**Quarter of the School Year: 3**

**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 March 29, 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?)

Department of Academic Success

In review of our Tier one and two data after the three quarters of instruction, we asked administration and coaches to monitor each teacher’s scores on FAST 2 and i-Ready End of Year assessments for K-8 (and ACHIEVE 3000 data for Grades 9-12) to ensure that all students are receiving what is needed to bridge gaps and build competency. We have reviewed the data with all stakeholders and district staff involved. We have instructed leadership teams, and our own Curriculum and Instruction district team, to continue to provide support to teachers as they plan and execute lessons, so all students can find success.

**Quarter of the School Year: 3**

**Date of Summary: March 29, 2023**

**District Office: Curriculum and Instruction**

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

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| 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)* |  |
| Summary of Planned Action Steps | SRHS: January 9  VBHS: January 9 |

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| 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)* | **SECONDARY VISITS from Director:**  **GMS**: January 12, January 17, January 23, January 24, January 26, February 3, February 6, February 8, February 13, February 15, March 9, March 14  **OMS**: January 18, January 26 February 7, February 27, March 9  **SRMS**: January 17, February 2, February 9, March 13  SGMS: January 17, February 23, March 13  **SRHS**: January 9, January 13, January 24, February 9, February 14, February 28, March 1, March 14  **VBHS:** January 5, January 9, January 12, January 23, January 26, February 14, February 23, February 27March 8, March 14  **ELEMENTARY VISITS from Director:**  **Beachland Elementary**: January 10, February 3, March 16  **Citrus Elementary**: January 10, January 27, February 8, February 20, March 10  **Dodgertown Elementary:** January 11, January 24, February 22, March 7  **Fellsmere Elementary**: January 13, February 6, February 28, March 9  **Glendale Elementary**: January11, January 26, February 2, February 9, February 16, February 27, March 6  **Indian River Academy**: January 18, February 7, February 15, March 13  **Liberty Magnet**: January 19, February 13, March 17  **Osceola Magnet**: January 18, February 15, March 28  **Pelican Island Elementary**: January 13, January 23, February 6, February 14, February 23, March 9  **Rosewood Magnet**: January 12, February 21, March 28  **Sebastian Elementary:** January 17, January 26, February 9, February 21, March 1, March 13  **Treasure Coast Elementary**: January 17, February 6, February 27, March 2  **Vero Beach Elementary:** January 12, January 24, February 2, February 15, February 20, February 27, March 2, March 8, March 14  **MEETINGS (**Secondary and Elementary)  Data Com: 1/20, 3/16  Principal meetings: 1/30, 2/8, 3/1  AP Meetings: 1/30, 2/22, 3/8  Coach Meetings: 1/25, 3/15 |
| Summary of Planned Action Steps | **School Visits:** All schools are visited at least bi-monthly by a member of the C & I Team. Schools are tiered for support with additional supports provided as needed at each school, sometimes multiple times a month to fit the academic, behavioral, or other needs based on data.  **Meetings:** 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 all students, and to problem solve in areas for all to find success. |

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| 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)* | N/A |

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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)* | 02.22.2023  03.15.2023 |
| Summary of Planned Action Steps | The C.L.I.M.A.T.E. Task Force reconvened during Q3 for the first time this academic year. The first convened meeting included a debrief of the previous school year, with opportunities to discuss goals for the second year of implementation. |

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| 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 (%) |
| 3% | 97% |