

# AAAP Quarter 3



## 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 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 Takeisha Harris

### Reflection

As we enter the last nine weeks of this school year, we are focusing on helping students use problem solving skills and strategies to demonstrate mastery of content. We have worked with students to fill knowledge gaps, and we are pleased with our progress. We have extended our afterschool tutoring program to our 2nd grade students. We have also targeted students in the primary grades for morning interventions. Our data meetings have focused on students receiving intervention and a final push to help them reach grade level performance by the end of the 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	5
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)	Ongoing
Summary of observation(s): February was Black History Studies Month. During that time we observed an abundance of lessons to teach Black History. Our curriculum also aligned in 3rd grade with lessons including Mae Jemison.	

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:						3/10/2022					
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
0	0	0 %	1	1	1 %	6	6	6 %	1	1	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 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:

1/14, 1/21, 1/28, 2/11, 2/18, 2/25, 3/11, 3/18

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

All identified student behavior data was reviewed. Modifications were made when needed to address concerns. Supports were identified and implemented.

### ACHIEVEMENT

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

1/6, 1/11, 1/13, 1/18, 1/20, 1/25, 2/1, 2/3, 2/8,

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

Each Tuesday and Thursday during grade level specific data meetings we conduct initial problem solving sessions to identify students that need to be referred to our MTSS/PS Team.

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 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 providing interventions related to achievement gaps for African American students.

Date of Quarterly Review of School Improvement Plan:

3/11/2022

Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?

Yes

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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):** What noticings did you have from the last Impact Review? Engagement and Differentiation increased Teachers are more comfortable with Impact Review What are the next steps? Reviewing the learning target during the lesson Monitoring for understanding

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:** 3/14/2022

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
12	76	15.8 %

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

identified 4th and 5th grade students were sent 3 invitations to join our A2 afterschool activity. Two families were called personally for participation and seven called to support better attendance.

**(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:** 0

**Percentage of Interviewers on Interview Committee by Race**

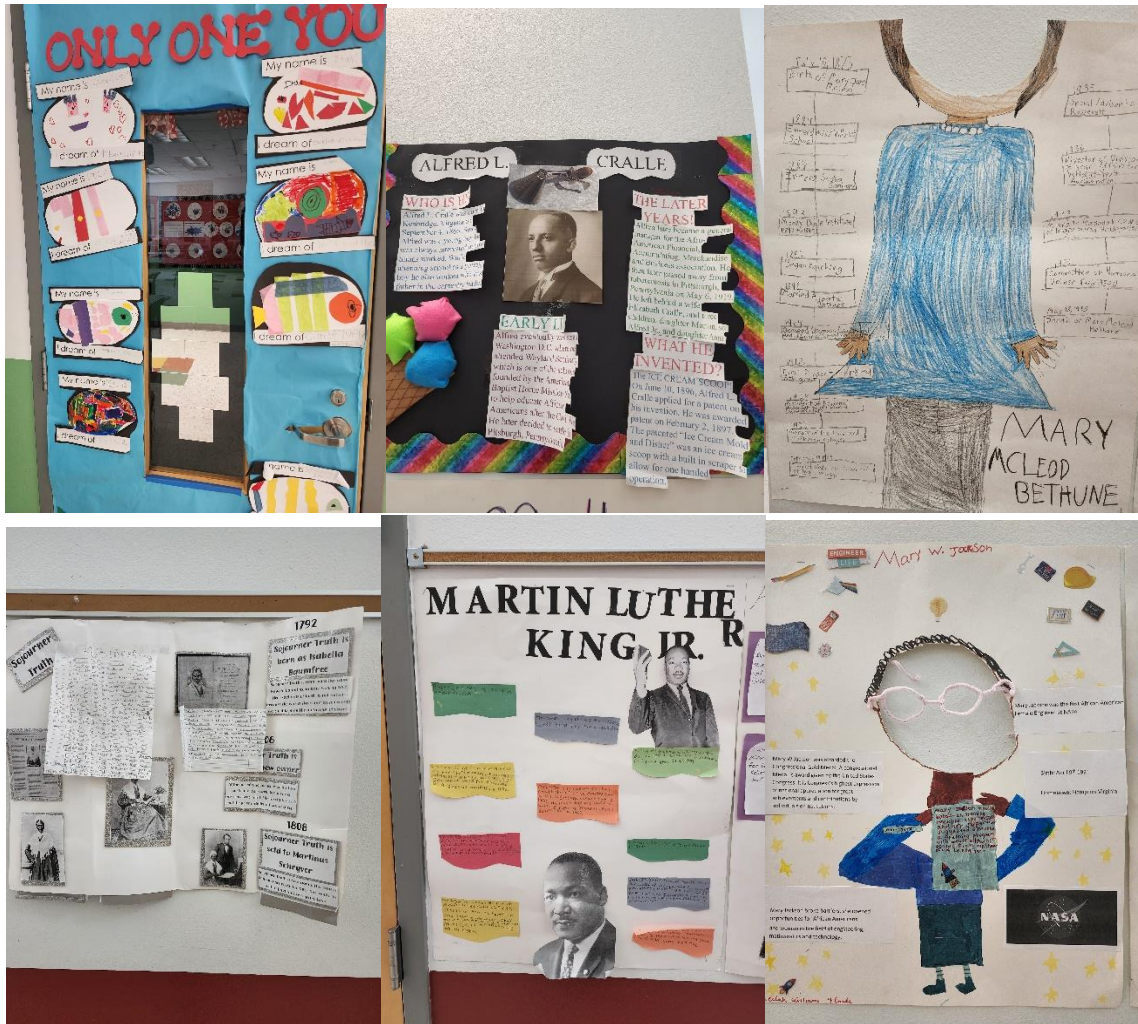
African American	White, Non-Hispanic
0 %	0 %

**(Optional) Additional information:**

No openings during Quarter 3 interviewed for

## Quarter 3 AAAP Evidence for Liberty Magnet School

**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.



In addition, we observed the following lesson in 3<sup>rd</sup> grade:

Amplify : Unit 7 Lesson 16 Mae Jemison

Learning Target:

- (1) Students will listen to a text read about astronaut Mae Jemison and answer questions about her life.
- (2) Students will read about astronaut Mae Jemison and put the events of her life in sequence.

**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.

**Intensive Reading Audit: K-5**

School: All Grade: Multiple selections Teacher: All Race/Eth: All

373 Ct of K-5 Students 8 Ct Need Fun Read 8 Ct Need Fun Read & Scheduled (Blank) Ct Need Fun Read but NOT Scheduled (Blank) Ct Scheduled & may NOT need

**Need Fun Read but Not Scheduled**

Schl Name Student ID Gd Race/Eth ED ESE ELL IR PER 2021 ELA 2021 ELA LG UA ELA 2021 FLKRS.SS

This dashboard utilizes the students' prior year FSA ELA performance level (1 or 2) and the prior year Spring iReady percentile (<20th) to determine if a student should be scheduled in Functional Reading Skills (Fun Read - 5010022 for K-2 and 5010026 for Grade 3-5) according to the 21-22 Master Schedule Resource Guide.

**Full Schedule**

Name Course Title

All Multiple selections

Name Course Title CourseID Period Teacher

**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 Academic:**

I-Ready Math Overall < 21-2C	I-Ready Math Overall < 21-2C	I-Ready Math Percent < 21-2C	Unit 1	Unit 2	Unit 3	Unit 5	Unit 6	Avg Un	
429	Level 2	29	10	33	50	36	17	29	Lev
437	Level 2	39	30	58	50	45	8	38	Higl
429	Level 2	29	20	42	30	55	50	39	Foc
435	Level 2	36	30	33	30	64	42	40	Pos
428	Level 2	28	50	83	20	36	58	49	Rea
416	Level 2	17		50				50	
435	Level 2	36	50	50	60	45	67	54	Higl
439	Level 2	41	50	42	80	73	33	56	Lev
443	Level 2	48	70	58	50	64	58	60	ADH
437	Level 2	39	60	75	60	73	42	62	Higl
442	Level 2	46	80	75	80	55	33	65	leve
432	Level 2	32	50	83	70	55	67	65	Lev
447	Level 2	55	70	75	50	55	83	67	Rea
429	Level 2	29	70	83	60	64	58	67	Lev
446	Level 2	54	80	83	50	55	67	67	ESC
420	Level 2	20	60	92	70	64	50	67	Lev

**Sample Behavior:**

1/24/2025	Continued to have a great two days. Stay on balanced. Listened and followed directions all day.
1/26/2022	could not control his emotions and demonstrate self control during a review game we played. After several chances to stop being mean to the "other" team he continued to scream and throw a fit. We had to stop the game due to his behavior.
2/8/2022	had a rough week but had a great day getting back on track.
2/9/2022	He has had a difficult time coming and going to Mrs. Ash. Has been caught running around the halls. Had to talk to him several times today about putting his hands on other children. Very difficult time listening. Not making good friend choices.
2/21/2022	Started his behavior smiley chart. did well today 75/90
2/21/2022	Had a hard time calming down in the morning; after that did well. 80/90 balanced
2/22/2022	Did well today. scored 80/90 on point sheet principled day
2/23/2022	HAd a rough morning; better afternoon- balanced
2/28/2022	Running all over hallway in the morning; rough morning/better afternoon REflective day - 70/90
1-Mar	Had a pretty good day; difficulty coming off i -ready 80/90 balanced
3/2/2022	Had a hard time following directions in the morning / had a better afternoon balanced day 75/90
3/3/2022	Off task in the morning / better afternoon balanced day 80/90
3/4/2022	field trip
3/8/2022	inappropriate talk about boobs / hard time calming down in morning- 78/90 balanced
3/9/2022	hard time calming down all day; 59/90
3/10/2022	81/90 very rough end of day - reflective



**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.

<b>Collaborative Planning</b>	12 /12=100%	0	0
<b>Standards Based Instruction and Tasks</b>	11/12=92%	0	1
<b>Monitoring/Formative Assessment</b>	7 /12=58%	4	1
<b>Differentiation</b>	9 /12=75%	0	3
<b>Engagement and Participation</b>	8 /12=67%	4	0
<b>Classroom Environment</b>	12/12=100%	0	0
<b>Culture and Climate</b>	<b>Strengths:</b> -student engagement -teachable moments -Strong classroom Community -Clear Expectations -Positive Praise	<b>Opportunities:</b> -INCREASED Teacher movement	
What noticings did you have from the last Impact Review? Engagement and Differentiation increased Teachers are more comfortable with Impact Review			
What are the next steps? Reviewing the learning target during the lesson Monitoring for understanding			

**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.**



## You Are Invited!

**WHAT:** Liberty is offering a special support program to our Liberty students. We will use a research-based program to provide individualized skill remediation.

**WHO:** This program is available by **invitation only** to ensure small class size. We are limiting each class to 6 students. We will create a "waitlist" after the first 6 seats are filled.

**WHY:** We would like to help students feel successful and provide a few needed supports that extend beyond the school day.

**WHEN:** This program will run for 7 weeks from 3:30-4:30 p.m (dates listed below) (Snack will be provided)

**HOW:** To participate, please complete the section below and return it to your child's teacher no later than March 10<sup>th</sup> (Thursday).

If you need further information, please contact Ms. Esposito at 772-564-5306.

Dates: Mondays: 3/28, 4/4, 4/11, 4/18, 4/25, 5/2, 5/9    Wednesdays: 3/30, 4/6, 4/13, 4/20, 4/27, 5/4, 5/11

Fridays: 4/1, 4/8, 4/22, 4/29, 5/6, 5/13

-----CUT HERE-----

☐ I would not like my child to participate at this time. Please give our seat to another child.

Student's Name: \_\_\_\_\_

Grade: 2<sup>nd</sup> Teacher: \_\_\_\_\_

NOTE: **YOUR CHILD CAN ONLY ATTEND ONE DAY PER WEEK.** Please rank (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>) your preference below. If your child cannot attend a particular day, please write NO on the line. Selection is First Come, First Served.

\_\_\_\_\_ Mondays    \_\_\_\_\_ Wednesdays    \_\_\_\_\_ Fridays

☐ I would like my child to participate in the program. The person listed below will be responsible for transportation at 4:30 p.m. Pickup will be at the front of the school

\_\_\_\_\_ (Name of person) will pick my child up.

Parent/Guardian Name: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Emergency Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

☐ I would like my child to participate and go to extended day at 4:30. I have made arrangements to pick them up from that program. More information can be found at [www.indianriverschools.org](http://www.indianriverschools.org) under the Students & Families tab.