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

Quarter of the School Year: 3

School: Beachland 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 March 29, 2024: RF (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 for the quarter, we ended quarter three with almost every student (again) being acknowledged at the Positive Behavior Intervention Support (PBIS) celebration for not having any office discipline referrals again. In addition, we have created strong systems to ensure students have support across campus from the time they arrive through dismissal. With the three data chats for quarter three, students were identified for more support, instructional groups for RTI were determined, and our surfing conditions were revisited. In addition, we assigned mentors for students to begin for immediately in quarter 4. We celebrated over 300 students for 95% or higher attendance rate and over 165 students for perfect attendance for the quarter. After the iReady diagnostice, we met with each grade level to restructure RTI groups and strategically discuss iReady standards mastery and continue RTI lessons and routines to support the achievement levels and gaps of our students. We also continued innovative schedules to cover recess and pull classroom teachers back into the classroom to provide additional instructional support.

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▪ Collaborative planning with coaches or admin weekly; grade levels are provided 2.5 hours additional planning every nine weeks (quarter).

▪ Navigation Station Rotation: Every nine weeks, each of our grade levels/departments will rotate through an addition 2.5 hours of planning from 8:40-9:10AM. This will provide discussion across the team, allow ESE to plan, the teacher of the gifted to support and plan, administration, and the literacy coach to have time to work with the teams for 30 minutes on grade level specific data, strategies, and feedback from walk-thrus and impact walks. If collaborative planning and monitoring are done effectively, then differentiated instruction will support student achievement and outcomes for ALL students.

▪ During small group instruction, teachers are monitoring students on the surfing conditions and areas of progress and opportunities of growth.

▪ Coaching/teachers review monthly iReady pass rates, minutes, and unit assessments per class and students track their progress.

▪ Differentiated groups occurring daily and switched as needed; pushing rigor as needed for those who are reading and working on or above grade level. Review all students in PowerBi with teachers to create RTI groups based on data (triangulated), FUNRead identified students, IEPs, and classroom assessments/noticings. Continue grouping students on

Surfing Conditions sheet to analyze all students in each homeroom, spotlighting bottom quartile and bubble students. Discuss all students in the problem-solving process, open cases, cases to begin, and needs(see below). We will determine the strategies needed to strengthen and sustain our A, as we "go for A gold." Go for A Gold = continue to be a top performing elementary school and increase goals to the second or third BEST performing school in the district. Our SWAG tent is a recognition during lunch on Fridays for grades 3-5 to be celebrated for completing goals, accomplishing tasks, and making gains. We are recognizing and noticing how every effort is one step closer to goals and achieving.

2023 - 2024 Goal Tracker

School: BES
Year: Multiple selecti...

Total Points and Grade Historical with 22-23 Goal

Year	Total Pts	Per Total	Grade	Pts to A
18-19	568	71%	A	76 Above
21-22	523	65%	A	31 Above
22-23	282	71%	A	36 Above
23-24 Goal	660	83%	A	168 Above
23-24 Predicted	515	64%	A	23 Above

Ct Students by Component

Subject	Grade	ACH	LG	BQ
ELA	03	83	6	6
ELA	04	78	75	21
ELA	05	89	83	29
Math	03	83	6	6
Math	04	78	75	21
Math	05	89	83	29
SCI	05	89		

Pts Generated Per Student

Subject	ACH	LG	BQ
ELA	0.40	0.61	1.79
Math	0.40	0.61	1.79
SCI	1.12		
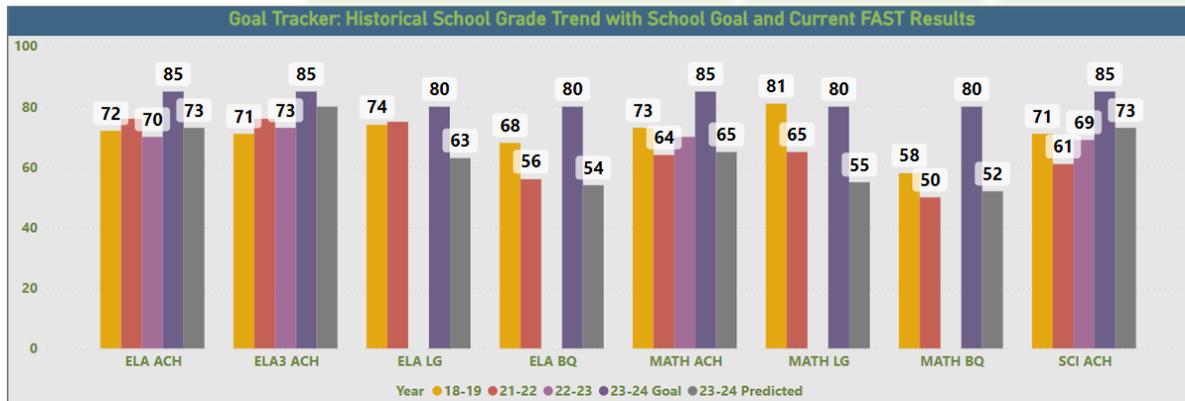
Goal Tracker: Historical School Grade Trend with School Goal and Current FAST Results

	ELA ACH	ELA3 ACH	ELA LG	ELA BQ	MATH ACH	MATH LG	MATH BQ	SCI ACH
18-19	72	71	74	68	73	81	58	71
21-22	70	73		56	64		50	61
22-23								69
23-24 Goal	85	85	80	80	85	80	80	85
23-24 Predicted	73		63	54	65	65/55	52	73

Year ● 18-19 ● 21-22 ● 22-23 ● 23-24 Goal ● 23-24 Predicted

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Quarter of the School Year: 3

Date of Summary: March 29, 2024

School: Beachland Elementary School

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): 1/16/2024, 1/23/2024, 1/30/2024, 2/6/2024, 2/13/2024, 2/20/2024, 2/27/2024, 3/5/2024, 3/12/2024
Summary of Observation(s): **Third graders were learning about Mae Jemison through Amplify curriculum; fourth graders were completing research projects of contributions of famous African Americans through science and mathematics; all homeroom classrooms completed research about a famous African American who had an impact and/or positive contribution to the world and others.**	2/13/2024, 2/15/2024, 2/22/2024, 2/26/2024, 2/27/2024

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)*	School Professional Development: 1/9/2024, 2/2/2024 Data Chats: 3/12/2024, 3/13/2024

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 (%)
1	0	100%	2	0	100%	4	0	100%	4	0	100%

Data should be retrieved from the Power BI ES Leadership Compliance – 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, 2023)*	

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AAAP 2023-2024

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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 <u>Discipline:</u>	Leadership Meetings (weekly): 1/16/2024, 1/23/2024, 1/30/2024, 2/6/2024, 2/13/2024, 2/20/2024, 2/27/2024, 3/5/2024, 3/12/2024 PBIS Meeting: 1/29/2024, 2/28/2024
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline:</u>	PBIS Rotations to review expectations upon return after winter break – 1/10/2024, 1/11/2024 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 1. Schedule change (<10 students)
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement:</u>	Leadership Meetings (weekly): 1/16/2024, 1/23/2024, 1/30/2024, 2/6/2024, 2/13/2024, 2/20/2024, 2/27/2024, 3/5/2024, 3/12/2024 School Professional Development: 1/9/2024, 2/2/2024 Data Chats: 3/12/2024, 3/13/2024 iReady PD with all grade levels: 2/28/2024
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement:</u>	1. Instructional groupings for Response to Intervention (RTI) – monitoring discussed with fluid groups 2. Data analysis of iReady diagnostic and PM2 Fast and STAR to create fluid groups 3. Monitoring with Surfing Conditions and examining bubble students in ELA, math, and science

	4. Support facilitators' schedules are reviewed and monitored by administration and resource specialist to ensure IEP is being followed as pertaining to push-in (support facilitation in the classroom) or pull-out (resource room).
	5. Discussion with math teachers in 4th and 5th about science teacher also providing 30 minutes of math support (daily review or daily check; computer time)
	6. Identify students with gaps in achievement for math facts and reading fluency; tutoring groups during lunch time
	7. Share data in monthly grade level data chats and discuss interventions in RTI and Tier II during small group instruction
	8. Proposed RTI lesson plan shared for comprehension groups, Lexia groups, and math groups utilizing standards mastery through iReady

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)	School Professional Development: 1/9/2024, 2/2/2024	
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?

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Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews): 1/24/2024, 3/4/2024	Evidence is the action steps embedded in the SIP that coaches and admin agreed upon at the time of impact walk. Information to be given to staff for next steps by admin and/or coaches. This will be done via the newsletter and the next faculty meeting, and/or collaborative planning

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:	January 10, 2024, March 15, 2024	
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 (%)
35	58	60%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	1. The Sunday Surf (weekly school messenger calls) 2. Posting of flyers on social media 3. Flyers sent home in Tuesday Newsday folders 4. Information shared in monthly newsletter 5. FOCUS portal messages about upcoming and occurring clubs, activities, tutoring 6. Phone calls home from teacher/sponsor	
(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: n/a	Zero interviews
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0%	0%
(OPTIONAL) Additional information:	For the 2023-2024 school year, we were fully staffed with instructional teachers by the first day of school. Currently, we remain fully staffed

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Quarter 3 Evidence:

1.1 – Classroom Door Decorating Contest – all homerooms were required to research at least one African American who had a contribution to society. Doors had to be completed by Monday, February 26, 2024. The four classrooms who won, we received treats based on a contribution of an African American to the food industry. In addition, fourth graders completed research about an African American who made a contribution to science and/or math (STEAM). School messenger calls also shared a quote from an African American at the end of every call each week.

FIRST PLACE: Mrs. Bing's first graders and Mrs. Riley's fourth graders
SECOND PLACE: Mrs. Johnson's third graders
THIRD PLACE: Mrs. Koehler's first graders

Each class enjoyed a treat based on a contribution of an African American to the food industry.

Alfred Cralle - invented the ice cream scoop 🍦
George Crum - accidentally invented potato chips 🥔
Wallace "Wally" Amos - Founder of Famous Amos Cookies 🍪
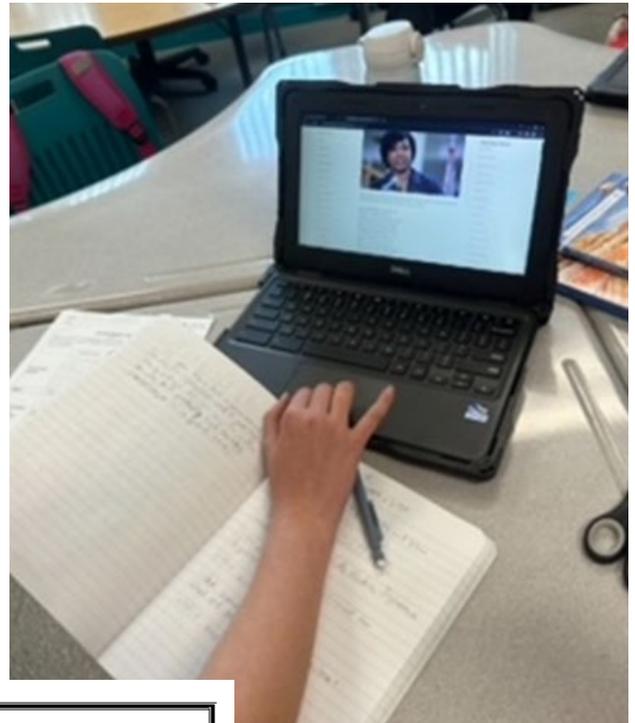
The Sunday Surf
Sunday, February 18, 2024
Good evening Beachland families this is Principal Rachel Finnegan with The Sunday Surf.

Our school attendance rate was 92.8% with fourth grade earning a star for their 95.1% attendance rate.

A huge thank you to all who attended our Lunch with a Loved One. As a reminder, there should be no candy at lunch or for snack.

Tomorrow, Monday, February 19th there is no school for President's Day. We will welcome everyone back on Tuesday, February 20th.

Looking for dinner Tuesday night. Order from Moe's to benefit our PTA from 5-9PM.

Thursday, February 22nd is spring picture day. Students may dress out of uniform for spring pictures but must be in school appropriate clothing.

Friday, February 23rd we will have our School Advisory Council meeting (SAC) at 8a in the media center.

Also, on Friday third, fourth, and fifth graders who receive their swag tag will be treated on stage at the swag tent.

In honor of Black History Month, I would like to end tonight's call with a quote from NBA basketball player, Michael Jordan, "I can accept failure. Everyone fails at something. But I can't accept not trying."

Thank you for riding the WAVE of Success with us as we Go for A Gold.

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1.2 – RTI lesson plan utilizing iReady Standards Mastery scaffolded lesson plan, forms A and B, and Tier II instruction; RTI procedures shared with teachers as well as an engagement PD

Proposed RtI Lesson Routine
for Comprehension Groups

Teachers will look at their RtI Report Group in iReady to make informed decisions based on needs. (Teachers will be provided directions on how to locate information).

Day	Activity/Lesson
Monday	iReady Scaffolded Lesson
Tuesday	iReady Scaffolded Lesson
Wednesday	Teach using Standards Mastery Form A: 1 Grade level below
Thursday	Assign Standards Mastery Form B: 1 Grade level below for independent practice
Friday	Review Standards Mastery Form B: 1 Grade level below to examine errors

Proposed RtI Lesson Routine
for Lexia Groups

Day	Activity/Lesson
Monday	Lexia Pathway
Tuesday	Lexia Pathway
Wednesday	Lexia Pathway
Thursday	Teach iReady Scaffolded Lesson or Standards Mastery based on group needs
Friday	Teach iReady Scaffolded Lesson or Standards Mastery based on group needs

2.1 – PBIS Rotations to address school-wide expectations in all areas and third quarter incentives (date changed from 3/22/2024 to 3/21/2024 for LUAU and tropical attire from 3/18/2024 to 3/21/2024)

PBIS Rotations

As you are walking from station-to-station model hallway expectations.

2nd, 3rd, 4th, and 5th grades, please review recess expectations at the start of recess this week.

January 10, 2024

	Bus Keaton	Cafeteria/Car Finnegan
9:30-9:45	Kindergarten	1st Grade
9:50-10:05	2nd Grade	Kindergarten
10:10-10:25	1st Grade	2nd Grade

January 11, 2024

	Bus Keaton	Cafeteria Finnegan	Car Abdo
9:30-9:40	3rd Grade	4th Grade	5th Grade
9:45-9:55	5th Grade	3rd Grade	4th Grade
10:00-10:10	4th Grade	5th Grade	3rd Grade

Quarter 3 PBIS Event:

3/22 – Luau Party

PBIS Dress Days for 15 SURFS:

1/29 – Color Bash/ Grades (no uniform)
2/13 – Wear red, purple, pink or Valentine's attire
3/18 – Surfer Tropical attire

March 21st
PBIS LUAU

KINDERGARTEN | 9:30-9:50

FIFTH GRADE | 10:00-10:20

SECOND GRADE| 10:30-10:50

THIRD GRADE | 11:00-11:20

FIRST GRADE| 2:00-2:20

FOURTH GRADE | 3:00-3:20

All students without any referrals for Quarter 3

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2.4 – School-based Professional Developments
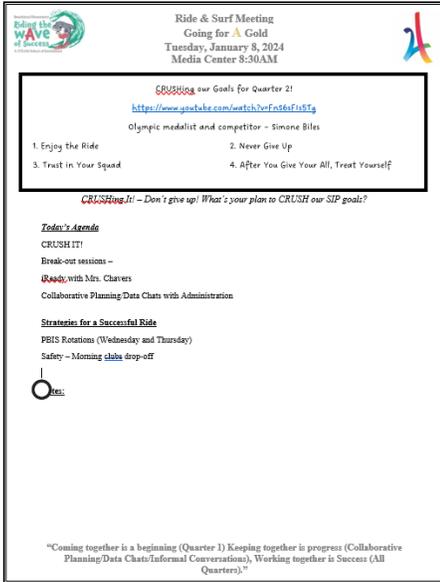
3.1 – Club Advertisements – flyers are sent home and also shared on monthly newsletters, The Sunday Surf, and Focus

Join the VEX Club

- The club is open to 4th and 5th grade students
- We are limted to 15 students
- It will take place on Tuesday and Wednesday morning s from 8:00-8:45
- We will create a model of the Paris Olympics using the VEX kits
- If interested please fill out the back of this form and return to Mrs. Jellie or Mrs. Polverari

PARIS

February Highlights!

We celebrated Lunch with a Loved One with close to 300 lunch visitors on February 14th. Also, a huge thank you to Mardy Fish Children's Foundation for sponsoring our 4th and 5th grade track team with a donation of over $2,500! Coach Ritt and our track stars have been practicing since January for April's track meet!!

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