



## African American Achievement Plan 2022-2023 Assurances of Implementation of Strategies/Action Steps

**Quarter of the School Year: 2**

**School: Liberty Magnet**

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 December 12, 2022:     JJK     (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?)

**During Quarter 2, we continued to use data from various assessments to create small groups and tiered instruction with a focus on students' needs. District approved curriculum is utilized for all tier 1 instruction. Mentor groups have been created to build habits of success and relationships early. Research based strategies are being used for student engagement and teacher monitoring.**

**Upon reflecting on opportunities for growth, we will continue to monitor our African American students to ensure that they are progressing towards proficiency in all academic areas. Our next steps include the implementation of A2 tutoring as an extended learning opportunity. 25% of the students who will participate in A2 tutoring are African American.**



## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 2

Date of Summary: December 12, 2022

School: Liberty Magnet

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 **3**

African American History Teachings

Date(s) of Support Provided to School Leadership Teams **10/21, 11/1, 11/2**  
(i.e., August 1, 2022)

Summary of Observation(s): **Students were researching Rosa Parks.**

**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 **10/26, 11/16, 12/14**

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	100%	1	1	100%	0	0	100%	1	1	100%

**\*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)

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 Achievement Plan 2022-2023

## Assurances of Implementation of Strategies/Action Steps

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: 10/10, /17, 10/24, 11/7, 11/14, 11/28, 12/5, 12/15, 12/21

Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Discipline: Social skills lessons implemented. Plan for bus loop time to utilize that time in the computer lab so that the students can use the time for academics and reduce the potential for trouble in the down time. Use of token boards, check in/check out systems, staggered dismissal times, Behavior checklists, scheduled breaks.

### Achievement

Date(s) of Problem-Solving Session(s) for Achievement: 10/25, 10/26, 10/27, 11/15, 11/16, 12/13, 12/14

Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement:  
 -Improve incident documentation  
 -Focus on phrasing goals positively  
 -Teacher training

**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: 11/30/22  
 (i.e., August 1, 2022)



## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students? ☒ Yes ☐ 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):

- Restate learning goal throughout the lesson
- Provide students with specific, academic feedback
- Use formative assessment data to create small groups and provide method for students to check their work
- Travel to other groups to check student progress during small group instruction
- Increase student collaboration with chunking and turn and talk by scaffolding with specific response expectations.
- Whiteboards – allow “think” time and have students cover their answer to discourage copying.

**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

(#)  
19

Total Count of African American Students Enrolled

(#)  
67

Total Percent of African American Students Participating in One or more Extracurricular Activities

(%)  
28.4

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

Any upcoming extracurricular activities are shared during the principals' calls on Sunday evenings. Additionally, extracurricular opportunities are shared on the morning announcements when appropriate.

**(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.

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



## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

Number of Interviews Conducted by the Interview  
Committee: **2**

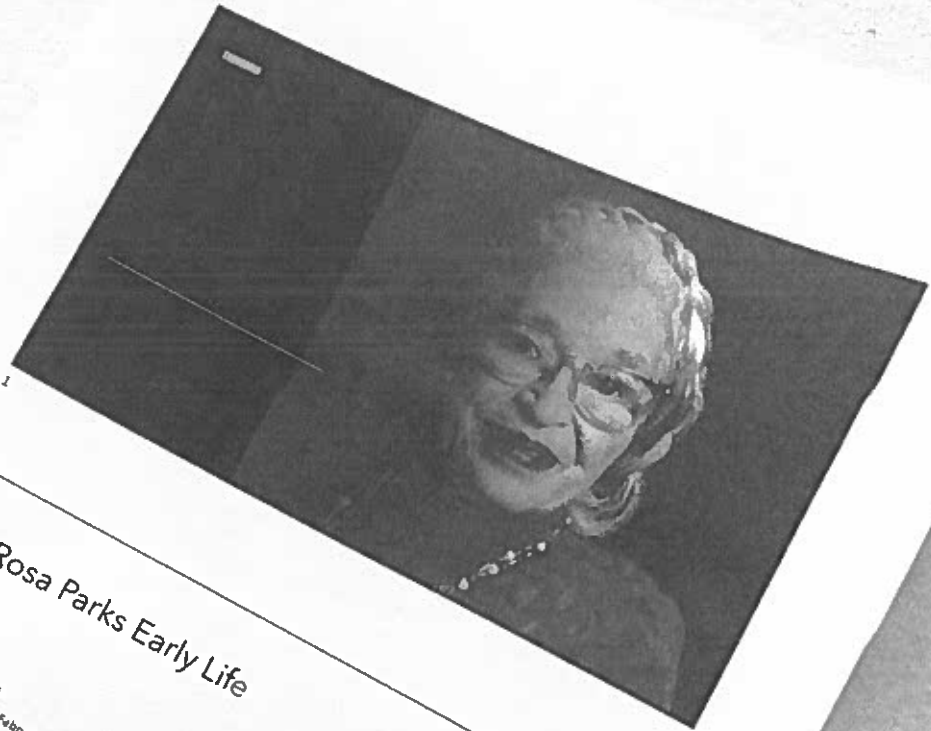
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
<b>50%</b>	<b>50%</b>

(OPTIONAL) Additional information:

**ESE Resource Teacher Interview**

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

10/27/



# Rosa Parks Early Life

## wording

- I was born on February 4, 1913 in Tuskegee, Alabama.
  - I was sick much of the time, and as a result, I was a small child.
  - My parents names were James McCauley and Lewis Edward.
  - I also had a brother named Sylvester McCauley.
- My mother took me and my brother and moved to one over a town in adjacent to Montgomery, Alabama.

## pictures









**Evidence for 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.**



# Intensive Reading Audit: K-5

School

Grade

Teacher

LVS

1

1

2023-24

1

6

Ct of K-5 Students

(Blank)

Total Ct Scheduled

(Blank)

Ct Need Fun Read

(Blank)

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

Student ID Sc Name Gd Race/Eth ED ESE ALL PMT SS PMT AL PMT Per 2022-23 FSA 12

This dashboard utilizes the students' prior year FSA ELA performance level (level 1) for grades 4-5 and the 22-23 Fall (Ready percentile (Below 9th percentile) for grades KG-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



# Intensive Reading Audit: K-5

School

Grade

Teacher

7	1	1	1	(Blank)	(Blank)
Ct of K-5 Students	Total Ct Scheduled	Ct Need Fun Read	Ct Need Fun Read & Scheduled	Ct Need Fun Read but NOT Scheduled	Ct Scheduled & may NOT need

## Need Fun Read but Not Scheduled

Student ID   Scc   Name   Gdd   Recd   Etn   ED   ESE   ELL   PWR   SS   PWR   AL   PWR   Per   20/22   SS   20/22   AL   PWR   Per   22-23   FSA   R

This dashboard utilizes the students' prior year FSA ELA performance level (Level 1) for grades 4-5 and the 22-23 Fall iReady percentile (Below 9th percentile) for grades KG-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

Name   Course Title



# Intensive Reading Audit: K-5

School

Grade

Teacher

Student

12

Ct of K-5 Students

(Blank)

Total Ct Scheduled

(Blank)

Ct Need Fun Read

(Blank)

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

Student ID Sch Name Gr Race ESE ELL PM1 SS PM1 AL PM1 Per PM2 SS PM2 AL PM2 Per 22 FSA R

This dashboard utilizes the students' prior year FSA ELA performance level (level 1) for grades 4-5 and the 22-23 Fall IReady percentile (Below 9th percentile) for grades KG-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





1



## Activity

**Need Fun Read but Not Scheduled**

Student ID    Sec    Name    Gd    Race/Etn    ED    ESE    ELL    MMS    CHA    A    2Y1 Per    2Y2 SS    2Y2 AL    PM12 Per    22 FSA    IS

(Blank)

This dashboard utilizes the students' prior year FSA ELA performance level (level 1) for grades 4-5 and the 22-23 Fall iReady percentile (Below 9th percentile) for grades KG-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.

**Evidence for 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.



mcg

Level 4

Spec'mo (la)

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get Zip

vet Jug

do (uo)

lab

feet

Rob

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and

hop

biet

Sub

(Ri)

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bed - bid

net - det

pay

red - reb ✓

need - ✓

do

Reading - 85%

Spelling 85%

Level 12  
 Spelling 90%  
 Reading 50%

++  
 -

- |    |       |      |
|----|-------|------|
| 1  | Puff  | tzll |
| 2  | shall | lop  |
| 3  | mess  | seem |
| 4  | pass  | pax  |
| 5  | will  | rot  |
| 6  | mom   | less |
| 7  | dull  | fox  |
| 8  | Cash  | shop |
| 9  | fzzd  | dzzp |
| 10 | fuzz  | hush |
| 11 | Cuff  | zzt  |
| 12 | wish  |      |
| 13 | fzzd  | fed  |
| 14 | mess  |      |
| 15 | bass  |      |
| 16 | rut   |      |
| 17 | fell  |      |
| 18 | rush  |      |
| 19 | sheep |      |
| 20 | jazz  |      |
|    | cabz  | Cad  |
|    | run   |      |
|    | seed  |      |
|    | wet   |      |
|    | Ship  |      |



Level 15

Stick

quit

sweet

Spelling 90%

Reading 50%

you

beg

spell

scab

neck

toss

stuff

smash

shzip

stay

spot

quick

snap

dash

swell

lock

hum

Grade:

[illegible]

## Grade:

[illegible]