



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 3

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 December 16, 2022: CC

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, including our 2nd PBIS recognition event for our Gator Track Cafeteria Challenge. We have created strong systems to ensure students have support across the campus from the time they arrive on campus until their departure. For example, We are continuing to support bus behaviors by also providing the bus drivers with Gator Bucks to incentivize school wide PBIS expectations on the bus to reduce transportation discipline. Additionally, we have planned for upcoming celebrations for iReady diagnostic, FAST PM3 and a pep rally leading up to testing to get our students in the mind set to do their best!

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



African American Achievement Plan 2022-2023 Assurances of Implementation of Strategies/Action Steps

planning, we are promoting and focusing on monitoring strategies for teachers to monitor student progress. We are seeing teacher develop a way of monitoring for them that is more authentic to their classroom environment.

This quarter, we conducted a second data chat focused solely on math to monitor the implementation of math RTI groups in all grades K-5 . During this meeting, we were able to adjust progress monitoring and ensure that students were placed in the correct groups.

We are actively increasing parent and family engagement activities for this school year and have communicated these engagement nights through School Messenger phone calls, Monthly parent newsletter, PBIS Rewards communication, Twitter and Thursday folders. In Quarter 3, we held 6 family engagement activities that families could participate in. These events ranged from weekday, weeknight, and weekend events.



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

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Date of Summary: March 1, 2023

School: Glendale 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	6						
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	1/11, 2/2, 2/9, 2/16, 2/27, 3/6						
Summary of Observation(s):	<p>Kindergarten: Read Works Article on Shirley Chisolm- answer comprehension questions and complete a thinking map of facts about her life.</p> <p>1st grade: ELA.1.C.1.4; ELA.1.C.3.1 Enrichment RTI- Using a Read Works article on Simone Biles, write about her life using at least 3 sentences. Include facts and a concluding sentence. R.3.1, C.1.4, C.3.1, V.1.3 RTI Enrichment group- Read Works article on MLK, JR. Bubble map using descriptors from the article. Answer comprehension questions using text evidence. Write three sentences about MLK, Jr. using your bubble map. SS.1.A.2.3, SS.1.A.2.1 ReadWorks Passage for Black History Month on Shirley Chisholm AA.1.2, AA.2.3, A.2.4 Learn about Martin Luther King Jr. and why we celebrate KWL tree map on chart paper</p> <p>2nd grade:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 30%;"></td> <td>Rosa Parks, Ruby Bridges, Ron McNair, Henry's Freedom Box with comprehension and writing activities, crafts.</td> </tr> <tr> <td>ELA 2.2</td> <td></td> </tr> <tr> <td></td> <td>Jackie Robinson article and reflection activities</td> </tr> </table>		Rosa Parks, Ruby Bridges, Ron McNair, Henry's Freedom Box with comprehension and writing activities, crafts.	ELA 2.2			Jackie Robinson article and reflection activities
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African American Achievement Plan 2022-2023 Assurances of Implementation of Strategies/Action Steps

	<p>3rd grade: Read Aloud: Young Frederick Douglass, Freedom Fighter</p> <p>4th grade: 4th Grade ELA- 1. As part of our Amplify Eureka unit, we studied George Washington Carver. 2. Another Amplify unit was all about the American Revolution. The unit highlighted the contributions of James Lafayette Armistead, Crispus Attucks, Phyllis Wheatley, Mum Bett, Peter Salem and Saul Matthews.</p> <p>5th grade: ReadWorks: Hidden Figure of the Space Race: Katherine G. Johnson, RTI and small groups have gone over the Harlem renaissance through IReady.</p>
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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)	2/28 & 3/14
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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>	Percent 100%	<i>Ct Need Fun Read & Scheduled:</i>	<i>Ct Need Fun Read:</i>	Percent 100%	<i>Ct Need Fun Read & Scheduled:</i>	<i>Ct Need Fun Read:</i>	Percent 100%	<i>Ct Need Fun Read & Scheduled:</i>	<i>Ct Need Fun Read:</i>	Percent 100%
0	0		1	1		2	2		6	6	

**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)	
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



African American Achievement Plan 2022-2023 Assurances of Implementation of Strategies/Action Steps

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> :	1/18, 2/9, 3/16
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	<ul style="list-style-type: none"> Completed second round of Gator Track Cafeteria challenge and had the class celebrations for top earners in each grade level. Now in challenge number 3 and approaching the next celebration date. The team adjusted the amount of Gator Bucks needed to participate in monthly PBIS events to better represent the number of students able to participate and to alter some of the undesired behaviors occurring at different times throughout the nine weeks.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	2/28 & 3/14
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<ul style="list-style-type: none"> we conducted a follow up data chat focused solely on math to track the implementation of math RTI groups in all grades K-5. During this meeting, we were able to adjust students in groups, materials being used, and progress monitoring procedures. Review of all unit assessments, diagnostic and FAST testing was held with each grade level to review, reflect and set expectations and goals for the teachers and students moving forward. The goal for the year is that we are in the top 5 elementary schools, which means that we need to consistently perform in the top 5 each time for each assessment.

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.



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

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.		
Date of Quarterly Review of School Improvement Plan: <i>(i.e., August 1, 2022)</i>	1/11, 3/6	
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):	<ul style="list-style-type: none"> • Additional students have been identified to attend Glendale University and to join Spring Break Camp based on findings on PBI. • Math RTI groups were started in 2nd quarter, and we have had a 6 week follow up data chat to adjust and plan for the remainder of the year. 	

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:		Wednesday 3/1/2023- met with coaches to identify new students for Glendale U and students to attend Spring Break Camp.	
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 (%)	
27	89	31%	
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		<ul style="list-style-type: none"> • Additional students have been identified to attend Glendale University for the 3rd session after Spring Break. Students were invited based off of their Spring iReady Diagnostic performance in preparation for closing gaps prior to FAST PM3. 	



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

- We are hosting the first annual Spring Break Camp for 4th and 5th grade students to work on reading, math and science skills to increase their understanding prior to PM3. Students were invited after analyzing PM1, PM2, science and iReady performance on PBI.

(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 for quarter 3
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0%	100%
(OPTIONAL) Additional information:	

Quarter 2 Evidence:

Strategy AAAP 1.1: 4th grade ELA Amplify Unit



Name: _____ ←

Birthdate: _____

Birthplace: _____

Inventor(s): _____

Describe a challenge or disappointment that this inventor faced.

Name one fact about this inventor or the story of his/her invention that you find interesting.

Strategy AAAP 3.1: Chorus Performance



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



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Strategy AAAP 2.1: PBIS Event- Hot chocolate with the Principal January 20th



Strategy AAAP 2.4: SIP goal- increase family engagement.

- **PTA Grandparents Breakfast**



- **Science Fair Award Ceremony**

