



**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 AB (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?)

An area of progress we noticed immediately was a reduction of discipline referrals with far fewer classroom removals. Areas of opportunity are with those students who regressed on their ELA Unit assessments. Students who regressed will be added to the A2 initiative as well given the opportunity for afterschool tutoring. Transportation is provided.

Another opportunity for continued growth will be the A2 initiative. With more students returning to campus this will need to be modified to accommodate brick and mortar classes. We will look to add opportunities after school and on Saturday mornings.

An area of progress was also reaching out to a former VBHS student who graduated to encourage her to become a teacher. We were able to get her processed and hired as a long term sub to cover a maternity leave with the anticipation of transitioning her to a full time teaching position.



**SDIRC School Data Chats & Impact Reviews – Secondary**  
**Component: African American Achievement Plan 2020 - 2021**



**Date of Impact Review:** 10/8/2020

**School:** Storm Grove 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	12/14/20 – for mid-year review
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)	Data was reviewed and no follow up action needed at this time

**Action Step 1.15**

**6th Grade**

Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments	10/22/2020; 12/4/2020
Standards Identified in Need of Re-Teaching	LAFS.6.RL.1.1; LAFS.6.RL/RI.3.8
Recommended Strategies	<ul style="list-style-type: none"><li>• Context clues-level up and iredy lessons</li><li>• Differentiate using highlighters for implicit and explicit</li><li>• Focus on strongest evidence</li><li>• Writing to focus on strongest evidence</li><li>• Highlight when going over Unify test questions</li><li>• Test taking strategies: wording, process of elimination, having students read answer choices from D to A to make sure they read every question.</li><li>• Teaching of argumentative writing (beginning in February/March)</li><li>• Spiral back minilessons to go over how to identify, trace, and analyze a claim along with its reasons and evidence.</li></ul>

**7th Grade**

Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments	10/22/2020; 12/2/2020
Standards Identified in Need of Re-Teaching	LAFS.7.RL.1.2; LAFS.7.RL/RI.3.8
Recommended Strategies	<ul style="list-style-type: none"><li>• Use graphic organizer and do a think aloud with students.</li><li>• Address Central Idea and Theme with each text for continuous practice.</li><li>• Mini lesson using children's books.</li><li>• Map, chart, or visual representation</li><li>• Color coded, cut portions of an arguments where students need to sort and identify according to claim, reasons, support</li><li>• Read argument samples, trace argument, question sources and evidence</li><li>• Tracing an argument mini lesson</li></ul>

## 8th Grade

Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments	10/22/2020; 12/11/2020
Standards Identified in Need of Re-Teaching	LAFS.8.RL.1.2; LAFS.8.RL RI.3.9
Recommended Strategies	<ul style="list-style-type: none"> <li>• Additional 1 on 1 differentiated instruction targeted for each student after reviewing their data.</li> <li>• Model annotation for students and used thinking maps for main idea.</li> <li>• Reteach main idea and theme using videos to explain it in a different way, provided notes on them, and had the students practice.</li> <li>• One-on-one tutorials and guided practice. Students must also review answers to see where misunderstanding occurred. Provide materials for students to annotate to practice the skill.</li> <li>• We will first review Unify 2 to review common errors. We will then provide additional guided practice in addressing key ideas and details.</li> <li>• Paired passages and identifying a common theme to build knowledge or to compare and contrast the approaches authors take.</li> <li>• Give the students several opportunities to identify theme in paired passages such as the Age of Adulthood Unit.</li> </ul>

### Action Step 1.17

List of After School / Extended Learning Opportunities Offered to Improve Graduation Rates	Tutoring offered on Tuesdays afterschool through the Multicultural club
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### Action Step 1.18

	White		Black	
	#	%	#	%
Course Recovery – Behind in Credits	52	50	24	23
Course Recovery – Student Participating in Course Recovery (Class)	13	25	7	29
Course Recovery – Eligible Students Enrolled (In Edgenuity)	52	50	24	23

### Action Step 1.22

Date of Reviews of School Counselor Contacts with African American Students Off-Track for Graduation	N/A
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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	10/12/20, 10/19/20, 11/9/20, 11/16/20, 11/30/20, 12/7/20, 12/14/20
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Data was reviewed of African American students that were listed, responsive practices that were put into place were: peer mentors, behavior plan, safety plan, and academic support.



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



**Date of DataCom:** 11/10/2020

**School:** Storm Grove 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	12/12/20
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)	Data was reviewed and no follow up action needed at this time

**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)	2	12.5	5	38.5	6	37.5

**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 type="checkbox"/> No



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



**Last Date of Review:** 10/1/2020

**School:** Storm Grove Middle

**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	10/1/20
Summary of Observation(s)	Lesson Plans were reviewed and discussed at Leadership Team Meeting (admin/grade level/dept chairs)

### Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	After school tutoring (by teacher) A2 initiative – numbers have varied as students return to brick and mortar and classes are needed				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	198	201	89	NA	28
Total Percentage Breakdown of Participants by Race/Ethnicity	33%	90%	75%	NA	42%

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

### 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 1.14

Date(s) of African American Achievement Student Council Meetings	10/9/20, 11/9/20, 12/11/20
Summary of Needs Assessment Feedback and Modifications for Incorporation into Action Planning	Students met and discussed issues such as: political views/George Floyd, color of skin, favoritism, and closed-minded views. Students felt comfortable on campus and felt they had opportunities for academics, clubs and sports. We will continue to collect feedback from students and incorporate into action planning.

**Action Steps 1.28 & 1.29**

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

\*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).	A & AB honor roll, Students of the month				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	478	121	45	39	18
Total Percentage Breakdown of Participants by Race/Ethnicity	68%	17.2%	6.5%	5.5%	2.5%

**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
Number of Student Participating in Peer Mentorship Program	14	4

**Action Steps 4.5 & 4.6**

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

**Action Step 4.30**

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

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	2	100

Petrosky ELA 8th G rade 6th Period										
Last First M		Student ID	Grade	Teacher / Period	FSA FSA ELA RO Reading Total Scale Score (Expanded Standard Score) Score	FSA FSA ELA RO Reading Total Achievement Level Score	Single Race	Free/Reduced Meals Program	ESE YN	
1		1	08		269	1	White, Non-Hispanic	Eligible for Free Lunch [F]	N	
2		2	08		270	1	Hispanic	Direct Cert/Free Lunch [D]	Y	
3		3	08		275	1	White, Non-Hispanic	Direct Cert/Free Lunch [D]	N	
4		4	08		277	1	White, Non-Hispanic	Direct Cert/Free Lunch [D]	Y	
5		5	08		278	1	White, Non-Hispanic	Direct Cert/Free Lunch [D]	N	
6		6	08		278	1	Black, Non-Hispanic	Eligible for Free Lunch [F]	Y	
7		7	08		282	1	White, Non-Hispanic	Paid Lunch [0]	Y	
8		8	08		289	1	Hispanic	Direct Cert/Free Lunch [D]	Y	
9		9	08		290	1	Black, Non-Hispanic	Eligible for Free Lunch [F]	Y	
10		10	08		291	1	Hispanic	Eligible for Free Lunch [F]	Y	
11		11	08		297	1	Black, Non-Hispanic	Eligible for Free Lunch [F]	Y	
12		12	08		297	1	Hispanic	Eligible for Free Lunch [F]	N	
13		13	08		299	1	White, Non-Hispanic	Eligible for Free Lunch [F]	Y	
14		14	08		299	1	White, Non-Hispanic	Direct Cert/Free Lunch [D]	N	
15		15	08		299	2	White, Non-Hispanic	Paid Lunch [0]	N	
16		16	08		300	1	White, Non-Hispanic	Eligible for Free Lunch [F]	N	
17		17	08		300	1	Hispanic	Eligible for Free Lunch [F]	Y	
18		18	08		300	1	White, Non-Hispanic	Paid Lunch [0]	Y	
19		19	08		301	1	Hispanic	Direct Cert/Free Lunch [D]	N	
20		20	08		301	1	White, Non-Hispanic	Eligible for Free Lunch [F]	N	
21		21	08		302	1	Hispanic	Eligible for Free Lunch [F]	Y	
22		22	08		303	1	White, Non-Hispanic	Paid Lunch [0]	N	
23		23	08		305	1	White, Non-Hispanic	Paid Lunch [0]	Y	
24		24	08		305	1	White, Non-Hispanic	Paid Lunch [0]	N	
25		25	08		305	1	Hispanic	Direct Cert/Free Lunch [D]	N	
26		26	08		306	1	Black, Non-Hispanic	Eligible for Free Lunch [F]	N	
27		27	08		306	1	White, Non-Hispanic	Paid Lunch [0]	N	
28		28	08		307	1	Black, Non-Hispanic	Direct Cert/Free Lunch [D]	Y	
29		29	08		307	1	White, Non-Hispanic	Direct Cert/Free Lunch [D]	Y	
30		30	08		307	1	White, Non-Hispanic	Direct Cert/Free Lunch [D]	Y	