



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



Quarter of the School Year: 4

Date Of Summary: June 6, 2022

School: Indian River Academy

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: 6/6/2022 _____KG_____ (initials)

Quarterly Reflection

Ongoing monitoring continued through collaborative planning and data review by the leadership team and teachers and staff. Tiers 1,2,3 were implemented with fidelity and changes were made to groupings based on needs of students. A2- After school support continued and data was collected to ensure ongoing lessons met the needs of students attending. Literacy Team Meetings were conducted with data review and discussion of standards and reading program strengths and weaknesses. Next steps identified to close gaps to give students the greatest opportunities to meet end of year expectations.



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Quarterly Summary of Implementation of Strategies/Action Steps



Quarter of the School Year: 4

Date of Summary: 6/6/2022

School: Indian River Academy

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	1
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	4/13
Summary of Observation(s):	The life and contributions of Harriet Tubman and the underground railroad as an escape route for enslaved Africans in the US. Part of the Civil War unit in Amplify

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						Weeks of March 28 and April 4 th - Grade Level Data Chats for subgroups.					
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
<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	(%)
0	0	0	3	3	100	2	2	100	4	5	80

**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:	N/A
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 (%)

N/A	
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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> :	3/28, 4/28, 5/19
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	The team reviewed the number of students receiving ODR/MIF Attendance was also reviewed. As always, the team reviewed parent communication/conferences and student involvement in school. Counselor reviewed students "person" to be sure there is a school connection. Historical data reviewed as well.

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	4/13/22 and 4/21/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Students at risk for 3 rd grade retention were given the Spring Iready reading Diagnostic on 4/19 -4/21. 3 rd grade team and admin met to review data and ensure teaching aligned to gaps in EOY expectations. Iready given again week of May 23 rd .

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 (#)
N/A	

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:	<input type="checkbox"/> No out-of-school suspensions were assigned during this time frame. <input checked="" 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:	4/29
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):	We did not have impact walks in quarter 4. However, admin team and coaches are monitoring data aligned to the SIP at least weekly. Adjustments made in planning as needed based on the most current student data.

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:		5/24/22
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
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	The student demographics of IRA include: 33%=Hispanic, 34%=Black, 29%=white, 4%=other All students are invited to participate in extracurricular activities that align to need and grade level. Transportation is provided for academic support.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	N/A	

**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:	10
Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
0	9
(Optional) Additional information:	The teams are made up of the Principal, AP and personnel related to the hiring. The current RS participated with the admin team for the RS interviews. The Ed Tech Specialist joined the admin team for computer lab manager interviews and a the previous Lit Coach participated in interviews for the Lit Coach.

Attendance and Behavior


April 28, 2022

Attendance:

Good and Norwood

Overall 90.3% for the last month

Mondays and Fridays still show the lowest attendance



20 days for the month of April so far

30 students below 75% (1 moved)

Kinder showing the lowest attendance

10/30 from Kinder

5 in 4th and 5th

2 in 3rd

3 in 2nd

5 in 1st

At this time we will await Mrs. Laverack's return to identify who has received an attendance letter in the past and who needs a new on/ phone call. Kinder teacher reported a lot of students ill in Kinder the past few weeks.

Behavior:

Referrals showing up mostly on Thursdays and Fridays

17 ODRs 15 students

K- 3rd 1 O, 1B, 1W

1st- 0

2nd-0

3rd- 4  2B, 2W

4th-0

5th- 10: 8 students, 5B, 3W 3 of the stds are ESE

MIFs

21 MIFS

Kinder- 4 for 2 stds

1st- 0

2nd- 1 from bus

3rd- 9 for 5 stds, ~~RECESS~~ RECESS

4th- ME, NG

5th- 22: for 12 students / Tuesday and Wednesday highest days

May 19,2022

Norwood, Good, Laverack

Follow up for attendance – Next year we will be able to send home letters earlier. This list will carry over so we can be proactive when looking at patterns.

Behavior-ODRs and MIFs for 5th grade continue to be high for the same students. Parent conferences for 2 students. Looking forward to next year, Prioritizing time for the behavior technician to spend time in 1st grade and 3rd/4th grade to build relationships and be proactive.

~~RECESS~~

Faculty Meeting

April 29, 2022

HAPPY TEACHER and STAFF APPRECIATION WEEK!!!

- SIP and Title 1 Plan update
- Upcoming Meetings and Info coming for May
 - Promotion Review
 - Class List
 - End of Year Checklists
 - Data and Planning
 - Awards
 - Testing
 - Final Eval Meetings with Good and Norwood