African American Achievement Plan 2023-2024
Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Dodgertown Elementary

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: _____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?)

During Quarter 1, our goal was to achieve learning gains in all subgroups, 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. Weekly collaborative planning and monthly data chats occurs with teachers, instructional coaches, and administration present. Moonshot Academy for 3rd grade students is available, as well as morning and after school tutoring for K-5 students. Other areas of improvement are discipline (number of ODR's) and attendance. A PBIS committee was established, and school wide PBIS expectations with rewards/incentives were implemented to help decrease the number of referrals both in school and on the bus. Attendance is monitored weekly, grade-level attendance competitions were implemented, and students are given weekly individual rewards for perfect attendance.

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Date of Summary: November 17, 2023

School: Dodgertown 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 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	1
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2023)*	9-21-23
Summary of Observation(s):	Teachers helped Kindergarten students create timelines of important events in Ray Charles life.

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)*	**11-17-23**

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	13	15%	8	9	89%	11	13	85%	**15**	**15**	**100%**

*Data should be retrieved from the Power BI ES Leadership Compliance – 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, 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 <u>Discipline</u>:	8-25-23, 9-1-23, 9-15-23, 9-22-23, 9-29-23, 10-6-23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>:	Grade level teams meet on a weekly basis to discuss and problem solve any student discipline concerns. The school counselor and success coach meet with administration weekly 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 in the Dodgertown Dispatch newsletter and during the staff meeting at least once a month.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u>:	9-6-23, 10-4-23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>:	Weekly collaborative plannings occur with a focus on monitoring, we conduct monthly data chats, 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 (%)

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)*	10-6-23

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):	100% of teachers will implement strategies from the professional development sessions with fidelity; teacher lesson plans will be specific to areas of need addressed in feedback; planning notes, agendas, and walk-throughs will follow up on expected strategies; teachers will review data with coaches, ESE teachers, and Administration with next steps for Tier 1 instruction and interventions.	

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:	11-17-23	
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 (%)
38	244	16%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	Students are informed of available extracurricular activities. Also, communication is sent home to parents by letter with information regarding available programs offered and bus transportation. This information is also posted on 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 (%)
50%	50%
(OPTIONAL) Additional information:	

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PBIS

Positive Behavior Interventions and Supports

09/08/23 - PBIS Meeting Updates

- ODR Date for last year and current year

	2022-2023 (8/2022 to 05/2023)	2023-2024 (8/11 to 09/7)
Total ODRs	207	38
Students contributing	89	25
Students with 2+	45	6

_55___ Minor Infractions' as of 09/7/2023

Upcoming PBIS Quarterly Celebrations

- Oct. 20th – Popping for Perfect Attendance
- Oct. 31st – PBIS Fall Fest
- Jan. 11th – Popping for Perfect Attendance
- Jan. 12th – PBIS Celebration – Winter Celebration
- April 26th – PBIS Celebration (Testing Pep Rally)
- April 18th – Popping for Perfect Attendance
- May 24th – Perfect Attendance for the Year Luncheon
- May 28th – PBIS Celebration – SummerFest

Upcoming PBIS Dress Down Days

- Sept. 27th – Disney Theme
- Oct. 31st – Halloween Theme – FREE Dress Down Day
- Nov. 10th – Red, White, & Blue – Free Dress Down Day
- Dec. 19th & 20th – Holiday Dress Down
- Jan. 31st – PBIS – Hat Day
- Feb. 14th – Valentine's Day Dress Down
- Mar. 15th – St. Patricks' Theme Dress Down
- April 18th – Neon Colors Dress Down