



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



**Quarter of the School Year: 3**

**District Office: Curriculum & Instruction**

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: 3/30/2022 \_\_\_\_\_RAM\_\_\_\_\_ (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?)

Continued use of Power Bi has been an area of progress. The ability to mine through layers of data on one page and refine that data to align priorities and supports has been helpful for district and school admin teams. By continuing to support the use of and understanding of data through PBI, school leadership teams are becoming more successful in identifying areas of growth.

Continued monitoring and classroom walks are also an area of progress. The district leadership team meets weekly to identify the needs of schools and deploy resources to meet those needs.

The areas of continued work include ongoing weekly scheduling of support. In addition to having a fluid priority list, the specialists will focus on helping school leadership teams and teachers with instructional strategies and moves that will positively impact student success.

Continue to support High schools to create intervention supports through a model of instructional grouping and differentiated instruction.



**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: 3**

**Date of Summary: 3/29/2022**

**District Office: Curriculum & Instruction**

**Strategies: 1.3, 1.5, 2.1, 2.4**

**Strategy AAAP 1.3: 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.**

Dates of Support Provided to School Leadership Teams	Graduation Monitoring Meeting w/ Dept. of Accountability & Research 11/29/2021 1/24/2022
Summary of Planned Action Steps	Added tutoring during the school day and after school. Created instructional groups and identified areas throughout each student's schedule to create additional academic supports. Instructional coaches and graduation coaches deliver the additional tutoring supports needed.

**Strategy AAAP 1.5: Reduce barriers (e.g., outreach, registration, cost, location, transportation) in order to increase African American student participation in extended learning programs.**

Strategy Implemented	Summary of Evaluation of Impact of Strategy Implemented
Supporting schools with providing extended learning opportunities to students who need more support in reading comprehension through before, during and after school programming. (Teachers, transportation and curriculum)	Students on average have increased iReady scores (progress monitoring) by 5 to 10 points quarterly. They have access to certified teachers and transportation which allows for all students who need and/or want extra support to access it.

**Strategy AAAP 2.1: Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.**

Dates of Support Provided for Problem Solving for Discipline and/or Achievement Disparities	1/11/2022 1/14/2022 1/20/2022 1/25/2022
Summary of Planned Action Steps	School-based data meetings to review data at the student level. This data is used to create new instructional groups, add interventions, and identify root cause breakdowns. These meetings also aligned resources necessary to support students based on data needs.  data.com mid-year review with cohort school principals. Principals reviewed, revamped, and/or created A2 extended learning opportunities, additional tutoring during the school day, and instructional groups to meet students' needs.

	<p>Added tutoring during the school day and after school.</p> <p>Created instructional groups and identified areas throughout each student's schedule to create additional academic supports.</p> <p>Instructional coaches and graduation coaches deliver the additional tutoring supports needed.</p>
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**Strategy AAA 2.4: (QUARTER 1 ONLY) 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	NA
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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	
African American (%)	White, Non-Hispanic (%)
5%	94%

Dates of Professional Development for Trauma-Informed Practices and Cultural Competency Provided to Mentors	February 15, 2022 Mentor Professional Development and Support
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\*Attach examples of training materials

**Strategy AAAP 5.1: Enhance school choice and magnet school offerings, including transportation to access school choice, districtwide to maximize opportunities for African American students to enroll in schools that best align with their needs and interests.**

Action Steps Implemented to Enhance School Choice Offerings	<p>Entrepreneur Ecosystem on 2/24 event included a Career and Technical Education showcase for SRHS, VBHS, and TCTC to encourage families to take part in school choice based on CTE program offerings.</p> <p>February 2022, School choice window re-opened. Families can access the school choice brochure and videos to virtually learn about each learning environment.</p>
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