



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: 5/28/2021 (TJ)

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?)

Areas of Progress:

Science-Strategic schedule changes that included moving our High Impact Teachers with a history of student growth/gains to all the 8th grade sections. Removed the antiquated scheduling method of all the gifted students being taught by one teacher. This created a more student-centered approach to teaching and gives our students the best learning environment. This also created less preps for the teachers which is always a plus in terms of planning and collaborating.

Next Steps:

Plan Bootcamps for the fall semester based on the results of the school FSA data.

The S.T.E.A.M Team will collaboratively plan this summer to begin integrating Marine Science and Robotics at GMS throughout within each subject.

We will conduct an Indepth review of the Master Schedule on June 10th, 2021.



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



Date of Impact Review: Click or tap to enter a date.

School: Gifford Middle

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	5/28/2021
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>Our School Improvement Plan continues to address the achievement gaps of our African American students. Based on our last Impact Review, our school has showed progress in the area of Cultural and Climate in the classrooms. We are continuing to work to improve the level of Engagement and Standard Based Instructions in the classrooms. Our teams met with district personnel monthly to problem solve and conduct error analysis of the items our students struggled with on district unit assessments and develop action steps to address the gaps in the classroom. Our teams continue to collaborate during planning to ensure that each lesson is taught to rigor of the standard.</p>

Action Step 1.11

Methodology and documentation of equitable participation in extracurricular activities	<p>A culminating meeting of the Superintendent’s Student Advisory Council was held in April 2021 to share with students how the feedback that they had provided throughout the year on various topics (e.g., college planning, equitable access to activities) had been used or is planned on being used to make improvements in the school experiences of students. The Superintendent’s Cabinet members were present at the session not only to share the work of their individual offices in this regard, but also to respond to questions students had. Also, during this session, students participating on this year’s council were recognized for their contributions to this body of work.</p>
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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 4/06/2021, our African American Student Council students had the opportunity to have a firsthand experience into possible future career path during the field trip to TCTC. There, the students got to see the professionals actively working in their career. Our African American students also had the opportunity to attend STEAM Fest on 4/17/2021.
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Action Step 1.15

Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments	4/26/2021
Standards Identified in Need of Re-Teaching	LAFS .8. RI 1.3, LAFS .7. RL.2.5, LAFS.6.RL.2.5. 912.A-CED.1.1, 912.A-CED.1.4, 912.A-REI.2.3
Recommended Strategies	The recommended strategies that will be used to ensure our students understand the standards are, small group instruction, regular formative assessment, monitoring during instruction to ensure that the students are understanding the desired effect of the standard, gradual release instruction, bell work, and strong classroom management.

Action Step 1.17

List of After School / Extended Learning Opportunities Offered to Improve Graduation Rates	Writers Workshop, ELA/ Reading tutoring, Math tutoring (including Algebra & Geometry), and Social Studies tutoring
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Action Step 1.18

	White		Black	
	#	%	#	%
Course Recovery – Behind in Credits	45	26	73	43
Course Recovery – Student Participating in Course Recovery	42		72	
Course Recovery – Eligible Students Enrolled	42		72	

Action Step 1.22

Date of Reviews of School Counselor Contacts with African American Students Off-Track for Graduation	The action steps to incorporate Culturally Responsive Practices into the Tier 1 Framework are equitable with discipline for all students, PD to understand African American students cultural background, small group instructions, follow student's IEP so the students received the services that they need be successful, identify students who may need to be a part of the MTSS process and problem solve frequently to ensure students' academic and behavioral needs are met.
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Action Step 1.33

Summary of summer programs developed to support and prepare African American secondary students for advanced courses.	23 of our students are enrolled in the District Summer Mathletics program.			
Number and percent of students enrolled in advanced coursework summer programs.	White		Black	
	#	%	#	%
	8	35	15	65

Action Step 2.6

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	Every Wednesday
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	We have been incorporating culturally responsive practices into the Tier 1 instruction by identifying students who need to be a part of the MTSS process and problem solve weekly to ensure students' academic and behavioral needs are addressed, we follow students IEP, so the students received the services that they need, we are also using multicultural text during instructions, hands on instructions are being incorporated into lessons through collaborative planning and STEAM instructions. And teachers are working collaboratively to frequently problem solve and identify academic strategies to use in their classrooms to ensure students' academic needs are met.



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



Date of DataCom: Click or tap to enter a date.

School: Gifford Middle

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	4/19/2021
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)	The team focused on our bottom quartile students in Reading, Math, Civics and Science with the goal is to get them to be proficient on the upcoming FSA. To address the deficiencies in the students' academics. We have created writer's workshop, after school boot camp for reading, math and Civics and an additional Mathletics for our African American boys. These After school activities will we conducted over 6 secessions before the FSA and are strategically focused on the areas that the students are showing the most need.

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	56	45%	54	23%	83	26

Action Steps 1.20, 1.22 & 1.23

Date(s) of School Level Review of Student Progress Towards Graduation	N/A
District Review Conducted of Graduation Rate and Action Steps Implemented to improve graduation rate.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No



**SDIRC Quarterly Update Additional Action Steps – Secondary
Component: African American Achievement Plan 2020 - 2021**



Last Date of Review: Click or tap to enter a date.

School: Gifford Middle

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	4/16/21
Summary of Observation(s)	The students were researching and creating projects of notable African Americans and their contributions to the United States.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Sports: - Basketball, Soccer, Baseball, Flag football, Girls Lacrosse, Academics: - Writers Workshop, Mathletics, Social Studies, ELA/Reading, Math tutoring,				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	58	26	111	6	4
Total Percentage Breakdown of Participants by Race/Ethnicity	28%	13%	54%	3%	2%

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

Action Step 1.11

Date of Student Committee Meeting	4//2021
Summary of student feedback related to diversify opportunities to participate in extracurricular activities.	A culminating meeting of the Superintendent’s Student Advisory Council was held in April 2021 to share with students how the feedback that they had provided throughout the year on various topics (e.g., college planning, equitable access to activities) had been used or is planned on being used to make improvements in the school experiences of students. The Superintendent’s Cabinet members were present at the session not only to share the work of their individual offices in this regard, but also to respond to questions students had. Also, during this session, students participating on this year’s council were recognized for their contributions to this body of work.

Action Steps 1.28 & 1.29

	Black Students (#)	Black Students (% of Total Population of Black Students)
Students Participating in On-Site College Readiness Testing	N/A	N/A

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Monthly and end of year				
	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	100%	100%	100%	100%	100%

Action Step 1.36

	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number of Students in Advanced Coursework by Race/Ethnicity	162	38	51	6	6
Total Percentage Breakdown of Students in Advanced Coursework by Race/Ethnicity	57%	13%	18%	2%	2%

List of Supports Provided to Students Enrolled in Advanced Coursework:

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	No Out of School suspensions were assigned during the 4 th quarter of school.
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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	22	7

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.	N/A	N/A