



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 _____ E.R. _____ (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?)

Observational data including impact reviews indicate a significant increase in standards-based instruction, standards-aligned tasks, student-centered work, and positive Climate and culture. There is evidence of slight increases in effective monitoring and engagement/participation. There is no evidence of increased differentiation.

Next steps include focus on developing teachers' skillset with differentiation. Differentiation continues to be a focus of coaching cycles and professional developments. In addition, with large numbers of additional students returning to brick and mortar classrooms

Unit assessment and iReady data indicate growth in all areas. According to Unit assessment data, we are predicted to reach or exceed our goals in all School grade categories. However, we anticipate changes in these numbers as we have welcomed large amounts of virtual or transitional students back to brick and mortar classrooms for the second semester. As these students were not previously taking Unit Assessments and are not a part of those averages showing great growth, we look forward to more accurate data in the coming weeks and will adjust interventions and next steps accordingly.



SDIRC School Data Chats & Impact Reviews – Secondary

Component: African American Achievement Plan 2020 - 2021



Date of Impact Review: 1/6/2021

School: Oslo 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	09/18/2020; 01/04/2021
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?
<p>Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews)</p>	<p>Review 1: <u>Strengths:</u></p> <ul style="list-style-type: none"> • Attention to standards and essential questions in classrooms • Culture and Climate is very positive • Teachers are trying new initiatives • Students feel safe to ask questions and work on difficult problems <p><u>Areas for improvement:</u></p> <ul style="list-style-type: none"> • Pacing needs to be more timely • Lack of differentiation • A need for monitoring for understanding rather than just compliance <p>Review 2: <u>Wondering-</u></p> <ul style="list-style-type: none"> • How we can get students from strategic compliance to engagement? • How can you tap into the rock-star teachers and implementing their strategies to help other teachers and students? • What school wide strategies are implemented for differentiation? • How are you intentional monitoring and providing differentiation? • What is the definition of monitoring and what does it look like? • Do you plan for differentiation in collaborative planning? <p><u>Noticing's-</u></p> <ul style="list-style-type: none"> • SBI has improved and evident in classes • Engagement is more evident than the last impact review • Positive climate and culture and good relationships • Students were doing the work • Teacher centered activities • Students were very attentive and moving toward engagement • Academic talk and vocabulary has increased

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Action Step 1.15

Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments	Every second and fourth Monday of each month in department meetings as a group. Individual Data Chats with Administration: 1/11/21; 1/12/21
Standards Identified in Need of Re-Teaching	<p>Science: Nature of Science Standards all 3 grade levels</p> <p>Civics: SS.7.C.3.3; SS.7.C.3.5</p> <p>ELA: 6th: RL1.2, RL2.5 7th: RI.3.9, RL2.4 8th: RI.1.2</p> <p>Math: <u>Algebra:</u> MAFS.912.A-CED.1.3 MAFS.912.A-REI.3.6</p> <p><u>6th grade:</u> MAFS.6.NS.2.3 MAFS.6.NS.3.7a MAFS.6.EE.2.8</p> <p><u>7th Grade:</u> MAFS.7.RP.1.2.b MAFS.7.RP.1.3 MAFS.7.RP.1.1</p>
Recommended Strategies	<p>Scaffolding/Chunking Differentiation Student Data Chats Tutoring Increased Engagement strategies</p>

Action Step 1.17

List of After School / Extended Learning Opportunities Offered to Improve Graduation Rates	<p>In-person tutoring Online tutoring Boot-camps for specific tests Breakfast club support before first block for identified students BQ and PBIS identified students pulled from electives for ELA/Math support Home visits for virtual students failing</p>
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Action Step 1.18

	White		Black	
	#	%	#	%
Course Recovery – Behind in Credits	NA	NA	NA	NA
Course Recovery – Student Participating in Course Recovery	87	.09	74	.08
Course Recovery – Eligible Students Enrolled	87	100	74	100

Action Step 1.22

Date of Reviews of School Counselor Contacts with African American Students Off-Track for Graduation	08/28/20, 09/03/20, 1/15/21
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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	September 23 rd ; October 8 th ; October 22 nd ; November 5 th ; November 18 th ; December 10 th ; January 14 th ; January 27 th
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	<ul style="list-style-type: none">• CRT Book study: Culturally Responsive Teaching and the Brain, Zaretta Hammond• Teacher PDs by chapter- designed & presented by department• In-class support and coaching from Multicultural Coordinator• Restorative Justice Professional Development for all teachers and implemented through success coach and PBIS• PBIS classroom support with targeted students• Check-in, check-out & Social skills with identified students



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



Date of DataCom: 11/19/2020

School: Oslo 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	10/21/20; 11/18/20; 12/16/20; 1/04/21
District Review Conducted of Academic Performance, Progress (e.g., course failures, concordant scores, GPA, advanced coursework) & Regression of African American Students	<input checked="" type="checkbox"/> Yes <input 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)	<ul style="list-style-type: none"> • BQ students moved to transitional or Brick & Mortar • Department BQ intervention plans • Support with make-up work for struggling students • Tutoring: Afterschool, online appts, ESE Breakfast club • Department-led data chats • Standards-based, rigorous instruction • Home visits to virtual students • BQ students to be pulled 40min/week during electives • Increased ENGAGEMENT, DIFFERENTIATION, and FEEDBACK

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)	29	.09	11	.04	5	.02

Action Steps 1.20, & 1.23

Date(s) of School Level Review of Student Progress Towards Graduation	10/21/20; 11/18/20; 12/16/20; 1/04/21
District Review Conducted of Graduation Rate and Action Steps Implemented to improve graduation rate	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No



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



Last Date of Review: 1/6/2021

School: Oslo Middle

Action Steps: 1.3, 1.6, 1.11, 1.14, 1.28, 1.29, 1.30, 1.33 (4th 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	11/3/20, 11/17/20, 11/19/20, 12/7/20, 12/15/20, 1/06/21, 1/08,21
Summary of Observation(s)	<p>CIVICS: 14th amendment which is a post civil war citizenship amendment granting all people citizenship if they were born on American soil specifically granting the rights of citizenship to African American people, 13, 15th 19th 24th and 26th amendments which deal either directly or indirectly with African American history. 13th Ended slavery 15th granted African American men the right to vote 19th all women including African Americans Court cases of Dred Scott, Plessy vs Ferguson and Brown V Board, Dred Scott about denying citizenship to AA which was overturned by the 14th amendment, Plessy saying segregation was acceptable, and Brown overturning Plessy The civil rights movement and Jim Crow laws The election of Kamala Harris and also Barak Obama Multiple discussion of systemic discrimination</p> <p>US History: Abolitionist Movement Sojourner Truth Speech and impact Impact of Frederick Douglas on Abolitionist Movement</p>

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).					
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	ELA-7 Math – 36 Sci & SS - TBA	ELA-3 Math-14 Sci & SS - TBA	ELA-11 Math-19 Sci & SS - TBA	0	ELA-0 Math-3 Sci & SS - TBA
Total Percentage Breakdown of Participants by Race/Ethnicity	46%	18%	32%	0%	.03%

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

Action Step 1.11

Date of Student Committee Meeting	11/13/2020
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	When asked to respond to the statement "I need help with getting involved in school activities" 90 African American Students

	responded - 17 Strongly Agree, 26 Agree, 27 were Neutral, 12 Disagree, and 18 Strongly Disagree.
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Action Step 1.14

Date(s) of African American Achievement Student Council Meetings	Sept. 29 (returning 7th and 8th only), October 20, December 8
Summary of Needs Assessment Feedback and Modifications for Incorporation into Action Planning	<p>Top 3 areas that African American Students share they need support are</p> <ol style="list-style-type: none"> 1. Helping myself (gaining more self-confidence, feeling better about myself, expressing my feelings and thoughts) 2. Improving study skills 3. Planning my options after high school

Action Steps 1.28 & 1.29

	Black Students (#)	Black Students (% of Total Population of Black Students)
Students Participating in On-Site College Readiness Testing	NA	NA

*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).	iReady gains for ice cream				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	238	144	134	33	5
Total Percentage Breakdown of Participants by Race/Ethnicity	43	26	24	.06	.01

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	6
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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	3	4

Action Steps 4.5 & 4.6

Number of African American students applying for the FFEA Scholarship Program	
Number of African American students taking part in the IRSC Teacher Academy	

Action Step 4.30

Number of Applications for Education (i.e., teaching) Scholarships Completed by African American Students.	
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Action Step 4.31

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

Student Name	Grade	Virtual	Course	Referring Teacher	iReady Lesson	Sept	October	November	December	January
	7	V	7th Grade	Broxton-Brown	Edgenuity - 7th Grade		10/9, 10/12, 10/21, 10/22, 10/23, 10/27, 10/28			
	7	V	Math 2	HART	Edgenuity - 7th Grade	24-Sep				
	6	V	Math 1	Ferraro	Edgenuity - 6th Grade		14-Oct			
	7	T	Algebra 1	Howse				11/6, 11/10		
	7	V	7th Accelerated	Chmil	Edgenuity - 7th Accel	23-Sep				
	6	V	Math 1	Ferraro	Edgenuity - 6th Grade		2-Oct			
	8	V	Math	Burson	Edgenuity - PreAlgebra		10/6, 10/9		4-Dec	
	7	V	7th Grade Math	Chmil	Edgenuity - 7th Grade	21-Sep	10/19, 10/20			
	7	V	Math 2	Hart	Edgenuity - 7th Grade		15-Oct			
	6	V	6th Grade Math	Chmil						
	7	T	7th Grade Accelerated	Schroeter	7th Grade Unit 3		28-Oct	11/5, 11/20	#####	
	7	V	7th Accelerated	Chmil	Edgenuity - 7th Accel		10/12, 10/13, 10/14,			
	8	V	Math	Burson	Edgenuity - PreAlgebra		6-Oct			
	8	T	Pre-Algebra	Schroeter	Edgenuity - PreAlgebra		28-Oct			
	7	F	7th Accelerated	Lalanne					8-Dec	
	8	V	Pre-Algebra	Burson						
	7	V	Math 2	HART	Edgenuity - 7th Grade		13-Oct			
	7	V	Math 2	HART	Edgenuity - 7th Grade		2-Oct			
	8	F	Pre-Algebra	Soderman					12/9, 12/10	

	8	F	Algebra	Howse					12/4, 12/9,	
	8	V	Pre-Algebra	Chmil	Edgenuity - PreAlgebra		10/5, 10/6			
	7	T	Alg 1 HON	HART	Grade 4 Lesson 32 - 2D Figures	9/22, 9/24,	10/1, 10/9, 10/16	11/12, 11/13	11-Dec	
	8	V	Algebra 1	Burson	Edgenuity - Algebra 1		10/5, 10/20,			
	8	V	Pre-Algebra	Chmil	Edgenuity - PreAlgebra		10/2, 10/5			
	7	V	Math 2	Chmil	Edgenuity - 7th Grade		16-Oct			
	6	V	Intensive Math	Campbell	Edgenuity - PreAlgebra	24-Sep	10/22, 10/23			
	8	V	Geometry	Chmil	Edgenuity - Geometry	23-Sep	11/10, 11/12, 11/19	12/2, 12/9, 12/15, 12/17	1/12, 1/13	
	7	V	Algebra 1 Honors	Chmil	Edgenuity - Algebra 1		10/19, 10/27, 10/28			
	8	V	Algebra 1	Burson	Edgenuity - Algebra 1	22-Sep	10/2, 10/21	11/4, 11/6, 11/16		
	8	V	PreAlgebra	Chmil	Edgenuity - PreAlgebra	9/16, 9/21, 9/22, 9/24	10/5, 10/7, 10/8, 10/15, 10/16, 10/20, 10/21, 10/22, 10/23, 10/27, 10/28	11/3, 11/5, 11/10, 11/19	12/4, 12/8	
	7	V	Math 2	Chmil	Edgenuity - 7th Grade		10/13, 10/19, 10/20, 10/21, 10/22, 10/23	3-Nov		
	6	V	Math 1	Chmil	Edgenuity - 6th Grade		10/14, 10/15, 10/16			

	6	V	Math 1	Chmil	Edgenuity - 6th Grade		10/19, 10/20, 10/21, 10/22			
	7	V	Math 2	Chmil	Edgenuity - 7th Grade		10/21, 10/22, 10/23,			
	7	V	Math 2	HART	Edgenuity - 7th Grade		10/5, 10/7, 10/8, 10/9			
	7	V	Math 2	HART	Edgenuity - 7th Grade		10/6, 10/7, 10/8			
	8	V	Pre-Algebra	Di Sisto	Edgenuity - PreAlgebra	29-Sep	10/8, 10/9, 10/13, 10/14, 10/15, 10/16			
	7	T	Alg 1 HON	HART	Grade 4 Lesson 32 - 2D Figures	9/16, 9/2	10/1, 10/9, 10/16			1/11, 1/12, 1/14
	8 V		Pre-Algebra	Burson						