



## African American Achievement Plan 2022-2023 Assurances of Implementation of Strategies/Action Steps

**Quarter of the School Year: 2**

**District Office/Department: Strategic Planning and Support Services**

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 December 20, 2022: PL (SS) BM (A&R) (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?)

We see the continued need for the AIM intervention meetings with students and school staff. Students that are identified based on the EWS dashboard need direction, strategies, and guidance in addressing any poor grades. For example, we experienced secondary students that needed to just dress out for physical education to pass the class. Therefore, next steps would be to connect with their school counselor to follow-up on their progress and ensure that students are better navigating little nuances that have an impact on their overall academic success.

Our A2OSS problem-solving meetings have been helpful in directly addressing any issues associated with any A2OSS school referrals. The data reviews are helpful in pinpointing any trends in referrals. We see a high number of inappropriate behaviors, fighting, and tobacco/E-Cigarettes/Vaping codes associated with A2OSS assignments. Next steps would involve identifying specific resources and strategies to educate students attending A2OSS with positive behaviors (replacement



## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

behaviors) to prevent a return to A2OSS. In addition, students need strategies to better navigate difficult situations. Currently, the return rate of students to A2OSS is at 5% which is positive.

As Power BI dashboards become more robust and engrained in district- and school-level problem solving, we have seen a consistent improvement in district- and school-based abilities for understanding the data displayed in these dashboards. This has allowed for additional opportunities to expand on refining the problem-solving process at all levels. A focus on equitable administration of interventions continues to be central to all problem-solving meetings. A continued extension of this same level of understanding to the school leaderships is our primary opportunity for growth into the third quarter. Additionally, the Department of A&R has launched extensive data dashboards for teachers and will use the training opportunities to expand data-based problem solving to the teacher level is our second opportunity for growth.



# African American Achievement Plan 2022-2023

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Date of Summary: December 20, 2022

District Office: Strategic Planning and Support Services

Strategies: 1.3, 2.1, 2.2, 2.3, 3.3, and 5.4

### 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/Updates to the Early Warning System Dashboard (i.e., August 1, 2022)	<p>AIM Intervention/School Team Meetings occurred on each secondary campus. Administration teams were given the list of identified students using the EWS dashboard that were identified based on the following criteria: one or more retentions, one or more suspension events in the previous/current school year, three or more Office Discipline Referrals as of 10.15.22.</p> <p>Gifford MS, 11.1.22            VBHS FLC, 11.8.22            Oslo MS, 11.17.22            VBHS MS, 12.1.22            SRHS, 12.1.22 &amp; 12.6.22</p>
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\*Attach examples of the Early Warning System Dashboard

### 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)	<p><u>Impact Review Data Dive with School Counselor</u></p> <p>Sebastian Elem, 10.11.22            Treasure Coast, 10.11.22            IRA, 10.12.22            OMES, 10.12.22            VBE, 10.13.22            DTE, 10.13.22</p> <p><u>Problem Solving Meetings with Accountability and Research</u></p> <p>ESE Dept, 11.14.22, 12.12.22            SS Dept, 10.24.22, 10.27.22</p>
Summary of Planned Action Steps	Attached Agenda with Next Steps



## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

#### Strategy AAAP 2.2: Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.

Date(s) of Professional Development Provided for Alternative Discipline Interventions & Supports (i.e., August 1, 2022)	<u>Date of Elementary PD (Professional Development) - (SS)</u>
	10.25.22
	11.29.22
	12.20.22
	<u>Date of Secondary School Counselor PD -(SS)</u>
	11.30.22

\*Attach examples of professional development materials

#### Strategy AAAP 2.3: Monitor trends in the use of classroom removals for discipline and alternatives to out-of-school suspension to provide needed supports for school-level problem-solving related to behavior and discipline.

Date(s) and Locations(s) of Supports for School-level Problem-solving (i.e., August 1, 2022)	<u>A2OSS Meetings</u>	<u>School Visits</u>
	10/14/22	SRHS - 11/14/22
	11/2/22	VBHS - 11/29/22

-Equity Profiles: Submitted at the end of October.

#### Strategy AAAP 3.3: Maintain public-facing dynamic, data dashboards that provide easily accessible educational outcome data that is disaggregated by race/ethnicity.

Link: [Access Data](#)

Date(s) of Maintenance (i.e., August 1, 2022)	Roll Over 11.1.2022
	Updated 12.2.2022

#### Strategy AAAP 5.4: Continue to provide evidence of implementation of the AAAP and progress monitoring, including a 5-year progress monitoring framework, on the District's public-facing website.

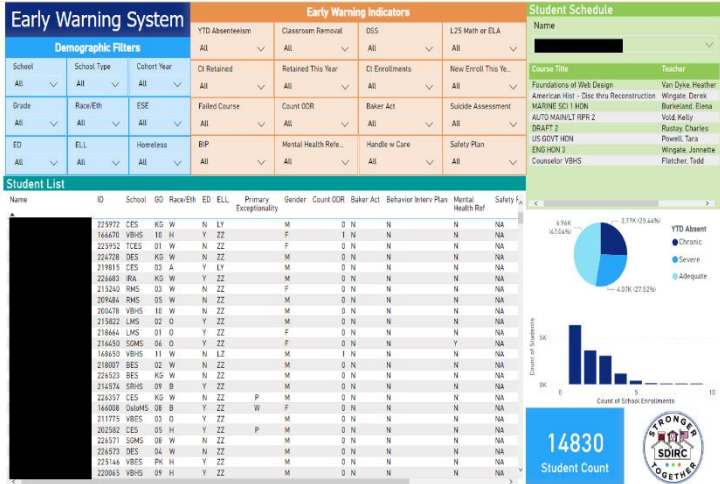
\*Attach example of evidence of the updated progress monitoring framework for the quarter



# African American Achievement Plan 2022-2023

## Assurances of Implementation of Strategies/Action Steps

### Artifacts AAAP 1.3:



### Artifacts AAAP 2.1:

### Climate & Culture Impact Review Tool

Date: \_\_\_\_\_ School: \_\_\_\_\_ District: \_\_\_\_\_

School Representative: \_\_\_\_\_ District Representative: \_\_\_\_\_

Meeting purpose: To identify school-based climate & culture needs via data analysis.

Climate & Culture BP Goals:

During Impact Review, utilize Power BI to complete required discussion questions below.

Baseline	2022-2023	2023-2024
Baseline: School Climate Survey	2022-2023 School Climate Survey	2023-2024 School Climate Survey
Baseline: Student Perception Survey	2022-2023 Student Perception Survey	2023-2024 Student Perception Survey
Baseline: Teacher Perception Survey	2022-2023 Teacher Perception Survey	2023-2024 Teacher Perception Survey
Baseline: Parent Perception Survey	2022-2023 Parent Perception Survey	2023-2024 Parent Perception Survey
Baseline: Community Perception Survey	2022-2023 Community Perception Survey	2023-2024 Community Perception Survey
Baseline: School Climate Survey	2022-2023 School Climate Survey	2023-2024 School Climate Survey
Baseline: Student Perception Survey	2022-2023 Student Perception Survey	2023-2024 Student Perception Survey
Baseline: Teacher Perception Survey	2022-2023 Teacher Perception Survey	2023-2024 Teacher Perception Survey
Baseline: Parent Perception Survey	2022-2023 Parent Perception Survey	2023-2024 Parent Perception Survey
Baseline: Community Perception Survey	2022-2023 Community Perception Survey	2023-2024 Community Perception Survey
Baseline: School Climate Survey	2022-2023 School Climate Survey	2023-2024 School Climate Survey
Baseline: Student Perception Survey	2022-2023 Student Perception Survey	2023-2024 Student Perception Survey
Baseline: Teacher Perception Survey	2022-2023 Teacher Perception Survey	2023-2024 Teacher Perception Survey
Baseline: Parent Perception Survey	2022-2023 Parent Perception Survey	2023-2024 Parent Perception Survey
Baseline: Community Perception Survey	2022-2023 Community Perception Survey	2023-2024 Community Perception Survey

**Lead to action questions:**

- Are there any disparities for the three categories above?
- If so, how can we be proactive in addressing these concerns?
- How are the school-wide expectations being communicated to students, and what is the frequency of the communication?
- What supports are in place for students with multiple discipline events?

**Attendance:**

Baseline (2022-2023)	Current (2023-2024)
Baseline: Attendance Survey	Current: Attendance Survey
Baseline: Student Perception Survey	Current: Student Perception Survey
Baseline: Teacher Perception Survey	Current: Teacher Perception Survey
Baseline: Parent Perception Survey	Current: Parent Perception Survey
Baseline: Community Perception Survey	Current: Community Perception Survey
Baseline: School Climate Survey	Current: School Climate Survey
Baseline: Student Perception Survey	Current: Student Perception Survey
Baseline: Teacher Perception Survey	Current: Teacher Perception Survey
Baseline: Parent Perception Survey	Current: Parent Perception Survey
Baseline: Community Perception Survey	Current: Community Perception Survey

**Lead to action questions:**

- Are there any disparities for the two categories above?
- If so, how can we be proactive in addressing these concerns?

### Productive Monitoring

Baseline	2022-2023	2023-2024
Baseline: Productive Monitoring Survey	2022-2023 Productive Monitoring Survey	2023-2024 Productive Monitoring Survey
Baseline: Student Perception Survey	2022-2023 Student Perception Survey	2023-2024 Student Perception Survey
Baseline: Teacher Perception Survey	2022-2023 Teacher Perception Survey	2023-2024 Teacher Perception Survey
Baseline: Parent Perception Survey	2022-2023 Parent Perception Survey	2023-2024 Parent Perception Survey
Baseline: Community Perception Survey	2022-2023 Community Perception Survey	2023-2024 Community Perception Survey
Baseline: School Climate Survey	2022-2023 School Climate Survey	2023-2024 School Climate Survey
Baseline: Student Perception Survey	2022-2023 Student Perception Survey	2023-2024 Student Perception Survey
Baseline: Teacher Perception Survey	2022-2023 Teacher Perception Survey	2023-2024 Teacher Perception Survey
Baseline: Parent Perception Survey	2022-2023 Parent Perception Survey	2023-2024 Parent Perception Survey
Baseline: Community Perception Survey	2022-2023 Community Perception Survey	2023-2024 Community Perception Survey

**Lead to action questions:**

- What supports are in place for each group?
- What is the frequency of students "off track" being met with?
- What support is needed to ensure student success?

**Summary of next steps to support BP goals:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# African American Achievement Plan 2022-2023

## Assurances of Implementation of Strategies/Action Steps

### Artifacts AAAP 2.1:

#### Department of Accountability and Research Meeting Agenda

Title: ESE Discipline 10+ Days  
Location: Teams Meeting



Date	Action Items	Power BI App if Applicable	Person Responsible	Status
11/14/2022	<b>Noticing:</b> Discrepancy between discipline suspension and attendance suspension. <b>Action:</b> Possible Discipline-Attendance Audit Dashboard: Training of Staff, email principals to remind procedures.	Discipline: Classroom Removals	A. Seeley will relay to ESE staff members to remind school based staff to address. Dr. McMahon will look at dashboard and handle emailing principals.	DONE
11/14/2022	Relook at Location List - when do they meet OTHER? What are those locations? Is there room to add new locations?	Discipline	Program Specialist to gather this information from Administrators. ABR will look at discipline data in FOCUS.	12/12/2022: After reviewing it - it appears to be more of a data entry issue. Filter on the Student Detail page Filter Other for Location when having discussions around problem solving. ESE, SS, ABR will continue to remind staff to be mindful of this field.
11/14/2022	Inappropriate Behavior: Could it be more specific to capture that information for problem solving	Discipline	Dr. McMahon will discuss at SS Leadership Meeting. Potential long-term problem solving this summer.	Admin Escalation of Level 1 in FOCUS defines it slightly better, but there is still a need to clarify. SS has initiated meetings with SS, ESE and ABR for more clarification.
12/12/2022	Capturing Attendance and Referral	Discipline	Reviewed the beginning of a dashboard that is Discipline and Attendance Audit.	Will be meeting with IT to review logs. Once done and published ABR will release to school staff.
12/12/2022	Risk-Ratio	Discipline	OSS is diving the disproportionality (4.8 for ESE - 3.66 for All)	Dr. McMahon to review why the risk ratio is different when all clicked or none clicked for CR Type. Slight error.
12/12/2022	Student Data	Extended Cabinet	Reviewed the comparison of two-week period.	N/A
12/12/2022	Student List	Discipline	Dr. McMahon will review with Jess Rojas in January.	

#### Department of Accountability and Research Meeting Agenda

Title: SS Discipline  
Location: Teams Meeting



Date	Action Items	Power BI App if Applicable	Person Responsible	Status
10/27/2022	Reviewed OSS - Overall Disproportionate at 4	Discipline	N/A	N/A
10/27/2022	What is the new OSS - ESE-504 Code	Discipline	Dr. McMahon will follow up with ESE	Done
10/27/2022	Reminder: United Way Funding Opportunity	N/A	Dr. McMahon will follow up with United Way	Done
10/27/2022	Reviewed new pages to Discipline App - Student Detail - Student Detail	Discipline 22-23	Dr. McMahon	N/A
10/27/2022	Add - School Drop Down - Route Number - Map redactions of Transportation Professionals File - Date Slider	Transportation Page - Discipline	Dr. McMahon	In Progress
10/27/2022	Add Teacher Name to Student Discipline Log	Target Teacher Dashboards: Discipline	Dr. McMahon	Done
10/27/2022	Reviewed Discipline page on Target Teacher App	Target Teacher Dashboards: Discipline	Dr. McMahon	N/A
10/27/2022	Add Teacher Code to pull in for Minor Infraction description	District/School View - Discipline 22-23	Dr. McMahon and IT	Done
10/27/2022	Add Reported by to Student Detail page of the table	Student Detail - Discipline 22-23	Dr. McMahon	Done
10/27/2022	Could there be a Letter Sent counter box under each Level of Truancy (Ex: 17 Count Per 95 Letters Sent)	Habitually Truant - Attendance	Dr. McMahon	In Progress
10/27/2022	Can there be some kind of Counter Box regarding Bullying and Harassment? - How many were reported? - Which were substantiated/not substantiated? Information in the FERPA's tab in FOCUS - Date, Student Name, Student ID, SES, Student Grade Level / Acting Teacher could give more details	Discipline	Dr. McMahon and Ashley Dowdell	In Progress
10/27/2022	Is Filter going to be pulled out of Attendance for School?	Attendance	Dr. McMahon - Filter by Grade on Dashboards - Not included in Staff Matters dashboard	Done

### Artifacts AAAP 2.2



Location: D.O. Multipurpose Room  
Date: 10/25/22  
Time: 8:00 a.m.

#### Meeting Agenda

- I. 8:00 – 8:50 A.M. - PBIS Behavior Boosters with Claudia Navarro
- II. 8:50 – 9:00 A.M. - BREAK
- III. 9:00 – 10:00 A.M. - Power Hour with Ginger Bernal
  - a) SDIRC Updates
  - b) Attendance/Bullying Campaign Check-ins
  - c) Power BI- Data dive into discipline data
  - d) Impact Review Feedback
- IV. Questions/Feedback
- V. Adjournment



Location: D.O. Multipurpose Room  
Date: 11/29/22  
Time: 8:00 a.m.

#### Meeting Agenda

- I. 8:00 – 8:40 A.M. - Parent Acknowledgement Focus update with Julie Kastensmidt
- II. 8:40 – 8:55 A.M. - Transitioning to 6th Grade with Sara Ange
- III. 8:55 – 9:00 A.M. - BREAK
- IV. 9:00 – 10:00 A.M. - Power Hour with Ginger Bernal
  - a) SDIRC Updates & Reminders-
    - i) December 12, 2022 @ 5:30 P.M. Board Meeting honoring 2022-23 FLSCOY
    - ii) Calendar events for December and January
  - b) MW Documentation Data using Focus
  - c) Working with Marginalized Youth During the Holidays
  - d) Needs
- V. Questions/Feedback
- VI. Adjournment



# African American Achievement Plan 2022-2023

## Assurances of Implementation of Strategies/Action Steps

### Agenda

11.30.22

- Problem Solving Discipline Data
- SCOIR and You Science
- Secondary Curriculum Updates
- Parent Acknowledgment Form Updates
- AIM
- Ripple Effects
- Upcoming Events



### Artifacts AAAP 2.3:

**MEETING AGENDA**  
*zone*  
STUDENT SERVICES

**DATE:** 11/2/22  
**TIME:** 2:15 p.m. to 2:45 p.m.  
**PURPOSE:** A2055  
**FACILITATOR:** Paula Lewis, Ed.D.

**AGENDA TOPICS**

- PowerBI Review
- ADOBE Sign
- Data-based Decision Problem-Solving
- Any Additions to this agenda?
- Questions?

**ATTENDANCE:**

- ☒ Leslie Wallace
- ☒ Tunjua Nathaniel
- ☒ Ashley Dowdell
- ☒ Paula Lewis
- ☐ LaVonne Walker

*Happiest Wednesday*

**Power BI**

**Data Review: Attendance & Discipline**

Department of Student Services Vero Beach High School, November 29, 2022

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

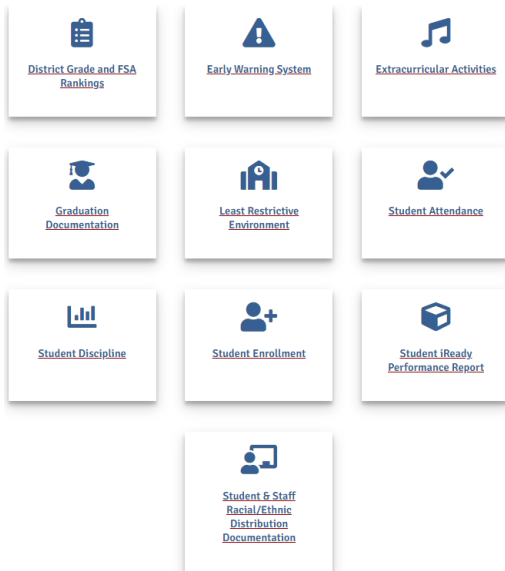




# African American Achievement Plan 2022-2023

## Assurances of Implementation of Strategies/Action Steps

### Artifacts AAAP 3.3:



### Artifacts AAAP 5.4:

## iReady Performance Summary

Last Updated: 10/24/2022

Note: SDIRC does not track iReady data for Charter Schools.

All District, Non-Charter, PK-12 Students

Year	2018-2019								
	Fall			Winter			Spring		
	Ct Students Test	Ct On Grade Lvl	% On Grade Lvl	Ct Students Test	Ct On Grade Lvl	% On Grade Lvl	Ct Students Test	Ct On Grade Lvl	% On Grade Lvl
White	3691	1559	42%	3713	2227	60%	3643	2535	70%
Hispanic	2058	523	25%	2069	864	42%	2020	1100	54%
Black	1451	273	19%	1464	531	36%	1420	679	48%
Two or More	1795	491	27%	1886	820	43%	1862	1011	54%
Asian	343	122	36%	345	187	54%	337	215	64%
Pac Islander	99	43	43%	99	64	65%	98	72	73%
Am Indian	**	**	**	**	**	**	**	**	**

#### Achievement Gaps

Year	2018-2019						2019-2020						2020-2021						2021		
	ELA			Math			ELA			Math			ELA			Math					
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Spring				
Hispanic / White Gap	17%	18%	15%	13%	14%	11%	16%	16%	13%	14%	14%	15%	17%	11%	16%	17%	14%	15%	15%		
Black / White Gap	23%	24%	22%	22%	25%	22%	22%	23%	21%	27%	18%	22%	23%	15%	26%	28%	22%	22%	19%		

**Year**

☒ All

☐ 2018-2019

☐ 2019-2020

☐ 2020-2021

☐ 2021-2022

☐ 2022-2023

**School Name**

**Race Ethnicity**

**Grade Level**

\*2019-2020: Due to the school closures as a result of COVID-19, the spring iReady diagnostic results are not reported here.

\*\* 2022-2023: Due to changes in state assessments, SDIRC delayed the administration of the Fall diagnostics until October.

Source: iReady and FOCUS Student Information System.