



## 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: 5/25/2021 RM (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?)

Reflections on SIP Goals:

- We complete (at least) monthly walkthroughs, specifically looking for evidence of differentiation in classrooms. Our goal for the 4<sup>th</sup> nine weeks was for differentiation to be evident in 90% of classrooms, and during our last walks, we had evidence in 92% of classes.
- Administration, coaches, and teachers reorganized our RtI groups for reading in January using unit assessments, iReady, and DIBELS. Additionally, a 30-minute Math RtI block was built into every 3<sup>rd</sup>-5<sup>th</sup> grade math class to address math deficits from the first semester. For the students who are not making growth, teachers strategically created interventions that were specific and implemented by the most skilled teachers in order to maximize their learning.
- We continued our work on "Visible Learning" and "Culturally Responsive Teaching and the Brain," PD that has been ongoing weekly (Wednesday mornings) and monthly (early release days) all year. An added layer of monitoring and formative assessments were added in January.
- The focus of our Wednesday morning PD was adjusted to include one strategy tied to culturally responsive practices that teachers can take back and utilize with students.
- ELA BQ data: 83% of our BQ students are predicted to make a learning gain this year. The 2 not predicted to make a gain are both students with disabilities, and one of the two is learning from home.
- Math BQ data: 42% of our BQ students are predicted to make a learning gain this year. Of the 6 not predicted to make a gain, 6 are students with disabilities, and one of the six are learning from home.
- SIP goal #3 focuses on our culture and climate with an emphasis on culturally responsive teaching and reducing referrals for African American students. Currently we are focusing on two barriers, SEL instruction and behavior on the bus, as 21/77 referrals (27%) are from the transportation department. This allows us to rectify unwanted behaviors earlier and be proactive in the overall culture and climate of our school now and in the future. When comparing data from 2020-2021 school year to data from 2019-2020 (through May 24<sup>th</sup>), we see an increase in the total number of ODRs (77-46). The real

impact to our discipline data comes when comparing subgroups. In 19-20, by May 24<sup>th</sup>, 59% of ODRs were given to black students. This year, 33 of our ODRs (43%) are connected to black students (decrease of 16%). Important to note is that 17/33 (52%) ODRs connected to black students are from the transportation department.

- Utilizing 5th grade science data, 5th grade has a unit assessment weighted average of 69% and 39% of students are predicted to be proficient on the state assessment. A barrier we are facing specifically with 5th grade science would be departmentalization and the teacher being new to the elementary level. We are addressing these issues through collaborative planning, observational walkthroughs with immediate feedback, 1:1 data chats, and a Performance Improvement Plan. 5<sup>th</sup> graders also participated in a Saturday Science Camp to help remediate science standards in March and April. Additionally, we used Title I funding to pay a substitute with a science background to push in to our 5<sup>th</sup> grade Science classes through May to work on science vocabulary and a spiral review from 3<sup>rd</sup> and 4<sup>th</sup> grade standards.

#### Next Steps:

- 21-22 PD will be differentiated to meet the varying needs of our staff, including book studies on “Hacking School Culture,” “Next Steps Forward in Guided Reading,” “Advancing Formative Assessments,” and “Cultivating Genius.”
- Our School Counselor will have a PBIS Boot Camp for bus drivers in August and January next year to provide supports so they can better meet the needs of our students, specifically our African American students.
- Adjustments to our schedule and teaching assignments have been made based on data to ensure the best, most qualified teachers are in positions that will have the greatest impact on our students with the most needs.



## SDIRC School Data Chats & Impact Reviews – Elementary

### Component: African American Achievement Plan 2020 – 2021



**Date of Impact Review:** 3/3/2021

**School:** Pelican Island Elementary

**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	With Teachers: September 29, November 9, December 15, January 4, January 25, March 8, April 8, April 21, May 17-21 With Leadership Team: every Monday morning					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	5/15 in Tier 2	33% in Tier 2	4/5 in Tier 2	80% in Tier 2	9/11 in Tier 2	82% in Tier 2

#### Action Step 1.5

Date of Quarterly Review of School Improvement Plan	With Teachers: September 29, November 9, December 15, January 4, January 25, March 8, April 8, April 21, May 17-21 With Leadership Team: every Monday morning
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)	No changes from Quarter 3 submission (no additional impact reviews have taken place)

#### Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	January 7, February 4, March 4, April 1, May 7
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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	Every Wednesday morning, in addition to September 23, November 18, January 4 for a longer period of time
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	<ul style="list-style-type: none"> <li>- PLC PD: "Culturally Responsive Teaching and the Brain"</li> <li>- Walk-throughs with culturally responsive practices look-fors</li> </ul>



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



**Date of DataCom:** 1/21/2021

**School:** Pelican Island Elementary

**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	With Teachers: September 29, November 9, December 15, January 4, January 25, March 8, April 8, April 21, May 17-21 With Leadership Team: every Monday morning
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)	<ul style="list-style-type: none"> <li>- No changes from Quarter 3 submission (no additional data coms have taken place)</li> <li>- Implementation of Saturday Science Camp for 5<sup>th</sup> grade students</li> <li>- Instructional coaches push in for ELA and Math small group instruction in grades 3-5</li> <li>- After-school tutoring for students who are not growing at the same rate as their peers</li> <li>- Coaching cycles for identified teachers whose data shows major deficiencies</li> </ul>

**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)	1/12	8%	5/12	42%	4/12	33%



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



**Last Date of Review:** 5/25/2021

**School:** Pelican Island Elementary

**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	January 11, February 22, March 3, additional dates during informal observations in every classroom in the 2 <sup>nd</sup> semester
Summary of Observation(s)	Walkthroughs reflect standards-based instruction with a focus on differentiation

### Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).					
<b>Extended Day Tutoring – Sondag Program</b>	<b>White</b>	<b>Hispanic</b>	<b>Black</b>	<b>Two or More</b>	<b>All Other Race/Ethnicities</b>
Total Number Breakdown of Participants by Race/Ethnicity	5	2	1		
Total Percentage Breakdown of Participants by Race/Ethnicity	62.5%	25%	12.5%		
<b>21<sup>st</sup> Century Program for Enrichment and Remediation</b>	<b>White</b>	<b>Hispanic</b>	<b>Black</b>	<b>Two or More</b>	<b>All Other Race/Ethnicities</b>
Total Number Breakdown of Participants by Race/Ethnicity	16	2	9	1	1
Total Percentage Breakdown of Participants by Race/Ethnicity	55%	7%	31%	3%	3%
<b>Audubon Advocates</b>	<b>White</b>	<b>Hispanic</b>	<b>Black</b>	<b>Two or More</b>	<b>All Other Race/Ethnicities</b>
Total Number Breakdown of Participants by Race/Ethnicity	4	1	2		
Total Percentage Breakdown of Participants by Race/Ethnicity	57%	14%	29%		
<b>Extended Day Program</b>	<b>White</b>	<b>Hispanic</b>	<b>Black</b>	<b>Two or More</b>	<b>All Other Race/Ethnicities</b>
Total Number Breakdown of Participants by Race/Ethnicity	59	17	10	7	
Total Percentage Breakdown of Participants by Race/Ethnicity	63%	18%	11%	8%	
<b>After-School Tutoring Program</b>	<b>White</b>	<b>Hispanic</b>	<b>Black</b>	<b>Two or More</b>	<b>All Other Race/Ethnicities</b>
Total Number Breakdown of Participants by Race/Ethnicity	32	3	13	1	
Total Percentage Breakdown of Participants by Race/Ethnicity	65%	6%	27%	2%	
<b>Saturday Science Camp</b>	<b>White</b>	<b>Hispanic</b>	<b>Black</b>	<b>Two or More</b>	<b>All Other Race/Ethnicities</b>
Total Number Breakdown of Participants by Race/Ethnicity	7	1	3	1	
Total Percentage Breakdown of Participants by Race/Ethnicity	58%	8%	25%	8%	
<b>Safety Patrols</b>	<b>White</b>	<b>Hispanic</b>	<b>Black</b>	<b>Two or More</b>	<b>All Other Race/Ethnicities</b>

Total Number Breakdown of Participants by Race/Ethnicity	11	1	4		
Total Percentage Breakdown of Participants by Race/Ethnicity	69%	6%	25%		

\*Evidence of extended learning activities for students is attached at the end of this document.

#### 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).	<ul style="list-style-type: none"> <li>- Star Student (monthly – data for March, April, and May is below)</li> <li>- Quarterly Awards Ceremony (all students are recognized at the quarterly awards ceremonies)</li> </ul>				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	33	5	16	0	5
Total Percentage Breakdown of Participants by Race/Ethnicity	56%	8%	27%	0%	8%

#### Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	August 2020-May 25, 2021
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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	1	7

#### Action Step 4.31

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

## Saturday Science Camp:

- Students examine owl pellets



- Students smell the Thai Basil that they grew and transplanted





Extended Day Afterschool Phonics Camp – 1<sup>st</sup> and 2<sup>nd</sup> Graders  
(January to April) – 2-3 times a week for one hour

### Activities completed for in April

#### Daily Activities included

- Movement Activity
- Advanced Phonological Awareness Activities
- Encoding and Decoding Regular (blends with short vowels and VC-E) and Irregular Words (using Phoneme to Grapheme Correspondence)
- Making multi syllabic words from single syllables scrambled
- Fluency Passages



Ex: Movement Activity

What is the new word – after you substitute one of the consonants in the blend?

play  
How: what is the word if you change the /p/ to /r/?



Ex: Advanced Phonological Awareness Task from Dr. Kilpatrick's research

absent
combat
come!
contact
contrast
dentist
fabric
happen
meat
litter
misstep
napkin
pencil
pilgrim
rabbit
subject
submit
sudden
velvet

Identify the closed syllables  
Identify how to pronounce each syllable

absent



ab sent

SPOT and DOT Strategy

Ex: Decoding Activity – Regular Words