



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: Click or tap to enter a date. AK (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?)

Using the data from the most recent DataCom, a regression was identified in 5th grade students in the area of ELA. Also highlighted in the data, was the lack of African American proficiency in Mathematics. While collaborating with the District Specialists several additional interventions we be put in place. These will include the continuation of afternoon extended learning opportunities, before school intervention groups, before school tutoring, evening virtual tutoring, and before school computer lab opportunities.



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



Date of Impact Review: 3/4/2021
School: Glendale 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	1/12/21, 2/9/21, 2/24/21, 3/17/21,					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	7 out of 14	50%	5 out of 9	55%	7 out of 12	58%

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	We review the plan weekly focusing on the four goals of the SIP. The plan was also reviewed by the SAC team in February. The Impact Review and Datacom focused on lagging data in math for; achievement, learning gains and BQ students,
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"> • Administer the iReady Math Diagnostic the week of March 29th to be able to use current data to guide instruction. • Glendale University Session 3 will begin the week of March 29th. This will run two times per week for six weeks with a total of 8 teachers and 32 students. The focus will be on Math standards that will be connected to the student need. The university will include small group instruction and a technology piece with Legends of Learning. • Before school groups have been created for 5th grade students and each group will run from 8:00-8:40. These groups will be run by the instructional coaches 5 days per week. (see attached) • Jessica Porter, Center for Innovation teacher-media, has been, and will continue focusing on Math and Science instruction during 4th and 5th grade special times. She also takes a 5th grade Math group each day from 9:00-9:30 for 12 of our 5th grade students, based on data. • Gator Time Special continues with focused instruction in Math for 5th Grade. Students selected are scoring low in the NBT standards, this will be the focus due to data analysis during problem solving. • Bus Session Tutoring from 3:20 -3:45 for identified students. Two groups have been developed at this point, students are grouped according to need.

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	1/19/21, 1/26/21, 2/16/21, 3/2/21, 3/9/21
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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	The Problem-Solving Team met on these dates for the third quarter; 1/19/21, 1/26/21, 2/2/21, 2/16/21, 3/2/21, 3/9/21
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Impact walks helped us collect data connected to our progress towards incorporating culturally responsive practices into the Tier 1 framework. The school counselor continues to provide support and instruction with students and teachers connected to this action step.



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



Date of DataCom: 3/4/2021
School: Glendale 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	1/19/21, 1/26/21, 2/16/21, 3/2/21, 3/9/21/ 3/17/21
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)	<ul style="list-style-type: none"> • Administer the iReady Math Diagnostic the week of March 29th to be able to use current data to guide instruction. • Glendale University Session 3 will begin the week of March 29th. This will run two times per week for six weeks with a total of 8 teachers and 32 students. The focus will be on Math standards that will be connected to the student need. The university will include small group instruction and a technology piece with Legends of Learning. • Before school groups have been created for 5th grade students and each group will run from 8:00-8:40. These groups will be run by the instructional coaches 5 days per week. (see attached) • Jessica Porter, Center for Innovation teacher-media, has been, and will continue focusing on Math and Science instruction during 4th and 5th grade special times. She also takes a 5th grade Math group each day from 9:00-9:30 for 12 of our 5th grade students, based on data. • Gator Time Special continues with focused instruction in Math for 5th Grade. Students selected are scoring low in the NBT standards, this will be the focus due to data analysis during problem solving. • Bus Session Tutoring from 3:20 -3:45 for identified students. Two groups have been developed at this point, students are grouped according to need.

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	2	15	1	1	4	45



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



Last Date of Review: 3/4/2021

School: Glendale 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	2/5/21, 3/4/21
Summary of Observation(s)	The recent data collected had signs of evidence connected to the student work on bulletin boards in two of the three wings of the school. That would break down into 4 out of 6 grade levels had information connected to African American History Teaching. The standout was the 4 th and 5 th grade students work.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Glendale University-3 Sessions-Oct-27,29, Nov-3,5,8,10,15,17, Dec-1,3,8,10,15,17 Jan-26,28, Feb-2,4,9,11,16,18,23,25, March-2,4,9,11,16,18, 30 April-1,6,8,13,15,20,22,27,29, May-4,6				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	14	6	13	0	0
Total Percentage Breakdown of Participants by Race/Ethnicity	43%	17%	40%	0%	0%

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

Action Step 1.11

Date of Student Committee Meeting	Lunch Bunch continues with our students and 15 out of 19 students are African American, and 4 students identify as multiracial. These groups meet to collaborate and engage in SEL activities weekly.
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	Feedback from student's indicate interest in extracurricular activities, yet approximately 80 percent of students automatically list barriers outside of their control that would prevent them from participating.

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Honor Roll for the second Nine Weeks was completed on 1-29-2021, Student of the Month has been completed twice for the third quarter, January 29 th and February 26 th .				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	77/346	28/346	45/346	0	10/346
Total Percentage Breakdown of Participants by Race/Ethnicity	22%	8%	13%	0	3%

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
Students Participating in Peer Mentorship Program	1	19

Action Step 4.31

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

2021 Glendale University

Finishing Touches!

Your child, _____, has been invited to an engaging after-school institute. The focus will include skills and strategies to prepare students to become lifelong learners in small groups settings.

This opportunity is at **no cost** to you and **transportation** will be provided. Students will also receive an after-school snack.

We ask that students attend EVERY session of the institute to get the most from it, as skills will be built upon from one session to the next. Safe, responsible, and respectful behavior expectations will be in place. Students who show difficulty with these will not be allowed to participate. **This form must be returned no later than Friday, March 12th, 2021 or your place will be filled.**

The institute will be held on Tuesday and Thursday afternoons
3:45-5:15 pm

Dates:

March 30

April 1, 6, 8, 13, 15, 20, 22, 27, 29

May 4, 6

☐ YES, my child WILL attend Institute for all sessions.

☐ NO, my child WILL NOT attend Institute.

☐ YES, my child needs bus transportation.

☐ NO, I WILL pick up my child by 5:15 pm. ***Repeated late pickups will result in dismissal from the program.**

Student: _____ ID# _____ Teacher: _____

Parent: _____ Phone: _____

Bus Address (where you'd like your student to be dropped off after 5:45 pm)
