Quarter of the School Year: 4
School: Liberty Magnet School

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: 5/31/2022 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?)

Areas of Progress:
- Utilizing walkthrough forms with students (Lowest Quartile, Bubble, AA students) identified gave everyone a focus/reminder to prioritize those students
- Providing afterschool support A2 program targeting Bottom Quartile and African American students and second grade students

Next Steps:
- Start the school year identifying these students WITH teachers so that those students are prioritized from the beginning of the school year
- Revising our Data Meeting agenda to include prioritized students and next steps

Quarter of the School Year: 4
Date of Summary: 5/27/2022
School: Liberty Magnet
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	3
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	ongoing
Summary of Observation(s):	2nd grade K9L3 Controversy over Slavery lesson 3rd grade unit 5 lesson 8 on Duke Ellington 5th grade Slave Quilt Code writing activity

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	3/29, 3/31, 4/14, 4/26, 4/28, 5/10, 5/17, 5/19, 5/24

African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			**First**			**Second**			**Third**		
Count Scheduled *Ct Need Fun Read & Scheduled*	Count Identified *Ct Need Fun Read*	Percent (%)	Count Scheduled *Ct Need Fun Read & Scheduled*	Count Identified *Ct Need Fun Read*	Percent (%)	Count Scheduled *Ct Need Fun Read & Scheduled*	Count Identified *Ct Need Fun Read*	Percent (%)	Count Scheduled *Ct Need Fun Read & Scheduled*	Count Identified *Ct Need Fun Read*	Percent (%)
0	0	0%	1	1	1%	6	6	1%	1	1	1%

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:	
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 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 (%)**

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>:	4/1, 4/8, 4/22, 4/29, 5/6, 5/13, 5/20
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>:	All identified student behavior data was reviewed. Modifications were made when needed to address concerns. Supports were identified and implemented.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u>:	3/29, 3/31, 4/5, 4/7, 4/12, 4/14, 4/26, 4/28, 5/6, 5/9, 5/10, 5/11, 5/12, 5/13
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>:	Each Tuesday and Thursday during grade level specific data meetings we conduct initial problem-solving sessions to identify students that need to be referred to our MTSS/PS Team.

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 (#)**

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:	Quarter 4
Select one:	☐No out-of-school suspensions were assigned during this time frame. ☒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:	6/4/22
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):	From the last Impact Review: Engagement and Differentiation increased Teachers are more comfortable with Impact Review Next steps: Reviewing the learning target during the lesson Monitoring for understanding Increasing small group instruction time

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:	5/27/22	
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
12	76	15.8%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	Identified 4th and 5th grade students were sent 3 invitations to join our A2 afterschool activity. Two families were called personally for participation and seven called to support better attendance. We extended this program to include 2nd grade students for a 6 week instructional block.	
(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:	5
Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
50	50
(Optional) Additional information:	

Liberty Magnet School Quarter 4 AAAP Evidence document

Strategy 1.2 Reading Fun Class

Intensive Reading Audit: K-5

373	8	8
Ct of K-5 Students	Ct Need Fun Read	Ct Need Fun Read & Scheduled

Need Fun Read but Not Scheduled

Strategy 2.1 Referral data reviewed

Race	Incident Date	Submission Date	Behavior Code	Incident Time	Location	Bus Number	Describe Behavior
black	5/17/2022	5/17/2022 16:14	Tobacco/E-Cigarettes/Vaping*	3:00	Playground		Student was caught using a VAPE device students. It was reported that it was JaSl
white	5/17/2022	5/17/2022 16:22	Tobacco/E-Cigarettes/Vaping*	3:00	Playground		Student was caught using a VAPE device students.
white	5/17/2022	5/17/2022 16:16	Tobacco/E-Cigarettes/Vaping*	3:00	Playground		Student was caught using a VAPE device students.
white	5/17/2022	5/17/2022 16:19	Tobacco/E-Cigarettes/Vaping*	3:00	Playground		Student was caught using a VAPE device students.
white	5/9/2022	5/16/2022 9:09	Transportation Use Only	4:00	School Bus	44	He was fighting with other student and r private parts to each other. I have talked
white	5/9/2022	5/16/2022 9:02	Transportation Use Only	4:00	School Bus	44	He was fighting with other student and r private parts to each other. I have talked
white	5/6/2022	5/16/2022 8:59	Transportation Use Only	3:45	School Bus	44	He and another student ripped the seat he admitted to me the damage was on tl about taking care of the bus.
white	5/6/2022	5/16/2022 8:56	Transportation Use Only	3:45	School Bus	44	He and another student ripped the seat afternoon ran the other student admitte talked to them about taking care of the t
black	4/27/2022	4/27/2022 15:15	ODR - Requires Administration Review	2:00	Classroom		During a code red drill student was screa was mad at another student. He then sta where the other students were lined up proceeded to start kicking another stude floor during the silent drill. He was also I and throwing his lanyard around toward students away from him for their safety.

Strategy 2.1: Academic Data for gifted screeners.

Liberty Magnet Gifted Screener Tracking Sheet

Grade	Gender	Race	Screening Date
5	F	Hispanic	4/29/2022
1	M	Hispanic	4/19/2022
1	F	White	4/14/2022
4	F	White	4/12/2022
2	F	White	4/7/2022
4	F	White	3/16/2022
K	M	White	3/15/2022
2	F	Hispanic	3/8/2022
2	M	Black or African American	3/4/2022
K	M	Other	3/3/2022

Strategy 2.4 SIP Review

Percent of students scoring at or above grade level according to 2020-21 FSA Data:

ELA	MATH	SCIENCE
74%	70%	71%

Data Selection Rationale

FSA data is a normed representation of the proficiency of students attending Liberty Magnet School.

We are meeting weekly to review student data and classroom visits. Students identified as needing a Tier 1 or Tier 2 Intervention will be monitored in class 2-3 times per week for engagement and mastery of learning target.

-Tier 1 and Tier 2 Intervention students have been identified.

-Classroom visit and walkthrough schedule have been established. Identified "Tier students" are noted on walkthrough feedback form.