



## 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 \_\_\_\_\_LM\_\_\_\_\_ (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?)

- Collaborative planning with coaches or admin weekly. We use the 3-5 Grades Unit Assessment Data, ORFs, DIBELS, progress monitoring etc. to create Lesson Plans that all teachers are accountable to uphold and follow, with questions for accountable talk
- Differentiated groups occurring daily and switched as needed-pushing rigor as needed for those who are ready
- Tier 2 groups and daily instruction was restructured the week of April 6, 2021, based upon I-Ready diagnostic data in grades 4<sup>th</sup> and 5<sup>th</sup>. Tier 3 groups also occur daily based on threshold numbers given by district at beginning of the school year.
- We will also continue with our A2 interventions (Kahn Academy math 5<sup>th</sup> BQ and Legends of Learning bubble 5<sup>th</sup> grade) Moonshot Storytime and Tutoring, Audobon, and "Dream Chasers Academy" will continue through April 30<sup>th</sup>.
- **SIP GOAL #1** Provide appropriate and evidenced-based scaffolds and supports for SWD in Tier 1 instruction to make rigorous standards-based instruction accessible to all learners. Although VBE's other subgroups doubled ELA from 2018 to 2019, our students with disabilities scoring proficiency increased only 4 percentage points which fell below the school growth average, math proficiency for the SWD subgroup was comparable to the overall school growth average, 17% of our SWD subgroup were proficient in science which was 26 percentage points below the proficiency of the total 5<sup>th</sup> grade. Our SWD subgroup fell below the 41% ESSA threshold. (Staff participated in differentiation training with instructional coaches 2 times this school year. When looking at our I-Ready Spring diagnostic scores, our SWD improved their overall I-Ready SS from 451 to 496 in ELA and 412 to 433 SS in math. In regards to our Unit Assessment averages in 3<sup>rd</sup>-5<sup>th</sup>, our ELA avg for SWD was 57 and the district had a 57 average. VBE's science assessment average was 67 and the district's average was 68. VBE's math average for SWDs was 68 and the district average was 64. Teachers who service SWD students on their case load worked collaboratively with classroom teachers and supported during planning periods when possible. The effectiveness of our support facilitation model, when appropriate, proved to be a successful opportunity for our students.
- **SIP GOAL #2** VBE has identified student behavior as an area of focus. Total of 92 Office Discipline referrals in the 19-20 school year (40 were bus referrals). When desegregating the data, 59% of those referrals were for

Black students, 35.8% were for White students, and 4% were for Hispanic students. Overall, 25% of students receiving ODRs were SWD. Due to this data and discrepancies between racial groups, VBE will focus on empowering teachers and students through culturally responsive (diverse) teaching and learning practices coupled with implicit bias professional growth opportunities. To date, we have 65 office discipline referrals – a decrease from the prior year. 60% (down from 91%) of the referrals have been for students with disabilities. In terms of racial / ethnic subgroup, 54% of students are black, 37% are white, 5% are Hispanic, and 2% are multiracial / other. 14 students have multiple referrals. To date, we have met our 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> quarter goals as established on our SIP: 17 or less ODRs per quarter. However, we are still working to further reduce our Black student referrals to 28% of overall referrals.

- SIP GOAL #3** Vero Beach Elementary is a Project Based Learning School. Research shows that students participating in the Buck Institute Gold Model outperformed their peers in reading growth and proficiency. In our VBE cohort, students who were in an identified PBL cohort were three times more likely to be proficient in reading than peers in a traditional instructional model (Gil, 2019). Data from this same school report, showed all students in a PBL settings outperformed their peers on I-Ready diagnostic assessments. The subgroup that outperformed all others on this same measure, was Black/African American (by 66 scale points).

Enrichment Experience	Grade Level(s)	African American	White	Multi-Racial	Hispanic	Other	RESOURCES USED:
RTI Enrichment	K	32% 6/19	42% 8/19	5% 1/19	16% 3/19	5% 1/19	K-1: Geodes / Text Talk
RTI Enrichment	1	29% 4/14	57% 8/14	-	14% 2/14	-	K-1 Geodes / Text Talk
RTI Enrichment	2	29% 7/24	50% 12/24	0	21% 5/24		Project Based Learning from the Buck Institute Model.
RTI Enrichment	3	13% 4/31	61% 19/31	7% 2/31	19% 6/31		Project Based Learning from the Buck Institute Model
RTI Enrichment	4	20% 3/15	60% 9/15	7% 1/15	13% 2/15		Project Based Learning from the Buck Institute Model
RTI Enrichment	5	31% 10/32	38% 12/32	3% 1/32	28% 9/32		Project Based Learning from the Buck Institute Model

- SIP GOAL #4** Improving structures and routines to facilitate active student response to engage all learners in rigorous, standards-based instruction. Active student response such as multiple response strategies and accountable talk engage all learners in the thinking and questioning facilitated by the teacher. (Impact Review Data provide below)

Effective Practices K-2	Evident	Partially Evident	Not Evident
Standards-Based Instruction	100%		
Tasks	86%	14%	
Monitoring	57%	43%	
Engagement / Participation	71%	29%	
Culture & Climate	57%	43%	
<u>Differentiation</u>	57%	14%	14%
Glow	<ul style="list-style-type: none"> <li>• Student work and data is displayed in almost all classrooms.</li> <li>• Effective collaborative planning as evidenced by standards-based tasks.</li> <li>• Students on task – working and academically engaged.</li> </ul>		
Action Steps	<ul style="list-style-type: none"> <li>• Use explicit, standards-based academic language.</li> <li>• Students accountable for meaningful center work that they can do independently (differentiated).</li> </ul>		

Effective Practices 3-5 ELA	Evident	Partially Evident	Not Evident
Standards-Based Instruction	100%		
Tasks	100%		
Monitoring	43%	43%	14%
Engagement / Participation	57%	43%	
Culture & Climate	100%		
<u>Differentiation</u>	57%	43%	
Glow	<ul style="list-style-type: none"> <li>• Evidence of collaborative planning</li> <li>• Criteria for Success established for students to demonstrate mastery.</li> <li>• Demonstration of Learning tied to item specs in 4<sup>th</sup> &amp; 5<sup>th</sup> grade</li> <li>• Collaborative review using <u>iReady</u> interim assessment.</li> </ul>		
Action Steps	<ul style="list-style-type: none"> <li>• Set up walkthroughs for 3<sup>rd</sup> and 5<sup>th</sup> grade to observe other classes.</li> <li>• Utilize accountable talk routines and stems.</li> </ul>		

Effective Practices Math	Evident	Partially Evident	Not Evident
Standards-Based Instruction	83%	17%	
Tasks	67%	17%	17%
Monitoring	33%	33%	33%
Engagement / Participation	83%	17%	
Culture & Climate	100%		
<u>Differentiation</u>	33%	50%	17%
Glow	<ul style="list-style-type: none"> <li>• Strong standards-based instruction</li> <li>• Increase rigor in tasks</li> <li>• Strong culture &amp; climate</li> </ul>		
Action Steps	<ul style="list-style-type: none"> <li>• Pacing – Could we accelerate this for students?</li> <li>• Structures &amp; routines – planned for?</li> <li>• Tier 3 time: What accountability is there for students?</li> </ul>		

- **Bottom Quartile Students:** ELA- 64% (up from 59%) of our students in the BQ are predicted to make a learning gain based on all data indicators. MATH- 50% (down from 55%) of BQ students are slated to make a learning gain based on all data indicators. Dream Chasers Academy, math A2 interventions, and small groups with instructional coaches will continue through April 30<sup>th</sup>.
- **Next steps:**
  1. Evaluate end of year student data to determine the effectiveness of the school improvement plan goals and action taken.
  2. Create 21-22 SY School Goals based on performance outcomes from the current school year.
  3. Develop a professional learning calendar based on progression toward SIP goals and improving student outcomes.

Continue to monitor that teacher are providing equitable opportunities for all students to engage in learning.



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



**Date of Impact Review:** 5/26/2021  
**School:** Vero Beach 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						
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	19	22%	24	24%	11	13%

**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)	School wide PBIS Tier 1 increase with monthly incentives to promote expectations, instructional focus on differentiation and monitoring student work, during Promotion Review Meetings attention was given to ensure that proper steps were taken to the achievement gap for AA students

**Action Step 1.25**

Date(s) of Monitoring of Gifted Screenings	Team met bi-monthly to discuss gifted screenings
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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	August 11, 14, 17, 20- Trainings Weekly MTSS meetings, informal classroom walkthroughs (daily), promotion review meetings held May 2021.
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Walkthroughs demonstrate the ongoing culturally responsive practices in the classrooms, work on walls, books in classrooms



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



**Date of DataCom:** 3/12/2021

**School:** Vero Beach 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	4/6/2021 & 4/7/2021- Extended Planning and ELA Data Chat with I-Ready Data (Hammler) Weekly Leadership meetings every Tuesday
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)	During Leadership Meetings, the team discusses student data and those students either regressing or making appropriate progress. Students dosage or intervention is changed based on their individual needs. Students are invited to in-school and after interventions/enrichment experiences to meet their needs. During I-Ready data chats, we determined student grouping and the need for remediation and enrichment for all students.

**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	5%	4	15%	7	21%



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



**Last Date of Review:** 5/26/2021

**School:** Vero Beach 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	Monthly walkthroughs were conducted with administration, check of lesson plans electronically
Summary of Observation(s)	Teachers utilize the district adopted curriculum in all core subject areas. During Black History Month, VBE pushed out videos to support learning and standards tied to AA/Black history. Students were observed participating in history teachings through these means.

**Action Step 1.6**

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).					
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	48	40	33	1	2
Total Percentage Breakdown of Participants by Race/Ethnicity	39%	32%	27%	2%	<1%

\*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).	Positive Principal Referrals – YTD; Pride of the Tribe – May				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity – Positive Principal Referrals	23	15	13	4	-
Total Percentage Breakdown of Participants by Race/Ethnicity – Positive Principal Referrals	42%	27%	24%	7%	-
Total Number Breakdown of Participants by Race/Ethnicity – Pride of the Tribe	80	71	61	8	3
Total Percentage Breakdown of Participants by Race/Ethnicity – Pride of the Tribe	36%	32%	27%	4%	1%

Total Number Breakdown of Participants by Race/Ethnicity All students received end of year awards based on learning gains, achievement, behavior, Accelerated Reader, attendance, and/or Honor Roll	232	156	182	22	14
Total Percentage Breakdown of Participants by Race/Ethnicity All students received end of year awards based on learning gains, achievement, behavior, Accelerated Reader, attendance, and/or Honor Roll	38%	26%	30%	4%	2%

**Action Step 2.5**

Timeframe of Reported Out-of-School Suspensions	
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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	26	26

**Action Step 4.31**

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	3	0









Student Name	ID	Response	Dismissal	20-Jan	25-Jan	1-Feb	3-Feb	8-Feb	10-Feb	UA 5	17-Feb	22-Feb	1-Mar	3-Mar	8-Mar	10-Mar	15-Mar	13-Apr	14-Apr	19-Apr	25-Apr	27-Apr	
		Y	CAR	P						70	P	P	P	A	A								
		Y	BUS	P						90	A	P	P	P	P								
		Y	BUS					P	P	90	P	P	P	P	P								
		Y	BUS	P						70	P	P	P	P	P								
		Y	BUS	P						80	P	P	P	P	P								
		Y	CAR	P						90	P	P	P	P	P								
		Y	CAR	P						80	P	P	P	P	P								
			Extended Day																				
		Y	BUS	P						50	P	P	P	P	P								
		Y	BUS	P						70	P	P	P	P	P								
		Y	ED	*						40	A	P	P	P	P								
		Y	BUS	*						70	P	P	P	P	P								
		N	-																				
		Y	CAR	X	K	X	X	P	P	60	A	P	P	P	P								
		Y	CAR	P						80	P	P	P	P	P								
		Y	CAR	P						80	P	P	P	P	P								
		Y	CAR							40	P	P	P	P	P								
		Y	CAR	P						80	P	P	P	P	P								
		Y	CAR	P						80	P	P	P	P	P								
		Y	CAR	P						60	P	P	P	P	P								
		Y	CAR	X						100	P	P	P	P	P								
		Y	CAR	P						80	P	P	P	P	P								
		Y	CAR	P						60	P	P	P	P	P								
		Y	CAR	A						50	P	P	P	P	P								

Pre Present  
 Pre Absent



















