



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: 5/28/2021 _Kim Garcia

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?)

(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?)

- Collaborative planning with coaches or admin weekly. We used the 3-5 Grades Unit Assessment Data, ORFs, DIBELS, progress monitoring etc.to create Lesson Plans that all teachers are accountable to uphold and follow, with questions for accountable talk.
- During small group instruction, teachers created Checklists for standards mastered/ or what needs to be reviewed.
- Coaches/Teachers review monthly i-Ready pass rates, minutes and unit assessments per class and students track progress.
- Teachers are reviewing student work during planning to check for consistency in grading practices.
- Differentiated groups occurring daily and switched as needed-pushing rigor as needed for those who are ready and scaffolded as needed.
- Teachers conference with students at least bi-weekly
- Tier 2 groups continued through May, and were changed based on data.
- Administration, coaches, and teachers reorganized our RtI groups for reading/math using unit assessments, iReady, and DIBELS. For the students who are not making growth, teachers are strategically creating interventions during Tier 1 that are specific and implemented to maximize their learning.

- We also continue with our A2 interventions until May, our Superstar Camp ran two times a week from February 16-April 30, and the GEER Grant worked with Grade 3 students before school until May 14.
- We also completed monthly walkthroughs with leadership team looking for evidence of Standards Based Instruction and tasks, Differentiation, Culture and Climate and Monitoring
- **SIP GOAL #1** for ELA: Through observations during our Impact Review monthly walks, our school wide data collected for Differentiated Instruction showed that **91%** were evident in plans or the lesson viewed, which is up from our previous Review in ELA. Our SIP goal was set for the fourth nine weeks was at 90%.
- **SIP GOAL #2** for Math: Through observations during our Impact Review monthly walks, our school wide data collected for Differentiated Instruction showed that **77%** were evident in plans or the lesson viewed, which is up from our previous Review in Math. Our SIP goal was set for the fourth nine weeks at 90%.
- **SIP GOAL #3** related to Culture/Climate: Our goal is to have 10% less in ODRs, which was at 60 when we left in March, due to COVID. As of May 27, 2021 we have 48 ODRs (10 are from bus/38 from class with 28 students contributing-1 student with 6). We will continue our PBIS using class DOJO and classroom relationship building strategies to keep this number low. Our goal is for all to: Be safe, Be respectful, Be Responsible, and Be Kind.
- **SIP GOAL #4** related to School Theme: We have continued with our student council and each grade completed a community project in semester 1 and 2. We are limited due to Covid and cannot have visitors, assemblies, volunteers or move out into the community. Our Genius Hour is on hold currently.

2021-2022 Next steps: Continue to work on differentiation in ELA and Math. We will also continue to work with Teachers checking work daily for accuracy to help with monitoring piece, and check for engagement.



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



Date of Impact Review: 3/4/2021

School: Citrus 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	Reviewed with Coaches. These numbers reflect the students that are in a Tier 3.					
	Kindergarten-99 Ss		First-120 Ss		Second-117Ss	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	7/15	47%	4/9	44%	1/10	10%

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	Semester 2 Impact Reviews and Weekly Leadership Meetings 1/8, 2/26, 3/4, -last review with leadership 5/21/21
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)	Continue with no changes from Q3: *Weekly Collaborative Lesson Planning with Math and ELA Coaches/Admin with questions planned for whole and small group, and activities for independent centers. *Coaching/co-teaching/modeling in all K-5 teachers based on grade level i-Ready data/unit assessments and walkthroughs. *Monitor work and hold students accountable for accuracy.

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	At least once a month with the School Guidance Counselor, following up with classroom teachers, the MTSS team, and school psychologist. For the 2020-2021 school year: 21 referred 20 Screened (8 white, 6 black, 6 Hispanic, 1 AP (1 referred but not screened -black) 2 identified Gifted End of year gifted: 14 students 8 white, 1 black, 4 Hispanic, 1 Other
--	--

Action Step 2.6

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	Collaborative Weekly Planning Meeting and Administrative Walkthroughs
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Walkthroughs demonstrate the ongoing culturally responsive practices in the classrooms, work on walls, books in classrooms



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



Date of DataCom: none in quarter 4
School: Citrus 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	Monthly data meetings Reviewed with leadership team during meetings on Fridays, as needed. Last Tier 2 data meeting: Week of March 15 PMP Meetings for EOY review: May 13-May 20
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 Superstar Camp, 2/16-April 30, for students not proficient in grade level standards, but close to proficiency K-3 Interventionist has created Tier 3 groups for 2021-2022 school year • Coaching cycles as needed for teachers who need support. • Instructional Coaches now pulling academic groups in K, 3, 4, 5 Improvement Plans for 3 teachers who need direct support

Action Step 1.38

	Third		Fourth		Fifth	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA)	U1-Avg. 10/23	U1-Avg. 43%	U1-Avg. 7/23	U1-Avg. 30%	U1-Avg. 4/17	U1-Avg 24%
	U1-U6 9/23		U1-U6 13/23		U1-U6 5/17	
	(25 total; no data for 2; 125 ss in grade level)	U1-U6 39%	(27 total; no data for 4; 121 ss in grade level)	U1-U6 57%	(20 total, no data for 3; 110 ss in grade level)	U1-U6 29%

Please note: ELA Unit Assessments test different standards. There was no baseline UA, and some of our students did not enter until just recently. I compared the first test they took to the last, but this does not specifically show a regression.



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



Last Date of Review: 5/7/2021

School: Citrus 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	weekly walkthroughs
Summary of Observation(s)	Walkthroughs reflect standards-based instruction, with a focus on differentiation, not necessarily African American history teaching

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Quarter 4: Track, Geer Grant, Superstar Camp, Moonshot Academy				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	48	44	34	14	-
Total Percentage Breakdown of Participants by Race/Ethnicity	34%	31%	24%	10%	-

*Attach evidence of a parent work or extended learning activity for students (including Extended Day Program & Moonshot)

GEER Before School Program Planning, April 12th – April 15th, 2021

7:40-8:00 Welcome students at car pick-up. Distribute breakfasts. Attendance.		
8:00-8:10 Read Aloud: “The Magnificent Mya Tibbs” by Crystal Allen Chapters 10-12. Comprehension questions Chap.10-12. L.G. I can ask and answer questions about a text. LAFS.3.RL.1.1		
8:10-8:35: Phonics (K) Group 1: Campbell Sunday 1. L.G. I can decode words using various strategies. LAFS.3.RF.3.3	8:10-8:35: Phonics & Fluency Group 2: Zakarian Sunday 1. Lexia Skill Builder Level 9. L.G. I can decode words using various strategies. LAFS.3.RF.3.3	8:10-8:35: Comprehension & Vocabulary Group 3: Rhue. Best Practices in Reading. Lexia Skill Builder Level 10. L.G. I can fluently read and answer comprehension questions about a grade-level text. LAFS.3.RI/RL.3.3, 4.4, 2.4, 1.1.
M: Dibels nonsense words and ORF. Sunday 1, level 10.	M: Dibels nonsense words and ORF. Sunday, level 17.	M: Lexia at Computer Lab. Tu: Lesson 7. W: Lexia at Computer Lab. Th: Lesson 7: “Attic Stardust”, p.89-94. Vocab: memories, education.

		Comprehension: questions, draw conclusions, understand genre, visualize. Identify Setting & Plot (graph. Organizer), summarize, and identify details.
8:35-8:40 HELPS or Dibels Fluency Passage.		
Brain dump (1 min + share 1 min). Read. Performance feedback. Retell check. Phrase drill (error). Repeated Reading. L.G. I can fluently read grade-level texts. LAFS.3.RF.4.4		
Fluency passage Dibels 1.5: “On the Bridge”.	Fluency passage Dibels 2.5: “Nuts About Ice Cream” Multiple Meaning: nuts.	Fluency passage #97 “Ida B. Wells” HELPS curriculum. <u>Vocab</u> : equality, justice, civil rights activist, justice. Mis/treatment, ultimate/ly
8:40 Dismissal.		

Note: Tuesday & Wednesday : 8:10-8:40, at the Computer lab: Lexia Core 5 at the Computer lab. Active monitoring & release model: pull students that are struggling at specific skills in Lexia and provide remediating instructions one-on-one accordingly (data-driven intensive reteaching model).

Action Step 1.11

Date of Student Committee Meeting	4/6/21
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	A culminating meeting of the Superintendent's Student Advisory Council was held in April 2021 to share with students how the feedback that they had provided throughout the year on various topics (e.g., college planning, equitable access to activities) had been used or is planned on being used to make improvements in the school experiences of students. The Superintendent's Cabinet members were present at the session not only to share the work of their individual offices in this regard, but also to respond to questions students had. Also during this session, students participating on this year's council were recognized for their contributions to this body of work.

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Quarter 4 Awards for Grades 2-5: May 25 (during lunch) Note: We also give weekly Bee Awesome Grams out at lunch time (once a month K-1, 2-3, 4-5). The numbers below reflect the quarterly awards. We also had 5 th grade graduation awards, that included each student receiving one, and this in not included in this (breakdown of grade 5: white 46%, black 19%, Hispanic 28%, other 5%).				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	109/215	56/215	34/215	16/215	
Total Percentage Breakdown of Participants by Race/Ethnicity	50%	26%	17%	7%	

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	N/A
---	-----

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 Note: We also had a staff mentor/student mentee program with 37 mentees and 30 staff mentors	16	14

Action Step 4.31

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