



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 – RF (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?)

- Collaborative planning with coaches or admin weekly. We use the 3-5 Grades Unit Assessment Data, ORFs, DIBELS, progress monitoring etc. to create Lesson Plans that all teachers are accountable to uphold and follow based on data-driven decisions and standards-based instruction
- During small group instruction, teachers are creating groups based on student needs and areas of progress and opportunities for growth
- Coaches/Teachers review monthly i-Ready pass rates, minutes and unit assessments per class and students track progress
- Teachers are continuing or beginning the use of data notebooks, where students are owning their individual data and understand the why
- Differentiated groups occurring daily and switched as needed-pushing rigor as needed for those who are ready
- Beginning Science Weekly Readers with fifth grade students to enrich science curriculum and ELA strategies
- Impact review data is being used to monitor for fidelity and accountability what is occurring during instruction
- Coaching cycles are revisited and monitored to analyze effectiveness and evaluate need
- Tier 2 groups began in October, reviewed in December, and are being examined through January and February. Groups have been changed based on data. Tier 3 groups also occur daily based on threshold numbers given by district at beginning of the school year. iReady data analysis training supports the learning pathways to target specific instruction for all students
- Administration, coach, intervention teacher, and teachers reorganized our RtI groups for reading/math in January using unit assessments, iReady, and DIBELS. For the students who are not making growth, teachers are strategically creating interventions during Tier 1 that are specific and implemented to maximize their learning.
- We will also continue with our A2 interventions targeting math instruction in the morning before school begins and started a science morning program for those not in A2

- In December, we started our mentoring program with fifth grade students to work with Kindergarten and first grade students before school begins for 30 minutes on sight words, letter names/sounds, buddy reading for fluency, and math facts (Students were nominated by their teachers, safety patrol sponsor and trained by our literacy coach)
- In January, we began our mentor-mentee program with fifth grade students for students in the bottom quartile and our highest achievers
- We also complete monthly walkthroughs with leadership team looking for evidence of Thinking Maps, Kagan strategies, Sanford Harmony, collaborative planning, and learning targets and tasks aligned to the standard
- 91% of students are back to face-to-face instruction 470/517
- **SIP GOAL #1** for Math: After review of lowest quartile data and the African American Achievement Plan (AAA), instructional practice will target math deficits through extended learning opportunities, support facilitation, and Response to Intervention (RTI). Student learning is impacted with effective small group instruction utilizing research-based interventions. Examining state assessment data from 2017-2018 and 2018-2019, there are large gaps in learning gains and achievement across different subgroups, particularly African American students, and students with disabilities (SWDs). Currently, examining our fall iReady diagnostic results, 70% of our African American students are below one or more grade levels. To ensure we are providing additional instruction, students have been identified to participate in a before school tutoring program to focus on math interventions K-5. For 90 minutes a week, students can receive additional small group math instruction before school. During the latest data chats, triangulate data has been used to identify African American students and students with disabilities who will benefit from the additional small group instruction. Train teachers on generating student data notebooks to fully examine data. Identify needs of students based on the African American Achievement Plan and Individualized Education Plan goals and accommodations of students. Provide math interventions during Response to Intervention (RTI) for students who only need math interventions. Monitor with fidelity co-teaching of support facilitators in the general education classroom. Advertise and offer extended learning opportunities before and after school by invitation only to African American students and students with disabilities first
- **SIP GOAL #2** for Standards Based Instruction: Our goal is to have 100% of grade levels showing evidence of collaborative planning through classroom instruction, collaborative planning sessions, and data chats. Classroom walkthroughs also look for learning targets and tasks aligned to the standard across grade levels and classrooms. Collaborative planning data from third quarter showed, 50% in Kindergarten, 75% in 1st Grade, 100% in 2nd Grade, and 100% in third, fourth, and fifth grade with tasks and learning targets aligned to the standard.
- **SIP GOAL #3** related to Culture/Climate: Our goal is to reduce our Office Discipline Referrals by 25% using Sanford Harmony. With 103 referrals by March 2020 and 32 as of March 2021, we are working with teachers and staff about progressive discipline and documentation. As a PBIS model school, we are focused on supporting students with their behavior with clear expectations in Tier I. We review discipline data monthly and reflect on the trends. Our goal is for all to be warm-hearted, active, attentive, vigilant, and enthusiastic for learning through Sanford Harmony. While there are 32 office referrals, only 23 students out of the 470 on campus have referrals. Problem-solving with our PBIS team and teachers for our 23 students has been a collaborative effort. Honing in on the students with multiple referrals and minor infractions has been the work to find out what supports are needed to help the students be successful. Also, schedules were changed for cultural arts for second and fifth grade to support the behavior and help with the academic schedule.
- **SIP GOAL #4** related to School Theme: As a Project Lead the Way School (PLTW), during the first semester, Cultural Arts teachers will complete one or two modules with students in grades Kindergarten through fifth. *Due to COVID and the return of students, the first unit in each cultural arts was completed in January. In addition, the second module started in late January and will be completed by the end of May. The goal is to have two modules completed for the 2020-2021 school year in each grade level. Unit assessment scores in grades third, fourth and fifth will increase by 3% between each assessment. Increased achievement results on the unit assessments for third, fourth, and fifth grade students, will support the science proficiency on the FSA. As a Project Lead the Way (PLTW) school and STEAM school of enrichment our goal is to improve student achievement results in science across unit assessments. Embedding PLTW through Cultural Arts this year, students will receive instruction every fifth day in a PLTW module K-5. Redesigning the Cultural Arts(CA) schedule, allows CA teachers to conduct a unit of study in grades K-5 for every student to be involved with hands-on science based discovery based on standards weekly, in addition to their science classes. Modules follow curriculum pacing guides to ensure current standards being taught in science classes are also being taught through PLTW modules across grade levels.
- **Bottom Quartile Students:**
 ELA -18 BQ students. 16 have returned to face-to-face instruction, four additional from January. 2/16 are not meeting ELA proficiency with one student who had a decline in scores from UA 5 to UA 6. 1/16 just took the Unit Assessment for the first time. Of the 16, 5/16 are in the green, 7/16 are in yellow, and 2/16 are in red based on Unit 6. *One student has not completed unit 6.
 MATH- 18 BQ students. 15/18 have returned to face-to-face instruction, two additional from January. Unit 5 – 1/15 in red, 1/15 in yellow and 13/15 in green. Unit 6 – 3/15 in red, 3/15 in yellow, and 9/15 in green.

- **Next steps:** We will continue to focus on differentiated instruction and the use of formative assessment to drive standards-based instruction. Through collaborative planning sessions, teachers, administrators, literacy coach, and intervention teacher will monitor progress of bottom quartile students and evaluate the effectiveness of groupings, resources, and coaching cycles. Coaching cycles will be offered to other teachers beyond K-2 teachers to support the achievement gaps K-5. Cultural arts teachers are working across four different grade levels to support BQ and struggling students.

Note...PD completed: August 4th-10th Kids at Hope, Unity, SIP/DATA, Thinking Maps, September 23rd – Data Notebooks, December 17th – Formative Assessment, January 4th – SIP/DATA review, Differentiated Instruction, Formative Assessment follow-up, and Sanford Harmony, January 27 – Follow-up Differentiated Instruction, Collaborative Planning, February 24th - Literacy Walks and the Scarborough Rope, March 17th – iReady Data Analysis



SDIRC School Data Chats & Impact Reviews – Elementary

Component: African American Achievement Plan 2020 – 2021



Date of Impact Review: 3/5/2021

School: Beachland Elementary

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	9/23, 11/4, 12/15, 2/26, 3/2					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	7/13	54%	9/15	67%	8/16	50%

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	8/3, 12/17, 1/4, 2/24, 3/17
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)	Learning Pathways have been revisited and changed in iReady. Collaborative planning sessions are strategic about what is being done in small and whole group to show student outcomes based on standards

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	At least once a month with the School Guidance Counselor, following up with classroom teachers, the MTSS team, and school psychologist *Screenings occur weekly since we have a waiting list
--	---

Action Step 2.6

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	PBIS Monthly Meetings to discuss Tier I with grade level representatives: 9/17, 11/16, 12/14, 1/11, 2/8, 3/8
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Walk throughs of WAVE expectations posted in classrooms, utilizing tier I supports – WAVE and SURF to recognize student behaviors, PBIS learning walk showed areas of strength and a couple areas of improvement to ensure all stakeholders are on the same page in regards to our tier I PBIS instruction and supports to improve culture



SDIRC DataCom – Elementary

Component: African American Achievement Plan 2020 – 2021



Date of DataCom: 3/11/2021

School: Beachland Elementary

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	Monthly data meetings, and school wide: January 4, 2021 Review data with leadership team on Tuesdays, as needed, with focus on Bottom Quartile Collaborative planning sessions, emphasis on data and standards-based instruction – 60 minutes with each grade level, monthly February – May Tier 2 focus – Week of 3/29
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)	Implementation of additional instruction during cultural arts time for students not participating in morning A2, science, or ELO Coaching cycles as needed for teachers who need support Instructional coach and intervention teacher pulling groups K-5

Action Step 1.38

Date(s) of School Level Data Chat: (provide data from the most recent data chat)	Third		Fourth		Fifth	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA)	4/11	36%	3/14	21%	1/11	9%

Please note: ELA Unit Assessments test different standards. There was no baseline UA, and some of our students did not enter until just recently. *Minimal students took the first UA.

Third Grade - Two students who took Unit 6 scored in the red upon return to school. Two students just returned 3/8 and have not taken any unit assessments (not counted above). Only 6/13 took UA 1, compared to 11/13 who took UA 6.

Fourth Grade – five students are still out on transitional/virtual 14/19 took UA 6 and 12/19 took UA 1.

Fifth Grade – three students did not take UA 1. However, only 1 student is still out in virtual instruction.



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



Last Date of Review: 3/19/2021

School: Beachland Elementary

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	Weekly walkthroughs – January 15 th – March 4 th (using learning walk form)
Summary of Observation(s)	Walkthroughs focus on SEL (Sanford Harmony instruction), awareness of AA history through February and March, and focus on differentiation/small group instruction

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Quarter 3: Moonshot, ELO, A2, Science Enrichment				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	19/274	9/115	20/88	4/28	2/12
Total Percentage Breakdown of Participants by Race/Ethnicity	7%	8%	23%	14%	17%

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

Action Step 1.11

Date of Student Committee Meeting	February 2, 2021
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	<p>The Superintendent's Student Advisory Council met on February 2, 2021 in the Joe Idlette, Jr. Teacher Education Center at the District Office. The Advisory Council is comprised of diverse student representatives from all secondary schools in the District. This session of the Superintendent's Student Advisory Council focused on equitable access to extracurricular activities. A total of 17 students participated. Students identified barriers and possible solutions to equitable access to extracurricular activities. Some examples of barriers identified included cost, transportation, time, lack of experience with the extracurricular activity, and awareness. The student feedback was shared with Mr. Eric Seymour, Director of Advocacy, Athletics, & Student Activities. Presently, Mr. Seymour is working in collaboration with the Office of Communications to increase awareness of extracurricular opportunities for students.</p>

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Monthly Awards: Student of the Month, Monthly Optional Thinking Map Activity, Principal's Summer Challenge, and Principal's Holiday Reading Challenge				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	175/274	42/115	32/88	15/29	13/11
Total Percentage Breakdown of Participants by Race/Ethnicity	64%	37%	37%	52%	100%+

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	February 2021-March 2021 (1 Out of school suspension)
---	---

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	10	10

Action Step 4.31

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

February 9, 2021

To the Parents of _____

Your child is invited to attend for: _____

We will begin our Extended Learning Opportunity for 5th grade students during the week of **February 22nd with bus transportation beginning Tuesday, March 2nd**. We would love for your child to attend to get an extra support for math and/or reading to support their learning and enhance skills and strategies before their Florida Standards Assessment later in the spring.

We are offering the ELO four days of the week. If your child is currently a bus rider, they will have transportation provided on Tuesdays and/or Thursdays. All other students will need to be a car rider/extended day. If your child is a car rider/extended day, you can select the days based on your schedule. If your child will need transportation, they need to attend on Tuesday and Thursday.

-----**Please Return by Thursday, February 11, 2021 to your homeroom teacher**-----

Check the box below to sign up	Day of the Week	Time	Grade Level & Subject	TRANSPORTATION Circle how your child will get home
	Monday	4:00-5:00	Math Only	Car Extended Day
	Tuesday	4:00-5:00	ELA Math	Car Extended Day Bus
	Wednesday	4:00-5:00	ELA Math	Car Extended Day
	Thursday	4:00-5:00	ELA Math	Car Extended Day Bus

Student Name: _____ Grade: _____

Address (for transportation only): _____

_____ Current Bus Route #: _____

Parent Signature: _____ Phone Number: _____

*Attending this ELO is a privilege and will require students to attend regularly and follow all school expectations based on our district's Code of Student Conduct. *Schedule may change based on number of students and need.

February 10, 2021

To the Parents of _____

Your child is invited to attend for: _____

We will begin our Extended Learning Opportunity for 3rd grade students during the week of **February 22nd with bus transportation beginning Tuesday, March 2nd**. We would love for your child to attend to get extra support in **reading** to enhance skills and strategies before their Florida Standards Assessment later in the spring.

We are offering the ELO two days a week. If your child is currently a bus rider, they will have transportation provided. All other students will need to be a car rider/extended day.

-----**Please Return by Thursday, February 11, 2021 to your homeroom teacher**-----

Day of the Week	Time	Grade Level & Subject	TRANSPORTATION Circle how your child will get home
Tuesday	4:00-5:00	ELA	Car Extended Day Bus
Thursday	4:00-5:00	ELA	Car Extended Day Bus

Student Name: _____ Grade: _____ Teacher: _____

Address (for transportation only): _____

_____ Current Bus Route #: _____

Parent Signature: _____ Phone Number: _____

*Attending this ELO is a privilege and will require students to attend regularly and follow all school expectations based on our district's Code of Student Conduct. *Schedule may change based on number of students and need.

Wednesday, March 3, 2021

Dear Fifth Grade Parents,

We are excited to offer a science program two days a week with Mrs. Crisafulli. Our intent is to begin the program on **Wednesday, March 9th**. This ***before school program*** will meet on Wednesdays and Thursdays from 8:15-9:00a. Your child can arrive early to school and enter through the front office. This opportunity is a commitment for both days. We are hoping to run this program through March and April.

If you are interested, please complete the bottom portion and return to your child's homeroom teacher by **Friday, March 5th**.

A huge thank you to Mrs. Crisafulli for offering this program to support an academic opportunity for our fifth graders.

-----**Please Return by Friday, March 5, 2021**-----

Student Name: _____ Homeroom Teacher: _____

How will your child get home? Please check a box...

☐

Yes, my child will attend Wednesday and Thursday mornings.

☐

No, my child will not attend this opportunity.

Parent Signature: _____ Phone Number: _____

*Attending this ELO is a privilege and will require students to attend regularly and follow all school WAVE expectations based on our district's Code of Student Conduct. *Schedule may change based on number of students. A schedule will be sent home Friday afternoon with your child.

