



**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 district 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 Senior Leadership in each respective District Office:

- 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 \_\_\_\_\_ RM \_\_\_\_\_ (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?)

The intentional disaggregation of student academic success remained at the forefront of all work within C&I during the second quarter, and the development and delivery of the United Through Equity professional learning was certainly a highlight. When looking at actions which need additional attention it is evident that progress has not been made on the provision of motivational assemblies. During the third quarter the office of C&I will partner with schools to develop an alternative to this action step which would be of the same spirit of the original intent. We should, at this point, anticipate that assemblies not to be available and should plan to deliver motivating messages to our African American students in other mediums which may have the same, or higher, level of impact. Third quarter progress reporting will reflect an improvement in this currently deficient action step.



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### Quarterly Reflection

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Ongoing data review and impact reviews paired with strategic school improvement planning and master schedule supports have provided a more deliberate and intentional feedback loop to all schools. The calibration of instructional quality, support and use of the curriculum, review of the data, and problem solving/root cause follow up meetings highlight next steps and students needing supports. Ongoing monthly meetings with school admin teams and school counselors on the master schedule have led to improvement for acceleration opportunities and graduation rates. The k12 Comprehensive Reading Plan and ongoing review of that work has improved the consistent use of common data and provided clear thresholds of supports for students who have a substantial deficiency in reading paired with strategic interventions based on the deficit areas.

### Areas of progress:

- Master Schedules
- Acceleration
- School Improvement Plans
- Data monitoring and feedback loops
- Impact Review and calibration of instructional quality, needs assessments, and fluid problem solving.
- Extended Learning Opportunities - A2 initiative is in place at every school and fluid based on specific students and needs.
- Events and communication techniques to provide African American families with advanced coursework, dual enrollment, grad pathways, scholarship opportunities, and academic success.

Areas for continued growth:

- Additional work with school counselors on supporting and scheduling students who have not met course requirements for graduation are identified and have a plan of support in place.
- African American student voice -- monitoring and updating the plans for African American Student Council to follow up with the needs assessment to identify opportunities for improvement.
- Continued growth with the coaches and admin teams on identifying the specific standards from Unit Assessments in English, Mathematics, Biology, and U.S. History by race to support schools in identifying course concepts / standards that need to be re-taught to improve mastery for African American students and reduce the likelihood of course failures.
- Acceleration plan for 2021—2022 school year

Next Steps:

- Continued work and refinement on the master schedules
- Continued work and refinement of the SIP process
- Ongoing data review that includes detailed information at the school/student level, along with assurances that the data is valid and reliable
- Continued work with school counselors to create consistent district wide systems of supports and communications



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### Quarterly Reflection

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1.1 Provide professional development to administrators, instructional staff, and teachers related to culturally responsive instructional practices and strategies for working with African American male and female students.

& 2.1 Provide a professional development series to school principals for the cultivation of culturally responsive and inclusive school climates.

**The Department of Educator Quality collaborated with the Department of Equity to develop and present Module One of Courageous Conversations. This is the first in a series of professional development sessions for all employees. A workshop for District staff occurred December 15, 2020. An online Canvas course was created and shared with the first cohort. Professional development has occurred at specific school sites (Pelican Island Elementary & Dodgertown Elementary) on Culturally Responsive Teaching & the Brain, as well as with the Interventionists and Instructional Coaches to close the achievement gap for K-12 students through an inclusive learning environment.**

4.5 Identify African American high school students in the District who could make great teachers, offer the students mentors while in school, invite them to join Florida Future Educators of America, and if they graduate college with appropriate credentials, attempt to contact these students for recruitment purposes.

**The Departments of Educator Quality and Recruitment and Retention worked with the Indian River State College to develop a framework for a high school dual enrollment program in education. The Future Indian River Educators Program includes an opportunity to be in the Future Florida Educators Association, earn a two-year AA degree in education while in high school, and receive scholarships as potential educators for the School District of Indian River County.**

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The Department of Instructional Innovation will continue to work with outside partnerships to establish opportunities for grant and donation funding tied to extended learning experiences, school choice theme, and innovative educational experiences. Principals have the opportunity to share areas of needs to help streamline funding support. As a result, we will maximize outside funding sources and match them to data-driven opportunities for success. We will continue to offer enrichment and/ or remediation experiences through extended day, GEER, and 21<sup>st</sup> Century.

The next steps will be to analyze data to help organize and facilitate extended learning for summer focusing on students that are showing areas of need. The primary focus will be on supporting students who are struggling in areas of early literacy, math, and science.



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### **Quarterly Reflection**

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The Office of Equity, Family and Community Engagement (EFCE) has worked with the Office of Educator Quality to develop and deliver professional development that will enhance the delivery of a Culturally Responsive Education to the students of Indian River County, as well as create an opportunity for all SDIRC employees to receive micro-credentialing in Culturally Responsiveness in all areas of the organization. EFCE has also provided training on Culturally Responsive Teaching to schools in the district to assist teachers with understanding strategies that will work with minority students and promote student achievement. Through the utilization of Facebook Live, a virtual Parent Academy was launched and will continue to provide resources to the parents of Indian River County. As the year continues, EFCE will continue to advance the work of Equity throughout the organization looking for added opportunities and avenues to expose all employees to share and grow through the process. By continuing to work with the community and school district, EFCE will build stronger partnerships and advance the mission and work of the district to ensure a positive, inclusive, and equitable organization where all members are valued and appreciated.



## SDIRC Quarterly Action Step Updates – Curriculum & Instruction

### Component: African American Achievement Plan 2020 – 2021



**Last Date of Review:** Click or tap to enter a date.

**Action Steps:** 1.1, 1.3, 1.7, 1.21, 1.24, 1.26, 1.31, 1.32, 1.34, 2.1, 2.14,

#### Action Steps 1.1, 2.1 & 2.14

Date(s) of professional development held on culturally responsive instructional practices (including PD provided to principals)	Sept. 23, 2020-Fellsmere Elem. PD for whole staff; Oct. 29, 2020 –ACE PD for whole staff. Both of these PD's were on Culturally Responsive Instruction. (Power point and roll sheet attached) The Unity Through Equity micro credential framework was completed, with the first module, Courageous Conversation, fully developed and ready for delivery in January 2021. (See Attached)
Summary of Progress related to PD provided	Delivery of UTE to District staff in December 2020

\*Attach example of training materials and rosters (These have been submitted in previous reports)

#### Action Step 1.3

Date(s) of district training for administrators and staff related to the curriculum matrix	10/21/2020, 10/23/2020
Types of support provided to schools for instructional planning & the curriculum matrix	In addition to the training, provided individual school leadership teams and department chairs with support on the curriculum matrix, reminders for required instruction and timelines, and uploading documents to FDOE for required instruction.

#### Action Step 1.7

Date of School Choice Expo	The school choice expo took place virtually due to the pandemic during the month of November. A school choice brochure was created, in Spanish and English, to highlight each school's academic programming, points of pride, and school choice theme. A catalog of school choice videos were also created to help parents "meet" the administration and hear about the program selection within the district. Each school submitted a plan of action for their school choice theme as part of their school improvement plan.
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\*Attach examples of school-based action plans related to enhancing school choice

#### Action Step 1.21

Summary of date(s) and types of district support for coordinating motivational assemblies for on-time graduation	Due to the continued impact of COVID-19 and the need for contact tracing, students have not been gathered for assemblies yet this school-year.
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#### Action Step 1.24

Summary of criteria changes made to increase enrollment in advanced and accelerated courses	Developed and trained on the Master Schedule Resource Guide, which provides a blueprint for scheduling. Met with school leaders and department chairs to review the PowerBi app and review data. Discussed and developed options to improve the acceleration numbers, improving the opportunity for potential acceleration points. Developed a plan for acceleration using the Student Success Course in addition to IB and AP coursework.
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#### Action Step 1.26

Description of new opportunities for enrichment	The Department of Instructional Innovation is documenting opportunities for enrichment at schools where there are low numbers of gifted identified students. See attached experiences being offered on these campuses.
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\*Attach number of students participating and example of materials provided

**Action Step 1.31**

Summary of monitoring procedures & supports provided	The development of the Master Schedule Resource Guide and the K12 Comprehensive Reading Plan supports a system-wide approach to scheduling students into advanced classes based on data. Monitoring and supports for scheduling have been ongoing with school leaders.
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**Action Step 1.32 (Quarter 1 & Quarter 4)**

Dates of Master Schedules Reviews	4/27/2020 5/4/2020 5/8/2020 6/1/2020 6/5-6/12/2020 7/7/2020 7/23/2020 7/30/2020 8/7-8/24/20208/31-9/11/2020
Evidence of district review and approval	Attached in files section

**Action Step 1.34 (Quarter 4 Only)**

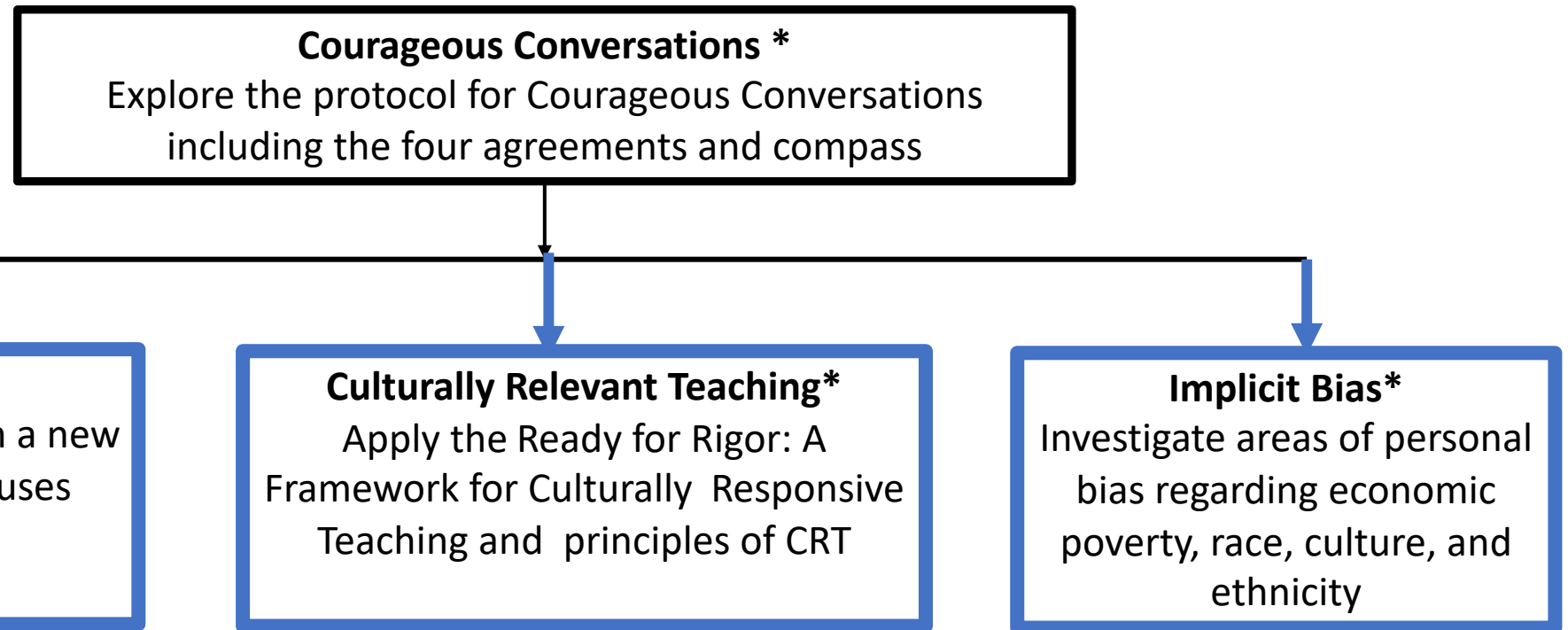
Dates of Summer Professional Development for Teachers	
Summary of training including the use of culturally responsive strategies and advanced course content	

\*Attach example of training materials and roster





# SDIRC United Through Equity Micro-credentialing (UTE)



*\*Each 12-hour course includes 3 face-to-face sessions, 2 Canvas Online Sessions, and a 3-hour practicum.*

## 1.7 Action Step Evidence

School Choice Extravaganza Video <https://www.youtube.com/watch?v=WxFWqIn6myc>

School Choice Video Catalog <https://www.smores.com/9r5b7>

School Choice Brochure English <https://www.flipsnack.com/innovatesdirc/sdirc-choice-booklet/full-view.html>

School Choice Brochure Spanish <https://www.flipsnack.com/innovatesdirc/sdirc-spanish-version-choice-booklet/full-view.html>

Example of School Choice Theme Action Plan- Pelican Island Elementary

(All school choice theme action plans can be found within each school's improvement plan goal)

#### #4. Other specifically relating to Environmental Science

**Area of Focus Description and Rationale:** During the 19-20 school year, Pelican Island Elementary refocused our efforts and branded ourselves "A School of Environmental Science." For this reason, we will be focusing on science instruction, with an emphasis on classroom discussion/discourse.

"With the ever-increasing complexity in the scientific world, providing a strong foundation through a conceptual understanding of scientific processes, crosscutting concepts, and disciplinary core ideas is essential to supporting learners' progression toward increasing levels of sophistication and application to innovative contexts and problems." (Hattie, Fisher, Frey, & Almarode, 2018)

Our area of focus is student classroom discussion/discourse (accountable talk) related to environmental science, and it will be observed through school-wide walk-throughs in the Science blocks by the leadership team monthly.

1st Quarter: 50% evident

2nd Quarter: 60% evident

3rd Quarter: 75% evident

4th Quarter: 90% evident

#### Measurable Outcomes

Another measurable outcome is our predicted proficiency rate, using unit assessment scores of at least 60%, reviewed monthly with individual teachers and grade levels, and quarterly as a school.

Another measurable outcome emphasizing environmental science will be to increase student achievement in nature of science from 6/10 to 8/10 and in life science 9/14 to 12/14 on the 2021 FSSA.

#### Person responsible for monitoring outcomes

Jeremy Keen (jeramy.keen@indianriverschools.org)

#### Evidence-based Strategy

The Tier 1 Science instruction taking place at PIE will focus on student classroom discussion/discourse using the district's core curriculum. Student led learning will be an intentional focus during planning, both for small group instruction, and utilizing the strategies from our school-wide "Visible Learning for Science" PD/book study for whole group instruction.

#### Rationale for Evidence-based Strategy

Walk-through data and current lesson plans reveal that student based classroom discussion/discourse in the Science block is almost non-evident at PIE. Hattie, Fisher, & Frey's (2017) meta-analyses of effect sizes of various strategies reveals classroom discussion, discourse (0.82), teaching strategies (0.62), direct instruction (0.60), and professional development (0.51) provide effective means for improving achievement. By implementing research-based practices as a school with an intentional focus on differentiation, achievement and proficiency scores should increase.

#### Action Steps to Implement

Develop school-wide environmental science units (one per semester) for all students K-5 with administrative walk-throughs for fidelity of implementation and alignment

**Person Responsible** Jeremy Keen (jeramy.keen@indianriverschools.org)

Hold initial data meeting to review previous year's data and then have a data meeting after each unit test to drive instruction for all students. Data meetings will also include a focus on environmental science and the alignment of expected goals for predicted proficiency for all students, reviewing unit assessments, FSA, and formative assessments.

**Person Responsible** Jeremy Keen (jeramy.keen@indianriverschools.org)

"Visible Learning" school-wide PLC/Book Study (Mathematics, Literacy, Science, or Learning depending on content areas) to grow as educators and differentiate instruction.

**Person Responsible** Jeremy Keen (jeramy.keen@indianriverschools.org)

Conduct weekly walk-throughs in the Science blocks to ensure the fidelity of the implementation of student-led learning (i.e. student discussion, discourse, and accountable talk)

**Person Responsible** Jeremy Keen (jeramy.keen@indianriverschools.org)

Oversee weekly collaborative planning with academic coaches and/or administration.

**Person Responsible** Jeremy Keen (jeramy.keen@indianriverschools.org)

## 1.26 Second Semester Enrichment Experiences

### Dodgertown Elementary

Enrichment	African American	White	Multi-Racial	Hispanic	Other
<b>Rtl Enrichment</b>	5	2		5	
<b>Gifted Enrichment</b>	1	3		3	

### Fellsmere Elementary

Creative writings, novel studies, ELA related enrichment support.

Enrichment	African American	White	Hispanic
RTI Daily Enrichment	2	12	110
Reading Extension Enrichment 2X week	0	0	5

### Pelican Island Elementary

Enrichment	African American	White	Hispanic	Other
Environmental Science/Journalis m (Extended Day)	0	9	3	0
"Fly Boys" Environmental	5	0	0	0

Science Club (21 <sup>st</sup> Century)				
Science STEM Enrichment (21 <sup>st</sup> Century)	3	5	0	0
Enrichment – Robotics (21 <sup>st</sup> Century)	6	5	0	2
Enrichment – Creative Writing / Theatre (21 <sup>st</sup> Century)	3	8	0	0
Enrichment during Rtl for K-5 (9:00-9:30)	20	65	6	

#### Vero Beach Elementary

#### Project Based Learning Enrichment during tiered support time.

Enrichment	African American	White	Hispanic	Other
2 <sup>nd</sup> Grade PBL	6	7	6	1
3 <sup>rd</sup> Grade PBL	2	19	6	2
4 <sup>th</sup> Grade PBL	5	10	2	1
5 <sup>th</sup> Grade PBL	10	10	9	1