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: 3/18/2021 _____LM_____ (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?)

- Collaborative planning with coaches or admin weekly. We use the 3-5 Grades Unit Assessment Data, ORFs, DIBELS, progress monitoring etc.to create Lesson Plans that all teachers are accountable to uphold and follow, with questions for accountable talk
- Differentiated groups occurring daily and switched as needed-pushing rigor as needed for those who are ready
- Tier 2 groups were restructured in January. Tier 3 groups also occur daily based on threshold numbers given by district at beginning of the school year. The week of March 22-26, we will again look at our Tiered data to see where students need more targeted support.
- We will also continue with our A2 interventions (Kahn Academy math 5th BQ and Legends of Learning bubble 5th grade) , Moonshot Storytime and Tutoring, Audobon, and "Dream Chasers Academy" will continue through April 30th.
- **SIP GOAL #1** Provide appropriate and evidenced-based scaffolds and supports for SWD in Tier 1 instruction to make rigorous standards-based instruction accessible to all learners. Although VBE's other subgroups doubled ELA from 2018 to 2019, our students with disabilities scoring proficiency increased only 4 percentage points which fell below the school growth average, math proficiency for the SWD subgroup was comparable to the overall school growth average, 17% of our SWD subgroup were proficient in science which was 26 percentage points below the proficiency of the total 5th grade. Our SWD subgroup fell below the 41% ESSA threshold. (Staff participated in differentiation training with instructional coaches 2 times this school year. Current Data from Lesson Plan collection reflections: differentiation was evident in 100% of daily lessons and/or formative assessments.

- **SIP GOAL #2** VBE has identified student behavior as an area of focus. Total of 92 Office Discipline referrals in the 19-20 school year (40 were bus referrals). When desegregating the data, 59% of those referrals were for Black students, 35.8% were for White students, and 4% were for Hispanic students. Overall, 25% of students receiving ODRs were SWD. Due to this data and discrepancies between racial groups, VBE will focus on

empowering teachers and students through culturally responsive (diverse) teaching and learning practices coupled with implicit bias professional growth opportunities. To date, we have 27 office discipline referrals – a decrease from the prior year. 70% (down from 91%) of the referrals have been for students with disabilities. In terms of racial / ethnic subgroup, 51% of students are black, 33% are white, 4% are Hispanic, and 11% are multiracial / other. Six students have multiple referrals. To date, we have met our 1st, 2nd, and 3rd quarter goals as established on our SIP: 12 or less ODRs per quarter. However, we are still working to further reduce our Black student referrals to 28% of overall referrals.

- **SIP GOAL #3** Vero Beach Elementary is a Project Based Learning School. Research shows that students participating in the Buck Institute Gold Model outperformed their peers in reading growth and proficiency. In our VBE cohort, students who were in an identified PBL cohort were three times more likely to be proficient in reading than peers in a traditional instructional model (Gil, 2019). Data from this same school report, showed all students in a PBL settings outperformed their peers on I-Ready diagnostic assessments. The subgroup that outperformed all others on this same measure, was Black/African American (by 66 scale points). PBL Training + Planning on Jan. 4th.
    - Each grade level has one project planned for 3rd nine weeks. Project outlines are posted in grade level hallways.

Enrichment Experience	Grade Level(s)	African American	White	Multi-Racial	Hispanic	Other	RESOURCES USED:
RTI Enrichment	K	32% 6/19	42% 8/19	5% 1/19	16% 3/19	5% 1/19	K-1: Geodes / Text Talk
RTI Enrichment	1	29% 4/14	57% 8/14	-	14% 2/14	-	K-1 Geodes / Text Talk
RTI Enrichment	2	29% 7/24	50% 12/24	0	21% 5/24		Project Based Learning from the Buck Institute Model.
RTI Enrichment	3	13% 4/31	61% 19/31	7% 2/31	19% 6/31		Project Based Learning from the Buck Institute Model
RTI Enrichment	4	20% 3/15	60% 9/15	7% 1/15	13% 2/15		Project Based Learning from the Buck Institute Model
RTI Enrichment	5	31% 10/32	38% 12/32	3% 1/32	28% 9/32		Project Based Learning from the Buck Institute Model

- **SIP GOAL #4** Improving structures and routines to facilitate active student response to engage all learners in in rigorous, standards-based instruction. Active student response such as multiple response strategies and accountable talk engage all learners in the thinking and questioning facilitated by the teacher. (Impact Review Data provide below)

Effective Practices K-2	Evident	Partially Evident	Not Evident
Standards-Based Instruction	100%		
Tasks	86%	14%	
Monitoring	57%	43%	
Engagement / Participation	71%	29%	
Culture & Climate	57%	43%	
Differentation	57%	14%	14%
Glows	• Student work and data is displayed in almost all classrooms. • Effective collaborative planning as evidenced by standards-based tasks. • Students on task – working and academically engaged.		
Action Steps	• Use explicit, standards-based academic language. • Students accountable for meaningful center work that they can do independently (differentiated).		

Effective Practices 3-5 ELA	Evident	Partially Evident	Not Evident
Standards-Based Instruction	100%		
Tasks	100%		
Monitoring	43%	43%	14%
Engagement / Participation	57%	43%	
Culture & Climate	100%		
Differentation	57%	43%	
Glows	• Evidence of collaborative planning • Criteria for Success established for students to demonstrate mastery. • Demonstration of Learning tied to item specs in 4th & 5th grade • Collaborative review using iReady interim assessment.		
Action Steps	• Set up walkthroughs for 3rd and 5th grade to observe other classes. • Utilize accountable talk routines and stems.		

Effective Practices Math	Evident	Partially Evident	Not Evident
Standards-Based Instruction	83%	17%	
Tasks	67%	17%	17%
Monitoring	33%	33%	33%
Engagement / Participation	83%	17%	
Culture & Climate	100%		
Differentation	33%	50%	17%
Glows	• Strong standards-based instruction • Increase rigor in tasks • Strong culture & climate		
Action Steps	• Pacing – Could we accelerate this for students? • Structures & routines – planned for? • Tier 3 time: What accountability is there for students?		

- **Bottom Quartile Students**: ELA- 59% of our students in the BQ are predicted to make a learning gain based on all data indicators. MATH- 55% of BQ students are slated to make a learning gain based on all data indicators. Dream Chasers Academy, math A2 interventions, and small groups with instructional coaches will continue through April 30th.

- Next steps:
    1. Continue to monitor student data for regressions and progressions in weekly planning meetings along with Data Chats.
    2. Continue professional learning on multiple response strategies that engage all learners.
    3. Continue to monitor equitable access to extended learning opportunities.
    4. Try to get back 100% of our BQ students.
    5. Continue to monitor referrals to ensure equitable practices are in place at Tier 1.
    6. Continue to monitor that teacher are providing equitable opportunities for all students to engage in learning.

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

Date of Impact Review: 2/23/2021
School: Vero Beach 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	19	22%	24	24%	11	13%

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	☒Yes ☐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)	School wide PBIS Tier 1 increase, instructional focus on differentiation and monitoring student work

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	• 2/9/21: Reviewed current referrals and identified 5 students in need of a full evaluation by school psychologist. • 2/25/21 Our MTSS team participated in an informational session with our school psychologist about Identifying Culturally Diverse Gifted Students and Plan B. The team agreed to review previous evaluations within 1 year to see if other students would qualify based on new criteria. • 2/26/21 Teachers received information regarding identifying culturally diverse gifted students. This resulted in 3 new gifted referrals from teachers. • 3/2/21: Identified 2 students who meet Plan B eligibility requirements and proceed with EP meetings.

Action Step 2.6

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	August 11, 14, 17, 20- Trainings Weekly MTSS meetings, informal classroom walkthroughs (daily)
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Walkthroughs demonstrate the ongoing culturally responsive practices in the classrooms, work on walls, books in classrooms

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

Date of DataCom: 3/12/2021
School: Vero Beach 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	1/14/2021 (3rd and 4th grade), 1/15/2021 (5th Grade), 1/19/2021 (2nd grade) 1/21/2021 (Data Com), 2/4/2021 (kinder), 2/5/2021 (1st grade), Weekly Leadership meetings every Tuesday
Review Conducted of Academic Performance & Regression of African American Students	☒Yes ☐No
Summary of Action Steps / Plan based upon Review of Performance & Regression of African American Students (based upon District & School Level Reviews)	During Leadership Meetings, the team discusses student data and those students either regressing or making appropriate progress. Students dosage or intervention is changed based on their individual needs. Students are invited to in-school and after interventions/enrichment experiences to meet their needs.

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	1	5%	4	15%	7	21%

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

Last Date of Review: 3/18/2021
School: Vero Beach 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	2/8, 2/19
Summary of Observation(s)	Students participated in Black History Month by recognizing achievements of various historical figures. These were displayed on doors throughout the school and on the daily morning announcements.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Moonshot Academy, Dream Chasers, Tribal Phonics, Audubon Advocates				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	48	40	33	1	2
Total Percentage Breakdown of Participants by Race/Ethnicity	39%	32%	27%	2%	<1%

*Evidence of extended learning rosters attached.

Action Step 1.11

Date of Student Committee Meeting	2/2/21
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).	Positive Principal Referrals – YTD; Pride of the Tribe – February				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity – **Positive Principal Referrals**	23	15	13	4	-
Total Percentage Breakdown of Participants by Race/Ethnicity – **Positive Principal Referrals**	42%	27%	24%	7%	-
Total Number Breakdown of Participants by Race/Ethnicity – **Pride of the Tribe**	61	54	50	6	2
Total Percentage Breakdown of Participants by Race/Ethnicity – **Pride of the Tribe**	35%	31%	29%	3%	1%

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	

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	26	26

Action Step 4.31

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	3	0

Teacher: Wauters	Dates:									
Student Names:	1/26/2021	1/28/2021	2/2/2021	2/4/2021	2/9/2021	2/11/2021	2/16/2021	2/18/2021	2/23/2021	2/25/2021
[redacted]	P	P	P	P	P	P	P	X	X	X
	P	P	P	X	X	X	X	P	P	P
	P	P	P	P	P	P	P	P	P	P
	X	P	P	P	P	LE	P	P	X	X
	P	P	P	P	P	P	P	P	P	P
	X	P	P	P	P	P	P	P	P	X
	P	P	P	P	P	LE	P	P	P	P
	-	-	-	-	-	-	-	-	-	P
	P	P	P	P	P	P	P	P	P	P

3/2/2021	3/4/2021	3/9/2021	3/11/2021	3/16/2021	3/18/2021	3/30/2021	4/1/2021	4/6/2021	4/8/2021	4/13/2021	4/15/2021	4/20/2021
P	P											
P	P											
P	P											
P	P											
P	P											
P	P											
P	P											
P	P											
P	P											

[redacted]

	2/16	2/17	2/21	2/22	3/1	3/2	3/4		
[redacted]	✓	✓	✓	✓	✓	✓	✓		
	✓	A	✓	✓	✓	✓	✓		
	✓	✓	✓	✓	A	✓	✓		
	✓	✓	✓	✓	A	✓	✓		
	✓	✓	✓	✓	✓	✓	A		

[redacted]

[redacted]									

[redacted]

[redacted]									

Teacher: Sims Canevin	2/17/2021	2/18/2021	2/22/2021	2/23/2021	2/25/2021
Student Names:					
[redacted]					
	3/1/2021	3/2/2021	3/3/2021	3/4/2021	
[redacted]	✓	✓	✓	✓	
	✓	✓	✗	✓	
	✓	✓	✗	✓	
	✓	✓	✓	✓	
	✓	✓	✓	✓	
	✓	✓	✓	✓	
	✓	✓	✓	✓	
	✓	✓	✓	✓	
	✓	✓	✓	✗	

Student Name	ID	Response	Dismissal	20-Jan	25-Jan	1-Feb	3-Feb	8-Feb	10-Feb	UA 5	17-Feb	22-Feb	1-Mar	3-Mar	8-Mar	10-Mar	15-Mar	12-Apr	14-Apr	19-Apr	26-Apr	27-Apr
[redacted]		Y	CAR	P						70	P	P	P	a								
													A	A								
		Y	BUS	P							a	P	P	P								
		Y	BUS					P	P	90	P	P	P	P								
										90		A	P	P								
		Y	BUS	P						70	P	P	a	a								
		Y	BUS	P							P	P	P	P								
		Y	CAR	P						80	P	P	P	P								
		Y	CAR	P						90	P	P	P	P								
			Extended Day											P								
											P	P	P	P								
		Y	Bus	P	P	x	x			50	P	P	P	P								
		Y	BUS	P	P	P	P	P	P	70	P	P	P	P								
										70												
		Y	ED	*	*	P	P	P	P	40	A	P	P	P								
		Y	BUS	*	P	P	P	P	P	70	P	P	P	P								
		N	-																			
		Y	CAR	x	x	x	P		P	60	A	P	P	P								
		Y	CAR	P						80	P	P	P	P								
		Y	CAR	P						80	P	P	P	P								
		Y	CAR			P	P	P	P	40	P	P	P	P								
		Y	CAR	P						80	P		P	P								
		Y	CAR	P						60	P	P	P	P								
		Y	CAR	x	P		A	P	P	100	P	A	A	A								
		Y	BUS	P		P	P	P	P	80	P	A	P	A								
		Y	CAR			P	P		P	60	P	P	P	P								
		Y	CAR	A						50	P	P	P	P								

P= Present
x= Absent

Student Roster

Student Name	Assignment 3|2	3|4
[redacted]	✓	✓
	✓	✓
	✓	✓

Vero Beach Dream Chasers
Afterschool Program

Benson

Student's Name	Race/Ethnicity	ID#	Teacher	Car/Bus	Contact
[redacted]	white	[redacted]	Boarchardt		message
	black		Redstone	Bus	spoke mom
	hispanic		Grantham		message
	white		Reed	After Care	spoke to dad
	white		Reed	Bus	
	white		Grantham	Car Pick	spoke to dad

Vero Beach Dream Chasers
Afterschool Program | Barth | Tues, Wed, Thurs

Student's Name	Race/Ethnicity	ID#	Teacher	Car/Bus
[redacted]	Hispanic	[redacted]	Jackson	Bus
	Black		Canevari	Bus
	Black		Sims	Bus
	White		Sims	Car
	Hispanic		Pound	Car

Vero Beach Dream Chasers

Afterschool Prgram Tues + Thurs

Student's Name	Race/Ethnicity	ID#	Teacher	Car/Bus
[redacted]	White	[redacted]	Jackson	car

Vero Beach Dream Chasers
Afterschool Program Tues, Wed, Thur, ~~Fri~~

Student's Name	Race/Ethnicity	ID#	Teacher	Car/Bus
[redacted]	Hispanic	[redacted]	Pound	Car
	Hispanic		Pound	Car
	Black		Pound	Car

Vero Beach Dream Chasers

Afterschool Program

Student's Name	Race/Ethnicity	ID#	Teacher	Car/Bus
[redacted]	Hispanic	[redacted]	Pound	Car
	Black		Pound	Car
	Black		Pound	Car
	Hispanic		Pound	Car
	Black		Pound	Car
	Hispanic		Pound	Car

Vero Beach Dream Chasers

Afterschool Program Tues, Wed. Thurs

Student's Name	Race/Ethnicity	ID#	Teacher	Car/Bus
[redacted]	black	[redacted]	Blue	bus

Vero Beach Dream Chasers

Afterschool Prgram Mon + Wed

Student's Name	Race/Ethnicity	ID#	Teacher	Car/Bus
[redacted]	Black & White		Gonzalez	Car
	White		Gonzalez	Car

Vero Beach Dream Chasers

Afterschool Program ~ Mosher (Mondays)

Student's Name	Race/Ethnicity	ID#	Teacher	Car/Bus
[redacted]	hispanic	[redacted]	Mosher	car
	black		Mosher	car
	hispanic		Mosher	car
	white non hispanic		Mosher	car

Vero Beach Dream Chasers
Afterschool Prgram

Monday

Student's Name	Race/Ethnicity	ID#	Teacher	Car/Bus
[redacted]	Hispanic	[redacted]	Kachele	Bus
	Africian American		Kachele	Bus
	African American		Kachele	Car
	Asian		Kachele	Car
			Kachele	