



**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: 3/9/2021 \_\_\_\_\_AB\_\_\_\_\_ (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?)

During the last quarter, the administrative team have completed classroom walkthroughs and participated in the district's Impact Review. The walkthroughs and Impact Review have provided us with valuable insight into the areas we are improving and the areas of concern. We are proud that your Power BI School Grade Prediction has gone up from a predicted grade of a C to a predicted grade of B. We attribute the gains to our focus on the A2 initiative and our attention to students in the bottom quartile, especially students in our targeted ESSA groups. Our greatest concern is the progress of students in the Virtual or Transitional model. We track and monitor their progress and make contact with the families frequently. We built credit recovery courses into our school day for students who did not return to help catch them up and provide them support they need.

Our next steps include:

- Administration meeting with A2 teachers to intentionally pull 30 BQ students for focused intervention
- Intentional invitations for after school tutoring on Tuesdays
- BQ students paired with mentors during Homebase or lunch
- Literacy and math coach meet with off-track students to counsel
- BQ students also meeting ESSA group will be pulled from electives after spring break for tutoring
- Spiral back in all classes built by Literacy and math coaches based on unit assessment data
- Reading and math teachers meeting with each student to review current placement and set goals
- Incentives given to students who complete iReady assigned toolbox lessons through April 30
- ELL tutoring every Tuesday after school with support from ESOL assistant



## SDIRC School Data Chats & Impact Reviews – Secondary

### Component: African American Achievement Plan 2020 - 2021



**Date of Impact Review:** 1/21/2021

**School:** Storm Grove Middle

**Action Steps:** 1.5, 1.15, 1.17, 1.18, 1.22, 2.6

#### Action Step 1.5

Date of Quarterly Review of School Improvement Plan	01/21/21
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)	Data was reviewed; continue to monitor for rigor, engagement and small group

#### Action Step 1.15

Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments	01/13 & 2/9
Standards Identified in Need of Re-Teaching	LAFS.6.RL/RI.1.2 LAFS.6.RL/RI.2.5 LAFS.7.RL/RI.1.3 LAFS.7.RL/RI.2.5 LAFS.8.RL/RI.1.2 LAFS.8.RL/RI.1.3
Recommended Strategies	<ul style="list-style-type: none"> <li>•Circle-back mini lessons</li> <li>•Use of iReady lessons</li> <li>•Use of graphic organizers, spider maps</li> <li>•Looking at central idea in a variety of texts</li> <li>•Continue and broaden engagement strategies</li> <li>•White board, flow charts, break down, matching, draw elements hat.</li> <li>•Integrate questions (high level question stems) from standards</li> <li>•Mini-reading and assessments which are FSA formatted, direct instruction regarding testing skills.</li> <li>•Guided standards practice</li> <li>•Ample opportunities to analyze how ideas develop, interact, connect</li> <li>•Continuing to use Critical Thinking course as a support</li> </ul>

#### Action Step 1.17

List of After School / Extended Learning Opportunities Offered to Improve Graduation Rates	Tutoring offered on Tuesdays afterschool through the Multicultural club
--	---

#### Action Step 1.18

	White		Black	
	#	%	#	%
Course Recovery – Behind in Credits	49	49	21	21
Course Recovery – Student Participating in Course Recovery	14	14	4	4
Course Recovery – Eligible Students Enrolled (In Edgenuity)	49	49	21	21

#### Action Step 1.22

Date of Reviews of School Counselor Contacts with African American Students Off-Track for Graduation	N/A
--	-----

**Action Step 2.6**

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	1/11, 1/21, 2/1, 2/8
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Data was reviewed of appropriate African American students, responsive practices that were put into place were: mental health referral, academic and behavior support.



**SDIRC School DataCom – Secondary**  
**Component: African American Achievement Plan 2020 - 2021**



**Date of DataCom:** 1/21/2021

**School:** Storm Grove Middle

**Action Steps:** 1.12, 1.16, 1.19, 1.20, 1.23, 1.31, 1.37, 1.38

**Action Steps 1.12, 1.16, 1.19, 1.31, & 1.37**

Date(s) of School Level Review(s) of Performance, Progress, & Regression of African American Students	01/21/21 & 03/03/21
District Review Conducted of Academic Performance, Progress (e.g., course failures, concordant scores, GPA, advanced coursework) & Regression of African American Students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summary of Action Steps / Plan based upon Review of Performance, Progress, & Regression of African American Students (based upon District & School Level Reviews)	Data was reviewed all African American students behind in credits are placed into a credit recovery course section during the school day All students with a grade below a C are invited to tutoring

**Action Step 1.38**

Date(s) of School Level Data Chat: 1/13, 1/29 (please provide data from most recent data chat)	Sixth/Ninth		Seventh/Tenth		Eighth/Eleventh	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA)	1/13	7.6%	3/13	23%	2/15	13%

**Action Steps 1.20, & 1.23**

Date(s) of School Level Review of Student Progress Towards Graduation	N/A
District Review Conducted of Graduation Rate and Action Steps Implemented to improve graduation rate	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No



## SDIRC Quarterly Update Additional Action Steps – Secondary Component: African American Achievement Plan 2020 - 2021



**Last Date of Review:** 1/21/2021

**School:** Storm Grove Middle

**Action Steps:** 1.3, 1.6, 1.11, 1.14, 1.28, 1.29, 1.30, 1.33 (4<sup>th</sup> quarter only), 2.5, 2.9, 4.5, 4.6, 4.30, 4.31

### Action Step 1.3

Date(s) of Walk-Through to Observe Implementation of African American History Teachings	02/08
Summary of Observation(s)	Lesson Plans were reviewed and discussed at leadership Team Meeting (admin/grade level/ dept chairs). ELA 6 <sup>th</sup> grade class was reading the biography of After the Hurricane's author Rita Williams-Garcia and discussing her desire to write relatable stories that reflect teen circumstances, annotating the poem and connecting to African American author Shelton Alexander, answering questions and competing a visualization activity.

### Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	After school tutoring (by teacher) A2 initiative – numbers have varied as students return to brick and mortar and classes are needed				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	198	201	89	NA	28
Total Percentage Breakdown of Participants by Race/Ethnicity	38%	39%	17%	NA	5%

\*Pictures of extended learning activity for students attached below

### Action Step 1.11

Date of Student Committee Meeting	2/2/2021
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 1.14

Date(s) of African American Achievement Student Council Meetings	02/18/21
Summary of Needs Assessment Feedback and Modifications for Incorporation into Action Planning	Students discussed sports, clubs, bootcamps and becoming a teacher in IRC, meeting notes attached to documentation.

**Action Steps 1.28 & 1.29**

	Black Students (#)	Black Students (% of Total Population of Black Students)
Students Participating in On-Site College Readiness Testing	N/A	N/A

**Action Step 1.30**

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	A & AB Honor Roll, Students of the month				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	746	201	90	99	25
Total Percentage Breakdown of Participants by Race/Ethnicity	64%	17.3%	7.7%	8.5%	2.1%

**Action Step 1.36**

	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number of Students in Advanced Coursework by Race/Ethnicity	345	92	39	30	12
Total Percentage Breakdown of Students in Advanced Coursework by Race/Ethnicity	67%	18%	8%	6%	2%
Total Number of Students Enrolled at SGMS by Race (1060 students)	628	224	122	67	18
List of Supports Provided to Students Enrolled in Advanced Coursework: After school tutoring, extra help with teachers during home base and lunch, and progress monitoring					

**Action Step 2.5**

Timeframe of Reported Out-of-School Suspensions	1
---	---

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
Number of Student Participating in Peer Mentorship Program	14	4

**Action Steps 4.5 & 4.6**

Number of African American students applying for the FFEA Scholarship Program	N/A
Number of African American students taking part in the IRSC Teacher Academy	N/A

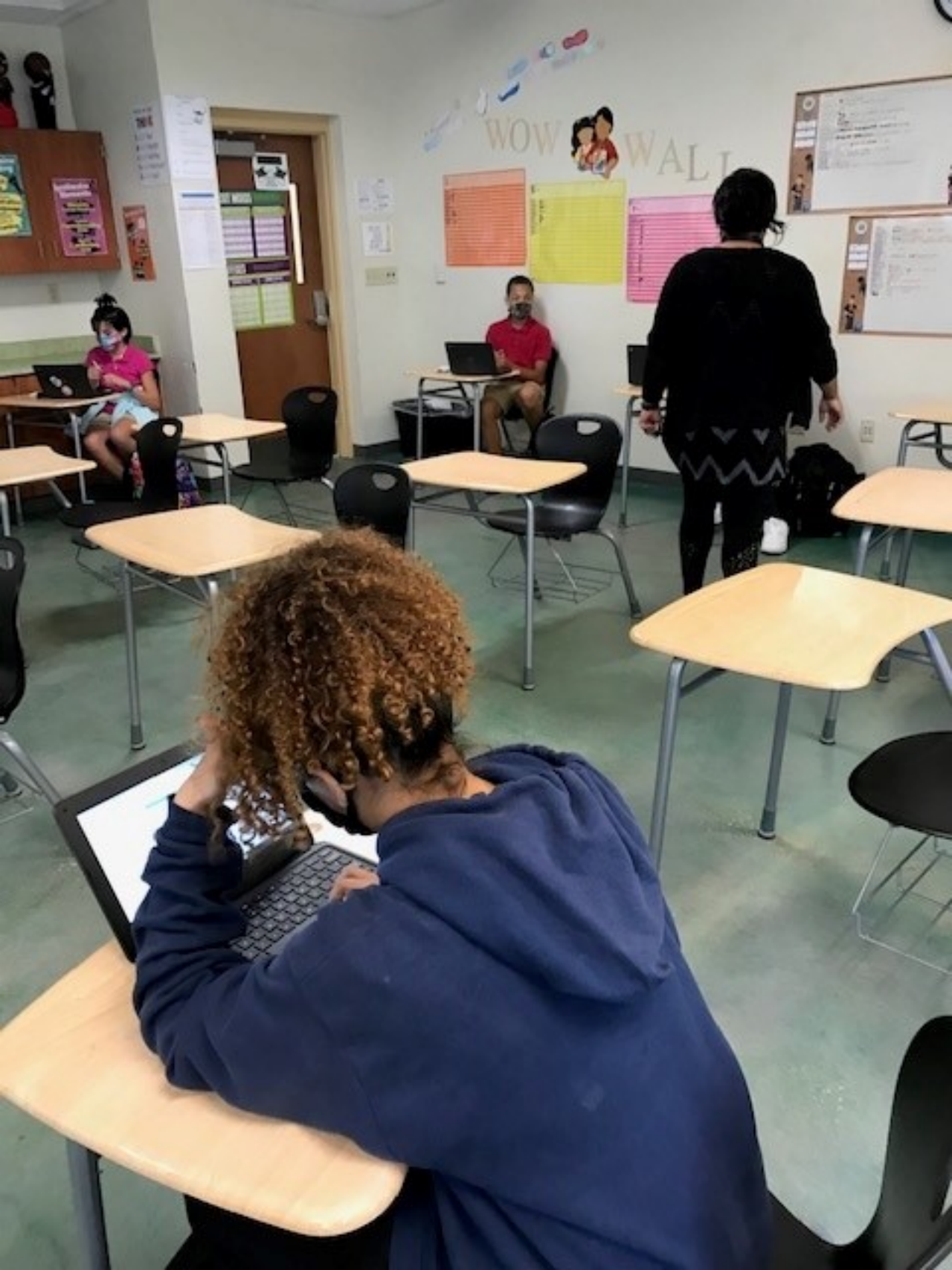
**Action Step 4.30**

Number of Applications for Education (i.e., teaching) Scholarships Completed by African American Students.	N/A
--	-----

**Action Step 4.31**

	Number Identified	Percentage of Identified Earning Teaching Certification
--	-------------------	---

Support Staff identified to Transition to Teaching	2	100
--	---	-----







WALL

