



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 ____DB____ (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?)

The African-American Achievement Plan for the month of May has been a steady progress toward meeting our goals. We currently have 22 African-American students enrolled on our campus who have been a part of our many programs on campus. The areas that we will continue to improve upon our average daily attendance rate, quarterly grades and disciplinary issues. Our African-American Achievement plan is well-rooted in middle and high school performance data on the FSA and EOC testing subjects which will increase our efforts to offer interventions in the classroom. Overall we are encouraged by the decrease in office discipline referrals by 50% (post COVID-19). We will continue to focus our attention on the Blended Learning Model of instruction, which will encompass our Culturally Responsive Teaching in the Classroom strategic model.



SDIRC School Data Chats & Impact Reviews – Secondary

Component: African American Achievement Plan 2020 - 2021



Date of Impact Review: 3/8/2021

School: Alternative Center for Education

Action Steps: 1.5, 1.15, 1.17, 1.18, 1.22, 1.33, 2.6

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	4/8/2021
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>According to our Impact Review sessions we have place the following action steps in place to address the needs of our African-American students.</p> <ul style="list-style-type: none"> • Data-driven MTSS meeting that address each African-American students academic and behavioral needs and progress. • Student-driven lessons that encourage a high-level of engagement. • Differentiated instructional materials that address each child's academic needs. • Standard-driven instruction is aligned to the daily task. • Teaching strategies are consistent with Culturally Responsive Teaching professional development.

Action Step 1.11

Methodology and documentation of equitable participation in extracurricular activities	Due to the ACE being a placement solution for suspended and expelled students, no extracurricular activities are offered.
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*Attach extracurricular activity rosters (sports, clubs, etc.) by race/ethnicity.

Action Step 1.14

Summary of meetings with the African American Student Council to identify opportunities for improvement and monitor progress of African American students, collected feedback from the meetings and any modifications to the school-site plan	On May 25 th the sponsor and I met with our African-Americans student council to close out the year with a recap of their accomplishments and things we will continue to focus on in the up coming school year. We were able to receive feedback from each student to understand their specific areas of interest and disinterest. The collection of data will be shared with our faculty and staff for review.
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*Attach meeting agendas, rosters, etc.

Action Step 1.15

Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments	Most recent date: 4/29/21
Standards Identified in Need of Re-Teaching	<p>MAFS.7.SP.3.8b</p> <p>MAFS.912.S-ID.3.9 Distinguish between correlation and causation.</p> <p>MAFS.912.G-MG.1.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).</p>
Recommended Strategies	In order to improve comprehension of the above standards, students will receive pull-out interventions, small group instruction, i-Ready supplemental lessons and have access to after-school tutoring.

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Action Step 1.17

List of After School / Extended Learning Opportunities Offered to Improve Graduation Rates	After-school tutoring Staff mentorship
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Action Step 1.18

	White		Black	
	#	%	#	%
Course Recovery – Behind in Credits	3	100%	27	96%
Course Recovery – Student Participating in Course Recovery	3	100%	27	96%
Course Recovery – Eligible Students Enrolled	3	100%	27	96%

Action Step 1.22

Date of Reviews of School Counselor Contacts with African American Students Off-Track for Graduation	1/15/21, 4/28, 1/14, 2/17, 2/19, 3/21, 5/3
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Action Step 1.33

Summary of summer programs developed to support and prepare African American secondary students for advanced courses	Summer school is being offered with Edgenuity as the primary platform for learning. Students are able to enroll in advanced coursework via Edgenuity.			
Number and percent of students enrolled in advanced coursework summer programs	White		Black	
	#	%	#	%
	0	0%	0	0%

Action Step 2.6

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	4/20, 4/27 & 5/4
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	The MTSS uses the problem-solving approach to determine the academic and behaviorally needs of our African-American students. All CRT strategies are taken into account as teachers introduce lessons and activities that elicit a positive school environment. Our structured approach has been the main product of our Tier 1 framework to address the social emotional learning components that emphasize self-care and the well-being of others.



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



Date of DataCom: 1/21/2021

School: Alternative Center for Education

Action Steps: 1.12, 1.16, 1.19, 1.20, 1.22, 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	4/15/2021
District Review Conducted of Academic Performance, Progress (e.g., course failures, concordant scores, GPA, advanced coursework) & Regression of African American Students	<input checked="" 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)	<ul style="list-style-type: none"> • The ACE staff have identified our lower quartile students in Math & ELA through our MTSS & DATA CHAT meetings to problem solve. • The MTSS team are currently holding telephone conferences with parents about their child's academic and behavioral progress. • The Principal has designated one of his ESE facilitators to do 1:1 interventionist /remediation with all students. • Teachers are identifying student's weaknesses on unit assessments and reteaching standards as needed. Teachers will be responsible for ensuring that all lower quartile students receive blended instruction (ie.whole group, small group and computer-based learning). • The Principal will continue conducting nonevaluative walkthroughs and providing the necessary feedback on a weekly basis to ensure fidelity and consistency in the classroom. • PBIS rewards are given on a weekly (Eagle points in FOCUS) and monthly basis. Students will have a pre-celebration day to motivate and them for the upcoming testing season. • Mock FSA Writing Day • Mock FSA/EOC Testing week

Action Step 1.38

	Sixth/Ninth		Seventh/Tenth		Eighth/Eleventh	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA	3	+12.45%	3	+4.5%	3	-2%

Action Steps 1.20, 1.22 & 1.23

Date(s) of School Level Review of Student Progress Towards Graduation	12/11/20
District Review Conducted of Graduation Rate and Action Steps Implemented to improve graduation rate	<input checked="" 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: 3/8/2021

School: Alternative Center for Education

Action Steps: 1.3, 1.6, 1.11, 1.14, 1.28, 1.29, 1.30, 1.33, 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	2/1/21 through 2/28/21
Summary of Observation(s)	Walkthroughs were conducted to ensure that lessons are being taught specific to African American History. A Black History research project was done where students had to create a "wordle". Students then presented their projects as their peers were given a rubric to score other students. In our Social Emotional Learning class two African-American professors from Indian River State College did a presentation on Tupac and Malcom X. In addition to other lesson and projects our ELA class have presented topics on legendary African-American jazz musician and artists who have inspired the American culture.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	After School Tutoring				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	3	0	4	0	0
Total Percentage Breakdown of Participants by Race/Ethnicity	43%	0%	57%	0%	0%

*Attach evidence of a parent work or extended learning activity for students.

Action Step 1.11

Date of Student Committee Meeting	
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	Due to the ACE being a placement solution for suspended and expelled students, no extracurricular activities are offered.

Action Step 1.14

Date(s) of African American Achievement Student Council Meetings	5/25/2021
Summary of Needs Assessment Feedback and Modifications for Incorporation into Action Planning	<ul style="list-style-type: none"> PBIS Students discussed issues regarding the positive reward system Overall students were happy with PBIS. They feel like it was not frequent Enough and would like more offerings: Drinks, ice pops, ice cream and More activities on Friday's. Reflections Students discussed their likes and dislikes and suggestions for the upcoming year -Students were very happy with the level of concern and care shown to them by teachers - Students feel that the campus is too small and congested - Students feel like the are being offered lesser lunch selections

	<ul style="list-style-type: none"> - Students suggested a later start time - Students were concerned with the cleanliness of the school <p>An outgoing student shared words of wisdom with his fellow school mates that will be returning next year. He offered them the benefits of his experiences and the strategies he used in order to stay focused and achieve transition.</p>
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Action Steps 1.28 & 1.29

The ACE does not offer on-site college readiness testing, however, support and guidance is offered to inform students of their options and to assist with the registration steps when needed.	Black Students (#)	Black Students (% of Total Population of Black Students)
Students Participating in On-Site College Readiness Testing	1	4%

*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).	May 14, 2021				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	1	1	7	0	0
Total Percentage Breakdown of Participants by Race/Ethnicity	11	11	77	0%	0%

Action Step 1.36

	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number of Students in Advanced Coursework by Race/Ethnicity	1	0	13	0	0
Total Percentage Breakdown of Students in Advanced Coursework by Race/Ethnicity	7	0	93	0%	0%
List of Supports Provided to Students Enrolled in Advanced Coursework: Mentorship PBIS Rewards program After School Tutoring					

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	All of April & May
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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	17	33

Action Steps 4.5 & 4.6

Number of African American students applying for the FFEA Scholarship Program	0
Number of African American students taking part in the IRSC Teacher Academy	0

Action Step 4.30

Number of Applications for Education (i.e., teaching) Scholarships Completed by African American Students.	0%
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Action Step 4.31

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	1	100%

Action 1.14

African American Student Council

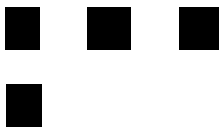
Meeting Minutes

May 25, 2021

Meeting Time: 8:05 A.M. – 8:50 A.M.

Attendees:

Sharette Ferguson – Sponsor



Meeting called to order- 8:05 A.M.

Read minutes from April 2021

Adoption of the Minutes: [REDACTED] 2nd – [REDACTED]

Move to Begin New Business: Mrs. Ferguson 2nd – [REDACTED]

New Business

- **PBIS**

Students discussed issues regarding the positive reward system

Overall students were happy with PBIS. They feel like it was not frequent

Enough and would like more offerings: Drinks, ice pops, ice cream and

More activities on Friday's.

- **Reflections**

Students discussed their likes and dislikes and suggestions for the upcoming year

-Students were very happy with the level of concern and care shown to them by teachers

- Students feel that the campus is too small and congested
- Students feel like they are being offered lesser lunch selections
- Students suggested a later start time
- Students were concerned with the cleanliness of the school

- [REDACTED]
An outgoing student shared words of wisdom with his fellow school mates that will be returning next year. He offered them the benefits of his experiences and the strategies he used in order to stay focused and achieve transition.

- **End-of-Year Survey**

Students completed the survey

- ***Shares/Concerns***

Mrs. Ferguson gave the students parting words and thanks for participating.

Moved to adjourn meeting: [REDACTED] 2nd – [REDACTED]

Meeting adjourned at 8:50 A.M.

Action 1.6, 1.28 & 1.29

PARENT FAMILY & ENGAGEMENT PLAN



February 18 th Family Night Topic: Where there's a will there's an "A"! Part 2 Presenter: McIntosh & Hewitt Math & Science	February 2 nd , 4 th , 9 th , 11 th , 16 th , 18 th , 23 rd & 25 th	February 22 nd : Chapter 5 Building the Foundation of Learning Partnership Presenters: Wilson & Tarpley
March 18 th Family Night Topic: How do I prepare my child for college? Presenter: Indian River State College representative	March 2 nd , 4 th , 9 th , 11 th , 16 th , 18 th & 30 th	March 29 th Chapter 6 Establishing Alliance in <u>the Learning Partnership</u> Joseph & Hart
April 22 nd Family Night Topic: Know the law Presenter: Officer Howder	April 1 st , 6 th , 8 th , 13 th , 15 th , 20 th , 22 nd , 27 th , 29 th	April 26 th : Chapter 7 Shifting Academic Mindset in the Learning Partnership Russell & Bradley
May 20 th Family Night Topic: Academic Awards & Graduation Ceremony	May 4 th , 6 th , 11 th , 13 th , 18 th & 20 th	May 17 th Chapter 8: Information Processing to Build Intellectual Capacity Brown & Tory May 24 th Chapter 9: Creating a Culturally Responsive Community for Learning Brown, Smith & Ferguson