AAAP

School District of Indian River County
African American Achievement Plan 2021-2022
Assurances of Implementation of Strategies/Action Steps

Liberty Magnet School

2021-2022 Quarter 1

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 African American Achievement Plan. To review and ensure compliance with the 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 2021-2022 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 of each school:

- Action steps included within the 2021-2022 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.

Reviewed on 10/18/2021 Verified by   Takeisha Harris

Quarterly Reflection

We have worked to accurately assess student's academic and social emotional needs. Assessment data has been used to determine small group and individulized instruction. Students have been identified and teachers have been trained on Amplify and other researched based curriculum to close achievement gaps. We have paired students with mentors to "catch up" students in the mornings before school, and teachers are building relationship with students. Teachers and students are setting goals for academic success.

Strategy AAAP 1.1 (ALL SCHOOLS): Monitor the curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.	
Number of Walk-throughs to Observe implementation of African American History Teachings	2
Date(s) of Walk-throughs to Observe implementation of African American History Teachings: (i.e. 8/27/2021, 9/13/2021, and 9/17/2021)	8/25/21, 9/7/21

Summary of observation(s):

8/25/21 4 th grade Diversity Lesson.   Students brainstormed definition of diversity and pair/share their beliefs.   Read story silently then with partner   Create exit ticket with one positive reason that diversity makes America a better place   09/07/2021 5 th grade Social Studies: Lesson 8 Slavery in the Americas

- Write vocabulary words on the board (auction, enslaver, Middle Passage, overseer, triangular trade) Highlight vocabulary and give definitions. Model and have students read vocabulary and definitions.

- Essential Question: What was the impact of slavery on African people?

- Read Lesson 8 Whole Group

- Check for Understanding: True or False

  1.
  2. Many people who were enslaved saved enough money to buy their freedom.
  3.
  4. Most rebellions by people who were enslaved were unsuccessful.
  5.
  6. Most enslaved people believed that their spirits returned to West African when they died.
  7.
  8. For enslaved people, working in the field was easier than working in an enslaver's home.
  9.

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All walkthroughs where African American History is being taught is documented. Effort is made to visit when such teachings occur in the curriculum. Not all occurences are visited.

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 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:	10/8/21

African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten		First		Second		Third	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
0	0 %	3/25	12 %	4/32	13 %	4/25	16 %

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:	N/A (K-5)

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.

Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter
All Grade Levels Served by the School (Combined)

African American	White, Non-Hispanic
NA	NA

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:	8/27/2021 9/3/2021 9/10/2021 9/17/2021 9/24/2021

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline:
Identified students needing discipline support beyond standard classroom discipline plans.   Created speadsheet to capture annodatal records of students with high needs. Created individualized discipline systems based on student needs (Point sheets/ Token boards/ CICO schedules) Created individualized point discipline system data collection tool. Weekly meeting to address discipline updates

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement:	Weekly meetings (day based on grade level)

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Achievement:
Weekly ongoing data meetings with alternating subject area information. (Math/ELA/Science)   Tues: 5th & 2nd   Wed: 4th & 1st   Thurs: K & 3rd   Created collection tool for ongoing data reflection and analysis.   Students are identified needing specific individualized support based on data. Classroom admin walkthroughs monitor implimentation of support based on student data. Specific teacher feedback from walkthrough shared between individual teacher and administration

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)

African American	White, Non-Hispanic

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Strategy AAAP 2.3 (ALL SCHOOLS): Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.

Reported Out-of-School Suspensions for Quarter 1

Select One:

☐ No out-of-school suspensions were assigned during this time frame.

☑ All out-of-school suspensions were pre-approved by a principal supervisor.

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:	9/17/2021
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	Yes

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): Monitoring: included focus students on classroom walkthrough forms.   Monitoring Strategies shared bi-weekly with teachers and staff.

Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.

Student Demographics				
African American	**Hispanic**	**Non-Hispanic**	**White**	**Other**
15 %	17 %	0 %	61 %	7 %

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:	10/8/2021
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):	0

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:	2

Percentage of Interviewers on Interview Committee by Race	
African American	**White, Non-Hispanic**
50	50

(Optional) Additional information:

LMS AAAP 1st Quarter Documentation

8/25/21 4th grade Diversity Lesson.

Students brainstormed definition of diversity and pair/share their beliefs.
Read story silently then with partner
Create exit ticket with one positive reason that diversity makes America a better place

09/07/2021 5th grade Social Studies: Lesson 8 Slavery in the Americas

- Write vocabulary words on the board (auction, enslaver, Middle Passage, overseer, triangular trade) Highlight vocabulary and give definitions. Model and have students read vocabulary and definitions.
- Essential Question: What was the impact of slavery on African people?
- Read Lesson 8 Whole Group
- Check for Understanding: True or False
    1. Many people who were enslaved saved enough money to buy their freedom.
    2. Most rebellions by people who were enslaved were unsuccessful.
    3. Most enslaved people believed that their spirits returned to West African when they died.
    4. For enslaved people, working in the field was easier than working in an enslaver's home.

African American Students Receiving Interventions for Substantial Reading Deficiencies							
Kindergarten		First		Second		Third	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
0/0	0%	3/25	12%	4/32	13%	4/25	16%

ID	Name	iRdy D1 Ov	iRdy D2 Ov	PSF_B	PA1	PH1	LNF_B	NWF_L_B	NWF_W_B	HFW1	VOC1	RCL1	RCIT1
		2 Grade Levels Below			Level K	Level K		43	6	Level 1	Level K	Level K	Level K
		2 Grade Levels Below			Level K	Level K		44	13	Level K	Level K	Level 1	Level K
		2 Grade Levels Below			Level K	Level K				Level 2	Level 1	Level K	Level 1
		2 Grade Levels Below		27	Emerging K	Emerging K	32	22	0	Level K	Emerging K	Emerging K	Emerging K
		2 Grade Levels Below			Level K	Level K		36	9	Level K	Level K	Level K	Level K
		2 Grade Levels Below			Level K	Level K		47	9	Level K	Level 1	Level 1	Level 1
		2 Grade Levels Below			Level 1	Level K		41	13	Level 1	Level K	Level K	Level K
		2 Grade Levels Below			Level K	Level K		45	10	Level K	Level K	Level K	Level 1
		2 Grade Levels Below			Level K	Level K		54	6	Level 1	Level 1	Level 1	Level K
		2 Grade Levels Below			Level 1	Level K		36	0	Level K	Level 1	Level 1	Level K
		2 Grade Levels Below			Level K	Level K		53	17	Level 1	Level K	Level K	Level 1
		2 Grade Levels Below			Tested Out	Level K		49	11	Level 1	Level K	Level K	Level 1
		2 Grade Levels Below			Level K	Level K		84	28	Level 1	Level K	Level K	Level K
		2 Grade Levels Below			Level 1	Level K		34	7	Level 1	Level K	Level K	Level K
		2 Grade Levels Below			Level K	Level K		37	11	Level K	Level K	Level K	Level K
		2 Grade Levels Below			Tested Out	Level 1		42	14	Level 1	Level 1	Level 1	Level K
		2 Grade Levels Below			Level 1	Level K		19	0	Level 2	Level K	Level K	Level K
		2 Grade Levels Below			Level 1	Level K		56	17	Level 2	Level 1	Level K	Level K
		2 Grade Levels Below			Level 1	Level K		31	9	Level K	Level K	Level K	Level K
		2 Grade Levels Below		24	Emerging K	Emerging K	26	14	0	Emerging K	Emerging K	Emerging K	Emerging K
		2 Grade Levels Below		22	Emerging K	Emerging K	25	26	0	Emerging K	Level K	Emerging K	Level K
		1 Grade Level Below		9	Emerging K	Emerging K	12	13	0	Emerging K	Emerging K	Emerging K	Mid / Late K
		1 Grade Level Below			Tested Out	Early 2		39	8	Level 2	Level 1	Level 1	Level 1
		1 Grade Level Below			Tested Out	Level 1		81	26	Max Score	Early 2	Level 1	Level 1
		1 Grade Level Below			Tested Out	Level 1		77	26	Max Score	Early 2	Level 1	Level 1
		1 Grade Level Below			Tested Out	Level 1				Level K	Level 1	Level 1	Level K
		1 Grade Level Below		1	Emerging K	Emerging K	21	38	0	Mid / Late 1	Early 1	Level K	Late 1
		1 Grade Level Below			Tested Out	Level 1		37	6	Max Score	Level K	Level 1	Level K
		1 Grade Level Below			Mid 1	Level K				Emerging K	Level K	Emerging K	Emerging K
		1 Grade Level Below			Tested Out	Level 1		40	11	Level 1	Level K	Level 1	Level 1
		1 Grade Level Below			Tested Out	Level 1		83	24	Max Score	Level 1	Level 1	Level 1
		1 Grade Level Below			Tested Out	Level 1		39	9	Max Score	Level 1	Level 1	Level 1
		1 Grade Level Below		36	Mid 1	Level K	52	46	14	Level K	Level K	Level K	Level K
		1 Grade Level Below			Tested Out	Level 1		46	14	Level 2	Level K	Level 1	Level K
		1 Grade Level Below			Tested Out	Level 1		44	12	Max Score	Level 1	Level 1	Level 1
		1 Grade Level Below			Tested Out	Level 1		35	10	Level 2	Level K	Level 1	Level K
		1 Grade Level Below			Tested Out	Level K		38	6	Level 1	Level 1	Level 1	Level 1
		1 Grade Level Below			Tested Out	Level 1		65	20	Level 2	Level K	Level K	Level 1
		1 Grade Level Below		35	Level K	Early 1	29	28	1	Level K	Level K	Level K	Level K
		1 Grade Level Below		18	Mid 1	Level K	53	35	12	Mid / Late 1	Level K	Level K	Level K
		1 Grade Level Below		29	Level K	Level K	38	22	3	Level K	Early 1	Early 1	Level K
		1 Grade Level Below			Emerging K	Mid K				Emerging K	Emerging K	Emerging K	Emerging K
		1 Grade Level Below		1	Emerging K	Emerging K	3	0	0	Emerging K	Early K	Emerging K	Early K

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.

Sample of MTSS/ACADEMIC Collection anecdotal tool.

Student:	
ID number:	Grade 1
Purpose:	Behavioral & Academic
2020-21 Teacher	
2021-22 Teacher	
Meeting Date:	Notes:
8/15/2021	Started Point Sheet CICO AM/PM w/Ash
9/17/2021	SC met with std due to crying and loud noises, disrupting class. Counselor helped him deesc
9/17/2021	Current week, overall successful. 12/14 days meeting goal
9/20/2021	teacher completed Vanderbilt scoring sheet to send with the doctor later this week.
9/24/2021	Point sheet is inconsistant from day to day. Has a medication appointment today. Team
9/28/2021	Assistance called by teacher. Student was crying when SC entered room Teacher report chairs". Student sat on each top chair in the classroom, a total of 6 piles. Student was g this, the student became highly upset and crying "I don't want that". SC called student "won't be able to play with my lego" because he got the "bob-omb". SC and student dis at all the positives he made in the day getting "Stars" and "Boxes" and once student wa
10/1/2021	overall making progress.
10/7/2021	Ash assisted to refocus and left.
10/8/2021	Meet with parents and will continue progress monitoring behavior

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.

Tool for collecting weekly data (alternating for ELA, MATH and Science)

(Sample)

Date: 9/14/21	Grade Level: 5-ELA U1	School Leadership Progress Monitoring Meeting

Reading
What was the overall percentage of student proficiency on this assessment? (GOAL=80% at 60% or higher)   71/81 took the assessment   52/71 scored 60% or higher=73%
What are the obvious strengths? (Test Center: 70% or higher answered correctly)   Theme (RL 1.2)
Weaknesses?   Quote accurately from text (1.1)   Main idea (1.2)
Which questions did a large percentage of students answer incorrectly?   #5-Choose 2 answers that would summarize

Which benchmark totals were below 60%?

Benchmark		Percentage
FL.LAFS.5.RL.1.1	3	31.94%
FL.LAFS.5.RL.1.2	2	30.56%
FL.LAFS.5.RL.1.1	2	63.89%
FL.LAFS.5.RL.1.2	2	70.83%
FL.LAFS.K12.R.1.1	2	40.28%
FL.LAFS.K12.R.1.2	2	33.33%

What is the most important thing for us to emphasize to this grade level?   Teaching students to summarize

What are the subgroup percent proficient? (60% or higher)

AA	Percentage 2/8-25%
SWD	Percentage 2/8=25%
ELL	Percentage 1/3 = 33%
BQ	Percentage 11/25= 44%

Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.

Single Race Breakdown

Race	Value
American Indian or Alaskan Native	0
Asian	5
Black or African American	80
Hispanic	93
Native Hawaiian or Other Pacific Islander	0
Not Reported	0
Other	33
White	334