



African American Achievement Plan 2023-2024

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Glendale Elementary School

In October 2023, the School District of Indian River County initiated the implementation of the 2023-2024 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 2023-2024 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 2023-2024 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 November 10, 2023: _____ CT _____ (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 steps implementation for the quarter, we held 2 schoolwide PBIS events to acknowledge students displaying our school wide PBIS expectations. In addition, we have increased our Tier 1 behavior support by implementing "Gator Lessons" on Fridays. Teachers are provided with a lesson to reinforce behavior expectations based on the discipline data reviewed. For example, the cafeteria was a place that expectations needed to be reinforced so based on the PBIS matrix lessons were created and pushed out for teachers to use and reinforce expectations.

Collaborative planning with coaches or admin occurs weekly. K-5 teachers meet twice weekly to collaboratively for, both, ELA and math. Through collaborative planning, we are promoting and focusing on engagement strategies for teachers to get more participation from students during instruction. We provide mini-PDs during collaborative planning on different engagement strategies for teachers to try in their classroom and provide feedback on the impact on student

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achievement. During small group instruction, teachers are creating groups based on student needs and areas of progress and opportunities for growth.

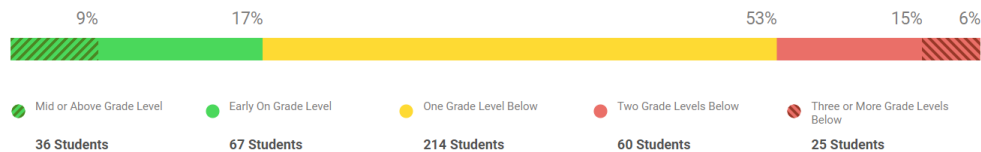
During math and ELA data chats for Quarter 1, students were identified who needed more support and instructional groupings for RTI were determined. We will track RTI data and have RTI review meetings every 6 weeks to determine if students are progressing and where adjustments need to be made. Coaches/Teachers review monthly i-Ready pass rates, minutes and unit assessments per class and discuss student progress.

We have increased family engagement through activities, school messenger calls, monthly newsletters, Thursday folders, and social media posts.

ELA:

Overall Placement

Students Assessed/Total: 402/415

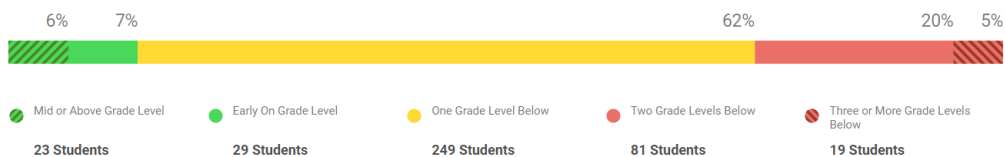


[The Mapping Between 5-Level and 3-Level Placements](#)

Math:

Overall Placement

Students Assessed/Total: 401/415



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

Reviewing our i-ready diagnostic one, we are ensuring that supports are put into place for our students that are scoring in the yellow and red for ELA and Math.

401 of 415 students tested for ELA

103 on grade level

214 one grade level below



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60 two grade levels below

25 three or more grade levels below.

5th Grade – 20 students on or above grade level, 14 students one grade level below, 13 students two grade levels below, and 10 students three or more grade levels below

4th Grade – 22 students on or above grade level, 37 students one grade level below, 7 students two grade levels below, and 9 students three or more grade levels below

3rd Grade – 24 students on or above grade level, 26 students one grade level below, 18 students two grade levels below, and 6 students three or more grade levels below



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Date of Summary: October 11, 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 standards are implemented in alignment with established curriculum maps for grades K-12.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	5
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2023)	Leadership Meetings (weekly): 08/21/23, 8/28/2023, 09/11/2023, 09/18/2023, 10/2/2023, 10/9/2023, 10/16/2023, 10/23/2023
Summary of Observation(s):	<p>Kindergarten 9/20/2023 R.1.1, R.3.2a, C.1.2, EE.3.1, V.1.1, V.1.2 History of African Americans -K2 L7, p.81-86: *Read Aloud- Biography of Ray Charles- Teachers asked questions throughout read aloud. Students created mental images to enhance their understanding of the text *Whole Class- Created Time Line of Ray Charles Life and drew scenes of his life.</p> <p>2nd Grade ELA.2.R.1.1, ELA.2.R.3.3 8/24/23 As a part of the tall tale unit in Amplify, students studied John Henry. They discussed the tall tale about him and learned that many historians now believe him to be a real person. Students participated in a think pair share about how John Henry is different from other tall tales.</p> <p>3rd Grade EE.1.1 10/11/23- History of African Americans: U3 L13, p. 295 Read: "Overcoming Disabilities"- text about Ray Charles and how he had to overcome his blindness Think-Pair-Share: What did Ray Charles accomplish? How did overcome his disability? Activity WB p13.1</p>



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4th Grade

Aug. 18, 2023

ELA.4.R.2.1, C.1.2, EE1.1

We did an exercise in Amplify Unit 1 Personal Narratives with reading for Cause and Effect with Lesson 3 "Extraordinary, Ordinary People: A Memoir of Family" by Condoleezza Rice (The first female National Security Advisor from 2001-2005, and the first female African American Secretary of State from 2005-2009). Students analyzed text for text structure and identified character traits. Students also completed Activity workbook page.

5th grade:

Aug 25-30, 2023

ELA.R.2.4, C.5.1, C.1.2

Reader: My Story: Rosa Parks

*U1 L8, p. 153-161: Think-Pair-Share: Students discussed in what ways was Rosa Parks' school different from yours? Identified important quotes from the text to support their answers. Students completed Activity WB p8.1- providing evidence to support Rosa Parks' perspective on segregation.

*U1 L9, p. 172-177: Think-Pair-Share: Students discussed how did Rosa Parks defy the rules of segregation by dropping her purse?

U1 L9, p. 173 - ReadWorks Article "The History and Process of Voting"

U1 L9, p. 178-183

U1 L11, p.202-221: Compare and contrast Rosa Parks' two encounters with the same bus driver/ Completed Activity WB p11.1 using details from Rosa Parks text & infer why detail was included

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, 2023)

ELA Data Chats:

8/24/23- (2nd-5th)

8/29/23- (1st)

9/19/23- (K)

Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023

Quarter 2: 10.12.2023 – 12.20.2023; Completion of Reflection & Quarterly Data Due 01.12.2024

Quarter 3: 01.08.2024 – 03.19.2024: Completion of Reflection & Quarterly Data Due 03.29.2024

Quarter 4: 03.20.2024 – 05.31.2024: Completion of Reflection & Quarterly Data Due 06.07.2024



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10/25/23- (1st-5th)

Math Data Chats:08/25/23- 3rd- 5th Grade09/05/23- 1st & 2nd Grades

09/19/23- KG

11/08/23- 1st-5th Grade**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>	<i>Percent (%)</i>	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>
1	0	100%	6	0	100%	4	0	100%	7	0	100%

**Data should be retrieved from the Power BI ES Leadership Compliance – Schedule Audit.*

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, 2023)

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 advanced and accelerated courses in middle school and high school are accessible to African American students.

**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:

MTSS Meetings: 08/28/2023, 09/11/2023, 09/18/2023, 10/2/2023, 10/9/2023, 10/16/2023, 10/23/2023

Leadership Meetings (weekly): 08/21/23, 8/28/2023, 09/11/2023, 09/18/2023, 10/2/2023, 10/9/2023, 10/16/2023, 10/23/2023

PBIS: 8/08/2023, 09/21/23, 10/19/2023

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<p>Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>:</p>	<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. 13% of current ODRs are for our African American students. 2. Implementing monthly PBIS events for 30 Gator Bucks per student. 3. District behavior techs requested to support students needing 1:1 behavior support. 4. PBIS system implemented in cafeteria to increase desired school wide behaviors in all areas. 5. Transportation appreciation during Quarter 2. Include Gator Bucks and explain use to drivers and students. <p>Meet with IPST to create, revise, and update FBA & BIPs to meet students' needs.</p>
Achievement	
<p>Date(s) of Problem-Solving Session(s) for <u>Achievement</u>:</p>	<p><u>MTSS Meetings:</u> 08/28/2023, 09/11/2023, 09/18/2023, 10/2/2023, 10/9/2023, 10/16/2023, 10/23/2023</p> <p><u>Leadership Meetings</u> (weekly): 08/21/23, 8/28/2023, 09/11/2023, 09/18/2023, 10/2/2023, 10/9/2023, 10/16/2023, 10/23/2023</p> <p><u>ELA Data Chats:</u> 8/24/23- (2nd-5th) 8/29/23- (1st) 9/19/23- (K) 10/25/23- (1st-5th)</p> <p><u>Math Data Chats:</u> 08/25/23- 3rd- 5th Grade 09/05/23- 1st & 2nd Grades 09/19/23- KG 11/08/23- 1st-5th Grade</p>
<p>Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>:</p>	<ol style="list-style-type: none"> 1. Instructional groupings for Response to Intervention (RTI) – RTI began full implementation 1st-5th grade 9/1/2023 2. Literacy coach and literacy interventionist also providing support for students based on MTSS meetings, collaborative planning sessions and data chats with classroom teachers for students Kindergarten through fifth grade. 3. Support facilitators' schedules are reviewed and monitored by administration and resource

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	<p>specialist to ensure IEP is being followed as pertaining to push-in (support facilitation in the classroom) or pull-out (resource room).</p> <ol style="list-style-type: none"> 4. Identify students for Moonshot. 5. Identify students for Science Club and make a plan for instruction. 6. Identify students in third, fourth, and fifth grade who did not make goals and/or proficiency last year. 7. Share data in grade level data chats and discuss interventions in RTI and Tier II during small group instruction. 8. Identified students for GLENDALE U in 3rd-5th grade for ELA and 3rd and 4th grade for math.
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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 (%)

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, 2023)

Leadership Meetings (weekly): 08/21/23, 8/28/2023, 09/11/2023, 09/18/2023, 10/2/2023, 10/9/2023, 10/16/2023, 10/23/2023

ELA Data Chats:

8/24/23- (2nd-5th)

8/29/23- (1st)

9/19/23- (K)

10/25/23- (1st-5th)

Math Data Chats:

08/25/23- 3rd- 5th Grade

09/05/23- 1st & 2nd Grades



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	09/19/23- KG 11/08/23- 1st-5 th Grade Grade Chair Meetings: 08/21/23, 9/18/23, 10/16/23	
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):	<ol style="list-style-type: none">1. Collaborative planning to be done weekly with coach and administration to deliberately plan for engagement, 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 own 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 and engage in instruction.	

Strategy AAAP 3.1 (ALL SCHOOLS): 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:

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 (%)
13	Audubon Advocates-1 of 10 Chorus- 1 of 11 Moonshot -3 of 27 Glendale U- 8 of 36	13 students (grades 3-5 only are eligible, for a total of 51 students) 25.4% participation



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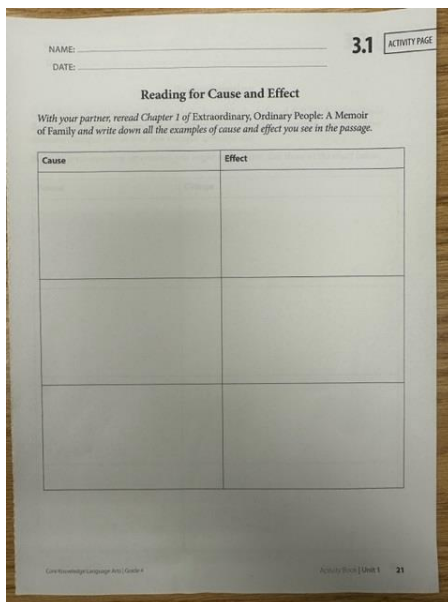
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Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	For the second session of extracurriculars we will: 1. Share information at SAC 2. Share information in the monthly newsletter 3. Share information 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:	NA
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
(OPTIONAL) Additional information:	

1.1 Sample Pages from 4th grade Amplify lesson on Condoleezza Rice.





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NAME: _____ 3.3 ACTIVITY PAGE
DATE: _____

Writing about Cause and Effect

Choose one of the experiences from Activity Page 3.2 and draft a paragraph describing the person who changed you and how they did it (or who you changed and how you did it). Begin by jotting down some notes to help organize your writing:

Cause (what the first person did):

Effect (how the second person changed):

What happened:

Core Knowledge Language Arts | Grade 4 Activity Book | Unit 1 **25**

NAME: _____ 3.4 ACTIVITY PAGE
DATE: _____

Predicting Effect

When you write using cause and effect structure, your reader may be able to predict the effect, as the cause is explained.

Try this with your paragraphs. Read the part of your paragraph that describes "cause" to your partner, but do not read the part that describes "effect."

After you both have read, try to predict your partner's ending by answering the following questions about your partner's paragraph and listing your evidence.

1. I believe _____ will change by:

2. The evidence in the paragraph for this is:

After answering the questions, share your last sentence with your partner. Did they predict the effect you wrote about? Did they predict another effect that is also true?

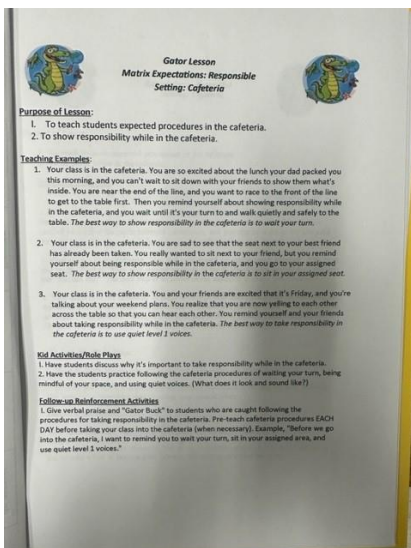
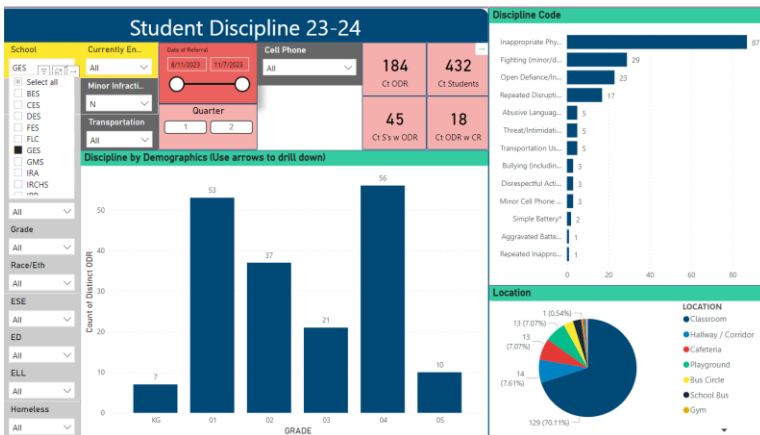
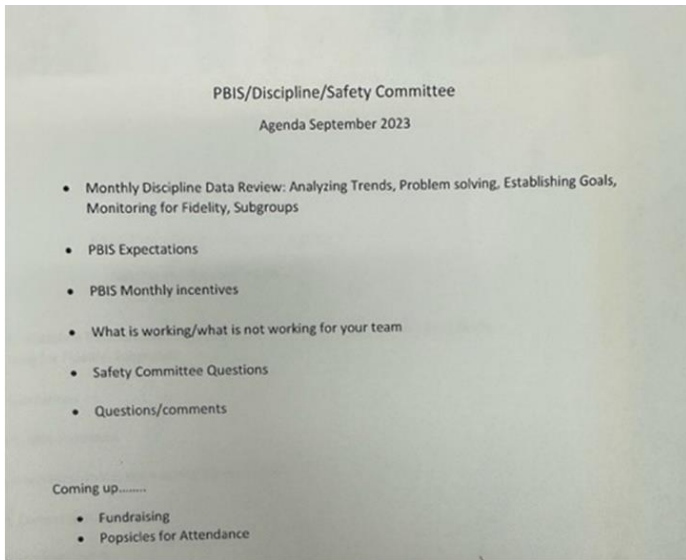
Core Knowledge Language Arts | Grade 4 Activity Book | Unit 1 **27**

2.1 PBIS Agenda, Data shared, and Sample Gator Lesson

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Quarter 2: 10.12.2023 – 12.20.2023; Completion of Reflection & Quarterly Data Due 01.12.2024
Quarter 3: 01.08.2024 – 03.19.2024; Completion of Reflection & Quarterly Data Due 03.29.2024
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