



African American Achievement Plan 2023-2024

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Indian River Academy

In October 2023, the School District of Indian River County initiated the implementation of the 2023-2024 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 2023-2024 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 2023-2024 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 November 17, 2023: _____ KR _____ (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?)

- Collaborative planning with coaches or admin weekly. We have been focusing on how we can include Monitoring, Feedback and Engagement
- Coaches/Teachers review monthly i-Ready pass rates, minutes and unit assessments per class and students track progress.
- Teachers conference with students at least bi-weekly
- SLT built RTI groups based on data to ensure FunRead students and lower performing students had T2 or T3 instruction.
- Math groups were created based on state guidelines (below 10thtile) and being pulled by Math coach.
- A2 Plan approved and students chosen based on data and students who may be bubble and not receiving as much support during school hours. Curriculum was chosen through Lexia with Dibels ORF's and Maze as Progress Monitoring. A2 Camp will begin in November and continue through April.

Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023

Quarter 2: 10.12.2023 – 12.20.2023; Completion of Reflection & Quarterly Data Due 01.12.2024

Quarter 3: 01.08.2024 – 03.19.2024; Completion of Reflection & Quarterly Data Due 03.29.2024

Quarter 4: 03.20.2024 – 05.31.2024; Completion of Reflection & Quarterly Data Due 06.07.2024



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- At the close of PM2 testing all groups (RTI and A2) will be reevaluated in January to make adjustments based on PM@ results and classroom progress.
- We also completed monthly walkthroughs with leadership team looking for evidence of Standards Based Instruction and tasks, Monitoring, Feedback and Engagement.
- In Science for Q1 our grade level average scores were at or above 70%. Grade levels have a goal of increasing that average to 75% or higher.
- **SIP GOAL #1** for Science: Our school goals are to increase each subject area proficiency by 10 percentage points (ELA- 62%, Math- 64%, Science- 66%). Grades 3-5 would need to increase achievement of about 20 students to meet our 10% desired academic outcomes.



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Date of Summary: November 13, 2023

School: Indian River Academy

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 standards are implemented in alignment with established curriculum maps for grades K-12.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	6 (School based only) Walkthrough/Observations
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2023)	8/17/2023, 8/29/2023, 9/6/2023, 9/1/2023, 9/18/2023, 10/5/2023
Summary of Observation(s):	Observations made specifically in Engagement and Monitoring / Feedback. Kindergarten lessons through Amplify (5 Senses). Student learned about their 5 senses and Ray Charles. Background information was given about R. Charles and student participated in activity to help them understand what it might be like to not have sight.

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, 2023)						8/29, 9/5, 9/19, 10/10					
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 (%)
7	8	87%	1	2	50%	3	4	75%	6	6	100%

*Data should be retrieved from the Power BI ES Leadership Compliance – 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: (i.e., August 1, 2023)	
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 advanced and accelerated courses in middle school and high school are accessible to African American students.

**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> :	8/29, 9/11, 9/27, 10/10 Every Thursday IPST meets to discuss interventions or additional support needed for student that are not finding success with behavior
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	T2 plans are reviewed and adjusted when needed. District reach out for support in developing T3 behavior plans.

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	8/29, 9/5, 9/19, 10/10, 10/17, 10/23 Every Thursday IPST meets to discuss interventions or additional support needed for student that are not finding success in academics.
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Coaching cycles and teacher support in place with a target on our newer teachers. Collaborative planning agendas developed to ensure focus on curriculum. Data reviewed with teachers after district level assessments with next steps in place to address low performing standards.

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, 2023)	10/5, 10/13	
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):	Based on Impact Review PD will be presented to teachers with a focus on continued Monitoring, Engagement and Feedback. SIP plan will include action steps that will support improvement in those High Yield Strategies. RTI and A2 groups will be created in order to address the needs of ALL students.	

Strategy AAAP 3.1 (ALL SCHOOLS): 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:	10/11, 11/9	
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 (%)
22	110	23%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	Q2 will allow for add-on and rotations for certain clubs or activities. This will allow new groups of students to have an opportunity to participate. A2 groups will also begin in Q2. Clubs and A2 groups will allow for new members to be invited (specifically targeting or giving priority to AA students) throughout the year.	
(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
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Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
50%	50%
(OPTIONAL) Additional information:	

1.1

Writing Studio: Unit 1: Introducing Opinion Writing

Required Instruction: [Required Instruction Link](#)

History of African Americans K2 L7, p. 81-86

Health Education (Human Growth & Dev) K2 L1-L6, p. 8-71 K2 L1, p. 10 - ReadWorks Article, "Your Five Senses" K2 L2, p. 19 - ReadWorks Article, "How to See Sound"

Study of Women's Contributions K2 L8, p. 92-99

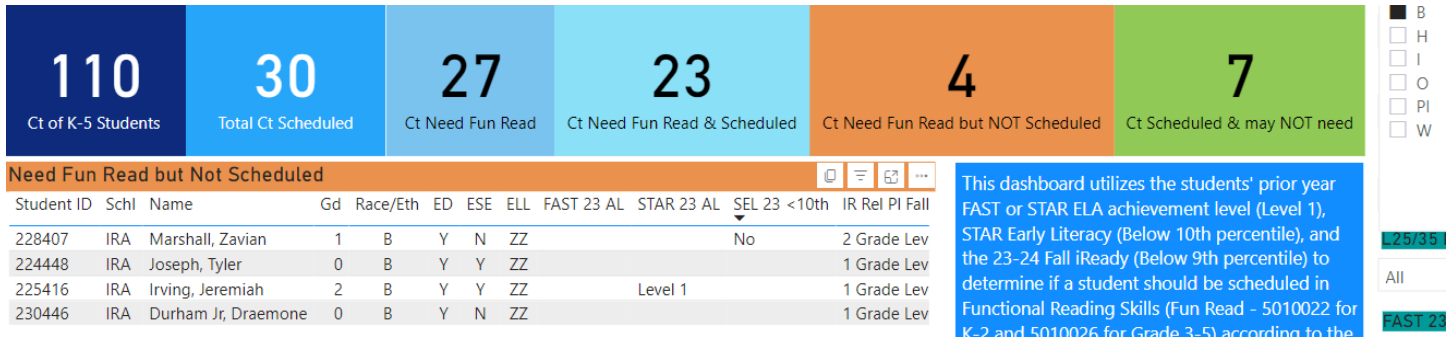


1.2



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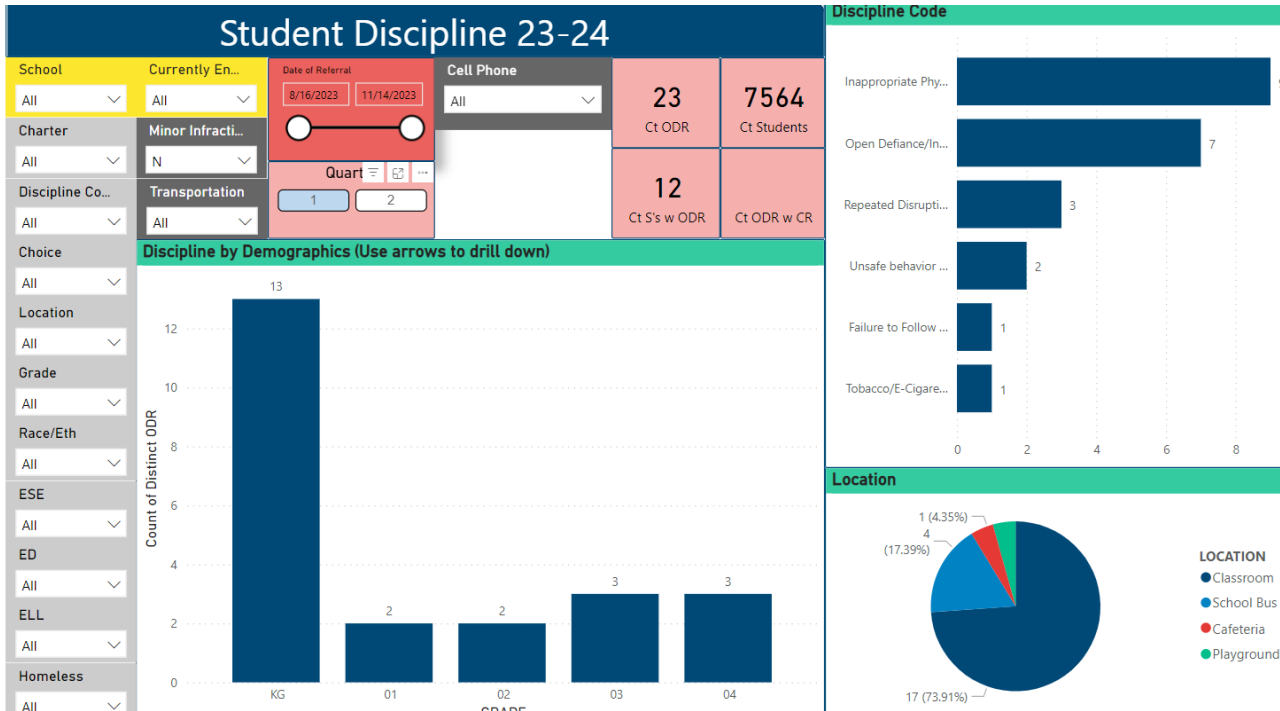
2.1

Meeting Date	Time	Student Name	ID	Grade/HR Teacher	IPST Need	Notes	Meeting Participation/Parent Notification of Screening sent home
8/24/2023	2:15 PM	Logan Bakey	214952	3/Snowden	Academic	At risk of double retention; S1-3	8/18/2023
8/24/2023	2:30 PM	Da'Yanna Jenkins	216339	3/Snowden	Academic	At risk of double retention; S1-3	8/18/2023
8/24/2023	2:45 PM	Malia Gianelli	211769	3/Cunningham	Academic	At risk of double retention; S1-3	8/18/2023
9/7/2023	9:45 AM	Tyler Martin	215540	4/Luna	Academic	Spoke with parents last year about a possible 504 for attention	8/29/2023
9/7/2023	10:25 AM	Natalie Harris	215891	2/Rubaszewski	Academic	Student has been retained; S1-3	8/29/2023
9/7/2023	10:45 AM	Jose Calvente Rodriguez	224814	2/Chappelear	Academic	Student has been retained; S1-3	8/29/2023
9/7/2023	12:40 PM	Kristian Campbell	220480	1/Ewald	Academic	Parent request for eval.; S1-3	8/29/2023
9/8/2023	2:20 PM	Shayla Perry	215123	3/Cunningham	Re-Eval	Transfer from VBE; opened for re-eval in Oct 2022; needs academic intervention data	8/29/2023
9/28/2023	10:30 AM	Deshawn Judon	222341	2/Hensley	Academic	S1-3	9/14/2023
9/28/2023	11:20 AM	Chilel Perez, Josue	216522	5/E.Odom	Academic	S1-3	9/14/2023
9/28/2023	11:50 AM	Dorsainvil, Deandra Shantel	222477	5/Nelson	Academic	S1-3	9/14/2023
9/28/2023	2:20 PM	Laysia Brunson	215613	3/Cunningham	Academic	3rd grade retainee; S1-3	9/14/2023
9/28/2023	2:40 PM	Ivyonna Bass	214370	3/Snowden	Academic	3rd grade retainee; S1-3	9/14/2023
10/5/2023	11:15 AM	Garcia, Kaylie	213543	5/N. Biggs	Academic	S1-3 (monitor at T2)	9/21/2023
10/5/2023	11:30 AM	Wesley Brady	220508	5/N. Biggs	Academic	S1-3	9/21/2023
10/5/2023	11:45 AM	Mendoza, Jesenia	213409	5/Nelson	Academic	possible attendance contract; (monitor at T2)	9/21/2023
10/5/2023	2:20 PM	Felix Leon	220614	3/Snowden	Academic	3rd grade retainee;	9/21/2023
10/5/2023	2:40 PM	Brooke Alexander	229787	3/Cunningham	Academic	transfer evaluation; possible 504 eligibility	9/21/2023
10/12/2023	1:30 PM	Jimmy Fanning	231131	K/Aussicker	Academic/Beh.	Parent request for eval.; S1-3	10/2/2023
10/12/2023	2:15 PM	Logan Bakey	214952	3/Snowden	Academic	S4; need academic intervention data	9/28/2023
10/12/2023	2:30 PM	Da'Yanna Jenkins	216339	3/Snowden	Academic	S4; need academic intervention data	9/28/2023
10/12/2023	2:45 PM	Malia Gianelli	211769	3/Cunningham	Academic	S4; need academic intervention data	9/28/2023

Date: September 11, 2023 Time: 2:00-3:00 PM Location: AP Office Attendees: <ul style="list-style-type: none">NorwoodLaverack	<ul style="list-style-type: none">Discipline:<ul style="list-style-type: none">Reviewed Radio Assistance Calls (26 calls)<ul style="list-style-type: none">-13 from KG, 2 from 1st, 1 from 2nd, 7 from 3rd, 3 from 4th,- 3 ODRs 12 MIFs- 55% of families signed up for PBIS Rewards	<ul style="list-style-type: none">Attendance Letter #1:<ul style="list-style-type: none">Calvin Thomas 229782Aiden Bays 211430London Mendelsohn 211963
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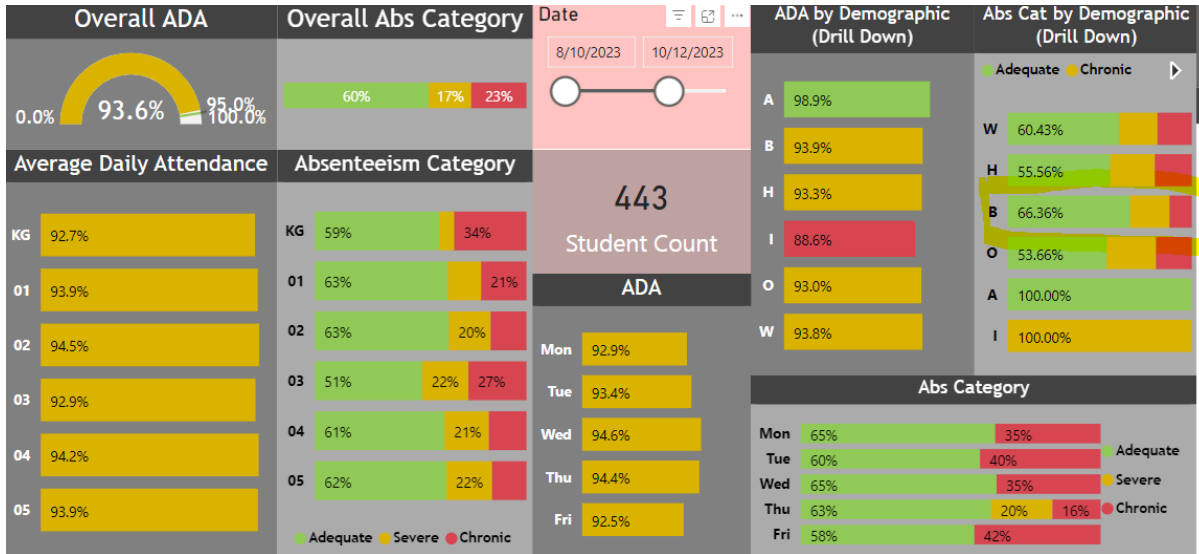
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8/22/2023	8/22/2023	One Time	successful review to examine iReady diagnostic data for Reading and Math. Particular focus will be on identifying preliminary Tier 2 groups based on recent diagnostic data and EOY data from 22-23 school	Groups with a specific data plan for monitoring each group.	SLT and Admin will review data from initial state and district testing to develop RTI, Fun Read / Tier 2 and 3 groups and intervention groups to assist with gaps in learning.
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2.4

10/5/2023	1/20/2024	One Time	School Leadership Team (SLT) structured data review to examine iReady diagnostic data for Reading and Math after PM2 and MOY i-Ready. Particular focus will be on reviewing Tier 2/3 groups based on recent diagnostic data.	Groups with a specific data plan for monitoring each group. SLT will then review with teachers once they return from Winter break before Semester 2 begins.	SLT and Admin will review data from Power Bi using state, i_ready, and district testing to review/revise RTI, Fun Read / Tier 2 and 3 groups and intervention groups to assist with gaps in learning. A member of C and I will be present.
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3.1 -sample Safety Patrols

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NAME	TEACHER	Slip	SP	R/S	Bus / Car
Alicia Amador-Molina		YES	JP	H/F	Bus
Cameron Smith		YES	SP	W/M	Bus / Car
Casey Cole		YES	SP	B/F	Car
Christian Raya		YES	JP	H/M	Car
Connor McGuire		YES	JP	W/M	Car / A.C.
Dariyanna Jenkins		YES	SP	B/F	Bus
Desirae Turner		YES	JP	W/F	Car / A.C.
Easton Pauley		YES	SP	W/M	Car
E'Mario Martin		YES	JP	H/M	Car
Ember Martin		YES	JP	W/F	BUS
Emiliana Cusquen		YES	JP	H/F	Car
Hailee Chasteen		YES	SP	W/F	Car
Island Hines		YES	JP	B/F	Bus
Izzy Vecchio		YES	JP	W/F	BC / Bus
Jardon Coke		YES	SP	B/M	Car
Jaylee Mendoza		YES	JP	H/F	Car
Jazmine Martinez		YES	JP	H/F	Car / Bus
Jazzlynn Bryant		YES	SP	B/F	Car
Jennifer Lopez		YES	JP	H/F	Car / A.C.
Jimena Trejo		YES	JP	H/F	Car / Walker
Johntavius Gaines SUSP.		YES	JP	B/M	Walker
Kaden Walls		YES	SP	W/M	Car
Kaylie Garcia		YES	SP	H/F	Car
Lauren Medina		YES	SP	H/F	Car / Walker
Layla Baker		YES	SP	W/F	Car
Levayah Martin		YES	SP	W/F	Car
Lilliana Baker		YES	JP	W/F	Car / A.C.
Lily Keenan		YES	JP	W/F	Car
Liyle Cunningham		YES	JP	W/F	Car
Madison Murphy		YES	SP	B/F	Car
Rebecca McGriff		YES	SP	B/F	Car
Ruth Vazquez		YES	JP	H/F	Car
Samantha Steigerwald		YES	SP	W/F	Car
Sophia Sosa		YES	JP	H/F	Car
Starr Thornton		YES	JP	W/F	Car
Tavares Kent		YES	SP	B/M	BUS
Ty'Sha Fant		YES	JP	B/F	Bus / Car

B/F = 7

B/M = 3

H/F = 10

H/M = 2

W/F = 11

W/M = 4