



**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:

**Quarterly Reflection**

- 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: 1/15/21. \_\_\_\_\_SDO\_\_\_\_\_ (initials)

All summaries for action steps including areas of progress and opportunities for growth may be found within each action step included within the following January action step submissions.



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



**Date of Impact Review:** 01/07/21

**School:** Vero Beach High School

**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	1/7/2021
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)	<ul style="list-style-type: none"> <li>Continue to monitor SEL through teacher student relationships (NEFF Forms).</li> <li>Monitor attendance at after school tutoring.</li> </ul>

**Action Step 1.15**

Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments	<b>DATES</b> 9/30/20, 10/2/20, 11/18/20, 1/11/21 <b>All students ELA</b> <u>9th grade</u> Unit 1: 52% Unit 2: 53% Unit 3: 47% Unit 4: 58% <u>10th grade</u> Unit 1: 50 Unit 2: 59 Unit 3: 51 Unit 4: 45 <b>African American students:</b> <u>9th grade</u> Unit 1: 42% Unit 2: 42% Unit 3: 37% Unit 4: 43% <u>10th grade</u> Unit 1: 41% Unit 2: 50%	<b>Algebra I</b> <table border="1"> <thead> <tr> <th></th> <th>School</th> <th>AA</th> </tr> </thead> <tbody> <tr> <td>Unit 1</td> <td>38%</td> <td>37%</td> </tr> <tr> <td>Unit 2</td> <td>41%</td> <td>39%</td> </tr> <tr> <td>Unit 3</td> <td>38%</td> <td>35%</td> </tr> <tr> <td>Unit 4</td> <td>32%</td> <td>30%</td> </tr> <tr> <td>Cumulative</td> <td>44%</td> <td>42%</td> </tr> <tr> <td>Average</td> <td>39%</td> <td>37%</td> </tr> </tbody> </table> <b>Geometry</b> <table border="1"> <thead> <tr> <th></th> <th>School</th> <th>AA</th> </tr> </thead> <tbody> <tr> <td>Unit 1</td> <td>48%</td> <td>32%</td> </tr> <tr> <td>Unit 2</td> <td>57%</td> <td>49%</td> </tr> <tr> <td>Unit 3</td> <td>46%</td> <td>40%</td> </tr> <tr> <td>Cumulative</td> <td>55%</td> <td>50%</td> </tr> <tr> <td>Average</td> <td>52%</td> <td>43%</td> </tr> </tbody> </table>		School	AA	Unit 1	38%	37%	Unit 2	41%	39%	Unit 3	38%	35%	Unit 4	32%	30%	Cumulative	44%	42%	Average	39%	37%		School	AA	Unit 1	48%	32%	Unit 2	57%	49%	Unit 3	46%	40%	Cumulative	55%	50%	Average	52%	43%
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Average	52%	43%																																							

	<p>Unit 3: 45%</p> <p>Unit 4: 33%</p> <p><b>Achievement gaps:</b> (between African American students and all students)</p> <p><u>9th grade</u></p> <p>Unit 1: 10 percentage points</p> <p>Unit 2: 11 percentage points</p> <p>Unit 3: 10 percentage points</p> <p>Unit 4: 15 percentage points</p> <p><u>10th grade</u></p> <p>Unit 1: 9 percentage points</p> <p>Unit 2: 9 percentage points</p> <p>Unit 3: 6 percentage points</p> <p>Unit 4: 12 percentage points</p>	
<p>Standards Identified in Need of Re-Teaching</p>	<p><b>ELA: LAFS.910.RI.1.2-</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>LAFS.910.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., ).</p> <p>LAFS.910.RI.2.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p><b>Geometry –</b></p> <p>MAFS912.G.-CO.1.2</p> <p>MAFS912.G.-CO.1.5</p> <p>MAFS912.G.-CO.2.6</p> <p>MAFS912.G.-CO.3.0</p> <p>MAFS912.G.-CO.3.10</p> <p>MAFS912.G.-CO.3.9</p> <p>MAFS912.G.-GMD.2.4</p> <p>MAFS912.G.-GMD.2.5</p> <p>MAFS912.G.-GMD.2.6</p> <p><b>Algebra</b></p> <p>MAFS912.A.-APR.1.1</p> <p>MAFS912.A.-CED.1.1</p> <p>MAFS912.A.-CED.1.2</p> <p>MAFS912.A.-CED.1.4</p> <p>MAFS912.A.-REI.2.3</p> <p>MAFS912.A.-REI.3.6</p> <p>MAFS912.A.-REI.4.12</p> <p>MAFS912.A.-F.1F.1.1</p>

	<p>9th are also focusing on: LAFS.910.RL.1.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	
<p>Recommended Strategies</p>	<p>The Instructional Reading Coach has conducted coaching cycles with English, Reading and other content area teachers. Of all coaching interactions, 27.43% have been focused on at least 1 item in SIP 1: formatives, questioning, monitoring and/or differentiation as evidenced by the electronic Instructional Reading Coaching log.</p> <p>English 1 and English 2 teachers have been using District Unit Assessment data to drive their instruction. The Instructional Reading Coach meets with each individual 9th and 10th grade English teacher following each District Unit Assessment for Data Chats. The coach provides teachers with their individual student data including data for the African American and Students with Disabilities subgroups. Teachers work with the coach to develop a plan to reteach weak standards and complete a reflection form in Microsoft Teams.</p>	<p>Math coach meets with each Algebra 1 and Geometry teacher after each Unit Assessment to go over their personal data and talk about what I can do to support them in the classroom. Six teachers out of the ten Algebra 1 and Geometry teachers are or have been in a Coaching cycle this semester. I feel we have room for improvement during the second semester, however I do feel we are moving in the right direction.</p> <p>Data Chats and Coaching Cycles will continue. The goal is that all Algebra 1 and Algebra 1B teachers will be on a coaching cycle and I will get into each one of their classrooms a minimum of six times each during the third quarter.</p> <ul style="list-style-type: none"> <li>o Algebra 1 and Algebra 1B Teachers will continue to collaboratively plan</li> <li>o Teachers will create formative assessments to work on the standards that need improvement from the first semester, examples: warmups and exit tickets</li> </ul> <p>Data Chats and Coaching Cycles will continue. The goal is that all Geometry Honors and Geometry teachers will be on a coaching cycle and I will get into each one of their classrooms a minimum of six times each during the third quarter.</p> <ul style="list-style-type: none"> <li>o Geometry Honors and Geometry Teachers will continue to collaboratively plan</li> <li>o Teachers will create formative assessments to work on the standards that need improvement from the first semester, examples: warmups and exit tickets.</li> </ul>

**Action Step 1.17**

<p>List of After School / Extended Learning Opportunities Offered to Improve Graduation Rates</p>		<p>Day/Time</p>		
	<p>Teacher</p>		<p>Subject</p>	<p>Room</p>
	<p>Molton</p>	<p>T/Th 2-4</p>	<p>SAT PREP PEER</p>	<p>Room 1-222 FLC Media</p>
	<p>Teachout</p>	<p>T/Th 2-4</p>	<p>TUTORING PEER</p>	<p>Center Media</p>
	<p>Keller</p>	<p>T/Th 2-4</p>	<p>TUTORING</p>	<p>Center</p>

			Extended Counseling /Math	Media Center
Bailey	W 5-7		Tutoring SPANISH	
Davila	T/Th 2-4		TUTORING ESE	FLC 505
Roger	T/Th 2-4		SUPPORT	7-108A 601(FLC- T)/Library
Gouge	T/Th 2-4		SCIENCE TUTORING ENGLISH	(MC-Th)
Gaddis	T/Th 2-4		TUTORING MATH	Room 8-144
Farrington	T/Th 2-4		TUTORING SPANISH	FLC 615
Moroishi	T/Th 2-4		TUTORING MATH	FLC 506
Scardino	T/Th 2-4		TUTORING SOCIAL	1-209 Media Center
Lewis	W 5-7		SCIENCE	

**Action Step 1.18**

	White		Black	
	#	%	#	%
Course Recovery – Behind in Credits	29	2%	29	4.89
Course Recovery – Student Participating in Course Recovery	83	5.38	78	13.2
Course Recovery – Eligible Students Enrolled	83	5.38	78	13.2

**Action Step 1.22 JESS**

Date of Reviews of School Counselor Contacts with African American Students Off-Track for Graduation	October 12-31 January 4 through 31
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**Action Step 2.6 VANESSA/JOY**

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	Jan 11, 2021
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	<ul style="list-style-type: none"> <li>• MTSS Meeting: This meeting included discussion of African American students who have failures in courses during the first semester, especially those returning from virtual/transitional models. These students will be considered priority students for the new credit recovery courses being offered.</li> <li>• Looking forward to required instruction items for culturally relevant practices can be incorporated into instruction: Martin Luther King Jr Day African American History Month</li> </ul>

	<p style="text-align: center;">Women's History Month (focus African American Women)</p> <ul style="list-style-type: none"> <li>• Lessons to support African American Culture: <ul style="list-style-type: none"> <li>9<sup>th</sup> Grade- Human Geography: The Great Migration English: I have a Dream Speech, Excerpt from Nobody Turn Me Around</li> <li>10<sup>th</sup> Grade- US History: Origins of Slavery In Africa, Reconstruction, Segregation to Integrated Education: The Little Rock 9, Madame CJ Walker English: Letter from Birmingham Jail, Speech at the March on Washington by Josephine Baker</li> <li>11<sup>th</sup> Grade- English: Colonial American Poetry by Phillis Wheatly, A Soldier for the Crown by Charles Johnson, Civil War and Reconstruction, Emancipation Proclamation, What to the Slave is the Fourth of July?, The Harlem Renaissance</li> <li>12<sup>th</sup> Grade- African American History: From Slavery to Freedom- A History of African Americans English: Speech on the Vietnam War 1967 by MLK Jr., Voices of Protest, People and Peace not Profit and War Speech by Shirley Chisholm</li> </ul> </li> </ul>
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SDIRC School DataCom – Secondary

Component: African American Achievement Plan 2020 - 2021



Date of DataCom:

School: Vero Beach High School

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	1/11 , 1/13
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"> <li>• Three periods of credit recovery offered throughout the day</li> <li>• After school credit recovery offered with transportation provided</li> <li>• Counselors assign classes based off graduation requirements</li> <li>• Laptops handed out district wide for students with no computer access at home</li> <li>• PERT math sessions are scheduled for students that have not met their Algebra 1 Concordant score (PERT Boot Camp before test administered)</li> <li>• PERT tutoring scheduled for upcoming tests</li> <li>• SAT/ACT prep tutoring scheduled for after school with transportation</li> <li>• Students meet with graduation coach to sign up for ACT/SAT testing dates to meet ELA concordant score</li> <li>• Core Class tutoring provided T/W/TH with Transportation provided Tuesday/Thursday</li> <li>• The school will provide funding to low-income students that have exhausted all waivers for these examinations.</li> </ul>

**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)	84	6.5	64	14	N/A	N/A

**Action Steps 1.20, & 1.23 Rahal**

Date(s) of School Level Review of Student Progress Towards Graduation	1/11, 1/13
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:**1/15/21.

**School:** Vero Beach High School

**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	9/30/20, 1/7/21
Summary of Observation(s)	Lessons focused on current events and created opportunity for self-reflection and student led discussion. The school's focus on accountable talk was observed and documented. Class participation was between 75 and 100 percent (NEFF form).

**Action Step 1.6**

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Teacher	Day/Time	Subject	Room
	Molton	T/Th 2-4	SAT PREP	Room 1-222
	Teachout	T/Th 2-4	PEER	FLC Media Center
	Keller	T/Th 2-4	TUTORING	Center
			PEER	
			TUTORING	Media Center
			Extended Counseling/ Math	
	Bailey	W 5-7	Tutoring	Media Center
			SPANISH	
	Davila	T/Th 2-4	TUTORING	FLC 505
			ESE	
	Roger	T/Th 2-4	SUPPORT	7-108A
			SCIENCE	601(FLC-T)/Library (MC-Th)
Gouge	T/Th 2-4	TUTORING		
		ENGLISH		
Gaddis	T/Th 2-4	TUTORING	Room 8-144	
		MATH		
Farrington	T/Th 2-4	TUTORING	FLC 615	
		SPANISH		
Moroishi	T/Th 2-4	TUTORING	FLC 506	
		MATH		
Scardino	T/Th 2-4	TUTORING	1-209	
		SOCIAL		
Lewis	W 5-7	SCIENCE	Media Center	

	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity					
Total Percentage Breakdown of Participants by Race/Ethnicity					

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

### Action Step 1.11-

Date of Student Committee Meeting	December 16 <sup>th</sup> , 2020
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	Student participation in announcements. Better school culture for all, pep rallies were an area of focus for the AASC.

### Action Step 1.14

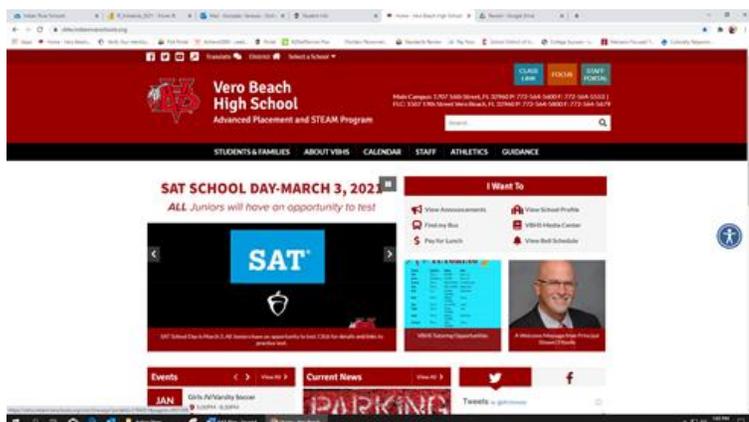
Date(s) of African American Achievement Student Council Meetings	1 <sup>st</sup> and 3 <sup>rd</sup> Tuesday of Every Month
Summary of Needs Assessment Feedback and Modifications for Incorporation into Action Planning	Student Council meets twice a month. Upon initial launch of council students identified that student voice was an area that VBHS could expand on. The first initiative decided on by the AASC was to focus on daily announcements. Two students from the AASC volunteered to communicate the announcements to the school daily. Announcements are given during Mod 2. Additionally, the AASC modified the announcement procedures to incorporate a daily "quote" to inspire students.

### Action Steps 1.28 & 1.29

	Black Students (#)	Black Students (% of Total Population of Black Students)
Students Participating in On-Site College Readiness Testing	10/2020 PSAT- <b>19</b> (10 <sup>th</sup> grade-Q1) 10/2020 SAT - <b>15</b> (12 <sup>th</sup> grade-Q1) 11/2020 SAT – <b>9</b> ( 12 <sup>th</sup> grade-Q2 )	PSAT <b>30%</b> -(10 <sup>th</sup> grade-Q1) SAT <b>30%</b> - (12 <sup>th</sup> grade-Q1) SAT <b>15%</b> - (12 <sup>th</sup> grade-Q2)

\*Attach schedule of events for workshops, website, parent conferences, SAT and ACT information.

\*Attach evidence of information provided at one of the scheduled events.

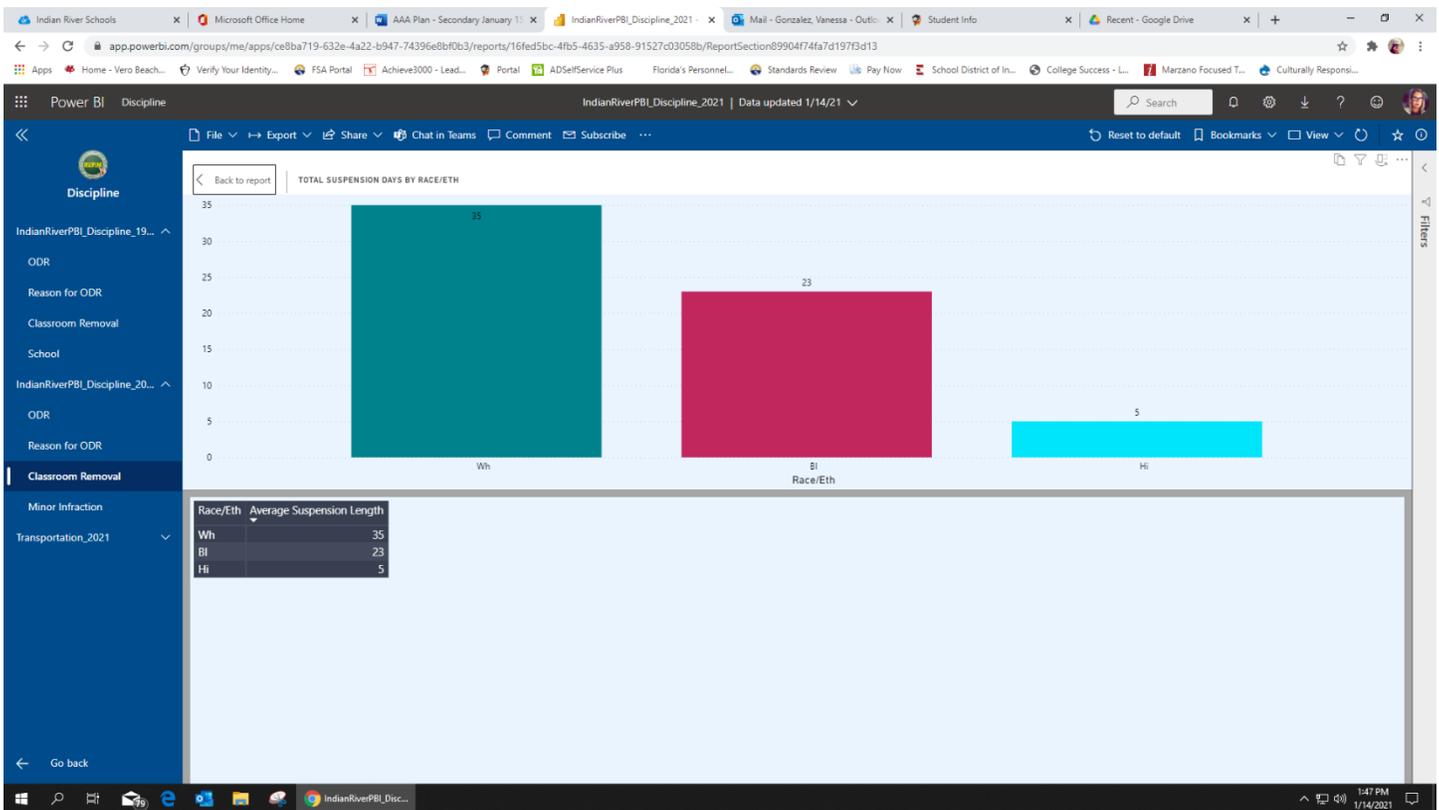


### Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).					
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	45	6	12	n/a	1
Total Percentage Breakdown of Participants by Race/Ethnicity	70.31%	9.38%	18.75%	n/a	1.56%

### Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	8/24/20- 1/14/21
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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

Peer Forward	Number of Mentors	Number of Mentees
Number of Student Participating in Peer Mentorship Program	7	N/A

### Action Steps 4.5 & 4.6

Number of African American students applying for the FFEA Scholarship Program	FFEA Scholarship added. February 1, scholarships are announced.
Number of African American students taking part in the IRSC Teacher Academy	N/A - IRSC Teacher Academy in development stage.

**Action Step 4.30**

Number of Applications for Education (i.e., teaching) Scholarships Completed by African American Students.	February 1, scholarships are announced.
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**Action Step 4.31**

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	0	27