



# African American Achievement Plan 2022-2023 Assurances of Implementation of Strategies/Action Steps

**Quarter of the School Year: 4**

**School: IR PREP**

In September 2022, the School District of Indian River County initiated the implementation of the 2022-2023 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 2022-2023 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/supervisor of each school/location:

- Action steps included within the 2022-2023 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 June 30, 2023: \_\_\_\_\_ DB \_\_\_\_\_ (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?)

The 4<sup>th</sup> quarter mark is complete, and we are proud to announce our accomplishments for African American students. As we closed out the year, IR Prep was able to graduate 5 students, which 2 out of the 5 were African American students. Also, we had some moderate success with FAST testing and EOC, which we had 95 percent our African American student who were tested this past semester. Although, we missed the goal of a 14% pass rate for African Americans. We were strongly encouraged by the increased attendance rate from 64% to 71%. Lastly, IR Prep was able to return 32 students to their home schools. IR Prep successfully returned 15 -African American students to their home school to begin the 23-24 school year.



# African American Achievement Plan 2022-2023

## Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 4

Date of Summary: June 9, 2023

School: IR Prep

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

<b>Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.</b>	
Number of Walk-throughs to Observe Implementation of African American History Teachings	3
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	3/23, 4/23, 5/23
Summary of Observation(s):	The African-American lessons were conducted in our American History class. A4: 11 Grade US History Rosa Parks Rotation 1: Powerpoint Students will learn about Rosa Parks through note taking. Rotation 2: Edpuzzles Students will complete Edpuzzle focusing on Rosa Parks

<b>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.</b>												
Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3 (i.e., August 1, 2022)												
<b>African American Students Receiving Interventions for Substantial Reading Deficiencies</b>												
<b>Kindergarten</b>			<b>First</b>			<b>Second</b>			<b>Third</b>			
<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	

*\*Data should be retrieved from the Power BI 2022 – 2023 Scheduling App – ScheduleAudit.*

<b>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.</b>	
Date(s) of School Level Review(s) of Early Warning Indicators for African American Students: (i.e., August 1, 2022)	3/25, 4/12, 5/18



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Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	Credit checks are conducted monthly to ensure that all African American students are on track to graduate.
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<b>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.</b>	
<b>Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)</b>	
Black/African American (%)	White, Non-Hispanic (%)
1%	5%

<b>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.</b>	
<b>Discipline</b>	
Date(s) of Problem-Solving Session(s) for <u>Discipline</u> :	3/29, 4/5 & 5/3
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	<p>African American earned 68 ODR's in the 4<sup>th</sup> quarter. African American was given 11 OSS days in the 4<sup>th</sup> quarter.</p> <ul style="list-style-type: none"> <li>The MTSS team was able to continue to monitor all African American students with a high recidivism rate.</li> <li>Behavior interventions were included in each African American students behavior intervention plan.</li> <li>The Success Coach was able to monitor each African-American students' behavioral status on a weekly basis to determine marked improvement or regression.</li> </ul>
<b>Achievement</b>	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	3/29, 4/5 & 5/3
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<ul style="list-style-type: none"> <li>The MTSS team identified 71 African American students who earned more than 2 F's on their past report cards.</li> <li>All 71 African American students were placed in Edgenuity for credit recovery.</li> <li>10 African American students were able to make up at least 2 courses for grade forgiveness.</li> </ul>



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**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)

Black/African American (%)	White, Non-Hispanic (%)
0%	0%

**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: <i>(i.e., August 1, 2022)</i>		
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?  The answer is yes our SIP will continue to address the Achievement Gap.
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	No impact reviews were conducted this school year.	

**Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.**

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:		
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 (%)
0	14	14
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		



# African American Achievement Plan 2022-2023 Assurances of Implementation of Strategies/Action Steps

<b>(SECONDARY ONLY)</b> Number of Students Participating in the African American Student Council (All Grade Levels)	14 students
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*\*Data should be retrieved from the Power Bi [Extracurricular Activities](#) public-facing dashboard.*

<b>Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.</b>	
Number of Interviews Conducted by the Interview Committee:	8
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
52	48
(OPTIONAL) Additional information:	



## African American Student Council Meeting Agenda

April 6, 2023

- **Introductions**
- **Purpose of meeting**

**Mr. Eberhardt**

- **School Climate & Culture**
- **Transition back to home school**
- **PBIS for next year**