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

Quarter of the School Year: 2

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 January 16, 2024: TLH (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?)

A reflection on our progress and progress monitoring data for the mid-year assessments, shows that we should incorporate the following:
- the number of students with a substantial reading deficiency has decreased
- prioritize classroom walks focusing on African American History standards, African American students
- Add a focus on our High Yield Strategy to our classroom walks and provide specific feedback to teachers in an effort to raise the achievement of our African American students
- Include an agenda item related directly to African American students

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

Quarter of the School Year: 2

Date of Summary: January 16, 2024

School: Liberty Magnet School

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)*	11-14-24
Summary of Observation(s):	"Harlem"- 4th Grade Poetry Unit

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)*	

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 (%)
4	4	100	2	2	100	1	1	100	1	1	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)

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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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>:	10-10-23, 11-7-23, 12-12-23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>:	Discipline Data is reviewed during LMS Leadership Team Meetings. Any increases and/or students names are noted. IPST Team meets weekly to discuss students "on watch".
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u>:	Week of 10-16-23, 10-31-23, 11-7-23, 11-28-23, 12-5-23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>:	Teachers share class achievement in the following categories: Overall class proficiency, BQ Proficiency, African American student proficiency. Team discusses ideas and opportunities for reteach as needed.

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)*		
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?

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
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Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	High Yield Strategy: Student Engagement goal=80% Teachers trained in "Building Thinking Classrooms" to be evident in all classrooms. Leadership Team will review classroom walkthrough data bi-weekly and share strategies and doable next steps with teachers with support for implementation.

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:	12-20-23	
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 (%)
11	69	16%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	In addition to weekly grade level newsletters, we will continue to communicate via School Messenger, Facebook, FOCUs Messages and announcements.	
(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:	0

Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
(OPTIONAL) Additional information:	

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
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EVIDENCE-Quarter 2

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Kindergarten			First			Second			Third		
Ct Need Fun Read &	Ct Need Fun Read	Perc ent (%)	Ct Need Fun Read &	Ct Need Fun Read	Perc ent (%)	Ct Need Fun Read &	Ct Need Fun Read	Perc ent (%)	Ct Need Fun Read &	Ct Need Fun Read	Perc ent (%)

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	Student ID	Name	Gd	FAST 23 A	STAR 23 A	SEL 23 <10	Race/Eth	ED	ESE	ELL	ReadingCourse	Need Int Reading
1												
2	219447	Turner Jr., Brandon	0				B	Y	Y	ZZ	K-2 Fun Read	Fun Read
3	220930	Williams, Amani	0				B	N	Y	ZZ	K-2 Fun Read	Fun Read
4	223502	Crosdale, Emory	0			Yes	B	Y	Y	ZZ	K-2 Fun Read	Fun Read
5	227987	Paris, Morgan	0				B	N	N	ZZ	K-2 Fun Read	Fun Read
6	224750	Curtis, Terrel	1			No	B	Y	Y	ZZ	K-2 Fun Read	Fun Read
7	225102	Smith, Zaila	1			Yes	B	Y	N	ZZ	K-2 Fun Read	Fun Read
8	220268	Taylor, Jake	2		Level 1	Yes	B	Y	Y	ZZ	K-2 Fun Read	Fun Read
9	210434	Pierre-Noel, Victoria	3		Level 2		B	Y	Y	ZZ	3-5 Fun Read	Fun Read
10	214764	Lewis, Jamir	4	1			B	Y	N	ZZ	3-5 Fun Read	Fun Read
11	203105	Bradley, Natalia	5	1			B	Y	Y	ZZ	3-5 Fun Read	Fun Read

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:			
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Discipline:			
Achievement			
Date(s) of Problem-Solving Session(s) for Achievement:			
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement:			
Grade_____	Class Proficiency	BQ Proficiency	AA Proficiency
Teacher 1			
Teacher 2			

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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Date of Quarterly Review of School Improvement Plan: *(i.e., August 1, 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):		

3/17/2024	Bi-Weekly	**Data Conversations** focused on **ELA AND MATH BQ** and Learning Gains subgroup and their academic attendance data. Currently BQ predicted at 30% or less.	100% of these meetings will result in targeted action steps, data chat agenda / and a review will occur in our Leadership Meetings. This information will then be spoken about bi-weekly at collaborative planning to ensure these students find success	Principal, AP and instructional coaches will facilitate data chats with teachers and students
1/16/2024				

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 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 (%)
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	FOCUS, WEGL Announcements, School Messenger, Facebook		

<mark>(SECONDARY ONLY)</mark> Number of Students Participating in the African American Student Council (All Grade Levels)	

<mark>*Data should be retrieved from the Power Bi [Extracurricular Activities](#) public-facing dashboard.*</mark>

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:	0
Percentage of Interviewers on Interview Committee by Race	
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(OPTIONAL) Additional information:	