



African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Indian River Academy

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 October 18, 2022: _____CKG_____ (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?)

We have used data to determine strengths and areas for growth for our students. Currently our students who need additional support are receiving it. It is our goal in quarter 2 to expand our opportunities for enrichment and after school opportunities for support. Our goals continue to focus on increasing student average daily attendance and family and community engagement as well as academics. We will continue to attend community events and offer school events for families to participate in the evenings.



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Date of Summary: October 18, 2022

School: Indian River Academy

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	3
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	8/30, 9/2,9/6
Summary of Observation(s):	5 th grade students were observed reading Rosa Parks, My Story with their teacher in whole group. In addition, students read independently and with partners. A discussion on perspective took place as well. In addition, The Harlem Renaissance, Stompin' at the Savoy and a Woman Named Moses were read in class. The teacher led the students through a lesson on theme and author's perspective and purpose.

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)

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	0	0	0	0	0	0	0	5	1	20%

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

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.e., August 1, 2022)

Quarter 1: 08.10.2022 – 10.10.2022

Quarter 2: 10.11.2022 – 12.21.2022

Quarter 3: 01.09.2023 – 03.17.2023

Quarter 4: 03.27.2023 – 05.31.2023



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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 Discipline:

8/31/22, 9/27/22, 10/4/22

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

Using Power BI, the team reviews discipline and attendance data. The EWS app is utilized as well. The counselor, AP, and Principal review this data by teacher and subgroup. Next steps are created for tiered support, check ins, parent outreach, and ensuring the MTSS are utilized. The use of Code of Conduct for all students is ensured through a review of interventions and outcomes.

Achievement

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

Week of 9/4/22 , week of 9/11/22, week of 9/19/22

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

The Principal, Assistant Principal, Instructional Coaches, and Interventionist met with all grade level teams to disaggregate data. The district reading plan was used to determine students who met criteria for additional reading support. Student groups were created, and teachers assigned to teach. Instructional coaches and the interventionist compiled materials and met with all teachers to ensure training on curriculum and progress monitoring would be implemented with fidelity.

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

Quarter 1: 08.10.2022 – 10.10.2022

Quarter 2: 10.11.2022 – 12.21.2022

Quarter 3: 01.09.2023 – 03.17.2023

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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.e., August 1, 2022)	10/12/2022	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes	* If no, what modifications will be made to address the achievement gap?
	<input type="checkbox"/> No*	
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	Cultural Responsive training for staff to help adults understand behaviors and expectations, continue assistance with morning meetings to build culture, specifically with AA students, monitoring of students during academic lessons to ensure understanding.	

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)		

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



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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:	
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
33%	67%
(OPTIONAL) Additional information:	Principal, Assistant Principal, Math Coach

3rd Threshold grouping time

From: Brown, Rebecca

Sent on Friday, 9/9/2022 at 4:24 PM

Mon 9/12/2022 7:30 AM - 8:30 AM

Join Teams meeting

You accepted this meeting on 9/9/2022

Calendar

Don't remind me

I know you mentioned meeting early so we were just creating an invite. I put in all the names according to fast and shared the threshold word page with that and was going to put there percentile and scale score right next to their name so Monday morning we could look and decide if they need threshold 2 or 1 based of that. Have a great weekend!

5th Grade 12:20-1:05 Data for T1 and T2 groups

From: Good, Kelly

Sent on Friday, 9/2/2022 at 11:12 AM

Fri 9/9/2022 12:20 PM - 1:00 PM

Join Teams meeting

Becca Brown's Room

You accepted this meeting on 9/5/2022

Calendar

5th Grade

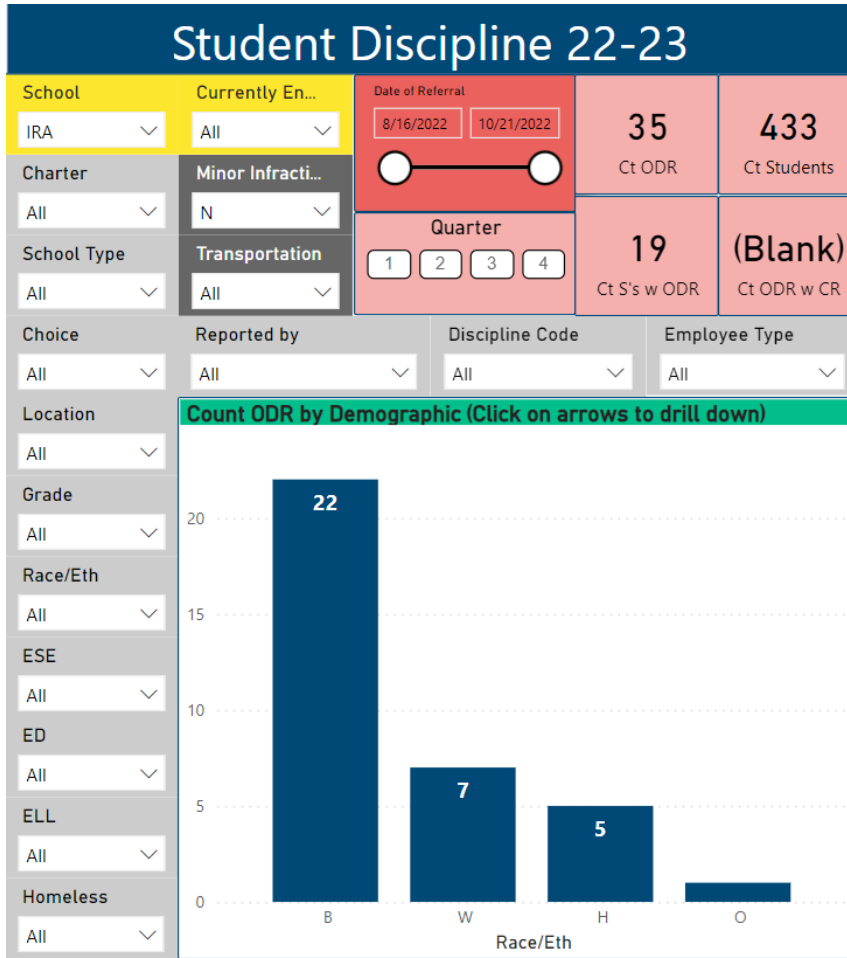
Don't remind me

We will meet to review tentative groups. Please bring any data you have to discuss.



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Teacher: E. Odom		Grade: 5th		Content: ELA-Amplify		Quarter: 1	
Day	Monday	Tuesday	Wednesday	Thursday	Friday		
Date	8/29/22	8/30/22	8/31/22	9/1/22	9/2/22		
Unit	1 Personal Narratives	1 Personal Narratives	1 Personal Narratives	1 Personal Narratives	1 Personal Narratives		
Lesson	Lesson 6 Reading and Writing About Names Text "Hello, My Name is" by Jennifer Lou *See PP Presentation	Lesson 7 Perspective, Part 1 Text "Hello, My Name is" By Jennifer Lou *See PP Presentation	Lesson 8 Evidence to Support a Perspective Texts Introduction to "Rosa Parks: My Story" and "Step by Step" *See PP Presentation	Lesson 9 Tone Texts "Rosa Parks: My Story We Fight for the Right to Vote" and "Step by Step" *See PP Presentation	Lesson 10 Event Sequences and Similes and Metaphors *See PP Presentation		
Standards	Reading-R.2.2; EE.3.1 I can quote accurately from the text when stating facts and making inferences. Speaking and Listening-R.2.1; EE.4.1 I can describe how graphics from "Hello, My Name is" enhance the text. Writing-C.1.2 I can draft the first part of a narrative about their name.	Reading-R.2.3; EE.1.1 I can compare and contrast the author's different perspectives at different ages. Writing-C.1.2 I can describe events from specific perspectives and complete drafting my name narrative.	Reading-R.2.4 I can identify the evidence Rosa Parks brings to support her point that segregation was unjust. Speaking and Listening-C.5.1; EE.4.1 I can read out loud my name narrative and show my graphic. Writing-C.1.2 I can write narratives containing evidence that supports perspectives.	Writing-C.1.2; EE.6.1 I can define tone and write in multiple accounts. Reading-EE.6.1 I can compare and contrast the tones of two texts. Speaking and Listening-C.5.1; EE.4.1 I can present out loud my name narrative and image.	Writing-C.1.5; EE.5.1 I can plan personal narratives by outlining a sequence of events. Language-R.3.1 I can identify similes and metaphors in a text and write using similes and metaphors. Writing-C.1.2 I can describe pieces of music using similes and metaphors. *Pretest R.2.2 and R.2.3		
Activity Pages/ Assessment	Activity Pages 6.1, 6.2, 6.6	Activity Pages 7.1, 7.2, 7.3	Activity Page 8.1	Activity Pages 9.2 and 9.4	Activity Pages 10.2, 10.3, 10.4		