AAAP Quarter 2

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 2

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 1/12/2022 **Verified by** Takeisha Harris

Quarter 2 Reflection

Teachers and students have settled into routines and schedules to assist all students in achieving academic success. Students are being recognized for their good choices behaviorally and academically. Goal setting has become a priority, and students in all classes have been introduced to learning targets to monitor their progress towards their goals. Students are being empowered to take charge of their learning, and to ask for assistance when needed.

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	3
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	10/19/21, 10/20/21, 11/21
Summary of observation(s):	

During our daily walkthroughs we observe various multicultural teachings from ancient Egypt to specific culturally diverse individuals. On two specific dates we observed our 5th grade classes learning about the biography and poetry of Carrie Allen McCray. In our 1st grade classes we observerd lessons regarding overcoming disabilities using our new Amplify curriculum. In addition, our "Inquiry Center" offers and supports multicultural materials to our students both in whole group activities and individual material selections.

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:			12/16/21								
African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent
89	0	0 %	91	1	1 %	106	6	6 %	86	1	1 %

Data should be retrieved from the Power BI 2021-2022 Scheduling App - Schedule Audit

AAAP Quarter 2

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:	
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**

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:	10/1/21-12/17/21 (Fridays)

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline:
Focus bus referral was reviewed and student followup was made. Weekly review of Tier 2/3 behavior students showed positive progress in all but 1 student. That 1 student is already in the MTSS/PS team process for additional supports available. Team will continue to meet weekly to evaulate and modify strategies as needed.

ACHIEVEMENT

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

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Achievement:
During our weekly data chats we also identify students that are meeting or exceeding expectations. One example in quarter 2 was when we identified several 4th-5th grade students that were meeting grade level expectations and created morning reading buddies with our struggling k-2nd students. We also created enrichment groups/activities that these same students do during our Tier 2 instructional block.

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 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

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:	12/10/2021
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): We are meeting weekly to review student data and classroom visits. Students identified as needing a Tier 1 or Tier 2

AAAP Quarter 2

Intervention will be monitored in class 2-3 times per week for engagement and mastery of learning target. -Tier 1 and Tier 2 Intervention students have been identified. -Classroom visit and walkthrough schedule have been established. Identified "Tier students" are noted on walkthrough feedback form.

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.

[Directions - How to Mass Add Log Records](#)

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 11/1/2021

Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
10	31 (4th-5th)	26 %

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:

This quarter we offered A2 afterschool support. Of our 31 African American students in grades 4th-5th, 10 students participate. 3 additional students were invited but declined participation due to other obligations. Quarter 3 will continue offering this support for our students.

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:	8

Percentage of Interviewers on Interview Committee by Race	
African American	**White, Non-Hispanic**
0	100

(Optional) Additional information:
There were no African American applicants for either of the 2 positions we interviewed for this quarter.

Liberty Magnet School Quarter 2 AAAP Evidence document

Strategy 1.2 Reading Fun Class
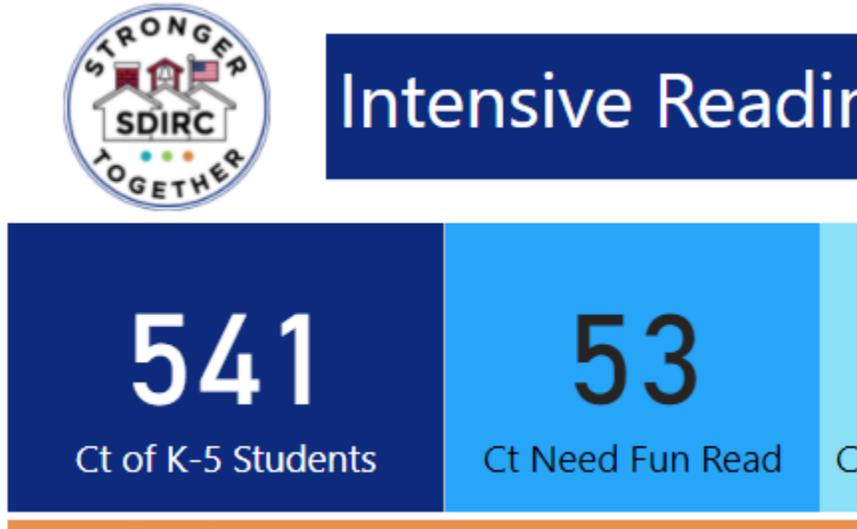
Strategy 2.1

| 10/15/2021 | Hispanic | G - Language Impaired | N | not eligible [TZ] | 10040621 | Inappropriate Behavior | Classroom | 10:15 |

10/15/2021 Hispanic   G - Language Impaired N   not eligible [TZ] 10040621
        Inappropriate Behavior Classroom   10:15

10/27/2021 Black or African American   Y   Not applicable [ZZ]   10051976   ODR -
Requires Administration Review Athletic Facility 2:45

12/6/2021 Black or African American   Y   Not applicable [ZZ]   10083124
        Transportation Use Only   School Bus   8:00

Strategy 2.4 SIP Review

Percent of students scoring at or above grade level according to 2020-21 FSA Data:

ELA   MATH   SCIENCE

74%   70%   71%

Data Selection Rationale

FSA data is a normed representation of the proficiency of students attending Liberty Magnet School.

We are meeting weekly to review student data and classroom visits. Students identified as needing a Tier 1 or Tier 2 Intervention will be monitored in class 2-3 times per week for engagement and mastery of learning target.

-Tier 1 and Tier 2 Intervention students have been identified.

-Classroom visit and walkthrough schedule have been established. Identified "Tier students" are noted on walkthrough feedback form.