



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: 3/19/2021 _____KG_____ (initials)

Quarterly Reflection

Areas of Progress, Opportunities for growth and next steps....

- Tier 2 and 3 groups began in October and reviewed/ updated in January and March; they are changed based on progress monitoring data, unit assessments, iReady, and DIBELS. Tier 3 groups also occur daily based on threshold numbers given by district at beginning of the school year.
- For the students who are not making growth, teachers and coaches/admin are strategically creating/implementing interventions during Tier 1, 2 and 3 that are specific and implemented to maximize learning.
- We are continuing our after school camps for grades 3-5 in Reading and Math through March 19th.
- A2 support will begin students and continue through May, for students in grades K-5.
- Quarterly walkthroughs with leadership team looking for evidence of Standards Based Instruction and tasks, Differentiation, Culture and Climate and Monitoring. That data is used when planning with teachers to ensure we are meeting the needs of all of our students.
- Admin and coaches participated in Grade level/subject area data chats with teachers in the beginning of March. Data was reviewed for each student in each grade level. Interventions/ enrichment needs were reviewed and identified, and plans were created to ensure every student is getting the most support possible during the school day.

Next Steps:

- Continue focus on differentiation in planning with coaches to support teachers in equitable practices
- Coaches will provide additional PD on differentiation on April 21st to all staff
- Utilize data to keep tiered supports fluid as new students enter school

- A2 March 29- May 14th . Currently finalizing students and teachers. At this time there are 16 teachers with a range of 2-10 students in each group. Grades K-5 students are receiving or will receive support. Numbers and students will be finalized the week of March 22nd.
- Data continually monitored to create plans for support for the summer for students able to attend Level Up or TLA opportunities.
- We have invited 35 students to attend Pro Students, a summer learning program. The primary goal of the program is to decrease the summer slide. The program is a 4 week adventure through academic and athletic activities on the St Edward's campus. Transportation to and from IRA is provided. This program is made possible through Cortez Brown, a St Edward's School graduate and former IRA student.

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

Date of Impact Review: 3/4/2021

School: Indian River Academy

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	Kindergarten: 1/4/21; 1/8/21; 3/9/21 1 st : 1/8/21; 3/9/21 2 nd : 1/8/21; 3/4/21					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	9/24	38%	7/30	23%	8/34	24%

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	
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)	Impact Review had no recommendations that were not already in place. We will Continue: Tiered groups for interventions Expanded after school tutoring to include grades 3-5 Mentors continue biweekly check ins with student groups Data meetings to create plan of action for students who recently returned or continue to need additional support Coaches collaboratively plan weekly with teachers for differentiation 3 rd grade ELA teachers have a coach or interventionist push in during small group instruction, creating an additional layer of reading support or enrichment

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	3/5/21 Students are continually referred and AP and School Counselor work together to ensure screenings are taking place regularly. MTSS team recently met on 3/5/21 to clarify steps are in place to effectively screen and test students.
--	--

Action Step 2.6

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	Ongoing weekly collaborative planning with coaches and walk throughs.
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Based on walks and impact reviews the classrooms include graphics on walls to support inclusivity. Lesson plans include opportunities for differentiation, student work is hung in hallways and in some classrooms- increasing this piece in the classrooms, culturally diverse books in classroom libraries and in the media center for students and teachers to check out, morning meeting and buddy up daily in all classes. 3/17/21 PD included teacher commitments for setting classroom goals that student create and focus on. Teachers wrote out and submitted their specific commitments for the last quarter of school. Admin will follow up with walkthroughs and collaborative planning to ensure fidelity.



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



Date of DataCom: 3/11/2021

School: Indian River Academy

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	Weekly leadership meetings focus on subgroups and walkthrough data lead to collaborative planning next steps, 3/1/21-3/9/21 data chats by grade level and content area, weekly grade level planning ensures small group instruction includes tiered supports as needed. Admin met week of Feb 22 nd to review every student and subgroup to brainstorm plan of action for student success prior to meeting with teachers for data chats.
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)	Additional tiered support groups, interventionist and coach teaching an additional small group during 3 rd grade rotations for additional reading practice or support with all students Continued improvement plan for one third grade teacher needing direct support, after school tutoring for grades 3-5 (other grades begin week of March 29 th)

Action Step 1.38

Date(s) of School Level Data Chat: (provide data from the most recent data chat)	3/1 and 3/2, Third		3/1 and 3/4, Fourth		3/1, 3/2, 3/4, Fifth	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA)	3	18	7	35	8	36

Clarification: ELA Unit Assessments test different standards. I compared the first test they took to the last, though this does not show a regression of the standards, just evidence that students scored higher on less complex text/standards that were assessed earlier in the year.



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



Last Date of Review: 3/9/2021

School: Indian River Academy

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	Week of 2/8, 2/22, 3/5, weekly walkthroughs
Summary of Observation(s)	Walk throughs of classes with a focus on standards based instruction and tasks. Content related to African American History took place in classrooms throughout the month and not necessarily just on the date of walk throughs

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).					
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	40	27	45	2	1
Total Percentage Breakdown of Participants by Race/Ethnicity	32%	28%	51%	7%	14%

*-vidence of xtended learning activity for students`

Action Step 1.11

Date of Student Committee Meeting	2/2/21
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. Currently IRA has no students on this committee

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Weekly: Pawesome Grams- k-2 student recognized from each class weekly for being safe, helpful, scholarly (Principal hands out at lunch) ; Semester Awards: Week of Dec 14 for all grades, academic and social skills recognized, Semester 2 awards will take place in May 2021.				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	124	95	89	1	33
Total Percentage Breakdown of Participants by Race/Ethnicity	100	100	100	100	100

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	1/4/21-3/10/21
---	----------------

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	7	26 AA= 14/26 (54%)

Action Step 4.31

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	1	1/1 = 100%

