



## 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: 1/26/2021 \_\_\_\_\_ TJ \_\_\_\_\_ (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?)

Opportunities for growth include:

### Action Step 1.17

**We met with teachers to plan additional ELO that can be offered before, during and after school. We have additional teachers that have committed to working with students that need remediation in all tested grade levels/core classes. We also have ELO for students that have course recovery(Edgenuity) requirements that need to be completed by the end of the semester.**

### Action Step 1.22

Staffing is a barrier for this action step. Currently we have one counselor that is on campus; therefore, it has been difficult to maintain communication with all the students with one counselor on campus. We have removed all extra duties and responsibilities from the counselor that does not involve direct student services/contact.

What are next steps based upon work accomplished?

Next steps include continuation of progress monitoring our students through our problem-solving process to monitor academic progress, increase the access and offerings of our Extended Learning Opportunities, and work increase contact with our AA Student Achievement Council.



## SDIRC School Data Chats & Impact Reviews – Secondary

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



**Date of Impact Review:** 1/14/2021

**School:** Gifford Middle

**Action Steps:** 1.5, 1.15, 1.17, 1.18, 1.22, 2.6

#### Action Step 1.5

Date of Quarterly Review of School Improvement Plan	1/13/2021
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)	<p>Our School Improvement Plan continues to address the achievement gap African American Students. Based on our last Impact Review, our school has showed progress in the area of Cultural and Climate in the classrooms. We are continuing to work to improve the level of Engagement and Standard Based Instructions in the classrooms. Our teams meet with district personnel monthly to problem solve and conduct error analysis of the items our students struggled with and on district unit assessment and develop action step to address the gaps in the classroom.</p> <p>Our teams continue to collaborate during planning to ensure that each lesson is taught to rigor of the standard.</p>

#### Action Step 1.15

Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments	1/14/2021 / on going
Standards Identified in Need of Re-Teaching	<p>LAFS.8.RI.2.5</p> <p>LAFS.7.RI.1.3</p> <p><b>LAFS.6.RI.1.2:</b></p>
Recommended Strategies	The recommended strategies that will be used to ensure the students understand the standards are: small group instruction, regular formative assessment and monitoring, gradual release instruction, bell work, practice worksheet and strong classroom management.

#### Action Step 1.17

List of After School / Extended Learning Opportunities Offered to Improve Graduation Rates	Algebra, Geometry and Reading touring. After school tutoring for our struggling reader and Art Club
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#### Action Step 1.18

	White		Black	
	#	%	#	%
Course Recovery – Behind in Credits	265	34%	230	53%
Course Recovery – Student Participating in Course Recovery	265		230	
%Course Recovery – Eligible Students Enrolled XXX		34%		53%

#### Action Step 1.22

Date of Reviews of School Counselor Contacts with African American Students Off-Track for Graduation	Ongoing
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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	1/14/21,
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	The action steps to incorporate Culturally Responsive Practices into the Tier 1 Framework are equitable with discipline for all students, PD to understand AA students cultural background, Small group instructions, follow students IEP so the students receive the service that they need, Identify students who may need to be a part of the MTSS process and problem solve once per month to ensure students' academic needs are met.



**SDIRC School DataCom – Secondary**  
**Component: African American Achievement Plan 2020 - 2021**



**Date of DataCom:** 1/14/2021

**School:** Gifford Middle

**Action Steps:** 1.12, 1.16, 1.19, 1.20, 1.23, 1.31, 1.37, 1.38

**Action Steps 1.12, 1.16, 1.19, 1.31, & 1.37**

Date(s) of School Level Review(s) of Performance, Progress, & Regression of African American Students	1/14/2021
District Review Conducted of Academic Performance, Progress (e.g., course failures, concordant scores, GPA, advanced coursework) & Regression of African American Students	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summary of Action Steps / Plan based upon Review of Performance, Progress, & Regression of African American Students (based upon District & School Level Reviews)	Based on the review of Performance, Progress, & Regression of African American Students on semester 1 course work the data shows that 47% of our African American students are performing at or above grade level, while 53% African American students who were in virtual, transitional and in person classroom learning scored a F or a D on their first semester report. The data also shows the 72 % of 6 <sup>th</sup> grade, 50% of 7 <sup>th</sup> grade and 47% of grade students made progress from ELA unit 1 to ELA unit 4 on the district unit assessment. We will continue to follow and monitor to ensure that the our school continue to follow the AAA Plan to ensure the academic success of our students.

**Action Step 1.38**

	Sixth/Ninth		Seventh/Tenth		Eighth/Eleventh	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA	25	28%	22	50%	36	47%

**Action Steps 1.20, & 1.23**

Date(s) of School Level Review of Student Progress Towards Graduation	N/A
District Review Conducted of Graduation Rate and Action Steps Implemented to improve graduation rate	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No



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



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

**School:** Choose an item.

**Action Steps:** 1.3, 1.6, 1.11, 1.14, 1.28, 1.29, 1.30, 1.33 (4<sup>th</sup> quarter only), 2.5, 2.9, 4.5, 4.6, 4.30, 4.31

### Action Step 1.3

Date(s) of Walk-Through to Observe Implementation of African American History Teachings	On going
Summary of Observation(s)	The history of notable African American leaders is read on our morning announcement daily. In our ELA and Reading the students will be studying to work and contributions of African Americans in the upcoming weeks

### Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Math club, Reading Club, and Art club				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	23	6	12	0	
Total Percentage Breakdown of Participants by Race/Ethnicity	56%	15	29	0	

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

### Action Step 1.11

Date of Student Committee Meeting	None
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	None

### Action Step 1.14

Date(s) of African American Achievement Student Council Meetings	None
Summary of Needs Assessment Feedback and Modifications for Incorporation into Action Planning	None

### Action Steps 1.28 & 1.29

We encourage our students to remain focus in all their classes so that they will be well rounded and prepared when it is time to take the tests. Our team continue to monitor the students to make sure they are making progress with semester 1 course recovery and remain successful with their semester 2 academic workload.	Black Students (#)	Black Students (% of Total Population of Black Students)
Students Participating in On-Site College Readiness Testing	None	None

\*Attach schedule of events for workshops, website, parent conferences, SAT and ACT information.

\*Attach evidence of information provided at one of the scheduled events.

**Action Step 1.30**

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Students of the Month and i-Ready Celebrations			
	White	Hispanic	Black	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	168	85	118	7
Total Percentage Breakdown of Participants by Race/Ethnicity	78%	77%	62%	47%

**Action Step 2.5**

Timeframe of Reported Out-of-School Suspensions	None
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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	13	12

**Action Steps 4.5 & 4.6**

Number of African American students applying for the FFEA Scholarship Program	None
Number of African American students taking part in the IRSC Teacher Academy	None

**Action Step 4.30**

Number of Applications for Education (i.e., teaching) Scholarships Completed by African American Students.	None
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**Action Step 4.31**

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition Teaching	None	None