



## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

**Quarter of the School Year: 4**

**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 May 16, 2023: 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 2 schoolwide PBIS events to acknowledge students displaying our school wide PBIS expectations. In addition, we held a PD with district personnel for our bus drivers to promote PBIS on the bus, especially with our students with disabilities to lower the number of referrals on the bus. We have created strong systems to ensure students have support across the campus from the time they arrive on campus until their departure. We are providing additional support for the bus drivers by creating "golden gator bucks" for bus riders only. These gator bucks will be used for a special drawing that only bus riders may participate in. Additionally, we have planned a FAST PM3 celebration 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

*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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planning, we are promoting and focusing on monitoring strategies for teachers to monitor student progress. We are seeing teachers develop a way of monitoring for them that is more authentic to their classroom environment and use that information to pull students in small groups.

This quarter, we conducted data chats in math and reading to monitor the implementation of RTI groups in grades K-5. During these meetings, we were able to make adjustments to groups, progress monitoring and targets of each group to ensure that students were placed in the correct groups and are receiving the correct intervention needed for the remainder of the school year.

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 4, we held 5 family engagement activities that families could participate in. These events ranged from weekday and weeknight events.



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Date of Summary: May 12, 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	3
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	4/4, 4/6
Summary of Observation(s):	<p><b>Kindergarten:</b></p> <div> <p>ELA.K.12.EE.1.1; ELA.K.12.EE.3.1; ELA.K.12.EE.4.1; ELA.K.V.1.1</p> <p>In Amplify the students studied the life of Barack Obama and completed a drawing about him.</p> </div> <p><b>1<sup>st</sup> grade:</b> SS.A.2.4 SEL/Read Aloud Women's History Month Lesson <a href="https://clever.discoveryeducation.com/learn/player/68abd70b-b83c-434c-9083-dac8a75ed49e">https://clever.discoveryeducation.com/learn/player/68abd70b-b83c-434c-9083-dac8a75ed49e</a> Discovery Ed app. When you go into the app search for, Women's History Channel. We learned about First Lady Michelle Obama</p> <p><b>2<sup>nd</sup> grade:</b> V1.1, EE1.1, EE 4.1 Mary McLeod Bethune Amplify story</p> <p><b>3<sup>rd</sup> grade:</b></p> <div> <p>ELA3.R.2.2- identify central idea and key details</p> <p>Readworks assignment online about Catherine Ferguson.</p> </div> <p><b>4<sup>th</sup> grade:</b></p>



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	4th Grade Social Studies- We are studying Civil Rights Movement in Florida, which include influential black Floridians who made a difference during this time in history. Bethune, and the famous black women who helped NASA and inspired the Movie "Hidden Figures"	
	Readworks articles on Kadeena Cox (Black Woman Olympic Athlete) and Marie M. Daly (Black Woman Chemist)	
	<b>5<sup>th</sup> grade:</b>	
	We took a look into American polictics specifically looking at the 13th Amendment and the end of slavery	
	ReadWorks: Lincoln and the 13th Amendment to End Slavery	

**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) **3/30, 4/4, 4/5, 4/14,**

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
3	3	100%	1	2	50%	2	2	100%	16	13	81%

*\*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.



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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 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> :	04/20, 05/20
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	<ul style="list-style-type: none"> <li>Completed third round of Gator Track Cafeteria challenge and had the class celebrations for top earners in each grade level.</li> <li>We provided PD for bus drivers to increase PBIS support and decrease the number of discipline referrals and created special gator bucks for those students.</li> </ul>

#### 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"> <li>We conducted data chats focused for math and reading. During this meeting, we were able to make adjustments to students in groups, materials being used, and progress monitoring procedures.</li> <li>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.</li> </ul>



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- Met to develop spring break and science camp plans and identify students that needed to attend.

#### 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.

Date of Quarterly Review of School Improvement Plan:  
(i.e., August 1, 2022)

2/28 &amp; 3/14

Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?

☒ Yes  
☐ 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):

- Additional students have been identified to attend Glendale University and to join Spring Break Camp based, science camp and science groups during the school day on findings on PBI.
- Math RTI groups were adjusted in 3<sup>rd</sup> quarter and we had a 6 week follow up data chat to make adjustments to meet the needs of the students for the remainder of the school 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.



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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>32</b>	<b>101</b>	<b>32%</b>
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		<ul style="list-style-type: none"> <li>• Additionally attended Glendale University for the 3<sup>rd</sup> session. Students were invited based off of their Spring iReady Diagnostic performance in preparation for closing gaps prior to FAST PM3.</li> <li>• We hosted the first annual Spring Break Camp and Saturday science camp for 4<sup>th</sup> and 5<sup>th</sup> 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.</li> <li>• We had a great group of kids attend the track meet.</li> </ul>
(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.

<b>Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.</b>	
Number of Interviews Conducted by the Interview Committee:	2 interviews in the 4 <sup>th</sup> quarter
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
50%	50%
(OPTIONAL) Additional information:	

#### Quarter 4 Evidence:

**Strategy AAAP 3.1:** Track Team- Annual track meet



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### Strategy AAAP 2.1: PBIS Event- Field Day



### Strategy AAAP 2.4: SIP goal- increase family engagement.

- **FAST testing information night for parents**



- **Kindergarten Round up**





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