



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



**Quarter of the School Year: 4**

**School: Glendale Elementary School**

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 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.

These assurances have been reviewed and verified on: 6/8/2022 CF (initials)

**Quarterly Reflection**

(Please summarize any reflections based upon action step implementation for the quarter. What are areas of progress or opportunities for growth? What are next steps based upon work accomplished?)

State assessment data will be monitored for student academic growth as it comes into the district. Our African American subgroup will be analyzed to see their overall performance for the year and if we have made progress towards closing the achievement gap. Iready will also be evaluated for growth and areas that need to be identified for focused efforts moving into next school year. RTI data was tracked weekly with data review meetings being every 6 weeks. We held our last ELA data meeting for RTI on March 29<sup>th</sup> and the final math meeting on April 18<sup>th</sup>. We continue to see math as an area of need with the growth showing smaller gains than our reading scores across the board in all grades. Third grade reading scores came in and showed lower performance than anticipated, however it does show a decrease in the achievement gap of our African American subgroup, from a 38% gap in 20-21 to a 19.5% gap in 21-22.

We will continue to promote and focus on engagement strategies in the coming school year and are planning on refreshing teachers training on the use of thinking maps to help students organize and process their thinking.

Discipline referrals continue to be monitored we have seen a greater amount of referrals throughout the course of this year, with 65% being our African American subgroup and 55% of that being from transportation.

We will create a plan to support this area next year through out PBIS committee. We will review our PBIS expectations with all students at the beginning of the year and implement individual student gator bucks to recognize and support positive behaviors. We will invite bus drivers and aides to a PBIS training and kickoff with them being able to hand out gator bucks on the bus to be consistent with school behavior expectations.

We are working to increase the extracurricular activities being offered and are developing plans for how this will expand next year from the start of the year. We will have clear plans for how activities will be promoted to families to encourage participation. We are also increasing available parent engagement activities for all families. We will focus on growing our choice program of environmental sciences and getting students and families involved in this area.



**School District of Indian River County**  
**African American Achievement Plan 2021 – 2022**  
**Quarterly Summary of Implementation of Strategies/Action Steps**



**Quarter of the School Year: 4**

**Date of Summary: 6/5/2022**

**School: Glendale Elementary**

**Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.3**

**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**

5

**Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings**

3/28/22, 4/7/22, 4/13/22, 4/18/22, 5/4/22

**Summary of Observation(s):**

**African American Achievement Plan Lessons:**

1st Grade: Standard: ELA.K12.EE.3.1- Students will describe the roles of enslaved Africans, Native Americans, and women during the evolution from colonies to independence (Amplify Knowledge, Domain 10, Lesson 11). May 2-5<sup>th</sup>

"Show image 11A-5:

Cotton field There were many people from Africa who were brought to America and enslaved by the colonists. When the colonists decided to fight for their freedom from Great Britain, they themselves were keeping freedom from many Africans, by enslaving them. These Africans did not have the freedom to choose how to live their lives. Slavery was especially common in the South, where huge plantations had large amounts of land to farm, and colonists depended upon the work of enslaved Africans. [Point to the image.] Can you imagine how difficult it was to harvest, or pick, crops like the cotton shown in this image before there were machines to do it? In the New England and Middle states, slavery started to disappear after the Revolutionary War, but it continued for a long time in the South, where these large farms were located. Enslaved Africans also were not allowed to vote. Was that liberty and justice for all?"

Turn and Talk: What were some ways enslaved Africans, Native Americans, and women were not given liberty or justice? (Answers will vary but may include that enslaved Africans didn't

have any freedoms and were not allowed to vote, Native Americans were pushed off their lands and not allowed to vote, and that women were not allowed to fight for their country or vote.)"

4th Grade (Social Studies): Standard- SS.4.A.1.1. Analyze primary and secondary resources to identify significant individuals and events throughout Florida history. 1. As a part of the Famous Floridians chapter (Amplify), we studied Mary McLeod Bethune, James Weldon Johnson and Harry T. Moore and other notable African Americans who made significant contributions for the state of Florida. April 12-15

4th Grade (ELA): 1. As part of our Amplify Eureka Unit, the 4th grade studied George Washington Carver. 2. Another Amplify unit was all about the American Revolution. The unit highlighted the contributions of James Lafayette Armistead, Crispus Attucks, Phyllis Wheatley, Mum Bett, Peter Salem and Saul Matthews. April 19-28

4th Grade (RTI): Through our vocabulary rich text, we read stories about Jesse Owens, Althea Gibson, Arthur Mitchell, and Jackie Robinson. May 2-5

5th Grade (ELA): Standards -ELA.5. R.1.4 Explain how figurative language and other poetic elements work together in a poem. ELA.5. R.1.5- Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers. The 5th graders analyzed the poem "Mother to Son" by Langston Hughes (Also we have been reading the following novels: "Hidden Figures" and "The Cay". March 28-31

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

March 29<sup>th</sup>, 2022 April 26<sup>th</sup> 2022, May 12<sup>th</sup>, 2022 promotion review

**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
<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	(%)

0	0	100%	1	2	50%	1	1	100%	3	3	100%
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*\*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:

N/A

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 (%)
N/A	N/A

**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:

March 17, 2022 April 21, 2022 May 19, 2022

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

Bus referrals continue to be a concern with more than 55% of our African American referrals coming from transportation.

Behavior plans continue to be monitored monthly with PBIS team and during our safety and threat assessment meetings. Progress monitoring is reviewed every 6 weeks. PBIS committee meets monthly to look at overall discipline data and identify areas of concern.

This quarter we are adding in individual gator bucks as reinforcers for student behavior. We will carry this over into next school year to continue to grow our PBIS program and recognizing students positive behavior choices.

We did see an increase in the number of referrals written this year overall with 105 referrals according to PowerBI, (65 from the bus) but feel that they were warranted to get the behaviors addressed and redirected. Several behaviors were disruptive enough and created safety concerns that needed to be addressed accordingly.

We will continue to provide training to teachers on Tier 1 behavior supports and behavior interventions for tier 2 and tier 3 so we can start strong and consistently in the new school year.

**Achievement**

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

March 29, 2022 April 18<sup>th</sup>, 2022 May 18-19, 2022

Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Response to intervention data chats continue to be held every 6 weeks, Tier 2 and Tier 3 interventions are monitored and revised as needed during our 6 week data chats. These final sessions focus on who will need to be brought to promotion review and who might be potential candidates for retention. We determined who will continue with interventions right from the start at the beginning of next year, who was ready to be released from interventions, who may need referral for evaluation and which students need additional supports.
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<b>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.</b>	
<b>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)</b>	
<b>African American (#)</b>	<b>White, Non-Hispanic (#)</b>
N/A	N/A

<b>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.</b>	
<b>Reported Out-of-School Suspensions for:</b>	<b>Quarter 4</b>
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.

<b>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.</b>	
<b>Date of Quarterly Review of School Improvement Plan:</b>	Reviewed progress towards SIP at grade chair meeting (to then be shared with teams) on March 28, 2022. Review of SIP progress done with parents at School Advisory Council meeting on April 11, 2022.
<b>Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, what modifications will be made to address the achievement gap?
<b>Summary of Action Steps / Plan based upon District Impact Review (based upon District &amp; School Level Reviews):</b>	<p>SIP was reviewed on 3/28/22 with grade chairs. Grade chairs are then responsible for sharing out with their teams. Parts were reviewed with parents at our School Advisory Council meeting on April 11th. We review student performance data and look at subgroup performance, including our African American subgroup, towards their end of year goals. We have added a space in teacher's unit assessment data review sheets to address subgroup performance so it is being progress monitored regularly.</p> <p>Based on our March impact walks the school is seeing progress but saw a dip in monitoring (43%) and</p>

	<p>engagement (50%) so we will increase the focus in this area reminding teachers of strategies to use within the classroom for both of these areas. The coaches will share simple strategies for engagement and monitoring during collaborative planning. During our administrative walkthroughs we will collect trend data on the use of engagement and monitoring strategies following these mini PD's in planning.</p> <p>At this time only 3<sup>rd</sup> grade state assessment data has returned. We saw a lower than expected proficiency rate but we did see a decrease in the achievement gap in our African American subgroup in third grade ELA going from 38% gap in 20-21 to 19.5% gap in 21-22.</p>
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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.		
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:		May 27 <sup>th</sup> , 2022 and now April 8 <sup>th</sup> , 2022
Total Count of African American Students Participating in One or More Extracurricular Activities	Total Count of African American Students Enrolled (#)	Total Percent of African American Students Participating in One or more Extracurricular Activities
21	87 (only 47 would be eligible since the programs were open to grades 3-5)	24% overall 44% of the eligible students (those in grades 3-5)
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		<p>Next year we plan to offer additional afterschool activities. We will promote them on ClassDoJo, the school facebook page, parent newsletters, Connect call messages and through flyers sent home to all families. We will announce opportunities on our morning announcements to encourage students to participate. We will promote these activities during our School Advisory Council meetings, PTA meetings and at parent engagement nights.</p> <p>As we offer more programs we anticipate the percentage of AA students participating will increase.</p> <p>We will look at what programs can be offered to students in grades K-2 in addition to tutoring.</p>
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		

*\*Data should be retrieved from the Power BI Extracurricular Activities public-facing dashboard.*

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.
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Number of Interviews Conducted by the Interview Committee:	Up to June 8 <sup>th</sup> , 2022 17 interviews completed	
Percentage of Interviewers on Interview Committee by Race		
African American (%)		White, Non-Hispanic (%)
(Optional) Additional information:		
For half of the interviews	50%	50%
For the other half (applying to different positions)	25%	75% (We invited our coaches to participate)



**Glendale Elementary School  
Grade Chair Meeting  
Agenda - March 28, 2022**

- 1) Testing schedules
  - a. Any questions
  - b. Accommodations groups
- 2) Adding in Gator Bucks for individual recognition starting in April
- 3) Climate Surveys
- 4) Final MTSS Data Meetings March 29<sup>th</sup> for ELA and April 18<sup>th</sup> for Math
- 5) Review of SIP progress
  - a. How are our subgroups performing?
  - b. Reminder to keep OneDrive data sheets updated and be monitoring progress
- 6) Plan for Promotion Review Meetings
  - a. Materials needed
  - b. How the process will work
- 7) End of year awards (reminder about honor roll ceremonies)
  - a. Any additional awards of end of year events to be aware of
  - b. What invites are going out to parents
- 8) Questions, Comments, Concerns, Ideas from teams???

**Glendale Elementary**  
**School Advisory Council Agenda**

Monday, April 11, 2022  
6:00 pm Media Center

- Call to Order P. Poysell
- Review/Approve Minutes from Dec., Jan., Feb. & March P. Poysell
- Old Business
  - a. Food Services Presentation T. Simonton
  - b. Dress Code Discussion C. Flores
- New Business
  - a. I-Ready Diagnostic Data Update C. Flores
  - b. School Improvement Plan Update C. Flores
- Unscheduled Topics P. Poysell
- Adjournment P. Poysell

**Notes:**

# **Glendale Elementary School**

## **MTSS / RTI Data Chat – ELA**

**March 29, 2022**

**Math held April 18<sup>th</sup>, 2022**

### **Agenda:**

- I) MTSS – Data Chat Committee
  - a. Will be convening a committee to review our data collection process and prep for next year
  - b. What revisions are needed, what worked well?
  - c. What can be done to streamline the process?
  - d. Are we collecting the correct data for the MTSS core team?
  
- 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?

Review attendance issues. Are students having attendance concerns that have not been addressed yet?

Do parent meetings need to be scheduled? Have letters been sent home?

Reminder about recognition ceremonies and awards breakdown to monitor for equitable representation in awards being given to students.

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

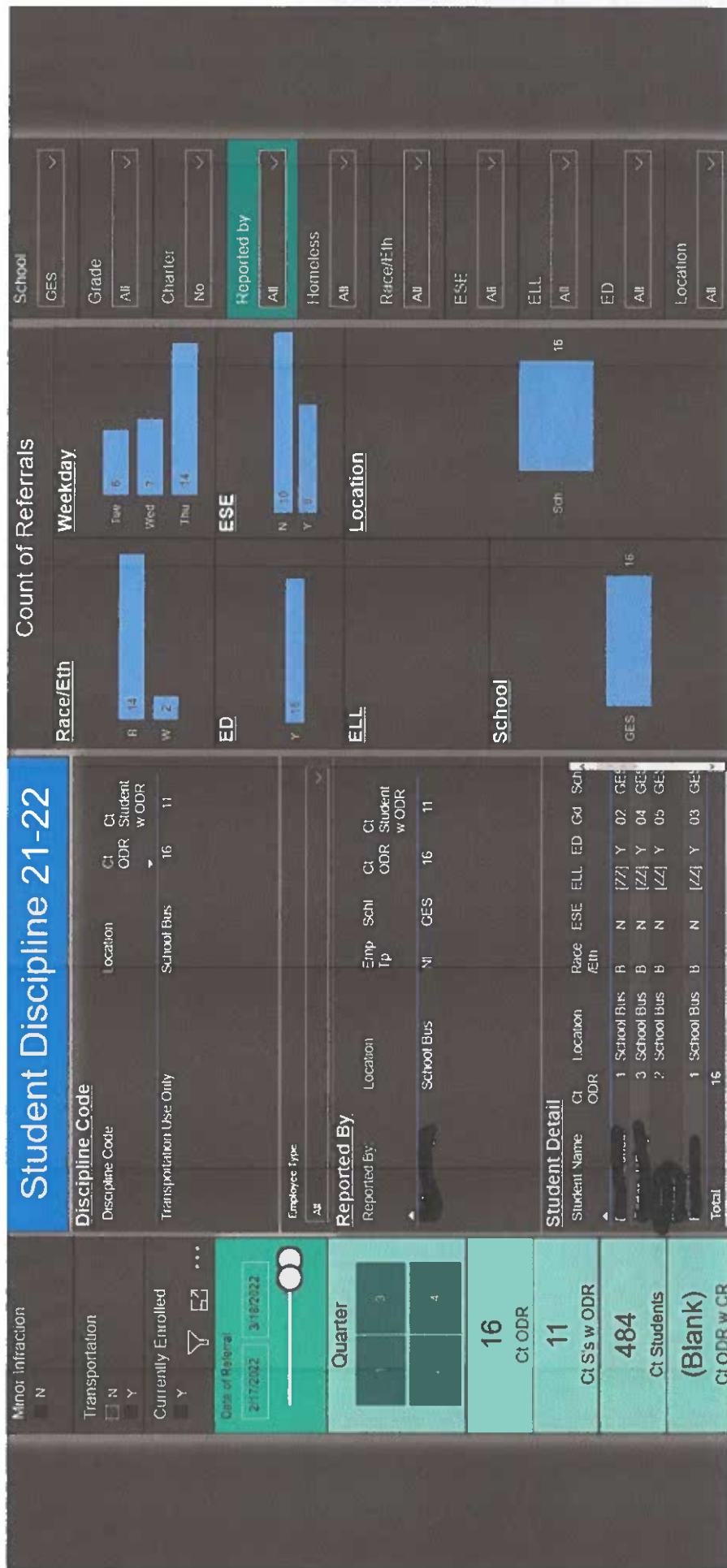


## PBIS Team Meeting Agenda & Minutes

	DATE/TIME	LOCATION	FACILITATOR	RECORDER	TIMEKEEPER	SNACKMASTER
Today's Meeting	3/17/2022	514	K. Currey	E. Okwan		X
Next Meeting						
Member Attendance	Currey, Flores, Brown Thomas Okwan Skinnider					

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	1. Valentine Fundraiser	1. When a teacher should write a ODR or Minor Infraction
2. PBIS Walkthrough		2. PBIS Student of the month 3. PBIS Posters	2. Implement tiered system
3. positive monthly update			3. Punch cards and incentives to reduce behaviors on bus
4. ODRs for Feb			4. Bus Pilot Program
			5. Word of the Week and a SEL video that coincides with the theme

# Discipline Data (Snippet Graphic)





## PBIS Team Meeting Agenda & Minutes

	DATE/TIME	LOCATION	FACILITATOR	RECORDER	TIMEKEEPER	SNACKMASTER
Today's Meeting	5/19/22	514	Brown			X
Next Meeting						
Member Attendance	Curvey, Brown, Flores Field, Thomas, Skinner					

	Today's Agenda Items	Last Meeting's Follow Up Items	Agenda Items for Next Meeting
1.	Monthly Discipline Data Review: Analyzing Trends, Problem solving	1. PBIS Walkthrough	1.
2. End of Year Review		2. 3+3+3 Initiative	2.
3. Moving Forward		3. Bus Referrals	3.
4.			4.

## **African American Achievement Plan Lessons:**

**1<sup>st</sup> Grade:** May 2-5<sup>th</sup> Standard: ELA.K12.EE.3.1- Students will describe the roles of enslaved Africans, Native Americans, and women during the evolution from colonies to independence (Amplify Knowledge, Domain 10, Lesson 11).

"Show image 11A-5:

Cotton field There were many people from Africa who were brought to America and enslaved by the colonists. When the colonists decided to fight for their freedom from Great Britain, they themselves were keeping freedom from many Africans, by enslaving them. These Africans did not have the freedom to choose how to live their lives. Slavery was especially common in the South, where huge plantations had large amounts of land to farm, and colonists depended upon the work of enslaved Africans. [Point to the image.] Can you imagine how difficult it was to harvest, or pick, crops like the cotton shown in this image before there were machines to do it? In the New England and Middle states, slavery started to disappear after the Revolutionary War, but it continued for a long time in the South, where these large farms were located. Enslaved Africans also were not allowed to vote. Was that liberty and justice for all?"

**Turn and Talk:** What were some ways enslaved Africans, Native Americans, and women were not given liberty or justice? (Answers will vary but may include that enslaved Africans didn't have any freedoms and were not allowed to vote, Native Americans were pushed off their lands and not allowed to vote, and that women were not allowed to fight for their country or vote.)"

**4<sup>th</sup> Grade (Social Studies):** April 12-15<sup>th</sup>. Standard- SS.4. A.1.1. Analyze primary and secondary resources to identify significant individuals and events throughout Florida history. 1. As a part of the Famous Floridians chapter (Amplify), we studied Mary McLeod Bethune, James Weldon Johnson and Harry T. Moore and other notable African Americans who made significant contributions for the state of Florida.

**4<sup>th</sup> Grade (ELA):** April 19-28<sup>th</sup>. 1. As part of our Amplify Eureka Unit, the 4<sup>th</sup> grade studied George Washington Carver. 2. Another Amplify unit was all about the American Revolution. The unit highlighted the contributions of James Lafayette Armistead, Crispus Attucks, Phyllis Wheatley, Mum Bett, Peter Salem and Saul Matthews.

**4<sup>th</sup> Grade (RTI):** May 2-5<sup>th</sup> Through our vocabulary rich text, we read stories about Jesse Owens, Althea Gibson, Arthur Mitchell, and Jackie Robinson.