



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 3

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 March 27, 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?)

The quarter included many celebrations for our students and families. The teachers and staff used time to plan forward for our students using the most recent data. Overall, our students have made over 100% growth in Reading and Math combined using the Iready diagnostic as a measurement tool. We look forward to our students continued progress over the next 8 weeks.



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Date of Summary: March 27, 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)	February 1, 2023, February 9, 2023, March 9, 2023
Summary of Observation(s):	<ul style="list-style-type: none"> 1st grade: Teacher will read a Read Works article about Olympic gymnast Simone Biles. Class will answer multiple choice questions with teacher assistance. First Grade teachers will also read aloud from ReadWorks.org articles of the week. Class will discuss person and their accomplishments with partners/whole class. Articles include: Ruth E. Carter, Malcolm Mitchell, Toni Morrison, Oscar Micheaux, and Katherine G. Johnson 2nd Grade: Teachers: Students will read an article from Readworks about the Williams sisters (tennis) and answer multiple choice questions independently or with partners. Teachers will also read an article per week from Readworks highlighting a famous African American. Articles include: James West, George Washington Carver, Patricia Bath, Otis Boykin, and Lewis Latimer 3rd grade History of African Americans: U3 L13, p. 295 ReadWorks article about Lebron James 4th grade History of African Americans: U1 L3, p. 49-54 History of African Americans: U3 L4, p. 57 - ReadWorks Article "Harlem Renaissance: Visual Art" 5th grade History of African Americans: U4 L2, p. 73-75

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



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History of African Americans: U1 L8, p. 153-161 U1 L9, p. 172-177 U1 L9, p. 173 - [ReadWorks](#) Article "The History and Process of Voting" U1 L9, p. 178-183 U1 L11, p. 202-21

History of African Americans: U3 L2, p. 29 - [ReadWorks](#) Article "Jazz"

-African American Month read works
 Sammy Davis Jr., an Exceptional Entertainer
 Reginald Lewis: Businessman Extraordinaire
 Mari Copeny Takes Action
 A hidden figure of the space race
 The paintings of Kehinde Wiley
 Solange Knowles Aware Winning singer
 Ed Dwight The first African American Astronaut
 Alexa Canady Breaking Barriers in Medicine
 Ava DuVernay, Director and Activist **
 The Two Harriets, Heroines of Abolition

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) **3/6/23-3/17/23**

African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)
1	1	100	0	0	0	2	3	67	2	3	67

**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:



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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> :	1/20/23, 1/25/23, 2/13/23, 2/23/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Power Bi Data is reviewed for trends, PBIS events created and scheduled based on needs identified in data reviews. Weekly schoolwide Sanford Harmony lessons are determined based on the needs of each grade level and facilitated by the school counselor.

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	3/6/23-3/17/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Current assessment data for all tiers, including classroom grades and assessments were reviewed. Students were grouped for additional support and enrichment as needed. This took place for ELA, Math, and Science.

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)	3/8/23 with Grade Level Leaders, 1/27/23 All Staff at Faculty Meeting, 2/23/23 SAC Meeting
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Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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):	Administrators, Coaches, and teachers participate in data chats based on State Assessments and forecasted scores to create next steps for students, Review SIP and action steps with staff, Weekly Science planning, intentional planning for accountable talk and monitoring, fidelity walks for morning meeting, PBIS events on Wed or Fridays, Kinder and 1 st grade families are provided with monthly information on attendance to decrease absences.	

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 (%)	
31	98	32%	
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		Social Media, Connect Ed calls, Monthly Newsletters by Grade Level, Parent Permission is sent home	
(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:	0
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0	0
(OPTIONAL) Additional information:	



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Quarter 3 evidence:

Strategy AAAP 1.1 Literacy Week:



Strategy AAAP 3.1: FACES musical performance:



Strategy AAAP 2.1: February PBIS Event:



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Strategy AAAP 3.1: Chorus Performance/Family Night:



Strategy AAAP 2.1: STEAM day:



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Strategy AAAP 2.1: iReady Water Day:

