

# AAAP Quarter 2



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



### Dodgertown 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 1/6/2022 Verified by Aretha L. Vernette

#### Quarter 2 Reflection

African American History documentations made in grades K-5. No out-of-school suspensions, nor in-school suspensions for Quarters 1 and 2. Staff at Dodgertown have strong skills with closing gaps and making learning gains by providing necessary interventions. Next steps include... 1) an intense focus of improving Tier 1 instruction and 2) an alignment of Tier 2 and Tier 3 interventions with i-Reading "next steps" resources.

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	6
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	10/11, 10/14, 10/26, 11/8, 11/16, 11/30
Summary of observation(s):	
Walk-throughs during Amplify lessons and Florida Social Studies lessons to observe implementation of African American History teachings.	

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:	12/14/2021										
African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent
6	6	100 %	13	20	65 %	11	16	69 %	16	20	80 %

\*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 developing and implementing interventions for African American students who are not on-track to graduate.

# AAAP Quarter 2

Date(s) of School Level Review(s) of Early Warning Indicators for African American Students:	12/14, 12/15
<b>Summary of Action Steps/Plan Based Upon Reviews of Early Warning Indicators for African American Students:</b> Met during grade level School-Based Team meetings to discuss each student's (including each African American student's) performance and early warning indicators.	
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.	
<b>Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)</b>	
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:	12-14-2021 and 12-15-2021
<b>Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline:</b>	
<u>Tuesday, 12-14-2021</u>	
<ol style="list-style-type: none"> <li>1.</li> <li>2. Hold <b>Tier 2 and Tier 3 School-Based Team (SBT)</b> meetings with the Principal, Assistant Principal, Instructional Coaches, Interventionists, homeroom teachers, ESE teachers, School Psychologist, School Counselor, Resource Specialist, and Community Partnership School Wellness Coordinator.</li> <li>3.</li> <li>4. <b>Academics and/or Behavior:</b></li> <li>5.             <ol style="list-style-type: none"> <li>1.</li> <li>2. Discuss the progress monitoring of current <b>Tier 2 and Tier 3</b> students.</li> <li>3.</li> <li>4. Is the intervention implemented with fidelity?</li> <li>5.</li> <li>6. Is the intervention appropriate?</li> <li>7.</li> <li>8. Is the student's response to the intervention positive, questionable, or negative.</li> <li>9.</li> <li>10. Does the intervention need to be modified?</li> <li>11.</li> <li>12. Should the students continue the intervention or exit the intervention.</li> <li>13.</li> <li>14. Do you recommend adding a <b>Tier 3</b> intervention? If so, which skill deficit should be addressed? Which intervention will meet the need of this skills deficit?</li> <li>15.</li> <li>16. Review the data of students who are not currently receiving Tier 2 or Tier 3 interventions. Do you recommend adding Tier 2 or Tier 3 interventions?</li> <li>17.</li> <li>18. Schedule <b>Individual Problem-Solving Team (IPST)</b> meetings for students for whom Tier 3 interventions were recommended and "call parents into the meeting", if possible. Leave a message for parents. When parents return the call, informed parents of the new level of support that is being implemented to close gaps in <b>academic/behavior</b> expectations.</li> <li>19.</li> <li>20. When necessary, teachers will complete a <b>School Counseling Wellness Referral</b> . The School Counselor will meet with each student then create a schedule to meet with individual student or groups of students to provide social/emotional coping strategies. Group strategies/interventions will be monitored for effectiveness.</li> <li>21.</li> <li>22. When necessary, staff will refer students to the <b>Wellness Coordinator of the Community Partnership School (CPS)</b> program. CPS staff will make referrals to Sequel Care.</li> <li>23.</li> </ol> </li> </ol>	
<u>Wednesday, 12-15-2021</u>	
<ol style="list-style-type: none"> <li>1.</li> <li>2. Hold <b>Tier 3 Individual Problem-Solving Team (IPST)</b> meetings with the Principal, Assistant Principal, Instructional Coaches, Interventionists, homeroom teachers, ESE teachers, School Psychologist, School Counselor, Resource Specialist, and Community Partnership School Wellness Coordinator.</li> <li>3.</li> <li>4. Call parents into the meeting", if possible. If parents are unavailable, leave a message for parents to return the principal's call. When parents return the call, informed parents of the new level of support that is being implemented to close gaps in <b>academic/behavior</b> expectations. Ask for parent input as it relates to successful strategies that are implemented at home.</li> <li>5.</li> <li>6. With input from the IPST, determine the Tier 3 intervention for Academic/Behavior.</li> <li>7.</li> </ol>	

# AAAP Quarter 2

- 8. Assign an interventionist/teacher to implement the intervention.
  - 9.
  - 10. The interventionist will implement the intervention with fidelity.
  - 11.
- Administrators will conduct fidelity walks.

**ACHIEVEMENT**

Date(s) of Problem-Solving Session(s) for Achievement: 12-14-2021 and 12-15-2021

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

**Tuesday, 12-14-2021**

- 1.
- 2. Hold **Tier 2 and Tier 3 School-Based Team (SBT)** meetings with the Principal, Assistant Principal, Instructional Coaches, Interventionists, homeroom teachers, ESE teachers, School Psychologist, School Counselor, Resource Specialist, and Community Partnership School Wellness Coordinator.
- 3.
- 4. **Academics and/or Behavior:**
- 5.
  - 1.
  - 2. Discuss the progress monitoring of current **Tier 2 and Tier 3** students.
  - 3.
  - 4. Is the intervention implemented with fidelity?
  - 5.
  - 6. Is the intervention appropriate?
  - 7.
  - 8. Is the student's response to the intervention positive, questionable, or negative.
  - 9.
  - 10. Does the intervention need to be modified?
  - 11.
  - 12. Should the students continue the intervention or exit the intervention.
  - 13.
  - 14. Do you recommend adding a **Tier 3** intervention? If so, which skill deficit should be addressed? Which intervention will meet the need of this skills deficit?
  - 15.
  - 16. Review the data of students who are not currently receiving Tier 2 or Tier 3 interventions. Do you recommend adding Tier 2 or Tier 3 interventions?
  - 17.
  - 18. Schedule **Individual Problem-Solving Team (IPST)** meetings for students for whom Tier 3 interventions were recommended and "call parents into the meeting", if possible. Leave a message for parents. When parents return the call, informed parents of the new level of support that is being implemented to close gaps in **academic/behavior** expectations.
  - 19.
  - 20. When necessary, teachers will complete a **School Counseling Wellness Referral** . The School Counselor will meet with each student then create a schedule to meet with individual student or groups of students to provide social/emotional coping strategies. Group strategies/interventions will be monitored for effectiveness.
  - 21.
  - 22. When necessary, staff will refer students to the **Wellness Coordinator of the Community Partnership School (CPS)** program. CPS staff will make referrals to Sequel Care.
  - 23.

**Wednesday, 12-15-2021**

- 1.
  - 2. Hold **Tier 3 Individual Problem-Solving Team (IPST)** meetings with the Principal, Assistant Principal, Instructional Coaches, Interventionists, homeroom teachers, ESE teachers, School Psychologist, School Counselor, Resource Specialist, and Community Partnership School Wellness Coordinator.
  - 3.
  - 4. Call parents into the meeting", if possible. If parents are unavailable, leave a message for parents to return the principal's call. When parents return the call, informed parents of the new level of support that is being implemented to close gaps in **academic/behavior** expectations. Ask for parent input as it relates to successful strategies that are implemented at home.
  - 5.
  - 6. With input from the IPST, determine the Tier 3 intervention for Academic/Behavior.
  - 7.
  - 8. Assign an interventionist/teacher to implement the intervention.
  - 9.
  - 10. The interventionist will implement the intervention with fidelity.
  - 11.
- Administrators will conduct fidelity walks.

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**

# AAAP Quarter 2

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

Select One:



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



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: 12/3/2021

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):** Impact Review #2: December 3, 2021 The Instructional Coaches will support Teacher-Led Collaborative Planning; The Principal and Assistant Principal will conduct frequent classroom walkthroughs to examine the appropriate delivery of Tier 1 instruction and intervene as required; both of the aforementioned action steps are implemented for all students which the goal of closing achievement gaps for all subgroups, including African American students.

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](#)

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:

Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
160	222	72% %

(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:**

We were able to ramp up participation in our extracurricular Brain Bowl Fluency Bees in December by sending home individual invitations with each student to parents and guardians. (Civics, Safety Patrol, Moonshot Academy, Extended Day Program, Brain Bowl: Fluency Bee)

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: 2

Percentage of Interviewers on Interview Committee by Race

African American	White, Non-Hispanic
60	40

(Optional) Additional information:

There were 5 members on our interview panel: 3 African Americans, 2 White, Non-Hispanic.

**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.**

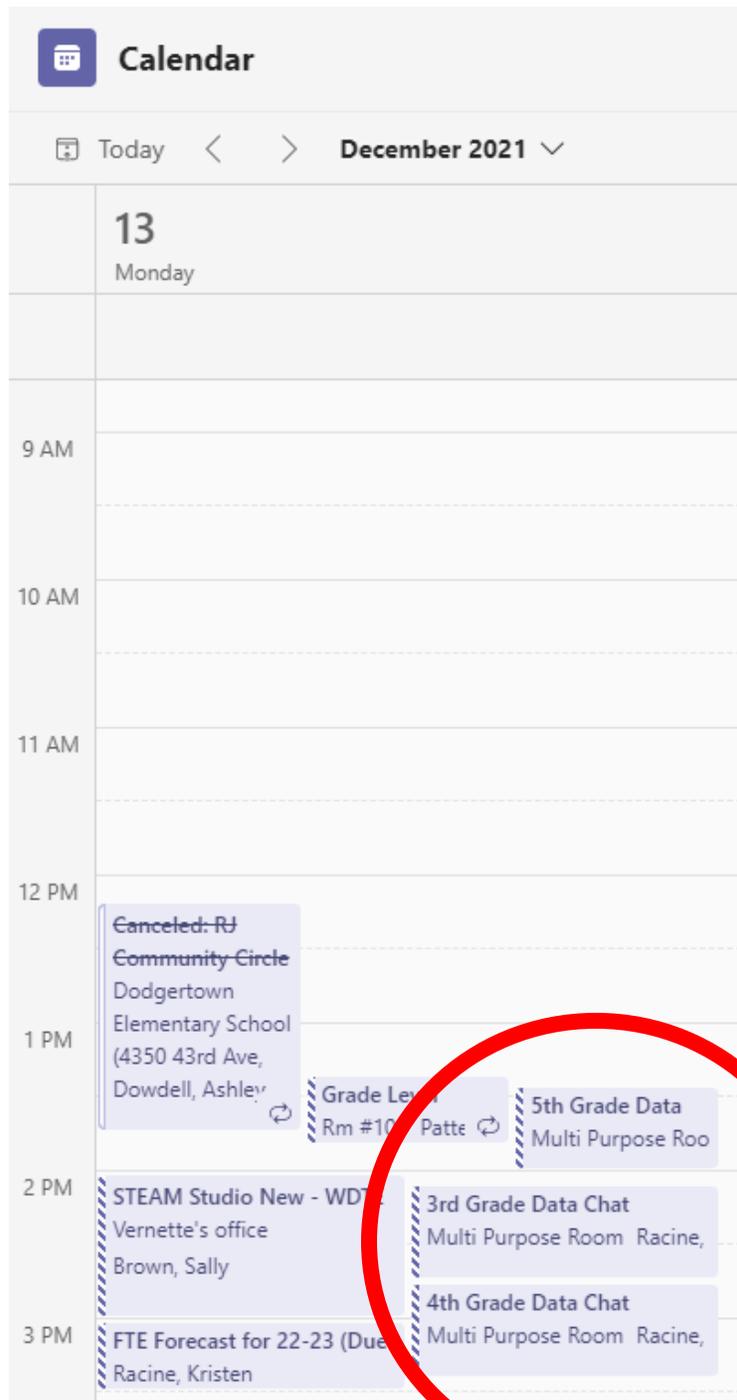
<b>Dodgertown African American Curriculum Third Grade</b>				
<b>Florida Social Studies</b> <small>3: The United States Its Regions and Neighbors</small>	<b>ELA Standards</b>	<b>Social Studies Standards</b>	<b>African American Studies</b>	
<b>Resource</b> Unit 1: The Geography of North America and the Caribbean	9 Weeks	<p><b>LAFS.3.RI.1.1</b>-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>LAFS.3.RI.1.2</b>-Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>LAFS.3.RI.3.7</b>- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>LAFS.3.RI.3.9</b>- Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>LAFS.3.RI.4.10</b>- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p><b>SS.3.A.1.1</b>-Analyze primary and secondary sources.</p> <p><b>SS.3.A.1.2</b>-Utilize technology resources to gather information from primary and secondary sources.</p> <p><b>SS.3.A.1.3</b>-Define terms related to the social sciences.</p> <p><b>SS.3.G.1.1</b>-Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.</p> <p><b>SS.3.G.1.2</b>- Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .</p> <p><b>SS.3.G.1.3</b>- Label the continents and oceans on a world map.</p> <p><b>SS.3.G.1.4</b>- Name and identify the purpose of maps (physical, political, elevation, population).</p> <p><b>SS.3.G.1.5</b>- Compare maps and globes to develop an understanding of the concept of distortion.</p> <p><b>SS.3.G.1.6</b>- Use maps to identify different types of scale to measure distances between two places.</p> <p><b>SS.3.G.2.1</b>- Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).</p>	<p><b>Rosa Parks: Fighting for Civil Rights</b></p> <p><a href="https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/03_SS_LPQ4_001.pdf">https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/03_SS_LPQ4_001.pdf</a></p> <p>Students will understand how the heroic actions of Rosa Parks, an African American woman, changed history by refusing to give up her seat on a bus to a white person. This helped to end segregation and forever made a social change in America.</p>

<b>Dodgertown African American Curriculum Fourth Grade</b>							
<b>Social Studies Alive!</b> <small>4: The United States Its Regions and Neighbors</small>	<b>ELA Standards</b>	<b>Social Studies Standards</b>	<b>African American Studies</b>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 15%;"><b>Unit of Study</b></th> <th style="width: 15%;"><b>Time Frame</b></th> </tr> <tr> <td style="vertical-align: top;"> <b>Resource</b> Unit 1: Discovering the Social Sciences  Unit 2: Exploring Regions of the United States  Unit 3: The Effects of Geography on Live in the Southeast                             </td> <td style="vertical-align: top; text-align: center;">                                 9 Weeks                             </td> </tr> </table>	<b>Unit of Study</b>	<b>Time Frame</b>	<b>Resource</b> Unit 1: Discovering the Social Sciences  Unit 2: Exploring Regions of the United States  Unit 3: The Effects of Geography on Live in the Southeast	9 Weeks	<p><b>LAFS.4.RI.1.1</b>-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>LAFS.4.RI.1.2</b>-Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>LAFS.4.RI.2.4</b>-Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>LAFS.4.RI.3.8</b>-Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>LAFS.4.RF.4.4</b>-Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>LAFS.4.SL.1.1</b>-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>LAFS.4.SL.1.2</b>-Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>LAFS.4.SL.1.3</b>-Identify the reasons and evidence a speaker provides to support particular points.</p> <p><b>LAFS.4.L.2.3</b>-Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>LAFS.4.L.3.4</b>-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p><b>LAFS.4.L.3.6</b>-Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p><b>SS.4.FL.1.8</b>- Income earned from working and most other sources of income are taxed. Describe ways that the revenue from these taxes is used to pay for government provided goods and services.</p> <p><b>SS.4.FL.2.3</b>- Identify some of the ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness.</p> <p><b>SS.4.FL.3.1</b>- Identify ways that income is saved, spent on goods and services, or used to pay taxes.</p> <p><b>SS.4.G.1.1</b>- Identify physical features of Florida.</p> <p><b>SS.4.G.1.3</b>- Explain how weather impacts Florida.</p> <p><b>SS.4.G.1.4</b>- Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).</p> <p><b>SS.4.A.6.1</b>- Describe the economic development of Florida's major industries.</p> <p><b>SS.4.A.8.3</b>- Describe the effect of the United States space program on Florida's economy and growth.</p> <p><b>SS.4.A.8.4</b>- Explain how tourism affects Florida's economy and growth.</p> <p><b>SS.4.E.1.1</b>- Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.</p> <p><b>SS.4.E.1.2</b>- Explain Florida's role in the national and international economy and conditions that attract businesses to the state.</p>	<p>Mary McLeod Bethune and Character</p> <p><a href="https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/04_SS_LPQ2_095.pdf">https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/04_SS_LPQ2_095.pdf</a></p> <p>Student will learn about the impact of Mary McLeod Bethune on the people and welfare of Florida; analyze primary sources to understand history; apply historic values and principles to their own lives.</p>
<b>Unit of Study</b>	<b>Time Frame</b>						
<b>Resource</b> Unit 1: Discovering the Social Sciences  Unit 2: Exploring Regions of the United States  Unit 3: The Effects of Geography on Live in the Southeast	9 Weeks						

**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.**

**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.**

School-Based Team (SBT) meetings are held to review academic and behavior data of students performing in the lowest quartile.



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.

The dashboard displays the following components:

- Classroom Removals 21-22**: Main title and filter section.
- Filters**: School (DES), Charter (All), Grade (All), Reported by (All), Homeless (All), Race/Eth (All), ESE (All), ELL Code (All), ED (All).
- Classroom Removals Summary**:
  - Discipline Code
  - Ct ODR
  - Ct Students
- Average Length of Classroom Removal**:
  - Administrator
  - Total
- Ct of Referrals with a Classroom Removal**:
  - Race/Eth
  - Weekday
  - ED
  - School
  - ESE
  - ELL
- Quarter**: 1, 2, 3, 4

The bottom of the dashboard shows a table header for the referral data:

Student Name	Race/Eth	ESE	ED	ELL	Schl	Sum Days	Ct Ever
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The Windows taskbar at the bottom shows the time as 4:29 PM on 1/6/2022.

**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.**

□ SIP Plan Id 14

**Academics**

**Phase 2: Full Implementation**

**High Yield Strategy**

Collaborative Planning

**Implementation Step**

In response to observations of tier 1 instruction in the first quarter, the master schedule and collaborative planning schedule were redesigned. Phase 2 collaborative planning will be by grade level and content area groups every week in the media center. This alignment to the work will be supported by instructional coaches and administration. The theory of action around the revised collaborative planning is to align the work, create a system of support, and increase teacher efficacy where teachers learn from one another.

The Instructional Coaches will support Teacher-Led Collaborative Planning; The Principal and Assistant Principal will conduct frequent classroom walkthroughs to examine the appropriate delivery of Tier 1 instruction and intervene as required; both of the aforementioned action steps are implemented for all students which the goal of closing achievement gaps for all subgroups, including African American students.

**Person Responsible**

Aretha.Vernette@indianriverschools.org

**Expected Evidence**

Evidence of the revised collaborative planning step include coach logs, collaborative planning notes, lesson plans, and classroom walkthroughs weekly. Additional evidence will include the alignment of the lesson taught to the lesson that was planned.

**Monitor**

Aretha.Vernette@indianriverschools.org

**Monitor Methods**

Classroom walkthroughs, impact reviews, weekly support of the collaborative planning sessions, and improved student data on the winter iready diagnostic will serve as monitoring methods for this implementation step.

**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.**

**Extracurriculars "Date Added" Field Incomplete**

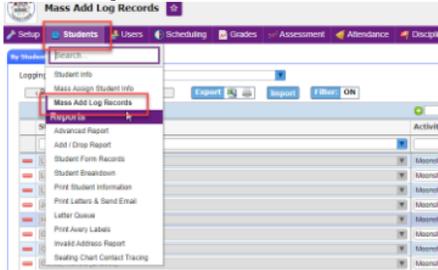
**SK** Schafte, Kyra  
Mon 1/3/2022 10:10 AM  
To: Vernetta, Aretha; Racine, Kristen  
Cc: Seymour, Eric  
Happy New Year!



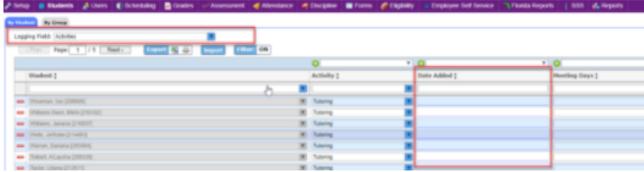
Thank you for inputting your student participation in **extracurriculars** in Focus. In pulling the data, we realized if you do not include information in the "Date Added" field, the data does not pull into our report for the Joint Plan report.

We would be most appreciative if you can kindly login to Focus to update this field. To do so, complete the following steps:

1. Select Mass Add Log Records under the Students tab.



2. Select Activities from the Logging Field. Enter the dates the corresponding date the student began the **extracurricular** in the Date Added field.



Once this is complete, please email to provide an update.

Warmest regards,  
Kyra Schafte, Ed.D.  
Coordinator of Equity  
School District of Indian River County  
6500 57<sup>th</sup> Street  
Vero Beach, FL 32967  
772.564.3087

**Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.**

- Vernetta, Black Non-Hispanic
- Racine, White Non-Hispanic
- Ingrum, Black Non-Hispanic
- Swanigan, Black Non-Hispanic
- Miller, White Non-Hispanic

**QUARTER 1**

**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.**



# Dodgertown African American Curriculum Kindergarten

Florida Social Studies <i>K: Living, Learning &amp; Working Together</i>		<u>ELA Standards</u>	<u>Social Studies Standards</u>	<u>African American Studies</u>
<b>Unit of Study</b> Unit 2: Hello Friends	<b>Time Frame</b> 9 Weeks	<p><b>LAFS.K.SL.1.1</b>-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>LAFS.K.RI.1.3</b>-With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>SS.K.C.1.1</b>-Define and give examples of rules and laws, and why they are important.</p> <p><b>SS.K.C.1.2</b>-Explain the purpose and necessity of rules and laws at home, school, and community.</p> <p><b>SS.K.C.2.1</b>-Demonstrate the characteristics of being a good citizen.</p> <p><b>SS.K.C.2.2</b>- Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.</p> <p><b>SS.K.C.2.3</b>- Describe fair ways for groups to make decisions.</p>	<p><b>People Around the World</b> <a href="#">ss.k.Unit 1-2</a></p> <p>Students will learn about different cultures in the United States by comparing family customs and traditions. Students will recognize that African-Americans celebrate Kwanzaa to celebrate their heritage and culture.</p>
<b>Resource</b> Unit 1: Hello Changes!	4 ½ Weeks	<p><b>LAFS.K.SL.1.3</b>-Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>LAFS.K.RI.3.7</b>-With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>LAFS.K.RI.3.8</b>-With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>LAFS.K.W.1.3</b>-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p><b>SS.K.A.1.1</b>- Develop and understanding of how to use and create a timeline.</p> <p><b>SS.K.A.2.2</b>- Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.</p> <p><b>SS.K.A.3.1</b>- Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.</p> <p><b>SS.K.A.3.2</b>- Explain that calendars represent days of the week and months of the year.</p> <p><b>SS.K.G.1.1</b>- Describe the relative location of people, places, and things by using positional words.</p> <p><b>SS.K.G.2.1</b>- Locate and describe places in the school and community.</p>	<p><b>People Around the World</b> <a href="#">ss.k.Unit 1-2</a></p> <p>Students will learn about different cultures in the United States by comparing family customs and traditions. Students will recognize that African-Americans celebrate Kwanzaa to celebrate their heritage and culture.</p>
<b>Resource</b> Unit 5: Hello Choices	4 ½ Weeks	<p><b>LAFS.K.RI.2.4</b>- With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>LAFS.K.RI.1.3</b>- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>SS.K.G.2.2</b>- Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.</p> <p><b>*SS.K.E.1.1</b>- Describe different kinds of jobs that people do and the tools or equipment used.</p> <p><b>SS.K.E.1.2</b>- Recognize that United States currency comes in different forms.</p> <p><b>SS.K.E.1.3</b>- Recognize that people work to earn money to buy things they need or want.</p> <p><b>SS.K.E.1.4</b>- Identify the difference between basic needs and wants.</p>	<p><b>Wants and Needs</b> <a href="#">ss.k.Unit 5</a></p> <p>Students will differentiate between wants and needs and recognize that people have jobs in order to obtain needs and wants. Students will also be introduced to African-American inventors.</p>

<p><b>Resource</b> Unit 3: Hello, America!</p>	<p>9 Weeks</p>	<p><b>LAFS.K.RI.1.1-</b> With prompting and support, ask and answer questions about key details in a text. <b>LAFS.K.RI.1.2-</b> With prompting and support, identify the main topic and retell key details of a text.</p>	<p><b>SS.K.A.1.2-</b> Develop an awareness of a primary source. <b>SS.K.A.2.1-</b> Compare children and families of today with those in the past. <b>SS.K.A.2.2-</b> Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nations ethnic heritage. <b>SS.K.A.2.3-</b> Compare our nation's holidays with holidays of other cultures. <b>SS.K.A.2.4-</b> Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility. <b>SS.K.A.2.5-</b> Recognize the importance of U.S. symbols.</p>	<p><b>Symbols of our Country</b> <a href="#">SS.K.Unit 3</a></p> <p>Students will be able to recognize the following symbols of the United States: American flag, White House, Washington Monument, Lincoln Memorial, Martin Luther King, Jr. Memorial, Pledge of Allegiance.</p>
<p><b>Resource</b> Unit 4: Hello, Earth</p>	<p>9 Weeks</p>		<p><b>SS.K.G.1.1-</b> Describe the relative location of people, places, and things by using positional words. <b>SS.K.G.1.2 -</b>Explain that maps and globes help to locate different places and that globes are a model of the Earth <b>SS.K.G.1.3-</b> Identify cardinal directions (north, south, east, west). <b>SS.K.G.1.4 -</b>Differentiate land and water features on simple maps and globes. <b>SS.K.G.3.1 -</b>Identify basic landforms.</p>	<p>Where are Things and People Located <a href="#">SS.K.Unit 4</a></p> <p>Students will be introduced to the Underground Railroad while learning about maps, globes and cardinal directions.</p>

# Dodgertown African American Curriculum First Grade

Florida Social Studies <i>1: Our Community and Beyond</i>		<u>ELA Standards</u>	<u>Social Studies Standards</u>	<u>African American Studies</u>
<b><u>Unit of Study</u></b>	<b><u>Time Frame</u></b>	<p><b>LAFS.1.RI.1.1</b>-Ask and answer questions about key details in a text.</p> <p><b>LAFS.1.RI.1.2</b>-Identify the main topic and retell key details of a text.</p> <p><b>LAFS.1.RI.1.3</b>- Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>LAFS.1.RI.2.4</b>-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>LAFS.1.RI.2.6</b>-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>LAFS.1.RI.3.7</b>-Use the illustrations and details in a text to describe its key ideas.</p> <p><b>LAFS.1.RI.3.9</b>-Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>LAFS.1.SL.1.1</b>-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>LAFS.1.SL.1.2</b>-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>LAFS.1.W.1.2</b>-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p><b>SS.1.A.1.1</b>-Develop an understanding of a primary source.</p> <p><b>SS.1.A.2.1</b>-Understand history tells the story of people and events of other times and places.</p> <p><b>SS.1.A.2.2</b>-Compare Life now with life in the past.</p> <p><b>SS.1.A.2.3</b>-Identify celebrations and national holidays as a way of remembering and honoring heroism and achievements of the people, events, and our nation's ethnic heritage.</p> <p><b>SS.1.A.2.4</b>-Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.</p> <p><b>SS.1.A.2.5</b>-Distinguish between historical fact and fiction using various materials.</p>	<p><b>Cultural Diversity</b></p> <p><a href="https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/01_SS_LPQ2_005.pdf">https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/01_SS_LPQ2_005.pdf</a></p> <p>Students will be able to describe how people of different cultures share their customs and traditions. Students will also be able to explain how communities and cultures change over time</p>
<b><u>Resource</u></b>	6-7 Weeks			
Unit 1: People and Traditions				

<p><b>Resource</b> Unit 2: Where We Live</p>	<p>6-9 Weeks</p>	<p>. <b>LAFS.1.RI.1.1</b>-Ask and answer questions about key details in a text.  <b>LAFS.1.RI.1.2</b>-Identify the main topic and retell key details of a text.  <b>LAFS.1.RI.1.3</b>- Describe the connection between two individuals, events, ideas, or pieces of information in a text.  <b>LAFS.1.RI.2.4</b>-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  <b>LAFS.1.RI.2.6</b>-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  <b>LAFS.1.RI.3.7</b>-Use the illustrations and details in a text to describe its key ideas.  <b>LAFS.1.SL.1.1</b>-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  <b>LAFS.1.SL.1.2</b>-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  <b>LAFS.1.W.1.2</b>-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  <b>LAFS.1.W.2.5</b>- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>SS.1.G.1.1-Use physical and political/cultural maps to locate places in Florida.  SS.1.G.1.2-Identify key elements (compass rose, cardinal directions, title, key/legend with symbols)of maps and globes.  SS.1.G.1.3-Construct a basic map using key elements including cardinal directions and map symbols.  SS.1.G.1.4-Identifyavarietyof physical features using a map and globe.  SS.1.G.1.5-Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.  SS.1.G.1.6-Describe how location, weather, and physical environment affect the way people live in our community.</p>	<p><b>I Have a Dream</b></p> <p><a href="https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/01_SS_LPQ2_083.pdf">https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/01_SS_LPQ2_083.pdf</a></p> <p>Students will learn about the life and work of Martin Luther King, Jr. They will understand the impact of his beliefs by reflecting on a section of King's "I Have a Dream" speech. Students will also become aware of inequities that still exist in the United States.</p>
<p><b>Resource</b> Unit3: Beginning Economics</p>	<p>6-9 Weeks</p>	<p><b>LAFS.1.RI.1.1</b>-Ask and answer questions about key details in a text.  <b>LAFS.1.RI.1.2</b>-Identify the main topic and retell key details of a text.  <b>LAFS.1.RI.1.3</b>- Describe the connection between two individuals, events, ideas, or pieces of information in a text.  <b>LAFS.1.RI.2.4</b>-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  <b>LAFS.1.RI.2.6</b>-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text  <b>LAFS.1.SL.1.1</b>-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	<p>SS.1.E.1.1- Recognize that money is a method of exchanging goods and services.  SS.1.E.1.2-Define opportunity costs as giving up one thing for another.  SS.1.E.1.3-Distinguish between examples of goods and services  SS.1.E.1.4-Distinguish people as buyers, sellers, and producers of goods and services.  SS.1.E.1.5-Recognize the importance of saving money for future purchases.  SS.1.E.1.6-Identify that people need to make choices because of scarce resources.</p>	<p><b>Parade of Heroes</b></p> <p><a href="https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/01_SS_LPQ2_040.pdf">https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/01_SS_LPQ2_040.pdf</a></p> <p>Students will compare the similarities and differences among the lives and activities of historical figures who have influenced the community, state, and nation. They will also identify historic figures who have exhibited a love of inventiveness.</p>

		<p><b>LAFS.1.SL.1.2</b>-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>LAFS.1.L.3.4</b>- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p><b>LAFS.1.W.1.2</b>-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>LAFS.1.W.2.5</b>- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>		
<p><b>Resource</b> Unit 4: Good Citizens</p>	<p>6-9 Weeks</p>	<p><b>LAFS.1.RI.1.1</b>-Ask and answer questions about key details in a text.</p> <p><b>LAFS.1.RI.1.2</b>-Identify the main topic and retell key details of a text.</p> <p><b>LAFS.1.RI.1.3</b>- Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>LAFS.1.RI.2.4</b>-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>LAFS.1.RI.2.6</b>-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text</p> <p><b>LAFS.1.SL.1.1</b>-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>LAFS.1.SL.1.2</b>-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>LAFS.1.L.3.4</b>- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p><b>LAFS.1.W.1.2</b>-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>LAFS.1.W.2.5</b>- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>SS.1.C.1.1-Explain the purpose of rules and laws in the school and community.</p> <p>SS.1.C.1.3-Give examples of the use of power without authority in the school and community.</p> <p>SS.1.C.2.1-Explain the rights and responsibilities students have in the school community.</p> <p>SS.1.C.2.2-Describe the characteristics of responsible citizenship in the school community.</p> <p>SS.1.C.2.3-Identify ways students can participate in the betterment of their school and community.</p> <p>SS.1.C.2.4-Show respect and kindness to people and animals.</p> <p>SS.1.C.3.1-Explain how decisions can be made or how conflicts might be resolved in fair and just ways.</p> <p>SS.1.C.3.2-Recognize symbols and individuals that represent American constitutional democracy.</p>	<p><b>Celebrating Heroes of the Past</b></p> <p><a href="https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/01_SS_LPQ2_037.pdf">https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/01_SS_LPQ2_037.pdf</a></p> <p>Students will identify contributions of historical figures who have influenced our nation. They will describe ways people honor their heroes.</p>

# Dodgertown African American Curriculum Second Grade

Florida Social Studies <i>2: Who We Are as Americans</i>		<u>ELA Standards</u>	<u>Social Studies Standards</u>	<u>African American Studies</u>
<b>Unit of Study</b>	<b>Time Frame</b>	<p><b>LAFS.2.RI.1.1</b>-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>LAFS.2.RI.1.2</b>-Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>LAFS.2.RI.1.3</b>-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>LAFS.2.RI.2.4</b>-Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p><b>LAFS.2.RI.2.5</b>-Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>LAFS.2.RI.3.9</b>-Compare and contrast the most important points presented by two texts on the same topic.</p>	<p><b>SS.2.A.1.1</b>-Examine primary and secondary resources.</p> <p><b>SS.2.G.1.1</b>-Use different types of maps to identify map elements</p> <p><b>SS.2.G.1.2</b>-Locate student's hometown, Florida, and North America, state capital and national capital using maps and globes</p> <p><b>SS.2.G.1.3</b>-Labeling maps and globes-continents, oceans, Equator, Prime Meridian, North and South Poles</p> <p><b>SS.2.G.1.4</b>-Use maps to locate countries in North America.</p>	Rosa Parks and Montgomery Bus Boycott
<b>Resource</b>	9 Weeks			<p><a href="https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/02_SS_LPQ2_101.pdf">https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/02_SS_LPQ2_101.pdf</a></p> <p>Students will understand the heroic actions that Rosa Parks took to demand her rights under the United States system of laws. They will also learn how laws in the United States are made.</p>
<b>Resource</b>	3-4 Weeks	<p><b>LAFS.2.RI.1.2</b>-Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>LAFS.2.RI.1.3</b>-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p><b>SS.2.A.2.4</b>-Explore daily life of people in Colonial America and how it has changed overtime</p> <p><b>SS.2.A.2.5</b>-Identify reasons people came to the US.</p> <p><b>SS.2.A.2.6</b>-Discuss importance of Ellis Island, Statue of Liberty 1892-1954</p> <p><b>SS.2.A.2.7</b>-Discuss why immigration continues today.</p> <p><b>SS.2.A.2.8</b>-Expalin cultural influences and contributions of immigrants today</p> <p><b>SS.2.A.3.1</b>-Identify terms and designations of time sequence.</p>	<p>Freedom Quilts and escaping slavery</p> <p><a href="https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/02_SS_LPQ2_098.pdf">https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/02_SS_LPQ2_098.pdf</a></p> <p>Describe life on a southern cotton plantation and understand the ways that slaves would have tried to escape for their freedom. Includes student production of landmark maps and basic directions.</p>
<b>Resource</b>	5-6 Weeks	<p><b>LAFS.2.RI.1.1</b>-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p><b>SS.2.A.1.2</b>-Utilize technology, etc. to locate information that provides answers to questions about a historical topic.</p> <p><b>SS.2.C.1.1</b>-Explain why people form governments.</p>	<p>African-American Inventors</p> <p><a href="https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/02_SS_LPQ4_100.pdf">https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/02_SS_LPQ4_100.pdf</a></p>

		<p><b>LAFS.2.RI.1.3</b>-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>LAFS.2.RI.2.4</b>-Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p><b>LAFS.2.RI.2.6</b>- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>LAFS.2.RI.3.8</b>- Describe how an author uses reasons to support specific points in a text.</p>	<p><b>SS.2.C.1.2</b>-Explain the consequences of an absence of rules and laws.</p> <p><b>SS.2.C.2.1</b>-Identify what it means to be a US citizen.</p> <p><b>SS.2.C.2.2</b>-Define and apply the characteristics of responsible citizenship.</p> <p><b>SS.2.C.2.4</b>-Identify ways citizen scan make a positive contribution in their community.</p> <p><b>SS.2.C.3.1</b>-Identify the Constitution</p> <p><b>SS.2.C.3.2</b>-Recognize symbols, individuals, events, and documents that represent the US.</p>	<p>Students will recognize the importance of African-American inventors by investigating and researching information about the goods they invented.</p>
<p><b>Resource</b> Unit 5: All About Economics</p>	<p>5-6 Weeks</p>	<p><b>LAFS.2.RI.1.1</b>-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>LAFS.2.RI.1.3</b>-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>LAFS.2.RI.2.4</b>-Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p><b>LAFS.2.RI.3.7</b>- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text</p>	<p>SS.2. E.1.1-Recognize that people make choices because of limited resources.</p> <p>SS.2.E.1.3-Recognize that people supply goods and services based on consumer demands.</p> <p>SS.2.E.1.4-Explain the personal benefits and costs involved and saving and spending.</p>	<p><b>Celebrating Heroes of the Past</b></p> <p><a href="https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/01_SS_LPQ2_037.pdf">https://www.stlucie.k12.fl.us/programs/african-american/documents/Lessons/01_SS_LPQ2_037.pdf</a></p> <p>Students will identify contributions of historical figures who have influenced our nation. They will describe ways people honor their heroes.</p>

**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.**

**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.**

School-Based Team (SBT) meetings are held to review academic and behavior data of students performing in the lowest quartile.



## K SBT TIER 2 MEETING

Follow up

This event occurred 1 month ago (Tue 9/28/2021 12:25 PM - 1:05 PM)

MULTI PURPOSE ROOM

Racine, Kristen invited you [Accepted 4](#), [Didn't respond 8](#)

Messages Meeting Details

On Tuesday, September 28, during individual planning times in the **Multi-Purpose Room**, there will be **School-Based Team (SBT) meetings for Tier 2** based on the schedule below:

- 09:50, Grade 2
- 10:35, Grade 1
- 12:25, Grade K
- 01:25, Grade 5
- 02:10, Grade 3
- 02:50, Grade 4

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. The School Board of Indian River County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5517.01: Bullying and Harassment for additional information.

### Organizer

Racine, Kristen

Yes: 4

Mackey, Christina  
Required

Alker Lang, Suzanne  
Required

Rollins, Linda  
Required

Whittaker, Kathryn  
Required



## 1ST GRADE SBT TIER 2 MEETING

Follow up

This event occurred 1 month ago (Tue 9/28/2021 10:35 AM - 11:15 AM)

MULTI PURPOSE ROOM

Racine, Kristen invited you [Tentative 1](#), [Didn't respond 11](#)

Messages (2) Meeting Details

Racine, Kristen updated the meeting subject  
1ST GRADE SBT TIER 2 MEETING



Racine, Kristen

Mon 9/27/2021 4:51 PM



To: Degraeve, Jennifer; Macwilliam, Jacqueline; Johnson, Deborah; Wanza-Hicks, Nyere; Miller, Stacey; Vernetta, Aretha

On Tuesday, September 28, during individual planning times in the **Multi-Purpose Room**, there will be **School-Based Team (SBT) meetings for Tier 2** based on the schedule below:

- 09:50, Grade 2
- 10:35, Grade 1
- 12:25, Grade K
- 01:25, Grade 5
- 02:10, Grade 3
- 02:50, Grade 4

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## 2ND GRADE SBT - TIER 2 MEETING

Follow up

- This event occurred 1 month ago (Tue 9/28/2021 9:50 AM - 10:30 AM)
- Multi Purpose Room
- Racine, Kristen invited you [Accepted 3, Tentative 1, Didn't respond 8](#)

[Messages](#)   [Meeting Details](#)

**Racine, Kristen** updated the meeting time  
 Tue 9/28/2021 9:50 AM - 10:30 AM ~~Tue 9/28/2021 9:50 AM - 10:20 AM~~



Racine, Kristen  
Mon 9/27/2021 5:15 PM



To: Marginean, Leanne; Page, Heather; Morgan, Sandra; Anglin, Alycia; Vernetta, Aretha; Miller, Stacey; Swanigan, Denise

**On Tuesday, September 28**, during individual planning times in the **Multi-Purpose Room**, there will be **School-Based Team (SBT)** meetings for Tier 2 based on the schedule below:

- 09:50, Grade 2
- 10:35, Grade 1
- 12:25, Grade K
- 01:25, Grade 5
- 02:10, Grade 3
- 02:50, Grade 4

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## 3RD GRADE SBT TIER 2 MEETING

Follow up

- This event occurred 1 month ago (Tue 9/28/2021 2:05 PM - 2:45 PM)
- Multi Purpose Room
- Racine, Kristen invited you [Accepted 4, Didn't respond 3](#)

[Messages](#)   [Meeting Details](#)



**On Tuesday, September 28**, during individual planning times in the **Multi-Purpose Room**, there will be **School-Based Team (SBT)** meetings for Tier 2 based on the schedule below:

- 09:50, Grade 2
- 10:35, Grade 1
- 12:25, Grade K
- 01:25, Grade 5
- 02:10, Grade 3
- 02:50, Grade 4

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### Organizer

- Racine, Kristen
- Yes: 4
- Debenedet, Jennifer  
Required
- Peskoff, Brittany  
Required
- Mcknight, Takise  
Required
- Ingram, Raina  
Required



## 5TH GRADE SBT TIER 2 MEETING

Follow up

🕒 This event occurred 1 month ago (Tue 9/28/2021 1:25 PM - 2:00 PM)

📍 MULTI PURPOSE ROOM

👤 Racine, Kristen invited you [Accepted 3](#), [Didn't respond 8](#)

Messages Meeting Details

☰ **On Tuesday, September 28**, during individual planning times in the **Multi-Purpose Room**, there will be **School-Based Team (SBT) meetings** for **Tier 2** based on the schedule below:

- 09:50, Grade 2
- 10:35, Grade 1
- 12:25, Grade K
- 01:25, Grade 5
- 02:10, Grade 3
- 02:50, Grade 4

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### Organizer

 Racine, Kristen

✓ Yes: 3

 Patterson, Daphne  
Required

 Ingrum, Raina  
Required

 Whittaker, Kathryn  
Required

**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.**

**Classroom Removals 21-22**

Discipline Code Ct ODR Ct Students w Sus

Currently Enrolled  Y

0 0

(Blank)  
Ct ODR w CR

(Blank)  
Ct S's w ODR

(Blank)  
Ct OSS Events

(Blank)  
Ct ASPIRE Events

(Blank)  
Ct AI TOSS Events

**Average Length of Classroom Removal**

Administrator Total

Total

Quarter

1 2 3 4

**Ct of Referrals with a Classroom Removal**

Race/Eth Weekday

ED School

ESE

ELL

Student Name Race/Eth ESE Schl Sum Days Ct Events Gd E

School: DES

Charter: All

Grade: All

Reported by: All

Homeless: All

Race/Eth: All

ESE: All

ELL Code: All

ED: All

**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.**

□ SIP Plan Id 14

**Academics**

**Phase 2: Full Implementation**

**High Yield Strategy**

Collaborative Planning

**Implementation Step**

In response to observations of tier 1 instruction in the first quarter, the master schedule and collaborative planning schedule were redesigned. Phase 2 collaborative planning will be by grade level and content area groups every week in the media center. This alignment to the work will be supported by instructional coaches and administration. The theory of action around the revised collaborative planning is to align the work, create a system of support, and increase teacher efficacy where teachers learn from one another.

The Instructional Coaches will support Teacher-Led Collaborative Planning; The Principal and Assistant Principal will conduct frequent classroom walkthroughs to examine the appropriate delivery of Tier 1 instruction and intervene as required; both of the aforementioned action steps are implemented for all students which the goal of closing achievement gaps for all subgroups, including African American students.

**Person Responsible**

Aretha.Vernette@indianriverschools.org

**Expected Evidence**

Evidence of the revised collaborative planning step include coach logs, collaborative planning notes, lesson plans, and classroom walkthroughs weekly. Additional evidence will include the alignment of the lesson taught to the lesson that was planned.

**Monitor**

Aretha.Vernette@indianriverschools.org

**Monitor Methods**

Classroom walkthroughs, impact reviews, weekly support of the collaborative planning sessions, and improved student data on the winter i-ready diagnostic will serve as monitoring methods for this implementation step.

**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.**

**SK** Schafte, Kyra  
Thu 10/14/2021 8:33 AM

To: Racine, Kristen  
Cc: Seymour, Eric; Vernetta, Aretha

 Directions - How to Mas...  
306 KB

Good morning, Mrs. Racine,

Thank you for submitting your completed spreadsheet. After this initial input, schools will own the updates for documenting student participation in **extracurriculars** in Focus as well as identifying activity sponsors and coaches in Focus. The attached directions shows how to mass add students. As a gentle reminder, monitoring of **extracurricular** data In Focus is part of the quarterly monitoring of the African American Achievement Plan (Strategy 3.1).

**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](#)

**Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.**

**Vernetta, Black Non-Hispanic  
Racine, White Non-Hispanic**