



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.

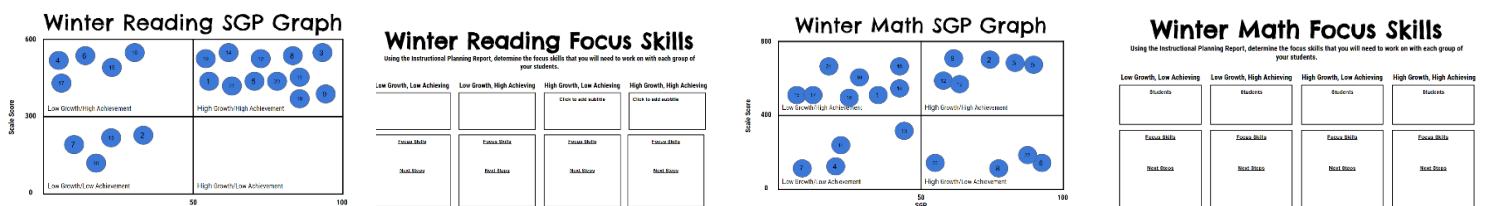
These assurances have been reviewed and verified on: 3/9/2021 _____CR_____ (initials)

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?)

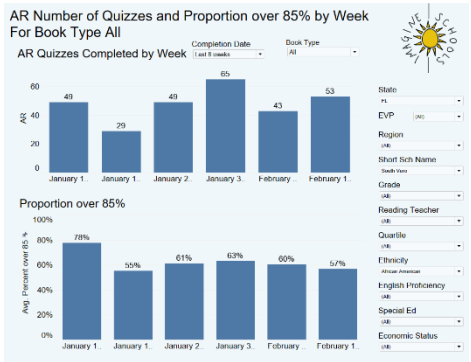
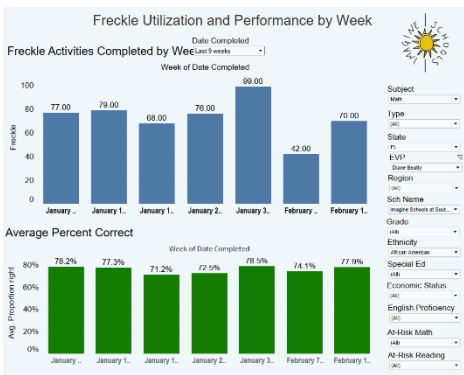
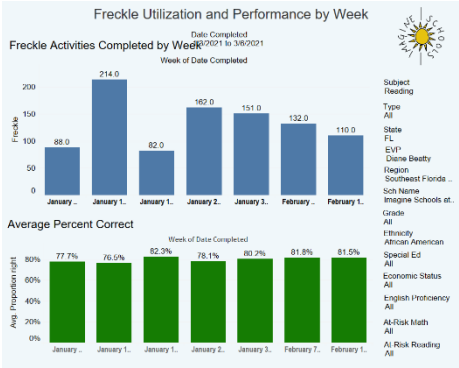
Imagine South Vero teachers engaged in data chats with the leadership team the week of 1/18/21-1/22/21. During that time, teachers looked at the student growth percentile (SGP) for each student. Furthermore, they used STAR reading and math instructional planning and focus skills reports to determine the specific skills each student needed support with and their next steps for each student. Teachers assigned targeted practice for the identified skills on Freckle. Additionally, they sent home parent letters so students can use this program at home for practice too. Based on the January STAR data, teachers set new AR goals for students.

Data Chat Teacher Interactive Notebook Slides



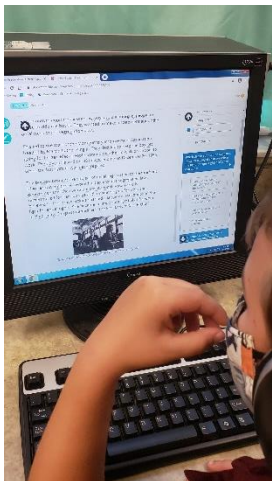
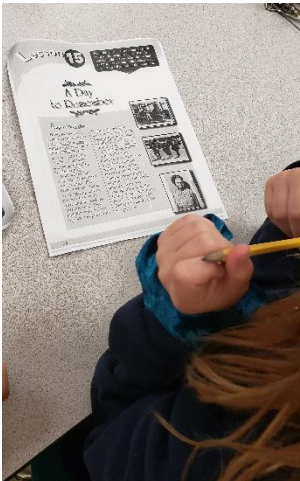
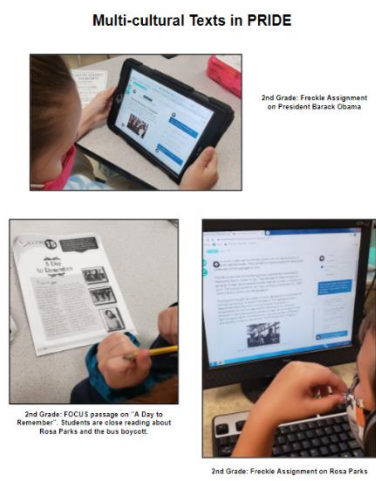
The below graphs show Freckle utilization and performance from January 1st to February 28th for African American students in Reading and Math. Furthermore, the AR graphs indicate the number of quizzes and proportion correct for all African American students in each grade level. The below data shows that students in this subgroup are utilizing the program and performing well on the targeted practice that has been assigned. Teachers will continue to use their data to determine the targeted practice needed for each student. They will also print and utilize the activities in the

instructional planning reports to support these students in small group for reading and math. Next steps are to conference with students weekly to ensure students are reading within their ZPD level, maintaining a steady pace, and passing AR quizzes with at least 85% correct.



Open enrollment for Imagine South Vero began on February 1, 2021. All applications are due by March 17th. The school lottery will take place during the week of March 29, 2021.

Although students are learning about African American history throughout the school year based on their curriculum maps and African American Matrix, each grade level purposefully developed plans for students to participate in Black History Month. The below pictures highlight some of the lessons and activities students participated in.



Multimedia Presentation

Exploring the importance of different mediums in presenting information and building knowledge.

Slide 4: Anabelle, Ella, Alexx, Tyler

Slide 5: Abs, M. Jazz So Fye, Kait

Slide 6: Ellie, Shylin, Kim UD + Kim

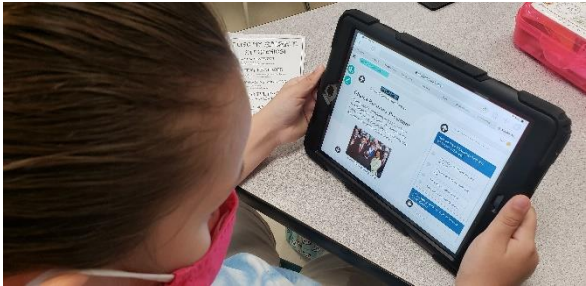
Slide 7: Soph, Kenz, Nate, & Dom

Slide 8: Virginia, Hrony Hannah, Simon.

Directions:

On your assigned slide, you and your partner will do the following:

- Provide information about your artifacts definition, context, and value
- Provide a definition of placard such as a small poster or sign put on public display. The placard is like a caption BUT WITH MORE ELABORATION.
- Use the following questions to guide the composition of your placard:
 - What is the artifact?
 - What context can you provide for this artifact?
 - How does this artifact add to your understanding of Claudette Colvin's motivations?
- Self-Assess your presentation.



Cornbread & The Unlikely Beginnings of Modern Graffiti Art

In 1965, Darryl "Cornbread" McCray, now widely considered the world's first modern graffiti artist, was a 12-year-old troublemaker housed at Philadelphia's Youth Development Center (YDC).

As you may have guessed, McCray loved cornbread. He loved it so much, in fact, that the YDC's cooks nicknamed him "Cornbread" when he would not stop pestering them to make him the cornmeal quick bread he'd grown up eating with his grandmother.



- African Art Article Quiz**
- Name _____ Period _____
- What are two ways that an African tribal artist can learn his craft?
 - It can be learned by either being an apprentice in a workshop or getting the skills passed down from his father.
 - The artist holds a respected position in society. What are the works of art typically used for?
 - They are typically used in ritual ceremonies.
 - Why is art without a spiritual value considered only craftsmanship?
 - Its unable to communicate the elevated emotions that are born from mystical inspiration.
 - What modern art styles were influenced by tribal art?
 - Cubism, fauvism, and expressionism are the modern art styles influenced.
 - What has changed about the purpose of the traditional African art?
 - The techniques used seemed overworked. They decided to draw on images from other cultures.
 - What specific artists were influenced by African art?
 - Pablo Picasso and Andre Derain were influenced by the African art.
 - Describe how African masks were designed to be viewed?
 - They were designed to be viewed as a powerful and expressive element.
 - Describe how the idea of a bond with nature is important in African art.
 - The idea of a bond with nature is important because the tree used was asked for its permission to cut into it.
 - What were the traditional masks made out of?
 - They were made out of trees.
 - Why is wood one of the primary materials in which masks are made?

Compelling Question of the Inquiry: How should we interpret the implementation of "All Men Created Equal" historically?

Blacks and The Constitution Document Set Reading Guide

Directions:

- Read the supporting question.
- Follow the highlighting directions (yellow, blue, purple) to find supporting evidence.
- Read each document that relates to the supporting question.
- After reading this document set, complete the activity in this checkpoint.

Supporting Question: How should we interpret the status of blacks at the time of the Constitution's creation?

Highlighting Directions: As you are reading each document, highlight evidence about Blacks' status, which will help you complete the graphic organizer in order to answer the supporting question.

- Highlight evidence specific to black rights with yellow
- Highlight evidence related to equality with blue
- Highlight evidence that shows a comparison to a different group with purple

Document A

Origin of Source Document: "Slavery, The Constitution, and a Lasting Legacy" <https://www.montpelier.org/research/constitution-slavery-slavery>

Context: Montpelier.org is an organization that serves as "A memorial to James Madison and the Enslaved Community, a museum of American history, and a center for constitutional education that engages the public with the enduring legacy of Madison's most powerful idea: government by the people." The location itself is a historic landmark and the organization makes educational resources related to the topics listed in their description.

Source Document:

The U.S. Constitution opens with a message of **inclusivity**, establishing "justice" and ensuring "domestic tranquility" for the people. However, it's what the famous preamble—and, indeed, the rest of the document—doesn't address that's more telling. The Constitution's authors wrote out their **real** distinction between person and property, and in doing so, they ultimately precluded one of history's most oppressive institutions.

The admission of slavery in the Constitution is one of the great paradoxes of our Founding Era. The founders were revolutionary thinkers who created what would become the first successful functioning government by the people. That same government, then, did so many brilliant things (it brought so many more people individual rights on one hand; then, on another, allow human beings to be reduced to chattel).

The answer lies in the idea of **compromise**: the founders compromised their morals (many were recorded as being opposed to slavery), and power (in some cases, states voted for slaveholding candidates in order to ensure the Constitution would be ratified), in the name of economics. Slavery, when all was said and done, was both profitable and convenient for many white Americans—and not just in the South.

Three clauses relating to slavery did make it into the final draft of the Constitution, all after varied amounts of debate and compromise during the Constitutional Convention in 1787.

Guiding Notes/Questions:

Imagine South Vero began softball, baseball, and track in the month of February. Tryouts were open to any student who was interested in trying out. The below shows the breakdown of each ethnicity group.

Club/Sport	White	Hispanic	Black/African American	Multiracial	Asian	American Indian	Pacific Islander
Softball	12			1			
Track	23	1	5				
Baseball	15		1				



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



Date of Impact Review: 3/2/2021

School: Imagine South Vero

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 9/21-9/25 2020 Week of 11/16-10/20 2020 Week of 1/18-1/22 2021 Week of 3/1-3/5 2021					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	0	0	0	0	1	0.01

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?	<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)	School Improvement goals were reviewed after grade level data chats. Teachers are using student data to provide targeted practice and support through the use of Freckle and resources provided in STAR Instructional and Focus Skills reports.

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	We do not currently have any gifted screenings.
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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	9/29/20, 11/19/20, 1/4/21, 3/24/21
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Attendance, behavior, and STAR Reading & Math data was analyzed. At this time, there are no concerns. Tier 1 instruction and supports will continue to be monitored.



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



Date of Impact Review: 3/2/2021

School: Imagine South Vero

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 9/21-9/25 2020 Week of 11/16-10/20 2020 Week of 1/18-1/22 2021 Week of 3/1-3/5 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)	Targeted intervention using the Instructional Planning and Focus Skills reports in Renaissance will continue to be used. Progress monitoring data will continue to be tracked and monitored. Students are tracking their data as well in their student data notebook. Parent-Teacher conferences were conducted in the month of February with each parent.

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	13	2	33	0	0



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



Date of Impact Review: 3/2/2021

School: Imagine South Vero

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	The principal and assistant principal conducted walk-throughs during reading and social studies to look for evidence of African American History teachings. Furthermore, we reviewed lesson plans prior to our visits to ensure lessons were being taught with fidelity and addressed the standard(s) appropriately.
Summary of Observation(s)	Walkthrough data indicated that 95% of teachers were teaching or had evidence of teaching the lesson identified in their lesson plans.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Imagine South Vero does not currently offer any ELO's.				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity					
Total Percentage Breakdown of Participants by Race/Ethnicity					

Action Step 1.11

Date of Student Committee Meeting	2/4/21
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	Physical Education coaches met with students to discuss after school sports opportunities.

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Imagine South Vero has held character ceremonies for the following character pillars of: respect, fairness, trustworthy, citizenship, and caring.				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	268	40	13	0	0
Total Percentage Breakdown of Participants by Race/Ethnicity	83%	12%	4%	0	0

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	NA
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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	NA	NA

Our school peer mentorship program is not currently in progress due to COVID-19. Given that circumstances improve, the program will reconvene in the 2021-2022 school year.

Action Step 4.31

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

All support staff are certified.