

AAAP Quarter 1



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



Indian River Academy - Quarter 1

Reviewed on 10/13/2021 Verified by Kelly Good

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.

Quarter 1 Reflection

We currently have 426 students enrolled. Our school demographic is 26% Black or AA, 35% White, 31% Hispanic, 8% Other Races. The data in the following plan indicates what we have done for supporting students with enrichment and interventions for Quarter 1. We have completed walks as a leadership team and with the district team to monitor that we are providing all students with the greatest opportunities for success. At this time we have two after-school extracurricular activities taking place. 4H Club and Audubon Advocates started in September.

Strategy 1.1

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)	9/7/21, 9/14/21

Summary of observation(s):

School Based Leadership Team walked the campus to ensure evidence of collaborative planning strategies and district approved curriculum were being implemented. We looked for differentiation of content and classroom environment. While these areas are not specific to AA History teachings, the Amplify curriculum does include content that meets the expectation for this area. The district team walked the school with the leadership team and there were similar findings. The school based leadership team and district Principals will continue with walk throughs in quarter 2. Admin will walk specifically to see AA History teaching being implemented.

Strategy 1.2

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:	Week of 9/6/21, Week of 10/11/21
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African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten		First		Second		Third	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
10	12.6 %	8	12.6 %	7	11.1 %	14	20.2 %

Strategy 1.3

Strategy AAAP 1.3 (SECONDARY ONLY): Use Florida Early Warning Indicators to support secondary School Leadership Teams in

AAAP Quarter 1

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:

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

Strategy 1.4

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

Strategy 2.1

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:

8/24/21, 9/28/21, week of 9/27/21 and 10/4/21

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline:

ODR, MIF, and Attendance data reviewed to identify any concerns and follow thru with next steps to address them. Families notified of attendance concerns and paired with social worker or school counselor as needed. All teachers attend "Culture and Code of Conduct Training" by grade level with admin and school counselor. Follow up with Individual Problem Solving Team thru MTSS if needed. 8/24-9MIFS, 3 ODRs. These are for 10 different students, 6/10 MIFS from 4th grade 9/28/21- 24 ODRs and MIFs combined for 16 students (one student has 7)

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement:

8/16/21, 9/4-9/8

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Achievement:

Coaches and Admin reviewed data and determined student needs and groupings for support. Students scheduled in FOCUS and are receiving tiered support or enrichment. Starting the week of 9/18 math groups will be added for 4th and 5th grade for additional math support as well as reading. Data used includes Unit Assessments, DIBELS, Iready, etc.

Strategy 2.2

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

Strategy 2.3

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 2.4

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:

8/9/2021

Does the School Improvement Plan

Yes

AAAP Quarter 1

Continue to Address the Achievement Gap for African American Students?

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): 8/3/21- Reviewed School Improvement Plan at second faculty meeting. 8/18/21 and 9/15/21- SIP goals reviewed with grade level leaders and literacy team. Explained how the SIP goals relate to master schedule and our school grade. 9/14/21- District Impact Review found 65% of the classrooms fully evident for classroom environment reflecting that classrooms have diverse environmental text. 57% of classrooms are partially or fully evident for differentiation indicating that we are moving in the right direction to ensure we are meeting all students where they are and moving forward. The team's suggestion to include more professional development in differentiation has already been scheduled for Nov 1st. Training will take place to provide all teachers who were here in 2020-21 build upon their knowledge and new staff are given the training and follow up support needed to implement differentiation within the classroom.

Strategy 3.1

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
17 %	9 %	%	74 %	%
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:			9/12/2021	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):				

Strategy 4.3

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:	36
Percentage of Interviewers on Interview Committee by Race	
African American	White, Non-Hispanic
30	60

(Optional) Additional information:
10% Hispanic

Dear Parents and Students,

I am so excited to announce that IRA will have a citrus 4H club next school year!! The 4H club will be open to all upcoming 3rd, 4th, and 5th grade students. Students will learn life skills and raise their own citrus tree to take to the IRC Firefighters Fair, next March!

When school begins in the fall, we will have monthly meetings in the afternoons. Students must attend 2/3 of all meetings (per 4H rules and guidelines). There is a \$25 annual membership fee to become a 4H member as well.

What is 4H?

4H is the largest youth development organization in America. It uses a learn-by-doing approach to help you gain the knowledge and skills they need to be responsible, productive citizens. Students build life skills by leading hands-on projects in areas like science, health, agriculture and, civic engagement – helping them to grow confidence, independence, resilience, and compassion.

More information will be given when we have our first meeting in August! If you have any questions, please feel free to call me.

Please fill out the bottom portion of this letter if your child is interested and return to Mrs. Durst.

Thank you,

Mrs. Durst

772-564-3393

My child, _____, is interested in joining the IRA 4H Club for the 2021-2022 school year.

Parent Signature: _____ Date: _____

Impact Review Summary Sheet #1

Strategies	Evident	Partial	Not Evident
Collaborative Planning	15/23	6/23	2/23
Standards Based Instruction and Tasks	18/23	5/23	0/23
Monitoring/Formative Assessment	8/23	9/23	6/23
Differentiation	6/23	7/23	10/23
Engagement and Participation	10/23	12/23	1/23
Classroom Environment	15/23	5/23	3/23
<u>Noticings</u> Evidence of planning w/maps and guides Student academic work, anchor charts related to standard Fully embracing Amplify 3 rd and 5 th aligned and consistent Student to student discourse			
Wonderings How is formative assessment data collected How are groups formed			
How will the school communicate the findings to the staff? A variety of ways. Grade level mtgs, staff, mtgs.			
What are the next steps? Differentiation in planning and layering in a school PD			

Initial Classroom Walk Through Doc for Leadership

Room #	Teacher	Grade/Subject															
<p>Standards Based Instruction and Tasks</p> <p>This lesson/tasks reflect the full intent and rigor of the standards.</p> <p>Evident Partial Not Evident</p>	<ul style="list-style-type: none"> Teacher engages students in meaningful and relevant, grade-level instruction and tasks that aligned to the standards. The learning target is clearly articulated, linked to the rigor of the standards, embedded in instruction, and understood by students. Teacher can communicate what students will be able to know and do during the lesson and determine what will be acceptable evidence of that learning. 	Notes:															
<p>Classroom Environment</p> <p>The classroom environment is welcoming and student centered.</p> <p>Evident Partial Not Evident</p>	<p>PBIS</p> <ul style="list-style-type: none"> The physical arrangement of the room is conducive to student learning (meeting areas and student seating). The classroom is student-centered, and resources are available to support equitable student learning. Harmony goals are listed, displayed in the front of the classroom where all students can see, and signed. Students post daily when they enter the classroom. Students can name Tier 1 Expectations (Be Safe, Be Helpful, Be Scholarly) 	<table border="1"> <tr> <td>Implemented</td><td>Progressing</td><td>Not Implemented</td><td>Not Observed</td></tr> <tr> <td>Implemented</td><td>Progressing</td><td>Not Implemented</td><td>Not Observed</td></tr> <tr> <td>Implemented</td><td>Progressing</td><td>Not Implemented</td><td>Not Observed</td></tr> </table>	Implemented	Progressing	Not Implemented	Not Observed	Implemented	Progressing	Not Implemented	Not Observed	Implemented	Progressing	Not Implemented	Not Observed			
Implemented	Progressing	Not Implemented	Not Observed														
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Behavior and Attendance

August 24, 2021

Attended:

Reviewed MIFS, ODRs, Attendance

MIFs- 9

ODRs- 3

These are from 10 students

has 5 MIFs

have 2 MIFS for 1 student

4th grade overall has 6 of the 10 MIFs

Will follow up with students with 4 plus absences next month- Sept Meeting

will ask the ELA coach to address classroom management when working with 4th grade teacher (strategies in plans).