



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: 1/14/2021 _____LM____ (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?)

- Collaborative planning with coaches or admin weekly. We use the 3-5 Grades Unit Assessment Data, ORFs, DIBELS, progress monitoring etc. to create Lesson Plans that all teachers are accountable to uphold and follow, with questions for accountable talk
- Differentiated groups occurring daily and switched as needed-pushing rigor as needed for those who are ready
- Teachers conference with students at least bi-weekly
- Tier 2 groups began in October and for the first time Kinder and 1st began before the 2nd semester. Tier 3 groups also occur daily based on threshold numbers given by district at beginning of the school year. We have data chats scheduled the week of January 11th to discuss new intervention and enrichment opportunities based on student progression.
- We will also continue with our A2 interventions, Moonshot Storytime and Tutoring, Audobon, and will begin a "Dream Chasers Academy" beginning January 19th- April 30th.
- **SIP GOAL #1** Provide appropriate and evidenced-based scaffolds and supports for SWD in Tier 1 instruction to make rigorous standards-based instruction accessible to all learners. Although VBE's other subgroups doubled ELA from 2018 to 2019, our students with disabilities scoring proficiency increased only 4 percentage points which fell below the school growth average, math proficiency for the SWD subgroup was comparable to the overall school growth average, 17% of our SWD subgroup were proficient in science which was 26 percentage points below the proficiency of the total 5th grade. Our SWD subgroup fell below the 41% ESSA threshold. (Staff participated in differentiation training with instructional coaches. Current Data from Walkthroughs: differentiation was evident in 53% of classrooms and partially evident in 16% of classrooms. In 31% of classrooms, it was not evident.)
- **SIP GOAL #2** VBE has identified student behavior as an area of focus. Total of 92 Office Discipline referrals in the 19-20 school year (40 were bus referrals). When desegregating the data, 59% of those referrals were for Black students, 35.8% were for White students, and 4% were for Hispanic students. Overall, 25% of students receiving ODRs were SWD. Due to this data and discrepancies between racial groups, VBE will focus on empowering teachers and students through culturally responsive (diverse) teaching and learning practices

coupled with implicit bias professional growth opportunities. To date, we have 11 office discipline referrals – a decrease from 47 the prior year. 91% of the referrals have been for students with disabilities. In terms of racial / ethnic subgroup, 27% of students are black, 27% are white, and 18 are multiracial / other. Three students have multiple referrals – all Kindergarteners. To date, we have met our first semester goal as established on our SIP: 12 or less ODRs with Black student referrals reduced to half of the school average - from 59% to 28% of overall referrals. We are currently working on analyzing our data from Positive Principal Referrals and Pride of the Tribe monthly award ceremonies to ensure that we are recognizing students from all subgroups. Our data shows that 13% of students nominated for Positive Principal Referrals are black; 2% Hispanic; 7% Multiracial; and 40% white.

- Peer Mentoring Program
- Gifted Referrals – 10 referrals; screened 8 students; 5 met criteria for full evaluation. 50% black, 30% white, 10% Hispanic, 10% Multiracial.

- **SIP GOAL #3** Vero Beach Elementary is a Project Based Learning School. Research shows that students participating in the Buck Institute Gold Model outperformed their peers in reading growth and proficiency. In our VBE cohort, students who were in an identified PBL cohort were three times more likely to be proficient in reading than peers in a traditional instructional model (Gil, 2019). Data from this same school report, showed all students in a PBL settings outperformed their peers on I-Ready diagnostic assessments. The subgroup that outperformed all others on this same measure, was Black/African American (by 66 scale points). PBL Training + Planning on Jan. 4th.

- Each grade level has one project planned for 3rd nine weeks. Project outlines are posted in grade level hallways.

- Cycles for enrichment grades 2-5.

2nd grade: 24 students (50% White, 29% Black, 21% Hispanic)

3rd grade: 31 students (61% White, 13% Black, 19% Hispanic, 7% Other)

4th grade: 15 students (60 % White, 20% Black, 13% Hispanic, 7% Other)

5th grade: 32 students (38% White, 31% Black, 28% Hispanic, 3% Other)

- **SIP GOAL #4** Improving structures and routines to facilitate active student response to engage all learners in rigorous, standards-based instruction. Active student response such as multiple response strategies and accountable talk engage all learners in the thinking and questioning facilitated by the teacher.

Equity, Climate, & Culture

4. Engagement/Participation:

- Teacher encourages students to share their thinking with each other related to a standards-aligned task.
- Teacher uses probing questions, statements or actions are used to encourage student sharing of thinking.
- The teacher incorporates strategies and structures that facilitate participation and access to learning opportunities for all students.

Evident	Partially Evident	Not Evident
48%	52%	0%

5. Culture/Climate: The classroom environment is safe, respectful, inclusive and supportive]

- Classroom interactions reflect high expectations and beliefs about all students' intellectual capabilities and creates a culture of belonging, equity, and accountability for learning.
- The teacher uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important.
- Teacher encourages all students to see, question, and interpret concepts from a variety of perspectives.
- Teacher incorporates students' cultures, and experiences reflected in the classroom environment, curriculum, and/or instruction.

Evident	Partially Evident	Not Evident
35%	65%	0%

6. Differentiation: Teacher differentiates instruction (content, process, or product) based on student needs.

- Teacher differentiates instruction, so each child can access the learning target and progresses towards mastery of the standard.

Evident	Partially Evident	Not Evident
53%	16%	31%

- **Bottom Quartile Students:** ELA- 41% of our students in the BQ are predicted to make a learning gain based on all data indicators. MATH- 52% of BQ students are slated to make a learning gain based on all data indicators. Dream Chasers Academy, math A2 interventions, and small groups with instructional coaches will begin January 19th.

- **Next steps:**

1. Continue to monitor student data for regressions and progressions in weekly planning meetings along with Data Chats.
2. Continue professional learning on multiple response strategies that engage all learners.
3. Continue to monitor equitable access to extended learning opportunities.
4. Try to get back 100% of our BQ students.
5. Continue to monitor referrals to ensure equitable practices are in place at Tier 1.
6. Continue to monitor that teacher are providing equitable opportunities for all students to engage in learning.



SDIRC School Data Chats & Impact Reviews – Elementary

Component: African American Achievement Plan 2020 – 2021



Date of Impact Review: 1/7/2021

School: Vero Beach 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	Sept. 30, Nov. 16, Jan. 4 With Leadership Team: Every Tuesday as needed during our meetings					
TIER 3 students noted here	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	4/35	11%	6/33	18%	7/25	28%

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	With leadership team: December 16, 2021, SAC- January 25, school wide January 27th Reviewed with leadership team during meetings on Tuesdays, as needed
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>*Provide access to high level tasks to all students and provide only provide scaffolds to students who need the support</p> <p>*Lesson pacing</p> <p>Weekly Collaborative Lesson Planning with Math and ELA Coaches/Admin with questions planned for whole and small group, and activities for independent centers</p> <p>*Coaching/co-teaching/modeling in all K-5 teachers based on grade level i-Ready data/unit assessments and walkthroughs</p>

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	Weekly meetings with school counselor, following up with classroom teachers, the MTSS team, and school psychologist 11/13, 12/3 Current Gifted Referrals – 10 referrals; screened 8 students; 5 met criteria for full evaluation. 50% black, 30% white, 10% Hispanic, 10% Multiracial.
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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	August 11, 14, 17, 20- Trainings 9/30, 11/16, 12/15, 1/7
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Walkthroughs demonstrate the ongoing culturally responsive practices in the classrooms, work on walls, books in classrooms



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



Date of DataCom: 11/4/2020
School: Vero Beach 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	Monthly data meetings, and school wide: December 1, 2020 Reviewed with leadership team during meetings on Fridays, as needed
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)	Implementation of Dream Chasers Academy, beginning in January 19th, for students not proficient in grade level standards, but close to proficiency AND students in the BQ New Tier two groups created, based on data Coaching cycles as needed for teachers who need support During the day coaches will be pulling intervention groups in 3-5 in both ELA and math

Action Step 1.38

TOTAL: Grade 3: 123 students, Grade 4: 125 students, Grade 5: 111 students	Third		Fourth		Fifth	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA	5/22	28%	2/25	8%	5/34	15%



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



Last Date of Review: 1/14/2021

School: Vero Beach 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	Weekly walkthroughs of rooms
Summary of Observation(s)	Walkthroughs reflect standards-based instruction, with a focus on differentiation, not necessarily African American history teaching

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Geer Grant, Moonshot Academy, A2 interventions, Dream Chasers Academy (begins late January), Audubon Advocates, Tribal Phonics (begins in February)				
These reflect the total numbers based on all interventions offered	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	16/44	12/44	15/44	0/44	1/44
Total Percentage Breakdown of Participants by Race/Ethnicity	36%	27%	35%	0%	2%

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

Action Step 1.11

Date of Student Committee Meeting	N/A
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	Currently, there is no student committee, and there are no extracurricular activities besides academic interventions.

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Monthly Pride of the Tribe, ongoing recognition for positive principal referrals: Week of October 26, and January 11 (during lunch) Note: We also give weekly Bee Awesome Grams out at lunch time (once a month K-1, 2-3, 4-5). The numbers below reflect the quarterly awards				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	56/152	49/152	33/152	9/152	1/152
Total Percentage Breakdown of Participants by Race/Ethnicity	37%	32%	22%	6%	-

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	August 2020-January 2021
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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	15	15

Action Step 4.31

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	2	0