



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 _____CAC_____ (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?)

Sebastian River High School's administrative team along with our instructional coaches, and instructional leaders will continue to monitor the effectiveness of classroom instruction and supplemental supports given to all students inside the classroom, as well as with extended learning opportunities outside the classroom. We will continue to build for growth with engagement in the classroom and differentiation of instruction centered around the specific needs of each individual student. We will continue to analyze data trends that will direct each action taken or change that needs to be implemented. We will also continue to collaborate with district level specialist to assist with supporting our instructors with collaborative planning and feedback.



SDIRC School Data Chats & Impact Reviews – Secondary

Component: African American Achievement Plan 2020 - 2021



Date of Impact Review: 2/26/2021

School: Sebastian River High

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	January 11, 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)	Based upon our Impact Review we saw a continued need for differentiation and engagement strategies in a large number of classrooms. As a result of the data that was collected from the observations, we will be offering additional support for our core content area teachers during collaborative planning times. The additional support will be provided by the SDIRC Content Specialist for the Department of Curriculum and Instruction, along with the continue support of on campus coaches and administrative members. After collaborative planning sessions, Content Specialist, School Coaches, and Administration will schedule monthly observation that will aid in modifying instruction or giving additional supports where needed.

Action Step 1.15

Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments	1/8/21, 2/5/21, 3/12/21
Standards Identified in Need of Re-Teaching	LAFS.K12.R.1.3, LAFS.910.R.1.1 and 2.4
Recommended Strategies	Additional support during collaborative planning with increased observations and follow up with additional supports.

Action Step 1.17

List of After School / Extended Learning Opportunities Offered to Improve Graduation Rates	Every Tuesday and Thursday we offer Credit Recovery, Tutoring in ELA, Math, Science, US History, and Spanish. PERT and SAT prep is also given during a two week span prior to testing.
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Action Step 1.18

	White		Black	
	#	%	#	%
Course Recovery – Behind in Credits	228	12	56	2
Course Recovery – Student Participating in Course Recovery	56	2	12	.006
Course Recovery – Eligible Students Enrolled	228	12	56	2

Action Step 1.22

Date of Reviews of School Counselor Contacts with African American Students Off-Track for Graduation	Meetings are held weekly by each school counselor and graduation coach.
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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	Administration meets weekly on Friday together; Instructional Coaches meeting weekly on Thursday with administration; All meeting occurred weekly during 3 rd quarter
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Continuing to increase collaborative planning supports for teachers and offer professional development that incorporates culturally responsive practices within teaching practices.



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



Date of DataCom: 1/29/2021

School: Sebastian River High

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	Weekly Administration (Friday) & Instructional Coaches (Thursdays) meetings throughout 2nd quarter of instruction. Also, review with Department Chairs and SIP Leadership Team; Jan 7 th , Feb 2 nd , Mar 2 nd .
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)	We will continue to give multiple opportunities of support to all student and specifically our African American students who are struggling to make adequate gains academically. We will continue to communicate with students and families via school messenger, school website information, social media posts, and through school counselors 1:1 meetings and teacher meeting 1:1 with students and parents to support their individual needs. Will encourage our families to attend our college and career readiness nights.

Action Step 1.38

Date(s) of School Level Data Chat: All data chats followed unit assessment by one week. (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)	13	60%	6	35%	N/A	N/A

Action Steps 1.20, & 1.23

Date(s) of School Level Review of Student Progress Towards Graduation	Jan 7,14,21,28; Feb 4,11,18,25; Mar 4,11
District Review Conducted of Graduation Rate and Action Steps Implemented to improve graduation rate	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No



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



Last Date of Review: 2/26/2021

School: Sebastian River High

Action Steps: 1.3, 1.6, 1.11, 1.14, 1.28, 1.29, 1.30, 1.33 (4th 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	Feb 26, 2021
Summary of Observation(s)	Students are engaged with conversation facilitated by instructor. Evidence of accountable talk with a majority of students observed participating.

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	42	38	33	8	
Total Percentage Breakdown of Participants by Race/Ethnicity	34%	31%	27%	0.06%	

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

Action Step 1.11

Date of Student Committee Meeting	March 4, 2021
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	Students continue to feel they are well informed of all opportunities to participate in all student activities with the school continuing to utilizing multiple forms of communication.

Action Step 1.14

Date(s) of African American Achievement Student Council Meetings	Jan 14, 2021; Feb 4, 2021; Mar 4, 2021
Summary of Needs Assessment Feedback and Modifications for Incorporation into Action Planning	Students continue to feel several instructors don't try to connect with them on a personal level to understand who they really are but rely on simple assumptions. We will continue to incorporate culturally responsive teaching into our professional development sessions.

Action Steps 1.28 & 1.29

	Black Students (#)	Black Students (% of Total Population of Black Students)
Students Participating in On-Site College Readiness Testing	108/209	52%

*Attach schedule of events for workshops, website, parent conferences, SAT and ACT information.

*Attach evidence of information provided at one of the scheduled events.

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Athlete of week, Top 10 of Class, SRHS US Presidential Scholars Nominations, Quest bridge National College Match for high-achieving low-income student, Sebastian Exchange Club student of month, Fintastic Friday student of week, Meet a Shark Monday.				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities

Total Number Breakdown of Participants by Race/Ethnicity	64	19	27	0	7
Total Percentage Breakdown of Participants by Race/Ethnicity	0.06%	.03%	.12%		

Action Step 1.36

	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number of Students in Advanced Coursework by Race/Ethnicity	307	151	44		
Total Percentage Breakdown of Students in Advanced Coursework by Race/Ethnicity	.16%	0.08%	.02%		
List of Supports Provided to Students Enrolled in Advanced Coursework: Tutoring is available for all students in ELA, Math, Science, Social Studies, Spanish every Tuesday and Thursday.					

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	2
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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
Number of Student Participating in Peer Mentorship Program	10	3

Action Steps 4.5 & 4.6

Number of African American students applying for the FFEA Scholarship Program	Still in progress...
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.	
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Action Step 4.31

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	3	1/3 earned certification