



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: 5/27/2021 _____ (initials)

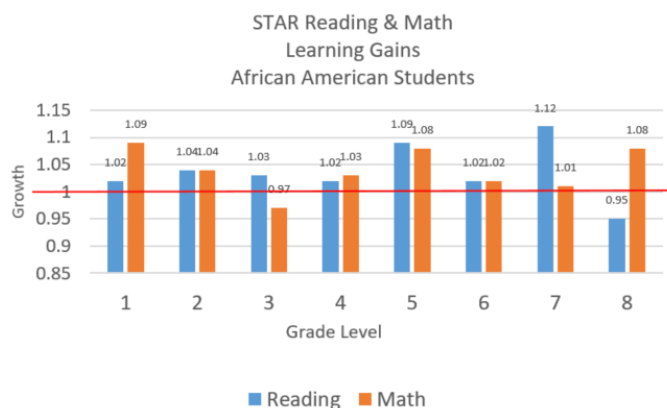
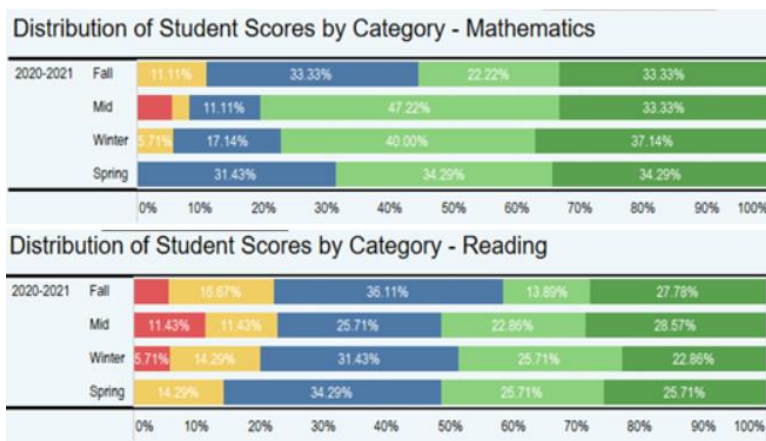
Quarterly Reflection

(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 just finished administering the final STAR assessment in Reading and Math. End of the year data chats were conducted with each grade level team. Data chats were focused on student proficiency, SGP, and learning gains. During this time, we also looked at demographic data.

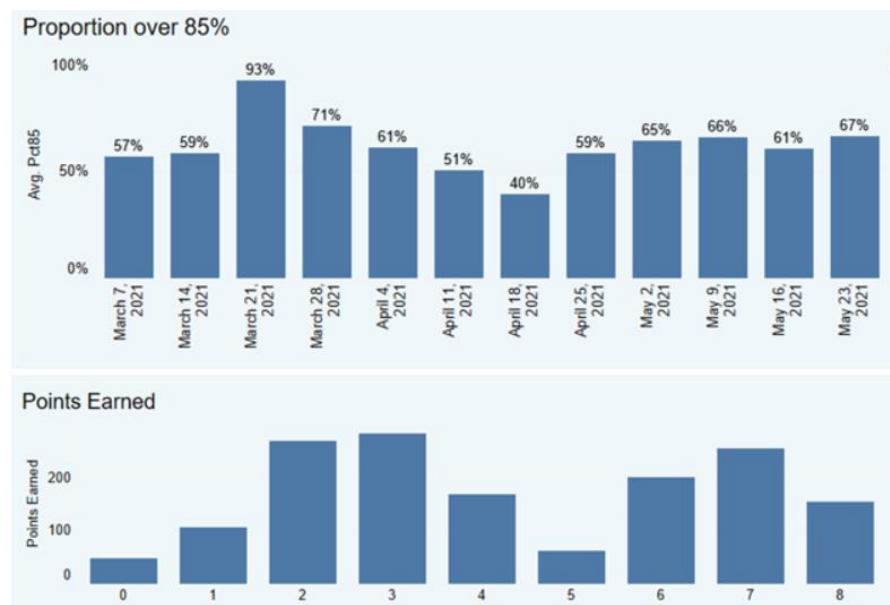
The below data shows the percent of African American students in each category: urgent intervention, intervention, on watch, benchmark, and advanced for each testing window. The data shows movement in each category from the fall to the spring in both Reading and Math. The percent of students in the urgent intervention and intervention categories decreased in reading. The percent of students in the urgent intervention group decreased in math. Learning gains for our African American students is 1.03 in Reading and 1.03 in Math. Learning gains by grade level are displayed below. The school goal is 1.04 for both Reading & Math.

Math & Reading STAR DATA



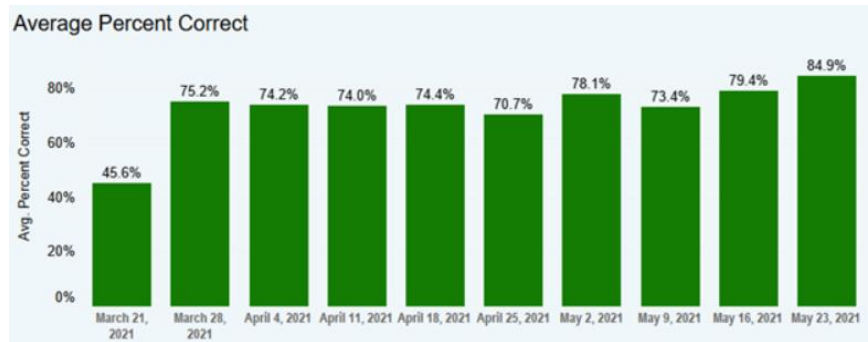
Accelerated reading student data shows growth from the fall to the spring in the percent correct on accelerated reading tests. This is due to teacher led conferences on student data, setting attainable goals consistent with students ZPD, and constant communication with families.

Accelerated Reading Data



Freckle Data shows an increase from February on reading and math practice based on specific skills determined by STAR Reading and Math. Accelerated Reader and Freckle will be available for students to utilize throughout the summer months. Furthermore, students will have access to a summer learning website where they will be able to use a variety of educational websites, tasks, enrichment, and more.

Freckle Data





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



Date of Impact Review: 5/27/2021

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 Week of 5/24-5/28/2021					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	0	0	2	0.022	1	0.011

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	Add CLR Dates
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>ISV's leadership team met with Imagine Schools region team to complete the evaluate section in the school improvement plan to determine if the established goals were met and next steps. Based on the review and analysis of data, African American students made adequate progress. They didn't reach out goal of 1.04 learning gains, but did make over a year's growth in both Reading and Math. The school will continue its efforts in data driven instruction to ensure every student is receiving individualized targeted instruction and interventions and/or enrichment. State assessment data will be broken down and analyzed to determine the proficiency level and learning gains on all state assessments. Imagine South Vero's culture and climate data indicates a 94% agreement rate for school culture and climate survey items measured by the Imagine Schools student, staff, and family surveys.</p>

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	NA
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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, 5/24-5/28/21
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	<p>During problem-solving meetings, STAR Reading & Math data were analyzed. Additional data was used to look at the progress of students in the MTSS process. Based on this data, the committee determined if students in the MTSS process could be dismissed or would continue with a progress monitoring plan. Grade level teams will be meeting at the beginning of summer to engage in a deep dive of our curriculum and determine action steps to strengthen culturally responsive practices with curriculum, classroom environment, and classroom management.</p>



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

Date of DataCom: 5/27/2021

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 Week of 5/24-5/28/21
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)	ISV's leadership team met with Imagine Schools region team to complete the evaluate section in the school improvement plan to determine if the established goals were met and next steps. Based on the review and analysis of data, African American students made adequate progress. The school will continue its efforts in data driven instruction to ensure every student is receiving individualized targeted instruction and interventions and/or enrichment. State assessment data will be broken down and analyzed to determine the proficiency level and learning gains on all state assessments. Imagine South Vero's culture and climate data indicates a 94% agreement rate for school culture and climate survey items as measured by the Imagine Schools student, staff, and family surveys.

Action Step 1.38

	Third		Fourth		Fifth	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA)	2	0.023	1	0.009	1	0.008



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



Last Date of Review: 5/27/2021

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	Formal observations were conducted from March to May.
Summary of Observation(s)	Based on the African American History Lesson Ideas & Curriculum Matrix we established in the fall, teachers were purposefully integrating lessons into instruction. During our summer collaborative planning session with teachers, we will revisit this matrix and analyze its alignment with our curriculum to determine next steps.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	School-wide intervention (PRIDE Time) takes place each day. During this time, students receive targeted instruction based on their identified need using STAR Reading & Math data. Testing grades provided boot camps in preparation for state assessments.				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	696	81	46	13	19
Total Percentage Breakdown of Participants by Race/Ethnicity	0.81	0.09	0.05	0.02	0.02

*Attach evidence of a parent work or extended learning activity for students (including Extended Day Program & Moonshot)

Action Step 1.11

Date of Student Committee Meeting	4/16/21
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	ISV's PE coaches and athletic director held a meeting to all students interested in trying out for co-ed flag football. Due to COVID-19, extracurricular activities have decreased. We look forward to strengthening this area in the 2021-2022 school year.

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Honor Roll, Character Ceremonies, Imagine Schools National Essay Contest				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	325	55	32	2	5
Total Percentage Breakdown of Participants by Race/Ethnicity	0.38	0.06	0.03	0.002	0.006

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	
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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	0	0

Our school peer mentor program will resume 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	0	0

1.6 Evidence



All ISV 7th Grade students are invited to attend Mrs. Powell's Civics Boot Camp.

2:45 - 3:45pm
Multipurpose Room
***Snack will be provided.**

Students are encouraged to attend **ALL** Civics Boot Camp dates. However, in order to participate in any of the sessions, students MUST attend Session 1. Students will receive 10 extra credit points for each session they attend AND actively participate (possible 110 extra credit points!).

Session 1	Tuesday, April 6, 2021
Session 2	Tuesday, April 13, 2021
Session 3	Thursday, April 15, 2021
Session 4	Tuesday, April 20, 2021
Session 5	Thursday, April 22, 2021
Session 6	Tuesday, April 27, 2021
Session 7	Thursday, April 29, 2021
Session 8	Tuesday, May 4, 2021
Session 9	Thursday, May 6, 2021
Session 10	Tuesday, May 11, 2021
Session 11	Thursday, May 13, 2021
CIVICS EOC Test Date - Tuesday, May 18, 2021	

If you have any questions or would like to provide snacks for the group, please contact Mrs. Powell at anne.powell@imageschools.org.

Tool Time with Mrs. Pickerill



I would love to have the opportunity to spend a little extra time with your child to work on Reading. We will meet on the following Thursdays from 3:00 – 3:45. I will be reinforcing reading strategies that we are currently working on and have already taught. I am offering these services for free, but ask that you send in snacks and juice boxes for you to share with the small group of students that I will be working on.

Mark your calendar with the following dates:

3/4, 3/11, 3/18, 4/1

Please fill out the bottom portion of this page and return no later than Monday, February 3rd.

Thanks so much and I look forward to meeting with your child each week!

Mrs. Pickerill©

I give my child _____ permission to stay afterschool for Tool Time with Mrs. Pickerill on Thursdays. Please select one of the following:

_____ I will pick up my child in the front office at 3:45.

_____ My child will need to go to aftercare at 3:45.

Parent Signature: _____

Keep your brain healthy over summer break!

Imagine Schools Summer Learning

Building Minds, Inspiring Character

Take some time over the summer to rejuvenate for a new school year, when you are ready to explore academic and character building activities click the links below to implement summer learning with your family to stay active and engaged.

Reading
 Math
 Writing
 Thinking

Family BINGO Board!

Complete a square in each column at anytime! "Bingo Challenge" Complete the entire board!

Go for a walk around your neighborhood together.	Play a board game or card game.	Read one with family members.	Take pictures around your neighborhood.	Make popcorn and have a movie night.
Make or bake something new together.	Read a color game that you can play together.	Read a theme project to work on.	Break out the arts and crafts.	Work on a puzzle or crossword together.
Teach each other a skill that you know.	Write a letter to a friend or family member for any reason.	Keep a journal to write about your summer days.	Watch a documentary together.	Show something new that you've learned over the past few weeks.
Make a family bucket list together.	Have a day of nothing together.	Read together.	Talk about what you helped today.	Think about a way to make a change in the future.

Summer learning is important for students' continued growth. Every student can experience summer learning loss when learning is not purposefully engaged in, daily.

THE FACTS ON SUMMER LEARNING LOSS

The equivalent of one month of learning is lost after summer vacation.

2.6 months of math skills are lost over the summer.

2 months of reading are lost over the summer.

6 weeks are spent re-learning old material in the fall to make up for summer learning loss.

This summer keep learning with the Imagine Schools Extended Learning website:

<https://sites.google.com/imageschoolsoutgroup.org/imageschoolsoutgroup.org/home>

SUMMER READING CHALLENGE

Imagine Schools challenges all students to read over the summer to complete their Summer AR Goal. Use the reading calendars attached to record your daily reading or practice on Freckle. All students who meet their AR Goal will receive a special reward!

For online reading options use Imagine Schools' Summer Learning website

Daily Questions to consider discussing as a family each day:

- What am I grateful for today?
- What beauty am I creating, cultivating, or seeing in today?
- What did I learn today?