



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

Quarter of the School Year: 3

School: Glendale Elementary School

In January 2024, 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 22, 2024: _____ 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 multiple schoolwide PBIS events to acknowledge students displaying our school wide PBIS expectations. We also held several celebrations for the growth that students made on i-ready math and reading diagnostics.

Collaborative planning with coaches or admin occurs weekly. K-5 teachers meet twice weekly to collaborate 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 achievement. During small group instruction, teachers are creating groups based on student needs and areas of progress and opportunities for growth. We are working to help teachers with the gradual release model to allow students to show their independence on tasks.



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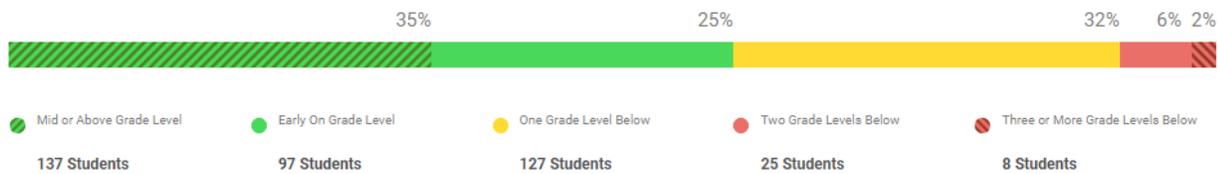
During math and ELA data chats for Quarter 3, students were identified who needed more support and instructional groupings for RTI were determined. We will track RTI data and have RTI review meetings every 6 weeks to determine if students are progressing and where adjustments need to be made. Coaches/Teachers review monthly i-Ready pass rates, minutes and unit assessments per class and discuss student progress.

We continue to increase family engagement through activities, school messenger calls, monthly newsletters, Thursday folders, and social media posts.

ELA:

Overall Placement

Students Assessed/Total: 394/399

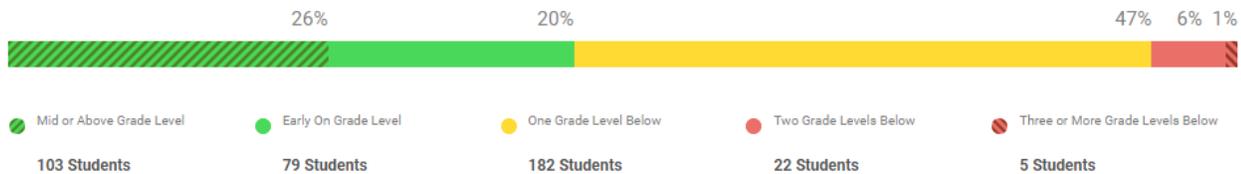


[The Mapping Between 5-Level and 3-Level Placements](#)

Math:

Overall Placement

Students Assessed/Total: 391/399



[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.

394 of 399 students tested for ELA (a few students are doing makeups)

ELA:

234 on grade level compared to 167 on grade level from MOY

127 one grade level below compared to 179 one grade level below from MOY



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25 two grade levels below compared to 48 two grade levels below from MOY

8 three or more grade levels below compared to 15 three or more grade levels below from BOY.

5th Grade – 30 students on or above grade level, 19 students one grade level below, 4 students two grade levels below, and 2 students three or more grade levels below

4th Grade – 36 students on or above grade level, 27 students one grade level below, 3 students two grade levels below, and 3 students three or more grade levels below

3rd Grade – 45 students on or above grade level, 19 students one grade level below, 6 students two grade levels below, and 4 students three or more grade levels below

Math:

391 students out of 399 tested for Math. (students are still doing makeups)

182 on grade level

182 one grade level below

22 two grade levels below

5 three or more grade levels below

5th Grade – 36 students on or above grade level, 14 students one grade level below, 4 students two grade levels below, and 1 student three or more grade levels below

4th Grade – 35 students on or above grade level, 28 students one grade level below, 4 students two grade levels below, and 1 students three or more grade levels below

3rd Grade – 27 students on or above grade level, 40 students one grade level below, 3 students two grade levels below, and 3 students three or more grade levels below



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Date of Summary: March 22, 2024

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): 1/9/24, 1/16/24, 1/22/24, 1/29/24, 2/5/24, 2/12/24, 2/20/24, 2/26/24, 3/4/24, 3/11/24,3/18/24

Summary of Observation(s):

Kindergarten

1st grade:
1/12/24
SS. 1. A.2.3
[MLKDay \(canva.com\)](https://www.canva.com)
Introduce the upcoming holiday. Share that we celebrate the work of Dr. King. Show prepared KWL chart for each class. Students will draw or write about what they already may know about Dr. King and add to our KWL chart. Then students will view a video on Discovery Ed to learn more. Students will then add something new that they learned and a question or wondering they have to our KWL chart. Students will then brainstorm how they can help keep Dr. King's Dream for Peace alive by drawing and/or writing about how they can promote peace in their community, school or home on a leaf template that will be added to our grade level "Peace Tree" display in the hallway.

Feb 14th and Feb 15th
Read and discuss ReadWorks Article:
Celebrate Black History Month
(per SS Curriculum Map) Jackie Robinson, Rosa Parks, Marian Anderson, and George Washington Carver

Feb 14: Turn and talk: Share with a partner a wow or wondering that you have. Respond to comprehension questions together in whole group.

Feb 15: Create Class tree map (branches are four heroes from article) Provide students with a sticky note and have them draw/write facts about their selected hero from



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article for display in classroom or hallway.

Students learned about (ReadWorks article from pacing guide) Lyda Newman and her fight for women's right to vote as well as her invention, the modern hairbrush.

2nd Grade

ELA.2.R.1.1, ELA.2.R.3.3

Students will then brainstorm how they can help keep Dr. King's Dream for Peace alive by drawing and/or writing about how they can promote peace in their community, school or home on a leaf template that will be added to our grade level "Peace Tree" display in the hallway.

Martin's Big Words- read-aloud in Moffatt's room for Literacy week (mystery reader). Students discussed MLK Jr's message of peace and keeping his dream alive today. On a class bubble map, students gave examples of how they could keep his dream alive.

3rd Grade

4th Grade:

Standards: SS.4.AA.1, ELA.4.R.2.2, R.2.3, R.2.4, C.1.4, C.1.5, C.3.1, C.4.1, C.5.2

Unit 7 Amplify Lesson 2- part of whole group was dedicated to notorious African Americans that became famous from their actions during the Revolutionary war. After hearing that they did, students will reflect on what changed because of their actions? Would something be different today if they didn't do it? Would you be able to go against most of society and stand up for what you believe in, even if it could cost you your life?

Students learned about different contributions African Americans have made to society. We learned about activism and standing up for things you believe in or injustices. We learned about the effect these contributions have had on society and the struggles



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	<p>African Americans have faced in the past and are still currently facing today. Then, students choose an African American to research. Students were given the opportunity to work with a partner or independently. Students read articles and used <i>Discovery Ed</i> to take notes and gather information for their presentations. Students choose to present their information digitally using Canva, Power Point, Microsoft Word, or paper based by creating a poster.</p> <p>5th grade: R2.2, V1.3, R2.1, R2.2</p>
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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)	<p><u>ELA Data Chats:</u> 1/9/24 1/17/24 3/13/24</p> <p><u>Math Data Chats:</u> 1/9/24 1/18/24 3/14/24</p>
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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>	Percent (%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)
1	0	100%	4	0	100%	3	0	100%	0	0	100%

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

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> :	<p><u>MTSS Meetings:</u> 1/9/24, 1/16/24, 1/22/24, 1/29/24, 2/5/24, 2/12/24, 2/20/24, 2/26/24, 3/4/24, 3/11/24,3/18/24</p>



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	<p>Leadership Meetings (weekly): 1/9/24, 1/16/24, 1/22/24, 1/29/24, 2/5/24, 2/12/24, 2/20/24, 2/26/24, 3/4/24, 3/11/24,3/18/24</p> <p>PBIS: 1/18/24, 2/8/24, 3/14/24</p>
<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. 27% 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. Seating arrangement changed in the cafeteria. 5. Meet with IPST to create, revise, and update FBA & BIPs to meet students’ needs.
Achievement	
<p>Date(s) of Problem-Solving Session(s) for <u>Achievement</u>:</p>	<p>MTSS Meetings: 1/9/24, 1/16/24, 1/22/24, 1/29/24, 2/5/24, 2/12/24, 2/20/24, 2/26/24, 3/4/24, 3/11/24,3/18/24</p> <p>Leadership Meetings (weekly): 1/9/24, 1/16/24, 1/22/24, 1/29/24, 2/5/24, 2/12/24, 2/20/24, 2/26/24, 3/4/24, 3/11/24, 3/18/24</p> <p>ELA Data Chats: 1/9/24 1/17/24 3/13/24</p> <p>Math Data Chats: 1/9/24 1/18/24 3/14/24</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) – revise and update groups- 2. Literacy coaches and literacy interventionist supporting classes and pulling groups of students. 3. 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).



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	<ol style="list-style-type: none"> 4. Identify students for Moonshot. 5. Identify students for Glendale U 6. Identify students for additional tutoring 7. Identify students for Science Club and make a plan for instruction. 8. SLT team meeting with 9 students each (Gator pals) 9. Share data in grade level data chats and discuss interventions in RTI and Tier II during small group instruction.
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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.

<p>Date of Quarterly Review of School Improvement Plan: <i>(i.e., August 1, 2023)</i></p>	<p>MTSS Meetings: 1/9/24, 1/16/24, 1/22/24, 1/29/24, 2/5/24, 2/12/24, 2/20/24, 2/26/24, 3/4/24, 3/11/24,3/18/24</p> <p>Leadership Meetings (weekly): 1/9/24, 1/16/24, 1/22/24, 1/29/24, 2/5/24, 2/12/24, 2/20/24, 2/26/24, 3/4/24, 3/11/24,3/18/24</p> <p>ELA Data Chats: 1/9/24 1/17/24 3/13/24</p> <p>Math Data Chats: 1/9/24 1/18/24 3/14/24</p> <p>Grade chair meetings: 1/22/24, 2/5/24, 3/4/24</p>	
<p>Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*</p>	<p>* If no, what modifications will be made to address the achievement gap?</p>
<p>Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):</p>	<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. 	



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	<ol style="list-style-type: none"> 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.
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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-2 of 7 Chorus- 1 of 11 Moonshot -6 of 32 Glendale U- 6 of 33 Science Club- 3 of 19 Agriculture Club- 1 of 14	Audubon Advocates-28% Chorus- 1% Moonshot – 19% Glendale U- 18% Science Club- 16% Agriculture Club- 0.7%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		For extracurriculars we will: <ol style="list-style-type: none"> 1. Share information at SAC 2. Share information in the monthly newsletter 3. Share information via social media

**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.

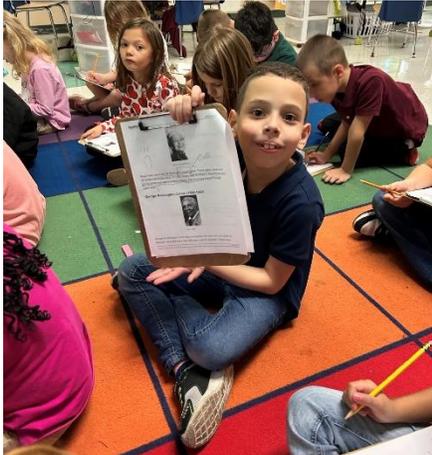
Number of Interviews Conducted by the Interview Committee:	NA
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)

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(OPTIONAL) Additional information:

1.1 Artifacts from First grade activities Q3.



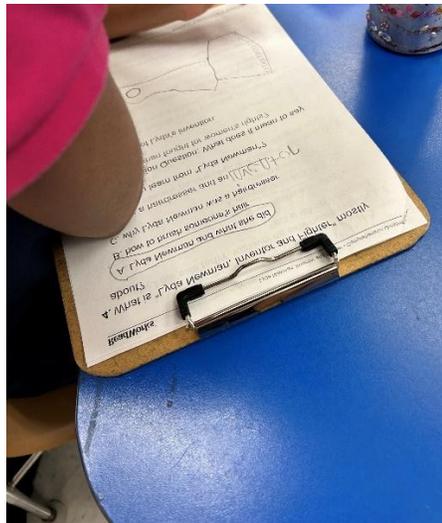
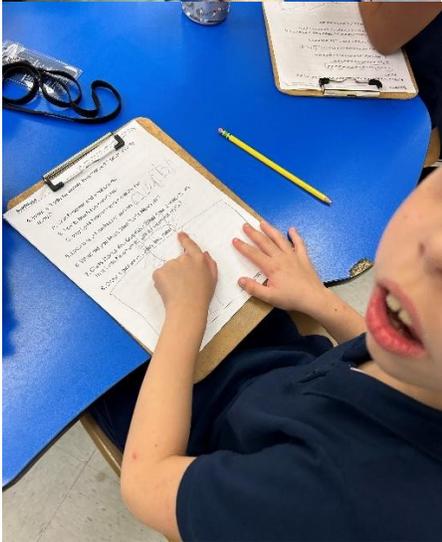
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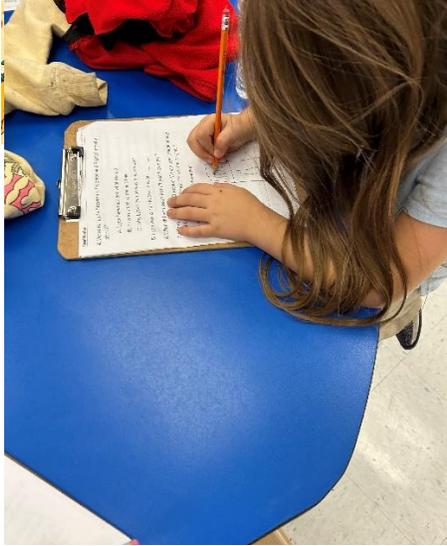
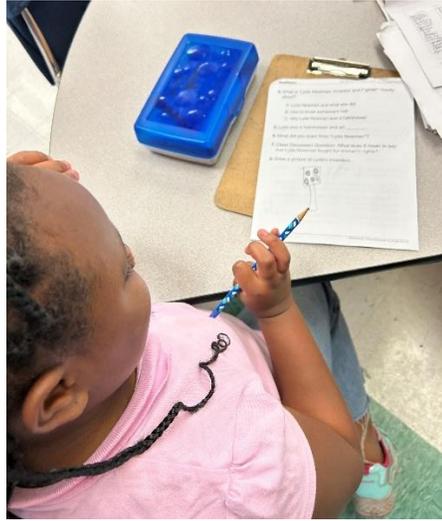
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Grade 2 Artifacts

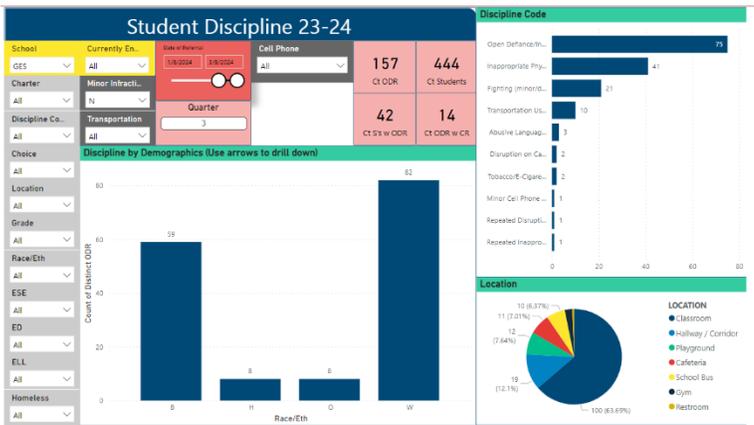


Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023
 Quarter 2: 10.12.2023 – 12.20.2023; Completion of Reflection & Quarterly Data Due 01.12.2024
 Quarter 3: 01.08.2024 – 03.19.2024: Completion of Reflection & Quarterly Data Due 03.29.2024
 Quarter 4: 03.20.2024 – 05.31.2024: Completion of Reflection & Quarterly Data Due 06.07.2024

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2.1



2.4 Collaborative Planning Agenda

Power Questions for Instructional Improvement

Name:

Date:

Most important questions to discuss to make sure the team is productive and focused.

<p>Standard Data Review</p> <p>What does "Goal Tracker" indicate regarding current progress? Specific areas of progress or concern based upon available data?</p>	<p>Focus Goals</p> <p>What was accomplished during the last weekly collaborative planning session in your content area? By grade level?</p>	<p>Instructional Calendar Review</p> <p>Upcoming Standards? Upcoming Assessments? Needed Review of Assessment Data? Scheduled Non-Instructional Events?</p>
<p>Alignment Direction</p> <p>To what degree was classroom instruction aligned with standards and collaborative plans?</p>	<p>Expectations & Needs</p> <p>What are your next steps based upon what was observed? Needs for Support?</p>	<p>Strengths & Capacity Building Strategy</p> <p>How will you build upon strengths identified?</p>
<p>Opportunities for Growth & Monitoring Action Steps</p> <p>How will you grow areas of need & increase monitoring in these areas?</p>		