



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: 6/4/2021 _____ TLH_____ (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?)

Our school continues to recognize and celebrate our cultural diversity. We continue to monitor our subgroups and look for areas of improvement. Last quarter we modified our Student Data Chats (Lunch with students) to bring all the students together compared to meeting individually with each student. This has been a great modification whereas the students have an opportunity to collaborate and problem solve challenges as well as set new goals. We have used this time to review test data as a group and review test taking strategies when appropriate. This activity ended once testing season began.

We increased our time in classrooms for the rest of this year and look forward to continuing this endeavor into next year. We have created monitoring checklists and continue to adjust them to meet the needs of our staff and students.

In addition, we continue to explore ways to identify our minority students for increasing their participation in the gifted screening process. We have solicited teacher feedback in our primary grades based on available data being used.



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



Date of Impact Review: 3/2/2021
School: Liberty Magnet
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	4/6,4/7,4/8,4/13,4/14,4/15,4/20,4/21,4/22,4/27,4/28,4/29,5/4,5/5,5/6 (based on grade level)					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	5/11	45%	3/18	17%	5/9	56%

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)	Based on weekly classroom walkthroughs, we continue to enhance our engagement and monitoring strategies. Teachers are provided additional strategies through individual feedback and collaborative planning opportunities.

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	3/18/21, 3/31/21, 4/06/21
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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	4/6,4/7,4/8,4/13,4/14,4/15,4/20,4/21,4/22,4/27,4/28,4/29,5/4,5/5,5/6 (based on grade level)
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Continuation of monitoring students and building teacher/student rapport through learning partnerships. Evidence captured through weekly walkthroughs including informal observations of lessons that build self-efficacy and individual self-esteem through our IB traits. Providing scheduled SEL lessons by our School Counselor.



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



Date of DataCom: 1/21/2021

School: Liberty Magnet

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	4/6,4/7,4/8,4/13,4/14,4/15,4/20,4/21,4/22,4/27,4/28,4/29,5/4,5/5,5/6 (based on grade level)
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)	Continuation of action steps listed in quarters 1, 2 and 3. Meet pre and post unit assessments with students to set new goals and review previous trends. Provide Tiered supports when needed based on student achievement.

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)	3/11	27%	4/8	50%	5/10	50%



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



Last Date of Review: 2/26/2021

School: Liberty Magnet

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	2/24 IB Day- African American Skits (3 rd grade) 4/5 Opinion Prompt- Research storytelling of different cultures. (4 th grade) 4/20 – “Pay it Forward” activity recognizing contribution of the author and his challenges as an African American.
Summary of Observation(s)	See above of explanation of each date

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	We offered 3 rounds of A2 afterschool tutoring. The invitations are attached.				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	16/31	4/31	10/31	1/31	0/31
Total Percentage Breakdown of Participants by Race/Ethnicity	52%	13%	32%	3%	0%

*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	04/06/21
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 Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	IB Ambassadors, EOTY Certificates/Awards, Millionaires Club (number is single recognition per ceremony, ie: 1 student gets 4 awards EOTY and Millionaires Club... counts as 2 recognitions total.)				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	358/312	111/97	82/76	22/22	17/13
Total Percentage Breakdown of Participants by Race/Ethnicity	115%	114%	109%	100%	130%

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	Quarter 4 total of OSS Days = 0
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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	3	67

Action Step 4.31

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



You Are Invited! (round 1)

WHAT: Liberty teachers are offering a special support program to our Liberty students. We will use a research-based program to provide individualized skill remediation.

WHO: This program is available by invitation only to ensure small class size.

WHY: We would like to help students feel successful and provide a few needed supports that extend beyond the school day.

WHEN: This program will run on the days below through the month of December (excluding early release days) Each day is 3:45-4:40pm

HOW: To participate, please fill in the section below and return it to your child's teacher no later than OCTOBER 9th (Friday)

If you need any further information, please contact Ms. Esposito at 772-564-5306.

Dates: 10/13, 10/15, 10/20, 10/22, (week off for conferences), 11/3, 11/5, 11/10, 11/12, 11/17, 11/19, (off for Thanksgiving Break), 12/1, 12/3, 12/8, 12/10, 12/15

-----CUT HERE-----

Students Name: _____

Grade: _____ Teacher: _____

I would like my child to participate in the following program (check one). I understand that I am responsible for transportation on those days at 4:30 p.m. _____ will pick my child up.
(Name of person)

_____ 2nd grade program: Tuesdays and Thursdays 3:45-4:40pm

_____ 3rd grade program: Tuesdays and Thursdays 3:45-4:40pm

_____ 4th grade program: Tuesdays and Thursdays 3:45-4:40pm

_____ 5th grade program: Tuesdays and Thursdays 3:45-4:40pm

Parent/Guardian Name: _____

Contact Number: _____

Emergency Contact Person: _____ Phone: _____

I would not like my child to participate at this time. Please give our seat to another child.



You Are Invited! (Round 2)

WHAT: Liberty is continuing a special support program to our Liberty students. We will use a research-based program to provide individualized skill remediation.

WHO: This program is available by invitation only to ensure small class size.

WHY: We would like to help students feel successful and provide a few needed supports that extend beyond the school day.

WHEN: This program will run on Tuesdays and Thursdays (dates listed below) up to spring break (excluding any early release days) Each day is 3:45-4:30pm

HOW: To participate, please fill in the section below and return it to your child's teacher no later than January 8th, 2021 (Friday)

If you need any further information, please contact Ms. Esposito at 772-564-5306.

Dates: 1/12, 1/14, 1/19, 1/21, 1/26, 1/28, 2/2, 2/4, (OFF 2/9, 2/11 conference week), 2/16, 2/18, 2/23, 2/25, 3/2, 3/4, 3/9, 3/11, 3/16, 3/18, (OFF 3/23, 3/25 Spring Break)

-----CUT HERE-----

Students Name: _____

Grade: _____ Teacher: _____

I would like my child to participate in the following program. I understand that I am responsible for transportation on those days at 4:30 p.m. _____ will pick my child up.
(Name of person)

Parent/Guardian Name: _____

Contact Number: _____

Emergency Contact Person: _____ Phone: _____

I would not like my child to participate at this time. Please give our seat to another child.



LUNCH WITH ADMIN

You are invited to have a "data meeting" lunch with Liberty Administration during your lunch time.

Please get your lunch and report to the conference room.

Name: «Student_Name»

Teacher: «Teacher»

*When: **Every**
«Lunch_Day»/*

LUNCH WITH ADMIN

You are invited to have a "data meeting" lunch with Liberty Administration during your lunch time.

Please get your lunch and report to the conference room.

*Name: «Next
Record»«Student_Name»*

*Teacher: «Next
Record»«Teacher»*

*When: **Every** «Next*