**Quarter of the School Year: 3**

**District Office/Department: Curriculum and Instruction**

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 March 20, 2024: \_\_\_BM\_\_\_AB\_\_\_KG\_\_\_KS\_\_\_ (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?)

In a review of the data, using this year’s beginning of year and middle of year scores, along with formative data, we use PowerBi to triangulate the data and problem solve with administration and coaches how to ensure that all students are receiving what is needed to bridge gaps and build competency. We have reviewed the data for both Tier 1 and Tier 2 instruction with all stakeholders and the district staff involved. We have instructed leadership teams, and our own Curriculum and Instruction district team, to continue to provide support to teachers as they plan and execute lessons, and interventions, so all students can find success.

**Next steps**: Continue to work on differentiation, engagement, and monitoring strategies across curriculum areas. Curriculum and Instruction team supporting in most needed areas with additional planning, shoulder coaching and co-teaching where necessary to ensure all students find success.

**Quarter of the School Year: 3**

**Date of Summary: March 19, 2024**

**District Office: Curriculum and Instruction**

**Strategies: 1.3, 2.1, 2.4, 3.2, 3.3, and 4.1**

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| 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 Support Provided to School Leadership Teams  *(i.e., August 1, 2023)* | SRHS:   * January 19, 2024 * January 24, 2024 (Data Com) * February 9, 2024 * February 13, 2024 * February 20, 2024 * March 14, 2024 * March 18, 2024   VBHS:   * January 10, 2024 * January 24, 2024 (Data Com) * February 2, 2024 * February 5, 2024 * February 8, 2024 * February 12, 2024 * February 22, 2024 * March 4, 2024 * March 12, 2024 * March 18, 2024 |
| Summary of Planned Action Steps | * Reviewed a list of students not on track to graduate * Encourage ongoing outreach and communication with families * Provided school-based testing support in the specific areas pertaining to graduation requirements * Additional support times via A2 and after-school tutoring * Supports with intensive interventions/study skills * Add the school-based SAT Day & CLT for seniors who have not met graduation requirements |

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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 Discipline: | Dates of Principal and Assistant Principal Meetings:   * January 8, 2024 (Principals and Assistant Principals) * January 22, 2024 (ESE Discipline Problem Solving team) * February 26, 2024 (ESE Discipline Problem Solving team) * February 27, 2024 (Principals) * February 29, 2024 (Assistant Principals) * Data Com: January 24, 2024 (Secondary Schools) * Data Com: January 26, 2024 (Elementary Schools) * Principal Budget Meetings: March 11-13, 2024 * Data Com (Elementary and Secondary Schools): March 20, 2024   Weekly director meetings are scheduled to revolve around both elementary and secondary schools, looking at data, discipline, attendance, and barriers, where support is needed. |
| Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Discipline: | All schools are visited at least bi-monthly by a member of the C & I Team. Schools are tiered for support with additional support provided as needed at each school, sometimes multiple times a month to fit the academic, behavioral, or other needs based on data. Discipline data is reviewed and discussed at leadership team meetings to drive next steps.  Discipline is reviewed at every Principal and Assistant Principal meeting. It is also part of the weekly leadership team meetings, as evidenced by the agenda with Power Questions, or through walkthroughs of the district team. |
| Achievement | |
| Date(s) of Problem-Solving Session(s) for Achievement: | **Elementary Schools:**  BES:   * January 24, 2024 * February 12, 2024 * March 4, 2024   CES:   * January 23, 2024 * February 9, 2024 * February 22, 2024 * March 8, 2024   DTE:   * January 17, 2024 * January 31, 2024 * February 2, 2024 * February 13,2024 * February 21, 2024 * March 7, 2024   FES:   * January 19, 2024 * February 5, 2024 * February 14, 2024 * February 20, 2024 * March 15, 2024   GES:   * January 23, 2024 * February 7, 2024 * February 22, 2024 * March 1, 2024   IRA:   * January 18, 2024 * February 1, 2024 * February 12, 2024 * February 21, 2024 * March 11, 2024   LMS:   * January 16, 2024 * February 26, 2024 * March 5, 2024   OME:   * January 22, 2024 * February 8, 2024 * March 18, 2024   PIE:   * January 16, 2024 * January 30, 2024 * February 8, 2024 * March 4, 2024 * March 19, 2024   RMS:   * January 17, 2024 * February 5, 2024 * March 14, 2024   SES:   * January 19, 2024 * January 31, 2024 * February 13, 2024 * March 7, 2024   TCE:   * January 12, 2024 * February 6, 2024 * February 23, 2024 * March 4, 2024 * March 14, 2024 * March 19, 2024   VBE:   * January 25, 2024 * January 31, 2024 * February 7, 2024 * February 26, 2024 * March 13, 2024   **Secondary Schools:**  GMS:   * January 10, 2024 * January 12, 2024 * January 31, 2024 * February 5, 2024 * February 12, 2024 * February 28, 2024 * March 6, 2024 * March 12, 2024 * March 19, 2024   Oslo:   * January 10, 2024 * January 16, 2024 * January 17, 2024 * January 31, 2024 * February 1, 2024 * February 5, 2024 * February 15, 2024 * February 22, 2024 * March 5, 2024 * March 13, 2024 * March 21, 2024   SGMS:   * January 10, 2024 * January 16, 2024 * February 5, 2024 * January 13, 2024 * March 4, 2024 * March 13, 2024 * March 21, 2024   SRMS:   * January 10, 2024 * January 17, 2024 * January 19, 2024 * January 30, 2024 * February 2, 2024 * February 5, 2024 * February 14, 2024 * February 22, 2024 * March 14, 2024 * March 18, 2024   SRHS:   * January 19, 2024 * February 9, 2024 * February 13, 2024 * February 20, 2024 * March 14, 2024 * March 18, 2024   VBHS:   * January 10, 2024 * January 11, 2024 * January 12, 2024 * January 31, 2024 * February 2, 2024 * February 5, 2024 * February 8, 2024 * February 12, 2024 * February 22, 2024 * March 4, 2024 * March 12, 2024 * March 18, 2024 |
| Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement: | Scheduled as intentional meeting dates with the leadership groups with a continued focus on the School Improvement Plan. The goal is to work with the administration to support the advancement of the achievement of all students, and to problem solve in areas for all to find success., especially related to monitoring, engagement strategies, and differentiation. |

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| Strategy AAAP 2.4: Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students. | |
| Dates of Review of School Improvement Plans for Inclusion of Interventions for the Achievement Gap  *(i.e., August 1, 2023)* | January 31, 2024  Review of SIP occurred during March Impact Walks as well, from March 1-18, 2024 |

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| Strategy AAAP 3.2: Facilitate a taskforce that includes community members in which perspectives, feedback, and support will be gathered to ensure consistency in access to educational experiences for students districtwide. | |
| Date of Taskforce Meeting(s)  *(i.e., August 1, 2023)* | N/A |
| Summary of Planned Action Steps | N/A |

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| Strategy AAAP 3.3: Maintain public-facing dynamic, data dashboards that provide easily accessible educational outcome data that is disaggregated by race/ethnicity.  Link: [Access Data](https://www.indianriverschools.org/cms/One.aspx?portalId=1549525&pageId=9329835) | |
| Date(s) of Maintenance  *(i.e., August 1, 2022)* | January 31, 2024  February 29, 2024 |

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| Strategy AAAP 4.1: Increase the diversity of mentors and staff providing coaching support as part of the STARR Mentoring program, while training mentors in trauma-informed practices and cultural competency. | |
| Percentage of Mentors by Race/Ethnicity | |
| Black/African American (%) | White, Non-Hispanic (%) |
| 19% | 81% |

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| Strategy AAAP 5.4: Continue to make available evidence of implementation of the AAAP and progress monitoring, including a 5-year progress monitoring framework, on the District’s public-facing website. |

\*Attach example of evidence of the updated progress monitoring framework for the quarter

Link to access public-facing Power BI Dashboards: <https://www.indianriverschools.org/cms/One.aspx?portalId=1549525&pageId=9329835>