



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 CB

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 holding unit assessment data chats in which we identify students that have been struggling with specific standards....we then re-teach and reassess those specific standards to determine mastery. This approach has been working well and we will continue to implement this strategy through the school year.

We have strategically identified students in 3rd – 5th that are not receiving supports and have now shifted our reading coach from a pure coaching model to a hybrid model in which she works with a large number of students.

We have been varying the teaching approaches to accommodate diverse learning styles and language proficiency and have been able to bridge cultural differences through effective communication. This has allowed us to show the students how differences among their peers and them make for better learning.

Next Steps will be to continue working with the AA students that receive RTI in T2 or a T3 model and monitoring consistently for fidelity and rigor.



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



Date of Impact Review: 3/10/2021

School: Osceola Magnet

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	1/21, 2/18, 3/11 RTI Data Chats					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	4	5%	14	17%	15	18%

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	1/19-2/16-3/16
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>After the most recent impact walk OMES had sought out and received another round of funding through A2 to address the deficiency of our Math BG students. Through this process we were able to service an additional 84 students between 4th and 5th grade. We are monitoring through fidelity walks during our RTI blocks.</p> <p>We have been having consistent monthly RTI Data Chats, for K-5 and reviewing student trends and moving students out of RTI and also brining some students into RTI.</p> <p>We have been holding unit assessment data chats in which we identify students that have been struggling with specific standards....we then re-teach and reassess those specific standards to determine mastery.</p> <p>As of the return from the last Datacom we have strategically identified students in 3rd – 5th that are not receiving supports and have now shifted our reading coach from a pure coaching model to a hybrid model in which she works with a large number of students.</p> <p>Barriers that are still present are Time, Human Resources, Virtual and Transitional still out (3rd V-6/T-3 : 4th V-5/T4 : 5th V-3/T5</p>

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	1/5/2021
	1/8/2021
	1/12/2021
	1/13/2021
	2/10/2021
	2/11/2021

Action Step 2.6

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	2/4/2021
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	<p>Vary teaching approaches to accommodate diverse learning styles and language proficiency</p> <ul style="list-style-type: none"> • Initiate cooperative learning groups <p>Vary teaching strategies</p> <ul style="list-style-type: none"> • Use cooperative learning especially for material new to the students • Assign independent work after students are familiar with concept • Assign students research projects that focus on issues or concepts that apply to their own community or cultural group • Provide various options for completing an assignment <p>Bridge cultural differences through effective communication</p> <ul style="list-style-type: none"> • Teach and talk to students about differences between individuals (Tied into Unity Week) • Show how differences among the students make for better learning



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



Date of DataCom: 3/10/2021

School: Osceola Magnet

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	1/12/2021, 2/9/2021, 3/9/2021
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)	Calculate and discuss the overall percentage of test scores per teacher Cover the 2-3 lowest performing standards Identify the standards in the highest reporting categories Identify specific questions associated with highest reporting categories Chalk talk for specific questions identified as highest reporting categories Brainstorm possible barriers and solutions Brainstorm possible solutions Develop a strategy to close the gaps

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)	2	11%	3	15.7%	1	6%



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

Last Date of Review: 3/19/2021

School: Osceola Magnet

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	1/7, 1/21, 2/11, 2/25, 3/11
Summary of Observation(s)	<p>Observation resulted in AAA Matrix being seen as vertically integrated into plans that integrated the required teachings into the Social Studies instructional blocks.</p> <p>We need to continue to vary teaching strategies associated specifically to:</p> <ul style="list-style-type: none"> Assign students research projects that focus on issues or concepts that apply to their own community or cultural group <p>Bridge cultural differences through effective communication</p>

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Extended day 3D Printing Club Tinker Cad 3D Printing Club				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	3	1	3	1	1
Total Percentage Breakdown of Participants by Race/Ethnicity	33%	11%	33%	11%	11%

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

has been selected to attend the

FAB LAB FRIDAYS
Science Technology Engineering Art Mathematics
STEAM After School Club
 Learn to create your own 3D printed objects!

WHEN
 December 4, 11, January 8, 15, 22, and 29 (6 weeks)
 3:20pm – 4:30pm

WHERE
Fab Lab/ Computer Lab
 Osceola Magnet Elementary School

WHAT
 Students will learn how to create 3D models and how to use our new 3D printer to actually print them out!

Mechanical Engineering: 3D Model Building and 3D Printing
Coding: Automate 3D model Creation
Electrical Engineering: Lights and Circuits
Augmented Reality: Characters can be viewed virtually in a real-world setting

The students will be creating their own Astro Robot Character with a Light Up Jetpack



Students will learn coding



Students will learn circuitry



Students will view their Characters in Augmented Reality



Action Step 1.11

Date of Student Committee Meeting	N/A
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	Due to COVID we currently only offer FAB Lab as a club and ensured that we enrolled a diverse population.

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Honor Roll, Most Growth Lunch, Principles Challenge participants				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	148	31	72	14	7
Total Percentage Breakdown of Participants by Race/Ethnicity	28%	6%	14%	3%	1%

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	1/15/21-Present
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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	10	14

Action Step 4.31

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

Kindergarten TEACHER and STUDENTS	REVIEW MEETING DATE	Subgroup: AA, SWD, BQ	Overall Grade Placement	READY Scale Score Fall	READY Percentile Fall	Area of Concern	Intervention Curriculum	Progress Monitoring Data Points LNF - Fall-25, Winter-27, Spring-42		Tiered Instruction Recommendation
								IPK-Fall-25	IPK-Spring-42	
	1/14, 2/18, 3/11	AA	Emerging K	314	17%	Phonics	Double Dose Foundations			Refer to Core Team
	1/14, 2/18, 3/11		Emerging K	353	10%	Phonics	Double Dose Foundations			Phonemic Awareness / Heggarty/Fundator 3, 6, 15
	1/14, 2/18, 3/11		Emerging K	319	18%	Phonics	Double Dose Foundations			
	1/14, 2/18, 3/11		Emerging K	318	17%	Phonics	Double Dose Foundations			
	1/14, 2/18, 3/11	AA	Emerging K	305	8%					
	1/14, 2/18, 3/11		Emerging K	284	1%	Phonics	Double Dose Foundations			
	1/14, 2/18, 3/11		Emerging K	320	18%					
	1/14, 2/18, 3/11		Emerging K	311	12%					
	1/14, 2/18, 3/11	AA	Emerging K	317	16%	Phonics	Double Dose Foundations			

Kindergarten TEACHER and STUDENTS	REVIEW MEETING DATE	Subgroup: AA, SWD, BQ	Overall Grade Placement	READY Scale Score Fall	READY Percentile Fall	Area of Concern	Intervention Curriculum	Progress Monitoring Data Points LNF-Fall-25, Winter-27, Spring-42		Tiered Instruction Recommendation
								IPK-Fall-25	IPK-Spring-42	
		AA	Emerging K	364	75%	Phonics, HFW, VOC	Double Dose Foundations	10/10, 26, 26, 26, 26, 26, 27, 27, 28, 28, 28, 28, 28, 28	keep	
			Early K	378	92%	Phonics	Double Dose Foundations	18, 21, 21, 21, 21, 21, 21, 21	keep	
			Early K	383	93%	Phonics, HFW	Double Dose Foundations	10/10, 5, 15, 26, 26, 26, 26, 27, 27, 27, 27, 27	keep	
		SWD	Emerging K	275	4%	Emerging K all Areas	Double Dose Foundations	10/10, 18, 18	keep-attendance issue	
			Emerging K	340	71%	Phonics, HFW	Double Dose Foundations	10/10, 3, 4, 6, 5, 14, 13, 13, 13, 18, 18, 18	keep-refer to core team	
			Emerging K	311	16%	Phonics, HFW, VOC	Double Dose Foundations	10/10, 16, 16, 16, 17, 17, 17, 26, 25, 27	keep	
			Early K	377	91%	Phonics, HFW	Double Dose Foundations	10/10, 14, 15, 15, 15, 14, 26, 26, 31, 31, 31, 29	keep	
			Emerging K	312	15%	Emerging K all Areas	Double Dose Foundations	10/10, 22, 21, 27, 17, 18, 13, 25, 26, 26, 26	keep	
		SWD	Emerging K	329	18%	Phonics, HFW, VOC	Double Dose Foundations	10/10, 2, 3, 0, 5, 0, 1, 5, 6, 28, 13	keep and add academic work to EP	
			Emerging K	354	10%	Phonics, HFW	Double Dose Foundations	10/10, 17, 16, 19, 13, 14, 17, 27, 27, 30, 29	keep	
			Emerging K	364	75%	Phonics, HFW	Double Dose Foundations	10/10, 27, 27, 32, 32, 27, 34	keep	
			Emerging K	364	75%	Phonics, HFW	Double Dose Foundations	10/10, 42, 37, 31, 46, 47, 47	keep	

Kindergarten TEACHER and STUDENTS	REVIEW MEETING DATE	Subgroup: AA, SWD, BQ	Overall Grade Placement	READY Scale Score Winter	READY Percentile Winter	Area of Concern	Intervention Curriculum	Winter Sign	Intervention Curriculum	Progress Monitoring Data Points LNF-Fall-25, Winter-27, Spring-42		Tiered Instruction Recommendation
										IPK-Fall-25	IPK-Spring-42	
		AA	Emerging K	364	75%	Phonics, HFW, VOC	Double Dose Foundations			10/10, 26, 26, 26, 26, 26, 27, 27, 28, 28, 28, 28, 28, 28		
			Early K	378	92%	Phonics	Double Dose Foundations			18, 21, 21, 21, 21, 21, 21, 21		
			Early K	383	93%	Phonics, HFW	Double Dose Foundations			10/10, 5, 15, 26, 26, 26, 26, 27, 27, 27, 27, 27		
		SWD	Emerging K	275	4%	Emerging K all Areas	Double Dose Foundations			10/10, 18, 18		
			Emerging K	340	71%	Phonics, HFW	Double Dose Foundations			10/10, 3, 4, 6, 5, 14, 13, 13, 13, 18, 18, 18		
			Emerging K	311	16%	Phonics, HFW, VOC	Double Dose Foundations			10/10, 16, 16, 16, 17, 17, 17, 26, 25, 27		
			Early K	377	91%	Phonics, HFW	Double Dose Foundations			10/10, 14, 15, 15, 15, 14, 26, 26, 31, 31, 31, 29		
			Emerging K	312	15%	Emerging K all Areas	Double Dose Foundations			10/10, 22, 27, 17, 18, 13, 25, 26, 26, 26		
		SWD	Emerging K	329	18%	Phonics, HFW, VOC	Double Dose Foundations			10/10, 2, 3, 0, 5, 0, 1, 5, 6, 28, 13		
			Emerging K	354	10%	Phonics, HFW	Double Dose Foundations			10/10, 17, 16, 19, 13, 14, 17, 27, 27, 30, 29		
			Emerging K	364	75%	Phonics, HFW	Double Dose Foundations			10/10, 27, 27, 32, 32, 27, 34		
			Emerging K	364	75%	Phonics, HFW	Double Dose Foundations			10/10, 42, 37, 31, 46, 47, 47		
			Emerging K	364	75%	Phonics, HFW	Double Dose Foundations			10/10, 13, 42, 37, 31, 46, 47, 47		

