School District of Indian River County

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

Quarter of the School Year: 2
School: Dodgertown Elementary

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 7, 2023: _____A.V._____ (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?)

- There is evidence school-wide of using standards-based curriculum resources.
- Collaborative planning will continue to be an area of focus for Q3.
- Next step: Ensure monitoring is happening throughout the instructional block.
- Next step: Use data to reconfigure small groups for intensive instruction.

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Quarter 4: 03.27.2023 – 05.31.2023

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Quarter of the School Year: 2
Date of Summary: January 7, 2023
School: Dodgertown Elementary

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	6	
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2022)*	10/11/22 10/12/22 10/18/22	10/19/22 11/07/22 12/05/22
Summary of Observation(s):	- Fifth Grade-History of African Americans: Langston Hughes-Unit 3: Pausing Point Enrichment "Negro Speaks of Rivers" by Langston Hughes; ReadWorks: Poetry Lesson-"I, Too" by Langston Hughes (10/11/22) and 10/12/22) - Fourth Grade-History of African Americans: Harlem Renaissance: Visual Art- Unit 3, Lesson 4, p.57 (10/18, 10/19) - Third Grade-History of African Americans: Duke Ellington-Unit 5, Lesson 8, p.183 (11/07/22) - Third Grade-History of African Americans (Study of Women's Contributions): Marian Anderson-Unit 5, Lesson 10, p.224 (12/05/22)	

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)*	**12/09/22**										

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 (%)
7	7	100	5	5	100	6	6	100	**12**	**12**	**100**

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

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African American Achievement Plan 2022-2023
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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 <u>Discipline</u>:	10/11/22 10/14/22	10/21/22 11/18/22	12/02/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>:	- Point Sheets were created for students - Created/Updated BIP - Assigned check in/check out for students - Referrals for mental health services/supports - Referrals to school counselors for social groups - Incentives for positive behaviors - Initiated request for 1:1 behavior technician		
Achievement			
Date(s) of Problem-Solving Session(s) for <u>Achievement</u>:	10/18/22 10/25/22	11/01/22 11/15/22	11/29/22 12/16/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>:	- Updated IEP's - Responded to data- modified Tier2 intervention groups intervention - Tier 2 implementation and data tracking		

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

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)*	10/03/22 & 11/30/22	
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):	We are addressing students through the use of monitoring and differentiation strategies and analyzing data to provide interventions to individual students with achievement gaps.	

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 (%)
102	229	44.5%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	- Encourage staff to share notices via Rewards app - Encourage staff to share notices via social media - Continue to send individual notifications	
(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 (%)
60	40
(OPTIONAL) Additional information:	

Quarter 1: 08.10.2022 – 10.10.2022
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Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.

Grade 5 | Unit 3

Pausing Point

Take the final two days to address students' performance in this unit, using your observations of student performance in class and completion of *Poet's Journal* pages to informally evaluate student strengths and weaknesses and determine which remediation and/or enrichment opportunities will benefit particular students. When assigning these remediation and/or enrichment activities, you may choose to have students work individually, in small groups, or as a whole class.

REMEDIATION

For a detailed description of remediation strategies, which address lagging skills in Reading Comprehension, Fluency, Grammar and Morphology, Spelling, and Writing, refer to the Program Guide.

ENRICHMENT

Enrichment Selections

If students have mastered the skills in the Poetry unit, their experience with the concepts may be enriched by the following activities:

• enrichment reading and writing activities

• enrichment performance activities

Enrichment Reading and Writing Activities

The *Poet's Journal* contains activity pages that students may complete as they read these poems. Short-answer questions and writing prompts related to the enrichment poems appear below, along with Core Vocabulary from the poems.

1. Students should read the enrichment poem "The Negro Speaks of Rivers" by Langston Hughes.

2. Students should read the enrichment poem "I Am Offering This Poem" by Jimmy Santiago Baco.

The Negro Speaks of Rivers
Langston Hughes

I've known rivers:

I've known rivers ancient as the world and older than the

flow of human blood in human veins.

My soul has grown deep like the rivers.

I bathed in the Euphrates when dawns were young.

I built my hut near the Congo and it lulled me to sleep.

I looked upon the Nile and raised the pyramids above it.

I heard the singing of the Mississippi when Abe Lincoln

went down to New Orleans, and I've seen its muddy

bosom turn all golden in the sunset.

I've known rivers:

Ancient, dusky rivers.

My soul has grown deep like the rivers.

Poet's Journal PP.1

Short-Answer Writing Questions—Text-Based

1. Who is the narrator of the poem?

2. What traits of the speaker are emphasized?

3. What metaphors, similes, or other forms of figurative language does this poet use?

4. Identify an example of repetition of words or phrases in the poem.

5. In one sentence, describe what this poem is about.

Graphic Organizer

Langston Hughes uses many different sensory details to help the reader to feel, see, smell, taste, and hear throughout this poem. Imagine yourself as the narrator of the poem. Complete the graphic organizer to infer what the narrator has experienced.

What the character feels:

Quote/detail from the poem:

What the character sees:

Quote/detail from the poem:

What the character smells:

Quote/detail from the poem:

What the character hears:

Quote/detail from the poem:

What the character tastes:

Quote/detail from the poem:

Writing Questions—Creative

6. What does it mean to have a "soul...grown deep like the rivers?"

7. Create your own poem using an element of nature as a metaphor to describe your life, your family, your culture, or your history. Your poem should also use rhythm and repetition.

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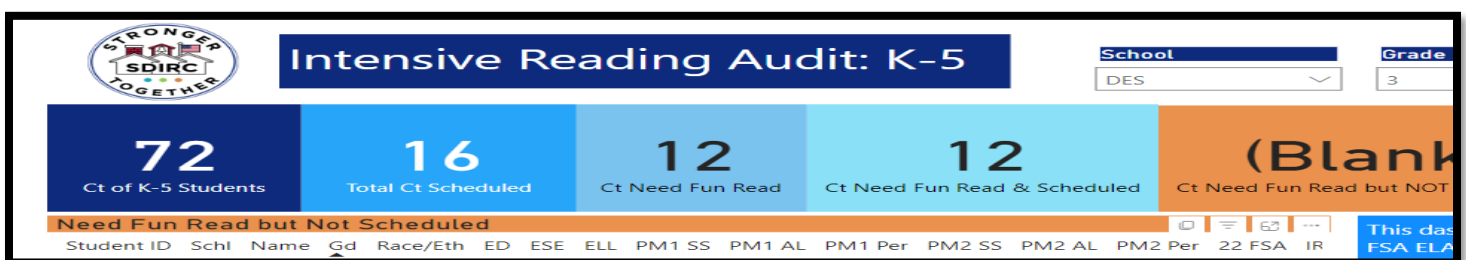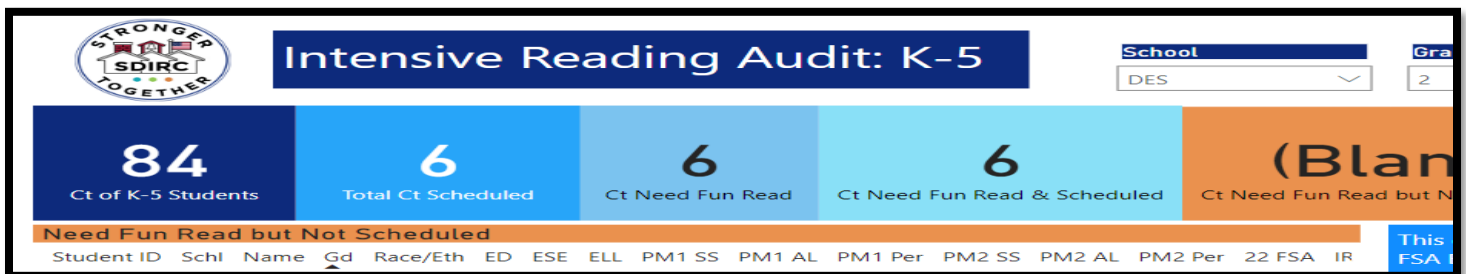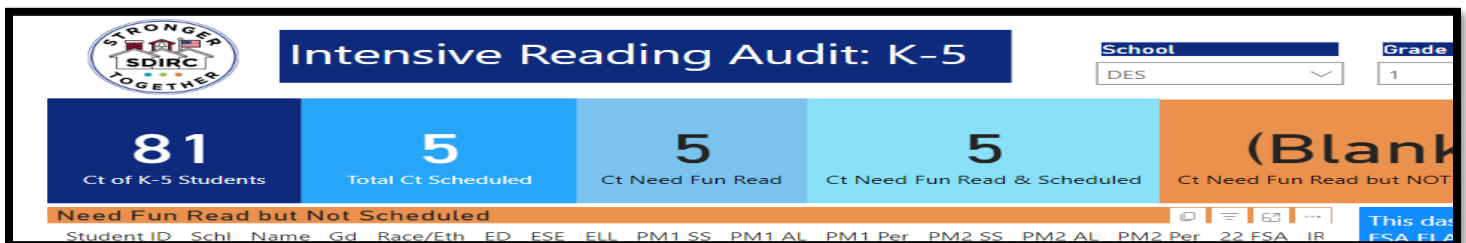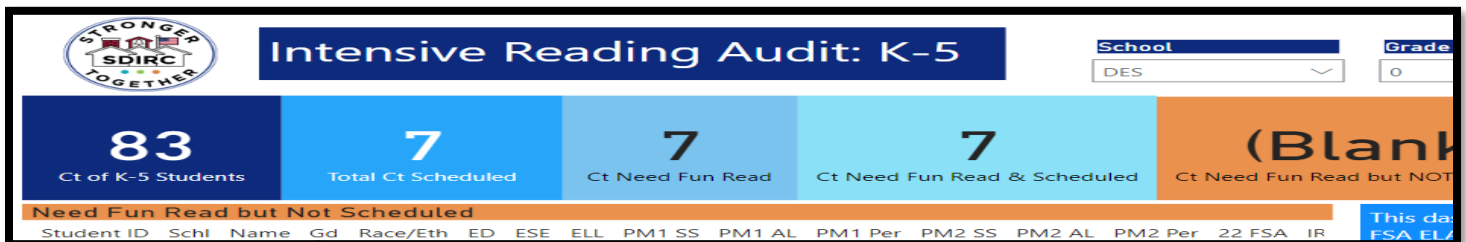## Assurances of Implementation of Strategies/Action Steps

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STRONGER TOGETHER SDIRC

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.			
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Discipline	**Achievement**

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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.		
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Academics

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?
Academics - Significant Data Findings	42% ELA Achievement	Proficiency less than 50%; Tier I grade level instructional focus	Monitoring
	43% Math Achievement	Proficiency less than 50%; Tier I grade level instructional focus	
	31% Science Achievement	Proficiency less than 50%; Tier I grade level instructional focus	
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		39% Black/African American 34% Students with Disabilities	

Goal: During Quarter 1 weekly Impact Walkthroughs, schoolwide data collected for the "Monitoring and Formative Assessment" section using the Impact Review walkthrough tool showed 49% of ratings were either "evident, 8%" or "partially evident, 41%" that teachers were monitoring on a regular basis. During Quarter 2 Impact Walkthroughs, 75% of teachers will monitor students' understanding of standards-based instruction/tasks to help drive instruction as planned with instructional coaches during collaborative planning.

Implementation Plan for Academics

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/11/22 End: 12/21/22	ESSA Subgroups 39% Black/African American 34% Students with Disabilities Meet with ESE Teachers to ensure monitoring of SWDs; Teachers	Leadership Team: Principal, AP, Instructional Coach, C&I	Walkthrough tool; Document monitoring to increase the % of proficiency levels on (state) tests for all students, esp. African American and SWDs	Principal and AP; C&I Canvas notes; Leadership Team will convey doable next steps to instructional staff

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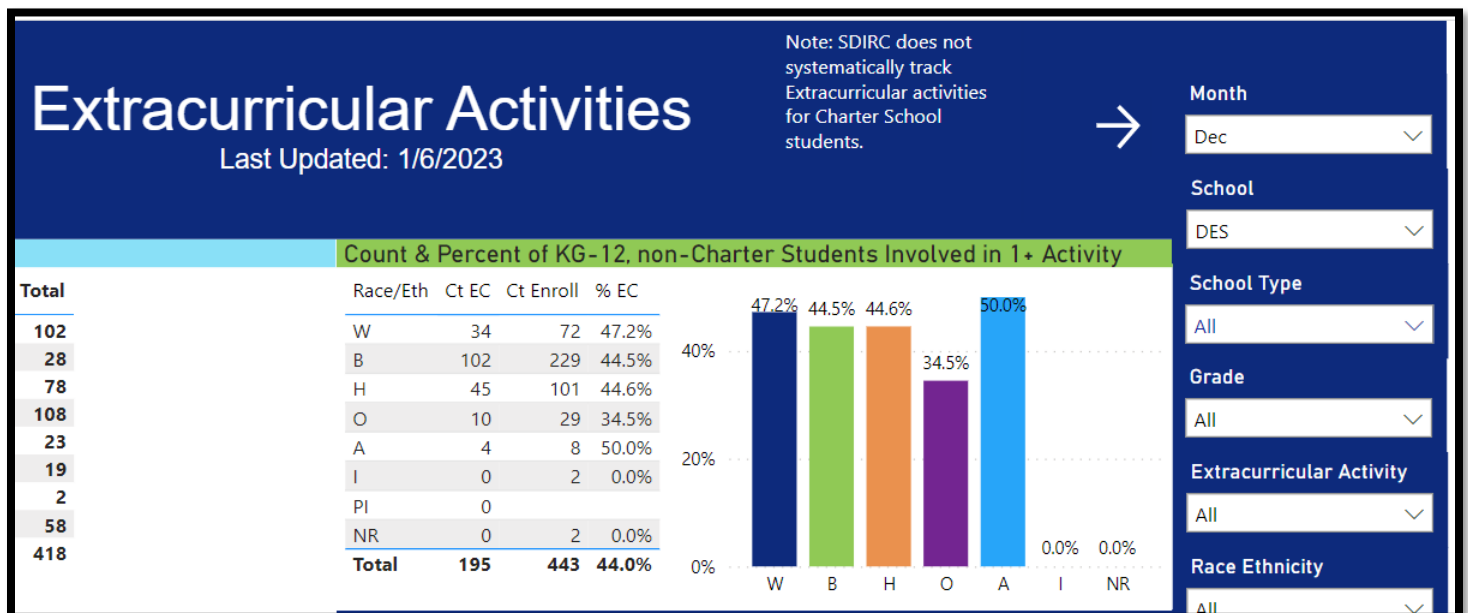*Quarter 4: 03.27.2023 – 05.31.2023*

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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.

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(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		

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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 (%)
60	40
(OPTIONAL) Additional information:	

Black/African American	White, Non-Hispanic
Aretha Vernette, Principal	Stacey Miller, Instructional Coach
Ataaba Patterson, Assistant Principal	Jennifer Davis, Instructional Coach
Denise Swanigan, Instructional Coach	
3 of 5 = 60%	2 of 5 = 40%

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