**Quarter of the School Year: 4**

**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 June 7, 2023: \_\_\_\_KG, AB, and KS\_\_\_ (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?)

​​Department of Academic Success

​In review of our Tier one and two data for the 2022-2023 school year, administration and coaches reviewed each teacher’s scores on FAST 3 and i-Ready End of Year assessments for K-8 (and ACHIEVE 3000 data for Grades 9-12) to review the consistency of quality instruction across each grade level. Data with all stakeholders and district staff will be reviewed, creating theory of action and action plans for the upcoming school year on June 8 meeting. Next year, school leadership teams, and our own Curriculum and Instruction district team, will continue to provide support to teachers as they plan and execute lessons, so all students can find success, and we realize that differentiation is a next step.

**Quarter of the School Year: 4**

**Date of Summary: June 7, 2023**

**District Office: Curriculum and Instruction**

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

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| 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)* | **SRHS**: 3/27, 3/29 4/20, 4/27, 5/10, 5/26  **VBHS:** 3/27, 3/29, 4/5, 4/6, 4/24, 5/8, 5/11, 5/26, 5/30 |
| Summary of Planned Action Steps | Director of Secondary Programs met with the high schools to review interventions in place regarding who is on track for graduation, and what other supports are needed to help the graduation rate. |

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| 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)* | **SECONDARY VISITS from Director:**  **GMS**: 3/28, 3/29, 4/6, 4/24, 5/8, 5/17, 5/22, 6/5  **OMS:** 3/29, 4/5, 4/24, 5/15  **SGMS**: 3/29, 4/5, 4/24, 5/15  **SRMS**: 3/27,3/29, 4/3, 4/6, 4/20, 5/16  **SRHS**: 3/27, 3/29 4/20, 4/27, 5/10, 5/26  **VBHS:** 3/27, 3/29, 4/5, 4/6, 4/24, 5/8, 5/11, 5/26, 5/30  **ELEMENTARY VISITS from Director:**  **Beachland Elementary**: 4/10, 5/5  **Citrus Elementary**: 3/27, 4/5  **Dodgertown Elementary:** 3/27, 4/17, 5/1  **Fellsmere Elementary**: 3/29, 4/11, 4/20  **Glendale Elementary**: 3/28, 4/6  **Indian River Academy**: 3/27, 4/10, 4/24  **Liberty Magnet**: 4/14, 5/2  **Osceola Magnet**: 3/28, 4/24, 5/8  **Pelican Island Elementary**: 3/30, 4/3, 4/20, 4/25  **Rosewood Magnet**: 3/28, 4/17  **Sebastian Elementary:** 3/29, 4/11, 4/20  **Treasure Coast Elementary**: 4/3, 4/27  **Vero Beach Elementary:** 3/27, 4/5, 4/11, 4/18, 4/25, 5/4, 5/9, 5/16  (few visits in May due to state testing)  **MEETINGS (**Secondary and Elementary)  Data Com: 3/16  Principal Budget Meetings for All Schools: 3/30, 3/31  Coach Meetings: 4/19, 5/15-5/19  Principal and AP Meeting: 6/8 |
| Summary of Planned Action Steps | **School Visits:** All schools are visited at least twice a month in Q 4 by a member of the C & I Team, and at least twice by the Director. Schools continue to be tiered for support with additional supports provided as needed at each school, to fit the academic, behavioral, or other needs based on data.    **Meetings:** Scheduled as intentional meeting dates with the leadership groups where the SDIRC School Improvement Plans (SIPs) were reviewed to assess and approve specific actions steps in support of advancing the achievement of all students, and to problem solve in areas for all to find success. |

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| 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)* | N/A |

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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)* |  |
| 04.19.2023 | Strategic Planning for Year 2 of the Task Force |
| 05.24.2023 | Understanding the Science of Reading and Early Learning Programs |

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| 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 (%) |
| 3% | **97%** |