



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 4

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 June 26, 2023: ALV (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.
- Next step: Review FAST data.
- Next step: Use data to reflect on gaps between outcomes and goals during summer professional development with the leadership team.
- Next step: Transition meeting with new principal.



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: Choose an item.

Date of Summary: Click or tap to enter a date.

School: Click or tap here to enter text.

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)	04-11-2023, Grade 2 04-25-2023, Grade 1 05-30-2023, Grade K
Summary of Observation(s):	In Quarter 4, lesson plans in Grades K-2 featured African American History teaching during Social Studies and/or Amplify ELA curriculum.

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)	05-17-2023, Grade 5 05-18-2023, Grade 4 05-19-2023, Grade 3	05-22-2023, Grade 2 05-23-2023, Grade 1 05-24-2023, Grade K
	05-29-2023, All ESOL	

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%	3	4	75%*	10	6	60%*	14	11	79%*

*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:	



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

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> :	05-17-2023, Grade 5 05-18-2023, Grade 4 05-19-2023, Grade 3 05-29-2023, All ESOL	05-22-2023, Grade 2 05-23-2023, Grade 1 05-24-2023, Grade K
	Promotion Review Committee meetings were convened for each grade level to review data, response to interventions and other considerations to determine which academic and behavior supports are needed to for the upcoming school year. A second meeting was held for ESOL students who were recommended for retention.	
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :		

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	05-17-2023, Grade 5 05-18-2023, Grade 4 05-19-2023, Grade 3 05-29-2023, All ESOL	05-22-2023, Grade 2 05-23-2023, Grade 1 05-24-2023, Grade K
	Promotion Review Committee meetings were convened for each grade level to review data, response to interventions and other considerations to determine which academic and behavior supports are needed to for the upcoming school year. A second meeting was held for ESOL students who were recommended for retention.	
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :		

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 (%)



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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.e., August 1, 2022)	04-13-2023 04-14-2023
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	<p>* If no, what modifications will be made to address the achievement gap?</p> <ul style="list-style-type: none"> • 04-13-2023, Team Leaders Meeting • 04-14-2023, Admin Meeting • 04-14-2023, Leadership Team Meeting • Next step: Review FAST data. • Next step: Use FAST data to reflect on gaps between actual outcomes and School Improvement goals. • Next step: Use 2023-2024 Title 1 funds for further reflection during summer professional development with the leadership team. <ul style="list-style-type: none"> ○ Grades 3-5 ELA ○ Grades 3-5 Math ○ Grade 5 Science ○ Instructional Coaches (3), Grade 3 teachers (2), Grade 5 teacher (1)

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 (%)
95	238	39.9%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		
(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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Assurances of Implementation of Strategies/Action Steps

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:



African American Achievement Plan 2022-2023

Documentation Evidence

Quarter of the School Year: 4
School: Dodgertown Elementary

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

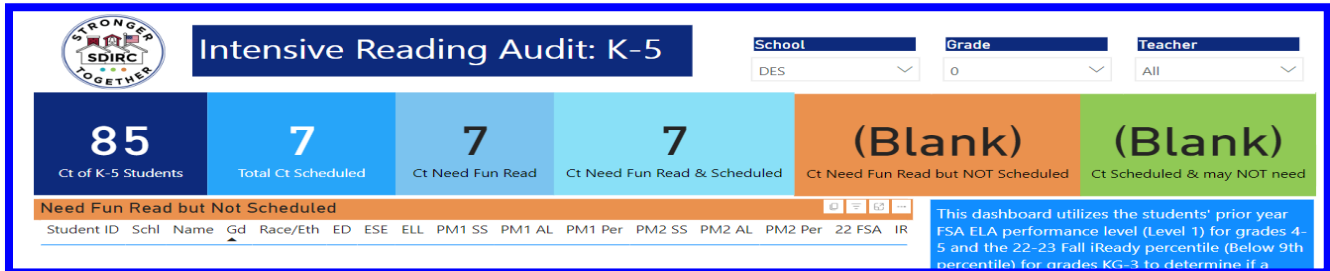
Grade	Date	Amplify			Social Studies
K	05-30-2023	May 9	Knowledge 12: Presidents & American Symbols As students are introduced to the lives and legacies of five famous presidents, they learn about several national symbols, the branches of government, the role of the president, and elections.	Declaration of Independence US Constitution Flag Education Elements of Civil Govt History of US	Unit 4: Hello, Earth SS.K.G.1.2 Explain that maps and globes help to locate different places and that globes are a model of the Earth SS.K.Unit 4: Where are Things and People Located Students will be introduced to the Underground Railroad while learning about maps, globes and cardinal directions.
		May 16			
		May 23	9 Lessons Use a graphic organizer to organize and retell information, including a timeline Sequence events based on information in the text Write short phrases and sentences and draw pictures based on details in the text	History of African Americans Veterans/Memorial Day Medal of Honor Encourage Patriotism	
1	04-25-2023	Apr 18	Knowledge Domain 10: A New Nation: American Independence 12 Lessons	Declaration of Independence US Constitution Flag Education Elements of Civil Govt History of African Americans	Unit 4: Good Citizens SS.1.C.3.2 Recognize symbols and individuals that represent American constitutional democracy. SS.1.Unit 4: Celebrating Heroes of the Past Students will identify contributions of historical figures who have influenced our nation. They will describe ways people honor their heroes.
		Apr 25	18 Instructional Days Students learn about the birth of the United States of America. They are introduced to important historical figures and events in the story of how the thirteen colonies became an independent nation. They also learn the significance of patriotic symbols, including the U.S. flag, the Liberty Bell, and the bald eagle. Set a purpose for listening	Study of Women's Contributions Free Enterprise US Economy Character Development Veterans/Memorial Day Medal of Honor Encourage Patriotism	
		May 2	Students learn about the birth of the United States of America. They are introduced to important historical figures and events in the story of how the thirteen colonies became an independent nation. They also learn the significance of patriotic symbols, including the U.S. flag, the Liberty Bell, and the bald eagle. Set a purpose for listening Deepen comprehension through "Somebody Wanted But So Then" strategy Identify important information and sequence events in a text Explore informational writing through collecting and synthesizing information, and record it in an informative paragraph		
2	04-11-2023	Apr 11	Knowledge Domain 10: Human Body: Building Blocks and Nutrition 9 Lessons Students learn about Anton van Leeuwenhoek and his pioneering work with the microscope. They then proceed to explore a number of topics regarding the human body, including cells, tissues, organs, and body systems, with a focus on the digestive and excretory systems. In addition, students learn about good nutrition and other keys to good health. Cite evidence from the text when answering questions Make connections and sequence information to deepen comprehension Identify and record relevant information in My Human Body Journal	History of US History of African Americans Community Health Consumer Health Injury Prevention and Safety Prevention and Control of Disease Health Education Study of Woman's Contributions Free Enterprise US Economy	Unit 4: Citizens and Government SS.2.C.2.4 Identify ways citizen scan make a positive contribution in their community. SS.2.Unit 4: African-American Inventors Students will recognize the importance of African-American inventors by investigating and researching information about the goods they invented.
		Apr 18			



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Documentation Evidence

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.





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Documentation Evidence

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 (%)



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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.

<p>May 15 Report Cards Due Today FAST & Science Makeups</p> <p>Coaches Convention: ICs Off Campus</p> <p>Tally Sheets Due (Order Awards)</p> <p>Remind 5th grade laptop collection on 5/18</p> <p>EOY Evaluations/PIGG Due</p> <p>Practice: Awards Ceremony 09:15 3rd 01:30 KG</p> <p>01:45-02:15 Grad Walks</p>	<p>May 16 Report Cards Due Today FAST & Science Makeups</p> <p>Coaches Convention: ICs Off Campus</p> <p>Tally Sheets Due (Order Awards)</p> <p>Remind 5th grade laptop collection on 5/18</p> <p>EOY Evaluations/PIGG Due</p> <p>Practice: Awards Ceremony 09:15 4th 01:30 1st</p>	<p>May 17 Report Cards Due Today FAST & Science Makeups FACES: CES</p> <p>Awards Ceremony: Invitation Letters Go Home</p> <p>Coaches Convention: ICs Off Campus</p> <p>Tally Sheets Due (Order Awards)</p> <p>02nd-03rd, 05 Promo Rev Comm Mtg</p> <p>Remind 5th grade laptop collection on 5/18</p> <p>EOY Evaluations/PIGG Due</p> <p>Practice: Awards Ceremony 09:15 2nd 01:30 5th</p>	<p>May 18 Report Cards Due Today FAST & Science Makeups</p> <p>Possible: Safety Patrol trip to Universal</p> <p>Coaches Convention: ICs Off Campus</p> <p>Tally Sheets Due (Order Awards)</p> <p>01st-02nd, 04 Promo Rev Comm Mtg</p> <p>Remind 5th grade laptop collection on 5/18</p> <p>EOY Evaluations/PIGG Due</p> <p>Practice: Awards Ceremony 09:30 5th</p> <p>2:00-2:30 Fire/AA/Evacuation</p>	<p>May 19 Report Cards Due Today 9:30-10:40 Headstart Transition Tour visit KG classes and Cultural Arts</p> <p>Coaches Convention: ICs Off Campus</p> <p>Tally Sheets Due (Order Awards)</p> <p>02nd-02nd, 03 Promo Rev Comm Mtg</p> <p>04th-05th, 05 Cum Folders</p> <p>EOY Evaluations/PIGG Due</p> <p>May 20 (Saturday) SRHS Graduation</p>
<p>May 22 McHenry Marini</p> <p>Ready Spring Window May 22-May 31</p> <p>Awards Ceremony: 09:15 3rd 01:30 KG</p> <p>10th-11th, 02 Promo Rev Comm Mtg</p> <p>04th-05th, 04 Cum Folders</p>	<p>May 23 Johnston 8:00-8:20 SAC</p> <p>Ready Spring Window May 22-May 31</p> <p>Awards Ceremony: 09:15 4th 01:30 1st</p> <p>11th-11th, 01 Promo Rev Comm Mtg</p> <p>04th-05th, 03 Cum Folders</p>	<p>May 24</p> <p>Ready Spring Window May 22-May 31</p> <p>Awards Ceremony: 09:15 2nd</p> <p>3:30-4:30 CPS Principal and School District Partner Network Call via Zoom Meeting</p> <p>We hope you are working to improve our schools and school district personnel joining us for our final Principal and District network call of the school year on Wednesday, May 24th. This call is for principals, assistant principals, and school district personnel only. Our call will include a presentation from Xello, a college and career readiness platform for grades K-12 and PRE to Florida schools. We are excited to show Xello will benefit students, teachers, families, and communities. Have a great day!</p> <p>11th-12th, KG Promo Rev Comm Mtg</p> <p>2:00-2:30 Fire/AA/Evacuation</p> <p>04th-05th, 02 Cum Folders</p>	<p>May 25</p> <p>Ready Spring Window May 22-May 31</p> <p>KG Water Day</p> <p>5th Grade Bowling & McDonalds</p> <p>03rd-03rd, ESOL Promo Rev Comm Mtg</p> <p>04th-05th, 01 Cum Folders</p>	<p>May 26 Ellison</p> <p>Ready Spring Window May 22-May 31</p> <p>Awards Ceremony: 09:30 5th</p> <p>02nd-02nd, ESOL Promo Rev Comm Mtg</p> <p>Rescheduled to Tuesday</p> <p>04th-05th, 0K Cum Folders</p>
<p>May 29 Students/Teachers Holiday No School</p> <p>5th Grade EOY Plans, Dates TBD</p> <p>5th Grade Tie Dye Day</p> <p>5th Grade Field Day</p> <p>5th Grade Movie Day</p> <p>5th Grade Board Game Day</p> <p>5th Grade Fiesta</p> <p>5th Grade Dance (Art Rm or Café or MPR)</p> <p>5th Grade Bowling Fieldtrip, May 25</p>	<p>May 30 Johnston</p> <p>02nd-02nd, ESOL Promo Rev Comm Mtg</p> <p>Ready Spring Window May 22-May 31</p> <p>PBIS Cooling off for Summer</p> <p>9:30-3:30 ESOL Promotion Review Committee Meetings</p> <p>1:00-3:00</p> <p>Insomnia Training for LaViska</p> <p>Click here to join the meeting</p>	<p>May 31 Quarter 4 Ends, 46 Days</p> <p>Ready Spring Window May 22-May 31</p> <p>Students Last Day/Report Card Day</p> <p>EOY Checklist Due</p> <p>6:30 a.m. Late</p>	<p>June 1</p> <p>Teacher Optional Day</p> <p>8:30-9:00 Master Schedule update 23-24</p> <p>Click here to join the meeting</p>	<p>June 2</p> <p>Master Schedule Makeup</p> <p>Fri 6/2/2023 8:30 AM - 8:45 Click here to join the meeting</p> <p>Follow-Up</p> <p>Fri 6/2/2023 9:30 AM - 10:00 AM</p> <p>2 conflicts</p> <p>District Office, Superintendent's Conference Room</p> <p>Administrative End-of-Year Debrief</p> <p>Fri 6/2/2023 2:00 PM - 2:45</p> <p>No conflicts</p> <p>District Office, JFC</p> <p>Click here to join the meeting</p>



African American Achievement Plan 2022-2023

Documentation Evidence

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

Documentation Evidence

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.

April 13 DIBELS April 1-28 MSA 14-Week Program, TWR, Jan 17-April 27 02:00 Career Fair Q&A @ TEAMS 4:00-5:00 Team Leaders	April 14 Ellison DIBELS April 1-28 09:05-10:00 ADMIN MTG 10:00-12:00 LEADERSHIP MTG 11:00-11:30 Grade 3 Retention Questions @TEAMS
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School Action Steps (SAS)				
School Name: Dodgett Elementary				
Type of Review	Action Item	Administra tor Respon sibility	Due Date	States
Impact Review	Data chats scheduled with each teacher based on state assessments and forecasted scores and ready diagnostic.	Admin Team	Q3 and Q4 ongoing	In Progress
Impact Review	Tier 2 group data chats been revamped after data being reviewed for 6-8 weeks	Admin Team	1/30/2023 and 3/31/2023	Complete
Impact Review	SIP Phase 3 draft completed and SAS reviewed with staff	Admin team	1/27/2023	Complete
Impact Review	Impact Review feedback reviewed with the staff	Admin team	1/20/2023 and 3/10/23	Complete
Impact Review	Grade 5 planning weekly to increase Science predicted score of 24	Grade 3-5 teacher, C and I team, and admin	Weekly in Q3 and continue in Q4	In Progress
Impact Review	Create Lesson Plans that all teachers are accountable to uphold and follow, with questions for monitoring formative that are intentionally planned for and then executed, using the district approved curriculum and seen in walk-throughs	A. Verette, A. Patterson, C and I Team, academic coaches	Weekly in Q3 and continue in Q4	Complete

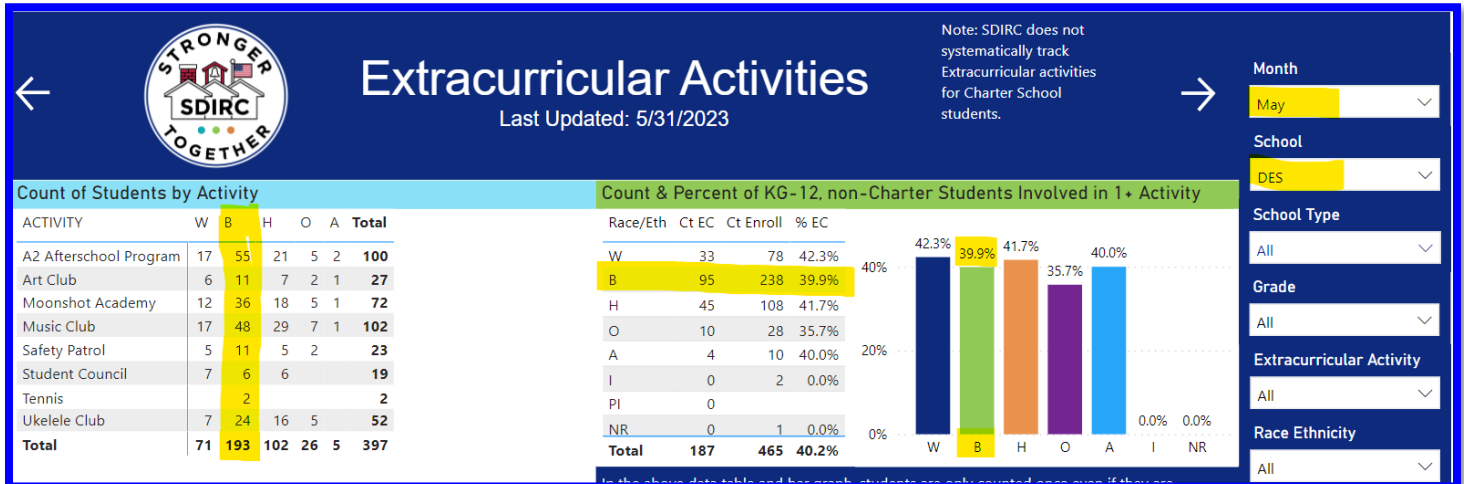
Impact Review	Put the plan of monitoring daily into action, in the classroom to check for understanding (ex. a colored marker to quickly monitor students' work, circulating and checking for	A. Verette, A. Patterson, and academic coaches, Garcia	Weekly in Q3 and continue in Q4	In Progress
Impact Review	During small group instruction, expectations should be in place and a way for students to be accountable and have a criteria for success (chart for Reflex green lights, i-Ready lessons passed, etc.)	A. Verette, A. Patterson, C and I team, academic coaches	Weekly in Q3 and continue in Q4	In Progress
Impact Review	Planning for a cooperative structure to encourage accountable talk/collaborative work from all students	A. Verette, A. Patterson, C and I team, academic	Weekly in Q3 and continue in Q4	In Progress
Impact Review	Attendance - Classroom attendance competition activities will begin next week (e.g., spelling out P.E.R.F.E.C.T.). Grade level recognitions in the morning with the best attendance. This is reflected on the attendance board. Recommended attendance contracts and classroom morning meetings are promoting positive behavior and the attendance of school. Target Kindergarten and 2nd grade as well as students with disabilities. There is 30 African-American students that are falling in the chronic range. Two-hundred and fifty three (253) total of African American and 90 are chronic and 52 are falling in the severe range.	M. Mitchell, A. Verette, A. Patterson	Weekly in Q3	In Progress
Impact Review	Administrative work will occur on a weekly basis, and feedback will be given to teachers on doable	A. Verette and A.		In Progress



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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.



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	
1	Aretha Vernetto, Principal	4	Stacey Miller, Coach
2	Ataaba Patterson, AP	5	Jennifer Davis, Coach
3	Denise Swanigan, Coach		
	3/5 60%		2/5 40%