



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

**Quarter of the School Year: 3**

**School: Dodgertown 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 31, 2023: \_\_\_\_\_ A.V. (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?)

- There is evidence school-wide of using standards-based curriculum resources.
- Collaborative planning will continue to be an area of focus for Q4.
- Next step: Use data to reconfigure small groups for intensive instruction.
- Next step: Implement a 5-Week Plan for intervention groups: Grades 3-5 ELA/Math, 5 Science.
- Next step: Construct a Fidelity of Implementation Checklist and monitor the 5-Week plan.



# African American Achievement Plan 2022-2023

## Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 3

Date of Summary: April 7, 2023

School: Dodgertown Elementary School

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

<b>Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.</b>	
Number of Walk-throughs to Observe Implementation of African American History Teachings	10
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)if	February 6, 7, 9, 13, 14, 15, 16, 21, 22, 23
Summary of Observation(s):	In Quarter 3, lesson plans in Grade 4 featured daily African American History teaching during Social Studies and/or Amplify ELA curriculum. Each morning during the month of February 6-28, at least one African American was described during morning announcement on TEAMS. Classes competed to name (in the TEAMS chat area) the African American whose contributions to History were described.

<b>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.</b>												
Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3 (i.e., August 1, 2022)						3/8, 3/9, 3/10, 3/13, 3/14, 3/15, 3/16						
<b>African American Students Receiving Interventions for Substantial Reading Deficiencies</b>												
<b>Kindergarten</b>			<b>First</b>			<b>Second</b>			<b>Third</b>			
<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	
7	7	100%	3	4	75%	6	10	60%	<b>11</b>	<b>14</b>	<b>79%</b>	

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

<b>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.</b>	
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:	



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

**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**

<b>Date(s) of Problem-Solving Session(s) for <u>Discipline</u>:</b>	3-13-2023
<b>Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>:</b>	To be proactive, the School Counselor and Behavior Tech rotated through each grade level on Friday in the Media Center to deliver lessons such as bullying, prevention, social skills, communication, etc.

**Achievement**

<b>Date(s) of Problem-Solving Session(s) for <u>Achievement</u>:</b>	3-10-2023 and 3-16-2023
<b>Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>:</b>	As a result of the school-based (Leadership Meeting) and district-based problem-solving sessions, a 5-week plan of action steps were devised to be implemented by the 3 academic instructional coaches, the K-3 interventionist, principal, assistant principal, homeroom teachers, etc. The K-2 portion of the plan provides support to close achievement gaps in literacy skills before the end of the school year. Also, there are provisions in the 5-week plan for 3-5 ELA and Math support as well as 5 <sup>th</sup> grade Science support. Administrators will use the fidelity implementation checklist to monitor the implementation of the 5-week plan.

**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 (%)



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

<b>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.</b>		
Date of Quarterly Review of School Improvement Plan: (i.e., August 1, 2022)	1/30/2023 and 3/13/2023	
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"> <li>• Next step: Use data to reconfigure small groups for intensive instruction.</li> <li>• Next step: Implement a 5-Week Plan for intervention groups:               <ul style="list-style-type: none"> <li>○ Grades 3-5 ELA</li> <li>○ Grades 3-5 Math</li> <li>○ Grade 5 Science</li> <li>○ Grades K-3: Use K-2 Literacy Coach and K-3 Interventionist to push into classrooms to pull intervention groups while classroom teachers pull groups to close achievement gaps in skills.</li> </ul> </li> <li>• Next step: Construct a Fidelity of Implementation Checklist and monitor the 5-Week plan.</li> </ul>	

<b>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.</b>		
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:	03-31-2023	
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 (%)
<b>96</b>	233	41.2%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		
<b>(SECONDARY ONLY)</b> Number of Students Participating in the African American Student Council (All Grade Levels)	<ul style="list-style-type: none"> <li>• Encourage staff to share notices via Rewards app</li> <li>• Encourage staff to share notices via social media</li> <li>• Continue to send individual notifications</li> </ul>	



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*\*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:	
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
60%	40%
(OPTIONAL) Additional information:	



# African American Achievement Plan 2022-2023

## Documentation Evidence

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

### AFRICAN AMERICAN HISTORY MONTH OF FEBRUARY

**02/27, MONDAY: Colin Luther Powell** | 1937 – 2021) was an American politician, statesman, diplomat, and United States Army officer who served as the 65th United States Secretary of State from 2001 to 2005. He was the first African-American Secretary of State. He served as the 15th United States National Security Advisor from 1987 to 1989 and as the 12th Chairman of the Joint Chiefs of Staff from 1989 to 1993. [REDACTED] was born in New York City in 1937 to parents who had emigrated from Jamaica. He was raised in the South Bronx and educated in the New York City public schools. He was a professional soldier for 35 years, during which time he held many command and staff positions and rose to the rank of four-star general. He was Commander of the U.S. Army Forces Command in 1989.

**02/28, TUESDAY. Condoleezza Rice** born November 14, 1954

American diplomat and political scientist who is the current director of the Hoover Institution at Stanford University. A member of the Republican Party, she previously served as the 66th United States secretary of state from 2005 to 2009 and as the 19th U.S. national security advisor from 2001 to 2005. [REDACTED] was the first female African-American secretary of state and the first woman to serve as national security advisor. Until the election of Barack Obama as president in 2008, [REDACTED] and her predecessor, [REDACTED], were the highest-ranking African Americans in the history of the federal executive branch (by virtue of the secretary of state standing fourth in the presidential line of succession). At the time of her appointment as Secretary of State, [REDACTED] was the highest-ranking woman in the history of the United States to be in the presidential line of succession..

**02/20, MONDAY: No School**

**02/21, TUESDAY: Martin Luther King Jr. | Minister| Activist|1929-1968** [He] was an American Baptist minister and activist, one of the most prominent leaders in the civil rights movement from 1955 until his assassination in 1968. On October 14, 1964, King won the Nobel Peace Prize for combating racial inequality through nonviolent resistance. King delivered a 17-minute speech, later known as "I Have a Dream" in which he envisioned everyone being "able to sit down together at the table of brotherhood."

**02/22, WEDNESDAY: Harriet Tubman** | Abolitionist | Social Activist| 1822-1913

[She] was a worker on the Underground Railroad, [REDACTED] made 13 trips to the South, helping to free over 70 people. She led people to the Northern free states and Canada. This helped [REDACTED] gain the name "Moses of Her People".

**02/23, THURSDAY: Barack Hussein Obama II** born August 4, 1961) is an American retired politician who served as the 44th president of the United States from 2009 to 2017. [REDACTED] was the first African-American president of the United States. He previously served as a U.S. senator from Illinois from 2005 to 2008 and as an Illinois state senator from 1997 to 2004, and previously worked as a civil rights lawyer before entering politics.

**02/23, THURSDAY: James Earl Jones**|American Actor|1931-

(He) is an American actor. He has been described as "one of America's most distinguished and versatile" actors for his performances in film, television, and theater. [His] voice has been praised as a "a stirring basso profundo that has lent gravel and gravitas" to his projects, including live-action acting, voice acting, and commercial voice-overs. He was born with a childhood stutter, [REDACTED] and has said that poetry and acting helped him overcome the disability. Although he as won 1-3 of the following awards (Academy, Tony, Primetime Emmy, Grammy, and Golden Globe), he gained international fame for his voice acting as Darth Vader in the original 1977 film and Simba's father Mufasa in the Lion King.

**02/24, FRIDAY: Benjamin Solomon Carson Sr.** (born September 18, 1951) is an American retired neurosurgeon and politician who served as the 17th United States Secretary of Housing and Urban Development from 2017 to 2021. A pioneer in the field of neurosurgery, he was a candidate for President of the United States in the 2016 Republican primaries.

[REDACTED] became the director of pediatric neurosurgery at the Johns Hopkins Children's Center in 1984 at age 33, then the youngest chief of pediatric neurosurgery in the United States.

In 1987, he gained significant fame after leading a team of surgeons in the first known separation of conjoined twins joined at the back of the head. His additional accomplishments include performing the first successful neurosurgical procedure on a fetus inside the womb, developing new methods to treat brain-stem tumors, and revitalizing hemispherectomy techniques for controlling seizures He wrote over 100 neurosurgical publications. He retired from medicine in 2013; at the time, he was professor of neurosurgery, oncology, plastic surgery, and pediatrics at the Johns Hopkins School of Medicine.[10]

Carson has received numerous honors for his neurosurgery work, including more than 60 honorary doctorate degrees and numerous national merit citations.[16] In 2008, [REDACTED] was bestowed the Presidential Medal of Freedom, the highest civilian award in the United States.[17] In 2010, he was elected into the National Academy of Medicine.[18] [REDACTED] has also written or co-written six bestselling books.

**2/13, MONDAY: Mae Jemison** | Astronaut, Physician, Teacher|1956-

[REDACTED] She is the first African American woman who orbited into space aboard the shuttle [Endeavour](#). She's also a physician, teacher, and Peace Corps volunteer; after her work with NASA, she founded the [REDACTED] Group [in her name], which



# African American Achievement Plan 2022-2023

## Documentation Evidence

develops scientific and technological advancements. [She] [redacted] continues to work toward helping young women of color get more involved in technology, engineering, and math careers.

**2/14, TUESDAY:** Marian Anderson | Singer | 1897-1993

Though she's considered one of the greatest contralto singers in the world, [redacted] [she] was often denied the opportunity to show off her unique vocal range [redacted]. However, in 1955, she became the first African American to perform at the Metropolitan Opera, and in 1957, she went on a 12-nation tour sponsored by the Department of State and the American National Theatre and Academy. She documented the experience in her autobiography, [redacted]. In 1963, she was awarded the Presidential Medal of Freedom. Her last major accomplishment before her death was receiving the Lifetime Achievement Award at the Grammys in 1991.

**2/15, WEDNESDAY:** [redacted], Engineer| [redacted], Mathematician| [redacted], Mathematician

[She was] [redacted], NASA's first African American female engineer, who along with pioneering mathematicians [redacted] and [redacted] helped NASA send the first American to space. Hidden Figures is a book and film about the 3 American mathematicians who worked at NASA during the Space Race.

**2/16, THURSDAY:** [redacted] | 1875-1955| Educator, Philanthropist

Mary Jane McLeod Bethune (née McLeod; July 10, 1875 – May 18, 1955[1]) [She] was an American educator, philanthropist, humanitarian, womanist,[2] and civil rights activist.

Born in Mayesville, South Carolina, she started working in fields with her family at age five. She took an early interest in becoming educated; with the help of benefactors, [redacted] [She] attended college hoping to become a missionary in Africa. She started a school for girls in Daytona Beach, Florida. It later merged with a private institute for boys and was known as the [redacted] School. She maintained high standards and promoted the school with tourists and donors [redacted]. She was president of the college from 1923 to 1942, and from 1946 to 1947. She was one of the few women in the world to serve as a college president at that time.

**2/17, FRIDAY:** No School

**2/6, MONDAY:** Maya Angelou | Poet | 1928-2014

This American poet, singer, memoirist, and civil rights activist with a colorful and troubling past highlighted in her most famous autobiography, "I Know Why The Caged Bird Sings". She published seven autobiographies, three books of essays, several books of poetry, and is credited with a list of plays, movies and television shows spanning over 50 years. Her works have been considered a defense and celebration of African American culture.

**2/7, TUESDAY:** Ruby Bridges | Civil Rights Activist | 1954-present

At age 6, this American activist embarked on a historic walk to school as the first African American student to integrate the William Frantz Elementary School in Louisiana. She ate lunch alone and sometimes played with her teacher at recess, but she never missed a day of school that year. In 1999, she established a foundation in her name to promote tolerance and create change through education. In 2000, she was made an honorary deputy marshal in a ceremony in Washington, DC.

**2/8, WEDNESDAY:** Kobe Bryant | NBA star, humanitarian| 1978-2020

Drafted right out of Lower Merion High School at the age of 17, this NBA star and humanitoarian won five titles as one of the marquee players in the Los Angeles Lakers franchise. He was a member of the gold medal-winning U.S. men's basketball teams at the 2008 Beijing Olympic Games and the 2012 London Olympic Games. In 2015 he wrote the poem "Dear Basketball," which served as the basis for a short film of the same name he narrated. The work won an Academy Award for best animated short film. A vocal advocate for the homeless he and his wife, Vanessa started the [redacted] Family Foundation aimed to reduce the number of homeless in Los Angeles. [redacted], [he], his daughter Gigi, and seven other passengers [redacted] [perished] in a helicopter crash in late January 2020.

**2/9, THURSDAY:** Bessie Coleman | Civil Aviator | 1892-1926

This American aviator was the first African American woman to fly an airplane. When [redacted] flying schools denied her entrance [redacted], she taught herself French and moved to France, earning her license from Caudron Brother's School in just seven months. She specialized in stunt flying and performing aerial tricks. Reading stories of World War I pilots sparked her interest in aviation.

**2/10, FRIDAY:** Serena Jameka Williams |Tennis Player |1981-present

This American tennis player emerged from Compton to become the world's No. 1 player. She has won 23 major singles titles, the most by any man or woman in the Open Era. The Women's Tennis Association ranked her world No. 1 in singles on eight separate occasions between 2002 and 2017. She has competed at three Olympics and won four gold medals.

### Discovery Ed (video quizzes):

- Doris Miller – Dec. 7<sup>th</sup>
- Principles of Kwanzaa – Dec. 19<sup>th</sup>
- Martin Luther King, Jr. – Jan. 13<sup>th</sup>
- African & African-American Folktales – Feb. 10<sup>th</sup>

### Reading & Annotate Handouts:

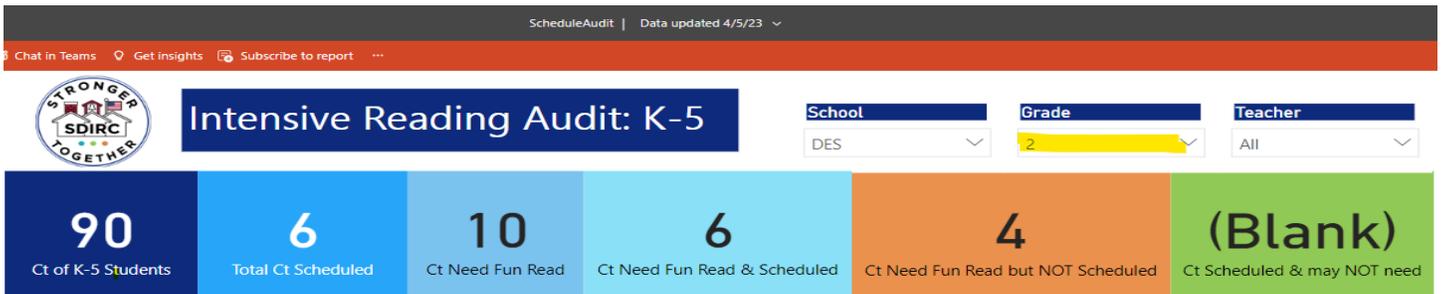
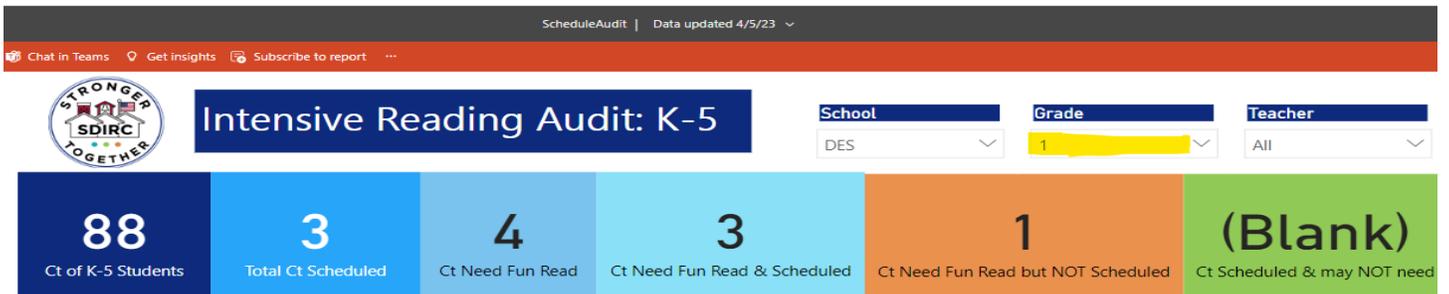
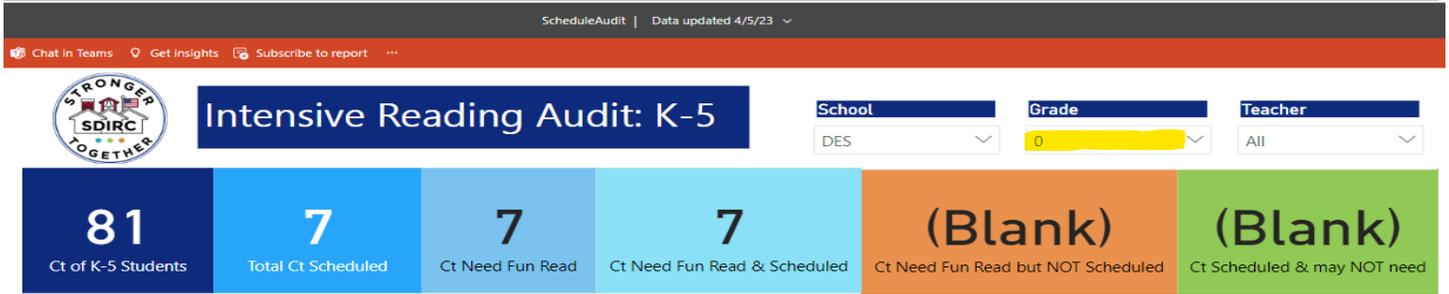
- Ruby Bridges – Feb. 7<sup>th</sup>
- Jesse Owens – Feb. 7<sup>th</sup>
- Harriet Tubman – Feb. 16<sup>th</sup>
- Rosa Parks – Feb. 16<sup>th</sup>
- Martin Luther King, Jr. – Feb. 16<sup>th</sup>



# African American Achievement Plan 2022-2023

## Documentation Evidence

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



**Need Fun Read but Not Scheduled**

Student ID	Schl	Name	Gd	Race/Eth	ED	ESE	ELL	PM1 SS	PM1 AL	PM1 Per	PM2 SS	PM2 AL
217688	DES	Cokley, Paige	2	B	Y	N	ZZ					
217690	DES	Cokley, Dylan	2	B	Y	N	ZZ					
228355	DES	Chadwick, Austin	2	W	Y	Y	ZZ					
228481	DES	Messarina Santanilla, Cesar	2	H	Y	N	LY					

This dashboard utilizes the students' prior year FSA ELA performance level (Level 1) for grades 4-5 and the 22-23 Fall iReady percentile (Below 9th percentile) for grades KG-3 to determine if a student should be scheduled in Functional Reading Skills (Fun Read - 5010022 for K-2 and 5010026 for Grade 3-5) according to the 22-23 Reading Plan.



# African American Achievement Plan 2022-2023

## Documentation Evidence



**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.

**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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## Documentation Evidence

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

Achievement

### DTE Q3 Climate & Culture Impact Review

Date Range 01/11-23 thru 03-07-23

Summary of data findings to support SIP goal(s):

Discipline					
Minor Infractions		ODR's		Transportation	
Q2 MI #45	Q3 MI #94	Q2 ODR#25	Q3 ODR#18	Q2 Trans#10	Q3 Trans#12
Ethnic Gr. B-35 H--3 W-6 A-0 O-1 I-0	Ethnic Gr. B-75 H-10 W-8 A-0 O-1 I-0	Ethnic Gr. B-17 H-3 W-5 A-0 O-0 I-0	Ethnic Gr. B-13 H-1 W-4 A-0 O-0 I-0	Ethnic Gr. B-9 H-0 W-0 A-0 O-1 I-0	Ethnic Gr. B-11 H-0 W-1 A-0 O-0 I-0
SWD -12	SWD-2	SWD - 8	SWD-6	SWD - 1	SWD-1
ELL - 0	ELL-4	ELL - 0	ELL-0	ELL - 0	ELL-0
Ss w/2+MI	Ss w/2+MI 22	Most Freq Code IPC	Most Freq Code Inappropriate Behavior	Most Freq Code Unsafe Behavior	Most Freq Code Inappropriate Behavior
Grade Level W/ Highest KG	Grade Level W/ Highest 1st	Grade Level W/ Highest 2nd	Grade Level W/ Highest 4th	Grade Level W/ Highest KG	Grade Level W/ Highest 2nd & 3rd Tied
Most Freq. Day Wednesday	Most Freq. Day Wednesday	Most Freq. Day Wednesday	Most Freq. Day Tuesday	Most Freq. Day Tuesday	Most Freq. Day Tues/Wed/Thur.
Most Freq. Locat. Classroom	Most Freq. Locat. Classroom	Most Freq. Locat. Classroom	Most Freq. Locat. Classroom		
Count of S's Gen. 30	Count of S's Gen. 43	Count of S's Gen. 6	Count of S's Gen. 14	Count of S's Gen. 8 ODR's for HEP 1	Count of S's Gen. 10 ODR's for HEP 5

### Achievement

Fidelity of Implementation Checklist ★ 04-04-2023

VERNETTE		VERNETTE/ PATTERSON	PATTERSON	
3-5 Math	5 Science	K-3 Interventionist	3-5 ELA	K-2 ELA
Denise Swanigan	Elizabeth LaViska	Carin Phillips	Stacey Miller	Jennifer Davis
08:45-09:15 Teacher-Led PE @Maddalon	08:45-09:15 Teacher-Led PE @LaViska	08:50-09:20 Tchr-Led PE Gr1-2 @Comp Lab, T3, Lexia	08:45-09:15 Teacher-Led PE @Soares	08:50-09:20 Teacher-Led PE @Morgan's, Lexia
09:15-09:45 Rtl @IC's Room	09:15-09:45 Rtl @LaViska	09:20-09:50 ELA Skills, Gr. 1 @Filippone, Co-Teaching Support	09:15-09:45 Rtl @Mooney	30 Minutes
09:50-10:20 Math @McKnight (McKnight's HR)	09:45-10:25 Science @Whole Group (Sloan's HR)	09:50-10:20 ELA Skills, Gr. 1 @Filippone, Co-Teaching Support	09:45-10:15 ELA @Sloan (Lampert's HR)	09:50-10:20 ELA Skills @Fannin's, Lexia
10:20-10:50 Math @Maddalon (Maddalon's HR)	10:25-10:55 Science @Small Groups (Sloan's HR)	10:20-10:50 LUNCH @LUNCH for Phillips	10:20-10:50 ELA @Arreola (Arreola's HR)	10:20-10:50 LUNCH @LUNCH for Davis
10:50-11:20 Math @Lampert (LaViska's HR)	10:55-11:15 Recess @Recess (Sloan's HR)	10:55-11:20 ELA Skills (Last 30), Gr K @Lediju, T1 Supplemental Support King, Willis, Travis, Axel (L.S, cvc, tapping)	10:50-11:20 ELA @Soares (Soares 's HR)	10:50-11:20 Knowledge (Last 30) @Hicks, iReady Tools, PA
11:20-11:50 Math @Lampert (Sloan's HR)	11:15-11:55 Science @Whole Group (Lampert's HR)	11:20-11:50 Rtl, Grade K @Lang, Comp, iRdy Mgntc	11:20-11:50 ELA @Mooney (Maddalon's HR)	11:20-12:05 PLANNING @Planning
11:50-12:20 PLANNING @Planning	11:55-12:25 Science @Small Groups (Lampert's HR)	12:00-12:30 Knowledge (Last 30), Gr 1-2 Th,F@Inman, Comp Group M,T,W@Filippone, Co-Teach	11:55-12:25 ELA/Science @LaViska (Lampert's HR)	12:05-12:35 Knowledge (Last 30) @Fannin's, iReady Toolbox Phonics
12:20-12:50 LUNCH @LUNCH for Swanigan	12:25-12:45 Recess @Recess (Lampert's HR)	12:35-01:00 Rtl, Grade 2 @Office, T2, Sunday 1	12:30-01:00 ELA @Arreola (McKnight's HR)	12:35-01:00 Rtl @Fannin's, Lexia
12:50-01:20 Math @McKnight (Marginean's HR)	12:45-01:15 LUNCH @LUNCH for 5th Gr, LaViska	01:00-01:25 Rtl, Grade 1 @Filippone T2, Sunday 1	01:00-01:30 LUNCH @LUNCH for Miller	12:55-01:25 Rtl @Morgan's, Lexia
01:20-01:50 Math @McKnight (Arreola's HR)	01:15-01:55 Science @Whole Group (LaViska's HR)	01:35-02:00 ELA, Grade 3 @Arreola (need list of students)	01:30-02:00 ELA @Arreola (Marginean's HR)	01:40-02:00 Social Studies/Science @Lediju FCRR Resources, HFWS, Blending, Segmenting CVC words
02:00-02:25 Math @Maddalon (Maddalon's HR)	01:55-02:25 Science @Small Groups (LaViska's HR)	02:00-02:45 PLANNING @Planning	01:45-02:15 ELA @Sloan (Sloan's HR)	55 Minutes
02:25-02:50 Math @Lampert (Lampert's HR)	02:25-02:45 Recess @Recess (LaViska's HR)	02:00-02:45 PLANNING @Planning	02:15-02:45 ELA @Sloan (Sloan's HR)	02:25-02:45 Recess @Recess (LaViska's HR)
02:50-03:20 Math @Soares (Soares' HR)	02:45-03:20 PLANNING Cultural Arts @Small Group (Standards-Based)	02:50-03:20 Grade 2 (1 Gr. 1) @Computer Lab, T3, Lexia	02:50-03:20 ELA @Mooney (Mooney's HR)	02:55-03:25 Social Studies/Science @Filippone, Amplify ARG interventions, HFWS, Blending, Segmenting CVC Words



## African American Achievement Plan 2022-2023

### Documentation Evidence

School Action Steps (SAS)				
School Name:	Dodgertown Elementary			
Type of Review	Action Item	Administrat or Responsibil	Due Date	Status
Impact Review	<p>Discipline - Minors - Sixty-six percent (66%) of your minor infraction events are single student events meaning 42% are from the same student. DTE is consistent with most frequent days of the week - Wednesdays across the board. Classroom is high for both minor and ODRs. The same last time. The percentage of African-American students that make the school population is 51%, but the population of African American students that received an ODR was 68%. Eighteen (18) of the 23 students generating ODR events are African-American. Grade chairs should receive their updated data for PBIS rewards usage. Target Kindergarten and 2nd grade for some classroom guidance addressing Inappropriate behaviors. <b>The Leadership Team visited All Grade 2 classes during Cultural Arts to review PBIS BASE expectations, especially during transitions and lunch. Students received incentives and commendations in the cafeteria.</b></p> <p>The last quarter the behavioral focus was fighting. It was noted that an anti-bullying rotation through specials will take place starting Friday. The PBIS Bus pilot is in progress. Take-Home Wednesday which is promoting parent involvement through the dissemination of activities that student can do with their parent. Students receive PBIS rewards for completing the activity with their family member. Students are being celebrated for their participation in this activity. Family participation earns bonus rewards.</p>	M. Mitchell, A. Vernette, A. Patterson, J. Davis	Q3	<b>Complete</b>
Impact Review	<p>Attendance - Classroom attendance competition activities will begin next week. (e.g., spelling out P.E.R.F.E.C.T). Grade level recognitions in the morning with the best attendance. This is reflected on the attendance board. Recommended attendance contracts and classroom morning meetings are promoting positive behavior and the attendance of school. Target Kindergarten and 2nd grade as well as students with disabilities. There is 90 African-American students that are falling in the chronic range. Two-hundred and fifty three (253) total of African American and 90 are chronic and 52 are falling in the severe range.</p>	M. Mitchell, A. Vernette, A. Patterson	Weekly in Q3	<b>In Progress</b>



# African American Achievement Plan 2022-2023

## Documentation Evidence

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

## Documentation Evidence

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.

Fidelity of Implementation Checklist ★ 04-04-2023

VERNETTE		VERNETTE/ PATTERSON		PATTERSON	
3-5 Math	5 Science	K-3 Interventionist	3-5 ELA	K-2 ELA	
Denise Swanigan	Elizabeth LaViska	Carin Phillips	Stacey Miller	Jennifer Davis	
08:45-09:15 Teacher-Led PE @Maddalon	08:45-09:15 Teacher-Led PE @LaViska	08:50-09:20 Tchr-Led PE Gr1-2 @Comp Lab, T3, Lexia	08:45-09:15 Teacher-Led PE @Soares	08:50-09:20 Teacher-Led PE @Morgan's, Lexia	
09:15-09:45 Rtl @IC's Room	09:15-09:45 Rtl @LaViska	09:20-09:50 ELA Skills, Gr. 1 @Filippone, Co-Teaching Support	09:15-09:45 Rtl @Mooney	30 Minutes	
09:50-10:20 Math @McKnight (McKnight's HR)	09:45-10:25 Science @Whole Group (Sloan's HR)	09:50-10:20 ELA Skills, Gr. 1 @Arreola-Comp, rdy Mgmt @Filippone, Co-Teaching Support	09:45-10:15 ELA @Sloan (Lampert's HR)	09:50-10:20 ELA Skills @Fannin's, Lexia	
10:20-10:50 Math @Maddalon (Maddalon's HR)	10:25-10:55 Science @Small Groups (Sloan's HR)	10:20-10:50 LUNCH @LUNCH for Phillips	10:20-10:50 ELA @Arreola (Arreola's HR)	10:20-10:50 LUNCH @LUNCH for Davis	
10:50-11:20 Math @Lampert (LaViska's HR)	10:55-11:35 Recess @Recess (Sloan's HR)	10:55-11:20 ELA Skills (Last 30), Gr K @Lediju, T1 Supplemental Support King, Willis, Travis, Axel (L,S, CVC, tapping)	10:50-11:20 ELA @Soares (Soares 's HR)	10:50-11:20 Knowledge (Last 30) @Hicks, iReady Tools, PA	
11:20-11:50 Math @Lampert (Sloan's HR)	11:15-11:55 Science @Whole Group (Lampert's HR)	11:20-11:50 Rtl, Grade K @Lang, Comp, iRdy Mgmtc	11:20-11:50 ELA @Mooney (Maddalon's HR)	11:20-12:05 PLANNING @Planning	
11:50-12:20 PLANNING @Planning	11:55-12:25 Science @Small Groups (Lampert's HR)	12:00-12:30 Knowledge (Last 30), Gr 1-2 Th,F@Inman, Comp Group M,T,W@Filippone, Co-Teach	11:55-12:25 ELA/Science @LaViska (Lampert's HR)	12:05-12:35 Knowledge (Last 30) @Fannin's, iReady Toolbox Phonics	
12:20-12:50 LUNCH @LUNCH for Swanigan	12:25-12:45 Recess @Recess (Lampert 's HR)	12:35-01:00 Rtl, Grade 2 @Office, T2, Sunday 1	12:30-01:00 ELA @Arreola (McKnight's HR)	12:35-01:00 Rtl @Fannin's, Lexia	
12:50-01:20 Math @McKnight (Marginean's HR)	12:45-01:15 LUNCH @LUNCH for 5 <sup>th</sup> Gr, LaViska	01:00-01:25 Rtl, Grade 1 @Filippone, T2, Sunday 1	01:00-01:30 LUNCH @LUNCH for Miller	12:55-01:25 Rtl @Morgan's, Lexia	
01:20-01:50 Math @McKnight (Arreola's HR)	01:15-01:55 Science @Whole Group (LaViska 's HR)	01:35-02:00 ELA, Grade 3 @Arreola (need list of students)	01:30-02:00 ELA @Arreola (Marginean's HR)	01:40-02:00 Social Studies/Science @Lediju FCRR Resources, HFWS, blending, Segmenting CVC words	
02:00-02:25 Math @Maddalon (Maddalon's HR)	01:55-02:25 Science @Small Groups (LaViska's HR)	02:00-02:45 PLANNING @Planning	01:45-02:15 ELA @Sloan (Sloan's HR)	55 Minutes	
02:25-02:50 Math @Lampert (Lampert 's HR)	02:25-02:45 Recess @Recess (LaViska's HR)	02:00-02:45 PLANNING @Planning	02:15-02:45 ELA @Sloan (Sloan's HR)	02:25-02:45 Recess @Recess (LaViska's HR)	
02:50-03:20 Math @Soares (Soares' HR)	02:45-03:20 PLANNING Cultural Arts @Small Group (Standards-Based)	02:50-03:20 Grade 2 (1 Gr. 1) @Computer Lab, T3, Lexia	02:50-03:20 ELA @Mooney (Mooney's HR)	02:55-03:25 Social Studies/Science @Filippone, Amplify ARG Interventions, HFWS, Blending, Segmenting CVC Words	

School Action Steps (SAS)				
School Name:	Dodgetown Elementary			
Type of Review	Action Item	Adminstrator Respos...	Due Date	Status
Impact Review	Data chats scheduled with each teacher based on state assessments and forecasted scores and iReady diagnostic	Admin Team	03 and 04 ongoing	In Progress
Impact Review	Tier 2 group data chats been revamped after data being reviewed for 6-8 weeks	Admin Team	1/30/2023 and 3/31/2023	Complete
Impact Review	SIP Phase 3 draft completed and SAS reviewed with staff	Admin team	1/27/2023	Complete
Impact Review	Impact Review feedback reviewed with the staff	Admin team	1/20/2023 and 3/10/23	Complete
Impact Review	Grade 5 planning weekly to increase Science predicted score of 24	Grade 3-5 teacher, C and I team, and admin	Weekly in 03 and continue in 04	In Progress
Impact Review	Create Lesson Plans that all teachers are accountable to uphold and follow, with questions for monitoring/formative that are intentionally planned for and then executed, using the district approved curriculum and seen in walkthroughs	A. Vernette, A. Patterson, C and I Team, academic coaches	Weekly in 03 and continue in 04	Complete

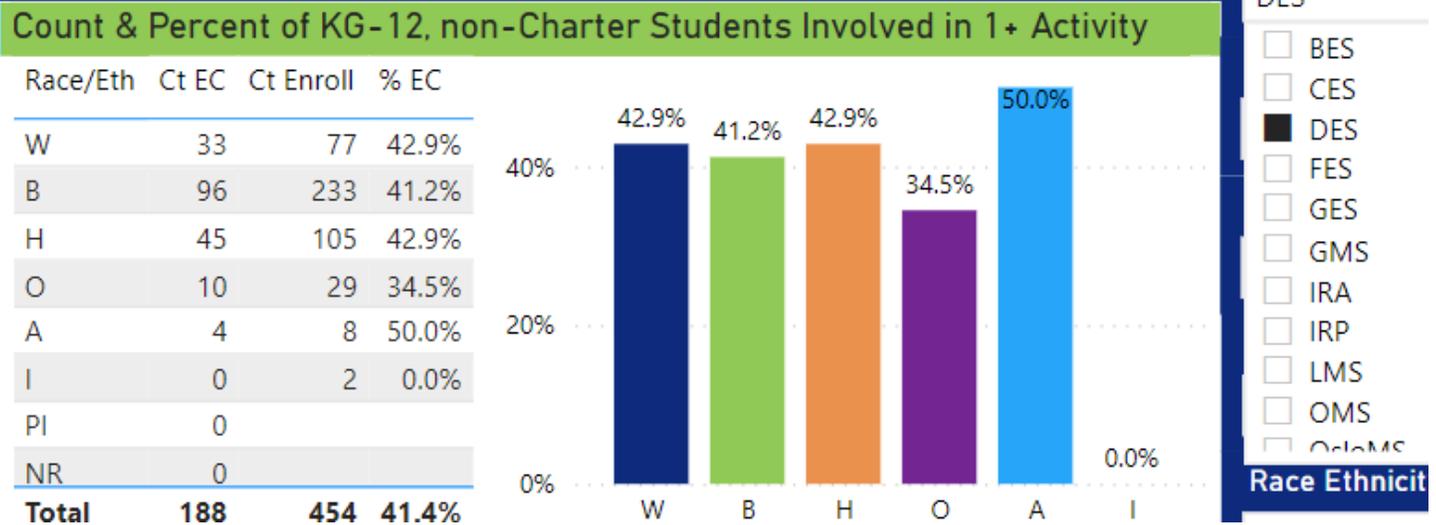
Impact Review	Put the plan of monitoring daily into action, in the classroom to check for understanding (ex. a colored marker to quickly monitor students' work, circulating and checking for	A. Vernette, A. Patterson, and academic coaches, Georgia	Weekly in 03 and continue in 04	In Progress
Impact Review	During small group instruction, expectations should be in place and a way for students to be accountable and have a criteria for success (chart for Reflex green lights, i-Ready lessons passed, etc.)	A. Vernette, A. Patterson, C and I team, academic coaches	Weekly in 03 and continue in 04	In Progress
Impact Review	Planning for a cooperative structure to encourage accountable talk/collaborative work from all students	A. Vernette, A. Patterson, C and I team, academic	Weekly in 03 and continue in 04	In Progress
Impact Review	Attendance - Classroom attendance competition activities will begin next week (e.g., spelling out P.E.R.F.E.C.T.). Grade level recognitions in the morning with the best attendance. This is reflected on the attendance board. Recommended attendance contracts and classroom morning meetings are promoting positive behavior and the attendance of school. Target Kindergarten and 2nd grade as well as students with disabilities. There is 30 African-American students that are falling in the chronic range. Two-hundred and fifty three (253) total of African American and 30 are chronic and 52 are falling in the severe range.	M. Mitchell, A. Vernette, A. Patterson	Weekly in 03	In Progress
Impact Review	Administrative tasks will occur on a weekly basis, and feedback will be given to teachers on do able	A. Vernette and A.		In Progress



# African American Achievement Plan 2022-2023

## Documentation Evidence

**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. *\*Data should be retrieved from the Power BI [Extracurricular Activities](#) public-facing dashboard.*





# African American Achievement Plan 2022-2023

## Documentation Evidence

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

	Black/African American		White, Non-Hispanic
1	Aretha Vernetto, Principal	4	Stacey Miller, Coach
2	Ataaba Patterson, AP	5	Jennifer Davis, Coach
3	Denise Swanigan, Coach		
	3/5		2/5
	60%		40%