



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

**Quarter of the School Year: 2**

**School: Indian River Academy**

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 January 10, 2024: \_\_\_\_\_ KR \_\_\_\_\_ (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?)

- Collaborative planning with coaches or admin weekly. We have been focusing on how we can include Monitoring, Feedback and Engagement. Agendas will be updated and moving forward will be turned in weekly to Admin with teacher signature.
- Coaches/Teachers review monthly i-Ready pass rates, minutes and unit assessments per class and students track progress.
- Teachers conference with students at least bi-weekly
- SLT built RTI groups based on PM2 data to ensure FunRead students and lower performing students had T2 or T3 instruction. Staff Data chats were conducted for all grade levels.
- A2 grouping will be added on to fill in openings with BQ and Bubble students.
- Looking at overall PM2 scores and rankings for FAST, grade levels agreed adjustment need to be made as we approach the final stretch.



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- We also completed monthly walkthroughs with leadership team looking for evidence of Standards Based Instruction and tasks, Monitoring, Feedback and Engagement. Admin goal is to increase walks through in Collaborative Planning, RTI Fidelity checks and Classroom Walkthrough.
- In Science for Q2 our grade level average scores were at or above 65%. Grade levels have a goal of increasing that average to 75% or higher.



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Date of Summary: January 9, 2024









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 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 (school based only) (Walkthrough/Observations)
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2023)	10/24/23, 11/2/23, 11/13/23, 11/16/23, 12/4/23, 12/6/23
Summary of Observation(s):	Teachers observations and walkthroughs. Students observed in Grade 4 and 5 learning about poetry with a focus on African American contributors such as Duke Ellington and Marian Anderson. Articles, stories and class discussions observed. Grade 3 studied the history of African Americans within Amplify.

### 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)						11/1/23, 11/28/23, 11/29/23, 12/13/23					
African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
		Percent (%)			Percent (%)			Percent (%)			Percent (%)
Ct Need Fun Read	Ct Need Fun Read But NOT Scheduled		Ct Need Fun Read	Ct Need Fun Read But NOT Scheduled		Ct Need Fun Read	Ct Need Fun Read But NOT Scheduled		Ct Need Fun Read	Ct Need Fun Read But NOT Scheduled	
10	1	90%	2	1	50%	4	4	100%	6	6	100%

\*Data should be retrieved from the Power BI ES Leadership Compliance – Schedule Audit.

### 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)	
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	



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**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 (%)

**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> :	10/19/23, 10/23/23, 10/26/23, 11/14/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	T2 and T3 behavior plans reviewed as well as students with point sheet. Adjustments made when necessary. Additional support added for students that are still working on behavioral success. Coaching cycles for teachers that may have difficulty with behavior management continued. Student, Behavior Tech, and Admin check in check out with students reviewed. T3 plans still need to be finished up. Multiple request have been made to district for assistance.

**Achievement**

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	IPST (10/19, 10/26, 11/2, 11/9, 11/30, 12/14) and weekly SLT and CP
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Coaching cycles for teachers that may have difficulty with low performance. Grade level data chats and student goal setting a focus for PM2 partnered with incentive plan for PM2. Collaborative Planning monitored by coaches and Admin. Agendas moving forward will be turned into Assistant Principal to include teacher signatures. High Yield strategy will also be noted in agenda to ensure the are address with purpose in order for IRA to achieve the 60% goal in Monitoring and Engagement.

**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.e., August 1, 2023)	10/23/23	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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):	RTI and A2 groups reviewed and adjusted. Focus on L25 and Bubble students to ensure correct placement in groups as well as additional support from teachers and resource teachers. High Yield strategies will continue to be a focus as we strive to reach SIP goal of 60%. Teacher feedback and increased walkthroughs continued.	

**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:		
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 (%)
34	114	30%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	A2 groups added and adjusted based on openings and teacher availability. PM2 data allowed for moved and more invites to be set.	
(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.



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**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 (%)
50%	50%
(OPTIONAL) Additional information:	

#### 1.1

History of African Americans: U5 L8, p. 183 - ReadWorks Article, "Famous African Americans: Duke Ellington" U5 L10, p. 224 - ReadWorks Article, "Famous African Americans: Marian Anderson"  
Consumer Health: U5 L1, p. 18 - ReadWorks Article, "Miss Johnson's Plant Experiment"  
Study of Women's Contributions: U5 L10, p. 224 - ReadWorks Article, "Famous African Americans: Marian Anderson"

Required Instruction Covered in Amplify Unit 5:  
TBD Gifted Education Week  
TBD Computer Science in Education Week  
Dec. 7<sup>th</sup> – Pearl Harbor Remembrance Day

LEA: Curriculum Map	Writing Prompt + Unit 3	2022 – 2023 School Year
Pausing Point for SDIRC Writing Prompt	Pausing Point for Writing: Duration: Oct. 12-Oct. 20th 7 Days	
Unit 3: Poetry	Unit 3: Duration: Oct. 23 – Nov. 17 18 Days	
Big Idea 1: This unit consists of a central goal to teach students how to explore the potential that language has to offer. Big Idea 2: Poetry need not be bound by formal constraints, but can be a free form, creative, imaginative vehicle for expression. Big Idea 3: Poetry has been around for centuries, and it is a timeless, distinctive craft. Big Idea 4: Students can build their confidence in interpreting text and self-expression through poetry.		
Unit Description: This unit teaches students tools and strategies for approaching poetry, training them in the methods and devices that poets use, and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned. The poems in this unit are drawn from various literary traditions over the last several centuries, and they range from William Blake's 18th-century verse to the work of such contemporary writers as Virgil Suárez and Marie Howe. The poets come from many backgrounds and nations: the poets included are of European, Middle Eastern, African American, Native American, and Hispanic descent. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse and experimentation. Throughout the unit, students practice close reading and writing. They learn about many of the formal elements of poetry as they identify those elements arising organically from the text. They also pair that work with writing poetry themselves, which allows them to demonstrate their understanding and analysis of the poems through creative application and to become detailed writers. Writing poetry, in turn, bolsters their ability to analyze others' writing. These activities offer students a number of tools with which to approach poetry, building their confidence to interpret poems and their engagement in the task.		



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### 1.2

<p>Date: 10/31/23</p> <p>Time: 7:30 am</p> <p>Location: IRA Conference Room</p> <p>Attendees: -Norwood -Jones -Durwin -E. Odom -Ragley -Bennett</p>	<ul style="list-style-type: none"> <li>• Shout Outs: Trunk or Treat success</li> <li>• Student Learning: <ul style="list-style-type: none"> <li>- K-2: long vowels, Greek myths, ancient civilizations/counting to 10, equal sign, subtracting</li> <li>- 3-5: poetry, finishing writing, Roman history/making equations equal, quadrilaterals, dividing decimals</li> </ul> </li> <li>• Walkthrough Data review: Durwin, Fran, Amelia and code in Power BI next time Fran comes</li> <li>• Set dates for SLT to walk: <ul style="list-style-type: none"> <li>- Monday, November 13<sup>th</sup> @12:15 pm</li> <li>- November 29- Megan and Ragley walks @1 pm (3<sup>rd</sup>-4<sup>th</sup>)</li> </ul> </li> <li>• Coaching Support: <ul style="list-style-type: none"> <li>- K: Aussicker, Carter (ARG w/Fran), procedures and routines (lining up, numbers)</li> <li>- 1: Peterson- mini cycle</li> <li>- 2: Chappellear- building culture</li> <li>- 3: Damora &amp; Snowden- lesson pacing, behaviors, engagement and monitoring/Potter- structures</li> <li>- 4: Luna</li> </ul> </li> <li>• Data Chat 11/1 <ul style="list-style-type: none"> <li>- Teachers bring computers, working through data on Power BI- after school Q&amp;A session/seating charts</li> </ul> </li> <li>• PD 11/3 <ul style="list-style-type: none"> <li>- PD review Thursday, 11/2 at 11 am</li> </ul> </li> </ul> <p><b>*November Wednesday Meetings</b></p> <ul style="list-style-type: none"> <li>• 11/8- Faculty Meeting</li> <li>• 11/15- work in your rooms</li> <li>• 11/29- follow up on data w/updated iReady</li> </ul>
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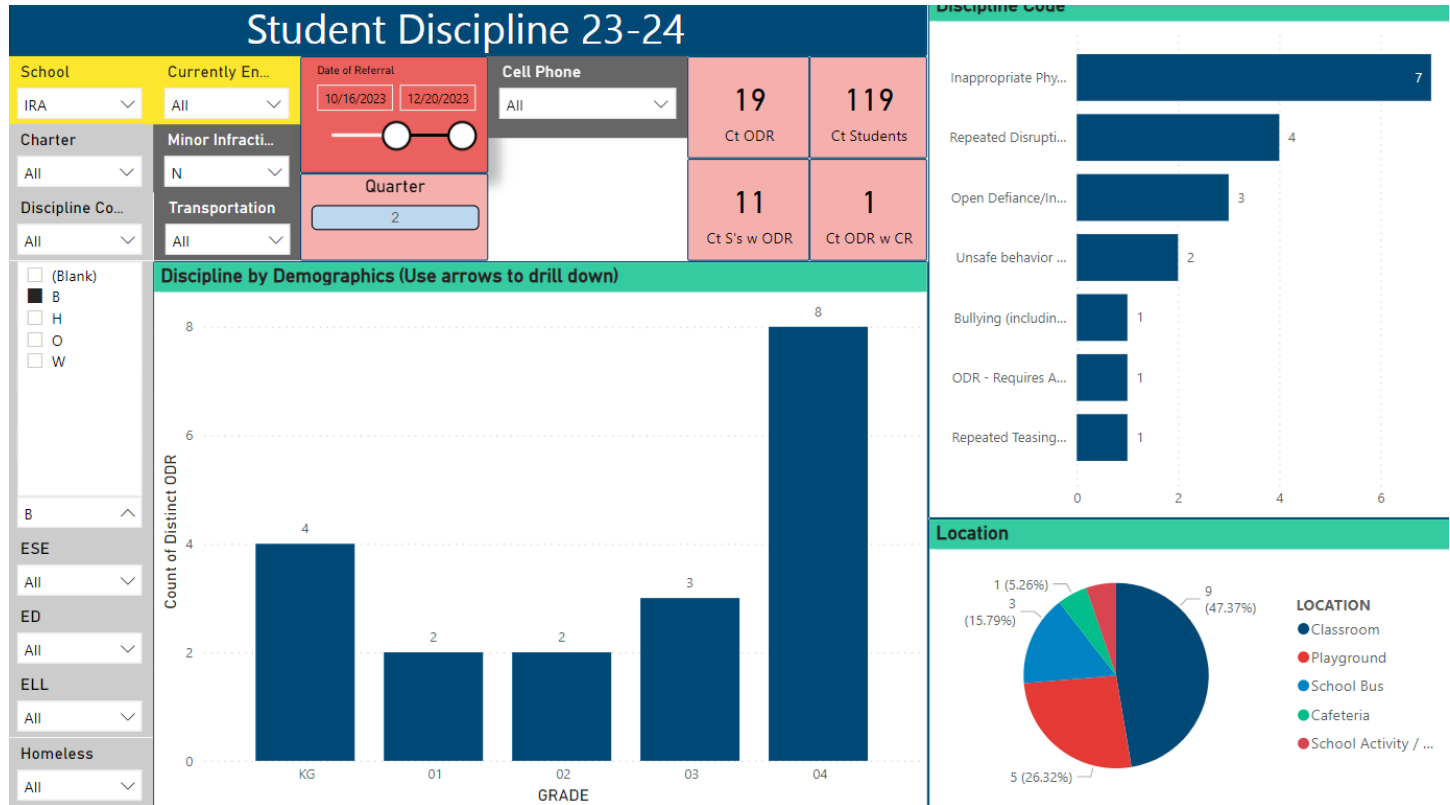
<p>Date: 11/28/2023</p> <p>Time: 7:30 am</p> <p>Location: IRA Conference Room</p> <p>Attendees: -J. Norwood -E. Ragley -J. Jones -A. Bennett -E. Odom -K. Good -K. Rahal</p>	<ul style="list-style-type: none"><li>• Shout Outs: Ragley covering 5<sup>th</sup>, Odom top 5 district finalist TOY, K-5 trained for PM2, Peterson- using manipulatives to extend learning</li><li>• Previous Week review: no next steps from last week</li><li>• Student Learning:<ul style="list-style-type: none"><li>- K-2: K-farms/counting and comparing data, 1-Early World Civilizations/counting sequence, War of 1812/addition and subtraction</li><li>- 3-5: 3-addition and subtraction/Light and Sound, 4-number patterns/Poetry, 5-fractions/Don Quixote- Unit 4</li></ul></li><li>• Coaching Support: Aussicker, Carter, Potter (relationship building), Damora (corrective feedback), Snowden (engagement), Chappellear</li><li>• Fun Read review and adjustments<ul style="list-style-type: none"><li>- 11 students need NOT scheduled</li><li>- <u>Rtl</u> post PM2- intentional grouping</li></ul></li><li>• I Ready data review<ul style="list-style-type: none"><li>- Reviewed 11/29 data chat presentation</li></ul></li><li>• Math small group update<ul style="list-style-type: none"><li>- Working on getting to 3<sup>rd</sup> and 5<sup>th</sup> grade groups more consistently, 4<sup>th</sup> grade every day</li></ul></li><li>• Intervention group update<ul style="list-style-type: none"><li>- A2 group changes based on PM2 data</li><li>- Review attendance for A2</li><li>- Jones groups: 2<sup>nd</sup> grade SONDAY students on different levels/adjustments to be made after PM2 data</li></ul></li><li>• PM2 Incentive Plan review<ul style="list-style-type: none"><li>- Ice Cream Sundae party for achievement</li><li>- Snack Pass for gains</li></ul></li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Print and post Incentive plan flyers</li><li><input type="checkbox"/> Coaches- Review FUN READ schedule audit and ensure students are in Tier 3 groups</li></ul>
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# African American Achievement Plan 2023-2024

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### 2.1



# African American Achievement Plan 2023-2024

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