



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



**Quarter of the School Year: 4**

**School:**

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 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.

These assurances have been reviewed and verified on: 6/3/2022 \_\_REF\_\_ (initials)

**Quarterly Reflection**

(Please summarize any reflections based upon action step implementation for the quarter. What are areas of progress or opportunities for growth? What are next steps based upon work accomplished?)

With the continuation of Victory Lane, students in third, fourth and fifth grade worked extremely hard to stay motivated as they prepared for FSA. Incentives each week supported enthusiasm of our students as they strived for passing rates, practicing homework, completing classwork, and studying for upcoming assessments. In addition, we celebrated the growth on iReady and worked with individual teachers and students where adequate gains were not made. Our computer lab remained open from 8:30-9:00 for our students with permission and special invitation to practice with a reading endorsed teacher on teacher assigned lessons. Our ESE support facilitators also worked on-grade level passages with their students and practiced test taking strategies based on the FSA practice results in reading and math.



**School District of Indian River County**  
**African American Achievement Plan 2021 – 2022**  
**Quarterly Summary of Implementation of Strategies/Action Steps**



**Quarter of the School Year: 4**

**Date of Summary: 6/3/2022**

**School: Beachland Elementary**

**Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.3**

<b>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.</b>	
Number of Walk-throughs to Observe Implementation of African American History Teachings	4
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	3/28/2022, 3/30/2022, 3/31/2022, 5/6/2022
Summary of Observation(s):	Galley walks in first grade when learning about "Liberty and Justice for All" (discussion about enslaved Africans the transition from colonies to communities) Collaborative planning with second grade discussed what activities to use for the Emancipation Proclamation Compare/Contrast thinking maps in third grade with astronauts and astronomers (Mae Jemison)

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready, 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						3/29/2022					
						4/19/2022					
						5/23/2022					
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
Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)
0	0	0%	2	2	100%	0	0	0%	1	0	100%

*\*Data should be retrieved from the Power BI 2021 – 2022 Scheduling App – Schedule Audit.*

<b>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.</b>	
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:	

<b>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.</b>	
<b>Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)</b>	
<b>African American (%)</b>	<b>White, Non-Hispanic (%)</b>

<b>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.</b>	
<b>Discipline</b>	
Date(s) of Problem-Solving Session(s) for <u>Discipline</u> :	3/29/2022 4/19/2022 5/23/2022
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Threat assessment meeting (revisited summary data of teacher concerns) Ensured behavior plans/safety plans are being met with fidelity and accountability Behavior tech request for four extreme behaviors Tier I and Victory Lane incentives (PBIS)
<b>Achievement</b>	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	3/29/2022 4/19/2022 5/23/2022
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Tier I and Victory Lane incentives to promote academic achievement

<b>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.</b>	
<b>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)</b>	
<b>African American (#)</b>	<b>White, Non-Hispanic (#)</b>

<b>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.</b>	
Reported Out-of-School Suspensions for:	Quarter 4
Select one:	<input type="checkbox"/> No out-of-school suspensions were assigned during this time frame. <input checked="" type="checkbox"/> All out-of-school suspensions were pre-approved by a principal supervisor.

<b>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.</b>	
Date of Quarterly Review of School Improvement Plan:	3/29/2022 4/19/2022 5/23/2022
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	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):	Behavior tech request due to the extreme behaviors Parent meetings regarding discipline issues and concerns Request to ESE and MTSS problem-solving team for more support for students

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:		3/31/2022
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
31	90	34%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		School messenger calls, morning announcements, flyers, social media – Twitter and Facebook, school website, School Advisory Council minutes, PTA executive board meetings
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		

*\*Data should be retrieved from the Power BI [Extracurricular Activities](#) public-facing dashboard.*

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:	3
Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
0%	100%
(Optional) Additional information:	Hired an ESE support facilitator who is African American

# Beachland Elementary School

May 2022

## AAA Plan Evidence - Quarter 4

### Strategy 1.1 - Collaborative Planning Minutes from Second Grade

**Grade Level:** 2<sup>nd</sup> Grade

**Date:** 3/28/22

Guiding Questions to Utilize:

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

**How are we doing?**

Students need to build stamina – for the I Ready Diagnostic.

Solution – use laptops but have students work for 30 – 45 minutes instead of small increments

Discussed students not completing lessons

One teacher discussed some of her students are still working on phonics and sight word lessons.

She will turn off those domains so students can work on comprehension lessons before the diagnostic.

**How are we fitting in time?**

**Assessments: What do we want our students to know and how will we know they know it?**

**Do we have any this week?** End of Unit assessment – look at data next week

**What kind of formative assessments?** End of Unit 5 assessments

**Amplify:**

**Skills Unit 5 Lesson 18 - 22**

**Knowledge Domain 9** – abolishing slavery with Abraham Lincoln, Emancipation Proclamation

**What concerns or what are students struggling with?**

**Notes:**

Discussed next year – taking the standards, the Amplify Unit overviews and Unit Assessments – backward design – plan what standards will be assessed each nine weeks and how those standards will be assessed. – unit assessments or formative assessments.

Strategy 1.2 - K-3 Data Review in April and May regarding iReady performance and DIBELS benchmark scores of students performing in the bottom quartile and below grade level response to intervention groups

## Kindergarten

I Ready Reading Overall	DIBELS Composite Score
Early K	432 Benchmark
Emergent K	384 Well Below
Early K	454 Above
	381 Well Below
Early K	407 Below
Early K	374 Well Below
Mid K	438 Benchmark
Mid K	423 Benchmark
Early K	429 Benchmark

## First Grade

I Ready Reading Overall	DIBELS Composite Score
K	449 Benchmark
K	408 Well Below
K	442 Benchmark
K	435 Below
K	445 Benchmark
K	448 Benchmark
Early 1	433 Below
K	433 Below
Early 1	426 Well Below
K	407 Well Below
K	424 Well Below
	444 Benchmark
K	422 Well Below
K	429 Below
K	439 Below
Early 1	455 Benchmark
K	426 Well Below
K	444 Benchmark
Early 1	441 Benchmark
K	446 Benchmark
K	417 Well Below

## Second Grade

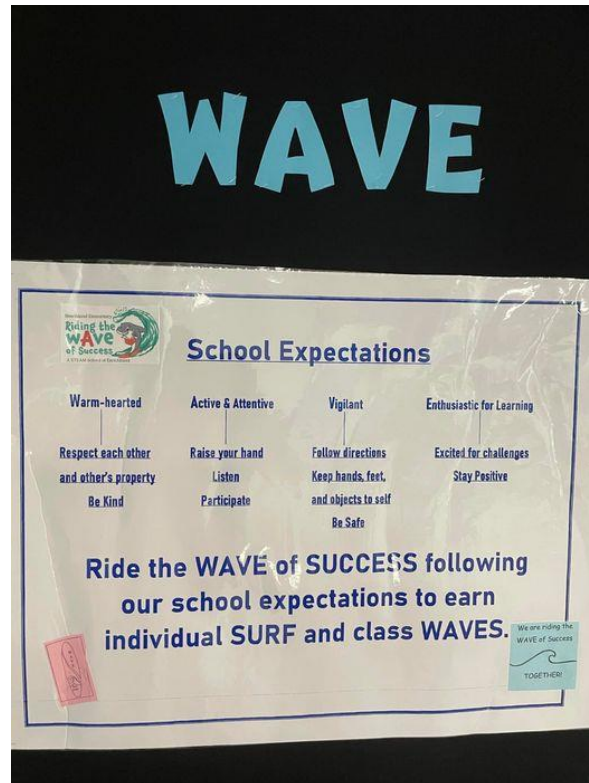
I Ready Reading Overall	DIBELS Composite Score
K	395 Well Below
K	403 Well Below
Grade 1	421 Below
Grade 1	441 Benchmark
Grade 1	449 Benchmark
Grade 2	451 Benchmark
Grade 2	446 Benchmark
K	388 Well Below
Grade 1	428 Below
K	386 Well Below
Grade 1	430 Below
Grade 1	425 Below
K	436 Below
Early 2	437 Below
Grade 1	402 Well Below
	410 Well Below
Grade 1	445 Benchmark
Mid 2	429 Below
Early 2	396 Well Below
Early 2	474 Above
Mid 2	435 Below
Grade 1	476 Above

### Third Grade


I Ready Reading Overall	Spring ELA FSA Score
Grade 1	1
Grade K	1
Early 3rd	2
Early 3rd	1
Kindergarten	1
Early 3rd	2
Second	2
Early 3rd	3
Second	2
First	1
Second	1
First	2
First	1
Early 3rd	3
Early 3rd	3
Second	3
Second	2
Early 3rd	3



## Strategy 2.1 - PBIS incentives and Victory Lane



## Strategy 2.4 - Data Chat agenda, See School Improvement Plan (on school website)



Ride & Surf Opportunity #8  
March 29, 2022  
Planning Time – Riptide Room

**Get in Gear for the New Year!**

- ✓ 17 points to an A – **PowerBI** and Unify Data Crunch
- ✓ Victory Lane and celebrating our hardest workers of the month

**Prepare to Ride**

- ✓ Student of the Month names to Brandon Berg by 3/30
- ✓ Master Schedule 22-23 turned into Rachel by 3/31
- ✓ Reports turned into Michelle (K-2) by 3/31, Rachel (3-5) by 4/1, going home 4/4
- ✓ Wacky Tacky day postponed after FSA 4/5 and 4/6
- ✓ Deliberate practice selected in iObservation by 3/31

**Impact Review**

- ✓ Highlights
  - Collaborative planning, engagement with activities, standards-based instruction
- ✓ Reminders
  - Differentiated instruction, high expectations for ALL, rigor/pacing, extending the learning
  - How are we monitoring the work students are doing for accuracy, mastery
  - Essential questions to drive collaborative planning

**School Improvement Plan**

- ✓ Collaborative planning, differentiated instruction, Sanford Harmony, and Project Lead the Way
  - CP schedule to remain with special areas joining – PLTW topics need to be discussed
  - DI – scaffolding lessons evident, creating opportunities for students to be engaged with their learning
  - Sanford Harmony – Social Emotional Learning – School counselor
  - PLTW – occurring K-5 for ALL students

**Safety**

- ✓ ALICE Review
- ✓ Class Roster – available at all times
- ✓ Staging outside

**PBIS** – Waves, Surfs, Classroom Behavior Plans, Expectations – walk-thru 4/1 8:30-9:30a

- ✓ School Store – Friday mornings
- ✓ Book Vending Machine – Friday mornings
- ✓ WAVE and Surf rewards – be sure students use their SURF by the end of May
- ✓ Birthday celebration cart 3/31 during recess – teachers monitor and highlight student names

**Notes/Questions:**

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

Strategy 3.1 - Art Club Flyer, Orlando Science Center on campus field trip K-3 and Science Family Night with chorus performance, art gallery, and Moonshot Faces Campaign

# Join ART CLUB



## Information

Art Club will be open to all 3rd, 4th, and 5th grade students- if anyone would like to join, they just need an art club form turned in.

Due to 5th grade being on safety patrol, I plan on trying to do something special with 5th grade once a month where we stay after school to do art club.

Art club will be Monday, Wednesday, and Friday mornings from 8:30- 9:00AM (students are asked to eat breakfast at home on those days)

Monday October 4th we will hold our first art club meeting, at this meeting we will go over expectations, projects, and students will find out what day they are expected to attend art club.

### Orlando Science Center

April 27, 2022

10:30-3:30

Time	<u>Angry Birds</u> Hardcourt	<u>Mission to Mars</u> Hardcourt	<u>Kaboom Show</u> Cafeteria
10:30-11:15	3a and 3b	3c and 3d	
11:15-12:00	2a and 2b	2c and 2d	
12:15-1:00	1a and 1b	1c and 1d	
1:00-1:30	OSC - Lunch		
1:30-2:00	Ka and <u>Kb</u>	Kc and <u>Kd</u>	
2:00-2:45 (Kaboom Show is 30 minutes)	<u>Ke</u> and 1e	2e and 3e	2:00-2:30 Ka-Kd, 1a-d
2:45-3:15			2 <sup>nd</sup> , 3 <sup>rd</sup> , <u>Ke</u> , 1e (Please allow <u>Ke</u> and 1e in the first row)
3:15-3:30	OSC - Clean up and Load		





### Strategy 4.3 - Interview Questions

#### **Three culturally responsive questions:**

1. What does “Culturally Responsive Teaching” mean to you?
2. What experiences have you had that have helped you understand the impact of race, culture, and ethnicity on teaching and learning?
3. What are your (or the) greatest successes and challenges teaching in a heterogeneous (levels and race) classroom?

#### **Three SDIRC interview questions:**

1. Describe a decision that you made that turned out to be a mistake. How did you rectify the results?
2. How do you include parents and/or guardians in their child’s education?
3. Describe how you aggregate and disaggregate data to determine effectiveness or impact of your instructional practices?