



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: 3/4/2021 RM (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?)

Reflections on SIP Goals:

- We complete (at least) monthly walkthroughs, specifically looking for evidence of differentiation in classrooms. Our goal for the 3rd nine weeks is for differentiation to be evident in 75% of classrooms, and during our last 2 walks, we had evidence in 72% (leadership team) and 92% (impact review) of classes.
- ELA BQ data: 83% of our BQ students are predicted to make a learning gain this year. The 2 not predicted to make a gain are both students with disabilities, and one of the two is learning from home.
- Math BQ data: 50% of our BQ students are predicted to make a learning gain this year. Of the 5 not predicted to make a gain, 3 are students with disabilities, and two of the five are learning from home.
- SIP goal #3 focuses on our culture and climate with an emphasis on culturally responsive teaching and reducing referrals for African American students. When comparing data from 2020-2021 school year to data from 2019-2020 (through March 1st), we see an increase in the total number of ODRs (40-45). The real impact to our discipline data comes when comparing subgroups. In 19-20, by March 1st, 63% of ODRs were given to black students. This year, 44% of our ODRs connected to black students (decrease of 19%). Currently we are focusing on two barriers, SEL instruction and safety of students in our self-contained VE: Behavior classroom. This allows us to rectify unwanted behaviors earlier and be proactive in the overall culture and climate of our school now and in the future.
- Utilizing 5th grade science data, 5th grade has a weighted average through the first seven unit assessments of 73% and 35% of students are predicted to be proficient on the state assessment. A barrier we are facing specifically with 5th grade science would be departmentalization and the teacher being new to the elementary level. We are addressing these issues through collaborative planning, observational walkthroughs with immediate feedback, 1:1 data chats, and a Performance Improvement Plan. 5th graders are also participating in a Saturday Science Camp to help remediate science standards through March and April.

Next Steps:

- Administration, coaches, and teachers reorganized our RtI groups for reading in January using unit assessments, iReady, and DIBELS. Additionally, a 30-minute Math RtI block has been built into every 3rd-5th grade math class to address math deficits from the first semester. For the students who are not making growth, teachers are strategically creating interventions that are specific and implemented by the most skilled teachers in order to maximize their learning. One on one data chats are also taking place between teachers and administration before winter break to recommend students for after school and Saturday tutoring. In these meetings, we identify the root cause of the student's lack of growth and impress upon the teachers a sense of urgency in the importance of these interventions.
- A half-day substitute is being provided to each classroom teacher the week of March 8 for collaborative planning, data analysis, and problem solving to ensure instructional time is utilized effectively to meet the needs of students.
- We will also continue with our A2 interventions, extended learning opportunities, and science boot.
- We will continue our work on "Visible Learning" and "Culturally Responsive Teaching and the Brain," PD that has been ongoing weekly (Wednesday mornings) and monthly (early release days) all year. An added layer of monitoring and formative assessments will be added in January as a logical next step.
- The focus of our Wednesday morning PD has been adjusted to include one strategy tied to culturally responsive practices that teachers can take back and utilize with students.



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



Date of Impact Review: 3/3/2021
School: Pelican Island 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	With Teachers: September 29, November 9, December 15, January 4, January 25, March 8 With Leadership Team: every Monday morning					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	5/15 in Tier 2	33% in Tier 2	4/5 in Tier 2	80% in Tier 2	9/11 in Tier 2	82% in Tier 2

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	With Teachers: September 29, November 9, December 15, January 4, January 25, March 8 With Leadership Team: every Monday morning
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"> - Wondering from district team: how to incorporate productive struggle in more spaces - Wondering from district team: how to monitor outside small group instruction (centers) - School-Based Team: continue work with “Visible Learning” and “Culturally Responsive Teaching and the Brain” book studies and PLC

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	January 7, February 4, March 4
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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	Every Wednesday morning, in addition to September 23, November 18, January 4 for a longer period of time
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	<ul style="list-style-type: none"> - PLC PD: “Culturally Responsive Teaching and the Brain” - Walk-throughs with culturally responsive practices look-fors



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



Date of DataCom: 1/21/2021

School: Pelican Island 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	With Teachers: September 29, November 9, December 15, January 4, January 25, March 8 With Leadership Team: every Monday morning
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"> - Implementation of Saturday Science Camp for 5th grade students - Instructional coaches push in for ELA and Math small group instruction in grades 3-5 - After-school tutoring for students who are not growing at the same rate as their peers - Coaching cycles for identified teachers whose data shows major deficiencies

Action Step 1.38

Date(s) of School Level Data Chat: (PowerBI data utilized for all data chats)	Third		Fourth		Fifth	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA)	1/6	17%	5/13	38%	4/14	29%



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



Last Date of Review: 3/4/2021

School: Pelican Island 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	January 11, February 22, March 3
Summary of Observation(s)	- Walkthroughs reflect standards-based instruction with a focus on differentiation

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).					
Extended Day Tutoring – Sondag Program	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	5	2	1		
Total Percentage Breakdown of Participants by Race/Ethnicity	62.5%	25%	12.5%		
21st Century Program for Enrichment and Remediation	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	16	2	9	1	1
Total Percentage Breakdown of Participants by Race/Ethnicity	55%	7%	31%	3%	3%
Audubon Advocates	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	4	1	2		
Total Percentage Breakdown of Participants by Race/Ethnicity	57%	14%	29%		
Extended Day Program	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	59	17	10	7	
Total Percentage Breakdown of Participants by Race/Ethnicity	63%	18%	11%	8%	
After-School Tutoring Program	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	32	3	13	1	
Total Percentage Breakdown of Participants by Race/Ethnicity	65%	6%	27%	2%	
Saturday Science Camp	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	7	1	3	1	
Total Percentage Breakdown of Participants by Race/Ethnicity	58%	8%	25%	8%	
Safety Patrols	White	Hispanic	Black	Two or More	All Other Race/Ethnicities

Total Number Breakdown of Participants by Race/Ethnicity	11	1	4		
Total Percentage Breakdown of Participants by Race/Ethnicity	69%	6%	25%		

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

Action Step 1.11

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

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	<ul style="list-style-type: none"> - Star Student (monthly – data for January and February is below) - Quarterly Awards Ceremony (all students are recognized at the quarterly awards ceremonies) 				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	24	2	9	0	3
Total Percentage Breakdown of Participants by Race/Ethnicity	63%	5%	27%	0%	8%

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	August 2020-March 4, 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	1	7

Action Step 4.31

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

Samples of Parent Work and/or Extended Learning Activities (Action Step 1.6)

Saturday Science Camp:

Module 1 – Life Science

Assessed Standards: 3.L.14.1 / 3.L.14.2/ 3.L.15.2 / 4.L. 16.1

Learning Targets:

- Identify and/or describe the parts of plants and/or the part's role.
- Describe how plants respond to stimuli.
- Classify flowering and nonflowering plants according to their physical characteristics
- Describe processes of sexual reproduction in flowering plants.

Administer PreAssessment – 20 min – This will be used to monitor learning/growth for the lesson

About 75 mins of instruction/learning

Parts and Functions of Plants- suggestion to have example of flower, stem, leaf, roots, seed to reference

Engage: Video, time lapse of seed, sprout, bloom about 1 min.

<https://florida.pbslearningmedia.org/resource/tdc02.sci.life.colt.plantsgrow/from-seed-to-flower/>

Pose Question:

- What parts of the plant are evident from the video and from what you already know about plants?
 - How do they help the plant grow?
 - What are their jobs/functions?
1. Partners answer the above questions through drawings with labels, descriptions, explanations, etc. 10 min
 2. Record student responses on large chart paper using teacher preference for graphic organizer. Some examples would be a bubble map, T-chart with "What they Know" and "What they Learned" to help correct misconceptions after the lesson/learning. You can have students record on a sticky to place on the anchor chart, place any drawing or images that students created right on the anchor chart. This will be an interactive visual document to add to as the lesson progresses. 15 min
 3. Explore/Explain: Text / Passage - Questions on Passage on separate sheet. Read with partner; complete questions independently 15 min ATTACHMENT A
 4. Evaluate: Teacher can review the responses to the questions during the video and next part of the lesson. Any misconceptions or errors can be addressed at this point.

(Vocabulary Focus : roots, stem, leaves, flower, fruit)

Plant Stimuli/Response

Engage/Explore:

1. Video Student Tutorial Plants Respond (Begin with slide 4- you will have to play it through and prepare it ahead of time) <https://www.cpalms.org/Public/PreviewResourceStudentTutorial/Preview/177548>
As you watch the video, whole group, pause the video to complete the interactive slides together and allow for student discussion. This is also a great opportunity to reference back to the initial graphic organizer and add to it as student's identify vocabulary used, parts of the plants, functions, and germination. 20 min
2. Explain: (Formative Assessment) Place the images provided (group of plant stimuli affected by light and group of root response to gravity) on chart paper at two different sides of the room. Prompt students to observe the images and think about what is occurring while relating back to the Stud. Tutorial they just watched. ATTACHMENT B
3. Evaluate: Have students record on a sticky note for Group #1 – Using vocabulary from the activity this morning and the student tutorial, explain how the plant is responding in the images. Then repeat this task for Group #2, answering the same question. Discuss whole group findings, wonderings, and detailed vocabulary used in their explanations. 15 min

(Vocabulary Focus : stimuli, response, gravity, light, roots, stem, leaves, flower, germination)

SNACK Break – 10 minutes

50-55 mins of Instruction/Learning

Nonflowering/Flowering Plants- suggestion to have Ex. of flower, cone, spores, seeds, fern, moss to reference

Engage:

1. Put students into groups of 3-4 and give them a collection of the photos provided. Ask them (write task on the board if you choose) to CLASSIFY them into groups based on characteristics of their choice. You may need to review def. of "Classify" and discuss this prior to them beginning. Have students record the classification (grouping) on the table/desk with dry erase markers. After 5 minutes, have table groups share and compare their classifications. Groups share out some of the different ideas they had – teacher record on the board specific vocabulary and accurate details that will lead into the "nonflowering vs. flowering" physical characteristics **15 min** ATTACHMENT C
2. Explore: Students will keep Image #1 and Image #2 out on their desks. Play the video link below with no sound and ask students to just "watch" and pay close attention to details with the following question as a goal to answer, "How are these plants and their parts different?" (you can write this on the board for students to reference as they watch the video with a t-chart underneath) Responding sticky notes, one answer on a sticky, if they can answer it with just the visual images. Then play the video a 2nd time and have them record as many answers as possible on each sticky note. As the student responds, he/ she places their sticky under the correct picture on the desk at their table. (One additional strategy for the teacher would be to give each student at a table a different colored sticky note to monitor the student responses as they complete the task). Discuss as a class and record some of the correct information gathered. <https://vimeo.com/289823436>- Animated **10 min**
3. Explain (Follow Up): There are a few specific characteristics that students must know in relation to the standard expectations. The following video covers the needed info that may not have come up from your students at this point. Ask students to watch and jot 2 additional things they did not have recorded yet and add the detail to their groupings on the desk. Students will choose 1 of their details(sticky) and place it under the correct column on the board. <https://www.youtube.com/watch?v=SQ22oTSL1hg> **10 min**
(Vocabulary Focus: flowering, nonflowering, spores, seeds, cone, moss, reproduce)

Reproduction in Flowering Plants – suggest having a few different large flowers- lilies, tulips, daffodils

4. Engage/Explore: Ask students- What is your favorite flower and why? (If you don't know a name draw a picture or explain what it looks like) Students will record this quickly on their white boards. Have students then share with shoulder partner the response. Using the "Flowering Column" on the chart you completed from the previous Explore/Explain, record some of the student's "why" (on the board). This will begin thinking around- colorful, big, large petals, smells good, etc. Now follow up with – if you like it for those reasons, who else do you think likes flowers for those reasons? Reference, what do animals do with them? 'Seed dispersal' can occur because of this attraction. This will also begin the thinking around "pollination and reproduction" of flowering plants. **10 min**
5. Explain: Pass out the image of "Parts of Flower" to each student. The student will watch the following video and label the blanks with the part that they can identify on their image as they observe them. <https://youtu.be/8tcmBCiomfl> Use the diagrams and what the video details to clarify the processes – fertilization, pollination, seed dispersal **15 min** ATTACHMENT D
6. Post Assessment – Administer to check for standard mastery **15 min**

Vocabulary Focus: petal, stamen, pistil, ovary, pollination, fertilization (seed production), seed dispersal, germination.