



School District of Indian River County
African American Achievement Plan 2020 -2021
Assurances of Implementation of Action Steps



In August 2020, the School District of Indian River County initiated the implementation of the 2020-2021 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. Following the first quarter of implementation of the African American Achievement Plan, it became clear that increased time and effort should be invested in action step implementation in comparison with compliance activities. As such, the system associated with submitting evidence of the implementation of action steps was analyzed and revised to maximize the allocation of human capital and resources towards supporting students and staff in eliminating the achievement gap.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the 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 2020-2021 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: 1/29/2021 _____JM_____ (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 primary challenge IRCHS faces for African American Achievement is recruitment. All students, including African American students, tend to perform well academically at the school, well exceeding the State and District on all mandated assessments. The main issue is getting African American students to the school. A meeting with guidance counselors at traditional public middle schools would be tremendously beneficial. We could review the programs on offer at IRCHS and encourage area middle school counselors to highlight our school as a possibility for African American families whose children are entering 9th grade.



SDIRC School Data Chats & Impact Reviews – Secondary

Component: African American Achievement Plan 2020 - 2021



Date of Impact Review: 1/29/2021

School: Choose an item.

Action Steps: 1.5, 1.15, 1.17, 1.18, 1.22, 2.6

Action Step 1.5

| | |
|---|--|
| Date of Quarterly Review of School Improvement Plan | None |
| Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students? | <input type="checkbox"/> Yes <input checked="" 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) | As a Florida School of Excellence, and per our charter with the IRCSD, IRCHS is exempt from creating school improvement plans. |

Action Step 1.15

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|---|------------------------|
| Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments | Scheduled for 02/03/20 |
| Standards Identified in Need of Re-Teaching | |
| Recommended Strategies | |

Action Step 1.17

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|--|---|
| List of After School / Extended Learning Opportunities Offered to Improve Graduation Rates | Indian River Charter High school offers peer tutorials supervised by certificated teachers. |
|--|---|

Action Step 1.18

| | White | | Black | |
|--|-------|---|-------|----|
| | # | % | # | % |
| Course Recovery – Behind in Credits | 15 | 3 | 7 | 16 |
| Course Recovery – Student Participating in Course Recovery | 8 | 1 | 4 | 10 |
| Course Recovery – Eligible Students Enrolled | 8 | 1 | 4 | 10 |

Action Step 1.22

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|--|--------------------|
| Date of Reviews of School Counselor Contacts with African American Students Off-Track for Graduation | 12/01/20, 01/26/21 |
|--|--------------------|

Action Step 2.6

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|--|--|
| Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports | 01/06/21 |
| Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework | IRCHS has a proactive system of support for Tier 1 students which includes weekly meetings attended by guidance counselors, the ESE department, the school social worker, the school SRO, the school safety and security specialist, and administration. The School emphasizes in-person and phone communication with families over digital communication, which is a culturally responsive practice. Families of students who are regressing academically and/or struggling with attendance are contacted weekly. |



SDIRC School DataCom – Secondary
Component: African American Achievement Plan 2020 - 2021



Date of DataCom: 1/29/2021

School: Choose an item.

Action Steps: 1.12, 1.16, 1.19, 1.20, 1.23, 1.31, 1.37, 1.38

Action Steps 1.12, 1.16, 1.19, 1.31, & 1.37

| | |
|--|---|
| Date(s) of School Level Review(s) of Performance, Progress, & Regression of African American Students | 09/01, 09/08, 09/15, 09/22, 09/29, 10/06, 10/13, 10/20, 10/27, 11/3, 11/10, 11/17, 12/01, 12/08, 12/15, 01/05, 01/12, 01/19, 01/26 |
| District Review Conducted of Academic Performance, Progress (e.g., course failures, concordant scores, GPA, advanced coursework) & Regression of African American Students | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Summary of Action Steps / Plan based upon Review of Performance, Progress, & Regression of African American Students (based upon District & School Level Reviews) | Families of students who tested below grade level were contacted. The need for and availability of remedial support was communicated. The school will offer virtual and in-person remedial support for all students who have tested below grade level. This support will include whole group, small group, and one-on-one instruction with subject area certified teachers. |

Action Step 1.38

| | Sixth/Ninth | | Seventh/Tenth | | Eighth/Eleventh | |
|--|-------------|----|---------------|---|-----------------|----|
| | # | % | # | % | # | % |
| Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA) | 2 | 20 | 0 | 0 | 2 | 10 |

Action Steps 1.20, & 1.23

| | |
|--|---|
| Date(s) of School Level Review of Student Progress Towards Graduation | 12/01/20, 01/26/21 |
| District Review Conducted of Graduation Rate and Action Steps Implemented to improve graduation rate | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |



SDIRC Quarterly Update Additional Action Steps – Secondary Component: African American Achievement Plan 2020 - 2021



Last Date of Review: 1/29/2021

School: Choose an item.

Action Steps: 1.3, 1.6, 1.11, 1.14, 1.28, 1.29, 1.30, 1.33 (4th quarter only), 2.5, 2.9, 4.5, 4.6, 4.30, 4.31

Action Step 1.3

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|---|--|
| Date(s) of Walk-Through to Observe Implementation of African American History Teachings | 09/04/20-12/14/20 |
| Summary of Observation(s) | Each department has made efforts to incorporate African American history into the school's unique, thematic curriculum and in keeping with best practices learned through professional development with the "Teaching Hard History" program. |

Action Step 1.6

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|--|---|----------|-------|-------------|----------------------------|
| Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year). | Peer tutoring overseen by subject area certified teachers is available after school. The school will offer virtual and in-person remedial support for all students who have tested below grade level. This support will include whole group, small group, and one-on-one instruction with subject area certified teachers. This support is offered during blocks of independent study time built into every students' schedule during the school day as well as after school in an attempt to accommodate the scheduling needs of all families. | | | | |
| | White | Hispanic | Black | Two or More | All Other Race/Ethnicities |
| Total Number Breakdown of Participants by Race/Ethnicity | 85 | 29 | 18 | 7 | 2 |
| Total Percentage Breakdown of Participants by Race/Ethnicity | 60% | 21% | 13% | 5% | 1% |

*Attach evidence of a parent work or extended learning activity for students.

Action Step 1.11

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| Date of Student Committee Meeting | 11/12 |
| Summary of student feedback related to diversify opportunities to participate in extracurricular activities | |

Action Step 1.14

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|---|---|
| Date(s) of African American Achievement Student Council Meetings | 10/01, 10/08, 10/15, 10/22, 10/29, 11/05, 11/12, 11/19, 12/03, 12/10, 12/17, 01/07, 01/14, 01/21, 01/28 |
| Summary of Needs Assessment Feedback and Modifications for Incorporation into Action Planning | |

Action Steps 1.28 & 1.29

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|---|--------------------|--|
| | Black Students (#) | Black Students (% of Total Population of Black Students) |
| Students Participating in On-Site College Readiness Testing | 14 | 100 |

*Attach schedule of events for workshops, website, parent conferences, SAT and ACT information.

*Attach evidence of information provided at one of the scheduled events.

Action Step 1.30

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|--|---|----------|-------|-------------|----------------------------|
| Recognition Ceremonies (list all ceremonies during the 20-21 academic year). | Twelfth Grade A/B Honor Roll Recognition (not all ceremonies have taken place yet and information will be updated). | | | | |
| | White | Hispanic | Black | Two or More | All Other Race/Ethnicities |
| Total Number Breakdown of Participants by Race/Ethnicity | | | | | |
| Total Percentage Breakdown of Participants by Race/Ethnicity | | | | | |

Action Step 2.5

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|---|--|
| Timeframe of Reported Out-of-School Suspensions | Indian River Charter High School does not issue out-of-school suspensions. |
|---|--|

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.

Action Step 2.9

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|--|-------------------|-------------------|
| | Number of Mentors | Number of Mentees |
| Number of Student Participating in Peer Mentorship Program | 4 | 4 |

Action Steps 4.5 & 4.6

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|---|---|
| Number of African American students applying for the FFEA Scholarship Program | 5 |
| Number of African American students taking part in the IRSC Teacher Academy | 0 |

Action Step 4.30

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|--|--------------------|
| Number of Applications for Education (i.e., teaching) Scholarships Completed by African American Students. | Not completed yet. |
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Action Step 4.31

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|--|-------------------|---|
| | Number Identified | Percentage of Identified Earning Teaching Certification |
| Support Staff identified to Transition to Teaching | 0 | 0 |