



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

**Quarter of the School Year: 2**

**District Office/Department: Strategic Planning and Support Services**

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 20, 2022: PL (SS) BM (A&R) (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 see the continued need for the AIM intervention meetings with students and school staff. Students that are identified based on the EWS dashboard need direction, strategies, and guidance in addressing any poor grades. For example, we experienced secondary students that needed to just dress out for physical education to pass the class. Therefore, next steps would be to connect with their school counselor to follow-up on their progress and ensure that students are better navigating little nuances that have an impact on their overall academic success.

Our A2OSS problem-solving meetings have been helpful in directly addressing any issues associated with any A2OSS school referrals. The data reviews are helpful in pinpointing any trends in referrals. We see a high number of inappropriate behaviors, fighting, and tobacco/E-Cigarettes/Vaping codes associated with A2OSS assignments. Next steps would involve identifying specific resources and strategies to educate students attending A2OSS with positive behaviors (replacement



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behaviors) to prevent a return to A2OSS. In addition, students need strategies to better navigate difficult situations. Currently, the return rate of students to A2OSS is at 5% which is positive.

As Power BI dashboards become more robust and engrained in district- and school-level problem solving, we have seen a consistent improvement in district- and school-based abilities for understanding the data displayed in these dashboards. This has allowed for additional opportunities to expand on refining the problem-solving process at all levels. A focus on equitable administration of interventions continues to be central to all problem-solving meetings. A continued extension of this same level of understanding to the school leaderships is our primary opportunity for growth into the third quarter. Additionally, the Department of A&R has launched extensive data dashboards for teachers and will use the training opportunities to expand data-based problem solving to the teacher level is our second opportunity for growth.



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**Date of Summary: December 20, 2022**

**District Office: Strategic Planning and Support Services**

**Strategies: 1.3, 2.1, 2.2, 2.3, 3.3, and 5.4**

**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.**

|   |  |
|---|--|
| <p>Date(s) of Support Provided to School Leadership Teams/Updates to the Early Warning System Dashboard (<i>i.e., August 1, 2022</i>)</p> | <p>AIM Intervention/School Team Meetings occurred on each secondary campus. Administration teams were given the list of identified students using the EWS dashboard that were identified based on the following criteria: one or more retentions, one or more suspension events in the previous/current school year, three or more Office Discipline Referrals as of 10.15.22.<br/>                 Gifford MS, 11.1.22<br/>                 VBHS FLC, 11.8.22<br/>                 Oslo MS, 11.17.22<br/>                 VBHS MS, 12.1.22<br/>                 SRHS, 12.1.22 &amp; 12.6.22</p> |
|---|--|

\*Attach examples of the Early Warning System Dashboard

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

|  |   |
|--|---|
| <p>Date(s) of Support Provided for Problem Solving for Discipline and/or Achievement Disparities (<i>i.e., August 1, 2022</i>)</p> | <p><u>Impact Review Data Dive with School Counselor</u><br/>                 Sebastian Elem, 10.11.22<br/>                 Treasure Coast, 10.11.22<br/>                 IRA, 10.12.22<br/>                 OMES, 10.12.22<br/>                 VBE, 10.13.22<br/>                 DTE, 10.13.22<br/> <u>Problem Solving Meetings with Accountability and Research</u><br/>                 ESE Dept, 11.14.22, 12.12.22<br/>                 SS Dept, 10.24.22, 10.27.22</p> |
|--|---|

|  |  |
|--|--|
| <p>Summary of Planned Action Steps</p> | <p>Attached Agenda with Next Steps</p> |
|--|--|



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

**Strategy AAAP 2.2: Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.**

|   |  |
|---|--|
| Date(s) of Professional Development Provided for Alternative Discipline Interventions & Supports<br><i>(i.e., August 1, 2022)</i> | <u>Date of Elementary PD (Professional Development) - (SS)</u><br>10.25.22<br>11.29.22<br>12.20.22<br><u>Date of Secondary School Counselor PD -(SS)</u><br>11.30.22 |
|---|--|

\*Attach examples of professional development materials

**Strategy AAAP 2.3: Monitor trends in the use of classroom removals for discipline and alternatives to out-of-school suspension to provide needed supports for school-level problem-solving related to behavior and discipline.**

|  |  |  |
|--|--|--|
| Date(s) and Locations(s) of Supports for School-level Problem-solving<br><i>(i.e., August 1, 2022)</i> | <u>A2OSS Meetings</u><br>10/14/22<br>11/2/22 | <u>School Visits</u><br>SRHS - 11/14/22<br>VBHS - 11/29/22 |
|--|--|--|

-Equity Profiles: Submitted at the end of October.

**Strategy AAAP 3.3: Maintain public-facing dynamic, data dashboards that provide easily accessible educational outcome data that is disaggregated by race/ethnicity.**

Link: [Access Data](#)

|   |  |
|---|--|
| Date(s) of Maintenance<br><i>(i.e., August 1, 2022)</i> | Roll Over 11.1.2022<br>Updated 12.2.2022 |
|---|--|

**Strategy AAAP 5.4: Continue to provide evidence of implementation of the AAAP and progress monitoring, including a 5-year progress monitoring framework, on the District's public-facing website.**

\*Attach example of evidence of the updated progress monitoring framework for the quarter





# African American Achievement Plan 2022-2023

## Assurances of Implementation of Strategies/Action Steps

### Artifacts AAAP 2.1:

#### Department of Accountability and Research Meeting Agenda

Title: ESE Discipline 10+ Days  
Location: Teams Meeting



| Date       | Action Items  | Power BI App if Applicable     | Person Responsible  | Status  |
|------------|---|--------------------------------|---|---|
| 11/14/2022 | <b>Noticing:</b> Discrepancy between discipline suspension and attendance suspension.<br><b>Action:</b> Possible Discipline-Attendance Audit Dashboard; Training of Staff; email principals to remind procedures. | Discipline: Classroom Removals | A. Seelye will relay to ESE staff members to remind school based staff to address. Dr. McMahon will look at dashboard and handle emailing principals. | DONE  |
| 11/14/2022 | Relook at Location List - when do they mail OTHER? What are those locations? Is there room to add new locations?  | Discipline                     | Program Specialist to gather this information from Administrators ASR will look at discipline data in FOCUS.  | 12/12/2022: After reviewing it - it appears to be more of a data entry issue. Filter on the Student Detail page Filter Other for Location when having discussions around problem solving! ESE, SS, ASR will continue to remind staff to be mindful of this field. |
| 11/14/2022 | Inappropriate Behavior: Could it be more specific to capture that information for problem solving   | Discipline                     | Dr. McMahon will discuss at SS Leadership Meeting Potential long-term problem solving this summer   | Admin Escalation of Level 1 in FOCUS defines it slightly better, but there is still a need to clarify. SS has initiated meetings with SS, ESE and ASR for more clarification.   |
| 12/12/2022 | Capturing Attendance and Referral   | Discipline                     | Reviewed the beginning of a dashboard that is Discipline and Attendance Audit   | Will be meeting with IT to review logs. Once done and published ASR will release to school staff  |
| 12/12/2022 | Roll-Ratio  | Discipline                     | OSS is diving the dispositionally (4.8 for ESE - 3.66 for All)  | Dr. McMahon to review why the risk ratio is different when all clicked or none clicked for CR Type. Slight error  |
| 12/12/2022 | Student Data  | Extended Cabinet               | Reviewed the comparison of two-week period.   | N/A   |
| 12/12/2022 | Student List  | Discipline                     | Dr. McMahon will review with Jess Rojas in January  |   |

#### Department of Accountability and Research Meeting Agenda

Title: SS Discipline  
Location: Teams Meeting



| Date       | Action Items  | Power BI App if Applicable             | Person Responsible   | Status      |
|------------|---|--|--|-------------|
| 10/27/2022 | Reviewed OSS - Overall Dispositionality at 4  | Discipline                             | N/A  | N/A         |
| 10/27/2022 | What is the new OSS - ESE-504 Code  | Discipline                             | Dr. McMahon will follow up with ESE  | Done        |
| 10/27/2022 | Reminder: United Way Funding Opportunity  | N/A                                    | Dr. McMahon will follow up with United Way   | Done        |
| 10/27/2022 | Reviewed new page to Discipline App - Student List - Student Detail   | Discipline 22-23                       | Dr. McMahon  | N/A         |
| 10/27/2022 | Add -School Drop Down -Route Number -Map redactions of Transportation/Professionals -File -Date Slider  | Transportation Page - Discipline       | Dr. McMahon  | In Progress |
| 10/27/2022 | Add Teacher Name to Student Discipline Log  | Target Teacher Dashboards: Discipline  | Dr. McMahon  | Done        |
| 10/27/2022 | Reviewed Discipline page on Target Teacher App  | Target Teacher Dashboards: Discipline  | Dr. McMahon  | N/A         |
| 10/27/2022 | Add Teacher Code to pull in for Minor Infraction description  | Distric/School View - Discipline 22-23 | Dr. McMahon and IT   | Done        |
| 10/27/2022 | Add Reported by to Student Detail page of the table   | Student Detail - Discipline 22-23      | Dr. McMahon  | Done        |
| 10/27/2022 | Could there be a Letter Sent counter on each Level of Truancy (Ex: If Court Photo's Letters Sent)   | Habitually Truant - Attendance         | Dr. McMahon  | In Progress |
| 10/27/2022 | Can there be some kind of Counter Boxer regarding Bullying and Harassment: -How many were reported? -Which were substantiated/not substantiated? <b>Information in the FERPA's tab in FOCUS: Data: Student Name, Student ID, SDIRC Student Grade Level / Risky (Level) could give more details!</b> | Discipline                             | Dr. McMahon and Ashley Dowdell   | In Progress |
| 10/27/2022 | Is Filter going to be pulled out of Attendance for School?  | Attendance                             | Dr. McMahon - Filter by Grade on Dashboards - Not included in Staff Matrix dashboard | Done        |

### Artifacts AAAP 2.2



Location: D.O. Multipurpose Room  
Date: 10/25/22  
Time: 8:00 a.m.

#### Meeting Agenda

- I. 8:00 – 8:50 A.M. - PBIS Behavior Boosters with Claudia Navarro
- II. 8:50 – 9:00 A.M. - BREAK
- III. 9:00 – 10:00 A.M. – Power Hour with Ginger Bernal
  - a) SDIRC Updates
  - b) Attendance/Bullying Campaign Check-ins
  - c) Power BI- Data dive into discipline data
  - d) Impact Review Feedback
- IV. Questions/Feedback
- V. Adjournment



Location: D.O. Multipurpose Room  
Date: 11/29/22  
Time: 8:00 a.m.

#### Meeting Agenda

- I. 8:00 – 8:40 A.M. – Parent Acknowledgement Focus update with Julie Kastensmidt
- II. 8:40 – 8:55 A.M. – Transitioning to 6<sup>th</sup> Grade with Sara Ange
- III. 8:55 – 9:00 A.M. – BREAK
- IV. 9:00 – 10:00 A.M. – Power Hour with Ginger Bernal
  - a) SDIRC Updates & Reminders-
    - i) December 12, 2022 @ 5:30 P.M. Board Meeting honoring 2022-23 FLSCOY
    - ii) Calendar events for December and January
  - b) MW Documentation Data using Focus
  - c) Working with Marginalized Youth During the Holidays
  - d) Needs
- V. Questions/Feedback
- VI. Adjournment



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Agenda  
11.30.22

- Problem Solving Discipline Data
- SCOIR and You Science
- Secondary Curriculum Updates
- Parent Acknowledgment Form Updates
- AIM
- Ripple Effects
- Upcoming Events



### Artifacts AAAP 2.3:

**DATE:** 11/2/22  
**TIME:** 2:15 p.m. to 2:45 p.m.

**PURPOSE:** A2055  
**FACILITATOR:** Paula Lewis, Ed.D

**AGENDA TOPICS**

- PowerBI Review
- ADDBE Sign
- Data-based Decision Problem-Solving
- Any Additions to this agenda?
- Questions?

**ATTENDANCE:**

- Leslie Wallace
- Tunjua Nathaniel
- Ashley Dowdell
- Paula Lewis
- LaVonne Walker



**Data Review: Attendance & Discipline**

Department of Student Services      Vero Beach High School, November 29, 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



# African American Achievement Plan 2022-2023

## Assurances of Implementation of Strategies/Action Steps

### Artifacts AAAP 3.3:

District Grade and FSA Rankings

Early Warning System

Extracurricular Activities

Graduation Documentation

Least Restrictive Environment

Student Attendance

Student Discipline

Student Enrollment

Student iReady Performance Report

Student & Staff Racial/Ethnic Distribution Documentation

### Artifacts AAAP 5.4:

## iReady Performance Summary

Last Updated: 10/24/2022

Note: SDIRC does not track iReady data for Charter Schools.

All District, Non-Charter, PK-12 Students

| Year         | 2018-2019        |                 |                |                  |                 |                |                  |                 |                |    |
|--------------|------------------|-----------------|----------------|------------------|-----------------|----------------|------------------|-----------------|----------------|----|
|              | ELA              |                 |                |                  |                 |                |                  |                 |                |    |
|              | Fall             |                 |                | Winter           |                 |                | Spring           |                 |                |    |
| Window       | Ct Students Test | Ct On Grade Lvl | % On Grade Lvl | Ct Students Test | Ct On Grade Lvl | % On Grade Lvl | Ct Students Test | Ct On Grade Lvl | % On Grade Lvl | C  |
| White        | 3691             | 1559            | 42%            | 3713             | 2227            | 60%            | 3643             | 2535            | 70%            |    |
| Hispanic     | 2058             | 523             | 25%            | 2069             | 864             | 42%            | 2020             | 1100            | 54%            |    |
| Black        | 1451             | 273             | 19%            | 1464             | 531             | 36%            | 1420             | 679             | 48%            |    |
| Two or More  | 1795             | 491             | 27%            | 1886             | 820             | 43%            | 1862             | 1011            | 54%            |    |
| Asian        | 343              | 122             | 36%            | 345              | 187             | 54%            | 337              | 215             | 64%            |    |
| Pac Islander | 99               | 43              | 43%            | 99               | 64              | 65%            | 98               | 72              | 73%            |    |
| Am Indian    | **               | **              | **             | **               | **              | **             | **               | **              | **             | ** |

#### Achievement Gaps

| Subject              | 2018-2019 |        |        |      |        |        | 2019-2020 |        |      |        | 2020-2021 |        |        |      | 2021   |        |     |     |
|----------------------|-----------|--------|--------|------|--------|--------|-----------|--------|------|--------|-----------|--------|--------|------|--------|--------|-----|-----|
|                      | ELA       |        |        | Math |        |        | ELA       |        | Math |        | ELA       |        | Math   |      | ELA    |        |     |     |
|                      | Fall      | Winter | Spring | Fall | Winter | Spring | Fall      | Winter | Fall | Winter | Fall      | Winter | Spring | Fall | Winter | Spring |     |     |
| Hispanic / White Gap | 17%       | 18%    | 15%    | 13%  | 14%    | 11%    | 16%       | 16%    | 13%  | 14%    | 15%       | 17%    | 11%    | 16%  | 17%    | 14%    | 15% | 15% |
| Black / White Gap    | 23%       | 24%    | 22%    | 22%  | 25%    | 22%    | 22%       | 23%    | 21%  | 27%    | 18%       | 22%    | 23%    | 15%  | 26%    | 28%    | 22% | 19% |

\*2019-2020: Due to the school closures as a result of COVID-19, the spring iReady diagnostic results are not reported here.  
 \*\* 2022-2023: Due to changes in state assessments, SDIRC delayed the administration of the Fall diagnostics until October.

Source: iReady and FOCUS Student Information System.