



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 _____BD_____ (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?)

During the time period of January 1 through today (March 8) we have worked on a number of areas that are part of the AAAP. This is the time of year that we are planning for next school year. We will have our lottery for student enrollment at the end of this week so we have been recruiting by advertising at all elementary schools that potentially feed into SCJH. We are also planning for the hiring of teachers we may need for next school year.

Aside from the planning for next year, this time period also is a great time of preparation for our current students in regard to state testing and completing their curriculum in our courses so we continue to offer the students tutoring after school three days per week. Another opportunity for our students to seek assistance is during their WIN (What I Need) period that we have at the end of each day for 30 minutes.

We just completed our third round of NWEA testing so our students in math, reading, and language arts. The staff will now analyze the data, share it with students, and develop plans to meet the needs of students for the fourth quarter. If class changes for extra assistance need to happen, that will be determined based upon that data and third quarter report cards.

In an effort to recruit students from all demographics we were able to share enrollment fliers at our local elementary schools. District principals graciously allowed me to send them an electronic copy they sent home for families and a couple needed hard copies to distribute so we got those to them. Mr. Tony Brown also took hard copies to be distributed at the Gifford Youth Activity Center.

On February 10 two representatives of our local (and state) NAACP were kind enough to visit SCJH to discuss our AAAP. Mr. Tony Brown and Mr. Donald Hart met with me and toured the school. It was a great opportunity to discuss our plan and seek guidance from them. They offered their assistance in helping us achieve our goals. As I mentioned, Mr. Brown took some brochures for prospective students. Mr. Hart is partnering with SCJH for a mentorship program. We will also be posting open teaching positions

with their assistance to expand our reach for recruitment. Those are only a few of the highlights from an outstanding meeting. Their willingness to seek solutions and provide support is amazing.



SDIRC School Data Chats & Impact Reviews – Secondary

Component: African American Achievement Plan 2020 - 2021



Date of Impact Review: 3/18/2021

School: Sebastian Charter Junior High School

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	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input 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)	

Action Step 1.15

Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments	Completed at monthly faculty meetings
Standards Identified in Need of Re-Teaching	
Recommended Strategies	We use our WIN period and after school tutoring for re-teaching to individuals

Action Step 1.17

List of After School / Extended Learning Opportunities Offered to Improve Graduation Rates	We have weekly tutoring in all of our core subject areas after school. We also offer clubs such as running, gaming, and micro-greens.
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Action Step 1.18

	White		Black	
	#	%	#	%
Course Recovery – Behind in Credits	0			0
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	N/A
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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	
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	



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



Date of DataCom: 3/18/2021

School: Sebastian Charter Junior High School

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	Monthly faculty meetings
District Review Conducted of Academic Performance, Progress (e.g., course failures, concordant scores, GPA, advanced coursework) & Regression of African American Students	<input 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)	

Action Step 1.38 Our next assessment is scheduled for the end of March, so we have no new data at this time.

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)						

Action Steps 1.20, & 1.23

Date(s) of School Level Review of Student Progress Towards Graduation	NA
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: 3/18/2021

School: Sebastian Charter Junior High School

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	
Summary of Observation(s)	

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Tutoring after school is for all students- we offer tutoring three days per week for the four core subjects and is open to all students.				
	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	
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	

Action Step 1.14

Date(s) of African American Achievement Student Council Meetings	
Summary of Needs Assessment Feedback and Modifications for Incorporation into Action Planning	

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).					
Student of the Month	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	5		1		
Total Percentage Breakdown of Participants by Race/Ethnicity					

Action Step 1.36

	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number of Students in Advanced Coursework by Race/Ethnicity	112	13	14		15
Total Percentage Breakdown of Students in Advanced Coursework by Race/Ethnicity					
List of Supports Provided to Students Enrolled in Advanced Coursework: Tutoring after school for all students. WIN period 30 minutes every day. Students may go to any teacher for assistance The above numbers are from the 8 advanced courses offered at SCJH. Some students are in multiple advanced classes.					

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	1
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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	1 from SRHS	1

Action Steps 4.5 & 4.6

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

Action Step 4.30

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

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