

# AAAP



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



### Alternative Center for Education

#### 2021-2022 Quarter 1

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 the 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.

Reviewed on 11/1/2021 Verified by Dariyall Brown

#### Quarterly Reflection

The Alternative Center for Education (A.C.E) is on target to meet the School Improvement Goals (S.I.P) set to accomplish by the end of the school year. We have seen a tremendous decline in office referrals and an increase in our daily attendance. Since the addition of our Success Coach our PBIS program has been working at its peak level to ensure that all students are being rewarded for their positive behavior every week. Our Multicultural Student Council has also been a key indication that our students are able to build their focus around how to make their voices heard through an effective system that brings about positive change to their school. Our staff is continuing to build and promote our mentoring program to help our students feel a sense of belongingness and support at our school. Although academically the majority of our African-American students are still below standard we are working tirelessly to encourage them to become more proactive by offering after school tutoring and sending positive messages home throughout the week. As our school theme for this year states, "The Work Matters to Us ALL!" as we strive to ensure that every child succeeds.

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	3
Date(s) of Walk-throughs to Observe implementation of African American History Teachings: ( i.e. 8/27/2021, 9/13/2021, and 9/17/2021)	9/15/2021, 10/21/2021, 10/29/2021
Summary of observation(s):	
<ul style="list-style-type: none"> <li>• <a href="#">Civil War, Reconstruction, Jim Crow, Black Codes, Nadir Review</a> in 11th Grade US History</li> <li>•</li> <li>• Frederick Douglass - reading his autobiography. 12th Grade - Government; In conjunction with Civil Rights, systematic racism within governmental systems and laws, etc...</li> <li>•</li> <li>• Black Lives Matter - Students are preparing presentations on several African-American's that were killed by police. This is in conjunction with our Civil Rights lessons in US History 11th Grade.</li> <li>•</li> </ul>	

# AAAP

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 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	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
	%		%		%		%

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:

10/1/2021 10/6/2021 & 10/12/2021

#### Summary of Action Steps/Plan Based Upon Reviews of Early Warning Indicators for African American Students:

The ACE Principal met with ELA, Math & History teacher to review their Unit 1 & 2 Assessments, i-Ready (Math/Reading) and Achieve 3000 data. The data was disaggregated by subgroups to determine the academic deficiencies of our African-American students with Early Warning Indicators. The action steps are as follows: 1. All-African-American Students will receive small group instruction in Math and ELA to revisit deficient areas. 2. All African-Americans have been assigned a mentor to encourage them to take all Unit Assessment and i-Ready diagnostics seriously. 3. All African-American will receive a PBIS rewards for successfully passing their Unit Assessment and i-Ready diagnostic.

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 Discipline:

9/14/2021 & 9/15/2021

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

A verbal altercation ensued between 5 African-American male students, which caused a major school disruption. A few of the staff members was able to diffuse the situation very quickly with the help of Law enforcement Officers before it escalated into a major fighting incident. The administration sent all parties involved home for the day with the expectation that would return the next day with their parent for a meeting with the Principal and School Resource Deputy. After meeting with each student's parent and student (individually) each student had to agree to attend 1 session of Restorative Justice to resolve the issue with the student they were in conflict at the time of incident.

#### ACHIEVEMENT

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

9/7/2021, 9/21/2021, 10/12/2021

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

Student achievement is the key measure of success for any school. The MTSS team at the Alternative School plays a vital role in understanding the academic needs of our students in the following way.

- 
- Identify the lower quartile in Math & Reading.
- 
- Narrowing down their area of deficiencies in Math and/or Reading
- 
- Determining which Tier of academic support is necessary for each student.
- 
- Communicating and carrying out the academic plan with fidelity for each student.
- 
- Measuring the result of the academic interventions recommended by the MTSS team.
-

# AAAP

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
20	5

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 1

Select One:

No out-of-school suspensions were assigned during this time frame.

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:	9/7/2021
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	Yes

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 School Improvement Plan was reviewed in its entirety at our monthly School Advisory Committee on September 7th. The school data was presented in efforts to show the progress of all students on Unify, i-Ready and Achieve 3000. The data was disaggregated by racial subgroups and grade cohort. The emphasis was placed on closing the Achievement Gap between our African-American students and other racial subgroups. All stakeholders were given an opportunity to voice their opinions about the data and effective ways to improve our student achievement.

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.

### Student Demographics

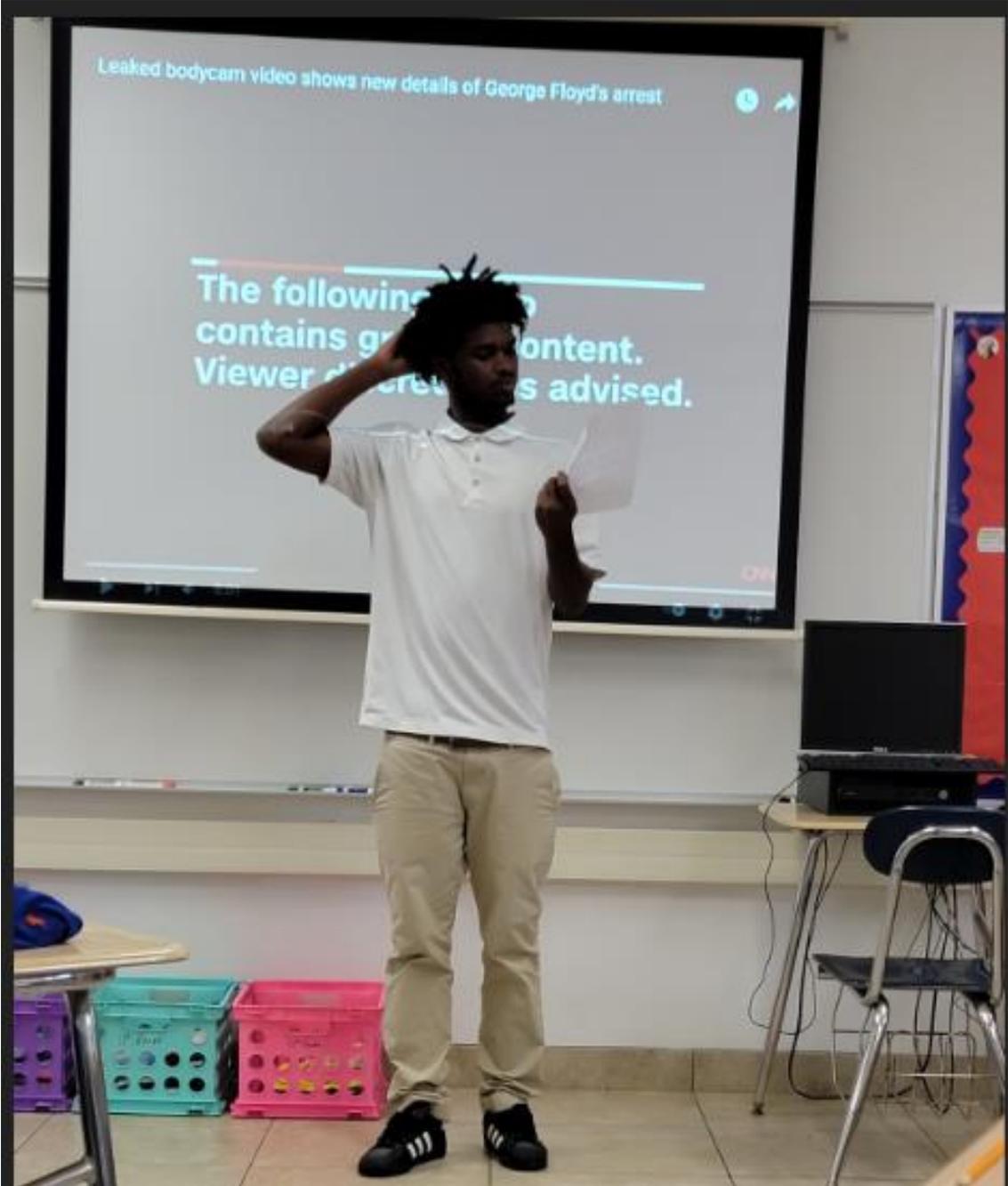
African American	Hispanic	Non-Hispanic	White	Other
80 %	1 %	0 %	19 %	0 %
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:			9/6/2021	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):			6th (1) 7th (2) 8th (1) 10th (2) 11th (1) 12th (2)	

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:	10
Percentage of Interviewers on Interview Committee by Race	
African American	White, Non-Hispanic
75%	25%

(Optional) Additional information:

Strategy 1.1-Racial Injustice/Civil Rights Presentations



## Strategy 1.3 Data Talks with Teachers (Closing the Achievement Gap)

# *School Improvement Plan: Quarter 2*

### Academics

#### Quarter 2

#### Data Findings

25% of our African American 8th graders are proficient on the I-Ready Math diagnostic.

50% of our White 6th grade students was proficient on the I-Ready Math diagnostic.

50% of our African-American students were proficient on the Algebra 1 Unit 1 Assessment.

73% of our African-American students were proficient on the Algebra 1 Unit 2 Assessment.

100% of our African-American students did not take the I-Ready Reading diagnostic due to extraneous variables (i.e. poor attendance/DJJ custody).

72% of our African-American 8th grade students were proficient on the Pre-Algebra Unit 1 Assessment.

27% of our African-American 10th grade students were not proficient on the ELA Unit 1 Assessment.

31% of our African-American 8th grade students were not proficient on the ELA Unit 1 Assessment.

#### Data Selection Rationale

During our Data Talks with teachers we were able to determine that our students were very strong in their Mathematical computations and very weak in our English Language Arts skill level. The low performance in ELA will be addressed through instructional coaching, walkthroughs and collaborative planning meetings with the Principal.

#### High Yield Strategy

Engagement Strategies

Strategy 2.1

Appendix A

Restorative Justice Conference Agreement Form

9-1-21  
Date of Conference

Room 9  
Location of Conference

Facilitator(s): Katia Joseph / Winfred Smith

Conference Participants:  
[Redacted], Katia Joseph, Lindsey Schafani, and Winfred Smith

Conference Agreement:

[Redacted] said: "Be respectful, do his work, and NO positive phone calls."

Ms. Schafani said: "She will communicate with Joseph if I feel there is something I need to call home for, even if it is for positive reasons. Focus documentation."

Follow-Up Plan (who will supervise the agreement):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Agreement review date: \_\_\_\_\_

By signing this form, we agree to follow the conditions of the agreement as described above:

Signature [Redacted]

\_\_\_\_\_  
Date

Signature [Redacted]

\_\_\_\_\_  
Date

Signature \_\_\_\_\_

\_\_\_\_\_  
Date

Strategy 2.2

African -American Student		ID	G	Mentor
MB		222720	09	Ms. Joseph
JC	E	170441	08	Ms. Gaines
CC		174246	08	Ms. Bristol
CC		165999	08	Mr. Russell
BH	E	164184	08	Mr. Hewitt
JH	5	154706	12	Mr. Eberhardt
CH	E	146745	12	Mr. Smith
CH	E	154094	10	Ms. Bristol
DH		156218	12	Ms. Wilson
J		154589	09	Mr. Brown
SP		162752	11	Ms. Tory
GP	E	172229	10	Ms. Joseph
KP		156098	12	Ms. Almore
DS		155294	10	Mr. McIntosh
NS		158612	10	Mr. Smith
TS		158466	11	Mr. Cuddeback
JS	E	162340	10	Ms. Tory
RW		201777	8	Ms. Phillips
DW		213351	08	Ms. Sclafani
MW		150263	12	Mr. Cuddeback

# Student Suspension Form



<p><b>School</b></p> <input type="text" value="Alternate Center for Education"/>	<p><b>Date</b></p> <input type="text" value="10/05/2021"/>
<p><b>Student's Name</b></p> <input type="text" value="MB"/>	<p><b>Grade</b></p> <input type="text" value="9"/>
<p><b>Dates of suspension</b></p> <input type="text" value="3"/>	<p><b>Number of days</b></p> <input type="text" value="10/6-10/9"/>
<p><b>Reason for Request</b></p> <div style="border: 1px solid black; height: 300px; width: 100%;"></div>	



## School Advisory Committee

October 7, 2021

### Approval of Minutes 9/9/2021

- SAC Meeting begins at 5:30 PM
- SAC members approval/consent to begin meeting
- Presentation by Mr. Brown
- Guest Speaker from Keiser University: Mr. Damien Hunte
- Consent to Adjourn SAC Meeting

### Approval of Agenda 10/7/2021

- SAC Meeting begins at 5:30 PM
- Presentation on School Data & School Improvement Goals by Mr. Brown
- Title 1 Parent/Stake holders Meeting “Q&A, Suggestions & Feedback”
- Consent to Adjourn SAC Meeting

# Multicultural Leadership Meeting Agenda August 30<sup>th</sup>, 2021

- Introductions
- Understanding concept of culture
- Guest Speaker local business owner:
  - Jose Conrado – The power of persistence in a multicultural world.
- Open discussion: How race, class, gender play roles in our society.
- Closing: Overcoming negative cultural perceptions and obstacles.

# Multicultural Leadership Meeting Agenda September 9th, 2021

- Introductions
- Creating a Multicultural Committee (i.e., Committee Chair / Co-Chair etc.)
- Guest Speaker Motivational speaker / Mentor Keiser University:
  - Damien Hunt – Motivation is nothing without inspiration
- Open discussion: Nominations for Multicultural Committee
- Closing: Comments / statements

# Multicultural Leadership Meeting Agenda

October 12th, 2021

- Introductions

- Guest Motivational speaker:



- LQuincy Pryor – YOUTHSERV Academy – How to achieve in life

- In House Speaker:

- Eric Eberhardt – ACE Success Coach – Vision & Goals

- Demond S. Committee Chair / Joann H. Co- Chair

- Closing: Comments / statements