



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

Quarter of the School Year: 3

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 March 29, 2024: _____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?)

Our goal is 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 occur with teachers, instructional coaches, and administration present. Our PBIS committee team meets monthly to discuss ways to improve attendance and behavior. Students receive rewards for following school wide PBIS expectations 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. After school tutoring has been extended by two additional days a week for 3rd – 5th grade students and Science Bootcamp will be offered to 5th grade students during the month of April and May to ensure students are prepared for the upcoming state assessment.



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Date of Summary: March 29, 2024

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	2
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2023)	2-15-24, 2-22-24
Summary of Observation(s):	Students completed a black history research project. Projects were displayed in classrooms and hallways.

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)	1-18-24, 2-15-24, 3-29-24
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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 (%)
2	13	15%	7	8	87.5%	11	13	85%	14	14	100%

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

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> :	1-24-24, 2-7-24, 3-13-24
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> :	2-12-24, 3-11-24
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)	3-8-24
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Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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):	<ul style="list-style-type: none">• 100% of leadership teams will come prepared with Power Questions as evidenced in meeting notes, and action steps related to achievement and BQ gains, SIP goals, data points to drive school-based problem solving or instruction.• Summary notes, lesson plan uploads, and walkthrough data in PowerBI will show 100% evident implementation, as 75-90% was evident on impact walk data.• Teachers will review data from formative assessments, district assessments, and predictions from Power BI on a monthly basis (at minimum) during either collaborative planning time or at Monday afterschool meetings. This occurred prior to EOY i-ready and will occur before FAST.• Coaching Log & Walk Throughs with a focus on monitoring, engagement and differentiation strategies that are decided upon at CP. At this time (Q3-Q4), coaches are spending 80% of their day in classrooms supporting teachers and students.• Coaches and admin will focus on professional learning strategies in monitoring, differentiation and engagement to increase overall evident percentages during faculty meetings, data chats that take place on Monday afternoons.• 100% of new teacher participation roster (as of impact walk 100% participated. There are 9 new teachers in the program.• 100% of these meetings will result in targeted action steps, data chat agenda / and a review of these occur in our Leadership Meetings. This information will then be spoken about quarterly at collaborative planning to ensure these students find success. This is done by teachers/coaches and a second time with admin. in Grades 3-5.• Currently: IW#1: 32% IW #2: 39% IW#3: 39% and goal is 60% evident end of year (charted monthly on SIP Scoreboard). Allow for time for students to collaborate with an equal amount of teacher/student talk. Allow students to work and have a productive struggle.• Currently IW#1: 20% IW #2: 17% and IW#3: 21% and goal is 50% by end of March and 60% by end of year. Actively monitor to ensure understanding either verbally or with a pen. Teachers can chunk to ensure understanding.• Currently IW#1: 23% IW #2: 21%, IW #3: 18% and goal is 50% by end of March and 60% by end of year. Plan for students to collaborate with one another with a structure and when asking questions, use a randomizer or popsicle sticks.• Currently IW#1: 13% IW #2: 10% IW#3: 14% and goal is 30% by end of March and 45% by end of year. Scaffold instruction for those who may struggle with preplanned questions.• Leadership team will review Tier 2 interventions and A2 interventions using attendance data, progress monitoring and Tier 1 assessments to see if the intervention is getting the desired outcome. Will review after EOY i-Ready to see if any small changes need to be made.	



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- Administration/SLT will review the BQ students and check in with these students before testing and before or during day as needed.

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:		3-29-24	
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 (%)	
38	243	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:	3
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
50%	50%
(OPTIONAL) Additional information:	

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Evidence:

