



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 2

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 [Click or tap to enter a date.](#): ____ 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?)

IR Prep has a population of 51 African-American students out of 86 students. We currently have 7 out of 9 African-American students who will transition to their home school at the 2nd semester. We will continue to offer supports in the realm of academic and positive behavior rewards to inspire students to meet their goals during their time at IR PREP. The majority of our African-American students have been involved in mental health and social emotional learning via counseling and lessons tailored to meet their individual needs. The data will support that IR Prep is creating an environment of responsible thinking and a high level of accountability in our greatest efforts to accept, restore and return with care.



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Date of Summary: January 6, 2023

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	2
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	9/26/22
Summary of Observation(s):	Powerpoint presentation on assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. Questions embedded into pres. Intro and follow-up short videos. Near pod lesson and Kahoot. These activities will be blended throughout lesson.

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.
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Date(s) of School Level Review(s) of Early Warning Indicators for African American Students: (i.e., August 1, 2022)	10/12, 10/26, 11/2, 11/14, 12/7, 12/14
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	<p>43 out of 51 African-American students were identified on the EWS indicator chart by low grades, discipline, poor attendance and low state test scores.</p> <p>The 1-3 leveled interventions are all predetermined by our MTSS team to provide the necessary supports to enhance students' academic and behaviors.</p> <ol style="list-style-type: none"> 1. Identify all Economically Disadvantaged (ED) students who were deficient in key areas of achievement. 2. Create and adjust class schedules that address the academic and behavioral needs of all ED students. 3. Check with fidelity to ensure that all ED students are receiving small group instruction and remediation. 4. Offer course recovery to all ED students to meet high school graduation requirements.

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 (%)
59%	27%

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> :	10/12, 10/26, 11/2, 11/14, 12/7, 12/14
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	<p>The MTSS team was able to identify 10 of our African American students with severe behaviorally challenges.</p> <p>The MTSS referred 7 out of 10 African American students to our Drug Abuse Treatment counselor.</p> <p>The MTSS referred 2 out of 10 African American students to our School Social Worker for counseling.</p>



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Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	10/12 & 10/26
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<p>During our collaborative planning periods teachers are addressing the academic needs of our ESE population.</p> <ol style="list-style-type: none"> 1. These high yield strategies will also be imbedded in the lesson plans of all IR Prep teachers whereby collaborative planning will be essential in producing high achievement scores among our 6th-12th grade students. 2. The high yield strategies that will be introduced are research-based strategies through blended learning instruction. The year-long approved professional development for IR Prep teachers will enhance their instructional skill level to produce more engaging lessons and differentiated instruction to reach all learners in the classroom. 3. Virtual Coaching for Blended Learning for all instructional staff with Macia Kish occurred on 9/6 and 10/4. 4. Virtual Coaching with Marcia Kish is scheduled for 11/10

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 (%)
59%	27%

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.



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Date of Quarterly Review of School Improvement Plan: (i.e., August 1, 2022)		
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):	IR PREP did not completed an Impact Review during this validity period.	

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 51 (#)	Total Count of African American Students Enrolled 51(#)	Total Percent of African American Students Participating in One or more Extracurricular Activities (%)
43	51	59
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		R Prep will build a partnership with community businesses that sponsor family engagement activities on campus. The connection to our families and community will be based on our ability to reach out through all approved communication platforms (i.e., Remind App). IR Prep is determined to build capacity through approved social networks, which support access to our entire school-based systems. IR Prep will keep all stakeholders informed of all events and activities that will increase their knowledge and skill on ways to increase student achievement and improve our overall school's climate and culture.
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		10

*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:	6
Percentage of Interviewers on Interview Committee by Race	

Quarter 1: 08.10.2022 – 10.10.2022

Quarter 2: 10.11.2022 – 12.21.2022

Quarter 3: 01.09.2023 – 03.17.2023

Quarter 4: 03.27.2023 – 05.31.2023



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Black/African American (%)	White, Non-Hispanic (%)
33%	66%
(OPTIONAL) Additional information:	



African American Student Council Meeting Agenda

November 15, 2022

- **Introductions**
- **Purpose of meeting**
- **Guest Speaker:**
 - **Up Center – Ed Johnson**
 - **Decisions we make and how they affect us**
 - **How friends we choose influence us**

Mr. Eberhardt

- **Ability to say what you think and feel**
- **Jewels for thought – closing remarks**

10/12/2022

Present: Brown, Cooper, Crawford, Bennet-Campbell (virtually), Evans

Visitors: Lewis, Moree, Rojas, Dowdell

MTSS Agenda & Notes

Action Steps

The Student Services and Exceptional Student Education department heads will be joining us in our problem solving of the following topics per our Power BI data:

- Introduction
- Updates on IR Prep, current setup, what's available, what's working, and areas needed for problem solving
- Discipline
 - Recently became a Gold PBIS school
 - Funding/donations are needed for student rewards
 - Focus on Parent involvement this year and Parent and Community Outreach
 - Developing a PTSA
 - Brown explained the uptick on suspensions
 - Lack of in-between options provided on IR Prep campus (i.e., No ASPIRE or ALTOSS capabilities)
 - Jess encouraged the use of reflection sheets
 - Eberhart shared how the behavior techs are utilized, the self-reflection time and respite they provide
 - Jess informed the group that for students with disabilities, if movement to IR Prep is done for disciplinary reasons by the SERT Team, it is only allowed for up to 45 days
 - At approximately the 30-day mark, the IR Prep IEP team will meet to determine if the student exhibits need to stay beyond 45 days to result in a change of placement.
 - Otherwise, school teams will have to complete the LRE process for full-term placement at IR Prep
 - Teacher referrals - Brown shared that due to new staff influx, the staff may benefit from trauma-informed instruction and de-escalation/nonviolent crisis intervention trainings
 - Teachers also receive virtual coaching from Marsha quarterly
 - Moree shared that monthly nonviolent crisis intervention trainings are available
 - Counselors are available – Mental Health on Monday and DATA on Tuesday and Thursday
 - Monthly presenters from the community have been invited to present on key topics
 -
- Attendance
 - IR Prep attendance has improved from 66% last year to 77% currently this school year
 - Busing solutions needed to improve attendance2
 - Soaring Up attendance has dropped significantly to 13 students
 - Students with low academics struggle with motivation and completing classes online takes self-motivation – exploring

Next steps:

Brown will invite the team to parent outreach events

ESE team will meet with the powers that be to advocate for bussing and PBIS resources

SS, ESE, & IR Prep Admin will have a follow up meeting about ESE servicing at Soaring UP

some ideas to support as well as now knowing the types of students to reach out to (e.g., no MS students)

- E-class (Ball & Bailey) is currently being piloted by VBHS and brought to Soaring Up to provide synchronous learning

Meeting adjourned at approximately 10:30 am



African American Student Council Meeting Agenda

December 14, 2022

- **Introductions**
- **Purpose of meeting**

Mr. Eberhardt

- **Ability to sell and negotiate your perspective**
- **Why is it important to hear and not just listen**
- **Going High when others go low**

IR PREP			Lesson Plan (2022- 23)		
Instructor: Whittaker		Course: HS US Hist			
Date range:	9/26-10/7/2022	Design Question Lesson Focus <input checked="" type="checkbox"/> Introducing New Knowledge <input type="checkbox"/> Deepening or Practicing <input type="checkbox"/> Generating and Testing Hypotheses			
Essential Question(s)					
Standard #s	SS.912.A.2.5 SS.912.A.2.7 SS.912.A.3.1 SS.912.A.3.2 SS.912.A.3.4 SS.912.A.3.6 SS.912.A.3.7 SS.912.A.3.8 SS.912.A.3.9 SS.912.A.3.10 SS.912.A.3.12 SS.912.A.3.13				
Learning Goal(s)	Students will be able to: Explain Imperialism, Open Door Policy, Sphere of Influence, Annexation, Yellow journalism, Big Stick Diplomacy, Roosevelt Corollary				

Unit Purpose & Theme:					
Weekly Instructional Focus & Content Overview	Monday 9/26	Tuesday 10/4	Wednesday 9/28	Thursday 10/6	Friday 9/30
	Powerpoint presentation on assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. Questions embedded into pres. Intro and follow-up short videos. Near pod lesson and Kahoot. These activities will be blended throughout lesson.	Powerpoint presentation. Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy. Guided Questions embedded into pres. Intro and follow-up short videos. Near pod lesson and Kahoot. These activities will be blended throughout lesson.	Powerpoint presentation on the Review the Native American experience . Guided Questions embedded into pres. Intro and follow-up short videos. Near pod lesson and Kahoot. These activities will be blended throughout lesson.	Powerpoint presentation on the Analyze changes that occurred as the United States shifted from agrarian to an industrial society. Guided Questions embedded into pres. Intro and follow-up short videos. Near pod lesson and Kahoot. These activities will be blended throughout lesson.	Powerpoint presentation. Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s . Guided Questions embedded into pres. Intro and follow-up short videos. Near pod lesson and Kahoot. These activities will be blended throughout lesson.
	Objective				
	Homework				
	In-Lesson Assessment and Monitoring Tools <input type="checkbox"/> Accountable Talk <input type="checkbox"/> Hand Signals <input type="checkbox"/> Newspaper Headline <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Observation <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Tableau <input type="checkbox"/> A-B-C Summary <input type="checkbox"/> Debriefing <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Oral Questioning <input type="checkbox"/> Four Corners <input type="checkbox"/> 3-2-1 <input type="checkbox"/> Cubing <input type="checkbox"/> Quick Write <input type="checkbox"/> RSQC2 <input type="checkbox"/> Likert Scale <input type="checkbox"/> Word Sort <input type="checkbox"/> KWL <input type="checkbox"/> Gallery Walk <input type="checkbox"/> Padlet <input type="checkbox"/> Non-verbal communication <input type="checkbox"/> Twitter				

	<input type="checkbox"/> Kahoot <input type="checkbox"/> Quizlet <input type="checkbox"/> Plickers <input type="checkbox"/> PollEverywhere <input type="checkbox"/> Socrative <input type="checkbox"/> Nearpod <input type="checkbox"/> FlipQuiz <input type="checkbox"/> Peardeck <input type="checkbox"/> GoogleForms <input type="checkbox"/> Other -							
Critical Information Chunks								
Assessments Formative & Summative	<input checked="" type="checkbox"/> x	Class Work	<input type="checkbox"/> x	Presentation	<input type="checkbox"/> x	Essay	<input checked="" type="checkbox"/> x	Journal Response
	<input checked="" type="checkbox"/> x	Test / Quiz	<input type="checkbox"/> x	Question/Answer	<input type="checkbox"/> x	Exit Slip	<input type="checkbox"/>	Other:

Learning Targets			Marzano's High Yield Strategies	
2.0	3.0	4.0		
Foundational Knowledge and Skills	Learning Goal/Objective	More Complex Knowledge and Skills	<input type="checkbox"/>	Identifying Similarities and Differences
			<input type="checkbox"/>	Summarizing and Note Taking
			<input type="checkbox"/>	Reinforcing Effort/Providing Recognition
			<input type="checkbox"/>	Homework and Practice
			<input type="checkbox"/>	Non-Linguistic Representations
			<input type="checkbox"/>	Cooperative Learning
			<input type="checkbox"/>	Setting Objectives & Providing Feedback
			<input type="checkbox"/>	Generating & Testing Hypotheses
			<input type="checkbox"/>	Cues, Questions, & Advance Organizers

Adaptations & Strategies		Community Building Activities	Classroom Resources & Materials
ESOL	ESE		
Highlight the codes used	Accommodations		

<input type="checkbox"/>	Classroom Practices: C 1 2 3 4 5 6 7 8 9 10 11	<input type="checkbox"/>	Presentation		<input type="checkbox"/>	Textbook
<input type="checkbox"/>	Listening/Speaking: LS 1 2 3 4 5 6 7 8 9	<input type="checkbox"/>	Responding		<input type="checkbox"/>	Handouts
<input type="checkbox"/>	Reading: R 1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	Scheduling		<input type="checkbox"/>	Maps, charts, graphs
<input type="checkbox"/>	Writing: W 1 2 3 4 5 6 7	<input type="checkbox"/>	Setting		<input type="checkbox"/>	Thinking Maps
<input type="checkbox"/>	Assessment: A1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	<input type="checkbox"/>	Assistive Devices		<input type="checkbox"/>	Multimedia Projector
					<input type="checkbox"/>	Student Response System (Clickers)
					<input type="checkbox"/>	White Board / SMARTboard
					<input type="checkbox"/>	Novels
					<input type="checkbox"/>	Video clips/DVDs
					<input type="checkbox"/>	Document Camera
					<input type="checkbox"/>	Audio
					<input type="checkbox"/>	Power Point Presentation/ Prezi
					<input type="checkbox"/>	Primary Source Documents
				<input type="checkbox"/>	Manipulatives	

Per IRCEA agreement, plans must include: lesson goal or objective, activities, means of assessment, and applicable ESOL strategies and State Standards