

School District of Indian River County
#SDIRCStrongerTogether



African American Achievement Plan Evidence of Progress Monitoring

Date:

9/13/2020

School/Department: Indian River Academy

**Action Step
(number and
description):**

1.11 Develop a process to identify the current needs and supports for equitable participation in extracurricular activities (e.g., cheerleading, lacrosse, soccer and orchestra).

**Evidence of Progress
Monitoring
(Please include
narrative/descriptio
n of the action
taken. Where
applicable, please
include all
measurable data.)**

We currently offer two after school opportunities for students in grade 3 and Kindergarten. The program currently serves 14 third graders and 6 Kindergarten students and is sponsored by the GEER GRANT and Rising K. Students in Grade 3 were invited to enroll in the Geer grant program based on their data from last year's mid year I-Ready bottom 40%. Of the students who accepted and are attending there are 14 third grade students, 4 are African American (21%), 4 are white (29%), 0 are other (0%), and 7 are Hispanic (50%): According to Power BI, current school demographics: 24% AA, 27% Hispanic, 39% White, 1% other Asian, AI). All Kindergarten students who showed evidence of a deficiency in Kindergarten Readiness skills based on Teacher assessment were invited. Of those invited, 6 have accepted and are attending. 0 are African American (0%), 4 are white (67%), 1 is other (17%), and 1 is Hispanic (17%): According to Power BI, current school demographics: 24% AA, 27% Hispanic, 39% White, 1% other, Asian, AI).

**Results of Action
Taken:**

At this time, we are are progress monitoring these students

Reflection:

[Click or tap here to enter text.](#)

Our goal is for our students in this program to increase their i-Ready diagnostic score and be as close to grade level as possible. For kindergarten students our primary goal is for all students to gain kindergarten readiness skills, thus increasing their Ready diagnostic score.

Indian River Academy School AA Plan—GEER Program

Sociodemographic Baseline (GEER) Using the mid-year I-Ready reading diagnostic data from the 2019-2020 school year, we initially identified the students currently in third grade who scored in the yellow or red (not showing proficiency), with 32 students total and 9 of those students identified as African American.

The Rising K Extended Learning Opportunity was made available to all students. Kindergarten teachers were inviting students as they registered. Most families did not want their child to attend, sharing that they thought the school day would be too long for their child. We currently have 10 students attending, 3 of which are African American.

We contacted parents through Talking Points app, phone calls, and hard copies of invitations and permission slips.

Invited to attend the GEER/Rising K Opportunity

Ethnicity	# of students	Percent of total
White	6	19%
Hispanic	14	44%
African American	9	28%
Multi Racial	3	9%

Actual Participation in GEER/Rising K Opportunity

Ethnicity	# of students	Percent of total
White	3	30%
Hispanic	1	10%
African American	3	30%
Multi Racial	1	10%
Asian	2	20%