

AAAP Quarter 2



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



Pelican Island Elementary School

2021-2022 Quarter 2

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 African American Achievement Plan. To review and ensure compliance with the progress of action steps associated with the African American Achievement Plan, the District provides quarterly updates related to action steps accomplished and quarterly outcomes. The attached documentation provides school-level evidence of progress towards accomplishing action steps incorporated into the 2021-2022 African American Achievement Plan. Documentation requirements have been designed to honor the full intent of the developed African American Achievement Plan while optimizing the efficiency and effectiveness of outlined actionable steps. To support ongoing accountability of action step implementation, documentation, and progress the following assurances have been verified by the principal of each school:

- Action steps included within the 2021-2022 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan.
- Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request.
- Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.

Reviewed on 1/5/2022 Verified by Felice Bagley

Quarter 2 Reflection

Our goal is to achieve learning gains in all subgroups, specifically focusing on our African American students and students with disabilities. Students were placed in Tier 2/Tier 3 (RTI) Response to Intervention groups and scheduled in a Fundamental Reading course based on their deficiencies. Progression of students is monitored monthly, and groups are adjusted based on student need. Weekly collaborative planning and monthly data chats with teachers, instructional coaches, and administration continue, focusing on culturally responsive teaching and differentiation based on formative assessments results. Staff participated in a book study PD, "Advancing Formative Assessment in Every Classroom," on Nov. 1 st. Administration will monitor for implementation of formative assessments in weekly walkthroughs. Morning and after school tutoring began in October to help improve academic performance. We will continue weekly walkthroughs to ensure fidelity of ELA and Math curriculum, monthly progress monitoring to adjust RTI groups based on additional data, and provide professional development on formative assessments, with the next PD scheduled on Jan. 31 st.

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	1
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	11/3
Summary of observation(s):	
4th Grade was observed reading the poem "Harlem" by Langston Hughes. The teacher guided students through lesson on figurative language in poetry and the class worked on interpreting similes from the poem "Harlem."	

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:	12-10-21										
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
1	1	100 %	2	3	67 %	2	2	100 %	3	3	100 %

*Data should be retrieved from the Power BI 2021-2022 Scheduling

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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:	10/7, 11/11, 12/9
Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline: Grade level teams meet on a weekly basis to discuss and problem solve any student discipline concerns. The PBIS team w/Admin continues to meet the 1st Thursday of every month to review minor infractions/ODR's in order to provide support to students and problem solve with teachers. The school's overall discipline data is shared during the staff meeting once a month.	
ACHIEVEMENT	
Date(s) of Problem-Solving Session(s) for Achievement:	10/18, 10/25, 11/08, 11/29, 12/13

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

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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

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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: 1/3/2022

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):

- Instructional Coaches will begin pulling BQ 4 days a week in 4th - 5th grade, starting 2nd semester.
- Formative Assessment PD/Book Study continuing - now being more intentional about putting it into practice. - Next PD scheduled for 1/31.
- Will focus on the ELA standard/goal instead of ELA "Content of Science."
- PIE Teacher visits to VBE ELA (3 rd); SES Math (5 th) to observe other teachers/classrooms.
- Continue to support teachers with discipline and classroom management.

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: 1/3/2022

Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
19	79	24 %

(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:

Students are informed of available extracurricular activities. Also, communication is sent home to parents by letter with information regarding available programs offered and bus transportation. This information is also posted on social media (Facebook, Twitter, Class Dojo).

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:	3
Percentage of Interviewers on Interview Committee by Race	
African American	White, Non-Hispanic
30	70

(Optional) Additional information:

PIE
Impact Review Summary Sheet #2

Strategies	Evident	Partial	Not Evident
Collaborative Planning	7/9	1/9	1/9
Standards Based Instruction and Tasks	6/10	2/10	2/10
Monitoring/Formative Assessment	1/10	4/10	5/10
Differentiation	2/10	1/10	7/10
Engagement and Participation	2/10	7/10	1/10
Classroom Environment	9/10	1/10	0

What are some areas of growth from the last Impact Review?

- *Reluctant for Amplify instruction, mindset has changed and they are planning and doing it
- *Collaborative planning side – teachers are working more productively
- *4th grade teacher switch; adjusting 3rd grade now based on changes and teacher moves

What are your next steps based on your observations from the Impact Review?

- *BQ – coaching cycle in 5th, Coach pulling BQ 4 days a week 4th - 5th
- *Formative Assessment PD/Book continuing - now being more intentional about putting it into practice
- *ELA “content of science” is great – but needs to be a focus on the ELA standard/goal (getting caught in teaching the content too much)
- *VBE ELA (3rd); SES Math (5th) - visits being scheduled
- *Scenario sort for teachers with behavior’s leveled – who really needs to handle it

PBIS Discipline Data Review

	2020-2021 (8/2020 to 06/2021)	2021-2022 (8/10 to 8/31)
Total ODRs	81 (w/ bus)	2
Students contributing	33	1
Students with 2+		1

__12__ Minor Infractions' as of 9/01/21

__9__ Number of students w/ minors as of 9/1/21

	2020-2021 (8/2020 to 06/2021)	2021-2022 (8/10 to 9/30)
Total ODRs	81 (w/ bus)	9
Students contributing	33	5
Students with 2+		2

__49__ Minor Infractions' as of 9/30/21

__24__ Number of students w/ minors as of 9/30/21

	2020-2021 (8/2020 to 06/2021)	2021-2022 (8/10 to 10/31)
Total ODRs	81 (w/ bus)	10
Students contributing	3	4
Students with 2+		2

__98__ Minor Infractions' as of 10/31/21

__43__ Number of students w/ minors as of 10/31/21

	2020-2021 (8/2020 to 06/2021)	2021-2022 (8/10 to 11/30)
Total ODRs	81 (w/ bus)	14

Students contributing		5
Students with 2+		3

138 Minor Infractions' as of 11/30/21

54 Number of students w/ minors as of 11/30/21

	2020-2021 (8/2020 to 06/2021)	2021-2022 (8/10 to 12/18)
Total ODRs	81 (w/ bus)	32
Students contributing	33	9
Students with 2+		3

161 Minor Infractions' as of 12/18/2021

61 Number of students w/ minors as of 12/18/2021