



African American Achievement Plan 2023-2024

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Liberty Magnet School

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

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?)

Areas of progress include 1) high evidence of Collaborative Planning, Standards-Based Instruction, and Learning Environment; 2) Results shared weekly in the Eagle's Call with new engagement strategies for instructional staff; and 3) Leadership Team reviews PowerBi bi-weekly, reviews "Look fors" weekly, shares in Eagles Call Newsletter, and gives teachers doable next steps.

Opportunities for growth include 1) a need to improve ratings of evidence for Monitoring and Formative Assessment, Engagement & Participation, and Differentiation; and 2) a need to increase participation in extracurricular activities for all students, especially African American students.

Next steps include 1) improving ratings for Monitoring/Formative Assessment and Engagement/Participation; 2) Engagement strategy to be implemented; 3) Strategy continues to be in place for engagement strategies that are discussed in collaborative planning and then executed throughout the day using the walkthrough tool, administrators



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will discuss next steps with leadership team, and give doable next steps to teachers; and 4) continue Wednesday data meetings; and 5) Plan to increase communication regarding the availability of extracurricular activities (Chorus, ORF-Orchestra, A2 Tutoring, Safety Patrol) using the following media platforms:

- Weekly grade level parent newsletters;
- Weekly (Sunday) SchoolMessenger (Eagle's Call);
- Weekly Faculty Newsletters;
- Weekly Social Media Posts
- Weekly FOCUS Announcements
- A2 Tutoring Parent Invitation Letters



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Date of Summary: November 17, 2023

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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 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	10 (school based)
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2023)	Impact Review 10/11/23 District Informal 09/11/23, 10/30/23
Summary of Observation(s):	As it relates to District based observations, there is high evidence of Collaborative Planning, Standards Based Instruction & Tasks and the Learning Environment. However, there is a need to improve ratings of evidence for Monitoring and Formative Assessment, Engagement & Participation, and Differentiation. Currently, we are working on improving ratings for Monitoring/Formative Assessment and Engagement/Participation.

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)	09-13-2023 09-14-2023
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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	88%	4	4	100%	7	7	100%	11	11	100%

***Data should be retrieved from the Power BI ES Leadership Compliance – ScheduleAudit.**



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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:

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 Discipline:

08-30-2023, 09-14-2023, 09-21-2023, 09-28-2023,
10-05-2023

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

During Multi-Tiered Systems of Support (MTSS) meetings and Individual Problem-Solving Team (IPST) meetings teachers were supported with customizing and implementing point sheets for students in order to track and shape student behaviors. School Counselor implemented skills groups with students (individual & group).

Achievement

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

08-30-2023, 09-21-2023, 09-26-2023, 09-28-2023,
10-05-2023

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

During Multi-Tiered Systems of Support (MTSS) meetings and Individual Problem-Solving Team (IPST) meetings the team developed Response to Intervention (RTI) groups with by-weekly DIBELS progress monitoring.



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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, 2023)

08-03-2023

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):

Engagement Goal Evident practices as of Impact Walk #1: 74% SIP Goal for Q2: 80%

Engagement strategy to be implemented:
Strategy continues to be in place for engagement strategies that are discussed in collaborative planning and then executed throughout the day using the walkthrough tool, admin will discuss next steps with leadership team, and give doable next steps to teachers. Results shared weekly in the Eagle's Call with new engagement strategies for instructional staff. Leadership Team will review PowerBi bi-weekly, review Look fors, share in Eagles Call Newsletter. Admin walkthroughs will also give teachers doable next steps

BQ Goal:
teachers will identify BQ students in their room, and where they are sitting, create strategic peer partnerships, scaffolding of types of questions asked during Tier 1 so all students have a voice. This will then be discussed in collaborative planning at least monthly to review progress of students Data in Power BI will be reviewed with teachers monthly in Wednesday Data Meeting and Leadership team will review as well Data Chat agendas will show next steps and changes in interventions, Tier 1 strategies



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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:

Total Count of African American SchParticipating 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 (%)
5	69	7.2%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	We plan to increase communication regarding the availability of extracurricular activities (Chorus, ORF-Orchestra, A2 Tutoring, Safety Patrol) using the following media platforms: Weekly grade level parent newsletters; Weekly (Sunday) SchoolMessenger (Eagle's Call); Weekly Faculty Newsletters; Weekly Social Media Posts Weekly FOCUS Announcements A2 Tutoring Parent Invitation Letters	
(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:

5

Percentage of Interviewers on Interview Committee by Race

Black/African American (%)	White, Non-Hispanic (%)
50%	50%
(OPTIONAL) Additional information:	<u>Instructional Vacancies</u> OK---- 01-Ierardi 02-Fannin 03-Swanigan 04----- 05-Morris CA-Haughey (PE)

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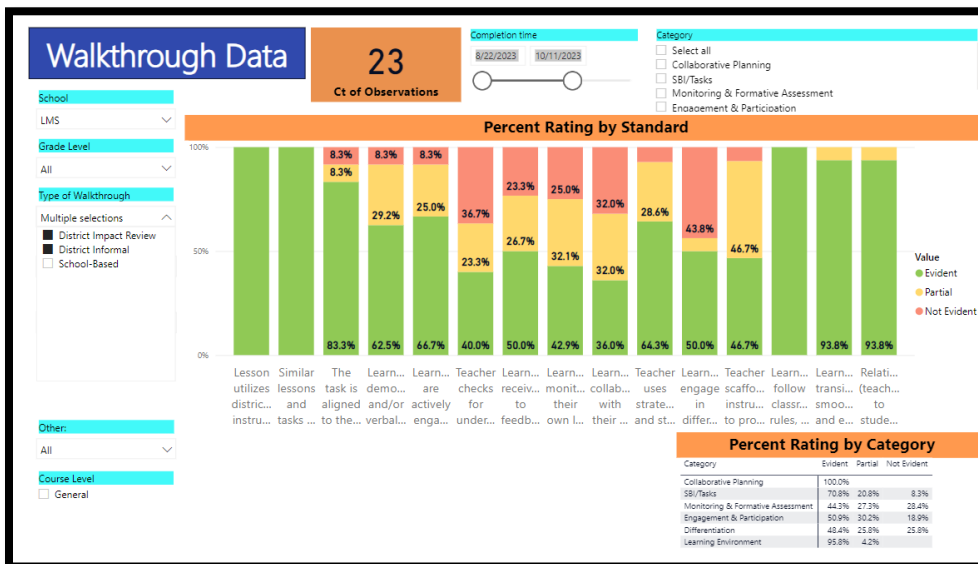
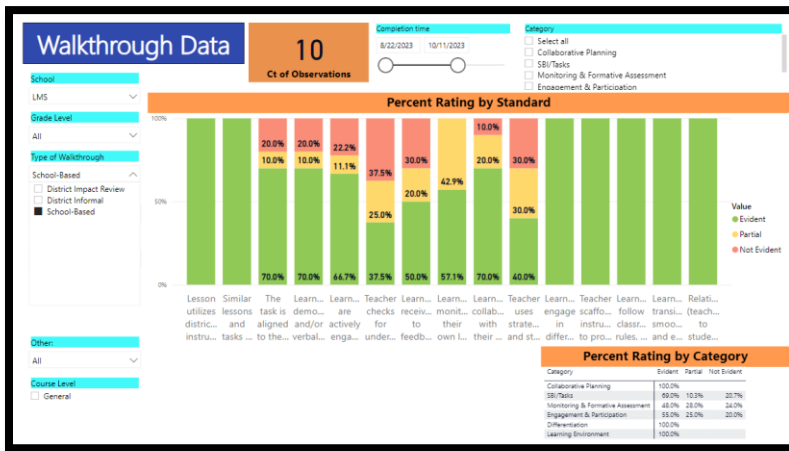
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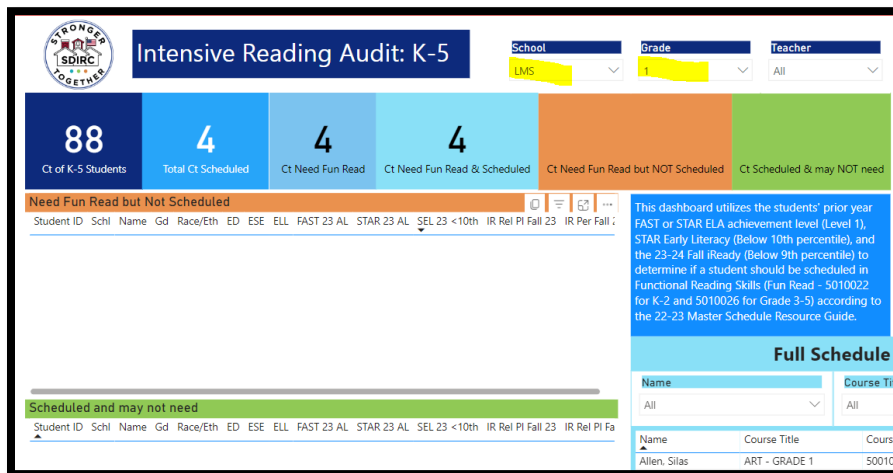


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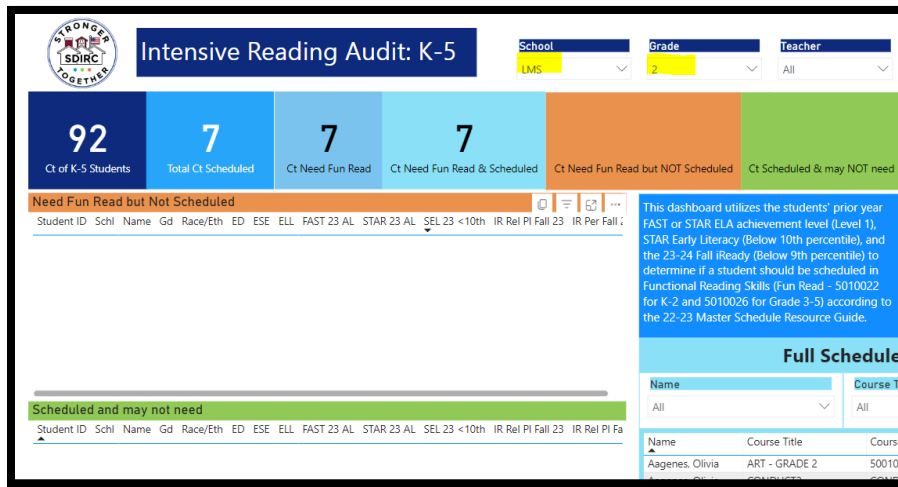
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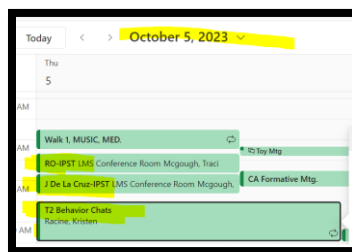
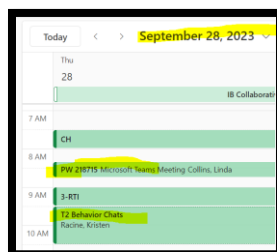
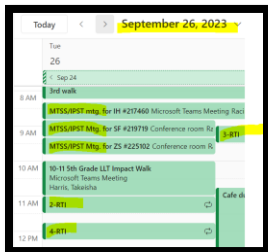
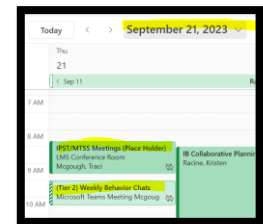
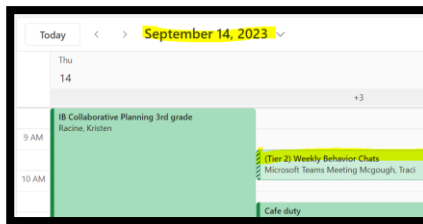
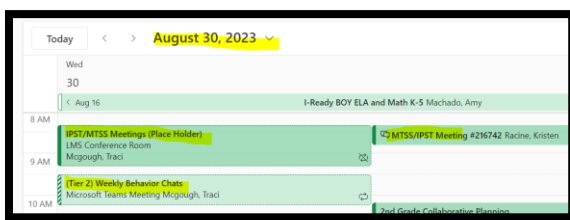
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Discipline Achievement

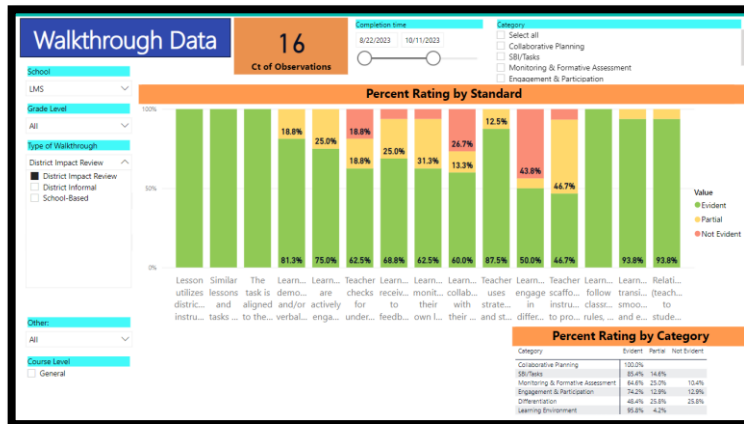


Strategy AAAP 2.2 (SECONDARY ONLY): Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.

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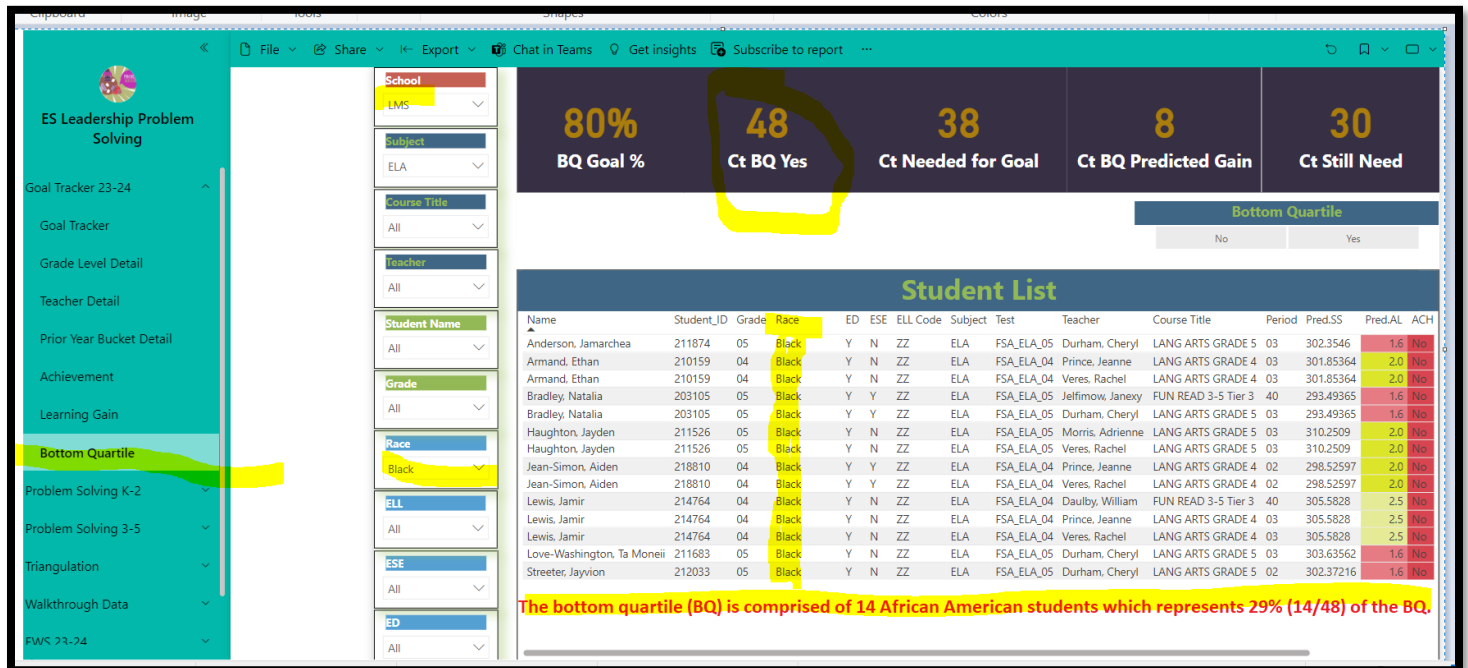
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Percent Rating by Category

Category	Evident	Partial	Not Evident
Collaborative Planning	100.0%		
SBI/Tasks	85.4%	14.6%	
Monitoring & Formative Assessment	64.6%	25.0%	10.4%
Engagement & Participation	74.2%	12.9%	12.9%
Differentiation	48.4%	25.8%	25.8%
Learning Environment	95.8%	4.2%	



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IMPLEMENTATION PLAN for ACADEMICS					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/3/2023	8/9/2023	One Time	Review and model Monitoring and Engagement Strategies (PD) with district level support.	Evidence of strategies being implemented. Roster of participants.	Jelfimow will collect roster of participants.

10/11/2023	1/20/2024	Monthly	<p>Ensure accuracy</p> <p>Engagement Goal Evident practices as of Impact Walk #1: 74% SIP Goal for Q2: 80% Engagement strategy to be implemented: Strategy continues to be in place for engagement strategies that are discussed in collaborative planning and then executed throughout the day</p>	<p>newsletter</p> <p>Using the walkthrough tool, admin will discuss next steps with leadership team, and give doable next steps to teachers. This will be shared monthly in the newsletter</p>	<p>teachers doable next steps.</p> <p>Admin Team will review Power Bi bi weekly. Review Look fors, share in monthly faculty meeting and in Eagles Call Newsletter. Admin walkthroughs will also give teachers doable next steps.</p>
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Look Fors: Goal 80% EVIDENT or Higher

- **Monitoring:** Are students mastering the standard that you are teaching? What tool(s) are you using to record?
- **Engagement:** Are all students held accountable for their learning? What strategies are in place?
- **IB:** Wonder Wall, Action Board, Referencing current Unit of Inquiry, IB Language (ATL, Learner Profile), Inquiry
- **District Lesson Plans:** Plans match district plans and up to date with Pacing Guide
- **Classroom Environment:** Students follow expectations, transitions are smooth, and relationships are evident between teacher and student and student to student.

	Evident (75% or more of students)	Partial	Not Evident
Monitoring			
Engagement			
IB			
Lesson Plans			
Classroom Environment			

Observation Rotations

	5 th and 4 th	3 rd	2 nd , ESE, Gifted	1 st , Music, Media	K, Spanish, Art, and PE
Monday	Racine	Jelfimow	Lunsford	Bernal	Harris
Tuesday	Harris	Racine	Jelfimow	Lunsford	Bernal
Wednesday	Bernal	Harris	Racine	Jelfimow	Lunsford
Thursday	Lunsford	Bernal	Harris	Racine	Jelfimow
Friday	Jelfimow	Lunsford	Bernal	Harris	Racine

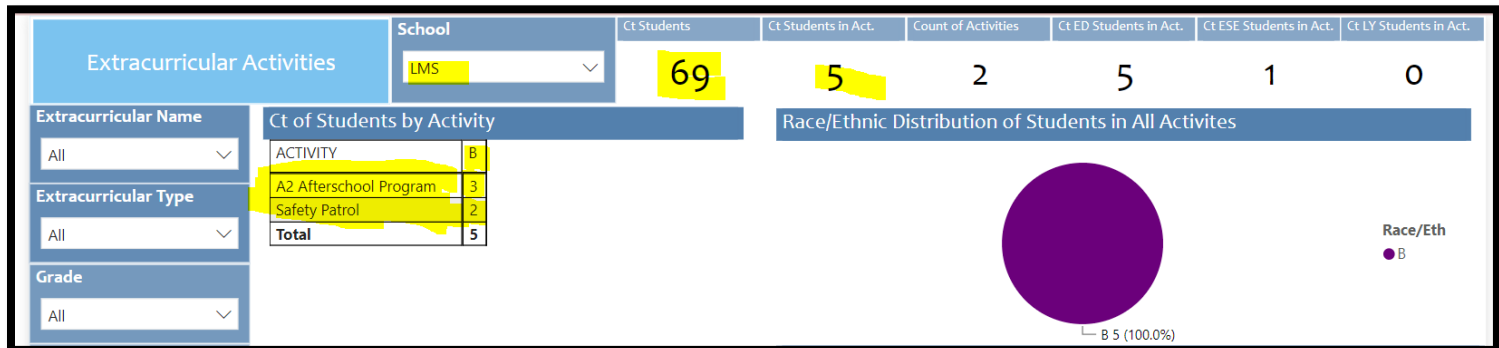
10/11/2023	1/20/2024	Monthly	BQ Goal: teachers will identify BQ students in their room, and where they are sitting, create strategic peer partnerships, scaffolding of types of questions asked during Tier 1 so all students have a voice. This will then be discussed in collaborative planning at least monthly to review progress of students	Data in Power BI will be reviewed with teachers monthly in Wednesday Data Meeting and Leadership team will review as well	Data Chat agendas will show next steps and changes in interventions, Tier 1 strategies
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*Data should be retrieved from the Power BI [Extracurricular Activities](#) public-facing dashboard.



Data Rating	DATA SYNOPSIS	CAPACITY BUILDING STRATEGIES (One of the four C's)			
COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA	Community and Family Engagement in schools contributes to positive student outcomes, including improved achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment.	Communication			
THEORY OF ACTION: If parents receive a grade level weekly newsletter, school messenger, and see social media posts then all Liberty families will be informed and attend events.					
DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES: If we communicate on a weekly basis then there will be more family involvement in school events.					
IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
10/11/2023	1/20/2024	Weekly	Continue weekly parent and staff newsletter and School Messenger and FOCUS Announcement	Emailed newsletters	Front Desk Secretary and Admin will monitor emails
10/11/2023	1/20/2024	Weekly	Continue posts on Facebook and Twitter	Power BI Report	Leadership Team will check Power BI report weekly



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Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

Instructional Vacancies

OK----

01-Ierardi

02-Fannin

03-Swanigan

04-----

05-Morris

CA-Haughey (PE)

Interview Committee

T. Harris, African American

K. Racine, White