



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 _____CB_____ (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?)

We have seen significant growth of AA students that are showing proficiency on Unit Assessments for our 3rd, 4th, and 5th grades. We are aiming to keep this momentum and continue to focus on subgroups intentionally to ensure that we continue to see growth. Areas of opportunities are with CRI and ensuring that Culturally Relevant Instruction is still taking place in our K-5 classes. We are eager to see the growth over the next few Unit Assessments specifically related to the subgroups outlined below.



SDIRC School Data Chats & Impact Reviews – Elementary

Component: African American Achievement Plan 2020 – 2021



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

School: Choose an item.

Action Steps: 1.4, 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	12/10-1/21					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	3	30%	5	35%	7	43%

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	11/17-12/8-1/19-2/16-3/16			
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)	1/11/21			
		Evident	Partially Evident	Not Evident
	SBI	7/8	1/8	0
	Tasks	7/8	1/8	0
	Monitoring	2/8	6/8	0
	Engaged/Participating	3/8	5/8	0
	Culture/Climate	6/8	2/8	0
	Differentiation	6/8	2/8	0
	Small changes are being made to increase Engagement and Monitoring. The teachers that were observed to be demonstrating Partially Evident practices will be given the opportunity to visit their colleagues that were observed as Evident in these 2 domains.			
	SEL Walks Next Steps: Build Common Language and Sanford Harmony Schoolwide Training.			

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	12/1/2020
	12/2/2020
	12/9/2020
	12/15/2020
	12/16/2020
	12/17/2020
	12/18/2020
	1/5/2021
	1/8/2021
	1/12/2021
	1/13/2021

Action Step 2.6

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	12/7-1/8
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	<p>Vary teaching approaches to accommodate diverse learning styles and language proficiency</p> <ul style="list-style-type: none">• Initiate cooperative learning groups <p>Vary teaching strategies</p> <ul style="list-style-type: none">• Use cooperative learning especially for material new to the students• Assign independent work after students are familiar with concept• Assign students research projects that focus on issues or concepts that apply to their own community or cultural group• Provide various options for completing an assignment <p>Bridge cultural differences through effective communication</p> <ul style="list-style-type: none">• Teach and talk to students about differences between individuals (Tied into Unity Week)• Show how differences among the students make for better learning



SDIRC DataCom – Elementary

Component: African American Achievement Plan 2020 – 2021



Date of DataCom: Click or tap to enter a date.

School: Choose an item.

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	12/10-1/21
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>Calculate and discuss the overall percentage of test scores per teacher</p> <p>Cover the 2-3 lowest performing standards</p> <p>Identify the standards in the highest reporting categories</p> <p>Identify specific questions associated with highest reporting categories</p> <p>Chalk talk for specific questions identified as highest reporting categories</p> <p>Brainstorm possible barriers and solutions</p> <p>Brainstorm possible solutions</p> <p>Develop a strategy to close the gaps</p>

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	17%	3	15.7%	2	13%



SDIRC Quarterly Update Additional Action Steps – Elementary 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, 1.30, 2.5, 2.9, 4.31

Action Step 1.3

Date(s) of Walk-Through to Observe Implementation of African American History Teachings	11/9-11/13-12/10-12/21-1/11
Summary of Observation(s)	Observation resulted in AAA Matrix being seen as vertically integrated into plans that integrated the required teachings into the Social Studies instructional blocks.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Extended day 3D Printing Club Tinker Cad 3D Printing Club				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	3	1	3	1	1
Total Percentage Breakdown of Participants by Race/Ethnicity	33%	11%	33%	11%	11%

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

_____ has been selected to attend the

FAB LAB FRIDAYS

Science Technology Engineering Art Mathematics

STEAM After School Club

Learn to create your own 3D printed objects!

WHEN

December 4, 11, January 8,
15, 22, and 29 (6 weeks)
3:20pm – 4:30pm

WHERE

Fab Lab/ Computer Lab

Osceola Magnet Elementary School

WHAT

Students will learn how to create 3D models and how to use our new 3D printer to actually print them out!

Mechanical Engineering: 3D Model Building and

3D Printing **Coding:** Automate 3D model Creation

Electrical Engineering: Lights and Circuits

Augmented Reality: Characters can be viewed virtually in a real-world setting

The students will be creating their own Astro Robot Character with a Light Up Jetpack



Students will learn coding



Students will learn circuitry



Students will view their Characters in Augmented Reality



Action Step 1.11

Date of Student Committee Meeting	N/A
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	Due to COVID we currently only offer FAB Lab as a club and ensured that we enrolled a diverse population.

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Honor Roll, Most Growth Lunch, Principles Challenge participants				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	148	31	72	14	7
Total Percentage Breakdown of Participants by Race/Ethnicity	28%	6%	14%	3%	1%

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	11/2/20-Present
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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	10	14

Action Step 4.31

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