



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 2

District Office/Department: Curriculum and Instruction

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 January 5, 2023: KB (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?)

Department of Academic Success

Elementary: In review of our Tier one and two instruction after the first semester, we asked administration and coaches to monitor each teacher's scores on local and state assessments to ensure that all students are receiving what is needed to bridge gaps and build competency. We have instructed leadership teams, and our own Curriculum and Instruction district elementary team, to provide support to teachers as they plan and execute lessons, so all students can find success.

Secondary: In reviewing the data for secondary schools we have identified, by school, areas of need and implemented district level supports according to a tiered system.



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Date of Summary: January 4, 2023

District Office: Curriculum and Instruction

Strategies: 1.3, 2.1, 2.4, 3.2, and 4.1

Strategy AAAP 1.3: 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 Support Provided to School Leadership Teams (i.e., August 1, 2022)	<p>October 27, 2022 - VBHS Principal</p> <p>October 26, 2022 - SRHS Principal</p> <p>October 11, 12 2022 - Provided testing support for VBHS</p> <p>October 5, 19 & 25 2022 November 3, 9 & 16, 2022 - VBHS & SRHS Leadership, Lead Counselor, and Coaches</p> <p>December 19, 2022 – SRHS & VBHS specific ELA data review</p>
Summary of Planned Action Steps	<ul style="list-style-type: none"> Reviewed a list of students not on track to graduate Encourage ongoing outreach and communication with families Provided school-based testing support in the specific areas pertaining to graduation requirements Additional support times via A2 and after-school tutoring Graduation Coach, Math Coach, and Literacy Coach supports with intensive interventions/study skills

Strategy AAAP 2.1: Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.

Date(s) of Support Provided for Problem Solving for Discipline and/or Achievement Disparities (i.e., August 1, 2022)	<p>Beachland Elementary: November 2, 2022, December 12, 2022</p> <p>Citrus Elementary: October 17, 2022, October 26, 2022, November 7, 2022, November 15, 2022, November 29, 2022, December 6, 2022, December 14, 2022</p> <p>Dodgertown Elementary: October 18, 2022, October 24, 2022, November 3, 2022, November 8, 2022, November 17, 2022, November 28, 2022, December 8, 2022, December 14, 2022, December 20, 2022</p> <p>Fellsmere Elementary: October 20, 2022, December 2, 2022</p>
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	<p>Gifford Middle: October 20, 2022, October 26, 2022, November 7, 2022, November 14, 2022, November 17, 2022, November 28, 2022, November 30, 2022, December 14, 2022, December 19, 2022</p> <p>Glendale Elementary: October 17, 2022, November 8, 2022, November 29, 2022, December 1, 2022, December 13, 2022</p> <p>Indian River Academy: October 24, 2022, November 16, 2022, November 29, 2022, December 13, 2022</p> <p>IR PREP: October 18, 2022, November 7, 2022</p> <p>Liberty Magnet: November 14, 2022, December 15, 2022</p> <p>Osceola Magnet: November 15, 2022, December 15, 2022</p> <p>Oslo Middle: October 20, 2022, October 25, 2022, November 8, 2022, December 14, December 19, 2022</p> <p>Pelican Island Elementary: October 20, 2022, October 27, 2022, November 8, 2022, November 16, 2022, December 8, 2022, December 16, 2022</p> <p>Rosewood Magnet: November 7, 2022, December 12, 2022</p> <p>Sebastian Elementary: October 20, 2022, October 24, 2022, November 14, 2022, December 2, 2022, December 15, 2022,</p> <p>Sebastian River High: November 18, 2022, November 29, 2022, December 13, 2022</p> <p>Sebastian River Middle: October 26, 2022, November 16, 2022, November 29, 2022, December 15, 2022, December 16, 2022</p> <p>Storm Grove Middle: October 20, 2022, November 28, 2022, December 15, 2022, December 16, 2022</p> <p>Treasure Coast Elementary: October 25, 2022, November 4, 2022, December 12, 2022</p> <p>Vero Beach Elementary: October 27, 2022, November 15, 2022, November 18, 2022, November 28, 2022, December 7, 2022</p> <p>Vero Beach High: October 24, 2022, November 3, 2022, November 7, 2022, November 8, 2022, November 15, 2022, November 17, 2022, November 28, 2022, December 1, 2022, December 8, 2022, December 12, 2022</p>
Summary of Planned Action Steps	<p>Elementary: There were a variety of ways that the district leadership curriculum and instruction team decided upon the various support levels for the 13 elementary schools. Initially, schools were identified as to how many visits they would receive monthly, based on last year's state</p>



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assessment scores. As the first semester progressed, specific support was given to schools based on need as seen in walkthrough data (such as collaborative planning support). Due to these factors, the following schools continued to receive support weekly from Director of Elementary Education, or the different curriculum specialists in ELA, Math, or Science: Citrus Elementary, Dodgertown Elementary, Fellsmere Elementary, Glendale Elementary, Pelican Elementary, and Sebastian Elementary.

These schools will continue to receive support once-twice a month: Indian River Academy, Treasure Coast Elementary, Vero Beach Elementary

These schools, that were all A grade schools for the 2021-2022 school year, received support once a month, and this will continue, unless the schools ask for more: Beachland Elementary, Osceola Magnet Elementary, Liberty Magnet Elementary, Rosewood Magnet Elementary.

In addition, the Acceleration Team is made up of 2 literacy coaches, 1 interventionist and one coordinator who oversees the work being done at Vero Beach Elementary to accelerate primary students' learning. This team, in collaboration with the Vero Beach Elementary Leadership team continues to provide additional support daily to teachers and students, with the primary focus on K-3. Their goal is to increase ELA proficiency scores and to help all students succeed. They meet weekly with the Director of Elementary Education to review data and next steps.

Lastly, the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established criteria for identifying schools for additional support. The criteria included schools with students in grades Kindergarten through five, where 50 percent or more of its students, in any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment. The criteria also included students in grades Kindergarten through three, identified using the new coordinated screening and progress monitoring system, who are not on track to pass the statewide ELA assessment. This year the schools that had one grade level below the 50%



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threshold include: Citrus, Fellsmere, Glendale, Indian River Academy, Pelican Island, Sebastian, Treasure Coast. Vero Beach Elementary and Dodgertown were targeted schools, as they had more than one grade receiving less than 50% proficiency in ELA state assessments. Because of the acceleration team's work at Vero Beach Elementary, the school designated to receive the most support is Dodgertown, with monthly visits from the RAISE coordinator in our area. During these meetings, Curriculum and Instruction supported the school as well, and learning walks occurred with next steps for standards-based instruction and monitoring. The RAISE coordinator has also been scheduled to work in a collaborative planning time with each of the grade levels. Scheduled meeting times for quarter two through March, thus far, are: November 8, 2022, December 8, 2022, and January 24, 2023, February 22, 2023, March 7, 2023

Secondary and Elementary: Principal meetings 11/3, 11/30

AP Meetings 10/19, 11/9
Coach Meetings 10/25, 11/16, 12/19

Scheduled as intentional meeting dates with the leadership groups where the SDIRC School Improvement Plans (SIPs) were reviewed to assess and approve specific actions steps in support of advancing the achievement of Black/African American students.

Secondary: All secondary schools are visited at least weekly by a member of the C & I Team. Schools are tiered for support with additional supports provided as needed at each school.

Strategy AAAP 2.4: (QUARTER 1 ONLY) Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.

Dates of Review of School Improvement Plans for Inclusion of Interventions for the Achievement Gap (i.e., August 1, 2022)

September 16, 2022 – Final draft for Phase 1 of School Improvement Plans due in the Canvas Instructional Leadership Hub

September 16 – September 30, 2022 – District-level review of goals and actions steps by various office and departments (Department of Innovation – Family and



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	<p>Community Engagement; Office of Strategic Planning and Support Services – Culture and Climate; and Office of Curriculum and Instruction – Academic)</p> <p>October 10, 2022 – Overview of the School Improvement Process presentation by Mrs. Baysura at the Superintendent’s Workshop</p> <p>October 13, 2022 – Final Draft of Phase 1 and Phase 2 SIPs due in the Canvas Instructional Leadership Hub</p> <p>October 24, 2022 – All SDIRC School Improvement Plans on the consent agenda at the School Board Business Meeting</p>
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Strategy AAAP 3.2: Facilitate a taskforce that includes community members in which perspectives, feedback, and support will be gathered to ensure equitable access to educational experiences for students districtwide.

Date of Taskforce Meeting(s) (i.e., August 1, 2022)	Zero (0) C.L.I.M.A.T.E. Task Force meetings occurred during the quarter 1 reporting window.
Summary of Planned Action Steps	November 15, 2022 – On behalf of the Chair of the C.L.I.M.A.T.E. Task Force, an update email was sent containing upcoming meeting details to reconvene the group.

Strategy AAAP 4.1: Increase the diversity of mentors and staff providing coaching support as part of the STARR Mentoring program, while training mentors in trauma-informed practices and cultural competency.

Percentage of Mentors by Race/Ethnicity	
Black/African American (%)	White, Non-Hispanic (%)
29	106