



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: Pelican Island Elementary 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: 6/9/2022 FB (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?)

During Quarter 4, 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.



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: 6/9/2022

School: Pelican Island Elementary School

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

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	1
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	5-17-22
Summary of Observation(s):	On 5/17, 2 nd grade students learned about key figures including Mary McLeod Bethune, Jackie Robinson, Rosa Parks, and Martin Luther King, Jr, who fought for a cause and, against great opposition, stood up for what they believed in. Students explored the connection between ideas and actions and how people can do extraordinary things to change a nation's understanding and actions.

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						6-9-22					
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
<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	(%)
1	1	100%	2	3	67%	2	2	100%	3	3	100%

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

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 <u>Discipline</u> :	4-7-22, 5-5-22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	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 <u>Achievement</u> :	3-28-22, 4-11-22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	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.

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 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.

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:	3-28-22
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 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):	Continue monitoring for differentiation, release kids to be the locus of control, be intentional with enrichment. Teachers will purposefully plan for formatives during collaborative plannings. Have learning goal posted and/or ensure students know learning goal and can communicate how the tasks are aligned to the standard. Use manipulatives, tiered center work/student choice, different levels of tiered questions. Display student work with feedback.
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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:	6-9-22	
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
35	106	33%
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).	
(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:	0
Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
30%	70%
(Optional) Additional information:	



04/12/22 SEB PBIS Meeting Updates

- ODR Date for last year and current year

	2020-2021 (8/2020 to 06/2021)	2021-2022 (8/10 to 04/12)
Total ODRs	81 (w/ bus)	50
Students contributing	33	18
Students with 2+		5

__237__ Minor Infractions' as of 04/12/2022

__105__ Number of students w/ minors as of
04/12/2022

1. students w/ 2+ Minors)

- During our March SEB PBIS meeting we completed the Benchmark of Quality, Tier 2 and Tier 3 Fidelity inventory forms which are part of the model school process and application. We also reviewed the different levels of Model School for this year and all the questions that are part of the model school application.
- Next PBIS Dress Down Day will be **Friday, April 22** with an Earth Day Theme
- April S.O.A.R student of the month will be celebrated on **Monday, May 2nd**. Please have your classroom S.O.A.R. student of the month for April submitted by the end of the school day on **Tuesday, April 26th**.

<https://forms.office.com/Pages/ResponsePage.aspx?id=ax2isW7tbUiLCDMODbOOaKZhZKJ49AdEg3IFxGPBo p5UNOVHskFERDJIUFpSUIExTUtTV1AzT0k3SS4u>

- We have our last PBIS schoolwide celebration on **Friday, May 20th** and it will be a luau outside. Sebastian PD Community Outreach will be here to serve students popcorn and snow cones. We will also have hula hoop contest, jump rope contest, limbo, and other fun activities. Please remind students that from March 28 through May 13th if a student has more than 3 minor infractions or an ODR they will not be able to participate in the celebration on May 20th. The more we talk about this with students and the more we remind students of what they are working towards the more excited they will be. Maybe even a staff vs students hula hoop contest 😊
- Popping with Perfect Attendance for Quarter 4 will take place on **Wednesday, May 25th for K-2 and Thursday, May 26th for 3-5**. If we have any students with perfect attendance for the entire school year, we will recognize them and celebrate them on **Thursday, May 26th**. Details on that celebration are still in the works. We currently have seven students that have perfect attendance for the year thus far!!!!



05/13/22 SEB PBIS Meeting Updates

- ODR Date for last year and current year

	2020-2021 (08/2020 to 06/2021)	2021-2022 (08/10 to 05/04)
Total ODRs	81 (w/ bus)	52
Students contributing	33	19
Students with 2+		6

__383__ Minor Infractions' as of 05/04/2022

__170__ Number of students w/ minors as of
05/04/2022

(58 students w/ 2+ Minors)

Our final PBIS Schoolwide Celebration will take place on **Friday, May 20th**. We will be having a Hawaiian Luau outside under the covered hardcourt. Don't forget to wear your Hawaiian shirts that day. Our resident DJ will be on hand. We will also have hula hoops, jump ropes, and maybe even limbo. Sidewalk chalk and bubbles will be available for students to use. PLEASE be sure that your students ONLY use the chalk on the uncovered hardcourt. The Sebastian Police Department Community Outreach team will also be on campus to serve popcorn and snow cones.

Pre-K through 2nd grade will attend the luau from 1:35-2:20

3rd through 5th will attend from 2:30-3:15.

Teachers will receive an email the morning of Monday, May 16th listing any students that will not be able to attend the PBIS celebration. Students should already be aware if they are not going to be participating in the PBIS celebration due to receiving an ODR or 3 or more minor infractions. Please be sure to have a conversation with your students if they will not be attending. We don't want it to come as a surprise to them on the 20th. Students not participating will go to room 512 while their class is at the luau.

Upcoming PBIS Dates:

Wednesday, May 25th

- SOAR Student of the Month for May
- PBIS Dress Down Day-Hats off to Summer
- K-2 Popping with Perfect Attendance for Quarter 4

Thursday, May 26th

- 3-5 Popping with Perfect Attendance for Quarter 4
- Celebration for our students that have perfect attendance for the entire school year