



## 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: 3/17/2021 \_\_\_\_\_SS\_\_\_\_\_ (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?)

We have specifically monitored and recruited students from subgroups to participate in extended learning opportunities. We pulled numbers from last year to compare the percentage of minority students in extended-learning opportunities last year (2019-2020) as compared to this year. The schoolwide percentage of minority students is currently 35%. During the 2019-2020 school year, only 17% of students in extended-learning opportunities were minority students. During the current 2020-2021 school year, 39% of students in extended-learning opportunities are minority students. We have over doubled the percentage this school and also exceed our schoolwide percentage.

Also, through specific data analysis, we discovered that to close the achievement gap between White and Black students in ELA to within 1%, we identified 11 students in 3<sup>rd</sup> through 5<sup>th</sup> Grade that are within 10 predicted scale score points needed to score proficient on the Spring FSA. The opportunity to close the achievement gap is achievable! Our Literacy Coach is now working with these specific students in an intervention above and beyond other interventions knowing how close some of our students are to proficiency.



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



**Date of Impact Review:** 3/12/2021  
**School:** Treasure Coast 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	Week of 9/29, 10/20, 1/20, 2/15, 3/8					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	2	17%	4	20%	1	14%

**Action Step 1.5**

Date of Quarterly Review of School Improvement Plan	9/23, 10/23, 12/18, 2/22, 3/10
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)	Monitoring with Strategic Questioning Accountable Talk Marine Science Next Steps

**Action Step 1.25**

Date(s) of Monitoring of Gifted Screenings	9/30, 10/23, 11/17, 1/6, 2/15
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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	2/24 PD on Restorative Practices 3/10 Universal ESOL strategies by level
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Teachers implementing culturally responsive practice during the instructional block and student intervention.



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



**Date of DataCom:** 3/12/2021

**School:** Treasure Coast 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	Week of 9/29, 10/20, 1/20, 2/15, 3/8
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)	Data discussed at Tier 1 and Tier 2 data meetings. Students showing regression discussed and planned, specifically regarding intervention needed in Tier 1 small group remediation, entrance or continuation of Tier 2 intervention, and entrance or continuation of Tier 3 interventions.

**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)	3	43	4	50	3	50



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



**Last Date of Review:** 3/12/2021

**School:** Treasure Coast 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	
Summary of Observation(s)	Walkthroughs conducted, but curriculum does not specifically address dates and times of implementation. Teachers have included African American History teaching into their lesson planning.

**Action Step 1.6**

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Moonshot Moment (Learning Alliance), Title-1 Tutoring, Tutoring, 21 <sup>st</sup> Century, Daisy Hope, GYAC, Boys & Girls Club				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	104	35	28	1	2
Total Percentage Breakdown of Participants by Race/Ethnicity	61%	21%	16%	1%	1%

\*Note: Percentage of minority students in extended learning opportunities exceeds school-wide percentages.

**Action Step 1.11**

Date of Student Committee Meeting	02/02/21
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	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.

**Action Step 1.30**

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	PBIS: Every Friday, Honor Roll: 1 per quarter 10/26, 1/14				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	179	51	31	2	1
Total Percentage Breakdown of Participants by Race/Ethnicity	66%	19%	11%	3%	1%

\*Note: 3<sup>rd</sup> Quarter grades not submitted by due date of this document, so numbers do not reflect 3<sup>rd</sup> Quarter honor roll. All percentages within 2% of each schoolwide average.

**Action Step 2.5**

Timeframe of Reported Out-of-School Suspensions	No OSS for 2020-2021 school year
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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	5	5

**Action Step 4.31**

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