



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

School: Dodgertown Elementary

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: 5/25/2022 ALV / ALV (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?)

Although academic gaps and discipline gaps are closing, gaps still exist. Our after school tutoring program continues to address academic gaps. The continues to be opportunities for growth in the areas of Teacher monitoring of students and Teacher providing differentiation for students. As next steps, we will extend learning opportunities to our summer program for current K-4 students who are moving to grades 1-5 for the 2022-2023 school year.



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: 4

Date of Summary: 5/25/2022

School: Dodgertown Elementary

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	4
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	4/8, 4/22, 4/29, 5/6
Summary of Observation(s):	Walk-throughs during Amplify lessons and Florida Social Studies lessons to observe implementation of African American History teachings. <u>Grade K , Grade 2</u>

Strategy AAP 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

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>	(%)
6	6	100%	13	21	62	11	16	69%	14	19	74%

**Data should be retrieved from the Power BI 2021 – 2022 Scheduling App – Schedule Audit.*

Schedule Audit | Data updated 6/9/22

Chat in Teams Get insights Subscribe



Intensive Reading Audit: K-5

School
DES

Grade

- 0
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5

86

Ct of K-5 Students

6

Ct Need Fun Read

6

Ct Need Fun Read & Scheduled

(Blank)

Ct Need Fun Read but NOT

Schedule Audit | Data updated 6/9/22

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Intensive Reading Audit: K-5

School
DES

Grade

- 1
☐ 0
☒ 1
☐ 2
☐ 3
☐ 4
☐ 5

82

Ct of K-5 Students

21

Ct Need Fun Read

13

Ct Need Fun Read & Scheduled

8

Ct Need Fun Read but NOT

Schedule Audit | Data updated 6/9/22

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Intensive Reading Audit: K-5

School
DES

Grade

- 2
☐ 0
☐ 1
☒ 2
☐ 3
☐ 4
☐ 5

63

Ct of K-5 Students

16

Ct Need Fun Read

11

Ct Need Fun Read & Scheduled

5

Ct Need Fun Read but NOT

Schedule Audit | Data updated 6/9/22

Chat in Teams Get insights Subscribe



Intensive Reading Audit: K-5

School
DES

Grade

- 3
☐ 0
☐ 1
☐ 2
☒ 3
☐ 4
☐ 5

65

Ct of K-5 Students

19

Ct Need Fun Read

14

Ct Need Fun Read & Scheduled

5

Ct Need Fun Read but NOT

Strategy AAP 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 AAP 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 **Discipline:** 4/5, 4/6, 4/12, 4/13, 4/19, 4/20, 4/26, 4/27, 5/3, 5/4, 5/10, 5/11

Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for **Discipline:**

Action Steps, Initial Meeting

Hold Tier 2 and Tier 3 School-Based Team (SBT) meetings with the Principal, Assistant Principal, Instructional Coaches, Interventionists, homeroom teachers, ESE teachers, School Psychologist, School Counselor, Resource Specialist, and Community Partnership School Wellness Coordinator.

Academics and/or Behavior:

Discuss the progress monitoring of current Tier 2 and Tier 3 students.

Is the intervention implemented with fidelity?

Is the intervention appropriate?

Is the student's response to the intervention positive, questionable, or negative.

Does the intervention need to be modified?

Should the students continue the intervention or exit the intervention.

Do you recommend adding a Tier 3 intervention? If so, which skill deficit should be addressed? Which intervention will meet the need of this skills deficit?

Review the data of students who are not currently receiving Tier 2 or Tier 3 interventions. Do you recommend adding Tier 2 or Tier 3 interventions?

Schedule Individual Problem-Solving Team (IPST) meetings for students for whom Tier 3 interventions were recommended and "call parents into the meeting", if possible. Leave a message for parents. When parents return the call, informed parents of the new level of support that is being implemented to close gaps in academic/behavior expectations.

When necessary, teachers will complete a School Counseling Wellness Referral. The School Counselor will meet with each student then create a schedule to meet with individual student or groups of students to provide social/emotional coping strategies. Group strategies/interventions will be monitored for effectiveness.

When necessary, staff will refer students to the Wellness Coordinator of the Community Partnership School (CPS) program. CPS staff will make referrals to Sequel Care.

Action Step, Follow-up Meeting

Hold Tier 3 Individual Problem-Solving Team (IPST) meetings with the Principal, Assistant Principal, Instructional Coaches, Interventionists, homeroom teachers, ESE teachers, School Psychologist, School Counselor, Resource Specialist, and Community Partnership School Wellness Coordinator.

Call parents into the meeting", if possible. If parents are unavailable, leave a message for parents to return the principal's call. When parents return the call, informed parents of the new

	<p>level of support that is being implemented to close gaps in academic/behavior expectations. Ask for parent input as it relates to successful strategies that are implemented at home. With input from the IPST, determine the Tier 3 intervention for Academic/Behavior.</p> <p>Assign an interventionist/teacher to implement the intervention. The interventionist will implement the intervention with fidelity. Administrators will conduct fidelity walks.</p>
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement:</u>	4/5, 4/6, 4/12, 4/13, 4/19, 4/20, 4/26, 4/27, 5/3, 5/4, 5/10, 5/11
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement:</u>	<p>Action Steps, Initial Meeting</p> <p>Hold Tier 2 and Tier 3 School-Based Team (SBT) meetings with the Principal, Assistant Principal, Instructional Coaches, Interventionists, homeroom teachers, ESE teachers, School Psychologist, School Counselor, Resource Specialist, and Community Partnership School Wellness Coordinator.</p> <p>Academics and/or Behavior:</p> <p>Discuss the progress monitoring of current Tier 2 and Tier 3 students.</p> <p>Is the intervention implemented with fidelity?</p> <p>Is the intervention appropriate?</p> <p>Is the student's response to the intervention positive, questionable, or negative.</p> <p>Does the intervention need to be modified?</p> <p>Should the students continue the intervention or exit the intervention.</p> <p>Do you recommend adding a Tier 3 intervention? If so, which skill deficit should be addressed? Which intervention will meet the need of this skills deficit?</p> <p>Review the data of students who are not currently receiving Tier 2 or Tier 3 interventions. Do you recommend adding Tier 2 or Tier 3 interventions?</p> <p>Schedule Individual Problem-Solving Team (IPST) meetings for students for whom Tier 3 interventions were recommended and "call parents into the meeting", if possible. Leave a message for parents. When parents return the call, informed parents of the new level of support that is being implemented to close gaps in academic/behavior expectations.</p> <p>When necessary, teachers will complete a School Counseling Wellness Referral. The School Counselor will meet with each student then create a schedule to meet with individual student or groups of students to provide social/emotional coping strategies. Group strategies/interventions will be monitored for effectiveness.</p> <p>When necessary, staff will refer students to the Wellness Coordinator of the Community Partnership School (CPS) program. CPS staff will make referrals to Sequel Care.</p> <p>Action Step, Follow-up Meeting</p>

Hold Tier 3 Individual Problem-Solving Team (IPST) meetings with the Principal, Assistant Principal, Instructional Coaches, Interventionists, homeroom teachers, ESE teachers, School Psychologist, School Counselor, Resource Specialist, and Community Partnership School Wellness Coordinator. Call parents into the meeting", if possible. If parents are unavailable, leave a message for parents to return the principal's call. When parents return the call, informed parents of the new level of support that is being implemented to close gaps in academic/behavior expectations. Ask for parent input as it relates to successful strategies that are implemented at home. With input from the IPST, determine the Tier 3 intervention for Academic/Behavior. Assign an interventionist/teacher to implement the intervention. The interventionist will implement the intervention with fidelity. Administrators will conduct fidelity walks.


Today ↑ ↓ April 2022					
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Mar 27	28	29	30	31	Apr 1
8 AM Spring Break	8:15 AM Reentry meeting for AC # 211527	8 AM Canceled: 3rd Grade ELA-EP	8 AM Canceled: 4/5 Writing/ELA-EP	MO OUT	
12:10 PM Canceled: RJ-Community-Cin	10:30 AM Budget Conference - Dodge	8:15 AM Parent Mtg. for K.L. #223232	8:15 AM FSA Administrator Training	8 AM Canceled: 4th and 5th Grade ELA	10 AM A
	12:10 PM Canceled: RJ-Community-Cin	8:30 AM DTE PBIS Model School Walkthru	12:10 PM Canceled: RJ-Community-Cin	8 AM LouLou and Brooke coming hom	10:30 AM
	2:30 PM SW Team Meeting	9:50 AM WV 176781- Annual IEP- OHI	1 PM Haystax New User Training 03/30/22	11:15 AM I.V. 220376 - annual IEP reeval d	12:10 PM
		9:50 AM WV 176781- Annual IEP- OHI	1:30 PM Canceled: Brain Bowl for 3rd Grade	11:15 AM I.V. 220376 - annual IEP reeval d	1:30 PM
		
3	4	5	6	7	8
12:10 PM Canceled: RJ-Community-Cin	Report Cards Home	Grade 3 FSA Reading	8 AM Canceled: 4/5 Writing/ELA-EP	8 AM Canceled: 4th and 5th Grade ELA	8:30 AM
	Report Cards Home	Grade 4th/5th FSA Writing	9 AM Homeless Education Program D	12:10 PM Canceled: RJ-Community-Cin	10 AM B
	9 AM Canceled: FSA Pep Rally	8 AM Canceled: 3rd Grade ELA-EP	10:30 AM Jackie Robinson Day/JRTC-Scho	2:45 PM JJ 202065 Annual IEP	12:10 PM
	9:30 AM Canceled: I-Ready Predicted Profi	8 AM Canceled: R5-Monthly Meetings	12:10 PM Canceled: RJ-Community-Cin	4:15 PM DTE Team Leaders Meeting	1:30 PM
	10:35 AM SM 219258 Annual IEP	9:50 AM JA 216801 - annual IEP - speech o	1 PM Haystax Advanced Training - DHS S		
			
10	11	12	13	14	15
12:10 PM Canceled: RJ-Community-Cin	8 AM STEAM TEAM MEETING	Reminder - "Let's Talk" due by 28th of	8 AM Canceled: 4/5 Writing/ELA-EP	8 AM Canceled: 4th and 5th Grade ELA	No Scho
	12:10 PM Canceled: RJ-Community-Cin	8 AM Canceled: 3rd Grade ELA-EP	9:30 AM Principal Professional Learnin	8:30 AM JA 176853 Case Review (Tentative	7 AM Ea
	2 PM Dodgertown Instructional Coach	8:30 AM J.R. 216237	12:10 PM Canceled: RJ-Community-Cin	9:15 AM Testing Pick up #2/or15th	8 AM
		9:15 AM Mentor Consult	2 PM ND Parent Mtg.	12:10 PM Canceled: RJ-Community-Cin	12:10 PM
		10:45 AM Meet with A. Rieben			1:30 PM
		...			
17	18	19	20	21	22
12:10 PM Canceled: RJ-Community-Cin	9:15 AM Dodgertown Family Engagement	8 AM Sac meeting	8 AM Canceled: 4/5 Writing/ELA-EP	8 AM Canceled: 4th and 5th Grade ELA	12:10 PM
	12:10 PM Canceled: RJ-Community-Cin	8 AM Canceled: 3rd Grade ELA-EP	12:10 PM Canceled: RJ-Community-Cin	9 AM DTE - BPIE w/ Program Specialist	1:30 PM
	1 PM HEP DTE In person Meeting	12:10 PM Canceled: RJ-Community-Cin	1 PM Haystax New User Training 04/20/22	12:10 PM Canceled: RJ-Community-Cin	
	1:30 PM ESE Update for 2022-2023	2:30 PM ELV 223184 Initial DHH IEP		3:30 PM AC 211527 Parent Meeting	
		2:30 PM ELV 223184 Initial DHH IEP			
		...			
24	25	26	27	28	29
12:10 PM Canceled: RJ-Community-Cin	8 AM C.A. (Kinder-Max) Parent Mtg	8 AM Canceled: 3rd Grade ELA-EP	8 AM Canceled: 4/5 Writing/ELA-EP	8 AM Canceled: 4th and 5th Grade ELA	12:10 PM
	10:30 AM KF 218990 MTSS Gifted	8 AM MG 212986 Initial IEP	12:10 PM Canceled: RJ-Community-Cin	12:10 PM Canceled: RJ-Community-Cin	1:30 PM
	12:10 PM Canceled: RJ-Community-Cin	9:15 AM One on One	4 PM Canceled: CLC Meeting		
	1:30 PM April Drills	10:30 AM Canceled: JF 214857-MTSS-Parer			
	1:30 PM April Drills	11:30 AM Equity for All Training (School A			
			







Today ↑ ↓ May 2022 ▾					
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
May 1 12:10 PM Canceled: RJ-Community-Ctr	2 10 AM LP 224394 504 Eligibility Determin. 12:10 PM Canceled: RJ-Community-Ctr 2 PM District PD @ TEC for Elem. School C	3 Grade 4/5 FSA Reading 8 AM Canceled: 3rd-Grade-ELA-CP 8:15 AM DJ 216861 Re-evaluation Review, I 10 AM Executive Team Meeting (CPS) 10 AM RS 217279 Parent Request for an E 12:10 PM Canceled: RJ-Community-Ctr	4 8 AM Canceled: 4/5-Writing/ELA-CP 9 AM Homeless Education Program D 12:10 PM Canceled: RJ-Community-Ctr 1 PM Haystack iOS Mobile Device Advance	5 MO OUT..... 8 AM Canceled: 4th-and-5th-Grade-ELA 12:10 PM Canceled: RJ-Community-Ctr 4:15 PM DTE Team Leaders Meeting	6 12:10 PM € 1:30 PM €
8 MO OUT..... 12:10 PM Canceled: RJ-Community-Ctr	9 8 AM STEAM TEAM MEETING 12:10 PM Canceled: RJ-Community-Ctr 4 PM Canceled: Behavior-Tech-Interview-h	10 Grades 3-5 FSA Math..... Grades 3-5 FSA Math..... 8 AM Canceled: 3rd-Grade-ELA-CP 8:15 AM KL 223232 MTSS - Behavior 9:30 AM FSA test BW ...	11 8 AM Canceled: Principal-Professional-Lee 8 AM Canceled: 4/5-Writing/ELA-CP 8:45 AM Behavior Tech Interviews ...	12 Reminder - "Let's Talk" due by 28th of 8 AM Canceled: 4th-and-5th-Grade-ELA 9:30 AM Canceled: M5-215659-504-Eval-an ...	13 9 AM FSA I 10 AM Bler 12:10 PM €
15 12:10 PM Canceled: RJ-Community-Ctr	16 5th Grade Science..... 9:50 AM 02 Promo Review Committee Me 12:10 PM Canceled: RJ-Community-Ctr 3:15 PM LT 217493 Ann IEP, Elig (Dismiss D	17 8 AM HJ 214745 MTSS/504 Eval & Draft PI 8 AM SAC Meeting 8 AM Canceled: 3rd-Grade-ELA-CP 9 AM CT 214951 Ann DD w/ OT,LI IEP - Dis ...	18 (No subject) 8 AM Canceled: 4/5-Writing/ELA-CP 9 AM 5th Grade Laptop + Collection 9 AM finish I-Ready LT 9:30 AM Dodgertown PIP Surfacing by Sw ...	19 9 AM Off campus..... 8 AM Canceled: 4th-and-5th-Grade-ELA 9 AM Canceled: FSA-PICK-UP-SCIENCE-B-L 9:15 AM Safety Drills-May-Fire & AA 9:30 AM i-Ready Tyra, A.N. ...	20 7 AM Cane 9:30 AM i- 12:10 PM € 12:25 PM H
22 12:10 PM Canceled: RJ-Community-Ctr	23 9 AM elementary master schedule meetin 9:15 AM 3rd Grade Awards Ceremony 9:15 AM 3rd Grade Awards Ceremony 12:10 PM Canceled: RJ-Community-Ctr 1:30 PM Kindergarten Awards Ceremony 1:30 PM Kindergarten Awards Ceremony	24 8 AM Canceled: JRF-214254-Elig-Det-Draft 8 AM Canceled: 3rd-Grade-ELA-CP 8:30 AM CPR/AED/Project Training 8:30 AM KPS 211236 MTSS - Parent Reque 9:15 AM 4th Grade Awards Ceremony ...	25 8 AM Teacher Laptop/Charger Collection 8 AM Canceled: 4/5-Writing/ELA-CP 8 AM Teacher Laptop/Charger Collection 9:15 AM 1st Grade Awards Ceremony 9:15 AM 1st Grade Awards Ceremony ...	26 8 AM STEAM SHOWCASE 8 AM Canceled: 4th-and-5th-Grade-ELA 9:30 AM 5th Grade Awards Ceremony 9:30 AM 5th Grade Awards Ceremony 12:10 PM Canceled: RJ-Community-Ctr ...	27 Last Day fo Report Can Report Can 9:30 AM 5t 9:30 AM 5t
29 12:10 PM Canceled: RJ-Community-Ctr	30 NO SCHOOL..... 12:10 PM Canceled: RJ-Community-Ctr	31 12:10 PM Canceled: RJ-Community-Ctr	Jun 1 Optional Teacher Day 9 AM Homeless Education Program D 10 AM Canceled: FEMA-Training 12 PM Shelter Training for Shelter Pets 12 PM Lunch	2 7:30 AM STEP into Kindergarten PD 12:10 PM Canceled: RJ-Community-Ctr 4:15 PM DTE Team Leaders Meeting	3 12:10 PM €


Strategy AAP 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:	<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.


Vernette, Aretha
To: Bass, Scott
Cc: Racine, Kristen

 209818.T.G.5days.pdf
18 KB
  211527.A.C.5days.pdf
17 KB
  213102.J.H.4days.pdf
17 KB
  213922.S.W.3days.pdf
17 KB
  214857.J.F.1day.pdf
17 KB
  216428.Z.H.3days.pdf
18 KB


 223184.B.W.5days_Plan.504.p...
17 KB







7 attachments (119 KB) Save all to OneDrive - School District of Indian River County Download all


Mr. Bass,

Attached, please find the seven (7) out-of-school suspensions (OSS) that we have issued this year.

OSS Documentation


Bass, Scott
To: Vernette, Aretha; Correa, Marie-Solange; Crisafulli, Beth

 209818.T.G.5days.pdf
18 KB
  211527.A.C.5days.pdf
17 KB
  213102.J.H.4days.pdf
17 KB
  213922.S.W.3days.pdf
17 KB
  214857.J.F.1day.pdf
17 KB
  216428.Z.H.3days.pdf
18 KB




 223184.B.W.5days_Plan.504.p...
17 KB

7 attachments (119 KB) Save all to OneDrive - School District of Indian River County Download all

All Approved.....catch up documentation.

Scott Bass
 Deputy Superintendent
 School District of Indian River County
 772-564-3075
 Scott.bass@indianriverschools.org

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. This communication may contain privileged and confidential information intended only for the addressee(s) as not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. The School Board of Indian River County Florida expressly prohibits cyberbullying, by or towards any student or employee. See Policy 55.17.01, Bullying and Harassment for additional information.

 Reply
  Reply all
  Forward

Strategy AAP 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:	04-21-2022
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):	<p>1. <u>School reviews SIP with the IR Team.</u></p> <ul style="list-style-type: none"> o CONTINUOUS IMPROVEMENT CYCLE o Ensure that there is a <u>clear understanding of the High Yield Strategies and the implementation steps that will need to occur to successfully sustain or improve instructional practices</u> o Ensure that there is a <u>clear system to monitor the implementation steps and provide feedback</u> o How will you know that the <u>school improvement process is Successful and Sustaining and improving High Yield Strategies To maximize return on investments?</u> o Ensure that the <u>school improvement process is A topic of every school leadership team meeting</u> o Ensure that the <u>SIP process is Shared with stakeholders</u> o Use the <u>implementation steps and formative classroom data chats to decide on the success of the implementation and the impact on student outcomes</u>

DTE - BPIE w/ Program Specialist

🕒

Thu 4/21/2022 9:00 AM - 12:00 PM

📍

DTE Rm 202

Join

📅

Calendar

Longhini-Halbin, Amanda invited you.

Accepted 5, Didn't respond 3

☰

Ms. Vernetta, Please forward to a gen ed teacher that you want to attend. Also, if you have a parent that we could invite as well and I will send the invite out. Please...


Strategy AAP 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:

04-04-2022

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
65	207	29.5%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		We were able to ramp up participation in our extracurricular end of year musical/dance performance by including the younger siblings of “graduating” 5 th graders into the musical/dance performance in May by sending home individual invitations with each student to parents and guardians. (Civics, Safety Patrol, Moonshot Academy, Extended Day Program, Musical/Dance Performance)
(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.*



Extracurricular Activities

Last Updated: 5/31/2022

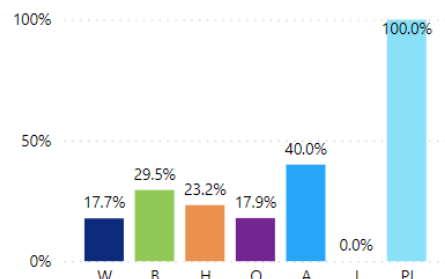
Note: SDIRC does not systematically track Extracurricular activities for Charter School students.

Count of Students by Activity

ACTIVITY	W	B	H	O	A	PI	Total
Cheerleading		1					1
Moonshot Academy	7	16	8	1	1		33
Peer Mentoring (5th Graders)		1					1
Safety Patrol		15	3	2			20
Tutoring	7	32	12	3	1	1	56
Total	14	65	23	6	2	1	111

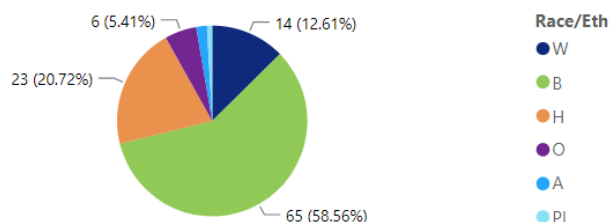
Count & Percent of KG-12, non-Charter Students Involved in 1+ Activity

Race/Eth	Ct EC	Ct Enroll	% EC
W	14	79	17.7%
B	61	207	29.5%
H	23	99	23.2%
O	5	28	17.9%
A	2	5	40.0%
I	0	2	0.0%
PI	1	1	100.0%
NR	0		
Total	106	421	25.2%



In the above data table and bar graph, students are only counted once even if they are participating in more than one Extracurricular Activity. Therefore, the totals on these visuals will not match the totals on the other visuals.

Racial/Ethnic Distribution of Students in All Extracurricular Activities



Strategy AAP 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:	1
Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
50%	50%
(Optional) Additional information:	Principal and Assistant Principal, Custodian Interview