**Quarter of the School Year: 2**

**District Office/Department: Curriculum and Instruction**

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 January 9, 2024 KG, AB, KS, & BM

**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 the next steps based upon work accomplished?)

In review of a triangulation of our Tier one data, using 2022-2023 spring assessment scores, this year’s beginning of year and middle of year scores, along with formative data, we problem solve with administration and coaches how to ensure that all students are receiving what is needed to bridge gaps and build competency. We have reviewed the data for both Tier 1 and Tier 2 instruction with all stakeholders and the district staff involved. We have instructed leadership teams, and our own Curriculum and Instruction district team, to continue to provide support to teachers as they plan and execute lessons, and interventions, so all students can find success.

**Next steps**: Continue to work on differentiation, engagement, and monitoring strategies across curriculum areas. We will also focus on collaborative planning and then create fidelity checks to ensure instruction is being delivered to the rigor needed for students to find success.

**Quarter of the School Year: 2**

**Date of Summary: December 20, 2023**

**District Office: Curriculum and Instruction**

**Strategies: 1.3, 2.1, 2.4, 3.2, 3.3, and 4.1**

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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 Support Provided to School Leadership Teams  *(i.e., August 1, 2023)* | SRHS:   * October 24, 2023 (Graduation Comm. with A & R) * October 25, 2023 * November 27, 2023 * November 28, 2023 (Graduation Comm. with A & R)   VBHS:   * October 24, 2023 (Graduation Comm. with A & R) * November 27, 2023 * November 28, 2023 (Graduation Comm. with A & R) * November 28th, 2023 |
| Summary of Planned Action Steps | * Reviewed a list of students not on track to graduate * Encourage ongoing outreach and communication with families * Provided school-based testing support in the specific areas pertaining to graduation requirements * Additional support times via A2 and after-school tutoring * Supports with intensive interventions/study skills * Add the school-based SAT Day & CLT for seniors who have not met graduation requirements |

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| Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based support to schools to specifically address identified discipline and achievement disparities. | |
| Discipline | |
| Date(s) of Problem-Solving Session(s) for Discipline: | Dates of Principal and Assistant Principal Meetings:   * November 14, 2023 * November 15, 2023   Weekly director meetings are scheduled to revolve around both elementary and secondary schools, looking at data, discipline, attendance, and barriers, where support is needed. |
| Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Discipline: | All schools are visited at least bi-monthly by a member of the C & I Team. Schools are tiered for support with additional support provided as needed at each school, sometimes multiple times a month to fit the academic, behavioral, or other needs based on data. Discipline data is reviewed and discussed at leadership team meetings to drive next steps.  Discipline is reviewed at every Principal and Assistant Principal meeting. It is also part of the weekly leadership team meetings, as evidenced by the agenda with power questions, or through walkthroughs of the district team. |
| Achievement | |
| Date(s) of Problem-Solving Session(s) for Achievement: | **Elementary Schools:**  BES:   * October 17, 2023 * November 13, 2023 * December 14, 2023   CES:   * October 24, 2023 * November 12, 2023 * November 29, 2023   DTE:   * October 30-November 2, 2023 (full school support with all coaches) * November 6, 2023 * November 9, 2023 * November 30, 2023 * December 13, 2023   FES: (also being supported by K. Good)   * August 24, 2023 (A & R) * October 16, 2023 * October 23, 2023 * November 29, 2023 * December 4, 2023   GES: (also being supported by K. Good)   * October 31, 2023 * November 9, 2023 * November 30, 2023 * December 8, 2023   ESE Discipline 10+ Days Committee with A & R   * October 23, 2023 * November 27, 2023   IRA: (also being supported by K. Good)   * October 19, 2023 * October 31, 2023 * November 14, 2023 (A & R) * November 28, 2023 * December 7, 2023 * December 18, 2023   LMS:   * October 30, 2023 * November 6, 2023 * December 4, 2023   OMS:   * October 25, 2023 * November 7, 2023 * December 18, 2023   PIE: (also being supported by K. Good)   * October 17, 2023 (A & R) * October 18, 2023 * October 30, 2023 * November 8, 2023 (A & R) * November 10, 2023 * November 27, 2023 * November 30, 2023 (A & R) * December 4, 2023   RMS: (also being supported by K. Good)   * October 25, 2023 * November 1, 2023 (A & R) * November 7, 2023 * December 13, 2023   SES:   * October 16, 2023 * November 8, 2023 * November 28, 2023 * December 14, 2023   TCE: (also being supported by K. Good)   * October 17, 2023 * October 23, 2023 * November 8, 2023 * November 27, 2023 * December 11, 2023   VBE:   * October 18, 2023 * October 26, 2023 * November 9, 2023 * November 13, 2023 * November 30, 2023 * December 7, 2023 * December 12, 2023 * December 15, 2023   **Secondary Schools:**  GMS:   * October 18, 2023 * October 25, 2023 * October 26, 2023 (A & R) * November 2, 2023 (A & R) * November 6, 2023 * November 15, 2023 * December 7, 2023 (A & R) * December 12, 2023 * December 14, 2023 (A & R)   Oslo:   * October 18, 2023 * October 19, 2023 (A & R) * October 24, 2023 * October 30, 2023 (A & R) * November 7, 2023 * December 4, 2023 (A & R) * December 5, 2023 * December 14, 2023   SGMS:   * October 19, 2023 * October 24, 2023 (A & R) * November 8, 2023 * November 28, 2023 * December 6, 2023 * December 12, 2023 (A & R) * December 13, 2023 (A & R)   SRMS:   * October 19, 2023 * October 23, 2023 (A & R) * October 25, 2023 * October 30, 2023 (A & R) * November 6, 2023 * November 9, 2023 * November 13, 2023 * November 28, 2023 * December 4, 2023 (A & R) * December 7, 2023 * December 8, 2023 (A & R)   SRHS:   * October 19, 2023 * October 25, 2023 * October 30, 2023 * November 7, 2023 * November 9, 2023 * November 27, 2023 * November 30, 2023 * December 9, 2023 (A & R) * December 18, 2023 (A & R)   VBHS:   * October 18, 2023 * October 24, 2023 * October 25, 2023 (A & R) * October 26, 2023 (A & R) * November 6, 2023 * November 15, 2023 * November 27, 2023 * December 1, 2023 (A & R) * December 12, 2023 * December 13, 2023 (A & R) * December 14, 2023 |
| Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement: | Scheduled as intentional meeting dates with the leadership groups with a continued focus on the School Improvement Plan. The goal is to work with the administration to support the advancement of the achievement of all students, and to problem solve in areas for all to find success., especially related to monitoring, engagement strategies, and differentiation. |

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| Strategy AAAP 2.4: Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students. | |
| Dates of Review of School Improvement Plans for Inclusion of Interventions for the Achievement Gap  *(i.e., August 1, 2023)* | SIP Phase 2 completed   * October 13, 2023   Impact Walks with data review of SIP 1   * October 2-12, 2023 |

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| Strategy AAAP 3.2: Facilitate a taskforce that includes community members in which perspectives, feedback, and support will be gathered to ensure consistency in access to educational experiences for students districtwide. | |
| Date of Taskforce Meeting(s)  *(i.e., August 1, 2023)* | October 18, 2023 |
| Summary of Planned Action Steps | Identified Task Force Goals for Year 3 |

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| Strategy AAAP 3.3: Maintain public-facing dynamic, data dashboards that provide easily accessible educational outcome data that is disaggregated by race/ethnicity.  Link: [Access Data](https://www.indianriverschools.org/cms/One.aspx?portalId=1549525&pageId=9329835) | |
| Date(s) of Maintenance  *(i.e., August 1, 2022)* | November 1, 2023, December 1, 2023 |

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| Strategy AAAP 4.1: Increase the diversity of mentors and staff providing coaching support as part of the STARR Mentoring program, while training mentors in trauma-informed practices and cultural competency. | |
| Percentage of Mentors by Race/Ethnicity | |
| Black/African American (%) | White, non-Hispanic (%) |
| 19% | 81% |

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| Strategy AAAP 5.4: Continue to make available evidence of implementation of the AAAP and progress monitoring, including a 5-year progress monitoring framework, on the district’s public-facing website. |

\*Attach example of evidence of the updated progress monitoring framework for the quarter