African American Achievement Plan 2023-2024
Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Gifford Middle School

In October 2023, the School District of Indian River County initiated the implementation of the 2023-2024 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 2023-2024 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 2023-2024 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 November 16, 2023: _____CB_____ (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 continue to make steps towards a much more proportional data set when related to representation of African American students. The school-based team is remaining vigilant in ensuring that systems and measures are in place to continue to move the mark in the right direction.

When we review our discipline data there is a high rate of African American students that are getting Aspire and/or ALTOSS. We are aware and are working to ensure that there is a higher sense of vigilance when considering consequences.

School District of Indian River County

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STRONGER TOGETHER SDIRC

Quarter of the School Year: 1

Date of Summary: November 16, 2023

School: Gifford Middle

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 standards are implemented in alignment with established curriculum maps for grades K-12.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	6
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2023)*	9/20/23, 9/27/23, 10/18/23, 10/25/23, 11/8/23, 11/15/23
Summary of Observation(s):	Develop and implement a curriculum matrix that integrates African American History teachings in grades 6-8 that is included in the curriculum map. Conducted at least 4 quarterly Classroom walk throughs to ensure integration into classroom instruction and provide written report of feedback

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, 2023)*	

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 (%)*

==Data should be retrieved from the Power BI ES Leadership Compliance – 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, 2023)*	9/11/23, 9/18/23, 10/2/23, 10/9/23, 10/16/23, 10/23/23, 10/30/23, 11/6/23, 11/13/23
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	The following is a summary of the intervention/tutoring/enrichment groups developed based off of the Data Review Mtgs:

	- Math Tutoring Focusing on our level 2.5's 14 of the 43 which are black students that fall into this category - Wednesdays from 2:45-4:30pm - Math interventions with 61 students that are Level 2.5's 18 of which are black students. - Mon-Tues 19 6th Graders - Th-F 35 7th Graders - Fri 7 8th Graders - ELA Intervention with 31 students on the following schedule: 9 Students 1 hr a day 5 days a week 8 are Black 22 Students 1 hr a day 4 days a week 16 are Black - Course Recovery for Math and ELA - We have 4 staying 1 night afterschool and 3 are Black - Alg/Geo Math afterschool tutoring for 14 students 3 are Black - M-T-Th 2:45-4:30pm 7th Grade Civics Tutoring for 13 students 9 are Black - M-T 2:45-4:30pm 6th-7th- 8th Grade Sci Tutoring with HEP students 6th Grade Monday 1 hr a day 4 are seen and 3 are Black 7th Grade Th 1 hr a day 8 are seen and 6 are Black 8th Grade T-W-F 1 hr a day 3 are seen and 2 are Black - Math Coaching Cycles with district support

Strategy AAAP 1.4(SECONDARY ONLY): Implement processes to ensure that advanced and accelerated courses in middle school and high school are accessible to African American students.

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 (%)
17%	**82%**

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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>:	9/11/23, 9/18/23, 10/2/23, 10/9/23, 10/16/23, 10/23/23, 10/30/23, 11/6/23, 11/13/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>:	Met with the schools Deans to develop a plan to monitor ODR's. The first task on the list was to identify and implement a point-based CICO level system and expectations tied to schoolwide expectations/PBIS. This system provides consistency for the students, as well as for the teachers in the class. Research proves that these students will excel in environments that are consistent with rules and expectations. Collected data is broke down into a "yes" or a "no" for that time period, which provided the student a percentage of behavior daily. This not only helps the students stay on track of their behavior, provides a visually track, gives parents a daily synopsis, but also provides a daily lesson of math with percentages for the students.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u>:	9/11/23, 9/18/23, 10/2/23, 10/9/23, 10/16/23, 10/23/23, 10/30/23, 11/6/23, 11/13/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>:	Monitor data to ensure that African American students who are not on grade level per 22_23 PM3 FAST Data/Current PM1 FAST Data/Current iReady Data or who show a substantial deficiency in reading/math in grades 6,7,8 per teachers observations as aligned with the reading intervention as defined by the district reading plan are correctly placed in intensive reading, receiving additional tutoring support, or intervention support from reading teachers and/or Math Coach during their elective blocks and/or afterschool on M-T-Th. A similar approach is taken with regards to Science and Civics based on student assessment scores, formative assessment data, and teacher observational data.

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)

Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023
Quarter 2: 10.12.2023 – 12.20.2023; Completion of Reflection & Quarterly Data Due 01.12.2024
Quarter 3: 01.08.2024 – 03.19.2024: Completion of Reflection & Quarterly Data Due 03.29.2024
Quarter 4: 03.20.2024 – 05.31.2024: Completion of Reflection & Quarterly Data Due 06.07.2024

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Black/African American (%)	White, Non-Hispanic (%)
38%	**61%**

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, 2023)*	9/11/23, 10/9/23, 11/6/23	
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?
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	1. Attend collaborative planning mtg. 2. Admin attend the collaborative planning meetings to see implementation of the department crafted Collaborative Planning Forms. 3. Admin attend the collaborative planning meetings to see implementation of the Collaborative Planning process. 4. Monitor process and refine steps as needed. 5. Provide ongoing feedback to the departments as needed. 6. Conduct data chats during planning to ensure student needs are being met in the African American Subgroup. 7. Evident transfer of items and strategies discussed in collaborative planning being evident in fidelity walks and evaluative walks. 8. Evidence of lessons containing district adopted instructional materials and curriculum maps.	

Strategy AAAP 3.1 (ALL SCHOOLS): 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:	9/11/23, 10/9/23, 11/6/23

Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023 Page **5** of 6
Quarter 2: 10.12.2023 – 12.20.2023; Completion of Reflection & Quarterly Data Due 01.12.2024
Quarter 3: 01.08.2024 – 03.19.2024: Completion of Reflection & Quarterly Data Due 03.29.2024
Quarter 4: 03.20.2024 – 05.31.2024: Completion of Reflection & Quarterly Data Due 06.07.2024

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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 (%)
110	255	38%

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	Availability of Extracurricular Activities include: Posting on Twitter, Facebook, School Website, Connect Ed Calls, Flyers being sent home.
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	12

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:	18

Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
32%	68%
(OPTIONAL) Additional information:	