



**=-[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: 3/11/2021 _____TH_____ (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?)

Our school continues to recognize and celebrate our cultural diversity. We continue to monitor our subgroups and look for areas of improvement. This quarter we modified our Student Data Chats (Lunch with students) to bring all the students together compared to meeting individually with each student. We have used this time to review test data as a group and review test taking strategies when appropriate. This activity will continue until testing season.

We would like to increase our time in classrooms for the rest of this year and into next year. We have created monitoring checklists and continue to adjust them to meet the needs of our staff and students. One specific thing we will continue to monitor is the fidelity of being culturally responsive in every classroom.

In addition, we continue to explore ways to identify our minority students for increasing their participation in the gifted screening process.



SDIRC School Data Chats & Impact Reviews – Elementary

Component: African American Achievement Plan 2020 – 2021



Date of Impact Review: 3/2/2021

School: Liberty Magnet

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	1/5,1/6,1/7,1/12,1/13,1/14,1/19,1/20,1/21,1/26,1/27,1/28, 2/2,2/3,2/4,2/16,2/17,2/18,2/23,2/24,2/25, 3/2,3/3,3/4,3/9,3/10,3/11 (based on Grade Level)					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	5/11	45%	3/18	17%	5/9	56%

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	Continuous and On-Going. Last date of 2/24/21
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)	Based on Impact review from Quarter 3 as well as weekly classroom walkthroughs, we will continue enhancing our engagement and monitoring strategies. Teachers are provided additional strategies through individual feedback and collaborative planning opportunities. We have also provided Professional Development for the entire staff through our site-based PD days.

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	January 4,7,25,27, February 1,2,11,17,22,24,26, March 1
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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	Ongoing through data chats: 1/5,1/6,1/7,1/12,1/13,1/14,1/19,1/20,1/21,1/26,1/27,1/28, 2/2,2/3,2/4,2/16,2/17,2/18,2/23,2/24,2/25, 3/2,3/3,3/4,3/9,3/10,3/11 (based on Grade Level) Ongoing through Team leader Meeting: Bi-Weekly Ongoing through MTSS discussions
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Continuation of monitoring students and building teacher/student rapport through learning partnerships. Evidence captured through weekly walkthroughs include observation of lessons that build self-efficacy and individual self-esteem through our IB traits. Providing scheduled SEL lessons by our School Counselor



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



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

School: Liberty Magnet

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	1/5,1/6,1/7,1/12,1/13,1/14,1/19,1/20,1/21,1/26,1/27,1/28, 2/2,2/3,2/4,2/16,2/17,2/18,2/23,2/24,2/25, 3/2,3/3,3/4,3/9,3/10,3/11 (Based on grade level)
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)	Continuation of action steps listed in 1 st and 2 nd quarter. Meet pre and post unit assessments with students to set new goals and review previous trends. Provide Tiered supports when needed based on student achievement.

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)	3/15	20%	3/13	23%	4/11	36%



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



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

School: Liberty Magnet

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	See events below with their activity/Lesson		
Summary of Observation(s)	Grade	Date	Topic/Lesson
	K	1/25-1/29	Introduction to MLK Jr (Directed draw, songs, and books read)
	1st	1/19/20	The Story of Martin Luther King Jr./Wonders
	2nd	2/22-2/24	African American Inventors research project.
	3rd	1/11/21	MLK Jr “making the world a better place” activity. (IB Connection)
	4th	Week of Feb 1st	Delivering Justice (WW Law), Venn on MLK Jr and Gandhi, AA Leaders in Florida projects
	5th	1/15 & 2/24	MLK Jr “I have a Dream” & African American Research project
			African American Athletes (PE)
			Black History Multicultural Moments (Morning Announcements all month)
	CA	Jan-Feb	Wallace “Famous” Amos Inquiry lesson (Media)
			Catching the Moon (Virtual Media)
			“Lift Every Voice and Sing” activity and various AA Composers/singers (Music)

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).			A2 afterschool Tutoring (round 2)								
			White	Hispanic	Black	Two or More	All Other Race/Ethnicities				
Total Number Breakdown of Participants by Race/Ethnicity			2	1	3	0	0				
Total Percentage Breakdown of Participants by Race/Ethnicity			33%	17%	50%	0%	0%				
Evidence of invitation and participation											
Studen t	Ethnicit y	SW D	Assessments Language Arts 01.DISTRICT.20 21.ELA.05.UNIT.	Assessments Language Arts 01.DISTRICT.20 21.ELA.05.UNIT.	Assessments Language Arts 01.DISTRICT.EL A.05.2021.UNIT.	Assessments Language Arts 01.DISTRICT.EL A.05.2021.UNIT.	State/Local by Subject FSA - ELA Wt Avg	State/Local by Subject FSA - ELA Achievement	A2 First	Invited	Return Response
A	Asian	No	50	83	83	89	74	3		YES	No
B	Hispanic	No	50	50		89	54	2		YES	No
C	Black,	No	67	67	67		67	3		YES	YES
D	Black,	Yes				78	57	2		YES	No
E	Black,	Yes		83	58		57			YES	YES
F	White,	No	75	67	75		73	2		YES	No
G	White,	Yes	58	83	75		70	3		YES	YES
H	Black,	No		67	50	67	54	2	y	YES	YES
I	Hispanic	No	50	67	58	56	56	3		YES	No
J	Hispanic	Yes	67	83	75		73	2		YES	No
K	White,	Yes	58	83	67		67	2		YES	No
L	Hispanic	Yes			58	56	57	2		YES	YES
M	Black,	No	58	67				2		YES	No
N	Black,	Yes		50				2	y	YES	No
O	White,	Yes						2		YES	YES

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.

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	IB AMBASSADORS				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity By School	17/314	7/97	1/77	0/20	1/13
Total Percentage Breakdown of Participants by Race/Ethnicity	5%	7%	1%	0%	8%
Total Number Breakdown of Participants by Race/Ethnicity (by event)	17/26 65%	7/26 27%	1/26 4%	0/26 0%	1/26 4%

Action Step 2.5 (AS of 3/9)

Timeframe of Reported Out-of-School Suspensions	January 2021 -March 2021 Total of <u>1</u> OSS Day
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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	3	67

Action Step 4.31

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