



African American Achievement Plan 2023-2024 Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 3

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 March 25, 2024: _____ 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 3rd quarter has shown growth in 3 key areas which includes attendance, decline in office disciplinary referral rates (odr's) and effective classroom instruction. There are 53 out of 111 Black students (47%) who are currently enrolled at IR PREP. The attendance rate at IR Prep is currently at 69%, which includes all Black students grades 6th-12th. The risk ratio for African American students vs Non Black is currently at 1.04 which is .37 less than the SDIRC's average. Upon observation walk throughs we have witness at least a 20% increase in lessons that are geared toward Black American History. The next steps for our Black students will be to continue to improve upon our attendance, decrease our ODR's via our PBIS program. Lastly, teachers will continue to encourage instructional staff to embed Black History subject matter into their lessons on a monthly basis.



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Date of Summary: March 25, 2024

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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	5 walkthroughs
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2023)	February 26, 2024 (Instructional Audit) with Ann Bieber and Kelly Baysura
Summary of Observation(s):	<ul style="list-style-type: none">Middle & High School teachers facilitated African American Gallery walks in their English courses.Middle and High school History classes were taught about famous African American who greatly contributed to American 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 (i.e., August 1, 2023)											
African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
<div>Ct Need Fun Read</div> <div>Ct Need Fun Read</div>	<div>Ct Need Fun Read but NOT Scheduled</div> <div>Ct Need Fun Read But NOT Scheduled</div>	Percent (%)	<div>Ct Need Fun Read</div> <div>Ct Need Fun Read</div>	<div>Ct Need Fun Read but NOT Scheduled</div> <div>Ct Need Fun Read But NOT Scheduled</div>	Percent (%)	<div>Ct Need Fun Read</div> <div>Ct Need Fun Read</div>	<div>Ct Need Fun Read but NOT Scheduled</div> <div>Ct Need Fun Read But NOT Scheduled</div>	Percent (%)	<div>Ct Need Fun Read</div> <div>Ct Need Fun Read</div>	<div>Ct Need Fun Read but NOT Scheduled</div> <div>Ct Need Fun Read But NOT Scheduled</div>	Percent (%)

*Data should be retrieved from the Power BI ES Leadership Compliance – 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: (i.e., August 1, 2023)	Jan 10, 17, 24 & 31 Feb 7, 14, 21, 28 March 8, March 15
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	<ul style="list-style-type: none">92% of all African American students are enrolled in our credit recovery program.



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- African American students who were identified as lower quartile students are afforded the opportunity to attend after school tutoring on Tuesday's.
- All Kagan small groups/circles are used to increase academic support for African American students who are labeled ESE and 504 students in all classes.
- PBIS has benefited our African American students on a monthly and quarterly bases.

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 (%)

3%

1%

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 Discipline:

Jan 10, 17, 24 & 31 Feb 7, 14, 21, 28 March 8, March 15

Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Discipline:

- The MTSS & School Leadership Team meet on a weekly basis to discuss data specific to African American students who are in most need of additional behavioral interventions and supports.
- We were able to review the at-risk ratio data for Black vs Non-black which is currently at 1.07 and looking at all alternative measures that are in place to help reduce suspensions and class removals.
- All teachers underwent training sessions in Implementation of Behavior Plans, De-escalation interventions and Win-Win Discipline.
- All African Americans are attending Winner's Walk Tall motivational speaking events bi-monthly.

Achievement

Date(s) of Problem-Solving Session(s) for Achievement:



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Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement:

- The MTSS recently discovered that our African-American 6-8 grade students to indicate the barriers which has caused low achievement. (i.e. homelessness, attendance, gaps in learning)
- MTSS has taken immediate steps in actively communicating and scheduling conferences with parents to address these issues that are stagnating their child's academic growth.
- The Wednesday Let's Talk Meetings with all staff members have driven conversations about D-F grades, lack of student motivation and low-test grades.
- The overall assessment has pushed for the following initiatives which include 1:1 or classroom student talk, PBIS rewards & celebrations for good grades and creating engaging classroom projects.

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 (%)

100%

100%

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)

January 11, 2024

Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?

☒ Yes
☐ 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 School Leadership Team continues to actively work to problem solve and reinforce strategies connected to student achievement and building a positive school



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	<p>climate. We consistently model the necessary leadership that fosters growth and potential in our students and staff members everyday. The following action steps will hopefully continue driving us toward success.</p> <ul style="list-style-type: none">• Community partnerships that are committed to student growth and achievement.• High yield strategies included in meaningful lessons to increase students' level of engagement.• Enrichment activities that foster a positive connection between teachers and students.• Creating a learning community that enables all stakeholders to have an active part in student success.• Data driven analysis that embody student performance on state assessments.
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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:		IR Prep does not have any extracurricular activities such as sports or clubs.	
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 (%)	
0	53	0	
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		IR Prep does not have any extracurricular activities such as sports or clubs.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		There has been a total of 15 students from grades 6 th - 12 th who have participated in this event.	

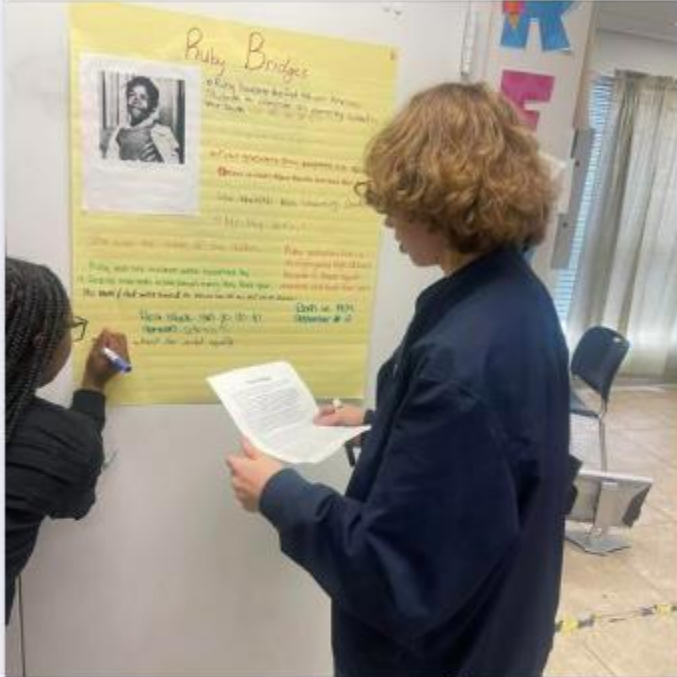

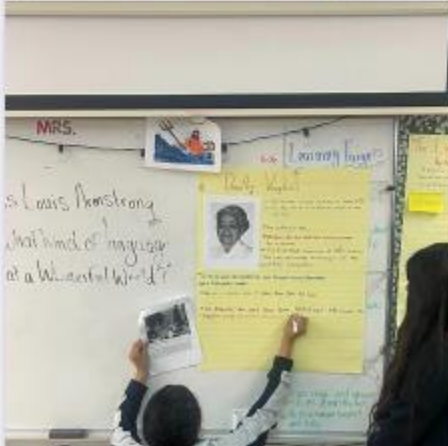

*Data should be retrieved from the Power BI [Extracurricular Activities](#) public-facing dashboard.

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 (75%)	White, Non-Hispanic (25%)

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(OPTIONAL) Additional information:	AAAP 1.1
	
	

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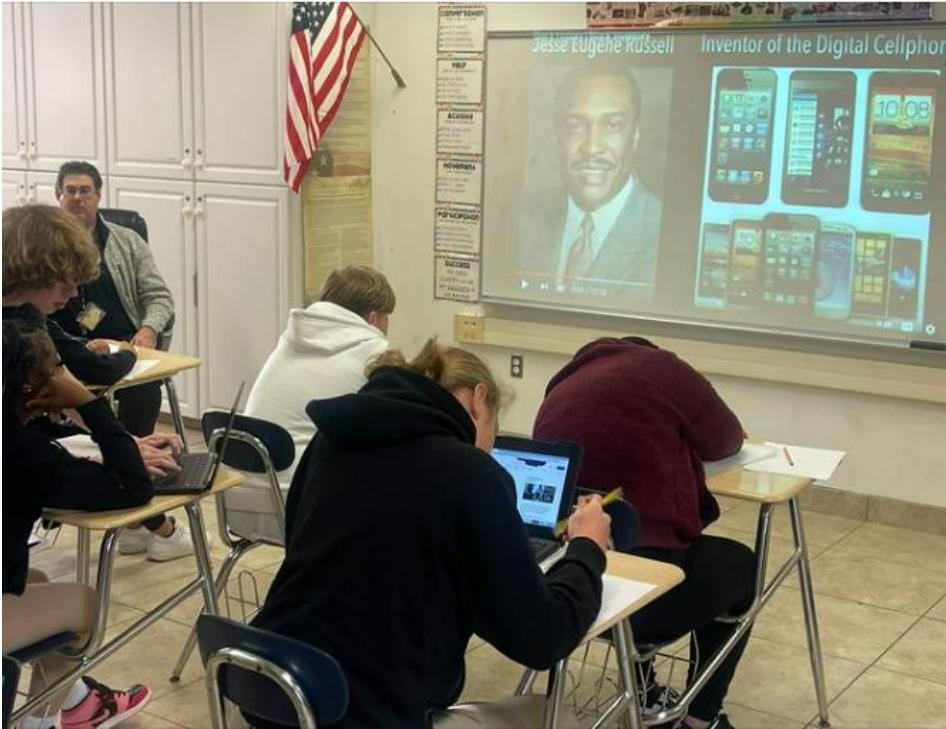
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IR Prep started of Black History Month in Mrs Watson's US History class today! ■ ■ ■ ■ ■

Engaging lessons is how we learn at IR Prep!

#blackhistorymonth

#jesseeugenerussell



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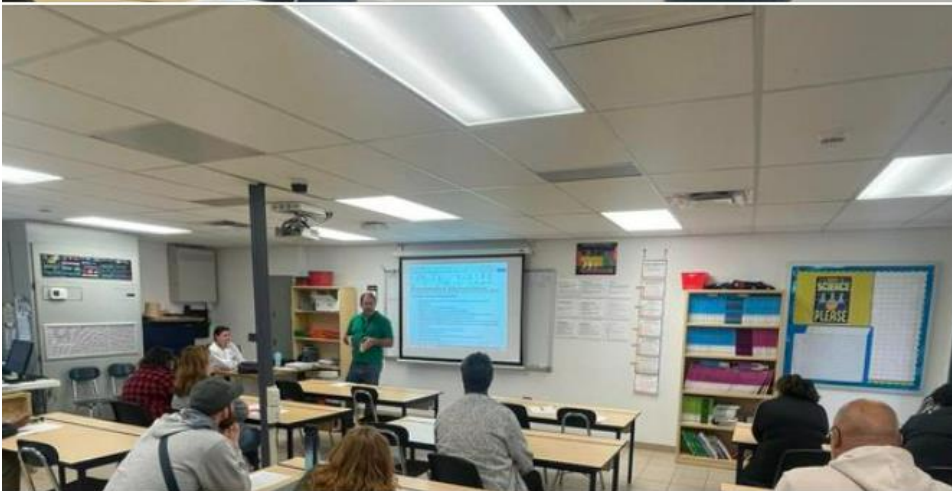
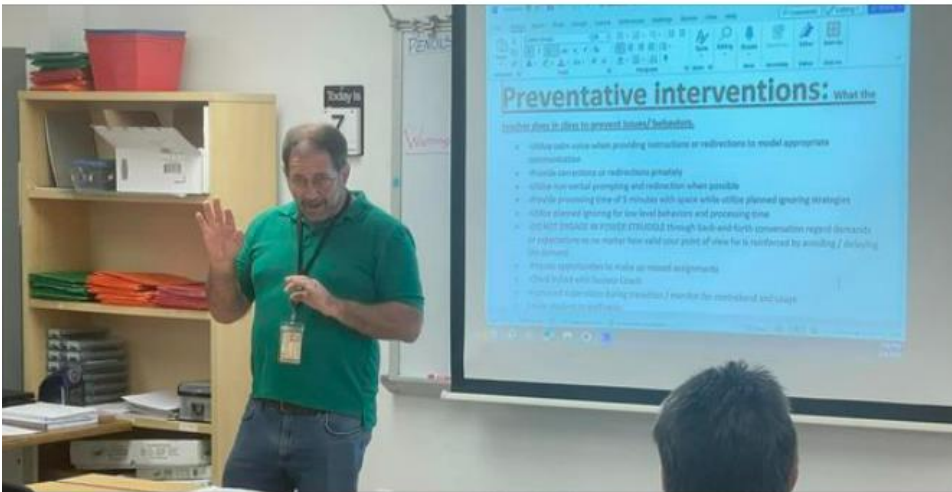
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	AAAP 2.1
(OPTIONAL) Additional information:	

De-escalation Interventions with Bill Ladow took place at IR Prep this tuesday.

#ourstudentsdeservethebest

#lifelonglearners

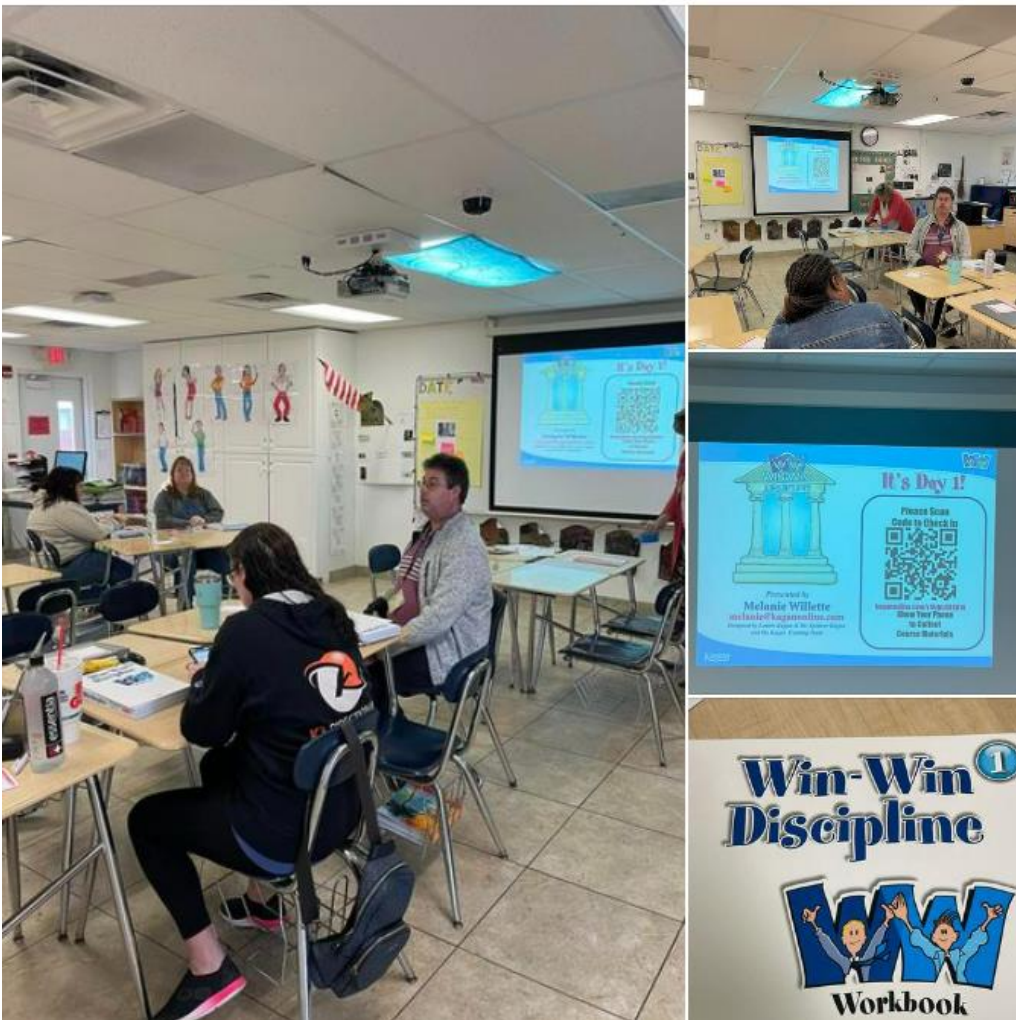


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	AAAP 2.1
(OPTIONAL) Additional information:	

Professional Development Day at IR Prep. Win-Win Discipline 🤖
Kagan Strategies... and we all WIN!
[#ourstudentsdeservethebest](#)



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(OPTIONAL) Additional information:	AAAP 2.1
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A big THANK YOU to Tashan Kilkenny, Program Director for United Against Poverty, for speaking to our students at IR Prep.

#liftinglives
#winnerswalktall

