



## African American Achievement Plan 2022 -2023

### Assurances of Implementation of Strategies/Action Steps

**Quarter of the School Year: 2**

**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 January 6, 2023: \_\_\_KG\_\_\_\_\_ (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 focused heavily on improving student and staff attendance. Staff attendance increase from 95.7% to 97.6 %. Student attendance decreased from 92.4% to 90.9%. The attendance committee has increased the number of days per month it meets to be able to contact families and work with them to identify barriers and solutions. Mr. E, Principal of Fellsmere Elementary School, came to our Family Night to translate for our Spanish speaking families. A breakout session on attendance took place with feedback on barriers for families regarding attendance was captured. That information is now incorporated into our action steps for our Quarter 3 School Improvement Plan. Schoolwide our ELA FAST assessment data shows a decrease in Level 1s from 52% to 36%. There is an increase in the achievement data from 21% to 28% schoolwide. Schoolwide our Math FAST assessment data shows a decrease in Level 1s from 77% to 48%. Data chats took place with all teachers and coaches to plan next steps for increasing student achievement.

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*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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Date of Summary: January 6, 2023

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)	October 27, November 29, December 13				
Summary of Observation(s):	<p>4th grade students were observed reading about various inventors during whole group instruction. Students also had opportunities to read chapters in their Amplify readers independently and with partners to learn about famous inventors. A discussion on inventor contributions took place as well.</p> <table border="1"> <tr> <td>ELA.4.R.1.2; ELA.4.R.3.1; ELA.K12.EE.4.1</td><td>In ELA, we read and studied poetry from the following African American poets: Harryette Mullen, Nikki Giovanni, and Langston Hughes.</td></tr> <tr> <td>ELA.4.R.2.2; ELA.4.R.3.2b; ELA.4.C.4.1; ELA.K12.EE.4.1</td><td>We finished our Eureka Unit and discussed George Washington Carver.</td></tr> </table>	ELA.4.R.1.2; ELA.4.R.3.1; ELA.K12.EE.4.1	In ELA, we read and studied poetry from the following African American poets: Harryette Mullen, Nikki Giovanni, and Langston Hughes.	ELA.4.R.2.2; ELA.4.R.3.2b; ELA.4.C.4.1; ELA.K12.EE.4.1	We finished our Eureka Unit and discussed George Washington Carver.
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**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)	<b>October 17, 2022</b>
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### 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 (%)

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1	1	100%	0	0	0	2	3	66%	2	2	100%
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*\*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)**

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:

10/14/22, 10/26/22, 11/8/22, 11/29/22, 12/9/22,

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

Attendance calls and letters completed. Mental Health Specialist following up with family that did not attend scheduled conference for attendance next steps. T2 Behavior Plan list reviewed and will be followed up at Jan meeting to ensure all plans are reviewed and data collection is maintained.

### Achievement

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

12/5/2022-12/21/2022

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

Admin attended Individual Data Chats with Teachers and coaches to review every IRA student's academic and if needed, behavior, data to determine if the student is making progress towards grade level standards and behavioral goals. Next steps were created. Tiered groups updated with coaches and teachers during this time and then finalized with admin the week of Dec. 19-21. After school tutoring A2 plan submitted October 17<sup>th</sup>.



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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.e., August 1, 2022)

Schoolwide at Faculty Meeting: 10/21/2022  
Impact Review: 10/12/2022  
Grade Level Leader/Literacy Team: 10/19/2022  
SAC: 10/20/2022

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):

- Newsletters, which include an area on attendance will be translated for all guardians/parents to access and understand the importance of attendance
- Connect with Mr. E to discuss strategies for interfacing with Hispanic population about attendance.
- Specific feedback needs to be given to students on a regular basis (ex. monitoring with colored pen, students going to teacher's desk for check, peer to peer check with structure, white board) so students can monitor their own learning
- Now that Collaborative Planning, Standards Based Instruction and Standards Based Tasks are heavily evident (this was Q1 goal), next steps will



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	be to create lesson plans in Q2, that all teachers are accountable to uphold and follow, with ways to monitor that are intentionally planned for and then executed, as seen in walkthroughs
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**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:		December 20, 2022	
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 (%)	
19	102	19%	
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		<ul style="list-style-type: none"> <li>• Grade- level newsletters</li> <li>• Weekly Connect Ed. Phone calls</li> <li>• Flyers home with students</li> </ul>	
(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.**

Number of Interviews Conducted by the Interview Committee:		
Percentage of Interviewers on Interview Committee by Race		
Black/African American (%)		White, Non-Hispanic (%)
0		100%
(OPTIONAL) Additional information:		



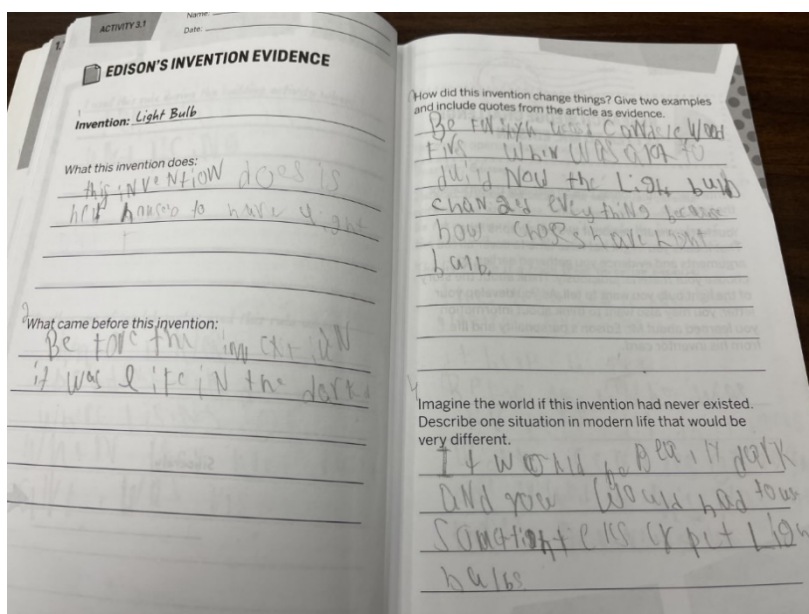


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### Quarter 2 Evidence:

Strategy AAAP 1.1: 4<sup>th</sup> grade ELA Amplify Unit



Strategy AAAP 2.1: 2<sup>nd</sup> grade December PBIS event





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**Strategy AAAP 2.4:** SIP goal- increase family engagement.

- **Day of Caring 2022**





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- Thanksgiving lunch

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- **PTA Skate Night**





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- **Title 1 Winter Family Night**



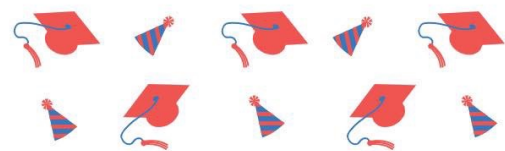
- **Grade Level Awards**





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INDIAN RIVER ACADEMY

## K-5 AWARD SCHEDULE

Thursday, December 15: Kinder @9:15 AM  
Friday, December 16: 1st grade @9:15 AM  
Monday, December 19: 5th grade @9:15 AM  
Tuesday, December 20: 2nd grade @9:15 AM  
4th grade @2:00 PM  
Wednesday, December 21: 3rd grade @9:15 AM

LOCATED IN THE CAFETERIA  
PLEASE RSVP TO YOUR CHILD'S TEACHER