



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 2

School: Pelican Island Elementary

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 6, 2023: _____FB_____ (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?)

Our goal is to achieve learning gains in all subgroups continues, specifically focusing on our African American students and students with disabilities. Progression of Tier 2/Tier 3 students are monitored monthly, and groups are adjusted based on student need. Our leadership team continues weekly school-wide walkthroughs to ensure fidelity of ELA and Math curriculum, while focusing on formative assessments, monitoring strategies, and differentiation. Weekly collaborative planning and monthly data chats with teachers, instructional coaches, and administration continue, focusing on culturally responsive teaching. To reduce discipline referrals, we have increased student recognition by implementing SOAR Student of the Month, weekly attendance incentives, school wide PBIS SOAR ticket rewards, and positive office referrals.



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Date of Summary: January 6, 2023

School: Pelican Island Elementary

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	2
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	11-2-22, 11-8-22
Summary of Observation(s):	<ul style="list-style-type: none"> 4th grade students completed a writing assignment using the poem "My First Memory (of Librarians)" by black poet Yolande "Nikki" Giovanni. As 4th grade students completed a unit of poetry, they studied the poem "Harlem" by Langston Hughes. The poem was used to teach students figurative language in poetry and similes.

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)	November 1, 2022 & November 2, 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 (%)
2	2	100	0	0		1	1	100	3	3	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:	



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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:

November 7, 2022, December 5, 2022

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 once a 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 monthly in the Pelican Press and the school's weekly newsletter.

Achievement

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

November 4, November 18, 2022, December 2, 2022

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

We have weekly collaborative plannings with a focus on formative assessments and high yield strategies, monthly data chats after each unit assessment, and monthly progress monitoring of Tier 2 and Tier 3 Interventions. These problem-solving steps will help to increase the achievement of all students.

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 (%)



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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)

October 24, 2022, December 16, 2022

Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?

☒ Yes
☐ 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):

Provide feedback to teachers visited during impact walks (and school feedback to all)

Continue to create Weekly Lesson Plans that all teachers are accountable to uphold and follow, with questions for monitoring that are intentionally planned for and then executed, as seen in walkthroughs.

Students should have criteria for success (ex. rubric, exemplar, visual schedule of next steps) to be utilized and checked on a regular basis.

Intentionally plan for, implement, and monitor accountable talk in all subject areas, daily with a protocol in place for student accountability (white boards, timers).

Specific feedback given to students: Written specific feedback needs to be given to students on a regular basis (ex. monitoring with colored pen, students going to teacher's desk for check, peer to peer check with structure) to increase student understanding.

Discipline on Bus: Create assigned seats on bus and give positive referrals (BUS SOAR TICKETS) to those following the rules. This is being addressed as there are minimal ODRs during the day, but a majority of the overall total ODRs come from the bus.

Attendance: Offer an incentive for perfect attendance each quarter for parents. Provide parents with an attendance letter to understand how minutes of tardy/early dismissal add up to instruction lost.

When planning for Amplify, there are times that pacing or chunking need to be addressed to teach to the full extent of the standard.



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	Increase monitoring to ensure that instruction delivered is aligned with collaborative plans.
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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		12-16-22	
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 (%)	
24	59	40.7	
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		Parents are contacted directly to offer before/after school tutoring opportunities, we provide school messenger calls, and flyers are sent home to all parents with information regarding after school clubs. Opportunities are also communicated via social media.	
(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:	2
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
25%	75%
(OPTIONAL) Additional information:	

PBIS Meeting/Discipline Update

- ODR Date for last year and current year

	2021-2022 (08/21- 05/05/22)	2022-2023 (8/10 to 11/30/22)
Total ODRs	52	15 (School) 22 (bus)
Students contributing	19	12 students (school) 11 students (bus)
Students with 2+	6	4 (school) 4 (bus)

98 Minor Infractions' as of
11/30/22

42 Number of students w/
minors as of 11/30/2022

Upcoming PBIS Dates:

- Friday, December 16th PBIS Holiday Dress Up or Holiday Dress Down Day for \$1.00
- Friday, December 16th PBIS Dance in the café
 - (Students that have any ODR's or more than three minor infractions from 10/4/22-12/14/22 will not be participating. Ms. Williams will send student names directly to teachers at the end of the day on 12/14. Please be sure that students are aware that they will not be participating in the PBIS celebration. This news should not be a surprise or discussed with students right before the dance.)
 - PreK-2nd grade from 2:00-2:35
 - 3rd-5th grade from 2:40-3:20
- Quarter 2 Popping with Perfect Attendance (in the café)
 - On Friday, December 16th Ms. Williams will send teachers the names of those students that have perfect attendance for Q2. Teachers please be sure to send students to the café on the appropriate day. Students will be returned to class prior to dismissal.
 - Monday, December 19th K-2nd from 3:00-3:20
 - Tuesday, December 20th 3rd-5th from 3:00-3:20

When we return from Winter Break, we will be halfway through the school year which is so hard to believe. Although we have been implementing our schoolwide PBIS SOAR expectations throughout the first half the school year **please** take some time in January to revisit and reteach routines and procedures. Allow some time in your schedule to not only restate SOAR expectations but also model and practice SOAR expectations in your classroom and across campus.

<https://www.pbisrewards.com/blog/reteach-behavior-expectations/>

PBIS Data Update

Below is our school discipline data through October 2022. Both the PBIS team and Leadership team have reviewed the data and have developed several next steps to address common locations where referrals are occurring. Please be sure that you have your classroom SOAR expectations posters completed with 3-5 expectations. These posters should be displayed in an area of the room easily visible by students and easy for you to refer to as needed.

- ODR Date for last year and current year

	2021-2022 (08/21- 05/05/22)	2022-2023 (8/10 to 10/27)
Total ODRs	52	7 (School) 20 (bus)
Students contributing	19	6 students (school) 11 students (bus)
Students with 2+	6	1 (school) 4 (bus)

76 Minor Infractions' as of
10/27/22

29 Number of students w/
minors as of 10/27/2022