



## 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: 1/15/2021 Anthony J. Vannette (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?)

- It was noted that "Strong Climate" as it relates to being safe and respectful is a strength that was seen during the Impact Review, October 1.
- It was noted that "Strong Climate" as it relates High expectations for rigor for all students especially high students is an area of development
  - **Next Steps/Action Plan:** Instructional Coaches will attend PD sessions (Differentiation, Formative Assessment, and Engagement) during an upcoming Coach's meeting and deliver PD sessions to staff during the January 27<sup>th</sup> Modified Early Release Day to address rigor for all students, especially high performing students.



## SDIRC School Data Chats & Impact Reviews – Elementary

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



**Date of Impact Review:** 10/1/2020

**School:** Dodgertown 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	October 1, 2020					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	3/38	8%	10/25	40%	8/34	24%

#### Action Step 1.5

Date of Quarterly Review of School Improvement Plan	October 1, 2020
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)	<p>As a result of the October 1st Impact Review, observational data was collected and shared with Dodgertown Elementary.</p> <p>Below, please find answers to the questions that guided the Debrief portion of the agenda, followed by the observational data:</p> <p>2. What strengths did you see today that you want to see more of? How are you going to develop these strengths and communicate them with your staff?</p> <p>➤ It was noted that "Strong Climate" as it relates to being safe and respectful is a strength that was seen during the Impact Review, October 1.</p> <p>3. What areas of development did you observe today? How will you share this with staff?</p> <p>➤ It was noted that "Strong Climate" as it relates High expectations for rigor for all students especially high students is an area of development</p> <p>➤ Action Plan: Instructional Coaches will attend PD sessions (Differentiation, Formative Assessment, and Engagement) during an upcoming Coach's meeting and deliver PD sessions to staff during the January 27<sup>th</sup> Modified Early Release Day to address rigor for all students, especially high performing students.</p> <p>➤ A meeting will be held to debrief with the staff via Instructional Coaches and/or Teams.</p> <p>4. Are the strengths and areas of development identified in the learning walks consistent with the priorities in the school improvement plan?</p> <p>➤ Yes, we are focusing on Tier 1 and small group instruction</p>

#### Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	09-23-2020, 10-09-2020, 10-15-2020, 11-13-2020, 12-10-2020
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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	09-23-2020
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	<p>During this Modified Instructional Day (formerly known as Early Release Day), we held a 2-hour meeting for all instructional staff. There were 2 parts to the agenda: Part 1) Restorative Practices, which reviewed student discipline data and the expectation of zero suspensions (in-school and out-of-school) and Part 2) Closing "discipline gaps" and "achievement gaps" among subgroups of students. We started with a PD on Restorative Practices which shed light on the discipline disparities on subgroups of students (especially African American males) and offered alternative consequences to suspensions. These alternatives took advantage of "teachable moments" and discussed strategies to invest in conflict resolution and mediation. We continued with reviewing available data and expectations for improving teaching and learning while closing</p>

	<p>achievement gaps among student subgroups. It was discussed that all data collected should include student subgroups to track performance and to track equitable outcomes. Example of Available data: The “student recognition” document tracks the number and percent of students (by ethnic subgroups) who were discussed during data chats with the leadership team. Currently, results for the Fall administration (beginning of year) of the Reading and Math i-Ready are listed. At the beginning of the school year, students are expected to score at the end of their last great level or at the “early” stage of their new grade level. At the start of the school year, students who score at the middle of their new grade level or higher (e.g. mid-current grade, late-current grade, 1 grade level above, 2 grade levels above, etc.) are recognized as performing at an advanced level on coursework.</p>
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# SDIRC DataCom – Elementary

## Component: African American Achievement Plan 2020 – 2021



**Date of DataCom:** 11/4/2020

**School:** Dodgertown 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	11/04/2020
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)	<p>Dodgertown Elementary</p> <ul style="list-style-type: none"> <li>Focus is on the 5th grade students and 4th grade students who were retainees 2 years ago.</li> <li>Goals - 70% yellow and above and 50% green and above</li> <li>ELA is the most concerning subject; also has an impact on science scores.</li> <li>During the first quarter, had many of the L25 in remote learning <ul style="list-style-type: none"> <li><b>NEEDS</b> <ul style="list-style-type: none"> <li>How are you identifying students and what is your plan in remote learning and encouraging them to come back to school or providing systematic remediation (e.g., Saturday School, evening intervention group, secured location for intervention)? <i>DKM WOULD LIKE THE PLAN BY MONDAY.</i></li> <li>Would like to be able to invite remote learning students to extended learning opportunities.</li> <li>Need to have promotion/retention conversations with those students who are chronically absent from remote learning opportunities and not performing well academically.</li> <li>Sit with teachers during data meetings and conduct a grade audit to compare to Unit Assessment performance to identifying alignment and discrepancies.</li> </ul> </li> </ul> </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)	4	21.05%	1	10%	4	36.36%



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



**Last Date of Review:** 11/12/2020

**School:** Dodgertown 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	November 12, 2020
Summary of Observation(s)	It was noted that teachers were implementing African American History Teachings in their instructional delivery of lesson plans.

### Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	GEER, Rising K				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	10	22	61	0	3
Total Percentage Breakdown of Participants by Race/Ethnicity	10%	23%	64%	0%	3%

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

### Action Step 1.11

Date of Student Committee Meeting	12/07/20
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	<p>During the December 7, 2020 Superintendent's Student Advisory Council, feedback related to school experiences was gathered from a representative sample of students from the various secondary schools in our district. Of the students participating, 16 students were physically in attendance and 4 students attended virtually. One of the topics for which feedback was gathered was extracurricular activities. Participating students identified current strengths of extracurricular activities such as the ability to continue to engage in extracurricular activities in the usual ways despite COVID-19, the availability of extracurricular activities to students regardless of instructional model enrollment, and considerations for safety during these activities. Examples of opportunities for growth identified by participating students included making available a person or webpage that explains specific guidelines for extracurricular activities, increasing the diversity in the types of activities offered at schools, and reinforcing COVID-19 guidelines while still maintaining the joy of the activities. When asked about equitable participation of students in extracurricular activities, responses indicated that students thought there was the opportunity for all students to equitably participate, but there needs to be increased communication of the whole range of extracurricular activities available at schools.</p>

### Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).					
	White (Q2 73)	Hispanic (Q2 107)	Black (Q2 245)	Two or More	All Other Race/Ethnicities (Q2 38)

Total Number Breakdown of Participants by Race/Ethnicity	Aug/Sept	211, 289%	229, 214%	574, 234%		132, 196%
	Oct	160, 219%	150, 140%	499, 204%		64, 168%
	Nov	205, 280%	203, 190%	525, 214%		101, 266%
	Dec	190, 260%	185, 173%	480, 196%		80, 211%
Total Percentage Breakdown of Participants by Race/Ethnicity	Aug/Sept	211, 289%	229, 214%	574, 234%		132, 196%
	Oct	160, 219%	150, 140%	499, 204%		64, 168%
	Nov	205, 280%	203, 190%	525, 214%		101, 266%
	Dec	190, 260%	185, 173%	480, 196%		80, 211%

#### Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	N/A
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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	14	27

#### Action Step 4.31

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	1	0%