



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: 5/27/2021 TR (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?)

During the fourth nine weeks, we gave a final push towards our projected goals on the FSA and EOC assessments for all students, with a focus on our bottom quartile and subgroups. We continued with after school tutoring two days a week in core content areas, as well as before school tutoring geared specifically for our ELL population. We held an FSA Parent Night to explain to parents how the FSA is set up, how the tests would be scheduled, how to help prepare their students, and who to contact for assistance. During the school day, we continued with our initiative to provide teachers with the most accurate data to guide remediation and instructional efforts by having students complete all unit assessments. We pulled students out of their PE or art/music elective classes if they were absent on the day the original assessment was given to have them make up the UA. Once the unit assessments were complete, and the data was examined, the Instructional Coaches went to work on pulling small groups to focus on specific skills attainment. This proved very beneficial for both students and teachers. Since the Civics test is so content based, we held a Civics bootcamp during after school tutoring to review concepts covered during 7th grade Civics in preparation for the May 11 test. We strategically scheduled our assessments so that 8th grade Science and 7th grade Civics were testing on the same morning, and during that time, we held a 6th grade Math Bootcamp, where our 6th graders were engaged in activities, projects and tasks which prepared them for their FSA, which followed on May 12 and 13. During the days when students were completing the FSA Math test, our Algebra and Geometry students completed their own bootcamp, in preparation for their test, which took place a week later.



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



Date of Impact Review: 3/1/2021

School: Sebastian River Middle

Action Steps: 1.5, 1.15, 1.17, 1.18, 1.22, 1.33, 2.6

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	Weekly Administrative Team Meetings
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)	See Q3 Action Plan

Action Step 1.11

Methodology and documentation of equitable participation in extracurricular activities	Daily announcements are made, posters are hung throughout the school, posts are made on social media, and word of mouth is encouraged to promote participation in clubs and sports regardless of gender, race or ethnicity.
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*Attach extracurricular activity rosters (sports, clubs, etc.) by race/ethnicity.

Action Step 1.14

Summary of meetings with the African American Student Council to identify opportunities for improvement and monitor progress of African American students, collected feedback from the meetings and any modifications to the school-site plan	<p>On April 9, we held a session with our AASAC. Students discussed improving teacher/student interactions and how the relationships could be improved. A recurring theme dealt with mutual respect. Another topic of discussion was lack of student involvement in activities. Students voiced concerns about having other obligations, social situations,</p> <p>The April 30 session dealt with behavior and discipline. The students do not feel that increased punitive consequences will change the behavior of some students and feel that students should have more respect for each other as well as adults. They talked again about mutual respect and how adults approach you.</p> <p>Our May 27 meeting was between administration and advisor, and at that meeting we discussed plans for next year's council, including membership and selection process, goals for the council, activities planned, t-shirts, bringing in guest speakers, and coordinating with Project Impact, another on-campus mentoring group, to increase awareness and student participation.</p>
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*Attach meeting agendas, rosters, etc.

Action Step 1.15 – n/a to middle schools

Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments	
Standards Identified in Need of Re-Teaching	
Recommended Strategies	

Action Step 1.17 – n/a to middle schools

List of After School / Extended Learning Opportunities Offered to Improve Graduation Rates	
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Action Step 1.18 – n/a to middle schools

	White		Black	
	#	%	#	%
Course Recovery – Behind in Credits				
Course Recovery – Student Participating in Course Recovery				
Course Recovery – Eligible Students Enrolled				

Action Step 1.22 – n/a to middle schools

Date of Reviews of School Counselor Contacts with African American Students Off-Track for Graduation	
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Action Step 1.33

Summary of summer programs developed to support and prepare African American secondary students for advanced courses	Students registered to participate in SDIRC's STEAM and Crossover Mission programs at SGMS this summer.			
Number and percent of students enrolled in advanced coursework summer programs	White		Black	
	#	%	#	%
	5	62.5%	0	0

Action Step 2.6

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	MTSS: 3/17; 3/31; 4/7; 4/21; 4/28; 5/26 and PBIS 3/3 and 4/7; Behavior Intervention Team: 5/3 and 5/10.
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	<p>Continue to review teachers' utilization of Culturally Responsive Practices and disciplinary practices and brainstorm ways to incorporate and educate teachers on use of culturally responsive practices.</p> <p>Plan for next year to incorporate more intensive training on culturally responsive discipline and relational practices.</p>



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



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

School: Sebastian River Middle

Action Steps: 1.12, 1.16, 1.19, 1.20, 1.22, 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	4/7, 5/5 – at School Leadership Meetings 3/10, 4/14, 5/12 – Department Level Meetings Ongoing Data Chats held with Administration and Literacy/Math Coach and Teacher to review Student Performance on
District Review Conducted of Academic Performance, Progress (e.g., course failures, concordant scores, GPA, advanced coursework) & Regression of African American Students	<input type="checkbox"/> Yes <input checked="" 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)	Continue to encourage teachers to monitor student subgroups, monitor bubble students, encourage students to attend after school and before school tutoring, monitor and implement the plan established in March.

Action Step 1.38 – n/a

	Sixth/Ninth		Seventh/Tenth		Eighth/Eleventh	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA						

Action Steps 1.20, 1.22 & 1.23 – n/a to middle schools

Date(s) of School Level Review of Student Progress Towards Graduation	
District Review Conducted of Graduation Rate and Action Steps Implemented to improve graduation rate	<input 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: Click or tap to enter a date.

School: Sebastian River Middle

Action Steps: 1.3, 1.6, 1.11, 1.14, 1.28, 1.29, 1.30, 1.33, 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	The month of March is dedicated to Women's History Month. Each day when students came into the classroom, there was a video about a woman that has made an impact. As a team, the Social Studies teachers agreed to focus their videos on minority women that would accurately represent the makeup of their classes. Additionally, they agreed to show women that are not as "famous" – women that are rarely talked about. At least once a week students watched a video about African American women, past and present, that have impacted the country. Students then wrote a reflection about why does this person matter? What is their impact? Do you relate to her at all? Their hope was that by the end of the month students left feeling inspired and ready to follow their dreams.
Summary of Observation(s)	This was a great way to connect students with historical figures who are not well known, but who have made considerable contributions to society. Seeing themselves represented in the historical context is so important at this age. These reflections sparked excellent class discussion about what our students can achieve in their life.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	ELL Before the Bell; Math Homework/Tutoring Before and After School; English Language Arts Homework Help and Tutoring; Science tutoring; Reading Homework Help and Tutoring; Civics Bootcamp				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	270	472	99	6	9
Total Percentage Breakdown of Participants by Race/Ethnicity	32%	55%	12%	1%	1%

*Attach evidence of a parent work or extended learning activity for students.

Action Step 1.11

Date of Student Committee Meeting	4/6
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 1.14

Date(s) of African American Achievement Student Council Meetings	4/30
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Summary of Needs Assessment Feedback and Modifications for Incorporation into Action Planning	Students feel that sometimes teachers could be more respectful with students and that they reciprocate the level of respect that is shown to them. Students pointed out that strong interpersonal relationships between students and teachers can improve academic success because high expectations can drive student achievement if a student feels supported and validated by his teachers.
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Action Steps 1.28 & 1.29 – n/a to middle schools

	Black Students (#)	Black Students (% of Total Population of Black Students)
Students Participating in On-Site College Readiness Testing		

*Attach schedule of events for workshops, website, parent conferences, SAT and ACT information.

*Attach evidence of information provided at one of the scheduled events.

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Honor Roll (1 st 9 Weeks and 2 nd 9 Weeks); National Junior Honor Society; Book-A-Day Giveaway (based on the IB Learner Profile Traits (recognizing good character and academic skills				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	1 st Q- 126 2 nd Q-131 3 rd Q – 129 NJHS-34 Book-190 EOY 113	1 st Q- 68 2 nd Q-79 3 rd Q – 76 NJHS-25 Book-127 EOY 57	1 st Q- 19 2 nd Q- 17- 3 rd Q – 20 NJHS-6 Book-56 EOY 18	1 st Q- 2 2 nd Q-4 3 rd Q – 2 NJHS-1 Book-10 EOY 6	1 st Q- 7 2 nd Q-8 3 rd Q – 8 NJHS-1 Book-12 EOY 12
Total Percentage Breakdown of Participants by Race/Ethnicity	1 st Q- 57% 2 nd Q-55% 3 rd Q – 55% NJHS-51% Book-49% EOY 50%	1 st Q-31% 2 nd Q- 33% 3 rd Q – 32% NJHS-37% Book-34% EOY 25%	1 st Q- 9% 2 nd Q- 7% 3 rd Q – 9% NJHS-9% Book-13% EOY 18%	1 st Q- 1% 2 nd Q- 2% 3 rd Q – 1% NJHS-1% Book-1% EOY 3%	1 st Q- 3% 2 nd Q- 3% 3 rd Q – 3% NJHS-1% Book-3% EOY 5%

Action Step 1.36

	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number of Students in Advanced Coursework by Race/Ethnicity	219	133	51	11	9
Total Percentage Breakdown of Students in Advanced Coursework by Race/Ethnicity	52%	31%	12%	3%	2%
List of Supports Provided to Students Enrolled in Advanced Coursework: Classroom teachers offer tutoring sessions before school, during lunch, and after school two days a week until 4:15 with transportation provided. School Counselor reviews grades of African American students at progress reports and report cards and completes academic counseling with them, including pairing them with a peer tutor, helping them get organized, excusing them from an elective class to work in the Resource Room for remediation or with assistance, etc.					

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	Average of 2.25 days (4 students)
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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
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Number of Student Participating in Peer Mentorship Program	2 WH + 4 H + 4 BL= 10	4 WH + 2 H + 4 BL = 10
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Action Steps 4.5 & 4.6 – n/a to middle schools

Number of African American students applying for the FFEA Scholarship Program	
Number of African American students taking part in the IRSC Teacher Academy	

Action Step 4.30– n/a to middle schools

Number of Applications for Education (i.e., teaching) Scholarships Completed by African American Students.	
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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

2021 SRMS FLAG FOOTBALL ROSTER

6TH Grade:

1. [REDACTED] W
2. [REDACTED] W
3. [REDACTED] W
4. [REDACTED] W
5. [REDACTED] W

W - 16 64%

B - 6 24%

H - 2 8%

O - 1 4%

7th Grade:

1. [REDACTED] B
2. [REDACTED] B
3. [REDACTED] H
4. [REDACTED] W
5. [REDACTED] W
6. [REDACTED] W
7. [REDACTED] B
8. [REDACTED] W
9. [REDACTED] H
10. [REDACTED] W
11. [REDACTED] W
12. [REDACTED] W
13. [REDACTED] W
14. [REDACTED] W

8th Grade:

1. [REDACTED] O
2. [REDACTED] B
3. [REDACTED] B
4. [REDACTED] W
5. [REDACTED] B
6. [REDACTED] W

Agenda

SRMS African American Student Advisory Council

~~Wednesday — March 31, 2021~~ Rescheduled to Apr. 9

- I. Introductions & Welcome
- II. Areas of Improvement (Sticky Note Activity)
- III. Improving Teacher/Student Interactions (how?)
- IV. Involvement in Sports and Clubs
 - a. What are the causes for lack of involvement?
 - b. What barriers are factors? Accessibility
 - c. Connections & Benefits
- V. Meetings
 - a. More than one meeting a month?
 - b. Before or after school preference?
 - c. Friday — April 9, 2021 (next meeting)

1.14 SRMS

Agenda

SRMS African American Student Advisory Council

Wednesday — March 31 2021

* Changing
name of
Club

April 9, 2021

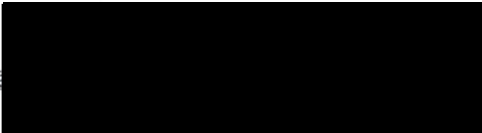
*Pride

cl
er *Afterschool Activities
(at home (ok))

li
s


a
re
re

Because it becomes
Sometimes Socially
awkward.


Maybe they have
other things to
do in the morning

~~_____~~
~~_____~~
~~_____~~

Some kids are socially
awkward
other obligations

They may
not want
to come
because they
don't want to
~~some~~ be
involved. 

Causes for Lack of Involvement

1.14 SRMS

Improving Teacher/Student Interactions

One way is for teachers to keep it real with all students.

The teachers could come at the students with more respect and no yelling. Some teachers disrespect students (cough cough) me

Teachers that I am generally not compatible with generally have a bad personality.

If teachers show the same respect



