



**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 KG-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, with questions for accountable talk.
- During small group instruction, teachers are creating Checklists for standards mastered/ or what needs to be reviewed.
- Coaches/Teachers review monthly i-Ready pass rates, minutes and unit assessments per class and students track progress.
- Teachers are reviewing student work during planning to check for consistency in grading practices.
- Differentiated groups occurring daily and switched as needed-pushing rigor as needed for those who are ready and scaffolded as needed.
- Teachers conference with students at least bi-weekly
- Tier 2 groups began in October and reviewed in December and March; they are changed based on data. Tier 3 groups also occur daily based on threshold numbers given by district at beginning of the school year.
- Administration, coaches, and teachers reorganized our Rtl 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, extended learning opportunities, and began a Superstar Camp on February 16-April 30
- We also complete monthly walkthroughs with leadership team looking for evidence of Standards Based Instruction and tasks, Differentiation, Culture and Climate and Monitoring
- **SIP GOAL #1** for ELA: Through observations during our Impact Review monthly walks, our school wide data collected for Differentiated Instruction showed that **90%** were evident in plans or the lesson viewed, which is up from our previous Review in ELA. Our SIP goal was set for the third nine weeks is at 75%, **and our impact review showed 91% in ELA.**
- **SIP GOAL #2** for Math: Through observations during our Impact Review monthly walks, our school wide data collected for Differentiated Instruction showed that **77%** were evident in plans or the lesson viewed, which is up from our previous Review in Math. Our SIP goal was set for the third nine weeks is at 75%, **and our impact review showed 77%.**
- **SIP GOAL #3** related to Culture/Climate: Our goal is to have 10% less in ODRs, which was at 60 when we left in March, due to COVID. Currently, we have 28 ODRs (8 are from bus/20 from class with 12 students contributing-1 student with 6). We will continue our PBIS using class DOJO and classroom relationship building strategies to keep this number low. Our goal is for all to: Be safe, Be respectful, Be Responsible, and Be Kind.
- **SIP GOAL #4** related to School Theme: We have continued with our student council and each grade completed a community project in semester 1 and will also do one semester 2. We are limited due to Covid and cannot have visitors, assemblies, volunteers or move out into the community. Our Genius Hour is on hold currently.

**Next steps:** Continue to work on differentiation in ELA and Math. First semester each grade chose if they were working on student centers or teacher small group to differentiate. This semester the other portion needs to be done, with assistance from academic coaches during weekly planning. We will also continue to work with Teachers checking work daily for accuracy to help with monitoring piece

#### **Bottom Quartile Students:**

**ELA 27 of 36** BQ students are not meeting ELA proficiency.

**20/27** are SWD.

As of March 19, 4 of the **ELA 35% BQ** are still in virtual/transitional.

ELA BQ data: 76% of our BQ students are predicted to make a learning gain this year.

These students receive a Tier 2 intervention during rti, or before school with A2 intervention, and/or additional support if they have an IEP from ESE resource or academic coach.

**MATH- 31 of 38** BQ students are not meeting MATH proficiency.

**17/31** are SWD.

As of March 19, 3 of the **Math 35% BQ** are still in virtual/transitional.

Math BQ data: 21% of our BQ students are predicted to make a learning gain this year. We have changed our Math ESE time to be full support facilitation, the academic coaches are meeting with BQ students during the day, and our fourth grade are also meeting 4x a week with A2 interventions, and during Superstar Camp. In grade 5 we have an end of the day BQ time with our ESE teacher as well.

Have a Tier 2 during rti

**Science:** Utilizing 5th grade science data, 5th grade has a weighted average for the first seven unit assessments of 71% and 39% of students are predicted to be proficient on the state assessment. We are addressing these issues through collaborative planning, observational walkthroughs with immediate feedback, 5<sup>th</sup> graders are also participating in Science Reading daily from 1:00-1:30, and now a Science review every Friday from 9:00-9:30 (in place of a Saturday camp) so all can receive the review. To make this happen, we now have 5<sup>th</sup> grade rti Monday-Thursday.

Note...**PD** completed: September 23 and November 18 on Differentiation, January 27 Accountable Talk, February 24 on Finding Your Marigolds



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



**Date of Impact Review:** 3/4/2021

**School:** Citrus 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	Review with K-3 interventionist and Coaches. These numbers reflect the students that are seen by the K-3 Interventionist.					
Please note: K students are seen by their teacher for Tier 1 and Tier 2. Literacy Coach works with lowest group of 11 students as well. Five of the 11 or 45% are AA.	First		Second		Third	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	5/22	23%	5/26	19%	4/24	19%

**Action Step 1.5**

Date of Quarterly Review of School Improvement Plan	Impact Reviews and Weekly Leadership Meetings 1/8, 2/26, 3/4
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)	<p>*No Wonderings from the District Team... Continue:</p> <p>*Weekly Collaborative Lesson Planning with Math and ELA Coaches/Admin with questions planned for whole and small group, and activities for independent centers.</p> <p>*Coaching/co-teaching/modeling in all K-5 teachers based on grade level i-Ready data/unit assessments and walkthroughs.</p> <p>*Monitor work and hold students accountable for accuracy.</p>

**Action Step 1.25**

Date(s) of Monitoring of Gifted Screenings	<p>At least once a month with the School Guidance Counselor, following up with classroom teachers, the MTSS team, and school psychologist.</p> <p>We have had 10 total gifted referrals this quarter 1/4-3/12.</p> <p><b>Of which 6 are AA students:</b></p> <p>2 = did not go on for full evaluation based on KBIT score</p> <p>1 = did go on for full evaluation and we are waiting on parent consent to evaluate</p> <p>3 = are still in the process of being screened by Rachel.</p>
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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	Collaborative Weekly Planning Meeting and Administrative Walkthroughs
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Walkthroughs demonstrate the ongoing culturally responsive practices in the classrooms, work on walls, books in classrooms



**SDIRC DataCom – Elementary**

**Component: African American Achievement Plan 2020 – 2021**



**Date of DataCom:** 3/13/2021

**School:** Citrus 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 Reviewed with leadership team during meetings on Fridays, as needed. Week of January 25: Grade 3-5, Week of February 16: Grades K-2 Next Tier 2 data meeting: Week of March 15
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)	<ul style="list-style-type: none"> <li>• Implementation of Superstar Camp, 2/16-April 30, for students not proficient in grade level standards, but close to proficiency</li> <li>• New Tier two groups created, based on data 1/5 With Review of Tier 2 data monthly</li> <li>• Coaching cycles as needed for teachers who need support.</li> <li>• Instructional Coaches now pulling academic groups in K, 3, 4, 5</li> <li>• Improvement Plans for 3 teachers who need direct support</li> </ul>

**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)	6/25	24%	7/27	26%	4/20	20%

**Please note: ELA Unit Assessments test different standards. There was no baseline UA, and some of our students did not enter until just recently. I compared the first test they took to the last, but this does not specifically show a regression.**



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



**Last Date of Review:** 3/19/2021

**School:** Citrus 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	1/15, 2/17, 2/23, 3/4 and weekly walkthroughs
Summary of Observation(s)	Walkthroughs reflect standards-based instruction, with a focus on differentiation, not necessarily African American history teaching, but a heightened awareness of AA history has occurred in February and March

**Action Step 1.6**

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Quarter 3: Track, Geer Grant, Superstar Camp, A2 Intervention, Moonshot Academy				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	60	58	46	15	-
Total Percentage Breakdown of Participants by Race/Ethnicity	34%	32%	26%	8%	-

**Extended learning activity attached on last pages**

**Action Step 1.11**

Date of Student Committee Meeting	N/A
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	Currently, there is no student committee.

**Action Step 1.30**

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Quarterly Awards: week of January 11 (during lunch) Note: We also give weekly Bee Awesome Grams out at lunch time (once a month K-1, 2-3, 4-5). The numbers below reflect the quarterly awards. Week of March 29-next Awards Assembly				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	101	58	33	12	-
Total Percentage Breakdown of Participants by Race/Ethnicity	49%	28%	17%	6%	-

**Action Step 2.5**

Timeframe of Reported Out-of-School Suspensions	N/A
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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	15	15
Students who have a staff Mentor	30	30

**Action Step 4.31**

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

**GEER Before School Program Planning, Feb.1<sup>st</sup> & 4<sup>th</sup>, 2021**

<p><b>7:40-8:00</b> Welcome students at car pick-up. Distribute breakfasts. Attendance.</p>		
<p><b>8:00-8:10</b> Read Aloud: “The Magnificent Mya Tibbs” by Crystal Allen Chapter 1. Comprehension questions Chap.1.</p>		
<p align="center">L.G. I can ask and answer questions about a text. LAFS.3.RL.1.1</p>		
<p><b>8:10-8:35: Phonics (K)</b></p> <p>Group 1: Campbell</p> <p>Sunday 1.</p> <p>L.G. I can decode words using various strategies. LAFS.3.RF.3.3</p>	<p><b>8:10-8:35: Phonics &amp; Fluency</b></p> <p>Group 2: Zakarian</p> <p>Sunday 1.</p> <p>L.G. I can decode words using various strategies. LAFS.3.RF.3.3</p>	<p><b>8:10-8:35: Comprehension &amp; Vocabulary</b></p> <p>Group 3: Rhue.</p> <p>Best Practices in Reading.</p> <p>L.G. I can fluently read and answer comprehension questions about a grade-level text. LAFS.3.RI/RL.3.3, 4.4, 2.4, 1.1.</p>
<p>M: Dibels nonsense words and ORF. Sunday 1, level 8. Th: Sunday 1, level 8.</p>	<p>M: Dibels nonsense words and ORF. Sunday, level 15. Th: Sunday, level 15.</p>	<p>M: Dibels ORF. Lesson 5. Th: Lesson 5: “They are Patriots”, p.61-66. <u>Vocab</u>: patriots, traitor, colonies, commander-in-chief. <u>Comprehension</u>: questions, visualize, genre, draw conclusions. Identify parts of a story (graph. Organizer), summarize, and identify causes &amp; effects (graph.organizer).</p>
<p align="center"><b>8:35-8:40 HELPS or Dibels Fluency Passage.</b></p>		
<p>Brain dump (1 min + share 1 min). Read. Performance feedback. Retell check. Phrase drill (error). Repeated Reading.</p>		

L.G. I can fluently read grade-level texts.

LAFS.3.RF.4.4

Fluency passage  
Dibels 1.1: "Clean  
House".

Brain dump: write  
everything you  
know about  
cleaning a house.

Fluency passage  
Dibels 2.1: "Grandma  
and Grandpop"

Brain dump: write  
everything you know  
about going to  
grandma and  
grandpa.

Fluency passage #93 HELPS curriculum:  
"Itse Selu".

Vocab: council & symbolize.  
Brain dump: write everything you know  
about Native American Nations.

**8:40** Dismissal.