African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 4

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 June 9, 2023: _____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 is to achieve learning gains in all subgroups, specifically focusing on our African American students and students with disabilities. Progression of Tier 2 and 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.

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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School District of Indian River County

African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 4

Date of Summary: June 9, 2023

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	0
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	
Summary of Observation(s):	

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)	4-20-23

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 (%)
2	2	100%	0	1	0%	1	1	100%	3	3	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)	
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 Discipline:	4/3/23, 5/8/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Discipline:	Grade level teams meet on a weekly basis to discuss, and problem solve any student discipline concerns. The PBIS team w/Admin met once a month to review minor infractions/ODR's, to provide support to students and problem solve with teachers. The school's overall discipline data is shared at faculty meetings and in the Pelican Press, the school's weekly staff newsletter.
Achievement	
Date(s) of Problem-Solving Session(s) for Achievement:	4/12/23, 5/10/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement:	We had weekly collaborative planning meetings with a focus on formative assessments and high yield strategies, monthly data chats after each unit assessment and FAST assessment, and monthly progress monitoring of Tier 2 and Tier 3 interventions.

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.

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Date of Quarterly Review of School Improvement Plan: *(i.e., August 1, 2022)*	4-12-2023

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):	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.
	Data chats scheduled with each teacher based on state assessments and forecasted scores
	Tier 2 group data chats been revamped after data being reviewed for 6-8 weeks
	Provide feedback to teachers visited during Impact Reviews.

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	SIP Phase 3 draft completed and SAS reviewed with staff
	Grade 5 planning weekly to increase Science forecasted score of 41 (last year's score was 37)
	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 to increase forecasted ELA score of 52 and Math of 50 (overall C)
	Students should have criteria for success (ex. rubric, exemplar, visual schedule of next steps) to be utilized and checked on a regular basis so that expectations are clear
	Intentionally plan for and teachers need to become actively involved in accountable talk in all subject areas, with a structure so all have equal opportunities to speak
	Specific feedback 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
	When planning for district approved curriculum, there are times that pacing or chunking need to address to teach to the full extent of the standard
	Increase monitoring to ensure that instruction delivered is aligned with collaborative plans. A protocol should be planned for to increase student accountability and monitor pacing (white boards, timers)
	Increase PBIS Rewards App/SOAR School Store/SOAR School Tickets usage. Recommendation to use Ripple Effects program for students with 2+ ODRs and target second through fifth graders with attendance concerns. School-based reporting wondering- do the students find the incentives and rewards meaningful?
	Weekly feedback from school and district walkthroughs seen in Principal's Press newsletter that goes out on Friday

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African American Achievement Plan 2022 -2023

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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:	5-26-2023	
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 (%)
23	57	40.4%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	Parents are contacted directly to offer before/after school tutoring opportunities, we provide school messenger calls, and flyers are sent home to all parents with information regarding after school clubs. Opportunities are also communicated via social media.	
(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:	4
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
50	50
(OPTIONAL) Additional information:	

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