



# African American Achievement Plan 2022 -2023

## Assurances of Implementation of Strategies/Action Steps

**Quarter of the School Year: 2**

**School: Glendale 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 December 16, 2022: CC

### 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 held 2 schoolwide PBIS events to acknowledge students displaying our school wide PBIS expectations. We have created strong systems to ensure students have support across the campus from the time they arrive on campus until their departure. For example, We are continuing to support bus behaviors by also providing the bus drivers with Gator Bucks to incentivize school wide PBIS expectations on the bus to reduce transportation discipline. Additionally, we have introduced a PBIS system in the cafeteria to track the Gator Tracks earned by each class each day for a designated period. At the end of that time, the class from each grade level with the highest amount of Gator Tracks gets to have a special lunch in the multipurpose room with the Assistant Principal. This lunch consists of games, snacks, and Gator Bucks for each student to recognize their hard work in the cafeteria.



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Collaborative planning with coaches or admin weekly. K-2 teachers meet twice weekly to collaboratively for, both, ELA and math. 3-5 teachers meet once a week to collaboratively plan with their subject area coach. Through collaborative planning, we are promoting and focusing on monitoring strategies for teachers to monitor student progress. We also provided a monitoring PD at the beginning of the second quarter with monitoring strategies and system to incorporate into the classroom to ensure that teachers are equipped with the strategies necessary.

This quarter, we conducted a data chat focused solely on math so that we can implement math RTI groups in all grades K-5 beginning in January and throughout the remainder of the school year. During this meeting, we were able to identify target students, skills, programs being used and progress monitoring for each group.

We are actively increasing parent and family engagement activities for this school year and have communicated these engagement nights through School Messenger phone calls, Monthly parent newsletter, PBIS Rewards communication, Twitter and Thursday folders. In Quarter 2, we held 10 family engagement activities that families could participate in. These events ranged from weekday, weeknight, and weekend events.



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Date of Summary: December 16, 2022

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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	5		
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	12/ 12, 12/1, 11/29, 11/8,		
Summary of Observation(s):	<p><b>Kindergarten:</b> ELA.K.R.2.2 George Washington Carver-Amplify- Students will listen to a reading about George Washington Carver and identify the main topic and details.</p> <p><b>1<sup>st</sup> grade:</b> SS.1.A.2.4 Read aloud Read Aloud- Duke Ellington: The Piano Prince and His Orchestra by Andrea Davis Pinkney. After reading, allow students time to listen to music by Duke Ellington and create crayon art on large white paper to make the music visible (in the style of the illustrations of the story read.)</p> <p><b>2<sup>nd</sup> grade:</b> ELA 2.c.2.1 2.R.3.2 Ron's Big Mission by Rose Blue- comprehension activities</p> <p><b>3<sup>rd</sup> grade:</b></p> <table border="1"> <tr> <td>ELA.3.R.2.2- Identify central idea and key details</td><td>Readworks article on Harriet Tubman- Teacher led activity with an article about Harriet Tubman with a focus on her role in the underground railroad. We used the article to practice identifying the main idea of a text.</td></tr> </table>	ELA.3.R.2.2- Identify central idea and key details	Readworks article on Harriet Tubman- Teacher led activity with an article about Harriet Tubman with a focus on her role in the underground railroad. We used the article to practice identifying the main idea of a text.
ELA.3.R.2.2- Identify central idea and key details	Readworks article on Harriet Tubman- Teacher led activity with an article about Harriet Tubman with a focus on her role in the underground railroad. We used the article to practice identifying the main idea of a text.		

Quarter 1: 08.10.2022 – 10.10.2022

Quarter 2: 10.11.2022 – 12.21.2022

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Quarter 4: 03.27.2023 – 05.31.2023



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	ELA.3.R.1.2- Explain a theme and how it develops throughout a text.	Read-Aloud of "She Persisted" a book about 13 American women who changed the world.
	ELA.R.1.4- Identify different types of poems	"The Sparrow" by Paul Laurence Dunbar
	<b>4<sup>th</sup> grade:</b>	
	ELA.4.R.1.2; ELA.4.R.3.1; ELA.K12.EE.4.1	In ELA, we read and studied poetry from the following African American poets: Harryette Mullen, Nikki Giovanni, and Langston Hughes.
	ELA.4.R.2.2; ELA.4.R.3.2b; ELA.4.C.4.1; ELA.K12.EE.4.1	We have also begun our Eureka Unit and discussed George Washington Carver.
	ELA.4.R.2.3	Read Aloud: Salt in His Shoes; Michael Jordan in Pursuit of a Dream
<b>5<sup>th</sup> grade:</b> ELA.5.R.2.2, ELA.5.R.3.2b As a whole group we read the ReadWorks article titled "Jazz". Students then had a teacher led discussion on the text. After this, the students answered a series of questions on their computer.		

**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) **10/11 & 11/29**

### African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
<i>Ct Need Fun Read &amp;</i>	<i>Ct Need Fun</i>	<i>Percent 100%</i>	<i>Ct Need Fun Read &amp;</i>	<i>Ct Need Fun</i>	<i>Percent 100%</i>	<i>Ct Need Fun Read &amp;</i>	<i>Ct Need Fun</i>	<i>Percent 100%</i>	<i>Ct Need Fun Read &amp;</i>	<i>Ct Need Fun</i>	<i>Percent 100%</i>

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<i>Scheduled:</i> 0	<i>Read:</i> 0		<i>Scheduled:</i> 1	<i>Read:</i> 1		<i>Scheduled:</i> 2	<i>Read:</i> 2		<i>Scheduled:</i> 7	<i>Read:</i> 7	

*\*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.

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 Discipline:

11/17, 12/15

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

- After meeting with the team, it was decided that there was a need for additional PBIS support in the cafeteria. Students were getting into trouble, and it was affecting other areas and aspects of the school day. We then implemented the Gator Track tracking system in the cafeteria, and we have held one full round of that with the reward and we are currently in the second round and the reward for those classes that meet the goal will be held in January.
- The team adjusted the amount of Gator Bucks needed to participate in monthly PBIS events to better represent the number of students able to participate and to alter some of the undesired



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	behaviors occurring at different times throughout the nine weeks.
<b>Achievement</b>	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	10/11 & 11/29
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<ul style="list-style-type: none"> <li>we conducted a data chat focused solely on math so that we can implement math RTI groups in all grades K-5 beginning in January and throughout the remainder of the school year. During this meeting, we were able to identify target students, skills, programs being used and progress monitoring for each group.</li> <li>Review of all unit assessments, diagnostic and FAST testing was held with each grade level to review, reflect and set expectations and goals for the teachers and students moving forward. The goal for the year is that we are in the top 5 elementary schools, which means that we need to consistently perform in the top 5 each time for each assessment.</li> </ul>

### 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)	12/15 & 12/16	
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?



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Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	<ul style="list-style-type: none"> <li>Additional students have been identified to attend Moonshot Academy in the second semester based off MOY FAST performance. Additional staff has been hired to incorporate more students based on the need that the data showed.</li> <li>We are starting math RTI with targeted groups with progress monitoring to close the achievement gap in all grade levels.</li> </ul>
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**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:		12/13- last day of all our extracurricular activities for this semester	
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 (%)	
<b>24</b>	<b>89</b>	<b>30%</b>	
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		<ul style="list-style-type: none"> <li>Additional students have been identified to attend Moonshot Academy in the second semester based off MOY FAST performance. Additional staff has been hired to incorporate more students based on the need that the data showed.</li> <li>We have introduced a science tutoring program during the 5<sup>th</sup> grade specials time (9:00-9:45 3x/week) to increase student achievement in science for students that may not be able to attend an extracurricular activity, but could benefit from the additional learning opportunity.</li> </ul>	
(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.**

Number of Interviews Conducted by the Interview Committee:	1 interview for 2 <sup>nd</sup> quarter
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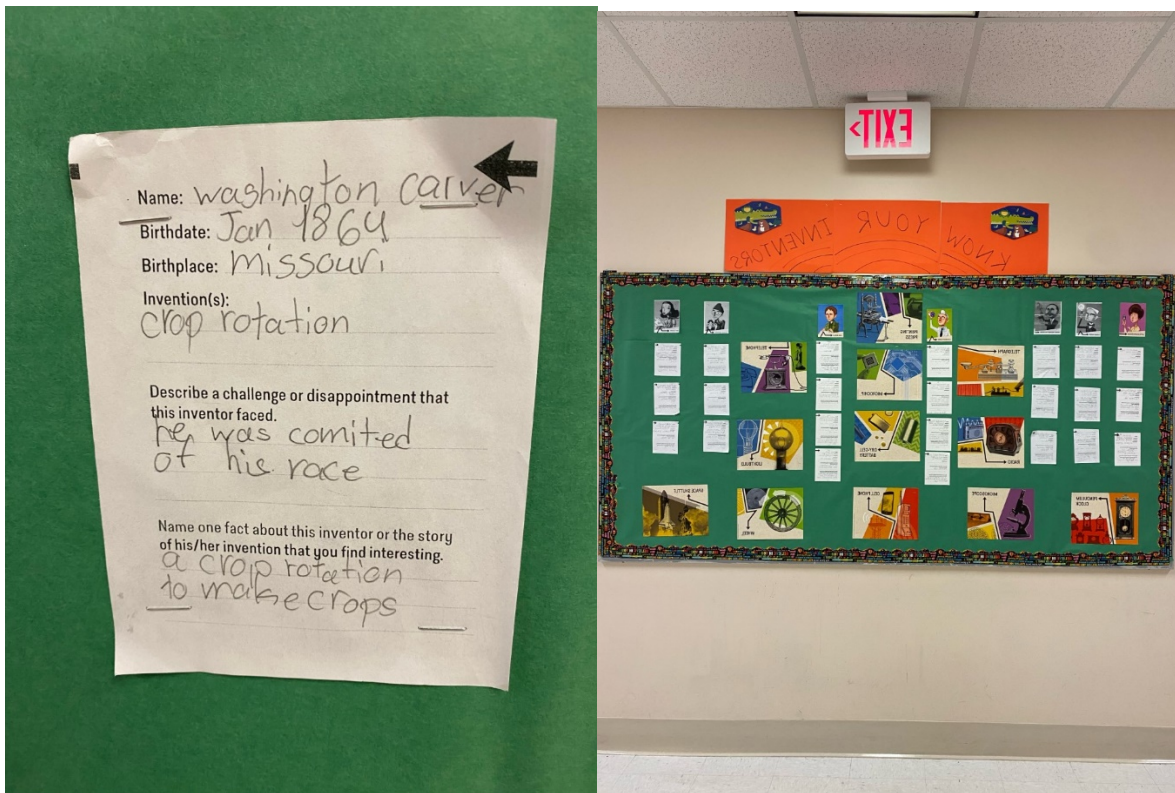
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Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
100%	0%
(OPTIONAL) Additional information:	

#### Quarter 2 Evidence:

Strategy AAAP 1.1: 4<sup>th</sup> grade ELA Amplify Unit



Strategy AAAP 3.1: Chorus Performance





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**Strategy AAAP 2.1:** 2<sup>nd</sup> grade December PBIS event



**Strategy AAAP 2.4:** SIP goal- increase family engagement.

- **Day of Caring 2022**

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- **Thanksgiving lunch**

Join us for our annual  
**Thanksgiving Feast Celebration**

Where: Glendale Elementary School  
When: 11/17/2022  
Time: During your student's lunch  
Price: \$5.00 for visiting Adults  
\$3.00 for visiting Child

Pre-sold tickets are non-refundable.  
All tickets **MUST** be presented during lunch service.

Please do not purchase individual tickets for students, as all students will go through the service line for their meal.  
Please return Money By - Nov 14

**Menu**

- Oven Roasted Turkey
- Mashed Potatoes
- Sweet Potatoes
- Green Bean Casserole
- Dinner Rolls
- Assorted Fresh Fruit
- Classic Pumpkin Pie

- **PTA Holiday Night**





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