

# AAAP Quarter 2



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



### Beachland Elementary School

#### 2021-2022 Quarter 2

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 1/5/2022 Verified by Rachel Finnegan

#### Quarter 2 Reflection

For the second quarter, data chats occurred monthly with a clear purpose on achievement levels and gaps across all grade levels. Progress monitoring was examined in relation to unit assessment scores, DIBELS, class work, and iReady diagnostics. To support the behavioral challenges, check-in/check-out interventions, morning supervision, and lunch times for certain grade levels were problem-solved and reworked to have a proactive approach before having inflammatory situations, especially on Mondays, Tuesdays, and Fridays. In addition, all students in the bottom quartile received an adult mentor to work with during quarter 2.

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	2
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	October 2021-November 2021

#### Summary of observation(s):

Langston Hughes - poetry, writing to respond 4th and 5th grade students completed a poetry unit before Thanksgiving break. During collaborative planning sessions, ELA teachers shared the standards, topics, and poems students would be reading and discussing.

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:	11/12/2021, 11/16/2021, 1/4/2021
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#### African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Count Scheduled	Count Identified	Percent									
4	0	400 %	5	2	250 %	3	0	300 %	1	1	100 %

\*Data should be retrieved from the Power BI 2021-2022 Scheduling App - Schedule Audit

Strategy AAAP 1.3 (SECONDARY ONLY): Use Florida Early Warning Indicators to support secondary School Leadership Teams in

# AAAP Quarter 2

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:

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 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:

11/9/21, 11/15/21, 12/3/21, 12/14/21

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

During PBIS meeting, discipline data was analyzed. During our weekly leadership meetings, we have worked with our school counselor to ensure student interventions and behavior plans are in action and check-in/check-out plans are happening. School counselor schedule supports pro-active meet and greets to support breakfast, lunch, and various times throughout the school day. 1. Review discipline data 2. Connect with teacher, school counselor, interventionist (if applicable), and administration about current situation 3. Discuss concerns with threat assessment team and review past incidents and any new/potential concerns 4. Schedule parent conferences (if necessary) to review plan, update on implementation, or behavioral changes

## ACHIEVEMENT

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

11/12/2021, 11/16/2021, 12/3/2021

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

1. Share information and data at principal monthly meeting 2. Discuss actions during weekly leadership meetings 3. Monitor implementation of RTI and progress monitoring weekly K-5 4. Examine groupings and iReady data/unit assessment data to make modifications

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 2.4 (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:

1/4/2022

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): 1/3/2022 - Best Practices for Inclusive Education team learned about Beachland's School Improvement plan and achievement expectations and outcomes for ALL students. 1/4/2022 - Teachers participated in a training about the School Improvement Plan, by reviewing the four goals, review of the December Impact Review, and the plan for differentiated instruction training on 1/31/2022. In addition, on 1/4/2022, all teachers K-5 with the collaboration of cultural arts and ESE, teachers examined each student's data to make decisions for Response to Intervention, to ensure 30 minutes daily is spent on targeted areas of the individual's need(s).

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.

[Directions - How to Mass Add Log Records](#)

# AAAP Quarter 2

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 1/5/2022

Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
21	96	22 %

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:

1. Communication with families and students in weekly Sunday night School Messenger calls and monthly newsletters 2. Ensuring teachers have a clear understanding of what is offered for our students to increase awareness and knowledge or encouragement \*Due to COVID at the start of the year, there was a delay in the start of extracurricular activities besides Moonshot, art club, student council, and safety patrol For January-February 2022, more clubs and extracurriculars will be starting for students to continue with varied interests.

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:	8
Percentage of Interviewers on Interview Committee by Race	
African American	White, Non-Hispanic
0	100

(Optional) Additional information:

4 instructional positions open (October 2021-December 2021)

Hiring Demographics:

Hispanic - 1 teacher (declined offer)

Black - 1 teacher

White, Non-Hispanic - 3 teachers

Beachland Elementary School  
December 2021  
AAA Plan Evidence - Quarter 2

**Strategy 1.1 - Collaborative Planning Schedule with Cultural Arts teachers to support integration and required instruction in all areas**

Per your teacher contract language, you are required to collaboratively plan twice a week – once with an administrator/coach and one as a team **8:00-8:40**

With the integration of Amplify, Project Lead the Way - STEAM, and the new BEST standards, this will provide your team a glimpse of what is happening in the classrooms and offer extensions or opportunities through your standards.

Mondays 2<sup>nd</sup> Grade ELA – Miss Slaughter (attend in Mrs. Korzon’s room for ELA)

Mondays 3<sup>rd</sup> Grade ELA – Mr. Sweeney (attend in Mrs. Johnson’s room for ELA)

Tuesdays 4<sup>th</sup> Grade ELA – Coach Fielder (attend in Mrs. Riley’s room for ELA)

Wednesdays 5<sup>th</sup> Grade ELA – Mrs. Polverari (attend in Mrs. Karwatske’s room for ELA)

This provides you with three days of individual planning or the chance to host a club, open library, etc. We can advertise on my Sunday call, social media, and monthly newsletter when different things are available. Just let me know 😊

**Strategy 1.2 -**

**Data Review on PowerBI with K-5 teachers during planning times**

Data Chat November 2021

Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

**How's it going?**

**Collaborative Planning**  
iReady Minutes – BQ 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>

**Extended Learning (A2)**  
All BQ students need to participate in at least one offering  
-Before school, during school, after school, Saturdays

**Bottom Quartile**  
K-1 Student Mentoring begin 11/29  
2<sup>nd</sup> Student Mentoring begin 1/6 (with safety patrols in training)  
3<sup>rd</sup>-5<sup>th</sup> Adult Mentoring Program

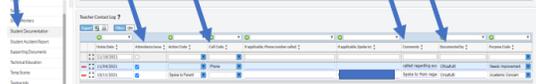
**Attendance**  
Habitually Truant – Unexcused Absences (yellow 5+ days, orange 10+ days, red 15+ days)  
✓ Red Data – 5 students  
K6 – 1, 3<sup>rd</sup> – 1, 4<sup>th</sup> – 2, 5<sup>th</sup> – 1  
1. Beachland's Attendance Policy (see next page)  
2. Yellow (33), Orange (13), Red (5)

2021-2022 Attendance Policy  
<https://www.indianriverschools.org/common/pages/DisplayFile.aspx?temid=10947493> (pg. 32-33)

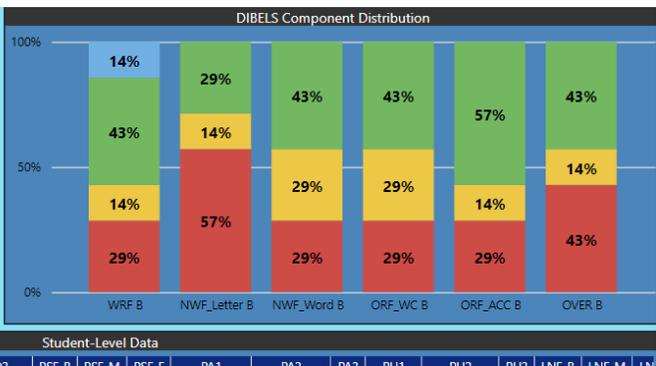
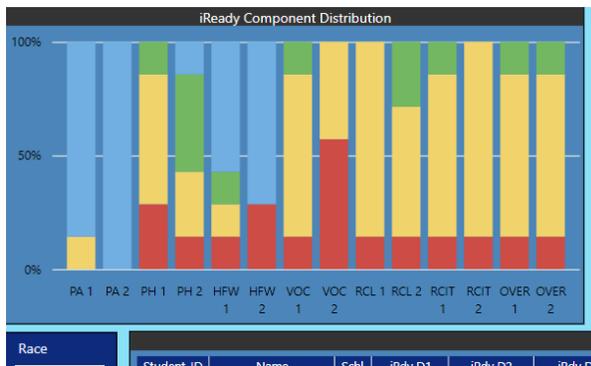
**Attendance Matters**

*"Did you know research shows that missing ten percent of the school year, or about 18 days in most school districts, negatively affects a student's academic performance."*

- After three consecutive absences, teacher calls home and documents contact in focus.

Ex. 

- After five consecutive absences, teacher notifies administrator and administrator sends home a letter and contacts family.



Groups are made based on data (as shown above) about where the lowest domain is for each student and what RTI group and small group instruction is needed.



Beachland Elementary School  
December 2021  
AAA Plan Evidence - Quarter 2

**Strategy 2.4 - See School Improvement Plan and BPIE common board and agenda**

Best Practices for Inclusive Education (BPIE) School Team – January 3 <sup>rd</sup> (Beachland Elementary Media Center – 9a-12p)		
<p><b>Essential Question:</b> How do I collaborate with my community school and/or local school district to learn about the customized services and supports ensuring all students with disabilities have the same educational, social, and future opportunities as their peers?</p> <p><b>Florida Statute 1003.571(a)4(f), F.S.</b> Each school district and school shall complete a BPIE assessment with a Florida Inclusion Network facilitator and include results of the BPIE assessment and all planned short-term and long-term improvement efforts in the school district's exceptional student education policies and procedures.</p> <p><b>Intended Outcomes</b> The identification of priority needs related to inclusive best practices The development of goals and action steps to address priority and needs School wide implementation of effective, inclusive practices</p>	<b>Steps</b>	<b>BPIE Assessment Process At-a-Glance</b>
	Step 6	Review developed, implemented, and monitored plan with data analysis on the two to three indicators chosen. School improvement planning is geared to develop measurable goals and action steps to increase or improve inclusive best practices across the school. Monitor and report progress toward the implementation of inclusive practices and analyze data to allocate resources
	**Step 4 and 5**	**Facilitate and complete the process to rate all indicators with school team. **Lead the team to prioritize school improvement planning. **Complete online BPIE assessment. Recruit volunteers for the action plan process/gathering of data
	Step 3	Send team members indicator rating sheets. Prepare all materials for school team meeting.
		Step 1 and 2
		Administrators meet to review and read admin guide Administrators identify school team, decide on dates/location of meetings, and invite team members. Preliminary Meeting – November 2021 Preparation Meeting – December 2021
**Meeting Experience**		
<p><b>I Do:</b> Complete Team Indicator Rating Sheets</p> <p>Reflect on current school state and evidence to support indicators</p> <p>Think about strengths and areas of improvement to support students with disabilities and inclusive practices at Beachland Elementary</p>	<p><b>**We Do**</b> Collaborate with the BPIE team members to rate the indicators and provide evidence.</p> <p>Among stakeholders, prioritize needs for improvement to assist and promote positive outcomes for students with disabilities.</p>	<p><b>You Do:</b> Stay active in education in your school/district community</p> <p>Ask questions</p> <p>Reflect on current practices to support all students in the education community</p> <p>Share thoughts and ideas with other stakeholders to learn and extend views or gain a new perspective</p>

Best Practices for Inclusive Education (BPIE) Monday, January 3, 2022 Media Center 9-12	
	
<ul style="list-style-type: none"> <li>• 9:00-9:15               <ul style="list-style-type: none"> <li>○ Sign in, Welcome, Introductions</li> </ul> </li> <li>• 9:15-9:25               <ul style="list-style-type: none"> <li>○ Purpose and Desired Outcomes</li> <li>○ Group Norms</li> </ul> </li> <li>• 9:25-9:45               <ul style="list-style-type: none"> <li>○ Historical Data/School Improvement Plan Goals</li> </ul> </li> <li>• 9:45-11:30               <ul style="list-style-type: none"> <li>○ BPIE Assessment Process: Review of the Indicators (small group)</li> <li>○ BPIE Assessment (whole group)</li> </ul> </li> <li>• 11:30-12:00               <ul style="list-style-type: none"> <li>○ Reflect on the Process – Evaluate Time/Discussion</li> <li>○ Propose additional time, if necessary</li> </ul> </li> </ul>	

Beachland Elementary School  
December 2021  
AAA Plan Evidence - Quarter 2

Strategy 3.1 - Saturday Math/Reading Bootcamp Informational Letter

December 3, 2021

To the Parents of \_\_\_\_\_

Our Beachland Sharks can receive extra support in mathematics to enhance their skills and strategies. Your child will work with Mr. Fass in a small group from 10a-12p. |

We will begin this exciting opportunity Saturday, January 8<sup>th</sup>. We would love for your child to attend to get an extra 120 minutes of math and reading instruction a week. If you are interested in this opportunity, please return the notification form by December 17<sup>th</sup> to Mr. Fass.

Dates of the Program:

1/8 1/22 1/29 2/5 2/12 2/26 3/5 3/12 4/2 4/9

-----Please Return by Wednesday, December 8<sup>th</sup>-----

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

1. Please check the box to indicate your decision.

Yes, my child will attend.

No, my child will not attend.

**Transportation Needed: I live in Beachland's school zone.**

Yes, Address: \_\_\_\_\_ Route #: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

\*Attending our math program is a privilege and will require students to attend regularly and follow all school expectations based on our district's Code of Student Conduct.

\*Schedule may change based on holidays and/or unexpected situations.