



School District of Indian River County
African American Achievement Plan 2020 -2021
Assurances of Implementation of Action Steps



In August 2020, the School District of Indian River County initiated the implementation of the 2020-2021 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. Following the first quarter of implementation of the African American Achievement Plan, it became clear that increased time and effort should be invested in action step implementation in comparison with compliance activities. As such, the system associated with submitting evidence of the implementation of action steps was analyzed and revised to maximize the allocation of human capital and resources towards supporting students and staff in eliminating the achievement gap.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the 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 2020-2021 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: 1/14/2021 _____RF____ (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?)

- Collaborative planning with coaches or admin weekly. We use the 3-5 Grades Unit Assessment Data, ORFs, DIBELS, progress monitoring etc.to create Lesson Plans that all teachers are accountable to uphold and follow based on data-driven decisions and standards-based instruction
- During small group instruction, teachers are creating groups based on student needs and areas of progress and opportunities for growth
- Coaches/Teachers review monthly i-Ready pass rates, minutes and unit assessments per class and students track progress
- Teachers are continuing or beginning the use of data notebooks, where students are owning their individual data and understand the why
- Differentiated groups occurring daily and switched as needed-pushing rigor as needed for those who are ready
- Beginning Science Weekly Readers with fifth grade students to enrich science curriculum and ELA strategies
- Impact review data is being used to monitor for fidelity and accountability what is occurring during instruction
- Coaching cycles are revisited and monitored to analyze effectiveness and evaluate need
- Tier 2 groups began in October and reviewed in December. Groups have been changed based on data. Tier 3 groups also occur daily based on threshold numbers given by district at beginning of the school year.
- Administration, coach, intervention teacher, and teachers reorganized our RtI groups for reading/math in January using unit assessments, iReady, and DIBELS. For the students who are not making growth, teachers are strategically creating interventions during Tier 1 that are specific and implemented to maximize their learning.
- We will also continue with our A2 interventions targeting math instruction in the morning before school begins
- In December, we started our mentoring program with fifth grade students to work with Kindergarten and first grade students before school begins for 30 minutes on sight words, letter names/sounds, buddy reading for fluency, and math facts (Students were nominated by their teachers, safety patrol sponsor and trained by our literacy coach)

- In January, we began our mentor-mentee program with fifth grade students for students in the bottom quartile and our highest achievers
- We also complete monthly walkthroughs with leadership team looking for evidence of Thinking Maps, Kagan strategies, Sanford Harmony, collaborative planning, and learning targets and tasks aligned to the standard
- Enrollment: **October** – 337 (Option 1) 179 (Option 2 and 3) = 65% face to face, **November** – 408 (Option 1) 109 (Option 2 and 3) 79% face to face, **January** –450 (Option 1) 67(Option 2 and 3) = 87% face to face
- **SIP GOAL #1** for Math: After review of lowest quartile data and the African American Achievement Plan (AAA), instructional practice will target math deficits through extended learning opportunities, support facilitation, and Response to Intervention (RTI). Student learning is impacted with effective small group instruction utilizing research-based interventions. Examining state assessment data from 2017-2018 and 2018-2019, there are large gaps in learning gains and achievement across different subgroups, particularly African American students, and students with disabilities (SWDs). Currently, examining our fall iReady diagnostic results, 70% of our African American students are below one or more grade levels. To ensure we are providing additional instruction, students have been identified to participate in a before school tutoring program to focus on math interventions K-5. For 90 minutes a week, students can receive additional small group math instruction before school. During the latest data chats, triangulate data has been used to identify African American students and students with disabilities who will benefit from the additional small group instruction. Train teachers on generating student data notebooks to fully examine data. Identify needs of students based on the African American Achievement Plan and Individualized Education Plan goals and accommodations of students. Provide math interventions during Response to Intervention (RTI) for students who only need math interventions. Monitor with fidelity co-teaching of support facilitators in the general education classroom. Advertise and offer extended learning opportunities before and after school by invitation only to African American students and students with disabilities first. *Due to COVID, it has been difficult to get teachers to stay after school. Tutoring occurs outside of core instructional time.
- **SIP GOAL #2** for Standards Based Instruction: Our goal is to have 100% of grade levels showing evidence of collaborative planning through classroom instruction, collaborative planning sessions, and data chats. Classroom walkthroughs also look for learning targets and tasks aligned to the standard across grade levels and classrooms. Collaborative planning data from first semester showed, 50% in Kindergarten, 50% in 1st Grade, 75% in 2nd Grade, and 100% in third, fourth, and fifth grade with tasks and learning targets aligned to the standard.
- **SIP GOAL #3** related to Culture/Climate: Our goal is to reduce our Office Discipline Referrals by 25% using Sanford Harmony. With 103 referrals by March 2020 and 15 as of January 2021, we are working with teachers and staff about progressive discipline and documentation. As a PBIS model school, we are focused on supporting students with their behavior with clear expectations in Tier I. We review discipline data monthly and reflect on the trends. Our goal is for all to be warm-hearted, active, attentive, vigilant, and enthusiastic for learning through Sanford Harmony.
- **SIP GOAL #4** related to School Theme: As a Project Lead the Way School (PLTW), during the first semester, Cultural Arts teachers will complete one or two modules with students in grades Kindergarten through fifth. *Due to COVID and the return of students, the first unit in each cultural arts class is still being completed in January. The goal is to have two modules completed for the 2020-2021 school year in each grade level.

Unit assessment scores in grades third, fourth and fifth will increase by 3% between each assessment. Increased achievement results on the unit assessments for third, fourth, and fifth grade students, will support the science proficiency on the FSA. (Unit 1 Average 3rd Grade – 69%, 4th Grade – 76%, Grade 5 – 77%)

As a Project Lead the Way (PLTW) school and STEAM school of enrichment our goal is to improve student achievement results in science across unit assessments. Embedding PLTW through Cultural Arts this year, students will receive instruction every fifth day in a PLTW module K-5. Redesigning the Cultural Arts(CA) schedule, allows CA teachers to conduct a unit of study in grades K-5 for every student to be involved with hands-on science based discovery based on standards weekly, in addition to their science classes. Modules follow curriculum pacing guides to ensure current standards being taught in science classes are also being taught through PLTW modules across grade levels.

- **Bottom Quartile Students:** ELA 18 BQ students. 12 have returned to face-to-face instruction. 4/12 are not meeting ELA proficiency with a decline in scores from UA 3 to UA 4. Of those 12, 7 are SWD. As of January, 6 are still in virtual or transitional instruction. MATH- 18 BQ students. 12/18 have returned to face-to-face instruction. 1/12 has not made gains in Math UA scores from UA3 to UA4. All BQ students attending face-to-face are in A2. As of January 5th, 6 are still in virtual learning.
- **Next steps:** We will continue to focus on differentiated instruction and the use of formative assessment to drive standards-based instruction. Through collaborative planning sessions, teachers, administrators, literacy coach, and intervention teacher will monitor progress of bottom quartile students and evaluate the effectiveness of groupings, resources, and coaching cycles. Coaching cycles will be offered to other teachers beyond K-2 teachers to support the achievement gaps K-5.

Note...PD completed: August 4th-10th Kids at Hope, Unity, SIP/DATA, Thinking Maps, September 23rd – Data Notebooks, December 17th – Formative Assessment, January 4th – SIP/DATA review, Differentiated Instruction, Formative Assessment follow-up, and Sanford Harmony, January 27 – Follow-up Differentiated Instruction, Collaborative Planning



SDIRC School Data Chats & Impact Reviews – Elementary
Component: African American Achievement Plan 2020 – 2021



Date of Impact Review: 1/19/2021

School: Beachland Elementary

Action Steps: 1.4, 1.5, 1.25, 2.6

Action Step 1.4

Date(s) of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-2	Dates: 9/23, 11/4, 12/15 (Data Below is for Face-to-Face students)					
TIER 3 students noted here	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	7/13	54%	9/11	82%	9/15	60%

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	With staff: August , December 17 th , January 4 th Reviewed with leadership team during meetings on Tuesdays, as needed
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" 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)	*Weekly Collaborative Lesson Planning with Math and ELA Coaches/Admin with questions planned for whole and small group, and activities for independent centers *Coaching/co-teaching/modeling in all K-5 teachers based on grade level i-Ready data/unit assessments and walkthroughs Monitor work and hold students accountable for accuracy

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	At least once a month with the School Guidance Counselor, following up with classroom teachers, the MTSS team, and school psychologist
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Action Step 2.6

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	August , January 4 th , January 14 th
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Walkthroughs demonstrate the ongoing culturally responsive practices in the classrooms, work on walls, books in classrooms



SDIRC Datacom – Elementary
Component: African American Achievement Plan 2020 – 2021



Date of DataCom: 11/4/2020
School: Beachland Elementary
Action Steps: 1.12, 1.16, 1.37, 1.38

Action Steps 1.12, 1.16 & 1.37

Date(s) of School Level Review(s) of Performance, Progress, & Regression of African American Students	Monthly data meetings, and school wide: Grade level meetings, school wide - January 4, 2021 Reviewed with leadership team during meetings on Tuesdays, as needed and monthly grade level chair meetings Monthly review at PBIS committee meetings
Review Conducted of Academic Performance & Regression of African American Students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summary of Action Steps / Plan based upon Review of Performance & Regression of African American Students (based upon District & School Level Reviews)	Continuation and implementation of A2 tutoring before school New tier two groups created, based on data Coaching cycles as needed for teachers who need support

Action Step 1.38

TOTAL: Grade 3: 73 students, Grade 4: 65 students, Grade 5: 72 students (Option 1 – Face to Face Students only)	Third		Fourth		Fifth	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA	2/6	33%	2/10	20%	1/9	11%



SDIRC Quarterly Update Additional Action Steps – Elementary
Component: African American Achievement Plan 2020 – 2021



Last Date of Review: 10/12/2020

School: Beachland Elementary

Action Steps: 1.3, 1.6, 1.11, 1.30, 2.5, 2.9, 4.31

Action Step 1.3

Date(s) of Walk-Through to Observe Implementation of African American History Teachings	Weekly walkthroughs of classrooms
Summary of Observation(s)	Walkthroughs reflect standards-based instruction, with a focus on tasks aligned to the standard, not necessarily African American history teaching

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Moonshot Academy, A2 interventions, Science ELO (only happened twice)				
These reflect the total numbers based on all interventions offered	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	12/275	7/115	18/88	4/28	0/12
Total Percentage Breakdown of Participants by Race/Ethnicity	1%	1%	20%	14%	0%

*Attach evidence of a parent work or extended learning activity for students.

Action Step 1.11

Date of Student Committee Meeting	N/A
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	Currently, there is no student committee, and there are no extra curricular activities besides academic interventions.

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Monthly Awards: Student of the Month, Monthly Optional Thinking Map Activity, Principal’s Summer Challenge, and Principal’s Holiday Reading Challenge				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	155/275	35/115	27/88	15/28	12/12
Total Percentage Breakdown of Participants by Race/Ethnicity	56%	30%	31%	54%	100%

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	August 2020-January 2021
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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.

Action Step 2.9

	Number of Mentors	Number of Mentees
Students Participating in Peer Mentorship Program	10	10

Action Step 4.31

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	1	100%

