

AAAP Quarter 3



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 3

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 3/30/2022 Verified by Dariyall Brown

Reflection

The Alternative Center for Education currently has 72 students enrolled which has increased by 52% since the 2 quarter. 11 students have transition to their home school (December & March) and 3 have returned to ACE due to poor behavior. Although, our suspensions have increased this quarter we are actively working with parents and students on how to educate them on effective ways to manage and control those challenging behaviors. We are steadily increasing our positive rewards for those students who are making the right choices and showing kind gestures throughout the day. The ACE teachers and staff went through a professional development workshop on "Effective Ways to Communicate with Parents". We continue to build meaningful relationships with our students and strive toward high successful academic achievement as we advance into the 4 quarter of the school year.

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	4
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)	2/1/22, 2/15/22, 3/8/22, 3/16

Summary of observation(s):

FLOCABULARY CONTEST FOR BLACK HISTORY MONTH.

[Flocabulary Rap Contest-1.pdf](#)



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The Contest is an original song submission contest where teachers, parents or guardians of K – 12th grade students can submit original songs created by their student(s). There will be a total of two Winners (defined below) --one from the age group consistent with elementary school students and the other from Middle and/or High School students-- and each will be selected to collaborate with a Flocabulary artist to turn their submitted work into a Flocabulary video/lesson (approximately a \$4,000 dollar value). By participating in this Contest, each participant agrees to be bound by these Official Rules and to the decisions of the Sponsor and the judges selected by the Sponsor, which are final and

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binding on all matters relating to the Contest. ---- Other Assignments **Black History Month** is an annual observance originating in the United States, where it is also known as **African-American History Month** . It has received official recognition from governments in the United States and Canada, and more recently has been observed in Ireland, and the United Kingdom. It began as a way of remembering important people and events in the history of the African diaspora. It is celebrated in February in the United States and Canada, while in Ireland, and the United Kingdom it is observed in October. The precursor to Black History Month was created in 1926 in the United States, when historian Carter G. Woodson and the Association for the Study of Negro Life and History announced the second week of February to be "Negro History Week". This week was chosen because it coincided with the birthday of Abraham Lincoln on February 12 and that of Frederick Douglass on February 14, both of which dates black communities had celebrated together since the late 19th century. Black History Month was being celebrated all across the country in educational institutions, centers of Black culture and community centers, both great and small, when **President Gerald Ford recognized Black History Month in 1976** , during the celebration of the United States Bicentennial. He urged Americans to **"seize the opportunity to honor the too-often neglected accomplishments of Black Americans in every area of endeavor throughout our history"**. Read the following NEWSELA articles and answer the questions during class discussion.

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- **High Schoolers Demanding Black History and more Black Authors**
(Links to an external site.)
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- **Opinion: Why Black Culture Thrives Alongside Rampant Racism**
(Links to an external site.)
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- **"Black Panther" Toy Sales Fierce As Film Opens Big**
(Links to an external site.)
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- [A Visual History of Iconic Black Hairstyles](#)

[FLOCABULARY CONTEST FOR BLACK HISTORY MONTH.](#)
[Flocabulary Rap Contest-1.pdf](#)



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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		
Count Scheduled	Count Identified	Percent									
		%			%			%			%

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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:	3/29/22
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Summary of Action Steps/Plan Based Upon Reviews of Early Warning Indicators for African American Students:

E All FSA/EOC subject area teachers are responsible for submitting action steps after each Unit Assessment, I-Ready and Achieve 3000 to determine if instructional strategies are effectively working for each African American students. Mr. Brown, Principal of ACE meets with each teacher to go over the data to discuss each African-American student's proficiencies and deficiencies and find effective ways to remediate each student through the Blended Learning Model.

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
75 %	25 %

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

During our Faculty/Staff meetings we always discuss issues that revolve around student's who have challenging behaviors, which could potentially result into major infractions. All faculty members are given an opportunity to have an active voice in these discussions. After all concerns and recommendations are documented the MTSS team conducts a problem solving session and in turn presents viable solutions to the entire school community.

ACHIEVEMENT

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

During our Data Talks, Mr. Brown Principal of ACE and teachers discuss action steps and instructional strategies to increase student achievement scores. The conversation revolves around: What is your 3-step action plan to improve your African American students scores on the next Unit Assessment or Achieve 3000/ i-Ready diagnostic?

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

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 3

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.

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Date of Quarterly Review of School Improvement Plan:	3/10/2022	
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?		
<p>Summary of Action Steps/Plan based upon District Impact Review (based upon District & School Level Reviews): The School Improvement Plan was revisited during the District Impact Review. The following action steps have taken place to continue to address the Achievement Gap for American Students. Differentiation is still an area of focus that we improve on to better support our diverse population of learners. Our action plan definitively outlines our student-centered approach to build relationships and tie instructional supports that will increase academic performance in all African-American students. 1:1 Interventions for all African-American students in Reading/ELA, Math & Writing. Blended Learning-90 minute rotations in the classrooms which enables differentiated instruction for all African-American students. A mentoring based program which was established to target all African-American students to ensure a healthy relationship with staff members and also develop a positive school culture.</p>		
<p>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.</p>		
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 3/31/2022		
Total Count of African American Students Participating in One or More Extracurricular Activities	Total Count of African American Students Enrolled (#)	Total Percent of African American Students Participating in One or More Extracurricular Activities
11	38	28.9 %
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):		
<p>Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.</p>		
Number of Interviews Conducted by the Interview Committee:	4	
Percentage of Interviewers on Interview Committee by Race		
African American	White, Non-Hispanic	
25 %	75 %	
(Optional) Additional information:		

2.1 & 2.4 Faculty, MTSS & Impact Review meetings in Jan, February and March consist of problem solving for discipline and academic achievement for all African-American students.

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

Strategy: Discipline rates of all Economically disadvantaged students (ESSA under 41%) will decrease by 10% through the effective use of our behavioral intervention strategies, which will be monitored through quarterly CEIS Profile Equity report.			
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