



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 ____SDO____ (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?)

VBHS AREAS OF GROWTH FOR THE QUARTER ARE: ENGAGEMENT/PARTICIPATION (SIP 2 & 3)

VBHS AREAS OF PROGRESS FOR THE QUARTER: CULTURE & CLIMATE (SIP 3) SOCIAL EMOTIONAL LEARNING (SIP 3) STANDARDS BASED INSTRUCTION (SIP 2) TASK ALIGNMENT (SIP 2)

VBHS OPPORTUNITIES FOR GROWTH: MONITORING (SIP 1), DIFFERENTIATION (SIP 1), STEAM (SIP 4)



SDIRC School Data Chats & Impact Reviews – Secondary

Component: African American Achievement Plan 2020 - 2021



Date of Impact Review: 3/19/2021

School: Vero Beach 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																																													
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input 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)	<h3 style="color: red; margin: 0;">IMPACT REVIEW 3 TAKEAWAYS</h3> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p style="color: red; font-weight: bold;">AREAS OF GROWTH</p> <p style="font-weight: bold;">ENGAGEMENT/PARTICIPATION (SIP 2 & 3)</p> </div> <div style="text-align: center;"> <p style="color: red; font-weight: bold;">REMAIN STRONG</p> <p style="font-weight: bold;">CULTURE & CLIMATE (SIP 3) SOCIAL EMOTIONAL LEARNING (SIP 3) STANDARDS BASED INSTRUCTION (SIP 2) TASK ALIGNMENT (SIP 2)</p> </div> <div style="text-align: center;"> <p style="color: red; font-weight: bold;">AREAS FOR GROWTH</p> <p style="font-weight: bold;">MONITORING (SIP 1) DIFFERENTIATION (SIP 1) STEAM (SIP 4)</p> </div> </div>																																												
	<h3 style="text-align: center; margin: 0;">Impact Review 3 Feedback</h3> <table border="1" style="margin-top: 10px; font-size: small; text-align: center;"> <caption>Impact Review 3 Feedback Data (Approximate Values)</caption> <thead> <tr> <th>Category</th> <th>Evident (Green)</th> <th>Partially Evident (Yellow)</th> <th>Not Evident (Red)</th> </tr> </thead> <tbody> <tr><td>SIP 1: IC/Formatives</td><td>7</td><td>14</td><td>11</td></tr> <tr><td>SIP 2: SBI Routines</td><td>19</td><td>7</td><td>6</td></tr> <tr><td>SIP 3: SEL</td><td>20</td><td>8</td><td>4</td></tr> <tr><td>SIP 4: STEAM</td><td>8</td><td>9</td><td>15</td></tr> <tr><td>SBI</td><td>20</td><td>6</td><td>6</td></tr> <tr><td>Tasks</td><td>19</td><td>7</td><td>6</td></tr> <tr><td>Monitoring</td><td>8</td><td>15</td><td>9</td></tr> <tr><td>Engagement</td><td>21</td><td>6</td><td>5</td></tr> <tr><td>Culture</td><td>20</td><td>8</td><td>4</td></tr> <tr><td>Differentiation</td><td>2</td><td>3</td><td>27</td></tr> </tbody> </table>	Category	Evident (Green)	Partially Evident (Yellow)	Not Evident (Red)	SIP 1: IC/Formatives	7	14	11	SIP 2: SBI Routines	19	7	6	SIP 3: SEL	20	8	4	SIP 4: STEAM	8	9	15	SBI	20	6	6	Tasks	19	7	6	Monitoring	8	15	9	Engagement	21	6	5	Culture	20	8	4	Differentiation	2	3	27
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Action Step 1.15

Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments	AA Students are regularly assessed for their progress with standards through district unit assessments. Teachers and MTSS Team are looking at the data for student results and student list is created so that these students are pulled from electives so that they may receive remediation on the standards they are struggling with.
Standards Identified in Need of Re-Teaching	Various depending on the individual student.
Recommended Strategies	Students pulled once a week B days @ FLC and A days on MC. MTSS Acceleration Program Dates:

	A days (MC) - 2/18, 2/26, 3/2, 3/10, 3/16, 3/31, 4/7, 4/15, 4/19, 4/29 B days (FLC) - 2/17, 2/25, 3/1, 3/11, 3/15, 4/1, 4/8, 4/14, 4/20 & 4/30 *Dates in April are pending due to testing.
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Action Step 1.17

List of After School / Extended Learning Opportunities Offered to Improve Graduation Rates	A2 Tutoring, SAT Prep Tutoring Provided Tues and Thursday 2-4 in Small Gym Student Center Wednesday 5-7 Transportation provided Tues and Thur. at 4pm.
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Action Step 1.18

	White		Black	
	#	%	#	%
Course Recovery – Behind in Credits	39	2.6	32	5.5%
Course Recovery – Student Participating in Course Recovery	39	100	32	100
Course Recovery – Eligible Students Enrolled	39	100	32	100

Action Step 1.22

Date of Reviews of School Counselor Contacts with African American Students Off-Track for Graduation	Counselors met with all student throughout the month of February. We will meet with seniors once 3rd 9 weeks grades post.
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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	MTSS 1/13, 1/20, 1/27, 2/3, 2/24, 3/17
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Dr. Dupont from Tykes and Teens participates in weekly MTSS meetings Student data is reviewed. Ms. Dupont provides suggestions for teachers to use that incorporate culturally responsive practices.



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



Date of DataCom: 3/19/2021

School: Vero Beach 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	1/11, 1/13
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)	<ul style="list-style-type: none"> • Three periods of credit recovery offered throughout the day • After school credit recovery offered with transportation provided • Counselors assign classes based off graduation requirements • Laptops handed out district wide for students with no computer access at home • PERT math sessions are scheduled for students that have not met their Algebra 1 Concordant score (PERT Boot Camp before test administered) • PERT tutoring scheduled for upcoming tests • SAT/ACT prep tutoring scheduled for after school with transportation • Students meet with graduation coach to sign up for ACT/SAT testing dates to meet ELA concordant score • Core Class tutoring provided T/W/TH with Transportation provided Tuesday/Thursday • The school will provide funding to low-income students that have exhausted all waivers for these examinations.

Action Step 1.38

Date(s) of School Level Data Chat: (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)	84	6.5	64	14	n/a	n/a

Action Steps 1.20, & 1.23

Date(s) of School Level Review of Student Progress Towards Graduation	1/11 1/13
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: 3/19/2021

School: Vero Beach 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	February 1 st – February 29
Summary of Observation(s)	2/26 Black community member invited to share experiences related to African American History with students. 9 speakers attended over 2 days.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	A2 Tutoring (See Excel Spreadsheet)				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	25	6	24	5	2
Total Percentage Breakdown of Participants by Race/Ethnicity	40	.09	38	.08	.03

*Evidence of extended learning opportunities below.

Action Step 1.11

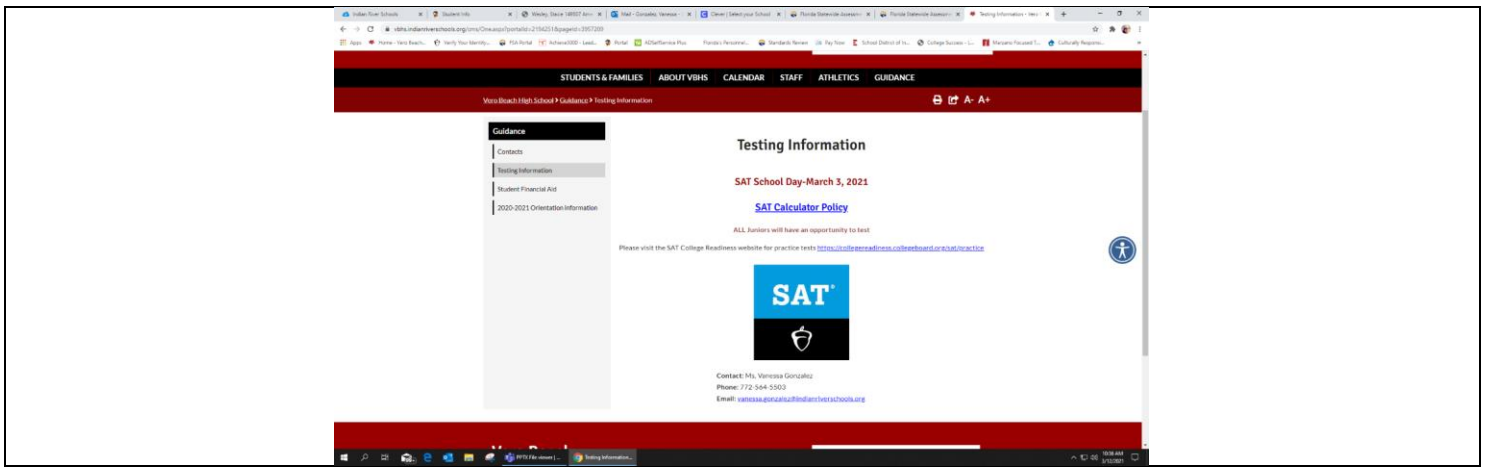
Date of Student Committee Meeting	
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	Students (African American Student Council) wanted to improve the overall culture on campus and shed light on our diverse student population. AASC sponsored a Black History Month Door Decorating Contest (February), Question of the day for Women's History Month (March) and partnered with Administration to do morning announcement

Action Step 1.14

Date(s) of African American Achievement Student Council Meetings	First and Third Tuesday of each month.
Summary of Needs Assessment Feedback and Modifications for Incorporation into Action Planning	Students (African American Student Council) wanted to assist in improving the overall culture on campus and shed light on our diverse student population. With that in mind, the AASC sponsored a Black History Month Door Decorating Contest (February), Question of the day for Women's History Month (March) and partnered with Administration to do morning announcements 3 days per week....

Action Steps 1.28 & 1.29

	Black Students (#)	Black Students (% of Total Population of Black Students)
Students Participating in On-Site College Readiness Testing	SAT March 3 120 is 100% of black students scheduled to test /635total enrollment	Reporting Data not available unit 3/25.



Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Students identified for Scholar Recognition Ceremony April 7 th . Students with a 3.75 GPA or higher unweighted are recognized.				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	9 th -101 10 th -79 11 th -62 12 th -95	9 th -22 10 th -9 11 th -18 12 th -13	9 th -16 10 th -11 11 th -8 12 th -5	0	9 th -13 10-6 11 th -10 12 th -11
Total Percentage Breakdown of Participants by Race/Ethnicity	9 th -66% 10 th -62% 11 th -63% 12 th -77%	9 th -14% 10 th -.08% 11 th -18% 12 th -10%	9 th -10% 10 th -10% 11 th -.08% 12 th -.04%	0	9 th 8% 10 th -.06% 11 th -10% 12 th -.09%

Action Step 1.36

	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number of Students in Advanced Coursework by Race/Ethnicity	1006	354	248		57
Total Percentage Breakdown of Students in Advanced Coursework by Race/Ethnicity	66.4%	61%	42.6%		27%
List of Supports Provided to Students Enrolled in Advanced Coursework: Tutoring: A2 Tutoring, SAT Prep Tutoring Provided Tues and Thursday 2-4 in Small Gym Student Center Wednesday 5-7 Transportation provided Tues and Thur. at 4pm.					

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	Q3- 8 White 1-Black 1 Hispanic
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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	7	0

Action Steps 4.5 & 4.6

Number of African American students applying for the FFEA Scholarship Program	0 – Have not received information on the Scholarship Program.
Number of African American students taking part in the IRSC Teacher Academy	No information on the Teacher Academy. Waiting for District to move forward.

Action Step 4.30

Number of Applications for Education (i.e., teaching) Scholarships Completed by African American Students.	Information is not available.
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Action Step 4.31

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

[illegible]