



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 4

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 June 2, 2023: JJK (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?)

For

As 4th quarter comes to an end, we reviewed the data of our African American students to plan for future instruction. 15 Of our African American students scored below grade level in ELA and 13 scored below grade level in math. Therefore, 65% of our African American student in were proficient on the ELA and 70% of our African American students were proficient in math. We improved 6% in ELA from last year's score of 59% proficient and 3% from last year's score of 67%. We will continued to employ research based strategies, encouraging high engagement processes and continue teacher monitoring to ensure future growth among all subgroups.



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Quarter of the School Year: 2

Date of Summary: June 6, 2023

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 **2**

African American History Teachings

Date(s) of Support Provided to School Leadership Teams **3/9, 4/28**

(i.e., August 1, 2022)

Summary of Observation(s):

- **3rd grade -- African American aviators**
- **2nd grade was researching African American Inventors.**

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 **4/4, 4/11, 4/25, 5/9**

Performing in the Lowest Quartile in Grades K-3

(i.e., August 1, 2022)

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 (%)
0	0	100%	1	1	100%	0	0	100%	1	1	100%

**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.



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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 Discipline:

4/3, 4/10, 4/17, 4/24, 5/1, 5/8, 5/15, 5/22

Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Discipline:

Social skills lessons implemented; daily check in/check out. Use of token boards, check in/check out systems, staggered dismissal times, behavior checklists, scheduled breaks, point sheets.

Achievement

4/4, 4/11, 4/25, 5/9

Date(s) of Problem-Solving Session(s) for Achievement:

Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement:

-Improve engagement
-holding all students to consistently high standards.

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)

5/4

Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?

☒ Yes
☐ No*

* If no, what modifications will be made to address the achievement gap?

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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Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):

- Restate learning goal throughout the lesson.
- Provide students with specific, academic feedback.
- Use formative assessment data to create small groups and provide methods for students to check their work.
- Travel to other groups to check student progress during small group instruction.
- Increase student collaboration with chunking and turn and talk by scaffolding with specific response expectations.
- Whiteboards – allow “think” time and have students cover their answer to discourage copying.

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
(#)	(#)	(%)
25	68	36.7

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:

Any upcoming extracurricular activities are shared during the principals’ calls on Sunday evenings. Additionally, extracurricular opportunities are shared on the morning announcements when appropriate.

(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: **Mrs. Harris and Dr. Keaton**

Percentage of Interviewers on Interview Committee by Race

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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Black/African American

(%)

50%

White, Non-Hispanic

(%)

50%

(OPTIONAL) Additional information:

[illegible]

Ct Scheduled & may NOT need

[illegible]

Name	Course Title
All	All

Full Schedule

Scheduled and may not need

ART - GRADE K	5001010K	10	Hicks, Angela
CONDUCTK	CONDUCTK 01	01	Gamez, Viviana
HEALTH - Kindergarten	5008020	06	Gamez, Viviana
LANG ARTS GRADE K	5010041K	02	Gamez, Viviana
LIB SKLS//INFO LIT K	5011000K	13	Lunsford, Jamie
MATH GRADE K	5012020K	03	Gamez, Viviana
MUS CHORAL E	5013010K	11	St Petyer, Sherrill
BUCCAL CEN/INFORMATION	ENTENOV	13	Barry, Gabriella

AAAP 1.2

1st grade

1st Grade Reading Audio K-5

LMS

1

All

>

Race/Eth

B

>

ESE

>

All

>

ED

>

All

>

ELL

>

1

1

(Blank)

(Blank)

Ct Need Fun Read

Ct Need Fun Read & Scheduled

Ct Need Fun Read but NOT Scheduled

Ct Scheduled & may NOT need

Need Fun Read but Not Scheduled

Student ID Schl Name Gd Race/Eth ED ESE ELL PM1 SS PM1 AL PM1 Per PM2 SS PM2 AL PM2 Per 22 FSA IR

L25/35 ELA

>

All

>

22 FSA Bucket

>

All

>

Full Schedule

Scheduled and may not need

Student ID Schl Name Gd Race/Eth ED ESE ELL PM1 SS PM1 AL PM1 Per PM2 SS PM2 AL PM2 Per 22 FSA IR

Name	Course Title	CourseID	Period	Teacher
All	>	All	>	>

ART - GRADE 1	CONDUCT1	50010201	10	Hicks, Angela
HEALTH - GRADE 1	CONDUCT1	5008030	09	Wieragoda, Beth
LANG ARTS GRADE 1	LIB SLKS/INFO LIT 1	50100421	02	Wieragoda, Beth
MATH GRADE ONE	MATH GRADE ONE	50110101	13	Lunford, Jamie
MUS CHORAL E	MUS CHORAL E	50120301	03	Wieragoda, Beth
DIVERSAL EDUCATION 1	ENTEN201	50130101	11	St Petery, Sherry
			12	Maryann, Cathalia

PPAP 1.2

2nd grade

Hydromag Reading Audio K 2

LMS

2

All

Race/Eth

8

ESE

All

ED

All

ELL

(Blank) (Blank) (Blank)

Ct Need Fun Read Ct Need Fun Read & Scheduled Ct Need Fun Read but NOT Scheduled Ct Scheduled & may NOT need

Need Fun Read but Not Scheduled

Student ID Schl Name Gd Race/Eth ED ESE ELL PM1 SS PM1 AL PM1 Per PM2 SS PM2 AL PM2 Per 22 FSA IR

L25/35 ELA

All

All

22 FSA Bucket

All

Full Schedule

Scheduled and may not need

Student ID Schl Name Gd Race/Eth ED ESE ELL PM1 SS PM1 AL PM1 Per PM2 SS PM2 AL PM2 Per 22 FSA IR

Name	Course Title	CourselD	Period	Teacher
All		All		

ART - GRADE 2	50010302	10	Hicks, Angela
CONDUCT2	CONDUCT2	01	Hessberger Tara
HEALTH - GRADE 2	5008040	09	Hessberger Tara
LANG ARTS GRADE 2	50100432	02	Hessberger Tara
LIB SLKS/INFO LIT 2	50110202	13	Lunsford, Jamie
MATH GRADE TWO	50120402	03	Hessberger Tara
MUS CHORAL E	50130102	11	St Petery, Sherry
DANCE/AT CHORAL E	50130102	11	St Petery, Sherry

AAHP 1.2

3rd grade

Language Reading Audit K-5

LMS

3

All

6

Race/Eth

ESE

All

ED

All

ELL

All

L25/35 ELA

All

22 FSA Bucket

All

1

1

(Blank)

(Blank)

Need Fun Read but Not Scheduled

Ct Need Fun Read

Ct Need Fun Read & Scheduled

Ct Need Fun Read but NOT Scheduled

Ct Scheduled & may NOT need

Student ID Schl Name Gd Race/Eth ED ESE ELL PM1 SS PM1 AL PM1 Per PM2 SS PM2 AL PM2 Per 22 FSA IR

3rd grade ELA L25/35 ELA 22 FSA Bucket

Full Schedule

Scheduled and may not need

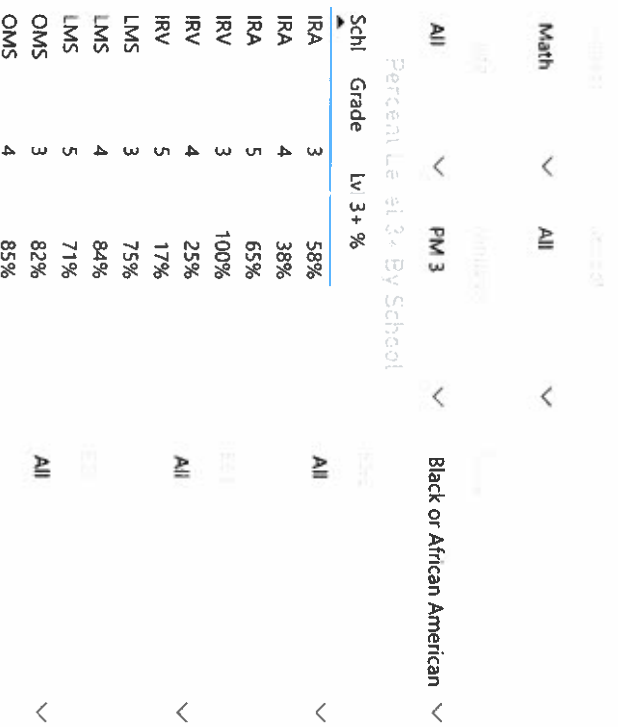
Student ID Schl Name Gd Race/Eth ED ESE ELL PM1 SS PM1 AL PM1 Per PM2 SS PM2 AL PM2 Per 22 FSA IR

Name	Course Title	CourseID	Period	Teacher
All	All			
	ART - INTERM 1	50010403	10	Hicks, Angela
	CONDUCT3	CONDUCT3	01	Antosh, Courtr
	HEALTH - GRADE 3	5008050	09	Antosh, Courtr
	LANG ARTS GRADE 3	50100443	02	Antosh, Courtr
	LIB SLKS/INFO LIT 3	50110303	13	Lunsford, Jamie
	MATH GRADE THREE	50120503	03	Antosh, Courtr
	MUS CHORAL E	50130103	11	St Petery, Shen
	UNIVERSAL ENLIGHTENING 3	50120503	13	Antosh, Courtr

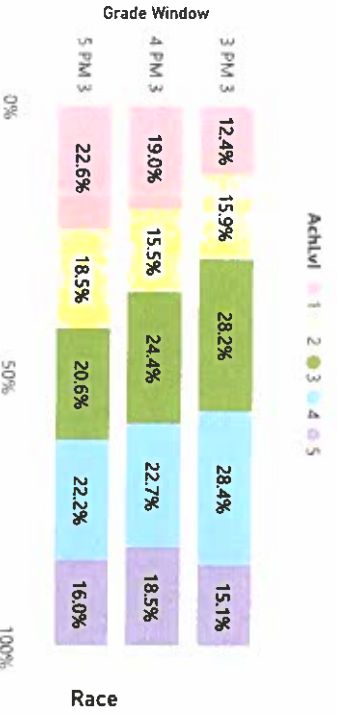
AAAP 2.1

EOY

ELA data



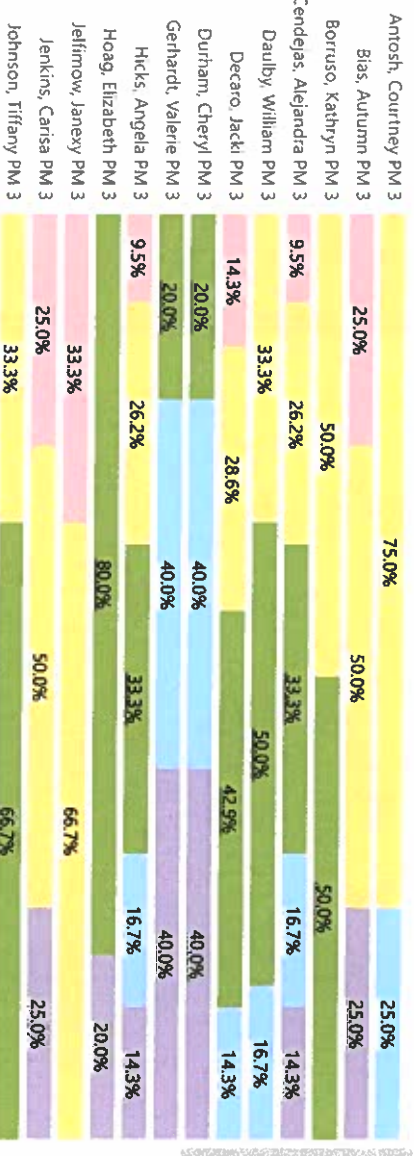
Distinctive Percent Students by Achievement Level



PM1 Percent Students by Subgroup

PM2 Percent Students by Subgroup

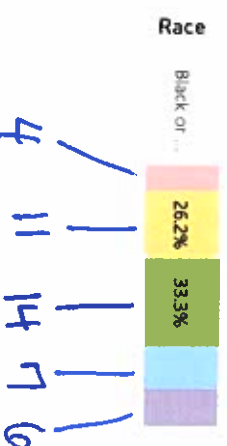
PM3 Percent Students by Subgroup



Race

Race

Race



School	Grade	FAST Subj...	Window	Course Title	Teacher
All	▼	All	▼	Math	▼
Percent Students by Teacher					
AchLvl 1 2 3 4 5					
Antosh, Courtney PM 3			75.0%		25.0%
Bias, Autumn PM 3	12.5%		50.0%		12.5%
Borruso, Kathryn PM 3				100.0%	
Cendejas, Alejandra PM 3	9.5%	21.4%	23.8%		14.3%
Daubly, William PM 3	16.7%	16.7%		66.7%	
Decaro, Jacki PM 3	14.3%	14.3%	14.3%	57.1%	
Durham, Cheryl PM 3	20.0%			80.0%	
Gerhardt, Valerie PM 3	20.0%			80.0%	
Hicks, Angela PM 3	9.5%	21.4%	23.8%		14.3%
Hoag, Elizabeth PM 3	20.0%			20.0%	40.0%
Jelfinow, Janey PM 3		33.3%		33.3%	
Jenkins, Carisa PM 3	12.5%		50.0%		12.5%
Johnson, Tiffany PM 3			66.7%		



4	1
9	1
10	1
13	1
6	1

APP 2.1

SCHOOL GRADE: ELEMENTARY

Year

School Grade by School

Schl	Charter		Schl	ELA ACH	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	SCI ACH	Total Pts	Grade Percent	Grade
LMS	No	>	BES	37%	55%	56%	15%	43%	42%	26%	274	39%	D
			CEB	43%	43%	25%	56%	49%	36%	19%	271	39%	D
			DES	35%	57%	47%	29%	43%	46%	15%	272	39%	D
			FES	40%	50%	50%	20%	50%	50%	33%	293	42%	C
			GES	22%	43%	54%	23%	25%	15%	28%	210	30%	F
			IRA	32%	41%	27%	49%	67%	57%	40%	313	45%	C
			LMS	59%	71%	67%	67%	61%	70%	38%	433	62%	A
			OMS	58%	79%	75%	64%	60%	50%	47%	433	62%	A
			PIES	41%	64%	75%	34%	41%	33%	38%	326	47%	C
			RMS	52%	59%	50%	63%	53%	29%	40%	346	49%	C
			SES	33%	65%	40%	33%	47%	47%	39%	304	43%	C
			TCEB	45%	58%	67%	45%	42%	50%	21%	328	47%	C
			VBES	36%	55%	64%	38%	61%	57%	14%	325	46%	C

59%

67%

ELA ACH	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	SCI ACH	Total Pts	Total	Grade
ELA ACH	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	SCI ACH	Total Pts	Total	Grade
ELA ACH	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	SCI ACH	Total Pts	Total	Grade

APPAP 3.1

Extracurricular Activities

All

543

145

3

58

16

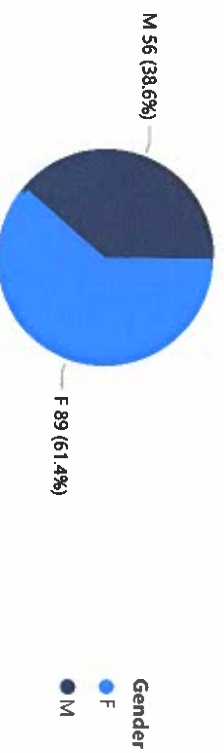
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ACTIVITY	B	H	O	W
Chorus	18	13	5	59
Safety Patrol	5	4		26
School News Broadcasting Club	2	1	1	11
Total	25	18	6	96

Race/Ethnic Distribution of Students in All Activities



Distribution of Gender Students in Activities



Distribution of My Kid Can Recipients in All Activities



All	>
Extracurriculars 1	>
All	>
School News	>
Gender	>
All	>
Race/Ethnicity	>
All	>
Gender	>
All	>
My Kid Can Recipient	>
All	>