



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



Quarter of the School Year: 2nd Quarter

School: Indian River Charter High School

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 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.

These assurances have been reviewed and verified on: 1/3/22 CA

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?)

Throughout this middle portion of the school year, the administration's primary focus is on the progress and retention of African American students. During our weekly attendance and discipline meetings for all students, which occur at the administrative level, the progress of African American students is given special attention with regards to the school's intentions to meet the needs of these students in order to ensure their success at our school.

As we move towards planning for next school year, careful consideration is being given to ensure that we properly communicate the orientation and application process to all community stakeholders. Specifically, we will be sending a mailer in the beginning of January to all county, public school eighth graders publicizing our orientation schedule and application process for the 2022-23 school year.



School District of Indian River County
African American Achievement Plan 2021 – 2022
Quarterly Summary of Implementation of Strategies/Action Steps



Quarter of the School Year: 2nd Quarter

Date of Summary: 12/16/2021

School: Indian River Charter High School

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.3

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	5 walk-through and formal observations were completed.
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	12/2, 12/1, 11/3, 11/3, 10/12
Summary of Observation(s):	These walk-through/observations were conducted as part of the normal teacher observation and evaluation process. As part of that process, pre-civil war treatment of African Americans in the north and 21st century financial/racial inequalities in economics were teachings that were observed.

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						DOES NOT APPLY					
African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
Count Scheduled (#)	Count Identified (#)	Percent (%)	Count Scheduled (#)	Count Identified (#)	Percent (%)	Count Scheduled (#)	Count Identified (#)	Percent (%)	Count Scheduled (#)	Count Identified (#)	Percent (%)

**Data should be retrieved from the Power BI 2021 – 2022 Scheduling App – 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:	12/1/2021
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	Results from i-Ready progress monitoring on 8/27; FSA ELA & Alg 1 Retakes 9/13-9/17; PSAT on 10/13 were reviewed and evaluated to ensure students received proper support and remediation, as necessary, through our critical thinking, intensive math, and liberal arts math coursework.

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 (%)
59%	75%

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> :	11/3, 11/10, 11/17, 12/1, 12/8
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	School leadership, SRD, ESE department, and counselors meet weekly on Wednesday to discuss all discipline and attendance issues that arise within the week period between meetings. Issues are discussed and handled on a case-by-case basis, with particular emphasis placed on evaluating the totality of a students' experience at the school and their educational background.

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	12/1/2021
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	School counselors, leadership, and ESE personnel meet to discuss individual students' progress on state and national testing (FSA, PSAT, i-Ready). Student schedules are adjusted to reflect their level of need for additional support.

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 (#)
0	0

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:	Choose an item.
Select one:	<input checked="" type="checkbox"/> No out-of-school suspensions were assigned during this time frame. <input type="checkbox"/> 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:	As a Florida school of excellence and per our Charter, IRCHS is exempt from completing a yearly SIP.
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input 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):	

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.		
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:		12/16/2021
Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
55	62	88.7
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		Extracurricular activities are now posted to the school's social media pages, as well as a dedicated page on the school website. Additionally, announcements are made via the school email list and Homebase notes with pertinent information about the various clubs and their activities.
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		39

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:	5 Interviews
Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
0%	33-50%
(Optional) Additional information:	While great strides have been made to have the school's faculty reflect the diversity of the community, additional efforts are needed to address this concern among the school leadership. In the future, school community leaders from diverse backgrounds will be asked to serve on interview committees.

Evidence 1.4: African American Students in Honors, AP, and Dual Enrollment

	Last First M
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	
31	
32	
33	
34	
35	
36	
37	

Evidence 3.1: African American Students in Extracurriculars

	First	Last		First	Last
1			28		
2			29		
3			30		
4			31		
5			32		
6			33		
7			34		
8			35		
9			36		
10			37		
11			38		
12			39		
13			40		
14			41		
15			42		
16			43		
17			44		
18			45		
19			46		
20			47		
21			48		
22			49		
23			50		
24			51		
25			52		
26			53		
27			54		
			55		

Evidence 3.1: Students in the Alliance for Student Minorities

Grade	Member of Alliance of Student Minorities	
	First	Last
12		
11		
11		
11		
10		
11		
9		
9		
9		
9		
9		
9		
10		
10		
10		
10		
10		
10		
11		
11		
11		
11		
11		
11		
11		
11		
12		
12		
12		
12		
12		
12		
12		
12		