



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 TR (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?)

In order to address the needs of our students, we are increasing our efforts to provide additional supports to our students outside the school day. For example, teachers will increase tutoring opportunities. We will be providing tutoring three days a week in the mornings from 7:30-8, as well as expanding our offerings after school two days a week. We will be working to build a school-wide "Culture of Literacy" to promote a love of reading among all students, with highlights on both African American and Hispanic authors to be culturally responsive to our students. We will begin DEAR (Drop Everything And Read) three mornings a week to encourage student reading and also resume classroom visits to our Media Center and book check outs so that students always have a book in hand. We see literacy as an opportunity for growth not only for our African American students, but for all of our students, and will develop an RTI program for our bottom quartile students in reading from 7:30-8:10 for two-three days a week.

With the start of the second semester, we have been able to bring back to our campus an additional 39 students from transitional and virtual models, and we are expecting that the face-to-face direct instruction model will be a benefit to those students. Not only will we be able to provide the academic support, but also the social-emotional guidance and instruction that is so necessary at this critical time.

We will continue to meet with our African American Student Advisory Council to allow our students to not only participate in planning of cultural events and activities, but also to have a safe place where they can voice concerns regarding topics and issues of importance to them.

Peer Mentoring is growing, as more students express interest and inquire about getting involved. We are considering ways we can allow for students to assist other students after school as well as during the school day. We would like for the students to be able to help each other both academically and personally, by being a good example, and by being a positive role model.

We have seen excellent attendance by our Hispanic population at our morning tutoring sessions for both ELA and math. Sixty-seven percent of our overall tutoring attendance has been derived from this subgroup. Data chats with teachers offering tutoring to brainstorm how to encourage more students, especially our black students, to attend after school tutoring sessions, are planned. These discussions have already been held with the Instructional Coaches who offer the tutoring for our ELL population. They shared that the targeted invitations to those students to attend the tutoring sessions was effective in encouraging students to attend. As we currently have a non-academic morning session dealing with Social-Emotional Skills, *Achievers in Action*, which is attended by many of our black students, we hypothesize that this may be a competing activity for students who may be candidates for academic tutoring, but we are exploring other opportunities to address these students' needs.

Regarding our black students' performance on Unit Assessments, we have not seen a regression in student scores from Unit 1 to Unit 4, in Red-Yellow-Green. A data chat was held on January 15, between our Instructional Coaches and Administration, when it was noted that we experienced an increase in black students returning to the brick and mortar setting from virtual and transitional when students took the Unit 3 assessment in October. Therefore, scores dipped a little on Unit 3, but by Unit 4, once students were receiving regular classroom instruction, we saw a decrease in the number and percentage of black students scoring in the red, a decrease in the number and percentage of black students scoring in the yellow and an increase in the number and percentage of black students scoring in the green. Instructional Coaches review student data after each assessment and work with teachers to make adjustments to instruction specific to individual students. In January we have scheduled 1:1 meetings with teachers to review data and set action plans between now and the next unit assessment.



SDIRC School Data Chats & Impact Reviews – Secondary

Component: African American Achievement Plan 2020 - 2021



Date of Impact Review: 1/15/2021

School: Sebastian River Middle

Action Steps: 1.5, 1.15, 1.17, 1.18, 1.22, 2.6

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	1-14-2021
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 on the District Impact Review of 1-13-21, our plan is to -implement monthly data chats with core curricular areas -examine address student performance on the weighted average of unit assessments for 2 nd semester unit assessments -examine bottom quartile and subgroup performance -determine action plan prior to next unit assessment -continue improvement cycle with each unit assessment

Action Step 1.15

Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments	
Standards Identified in Need of Re-Teaching	
Recommended Strategies	

Action Step 1.17

List of After School / Extended Learning Opportunities Offered to Improve Graduation Rates	
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Action Step 1.18

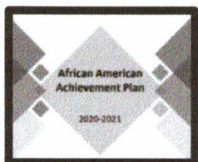
	White		Black	
	#	%	#	%
Course Recovery – Behind in Credits				
Course Recovery – Student Participating in Course Recovery				
Course Recovery – Eligible Students Enrolled				

Action Step 1.22

Date of Reviews of School Counselor Contacts with African American Students Off-Track for Graduation	
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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	Oct. 14, Oct. 21, Oct. 28, Nov. 4, Nov. 18, Dec. 9, Jan. 13
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Provided inclusion of articles and classroom/teacher practices in weekly teacher newsletter, <i>RoundUp</i> : -optional in-service opportunity addressing Equitable Classroom Practices -Self-Assessment -Research -Examples -Article on Antiracist Grading; -Optional Professional Development webinar <i>Diversity & Discipline: Black Girls in Crisis</i>



SDIRC School DataCom – Secondary
Component: African American Achievement Plan 2020 - 2021

Date of DataCom: 11/10/2020

School: Sebastian River Middle

Action Steps: 1.12, 1.16, 1.19, 1.20, 1.23, 1.31, 1.37, 1.38

Action Steps 1.12, 1.16, 1.19, 1.31, & 1.37

Date(s) of School Level Review(s) of Performance, Progress, & Regression of African American Students	10-21-20; 11-30-20; 1-4-21
District Review Conducted of Academic Performance, Progress (e.g., course failures, concordant scores, GPA, advanced coursework) & Regression of African American Students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summary of Action Steps / Plan based upon Review of Performance, Progress, & Regression of African American Students (based upon District & School Level Reviews)	Improve use standards-based instruction and task alignment given to students; increase monitoring of student performance in-the-moment; increase student participation and engagement in class; implement differentiation strategies. Faculty in-service was provided to train teachers on both assessment strategies to address student monitoring and differentiation skills.

Action Step 1.38

	Sixth/Ninth		Seventh/Tenth		Eighth/Eleventh	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA)	+12	+44%	+8	+115%	-6	+25%

Action Steps 1.20, & 1.23

Date(s) of School Level Review of Student Progress Towards Graduation	
District Review Conducted of Graduation Rate and Action Steps Implemented to improve graduation rate	<input type="checkbox"/> Yes <input type="checkbox"/> No



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



Last Date of Review: 1/15/2021

School: Sebastian River Middle

Action Steps: 1.3, 1.6, 1.11, 1.14, 1.28, 1.29, 1.30, 1.33 (4th quarter only), 2.5, 2.9, 4.5, 4.6, 4.30, 4.31

Action Step 1.3

Date(s) of Walk-Through to Observe Implementation of African American History Teachings	10-23-20
Summary of Observation(s)	A World Cultures teacher was instructing students on African American involvement in the recent discovery of an Egyptian tomb.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	After School Tutoring: English Language Arts Tutoring, Readers & Painters Club; Math Tutoring; Science Tutoring; Fun with Math; Reading for English Language Learners; Math for English Language Learners				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	89	229	20	2	0
Total Percentage Breakdown of Participants by Race/Ethnicity	38%	67%	5%	1%	0%

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

Action Step 1.11

Date of Student Committee Meeting	12-7-2020
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 1.14

Date(s) of African American Achievement Student Council Meetings	10-6-20; 11-4-20
Summary of Needs Assessment Feedback and Modifications for Incorporation into Action Planning	Based on the discussion with the students present at the meetings on 10-6 and 11-4, students would like to see the implementation of additional clubs. The barrier they feel to starting these clubs is that many of them live

in Gifford, and that by the time they get home using school district transportation, it is 6 pm.

Action Steps 1.28 & 1.29

	Black Students (#)	Black Students (% of Total Population of Black Students)
Students Participating in On-Site College Readiness Testing		

*Attach schedule of events for workshops, website, parent conferences, SAT and ACT information.

*Attach evidence of information provided at one of the scheduled events.

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Honor Roll (1 st 9 Weeks and 2 nd 9 Weeks); National Junior Honor Society; Book-A-Day Giveaway (based on the IB Learner Profile Traits (recognizing good character and academic skills				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	1 st Q- 126 2 nd Q-131 NJHS-34 Book-92	1 st Q- 68 2 nd Q-79 NJHS-25 Book-56	1 st Q- 19 2 nd Q17- NJHS-6 Book-22	1 st Q- 2 2 nd Q-4 NJHS-1 Book-3	1 st Q- 7 <u>222</u> 2 nd Q-8 <u>239</u> NJHS-1 <u>67</u> Book-6 <u>179</u>
Total Percentage Breakdown of Participants by Race/Ethnicity	1 st Q- 57% 2 nd Q-55% NJHS-51% Book-51%	1 st Q-31% 2 nd Q- 33% NJHS-37% Book-31%	1 st Q- 9% 2 nd Q- 7% NJHS-9% Book-12%	1 st Q- 1% 2 nd Q- 2% NJHS-1% Book-2%	1 st Q- 3% 2 nd Q- 3% NJHS-1% Book-3%

Action Step 2.53

Timeframe of Reported Out-of-School Suspensions	6 days
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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
Number of Student Participating in Peer Mentorship Program	10	10

Action Steps 4.5 & 4.6

Number of African American students applying for the FFEA Scholarship Program	
Number of African American students taking part in the IRSC Teacher Academy	

Action Step 4.30

Number of Applications for Education (i.e., teaching) Scholarships Completed by African American Students.	
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Action Step 4.31

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