

AAAP



School District of Indian River County African American Achievement Plan 2021-2022 Assurances of Implementation of Strategies/Action Steps



Glendale Elementary School

2021-2022 Quarter 1

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 African American Achievement Plan. To review and ensure compliance with the 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 2021-2022 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 of each school:

- Action steps included within the 2021-2022 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.

Reviewed on 10/11/2021 Verified by Casandra Flores

Quarterly Reflection

We are focusing on growth in academics of our African American subgroup. We will monitor iready, unit assessments, and classroom data to monitor progress and work towards closing the achievement gap in this subgroup. We are implementing tiered instruction in both reading and math and will monitor its impact every 6 weeks. We are adding a section in each week's collaborative planning guide to discuss the performance of subgroups, in particular, our African American subgroup as well as what strategies are being used to help them succeed. We will provide professional development on engagement strategies and teacher monitoring of student understanding to support teachers on creating instruction and activities that support both struggling learners and those learners ready to move on to more challenging tasks. A goal for our second semester will be to move towards an RTI block that allows for grouping of all students, including enrichment, across the grade level during RTI time to ensure all students are getting instruction based on their areas of need or strength during this 30-minute block of time. We will continue to monitor students being referred and evaluated for gifted and/or ESE services. We will monitor discipline referrals to ensure no groups are overrepresented. We will monitor participation in tutoring and other afterschool activities as these begin to get up and running in the second quarter.

Strategy AAAP 1.1 (ALL SCHOOLS): Monitor the curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.

Number of Walk-throughs to Observe implementation of African American History Teachings

4

Date(s) of Walk-throughs to Observe implementation of African American History Teachings: (i.e. 8/27/2021, 9/13/2021, and 9/17/2021)

8/23/21 8/30/21 9/2/21 9/10/21

Summary of observation(s):

Some examples observed were: The 5th-grade level covered two stories about African Americans in lessons 8, 9, and 11. Students read the following personal narratives: Rosa Parks: My Story and Step by Step: A Boy Goes To Washington Bertie Bowman. Students were able to identify the evidence Rosa Parks brings to support her point that segregation was unjust. They also did a comparison of the two texts. These lessons were done on Aug. 30th, Aug. 31st, and Sept. 2nd. 4th Grade: 1. Amplify Unit 1, Lesson 3 – Extraordinary, Ordinary People: A Memoir of Family Chapter 1 by Condoleezza Rice. Read Works Article – Behind the Lens, by Laura Daily; the African American Photographer, Moses Robinson is one of the photographers that are outlined in the article. Used to teach cause-effect structure and how it shows a character changes over time. Used to teach inferencing.

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 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:

8/31/21, 9/14/21, individual problem solving meeti

AAAP

African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten		First		Second		Third	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	9 %	1	10 %	3	30 %	8	53 %

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:

N/A

Summary of Action Steps/Plan Based Upon Reviews of Early Warning Indicators for African American Students:
Secondary Only

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)

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:

8/4/21, 8/19/21, 9/16/21, 10/21/21

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline:

A review of all current behavior plans was done with the MTSS team. A review of the MTSS process for behavior was shared with all teachers and our MTSS team. Progress monitoring (for identified students) will be done weekly and every 6 weeks the problem solving team will meet to review data for individual students. Our PBIS committee will meet monthly to discuss overall school behavior, discipline referral data and positive interventions that are being used across campus. Tier 1 SEL curriculum – Sanford Harmony- is being implemented in all classes with fidelity checks being done to ensure consistent implementation of tier 1 instruction. Weekly SEL tips are being sent out by the school counselor.

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement:

8/31/21, 9/7/21, 9/24/21, 10/12/21

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Achievement:

Our MTSS team reviewed the process for RTI, data chats and mtss core team meetings with all teachers. Initial set up of intervention groups and identification of appropriate interventions was completed following the first iReady diagnostic. Tier 2 and 3 interventions are being provided and progress monitored. Every 6 weeks grade groups will hold data chats to review impact of interventions. Fidelity checks will be done throughout the quarter. Interventions will be adjusted as needed based on individual student performance and progress. Monitoring of tier 1 implementation is occurring throughout the nine weeks, with trend data being shared with all teachers. Teachers are to be reviewing and documenting academic progress of African American subgroup during their weekly collaborative planning sessions. Overall subgroup data from last year was share with all teachers during preplanning to identify focus areas and set goals for improved academic achievement.

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)

African American

White, Non-Hispanic

Strategy AAAP 2.3 (ALL SCHOOLS): Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.

Reported Out-of-School Suspensions for Quarter 1

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Select One:

☐

No out-of-school suspensions were assigned during this time frame.

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All out-of-school suspensions were pre-approved by a principal supervisor.

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:	9/13/2021
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	Yes

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): School improvement plan was initially shared at preplanning sessions with all teachers on August 3rd. Improvement plan was revised and updated with leadership team. SIP was shared again, with revisions, with our grade chairs and leadership team. September 13 th . SIP was shared with parents during our SAC meeting on September 20 th . Progress monitoring piece was added to collaborative planning notes template to ensure review and documentation of performance and progress monitoring of African American subgroup for academics. Based on initial impact review meeting, Sept. 21 st our school will continue to focus on engagement strategies and teacher monitoring of understanding for our African American Subgroup. We will work with teachers to develop and plan their higher order thinking questions for instruction during collaborative planning sessions. Plan will be updated for quarter 2 action steps.

Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.

Student Demographics				
African American	Hispanic	Non-Hispanic	White	Other
18 %	6 %	94 %	76 %	0 %
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:			10/11/2021	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):				

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:	0
Percentage of Interviewers on Interview Committee by Race	
African American	White, Non-Hispanic
0	0

(Optional) Additional information:

0



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Audubon Advocates After-School Program Glendale Parent/Guardian Information Sheet

We are excited to have your student join the Audubon Advocates after-school program!

What is Audubon Advocates?

Audubon Advocates is a 14 week **after-school** program for select fifth grade students in partnership with Glendale Elementary and Pelican Island Audubon Society. This program is grant-funded and free to students. This program is very selective and students are nominated by their teachers based on their interest in science and the environment.

This program gives students the opportunity to learn about the Indian River Lagoon through hands on activities and guest speakers. Examples of topics covered are stormwater runoff, ethical wildlife viewing, importance of mangroves for our coastline, kayaking, role of snakes and mosquitoes in our ecosystem, and much more!

How does it work?

Students will be picked up at **3:30pm from the bus loop on Wednesday afternoons** at Glendale Elementary School and transported to the Audubon House (195 9th Street SE (Oslo Road), Vero Beach). **The program will start Wednesday, September 1, 2021.**

Their sponsor teacher, Mrs. Heather Moffatt, will accompany students for every lesson. The environmental educator for Pelican Island Audubon Society, Ms. Meghan Carpenter is in charge of lessons and transportation of students to and from the Audubon House using the Audubon van. Students will be returned to the **bus loop at Glendale Elementary at 6:00pm** on nights that they have the program. **Parents are responsible for transporting students home and for being on time to pick up their students.**

Students will be fed a small snack upon being picked up at 3:30pm which usually consists of a type of cracker and fruit. Students are welcome to bring their own snacks as well.

A newsletter will be sent home every month so that parents can see what students are learning about in Audubon Advocates and receive notifications of any upcoming family events.

At the end of the semester students and families are invited to participate in a graduation ceremony held in their students honor at the Audubon House.

What if my student has other commitments on Wednesday nights?

Students are only asked to participate in this program if they can **make a commitment** to attend **all** of the scheduled lessons. Emergencies and illnesses are exceptions but students should not commit to this program if they have conflicting activities on the same evening. Many students are turned away from participating in this program due to the small number of students that we can accommodate.

Parent/Guardian Meeting (students are asked to attend as well)

We are excited to meet you at the Parent/Guardian meeting! Further details and the full schedule will be provided at the parent/guardian meeting to be held on: **Wednesday, August 25, 2021** in the Glendale Media Center/library. Please wear your masks on campus that evening. We will be sure to socially distance during our meeting.

Impact Walks 9-21-21

	Evident		Partially Evident		Not Evident	
Collaborative Planning	11/12	92%	1/12	8%	0	0%
Standards Based Instruction	9/12	75%	1/12	8%	2/12	17%
Monitoring/Formal Assessment	4/12	33%	6/12	50%	2/12	17%
Differentiation	2/12	17%	3/12	25%	7/12	58%
Engagement/Participation	5/12	42%	7/12	58%	0/12	0%
Classroom Environment	9/12	75%	3/12	25%	0/12	0%

Strengths:

Collaborative planning is evident.
 Use of Amplify evident across ELA.
 Standard based instruction is occurring.
 Curriculum is core based.
 High level of student engagement in math.
 Strong SEL supports.
 Student centered environment with an academic focus.
 Students leading learning in math.
 MTR 4 evident in most math classes. (discourse between students)

Wonderings:

How are small groups formed?
 What do teachers do with the data collected during instruction (monitoring, what do you do about what you see?)
 Is the "How" discussed in collaborative planning. What will this instruction look like from room to room, how are you differentiating, how are you using groups?

Next Steps:

Strategic teacher observations with reflection (New teachers observe experienced teachers with a focus are to look for and then reflect on).
 Enrichment for higher level students.
 Common language for the learning target. (How you are sharing the learning target with the students, consistency across the team)
 Develop higher order questions during collaborative planning.
 Cultural relevance during instruction (incorporating diversity within the classroom).
 Focus on differentiation during collaborative planning.
 Intentional focus on engagement strategies during collaborative planning.

Classroom Environment:

CHAMPS visible and referenced by teachers

Active Supervision by teachers

PBIS expectations visible and students share ownership

Students actively engaged in work/lessons

Whole Brain Thinking strategies in use in some classrooms

Positive redirection/overall positive welcoming environment

Opportunities:

Intentional use of CHAMPS

Increase use of PBIS classroom expectation posters (with student generated examples)

Develop Sanford Harmony goals with students and post to reference during meet up (have students sign)

Utilize Dojo to provide individual student recognition

Example
4th math

Data Chats
September 9th, 2021
Iready Diagnostic Review – Math
RTI groups/needs

Please respond to the following questions:

How did your class perform overall on their iReady Math diagnostic:

Overall Grade level performance: 21% (G) 63% (Y) 15% (R)

Class performance: Use class A and B for teachers who are departmentalized only Otherwise just use class A

16/16 A) 6% on/above level (G) 81% & below level (Y) 13% significantly below (R)
19/19 B) 31% on/above level (G) 53% & below level (Y) 16% significantly below (R)

How did your subgroups perform? (Percent proficient {G})

Subgroup	%in red	% proficient
Overall (39)	14	20
AA (5)	20	20
H (1)	0	25
W (24)	17	17
ESE (1)	100	0
ED (20)	19	19
ELL (1)	0	0

What areas do you notice are the lowest? (domains)

a) measurement & data geometry

b) numbers & operations algebraic thinking

What strategy will you focus on using to help improve the performance of your AA subgroup this quarter?

Glendale Elementary School

Grade Chair Meeting
September 13th, 2021

If you have questions please leave a sticky note/paper on your table and we will get a response to you as soon as possible.

Faculty Council Meeting:

Email response sent out, are there any further questions?

Grade Chair Meeting

Agenda:

- 1) Tentative collaborative planning dates for each nine weeks. Revision of dates needed.

Quarter 2 planning

- | | |
|---|--------------------------------------|
| a. 1 st – Sept. 23 | d. 2 nd – Sept. 29 |
| b. 3 rd – Oct. 4 th | e. 5 th – Sept. 30 |
| c. 4 th – Sept. 28 | f. K – Oct. 1 - will remain the same |

Initial one is scheduled for full day – teachers will need to put in sub requests.

- i. Alternate plan if short on subs (half ela, half math, split subs)

- 2) Open House info
- 3) Iready math data meeting info
- 4) Recognition committee info (need to prep for honor roll, also are we doing Gator of the month?)
- 5) Quick check on student badges
- 6) Review of SIP plan
- 7) Weekly SH tips
- 8) RTI start dates, ALL grade groups 1-5 are to have RTI groups up and running by this Wednesday, September 15th. Please be sure to reach out to Flores if you foresee any conflicts. Mrs. Koppelman and Mrs. McCabe are here to help with any resources and final grouping questions.