



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Pelican Island Elementary

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 24, 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?)

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, monitoring strategies, and differentiation. Weekly collaborative planning and monthly data chats with teachers, instructional coaches, and administration continue, focusing on culturally responsive teaching. To reduce discipline referrals, we have increased student recognition by implementing SOAR Student of the Month, weekly attendance incentives, school wide PBIS SOAR ticket rewards, and positive office referrals.



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Date of Summary: October 24, 2022

School: Pelican Island Elementary

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	1
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	September 14, 2022
Summary of Observation(s):	We observed Kindergarten students creating timelines of the events in the life of Ray Charles.

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)						September 19, 2022, September 20, 2022						
African American Students Receiving Interventions for Substantial Reading Deficiencies												
Kindergarten			First			Second			Third			
<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	
0	0		0	0		0	0		1	1	100%	

***Data should be retrieved from the Power BI 2022 – 2023 Scheduling App – ScheduleAudit. Current data in PowerBI is effective after Quarter 1.**

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)	
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.



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Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)	
Black/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> :	September 6, 2022, October 4, 2022
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 Tuesday 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 monthly in the Pelican Press, the school's weekly newsletter.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	September 9, 2022, September 30, 2022, October 7, 2022
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	We have weekly collaborative plannings with a focus on formative assessments and high yield strategies, 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)	
Black/African American (%)	White, Non-Hispanic (%)

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.



African American Achievement Plan 2022-2023

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Date of Quarterly Review of School Improvement Plan: <i>(i.e., August 1, 2022)</i>	August 23, 2022, September 28, 2022									
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):	<p>Provide feedback to teachers visited during impact walks (and school feedback to all)</p> <table border="1" data-bbox="829 646 1502 1873"> <tr> <td data-bbox="829 646 1502 831">Continue to create Weekly Lesson Plans that all teachers are accountable to uphold and follow, with questions for monitoring that are intentionally planned for and then executed, as seen in walkthroughs</td> </tr> <tr> <td data-bbox="829 837 1502 947">Students should have criteria for success (ex. rubric, exemplar, visual schedule of next steps) to be utilized and checked on a regular basis</td> </tr> <tr> <td data-bbox="829 953 1502 1104">Intentionally plan for and teachers need to become actively involved in accountable talk in all subject areas, daily with a protocol in place for student accountability (white boards, timers)</td> </tr> <tr> <td data-bbox="829 1110 1502 1287">Specific feedback given to students: Written specific feedback needs to be given to students on a regular basis (ex. monitoring with colored pen, students going to teacher's desk for check, peer to peer check with structure) to increase student understanding</td> </tr> <tr> <td data-bbox="829 1293 1502 1470">Discipline on Bus: Create assigned seats on bus and give positive referrals (BUS SOAR TICKETS) to those following the rules. This is being addressed as there are minimal ODRs during the day, but a majority of the overall total ODR come from the bus.</td> </tr> <tr> <td data-bbox="829 1476 1502 1627">Attendance: Offer an incentive for perfect attendance each quarter for parents, providing parents with an attendance letter to understand how minutes of tardy/early dismissal add up to instruction lost.</td> </tr> <tr> <td data-bbox="829 1633 1502 1751">When planning for Amplify, there are times that pacing or chunking need to be addressed to teach to the full extent of the standard</td> </tr> <tr> <td data-bbox="829 1757 1502 1873">Increase monitoring to ensure that instruction delivered is aligned with collaborative plans.</td> </tr> </table>		Continue to create Weekly Lesson Plans that all teachers are accountable to uphold and follow, with questions for monitoring that are intentionally planned for and then executed, as seen in walkthroughs	Students should have criteria for success (ex. rubric, exemplar, visual schedule of next steps) to be utilized and checked on a regular basis	Intentionally plan for and teachers need to become actively involved in accountable talk in all subject areas, daily with a protocol in place for student accountability (white boards, timers)	Specific feedback given to students: Written specific feedback needs to be given to students on a regular basis (ex. monitoring with colored pen, students going to teacher's desk for check, peer to peer check with structure) to increase student understanding	Discipline on Bus: Create assigned seats on bus and give positive referrals (BUS SOAR TICKETS) to those following the rules. This is being addressed as there are minimal ODRs during the day, but a majority of the overall total ODR come from the bus.	Attendance: Offer an incentive for perfect attendance each quarter for parents, providing parents with an attendance letter to understand how minutes of tardy/early dismissal add up to instruction lost.	When planning for Amplify, there are times that pacing or chunking need to be addressed to teach to the full extent of the standard	Increase monitoring to ensure that instruction delivered is aligned with collaborative plans.
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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:		
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: (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:	5
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
25%	75%
(OPTIONAL) Additional information:	

P.I.E P.B.I.S. Agenda/Minutes 9/6/22

PBIS Meeting dates (tentative): 10/4, 11/1, 12/6, 1/10, 2/7, 3/7, 4/4, 5/2

- ODR Date for last year and current year

	2021-2022 (08/21-05/05/22)	2022-2023 (8/10 to 9/2)
Total ODRs	52	1 (bus)
Students contributing	19	1
Students with 2+	6	0

21 Minor Infractions' as of 9/2/22
11 Number of students w/ minors as of 9/2/2022

- **Review of PBIS Rewards School wide store:**
 - Price of items, who can help w/ orders being filled and delivered: Williams to reach out to Rochon for safety patrols, volunteers could also help
 - who can help w/ PBIS bulletin board as it needs updated-Watson, Rowe, Corey offered
- **SOAR student of the week**
 - Pictures need to be taken-how do we want to do this and who can assist w/ this-Watson will go to classrooms after announcements and take when available
 - Williams will be making the video for social media and sending to Bagley to post
- 1st Quarter SEB PBIS Celebration on October 4th (outside):
 - Students will have extra recess and an ice pop
- Quarter 2 Celebration will take place on Friday, December 16th (also PBIS Holiday Dress Up or Dress Down Day)
 - Dance in Café
- Quarter 3 Celebration will take place on April 6th (outside)
 - We will need to decide what we will do for this celebration
 - SPD community outreach will come for snow cones and popcorn
- Quarter 4 Celebration will take place on Friday, May 26th (outside)
 - SPD community outreach will come for snow cones and popcorn
 - Luau like last year with stations on the covered hardcourt, bubbles, sidewalk chalk, etc.

Open Forum:

P.I.E P.B.I.S. Agenda/Minutes 10/4/22

PBIS Meeting dates (tentative): 11/1, 12/6, 1/10, 2/7, 3/7, 4/4, 5/2

- ODR Date for last year and current year

	2021-2022 (08/21-05/05/22)	2022-2023 (8/10 to 9/26)
Total ODRs	52	2 (School) 13 (bus)
Students contributing	19	2 students (school) 10 students (bus)
Students with 2+	6	0 (school) 1 (bus)

29 Minor Infractions' as of 9/26/22

20 Number of students w/ minors as of 9/26/2022

- **Review of PBIS Rewards School wide store:**
 - Feedback from staff and students?-students have been shopping in several classrooms, students want more items to choose from, teachers having a difficult time w/ finding a system for students shopping.
 - Williams will reach out to staff to get teacher feedback of how they are allowing students to shop and what system they have in place
- **SOAR student of the week**
 - Members of PBIS team remind you grade level teams to submit names by Thursday of each week
- 1st Quarter SEB PBIS Celebration today (outside): meet at pavilion 1st for ice pop
 - Students will have extra recess/free time outside
- Quarter 2 Celebration will take place on Friday, December 16th (also PBIS Holiday Dress Up or Dress Down Day)
 - Dance in Café
 - Who will Dj?-Rowe
 - Williams to add song request to school store item in November
- Quarter 3 Celebration will take place on April 6th (outside)
 - SEBASTIAN RIVERFRONT FINE ARTS AND MUSIC FESTIVAL, INC. grant ????-no one was interested in taking this one
 - Still need to plan activity for this event-possibly free recess
 - SPD community outreach will come for snow cones and popcorn
- Quarter 4 Celebration will take place on Friday, May 26th (outside)
 - SPD community outreach will come for snow cones and popcorn
 - Luau like last year with stations on the covered hardcourt, bubbles, sidewalk chalk, etc.

Open Forum (comments/concerns): look at bus routes w/ highest referrals (talk w/ students, possible ride along possible yellow color SOAR tickets for drives to pass out), check w/ Erika (IT) re different ticket amounts for PBIS rewards