



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: 4/2/2021 _____LWF__ (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?)

This quarter has been mainly focused on preparing for FSA testing. WE have been looking at bottom quartile and our subgroups and adjusting standards-based lessons accordingly. We implemented and Read and Ride program for our students who are transported from the Gifford Area.



SDIRC School Data Chats & Impact Reviews – Elementary

Component: African American Achievement Plan 2020 – 2021



Date of Impact Review: 1/11/2021

School: Sebastian 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	10/16/2020 11/4/2020 01/04/2021 March 15					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	4	33%	11	79%	8	50%

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	January 4, 2021
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>Returning transitional African American students in primary grades (especially 1st grade) are needing Tier 2 interventions immediately upon their return to school. We will readdress these Tiers after our next DIBELS Test.</p> <p>We have started our Saturday Camps to address our extended Learning opportunities for our African American Students in 4th and 5th grade. We started tutoring for FSA Reading Camps in the afternoon. We started our the 21st Century Learning Extended Day Program. We plan to run our FSA Reading and Math Camp in conjunction with the 21st Century Program. In order to grow We have started our SES adult mentoring program for our African American students in grades 3 4 and 5. We will monitor the progress of these students on Academics and Behavior using Power BI to chart evidence of the effectiveness of African American students being individually mentored and rewarded by adults at SES. For parent extended learning opportunities we had a Title One FSA Parent Night</p>

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	10/21/2020 1/13/2021 March 15
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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	March 15
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Teachers need to work to build relationships with their African American students to ensure they feel respected, valued, and seen for who they are. Building those relationships helps them build community within the classroom and with each other, which is extremely important.



Component: African American Achievement Plan 2020 – 2021



Date of DataCom: 3/12/2021

School: Sebastian 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	March 15
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)	Started after school tutoring and we started out Read and Ride Program for students being bused from the Gifford Area.

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	13%	7	28%	2	13%



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



Last Date of Review: 3/15/2021

School: Sebastian 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	February Walkthroughs for Black History Month. No walkthroughs in March
Summary of Observation(s)	All month

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Saturday Math and Performing ART Camps for 4 th and 5 th grade L25				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	5	1	12	2	
Total Percentage Breakdown of Participants by Race/Ethnicity	25 %	.05%	60%	10 %	

Action Step 1.11

Date of Student Committee Meeting	No committee
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Scheduled for April 29, 2021 ; None this quarter				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity					
Total Percentage Breakdown of Participants by Race/Ethnicity					

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	none
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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	12	12

Action Step 4.31

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	1 Teacher Assistant	1 of 4 Teacher Assistants (25 %)