



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: 1/11/2021 _____LWF____ (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?)

- While we have started our Saturday Camps to address our extended Learning opportunities for our African American Students in 4th and 5th grade. We have not been able to start our planned FSA Reading Camps in the afternoon. We are waiting to hear about our GRANT from the 21st Century Learning Extended Day Program. We plan to run our FSA Reading and Math Camp in conjunction with the 21st Century Program. IN order to grow We have started our SES adult mentoring program for our African American students in grades 3 4 and 5. We will monitor the progress of these students on Academics and Behavior using Power BI to chart evidence of the effectiveness of African -American students being individually mentored and rewarded by adults at SES. For parent extended learning opportunities we had a 1st quarter Title One I ready Parent Night and we will offer a Part Two Title One I ready Night to help parents deeper understand their child's I ready Progress. Special area teachers were asked by leadership to take the opportunity to work on Social Studies standards in order to bring in more African American history teaching for students. Principal will continue individual data chats with ALL teachers regarding student progress and needs.

***African American Transitional Students returning to Brick and Mortar will need extra Tier 2 Support



SDIRC School Data Chats & Impact Reviews – Elementary

Component: African American Achievement Plan 2020 – 2021



Date of Impact Review: 1/11/2021

School: Sebastian 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	10/16/2020 11/4/2020 01/04/2021					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	4	33%	11	79%	8	50%

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	January 4, 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>Returning transitional African American students in primary grades (especially 1st grade) are needing Tier 2 interventions immediately upon their return to school. We will readdress these Tiers after our next DIBELS Test.</p> <p>We have started our Saturday Camps to address our extended Learning opportunities for our African American Students in 4th and 5th grade. We have not been able to start our planned FSA Reading Camps in the afternoon. We are waiting to hear about our GRANT from the 21st Century Learning Extended Day Program. We plan to run our FSA Reading and Math Camp in conjunction with the 21st Century Program. In order to grow We have started our SES adult mentoring program for our African American students in grades 3 4 and 5. We will monitor the progress of these students on Academics and Behavior using Power BI to chart evidence of the effectiveness of African -American students being individually mentored and rewarded by adults at SES. For parent extended learning opportunities we had a 1st quarter Title One I ready Parent Night and we will offer a Part Two Title One I ready Night to help parents deeper understand their child's I ready Progress.</p>

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	10/21/2020 1/13/2021
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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	1/8/2021 After Learning Impact Walk
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Teachers need to work to build relationships with their African American students to ensure they feel respected, valued, and seen for who they are. Building those relationships helps them build community within the classroom and with each other, which is extremely important.



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



Date of DataCom: 1/11/2021

School: Sebastian 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	12/11/2020 Leadership Team Reviewed Data Charts in Data
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>Our African American are struggling in math according to Unit math Test and I ready Diagnostic Testing.</p> <p>Action Steps</p> <ul style="list-style-type: none"> Professional Development was planned for the teacher PD day in January. Math Coach and AP will train on CRA and small group differentiation in math. Teachers will be asked to mentor African American students in grades 3 4 and 5 Principal will continue individual data chats with ALL teachers regarding student progress and needs. African American Transitional Students returning will need extra Tier 2 Support

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	2	13%	7	28%	2	13%



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



Last Date of Review: 1/11/2021

School: Sebastian 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	1/6/2021
Summary of Observation(s)	Special area teachers were asked by leadership to take the opportunity to work on Social Studies standards in order to bring in more African American history teaching for students.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Saturday Reading and Performing ART Camps for 4 th and 5 th grade L25				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	5	1	12	2	
Total Percentage Breakdown of Participants by Race/Ethnicity	25 %	.05%	60%	10 %	

*Attach evidence of a parent work or extended learning activity for students. [See uploaded link below Video for evidence](#)

<https://www.youtube.com/watch?v=dPUmNOGv3aQ>

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	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.

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	I- Ready Diagnostic Recognition Attendance Ceremony
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	Student Academic Goals Recognition				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	133	41	75	13	4
Total Percentage Breakdown of Participants by Race/Ethnicity	50%	15 %	28 %	1 %	1 %

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	12	12

Action Step 4.31

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	1 Teacher Assistant	1 of 4 Teacher Assistants (25 %)