



**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 AF (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?)

There was student regression in grades 3, 4, and 5. This is an opportunity for growth as our school team needs to identify the root cause for the regression. In some instances, we question the accuracy of diagnostic tests taken at home as our school data does not match the scores. In other instances, we have not provided the support needed for the students to continue to make adequate growth. To rectify this, we need to broaden the data examined during school data chats. Looking at multiple data sources as well as taking the time to drill down and identify specific gaps should help us reach our African American students to ensure their continued learning.



SDIRC School Data Chats & Impact Reviews – Elementary

Component: African American Achievement Plan 2020 – 2021



Date of Impact Review: 1/15/2021

School: Glendale 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	12/15/20, 1/4/21, 1/12/21					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	6 out of 12	50%	5 out of 10	50%	8 out of 12	66%

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	We review the plan weekly at Leadership meetings, the Midyear was completed on 12/15/2020
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>Here is the summary from our 2nd quarter Impact Review.</p> <p>1. 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? Strengths observed were in the areas of Culture and Climate. Mr. Faust will share data and trends with staff at meetings. One way will be by doing a gallery walk with teachers of the findings from today.</p> <p>2. What areas of development did you observe today? How will you share this with staff?</p> <p>An area for development is in differentiation. Mr. Faust plans in working with the instructional coaches to work with their staff in the area of differentiation.</p> <p>3. Are the strengths and areas of development identified in the learning walks consistent with the priorities in the school improvement plan?</p> <p>The areas of development align closely with the school improvement plan. No extra action steps are needed.</p>

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	12/15/2020, ongoing monthly
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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	10/6/20, 11/10/20, 11/17/20, 12/19/20
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	We incorporated an SEL training for teachers on January 4 th to address tiered instruction connected to relationships and team building. The school counselor delivered this instruction and follow ups will be done monthly at grade chair meetings to discuss how we are closing the achievement gap with our African American Students.



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



Date of DataCom: 11/4/2020
School: Glendale 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	12/15/20
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)	We reviewed data by grade level on December 15 th . Student performance determined action steps to take for the following: Rti groups in both Math and Reading, added supports for extending learning, and SEL support groups (lunch bunch) with the school counselor. One area to note is the data review needs to also address the students who are testing at home. This variable seemed to have an adverse connection once students returned to school.

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)	3 out of 17	18%	8 out of 19	42%	4 out of 12	33%



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



Last Date of Review: 1/12/2021

School: Glendale 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 and Impact Review walks
Summary of Observation(s)	Walkthroughs have shown a need to connect to this curriculum more purposefully. We will be asking coaches to ensure these teachings are in our lesson plans and being implemented across the school. The Matrix will guide the planning moving forward.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Glendale University is our ELO that runs for two sessions. The first session ran on the following dates; Oct-27,29, Nov-3,5,8,10,15,17, Dec-1,3,8,10,15,17				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	5	2	5	0	0
Total Percentage Breakdown of Participants by Race/Ethnicity	42%	16%	42%	0%	0%

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

Action Step 1.11

Date of Student Committee Meeting	Lunch Bunch groups consist of 19 students overall. 15 are African American, 4 Mixed Race. The students met one time per week with the counselor.
Summary of student feedback related to diversify opportunities to participate in extracurricular activities-this is completed during the lunch bunch groups with the school counselor.	<p>1.11 Develop a process to identify the current needs and supports for equitable participation in extracurricular activities (e.g., cheerleading, lacrosse, soccer, and orchestra).</p> <p>Feedback from AA students enrolled in Lunch Bunch groups at GES:</p> <p><u>Activities/Clubs of Interest:</u></p> <ol style="list-style-type: none"> 1. Kickball Club- would like a tournament between teachers vs. students 2. Fortnight Club 3. Basketball 4. Flag Football 5. Track 6. Cooking Club 7. Trivia Club <p><u>Student reported barriers to extracurricular activities/clubs:</u></p> <ol style="list-style-type: none"> 1. Financial 2. Transportation 3. Other commitments

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Student of the Month, Honor Roll-November Perfect Attendance Due to Covid-19 we have created a new model of recognition ceremonies where we visit each classroom to celebrate the students.				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	90/325	32/325	75/325	14/325	12/325
Total Percentage Breakdown of Participants by Race/Ethnicity	27%	10%	23%	5%	4%

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-Lunch Bunch is a mentor program run by our school counselor. Students are in groups of 3 to 4 and come on certain days of the week.	1	19

Action Step 4.31

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

2020 Glendale University Extended Learning Institute

Your child, _____, has been invited to an engaging after-school institute. The focus will include skills and strategies to prepare students to become lifelong learners in small groups settings.

This opportunity is at **no cost** to you and **transportation** will be provided. Students will also receive an after-school snack.

We ask that students attend EVERY session of the institute to get the most from it, as skills will be built upon from one session to the next. Safe, responsible, and respectful behavior expectations will be in place. Students who show difficulty with these will not be allowed to participate. **This form must be returned no later than Tuesday, October 9, 2020 or your place will be filled.**

**The institute will be held on Tuesday and Thursday afternoons
3:45-5:15 pm**

Dates:

October 27, 29

November 3, 5, 10, 12, 17, 19

December 1, 3, 8, 10, 15, 17,

___ YES, my child WILL attend Institute for all sessions.

___ NO, my child WILL NOT attend Institute.

___ YES, my child needs bus transportation.

___ NO, I WILL pick up my child by 5:15 pm. *Repeated late pickups will result in dismissal from the program.

Student: _____ ID# _____ Teacher: _____

Parent: _____ Phone: _____

Bus Address (where you'd like your student to be dropped off after 5:45 pm)
