



African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Dodgertown Elementary School

In September 2022, the School District of Indian River County initiated the implementation of the 2022-2023 African American Achievement Plan. To review and ensure compliance with 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 2022-2023 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/supervisor of each school/location:

- Action steps included within the 2022-2023 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.

These assurances have been reviewed and verified on [Click or tap to enter a date.](#): 10/14/22 A.V. (initials)

Quarterly Reflection

(Please summarize any reflections based upon action step implementation for the quarter. What are areas of progress or opportunities for growth? What are next steps based upon work accomplished?)

- There is evidence school-wide of using standards-based curriculum resources.
- Collaborative planning is evident during walkthroughs
- Teachers are monitoring students. Our next step is to ensure monitoring is happening throughout the instructional block.
- Next step: Culturally responsive teaching
- Next step: Professional development on Morning Meetings and classroom culture
- Next step: Professional development on behavior interventions



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Date of Summary: October 14, 2022

School: Dodgertown Elementary

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4

Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.		
Number of Walk-throughs to Observe Implementation of African American History Teachings	7	
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	8/17/22 8/22/22 8/23/22 8/24/22	8/25/22 8/30/22 9/15/22
Summary of Observation(s):	<ul style="list-style-type: none"> • Second Grade-History of African Americans: John Henry-Amplify, Knowledge, Unit 1, lesson 7 (8/24/22 and 8/30/22) • Kindergarten-History of African Americans: Ray Charles-Amplify, Knowledge, Unit 2, lesson 7 (9/15/22) • Fourth Grade-History of African Americans: Condoleezza Rice-Amplify, Unit 3, lesson 13 (8/17) • Fifth Grade-History of African Americans: Rosa Parks-Amplify, Unit 1, lesson 8 (8/22, 8/23, 8/25) 	

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready, 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 (i.e., August 1, 2022)	10/10/22

African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)
0	0	100	0	0	100	0	0	100	9	9	100

*Data should be retrieved from the Power BI 2022 – 2023 Scheduling App – ScheduleAudit.



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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: <i>(i.e., August 1, 2022)</i>	
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)

Black/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 <u>Discipline</u> :	9/6/22 9/9/22 9/13/22	9/16/22 9/20/22 9/27/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	<ul style="list-style-type: none"> Point Sheets were created for students Updated BIP Assigned check in/check out for students Referrals for mental health services/supports Referrals to school counselors for social groups Incentives for positive behaviors Initiated request for 1:1 behavior technician 	
Achievement		
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	9/6/22 9/9/22 9/13/22	9/16/22 9/20/22 9/27/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<ul style="list-style-type: none"> Updated IEP's Responded to data- modified Tier2 intervention groups intervention Tier 2 implementation and data tracking 	



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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)	
Black/African American (%)	White, Non-Hispanic (%)

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: <i>(i.e., August 1, 2022)</i>	10/10/22	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*	* 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 addressing students through the use of monitoring and differentiation strategies and analyzing data to provide interventions to individual students with achievement gaps.	

Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:		
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 (%)
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		



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**Data should be retrieved from the Power BI [Extracurricular Activities](#) public-facing dashboard.*

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:	Four
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
60	40
(OPTIONAL) Additional information:	



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Evidences for First Nine Week Data

Strategy AAAP 1.1 Evidence:

Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.

Amplify: 3rd grade Unit 3, lesson 13-Excerpt from Extraordinary, Ordinary People: A Memoir of Family Page 7
Condoleezza Rice is a professor and scholar of political science at Stanford University. She has also served in government. She was the first female National Security Advisor from 2001–2005, and the first female African-American Secretary of State from 2005–2009. This excerpt is from the very beginning of her memoir Extraordinary, Ordinary People: A Memoir of Family.

LESSON

8

Evidence to Support a Perspective

PRIMARY FOCUS OF LESSON

Reading
Students will identify the evidence Rosa Parks brings to support her point that segregation was unjust. [ELA.5.R.2.4](#)

FAIRY TALES AND TALL TALES

John Henry

PRIMARY FOCUS OF LESSON

Reading
Students will identify the characteristics of a tall tale and will identify characters from "Paul Bunyan" and "Pecos Bill."
[ELA.2.R.1.1](#); [ELA.2.R.3.3](#)

LESSON

7



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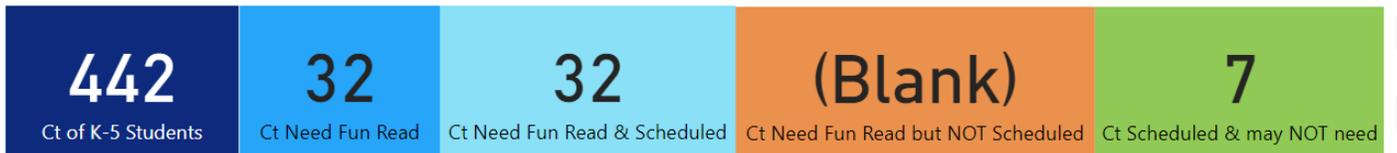
Strategy AAAP 1.2 Evidence

Strategy AAAP 1.2 **(ELEMENTARY ONLY)**: Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready, receive targeted reading intervention as defined by the District’s Reading Plan.



Intensive Reading Audit: K-5

School	Grade	Teacher
DES	All	All



Need Fun Read but Not Scheduled

Student ID	Schl	Name	Gd	Race/Eth	ED	ESE	ELL	23 FAST SS	23 FAST AL	FSA 22	IR PER	2022 ELA LG	ELA UA 202
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This dashboard utilizes the students' prior year FSA ELA performance level (Level 1) for grades 4-5 and the prior year Spring iReady placement (3+ Grade Levels Behind) for grades 1-3 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 22-23 Master Schedule Resource Guide.

Full Schedule



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Strategy AAAP 2.1 Evidence

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.

<p>Tue, Sep 6</p> <hr/> <p>8:20 AM MTSS Meeting 3 hrs DTE - Room 202</p>	<p>Fri, Sep 9</p> <ul style="list-style-type: none"> 9:00 AM Morning Announcements (15 min) 10:30 AM 2022-2023 Parent & Family... (1 hour) 12:10 PM Canceled: RJ Community C... (1.6 hrs) 12:30 PM 12:30 Leadership Meeting (2 hrs) 1:00 PM IPST Meeting 9/9/22 (2.8 hrs) 1:00 PM MTSS/IPS KL 223232 (30 min) <p>MTSS = Multi-Tiered System of Support IPS = Individual Problem-Solving</p>
<p>Tue, Sep 13</p> <hr/> <p>8:20 AM MTSS Meeting 9-13-22 3.7 hrs DTE - Room 202</p>	<p>Fri, Sep 16</p> <ul style="list-style-type: none"> 9:00 AM Morning Announcements (15 min) 10:00 AM DTE School Choice Recordi... (2.5 hrs) 12:00 PM IEP Annual Review Meetin... (1 hour) 12:10 PM Canceled: RJ Community C... (1.6 hrs) 1:00 PM IPST Meeting 9-16-22 (2.8 hrs)
<p>Tue, Sep 20</p> <hr/> <p>8:20 AM MTSS Meeting 9-20-22 3 hrs DTE - Room 202</p>	<p>Tue, Sep 27</p> <hr/> <p>20 min Miller, Stacey</p> <hr/> <p>8:30 AM MTSS Meeting - 9/27/22 3 hrs DTE - Room 202</p>



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Strategy AAAP 2.4 Evidence

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.

School Action Steps (SAS)		
School Name:	Dodgertown Elementary	
Type of Review	Action Item	Administrator Responsible
Impact Review	Provide feedback to teachers visited during impact walks (and school feedback to all)	Vernette, A. Patterson, A.
Impact Review	Deep dive into data related to discipline and attendance, with M. Mitchell	G. Bernal, Vernette, A. Patterson, A.
Impact Review	Possible Action Step Attendance: 42% of the school population have severe or chronic attendance issues. In Q2, incentives need to be given to parents. For all students who have perfect attendance each month, parent name and student name will go into separate raffles for prizes.	M. Mitchell, Vernette, A. Patterson, A.
Impact Review	Action Step Attendance: Visual of grade level attendance in the cafeteria will be updated weekly	M. Mitchell, Vernette, A. Patterson, A.
Impact Review	Action Step Attendance: Attendance letters will be attached to report cards to be given at conferences	M. Mitchell, Vernette, A. Patterson, A.
Impact Review	Action Step Discipline: 75% of all on campus discipline is coming from the classroom. Morning meetings will occur consistently in Q2 to build culture and climate.	M. Mitchell, Vernette, A. Patterson, A.
Impact Review	Possible Discipline Action Steps: Morning expectations should be modeled from administration and school counselor. PBS school wide expectations should be posted and reviewed. Primary and intermediate grade levels will be separated at breakfast. If behavioral expectations are followed for a given amount of time, an incentive such as music, Magic School Bus, lunch with Ms. Vernette, etc.	M. Mitchell, Vernette, A. Patterson, A.
Impact Review	Create Lesson Plans that all teachers are accountable to uphold and follow, with questions for monitoring/formative that are intentionally planned for and then executed, using the curriculum and seen in walkthroughs	Vernette, A. Patterson, A. academic coaches
Impact Review	Put the plan of monitoring daily into action, in the classroom to check for understanding (ex. a colored marker to quickly monitor students' work, circulating and checking for understanding)	A. Vernette, A. Patterson, and academic coaches
Impact Review	During small group instruction, expectations should be in place and a way for students to be accountable (chart for Reflex green lights, i-Ready lessons passed, etc.)	A. Vernette, A. Patterson, and academic coaches
Impact Review	To help with time management, a use of a timer for pacing, or a place to put materials will be helpful	A. Vernette, A. Patterson, and academic coaches
Impact Review	Planning for a cooperative structure to encourage accountable talk/collaborative work from all students	A. Vernette, A. Patterson, and academic coaches



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Strategy AAAP 4.3 Evidence

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

Black/African American	White, Non-Hispanic
1. Vernetta, Principal 2. Patterson, AP 3. Swanigan, Math Coach	1. Miller, Literacy Coach 2. Davis, Literacy Coach
3 of 5 60%	2 of 5 40%