



**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: 3/19/2021 \_\_\_\_\_DB\_\_\_\_\_ (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?)

The Alternative Center has steadily monitored the progress of our African-American students. The African-American Achievement plan has been the centerpiece toward closing the achievement gap during our weekly cycle of events, which pertain to our school data and culturally based programming at the school building-site. Our targeted growth areas are as follows:

- Academic Improvement toward a 2.0 GPA
- Increase Attendance rate
- Decrease in Office Referrals
- Passing Rate on the FSA/EOC-Math/ELA/Science/History



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



**Date of Impact Review:** 3/8/2021

**School:** Alternative Center for Education

**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	
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 results of the most recent impact review, African American students will benefit from more frequent checks for understanding, improved attendance and career and technical opportunities.

**Action Step 1.15**

Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments	2/4/21
Standards Identified in Need of Re-Teaching	<p>LAFS.8.L.1.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>LAFS.8.L.3.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>LAFS.8.RI.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>LAFS.910.RL.1.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RL.1.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>LAFS.910.L.1.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>LAFS.910.RL.2.5- Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>LAFS.910.L.1.2b- Use a colon to introduce a list or quotation.</p> <p>LAFS.910.RL.1.3- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>MAFS.8.EE.3.8 - Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.</p>

	<p>MAFS.8.EE.3.8 Represent constraints by equations or inequalities and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.</p> <p>FL.MAFS.912.G-SRT.2.4 Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.</p> <p>FL.MAFS.912.G-SRT.2.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</p> <p>FL.MAFS.912.G-SRT.3.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.</p> <p>FL.MAFS.912.G-SRT.3.7 Explain and use the relationship between the sine and cosine of complementary angles.</p> <p>FL.MAFS.912.G-SRT.3.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.</p> <p>SC.8.E.5.8 Compare various historical models of the Solar System, including geocentric and heliocentric.</p> <p>SC.8.N.3.2 Explain why theories may be modified but are rarely discarded.</p> <p>SC.8.N.4.2 Explain how political, social, and economic concerns can affect science, and vice versa.</p> <p>SC.912.L.16.5 Explain the basic processes of transcription and translation, and how they result in the expression of genes.</p>
Recommended Strategies	In order to improve comprehension of the above standards, students will receive pull-out interventions, small group instruction, i-Ready supplemental lessons and have access to after-school tutoring.

**Action Step 1.17**

List of After School / Extended Learning Opportunities Offered to Improve Graduation Rates	After-school tutoring Staff mentorship
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**Action Step 1.18**

	White		Black	
	#	%	#	%
Course Recovery – Behind in Credits	5/6	83%	18/19	95%
Course Recovery – Student Participating in Course Recovery	5/5	100%	18/18	100%
Course Recovery – Eligible Students Enrolled	5/5	100%	18/18	100%

**Action Step 1.22**

Date of Reviews of School Counselor Contacts with African American Students Off-Track for Graduation	The academic advisor makes contact each month, with some students and parents being contacted more frequently. Reviews occur monthly as well.
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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	10/26/20 01/04/21 02/24/21 03/17/21
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Culturally Responsive Practices are presented and practiced by staff in faculty meetings with the expectation that they will be utilized in the classroom. Staff members have been assigned specific chapters from Culturally Responsive Teaching and the Brain to study and prepare a lesson on. Non-evaluative feedback is provided by administration to ensure use of practices into Tier 1.



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



**Date of DataCom:** 3/12/2021

**School:** Alternative Center for Education

**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	After reviewing 3 <sup>rd</sup> quarter report card grades there was an amass accumulation of 43 F grades assigned to students.
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)	<p>The ACE has recognized the deficient areas for our African-American students and therefore have created the following actions steps for improvement.</p> <p>The ACE staff have identified our lower quartile students in Math &amp; ELA through our MTSS &amp; DATA CHAT meetings to problem solve.</p> <p>The MTSS team are currently holding telephone conferences with parents about their child’s academic and behavioral progress</p> <p>The MTSS team is making weekly recommendations for academic and behavioral support for lower quartile students, which are to be administered by the classroom teacher.</p> <p>The Principal has designated one of his ESE facilitators to do 1:1 interventionist /remediation with all students.</p> <p>Teachers are identifying student’s weaknesses on unit assessments and reteaching standards as needed. Teachers will be responsible for ensuring that all lower quartile students receive blended instruction (e.g. whole group, small group and computer-based learning).</p> <p>The Principal will continue conducting nonevaluative walkthroughs and providing the necessary feedback on a weekly basis to ensure fidelity and consistency in the classroom.</p> <p>PBIS rewards are given on a weekly (Eagle points in FOCUS) and monthly basis. Students will have a pre-celebration day to motivate and them for the upcoming testing season.</p> <p>Mock FSA Writing Day</p> <p>Mock FSA/EOC Testing week</p>

**Action Step 1.38**

Date(s) of School Level Data Chat: (please provide data from most recent data chat)	Sixth/Ninth		Seventh/Tenth		Eighth/Eleventh	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA	3	+12.45%	3	+4.5	3	-2%

**Action Steps 1.20, & 1.23**

Date(s) of School Level Review of Student Progress Towards Graduation	Jan 5 <sup>th</sup> -March 15 <sup>th</sup>
District Review Conducted of Graduation Rate and Action Steps Implemented to improve graduation rate	<input checked="" 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:** Click or tap to enter a date.

**School:** Choose an item.

**Action Steps:** 1.3, 1.6, 1.11, 1.14, 1.28, 1.29, 1.30, 1.33 (4<sup>th</sup> 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	1/15 & 3/8
Summary of Observation(s)	There was a high level of social, academic and instructional expectations. Standards based instruction with planning was evidenced via district curriculum. Relationships and level of engagement was well-established. Student work was posted and well-represented for all students

### Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	After School Tutoring				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	3	0	4	0	0
Total Percentage Breakdown of Participants by Race/Ethnicity	43%	%	57%	0%	0%

\*- extended learning activity for students

### Action Step 1.11

Date of Student Committee Meeting	2/5 /2021
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	Mr. Brown explained PBIS and asked for suggestions Student suggestions were as follows: Music Showcase, Card Games, Basketball Game, Grilling Kristie Shields – Treasure Coast College- Give talk about Vocation Dr. Katy Nall – IRSC- Give talk about Vocation offerings

### Action Step 1.14

Date(s) of African American Achievement Student Council Meetings	03/12/21
Summary of Needs Assessment Feedback and Modifications for Incorporation into Action Planning	Students shared that they would like more energetic instruction, more food choices and dress code options. The feedback was shared with the staff and adjustments will be made.

### Action Steps 1.28 & 1.29

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

\*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).					
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	N/A	N/A	N/A	N/A	N/A
Total Percentage Breakdown of Participants by Race/Ethnicity	N/A	N/A	N/A	N/A	N/A

**Action Step 1.36**

	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number of Students in Advanced Coursework by Race/Ethnicity	3/6	0	11/16	3/3	
Total Percentage Breakdown of Students in Advanced Coursework by Race/Ethnicity	50%	0%	69%	100%	
List of Supports Provided to Students Enrolled in Advanced Coursework:					
<ul style="list-style-type: none"> <li>• Small group settings</li> <li>• Teacher assistant paired with teacher</li> <li>• Weekly monitoring</li> <li>• Study skills activities</li> <li>• 1 on1 with Interventionist</li> </ul>					

**Action Step 2.5**

Timeframe of Reported Out-of-School Suspensions	1/26/ 2/11, 3/2 & 3/3,
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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	12	27

**Action Steps 4.5 & 4.6**

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

**Action Step 4.30**

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

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	1	100%

ACE – Afterschool Tutoring Roster

Student Name	Student ID	Race/Ethnicity	Subject
[REDACTED]	[REDACTED]	B	Edgenuity
[REDACTED]	[REDACTED]	W	Edgenuity & Math
[REDACTED]	[REDACTED]	B	Edgenuity
[REDACTED]	[REDACTED]	B	Edgenuity
[REDACTED]	[REDACTED]	W	Edgenuity
[REDACTED]	[REDACTED]	B	Edgenuity