



2, School District of Indian River County
African American Achievement Plan 2021 -2022
Assurances of Implementation of Strategies/Action Steps



Quarter of the School Year: 1st

School: Indian River Charter High School

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 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 2021-2022 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 of each school:

- Action steps included within the 2021-2022 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: 9/27/2021. Cynthia Aversa Curtis

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?)

During the 4th quarter of the 2021-22 school year, IRCHS reported on our student recruitment campaign. Presently, 60 of our 739-student population are African American, representing 8.1% of the student body. This is a 23.4% increase over the 2020-21 school year, in which 46 out of 735 students (6.2%) were African American.

IRCHS' open faculty positions are posted to the irchs.org website, teachers-teachers.com, and indeed.com, as well as being shared with local universities and community organizations. IRCHS initiated employment offers to three African American teachers for the 2021-22 school year, with two acceptances. These individuals are currently teaching on campus, with one leading our Alliance of Student Minorities and the other assisting with the Student Council. IRCHS plans to visit local campuses this coming school year to promote our academic and performing & visual arts programs to the wider community. We intend to robustly and intentionally advertise our upcoming student orientations for the 2022-23 school year, which take place during the second semester.

IRCHS will continue to use the i-Ready diagnostic progress monitoring tool to monitor achievement of all students in the coming school year.



School District of Indian River County
African American Achievement Plan 2021 – 2022
Quarterly Summary of Implementation of Strategies/Action Steps



Quarter of the School Year: 1

Date of Summary: 9/17/2021

School: Indian River Charter High School

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.3

Strategy AAAP 1.1 (ALL SCHOOLS): Implement a curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.

Date(s) of Walk-Through to Observe Implementation of African American History Teachings	8/31, 9/7, 9/23
Summary of Observation(s)	Each department has made efforts to incorporate African American history into the school's unique, thematic curriculum. The history department has received professional development regarding the implementation of the "Teaching Hard History" program, developed by the Southern Poverty Law Center. The program has begun to be embedded into the US History 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								
	Kindergarten		First		Second		Third	
	#	%	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies								

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	7/1-7/30 and 8/30-9/3
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students	Students who have failed, or are at risk of failing, FSA ELA and Algebra 1 EOC assessments are placed in full credit electives for support in these subject areas. These courses, called "Critical Thinking Study Skills," "Intensive Reading," and "Intensive Math," are a supplement to grade-level courses in these subject areas. Students receive individualized instruction that is geared toward their future success on these assessments as well as college entrance exams. Additionally, students that have failed FSA EOCs prior to entering IRCHS are enrolled in "Liberal Arts

	Math," a course intended to prepare students for greater success on the FSAs as well as in high school level math classes.
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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)	
African American (%)	White, Non-Hispanic (%)
53%	71%

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.

Date(s) of Problem-Solving Session(s) for <u>Discipline</u>	9/21/21
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>	IRCHS does not have a discipline disparity between African American and non-African American student populations. As of 9/21/21, African American students represented 5 out of 83 (6.0%) of discipline referrals. African American students represent 8% of the student body.
Date(s) of Problem-Solving Session(s) for <u>Achievement</u>	8/30-9/3
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>	IRCHS tested students using the iReady progress monitoring tool on 8/27/2021 and subsequently reviewed the diagnostic data to determine whether remediation was necessary for every student, including African American students.

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)	
African American (#)	White, Non-Hispanic (#)
0	0

Strategy AAAP 2.3 (ALL SCHOOLS): Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.

Timeframe of Reported Out-of-School Suspensions	IRCHS does not utilize out-of-school suspensions as part of our disciplinary procedures.
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Select one:

☒ No out-of-school suspensions were assigned during this time frame.

☐ All out-of-school suspensions were pre-approved by a principal supervisor.

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	As a Florida School of Excellence, and per our charter with SDIRC, IRCHS is exempt from creating a School Improvement Plan.
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input type="checkbox"/> Yes <input type="checkbox"/> No NA 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)	

Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System	Review occurred on 9/22/21. IRCHS tracks intercurricular activities in the visual & performing arts and golf programs. 88% of African American students participate in at least one intercurricular course, each of which includes after school commitments (rehearsals, performances, etc.).
SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	13 members representing 21% of the African American student population.

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

Date of Interview	Percentage of Interviewers on Interview Committee by Race	
	African American (%)	White, Non-Hispanic (%)
6/17/2021	0	60%
6/21/2021	0	60%
7/8/2021	0	66%
7/29/2021	0	66%
9/3/2021	0	66%

Evidence 1.1, prepared by Ms. Maggie Clark, English Department Chair

Description of 2021 Summer Reading Choices

This summer, students at Indian River Charter High School were asked to read texts that highlight diverse authors and perspectives. Freshmen read *Long Way Down* by Jason Reynolds, sophomores had the option between *Dear Martin* by Nic Stone or *Piecing Me Together* by Renee Watson, and juniors read book one of *March* by John Lewis. AP Literature students were asked to read *Counting Descent* by Clint Smith. All of these texts were chosen because they are accessible texts that feature African American characters and authors.

Jason Reynolds' *Long Way Down* is a powerful, coming-of-age novel that explores the gravity of decision-making, how these decisions can have a long-lasting impact, and the power inherent in making choices. This novel, written in verse, also digs into our responsibility to our community. *Dear Martin* and *Piecing Me Together* are both diverse novels that explore relevant topics to teens today such as friendship, identity, and societal issues. Although they are works of fiction, they highlight real challenges that African American students today face and show the main characters reflecting on those struggles and working to create societal change.

March was chosen to help students appreciate diverse perspectives and to highlight the importance and effectiveness of peaceful protest which seemed important in these divisive times. *March* showed how people from all walks of life can come together to create change. *Counting Descent* is a poetry collection written by Clint Smith, an African American man, that provides poetic accounts of his challenges growing up as a black man. All of these texts were chosen with the intention of diversifying the English curriculum and allowing students to view the perspectives of African American authors and/or characters.

Evidence 1.1

African-American History Lessons and Topics: Semester 1

Emancipation Proclamation. Students learn that the document issued by Abraham Lincoln is hypocritical in nature. The document claims to free slaves, but only in states where Lincoln has no authority, yet in the four slave states where he does have authority, he doesn't free the slaves. Students learn that this proclamation changes the focus of the Civil War for states' rebellion to abolishing slavery.

Dred Scott Case. Students learn that the United States Supreme Court is not always fair and equitable when it comes to the human rights of African-Americans

Reconstruction Amendments. Students learn about the limitations and "push back" from former Confederate states' governments that limit or challenge the rights of freedmen as they challenge the Federal Government.

Black Code Laws. Students learn about the limitations and "*push back*" from former Confederate states' governments that limit or challenge the rights of freedmen within local communities.

Plessy v. Ferguson Case. Students learn about the inherent inequality between facilities and services afforded people of color. The "*separate, but equal*" ruling by the United States Supreme Court is not always fair and equitable when it comes to the human rights of African-Americans.

Hiram Revels and Pinckney S. Pinchback. Students learn that some African-Americans during the reconstruction era were actually voted-in to high ranking political positions such as membership in Congress and state governors.

KKK. Students learn of the terrorism bestowed upon black populations at the hands of white instigators in an effort to limit voting rights of blacks. Students learn of the violent acts which costs so many people their lives.

Evidence 1.1: Teaching Hard History

Teaching Hard History

A 6–12 FRAMEWORK FOR TEACHING AMERICAN SLAVERY

ABOUT THE SOUTHERN POVERTY LAW CENTER

The Southern Poverty Law Center, based in Montgomery, Alabama, is a nonpartisan 501(c)(3) civil rights organization founded in 1971 and dedicated to fighting hate and bigotry, and to seeking justice for the most vulnerable members of society.

ABOUT TEACHING TOLERANCE

A project of the Southern Poverty Law Center founded in 1991, Teaching Tolerance is dedicated to helping teachers and schools prepare children and youth to be active participants in a diverse democracy.

The program publishes *Teaching Tolerance* magazine three times a year and provides free educational materials, lessons and tools for educators committed to implementing anti-bias practices in their classrooms and schools. To see all of the resources available from Teaching Tolerance, visit tolerance.org.

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Evidence 1.3: African American Student FSA Achievement

Most Recent FSA Results for IRCHS' Black/African-American Cohort						
Last First M	Student ID	Grade	Race: Black or African American	Gender	Latest FSA Read Ach Lvl	Latest FSA Math Ch Lvl
		9	Yes	F - Female		
		9	Yes	F - Female		
		10	Yes	F - Female		
		10	Yes	M - Male		
		9	Yes	M - Male		
		10	Yes	M - Male		
		10	Yes	F - Female	1	1
		12	Yes	M - Male	1	
		10	Yes	F - Female	1	1
		11	Yes	M - Male	1	1
		11	Yes	M - Male	1	2
		9	Yes	M - Male	2	2
		12	Yes	M - Male	2	2
		9	Yes	F - Female	2	3
		12	Yes	M - Male	2	3
		9	Yes	M - Male	2	4
		12	Yes	M - Male	2	2
		10	Yes	F - Female	2	2
		9	Yes	F - Female	2	4
		12	Yes	F - Female	2	3
		11	Yes	M - Male	2	
		12	Yes	F - Female	2	4
		11	Yes	F - Female	2	2
		10	Yes	F - Female	2	3
		9	Yes	F - Female	2	3
		9	Yes	M - Male	2	3
		9	Yes	M - Male	2	2
		9	Yes	M - Male	2	1
		12	Yes	F - Female	2	3
		12	Yes	F - Female	3	2
		10	Yes	F - Female	3	1
		9	Yes	F - Female	3	2
		9	Yes	F - Female	3	4
		9	Yes	F - Female	3	4
		11	Yes	F - Female	3	2
		9	Yes	F - Female	3	4
		12	Yes	M - Male	3	4
		12	Yes	M - Male	3	4
		10	Yes	F - Female	3	4
		10	Yes	F - Female	3	3
		11	Yes	F - Female	3	5
		10	Yes	F - Female	4	
		9	Yes	M - Male	4	4
		12	Yes	M - Male	4	
		12	Yes	F - Female	4	4
		10	Yes	F - Female	4	5
		11	Yes	M - Male	4	5
		11	Yes	F - Female	4	4
		11	Yes	M - Male	4	3
		11	Yes	F - Female	4	5
		12	Yes	F - Female	4	3
		11	Yes	F - Female	4	3
		12	Yes	M - Male	4	5
		9	Yes	F - Female	5	4
		9	Yes	M - Male	5	5
		9	Yes	F - Female	5	5
		9	Yes	F - Female	5	5
		12	Yes	F - Female	5	5
		9	Yes	F - Female	5	4
		11	Yes	M - Male	5	5

Evidence 1.3: African America Student i-Ready ELA and Math Performance

Last	First	ID	Grade	Race	Performance	Compared to Grade Level
			9	Black or African American	Level 3	3 or More Grade Levels Below
			9	Black or African American	Level 8	1 Grade Level Below
			9	Black or African American	Early 9	Early On Grade Level
			9	Black or African American	Late 9	Mid or Above Grade Level
			9	Black or African American	Level 8	1 Grade Level Below
			9	Black or African American	Level 7	2 Grade Levels Below
			9	Black or African American	Mid 9	Mid or Above Grade Level
			9	Black or African American	Level 5	3 or More Grade Levels Below
			9	Black or African American	Level 8	1 Grade Level Below
			9	Black or African American	Level 6	3 or More Grade Levels Below
			9	Black or African American	Level 3	3 or More Grade Levels Below
			9	Black or African American	Level 5	3 or More Grade Levels Below
			10	Black or African American	Level 4	3 or More Grade Levels Below
			10	Black or African American	Mid 10	Mid or Above Grade Level
			10	Black or African American	Level 8	2 Grade Levels Below
			10	Black or African American	Level 8	2 Grade Levels Below
			10	Black or African American	Level 7	3 or More Grade Levels Below
			10	Black or African American	Level 9	1 Grade Level Below
			10	Black or African American	Level 9	1 Grade Level Below
			11	Black or African American	Level 6	3 or More Grade Levels Below
			11	Black or African American	Mid 11	Mid or Above Grade Level
			11	Black or African American	Level 9	2 Grade Levels Below
			11	Black or African American	Early 11	Early On Grade Level
			11	Black or African American	Level 10	1 Grade Level Below
			11	Black or African American	Level 8	3 or More Grade Levels Below
			11	Black or African American	Early 11	Early On Grade Level
			12	Black or African American	Level 9	3 or More Grade Levels Below
			12	Black or African American	Early 12	Early On Grade Level
			12	Black or African American	Level 9	3 or More Grade Levels Below
			12	Black or African American	Mid 12	Mid or Above Grade Level
			12	Black or African American	Level 11	1 Grade Level Below
			12	Black or African American	Level 7	3 or More Grade Levels Below

Last	First	ID	Grade	Race	Performance	Compared to Grade Level
			9	Black or African American	Level 8	1 Grade Level Below
			9	Black or African American	Level 7	2 Grade Levels Below
			9	Black or African American	Level 7	2 Grade Levels Below
			9	Black or African American	Level 6	3 or More Grade Levels Below
			9	Black or African American	Level 5	3 or More Grade Levels Below
			9	Black or African American	Level 3	3 or More Grade Levels Below
			9	Black or African American	Early Algebra 1	Early On Grade Level
			9	Black or African American	Early Algebra 1	Early On Grade Level
			9	Black or African American	Early Algebra 1	Early On Grade Level
			9	Black or African American	Early Algebra 1	Early On Grade Level
			9	Black or African American	Early Algebra 1	Early On Grade Level
			9	Black or African American	Early Algebra 1	Early On Grade Level
			10	Black or African American	Algebra 1	1 Grade Level Below
			10	Black or African American	Level 2	3 or More Grade Levels Below
			10	Black or African American	Level 6	3 or More Grade Levels Below
			10	Black or African American	Level 6	3 or More Grade Levels Below
			10	Black or African American	Level 6	3 or More Grade Levels Below
			10	Black or African American	Level 7	3 or More Grade Levels Below
			10	Black or African American	Early Geometry	Early On Grade Level
			11	Black or African American	Geometry	1 Grade Level Below
			11	Black or African American	Geometry	1 Grade Level Below
			11	Black or African American	Algebra 1	2 Grade Levels Below
			11	Black or African American	Algebra 1	2 Grade Levels Below
			11	Black or African American	Level 6	3 or More Grade Levels Below
			11	Black or African American	Level 7	3 or More Grade Levels Below
			11	Black or African American	Level 7	3 or More Grade Levels Below
			12	Black or African American	Algebra 2	1 Grade Level Below
			12	Black or African American	Level 7	3 or More Grade Levels Below
			12	Black or African American	Level 6	3 or More Grade Levels Below
			12	Black or African American	Level 8	3 or More Grade Levels Below
			12	Black or African American	Level 7	3 or More Grade Levels Below
			12	Black or African American	Early CCR Math	Early On Grade Level

Evidence 1.4 IRCHS Black Students in Honors and AP Courses

These are students enrolled in at least one Honors or Advanced Placement course, representing half of the school's African American student population

Last First M	Race: Black or African American
A	Yes
D	Yes
D	Yes
D	Yes
E	Yes
E	Yes
F	Yes
G	Yes
G	Yes
H	Yes
Ja	Yes
Jo	Yes
K	Yes
K	Yes
La	Yes
Le	Yes
M	Yes
M	Yes
M	Yes
M	Yes
S	Yes
Si	Yes
St	Yes
St	Yes
St	Yes
Ta	Yes
To	Yes
W	Yes
W	Yes

[illegible][illegible]

Evidence 3.1: AASC Members

[illegible]

3.1 Artifact Clubs on School Website

IRCHS Clubs » ABOUT IRCHS CLUBS

ABOUT IRCHS CLUBS

List of IRCHS Clubs:

JOIN IN THE FUN!

IRCHS CLUBS

IRCHS HAS TONS OF GREAT CLUBS TO BE PART OF!

CLUBS ARE GROUPS ON CAMPUS SPONSORED BY AT LEAST ONE IRCHS FACULTY MEMBER.

IF YOU ARE INTERESTED IN STARTING YOUR OWN CLUB, PLEASE FIND A FACULTY SPONSOR, THEN SEE THE FRONT OFFICE FOR THE CLUB PROPOSAL FORM.

A LIST OF CLUBS CAN BE FOUND BELOW:

Alliance of Student Minorities	IRCHS Softball Club	National Honor Society for Dance Arts (NHSDA)
Art Club	Key Club	Spanish Competition Team
Campus Life	LGBTQ Club	Student Council
Interact Club of IRCHS	Model United Nations	Students Working Against Tobacco/Substance Abuse Free Indian River
IRCHS Math Club	National Honor Society	The Animation Production Club

Want to start your own club? Please complete the [CLUB PROPOSAL FORM](#) via Google Docs using your school email. Please follow the directions on the form.

Individual web pages
↓

ABOUT IRCHS CLUBS

Alliance of Student Minorities

The Animation Production Club

Art Club

Campus Life

DND/TableTop/E-Games Club

Interact Club of IRCHS

Key Club

LGBTQ Club

Math Club

Model United Nations

National Honor Society

National Honor Society for Dance Arts (NHSDA)

Softball Club

Spanish Competition Team

Student Council

Students Working Against Tobacco/Substance Abuse Free Indian River