



African American Achievement Plan 2023-2024

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: IR Prep

In October 2023, the School District of Indian River County initiated the implementation of the 2023-2024 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 2023-2024 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 2023-2024 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 November 17, 2023: _____ 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 become a transformational change agent for (6th-12th) students with challenging behavior in efforts to ameliorate their academic, behavioral and social mindset. IR Prep had a 75% increase in student population since 8/10/23 of the 1st quarter, 50% of our students are African American, and 28% of our African American students are ESE and 504 students. 90% of our African-American student population have been impacted by following areas of progress, which is centered around our positive school climate through our PBIS program, Day of Caring through United Way via the beautification of our campus, implementation of Kagan teaching strategies, mentoring and parent family engagement activities. Our next steps will include data chats, after school tutoring for our African-American students in the 2nd quarter.



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Date of Summary: November 17, 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 standards are implemented in alignment with established curriculum maps for grades K-12.

Number of Walk-throughs to Observe Implementation of African American History Teachings	8
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2023)	August 22, 2023, August 24, 2023, August 25, 2023, August 29, 2023, September 26, 2023, September 28, 2023, October 3, 2023, October 5, 2023.
Summary of Observation(s):	Students had instruction including the following areas Bill of Rights, Declaration of Independence (life, liberty & pursuit of happiness), Protection for Citizens, 13 th Amendment; Achieve 3000- *Feeding a movement-talking about how Georgia Gilmore cooked food and pies and took the funds to support the movement with Dr. Martin Luther King * Peace Keeping Pilots- Talking about the African American pilots and how they were not treated the same as white pilots in World War II and how they went on strike

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, 2023)												
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 ES Leadership Compliance – 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, 2023)	8/30/23023, 9/20/2023 and 10/11/2023
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	<ol style="list-style-type: none">1. All Students that enter IR Prep have credit checks completed identifying courses passed and those needed to complete2. IR Prep currently has 23 AA students grades 9-12 with 8 being on track for graduation and 14 not on track.3. Asst. Principal will meet with AA students as needed but scheduled times will be held with individual students to address academic concerns at the end of each semester.

Strategy AAAP 1.4 (SECONDARY ONLY): Implement processes to ensure that advanced and accelerated courses in middle school and high school are accessible to African American students.

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 (%)
.05 (2)	.06(2)

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 23, 2023, August 30, 2023, September 6, 2023, September 13, 2023, September 20, 2023, September 27, 2023, October 4, 2023, October 11, 2023, October 18, 2023, November 9, 2023
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	The MTSS have reviewed the disciplinary data for our African American student population to determine the next course of action. We identified our African-American students with high number of discipline referrals and was able to implement specific behavioral supports (i.e. behavior intervention plan, FBA, Tier 3 interventions) and monitor the effectiveness of those said plans on a weekly basis.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	The IR Prep academic team, which is comprised of all teachers and administration. During our Wednesday



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	collaborative meetings, we reviewed lesson plans and provided adequate feedback to all teachers. Our data chats specifically address the academic needs of our African American students, which we met with all teachers to discuss the instructional strategies used to close the achievement gap.
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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 (%)
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, 2023)	September 12, 2023, September 19, 2023, October 3, 2023, October 24, 2023	
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):	Impact Walks are not applicable to IR Prep from the District.	

Strategy AAAP 3.1 (ALL SCHOOLS): 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:	11/16/23	
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



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(#)	(#)	(%)
2	36	50%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	Students have been a part of the Winner's Walk Tall Program. Parents have been notified via school messenger to complete the parent acknowledge form in order for their child to participate. Our plan is to send home interest flyers and post on our social media site.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	15 students	

*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	
Black/African American (%)	White, Non-Hispanic (%)
75	25
(OPTIONAL) Additional information:	

AAAP -3.1

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