



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: 3/16/2021 Eddie Robinson (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?)

Observational data including impact reviews indicate a significant increase in standards-based instruction, standards-aligned tasks, student-centered work, and positive Climate and culture. There is evidence of slight increases differentiation, but a continued need for improvements in this area. In addition, effective monitoring has become an area of concern in that we expect to see more monitoring for engagement and proficiency rather than simply monitoring for compliance.

Next steps include focus on developing teachers' skillset with monitoring. Part of the focus to help guide teachers in this direction has included and will continue to include formative assessment and feedback PD.

During the first semester, Unit assessment and iReady data indicated growth in all areas. According to Unit assessment data, we were predicted to reach or exceed our goals in all School grade categories. However, we anticipated changes in these numbers as we have welcomed large amounts of virtual or transitional students back to brick and mortar classrooms for the second semester.

This did, in fact, turn out to be the case. While we are currently still seeing expected gains in ELA BQ, Civics, and Acceleration, all other areas appear to predict a decline from the previous tested year. A large contributor to this is the number of students with no data to report at this time. Instructional coaches are working diligently to provide assessments to incoming students in order to collect additional data. We also look forward to the iReady diagnostics in March to help with the missing data.

Additional next steps include the following:

- Use the SIG grant for targeted support: Outreach, Progress Monitoring/Interventions, Professional Development
- Bottom Quartile students are being pulled during their electives for remediation
- Teachers are using the predicted proficiency to look at students and plan accordingly to ensure success of bottom quartile students
- Four Saturday Bootcamps planned (Writing, Algebra, Civics, Science)
- After school tutoring for all students. Bottom Quartile students are encouraged to attend
- FCAT science review during 8th grade lunch
- Each department has a bottom quartile plan to monitor and track bottom quartile student achievement
- School Wide PD planned to analyze predicted proficiency and focus on classroom monitoring to ensure student achievement and differentiation



SDIRC School Data Chats & Impact Reviews – Secondary

Component: African American Achievement Plan 2020 - 2021



Date of Impact Review: 2/23/2021

School: Oslo Middle

Action Steps: 1.5, 1.15, 1.17, 1.18, 1.22, 2.6

Action Step 1.5

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| Date of Quarterly Review of School Improvement Plan | 02/23/2021 |
| 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? |
| <p>Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews)</p> | <p>Review 1: <u>Strengths:</u></p> <ul style="list-style-type: none"> • Attention to standards and essential questions in classrooms • Culture and Climate is very positive • Teachers are trying new initiatives • Students feel safe to ask questions and work on difficult problems <p><u>Areas for improvement:</u></p> <ul style="list-style-type: none"> • Pacing needs to be more timely • Lack of differentiation • A need for monitoring for understanding rather than just compliance <p>Review 2: <u>Strengths-</u></p> <ul style="list-style-type: none"> • SBI has improved and evident in classes • Engagement is more evident than the last impact review • Positive climate and culture and good relationships • Students were doing the work • Teacher centered activities • Students were very attentive and moving toward engagement <p>Academic talk and vocabulary has increased</p> <p><u>Areas for improvement-</u></p> <ul style="list-style-type: none"> • Getting students from strategic compliance to engagement • School wide strategies for monitoring & differentiation <p>Review 3 - Action Steps based on all 3 impact reviews:</p> <ul style="list-style-type: none"> • Celebrate Progress with small group instruction, engagement, and differentiation • Continue Professional Development for Differentiation • Implement Professional Development for Monitoring • Incorporate Monitoring and Differentiation into coaching cycles • Facilitate Data chats to focus on Bottom Quartile needs and interventions |

Action Step 1.15

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| Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments | Each Friday at 8:15AM with admin and coaches. Every second and fourth Monday of each month in department meetings as a group. Individual Data Chats with Administration: 1/11/21; 1/12/21 |
| Standards Identified in Need of Re-Teaching | ELA: 6th Grade: RI.1.3, RI.1.2, RI/RL 2.5, RL.1.1, RL.2.6 7th Grade: RI.1.3, RI.2.6, RI.3.8, RI.3.9, RL.2.4, RL.2.5 8th Grade: RI.2.8, RI.1.2, RL.2.6, RL.3.7, RL.3.9 Science: Nature of Science Standards all 3 grade levels Civics: SS.7.C.3.3; SS.7.C.3.5 Algebra: MAFS.912.A-CED.1.3, MAFS.912.A-REI.3.6 6th grade math: MAFS.6.NS.2.3, MAFS.6.NS.3.7a, MAFS.6.EE.2.8 7th Grade math: MAFS.7.RP.1.2.b, MAFS.7.RP.1.3, MAFS.7.RP.1.1 |
| Recommended Strategies | Scaffolding/Chunking Differentiation Student Data Chats Tutoring Increased Engagement strategies Utilize small group/differentiated instruction Foundational Fridays in ELA classes to reteach specific standards/skill Use the Tools for Scaffolding Instruction in I-ready I-ready Toolbox lessons for remediation |

Action Step 1.17

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| List of After School / Extended Learning Opportunities Offered to Improve Graduation Rates | <ul style="list-style-type: none"> • Math after school tutoring in-person & virtual • ELA after school tutoring in person & virtual • 7th grade Civics after school tutoring • Science after school tutoring • Breakfast club support before first block for identified students • BQ and PBIS identified students pulled from electives for ELA/Math support • Home visits for virtual students failing • Saturday writing boot camp – March 13 • Saturday Algebra boot camp – April 10 • Saturday Science boot camps – April 17 & April 24 • Saturday Civics boot camps – April 17 & April 24 |
|--|---|

Action Step 1.18

| | White | | Black | |
|--|-------|---|-------|---|
| | # | % | # | % |
| Course Recovery – Behind in Credits | | | | |
| Course Recovery – Student Participating in Course Recovery | | | | |
| Course Recovery – Eligible Students Enrolled | | | | |

Action Step 1.22

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|--|-----------------------------|
| Date of Reviews of School Counselor Contacts with African American Students Off-Track for Graduation | 08/28/20, 09/03/20, 1/15/21 |
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Action Step 2.6

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| Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports | September 23 rd ; October 8 th ; October 22 nd ; November 5 th ; November 18 th ; December 10 th ; January 14 th ; January 27 th |
| Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework | <ul style="list-style-type: none">• CRT Book study: Culturally Responsive Teaching and the Brain, Zaretta Hammond• Teacher PDs by chapter- designed & presented by department• In-class support and coaching from Multicultural Coordinator• Restorative Justice Professional Development for all teachers and implemented through success coach and PBiS• PBiS classroom support with targeted students• Check-in, check-out & Social skills with identified students |



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



Date of DataCom: 3/12/2021

School: Oslo Middle

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

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| Date(s) of School Level Review(s) of Performance, Progress, & Regression of African American Students | 10/21/20; 11/18/20; 12/16/20; 1/04/21, 02/24/21 |
| 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) | <ul style="list-style-type: none"> • BQ students moved to transitional or Brick & Mortar • Department BQ intervention plans • Support with make-up work for struggling students • Tutoring: Afterschool, online appts, ESE Breakfast club, Saturday Boot Camps • Department-led data chats • Standards-based, rigorous instruction • Phone calls, messages, and Home visits to virtual students • BQ students to be pulled 40min/week during electives • Increased engagement, monitoring, differentiation, and feedback |

Action Step 1.38

| Date(s) of School Level Data Chat: 01/15/21 (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) | 9 | 0.15 | 8 | 0.11 | 11 | 0.13 |

Action Steps 1.20, & 1.23

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|--|---|
| Date(s) of School Level Review of Student Progress Towards Graduation | 10/21/20; 11/18/20; 12/16/20; 1/04/21, 02/24/21 |
| 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: 2/23/2021

School: Oslo Middle

Action Steps: 1.3, 1.6, 1.11, 1.14, 1.28, 1.29, 1.30, 1.33 (4th 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 | 11/3/20, 11/17/20, 11/19/20, 12/7/20, 12/15/20, 1/06/21, 1/08/21, 2/08/21, 3/3/21 |
|---|---|
| Summary of Observation(s) | <p>CIVICS: 14th amendment which is a post civil war citizenship amendment granting all people citizenship if they were born on American soil specifically granting the rights of citizenship to African American people, 13, 15th 19th, 24th and 26th amendments which deal either directly or indirectly with African American history. 13th Ended slavery 15th granted African American men the right to vote 19th all women including African Americans Court cases of Dread Scott, Plessy vs Ferguson and Brown V Board, Dread Scott about denying citizenship to AA which was overturned by the 14th amendment, Plessy saying segregation was acceptable, and Brown overturning Plessy The civil rights movement and Jim Crow laws The election of Kamala Harris and also Barak Obama Multiple discussion of systemic discrimination</p> <p>US History: Abolitionist Movement Sojourner Truth Speech and impact Impact of Fredrick Douglas on Abolitionist Movement Underground Railroad and important figures in this movement including Williams Stills</p> <p>ELA: Black History Month Living Museums – students selected past or present African American pioneers in their fields and researched, wrote essays, and presented to peers and staff in a “Living Museum” exhibit</p> |

Action Step 1.6

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| Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year). | | | | | |
| | White | Hispanic | Black | Two or More | All Other Race/Ethnicities |
| Total Number Breakdown of Participants by Race/Ethnicity | ELA-7 Math – 36 SS – 18 Sci - 10 | ELA-3 Math-14 SS – 7 Sci - 4 | ELA-11 Math-19 SS – 13 Sci - 7 | 0 | ELA-0 Math-3 SS – 2 Sci - 1 |
| Total Percentage Breakdown of Participants by Race/Ethnicity | 46% | 18% | 32% | 0% | .03% |

*Evidence of a extended learning activity for students attached below

Action Step 1.11

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| Date of Student Committee Meeting | 02/02/21 |
| 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 1.14

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| Date(s) of African American Achievement Student Council Meetings | 1/14/21, 2/11/21 |
| Summary of Needs Assessment Feedback and Modifications for Incorporation into Action Planning | <p>1 - Helping myself (gaining more self-confidence, feeling better about myself, expressing my feelings and thoughts). This area is being addressed through the Life Skills Curriculum, identified students are also meeting with Mrs. Spivey, Ms. Reese, and Mr. Monte' either in small groups or individually as needed.</p> <p>2. - Improving study skills. Students have been invited to participate in after school tutoring sessions, Ms. Reese pulls individuals as needed either by student request, teacher referral, or observation of their performance as she conducts focus check ins. Mr. Monte and Mrs. Spivey have a "Breakfast Club" of approx. 35 identified students and are available to work with them daily. They also have individual mentoring sessions weekly with a smaller group of about 10 students.</p> <p>3 - Planning my options after high school. All of scenarios listed in (2) touch on making decisions now that will have a positive impact on the future, but Guidance Counselors will focus more on this with 8th graders after testing season.</p> |

Action Steps 1.28 & 1.29

| | Black Students (#) | Black Students (% of Total Population of Black Students) |
|---|--------------------|--|
| Students Participating in On-Site College Readiness Testing | NA | NA |

Action Step 1.30

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|--|----------------------------|----------|-------|-------------|----------------------------|
| Recognition Ceremonies (list all ceremonies during the 20-21 academic year). | iReady gains for ice cream | | | | |
| | White | Hispanic | Black | Two or More | All Other Race/Ethnicities |
| Total Number Breakdown of Participants by Race/Ethnicity | 238 | 144 | 134 | 33 | 5 |
| Total Percentage Breakdown of Participants by Race/Ethnicity | 43 | 26 | 24 | .06 | .01 |

Action Step 1.36

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|---|-------|----------|-------|-------------|----------------------------|
| | White | Hispanic | Black | Two or More | All Other Race/Ethnicities |
| Total Number of Students in Advanced Coursework by Race/Ethnicity | 191 | 84 | 80 | 5 | 13 |
| Total Percentage Breakdown of Students in Advanced Coursework by Race/Ethnicity | 21 | 9 | 9 | 0.56 | 1.4 |
| List of Supports Provided to Students Enrolled in Advanced Coursework: Differentiation according to student needs and/or learning styles Project-based learning opportunities | | | | | |

Action Step 2.5

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| Timeframe of Reported Out-of-School Suspensions | Count of OSS to date: 14 |
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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

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| | Number of Mentors | Number of Mentees |
| Number of Student Participating in Peer Mentorship Program | 3 | 3 |

Action Steps 4.5 & 4.6

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

Action Step 4.30

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

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

| Student Name | Grade | Face to Face (F) or Virtual (V) | Course | Referring Teacher | iReady Lesson | Attendance Sept | October | November | Attendance Dates December |
|--------------|-------|---------------------------------|----------------------------|--------------------|--|------------------|---------------------------------------|----------|---------------------------|
| | 7 | F | 7th grade | Adkins | Big Ideas - 3.3 | | | | |
| | 6 | F | 6th Grade Accelerated | Shells | 5th Grade Lesson 7 - Add/Subtract Decimals, Lesson | 9/17, 9/22 | 10/1, 10/6, 10/7, 10/8, 10/13 | | |
| | 6 | F | 6th Grade Accelerated | Howse | 3rd Grade Lesson 31 - Identifying Shapes | | 10/7, 10/8, 10/13, 10/20, 10/22 | | |
| | 7 | F | 7th Grade Math | Adkins | 3rd Grade Lesson 31 - Identifying Shapes | | 8-Oct | | |
| | 7 | F | Math 2 | Soderman | Grade 6 Lesson 11: Common Factors and Multiples | | | | |
| | 8 | F | Pre-algebra | Soderman (per mom) | K Lesson 1: Understanding Counting | | 20-Oct | | |
| | 7 | F | 7TH grade | Lalanne | | | | 10-Nov | |
| | 6 | F | 6th Grade Accelerated | Howse | | | | | |
| | 8 | F | Algebra 1 | Soderman | 4: Unit Rate | 24-Sep | | | |
| | 7 | F | 7th grade | Adkins | 2nd grade Lesson 2: Word Problems | | | | |
| | 7 | F | 7th grade | Adkins | 10: 3 digit numbers | | 7-Oct | | |
| | 7 | F | 7th Grade Math | Soderman | Grade 4 Lesson 32 - 2D Figures | 24-Sep | | | |
| | 7 | F | Math 2 | Adkins | Big Ideas - Lesson 3.3, 3.4, 3.5 | | | | |
| | 7 | F | 7th Grade Math | Adkins | Grade 5 Lesson 10 - Add Fractions | | | | |
| | 7 | F | 7th grade | Adkins | Grade 3 Lesson 20 - Tell Time | | 8-Oct | | |
| | 7 | F | 7th Grade Accelerated | Lalanne | | | 27-Oct | | |
| | 6 | F | Math 1 | Adkins | Grade 4 Lesson 32 - 2D Figures | | | | |
| | 7 | F | 7th Grade Math Accelerated | Howle | Grade 6 Lesson 4: Unit Rate | | | | |
| | 6 | F | Math 1 Accelerated | Remy | | | | 3-Nov | |
| | 8 | F | Algebra 1 | Howse | | | 27-Oct | | |
| | 7 | F | Alg 1 HON | HART | Grade 4 Lesson 32 - 2D Figures | 9/16, 9/22, 9/24 | 10/1, 10/9, 10/16 | | |
| | 7 | F | Algebra 1 | Howse | Grade 6 Lesson 4: Unit Rate | | 10/6, 10/7 | | |
| | 7 | F | 7th Grade Accelerated | Lalanne | Grade 4 Lesson 32 - 2D Figures, | | 10/6, 10/7, 10/8, 10/13, 10/20, 10/27 | | |

| Student Name | Grade | Face to Face (F) or Virtual (V) | Course | Referring Teacher | iReady Lesson | Attendance Sept | October | November | Attendance Dates December |
|--------------|-------|---------------------------------|-----------------------|-------------------|--|-----------------|--------------|----------|---------------------------|
| | 8 | F | Geometry | Howse | Grade 6 Lesson 12 - Pos/Neg Numbers | | | | |
| | 6 | F | Math 1 | Adkins | Grade 4 Lesson 3 Add/Sub Whole Numbers | | | | |
| | 7 | F | 7th grade | Adkins | | | | | |
| | 8 | F | Alg 1 | Burson | Grade 5 Lesson 30 - 2D Figures | | | | |
| | 8 | F | PreAlgebra | Burson | Grade 5 Lesson 21 - Units | | | | |
| | 8 | F | Geometry | Howse | Grade 5 Lesson 26 - Volume | 24-Sep | 10/1, 10/8 | | |
| | 7 | F | Math 2 | Adkins | Big Ideas - Lesson 3.3, 3.4, 3.5 | | | | |
| | 6 | F | 6th Grade Accelerated | Remy | | | | | |
| | 7 | F | 7th grade | Adkins | Grade 5 Lesson 7 Add/Sub Decimals | | 8-Oct | | |
| | 8 | F | Geometry | Byrd (Howse) | Grade 6 Lesson 28: Plots | 9/16, 9/24 | | | |
| | 6 | F | 6th Grade Accelerated | Remy | Grade 4 Lesson 9 Multistep | | | | |
| | 7 | F | Math 2 | Adkins | Big Ideas - Combining Like Terms | | 10/13, 10/20 | | |
| | 7 | F | Math 2 | Hart | | | | | |
| | 8 | V | Algebra 1 | Burson | | | | | |
| | 7 | V | Math 2 | Hart | | | | | |
| | 6 | F2F | Math 1 | Ferraro | | | | | |
| | 6 | T | Math 1 | Ferraro | | | | | |
| | 6 | F2F | Math 1 | Ferraro | | | | | |
| | 7 | T | Math 2 | Hart | | | | | |
| | 6 | F2F | Math 1 | Ferraro | | | | | |
| | 6 | T | Math 1 | Ferraro | | | | | |
| | 8 | F2F | Algebra 1 | Burson | | | | | |
| | 7 | F | Math 2 | Adkins | | | | | |
| | 7 | F | Math 2 | Adkins | | | | | |
| | 7 | F2F | Math 2 | Hart | | | | | |
| | 6 | F2F | Math 1 | Ferraro | | | | | |
| | 7 | F | Math 2 | Adkins | | | | | |
| | 7 | F | Math 2 | Adkins | | | | | |
| | 7 | F | Math 2 | Adkins | | | | | |
| | 7 | F | Math 2 | Adkins | | | | | |
| | 7 | F | Math 2 | Adkins | | | | | |
| | 7 | F | Math 2 | Adkins | | | | | |
| | 7 | F | Math 2 | Adkins | | | | | |
| | 7 | F | Math 2 | Adkins | | | | | |
| | 7 | F | Math 2 | Adkins | | | | | |
| | 7 | F | Math 2 | Adkins | | | | | |
| | 7 | F | Math 1 | Adkins | | | | | |
| | 7 | F | Math 2 | Adkins | | | | | |
| | 7 | F | Math 2 | Adkins | | | | | |
| | 7 | F2F | Math 2 | Hart | | | | | |

| Student Name | Grade | Face to Face (F) or Virtual (V) | Course | Referring Teacher | iReady Lesson | Attendance Sept | October | November | Attendance Dates December |
|--------------|-------|---------------------------------|-------------|-------------------|---------------|---|---------|----------|---------------------------|
| | 8 | virtual | Pre-Algebra | Burson | | | | | |
| | 6 | F2F | Math 1 | Ferraro | | On Thursdays only. Student has course recovery the other days | | | |