



INDIAN RIVER
CHARTER HIGH SCHOOL

African American Achievement Plan 2020-2021

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Objective: Indian River Charter High School strives to offer an equitable opportunity for all students to excel. Towards this end, this plan will outline school-specific strategies for eliminating barriers to success for African American students. Measurable goals include, but are not limited to: eliminating the achievement gap, creating extended learning opportunities, fostering equity in disciplinary practices, and developing a process for receiving feedback from the African American community.

Action Step and Implementation

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

Implementation

- Provide staff with annual, in-house professional development specifically related to integrating African American History into all disciplines.
- Direct staff to online professional development resources available through the school district and the Florida Consortium of Public Charter Schools which specifically addresses best practices for working with African American students.
- FOCUS on African American history for interdisciplinary projects in our integrated, thematic curriculum.

Action Step 1.3

Evidence of Completion

- In-house professional development rosters
- Professional development materials used
- Classroom walkthroughs
- Communications directing teachers to resources
- Projects displayed during VAPA Shows

Responsible Staff/Department

- Curriculum Coordinator
- Director
- Assistant Director

Action Step 1.5

Action Step and Implementation

Ensure that School Improvement Plans for all schools specifically address how school resources are being allocated to address achievement gaps for African American students.

Implementation

- As a high-performing charter school, IRCHS is not typically required to create School Improvement Plans.
- If the school is required to create a school improvement plan, it will include evidence of resource allocation for closing the achievement gap for African American students.

Evidence of Completion

- School Improvement Plan

Responsible Staff/Department

- Director
- Assistant Director

Action Step 1.6

Action Step and Implementation

Ensure that the District provides African American students the opportunity to participate in extended learning opportunities for remediation and enrichment. These opportunities will be communicated to parents and guardians.

Implementation

- All students at the school are required to participate in our integrated, thematic curriculum and create projects inspired by different eras in history for presentation to the public during our VAPA shows. Students are also required to participate in these shows.
- Work on these projects often takes place after school with students being on campus and receiving instruction until 5 PM.
- The school also offers a peer tutoring program which takes place during independent study time which is built into student schedules during the school day.

Evidence of Completion

- Interdisciplinary student projects
- VAPA Show
- Tutoring sign-up sheet and time sheet

Responsible Staff/Department

- Teachers
- Senior Seminar Teacher
- Artistic Director

Action Step 1.7

Action Step and Implementation

Create and implement a plan to increase balance in student enrollment by race at each school to ensure African American students assigned to individual schools are consistent with the percentage of African American students represented in the District, within a range of plus or minus nine percentage points.

Implementation

- VAPA students will perform at area middle schools and hold Q & A sessions with potential students afterwards.
- The school will work with the Gifford Youth Achievement Center to have IRCHS students participate in programs for mentoring or tutoring elementary school and middle school students.
- Increase advertising and social media presence so that African American families are aware of the orientation and enrollment process. Participate in the School Choice Expo.

Evidence of Completion

- VAPA student Q & A sessions
- Examples of advertising and social media posts

Responsible Staff/Department

- Curriculum Coordinator
- Artistic Director
- Assistant Director

Action Step and Implementation

Create data review sessions with school principals to review subgroup data, which includes a discussion on the progress monitoring of African American students. Plans of action will be implemented after each session.

Implementation

- Each week, administration, guidance counselors, the school social worker, the school safety/security manager, and the ESE department meet to discuss student progress in general and the progress of African American students specifically. Data on student performance is discussed during these meetings.
- Each month, the school has department meetings. These meetings can include data chats, and specifically data on the progress of African American students.
- All staff work on implementing plans of action discussed in these meetings.

Action Step 1.12

Evidence of Completion

- Meeting minutes
- Progress Monitoring Data

Responsible Staff/Department

- Assistant Director
- ESE Resource Specialist
- Guidance Counselors
- School Social Worker
- School Safety/Security Manager
- Department Heads

Action Step and Implementation

Provide support to teachers and administrators on the use of real-time data specific to African American students in order to have effective data chats and plan targeted support for improved learning.

Implementation

- Teachers have access to real-time data for African American students through FOCUS.
- Monthly department chair meetings will incorporate discussions of data and plans will be developed for targeted improvement.
- Teachers are required to provide formative assessments and tailor instruction based on that data, which they review in department meetings.

Action Step 1.13

Evidence of Completion

- Department Chair meeting minutes
- Department meeting minutes
- Formative assessment data (classroom-based progress monitoring)

Responsible Staff/Department

- Department Heads
- Teachers
- Assistant Director

Action Step and Implementation

Each secondary principal will engage with the African American Student Council to conduct a needs assessment to identify opportunities for improvement and monitor progress of African American students in order to create a school-site plan.

Implementation

- The Student Council Sponsor will work with teachers and students to continue an African American student council.
- The African American student council will meet with the stated objective or providing feedback on the school's efforts to provide support and ideas on new approaches and strategies.

Action Step 1.14

Evidence of Completion

- Membership rosters
- School-Site Plan

Responsible Staff/Department

- Student Council Club Sponsor
- Director

Action Step 1.15

Action Step and Implementation

High school instructional staff and administrators will identify the specific standards from Unit Assessments in English, Mathematics, Biology, and U.S. History by race to support schools in identifying course concepts / standards that need to be retaught to improve mastery for African American students and reduce the likelihood of course failures.

Implementation

- At the beginning of the school year, administration will provide teachers with baseline data on student performance on assessments. This performance data will be pulled from the school's information system, FOCUS. Teachers can use this data to identify African American students who are low-performing and begin strategizing how to meet those students' instructional needs.
- Some monthly department meetings will focus on data and teachers will share best practices on using formative assessments to determine which concepts should be retaught for African American students on their rosters.

Evidence of Completion

- Meeting minutes
- FOCUS performance data
- Classroom walkthroughs

Responsible Staff/Department

- Assistant Director
- Department Heads
- Assistant Director of Student Services

Action Step and Implementation

School leadership teams will use the Florida Early Warning Indicators as displayed in Unify to develop and support interventions for African American students who are not on track to graduate. Data will include attendance below 90%, one or more suspensions, course failure in ELA or Math, and Level 1 on a statewide assessment.

Implementation

- Administration will provide teachers with baseline data for African American students who have Early Warning Indicators at the beginning of each school year.
- Each week, guidance counselors, the school social worker, and administration will meet to discuss African American students whose attendance is below 90% and coordinate efforts with teachers and the students' families to improve attendance.

Action Step 1.16

Evidence of Completion

- Meeting minutes
- Attendance contact log
- Performance data

Responsible Staff/Department

- Assistant Director
- Guidance Counselors
- ESE Department
- School Social Worker

Action Step and Implementation

School leadership teams (including the Graduation Coach and School Counselors) will monitor African American students who are not on track to graduate (data include early warning indicators [K-12], credits earned, core course failures, FSA 10th Grade ELA results and FSA ALG 1 EOC results) and provide an opportunity to participate in after school and summer extended learning opportunities (ELO). Employ recruitment and targeted resource strategies, including partnering with the community, to increase attendance for African American students in all extended learning programs.

Implementation

- Each week, guidance counselors, the school social worker, administration, and the ESE Department will meet to discuss African American students who exhibit early warning indicators and develop plans to ensure that these students are on track to graduate and connect them with resources such as peer tutoring.
- Homebase teachers meet one-on-one with students twice a month. The purpose of these meetings is to ensure that students are working towards academic success and on track to graduate.

Action Step 1.17

Evidence of Completion

- Meeting minutes
- Individual meeting forms

Responsible Staff/Department

- Assistant Director
- Guidance Counselors
- ESE Department
- Homebase Teachers

Action Step and Implementation

Ensure African American students who have not met course requirements for graduation are participating in "in- school" credit recovery classes to recover failed core courses and raise grade point averages to meet graduation requirements.

Implementation

- Guidance Counselors, the Testing Coordinator, and the Assistant Director of Student Services will pull a report for students who are not on track to graduate each school year and discuss.
- Guidance Counselors will go over a graduation checklist with all identified students to make sure they are on track.
- Students have the possibility to participate in credit recovery during the school year and over the Summer.

Action Step 1.18

Evidence of Completion

- Graduation checklists
- FOCUS records of number and percentage of students behind in credits and GPA
- Documentation of parent contact

Responsible Staff/Department

- Guidance Counselors
- Testing Coordinator
- Assistant Director of Student Services

Action Step and Implementation

Collaborate with high school principals and graduation coaches to monitor and create an action plan to increase the achievement of identified students for course failures, concordant scores for ELA and Algebra 1, GPA, and advanced coursework.

Implementation

- Guidance Counselors, the Testing Coordinator, the Assistant Director, and the ESE Department meet weekly to discuss possibilities for students achieving concordant scores.
- The school coordinates with families to make sure students have the opportunity to take concordant tests when appropriate.
- The school will continue its tradition of a SAT School Day, where all students who sign up can take the SAT at school and potentially earn a concordant score.

Action Step 1.19

Evidence of Completion

- SAT School Day
- Meeting minutes

Responsible Staff/Department

- Guidance Counselors
- Testing Coordinator
- Assistant Director
- ESE Department

Action Step and Implementation

Develop a training for school counselors to facilitate conversations with students who are not on track to graduate, review options for graduation, meet graduation requirements and develop individual plans for students. Principals will meet with school counselors to review and monitor implementation of the plan.

Implementation

- Historically, IRCHS has an exemplary graduation rate. The school will continue to monitor the graduation rate relative to the State and District average by comparing longitudinal data utilizing the PK-20 Education Information Portal accessible through the Florida Department of Education website.
- IRCHS will continue practices which have led to an exemplary graduation rate like graduation checklists for seniors, requiring seniors to take a senior seminar class, and requiring students to have individual meetings with their Homebase teachers throughout their high school careers.

Action Step 1.20

Evidence of Completion

- Individual meeting forms
- Graduation checklists

Responsible Staff/Department

- Homebase Teachers
- Guidance Counselors
- Director

Action Step and Implementation

Implement motivational assemblies for students who are not on track to graduate, including Commit 2 Graduation, Hear My Story, etc.

Implementation

- IRCHS will continue its practice of having members of the community come to the school to share their stories and to motivate the student body.
- Often these speakers are guest lecturers for the Senior Seminar class.

Action Step 1.21

Evidence of Completion

- Senior Seminar guest lectures

Responsible Staff/Department

- Senior Seminar Teacher
- Director

Action Step and Implementation

Principals will implement a plan that requires every school counselor and graduation coach to meet quarterly with African American students who are not on track to graduate and parents to discuss graduation needs and develop a plan to meet graduation requirements. The principal will meet with students to determine the impact of graduation support.

Implementation

- Guidance Counselors and the Assistant Director of Student Services will run a report through FOCUS each quarter to determine which African American students are not on track to graduate.
- Homebase teachers will meet with these students once per quarter and coordinate efforts with Administration and Guidance.
- The Director will have a follow-up meeting with these students to determine efficacy.

Action Step 1.22

Evidence of Completion

- Report of African American students not on track to graduate generated through FOCUS
- Homebase individual meeting forms

Responsible Staff/Department

- Guidance Counselors
- Assistant Director of Student Services
- Homebase Teachers
- Director

Action Step and Implementation

Monitor procedures to ensure equitable access for African American students to on-site, college readiness testing in every high school (PSAT, ACT, SAT, PERT).

Implementation

- IRCHS will continue holding an 'SAT School Day' annually. On this day, any student who signs up can take the SAT during the school day at school.
- IRCHS will ensure that all students have equitable access to the 'SAT School Day'.
- In addition, the school offers opportunities for all Juniors to take the PSAT.
- Guidance Counselors and Administration regularly communicate with families to ensure they are able to take advantage of opportunities for college readiness testing.

Action Step 1.28

Evidence of Completion

- SAT School Day rosters
- PSAT rosters
- Communications with families
- Monitor the number and percentage of total African American students taking on-site college readiness testing

Responsible Staff/Department

- Assistant Director
- Guidance Counselors
- Testing Coordinator

Action Step and Implementation

Schedule events to provide African American parents, guardians and students with information on advanced coursework, dual enrollment, graduation pathways, scholarship information and strategies for academic success (i.e. workshops, website, parent conferences, SAT and ACT information).

Implementation

- IRCHS will continue the practice of referring all stakeholders to helpful resources via the school website and social media. IRCHS will continue to diligently advertise open houses at the school.
- IRCHS will continue holding an 'SAT School Day' annually. On this day, any student who signs up can take the SAT during the school day at school. IRCHS will ensure that all students have equitable access to the 'SAT School Day'.
- IRCHS hosts 'Senior Parent Nights' twice a year to ensure that parents are educated regarding graduation pathways, opportunities for scholarships, and application procedures for colleges.

Action Step 1.29

Evidence of Completion

- 'SAT School Day' Roster
- Advertisement of resources on the school website
- Senior Parent Nights

Responsible Staff/Department

- Testing Coordinator
- Communications and Community Relations Specialist
- Senior Seminar Teacher

Action Step and Implementation

Monitor for equitable representation of African American learners in recognition ceremonies (e.g. including AP, IB and Industry Certification students).

Implementation

- IRCHS upholds many traditions for honoring students including a senior awards night, a Homebase awards night, and listing student accolades at graduation. All students are recognized at these ceremonies.

Evidence of Completion

- Recordings of senior awards night, Homebase awards night, and graduation.
- Categories of recognitions and number and percentage of students by race receiving recognition each category

Responsible Staff/Department

- Communications and Community Relations Specialist
- Senior Seminar Teacher
- Homebase Teachers

Action Step 1.30

Action Step and Implementation

Develop a summer program to support and prepare African American secondary students for advanced courses.

Implementation

- Students at IRCHS participate in Summer school through FLVS and IRSC.

Evidence of Completion

- Summer School rosters.

Responsible Staff/Department

- Administration
- Guidance Counselors

Action Step 1.33

Action Step and Implementation

Implement articulation at all school levels to recognize and support students for advanced coursework, especially moving from 5th to 6th and 8th to 9th grades.

Implementation

- Guidance Counselors work with all families to create individualized schedules.
- The Director will promote advanced coursework opportunities and seek to expand these opportunities/.

Action Step 1.36

Evidence of Completion

- Communications between guidance counselors and families
- Communication between the director and families
- Monitor the number and percentage of students in advanced classes by race and list of provided supports

Responsible Staff/Department

- Guidance Counselors
- Director

Action Step and Implementation

Implement school level data chats between school leadership and teachers that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment. (Due to COVID-19, district-based assessment data will be used)

Implementation

- At the beginning of the school year, administration will provide teachers with baseline data on student performance on assessments pulled from FOCUS. Administration will work with teachers to identify African American students who have regressed based on the first round of i-Ready assessments.
- Teachers will discuss plans of action for African American students who have regressed during department meetings. Teachers will develop a plan of action.
- Students will be assessed three times per year via i-Ready.

Action Step 1.38

Evidence of Completion

- FOCUS Progress Monitoring Data
- Department meeting minutes
- I-Ready assessment data

Responsible Staff/Department

- Administration
- Department Chairs
- Curriculum Coordinator

Action Step 2.5

Action Step and Implementation

Monitor that all Out-of-School Suspensions are approved by principal supervisors.

Implementation

- IRCHS does not suspend students.

Evidence of Completion

- N/A

Responsible Staff/Department

- N/A

Action Step 2.6

Action Step and Implementation

Documentation of school-based problem-solving sessions to incorporate culturally responsive practices into the school's Tier 1 MTSS framework.

Implementation

- IRCHS will continue the practice of training faculty in restorative practices.
- Annually, the Curriculum Coordinator will work with the School Social Worker to provide a professional development opportunity for all faculty in restorative practices and culturally responsive practices. This opportunity will count for in-service points.
- The ESE Department and School Social Worker will direct faculty and students to additional resources for learning about and adopting restorative practices.

Evidence of Completion

- In-house professional development rosters
- Professional development materials used
- Communications directing teachers to resources

Responsible Staff/Department

- Curriculum Coordinator
- School Social Worker
- ESE Department

Action Step 2.9

Action Step and Implementation

Monitor the implementation of a student to student peer mentorship program for African American students.

Implementation

- IRCHS will continue its practice of offering peer tutoring at school. Students have the opportunity to complete tutoring sessions during the school day, as the schedule has independent study time built in for students. The Senior Seminar teacher oversees this program.

Evidence of Completion

- Tutoring sign-up and time sheets

Responsible Staff/Department

- Senior Seminar Teacher

Action Step and Implementation

District will work with schools to conduct a review of In-School Suspension programs and support school's development of actions to improve outcomes.

Implementation

- IRCHS does not suspend students.

Evidence of Completion

- N/A

Responsible Staff/Department

- N/A

Action Step 2.10

Action Step 4.5

Action Step and Implementation

Identify African American high school students in the District who could make great teachers, offer the students mentors while in school, invite them to join Florida Future Educators of America, and if they graduate college with appropriate credentials, attempt to contact these students for recruitment purposes.

Implementation

- IRCHS has a thriving community of alumni and will utilize this resource to identify potential African American educators and encourage them to pursue teaching at the school.
- IRCHS will survey students through the Senior Seminar class, and encourage African American students who express an interest in education to pursue that interest locally.
- Homebase teachers will take on this action step as a part pf their one-on-one mentorship.

Evidence of Completion

- Social media posts
- Survey results
- Applications of African Americans

Responsible Staff/Department

- Senior Seminar Teacher
- Communications and Community Relations Specialist
- Homebase Teachers

Action Step 4.6

Action Step and Implementation

Collaborate with Indian River State College to identify African American high school students as potential future educators, provide students mentors while in school, encourage them to join Florida Future Educators of America, and take part in the teacher academy, and upon graduation from college with appropriate credentials, and if possible, offer them a contract.

Implementation

- Survey students in Senior Seminar to determine which African American students may be interested in becoming educators.
- Encourage these students to begin working towards that goal by taking education courses through IRSC's dual enrollment program.
- Facilitate enrollment in the Florida Future Educators of America for those students that are interested and qualify.

Evidence of Completion

- Survey results
- Applications of African Americans
- Number of African American student Florida Future Educator Memberships along with mentors matched

Responsible Staff/Department

- Senior Seminar Teacher
- Communications and Community Relations Specialist
- Homebase Teachers

Action Step and Implementation

Invite all new hire teachers to the new teacher orientation.

Implementation

- IRCHS has an extensive onboarding process including new teacher orientations, weekly new teacher meetings, mentor teachers, and one-on-one training for new teachers with the Curriculum Coordinator as well as administration.

Action Step 4.14

Evidence of Completion

- New teacher orientation PowerPoint
- New teacher training sessions through Google Classroom
- Invites to weekly new teacher meetings

Responsible Staff/Department

- Administration
- Curriculum Coordinator

Action Step and Implementation

Collaborate with Indian River State College to connect African American students with scholarships tied to careers in education.

Implementation

- IRCHS will continue its tradition of offering a Senior Seminar class.
- Senior Seminar is a class which meets five days a week, for fifty minutes each, like any other at the school and is wholly devoted to assisting students with their transition to college, the workforce, or the military.
- Students focus intently and spend most in-class time on: determining which path to take after high school, preparing college applications, practicing their interviewing skills, and preparing scholarship applications.

Action Step 4.30

Evidence of Completion

- List of number of applications completed
- Record number of scholarships awarded to African American students

Responsible Staff/Department

- Senior Seminar Teacher
- Guidance Counselors

Action Step and Implementation

Identify support staff to transition to teaching. Provide support and assistance to become certified instructional staff.

Implementation

- IRCHS will endeavor to transition African American support staff to instructional staff when possible.

Evidence of Completion

- Staff which transition into a teaching role

Responsible Staff/Department

- Director

Action Step 4.31