



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: 1/22/2021 ____SS____ (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?)

We have been very intentional to make sure that students targeted for additional interventions (1.4), extended learning opportunities (1.6), and students receiving honors are done equitably. We noted that we need to incorporate culturally responsive practices throughout the year, rather than waiting until the Spring semester. We plan to expand our mentor/mentee program significantly next year. We have been intentional this year to track student data by ethnicity and ensure that all subgroups are making growth and receiving interventions. The elementary curriculum and pacing guides includes African-American history but not on a daily basis. As such, our walkthroughs do not accurately reflect implementation. We look forward to walkthroughs to specifically note teaching of African-American history this next month and are looking at ways we can track teaching of African-American history throughout the year.



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



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

School: Choose an item.

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	Week of 9/29, 10/20, 12/15, 1/20					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	6	40	5	56	1	17

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	9/23, 10/23, 12/18 (Mid-Year)
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)	Change in Goal #4 to include STEAM enrichment. Update to Marine Science. Update to include small group instruction.

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	9/30, 10/23, 11/17, 1/6
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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	PD to incorporate Culturally Responsive Practices scheduled for February 24 th
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	



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



Date of DataCom: Click or tap to enter a date.

School: Choose an item.

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	Week of 9/29, 10/20, 12/15, 1/20
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)	Data discussed at Tier 1 and Tier 2 data meetings. Students showing regression discussed and planned, specifically regarding intervention needed in Tier 1 small group remediation, entrance or continuation of Tier 2 intervention, and entrance or continuation of Tier 3 interventions.

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	43	3	33	0	0

**Note: Numerous students did not take 1st UA due to Transitional or Virtual. Ex. 3rd Grade only 7 of 15 students took 1st UA.*



**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	
Summary of Observation(s)	Walkthroughs conducted, but curriculum does not specifically address dates and times of implementation. Scheduled walkthroughs with teachers planned for February.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Moonshot Moment (Learning Alliance), Title-1 Tutoring, Saturday A2 Tutoring, 21 st Century (enrolling now)				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity					
Total Percentage Breakdown of Participants by Race/Ethnicity	60%	24%	11%	4%	1%

*Note: The school is 65% White, 18% Hispanic, 11% Black, 5% Other, and 1% Asian. Students participating in extended learning opportunities are 60% White (-5), 24% Hispanic (+7), 11% Black (eq), 4% Other (-1), and 0% Asian (-1).

*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	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).	PBIS: Every Friday, Honor Roll: 1 per quarter 10/26, 1/14				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	77	25	14	3	1
Total Percentage Breakdown of Participants by Race/Ethnicity	64%	21%	12%	2%	1%

*Note: The school is 65% White, 18% Hispanic, 11% Black, 5% Other, and 1% Asian.

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	No OSS for 2020-2021 school year
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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	4	4

Action Step 4.31

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