



# African American Achievement Plan 2022 -2023

## Assurances of Implementation of Strategies/Action Steps

**Quarter of the School Year: 1**

**School: Glendale Elementary School**

In September 2022, the School District of Indian River County initiated the implementation of the 2022-2023 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 2022-2023 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/supervisor of each school/location:

- Action steps included within the 2022-2023 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 October 19, 2022: CC (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?)

After reviewing our action step implementation for the quarter, we held 3 schoolwide PBIS events to acknowledge students displaying our school wide PBIS expectations. In addition, we have created strong systems to ensure students have support across the campus from the time they arrive on campus until their departure. We are supporting bus behaviors by also providing the bus drivers with Gator Bucks to incentivize school wide PBIS expectations on the bus to reduce transportation discipline.

Collaborative planning with coaches or admin weekly. K-2 teachers meet twice weekly to collaboratively for, both, ELA and math. 3-5 teachers meet once a week to collaboratively plan with their subject area coach. Through collaborative planning, we are promoting and focusing on monitoring strategies for teachers to monitor student progress. We also provided a refresher PD on Thinking Maps so that all teachers can facilitate students organizing and processing their

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*Quarter 3: 01.09.2023 – 03.17.2023*

*Quarter 4: 03.27.2023 – 05.31.2023*



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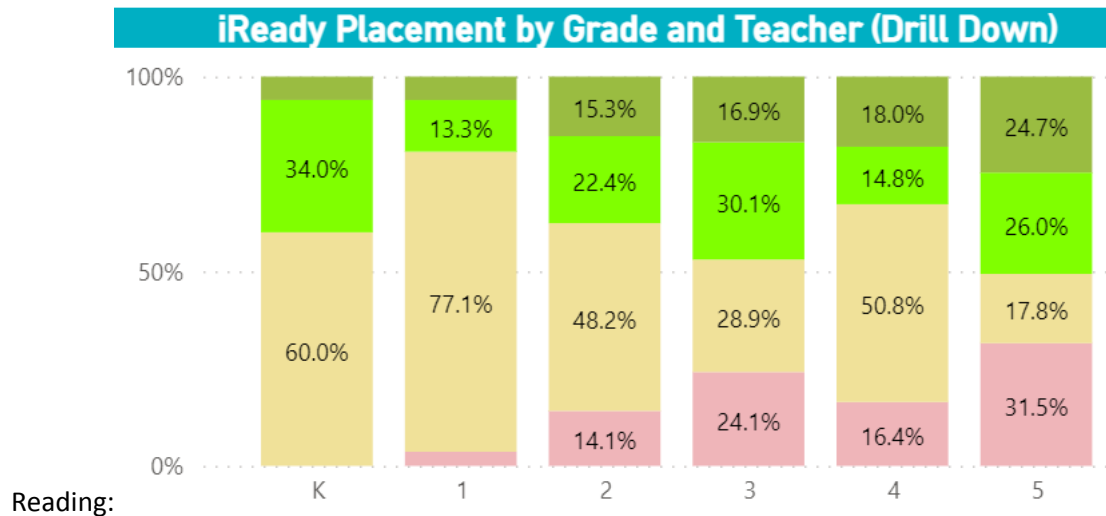
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thinking. Coaches are supporting the use of a school wide thinking map to focus on for 2 weeks. During small group instruction, teachers are creating groups based on student needs and areas of progress and opportunities for growth.

With the three data chats for Quarter 1, students were identified who needed more support and instructional groupings for RTI were determined. We will track RTI data and have RTI review meetings every 6 weeks to determine if students are progressing and where adjustments need to be made. Coaches/Teachers review monthly i-Ready pass rates, minutes and unit assessments per class and discuss student progress.

We also recognized 127 students for perfect attendance for Quarter 1.

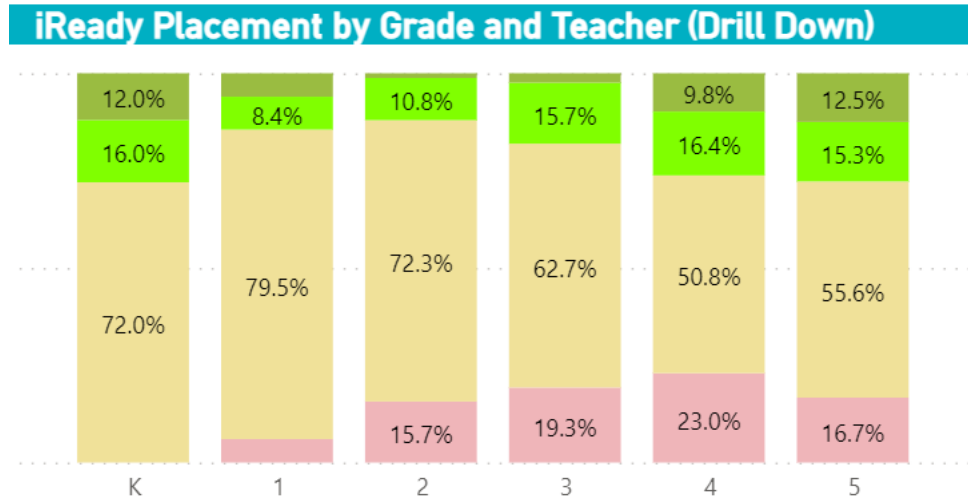
We have increased parent and family engagement activities for quarter 1 and have communicated these engagement nights through School Messenger phone calls, Monthly parent newsletter, PBIS Rewards communication, Twitter and Thursday folders.





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Math:

Reviewing our iReady data from the first diagnostic, we are ensuring our students scoring in the red and yellow are receiving reading and math interventions.

### Third Grade ELA

### Math

Green – 16.9%	2.41%
Lime Green –30.1%	15.7%
Yellow – 28.9%	62.7%
Red – 24.1%	19.3%

### Fourth Grade ELA

### Math

Green – 18%	9.8%
Lime Green – 14.8%	16.4%
Yellow – 50.8%	50.8%
Red – 16.4%	23%

### Fifth Grade ELA

### Math

Green – 24.7%	12.5%
Lime Green – 26%	15.3%
Yellow – 17.8%	55.6%
Red – 31.5%	16.7%

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\*432 students

87 on grade level

285 below 1 grade level

60 below 2 or more grade levels

5<sup>th</sup> Grade – 12 students below 2 or more grade levels, 40 students below 1 grade level

4<sup>th</sup> Grade – 14 students below 2 or more grade levels, 31 students below 1 grade level

3<sup>rd</sup> Grade – 16 students below 2 or more, 52 below 1 grade level



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Quarter of the School Year: 1

Date of Summary: October 21, 2022

School: Glendale Elementary School

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

**Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.**

Number of Walk-throughs to Observe Implementation of African American History Teachings	4
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	09/06/2022, 09/13/22, 09/28/2022, and 10/7/22
Summary of Observation(s):	<p><b><u>Kindergarten</u></b> 8/22-26/22 Kindergarteners spent a week learning about how everyone is special and unique during their Sanford Harmony time.</p> <p><b><u>ELA.K.R.1.1, ELA.K.C.1.2</u></b> 9/2/22 As a part of the Amplify Knowledge unit on The Five Senses, Kindergarteners learned all about Ray Charles, creating a timeline about his life.</p> <p><b><u>1<sup>st</sup> Grade</u></b> <b><u>SS.1.A.2.4</u></b> 10/10/22 First graders read a story about Duke Ellington by Andrea Davis Pinkney, his early life as well as his contribution to jazz music. After reading about his life and music they listened to a sampling of his music and used art to represent the instruments and sounds they heard in his music.</p> <p><b><u>2<sup>nd</sup> Grade</u></b> <b><u>ELA.2.R.1.1, ELA.2.R.3.3</u></b> 8/22/22 As a part of the tall tale unit in Amplify, students studied John Henry. They discussed the tall tale about him and learned that many historians now believe him to be a real person.</p> <p><b><u>3<sup>rd</sup> Grade</u></b>  Aug. 11-12 ELA.3.R.1.1, ELA.3.R.1.3. Read Alouds: The Day You Begin, I Believe I Can, Change Sings</p>



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Teacher read aloud picture books with African American characters and themes to build classroom inclusion and provoke student discussion.

4th Grade

September 12-16 ELA.4.R.2.1, ELA.4.C.2., ELA.4.C.4.1, ELA.4.C.5.1. Enrichment group- research project on inventions & inventors. Students researched a variety of different inventions, which included African American inventors. After researching, students created PowerPoints to present.

September 19-present ELA.4.F.1.4, ELA.4.R.1.1, ELA.4.R.1.2 , ELA.4.R.3.2, ELA.4.V.1.2, ELA.4.V.1.3

Enrichment group- Amplify Novel Study using the book The Season of Styx Malone. The main character of this novel is African American and the plot challenges students to reflect on their relationships with others and examine their own beliefs. Integrates reading, writing, speaking, and listening.

October 10-21 ELA.4.R.1.1, ELA.4.R.1.2, ELA.4.V.1.2, ELA.4.V.1.3

Supplemental Tier 1 Group- students explored folktales learning about this genre and story elements. Many of the folktales used in this genre study included African American characters- Cendrillon, Pretty Salma, 3 Little Cajun Pigs

We did an exercise in Amplify Unit 1 Personal Narratives with reading for Cause and Effect with Lesson 3 "Extraordinary, Ordinary People: A Memoir of Family" by Condoleeza Rice ( The first female National Security Advisor from 2001-2005, and the first female African American Secretary of State from 2005-2009).

**5<sup>th</sup> grade:** The Harlem Renaissance through iReady Magnetic with fifth grade. Students were reading to



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explain central ideas. During the observations students were reading “The Great Migration” by Jacob Lawrence through annotation and thinking aloud to respond. Students created a double bubble thinking map to compare and contrast two African American poets, Langston Hughes and Georgia Douglas Johnson. Students also had a teacher led discussion on the vocabulary terms **discrimination** and **integration** with gender, race, and age. Civil Rights on a City Bus Readworks article was integrated into the lesson as well.

**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  
(i.e., August 1, 2022)

## African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)
1	3	33%	1	2	50%	2	3	67%	13	15	87%

*\*Data should be retrieved from the Power BI 2022 – 2023 Scheduling App – ScheduleAudit.*

*Several of these students are receiving the Fun Read instruction but need to be updated in Focus. This will be addressed immediately. Some of these were just added to our report based on recent testing and they will be scheduled into Fun Read this week.*

**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:  
(i.e., August 1, 2022)

N/A

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

N/A

**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

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All Grade Levels Served by the School (Combined)	
Black/African American (%)	White, Non-Hispanic (%)
N/A	N/A

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> :	<b>MTSS Meetings:</b> 08/30/2022, 09/22/2022, 09/30/2022, 10/4/2022, 10/7/2022, 10/10/2022, 10/12/2022 <b>Leadership Meetings</b> (weekly): 8/17/2022, 9/13/2022, 9/20/2022, 9/27/2022, 10/3/2022 10/10/2022 <b>PBIS:</b> 8/18/2022, 10/20/2022 <b>District support meeting:</b> 09/20/2022
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Continue to review discipline data – provide additional supports to grade levels where discipline is spiking, utilize behavior technician, check-in/check-out with school counselor, and classroom and individual behavior plans <ol style="list-style-type: none"> <li>15% of current ODRs are for our African American students.</li> <li>Implementing monthly PBIS events for 30 Gator Bucks per student.</li> <li>District behavior techs requested to support students needing 1:1 behavior support.</li> <li>PBIS system implemented in cafeteria to increase desired school wide behaviors in all areas.</li> <li>Transportation appreciation during Quarter 2. Include Gator Bucks and explain use to drivers and students.</li> <li>Meet with IPST to create, revise, and update FBA &amp; BIPs to meet students' needs.</li> </ol>
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	<b>MTSS Meetings:</b> 08/30/2022, 09/22/2022, 09/30/2022, 10/4/2022, 10/7/2022, 10/10/2022, 10/12/2022 <b>Leadership Meetings</b> (weekly): 8/17/2022, 9/13/2022, 9/20/2022, 9/27/2022, 10/3/2022 10/10/2022
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<ol style="list-style-type: none"> <li>Instructional groupings for Response to Intervention (RTI) – RTI began full implementation 1<sup>st</sup>-5<sup>th</sup> grade 9/6/2022</li> </ol>





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	<ol style="list-style-type: none"> <li>Literacy coach and literacy interventionist also providing support for students based on MTSS meetings and collaborative planning sessions and data chats with classroom teachers for students Kindergarten through fifth grade</li> <li>Support facilitators' schedules are reviewed and monitored by administration and resource specialist to ensure IEP is being followed as pertaining to push-in (support facilitation in the classroom) or pull-out (resource room).</li> <li>instruction based on need and level of learning</li> <li>Identify students in third, fourth, and fifth grade who did not make goals and/or proficiency last year</li> <li>Share data in monthly grade level data chats and discuss interventions in RTI and Tier II during small group instruction</li> <li>Identified students for GLENDALE U in 3<sup>rd</sup>-5<sup>th</sup> grade for ELA and 3<sup>rd</sup> and 4<sup>th</sup> grade for math.</li> <li>Creating a plan for upcoming additional science support.</li> </ol>
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### 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)

Black/African American (%)	White, Non-Hispanic (%)
N/A	N/A

### 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: (i.e., August 1, 2022)	<p><b>Data Chats</b> (monthly): 08/09/2022, 08/31/2022</p> <p><b>Grade Chair Meetings</b> (monthly): 8/4/2022, 9/12/2022, 10/10/2022</p> <p><b>Leadership Meetings</b>: 8/17/2022, 9/13/2022, 9/20/2022, 9/27/2022, 10/3/2022 10/10/2022</p>
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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):	<ol style="list-style-type: none"> <li>1. Collaborative planning to be done weekly with coach and administration to deliberately plan for monitoring and formatives, along with next steps</li> <li>2. Collaborative planning should incorporate exemplars, rubric, anchor chart, visual reminders of next steps so students know how to monitor their work</li> <li>3. Select teachers should utilize coach to encourage and watch as lessons are delivered to create steps for their classrooms</li> <li>4. Teachers need to actively plan for accountable talk and collaborate with one another with a structure for all students to participate</li> </ol>	

### Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:	Data available for Q1 if needed.	
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 (%)
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	Continue to use school newsletter, PBIS rewards App, Facebook and connect calls.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	N/A	

\*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:	4 interviews
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Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0%	100%
(OPTIONAL) Additional information:	At the start of the 2022-2023 school year, we needed a media specialist, a lab manager and 2 cafeteria monitors. We hired for each of those positions. At this time, we need an ESE self-contained teacher and 1 cafeteria monitor.

### Quarter 1 Evidence:

#### 1.1 - Classroom Walkthrough Form – Mrs. Wright- Kindergarten

Teacher Name: Julie Wright Date: 9/23/22

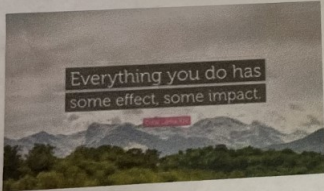
Time: 9:30 Subject: ELA/morning

Some things I noticed today while I was in your room:

It was a pleasure watching how excited your students were to build words with their letter tiles.

Students were practicing letter sounds, blends and making words with their letter tiles. (mad, tad)

Your enthusiasm spread to them and they were eagerly participating. 😊



*Cassidy*

#### 1.2 – Interventionist Schedule (Students' and teachers' names have been removed)

9:00-9:30	RTI- Phonics for Reading
9:30-10:00	1 <sup>st</sup> grade- Sonday 1
10:00-10:30	Kinder- iReady ToolKit
10:30-11:00	2 <sup>nd</sup> grade- Sonday 1
11:00-11:30	2 <sup>nd</sup> grade- Sonday 1
11:30-12:00	Lunch
12:00-12:45	Planning
1:10-1:45	3 <sup>rd</sup> grade- Phonics for Reading

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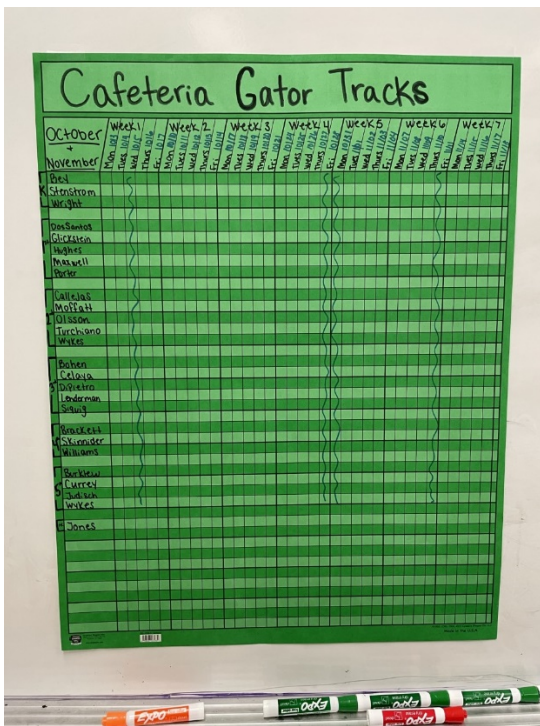


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1:45-2:15	3 <sup>rd</sup> grade- Phonics for Reading
2:15-2:45	4 <sup>th</sup> grade- iReady Toolkit
2:45-3:15	5 <sup>th</sup> grade- iReady Toolkit

### 2.1 – PBIS



### 2.4 – Collaborative Planning Agenda



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*5th grade*

**K- 5 Planning Agenda - Sept. 27, 2022**

Purpose/Goal for Meeting	Norms
<ul style="list-style-type: none"> <li>Complete Guiding Questions</li> </ul>	<ul style="list-style-type: none"> <li>Be responsible: Share the load, follow through</li> <li>Be a respectful participant: take an active role in discussions and listen actively</li> <li>Be flexible and reflective: be open-minded</li> <li>Be focused: stick with task and stay on topic - a PARKING LOT will be used for additional questions, thoughts, etc., to limit interruptions</li> <li>Be prepared: be on time and accountable for ourselves and others</li> </ul>
<b>Materials:</b> Lesson Plans, Pacing Guide, Calendar, Amplify Teacher Guides, and Assessment Calendar	
Guiding Questions	Notes & Next Steps
What will instruction look like? *standards *pacing *engagement	<i>Lesson 12 on Fri. 9/30            (Lesson 15 is assess) Unit 3-poetry</i>
What will formative assessment look like? Monitoring techniques?	<i>-using checklists - trying to make them work for each classroom</i>
How will you use formative assessment to guide instruction and provide student feedback?	<i>- meeting in small group to reflect</i>
How will you Differentiate? Remediate?	<i>*some classroom management issues            provided engagement strat packet</i>
What are some higher order thinking questions that can be used?	
How can we integrate environmental science (when appropriate)?	

*Andrea - email checklist w/ codes*