



School District of Indian River County
African American Achievement Plan 2021 -2022
Assurances of Implementation of Strategies/Action Steps



Quarter of the School Year: 2

School: Imagine Schools at South Vero

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 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 2021-2022 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 of each school:

- Action steps included within the 2021-2022 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: 1/3/2022 _____ LP _____ (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?)

Imagine Schools at South Vero’s current Renaissance STAR data (October assessment) indicates that the Reading predicted proficiency rate of female African American students is 71% and 33% for African American males. For Math, the predicted proficiency rate of female African American students is 71%% and 58% for African American males. After completion of the October assessment, the leadership team met with grade level groups to determine if students are making adequate progress as well as revisited the focus in small group instruction to ensure students are receiving instruction and intervention based on their specific needs. Furthermore, the schoolwide intervention time (PRIDE Time) was restructured to focus on the specific needs of students per the Renaissance Instructional Planning Report. To build a culture of reading across campus, Imagine Schools at South Vero held a Non-Fiction November AR Book Challenge. Our students read 3, 283 during the month of November!



School District of Indian River County
African American Achievement Plan 2021 – 2022
Quarterly Summary of Implementation of Strategies/Action Steps



Quarter of the School Year: 2

Date of Summary: 1/3/2022

School: Imagine Schools at South Vero

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.3

Strategy AAAP 1.1 (ALL SCHOOLS): Monitor the curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	16
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	11/9/21-12/16/21
Summary of Observation(s):	Using Imagine Schools at South Vero's <i>Instructional Look For</i> Google Form (shared in Q1), the school leader conducted 16 informal walkthroughs. Of these 16 walkthroughs, 26.7% of the teachers observed had evidence of current African American teachings.

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				10/14/21, 11/4/21, 12/9/21							
African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
Count Scheduled (#)	Count Identified (#)	Percent (%)	Count Scheduled (#)	Count Identified (#)	Percent (%)	Count Scheduled (#)	Count Identified (#)	Percent (%)	Count Scheduled (#)	Count Identified (#)	Percent (%)
NA	1	100%	NA	2	100%	NA	1	100%	NA	NA	100%

**Data should be retrieved from the Power BI 2021 – 2022 Scheduling App – 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:	12/15/21
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	At this time, there are no African American students who are not on track to graduate.

Strategy AAAP 1.4 (SECONDARY ONLY): Implement processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school.	
Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter	
All Grade Levels Served by the School (Combined)	
African American (%)	White, Non-Hispanic (%)
8.2%	44%

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> :	10/14, 10/21, 10/28, 11/4, 11/18, 12/2, 12/9, 12/16
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	The data intervention coach and director of student services have gone in to identified classrooms where ongoing behaviors are occurring or students identified as needing behavior supports to complete the SDIRC Core/Universal Support (Tier 1) Behavior: Key Elements of Classroom Management Observation Checklist. The data was shared with each teacher and interventions put in place for support. Coaching cycles were established for teachers in need of behavior management support. Identified students are in the MTSS process.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	10/14, 10/21, 10/28, 11/4, 11/18, 12/2, 12/9, 12/16
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Each meeting consists of discussion of progress of students in MTSS to determine next steps. Behavior data and individual student behavior management plans are reviewed to determine whether or not students are making adequate process. Classroom observations are also conducted.

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)	
African American (#)	White, Non-Hispanic (#)
NA	NA

Strategy AAAP 2.3 (ALL SCHOOLS): Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.

Reported Out-of-School Suspensions for:	Choose an item.
Select one:	<input checked="" type="checkbox"/> No out-of-school suspensions were assigned during this time frame. <input type="checkbox"/> All out-of-school suspensions were pre-approved by a principal supervisor.

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:	10/20/21, 11/10/21
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):	Imagine Schools at South Vero meets monthly with Imagine Schools Southeast Region Team for a CLR (Collaborative Leadership Review). During that time, the School Excellence Plan is reviewed including school, grade level, and teacher data. Student subgroups including African American students are

reviewed to determine progress of action steps and student growth.

Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: No new sports or extracurricular activities were initiated during this period. Softball, baseball, and track will begin the week of January 24. All students and families will receive information on the availability of these opportunities.

Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
12 (based on Q1 data as these extracurricular offerings were still in progress during this timeframe).	47	25.53%

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities: All communication of extracurricular activities has been increased to include grade level emails and newsletters, Facebook, Family Partnership Newsletter, and the Remind app. Extracurricular demographic data is tracked.

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels) Imagine Schools at South Vero is currently working with a group of stakeholders to establish a Principal Advisory Council.

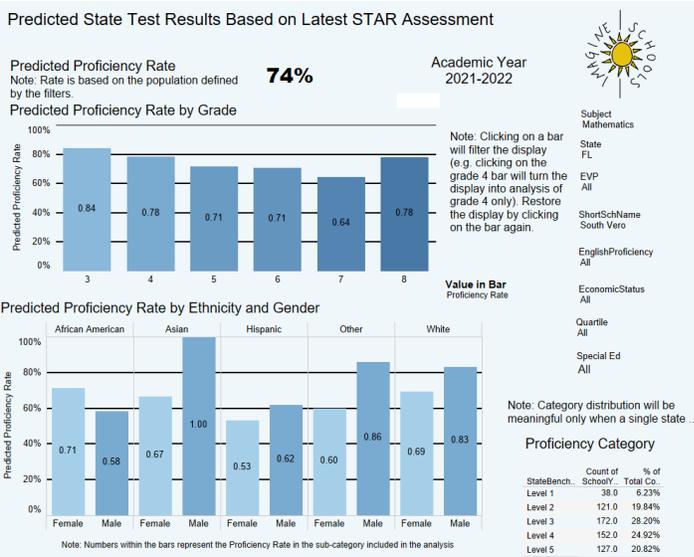
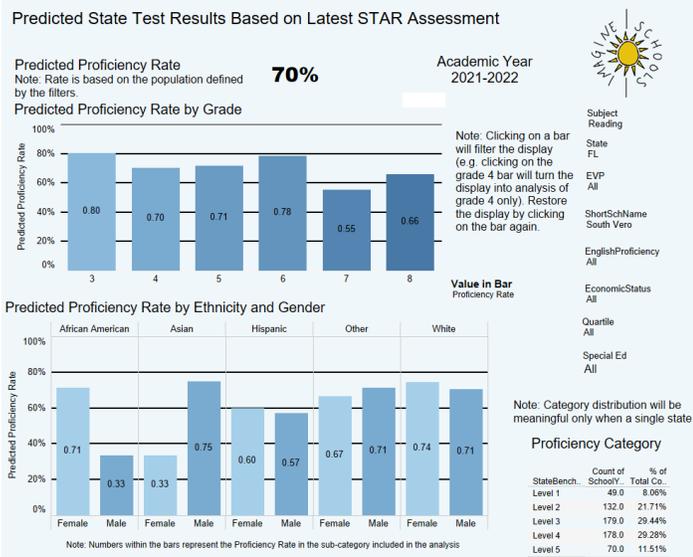
Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

Number of Interviews Conducted by the Interview Committee: No interviews were conducted from 10/11/21-12/17/21.

Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
NA	NA

Imagine Schools at South Vero African American Achievement Plan 2021-2022 Artifacts

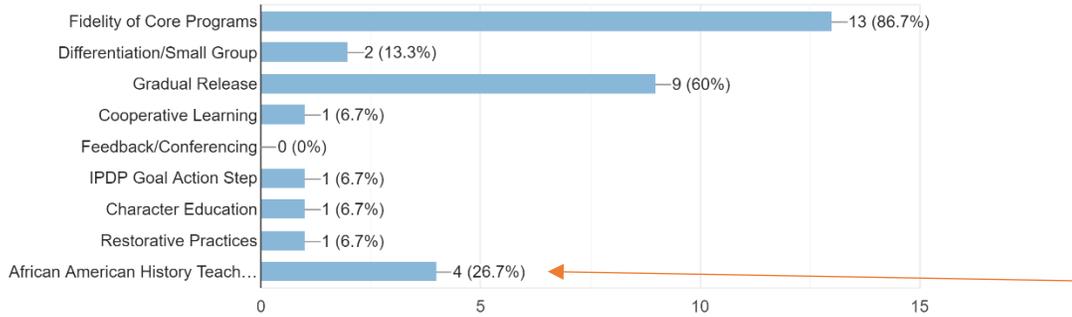
Quarter 2 Data



AAAP 1.1

Instructional Look For Observed

15 responses



AAAP 1.3

IMAGINE SCHOOLS AT SOUTH VERO
LEADERSHIP MEETING
12/15/21



ATTENDEES: Lauren, Rick, Liz, Amanda

PRIOR MEETING RECAP

- Winter Showcase-SCIENCE FOCUS Tuesday, January 25
 - Involve MS
 - Music
 - Art
 - Evening Event
 - 8th Grade Fundraiser???
 - STEM - each grade level has activity
- Teacher of the Year - info went out; next Wed Picaro and Novelli visiting IWM
- African American/Minority Focus Group
- HALL Meeting Alternative
 - Time/Day?

NEW AGENDA ITEMS

- Lunchroom Supervisors
- STAR & FSA Test Dates
- Jan 4th PD Day 8-11
- Academic Student Concerns
 - Any student in jeopardy of not graduating?

AAAP 2.3

MONTHS	A	S	O	N	D	J	F	M	A	M	TOTAL
Referrals	7	42	37	10	0	0	0	0	0	0	96
Restorative Conferences	27	118	126	46	0	0	0	0	0	0	317
ISS - Suspension	0	0	0	0	0	0	0	0	0	0	0
OSS - Suspension	0	3	0	0	0	0	0	0	0	0	3

Imagine Schools – Southeast Group
Imagine Together
October CLR Agenda



Opening Circle: [Pumpkin Spice Everything](#)
Really Listening

Review the norms for collaborative discussion.
Review action steps and follow-up from last month.
Revisit the [Opportunity Myth](#)

- Coaches share the [Student Engagement Surveys](#)
- Instructional rounds on Student Engagement

[ISV Engagement Survey](#)

Observations and Feedback

Discussion focused on "Now We're Talking"

- Principals share the Framework for observations
- [Framework, Evaluation Tools](#)
- Assistant Principals share the character embedded focus

Discussion focused on "Hard Conversations"

- Compelling Question
- Think of your person- 3min writing about the conversations

School Excellence Plan Updates and Reflections
[EduData](#)
AR End of Quarter Reflection
Closing Circle: Thanks for A Latte Hard Work!



Imagine Schools – Southeast Group
Imagine Together
NOT A NOVEMBER CLR Agenda

Opening Circle
Instructional Rounds
Teacher Growth
Data and Intervention
SEP questions
Closing Circle

GRATEFUL

