



# African American Achievement Plan 2023-2024 Assurances of Implementation of Strategies/Action Steps

**Quarter of the School Year: 2**

**School: Pelican Island**

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 January 12, 2024:   JJ   (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?)

Action steps for the quarter are identified during our Impact Walks with the District staff. The action steps and monitoring will be discussed in both collaborative plannings and during our weekly leadership team meetings. Also, targets will be discussed in collaborative planning.



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10/9/2023	1/20/2024	Weekly	<b>School Leadership Team Meetings</b>	100% of SLT members will attend weekly meetings and be prepared with required materials and meeting agenda. Meeting will discuss walkthrough data for the week using Power BI, assessment data, teachers who need a shout out, or any additional support that teachers need	Jennifer Justice (Principal) Ataaba Patterson (Assistant Principal)  Meeting agendas, and sign in sheets
10/9/2023	1/20/2024	Weekly	<b>Collaborative Planning</b>	100% of grade levels will produce lesson plans during collaborative planning and include standards-based instruction, monitoring, scaffolded questions, formative assessment(s), and how a high yield strategy will be implemented during lessons.  ESE Teachers will collaborate with grade level teachers to ensure all students are receiving standards-based instruction.  Collaborative Planning Agenda	Jennifer Justice (Principal), Ataaba Patterson (Assistant Principal), Jena Rowe (ELA Instructional Coach), Lauren Gunther (Math Instructional Coach)  Lesson Plan Submissions to Canvas Weekly will be checked by admin
10/9/2023	1/20/2024	Monthly	<b>Grade Level Data Chats</b>	100% of teachers will monitor academic progress, especially with our ESE subgroup to ensure that all are finding success. District support through data coach. Data chat worksheet. Data chats will occur after MOY i-Ready and then after PM2. Teachers will review Tier 1 data as well as intervention group data.	Jennifer Justice (Principal), Ataaba Patterson (Assistant Principal), Jena Rowe (ELA Instructional Coach), Lauren Gunther (Math Instructional Coach) Jody Houston (Data Coach), Kelly Good (principal mentor)



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10/9/2023	1/20/2024	Monthly	<p><b>Engagement Goal</b> Evident practices as of Impact Walk #1: 13% SIP Goal for Q2: 50% Engagement strategy to be implemented: Plan for students to have collaborative conversations that have a structure so all have a voice</p>	Using the walkthrough tool, admin and coaches will discuss next steps with leadership team, and give doable next steps to teachers. This will be shared monthly in the newsletter	Admin Team will review Power Bi bi weekly. Review Look fors, share in monthly faculty meeting
10/9/2023	1/20/2024	Monthly	<p><b>Differentiation Goal</b> Evident practices as of Impact Walk #1: 13% Goal for Q2: 40% (will be a SIP goal for Q3): Differentiation strategy to be implemented: plan for early finishers and also plan for different questions, sentence stems, etc. to allow all students to find success.</p>	Using the walkthrough tool, admin and coaches will discuss next steps in leadership team meetings, and give doable next steps to teachers. This will be shared monthly in the newsletter	Admin Team will review Power Bi weekly. Review Look fors, share in monthly faculty meeting
10/9/2023	1/20/2024	Monthly	<p><b>Interventions</b> for students will be reviewed monthly that relate to afterschool and rTi during the day with all teachers.</p>	Progress monitoring data, district, and state data will be used to see if the interventions are bridging the gap and if any need to be changed during monthly data chats.	Admin and Jody Houston (or a member of C and I) will review with faculty to ensure the students are making progress towards learning gains and moving towards proficiency



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10/9/2023	1/20/2024	Weekly	<b>Classroom Walkthroughs</b>	<p>SLT will complete at least three walkthroughs weekly and input into Power Bi, to help with discussions at SLT weekly meetings. Once walkthrough is completed admin/coaches will give immediate feedback so that monitoring and formative assessments are consistently being reviewed.</p> <p>Classroom walkthrough tool.</p>	<p>Jennifer Justice (Principal) Ataaba Patterson (Assistant Principal) Lauren Gunther and Jena Rowe (coaches) Classroom walkthrough tool will be used during these sweeps to document and then reviewed weekly in Power Bi</p>
10/9/2023	1/20/2024	Weekly	<b>Explicit Support Facilitation</b>	<p>2/2 support facilitation / ESE teachers are intentionally scheduled by grade level K-2, 3-5.</p> <p>2/2 support facilitation / ESE teachers will develop lesson plans during collaborative planning with Gen ed teachers.</p> <p>2/2support facilitation / ESE teachers will implement lesson plans with fidelity as seen in walkthroughs</p>	<p>Jennifer Justice (Principal), Ataaba Patterson (Assistant Principal), Jena Rowe (ELA Instructional Coach), Lauren Gunther (Math Instructional Coach) Meeting agendas, and sign in sheets will be used and plans turned in by ESE teachers into Canvas weekly</p>
10/9/2023	1/20/2024	Monthly	<b>STEAM Integration</b>	<p>Community partners (1) will visit 2+ times (Audubon, UF Extensions, Motivational Edge)</p> <p>Grade levels will participate in 1 STEAM lesson per week during cultural arts in Q2. The rotation of PE, art and Media all complete these lessons.</p> <p>Lesson plans and artifacts.</p>	<p>Michele Catalano (Media Specialist), Sue Bernhard (PE), Katherine Farnabio (Art) Lesson Plan Submissions will be reviewed in Canvas by Administration</p>



# African American Achievement Plan 2023-2024

## Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 2

Date of Summary: January 12, 2024

School: Pelican Island Elementary

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 standards 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	4
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2023)	November 6, 2023 November 27, 2023 December 4, 2023 December 11, 2023
Summary of Observation(s):	Consistency continued during Q2 as the integration of African American teaching within the Amplify curriculum was still occurring.

<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, 2023)						<b>December 17, 2023</b>						
<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>	
3	3	5%	2	2	5%	5	5	10%	<b>3</b>	<b>3</b>	<b>5%</b>	

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

<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, 2023)	
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	



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**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 <u>Discipline</u> :	IPST 10/20, 11/10, 11/17, 12/1, 12/8, 12/15
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Team reviewed behavioral data for students receiving support and recommended consent for tier 3 if needed for students not making progress.

**Achievement**

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	IPST 10/20, 11/10, 11/17, 12/1, 12/8, 12/15
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Team reviewed achievement data for students receiving intensive reading 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.

Date of Quarterly Review of School Improvement Plan: <i>(i.e., August 1, 2023)</i>	December 17, 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?



## African American Achievement Plan 2023-2024 Assurances of Implementation of Strategies/Action Steps

Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	Leadership team reviewed data from statewide assessments to identify trends, class / grade level data, and opportunities for growth. Teachers also completed reflection based on student / class level data and needs for professional development and coaching
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<b>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.</b>			
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:		December 17, 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>11</b>	56	20	
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		Entering Semester 3, we are striving to offer additional activities, and this will increase the percentage of students participating.	
<b>(SECONDARY ONLY)</b> 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:	
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
NA	NA
(OPTIONAL) Additional information:	
NA	

## **MTSS NOTES - 12/8/23**

**4<sup>th</sup> Grade. F/U from 10/20 MTSS Mtg. to review T2 Data. Great attendance – 95%. Changed from Lexia to Comprehension Intervention. Ms. Pattinato noted she struggles with writing.**

**Fall iReady Reading - Scored 513 SS / Grade 3 / 34<sup>th</sup> Percentile / 620 Lexile**

**Winter iReady Reading - Scored 536 SS / Grade 3 / 53<sup>rd</sup> Percentile / 720 Lexile**

**Fall iReady Math - Scored 444 SS / Grade 3 / 39<sup>th</sup> Percentile**

**Winter iReady Math - Scored 451 SS / Grade 3 / 49<sup>th</sup> Percentile**

**Fall FAST Reading – Scored 304 SS / Level 21 / ORF – 73**

**Fall FAST Math - Scored 282 SS / Level 1**

**Plan: Continue T2 Interventions. Patterson to F/U with Pattinato on differentiation.**

**F/U: Schedule MTSS 2/9/23 to review data.**

**4<sup>th</sup> Grade. New Referral. Poor attendance – 66% (present 51 of 77 possible days). Diagnosed with ADHD. Mom stated he is diagnosed with Tourette’s Syndrome. Dismissed from ESE in Feb 2023, and proposed following up with a 504 Plan. Mom is requesting 504 for social concerns. Student is at/above grade level. Qualifies for Gifted – Plan B; however, poor attendance is a factor. Measure/collect data on target behaviors (verbal outbursts & negative peer interactions).**

**Fall iReady Reading - Scored 576 SS / Early Grade 4 / 83<sup>rd</sup> Percentile / 905 Lexile**

**Winter iReady Reading - Scored 594 SS / Mid-Grade 3 / 92<sup>nd</sup> Percentile / 985 Lexile**

**Fall iReady Math - Scored 460 SS / Grade 3 / 60<sup>th</sup> Percentile**

**Winter iReady Math - Scored 469 SS / Grade 4 / 74<sup>th</sup> Percentile**

**Fall FAST Reading – Scored 219 SS / Level 3 / ORF – 138**

**Winter FAST Reading – Scored 221 SS / Level 3 / ORF – 138**

**Fall FAST Math - Scored 197 SS / Level 1**

**Plan: Referred for Gifted Screening. Collect data on target behaviors to be able to implement a BIP.**

**F/U: Schedule MTSS 1/19/23 to review data.**

**5<sup>th</sup> Grade. New Referral. Average attendance – 85% (present 34 of 40 possible days). Dismissed from ESE in Feb 2023. Had an IEP (SI) prior to being home-schooled for 2 yrs. (No longer needs Speech Therapy). That IEP is too old to use. Showing severe regression. Mom is requesting an IEP. Mom stated he was diagnosed with Visual Spatial Dissonance and struggles with handwriting and staying within the lines. She stated he doesn't retain information he's learned. Biggest struggle is in Phonics. He is receiving interventions in a Lexia group. (No longer needs Speech Therapy).**

**Fall iReady Reading - Scored 424 SS / Grade 1 / 3<sup>rd</sup> Percentile / 215 L**

**Winter iReady Reading - Scored 408 SS / Grade KG / 2<sup>nd</sup> Percentile / 140 L**

**Fall iReady Math - Scored 425 SS / Grade 2 / 10<sup>th</sup> Percentile**

**Winter iReady Math - Scored 466 SS / Grade 4 / 44<sup>th</sup> Percentile**

**Fall FAST Reading – N/A**

**Winter FAST Reading – Scored 160 SS / Level 1 / ORF – 15**

**Fall FAST Math – N/A**

**Plan: Continue T2 Lexia Group. Increase to T3 Group (Phonics). Collect T2 & T3 Data.**

**Administer a Phonics Screener.**

**F/U: Schedule MTSS on 2/9/23 to review data.**

**KG Grade. New Referral. Average attendance – 83% (present 48 of 58 possible days). Academic concerns. Mom is requesting additional supports.**

**Fall iReady Reading - Scored 338 SS / Emerging Grade KG / 45<sup>th</sup> Percentile / BR400 L**

**Winter iReady Reading - Scored 356 SS / Emerging Grade KG / 69<sup>th</sup> Percentile / BR400 L**

**Fall iReady Math - Scored 349 SS / Emerging Grade KG / 64<sup>th</sup> Percentile**

**Winter iReady Math - Scored 354 SS / Emerging Grade KG / 74<sup>th</sup> Percentile**

**Fall STAR Reading – Scored 583 SS / 3<sup>rd</sup> Percentile / <PK GE / Early Emergent**

**Winter STAR Reading – Scored 684 SS / 22<sup>nd</sup> Percentile / PK.8 GE / Late Emergent**

**Fall STAR Math – Scored 731 SS / 55<sup>th</sup> Percentile / 0.2 GE / At or Above Benchmark**

**Winter STAR Math – TBD**

**Plan:**

**F/U: Schedule MTSS on ?????? to review data.**

**2<sup>nd</sup> Grade. F/U from 10/20 MTSS Mtg. to review Behavioral Data. Below Average attendance – 79% (present 61 of 77 possible days). Disruptive Behaviors. Mrs. Lott is working on Levi following directions. Mom is doing better with signing the planner daily. Still struggling with getting to school on-time which is affecting his day. Attends a FunRead Group w/Ms. Shaw. Mrs. Lott stated he does not like structure, can be disruptive and defiant. She suggested an alternative/early dismissal (for safety). Measure/collect/review data on target behaviors (non-compliance & physical aggression) to be able to implement a T2 BIP. He will work towards earning adult/peer attn., free-time, goldfish (tangible rewards).**

**Fall iReady Reading - Scored 464 SS / Grade 1 / 52<sup>nd</sup> Percentile / 395 Lexile**

**Winter iReady Reading - Scored 430 SS / Grade 1 / 33<sup>rd</sup> Percentile / 240 Lexile**

**Fall iReady Math - Scored 399 SS / Grade 1 / 45<sup>th</sup> Percentile**

**Winter iReady Math - Scored 419 SS / Grade 1 / 76<sup>th</sup> Percentile**

**Fall STAR Reading – Scored 615 SS / <KG Grade / Urgent Intervention / 1<sup>st</sup> Percentile**

**Winter STAR Reading – Scored 837 SS / 1.6 Grade / Intervention / 76<sup>th</sup> Percentile**

**Fall STAR Math - Scored 874 SS / 2.3 Grade / At or Above Benchmark / 53<sup>rd</sup> Percentile**

**Winter STAR Math – TBD**

**Plan: Review data on target behaviors to implement a T2 BIP.**

**F/U: Schedule MTSS on 2/9/23 to review data after BIP is implemented.**

### Sabella Dattar #21

**4<sup>th</sup> Grade. F/U from 10/20 MTSS Mtg. to review Behavioral Data. Average attendance – 86% (present 66 of 77 possible days). Mom is requesting a formal evaluation. Mom noted she is more active/has more energy than most of her peers. She noted there is a disconnect in class, especially with testing. Her Therapist recommended Mom request an evaluation, and that she has some sort of attention-deficit disorder. Her PCP referred her to a Specialist, but Mom needs to locate one on her insurance in the local area. Mrs. Pattinato noted that she lacks concentration/focus, but when she pays attention, she understands the material. She also tends to persevere on things (e.g., when she ripped her stockings). Student is doing fine academically.**

**Fall iReady Reading - Scored 549 SS / Grade 3 / 63<sup>rd</sup> Percentile / 780 L**

**Winter iReady Reading - Scored 589 SS / Mid-Grade 4 / 90<sup>th</sup> Percentile / 965 L**

**Fall iReady Math - Scored 439 SS / Grade 3 / 32<sup>nd</sup> Percentile**

**Winter iReady Math - Scored 467 SS / Early Grade 4 / 71<sup>st</sup> Percentile**

**Fall FAST Reading – Scored 183 SS/ Level 1 /ORF – 84**

**Winter FAST Reading – Scored 186 SS/ Level 1 /ORF – 84**

**Fall FAST Math - Scored 193 SS / Level 1**

**Plan: Obtained Consent for Initial 504 Plan. Held Initial 504 Plan Meeting on 12/8/23**

