

# AAAP Quarter 3



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



### Indian River Academy

#### 2021-2022 Quarter 3

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 3/31/2022 Verified by Kelly Good

### Reflection

IRA staff continues to make intentional changes and additions to support all students. We review every 6-9 weeks our subgroups/ all students as teams and faculty, including with our Literacy Team. This ongoing monitoring of data ensures that our students and teachers are reflecting and planning for next steps needed to allow our students opportunities to make at least a year's growth. Data reviewed includes attendance and behavioral as well as academic. We use the MTSS process to include families in decision making. We conducted our first IRA family Night in March with a focus on Literacy. We are in the process of creating a PTA that will be available next school year.

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)

2/22/22, 3/1/22

#### Summary of observation(s):

Leadership Team and District Team walk through of ELA and Math blocks. Content observed in alignment with ELA BEST and MAFS. Morning announcements include highlighting of AA men and women for the months of February and March.

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:

1/4/22, 2/14/22, 2/21/22, and 3/28/22

#### 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
2	2	100 %	8	8	100 %	8	8	100 %	10	13	77 %

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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 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:

1/25/22/22/22, 3/28/22

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

AP, School Counselor, and Principal meet monthly to review all ODR, Minor Infractions and chronic attendance concerns. Phone calls are made to families by the school counselor as a follow up for any student who has already received an attendance letter and has a continued attendance challenge. Attendance letter recipients are determined by the team and are signed by the Principal and sent by the Counselor. Students who consistently receive behavior referrals and/or minor infractions are identified and the code of conduct is followed. Mental health and problem solving team referrals are executed as needed.

### ACHIEVEMENT

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

1/4/22, Weeks of 2/14 and 2/21, Week of 3/28/22

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

January - Data chats by content area. All teachers attended with content area and grade level specific peers to review data from the first semester including Fall and Winter (ready to determine student needs. Groups created for additional support and enrichment. People and curriculum identified to meet the needs of students. February- Data chat to review data for T2 and T3 groups with teachers and admin and coaches March- Data chats focused on students intended for promotion review/retention. Any adjustments needed for additional tiered support was scheduled. \*\* ALL data chats review subgroups

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 3

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

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providing interventions related to achievement gaps for African American students.

Date of Quarterly Review of School Improvement Plan: 1/4/2022

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):** The ongoing action plan to meet the SIP goals was developed by the leadership team for quarterly review. It includes steps for ongoing teacher and coach data chats for tiered groupings and subgroup monitoring. Collaboration among teams during collaborative planning allows for planning of differentiation in ELA and Math. Science text and literary novels have been added into the tiered support group times to allow for increased differentiation. Sub group data is monitored by coaches and leadership team biweekly. Climate and culture survey will be given again in May. Results will be utilized for forward planning.

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.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 3/30/2022

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
27	107	25.2 %

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

Extracurricular teachers communicate with all families of students invited. Transportation for after school activities is provided three afternoons weekly. After school activities are organized to take place on these days to allow families the opportunity to use school transportation. Tutoring coordinator contacts all families of students in tutoring to ensure they are aware of schedules, holidays, start and stop dates. Demographic data is currently as follows: White-145, Hispanic-141, Black-110, Other -32, Asian,API, N-4

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

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: 1

Percentage of Interviewers on Interview Committee by Race

African American	White, Non-Hispanic
0 %	50 %

**(Optional) Additional information:**

1 interview applicant identifies as - Hispanic

These interviews are for the computer lab manager vacancy

## Attendance and Behavior Feb 22, 2022

Present: Good, Norwood

### Attendance

91.3%- second letters sent and recorded by Laverack

31 students this month

### Behavior

ODR:

10 students have 12 ODRs

2 in 5th and 1 in 3rd have 2

9 AA and 3 W

5 students receive ESE services

### Next Steps:

Plan PBIS event for 3rd –5th grade with PBIS lead

Cross reference list of students-

18 school days since last meeting. Still using below 75% for letters


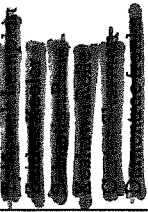


## March 28, 2022

### Attendance and Behavior

Present: Good and Norwood, Laverack

Attendance 91.5- Severe Adequate=95%) 37 students on list. After removing covid and travel students we have 35

# K-Grade Tier 2 Plan 2021-2022-March 29th

Teacher	Moyer	Kelly	Kirby	Gumple
Targeted Intervention/Curriculum Used	Amplify/Fundations	Hegerty/Fundations	Amplify/Fundations	Amplify/Fundations
Which Tier?	2	2	2	2
Intervention Days/Times	M-F/10:20-10:50	M-F/10:20-10:50	M-F/10:20-10:50	M-F/10:20-10:50
Progress Monitoring Tool	DIBELS-NWF	DIBELS-NWF	DIBELS-NWF	DIBELS-NWF
Progress Monitoring Day/Time	Bi-weekly	Bi-weekly	Bi-Weekly	Bi-weekly
Students				
Fidelity Monitor	Durwin	Durwin	Durwin	Durwin

Start Date: 2/1/22

# First Grade Tier 2-Intervention Plan 2021-2022-March 29th

Teacher	Sakany	Hensley	Harvey	Caputo
Targeted Intervention/Curriculum Used	Decoding/Amplify Sunday fluency practice	Decoding/Amplify/ Sunday fluency practice	Decoding/Amplify Sunday fluency practice	Decoding/Amplify Sunday fluency practice
Which Tier?	2	2	2	2
Intervention Days/Times	M-F/ 10:30-11:00	M-F/ 10:30-11:00	M-F/ 10:30-11:00	M-F/ 10:30-11:00
Progress Monitoring Tool	DIBELS/NWF-unless monitored w/tier 3/ Jones/Durwin	DIBELS/NWF-unless monitored w/tier 3/ Jones/Durwin	DIBELS/NWF-unless monitored w/tier 3/ Jones/Durwin	DIBELS/NWF-unless monitored w/tier 3/ Jones/Durwin
Progress Monitoring Day/Time	Every other week	Every other week	Every other week	Every other week
Students	<ul style="list-style-type: none"> <li>[REDACTED]</li> <li>[REDACTED]</li> <li>[REDACTED]</li> <li>[REDACTED]</li> </ul>	<ul style="list-style-type: none"> <li>[REDACTED]</li> <li>[REDACTED]</li> <li>[REDACTED]</li> <li>[REDACTED]</li> <li>[REDACTED]</li> </ul>	<ul style="list-style-type: none"> <li>[REDACTED]</li> <li>[REDACTED]</li> <li>[REDACTED]</li> <li>[REDACTED]</li> <li>[REDACTED]</li> </ul>	<ul style="list-style-type: none"> <li>[REDACTED]</li> <li>[REDACTED]</li> <li>[REDACTED]</li> <li>[REDACTED]</li> <li>[REDACTED]</li> </ul>
Fidelity Monitor	Durwin	Durwin	Durwin	Durwin

Changes:

Language for Learning- Spicoli

Leonardo Ariz Zegarra, : Natalie Harris