



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 January 13, 2021 BD (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 challenges facing SCJH on our action list are common to everyone at this time. The prohibitive nature of the COVID-19 restrictions does limit us somewhat, but we have gotten more creative and better at finding ways to meet the needs of our students.

The thing that we have done most effectively is to assess our students, identify their needs, and work with them to improve their reading and math skills. We have been able to do school-wide testing twice using NWEA. This gives us great progress monitoring data for all of our students. We have been able to make class changes, assign tutoring, and add extra intensive studies classes for students who need the help.

We are currently working to recruit students for the 2021-2022 school year. Principals at all of our surrounding elementary schools have been very helpful to us by getting information home to parents so that they can fill out an application. Because we use a lottery system we do not control which students are selected, but our goal is to have an application pool that is reflective of the demographics of the other middle schools in the county.



SDIRC School Data Chats & Impact Reviews – Secondary

Component: African American Achievement Plan 2020 - 2021



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

School: Choose an item.

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	January 13, 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)	Several areas listed below address closing the achievement gap including tutoring, data collection, intensive instruction classes for students. All will be included in detail below.

Action Step 1.15

Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments	NWEA testing took place in late November
Standards Identified in Need of Re-Teaching	NWEA allows us to personalize instructions based on data from the assessment.
Recommended Strategies	Students received changes to their schedules for the second semester based upon needs. Additional math, reading, or success classes added for students. This was also an opportunity for students to move out of those classes if they have met their goals and are on track for proficiency.

Action Step 1.17

List of After School / Extended Learning Opportunities Offered to Improve Graduation Rates	We offer tutoring in all four core subjects multiple days after school. We also allow/encourage/require students to attend classes during their WIN period if needed.
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Action Step 1.18

	White		Black	
	#	%	#	%
Course Recovery – Behind in Credits		0		0
Course Recovery – Student Participating in Course Recovery		0		0
Course Recovery – Eligible Students Enrolled		0		0

Action Step 1.22

Date of Reviews of School Counselor Contacts with African American Students Off-Track for Graduation	
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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	
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	



SDIRC School DataCom – Secondary

Component: African American Achievement Plan 2020 - 2021



Date of DataCom: Click or tap to enter a date.

School: Choose an item.

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	December was the review of NWEA data
District Review Conducted of Academic Performance, Progress (e.g., course failures, concordant scores, GPA, advanced coursework) & Regression of African American Students	<input type="checkbox"/> Yes <input type="checkbox"/> No Not applicable for district level
Summary of Action Steps / Plan based upon Review of Performance, Progress, & Regression of African American Students (based upon District & School Level Reviews)	Students receive extra assistance in Success Class daily for 45 minutes or every other day for 90 minutes. Students are allowed (or may be assigned) to tutoring after school. Using NWEA data, personalized student pathways are created so that students can work at their level, experience success, and improve their level of proficiency using MAP growth for math and reading. Students placed in or removed from reading and Success class based upon the needs assessment data from NWEA.

Action Step 1.38

	Sixth/Ninth		Seventh/Tenth		Eighth/Eleventh	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing September NWEA to November NWEA.	4	57	02	66	1	33

Action Steps 1.20, & 1.23

Date(s) of School Level Review of Student Progress Towards Graduation	December 21, 2020
District Review Conducted of Graduation Rate and Action Steps Implemented to improve graduation rate	<input type="checkbox"/> Yes <input type="checkbox"/> No Not applicable



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



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

School: Choose an item.

Action Steps: 1.3, 1.6, 1.11, 1.14, 1.28, 1.29, 1.30, 1.33 (4th 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	Daily walk throughs
Summary of Observation(s)	Evidence of African American History teaching with documents/posters hanging on walls.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	After-school tutoring and clubs Tuesday through Thursday				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	217	39	19	9	12
Total Percentage Breakdown of Participants by Race/Ethnicity	73	13	7	3	4

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

Action Step 1.11

Date of Student Committee Meeting	
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	Not applicable

Action Step 1.14

Date(s) of African American Achievement Student Council Meetings	Not applicable
Summary of Needs Assessment Feedback and Modifications for Incorporation into Action Planning	

Action Steps 1.28 & 1.29

Not Applicable	Black Students (#)	Black Students (% of Total Population of Black Students)
Students Participating in On-Site College Readiness Testing		

*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).	We have not had any ceremonies due to Covid. Three students of the month were selected for the Exchange Club				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	Exchange Club- 4		Exchange Club 1		
Total Percentage Breakdown of Participants by Race/Ethnicity	80		20		

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	Not Applicable	Not Applicable

Action Steps 4.5 & 4.6

Number of African American students applying for the FFEA Scholarship Program	Not Applicable
Number of African American students taking part in the IRSC Teacher Academy	Not Applicable

Action Step 4.30

Number of Applications for Education (i.e., teaching) Scholarships Completed by African American Students.	No positions posted to date
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Action Step 4.31

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

