

AAAP Quarter 2



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 2

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 1/5/2022 Verified by Dariyall Brown

Quarter 2 Reflection

The AAAP Quarter 2 plan was completed with assurance that all implementation of strategies/action steps are ready for review. The progress of our African-American students is a high priority to our entire staff with regard to student achievement and school climate and culture. We are making progressive steps toward building a positive environment, which cultivates a growth mindset between our students and staff. In our efforts to establish trust and respect we will continue to model the student-centered approach that instills intrinsic value and discovery of one's ability to succeed at a high level. We will continue to monitor our progress through our data-driven analysis, which will promote and reward student success. We will continue to Accept, Restore & Return with Care!

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)

11/10/2021, 11/15/2021, 11/17/2021

Summary of observation(s):

Students will learn how to recognize, trace, describe, analyze, and identify the major factors that drove discrimination in the USA to include Jim Crow laws, freedom movements, violent and nonviolent marches, coalitions of people, and Supreme Court cases through reading primary sources, viewing videos, studying vocabulary, and proving gained knowledge through formative and summative assessments.

Understanding these standards will provide background to why American politics and society grew to what it is today.

Students will be successful when they are able to make and defend predictions about what might or will happen to the United States in the future.

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

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| 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:

11/16/21, 11/17/21

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

- Attendance- Student attendance will be improved through the continuous implementation of PBIS. Parent phone calls will be made when students exhibit a pattern of tardiness and/or absenteeism.
- Behavior- Student behavior will be addressed according to agreed upon procedures during staff problem solving sessions. PBIS, lunch detentions and after-school detentions will be used to address student behaviors. In order to reduce referrals, teachers will exhaust interventions, as well as the use of restorative practices and the self-reflection room.
- ELA statewide assessments- Students will continue to receive small group instruction in the general education classroom. Students will also receive ELA interventions focused on specific standards that will be covered on the FSA.

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 |
|------------------|---------------------|
| 64 | 66 |

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:

11/17/21

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

Problem Solving 11/17/21 · Large high school classes- will be broken up after Christmas break · Dress code- revised by Officer Howder and will be reviewed by teachers, as well as shared with families and students · Student documentation- lack of access for TA's and ESE teachers; Brown will contact Greg MacDonald · Sleeping- documentation will be charted on a shared document (created by Cuddeback); current sleeping policy will remain in place · Point sheets- any student tampering will result in an automatic 0; at dismissal, point sheets will not be signed until student busses are called · Fun Friday- students will be awarded on Friday for their Monday-Thursday behavior; point sheets will be calculated on Thursday; teachers will help if necessary · Basketball- only PE classes will be allowed outside; may be earned as part of Fun Friday · Snacks- students will only be given snacks in Edgenuity and as part of Fun Friday · Language- zero tolerance; students will be docked a point for every curse word said amongst peers; inappropriate language towards teachers results in automatic referrals · Water- students will be given a bottle of water in the morning and at lunch; must exchange empty bottle for a new one; no bottles for Max or Aubrey · Headphones- not to be brought to class; students are not able to go to other classes to ask for headphones · Self-reflection- teachers must document two interventions before sending a student to SR room; if student is disruptive in SR, they will be sent to Eberhardt · Opening doors- will receive lunch detention

ACHIEVEMENT

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

11/19/2021 & 12/9/2021

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

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2. Our plan to improve our African American Student's scores is to first build positive classroom relationships with our African American students. We will make our lessons engaging and rigorous and use/create culturally relevant materials.

| Action Steps | Person Responsible | Timeline | Monitoring and Evidence |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| *Build positive classroom relationships * Create <u>standards based</u> lessons that are engaging, rigorous, and culturally relevant. *Reach out to parents/guardians to keep them up to date on how their child is performing in class and to discuss any concerns that they are having. | Ms. Phillips Ms. Bristol | *District Pacing Guide *While students are attending ACE before transition back to home school | * Participation *Grades *Willingness to work with teacher and without *Happy to come to class and desire to complete lessons |

Instructional Strategy: 11th US History currently has eight students assigned; seven (7) are African-American. Students are very capable of learning the full standards for US History and will likely score very well on the EOC in May. Attendance remains an issue for the African-American population. I am using specific strategies for students to want to come to school. For instance, I will be using ICE CREAM as a tool for learning about George Washington's influence on America. I will also use ART (we will paint) to engage students in the Harlem Renaissance standards. Some students will return to home school at the end of this semester with a solid understanding of the standards and requirements for the course and EOC. Other students are entering the ACE in various places within the Curriculum Map and I will refocus students through the use of District Unit Assessments and other formative assessments to get them on course. Additionally, I will use a combination of Direct Instruction, participation in engaging activities, and other applications to focus on vocabulary and content. These applications include EDPuzzle, Quizlet, Kahoot, Gimkit, and others. I will track student progress through formative and summative assessments to include the District Unit Assessments on Unify.

| Action Steps | Person Responsible | Timeline | Monitoring & Evidence of Implementation |
|--------------------------------------------------------------------------------------------------|--------------------|----------------------------|-----------------------------------------------------------------------------|
| When student is in school, continue to teach the History standards IAW the SDIRC Curriculum Map. | Cuddeback | December 2021 – April 2022 | Lesson Plans, Formative and Summative Assessments. |
| Review for the EOC exam. | Cuddeback | April – May 2022 | Review packages. Using data from SDIRC Unit Assessments, focus on standards |

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

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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.

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: | 1/3/2022 |
| 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):

| Impact Review #2 | Evident | Partial | Not Evident |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|-------------|
| Planning | 4/4 | | |
| SBI | 2/4 | 2/4 | |
| Monitoring/Formative Differentiation | 2/4 | 2/4 | 2/4 |
| Engagement/Participation | 4/4 | | |
| Class Environment | 1/4 | 3/4 | |
| *Growth since last Impact Review: Evidence of Blended Learning implementation | | | |
| * Next Steps-Training on making learning visible, less teacher talk and more student talk, and releasing more control to students to "own" their learning. Display student work in the classroom | | | |

Strategy: To increase the learning gains of our lower 25% & Meet proficiency on the FSA and all EOC's

| Action Steps | Person Responsible | Timeline | Monitoring & Evidence of Implementation |
|--------------------------------------------------------------------------------------|--------------------------|-----------|--------------------------------------------------------------------------------|
| 1:1 Intervention supports for Level 1& 2 students | Ms. Tory | Jan-April | Student logs & Data Talks with Mr. Brown |
| Ensure that the Curriculum Map is being followed in each subject area | Mr. Brown & All Teachers | Jan-May | Walk throughs & Impact Reviews |
| 30 x 30 x 30 minute station rotation (i.e small group, large group & computer-based) | Mr. Brown & All teachers | Jan-May | Classroom Observations, Collaborative/Lesson tool planning |
| Open Communication with Students and Parents | All staff members | Jan-May | Parent Conference log, Mentoring log ,Newsletter, Social media, Messenger, SAC |
| After School Help | All staff members | Jan-May | Title 1 money available |

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| Action Steps | Person Responsible | Timeline | Monitoring & Evidence of Implementation |
|----------------------------------------------------------------------|---------------------------------|----------|-------------------------------------------------------------------------------------|
| Data Talks with Mr. Brown | Mr. Brown all FSA/EOC teachers | Jan-May | Progress monitoring form |
| Ensure Collaborative Planning is taking place in each classroom | Mr. Brown all staff members | Jan-May | Collaborative Lesson Plans uploaded to Canvas 2x's monthly, Planning with Principal |
| PBIS rules, norms & earned rewards is apparent throughout the school | Mr. Eberhardt | Jan-May | Eagle bucks given, Fun Friday's, student acknowledgements |
| Proper referrals for MTSS and Immediate Counseling Services | All Staff Members | Jan-May | MTSS Referrals, Referrals to Tykes & Teens & DATA counselor |
| Minor Infractions recorded before an ODR is written | All Instructional staff members | Jan-May | Parent phone calls documented in FOCUS |

Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the

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dissemination of a resource that provides information for individual schools.

[Directions - How to Mass Add Log Records](#)

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 1/4/2022

| Total Count of African American Students Participating in Extracurriculars (#) | Total Count of African American Students Enrolled (#) | Percentage of African American Students Participating in Extracurriculars (%) |
|--------------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------|
| 12 | 38 | 32 % |

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels): 12

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:

Due to the unique setting of the ACE, traditional extracurriculars are not available to the students. They are currently able to participate in the African American Student Council. In quarter three, they will be able to participate in Winners Walk Tall.

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: | 0 |
|------------------------------------------------------------|---------------------|
| Percentage of Interviewers on Interview Committee by Race | |
| African American | White, Non-Hispanic |
| 0 | 0 |

(Optional) Additional information:

No interviews were conducted during the 2nd reporting quarter.

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African American Achievement Plan Evidence

Strategy 1.1

11th grade students studied the Civil Rights in America as part of the curriculum. This shows evidence of the activity that was given to students in their US History.





Civil Rights in America - Current

| <ul style="list-style-type: none">• Michael Brown• Philando Castile• George Floyd• Freddie Gray• Alton Sterling• Walter Wallace• Daunte Wright | Select | Research | Create | Answer |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Select one person to the left (unless you have someone else in mind) | Research the Civil Rights issue of this person | Create an argument for both sides <ul style="list-style-type: none">•The person•The police | Answer the following: <ul style="list-style-type: none">•What were the circumstances leading up to the event?•What happened?•What happened as a result of the event (the public)?•Was the outcome justified? Why or why not? |

- Create a presentation to answer the questions above
- Be provocative (look it up if you don't know what it means)
- Be sincere with this assignment
- Be thorough and research it properly – Sources are important (Cut and paste the website into your notes)

Strategy 2.1

The entire faculty went through a problem-solving session to address issues revolving around our discipline procedures. Principal Brown facilitated a Delta Plus activity with his staff members and were able to problem-solve effectively.

| | | | |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |
| Big HS classes ✓ | Laptops | PBIS ✓ | Principal/positive Influence |
| Consistency (Dress Code) ✓ | Mentoring | Wasting water ✓ | |
| Student Documentation ✓ | RJ | Self-Reflection ✓ | |
| Consequences ✓ | 3 lunches | Principal Office ✓ | |
| Sleeping in class ✓ | Phone Policy | | |
| Dress Code ✓ | Not going home sick | | |
| Tardies ✓ | SRD | | |
| Basketball during class time ✓ | | | |
| Snacks/entitlement ✓ | | | |
| Language ✓ | | | |

Strategy 2.4

Summary of Action Steps/Plan based upon District Impact Review (based upon District & School Level Reviews):

| Impact Review #2 | Evident | Partial | Not Evident |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|-------------|
| Planning | 4/4 | | |
| SBI | 2/4 | 2/4 | |
| Monitoring/Formative Differentiation | 2/4 | 2/4 | 2/4 |
| Engagement/Participation | 4/4 | | |
| Class Environment | 1/4 | 3/4 | |
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Strategy 3.1

Multicultural Leadership Meeting Agenda

November 12th, 2021

· Introductions

Guest Motivational speaker:

o **Damien Hunt – Keiser University** – Where do you want to be

In House Speaker:

o Eric Eberhardt – ACE Success Coach – Re visiting Vision & Goals

o D.S. Committee Chair / J.H. Co- Chair

· Closing: Comments / statements

12 African American Students in attendance

Strategy 3.1

Multicultural Leadership Meeting Agenda

December 14th, 2021

· Introductions

Guest Motivational speaker:

- Tab Portier – local businessman / entrepreneur - Success is what you make it

o Comments from D.S. Committee Chair / J.H. Co- Chair

· Closing: Comments / statements

12 African American Students in attendance.