



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: 6/1/2021 _____ CB_____ (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?)

We have been holding unit assessment data chats in which we identify students that have been struggling with specific standards....we then re-teach and reassess those specific standards to determine mastery. This approach has been working well and we will continue to implement this strategy through the school year.

We have strategically identified students in 3rd – 5th that are not receiving supports and have now shifted our reading coach from a pure coaching model to a hybrid model in which she works with a large number of students.

We have been varying the teaching approaches to accommodate diverse learning styles and language proficiency and have been able to bridge cultural differences through effective communication. This has allowed us to show the students how differences among their peers and them make for better learning.

Next Steps will be to continue working with the AA students that receive RTI in T2 or a T3 model and monitoring consistently for fidelity and rigor and begin planning for the Promotion Review Committee Mtg and identify those students needing PMP's and possible retentions.



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



Date of Impact Review: Click or tap to enter a date.

School: Osceola Magnet

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	3/15/21 4/12/21 5/10/21					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	22	25	18	21	15	18

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	3/15/21 4/12/21 5/10/21
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)	<p>After the most recent impact walk OMES had sought out and received another round of funding through A2 to address the deficiency of our Math BG students. Through this process we were able to service an additional 84 students between 4th and 5th grade. We are monitoring through fidelity walks during our RTI blocks.</p> <p>We have been having consistent monthly RTI Data Chats, for K-5 and reviewing student trends and moving students out of RTI and also brining some students into RTI.</p> <p>We have been holding unit assessment data chats in which we identify students that have been struggling with specific standards....we then re-teach and reassess those specific standards to determine mastery.</p> <p>As of the return from the last Datacom we have strategically identified students in 3rd – 5th that are not receiving supports and have now shifted our reading coach from a pure coaching model to a hybrid model in which she works with a large number of students.</p> <p>Barriers that are still present are Time, Human Resources, Virtual and Transitional still out (3rd V-6/T-3 : 4th V-5/T4 : 5th V-3/T5</p>

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	4/19/21
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Action Step 2.6

<p>Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports</p>	<p>3/25/21 4/26/21</p>
<p>Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework</p>	<p>Vary teaching approaches to accommodate diverse learning styles and language proficiency</p> <ul style="list-style-type: none">• Initiate cooperative learning groups <p>Vary teaching strategies</p> <ul style="list-style-type: none">• Use cooperative learning especially for material new to the students• Assign independent work after students are familiar with concept• Assign students research projects that focus on issues or concepts that apply to their own community or cultural group• Provide various options for completing an assignment <p>Bridge cultural differences through effective communication</p> <ul style="list-style-type: none">• Teach and talk to students about differences between individuals (Tied into Unity Week)• Show how differences among the students make for better learning



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



Date of DataCom: Click or tap to enter a date.

School: Osceola Magnet

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	3/15/21 4/12/21 5/10/21
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>Calculate and discuss the overall percentage of test scores per teacher</p> <p>Cover the 2-3 lowest performing standards</p> <p>Identify the standards in the highest reporting categories</p> <p>Identify specific questions associated with highest reporting categories</p> <p>Chalk talk for specific questions identified as highest reporting categories</p> <p>Brainstorm possible barriers and solutions</p> <p>Brainstorm possible solutions</p> <p>Develop a strategy to close the gaps</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)	1	5.8	5	26	4	26



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



Last Date of Review: Click or tap to enter a date.

School: Osceola Magnet

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	3/8/21 4/5/21 5/3/21
Summary of Observation(s)	<p>Observation resulted in AAA Matrix being seen as vertically integrated into plans that integrated the required teachings into the Social Studies instructional blocks.</p> <p>We need to continue to vary teaching strategies associated specifically to:</p> <ul style="list-style-type: none"> Assign students research projects that focus on issues or concepts that apply to their own community or cultural group <p>Bridge cultural differences through effective communication</p>

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	3	1	3	1	1
Total Percentage Breakdown of Participants by Race/Ethnicity	33%	11%	33%	11%	11%

*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	4/6/21
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	<p>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.</p>

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Honor Roll, iReady Math and Reading Gaines, 5 th Grade Graduation				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	51	11	15	5	2
Total Percentage Breakdown of Participants by Race/Ethnicity	60%	13	17%	6%	1.15%

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	3/13/21-5/28/21
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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	10	14

Action Step 4.31

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