



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: 5/24/2021 _____AB____ (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?)

We are proud of our progress this year, particularly with suspension rates being reduced to 1 OSS for the year and with our student recognitions. Students were recognized in the same ratio as our enrollment.

Moving forward we will look to increase the number of black students taking advanced coursework and provide more opportunities for tutoring and support to ensure success.

We also want to look at increasing opportunities for after school activities. This year was very limited due to COVID concerns. We would like to expand club and sport opportunities as well as tutoring opportunities for next year.



SDIRC School Data Chats & Impact Reviews – Secondary

Component: African American Achievement Plan 2020 - 2021



Date of Impact Review: 3/3/2021

School: Storm Grove 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	3/3/21
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)	Attendance, discipline, and academic performance data was reviewed; continue to monitor and implement small group instructional practices throughout the school day.

Action Step 1.11

Methodology and documentation of equitable participation in extracurricular activities	Sports tryouts were announced at lunch and during the morning announcements. Fees were waived for any student that could not afford to pay. SGMS also offered to loan students sports equipment for lacrosse if needed.
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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	Discussions on Social/Emotional, comfort level moving to the next grade, and getting involved in sports and clubs. Feedback on bootcamp initiatives, course choices, and future teachers in Indian River County.
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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	3/11 & 4/7
Standards Identified in Need of Re-Teaching	LAFS.6-8.W.1.1 LAFS.6-8.W.1.2 LAFS.6.RI/RL.1.1 LAFS.7.RI/RL.1.2 LAFS.8.RI/RL.1.3
Recommended Strategies	<ul style="list-style-type: none"> • Writing Workshops • Examine student writing samples • Analyze writing Scoring Rubric • Using text evidence and elaboration • Spiral-back mini lessons • iReady lessons and standards mastery • Use of graphic organizers, spider maps • Identify central idea in a variety of texts • Engagement strategies • Integrate questions (high level question stems) • Continuing to use Critical Thinking course as a support

Action Step 1.17

List of After School / Extended Learning Opportunities Offered to Improve Graduation Rates	Tutoring offered on Tuesday's afterschool through the Multicultural club
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Action Step 1.18

	White		Black	
	#	%	#	%
Course Recovery – Behind in Credits	49	49	21	21
Course Recovery – Student Participating in Course Recovery	14	14	4	4
Course Recovery – Eligible Students Enrolled	49	49	21	21

Action Step 1.22

Date of Reviews of School Counselor Contacts with African American Students Off-Track for Graduation	N/A
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Action Step 1.33

Summary of summer programs developed to support and prepare African American secondary students for advanced courses	Almost 50 SGMS students will participate in the district's Mathletes program over the summer. Students from all backgrounds and ability levels were asked to join the camp. We hope that SGMS students will build on their math problem solving skills to be more prepared for advanced classes.			
Number and percent of students enrolled in advanced coursework summer programs	White		Black	
	#	%	#	%
	20	43%	16	34%

Action Step 2.6

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	3/8, 3/15, 3/29, 4/5, 4/12, 4/26, 5/3, 5/10, 5/17
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Data was reviewed of African Americans students that were listed. Responsive practices that were put in to place were: academic support (504 plan), IEP reviews, check in and check out and tutoring.



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



Date of DataCom: 3/12/2021

School: Storm Grove 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	5/13/2021
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 Review was completed, no site visit was required
Summary of Action Steps / Plan based upon Review of Performance, Progress, & Regression of African American Students (based upon District & School Level Reviews)	The Administration team met to discuss progression of African American students, including a review of data. Administration also met with both the math and literacy coaches to review unit assessment and i-Ready data. After reviewing the data, action steps to review material with students included test specific content review two days prior to the appropriate state-wide assessment in ALL classes. In addition, a math quiz game during lunches, which included incentives.

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)	6	22%	11	32%	5	16%

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 type="checkbox"/> No



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



Last Date of Review: 4/20/2021

School: Storm Grove 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	4/20
Summary of Observation(s)	Each 8 th grade teacher held discussions in U.S. History regarding the Abolitionist movement. Students began with a sequencing chart in which they described how the views about slavery changed in the U.S. from 1787 to the mid-1800s, including continued identification of the cause and effects to end slavery in the U.S. Class conversations covered how African Americans fought against slavery. Students had to identify a widely known African American Abolitionist with supporting evidence, while comparing characteristics of Sojourner Truth and Frederick Douglass.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	After school tutoring (by teacher) A2 initiative – numbers have varied as students return to brick and mortar and classes are needed				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	198	201	89	NA	28
Total Percentage Breakdown of Participants by Race/Ethnicity	33%	90%	75%	NA	42%

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

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 1.14

Date(s) of African American Achievement Student Council Meetings	2/18 & 4/29
Summary of Needs Assessment Feedback and Modifications for Incorporation into Action Planning	Discussions with students regarding more participation in extra-curricular activities, such as softball, baseball, band, orchestra, etc.

Action Steps 1.28 & 1.29

	Black Students (#)	Black Students (% of Total Population of Black Students)
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Students Participating in On-Site College Readiness Testing	N/A	N/A
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*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).					
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	1134	316	172	138	41
Total Percentage Breakdown of Participants by Race/Ethnicity	63%	17.5%	9.5%	8%	2%

Action Step 1.36

	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number of Students in Advanced Coursework by Race/Ethnicity	320	86	34	29	11
Total Percentage Breakdown of Students in Advanced Coursework by Race/Ethnicity	76%	18%	7%	6%	2%
List of Supports Provided to Students Enrolled in Advanced Coursework:					

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	1 for the entire school year
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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	14	4

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	2	100

SGMS Boys Baseball

Name	ID	Race
[REDACTED]	[REDACTED]	White
[REDACTED]	[REDACTED]	White
[REDACTED]	[REDACTED]	White
[REDACTED]	[REDACTED]	White
[REDACTED]	[REDACTED]	White
[REDACTED]	[REDACTED]	White
[REDACTED]	[REDACTED]	White
[REDACTED]	[REDACTED]	White
[REDACTED]	[REDACTED]	White
[REDACTED]	[REDACTED]	White
[REDACTED]	[REDACTED]	Black
[REDACTED]	[REDACTED]	White
[REDACTED]	[REDACTED]	White
[REDACTED]	[REDACTED]	White
[REDACTED]	[REDACTED]	Hispanic
[REDACTED]	[REDACTED]	White
[REDACTED]	[REDACTED]	White
[REDACTED]	[REDACTED]	White

Storm Grove Boys Lacrosse Team 2021

[illegible]

Storm Grove Flag Football Team 2021			
<u>Player Name</u>	ID Number	Grade	Race
██████████	██████	8	Black
██████████	██████	7	Other
██████████	██████	8	Other
██████████	██████	8	Black
██████████	██████	8	White
██████████	██████	8	White
██████████	██████	8	White
██████████	██████	8	Black
██████████	██████	8	White
██████████	██████	8	White
██████████	██████	7	Black
██████████	██████	7	White
██████████	██████	7	Black
██████████	██████	7	White
██████████	██████	7	White
██████████	██████	8	Other
██████████	██████	8	White
██████████	██████	7	White
██████████	██████	7	White
██████████	██████	8	Black

Storm Grove Girls Lacrosse Team 2021

<u>Player Name</u>	SGMS ID Number	Race	grade
██████████	██████████	White	8
██████████	██████████	White	8
██████████	██████████	Black	8
██████████	██████████	Hispanic	8
██████████	██████████	Hispanic	8
██████████	██████████	White	8
██████████	Home School	NA	7
██████████	██████████	White	7
██████████	██████████	White	7
██████████	██████████	White	7
██████████	██████████	White	7
██████████	██████████	White	7
██████████	██████████	White	7
██████████	██████████	White	7
██████████	██████████	White	7
██████████	██████████	White	6
██████████	██████████	White	6
██████████	██████████	White	6
██████████	██████████	Other	6
██████████	██████████	Other	6
██████████	██████████	White	6
██████████	██████████	White	6
██████████	██████████	White	6
██████████	██████████	White	6

SGMS Softball 2020-21

Name	ID	Ethnicity	grade
[REDACTED]	[REDACTED]	Hispanic	8
[REDACTED]	[REDACTED]	White	8
[REDACTED]	[REDACTED]	White	8
[REDACTED]	[REDACTED]	White	8
[REDACTED]	[REDACTED]	White	8
[REDACTED]	[REDACTED]	White	8
[REDACTED]	[REDACTED]	White	8
[REDACTED]	[REDACTED]	White	8
[REDACTED]	SCJH	White	8
[REDACTED]	[REDACTED]	White	8
[REDACTED]	[REDACTED]	White	7
[REDACTED]	[REDACTED]	White	7
[REDACTED]	[REDACTED]	White	6
[REDACTED]	[REDACTED]	White	6
[REDACTED]	SCJH	White	6

African American Student Council

4/29/2021

8:30am

- FSA Testing: Incentives?
- Social/Emotional aspects of being a student here at SGMS?
- Moving onto the next grade? How do you feel?
- Final meeting in May (What you would like AASC to look like next year, Clubs: Getting involved, other clubs they would be interested in, Sports: How do we get more students involved)

MINUTES – 4/29/21 AFRICAN AMERICAN STUDENT COUNCIL

1. We discussed the FSA incentive that if students take all state assessments on the designated days, students will receive a special wristband and be able to dress down the last 4 early release days of the school year. Students were very excited about the idea.
2. Students talked about their transition to high school and the next grade level. All students were very excited to make the transition. The 8th graders moving to 9th grade felt some nervousness but were overall excited. They discussed being part of the band, playing sports, and being a part of the performing arts program. The new 7th and 8th graders were very excited to transition. They talked about playing sports, belonging to clubs, and getting good grades.
3. Ended the discussion, with some thoughts for the next meeting:
 - a. What changes, if any, do we need to make for next year's African American Student Council?
 - b. How can we get more African American students involved in extracurricular activities, such as clubs and sports?
 - c. What types of clubs do you think would be interesting to offer?