



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: 3/4/2021 _____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?)

Areas of progress would include our collection of formative assessment data. This process has been streamlined through the use of iReady, with departments able to hone in on specific standards that need to be retaught for African American students. We have also continued the process of contacting families of African American students who have regressed academically and/or have poor attendance and/or are at risk of not graduating on time. This is done weekly via phone call from administrators, guidance, and the ESE Department. One opportunity for growth would be in the area of recruitment. Options are limited due to the pandemic, but efforts will be made to implement new recruitment strategies for next school year.



SDIRC School Data Chats & Impact Reviews – Secondary

Component: African American Achievement Plan 2020 - 2021



Date of Impact Review: 3/4/2021

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

Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments	02/03/30
Standards Identified in Need of Re-Teaching	Foundational standards for Mathematics and English Language Arts: linear, quadratic, and exponential models and analyzing informational text, respectively.
Recommended Strategies	African American students are working with certified teachers in small group settings to work on building a foundation in English Language Arts and Mathematics.

Action Step 1.17

List of After School / Extended Learning Opportunities Offered to Improve Graduation Rates	Indian River Charter High school offers peer tutorials supervised by certificated teachers. In addition, the school offers remedial support with certified for English Language Arts and Mathematics through in-person and online sessions.
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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

Date of Reviews of School Counselor Contacts with African American Students Off-Track for Graduation	01/26/21, 02/16, 03/02
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Action Step 2.6

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: 3/4/2021

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	01/05, 01/12, 01/19, 01/26, 02/02, 02/09, 02/16, 02/23, 03/02
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

Date(s) of School Level Data Chat: (please provide data from most recent data chat)	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	01/05, 01/12, 01/19, 01/26, 02/02, 02/09, 02/16, 02/23, 03/02
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: 3/4/2021

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

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

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

Date of Student Committee Meeting	11/12
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	Students shared that having extra learning opportunities during school hours would be beneficial. The school is now offering this for students in need of Tier III remediation.

Action Step 1.14

Date(s) of African American Achievement Student Council Meetings	01/14, 01/21, 01/28, 02/04, 02/11, 02/18, 02/25
Summary of Needs Assessment Feedback and Modifications for Incorporation into Action Planning	Students have expressed that faculty may not be sympathetic to unique challenges that they face which include, but are not limited to: feeling like they have to perform their blackness, dealing with peers at traditional public schools who judge them for attending a charter school, and having to help with younger siblings at home. These feelings were shared with the faculty.

Action Steps 1.28 & 1.29

	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

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 1.36

	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number of Students in Advanced Coursework by Race/Ethnicity	415	68	26	43	27
Total Percentage Breakdown of Students in Advanced Coursework by Race/Ethnicity	63%	64%	59%	63%	73%

List of Supports Provided to Students Enrolled in Advanced Coursework: Peer tutoring is available to all students who request it.

Action Step 2.5

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

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

Action Steps 4.5 & 4.6

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

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

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