



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: **March 12, 2021** *Anthony L. Varnette* (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?)

Although academic gaps and discipline gaps are closing, gaps still exist. We will extend our after school tutoring program to continue addressing academic gaps. And, although Impact Review ratings have increased in our growth areas, there are more opportunities for growth in the areas of Teacher monitoring of students and Teacher providing differentiation for students. As next steps, Instructional Coaches have been assigned to identified teachers to increase teacher skills in these areas. Student engagement/participation ratings rose to 93%. We will work towards 100% student engagement.



SDIRC School Data Chats & Impact Reviews – Elementary

Component: African American Achievement Plan 2020 – 2021



Date of Impact Review: 3/12/21

School: Dodgertown 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						
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	8	13%	14	19%	17	28%

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	01-08-2021: Impact Review #2 02-25-2021: Impact Review #3										
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?										
Effective Practice Addressed	Impact Review #1 Ratings, Oct. 1			Impact Review #2 Ratings, Jan. 8			PD, Jan. 27	Impact Review #3 Ratings, Feb. 25			
	Evident	Partially Evident	Not Evident	Evident	Partially Evident	Not Evident	Modified Instructional Day	Evident	Partially Evident	Not Evident	
	Monitoring	2/11 18%	5/11 45%	4/11 36%	7/15 47%	7/15 47%	1/15 7%	Formative Assessment	6/15 40%	6/15 40%	3/15 20%
	Engagement/Participation	4/11 36%	5/11 45%	2/11 18%	6/15 40%	7/15 47%	2/15 13%	Engagement	14/15 93%	1/15 7%	---
	Differentiation	0/11 18%	1/11 18%	10/11 91%	3/15 20%	4/15 27%	8/15 53%	Differentiation	6/15 40%	5/15 33%	4/15 27%

Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews)

01-08-2021: Impact Review #2

1. *What strengths did you see today that you want to see more of? How are you going to develop these strengths and communicate them with your staff?* It was noted that "Strong Climate" as it relates to being safe and respectful is a strength that was seen during the Impact Review, October 1.

2. *What areas of development did you observe today? How will you share this with staff?* Differentiation

Action Plan: Instructional Coaches attended PD sessions (Differentiation, Formative Assessment, and Engagement) during their Coach's meeting. They will deliver PD sessions to staff during the January 27th Modified Instructional Day this area of development. In February, we will offer Winter Extended Learning Opportunities after school: Winter Moonshot Academy (use Title 1 funds to cover transportation) and Winter GEER Academy (use GEER funds to cover transportation). A meeting will be held to debrief with the staff via Instructional Coaches and/or Teams.

3. *Are the strengths and areas of development identified in the learning walks consistent with the priorities in the school improvement plan?*
Yes

02-25-2021: Impact Review #3

1. *What strengths did you see today that you want to see more of? How are you going to develop these strengths and communicate them with your staff?*

Ratings for **Engagement/Participation** and **Culture/Climate** have risen to **Evident** in **93%** of the classes visited. We would like this trend to continue.

2. *What areas of development did you observe today? How will you share this with staff?* Although ratings for **Monitoring** and **Differentiation** both have risen to **Evident** in **40%** of the classes visited, these two best practices remain areas of development. We will share/publicize our results via email, the staff newsletter, during collaborative planning with Instructional Coaches, and during PD days.

Action Plan: Instructional Coaches will conduct mini coaching cycles with identified staff and other willing participants. The Winter GEER Academy ends during the Spring Break Camp. So, we will request funding salaries and transportation from Curriculum & Instruction to continue "after school" tutoring after the Winter GEER Academy ends.

3. *Are the strengths and areas of development identified in the learning walks consistent with the priorities in the school improvement plan?*
Yes.

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	02-03-2021, 02-04-2021, 02-05-2021, 02-08-2021
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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	01-27-2021, 02-08-2021, 02-16-2021, 02-24-2021, 03-01-2021, 03-08-2021, 03-09-2021, 03-17-2021, 03-29-2021
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Hacking School Discipline Book Study & Professional Learning Community (PLC)



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



Date of DataCom: 3/12/21

School: Dodgertown 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	October 1, 2020; January 8, 2021; February 25, 2021
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)	Based on the regression of African American students in English Language Arts (28% in 3 rd , 24% in 4 th and 44% in 5 th), students in grades 3, 4 and 5 were recruited to participate in Extended Learning Opportunities after school for tutoring. Sixty-five percent (65%) of the students participating in after school tutoring are African American students.

Action Step 1.38

Date(s) of School Level Data Chat: February/1-5/2021 (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)	7/25	28%	7/29	24%	15/34	44%
	8 missing baseline scores		18 missing baseline scores		9 missing baseline scores	

Compares Unit Assessment 1 to Unit Assessment 6.



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



Last Date of Review: 3/12/21

School: Dodgertown 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	02-25-2021
Summary of Observation(s)	Observations revealed that all teachers followed their lesson plans and delivered planned African American History teachings.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).					
96 Students: Fall GEER 52 Students: Winter Moonshot Academy 83 Students: Winter GEER 231 Students: TOTAL	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	24	46	151	5	5
Total Percentage Breakdown of Participants by Race/Ethnicity	10.4%	19.9%	65.4%	2.2%	2.2%

Action Step 1.11

Date of Student Committee Meeting	
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	Teachers collected survey information related to students' interest in after school extra-curricular activities. Students expressed an interest in sports and activities such as basketball, soccer, and cheerleading and Garden Club. Currently, the Winter GEER grant and Moonshot Academy grant employs all of our instructional staff members who are able to commit to an afterschool program to remediate the lowest performing students and other targeted students. These programs last through the months of March and April. In May, we intend to offer after school opportunities for sports and other activities.

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	(Q3 105)	(Q3 121)	(Q3 269)		(Q3 45)
Total Percentage Breakdown of Participants by Race/Ethnicity	Jan. 180, 171% Feb. 150, 142% March N/A	Jan. 180, 148% Feb. 175, 144% March N/A	Jan. 490, 182% Feb. 485, 180% March N/A		Jan. 67, 148% Feb. 58, 128% March N/A

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	Zero (0), out-of-school suspensions were assigned during this time frame
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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	42

Action Step 4.31

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	2	0%