



## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

**Quarter of the School Year: 1**

**School: Liberty Magnet**

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 Click or tap to enter a date.: 10/24/22 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?)

During Quarter 1, students have been assessed to determine their academic needs. Data from the assessments has been used to create small groups and tiered instruction that focuses on students' needs. District approved curriculum is being taught. Mentor and Buddy groups have been created to build habits of success and relationships early. Research based strategies are being used for student engagement and teacher monitoring. Click or tap here to enter text.



## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

Date of Summary: October 21, 2022

School: Liberty Magnet

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4

**Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.**

Number of Walk-throughs to Observe Implementation of African American History Teachings	Choose an item.
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	9/20/22
Summary of Observation(s):	Ray Charles: students studying inspirational stories about individuals who overcame challenges posed by disabilities.

**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 (i.e., August 1, 2022)	Week of 8/15/22, 9/5/22, 10/3/22
--	----------------------------------

#### African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)
3	4		1			4					

*\*Data should be retrieved from the Power BI 2022 – 2023 Scheduling App – ScheduleAudit.*

**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: (i.e., August 1, 2022)	
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.**



## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

#### Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)

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

#### Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based support to schools to specifically address identified discipline and achievement disparities.

Discipline	
Date(s) of Problem-Solving Session(s) for <u>Discipline</u> :	9/5, 9/12, 9/19, 9/26, 10/3, 10/10
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Use of token boards, check in/check out systems, staggered dismissal times, Behavior checklists, scheduled breaks, social skills lessons.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	Week of 8/29-9/2 Week of 9/19-9/23 Week of 10/10-10/14
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	-Improve incident documentation -Focus on phrasing goals positively -Teacher training

#### 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)

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

#### 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: (i.e., August 1, 2022)	9/14/22	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input type="checkbox"/> Yes <input type="checkbox"/> No*	* If no, what modifications will be made to address the achievement gap?



## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	<ul style="list-style-type: none"> <li>-Mentors assigned</li> <li>-Family Engagement added</li> <li>-Focus on monitoring and engagement</li> <li>-Increase student talk during whole group instruction</li> </ul>
--	---

**Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.**

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:		
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 (%)
<b>15</b>	43 (3 <sup>rd</sup> -5 <sup>th</sup> )	35%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		
(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.**

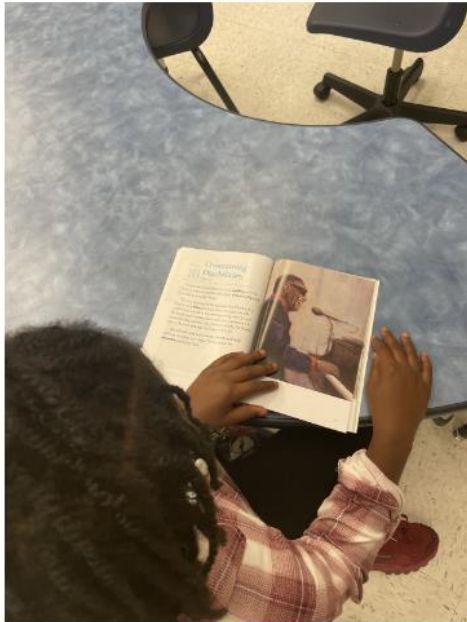
Number of Interviews Conducted by the Interview Committee:	1
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0	100
(OPTIONAL) Additional information:	No African American candidates



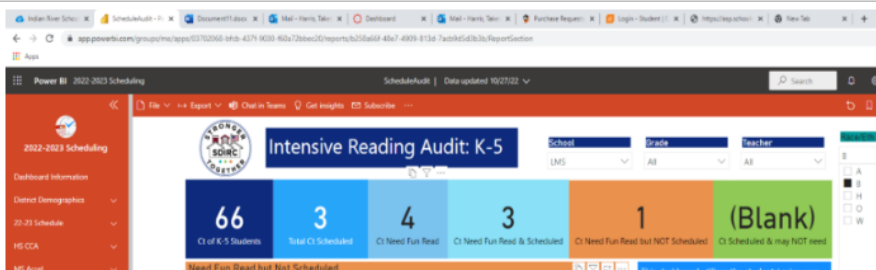
## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.



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.





# African American Achievement Plan 2022-2023

## Assurances of Implementation of Strategies/Action Steps

Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based support to schools to specifically address identified discipline and achievement disparities.

Liberty Magnet School  
DATA MEETING AGENDA

Assessment:

- Class Proficient on these assessments =
- Proficient 2.5s=
- Proficient African American Students=
- Proficient Hispanic Students=

Skill/Standard:	% <u>not</u> proficient:
Next Steps/Remediation:	

Skill/Standard:	% <u>not</u> proficient:
Next Steps/Remediation:	