African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 4

School: Osceola 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 7, 2023: _____JMN_____ (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?)

The leadership team will continue implementing weekly trend walks and monthly walks with district office. The principal will modify digital walkthrough forms to include evidence of required instruction artifacts. Schedule monthly meetings with discipline/PBIS committee in 23-24 SY.

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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African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 4

Date of Summary: May 31, 2023

School: Osceola 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	2
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2022)*	3/28/23; 4/24/23
Summary of Observation(s):	Continue implementing monthly walks to ensure teachings are occurring.

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)*	

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**	**0%**	**1**	**1**	**1%**	**1**	**1**	**1%**	**0**	**0**	**0%**

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:	

Quarter 1: 08.10.2022 – 10.10.2022
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Strategy AAAP 1.4<mark>(SECONDARY ONLY)</mark>: 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>:	4/28/23; 5/12/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>:	SET expectations need to be posted in common areas so teachers can utilize the expectations for re-teachings; need final push to incentivize students to meet SET expectations- plan PBIS celebrations for classes to earn; continue to share current discipline data with staff
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u>:	3/29/23; 3/30/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>:	Re-organize tiered instruction groupings based on Spring iReady data

Strategy AAAP 2.2 <mark>(SECONDARY ONLY)</mark>: 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)*	4/24/23

Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
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Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	X Yes ☐No*	* If no, what modifications will be made to address the achievement gap?
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	Continue implementing differentiated instruction to close the achievement gaps and providing feedback to teachers regarding monitoring and differentiation.	

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:	4/3/23	
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 (%)
0	0	0
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	No extra curricular activities offered at this time	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		

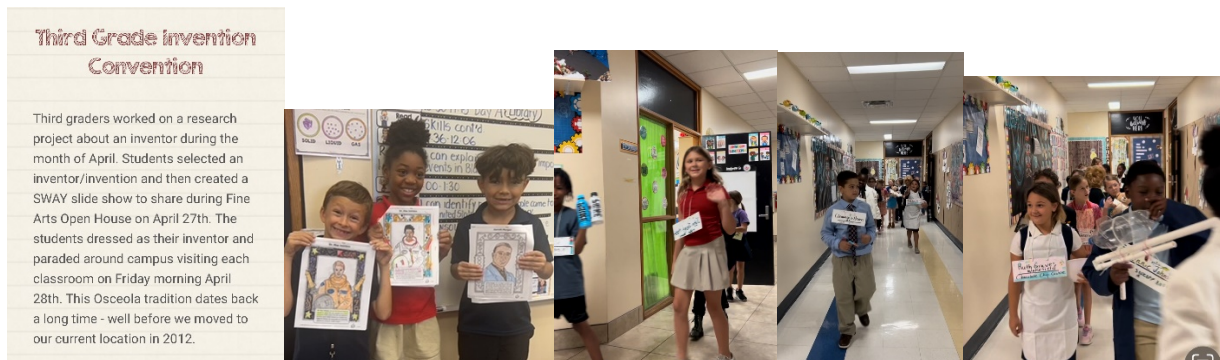*Data should be retrieved from the Power Bi Extracurricular Activities public-facing dashboard.*

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:	4
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
25%	75%
(OPTIONAL) Additional information:	

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Strategy 1.1 Evidences:

Strategy 2.1 evidences

Academic Data Chats

Discipline Data Chats

Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
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Strategy 2.4 Evidences