



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



Quarter of the School Year: 4

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: 5/31/2022 GJZ (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?)

This quarter, IRCHS has continued the implementation of several opportunities correlating with our school-wide African American Achievement Plan. The Alliance for Student Minorities continued to meet every Tuesday with their club advisor. They held several events which included showing movies and having discussions related to their theme of inspiration Black leaders. The Alliance for Student Minorities is in the process of planning more school-wide events for next year and plan on participate in the school's Club Expo to increase their membership for the next academic year. U.S. History classes, following state-adopted learning standards, taught about landmark Supreme Court cases related to desegregation, focused on Civil Rights leaders using both primary and secondary sources, and assigned research projects correlating with the Civil Rights Movement. IRCHS continued to monitor African-American learning gains on statewide assessments and continued to ensure students are correctly placed in classes which provide proper support and remediation. The school continued to have weekly testing and discipline meetings as part of the action steps in supporting student individual needs.



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: 4

Date of Summary: 5/31/2022

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): Implement a curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.

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| Date(s) of Walk-Through to Observe Implementation of African American History Teachings | 3/18, 4/04, 4/14, 4/26, 5/13 |
| Summary of Observation(s) | Walk-throughs/official observations are conducted as part of the normal teacher observation and evaluation process. IRCHS utilizes the Florida Consortium of Public Charter School evaluation instrument which allows the observer to record teacher competency according to the Florida Administrative Code. As part of this process, U.S. History classes covered a large range of topics related to societal issues and African-American civil rights. These topics included the Double-V Campaign, the contributions of the Tuskegee Airmen, the significance of Brown v. Board of Education, the role of the NAACP and contributions of Civil Rights leaders such as MLK and Malcolm X. Students learned about these topics through various modalities such as through their course textbook, through analyzing primary and secondary source and by completing research assignments. |

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 | | | | | | | | |
| | Kindergarten | | First | | Second | | Third | |
| | # | % | # | % | # | % | # | % |
| African American Students Receiving Interventions for Substantial Reading Deficiencies | | | | | | | | |

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.

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|---|------|
| Date(s) of School Level Review(s) of Early Warning Indicators for African American Students | 4/18 |
|---|------|

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| Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students | Results from the FSA ELA Retakes 02/23-02/24, the FSA Algebra I retake 03/09-03/10, and from i-Ready progress monitoring on 04/01, 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 (%) |
| 55.5 | 73.8 |

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.

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| Date(s) of Problem-Solving Session(s) for <u>Discipline</u> | 03/16, 03/30, 04/06, 04/13, 04/20, 04/27, 5/04, 5/11, 5/18 |
| 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 with the week period between meetings. Individual circumstances are discussed and handled on a case-by-case basis with particular emphasis placed on evaluating the totality of a students' experience and the school including their academic, emotional, and personal success. |
| Date(s) of Problem-Solving Session(s) for <u>Achievement</u> | 03/14, 03/28, 04/04, 04/11, 04/18, 04/25, 05/02, 05/09, 05/16 |
| Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> | School counselors, leadership, testing coordinator 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.

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|---|-----|
| Timeframe of Reported Out-of-School Suspensions | N/A |
| | |

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 | As a Florida School of Excellence and per our Charter contract, 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.

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| Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System | 03/15 |
| SECONDARY ONLY Number of Students Participating in the African American Student Council (All Grade Levels) | 38 |

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

| Date of Interview | Percentage of Interviewers on Interview Committee by Race | |
|-------------------|---|-------------------------|
| | African American (%) | White, Non-Hispanic (%) |
| N/A | 0 | 0 |
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Evidence 1:4: African American Students in Honors, AP and Dual Enrollment Qtr 4 2022

| Total | Last | First |
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| Evidence 3.1 African American Students in Extracurriculars Qtr 4 2022 | | |
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| Evidence 3.1 Members of Student Minority Alliance Qtr 4 2022 | | |
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