



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



Quarter of the School Year: 4

School: Alternative Center for Education

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: 6/9/2022 ___DB_____ (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 IR Preparatory Academy formerly known as A.C.E. has recently been board approved to serve 6th -12th grade students under the Center for Transformation and Excellence & Soaring Up Academy. The rationale behind these changes is to rebrand our image to be more of an academic achievement center that thrives for excellence. As the 4th quarter has ended we've had moderate success in efforts to graduate 83% seniors with a high school diploma. We have 75% middle schoolers were promoted this year. Although our number of office referral have increased have for our minority students we will be working diligently to revamp our teaching staff and adding PD/trainings that build emphasis on building relationships and de-escalation techniques for school year 22-23.



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: 4

Date of Summary: 6/8/2022

School: Alternative Center for Education

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): Monitor the curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	2
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	March 16 & April 11
Summary of Observation(s):	<ul style="list-style-type: none"> • Our History Teacher resigned in April however, the substitute teacher was still able provide lessons. • Students were actively participating in engaging subjects about famous African American heroes (ie. Harriet Tubman, Mary McLeod Bethune, POTUS Barack Obama, Colin C. Powell etc) who made significant contributions throughout society.

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											
African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent
Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)

***Data should be retrieved from the Power BI 2021 – 2022 Scheduling App – Schedule Audit.**

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:	March 3 rd & April 7 th
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	<ul style="list-style-type: none"> • Mr. Brown meets with each subject area teacher to go over the data for each student.

	<ul style="list-style-type: none"> We were able to identify all students who were underperforming on the Unit Assessment, I-Ready and/or Achieve 3000 data. We worked together to identify deficiencies in lessons. Teachers were able to differentiate and reteach lessons in small group, whole group and computer-based instruction. Teachers were able to reassess through formative assessment to ensure that all students acquired the necessary knowledge to be successful on the FSA/ECO test. Parents and students were invited to participate in workshops on testing dates, strategies and updates
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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 (%)
0%	0%

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> :	March, April & May
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	<ul style="list-style-type: none"> During our monthly MTSS and faculty meetings we have discussions with regard to discipline procedures and student behaviors. We recognized that challenging behaviors of some of our students have escalated and proper interventions must be completed in order to avoid a high number of ISS and OSS days.

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	<ul style="list-style-type: none"> March, April & May
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<ul style="list-style-type: none"> During our monthly MTSS and faculty meetings we have discussions with regard to academic achievement. Mr. Brown provides information about our overall progress on unit assessments, I-Ready, Achieve 3000 and Impact Reviews. As a team, we discussed and problem-solved on how we can be more effective in the classroom with our most at-risks students to finish the school year strong.

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 (#)
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IR PREP did not participate in the A.I.M. program	
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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.	
Reported Out-of-School Suspensions for:	Quarter 4
Select one:	<input type="checkbox"/> No out-of-school suspensions were assigned during this time frame. <input type="checkbox"/> 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:	4/16/2022
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):	Our SIP has not changed from addressing the concerns of closing achievement the gap. The impact reviews have shown that ACE has improved in all key instructional areas as well as culture and climate.

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:	March 17 & April 14 th	
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
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	The Winners Walk Tall program and our African American Student Council were the two extracurricular activities that students participated in this year. We continue communicate our plan to all stakeholders that this will be on-going activity for all African-American students in the future.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	22 African-American students participated in the above extracurricular activities.	

**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:	
Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
95%	1%
(Optional) Additional information:	