



## African American Achievement Plan 2022 -2023

### Assurances of Implementation of Strategies/Action Steps

**Quarter of the School Year: 1**

**School: IR PREP**

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 October 24, 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 Prep is currently making adequate progress in our efforts to reimage our school to a more positive identity in our community. IR Prep, formerly known as Alternative Center for Education, has advanced in the area of creating a positive environment that's more child-center for academic and family support to meet the needs of our most at-risk population. Our African American children are benefiting from the installation of a more therapeutic approaches and blended learning in our classrooms. Our plan is to identify African students who are struggling academically and/or behaviorally and provide the supports that are necessary for improvement. As the 1<sup>st</sup> Quarter has ended, we are now preparing to ensure that all classrooms are carrying out the management procedures of CHAMPS, Positive Reward Intervention System, Standards Based Lessons and Equitable Climate and Culture throughout the school.



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Date of Summary: October 22, 2022

School: IR Prep

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	10
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	No Support was provided to School Leadership Teams
Summary of Observation(s): <b>Students will be able to: Explain and answer questions on Reconstruction, Black Codes, Sharecropping, and the 13/14/15 Constitutional Amendments and the effect these policies had on the United States.</b>	American History 11 <sup>th</sup>

**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)

**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 (%)

*\*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)	August 3 <sup>rd</sup> and August 27 <sup>th</sup>
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	14% of our African American students will make an anticipated learning gain of 5% on the FAST ELA via Blended Learning.



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	<p>10% of our African American students will make an anticipated learning gain of 5% on FAST Math via Blend Learning.</p> <p>90% of our African American students are satisfactorily working toward graduation.</p>
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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 (%)
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> :	August 20 <sup>th</sup>
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	The discipline procedures were explained to our teachers and implemented on the first day of school. Teachers are utilizing CHAMPS (classroom expectations), PBIS token reward system and Winner's Walk Tall (mentorship program).

**Achievement**

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	October 22 <sup>nd</sup>
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Although out of school suspensions have increased, we are actively problem solving to use alternative intervention measures to reinforce good behavior.

**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)



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Black/African American (0%)	White, Non-Hispanic (0%)
0	0

**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)	September 29, 2020	
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):	The IR Prep is scheduled to have an impact review in October.	

**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:	The IR Prep does not meet the threshold for extracurricular activities.	
Total Count of African American Students Participating in One or More Extracurricular Activities (#0)	Total Count of African American Students Enrolled (#0)	Total Percent of African American Students Participating in One or more Extracurricular Activities (0%)
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	The IR Prep does not meet the threshold for extracurricular activities.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	6 <sup>th</sup> grade (1); 7 <sup>th</sup> (5); 8 <sup>th</sup> (9); 9 <sup>th</sup> (2); 10 <sup>th</sup> (4); 11 <sup>th</sup> (5); 12 <sup>th</sup> (4)	

\*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:	14
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Percentage of Interviewers on Interview Committee by Race	
Black/African American (30%)	White, Non-Hispanic (70%)
(OPTIONAL) Additional information:	Strategy AAAP 3.1



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# Multicultural Leadership Meeting Agenda September 7, 2022

- **Introductions**
- **Discuss what Multicultural Leadership Meeting are about**
- **Guest Speaker:**
  - **IR Prep Principal – Mr. Brown**
- **Open discussion: How race, class, and gender play roles in our society.**
- **Closing: Overcoming negative cultural perceptions and obstacles.**



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## Multicultural Leadership Meeting Agenda September 21, 2022

- **Introductions**
- **Discuss Multicultural Leadership Board**
- **Guest Speaker:**
  - **IR Prep Student Success Coach – Mr. Eberhardt**
- **Open discussion: How race, class, and gender play roles in our success in life.**
- **Closing: Discuss the need to have multicultural leaders**



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## **Multicultural Leadership Meeting Agenda October 5, 2022**

- **Introductions**
- **Understanding the concept of culture**
- **Guest Speaker:**
  - **Winner's Walk Tall – Ed Johnson**

**How culture plays a role in:**

- **Decisions we make**
- **Friends We Choose**
- **How we respect each other**





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# Multicultural Leadership Meeting Agenda October 19, 2022

- **Introductions**
- **Purpose of meeting**
- **Guest Speaker:**
  - **Up Center – Jane Sneed**
    - **Life Story – Q&A**
    - **Discussion topic**

### **Continuation of How culture plays a role in:**

- **Decisions we make**
- **Friends We Choose**
- **How we respect each other**



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