



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

District Office/Department: Curriculum and Instruction

In September 2022, the School District of Indian River County initiated the implementation of the 2022-2023 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 2022-2023 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/supervisor of each school/location:

- Action steps included within the 2022-2023 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 October 17, 2022: KB (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?)

The structural reorganization of the Office of Curriculum and Instruction has created pathways of expertise and intentional support through the designation of a Director of Academic Success for Elementary Schools and a Director of Academic Success for Secondary Schools. These designations provide the necessary oversight and establishment of high academic expectations in support of data-driven problem solving and needs-based supports to schools to specifically address achievement disparities.

Additionally, quarter 1 of the 2022-2023 academic year established the foundation for the first year of implementation of the Acceleration Team. The Acceleration Team is made up of 2 literacy coaches, 1 interventionist, and one coordinator who oversees the work being done at Vero Beach Elementary to accelerate primary students' learning. This team, in collaboration with the Vero Beach Elementary Leadership team provides additional support daily to teachers and students, with the primary focus on K-3. Their goal is to increase ELA proficiency scores and to help all students succeed.

Quarter 1: 08.10.2022 – 10.10.2022

Quarter 2: 10.11.2022 – 12.21.2022

Quarter 3: 01.09.2023 – 03.17.2023

Quarter 4: 03.27.2023 – 05.31.2023



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Date of Summary: October 14, 2022

District Office: Curriculum and Instruction

Strategies: 1.3, 2.1, 2.4, 3.2, and 4.1

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.

Date(s) of Support Provided to School Leadership Teams
(i.e., August 1, 2022)

July 29, 2022 - VBHS Principal
August 3, 2022 - SRHS Principal
September 12-13, 2022 - Provided testing support for SRHS
September 26, 2022 - VBHS & SRHS Leadership, Lead Counselor, and Coaches

Summary of Planned Action Steps

- Reviewed a list of students not on track to graduate
- Encourage ongoing outreach and communication with families
- Provided school-based testing support in the specific areas pertaining to graduation requirements
- Additional support times via A2 and after-school tutoring
- Graduation Coach, Math Coach, and Literacy Coach supports with intensive interventions/study skills
- Add the school-based SAT Day for seniors who have not met graduation requirements

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

Date(s) of Support Provided for Problem Solving for Discipline and/or Achievement Disparities
(i.e., August 1, 2022)

Beachland Elementary: August 8, 2022, August 29, 2022, September 8, 2022, and October 6, 2022

Citrus Elementary: August 4, 2022, August 7, 2022, August 10-15, 2022, August 16, 2022, August 23, 2022, August 31, 2022, September 7, 2022, September 13, 2022, September 19, 2022, September 27, 2022, and October 4, 2022

Dodgertown Elementary: August 4-9, 2022, August 10-15, 2022, August 16, 2022, August 26, 2022, September



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2, 2022, September 7, 2022, September 13, 2022, September 19, 2022, and October 3, 2022

Fellsmere Elementary: August 9, 2022, August 19, 2022, September 6, 2022, September 12, 2022, September 21, 2022, and October 7, 2022

Gifford Middle: August 4, 2022, August 11, 2022, August 15, 2022, August 29, 2022, September 2, 2022, September 9, 2022, September 12, 2022, and September 19, 2022

Glendale Elementary: August 4, 2022, August 22, 2022, August 25, 2022, September 6, 2022, September 13, 2022, September 19, 2022, and October 6, 2022

Indian River Academy: August 8, 2022, August 23, 2022, September 7, 2022, and September 22, 2022

IR PREP: September 19, 2022

Liberty Magnet: August 9, 2022, August 30, 2022, September 26, 2022, and October 10, 2022

Osceola Magnet: August 4, 2022, August 29, 2022, and September 22, 2022

Oslo Middle: August 10, 2022, August 18, 2022, August 26, 2022, August 29, 2022, September 7, 2022, September 13, 2022, September 20, 2022, September 22, 2022, and October 6, 2022

Pelican Island Elementary: August 9, 2022, August 18, 2022, August 25, 2022, September 6, 2022, September 15, 2022, September 20, 2022, September 26, 2022, and October 10, 2022

Sebastian Elementary: August 9, 2022, August 18, 2022, August 30, 2022, September 9, 2022, and September 23, 2022

Sebastian River High: August 3, 2022, August 11, 2022, August 18, 2022, August 22, 2022, August 30, 2022, September 7, 2022, September 15, 2022, and October 4, 2022

Sebastian River Middle: August 3, 2022, August 11, 2022, August 16, 2022, August 22, 2022, August 30, 2022, September 9, 2022, September 15, 2022, and September 20, 2022

Storm Grove Middle: August 10, 2022, August 25, 2022, August 30, 2022, and September 16, 2022

Treasure Coast Elementary: August 9, 2022, August 30, 2022, and September 20, 2022

Vero Beach Elementary: August 4, 2022, August 22, 2022, September 16, 2022, and September 21, 2022



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	Vero Beach High: August 10, 2022, August 18, 2022, August 25, 2022, August 30, 2022, September 2, 2022m September 7, 2022, September 13, 2022, September 21, 2022, and October 10, 2022
Summary of Planned Action Steps	<p>Elementary: There were a variety of ways that the district leadership curriculum and instruction team decided upon the various support levels for the 13 elementary schools. One-way schools were identified as to how many visits they would receive monthly, based on last year's state assessment scores. Also taken into account was the support the school received last year, and if the leadership team had new members on it. Due to these factors, we decided the following schools would receive support weekly form Director of Elementary Education, as well as the different curriculum specialists in ELA, Math or Science: Citrus Elementary, Dodgertown Elementary, Fellsmere Elementary, Glendale Elementary, Sebastian Elementary.</p> <p>These schools would receive support twice a month: Indian River Academy, Treasure Coast Elementary, Vero Beach Elementary</p> <p>These schools, that were all A grade schools for the 2021-2022 school year, would receive support once a month, unless the schools ask for more: Beachland Elementary, Osceola Magnet Elementary, Liberty Magnet Elementary, Rosewood Magnet Elementary.</p> <p>In addition, the Acceleration Team is made up of 2 literacy coaches, 1 interventionist and one coordinator who oversees the work being done at Vero Beach Elementary to accelerate primary students' learning. This team, in collaboration with the Vero Beach Elementary Leadership team provides additional support daily to teachers and students, with the primary focus on K-3. Their goal is to increase ELA proficiency scores and to help all students succeed.</p> <p>Lastly, the Reading Achievement Initiative for Scholastic Excellence (RAISE) program establishes criteria for identifying schools for additional support. The criteria include schools with students in grades Kindergarten through five, where 50 percent or more of its students, in any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment. The</p>



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criteria also include students in grades Kindergarten through three, identified using the new coordinated screening and progress monitoring system, who are not on track to pass the statewide ELA assessment. This year the schools that had one grade level below the 50% threshold include: Citrus, Fellsmere, Glendale, Indian River Academy, Pelican Island, Sebastian, Treasure Coast. Vero Beach Elementary and Dodgertown were targeted schools, as they had more than one grade receiving less than 50% proficiency in ELA state assessments. Because of the acceleration team's work at Vero Beach Elementary, the school designated to receive the most support is Dodgertown, with monthly visits from the RAISE coordinator in our area. During these meetings, Curriculum and Instruction support the school as well, and learning walks occur with next steps for standards-based instruction and monitoring. The RAISE coordinator has also been scheduled to work in a collaborative planning time with each of the grade levels. Scheduled meeting times through January, thus far, are: September 19, 2022, October 18, 2022, November 8, 2022, December 8, 2022, and January 24, 2023.

Secondary: August 29-30 were scheduled as intentional meeting dates with the principal to review the SDIRC School Improvement Plans (SIPs) to assess and approve specific actions steps in support of advancing the achievement of Black/African American students.

All secondary schools are visited at least weekly by a member of the C & I Team. Schools are tiered for support with additional supports provided as needed at each school.

Strategy AAAP 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 (i.e., August 1, 2022)

September 16, 2022 – Final draft for Phase 1 of School Improvement Plans due in the Canvas Instructional Leadership Hub

September 16 – September 30, 2022 – District-level review of goals and actions steps by various office and departments (Department of Innovation – Family and



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	<p>Community Engagement; Office of Strategic Planning and Support Services – Culture and Climate; and Office of Curriculum and Instruction – Academic)</p> <p>October 10, 2022 – Overview of the School Improvement Process presentation by Mrs. Baysura at the Superintendent’s Workshop</p> <p>October 13, 2022 – Final Draft of Phase 1 and Phase 2 SIPs due in the Canvas Instructional Leadership Hub</p> <p>October 24, 2022 – All SDIRC School Improvement Plans on the consent agenda at the School Board Business Meeting</p>
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Strategy AAAP 3.2: Facilitate a taskforce that includes community members in which perspectives, feedback, and support will be gathered to ensure equitable access to educational experiences for students districtwide.

Date of Taskforce Meeting(s) (i.e., August 1, 2022)	Zero (0) C.L.I.M.A.T.E. Task Force meetings occurred during the quarter 1 reporting window.
Summary of Planned Action Steps	September 21, 2022 – Engaged in a planning and preparation meeting with the Chair of the C.L.I.M.A.T.E. Task Force in support of the vision for year two (2) of implementation.

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/Ethnicity	
Black/African American (%)	White, Non-Hispanic (%)
29	106