



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: January 15, 2021. _____ KG _____ (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?)

Areas of Progress and Opportunities for Growth:

Reorganized our Tier 1, 2 and 3 groups for reading/math in January using Unit Assessments, Foundations, and iReady data. For the students who are not making growth and students who have not been engaging in online platforms and now returning to classrooms throughout the second and third quarter, we are seeing a need for more reteaching and remediation. To meet these needs, teachers are strategically adding Tier 2 interventions within their small groups in addition to Tier 1 small groups outside of the intervention time that is scheduled. Ongoing implementation of A2 interventions and we will restart GEER for 3rd grade students and ELO for grades 4th and 5th grade students for Reading and Math beginning Feb. 2 through March 18. Now that volunteers are allowed back on campus, we are in the process of scheduling with our community partners to pair students in K-2 who are not making progress based on their data. Overall data from Unit Assessments show we are 4-6 points away from meeting our end of the year goals for Reading and Math. Progress monitoring takes place weekly and bimonthly and is reviewed every 6 weeks with teachers, admin, and coaches to identify ongoing needs.



SDIRC School Data Chats & Impact Reviews – Elementary

Component: African American Achievement Plan 2020 – 2021



Date of Impact Review: Tuesday, 1/19/21

School: Indian River Academy

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	Kinder: 1/4/21; 1/8/21 1 st : 12/2/20; 1/4/21 2 nd : 12/2/20; 1/4/21					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	10/26	38%	10/27	37%	7/32	22%

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	3 rd Quarter Review: 1/4/21
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	X 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>Assistant Principal and Coaches begin holding tiered reading intervention groups using unit assessment, DIBELS and iReady data to create groups based on student need. We will expand our A2 and GEER Grant after-school tutoring to include more teachers and students to close the achievement gap for those students not making expected growth in grades 3-5 OR who have just returned to the brick and mortar school setting. Students in the AA and SWD subgroups will be paired with a staff mentor for bi-weekly check-ins about academics and SEL. Collaborative planning will include accountable talk opportunities, differentiation, and culturally-responsive engagement. A writing progress monitoring plan for 4th and 5th grade students will be implemented second semester. There will be a focus on equitable questioning strategies in weekly faculty communication.</p>

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	12/11/20: Gifted Team Meeting (ongoing monthly)
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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	11/18/20: Sanford Harmony Professional Development Week of 12/7/20: Differentiation PD by grade level
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Sanford Harmony training was held with all staff, facilitated by representatives from the District Student Services department. Weekly walkthroughs by the guidance counselor focus on SEL implementation and provide coaching and support in this area. Professional Development in differentiation was provided to faculty by instructional coaches in grade-level specific settings; monthly leadership team walkthroughs focus on implementation of differentiation and school culture on rubric. Monthly grade level leader meetings focus on academic data on closing the achievement gap of African American students.



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



Date of DataCom: 1/21/21

School: Indian River Academy

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	December 2 nd , 2020 (Grade Level) January 4 th , 2021 (Faculty and Grade Level)
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)	Reviewed iReady, Unit Assessment and Tier 2/3 Progress monitoring data by grade level, teacher and individual students at data meetings. Resulted in restructuring of Tier 2/3 group formation, curriculum and progress monitoring decisions. Identified African American students who regressed on Unit Assessment data 3 rd -5 th and plan to include them in GEER tutoring and ELO. Identified needs and planned for Tier 1 small group instruction to meet those needs.

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)	3/18	17%	3/20	15%	3/24	13%



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



Last Date of Review: Click or tap to enter a date.

School: Choose an item.

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	3 rd Quarter: 1/12/21
Summary of Observation(s)	Ongoing walkthroughs by leadership team with a focus on standards-based instruction and SEL, not specific to African American history teachings.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	GEER Grant A2 ELO starting February 2 nd Extended Day Program – Science and Journalism				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	15	15	17	1	
Total Percentage Breakdown of Participants by Race/Ethnicity	31%	31%	35%	2%	

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

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	<p>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</p>

	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.
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Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	1 st Semester Awards Ceremony: December 2020 (By Grade Level) Every Friday Since November 2020: Positive Office Referral Recognitions (By Teacher/Principal)				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	158	127	108	32	7
Total Percentage Breakdown of Participants by Race/Ethnicity	100%	100%	100%	100%	100%

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	8/11/2020 – 1/13/2021
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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	28

Action Step 4.31

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	0	N/A