



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



**Quarter of the School Year: 3**

**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: 3/17/2022. \_\_\_\_GJZ\_\_\_\_ (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?)

This quarter, IRCHS has implemented several new opportunities correlated with our school-wide African American Achievement Plan. The Alliance for Student Minorities hosted several events on campus. Members of the Alliance setup information booths under the DOME to further introduce their club and mission to the student body. Members of the Alliance held a movie night in the Charter Hall showcasing the movie ‘Respect’ which depicts the life of Aretha Franklin to increase cultural exposure and understanding. The members of the Alliance of Student Minorities who are involved in the IRCHS theater department celebrated Black History Month with a lunchtime performance that was held in the Black Box theater. This showcase of African American students presented songs, dances, monologues, and more from the works of African American artists. The popularity of this showcase brought about an encore performance. The third quarter curricular efforts also replicated the theme of inspirational Black leaders.



**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:** 3.

**Date of Summary:** 3/17/2022

**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	1/13, 2/07, 2/16, 2/24, 3/01
Summary of Observation(s)	Walk-throughs/official observations are conducted as part of the normal teacher observation and evaluation process. IRCHS utilizes the Florida Consortium of Public Charter School evaluation instrument which allows the observer to record teacher competency according to the Florida Administrative Code. As part of this process, the introduction of 19th-century imperialism was addressed utilizing primary and secondary resources, including political cartoons and historic documents. The class discussion connected the relationship between the 19th-century treatment of minorities to the racial struggles of modern-day America.

**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	01/07/2022
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students	Results from i-Ready progress monitoring on 12/01/2021; FSA ELA & Alg 1 Retakes 12/08-12/09, were reviewed and evaluated to ensure students received proper support and remediation, as necessary, through our critical thinking, intensive math and liberal arts math coursework.

**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 (%)
55.5	73.8

**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>	01/12, 01/19, 01/26, 02/09, 02/22, 03/09
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>	School leadership, SRD, ESE department, and counselors meet weekly on Wednesday to discuss all discipline and attendance issues that arise with the week period between meetings. Individual circumstances are discussed and handled on a case-by-case basis with particular emphasis placed on evaluating the totality of a students' experience and the school including their academic, emotional, and personal success.
Date(s) of Problem-Solving Session(s) for <u>Achievement</u>	01/31, 01/07, 02/14, 02/28, 03/07, 03/14
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>	School counselors, leadership, testing coordinator and ESE personnel meet to discuss individual students' progress on state and national testing (FSA, PSAT, i-Ready). Student schedules are adjusted to reflect their level of need for additional support.

**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	N/A
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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 contract, IRCHS is exempt from completing a yearly SIP.
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input 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)	

**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	01/12/2022
<b>SECONDARY ONLY</b> Number of Students Participating in the African American Student Council (All Grade Levels)	38

**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 (%)
<b>N/A</b>	<b>0</b>	<b>0</b>

Evidence 1:4: African American Students in Honors, AP and Dual Enrollment Qtr 3 2022

Total	Last	First
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Evidence 3.1 African American Students in  
Extracurriculars 3 Qtr 2022

	Last	First		50	Last	First	
1				51			
2				52			
3				53			
4				54			
5							
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Evidence 3.1 Members of Student  
Minority Alliance 3 Qtr 2022

	Last	First
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