



**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 TIZ (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?)

In the third nine weeks of the school year, we have continued with our efforts to address the needs of our students by providing additional supports during and outside of the school day.

We will continue to meet with our African American Student Advisory Council to allow our students to not only participate in planning of cultural events and activities, but also to have a safe place where they can voice concerns regarding topics and issues of importance to them.

We continue to see excellent attendance by our Hispanic population at our morning tutoring sessions for both ELA and math. Sixty percent of our overall tutoring attendance has been derived from this subgroup.

Instructional Coaches continue to review student data after each assessment and work with teachers to make adjustments to instruction specific to individual students. Coaches and administrators meet with teachers to review data and set action plans.

We are planning bootcamps, academic games, and standards review in anticipation of the upcoming FSA tests. We are focusing on endurance, motivation strategies, standards review, test taking skills, and test practice.



## SDIRC School Data Chats & Impact Reviews – Secondary

### Component: African American Achievement Plan 2020 - 2021



**Date of Impact Review:** 3/1/2021

**School:** Sebastian River Middle

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

#### Action Step 1.5

Date of Quarterly Review of School Improvement Plan	Data Com Review submitted on March 11
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>Based on the District Impact Review of 3-1-21, our plan is to</p> <ul style="list-style-type: none"> <li>-continue monthly data chats with core curricular areas</li> <li>-examine and continue to address student performance on the weighted average of unit assessments for remaining unit assessments and iReady diagnostic performance</li> <li>-examine bottom quartile and subgroup performance</li> <li>-continue improvement cycle with each unit assessment</li> <li>-continue to provide professional development to teachers in the areas of differentiation and student engagement</li> </ul>

#### Action Step 1.15

Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments	
Standards Identified in Need of Re-Teaching	
Recommended Strategies	

#### Action Step 1.17

List of After School / Extended Learning Opportunities Offered to Improve Graduation Rates	
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#### 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

Date of Reviews of School Counselor Contacts with African American Students Off-Track for Graduation	
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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	3/18/21
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	<p>3/29 Teachers will be provided an anonymous survey on their use of equitable practices.</p> <p>Administration and Instructional Coaches will utilize the tool “Equitable Classroom Practices Observation Checklist” to assess culturally responsive teaching in our classrooms. Each teacher’s classroom will be visited at least once.</p>

This was offered to teachers as an optional self-reflection tool in Fall 2020.

4/5 Findings will be shared with teachers in weekly newsletter; data will be disaggregated by subject. Teachers will be given an opportunity to share noticings and wonderings

4/8 Teacher feedback and observational data will be reviewed for trends; action steps will be determined based on needs

4/12, 4/19 Recommendations for incorporating equitable classroom practices will be shared again with all faculty and staff in weekly newsletter, with a focus on the areas in which our staff was weakest based on the observations.

4/26, 5/3 Administration and Instructional Coaches will utilize the tool "Equitable Classroom Practices Observation Checklist" to assess culturally responsive teaching in our classrooms. Each teacher's classroom will be visited at least once.

5/6 Data collected will be reviewed by Administration and Instructional Coaches for level of implementation.

5/10 Results will be shared with faculty in weekly newsletter. Teachers will be surveyed on their perception of efficacy and level of comfort with equitable practices.

5/17, 5/24 Additional training/resources will be provided to teachers in equitable classroom practice through our weekly newsletter.



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



**Date of DataCom:** 3/11/2021

**School:** Sebastian River 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**

Date(s) of School Level Review(s) of Performance, Progress, & Regression of African American Students	1/20, 2/4, 2/17, 3/4, 3/10, 3/17
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)	<ol style="list-style-type: none"> <li>Increase walkthroughs in specific classes (7th grade reading, ELA, math) to provide support, suggestions to use in collaborative planning.</li> <li>Instructional Coaches providing interventions to students through elective course pull outs. <ul style="list-style-type: none"> <li>Coaches identifying students with less than 10 pts needed for a gain that are not demonstrating a gain in the Goal Tracker dashboard predictions.</li> <li>Coaches create a schedule to meet consistently with ELL, ESE, and Bubble students that are not demonstrating a gain in the Goal Tracker dashboard predictions.</li> </ul> </li> <li>Data Chats—Continue this process of drilling down to identified students in each class with each teacher in tested areas. Instructional Coaches and Administrator meet each month (March &amp; April) with teachers to identify and review which students moved, need to move, and any that they predict they can move. <ul style="list-style-type: none"> <li>Focus on Reading and Math bubble kids not demonstrating gains on UA &amp; Diagnostic #3</li> <li>Focus on BQ students not demonstrating gains in UA &amp; Diagnostic #3</li> <li>Problem solve with teachers to move predicted/identified students. <ol style="list-style-type: none"> <li>Track BQ/Bubble performance in all FSA/EOC classes</li> <li>Recurring Monthly meetings with teachers to review student performance, identify students that increased/decreased</li> <li>Link to BQ &amp; Bubble sent to all teachers prior to Data Chat</li> <li>Track students short of UA WGT of 55%-- provide this list to Science/Civics/Alg/Geo</li> <li>Each month identify with teachers which students will be targeted to increase to 55%-- School Goal is 33 points gained each month</li> </ol> </li> <li>Instructional Coaches to work with identified teachers in FSA/EOC areas based on student data (2 Reading, 2 7th grade Math, 1 Pre-Alg, 2 8th grade ELA, 2 7th Grade ELA) <ol style="list-style-type: none"> <li>Instructional Coaches modeling/co-teaching/providing student intervention support to the identified teachers.</li> </ol> </li> </ul> </li> <li>Continue with A2 programming</li> </ol>

	<ul style="list-style-type: none"> <li>• ELL Reading every T, W, Th morning</li> <li>• ELA Tutoring Tuesday pm</li> <li>• SWD Math every T, W, Th morning</li> <li>• 6th, 7th, 8th grade tutoring in Math every Thursday</li> <li>• 22 BQ students in Transitional and Virtual—Counselors monitoring and calling students weekly...had one return this week to B&amp;M from Transitional.</li> </ul> <p>5. iReady Recognitions and celebrations school wide and classroom competitions</p> <ul style="list-style-type: none"> <li>• 245 students received ice cream treat on 3/19</li> <li>• Success Boards in all three grade level pods for Math and Reading</li> <li>• Continue with PBIS Rewards and Recognition</li> </ul>
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#### Action Step 1.38

Date(s) of School Level Data Chat: (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	+3	-21	-2	-53%	-1	-34%

#### Action Steps 1.20, & 1.23

Date(s) of School Level Review of Student Progress Towards Graduation	
District Review Conducted of Graduation Rate and Action Steps Implemented to improve graduation rate	<input 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:** 2/8/2021

**School:** Sebastian River Middle

**Action Steps:** 1.3, 1.6, 1.11, 1.14, 1.28, 1.29, 1.30, 1.33 (4<sup>th</sup> 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	1/11 (8 <sup>th</sup> Grade Reading) 1/12 (8 <sup>th</sup> Grade English Language Arts) 2/8 (6 <sup>th</sup> Grade World Cultures) 2/26 (6 <sup>th</sup> Grade English Language Arts)
Summary of Observation(s)	<p>8<sup>th</sup> Grade Reading: studying "My Friend Douglass"</p> <p>8<sup>th</sup> Grade ELA: studying <i>Letter from Frederick Douglass to Harriet Tubman</i></p> <p>6<sup>th</sup> Grade World Cultures: studying Civil Rights; Ruby Bridges</p> <p>6<sup>th</sup> Grade ELA: studying <i>The Little Rock Nine</i></p> <p>SRMS Literacy Department offered a Black History Month Reading challenge for all students. Students who completed 10 of 28 challenge items received a reward.</p> <p>Principal's daily announcements featured a Black History Month fact.</p> <p>Morning Meeting (homeroom lesson) featured short videos on influential black leaders, inventors, authors, and events – this is shared with the entire school each day.</p>

### Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	ELL Before the Bell; Math Homework/Tutoring Before and After School; English Language Arts Homework Help and Tutoring; Science tutoring; Reading Homework Help and Tutoring.				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	161	324	47	2	3
Total Percentage Breakdown of Participants by Race/Ethnicity	30%	60%	9%	1%	1%

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

### Action Step 1.11

Date of Student Committee Meeting	2/2/21; 2/4/21
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	<p>02/02/21: The Superintendent's Student Advisory Council met 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, &amp; Student Activities. Presently, Mr. Seymour is working in collaboration with the</p>

	Office of Communications to increase awareness of extracurricular opportunities for students.  2/4/21: AASAC met and discussed barriers to after-school participation. Students from Gifford have to travel and the time they spend on the bus after activities sometimes gets them home late in the afternoon/evening.
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#### Action Step 1.14

Date(s) of African American Achievement Student Council Meetings	2/4/21; 3/18/21
Summary of Needs Assessment Feedback and Modifications for Incorporation into Action Planning	Students shared feedback about ways to improve the involvement of black students in on-campus activities as well as barriers they feel exist. These comments were then shared with Department Chairs. Tutoring is now being offered in the morning as well as after school.

#### Action Steps 1.28 & 1.29

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

\*Attach schedule of events for workshops, website, parent conferences, SAT and ACT information.

\*Attach evidence of information provided at one of the scheduled events.

#### Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Honor Roll (1 <sup>st</sup> 9 Weeks and 2 <sup>nd</sup> 9 Weeks); National Junior Honor Society; Book-A-Day Giveaway (based on the IB Learner Profile Traits (recognizing good character and academic skills				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	1 <sup>st</sup> Q- 126 2 <sup>nd</sup> Q-131 NJHS-34 Book-140	1 <sup>st</sup> Q- 68 2 <sup>nd</sup> Q-79 NJHS-25 Book-96	1 <sup>st</sup> Q- 19 2 <sup>nd</sup> Q-17- NJHS-6 Book-36	1 <sup>st</sup> Q- 2 2 <sup>nd</sup> Q-4 NJHS-1 Book-4	1 <sup>st</sup> Q- 7 <u>222</u> 2 <sup>nd</sup> Q-8 <u>239</u> NJHS-1 <u>67</u> Book-6 <u>282</u>
Total Percentage Breakdown of Participants by Race/Ethnicity	1 <sup>st</sup> Q- 57% 2 <sup>nd</sup> Q-55% NJHS-51% Book-49%	1 <sup>st</sup> Q-31% 2 <sup>nd</sup> Q- 33% NJHS-37% Book-34%	1 <sup>st</sup> Q- 9% 2 <sup>nd</sup> Q- 7% NJHS-9% Book-13%	1 <sup>st</sup> Q- 1% 2 <sup>nd</sup> Q- 2% NJHS-1% Book-1%	1 <sup>st</sup> Q- 3% 2 <sup>nd</sup> Q- 3% NJHS-1% Book-3%

#### Action Step 1.36

	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number of Students in Advanced Coursework by Race/Ethnicity	238	151	56	12	9
Total Percentage Breakdown of Students in Advanced Coursework by Race/Ethnicity	51%	32%	12%	3%	2%
List of Supports Provided to Students Enrolled in Advanced Coursework: Before school, after school, and lunch time tutoring. Biweekly, progress report and report card monitoring by school counselor with academic counseling offered. Peer tutoring.					

**Action Step 2.5**

Timeframe of Reported Out-of-School Suspensions	Average of 5 days
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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
Number of Student Participating in Peer Mentorship Program	5	5

**Action Steps 4.5 & 4.6**

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**

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

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



## Images from Book/Art Club



