



## 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: 5/26/2021 **RJEM**

### 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?)

Since last quarter report, **FES** has not changed its original approach. The mission continues. We're always in a "spiral mode". Every time **FES** accomplishes a task, there's another that starts -it's the nature of the mission. However, the key component to **FES**, as we reflect about the opportunities for growth, comes from being "crazy intentional" in the work being done every day, keeping it real and monitoring it -consistency. **FES** has finished the school year working at the task of distancing itself from mere compliance work to meaningful-daily work. That way students, teachers, and the organization itself find some joy and purpose in the mission. There are areas in the AAAP that **FES** keeps tweaking for the betterment of the work. The tweaking comes from feedback provided by district, families, students and school personnel. **FES** only has a handful of African American students (less than 25 as of right now) so it makes closing the achievement gap with its opportunities and challenges even more precise and doable. **FES** has made multiple attempts to bring remaining AA students in digital platforms back to school building and **FES** has kept a very proactive approach to those AA families that are having severe attendance struggles.



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



**Date of Impact Review:** 4/12/2021  
**School:** Fellsmere 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	<b>K: May 3<sup>rd</sup></b> <b>First: May 4<sup>th</sup></b> <b>Second: May 4<sup>th</sup></b>					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	1	1/5=20%	0	0/7=0%	2	2/2=50%

**Action Step 1.5**

Date of Quarterly Review of School Improvement Plan	May 3 and May 4
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)	<p>Knowing who <b>FES</b> African American students (19 students) are in each grade level since there are only a few in the entire school. Making sure they're receiving the quality instruction and interventions we promised to offer from talk to actions.</p> <p>As we look at FES/SIP: ELA-Formative Assessments, Dual Language Program, Science Instruction and Attendance -we pause to notice the performance of FES African American students. We adjust in each of these areas, we implement changes and see if improvement occurs. If there is no improvement after certain time, we get together again with all the resources necessary, and problem solve the student(s), and try again.</p>

**Action Step 1.25**

Date(s) of Monitoring of Gifted Screenings	April 16 <sup>th</sup> and May 17 <sup>th</sup>
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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	<p>2021:</p> <p>April: 7, 9, 14, 16, 21, 23</p> <p>May: 5, 7, 12</p>
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	<p>After Professional Learning Community Sessions with Mrs. Lavonne Walker and Dr. Deborah Long, <b>FES</b> has continued to reinforce:</p> <ol style="list-style-type: none"> <li>1. Culturally Responsive teaching requires a mindset shift</li> <li>2. Culturally Responsive teachers are reflective, and</li> <li>3. Culturally Responsive teachers identify and address barriers: beliefs, behaviors, and practices.</li> </ol> <p>In every problem-solving meeting, these 3 points are drivers in the conversations.</p> <p>We've sent the Equitable Classroom Practices Observation Checklist and Culturally Responsive Teaching Planning Checklist/Unit Reflection to all <b>FES</b> Staff/Faculty to use as best practice for our teaching; we've incorporated cultural learning to all Tier 1. There are bulletin boards displaying culturally relevant information around the campus.</p>



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



**Date of DataCom:** 4/12/2021  
**School:** Fellsmere 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	2021: K-2: April 6      3-5: April 12
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)	As a <b>FES</b> team, we met to discuss student progression. We determined progression or regression using data from I-Ready, Unit Assessments, DIBELS, Fluency and progress monitoring specific to intervention. Student intervention groups were adjusted if needed, and referrals to MTSS problem solving team were also done at this time. Further diagnostic screening was suggested for Gifted services, if deemed necessary.

**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)	3 total AA Students	1/3=33%	4 total AA Students	1/4=25% Attendance: 63%	4 total AA Students	1/4 =25% Student absent for 57 days



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



**Last Date of Review:** 4/12/2021

**School:** Fellsmere 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	2021: 3/29, 4/2, 4/6, 4/15, 5/5
Summary of Observation(s)	There're always whole group-rich discussions/informal conversations about racism and the legacy of people that create change in the United States of America. Back at the beginning of the year, during Black History Month FES added AA quotes that were read during the announcements by AA students. FES has placed posters around the halls that show AA leaders in USA and around the world.

**Action Step 1.6**

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	A2 and GEER v 1.0 GEER v 2.0, Science/ELA 4 Saturday Camps [2/20, 3/13, 4/17, 5/1]				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	1	51	4	0	0
Total Percentage Breakdown of Participants by Race/Ethnicity	1/56=1.8%	51/56=91%	4/56=7.1%	0	0

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

**Action Step 1.11**

Date of Student Committee Meeting	04/06/21
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).	May 25, May 26, and May 27				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	66	551	20	1	1
Total Percentage Breakdown of Participants by Race/Ethnicity	10.4%	86.5%	3.1%	0	0

**Action Step 2.5**

Timeframe of Reported Out-of-School Suspensions	March 13, 2021 – March 25, 2021
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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	6 Students from Sebastian River High School	15 African American Students 3 Hispanic Students 3 White Students

**Action Step 4.31**

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	5	3/5=60%

Name: [REDACTED]

Date: 4-23-21 #: 1m

### Roller Coasters A-Z

Directions: **Use text evidence** from Roller Coasters A-Z to answer the following questions. Keep in mind, this research will help you improve your roller coaster designs to build the fastest coaster.

1. Newton's law of inertia says that a roller coaster will stay at rest or in motion until \_\_\_\_\_.

- a. It goes over a hill.
- b. Gravity moves it.
- c. A force act on it

2. Explain why the highest hill is always at the beginning of a ride.

The highest hill is always at the beginning of a ride because that's where gravity pulls the most.

3. Look at the diagram on page 4. Where would the car's mechanical or kinetic energy probably be the greatest, and why?

The cars mechanical or kinetic energy will be the highest at the very top (lift hill)

4. If a car changes speed or direction, its acceleration has changed.

5. What makes a roller coaster car stop at the end of the ride?

Finally, the track flattens out. Brakes on the tracks provide more friction to stop the car if it has any momentum left.

6. How do forces make a roller coaster car move along its track?

The cars moved, the laws of motion were already at work. Newton's law of inertia says that an object at rest will remain until a force moves it.

7. What research that you wrote above will help you design the fastest roller coaster? You must include at least 2 pieces of evidence and explain how the research will help your roller coaster.

Research will help me and my partner know how to have the rollercoaster gain speed and sharp fast turns.

Name \_\_\_\_\_

Date: \_\_\_\_\_

#: \_\_\_\_\_

## Roller Coasters A-Z

Directions: **Use text evidence** from Roller Coasters A-Z to answer the following questions. Keep in mind, this research will help you improve your roller coaster designs to build the fastest coaster.

1. Newton's law of inertia says that a roller coaster will stay at rest or in motion until \_\_\_\_\_.

- a. It goes over a hill.
- b. Gravity moves it.
- c. A force act on it

2. Explain why the highest hill is always at the beginning of a ride.

The highest hill is always at the beginning of a ride because when you go down because of gravity. The force of gravity pulls it down fast.

3. Look at the diagram on page 4. Where would the car's mechanical or kinetic energy probably be the greatest, and why?

The car's mechanical or kinetic energy probably be the greatest because the car has the most potential energy, a stored energy on top of the 1st hill going down.

4. If a car changes speed or direction, its acceleration has changed.

5. What makes a roller coaster car stop at the end of the ride?

Finally the track flatten out. Brakes on the tracks provide more friction to stop the car if it has any momentum left.

6. How do forces make a roller coaster car move along its track?

The cars moved, the laws of motion were already at work. Newton's laws of inertia says that an object at rest will remain at rest until a force moves it. It also says that a force stops it also the force of gravity.

7. What research that you wrote above will help you design the fastest roller coaster? You must include at least 2 pieces of evidence and explain how the research will help your roller coaster.

The research will help me and my partner with the roller coaster by making it fast is by making it with a loop because it will have a lot of momentum. A other thing is I will add a twist and turn changes in direction or speed this will help make the roller coaster fast we can also add a lift hill to make it fast.