



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 3

School: Beachland 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 March 22, 2023: _____ 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?)

After reviewing our action step implementation for the quarter, we ended Quarter 3 again with more than 500 students being acknowledged at the Positive Behavior Intervention Support (PBIS) celebration for not having any office discipline referrals. In addition, we have continued strong systems to ensure students have support across the campus from the time they arrive on campus until their departure. With our two data chats for Quarter 3, students were identified who needed more support and instructional groupings for RTI were determined. We recognized approximately 130 students for perfect attendance for Quarter 3.

- Collaborative planning with coaches or admin weekly. Grade levels are provided 5-hours for one week during the quarter to plan from 8:20-9:20.
- During small group instruction, teachers are creating groups based on student needs and areas of progress and opportunities for growth
- Coaches/Teachers review monthly i-Ready pass rates, minutes and unit assessments per class and students track progress
- Differentiated groups occurring daily and switched as needed-pushing rigor as needed for those who are reading on grade level

Quarter 1: 08.10.2022 – 10.10.2022

Quarter 2: 10.11.2022 – 12.21.2022

Quarter 3: 01.09.2023 – 03.17.2023

Quarter 4: 03.27.2023 – 05.31.2023

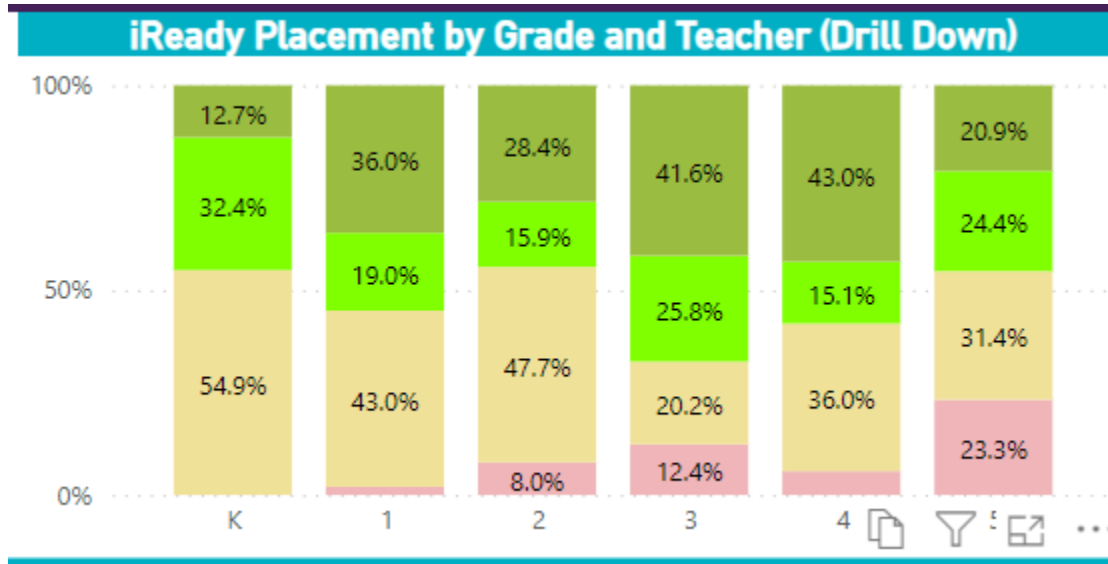


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- Student accountable talk and anchor charts for student use are being implemented with discourse cards for support from iReady in ELA and math
- Administration leaves professional growth forms with a suggested action step for immediate implementation or reflection
- District support for math instruction in grades third and fifth

iReady Diagnostic October 2022



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 – 41.6%	20.5%
Lime Green – 25.8%	22.7%
Yellow – 20.2%	47.7%
Red – 12.4%	9.1%

Fourth Grade ELA

Math

Green – 43.5%	18.8%
Lime Green – 15.3%	34.1%
Yellow – 35.3%	37.6%
Red – 5.88%	9.4%



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Fifth Grade ELA

Math

Green – 20.9%	17.4%
Lime Green – 24.4%	31.4%
Yellow – 31.4%	33.7%
Red – 23.3%	17.4%

*518 students

275 on grade level

198 below grade level

45 below 2 or more grade levels

5th Grade – 20 students below 2 or more grade levels, 27 students below 1 grade level

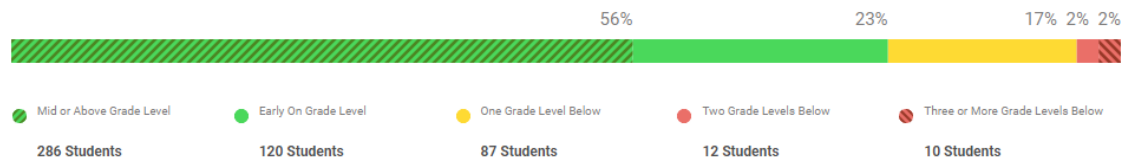
4th Grade – <10 students below 2 or more grade levels, 31 students below 1 grade level

3rd Grade – 18 students below 2 or more, 11 below 1 grade level

iReady Diagnostic March 2023 – Reading

Overall Placement

Students Assessed/Total: 515/516



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Quarter 1: 08.10.2022 – 10.10.2022

Quarter 2: 10.11.2022 – 12.21.2022

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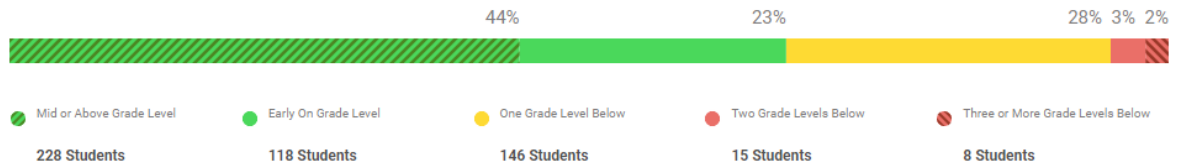
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iReady Math Diagnostic March 2023

Overall Placement

Students Assessed/Total: 515/516



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Grade Level	iReady Reading	iReady Math
K	56% Mid or Above 32% Early on 13% 1 grade level below	47% Mid or Above 18% Early on 35% 1 grade level below
1 st	62% Mid or Above 19% Early on 19% 1 grade level below	53% Mid or Above 9% Early on 34% 1 grade level below 4% 2 grade levels below
2 nd	52% Mid or Above 21% Early on 23% 1 grade level below 5% 2 grade levels below	29% Mid or Above 25% Early on 44% 1 grade level below 2% 2 grade levels below
3 rd	66% Mid or Above 21% Early on 11% 1 grade level below 1% 2 grade levels below	52% Mid or Above 26% Early on 20% 1 grade level below 1% 2 grade levels below



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4 th	59% Mid or Above 21% Early on 15% 1 grade level below 1% 2 grade levels below 5% 3 or more grade levels below	40% Mid or Above 39% Early on 16% 1 grade level below 1% 2 grade levels below 3% 3 or more grade levels below
5 th	37% Mid or Above 29% Early on 20% 1 grade level below 7% 2 grade levels below 6% 3 or more grade levels below	45% Mid or Above 19% Early on 23% 1 grade level below 8% 2 grade levels below 5% 3 or more grade levels below

Grade Level	PM3 Forecast Reading	PM3 Forecast Math
5 th	51.2% (green) 15.9% (yellow) – < 15 students 33.9% (red)	51.2% (green) 11% (yellow) – < 10 students 37.8% (red)
4 th	64.3% (green) 13.1% (yellow) – < 15 students 22.6% (red)	66.7% (green) 16.7% (yellow) – <15 students 16.7% (red)
3 rd	71.3% (green) 9.2% (yellow)- < 10 students 19.5% (red)	79.3% (green) 9.2%(yellow) – < 10 students 11.5%(red)



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Quarter of the School Year: 3

Date of Summary: March 22, 2023

School: Beachland 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)	1/13/23, 2/10/2023, 2/21/2023, 2/28/2023
Summary of Observation(s):	During January and February, all classes K-5 were learning about Martin Luther King, Jr. and celebrating Black History month. Readworks articles and Amplify (ELA) curriculum were used to learn about the contributions of African Americans. In addition, each grade level selected an African American scientist, inventor, or engineer to research and decorate a door. A variety of activities and engaging lessons were used for students to demonstrate their knowledge.

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)						1/24/2023, 1/26/2023, 2/1/2023, 2/2/2023					
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 (%)
0	0	0%	0	0	0%	0	0	100%	1	1	100%

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

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)	



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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)**

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> :	<p>Data Chats: 1/24/2023, 1/26/2023, 2/1/2023, 2/2/2023, 3/2/2023 (fifth grade)</p> <p>Leadership Meetings (weekly): 1/6/2023, 1/13/2023, 1/20/2023, 1/27/2023, 2/10/2023, 3/3/2023, 3/10/2023, 3/17/2023</p> <p>PBIS: 1/6/2023, 2/10/2023, 3/17/2023</p>
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	<p>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</p> <ol style="list-style-type: none"> 1. Schedule change (<10 students) 2. Recess discussion with one grade level 3. Lunch discussion with two grade levels 4. Transportation procedures for one bus route 5. Transportation WAVE expectations provided for every bus (Quarter 4) 6. School counselor visits to every classroom during Sanford Harmony time and lunches

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	<p>Data Chats: 1/24/2023, 1/26/2023, 2/1/2023, 2/2/2023, 3/2/2023 (fifth grade)</p> <p>Leadership Meetings: 1/6/2023, 1/13/2023, 1/20/2023, 1/27/2023, 2/10/2023, 3/3/2023, 3/17/2023</p>
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<ol style="list-style-type: none"> 1. Instructional groupings for Response to Intervention (RTI) – RTI groups are fluid and Kindergarten began small group instruction with



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	<p>students below grade level within homerooms in October</p> <ol style="list-style-type: none"> Instructional groups for RTI will change after March 2023 iReady diagnostic Literacy coach and literacy interventionist continued to provide support for students based on MTSS meetings and collaborative planning sessions and data chats with classroom teachers for students Kindergarten through fifth grade 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). Meetings occur monthly with resource specialist and presence of administration, if applicable Identify students in third, fourth, and fifth grade who are not making adequate growth from October – March iReady diagnostic data as well as progress monitoring data from Tier II instructional groupings Share data in monthly grade level data chats and discuss interventions in RTI and Tier II during small group instruction Baseball theme for Spring Training – Preparing for Assessments – how are we encouraging students to work hard, focus, and strengthen their endurance and determination – closing achievement gaps, while celebrating successes
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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 (%)



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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.

<p>Date of Quarterly Review of School Improvement Plan: (i.e., August 1, 2022)</p>	<p>Data Chats: (monthly) 1/24/2023, 1/26/2023, 2/1/2023, 2/2/2023, 3/2/2023 (fifth grade) Grade Chair: (monthly) 2/3/2023, 3/10/2023 Leadership Meetings (weekly): 1/6/2023, 1/13/2023, 1/20/2023, 1/27/2023, 2/10/2023, 3/3/2023, 3/17/2023</p>	
<p>Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*</p>	<p>* If no, what modifications will be made to address the achievement gap?</p>
<p>Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):</p>	<ol style="list-style-type: none"> 1. Collaborative planning to be done weekly with coach or administration to deliberately plan for monitoring and formatives, along with next steps 2. Collaborative planning should incorporate exemplars, rubric, anchor chart, visual reminders of next steps so students know how to monitor their work 3. Select teachers should utilize coach to encourage and watch as lessons are delivered to create steps for their classrooms 4. Teachers need to actively plan for accountable talk and collaborate with one another with a structure for all students to participate 5. Literacy coach, interventionist, gifted teacher, and support facilitators share data and provide input during collaborative planning and planning for the needs of students 6. School action steps in school improvement plan are addressing implementation of engagement strategies, fidelity of implementation and monitoring, as well as planning for similar tasks across the grade level 7. Baseball theme for Spring Training – Preparing for Assessments – how are we encouraging students to work hard, focus, and strengthen their endurance and determination – closing achievement gaps, while celebrating successes 	



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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:		March 22, 2023	
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 (%)	
39 students	65	60%	
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		<ol style="list-style-type: none"> 1. Continue to advertise on weekly school messenger calls 2. Continue to post on social media accounts 3. Continue to provide hard copies of flyers, permission slips, and program information 4. Continue to make phone calls home for personal invitation 	
(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:	1 interview
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0%	100%
(OPTIONAL) Additional information:	During the month of January, we had two teachers resign. One teacher, who was out on sabbatical, returned January 30, 2023 to take the place of one resignation. We only had four teachers apply for the first-grade position. All potential candidates were white, non-Hispanic, two candidates were looking for a 2023-2024 position, another candidate did not hold a teaching certificate

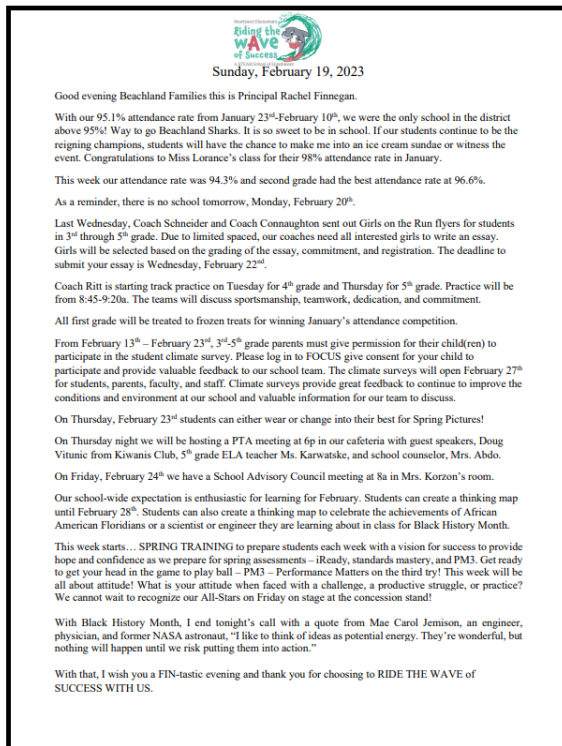


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Quarter 1 Evidence:

1.1 – Black History Month Notification and Activities – Sample School Messenger Call



1.1 – Black History Month Door Decorating Contest – March Newsletter to Highlight Doors from February

<https://www.smores.com/a8qjh>

1.1 - Classroom Walkthrough Form – Mrs. Connaughton Kindergarten, ELA – instruction on MLK Jr. Day

10.2022
21.2022
17.2023
31.2023



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1.2 – Primary Grades Interventionist Schedule *(Students' and teachers' names have been removed)*

Time	Focus
8:50-9:20	Weekly Collaborative Planning K,1,2,3
9:20-9:50	2 nd Grade Teacher A
9:50-10:40	2 nd Grade Teacher B – Push-In
10:45-11:15	3 rd Grade Teacher C
11:20-11:50	1 st Grade RTI Thursday – 3 rd Collaborative Plan
11:50-12:20	Lunch
12:20-12:55	2 nd Grade Teacher B – Skills Intervention
1:00-1:30	3 rd Grade Teacher D Tuesday – Kindergarten Coll Plan
1:30-2:00	3 rd Grade Teacher E
2:00-2:30	3 rd Grade RTI Wednesday – 1 st Collaborative Plan
2:30-3:15	Planning Thursday – 2 nd Coll Plan

Interventions used with the interventionist:

- 1st Grade – Amplify interventions, skills support
- 2nd Grade – Amplify interventions, skills support
- 3rd Grade – Amplify frontload of vocabulary and/or standards, reading fluency
- 3rd Grade RTI – iReady Magnetic

2.1 – Spring Training Concession Stand – Weekly Student Success Celebrations

Baseball

Spring Training at Beachland!

All Star Home Plate Celebrations	Focus	Date	Concession Stand Treat During Lunch
1 st Inning	Attitude	February 24 th	Student choice
2 nd Inning	Commitment	March 3 rd	of treat:
3 rd Inning	Effort	March 10 th	Popcorn
4 th Inning	Grit	March 17 th	Pretzels
5 th Inning	Stamina	March 31 st	Chips
6 th Inning	Perseverance	April 6 th	Juice
7 th Inning	Hard Work	April 14 th	Ice Cream
8 th Inning	Participation	April 21 st	Cookies
9 th Inning	Vision	April 28 th	Slim Jim and much, much more!


- Laminated tickets will be passed out to each teacher
- Students meeting weekly goals will need to bring their ticket to lunch
- All classes that have 80% or more students that meet the weekly goal will be eligible to wear jerseys the following Friday
- Each class should create a team name and submit to admin by 2/24
- Pennants can be made to display on the classroom door (OPTIONAL). A template will be provided.



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2.4 – Grade Chair Agenda



Grade Chair Leadership Meeting
March 10, 2023
Riptide Room


Rachel and Michelle "Your Lead Instructors for the R.I.D.E - Reaching, Inspiring, and Driving Educators"

Members: Administration, Britt Matschner (K), Sarah Evans (1st), Amy Korzon (2nd), Lauryn McDaniel (3rd), Mary Kay Riley (4th), Samantha Crisafulli (5th), Mary Chavers (Instructional Coach), Adrienne Polverari (Cultural Arts), Adrienne Moody (ESE)

Agenda

iReady needs to be close to completion... **DUE 3/14 for ELA and Math**

- Required Instruction (Principals required to submit monthly)
 - o Medal of Honor Day 3/25 *instruction complete by 3/17
 - Lessons from cmohs.org

 Rachel Serra
Mar 9 4:02pm
School: Beachland Elementary

In the media center, 5th grade students may work on their Adobe Spark presentations or Sway presentations for the State Research project.

Date(s)	March 13th - March 17th
Schoolwide/Grade/Course	K-5 Social Studies
Activity/Lesson/Event	Lesson will be provided from www.cmohs.org
	Kindergarten - Citizenship with Pete the Cat 1st Grade - I can be a good citizen 2nd Grade - Making a Difference and/or Share Kindness 3rd Grade - Pure Determination (the difference between effort and commitment) 4th Grade - Sally Ride "Stellar Commitment" 5th Grade - Everyday People Who Serve Others and/or Medal of Honor State Research Project

- o Women's History Month 3/3-3/31
 - Articles by grade level
- Spring Training
 - o Baseball Theme (Team Names)
 - o K-5 Next Friday
- Sustaining and Strengthening
 - o Impact Review March Highlights
 - o Anchor Charts, Accountable Talk, Monitoring (when do you monitor)
- Attendance plan (SIP Goal for Quarter 3)

- Attendance Plan - students and staff
- Ensuring WHY - excuses absences, notifying Gilda for excuses

➤ PBIS

- o Discipline Data
- o CIRs vs. ODRs
- o Events (Q3 and Q4)

Reminders

- Informal and formal observations - informal required by 3/17 (quarter 3)
- Grades for Quarter 3 CLOSE 3/29, Quarter 4 CLOSE 5/26 (no exceptions)
- Legends for Learning a great reinforcement activity - enrichment
- iReady Grade-level scaffolding and Math prerequisites

Notes/Open Discussion:

You can't stop the waves, but you can learn to ride!"