



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: 1/15/2021 T.H. (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?)

Quarter two resulted in fortified routines for monitoring our student data across all subgroups. During our data meeting we were able to identify students that were struggling and use the MTSS process and T2 instruction to adjust their individual curriculum based on their needs. We also identified a need for axillary materials to support our students through an afterschool tutoring program. One opportunity for growth is in the area of prioritizing a time for meeting with students regarding their individual growth. This would include creating a lunch group atmosphere for data reflection and test analysis and disaggregation purposes.



SDIRC School Data Chats & Impact Reviews – Elementary

Component: African American Achievement Plan 2020 – 2021



Date of Impact Review: 1/14/2021

School: Liberty Magnet

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	9/15, 9/16, 9/17, 9/18, 10/20, 10/21, 10/22, 1/4					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	5/11	45%	3/18	17%	5/9	56%

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	Ongoing alignment post data reviews 9/15, 9/16, 9/17, 9/18, 10/20, 10/21, 10/22, 1/4
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)	Based upon Impact review from semester 2 as well as weekly classroom walkthroughs, we will continue enhancing our differentiation and monitoring strategies. Teachers are provided additional strategies through individual feedback and collaborative planning opportunities. We have also provided Professional Development for the entire staff through our site-based PD days.

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	9/13/20, 9/21/20, 10/9/20, 10/20/20, 11/18/20, 12/10/20, 1/8/21
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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	9/15, 9/16, 9/17, 9/18, 10/20, 10/21, 10/22, 1/4
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Initially we meet with teachers to identify students who were not meeting mastery. Teachers meet with those students individually to build rapport through learning partnerships. They identified changes that needed to be made and worked at addressing those small changes individually whenever possible. They tracked the data to monitor those students more closely.



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



Date of DataCom: 1/15/2021

School: Liberty Magnet

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	Ongoing monitoring after identified grade level data meeting: 9/15, 9/16, 9/17, 9/18, 10/20, 10/21, 10/22, 1/4
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)	Step 1: Identify students based on race Step 2: run comparison data of all unit exams available Step 3: Identify students regressing in ELA performance Step 4: Conduct student meetings to evaluate performance and determine barriers. Step 5: Set new goals and provide Tiered supports when needed. Step 6: Revisit the process for each unit exam completed

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)	3/16	19%	2/12	17%	3/11	27%



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



Last Date of Review: 1/12/2021

School: Liberty Magnet

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	December 2020
Summary of Observation(s)	One example we observe Implementation of African American History Teachings as students were asked to identify and research famous Florida inventors. This was incorporated in their IB unit of Inquiry for Civil Rights.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	A2 Tutoring opportunity for BQ 2 nd -5 th grade students.				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	14/25	3/25	7/25	1/25	0/25
Total Percentage Breakdown of Participants by Race/Ethnicity	56%	12%	28%	4%	0%

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

Action Step 1.11

Date of Student Committee Meeting	NA
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	<p>We are not offering any extracurricular activities at this time.</p> <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 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.</p>

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	IB Ambassadors
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	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	19/317	1/96	6/77	0/20	1/13
Total Percentage Breakdown of Participants by Race/Ethnicity	6%	1%	8%	0%	8%

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	August 2020-December 2020
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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	3	68

Action Step 4.31

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