



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 _____KG_____ (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
- During small group instruction, teachers are creating Checklists for standards mastered/ or what needs to be reviewed
- Coaches/Teachers review monthly i-Ready pass rates, minutes and unit assessments per class and students track progress
- Teachers are beginning to review student work during planning to check for consistency in grading practices
- Differentiated groups occurring daily and switched as needed-pushing rigor as needed for those who are ready
- Teachers conference with students at least bi-weekly
- Tier 2 groups began in October and reviewed in December and changed based on data. Tier 3 groups also occur daily based on threshold numbers given by district at beginning of the school year.
- Administration, coaches, and teachers reorganized our RtI groups for reading/math in January using unit assessments, iReady, and DIBELS. For the students who are not making growth, teachers are strategically creating interventions during Tier 1 that are specific and implemented to maximize their learning.
- We will also continue with our A2 interventions, extended learning opportunities, and will begin a Superstar Camp on February 16-April 30
- We also complete monthly walkthroughs with leadership team looking for evidence of Standards Based Instruction and tasks, Differentiation, Culture and Climate and Monitoring
- **SIP GOAL #1** for ELA: Through observations during our Impact Review monthly walks, our school wide data collected for Differentiated Instruction showed that **90%** were evident in plans or the lesson viewed, which is up from our previous Review in ELA. Our SIP goal was set for the second nine weeks at **60%**.

- **SIP GOAL #2** for Math: Through observations during our Impact Review monthly walks, our school wide data collected for Differentiated Instruction showed that **77%** were evident in plans or the lesson viewed, which is up from our previous Review in Math. Our SIP goal was set for the second nine weeks at **60%**.
- **SIP GOAL #3** related to Culture/Climate: Our goal is to have 10% less in ODRs, which was at 60 when we left in March, due to COVID. Currently, we have 9 ODRs. We will continue our PBIS using class DOJO and classroom relationship building strategies to keep this number low. Our goal is for all to: Be safe, Be respectful, Be Responsible, and Be Kind.
- **SIP GOAL #4** related to School Theme: We have started a student council and various community projects so far this year. We are limited due to Covid and cannot have visitors, assemblies, volunteers or move out into the community. Our Genius Hour is on hold currently.
- **Bottom Quartile Students**: ELA- 17 of 36 BQ students are not meeting ELA proficiency. Of those 17, 14 are SWD. As of January 5/7, who were still in virtual through the holidays returned. MATH- 21 of 38 BQ students are not meeting MATH proficiency. Of those 21, 13 are SWD. Until January 7 were still in virtual/transitional but as of January 5, 5/7 will be returning.
- **Next steps**: Continue to work on differentiation in ELA and Math. First semester each grade chose if they were working on student centers or teacher small group to differentiate. This semester the other portion needs to be done, with assistance from academic coaches during weekly planning.

Note...PD completed: September 23 and November 18 on Differentiation, January 27 planned for Accountable Talk



SDIRC School Data Chats & Impact Reviews – Elementary

Component: African American Achievement Plan 2020 – 2021



Date of Impact Review: 1/14/2021

School: Citrus 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	Sept. 30, Nov. 16, Jan. 4 With Leadership Team: Every Friday as needed during our meetings					
TIER 3 students noted here	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	7/15	46%	2/3	66%	2/13	15%

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	With staff: Aug. 12, Sept. 22, Oct. 9, Nov. 10, Dec 14, January 4 Reviewed with leadership team during meetings on Fridays, as needed
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)	*Weekly Collaborative Lesson Planning with Math and ELA Coaches/Admin with questions planned for whole and small group, and activities for independent centers *Coaching/co-teaching/modeling in all K-5 teachers based on grade level i-Ready data/unit assessments and walkthroughs Monitor work and hold students accountable for accuracy

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	At least once a month with the School Guidance Counselor, following up with classroom teachers, the MTSS team, and school psychologist Oct. 4, Nov 9, Dec. 7, Jan 11
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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	Sept. 22, Oct. 9, Nov. 10, Dec 14, January 15
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: 11/4/2020

School: Citrus 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	Monthly data meetings, and school wide: January 4, 2021 Reviewed with leadership team during meetings on Fridays, as needed
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)	Implementation of Superstar Camp, beginning in February, for students not proficient in grade level standards, but close to proficiency New Tier two groups created, based on data Coaching cycles as needed for teachers who need support

Action Step 1.38

TOTAL: Grade 3: 123 students, Grade 4: 125 students, Grade 5: 111 students	Third		Fourth		Fifth	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA	2/20	10%	4/28	14%	3/25	12%



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



Last Date of Review: 1/14/2021

School: Citrus 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	Weekly walkthroughs of rooms
Summary of Observation(s)	Walkthroughs reflect standards based instruction, with a focus on differentiation, not necessarily African American history teaching

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Geer Grant, Moonshot Academy, A2 interventions, Superstar Camp				
These reflect the total numbers based on all interventions offered	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	73/172	55/172	33/172	11/172	
Total Percentage Breakdown of Participants by Race/Ethnicity	43%	32%	19%	6%	

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

Action Step 1.11

Date of Student Committee Meeting	N/A
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	Currently, there is no student committee, and there are no extra curricular activities besides academic interventions.

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Quarterly Awards: Week of October 26, and January 11 (during lunch) Note: We also give weekly Bee Awesome Grams out at lunch time (once a month K-1, 2-3, 4-5). The numbers below reflect the quarterly awards				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	190/385	106/385	62/385	21/385	-
Total Percentage Breakdown of Participants by Race/Ethnicity	49%	28%	17%	6%	-

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	August 2020-January 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	15	15

Action Step 4.31

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

Example of Action Step 1.6
GEER Afterschool Program Planning, September 8, 2020

3:20-3:30 Snacks & Labels in Agenda				
3:30-4:10 Group 1: St.Pierre Sonday 1 Start at lesson 12: s, l, f, z. L.G. I can decode words using various strategies. LAFS.3.RF.3.3	3:30-4:10 Group 2: Zakarian Sonday 1 Start at lesson 14: qu, st, sp, sm, sn, sc, sw. L.G. I can decode words using various strategies. LAFS.3.RF.3.3	3:30-4:10 Group 3 Archer Sonday 2 Start at lesson 1: review short vowel sounds. L.G. I can decode words using various strategies. LAFS.3.RF.3.3	3:30-4:10 Group 4: Rhue Sonday 2: Start at lesson 4: flossy sounds. L.G. I can decode words using various strategies. LAFS.3.RF.3.3	3:30-4:10 Group 5: Campbell Sonday 2: Start at lesson 4: flossy sounds rule. L.G. I can decode words using various strategies. LAFS.3.RF.3.3
4:10-4:15: Brain Break. 4:15-4:20 Weekly Fluency Passage from HR (Unit 1, Week 2: Giving Thanks). Partner fluency. L.G. I can fluently read grade-level texts. LAFS.3.RF.4.4				
4:20-4:50: Best Practices in Reading Lesson 1—Dangerous Storms. Think about genre, topic, preview/predict (accountable talk). Preview text with a focus on in-context vocabulary strategies (vocab: tornado, cellar, hailstones, v-shaped cloud, roar, ruins). Read with students. Stop to ask questions: Why did grandpa say he got out of the lake just in time?, Why does Grandpa say “Head for the cellar?”. Visualize/Draw aunt Lou’s porch following the description. Cause and effect: go back in the text, find causes and underline them using one colored pencil, underline effects using another colored pencil. L.G. I can fluently read and answer comprehension questions about a grade-level text. LAFS.3.RI/RL.3.3, 4.4, 2.4, 1.1.				
4:55-5:05 Grammar Focus: nouns (plural: k-5 learning worksheet). Regular Plural Nouns Strategy (Nessy Spelling: plural nouns on YouTube). Follows grade-level pacing. Apply the “tail” strategy: plural nouns worksheet (10 nouns per day).				
5:05-5:25 Read Aloud: The Wishtree and Chapter Comprehension Questions. L.G. I can ask and answer questions about a text. LAFS.3.RL.1.1				
5:25-5:30 Pack up. Dismissal.				