



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

Quarter of the School Year: 2

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 January 5, 2023: _____ 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 2 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 continued strong systems to ensure students have support across the campus from the time they arrive on campus until their departure. With our three data chats for Quarter 2, students were identified who needed more support and instructional groupings for RTI were determined. We recognized more than 150 students for perfect attendance for Quarter 2 and celebrated close to 200 students with 95% or higher attendance rates. Impact review data supported our need for more accountable student talk with actionable steps to support discourse between peers.

- 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

Quarter 1: 08.10.2022 – 10.10.2022

Quarter 2: 10.11.2022 – 12.21.2022

Quarter 3: 01.09.2023 – 03.17.2023

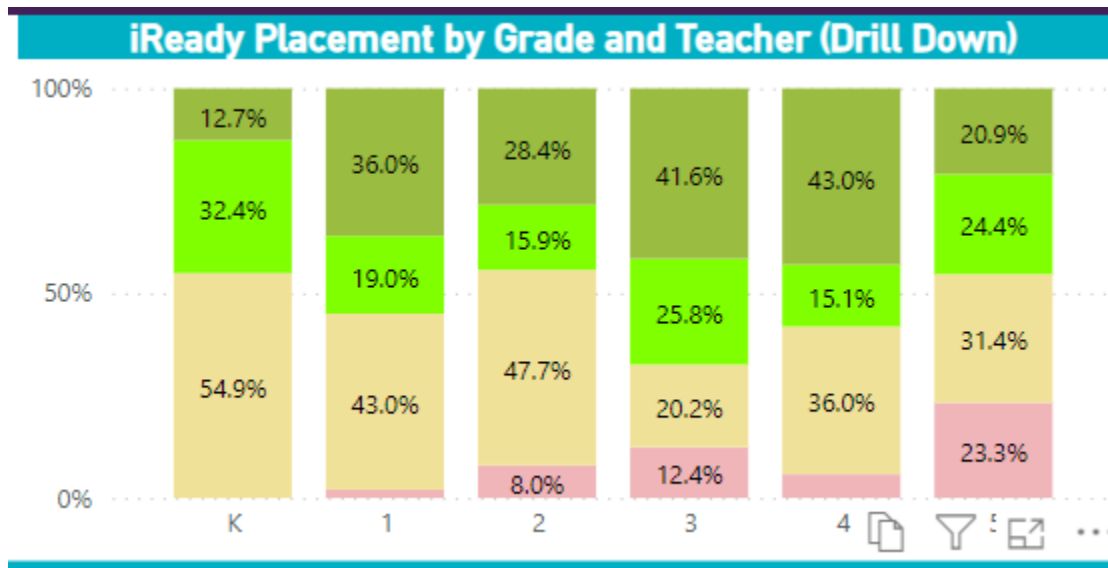
Quarter 4: 03.27.2023 – 05.31.2023



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

- Differentiated groups occurring daily and switched as needed-pushing rigor as needed for those who are reading on grade level
- Student accountable talk and anchor charts for student use are being implemented with discourse cards for support from iReady in ELA and math
- Administration leaves professional growth forms with a suggested action step for immediate implementation or reflection



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

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



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

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

*518 students

275 on grade level

198 below grade level

45 below 2 or more grade levels

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

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

3rd Grade – 18 students below 2 or more, 11 below 1 grade level



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

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Date of Summary: January 5, 2023

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)	11/2/2022, 11/3/2022, 11/7/2022, 12/6/2022
Summary of Observation(s):	We observed fourth grade classrooms instructing poetry through Amplify Unit 3. Students were reading a poem written by Langston Hughes. Students also had the opportunity to learn about inventor, George Washington Carver, during their Eureka! Student Inventor Amplify Unit 4.

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)						10/31/2022, 11/28/2022, 12/14/2022					
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	100%	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.	
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:	



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

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> :	Data Chats: 10/31/2022, 11/28/2022, 11/29/2022, 12/14/2022, 12/15/2022 Leadership Meetings (weekly): 10/21/2022, 11/4/2022, 11/8/2022, 11/18/2022, 12/2/2022, 12/9/2022 PBIS: 10/31/2022, 11/28/2022, 12/15/2022
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"> 1. Schedule change (<10 students) 2. Recess discussion with one grade level 3. Lunch discussion with two grade levels 4. Transportation appreciation during Quarter 3 5. School counselor visits to every classroom during Sanford Harmony time

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	Data Chats: 10/31/2022, 11/28/2022, 11/29/2022, 12/14/2022, 12/15/2022 Leadership Meetings (weekly): 10/21/2022, 11/4/2022, 11/8/2022, 11/18/2022, 12/2/2022, 12/9/2022
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<ol style="list-style-type: none"> 1. Instructional groupings for Response to Intervention (RTI) – RTI groups are fluid and Kindergarten began small group instruction with students below grade level within homerooms in October 2. Instructional groups for RTI will change after PM2 FAST and Star data 3. Literacy coach and literacy interventionist continued to provide support for students based



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

	<p>on MTSS meetings and collaborative planning sessions and data chats with classroom teachers for students Kindergarten through fifth grade</p> <ol style="list-style-type: none"> 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). Meetings occur monthly with resource specialist and presence of administration, if applicable Identify students in third, fourth, and fifth grade who did not make goals and/or proficiency in PM2 and compare iReady data as well as progress monitoring data Share data in monthly grade level data chats and discuss interventions in RTI and Tier II during small group instruction Revisit school-wide attendance plan with fidelity
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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)	<p>Data Chats: (monthly) 10/31/2022, 11/28/2022, 11/29/2022, 12/14/2022, 12/15/2022</p> <p>Grade Chair: (monthly) 11/4/2022, 12/2/2022</p> <p>Leadership Meetings (weekly): 10/21/2022, 11/4/2022, 11/8/2022, 11/18/2022, 12/2/2022, 12/9/2022</p>
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<div> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No* </div> <div>* If no, what modifications will be made to address the achievement gap?</div>



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

<p>Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):</p>	<ol style="list-style-type: none"> 1. Collaborative planning to be done weekly with coach or administration to deliberately plan for monitoring and formatives, along with next steps 2. Collaborative planning should incorporate exemplars, rubric, anchor chart, visual reminders of next steps so students know how to monitor their work 3. Select teachers should utilize coach to encourage and watch as lessons are delivered to create steps for their classrooms 4. Teachers need to actively plan for accountable talk and collaborate with one another with a structure for all students to participate 5. Literacy coach, interventionist, gifted teacher, and support facilitators share data and provide input during collaborative planning and planning for the needs of students
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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.

<p>Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:</p>	<p>December 21, 2022</p>	
<p>Total Count of African American Students Participating in One or More Extracurricular Activities (#)</p>	<p>Total Count of African American Students Enrolled (#)</p>	<p>Total Percent of African American Students Participating in One or more Extracurricular Activities (%)</p>
<p>29</p>	<p>70</p>	<p>27.1%</p>
<p>Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:</p>	<ol style="list-style-type: none"> 1. Continue to advertise extracurricular activities through all communication outlets – school messenger calls, FOCUS portal messages, social media, monthly newsletter, and our school website 2. Personal teacher invitation during class, lunch time, and morning announcements 	
<p>(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)</p>		

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



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

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:	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. Watkins 4th Grade ELA course

Collection Tool for Professional Growth
 Visit by: Finnegan Date: 11/2/22
 Teacher: Mrs. Watkins Time: 2:00p

☒ Collaborative planning across grade level
☒ Learning target and task(s) aligned to the standard
☒ Monitoring with formative assessments

	Evident	Partial	Not	Notes
Collaborative Planning				
*Lesson utilizes district-adopted instructional materials and curriculum maps	<input checked="" type="checkbox"/>			
*Similar lessons and tasks are seen within the same content or grade level	<input checked="" type="checkbox"/>			
*Lesson plan template includes at least one High Yield Strategy	<input checked="" type="checkbox"/>			
Set and Tasks				
*Learners engage in activities that are challenging but attainable	<input checked="" type="checkbox"/>			
*Learners demonstrate and/or verbalize understanding of the lesson/content	<input checked="" type="checkbox"/>			
*The task is aligned to the grade level standard	<input checked="" type="checkbox"/>			
Monitoring and Formative Assessment				
*Teacher checks for understanding throughout the lesson	<input checked="" type="checkbox"/>			
*Learners receive/respond to feedback from teachers or peers to improve understanding	<input checked="" type="checkbox"/>			
*Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	<input checked="" type="checkbox"/>			
Differentiation				
*Learners engage in differentiated learning opportunities and/or activities that meet their needs				
*Teacher scaffolds instruction to provide all students equal access to discussions, activities, and resources				
Engagement and Participation				
*Learners are actively engaged in the learning activities				
*Learners collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments				
*Teacher uses strategies and structures to facilitate participation by all students				
Learning Environment				
*Learners follow classroom rules, behavior expectations, and work well with others				
*Learners transition smoothly and efficiently use the materials with minimal wasted time or disruptions				
*Learners are supported by their teacher, their peers, and/or other resources to understand content and accomplish tasks				

Langston Hughes poetry unit - discussion of his biography
 note w/ feet poetry - Langston Hughes (Read aloud)
 ELA - Amplify Unit 5 (Poetry)
 Suggested Action Step:
 Can't wait to see the students' responses after reading about Hughes and viewing the video clip

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African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

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

Interventions used with the interventionist:

1st Grade – Amplify interventions, skills support

2nd Grade – Amplify interventions, skills support

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

3rd Grade RTI – iReady Magnetic



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

2.1 – Attendance Plan and PBIS Quarterly Events for Positive Behavior and 95% Attendance Rates

Attendance Plan for 2022-2023
Beachland Elementary School

Positive Reinforcement:

- Class (Daily):** If a class has 100% present & on-time, they display the H.E.R.O. sign on board or door and get a WAVE (PBIS).
- Class (Weekly):** Mrs. Whelan or Mrs. Finnegan post grade level attendance rates for the week on the cafeteria display board. Running, year-long competition. Classes with the most 95%+ attendance will receive special shout-outs and random surprises.
- Class (Monthly):** Top Attendance Class gets a visit from Mrs. Finnegan & treat
- Grade Level (Weekly):** Top Grade Level gets announcement on Sunday night message.
- Grade Level (Quarterly):** Top Grade Level gets a "Best Attendance" Dance Party with Popcorn.
- Individual Students (Quarterly):** Students with Perfect Attendance get a certificate & qualify for random "it's cool to be in school" treats.

Individual Student Interventions: Absences and Tardiness

- Teacher:** Call home after three unexcused absences (absences do not need to be consecutive) and document in FOCUS. Use the words problem-solving conversation and mark attendance issue in FOCUS.
- Counselor:** Call home and document in FOCUS. Use the words problem-solving conversation and 1st letter is mailed home.
- Counselor:** Meet with student. Document problem-solving conversation with student. Set up positive reinforcement for student. Call home and document in FOCUS.
- Administration:** Counselor mails home 2nd letter and notifies Administration. Administration calls home and documents in FOCUS. Review of positive reinforcement, "problem-solving" conversations, and notification of possible truancy court with parent.
- Administration:** Administration contacts district for truancy court. Administration calls home to notify parent and documents in FOCUS.

2nd 9 Weeks PBIS Celebration
Gingerbread House Competition
Monday, December 19th

Who: All students who have not received any discipline referrals during the second nine weeks

What: Classes will be designing and decorating a gingerbread house

Rules:

- Each class will receive one prebuilt gingerbread house kit.
- Each class must choose a theme for their house. **HOWEVER**, the theme must match a unit of study from Amplify that has already been taught.
- Students may bring in additional candy or props (if approved by teacher) to add to their house.
- All completed houses must be set up on the stage by 4:00 p.m. on Monday, December 19th.
- Voting will take place on Tuesday, December 20th. As students come into lunch, they will be able to cast their vote for their favorite house.
- The winning house will be announced on Wednesday, December 21st and that class will be treated to a pizza party.

Attendance Celebration
Friday, December 16th

All students that have 95% attendance or higher will be invited to decorate **Mrs. Finnegan as a Festive Holiday Tree!!!!**

Each grade level will be able to use tinsel, lights, candy canes, string, paperchain, and much more!!


Make sure you are at school **EVERYDAY** so that you will be one of the lucky students who gets to decorate your principal!!!




African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

2.4 – School-wide Professional Development




#3 Sustaining and Strengthening our A
Monday, October 31, 2022



Welcome to Lounge & Learn

- ✓ Breakfast
- ✓ Sign In & Activity

In the box, create ONE thinking map about the 2022-2023 school year. Can you make an analogy? Define 2022-2023? Or perhaps describe?



Voluntary School-Based PD:

8:15a – 9:15a with Mrs. Finnegan

- ✓ Successful Ride Stories
- ✓ School Improvement Plan – Quarter 2 Goals data, small group instruction with STEAM and PBIS
- ✓ Required Instruction Plan (by grade level and copies), Florida Family Engagement Month
- ✓ Safety – Tabletop Drill (scheduled for December)

9:30a – 11:00a

- ✓ Formative Assessments & Monitoring using Thinking Maps with Mrs. Chavers, Mrs. McDaniel, Mrs. Wade, & Mrs. Whelan

11:15a – 12:15p

- ✓ Building Thinking Classrooms with Mrs. Crisafulli and Mrs. Brescia

Important Dates

School Employee Calendar – Updated for November and December
Grade Chair Meeting – 11/4/2022
Thanksgiving Luncheon – 11/15/2022
Youth Mental Health First Aid (state mandated training) – 1/30/2023 for Beachland Elementary

“You can’t stop the waves, but you can learn to ride!”



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

3.1 – Art Club flyer with art teacher, Mr. Christopher Sweeney



The flyer features a cartoon character on the left wearing a red cap, blue shirt, and grey pants, holding two paint cans. On the right, a robot character is shown. The title 'Beachland Art Sharks 2022/23' is prominently displayed in a blue box. Below the title, there are sections for 'COURSES & SERVICE' and 'art club meeting times'. At the bottom, there are fields for 'Name:', 'Grade:', 'Contact:', and 'Parent:', along with a box for the 'Start date: September 6th'.

Beachland Art Sharks 2022/23

COURSES & SERVICE

- LEARN NEW FUN ART SKILLS
- GET THE CHANCE TO PARTICIPATE IN AN EXCLUSIVE ART SHOW.
- THIS YEAR WE WILL BE TRYING TO DO AN ART CLUB FIELDTRIP
- THIS YEAR WE WILL BE DOING EXCLUSIVE ART CLUB SHIRTS!

Ready to learn something Awesome together?

art club meeting times

3rd: Tuesday 8:10 - 8:45
4th: Wednesday 8:10-8:45
5th: Thursday 8:10 - 8:45

Name: _____ Grade: _____

Contact: _____ Parent: _____

Start date: September 6th