



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 **RJEM** (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 work never ends. It is always in a re-cycling mode. Every time FES accomplishes a task, there is another that starts -the nature of this mission. However, the key component to FES, as we reflect about the opportunities for growth, comes with being intentional in the work being done every day, keeping it as real as possible. FES is always working at the task of distancing ourselves from mere compliance work to meaningful/daily work. That way the students and teachers truly benefit.

There are areas in the AAAP that we keep tweaking for the betterment of the work. The tweaking comes from feedback provided by district and school personnel. FES only has a handful of African American students (less than 30 as of right now) so it makes closing the achievement gap with its challenges even more precise and doable.



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



Date of Impact Review: 10/6/2020

School: Fellsmere 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	K: January 21 st ; First: January 15 th ; Second: January 8 th					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	0	0/5=0	1	1/8=12.5	1	1/3 = 33

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	December 15 and 17, 2020
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)	<p>Knowing who FES African American students are in each grade level since there are only a few in the entire school.</p> <p>Making sure they're receiving the quality instruction and interventions we promised to offer from talk to actions.</p> <p>As we look at FES/SIP: ELA-Formative Assessments, Dual Language Program, Science Instruction and Attendance -we pause to notice the performance or lack of it of FES African American students. We adjust in each of these areas, we implement changes and see if improvement occurs. If there is no improvement after certain time, we get together again with all the resources necessary, and problem solve the student(s), and try again.</p>

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	January 6 th , 2021
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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	December 15 and 17, 2020
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	<p>At FES:</p> <ol style="list-style-type: none"> 1. Culturally Responsive teaching requires a mindset shift 2. Culturally Responsive teachers are reflective, and 3. Culturally Responsive teachers identify and address barriers: beliefs, behaviors, and practices. <p>In every problem-solving meeting(s), these 3 points will be drivers at FES. Also, at FES we have sent the Equitable Classroom Practices Observation Checklist and culturally Responsive Teaching Planning Checklist/Unit Reflection to all staff to use as best practice for teaching; incorporated cultural learning to Tier one; created Native American Projects; and we been reading Biographies of People of Color. There are bulletin boards displaying culturally relevant information.</p>



SDIRC DataCom – Elementary

Component: African American Achievement Plan 2020 – 2021



Date of DataCom: 11/4/2020

School: Fellsmere 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	2020: Fifth: December 5 th 2021: K: January 21 st ; First: January 15 th ; Second: January 8 th ; Third: January 11 th ; Fourth: January 14 th
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)	As a team, we meet to discuss student progression. We determine progression or regression using data from I-Ready, Unit Assessments, DIBELS, Fluency and progress monitoring specific to intervention. Student intervention groups are adjusted if needed, and referrals to MTSS problem solving team are also done at this time. Further diagnostic screening may also be suggested for Gifted services, if deemed necessary.

Action Step 1.38

	Third		Fourth		Fifth	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA)	3 total AA students	No regression	4 total AA students	No regression	3 total AA students	No regression



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



Last Date of Review: 10/6/2020

School: Fellsmere 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	2020: 10/20, 10/29, 11/6, 11/10, 11/18, 12/1, 12/4, 12/9, 12/14
Summary of Observation(s)	Students are reading biographies of African American leaders. There are whole group-rich discussions about racism and the legacy of people that create change in the United States of America.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	A2 and GEER v 1.0 GEER v 2.0				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	0	37	2		
Total Percentage Breakdown of Participants by Race/Ethnicity	0	37/39=95%	2/39=5.1%		

*Attach evidence of a parent work or extended learning activity for students. (Evidence attached)

Action Step 1.11

Date of Student Committee Meeting	12/07/20
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	During the December 7, 2020 Superintendent’s Student Advisory Council, feedback related to school experiences was gathered from a representative sample of students from the various secondary schools in our district. Of the students participating, 16 students were physically in attendance and 4 students attended virtually. One of the topics for which feedback was gathered was extracurricular activities. Participating students identified current strengths of extracurricular activities such as the ability to continue to engage in extracurricular activities in the usual ways despite COVID-19, the availability of extracurricular activities to students regardless of instructional model enrollment, and considerations for safety during these activities. Examples of opportunities for growth identified by participating students included making available a person or webpage that explains specific guidelines for extracurricular activities, increasing the diversity in the types of activities offered at schools, and reinforcing COVID-19 guidelines while still maintaining the joy of the activities. When asked about equitable participation of students in extracurricular activities, responses indicated that students thought there was the opportunity for all students to equitably participate, but there needs to be increased communication of the whole range of extracurricular activities available at schools.

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	12/17/2020				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	59	405	17	1	1
Total Percentage Breakdown of Participants by Race/Ethnicity	12.22%	83.85%	3.52%	0.21%	0.21%

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	From November 18, 2020 to January 15, 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	6 High School Students	17 African American students 3 Hispanic students 2 White students

Action Step 4.31

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	5	3/5=60%

10/19/2020
10/20/2020



Hook

Did you know that back then Black people and white people did not have the same rights. This is called segregated under the law they were not allowed to attend the same school as white people and had to sit in the back seats of buses and they also had to use separate restrooms and drinking fountains.



Good intro

This happened to Martin Luther King Jr. and Ruby Bridges when they were kids.

Don't tell the story yet.

Ruby Bridges story worked to fix when Ruby Bridges was a kid she went to an all white school.

Explain legacy and give an example

Pro: 3

EE: 1

CSE: 2

6

A

Māno is a lion. tells
tells me that he is
greety.

A

C

Māno would take form of
a shark and gobble all
the fish from the secret places

F

My little brother is
greety because he takes
my fish away.

10/19/2020
10/20/2020



Mod 4

Did you know that back then Black people and white people did not have the same rights. This is called segregated under the law they were not allowed to attend the same school as white people and had to sit in the back seats of buses and they also had to use separate restrooms and drinking fountains.



Good intro →

This happened to Martin Luther King Jr. and Ruby Bridges when they were kids.

Don't tell the story yet. →

Ruby Bridges story (worked to fix) when Ruby Bridges was a kid she went to an all white school.

Explain legacy and give an example

Pro: 3

CE: 1

CSE: 2

6