



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: **3/18/2021** _____ **RJEM**_____ (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?)

Since last quarter report, FES has not changed its approach. The mission continues. It is always in a “re-cycling mode.” Every time FES accomplishes a task, there’s another that starts -it’s the nature of the mission. However, the key component to FES, as we reflect about the opportunities for growth, comes from being intentional in the work being done every day, keeping it as real as possible and monitoring it. FES is always working at the task of distancing ourselves from mere compliance work to meaningful-daily work. That way students, teachers, and the organization itself find some joy and purpose in the mission.

There are areas in the AAAP that FES keeps tweaking for the betterment of the work. The tweaking comes from feedback provided by district, families, students and school personnel. FES only has a handful of African American students (less than 30 as of right now) so it makes closing the achievement gap with its opportunities and challenges even more precise and doable. FES has made multiple attempts to bring remaining AA students in digital platforms back to school building and FES has kept a very proactive approach to those AA families that are having attendance struggles.



SDIRC School Data Chats & Impact Reviews – Elementary

Component: African American Achievement Plan 2020 – 2021



Date of Impact Review: 3/1/2021

School: Fellsmere 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	K: January 21st					
	First: January 15th					
	Second: January 8th					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	1	1/5=20%	0	0/7=0%	2	2/4=50%

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	March 1 st , 2021 (Impact 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)	<p>Knowing who FES African American students are in each grade level since there are only a few in the entire school.</p> <p>Making sure they're receiving the quality instruction and interventions we promised to offer from talk to actions.</p> <p>As we look at FES/SIP: ELA-Formative Assessments, Dual Language Program, Science Instruction and Attendance -we pause to notice the performance of FES African American students. We adjust in each of these areas, we implement changes and see if improvement occurs. If there is no improvement after certain time, we get together again with all the resources necessary, and problem solve the student(s), and try again.</p>

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	March 3 rd , 2021
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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	2021: January 8, 22 February 5, 10, 19, 26 March 5, 10, 12
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	<p>After Professional Learning Community Sessions with Mrs. Lavonne Walker and Dr. Deborah Long, FES continues to:</p> <ol style="list-style-type: none">1. Culturally Responsive teaching requires a mindset shift2. Culturally Responsive teachers are reflective, and3. Culturally Responsive teachers identify and address barriers: beliefs, behaviors, and practices. <p>In every problem-solving meeting, these 3 points are drivers. We have sent the Equitable Classroom Practices Observation Checklist and Culturally Responsive Teaching Planning Checklist/Unit Reflection to all staff to use as best practice for teaching; incorporated cultural learning to Tier one; created Native American Projects; we have been reading Biographies of People of Color; and reading quotes from AA Leaders during morning announcements as celebration of African American Month. There are bulletin boards displaying culturally relevant information.</p>



SDIRC DataCom – Elementary

Component: African American Achievement Plan 2020 – 2021



Date of DataCom: 3/12/2021

School: Fellsmere 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	2020: Fifth: December 5 th 2021: K: January 21 st ; First: January 15 th ; Second: January 8 th ; Third: January 11 th ; Fourth: January 14 th
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)	As a team, we met to discuss student progression. We determined progression or regression using data from I-Ready, Unit Assessments, DIBELS, Fluency and progress monitoring specific to intervention. Student intervention groups were adjusted if needed, and referrals to MTSS problem solving team were also done at this time. Further diagnostic screening was suggested for Gifted services, if deemed necessary.

Action Step 1.38

Date(s) of School Level Data Chat: (provide data from the most recent data chat)	Third		Fourth		Fifth	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA)	3 total AA students	1/3=33%	4 total AA students	1/4=25% Attendance: 63%	4 total AA students	No regression (0%)



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



Last Date of Review: 3/11/2021

School: Fellsmere 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	2021: 1/5, 1/14, 1/26, 2/2, 2/11, 2/23, 3/1, 3/15,
Summary of Observation(s)	Students are reading biographies of African American leaders (males/females). There are whole group-rich discussions about racism and the legacy of people that create change in the United States of America. During Black History Month FES has added AA quotes that were read during the announcements by AA students. FES has placed posters around the halls that show AA leaders in USA.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	A2 and GEER v 1.0 GEER v 2.0, Science/ELA Saturday Camps.				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	1	51	4	0	0
Total Percentage Breakdown of Participants by Race/Ethnicity	1/56=1.8%	51/56=91%	4/56=7.1%	0	0

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

Action Step 1.11

Date of Student Committee Meeting	02/02/21
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	The Superintendent's Student Advisory Council met on February 2, 2021 in the Joe Idlette, Jr. Teacher Education Center at the District Office. The Advisory Council is comprised of diverse student representatives from all secondary schools in the District. This session of the Superintendent's Student Advisory Council focused on equitable access to extracurricular activities. A total of 17 students participated. Students identified barriers and possible solutions to equitable access to extracurricular activities. Some examples of barriers identified included cost, transportation, time, lack of experience with the extracurricular activity, and awareness. The student feedback was shared with Mr. Eric Seymour, Director of Advocacy, Athletics, & Student Activities. Presently, Mr. Seymour is working in collaboration with the Office of Communications to increase awareness of extracurricular opportunities for students.

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	12/17/2020; 1/22/2021; 2/26/2021				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	66	551	20	1	1
Total Percentage Breakdown of Participants by Race/Ethnicity	10.4%	86.5%	3.1%	0	0

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	From January 4, 2021 To March 12, 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	6 Students from Sebastian River High School	15 African American Students 3 Hispanic Students 3 White Students

Action Step 4.31

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	5	3/5=60%

Date: March 2nd
#: 14M

Organisms

What is an organism?

a living thing that carries on activities to stay alive.

What is a plant?

a living thing that can have leaves. Plants have cell walls and chlorophyll.

What is an animal?

a living thing that has cells without cell walls, and has to take in food.

What do plants and animals have in common?

Plants and animals both have cells in common.

Needs of Living Things

What are the four basic needs of living things?

Water, Food, Gas, Habitat

Practice 2

What were the two items that are NOT considered NEEDS of all organisms?

chemicals, oxygen

Organisms Live in Different Habitats

What five examples of habitats are given that organisms may live in?

Desert, Polar region, Mountains, grasslands, ocean

What three things can affect an organism's habitat?

1. Drought
2. Floods
3. Blizzards

Organisms Have Protective Coverings

Write the type of protective covering each animal has:

Elephant: Thick skin

Alligator: Scaly skin

Fish: Scales

Birds: Feathers

Mammals: Hair or Fur

Insects: Skin

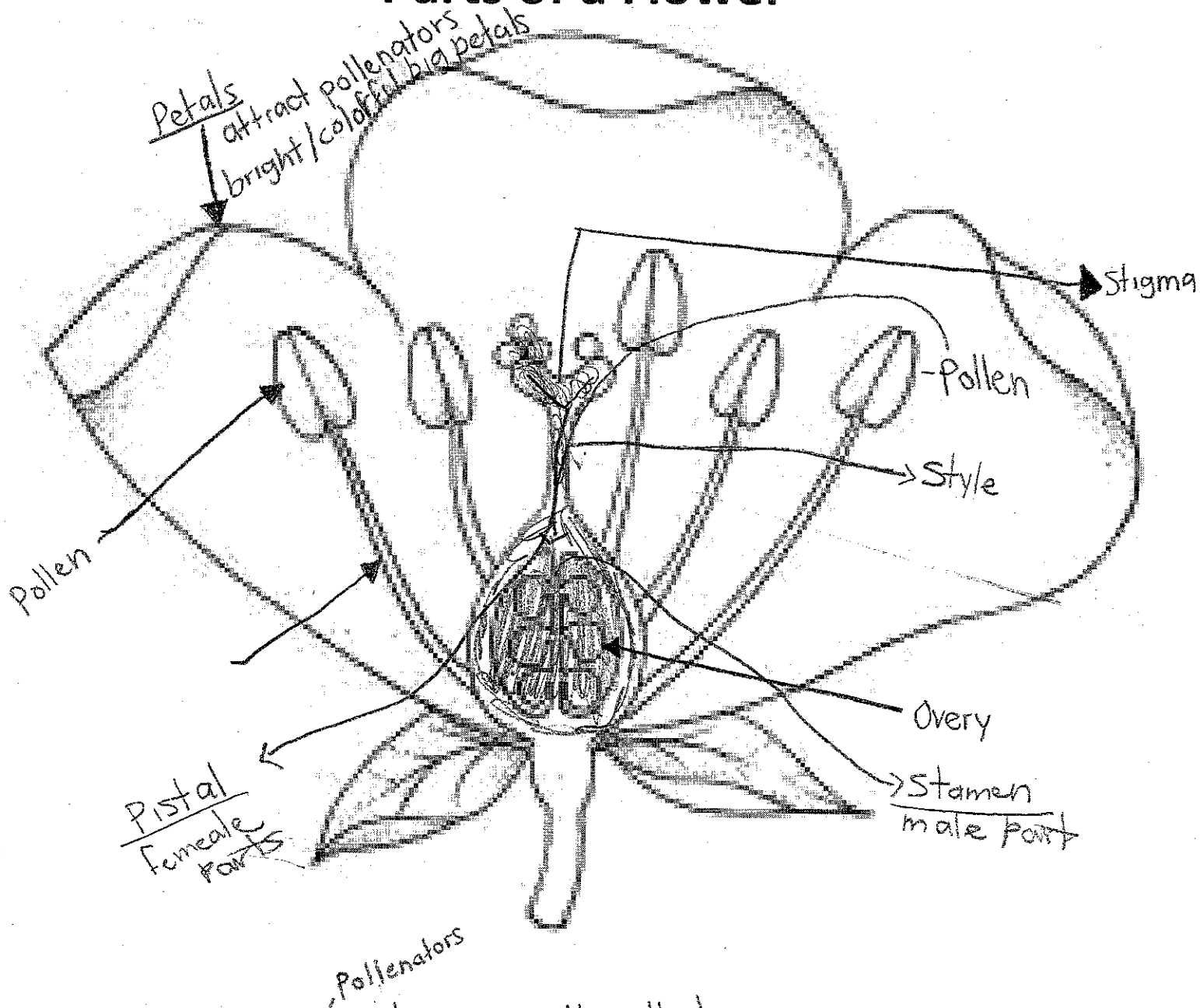
What two things can these protective coverings protect animals from?

From getting in danger or harmed. And staying safe

Give 3 examples of plant coverings that plants have that help them protect themselves.

- leaves
- Spiky leaves
- Bark

Parts of a Flower



Pollination: When animals carry pollen that is caught in the stigma.

Reproduction: Process happens in ovary. Seeds are created, here ovary when pollen enters stigma and travels down the style to the ovary.