



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: 1/14/2021 __DB____ (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?)

The Alternative Center for Education faculty and staff have continuously worked hard to ensure the successful growth of our African-American students from grades 9th-12th. At the end of the 2nd quarter we were able to establish and provide the academic and social emotional supports that motivated our African-American student's to become more goal-oriented and develop positive feelings about their overall school experience. The following information identifies the areas of progress: Academics growth in testing core subject areas, Social Emotional Learning course, Mentorship program, Positive Behavior Rewards Program, Low range of ODR's and Culturally Responsive teaching in the classroom. The next steps will focus on continuing to close the achievement gap, increase student attendance and improving parental participation in our family engagement night activities.



SDIRC School Data Chats & Impact Review – Specialized School Setting Component: African American Achievement Plan 2020 – 2021



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

School: Choose an item.

Action Steps: 1.5, 2.6

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	January 4, 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)	<ul style="list-style-type: none">• The Principal reviewed the areas of focus of the School Improvement Plan during our Leadership Meeting with all core subject teachers.• The Principal facilitated the professional development on the mid-year reflection progress report, which included school data as it relates to academics and behavioral progress for African-American students.• The teaching staff was able to dialogue openly with the Principal about our mentoring program, positive rewards program, and academic and behavioral supports for at-risk students.

Action Step 2.6

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	January 4, 2021
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	<ul style="list-style-type: none">• The Principal referenced the culturally responsive teaching practices in his presentation to all teaching staff members.• The Principal gave plausible information that spoke to the integration of culturally friendly topics, classroom displays, and a positive classroom atmosphere for all learners.• After the Principal's PD was completed, two staff members gave a power point presentation on Chapter 2 "What's Culture Got Do with It?" in the book titled Culturally Responsive Teaching and Brain.



SDIRC DataCom – Specialized School Setting
Component: African American Achievement Plan 2020 – 2021



Date of DataCom: 1/14/2021

School: Choose an item.

Action Steps: 1.12, 1.16 & 1.37

Action Steps 1.12, 1.16 & 1.37

Date(s) of School Level Review(s) of Performance, Progress, & Regression of African American Students	January 11 th -14 th
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">• A review of all African-American student's grades and graduation audit has been conducted for the 2nd quarter with our academic advisor.• The Academic Advisor has met with 17 out of 18 our African-American students to go over their credits and GPA's.• The Academic Advisor has also notified all parents/guardians to make them aware of their child's academic standing.



SDIRC Quarterly Update Additional Action Steps – Specialized School Setting Component: African American Achievement Plan 2020 – 2021



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

School: Choose an item.

Action Steps: 1.6, 1.28, 1.30, 2.5, 2.9, 4.31

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	September 15 th , 17 th , 22 nd , 24 th , 28 th October 1 st , 6 th , 8 th , 13 th , 15 th , 20 th , 22 nd , 27 th & 29 th November 3 rd , 5 th , 10 th , 12 th , 17 th & 19 th December 1 st , 3 rd , 8 th , 10 th , 15 th , 17 th				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	3		3		
Total Percentage Breakdown of Participants by Race/Ethnicity	42%		17%		

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

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Pancake Breakfast (Qtr 1 Attendance) 6 Nacho Party (Qtr 2 Attendance) 3 Edgenuity Completion Pizza Party (Qtr Attendance) 3				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	11	1	12		
Total Percentage Breakdown of Participants by Race/Ethnicity	25%	100%	66%		

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	October 8 th November 18 th December 8 th
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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	16	29

Action Step 4.31

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	2	50%