

AAAP Quarter 2



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



Indian River Academy

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 Kelly Good

Quarter 2 Reflection

Upon reflection of the first semester, IRA staff used data to make intentional changes to instruction. Grades 3-5 are intentionally including LAFS into the ELA block to prepare students for academic success. Primary grades that noticed a need for more skill instruction are using time in the ELA block more strategically to allow for this to take place. After school tutoring opportunities are expanding. Now that families can return to campus we will have more opportunities to invite families to campus for student activities like awards and culminating activities.

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

| | |
|---|---|
| Number of Walk-throughs to Observe Implementation of African American History Teachings | 2 |
|---|---|

| | |
|--|-----------------|
| Date(s) of Walk-throughs to Observe Implementation of African American History Teachings: (i.e. 8/27/2021, 9/13/2021, and 9/17/2021 | 10/20/21, 11/12 |
|--|-----------------|

Summary of observation(s):

Leadership Team walk through of ELA and Math blocks. Content observed in alignment with the Amplify curriculum and the BEST and MAFS standards. Poetry units included texts written by African American authors.

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 receive targeted reading intervention as defined by the District's Reading Plan.

| | |
|--|------------------|
| Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3: | 11/8/21-12/17/21 |
|--|------------------|

African American Students Receiving Interventions for Substantial Reading Deficiencies

| Kindergarten | | | First | | | Second | | | Third | | |
|-----------------|------------------|---------|-----------------|------------------|---------|-----------------|------------------|---------|-----------------|------------------|---------|
| Count Scheduled | Count Identified | Percent |
| 3 | 3 | 4 % | 8 | 8 | 12 % | 8 | 8 | 13 % | 10 | 12 | 15 % |

*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.

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| | | |
|---|--|-----------------------------|
| Date(s) of School Level Review(s) of Early Warning Indicators for African American Students: | | November and Decemeber 2021 |
| Summary of Action Steps/Plan Based Upon Reviews of Early Warning Indicators for African American Students: Individual teacher data chats took place among admin, coaches, and all classroom teachers, resource teachers, and cultural arts teachers. All students' data was reviewed including academic, attendance and behavior. Interventions, enrichment opportunities and extra curricular opportunities were identified for students and schedules were revised to create an updated plan moving into quarter 3. The plan includes fidelity monitoring. | | |
| 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: | | 11/1, 11/29/12/17 |
| Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline: AP, School Counselor, and Principal meet monthly to review all ODR, Minor Infractions and chronic attendance concerns. Phone calls are made to families by this team and school secretary to all students who are identified as "chronic" to identify any barriers that we can help to overcome. Attendance letters are sent as needed by the AP. Students who consistently receive behavior referrals are identified and the code of conduct is followed. Mental health and problem solving team referaals are executed as needed. | | |
| ACHIEVEMENT | | |
| Date(s) of Problem-Solving Session(s) for Achievement: | | November and December |
| Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Achievement: During individual teacher data chats, tiers 1, 2 and 3 data was reviewed with each teacher for each student. This data was used to create updated tiered support and enrichment groups for quarter 3. Students were grouped based on academic needs identified through classroom assessmnt as well as district assessments. Students identified as needing even more support than tuers 1-3 were referred to the individual problem solving team and AP scheduled a time and invited family. December 15th literacy team meeting included an update on curent school data related to our SIP goals. | | |
| Strategy AAAP 2.2 (SECONDARY ONLY): Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators. | | |
| Number of Students in Racial Subgroup Supported by an Alternative Intervention Measures (A.I.M.) Advocate or Alternative School-based Program to Inspire Renewed Excellence (A.S.P.I.R.E.) Teacher During the Quarter All Grade Levels Served by the School (Combined) | | |
| African American | | White, Non-Hispanic |
| Strategy AAAP 2.3 (ALL SCHOOLS): Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student. | | |
| Reported Out-of-School Suspensions for | | |
| Select One: | | |
| <input type="checkbox"/> No out-of-school suspensions were assigned during this time frame. | | |
| <input checked="" type="checkbox"/> 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: | | 11/1/2021 |
| Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students? | | Yes |

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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): Our SIP was initially created on the data we had at the beginning of the school year. Each phase is updated based on district and school level impact walks and reviews. The plan is in place and is being monitored. We continue to follow the action steps to meet the goals identified by the school team. Subgroups are consistently monitored for academic improvement. Our school culture action steps have been implemented and the survey sent in Decemeber. Feedback was recorded. Our school theme of Aerospace and Robotics continues to be planned for, integrating this with our science curriculum and implemented in our Media Center.

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: 1/6/2022

| Total Count of African American Students Participating in Extracurriculars (#) | Total Count of African American Students Enrolled (#) | Percentage of African American Students Participating in Extracurriculars (%) |
|--|---|---|
| 27 | 106 | 25 % |

(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 currently have 418 students, 18 of which are pre k. Our students identify as the following: 145=white, 134=hispanic, 106=black, 29=other, 4= Asian, Am. In., Nat. Haw Our Ex. Curr during the second quarter were as follows: Safety Patrol, Academic Support/Reading, 4H, Audubon, Robotics, Sunshine State Readers Book Club African American students make up 25% of school population and 25% of our Extra Curr Activities population

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: | 4 |
| Percentage of Interviewers on Interview Committee by Race | |
| African American | White, Non-Hispanic |
| 25 | 75 |

(Optional) Additional information:

AP, Counselor, Coach, Principal

UT TEAM

| Elementary School Grade | | | |
|--------------------------------|-----------------------|-------------|---|
| | English Language Arts | Mathematics | Science |
| Achievement | | | |
| Learning Gains | | | <ul style="list-style-type: none"> • Total Points = _____ • Total Possible Component Points = 700 • Percent of Total Points Possible = Total Points Earned/700 • School Grade = _____ |
| Lowest Quartile Learning Gains | | | |

*Each box equals 100 points.

| School Grade | Percentage of Points Needed |
|--------------|-----------------------------|
| A | 62% or Higher |
| B | 54% - 61% |
| C | 41% - 53% |
| D | 32% - 40% |
| F | 31% or less |

*using Power Blame, etc.
 when report card

For Literacy Team

Wed. 12/15/21
 @ 4pm

Mathematics 2021-22

The following chart displays the average score across all Unit Assessments (UA) for a proficient student as measured by the FSA Math Scale Score (r values refer to the strength of correlation – anything above .60 is considered strong and anything above .80 is considered very strong).

INTERPRETATION: A student in grade 3 who earns a weighted average on all Unit Assessments of 65.6% will, on average, score a 300 (lowest level 3) on FSA Math based on the 20-21 results.

| Grade | FSA Math Scale Score correlated to Average Score of All UA | |
|-------|--|------|
| | Lvl3 equates to Ave Score of ALL UA Taken | r |
| 3 | 65.6 | .825 |
| 4 | 65.8 | .814 |
| 5 | 68.6 | .789 |

The following chart shows the average Unit Assessment score separated by Achievement level. Please note – this shows the average for ALL students WITHIN the achievement level. All results were significant using an ANOVA test with $p < .001$.

INTERPRETATION: While the above chart shows a weighted average of 65.6% will, on average, score a low level 3, the below chart tells us that the average Unit Assessment score for all level 3 students in grade 3 is 71.99%

| Grade | FSA MATH ACH LVL | AVE UA SCORE | Grade | FSA MATH ACH LVL | AVE UA SCORE | Grade | FSA MATH ACH LVL | AVE UA SCORE |
|---------|------------------|--------------|---------|------------------|--------------|---------|------------------|--------------|
| Grade 3 | Level 1 | 49.39 | Grade 4 | Level 1 | 48.48 | Grade 5 | Level 1 | 51.03 |
| | Level 2 | 61.17 | | Level 2 | 62.24 | | Level 2 | 64.62 |
| | Level 3 | 71.99 | | Level 3 | 72.85 | | Level 3 | 73.40 |
| | Level 4 | 82.55 | | Level 4 | 82.05 | | Level 4 | 82.17 |
| | Level 5 | 89.88 | | Level 5 | 90.69 | | Level 5 | 90.50 |
| | ALL | 69.37 | | ALL | 69.03 | | ALL | 70.48 |



November Individual Data Chats

Individual Data Chats are a time to review you student data and to ask any questions and/or share any concerns. Please come prepared as we have 45 minutes scheduled. If you need any information about subgroups prior to meeting please ask me in advance. We will meet in Odom's office.

- Using your Class List, including tiered support group students, we will talk about each student individually.
- Please be sure you know who is in each of your subgroups, AA, Multi Racial, SWD, and L25.
- Bring: Tier 2 and Tier 3 data/attendance sheets and any Tier 1 data that you will need to speak to the above agenda.
- Grades K-2 : DIBELS, Amplify, Tier 2 and 3 data will be used to determine next steps, if any
- Grades 3-5 : Unit Assessments, prior year FSA, if applicable, and Iready Data will be used to project growth and refine/create a plan to ensure students are moving forward.

November 2021

| Mon | Tue | Wed | Thu | Fri |
|-----------|------------------------------------|--|--------------------------------------|---|
| 15 | 16 | 17 | 18 | 19 |
| | 9:30-10:15 Luna (Biggs) | 10:10-10:55 McCool (Porter) | 10:35-11:20 Cunningham (Biggs) | 10:20-11:05 N. Biggs (Ragley to pick up class if needed) |
| | 10:15-11 Chappelear (Porter) | 12:35-1:25 Kirby (Porter) | 11-11:45 Stewart (Porter) | |
| | 11:00-11:45 Forbis (Porter) | 1:40-2:25 Durst (Porter) | 12:10-12:55 Jones | |
| | 12:35-1:25 Kelly (Porter) | Above Teachers: See next week | | |
| | 1:40-2:25 Roberts (Porter) | | | |

Grade Level Leader

December 1, 2021

- Walk through Results and Next Steps
- Award Ceremonies
 - How are families being invited?
 - Expectations for awards-How many grade levels are the same
 - Sign Up Sheet
- A2 Tutoring
 - Anyone interested in starting in January?
- Expectations for T2 and T3 Meeting for groups
 - Use new Iready and Progress Monitoring to determine needs
 - Come prepared with your classroom students
 - Who needs support?
 - What Data did you use to determine this?
 - BQ, SWD, AA- Subgroups from SIP



P.O. Box 1883, Vero Beach, FL 32961-1822

772-567-3520 – piaudubon@yahoo.com - www.PelicanIslandAudubon.org

Dear *Kelley*

Pelican Island Audubon Society is excited to continue working with your students for our Audubon Advocates program!

What is Audubon Advocates? Audubon Advocates is a 14-week afterschool enrichment program targeting 5th grade students. This program is aimed to educate students about the unique ecosystems in their own community and to inspire them to become passionate stewards of the natural world. This program is designed to engage traditionally underserved students, female and minority students, who would often not have the same opportunities and resources. Since this is a program targeted at underserved populations the program is run at no cost to the students or the schools and transportation is provided. Our mission is to encourage students to love the earth, take care of it, build on scientific learning standards, and engage their natural curiosity.

Objectives:

Get students outdoors- Children are spending less and less time outside. Our goal is to encourage students to spend more time outdoors and teach them to enjoy the natural wonders all around them in a responsible and safe way. We also want to encourage students to overcome their nature related fears and allow them to face these fears in a safe, controlled environment. Spending time outdoors has immense benefits for both the physical and mental health of students AND teachers.

Inspire students to advocate for the environment- Children are our future. We want these students to recognize that their voices have power, and that they can make change.

Increase science literacy- This is a science-based program designed to give hands on experiences that support and apply concepts being taught in the classroom. We aim to strengthen science vocabulary, expand reasoning, inquiry and observations skills that are vital to their science learning.

Expose students to future careers- Our program utilizes local science experts who share their knowledge and teach the students about the many science careers that are open to them. We partner with experts from the University of Florida Medical Entomology Lab, Indian River County Stormwater Division, US Fish and Wildlife Services and local naturalists.

Roles:

Principal- We are asking you, the principal, to act as our support system in the school. We would like you and the designated teacher to identify students to become potential Audubon Advocates. We want students who show a strong interest in science, are committed to attending the program, and will become future leaders in our community. We are asking the principal to explore environmental issues within the school and help students identify potential projects to address these issues. Pelican Island Audubon Society is willing to provide support to execute these projects.

Teacher- The teacher, with the principal, will select students for the Audubon Advocates program. The teacher is our day-to-day support with each lesson. They will supervise students during the program. Our hope is that the designated teacher will have time to foster enthusiasm for Audubon Advocate lessons and provide support for projects selected by students. The teacher will receive a stipend for participating in our program.

Contacts-

Meghan Carpenter, Environmental Educator, email: audubonadvocates@gmail.com phone: 317-900-0023

Bonnie Swanson, email: bonalswanson@att.net

Donna Halleran, email: dmaewright@att.net

Susan Lovelace, email: iblovelace@gmail.com

We are looking forward to welcoming your students back to the Audubon House for the Fall 2021 semester and cannot wait to unplug and explore with them!

Week of Aug 11th req.

next wk is parent mtg.

Aug 30th - start