

AAAP Quarter 2



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 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 1/4/2022 Verified by Casandra Flores

Quarter 2 Reflection

We continue to focus on growth in academics of our African American students. We will continue to monitor student progress through Iready, unit assessments and classroom performance. We have used the Second Iready diagnostic to start revamping our tiered intervention groups for the second semester to ensure all students are getting needed supports. We will continue to monitor RTI data every 6 weeks to evaluate the impact of the interventions being provided. We are seeing a slower gain in our math than ELA so we will put some extra efforts into math strategies when planning instruction and observing classrooms. We are continuing to provide professional development on engagement strategies and are now incorporating student data tracking along with teacher monitoring of student data. We want the students to be aware of and accountable for their own growth by setting goals and monitoring their performance data regularly. We are monitoring gifted referrals to ensure equity in opportunities to participate in enrichment programs. We are monitoring discipline referrals and classroom incident referrals to ensure there is no over representation of our AA subgroup. We are monitoring participation in extracurricular activities and will continue to reach out through multiple means of communication to share these opportunities with our families. We have also increase the available parent engagement opportunities.

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	11/9 and 11/10 11/16 and 11/17

Summary of observation(s):

Standard
SS.1.A.2.4
:

Identify people from the past who have shown character ideals and principles

including honesty, courage, and responsibility.

Unit of Study: Unit 1 : People and Traditions Lesson 3: American Heroes

This two-day lesson (Nov.16 and 17th) focused on courage - specifically about Harriet Tubman and her experiences assisting others escape slavery and the Underground Railroad.

4th grade (ELA): Standard: ELA.4.R.1.2: Explain how rhyme and structure create meaning in a poem. Unit of Study: Unit 3, Connotations & Denotations, Idioms & Figurative Language Lesson 4: History of African Americans Objective: During this two-day lesson (Nov. 9-10th), students read and interpreted poetry and articles on Readworks™- Harlem Renaissance

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

African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Count Scheduled	Count Identified	Percent									
0	0	100 %	1	2	50 %	1	1	100 %	4	4	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 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:

11/18, 12/16, Individual PST meetings as needed

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

A review of all current behavior plans is done each month with the MTSS team. Progress monitoring for identified students is done every 6 weeks to track data and monitor impact of interventions. Our PBIS committee meets monthly to look at overall Tier 1 behavior supports and school progress. They review referral data, suspension data and provide a place for teachers to bring any specific concerns to the group. Our counselor provides modeling of Sanford Harmony lessons to classrooms K-5 and has sent out weekly tips on using Sanford Harmony strategies for SEL instruction as a tier 1 support.

ACHIEVEMENT

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

11/15, 11/16, 12/1,

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

Response to intervention data chats are held every 6 weeks for both math and ELA. Revisions to RTI groups are done based on student data trends. Tiered intervention groups will be revised following the Iready Diagnostic 2 window to ensure all students needing supports are getting them. Tier 2 and tier 3 interventions are monitored and revised, added or removed as needed. Fidelity checks are done throughout the quarter (10/12, 10/21, 12/15) to ensure interventions are being provided consistently. Teachers are reviewing the progress of students, including AA subgroup during weekly collaborative planning sessions. New intervention groups will be starting January 10th, 2022.

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.

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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: 11/29/2022

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): SIP was reviewed on 10/25/21 and 11/29/21, it is also being reviewed 1/4/22. All goals are reviewed as well as current performance of our AA subgroup in relation to our school goals. The progress monitoring portion added to the collaborative planning notes template has been helpful but we will add a schedule of when notes will be submitted from each grade group to ensure additional documentation of the discussion of student performance in our AA subgroup. Based on our impact walks completed on 12/7/21 our school saw growth in all focus areas during the walk throughs. We saw an increase from 42% in use to 86% in use when looking at engagement strategies within the classroom. This will continue to be an area of focus with an emphasis on engagement strategies to keep our AA students involved and participating with the lessons. One area we saw a slight drop was collaborative planning so we are going to put new procedures in place to sure up our collaborative planning processes. We will have the coaches send out a tentative agenda guideline each week and designate a lead speaker for the team for each week. The goal is to have teachers take the lead and be accountable for the planning and monitoring of student academic performance.

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: 1/4/2022

Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
33	80	41 %

(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:

Continue to promote extracurricular activities in our parent newsletter, send out announcements on class dojo and send out flyers to all eligilbe students for each activity available. Have teachers reach out to any families where they feel the student would benefit from the activity but have not recieve a reply to ensure parents recieved the information about the opportunity.

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:	9
Percentage of Interviewers on Interview Committee by Race	
African American	White, Non-Hispanic
50	50

(Optional) Additional information:



PBIS Team Meeting Agenda & Minutes

DATE/TIME	LOCATION	FACILITATOR	RECORDER	TIMEKEEPER	SNACKMASTER
Today's Meeting 12/9/21	Media Center	Brown	Okwan	Thomas	X
Next Meeting 1/18/22					
Member Attendance	Little Field Currey Okwan Thomas Skinnider				

Today's Agenda Items	Last Meeting's Follow Up Items	Agenda Items for Next Meeting
1. Discipline Data Review Analyzing Trends, Problem solving Establishing Goals, Monitoring for Fidelity, Subgroups 2. School Culture Survey? 3. 4.	1. Fall P.I.C. 2. Equity profile (monthly) 3. 4.	1. Discipline data review 2. Safety Concerns 3. Attendance 4.

Good News: What's Going Well? Our first PBIS Fall P.I.C. was completed by the team and was submitted giving as a barometer of our strong points as well as areas of concern. We are well on our way to becoming a gold model school!

Annual Goals for Tier 1 PBIS – Reviewed Monthly to Monitor Progress

Goal	How We Will Monitor our Progress Towards Goal	This Month's Progress Towards Goal
Reduce disciplinary referrals in relation to last year's output.	Review monthly data using the Power Bi platform to track trends as well as identify areas of concern.	Teachers have been issued an updated CIR form which allows for faster follow-up communication from admin when a student had to be removed from class.
Increase/enhance PBIS presence schoolwide.	Monthly PBIS team meetings	PBIS posters are visible in 90% of our classrooms. Hallway expectation posters will be displayed after winter break.



PBIS Team Meeting Agenda & Minutes

DATE/TIME	LOCATION	FACILITATOR	RECORDER	TIMEKEEPER	SNACKMASTER
Today's Meeting 11/18 8 a.m.	Media Center	Brown	Currey	Okwan	X
Next Meeting 12/9					
Member Attendance	Little, Newman, Okwan, Field, Thomas Skinnider, Brown, Currey				

Today's Agenda Items	Last Meeting's Follow Up Items	Agenda Items for Next Meeting
1. Monthly Discipline Data Review: Analyzing Trends, Problem solving Establishing Goals, Monitoring for Fidelity, Subgroups 2. PBIS Fall P.I.C. 3. 4.	1. Gator Track Incentive Program 2. Positive Behavior Referrals Recognition 3. Transportation referrals 4.	1. Monthly Data Review 2. School Culture Survey 3. Hallway Expectation Posters 4.

Good News: What's Going Well? Through the works and efforts of our newly appointed PBIS coordinators Ms. Currey and Mrs. Okwan, we are officially a Fla. P.B.I.S. school! Monthly equity reports are completed and submitted to district based on Fla. PBIS guidelines. Students who receive positive behavior referrals are being recognized on the morning announcements.

Annual Goals for Tier 1 PBIS – Reviewed Monthly to Monitor Progress

Goal	How We Will Monitor our Progress Towards Goal	This Month's Progress Towards Goal
Lower disciplinary referrals	Review discipline data (Power Bi)	Continue to see a decrease in disciplinary referrals from month-to-month.
Increase school wide PBIS culture	Hang behavior expectation posters, PBIS team will monitor and assist with implementation.	Teachers from each wing were assigned a behavior expectation poster to create rules/expectations specific to their hallway/grade levels.

Discipline Data (10/18-11/18)

Discipline

Dashboard Information

Risk Ratio

Discipline 21-22

ODR

Minor Infraction

Classroom Removals

Transportation 21-22

Go back

File
Export
Chat in Teams
Get insights

Home
Refresh
Search

Student Discipline 21-22

Minor Infraction: N

Transportation: N

Currently Enrolled: Y

Count of Referrals: 10/18/2021 - 11/18/2021

Discipline Code: CI ODR CI Student w ODR: 2

Transportation Use Only: 2

Employee Type: All

Reported By: Empty School CI ODR CI Student w ODR: 2

2

CI ODR

2

CI's w ODR

14972

CI Students

(Blank)

CI ODR w OR

Quarter

1	2	3	4
---	---	---	---

Count of Referrals

Race/Eth: B

ED: Y

ESE: N

ELL: N

Weekday: Mon Tu

School: GES

Student Name	CI ODR	Race/Eth	ESE	ELL	LD	GD	SchL	StuK
1 B	N	Y	04	GES	209			
1 B	N	Y	01	GES	219			
TOTAL	2							

School: All

Grade: All

Charter: No

Reported by: All

Homeless: All

Race/Eth: All

ESE: All

ELL: All

ED: All

Reply Delete Junk Block

Sanford Harmony TIP

FM **Field, Micki** Mon 10/18/2021 8:52 AM    4    

To: **Glendale, Teachers All**
Cc: Flores, Casandra

Here is a Sanford Harmony Idea for building inclusiveness.

Students plan a special event with their classmates.

Each week a student can create a personal invitation to a classmate to have lunch or snack with them. Each week it will be a new buddy pair, until everyone has been included in this special event time. This will help students to build stronger relationships with students they do not normally sit or associate with.

Have a good week!

Micki Field
School Counselor
Glendale Elementary

Start where you are, use what you have, do what you can

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.

Reply | Reply all | Forward

From: Field, Micki <Micki.Field@indianriverschools.org>
Sent: Sunday, October 10, 2021 1:32 PM
To: Glendale, Teachers All <Dist.Teacher.Glendale.Elementary@sdirc.onmicrosoft.com>
Subject: Anti-Bully activity

Here is an ongoing theme for this month:

The Key to being a Good Friend.

Print the key templates and have students cut them out. They will write a "key" to being a friend on the key. Then they can color them. This can be displayed on colored construction paper (like shown).

Some "Key" ideas:

You have a right to your opinion
I will listen to you
No judgement!
Being mean is NOT cool
I like you just the way you are
Treat others with respect
Do not exclude others
Treat others with kindness!
Everyone deserves respect

Let them get creative with finding good friendship tips as well! This can be adjusted by grade level! Also, you can give them a chance to share with the class about their "Keys", and why they think it is important!

You can work on this project all month so it does not take time away from instruction.

Have a great week and remember I appreciate ALL you do!!! 😊

Micki Field
School Counselor
Glendale Elementary

Start where you are, use what you have, do what you can

Glendale Elementary School

Professional Development Tuesday, January 4th, 2022 Agenda

We will meet from 8:30-12:30. (8:00-8:25 arrive to campus, chat and welcome back)

- 8:30- PD will begin - All teachers in Media Center
 - Review ALICE/DAARP and safety procedures
 - Updates on Raptor Alert App
- 9:10 Introduce School Wide Reading Challenge
- 9:40 Tying in Environmental Science
 - (How can you incorporate your grade level theme with what you are already covering in Science/Social Studies or Reading)
- 10:10 Review Predicted School Grade
 - How it's calculated
 - Power BI predictions
 - Ante - Up process
- 11:10 Split into groups
 - K-2 (go with Koppelman and McCabe) Will include DIBELS training and data review
 - 3-5 (media with Flores, Brown and Corey)
 - Data analysis (Predict proficiency, gains, and BQ gains)
 - Look at all subgroup data
 - Which students are performing well? How are you continuing to push them?
 - Which students are underperforming? Regressing?
 - How will you support each of these groups of students to keep them moving forward?
 - Update RTI groups (3-5 discuss revisions to this process)
- Student recognition - How are you recognizing your students efforts? Are all groups being recognized equitably?
- 12:30 Remainder of day is Teacher Work day to do as you need



*...Because
no
obstacles
are going
to stop us
on our
way to an
"A"!*

*It's Go
Time,
Let's
show
them our
game
faces.*

Remember to have a copy of your report cards in our mailbox by the end of the day Wednesday for quick review, you will get this copy back to hand out to students. Report cards go home Monday, Jan. 10th. Send your awards breakdown list to Mrs. Flores by Friday, Jan. 9th.

Glendale Elementary School

MTSS / RTI Data Chat – ELA November 15, 2021

Agenda:

- i) Professional Development Piece : Engagement Strategy Idea
Kagan Strategy – Jot Thought

Jot Thoughts

Students "cover the table," writing ideas on slips of paper.

Students will need many small slips of paper to write down their thoughts, ideally sticky notes.

The teacher will start out by naming a topic, setting a time limit, and will provide **THINK TIME** before students start writing. *(Primary & Secondary sources are also great to use for a topic)*

For example, by observing the picture below, what conclusions can you come up with?



Students write and announce as many ideas as they can in the time given. One idea per slip of paper.

Each slip of paper is placed in the center of the table. Students will attempt to cover the table with all slips, but none of them overlap each other.

****Write it, Show it, Say it****

- II) Review Data : Use One Drive Sheet to review student performance with tiered intervention supports in reading.
 - Positive, Flat, Negative, Questionable
 - Keep, Change, Add, Remove
 - How are your AA students performing with these interventions?
 - What percentage of our AA students are making gains in reading performance?
 - What percentage of our AA students are showing declines in reading performance?
 - What specific strategies are you using with your AA students to ensure they are engaged and learning? How are you monitoring their progress in class?
 - What new strategies will you use to keep your AA students engaged and learning? How will you progress monitor?
- III) Any students you need to refer to the MTSS core team for further review?
- IV) Any new students you want to add to tiered interventions?
- V) Any questions or supports needed before our next MTSS/RTI data chat?

Be sure all data is up to date in your One Drive sheet for your intervention groups, both tier 2 and tier 3

Impact Walks 12-7-21

	Evident				Partially Evident				Not Evident			
Collaborative Planning	11/12	92%	12/14	86%	1/12	8%	2/14	14%	0	0%	0	0%
Standards Based Instruction	9/12	75%	14/14	100%	1/12	8%	0	8%	2/12	17%	0	0%
Monitoring/Formal Assessment	4/12	33%	10/14	71%	6/12	50%	4/14	30%	2/12	17%	0	0%
Differentiation	2/12	17%	6/14	43%	3/12	25%	5/14	36%	7/12	58%	3/14	21%
Engagement/Participation	5/12	42%	12/14	86%	7/12	58%	2/14	14%	0/12	0%	0	0%
Classroom Environment	9/12	75%	12/14	86%	3/12	25%	2/14	14%	0/12	0%	0	0%

Strengths:

- Standards based instruction - tasks meeting the standard
- Engagement and teacher monitoring made big gains
- Student excitement about learning
- Students talking and working in groups, ****Socratic Seminar, student discourse
- 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:

- Are you sharing with students “The Why” of the standard - focus on the ELA standard in Amplify and not just the content
- How are you planning the pacing of your lesson?
- 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:

- Having teachers observe Socratic seminar in other rooms. Let teachers observe each other.
- Dig into differentiation during collaborative planning
- Plan engagement strategies purposefully, specific strategies

Set January Reading Challenge

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:

All classrooms need to have PBIS expectations posters posted in room

Revise to incorporate thinking map

Review of expectations across campus in January

Create "Traits about Me" map and goals Academic, Behavior, Home/Hobbies

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

Glendale Elementary School

Grade Chair Meeting

November 29th, 2021

Agenda:

- 1) TEP reminders – Observations will be starting as of this week
 - a. All PIGGs should be completed
 - b. Category 1 teachers will need one formal completed prior to the break
 - c. Check that you can log in to iObservation
- 2) Iready Diagnostic 2 starts this week - any scheduling questions please see Mr. Brown
- 3) Review of SIP plan - quarter 2 updates added in CIMS will update again with Diagnostic 2
 - a. Data review - Subgroup performance
 - b. Recognitions
 - i. **Will be using a spreadsheet to track awards given**
 - ii. **Will do an Honor Roll / Awards ceremony for the 2nd semester**
- 4) Science Fair - updates and/or questions - Mrs. Porter
- 5) RTI data chat Math Dec. 1st Math
 - a. Will review how your progress monitoring is going
 - b. Please bring your progress monitoring data points (can just bring however you are tracking them)
- 6) Impact Walks with district – next Tuesday – Dec. 7th
 - a. Grades 3-5 schedule out this week (Focus on ELA, Math, Science)
 - b. Students working in pairs/groups
 - c. Teacher monitoring (evidence of how you are tracking student progress/understanding)
 - d. Engagement strategies
 - e. Differentiation (this is sometimes hard to see but may be noted in your lesson plans so please have this clearly highlighted)
- 7) Gator Express – December 11th
 - a. Time? Location? Kona Ice (PTA payment ??)
 - b. Any other info we need to know
- 8) Holiday Stuff:
 - a. Winter Celebration December 15th and 16th 5-7pm (parents/families)
 - b. December Calendar for Staff
 - c. Dress down for students last week before the break
 - d. Holiday Store Week of Dec. 13-17 - possible use of room in 800 wing
 - i. Plan for winter celebration nights so parents can shop
 - e. Any other holiday stuff we should know?
- 9) Grade chairs Q & A

Glendale Elementary School

Grade Chair Meeting October 25th, 2021

Grade Chair Meeting

Agenda:

- 1) TEP updates - review with all teachers
 - a. Choose a date
- 2) Iready Minutes – weekly requirements
- 3) Review of SIP plan - quarter 2 updates
 - a. Data review
 - b. Subgroup performance
 - c. Recognitions
 - d. Extra curricular activities
 - e. Mentor-mentee groups
 - i. AAAP plan
 - ii. Multicultural coordinator – updated job description
- 4) This week PD's
 - a. Amplify
 - b. ESE – MTSS-B
 - c. Sanford Harmony (next week)
- 5) RTI data chat dates Nov. 12th ELA, Dec. 1st Math
 - a. Make sure you have updated your chats in OneDrive
- 6) Learning Walks for AP meeting – this Thursday

Grade chairs Q & A



	Date Administering:
Unify Assessment (Standards assessed)	
Differentiation (see DL, ELL Supports and Additional Supports)	
How will I know the students know and understand the skills/content?	What will I do if they don't master/do master?
Amplify Formative Assessments	Remediation/Enrichment Activities
Additional Engagement Strategies/Ideas for Reading, Vocabulary, Small Groups, Centers	
Additional supports for African American students?	
Homework Assignments/Purpose	



Amplify Knowledge		Date(s):
Amplify Unit	Standard(s)/Gist (see Lesson at a Glance)	Materials (see Advanced Preparation)/Thinking Maps
Lesson# /Page#		
Review Questions/DOK (see Teacher's Guide) Add any to address LAFS (Use Question Item Specs)?		



Glendale Elementary

Kindergarten, 1st, 2nd Grade Lesson Plan Template

Whole Group Assessments	Individual Assessments
Engagement Strategies/Ideas for Reading, Vocabulary, Foundational Skills, Small Groups, Centers	

October 19th, 2021

Dear Parents:

Your child has expressed an interest in joining the Glendale Chorus for the 2021-22 school year. The chorus meets each day during the school day at **8:20am**. It is important that all students attend as many rehearsals as possible so they are prepared for upcoming performances. Attendance will be taken at each rehearsal. Performances include school concerts and some off campus around our community.

Chorus Rehearsals will start October 25th. Our first performance will be our annual Dinner with Santa night in December. It is always a ton of fun for the chorus members to show off what they learned at this event. A letter with more information on this event will be sent out at a later date.

You and your child will also need to read the attached Glendale Chorus contract and return it with signatures.

I look forward to working with your child this year. I will keep you informed about upcoming performances as they are scheduled. Please call me if you have any questions, comments or concerns. (772) 978-8085.

Sincerely,



Mr. Little

Glendale Chorus
Contract

The success of the Glendale Chorus will be dependent upon the dedication of its members.
Dedicated chorus members are:

1. Students who love to sing
2. Good citizens who follow school rules
3. Helpful and cooperative
4. Demonstrate a good attitude towards learning
5. Good musicians who keep up with their musical knowledge and continue to learn
6. Good students who keep up with their homework responsibilities

In order for the chorus experience to be the best for everyone involved, the following guidelines will be used:

1. Members will attend and be on time for rehearsals and performances.
2. Members must do their best to learn their part.
3. Members will exhibit appropriate behavior during rehearsals. A quiet atmosphere must be present to hear music and instructions.

Any student who is disruptive during a rehearsal will be sent back to their classroom.

Student Name _____ Grade _____ Teacher _____

Parent Name _____ Phone Number _____

Email _____

- I agree to allow my child to attend rehearsals and performances of the Glendale Chorus.
- I give my child permission to be photographed or video-taped during rehearsals and/or performances.
- My child and I have read, discussed and understand the guidelines and commitment required for membership in the Glendale Chorus.

Parent Signature _____ Date _____

Student Signature _____ Date _____



GU

2021 Glendale University Extended Learning Institute

Your child, _____, has been invited to an engaging after-school institute. The focus will include skills and strategies to prepare students to become lifelong learners in small groups settings.

This opportunity is at **no cost** to you and **transportation** will be provided. Students will also receive an after-school snack.

We ask that students attend EVERY session of the institute to get the most from it, as skills will be built upon from one session to the next. Safe, responsible, and respectful behavior expectations will be in place. Students who show difficulty with these will not be allowed to participate. **This form must be completely filled out and returned no later than October 15, 2021 or your place will be filled.**

The institute will be held on Tuesday and Thursday afternoons

3:45 - 5:15 pm

2021 Dates:

November 2, 4, 9, 16, 18, 30

December 2, 7, 9, 14, 16

YES, my child WILL attend Institute for all sessions.

NO, my child WILL NOT attend Institute.

YES, my child needs bus transportation.

NO, I WILL pick up my child by 5:15 pm. ***Repeated late pickups will result in dismissal from the program.**

Student: _____ ID# _____ Teacher: _____

Parent name: _____ Phone: _____

Bus Address (where you'd like your student to be dropped off after 5:30 pm)
