



African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 4

School: Indian River Academy

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 2, 2023: _____ JN _____ (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?)

After reviewing our action step implementation for the quarter, we held 2 schoolwide PBIS events to acknowledge students displaying our school wide PBIS expectations. We continued collaborative planning with coaches or admin weekly, with an emphasis on 5th grade science. We are actively increasing parent and family engagement activities for this school year and have communicated these engagement nights through School Messenger phone calls, Monthly parent newsletters, and social media. In Quarter 4, we held several family nights including a Salute to the Troops event and award ceremonies for each grade level K-6. After completing 3rd-5th grades FAST testing for PM3, we are averaging about 55% proficiency in both reading and math. As we await science scores, we feel that the proficiency will at least match reading scores.



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Date of Summary: May 10, 2023

School: Indian River Academy

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	1
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	April 17, 2023
Summary of Observation(s):	<p>Harriet Tubman, Part I</p> <p>PRIMARY FOCUS OF LESSON</p> <p>Speaking and Listening Students will review events that occurred in American history prior to the Civil War. <i>ELA.12.EE.1</i></p> <p>Reading Students will explain what Harriet Tubman's life was like as a child. <i>LEW.12.P.2</i></p> <p>Students will make inferences and use evidence to support understanding. <i>ELA.12.EE.1</i></p> <p>Language Students will demonstrate an understanding of the Tier 2 word value. <i>ELA.2.V.3</i></p> <p>Speaking and Listening Students will share information and ideas that focus on the topic under discussion. <i>ELA.2.C.1; ELA.12.EE.1</i></p> <p>Writing Students will write an entry in a Civil War journal describing the early part of Harriet Tubman's life. <i>ELA.2.C.2; ELA.12.EE.1</i></p> <p>FORMATIVE ASSESSMENT</p> <p>Activity Page 12 Civil War Journal Students will write an entry in a Civil War journal describing the early part of Harriet Tubman's life. <i>LEW.12.P.2</i></p>

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)	May 3, 2023, May 4, 2023, May 5, 2023, May 10, 2023, May 15, 2023
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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 (%)
1	1	100%	0	0	0%	2	3	67%	2	3	67%



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**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>(i.e., August 1, 2022)</i>	
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.

**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 supports to schools to specifically address identified discipline and achievement disparities.

Discipline

Date(s) of Problem-Solving Session(s) for <u>Discipline</u> :	3/29/23, 4/5/23, 4/27/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Power Bi Data is reviewed for trends, PBIS events created and scheduled based on needs identified in data reviews. Weekly schoolwide Sanford Harmony lessons are determined based on the needs of each grade level and facilitated by the school counselor.

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	5/9/23, 5/10/23, 5/11/23, 5/15/23, 5/16/23, 5/17/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	PM3 assessment data for all subjects and grades, including classroom grades and assessments were reviewed. Grade level teachers, coaches, ESE, admin, and ELL support met as a promotion review committee to determine retentions and promotions with PMPs.

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.



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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>(i.e., August 1, 2022)</i>	5/2/23 during School Leadership Meeting	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes	* If no, what modifications will be made to address the achievement gap?
	<input type="checkbox"/> No*	
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	Administrators, Coaches, and teachers participate in data chats based on State Assessments and forecasted scores to create next steps for students, Review SIP and action steps with staff, Weekly Science planning, intentional planning for accountable talk and monitoring, fidelity walks for morning meeting, PBIS events on Wed or Fridays, Kinder and 1st grade families are provided with monthly information on attendance to decrease absences.	

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		April 21, 2023	
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 (%)	
32	142	23%	



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Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	Social Media, Connect Ed calls, Monthly Newsletters by Grade Level, Parent Permission is sent home
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	
<i>*Data should be retrieved from the Power Bi Extracurricular Activities public-facing dashboard.</i>	

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:	0
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0	0
(OPTIONAL) Additional information:	

Quarter 4 Evidence:

Strategy AAAP 2.1: April and May PBIS Events: April 28, 2023 & May 19, 2023



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Strategy AAAP 3.1: Track Meet: April 15, 2023



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Strategy AAAP 3.1: Salute to the Troops/Family Night: May 24, 2023



Strategy AAAP 4.3: SDIRC Job Fair: April 18, 2023





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Strategy AAAP 2.1: Florida Prepaid Scholarship Opportunity:

