



## African American Achievement Plan 2022-2023 Assurances of Implementation of Strategies/Action Steps

**Quarter of the School Year: 1**

**School: Beachland Elementary School**

In September 2022, the School District of Indian River County initiated the implementation of the 2022-2023 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 2022-2023 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/supervisor of each school/location:

- Action steps included within the 2022-2023 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 October 17, 2022: \_\_\_\_\_ REF \_\_\_\_\_ (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?)

After reviewing our action step implementation for the quarter, we ended Quarter 1 with more than 500 students being acknowledged at the Positive Behavior Intervention Support (PBIS) celebration for not having any office discipline referrals. In addition, we have created strong systems to ensure students have support across the campus from the time they arrive on campus until their departure. With the three data chats for Quarter 1, students were identified who needed more support and instructional groupings for RTI were determined. We recognized 180 students for perfect attendance for Quarter 1.

- Collaborative planning with coaches or admin weekly. Grade levels are provided 5-hours for one week during the quarter to plan from 8:20-9:20.
- During small group instruction, teachers are creating groups based on student needs and areas of progress and opportunities for growth
- Coaches/Teachers review monthly i-Ready pass rates, minutes and unit assessments per class and students track progress
- Differentiated groups occurring daily and switched as needed-pushing rigor as needed for those who are read

*Quarter 1: 08.10.2022 – 10.10.2022*

*Quarter 2: 10.11.2022 – 12.21.2022*

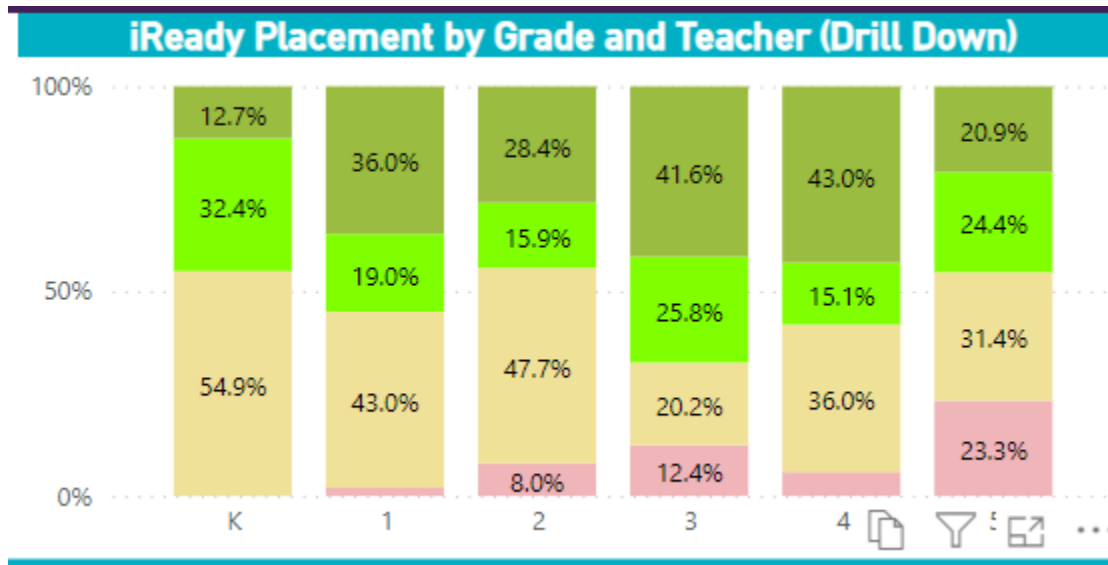
*Quarter 3: 01.09.2023 – 03.17.2023*

*Quarter 4: 03.27.2023 – 05.31.2023*



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Reviewing our iReady data from the first diagnostic, we are ensuring our students scoring in the red and yellow are receiving reading and math interventions.

### Third Grade ELA

### Math

Green – 41.6%	20.5%
Lime Green – 25.8%	22.7%
Yellow – 20.2%	47.7%
Red – 12.4%	9.1%

### Fourth Grade ELA

### Math

Green – 43.5%	18.8%
Lime Green – 15.3%	34.1%
Yellow – 35.3%	37.6%
Red – 5.88%	9.4%

### Fifth Grade ELA

### Math

Green – 20.9%	17.4%
Lime Green – 24.4%	31.4%
Yellow – 31.4%	33.7%
Red – 23.3%	17.4%

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\*518 students

275 on grade level

198 below grade level

45 below 2 or more grade levels

5<sup>th</sup> Grade – 20 students below 2 or more grade levels, 27 students below 1 grade level

4<sup>th</sup> Grade – <10 students below 2 or more grade levels, 31 students below 1 grade level

3<sup>rd</sup> Grade – 18 students below 2 or more, 11 below 1 grade level



## African American Achievement Plan 2022-2023

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Quarter of the School Year: 1

Date of Summary: October 17, 2022

School: Beachland Elementary School

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4

Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	4
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	10/3/22, 10/4/22, 10/6/22, and 10/7/22
Summary of Observation(s):	We observed Mrs. Chavers, Mrs. Crisafulli, Mrs. Polverari, and Ms. Karwatske teaching The Harlem Renaissance through iReady Magnetic with fifth grade. Students were reading to explain central ideas. During the observations students were reading "The Great Migration" by Jacob Lawrence through annotation and thinking aloud to respond. Students created a double bubble thinking map to compare and contrast two African American poets, Langston Hughes and Georgia Douglas Johnson. Students also listened to Ella Fitzgerald to learn about the first integrated ballroom. Students also had a teacher led discussion on the vocabulary terms <b>discrimination</b> and <b>integration</b> with gender, race, and age.

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 (i.e., August 1, 2022)											
African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)
0	0	0%	0	0	0%	0	0	0%	1	1	100%

\*Data should be retrieved from the Power BI 2022 – 2023 Scheduling App – ScheduleAudit.

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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## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

Date(s) of School Level Review(s) of Early Warning Indicators for African American Students: (i.e., August 1, 2022)	
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)**

Black/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 <u>Discipline</u> :	<b>Data Chats:</b> 8/9/2022, 8/25/2022, 8/26/2022, 10/4/2022, 10/6/2022 (rescheduled from 9/28 and 9/29) <b>Leadership Meetings</b> (weekly): 8/16/2022, 8/23/2022, 8/30/2022, 9/6/2022, 9/13/2022, 9/20/2022, 9/27/2022, 10/4/2022, 10/11/2022 <b>PBIS:</b> 8/18/2022, 9/22/2022, 10/6/2022
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Continue to review discipline data – provide additional supports to grade levels where discipline is spiking, utilize behavior technician, check-in/check-out with school counselor, and classroom and individual behavior plans <ol style="list-style-type: none"><li>1. Schedule change (&lt;10 students)</li><li>2. PBIS Rotations for high-traffic areas</li><li>3. Bus PBIS rotation of expectations and discussion with the bus drivers (&lt;10 students)</li><li>4. Transportation appreciation during Quarter 2</li></ol>

**Achievement**

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	<b>Data Chats:</b> 8/9/2022, 8/25/2022, 8/26/2022, 10/4/2022, 10/6/2022 (rescheduled from 9/28 and 9/29) <b>Leadership Meetings</b> (weekly): 8/16/2022, 8/23/2022, 8/30/2022, 9/6/2022, 9/13/2022, 9/20/2022, 9/27/2022, 10/4/2022
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<ol style="list-style-type: none"><li>1. Instructional groupings for Response to Intervention (RTI) – RTI began 8/29 with full implementation 2<sup>nd</sup>-5<sup>th</sup> grade 9/6/2022</li></ol>



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	<ol style="list-style-type: none"> <li>Instructional groups for RTI began 9/16/2022 for first grade</li> <li>Literacy coach and literacy interventionist also providing support for students based on MTSS meetings and collaborative planning sessions and data chats with classroom teachers for students Kindergarten through fifth grade</li> <li>Support facilitators' schedules are reviewed and monitored by administration and resource specialist to ensure IEP is being followed as pertaining to push-in (support facilitation in the classroom) or pull-out (resource room).</li> <li>Discussion with math teachers in 4<sup>th</sup> and 5<sup>th</sup> grades about 10-20 minutes of whole group instruction and then moving to small group for the addition 70-80 minutes to provide Tier II instruction based on need and level of learning</li> <li>Identify students in third, fourth, and fifth grade who did not make goals and/or proficiency last year</li> <li>Share data in monthly grade level data chats and discuss interventions in RTI and Tier II during small group instruction</li> </ol>
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#### 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)

Black/African American (%)	White, Non-Hispanic (%)

#### 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: (i.e., August 1, 2022)	<u>Data Chats</u> (monthly): 8/9/2022, 8/25/2022, 8/26/2022, 10/4/2022, 10/6/2022 <u>Grade Chair Meetings</u> (monthly): 8/4/2022, 8/19/2022, 9/9/2022, 10/7/2022
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	<b>Leadership Meetings</b> (weekly): 8/16/2022, 8/23/2022, 8/30/2022, 9/6/2022, 9/13/2022, 9/20/2022, 9/27/2022, 10/4/2022	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*	* 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):	<ol style="list-style-type: none"> <li>1. Collaborative planning to be done weekly with coach or administration to deliberately plan for monitoring and formatives, along with next steps</li> <li>2. Collaborative planning should incorporate exemplars, rubric, anchor chart, visual reminders of next steps so students know how to monitor their work</li> <li>3. Select teachers should utilize coach to encourage and watch as lessons are delivered to create steps for their classrooms</li> <li>4. Teachers need to actively plan for accountable talk and collaborate with one another with a structure for all students to participate</li> </ol>	

**Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY):** Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.

Date of Quarterly Review of Extracurricular Activity			
Student Participation Data within Focus Student Information System:			
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 (%)	
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:			
(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:	Zero interviews
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0%	0%
(OPTIONAL) Additional information:	For the 2022-2023 school year, we were fully staffed with instructional teachers by the first day of school. Currently, we remain fully staffed, with a long-term guest educator as a school counselor.

### Quarter 1 Evidence:

#### 1.1 - Classroom Walkthrough Form – Mrs. Chavers RTI group

Beachland Elementary  
Non-Evaluative Feedback Form

Visit by: Mrs. Finnegan Date: 10/4/2022  
Teacher: Mrs. Chavers Time: 10:15 AM

Focus Areas

☒ Collaborative Planning across Grade Level - RTI w/ Literacy Coach  
☒ Learning Target and Task aligned to the Standard

Strategy

☐ Thinking Maps  
☒ Kagan Strategies  
☐ Social Emotional Learning - Sanford Harmony, Kids at HOPE

Noticings

iReady Magnetic - Harlem Renaissance  
Students annotating text based on  
teacher's modeling  
Chunking, Review of vocabulary  
Integration of context clues  
Wonderings  
How are you incorporating  
Thinking Maps into this lesson  
Follow-up: Double bubble used  
to c/c two poets and their sty





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#### 1.2 – Primary Grades Interventionist Schedule *(Students' and teachers' names have been removed)*

##### Whelan Schedule as of 9/1/22

Time	Focus
8:50-9:20	Weekly Collaborative Planning K,1,2,3
9:20-9:50	2 <sup>nd</sup> Grade Teacher A
9:50-10:40	2 <sup>nd</sup> Grade Teacher B – Push-In
10:45-11:15	3 <sup>rd</sup> Grade Teacher C
11:20-11:50	1 <sup>st</sup> Grade RTI Thursday – 3 <sup>rd</sup> Collaborative Plan
11:50-12:20	Lunch
12:20-12:55	2 <sup>nd</sup> Grade Teacher B – Skills Intervention
1:00-1:30	3 <sup>rd</sup> Grade Teacher D Tuesday – Kindergarten Coll Plan
1:30-2:00	3 <sup>rd</sup> Grade Teacher E
2:00-2:30	3 <sup>rd</sup> Grade RTI Wednesday – 1 <sup>st</sup> Collaborative Plan
2:30-3:15	Planning Thursday – 2 <sup>nd</sup> Coll Plan

Interventions used with the interventionist:

1<sup>st</sup> Grade – Amplify interventions, skills support

2<sup>nd</sup> Grade – Amplify interventions, skills support

3<sup>rd</sup> Grade – Amplify frontload of vocabulary and/or standards, reading fluency

3<sup>rd</sup> Grade RTI – iReady Magnetic

#### 2.1 – PBIS Rotations

### PBIS Rotations

August 11, 2022

	Bus Banack	Cafeteria Chavers	Car Finnegan
9:30-9:40	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
9:45-9:55	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade
10:00-10:10	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade

August 12, 2022

	Bus Banack	Cafeteria Whelan	Car Finnegan
9:30-9:40	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	
9:45-9:55		1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
10:00-10:10	2 <sup>nd</sup> Grade		1 <sup>st</sup> Grade

August 15, 2022 \*KINDERGARTEN ONLY (due to staggered start)

	Bus Banack	Cafeteria Whelan/Finnegan	Car Whelan/Finnegan
9:30-9:40	Kindergarten		
9:45-9:55		Kindergarten	
9:55-10:05			Kindergarten

As you are walking from station to station- model hallway expectations – Be sure to remind the students of each expectation...  
warm-hearted, active and attentive, vigilant and enthusiastic for learning. Use the signage in each area to review expectations, routines, and procedures.

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#### 2.4 – Grade Chair Agenda



Grade Chair Leadership Meeting #3  
September 9, 2022  
Admin Conference Room

**Rachel and Michelle** "Your Lead Instructors for the **R.I.D.E** - Reaching, Inspiring, and Driving Educators"

**Members:** Administration, Veronica Emma (K), Sarah Evans (1<sup>st</sup>), Amy Korzon (2<sup>nd</sup>), Lauryn McDaniel (3<sup>rd</sup>), Mary Kay Riley (4<sup>th</sup>), Samantha Crisafulli (5<sup>th</sup>), Mary Chavers (Instructional Coach), Adrienne Polverari (Cultural Arts), Adrienne Moody (ESE), Marjorie Mitchell (Counselor)

### Agenda

- Feedback
  - Email from Director of Curriculum & Instruction, Mrs. Kimberly Garcia
  - 8/29 and 9/8
  - Next Steps: Gradual release, turn and talk, accountability for student work
- School Improvement Plan
  - Monitoring - clipboards, student mastery/proficiency, attendance plan
    - How are we closing gaps? What are we doing to support the students who are on or above grade level?
    - RTI - how are we closing our ESSA subgroups
    - Greetings and Fin-Tastic Five Log (Mrs. Jellie's Idea)
- KIDS at HOPE -
  - Universal Truth #1 - We Believe "All children are capable of success, NO EXCEPTIONS!"
  - Universal Truth #2 - We Connect "Ace of hearts, spades, clubs, and diamonds" (4<sup>th</sup> Grade Visual)
- Open House
  - STEAM School of Enrichment Meeting \_\_\_\_\_
    - Classroom Visits: What is your grade level plan? Notify parents
- Paid Opportunity - A2 - can happen before school, after school, during planning, lunch... we need to be creative with our groups of students
  - Strategically planning for achievement (Levels 2-5 from FSA)
  - Anyone have any questions or ideas? 9/23 DUE - won't begin until November
- Air Potato Vine Lesson - Handout on Surf's Up last week

### Reminders

- PBIS - PBIS Rewards - We will need a new PBIS coach
- PTA - Interest sheets/surveys, volunteers, needs
- Collaborative Planning time is your time for instructional data driven decision making
- United Way Day of Caring - 10/15 Beachland Beautification & Restoration
- Required Instruction 9/11 and 9/17 (Constitution Day) 4<sup>th</sup> and 5<sup>th</sup> Grade Challenge
- Monday, September 12<sup>th</sup> Tailgate Luncheon "JERSEY DAY" 10 SURF
- 9/30 - PTA Grant Due