School District of Indian River County

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

Quarter of the School Year: 3

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 March 25, 2024: _____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. Agendas are turned in each week to ensure that all stakeholders are on the same pace and are accountable for teachings.
- 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 adjusted RTI and small groups based on PM2 data to ensure students were in correct interventions and were showing growth. Staff Data chats were conducted for all grade levels.
- A2 "add on" complete with additional L25/BQ students joining A2 tutoring.
- Looking at overall PM2 scores and rankings for FAST, grade levels agreed adjustment need to be made as we approach the final stretch. Teacher added more SBI through Iready to help fill the gaps in learning.

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- We also completed monthly walkthroughs with leadership team looking for evidence of Standards Based Instruction and tasks, Monitoring, Feedback and Engagement. Admin goal is to increase walks through in Collaborative Planning, RTI Fidelity checks and Classroom Walkthrough.

AAAP 2023-2024

STRONGER TOGETHER SDIRC

Quarter of the School Year: 3

Date of Summary: March 25, 2024

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	5 (school based only (Walkthrough/Observations)
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2023)*	1/18/24, 1/31/24, 2/9/24, 2/29/24, 3/11/24
Summary of Observation(s):	Teacher observations and walkthroughs. Students observed in Grade 2, 3 ,4 and 5 learning about the Underground Railroad, Harriet Tubman, Equal Rights in Voting, Civil Right Movement, History of African Americans and projects highlighting African American achievements.

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)*	1/17/24, 1/24/24, 2/6/24, 3/13/24

African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			**First**			**Second**			**Third**		
Ct Need Fun Read	Ct Need Fun Read But NOT Scheduled	Percent (%)	Ct Need Fun Read	Ct Need Fun Read But NOT Scheduled	Percent (%)	Ct Need Fun Read	Ct Need Fun Read But NOT Scheduled	Percent (%)	Ct Need Fun Read	Ct Need Fun Read But NOT Scheduled	Percent (%)
10	0	100%	1	2	50%	4	0	100%	4	1	90%

*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:	

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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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:	1/25/24, 2/9/24, 3/6/24, 3/19/24
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Discipline:	T2 and T3 behavior plans reviewed as well as students with point sheet. Adjustments made when necessary. Additional support added for students that are still working on behavioral success. Coaching cycles for teachers that may have difficulty with behavior management continued. Student, Behavior Tech, and Admin check in check out with students reviewed. T3 plans that were outstanding have been completed. T3 plan requested for 2 additional students as well as a formal request for district level behavior tech.

Achievement	
Date(s) of Problem-Solving Session(s) for Achievement:	IPST – 1/11/24, 1/25/24, 2/1/24, 2/8/24, 2/22/24, 2/29/24, 3/7/24, 3/14/24 and weekly SLT and CP
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement:	Coaching cycles for teachers that may have difficulty with low performance. Grade level data chats and student goal setting for weekly Iready performance. Collaborative Planning monitored by coaches and Admin. Agendas have been turned into Assistant Principal to include teacher signatures. High Yield strategy will also be noted in agenda to ensure they are addressed with purpose in order for IRA to achieve the 60% goal in Monitoring and Engagement.

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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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)*	3/11/24	
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):	RTI and A2 groups reviewed and adjusted. Focus on L25 and Bubble students to ensure correct placement in groups as well as additional support from teachers and resource teachers. High Yield strategies will continue to be a focus as we strive to reach SIP goal of 60%. Teacher feedback and increased walkthroughs continued.	

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:	3/12/24	
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 (%)
32	120	22%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	A2 groups added and adjusted based on openings and teacher availability. Additional L25 and BQ student enrolled in tutoring to fill spot that had now become empty.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		

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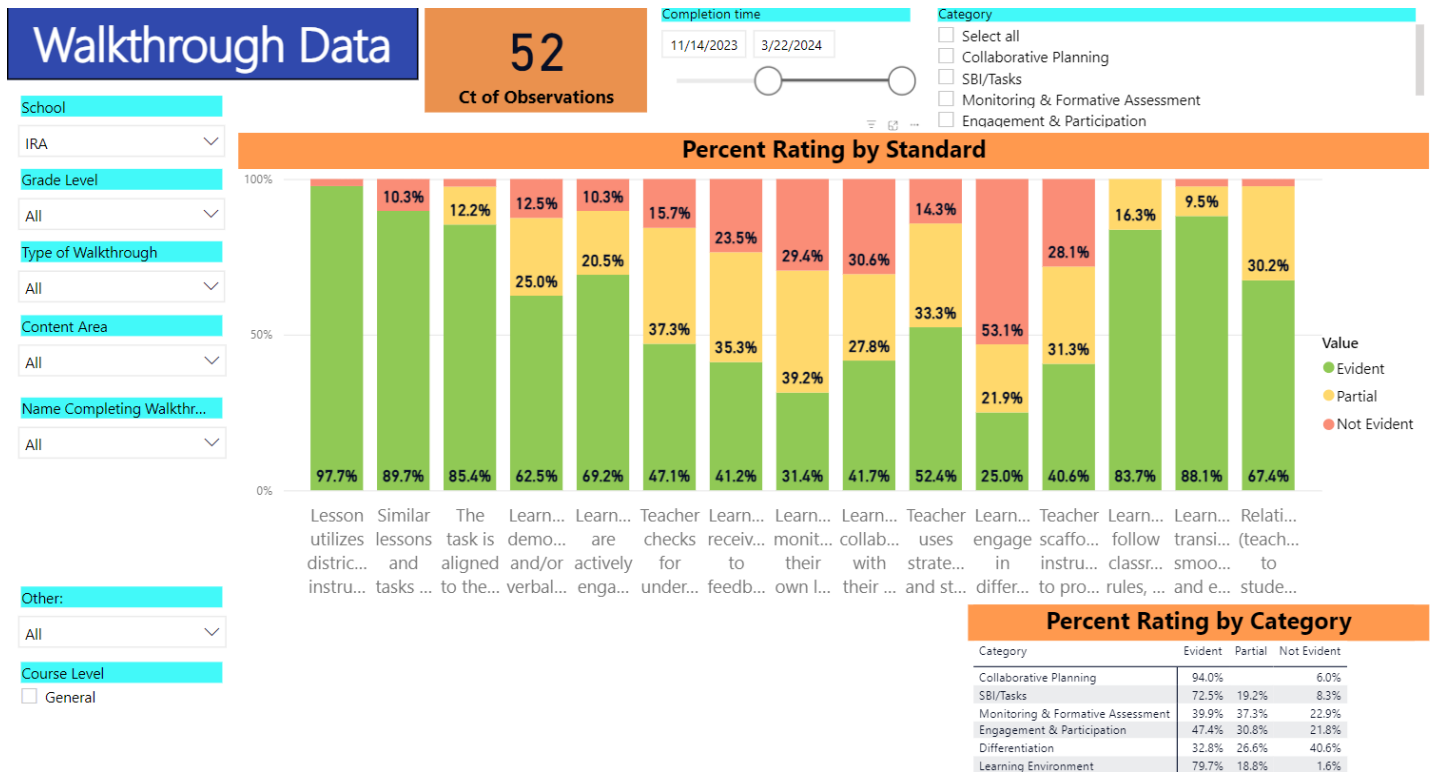## Assurances of Implementation of Strategies/Action Steps

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:	

Overall Walkthroughs

Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023
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AAAP
2023-2024

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Grade 2

Instructional Tools

Anchor Text: *The U.S. Civil War* with Image Cards
　　　　Text Type: Informational
　　　　Lexile: 1060L
Trade Book: *Aunt Harriet's Underground Railroad in the Sky* by Faith Ringgold with Trade Book Guide
FL BEST Sample Text: *Wanted Dead or Alive: The True Story of Harriet Tubman* by Ann McGovern

Grade 3

History of African Americans: U5 L8, p. 183 - ReadWorks Article, "Famous African Americans: Duke Ellington" U5 L10, p. 224 - ReadWorks Article, "Famous African Americans: Marian Anderson"
Consumer Health: U5 L1, p. 18 - ReadWorks Article, "Miss Johnson's Plant Experiment"
Study of Women's Contributions: U5 L10, p. 224 - ReadWorks Article, "Famous African Americans: Marian Anderson"

Required Instruction: Link
History of African Americans: U7 L16, p. 267-282
Study of Women's Contributions: U7 L16, p. 267-282
Required Instruction Covered in Amplify Unit 7:
Jan. 15th – Martin Luther King Jr. Day
TBD – Celebrate Literacy Week
Feb. 1st – 29th – Black History Month

Grade 4

Required Instruction:

History of US: U4 L2, p. 71 - ReadWorks Article, "Immigration in Florida in the 20th Century" U4 L5, p. 178 - ReadWorks Article, "When the Space Age Came to Florida"
History of African Americans: U4 L2, p. 73-75
History of the State: U4 L2, p. 71 - ReadWorks Article, "Immigration in Florida in the 20th Century" U4 L5, p. 178 - ReadWorks Article, "When the Space Age Came to Florida" U4 L5, p. 211 - ReadWorks Article, "Working Together to Save the Sea Turtles"

Grade 5

Required Instruction
Declaration of Independence: U8 L8, p. 192 - ReadWorks Article "Thomas Jefferson: The Declaration of Independence"
U.S. Constitution: U8 L8, p. 191 - ReadWorks Article "American Government - Preamble to the Constitution"
Elements of Civil Govt: U8 L8, p. 192 - ReadWorks Article "Thomas Jefferson: The Declaration of Independence" U8 L9, p. 221 - ReadWorks Article "Mostly Only White Men Could Vote Before 1870"
History of the US: U8 L1-24, p. 9-316 U8 L1, p. 11 - ReadWorks Article "Non-Colonists in the American Revolution" U8 L1, p. 21 - ReadWorks Article "The Pueblo Revolt" U8 L1, p. 24 - ReadWorks Article "Colonization and Revolutionary War: Roanoke The Lost Colony" U8 L1, p. 26 - ReadWorks Article "Colonization and Revolutionary War: Background to the Colonies" U8 L1, p. 27 - ReadWorks Article "Talking Leaves" U8 L2, p. 39 - ReadWorks Article "Native Americans' U8 L8, p. 191 - ReadWorks Article "American Government - Preamble to the Constitution" U8 L8, p. 192 - ReadWorks Article "Thomas Jefferson: The Declaration of Independence" U8 L8, p. 195 - ReadWorks Article "Some Laws are Intolerable" U8 L9, p. 221 - ReadWorks Article "Mostly Only White Men Could Vote Before 1870"
History of African Americans: U8 L9, p. 221 - ReadWorks Article "Mostly Only White Men Could Vote Before 1870"

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AAAP 2023-2024

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Meeting Date: 2/6/24

Standard Data Review: PowerBI Check-In	Previous Week Review: Focus Goals	Notes: Instructional Calendar Review
What does "Goal Tracker" indicate regarding current progress? Specific areas of progress or concern based upon available data? (iReady, Unit Assessments, etc.)	What was accomplished during the last weekly collaborative planning session in your content area? By grade level?	Upcoming Standards? Upcoming Assessments? Needed Review of Assessment Data? Scheduled Non-Instructional Events?
Grade 4 ELA, Math Grade 3 ELA Walkthrough Data Review and scheduled	Grade 5– begin small groups, incorporate Discovery Ed, black history projects Grade 1-2 – making adjustment to Amplify when needed in regards to assessments and questioning	Black History Month I-Ready

Student Learning: Alignment Direction	Follow- Up/Next Steps: Expectations & Needs	
• To what degree was classroom instruction aligned with standards and collaborative plans?	What are your next steps based upon what was observed? Needs for Support?	
K-2: seasons and weather, astronomy, history of earth, westward expansion Place value, adding and subtraction 3-5: Equivalent fractions, comparing and adding fractions, benchmark fraction, geometry Reformation	Strengthen Tier 1 Review Fun-Read and schedule were needed	

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Currently IW#1: 42%,IW#2:45%, IW#3: 30% and GOAL is 60% by end of the year. As teacher actively monitors, ensure that feedback is immediate either with a pen or verbally.	Academic coaches Admin Team will review Power Bi bi weekly. Review Look fors, share in monthly faculty meeting and in Newsletter. Admin walkthroughs will also give teachers doable next steps.
Currently IW#1:46% IW#2:55%, IW#3: 32% and GOAL is: 60% maintain by end of year. Allow for student collaboration so participation and accuracy will increase.	Academic coaches Admin Team will review Power Bi bi weekly. Review Look fors, share in monthly faculty meeting and in Newsletter. Admin walkthroughs will also give teachers doable next steps.

IPST

2/15/2024	12:30 PM	▬▬▬	221407	1/Forbis	Academic	S4; parent concern about 504/ CVC intervention and sticker chart data needed (Forbis)	12/12/2023	
2/15/2024	1:00 PM	▬▬▬	226183	1/Roberts	Academic	S4; review Tier 2 behavior plan	12/12/2023	
2/15/2024	1:45 PM	▬▬▬	227677	K/Carter	Academic	S4; Kinder retainee/ Lexia data needed	12/12/2023	
2/15/2024	2:15 PM	▬▬▬	229787	3/Cunningham	Academic	S4; review new data (Lexia and test scores)/transfer evaluation; possible 504 eligibility	12/12/2023	
2/22/2024	10:30 AM	▬▬▬	219896	2/Stewart	Academic	S4: data review, need T3 intervention data from Stewart	1/16/2024	
2/22/2024	11:15 AM	▬▬▬	216522	5/E.Odom	Academic	S4; need academic intervention data (Amplify test scores needed from E. Odom)	12/15/2023	
2/22/2024	2:15 PM	▬▬▬	214911	3/Snowden	Academic	S4; attention screener review and trial accommodation tracker (Snowden) (at risk of double retention)	12/15/2023	
2/29/2024	10:30 AM	▬▬▬	223225	2/Stewart	Academic	S4: data review, need T3 intervention data from Stewart	1/16/2024	

Date: Feb. 9, 2024
Time: 11:50 PM
Location: AP Office

Attendees:
- Norwood
- Laverack

- Discipline: from 1/29 - 2/8
  - Reviewed Radio Assistance Calls (42 calls)
  - 10 ODRs (6 students), 26 MIFs (22 students)

Student Name	Student ID	Ct ODR	Choice
Poole, Mark	216864	5	ESE
Jean Baptiste, Sephora	222873	1	Zoned
Marshall, Johnny	209152	1	Zoned
Medina, Alexander	224123	1	Zoned
Moreno, Jaime	221026	1	Zoned
Perez, Jacob	223641	1	Zoned

Attendance Letter #1:

Name	SID	GD
Bass, Ivyonna	216633	03
Brinson, Isaiah	226818	05
Fage, Wyatt	231296	05
Jones, Kaden	218859	03
Jones, Lamar	211860	04
Klima, Chance	230373	03
Klima, Caden	230005	05
Pacheco, Julian	220061	02
Perez Anez, Andres	225106	01
Premier, Darcel	226050	KG
Premier, Sayveon	225921	01
Samilo, Jasmine	211754	04
~~Scarlett, Isreal~~	~~223317~~	~~KG~~
Vierling, Owen	220132	02
Vierling, Ryen	213919	05
Lane Moore, Lavon	215192	04
Love, Immanuel	21369	03
Marshall, Zavian	228407	01

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