



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

Quarter of the School Year: 3

School: Liberty Magnet

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 17, 2023: JJK (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?)

As we wrapped up Quarter 3, we continued to focus on data from the Standards assessment, PM2, and IReady data to provide small group instruction specialized to students' individual needs. March also concludes the A2 tutoring intended to strengthen the skills of students who were close to proficiency, of which 25% of the students who attended were African American. Mentor groups are still meeting and have been valuable relationship builders. Research based strategies continue to be utilized to enhance student engagement and teacher monitoring.



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 2

Date of Summary: December 12, 2022

School: Liberty Magnet

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	39
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	1/09, 1/11, 1/12, 1/13, 1/17, 1/20, 2/7, 2/22, 3/6
Summary of Observation(s):	<ul style="list-style-type: none"> • K students drew a portrait of Martin Luther King in art. • 3rd grade students were reading about MLK. • 3rd grade students wrote an “I have a dream essay” they focused on a Dream for the world, their family and themselves. • 5th grade students were reading a passage in small group (RTI) about “Resisting Slavery”

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)										1/18, 2/15, 3/15		
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 (%)	
0	0	100%	1	1	100%	0	0	100%	1	1	100%	

**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)	



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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> :	1/17, 1/24, 1/31, 2/7, 2/14, 2/21, 3/7, 3/14
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Social skills lessons implemented; daily check in/check out. Use of token boards, check in/check out systems, staggered dismissal times, behavior checklists, scheduled breaks.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	1/17, 1/24, 1/31, 2/7, 2/14, 2/21, 3/7, 3/14
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	-Improve incident documentation -Focus on phrasing goals positively -Teacher training

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 (%)



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

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>(i.e., August 1, 2022)</i>	1/13/22	
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):	<ul style="list-style-type: none"> Restate learning goal throughout the lesson Provide students with specific, academic feedback Use formative assessment data to create small groups and provide method for students to check their work Travel to other groups to check student progress during small group instruction Increase student collaboration with chunking and turn and talk by scaffolding with specific response expectations. Whiteboards – allow “think” time and have students cover their answer to discourage copying. 	

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 (%)
19	67	28.4
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	Any upcoming extracurricular activities are shared during the principals’ calls on Sunday evenings. Additionally, extracurricular opportunities are shared on the morning announcements when appropriate.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		



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**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: NA – No interviews this quarter	
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
(OPTIONAL) Additional information:	

Liberty Magnet
AAAP 1.1

i HAVE A DREAM...

by _____

I have a dream that one day
this nation will be the best.

I have a dream that one day
my grandma will get better.

I have a dream that homeless
people will have a home.

I have a dream that one day
I will be in the NBA.

I have a dream today I can
have gum. I have a dream.



that one day I
will be successful.
this is my hope.
and faith with this.
faith we will be
able to do anything.
we put our minds
to. this will be
the day when everyone
become friends.

i HAVE A DREAM...

by _____

I have a dream that one day this nation will
gather hands. I have a dream that one day
black kids and white kids will be like brother and
sister. I have a dream one day people will stop
abusing animals. I have a dream one day, people will
stop doing breakings. I have a dream today. I have
a dream one day black people and white people
will stop fighting. I have a dream today. I have a
dream one day people will stop littering. This
is my hope and faith. with this faith will be
able to do anything that comes
to there mind it just takes time.
This will be the day they will have
a dream too.



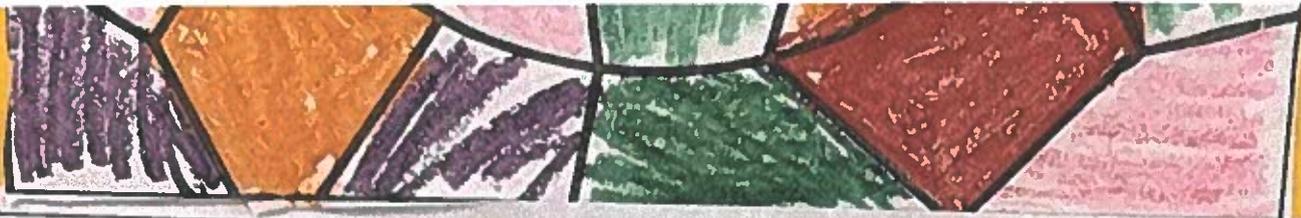


I HAVE A DREAM...

by [REDACTED]

I have a dream that one day this nation will love God with all their hearts. I have a dream that one day people will believe in God. I have a dream that one day people will believe that he died for our sins. I have a dream that people will read the bible. I have a dream today. I have a dream that one day people will put God before things. This is my hope and faith. With this faith we will be able to come together and have a church filled with believers! This will be the day when I finish telling my speech and every one is a believer!





I HAVE A DREAM...

by [redacted] I have a dream

I have a dream that one day this nation will let all people bless everyone.

I have a dream that one day Covid 19 will be gone forever. I have a dream that all boys and girls will not have to wear school uniforms.

I have a dream today.

I have a dream that one day all cats and dogs will never fight.

This is my hope and faith. With we will be able to hold hands

together and sing together.

This will be the day when all people will listen to the rules.



I HAVE A DREAM...

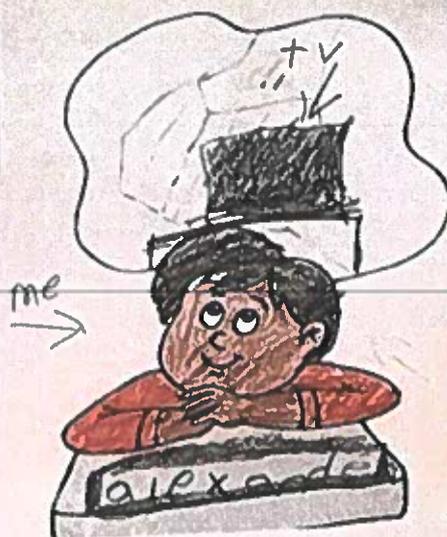
by _____

I have a dream that one day
this nation will be the best.
I have a dream that one day
my grandma will get better.

I have a dream that homeless
people will have a home.

I have a dream that one day
I will be in the NBA.

I have a dream today I can
have sum. I have a dream.



that one day I
will be successful.
this is my hope.
and faith with this.
faith we will be
able to do anything.
we put our minds
to. this will be
the day when everyone
become friends.

I HAVE A DREAM...

by [REDACTED]

I have dream that one day
this nation will open more
equestrian places. I have
a dream that one day I will
have over 100 places for horses.
I have a dream that every
horse will get a good life. I
have a dream that every single
horse will never live in fear. I
have a dream that every single



person has infinite
love. I have a
dream that one
day that I will have
everything you can
buy or sell. I have
hope that I will
thrive. I will be
able to do everything I
want. THE END

i HAVE A DREAM...

by _____

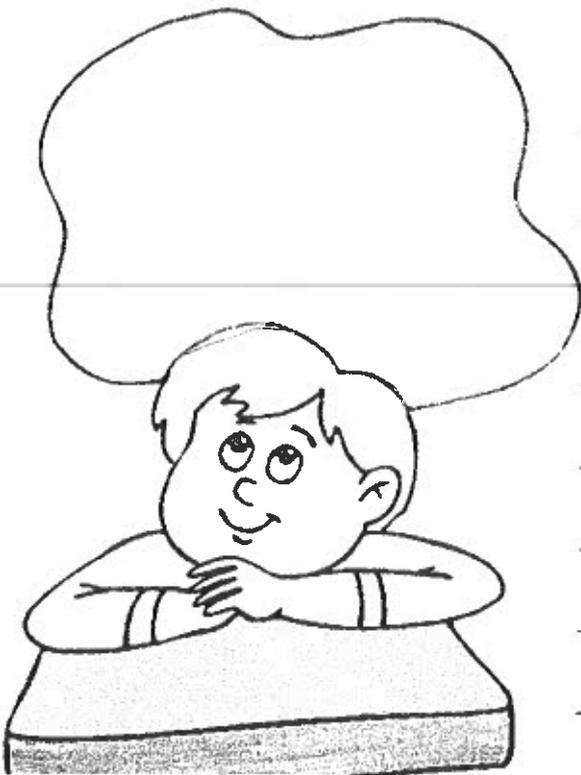
I have a dream that one day this nation will let every one go to Dishaji. I have a dream that one day all the children in the world could be my best. I have a dream that one day I could have a super power. I have a dream that one day we could go outside every day. I have a dream today. I have a dream that one day it could be cold every day. I have a dream today. I have a dream that one day I could go to universal.



I HAVE A DREAM...

by [REDACTED]

I have a dream that one day we
will all be happy and healthy
that we will stop. I had a dream of cured COVID
and cancer. and people that people who
have to be have a name. That
people stop being mean and that
people have a good day. Please
stop hurting be good to one
and another. Please come

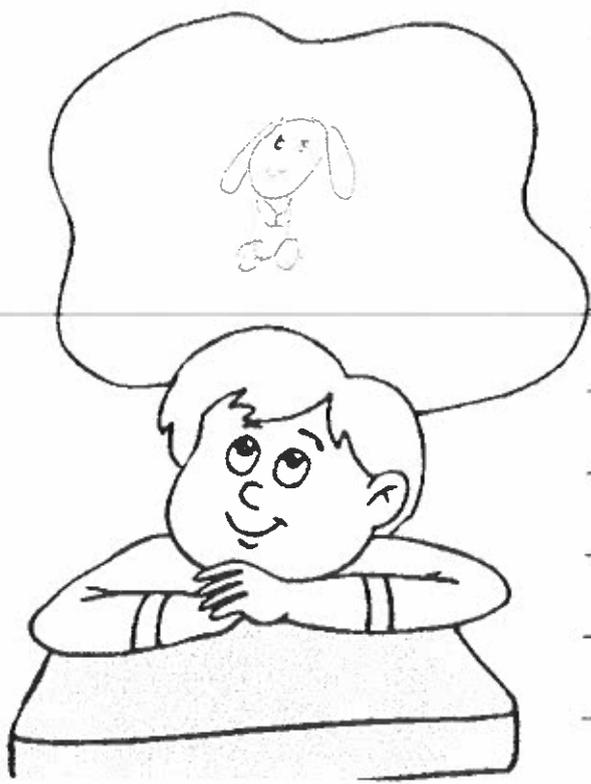


I HAVE A DREAM...

by [REDACTED]

I have a dream that one day this nation will raise to animals. I have a dream that one day animals will be treated right. I have a dream everyone will love these animals. I have a dream that people will look at animals and love them. I have a dream today. I have a dream that one day all people will love animals. I have a dream today. I have a dream that one day animals will live good. This is my hope and faith. With this faith we will be able to help

animals in need. This will be the day when animals will be treated good and loved.



Four horizontal lines for writing.



Intensive Reading Audit: K-5

18

Ct of K-5 Students

1

Total Ct Scheduled

1

Ct Need Fun Read

1

Ct Need Fun Read & Scheduled

(Blank)

Ct Need Fun Read but NOT Scheduled

(Blank)

Ct Scheduled & may NOT need

Need Fun Read but Not Scheduled

Student ID Schl Name Gd Race/Etn ED ESE ELL PM1 SS PM1 AL PM1 Per PM2 SS PM2 AL PM2 Per 22 FSA IR

This dashboard utilizes the students' prior year FSA ELA performance level (Level 1) for grades 4-5 and the 22-23 Fall iReady percentile (Below 9th percentile) for grades KG-3 to determine if a student should be scheduled in Functional Reading Skills (Fun Read - 5010022 for K-2 and 5010026 for Grade 3-5) according to the 22-23 Master Schedule Resource Guide.

Full Schedule

AAAP 1.2



Intensive Reading Audit: K-5

School

JMS

Grade

1

Teacher

All

7

Ct of K-5 Students

1

Total Ct Scheduled

1

Ct Need Fun Read

1

Ct Need Fun Read & Scheduled

(Blank)

Ct Need Fun Read but NOT Scheduled

(Blank)

Ct Scheduled & may NOT need

Need Fun Read but Not Scheduled

Student ID | S chl | Name | Gd | Race/Eth | ED | ESE | ELL | PM1 | SS | PM1 | AL | PM1 | Per | PM2 | SS | PM2 | AL | PM2 | Per | 22 | FSA | IR

This dashboard utilizes the students' prior year FSA ELA performance level (Level 1) for grades 4-5 and the 22-23 Fall iReady percentile (Below 9th percentile) for grades KG-3 to determine if a student should be scheduled in Functional Reading Skills (Fun Read - 5010022 for K-2 and 5010026 for Grade 3-5) according to the 22-23 Master Schedule Resource Guide.

Full Schedule

AAAP 1.2



Intensive Reading Audit: K-5

School LMS

Grade 2

Teacher All

All

12 (Blank)
Ct of K-5 Students

Total Ct Scheduled

(Blank)
Ct Need Fun Read

(Blank)
Ct Need Fun Read & Scheduled

(Blank)
Ct Need Fun Read but NOT Scheduled

(Blank)
Ct Scheduled & may NOT need

Need Fun Read but Not Scheduled

Student ID	Sch	Name	Gd	Race	Etn	ED	ESE	ELL	PM1	SS	PM1	AL	PM2	SS	PM2	AL	PM3	Per	22	FSA	IR
This dashboard utilizes the students' prior year FSA ELA performance level (Level 1) for grades 4-5 and the 22-23 Fall iReady percentile (Below 9th percentile) for grades KG-3 to determine if a student should be scheduled in Functional Reading Skills (Fun Read - 5010022 for K-2 and 5010026 for Grade 3-5) according to the 22-23 Master Schedule Resource Guide.																					

- 2/1/2023 cafeteria [redacted] punched [redacted] in the arm leaving a red spot. He bit, punched and stabbed [redacted] with a spork(left red marks). [redacted] was pur
11:10 [redacted] blocked [redacted] punch with his forearms.
During reading time he told another student [redacted] that he was gng to beat him up this was before altercaton in cafeteria
- 2/10/2023 12:30 During specials [redacted] punched [redacted] - Mrs. Cendejas witnessed it as well as [redacted] - this happened yesterday and was reporte
- 2/13/2023 Bragmans's room - [redacted] pushed another child.
- 2/14/2023 cafeteria 11:15 [redacted] threw his cup of apricots across table

II Ms. Tory will take 4 k students to the lab to work on educational games during bus time to reduce behaviors and give them so

1/31/2023 [REDACTED] hit a boy on his bottom

2/3/2023 [REDACTED] hit same boy on his bottom

7-Feb [REDACTED] slapped a boy in the face on the way to class this morning

3/1/2023 [REDACTED] kicked 2 student's in Mrs. Morrow's class at lunch

3/1/2023 [REDACTED] pushed a student to the ground at the start of recess ([REDACTED] from Mrs. Gamez class)