



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** *Anthony J. Verette* (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?)

Although academic gaps and discipline gaps narrowed, gaps still existed. We extended our after school tutoring programs (Moonshot and GEER) to continue addressing these academic gaps. And, although Impact Review ratings increased in our growth areas, there were more opportunities for growth in the areas of Teacher monitoring of students and Teacher providing differentiation for students. So, Instructional Coaches were assigned to identified teachers to increase teacher skills in these areas. Student engagement/participation ratings rose to 93%. We continue to work towards 100% student engagement. Additionally, tiered interventions for phonics were added using Sonday; with District support K-2 teachers were trained and their implementation of Sonday was monitored for fidelity and effectiveness.



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



Date of Impact Review: 2/25/2021

School: Dodgertown 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	05-11-2021, 05-12-2021, 05-13-2021					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	8	13%	14	19%	17	28%

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	05-11-2021, 05-12-2021, 05-13-2021
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)	Although academic gaps and discipline gaps narrowed, gaps still existed. We extended our after school tutoring programs (Moonshot and GEER) to continue addressing these academic gaps. And, although Impact Review ratings increased in our growth areas, there were more opportunities for growth in the areas of Teacher monitoring of students and Teacher providing differentiation for students. So, Instructional Coaches were assigned to identified teachers to increase teacher skills in these areas. Student engagement/participation ratings rose to 93%. We continue to work towards 100% student engagement. Additionally, tiered interventions for phonics were added using Sonday; with District support K-2 teachers were trained and their implementation of Sonday was monitored for fidelity and effectiveness.

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	04-28-2021, 05-03-2021, 05-27-2021
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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	01-27-2021, 02-08-2021, 02-16-2021, 02-24-2021, 03-01-2021, 03-08-2021, 03-09-2021, 03-17-2021, 03-29-2021, 04-05-2021, 04-21-2021, 05-03-2021, 05-10-2021
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Hacking School Discipline Book Study & Professional Learning



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



Date of DataCom: 3/12/2021

School: Dodgertown 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	05-04-2021, 05-05-2021, 05-06-2021, 05-11-2021, 05-12-2021, 05-13-2021
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)	<p>Based on review, decisions were made as to which students needed a Progress Monitoring Plan by each grade level. Steps were taken to progress monitor.</p> <p>On March 18, 2021—as a result of Data Com—we requested assistance for the following:</p> <ol style="list-style-type: none"> 1. April Perez <ol style="list-style-type: none"> a. Intentional Review Plan for Science 2. Funds to support Extended Learning Opportunities when GEER ends at Spring Break through end of April. <ol style="list-style-type: none"> a. Salaries b. Bonuses c. Transportation 3. Funding to support a Summer 4th and 5th grade program <ol style="list-style-type: none"> a. Monday: Collaborative Planning, No School; Tuesday-Friday: Summer Program b. Salaries c. Transportation d. Collaborative Planning 4. We need another custodian allocation, either <ol style="list-style-type: none"> a. 0.5 or b. 1.0 c. We will take either a part-time allocation or full-time allocation. <p>Our requests were granted. As a result, we have the funding to offer a summer program for our 4th graders who are rising to 5th grade; and, we were able to register or 5th graders in District’s summer program for those who are rising to 6th grade.</p>

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)	4/33	12%	6/43	13.95%	4	7%



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



Last Date of Review: 2/25/2021

School: Dodgertown 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	04-23-2021
Summary of Observation(s)	Observations revealed that all teachers followed their lesson plans and delivered planned African American teachings.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).					
96 Students: Fall Geer 52 Students: Winter Moonshot Academy 83 Students: Winter <u>GEER</u> 231 Students: TOTAL	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	24	46	151	5	5
Total Percentage Breakdown of Participants by Race/Ethnicity	10.4%	19.9%	65.4%	2.2%	2.2%

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





Extended Learning
After School

Action Step 1.11

Date of Student Committee Meeting	
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	Teachers collected survey information related to students' interest in after school extra-curricular activities. Students expressed an interest in sports and activities such as basketball, soccer, and cheerleading and Garden Club. Currently, the Spring GEER Grant employs all our instructional staff members who are able to commit to an afterschool program to remediate the lowest performing students and other targeted students. The GEER Grant program runs through the months of March, April, and May.

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).					
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	(Q4 83)	(Q4 109)	(Q4 253)		(Q4 39)
Total Percentage Breakdown of Participants by Race/Ethnicity	March 70, 84% April 75, 90% May 65, 78%	March 90, 83% April 96, 88% May 75, 69%	March 250, 98% April 245, 97% May 200, 79		March 30, 77% April 35, 90% May 30, 77%

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	Zero (0), out-of-school suspensions were assigned during this time frame.
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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	15	42

Action Step 4.31

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	2	0%