Birthplace: Diary, Iowa
Invention(s): Plant butter/oil

Describe a challenge or disappointment that this inventor faced.
He was born into slavery.

Name one fact about this inventor or the story of his/her invention that you find interesting.
He was the only black man to enter the
profession.



Black History Presentation created by Music teacher Amber Smith and PIE students:

K-2 grade: https://youtu.be/EvD4P_GYdMY

3rd-5th grade: <https://youtu.be/8W5t0H9RY1w>

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.



The PBIS Committee met on Thursday, February 3. During our meeting we started to plan for the remaining schoolwide PBIS celebrations that will take place this school year.

- Today Friday, February 4th: Dance with DJ Keen.
 - While leaving the dance each student will receive a cookie from the café.
 - 2:00-2:30 is 3rd through 5th grade
 - 2:30-3:00 is PreK through 2nd grade
- Thursday, March 17th (St Patrick's Day): Green Glow Party Dance with DJ Keen.
 - PTA will be having a green dress down day for \$1.00. Students will receive green glow sticks during the dance.
 - 2:00-2:30 is 3rd through 5th grade
 - 2:30-3:00 is PreK through 2nd grade
 - Minor and ODR referral range is from 2/7/22 through 3/11/22 (any student with an ODR or 3 or more Minor Infractions will not be able to participate)
- Friday, May 20th: Hawaiian Theme-look for more details to come.

The data below reflects all Minor (classroom) Infractions and Office Discipline Referrals (ODR) from Aug-Jan 31, 2022.

• ODR Date for last year and current year

	2020-2021 (8/2020 to 06/2021)	2021-2022 (8/10 to 01/31)	__202__ Minor Infractions' as of 01/31/2022
Total ODRs	81 (w/ bus)	33	
Students contributing	33	10	__73__ Number of students w/ minors as of 01/31/2022
Students with 2+		3	

For January 2022 we had one ODR. We had 41 Minor Infractions written for 22 students. Please continue to reinforce positive SOAR behavior that you see not only in your classroom but around campus by passing out SOAR tickets. If you need more SOAR tickets, there are some by the staff sign in sheet or you may reach out to Ms. Williams.

Mrs. Muth is working with Mrs. Fornabio to plan a schoolwide Earth Day Campus Beautification activity thanks to the donation that our school received from the Sebastian Art Club. The activity will take place near Earth Day which is on Friday, April 22 and more details will be forthcoming.

Upcoming PBIS dress down days:

Wednesday, March 2nd: Dress like your favorite Dr. Seuss character for Dr. Seuss's birthday.

Thursday, April 21st: Earth Day Theme

Wednesday, May 25th: Hats Off to Summer. Wear your favorite hat.