School District of Indian River County

African American Achievement Plan 2023-2024
Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Sebastian Elementary School of The Arts

In October 2023, the School District of Indian River County initiated the implementation of the 2023-2024 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.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the 2023-2024 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/supervisor of each school/location:
- Action steps included within the 2023-2024 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 November 10, 2023: _____LHART_____ (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?)

Here is a summary of our Action Steps for this quarter based on Discipline and Academic Data Reviews

1. Rt. 51 is still having issues with students riding the bus. We have tried working with the driver to create a seating chart, we have met with parents, and we have done bus suspension. We are working with transportation to provide support to the driver. Transportation is looking at providing extra staff for the driver.

2. After Unit 3 Math test the Leadership team had an emergency data meeting to discuss disparities with 3rd grade Math Unit Test. Groups were assigned and tutoring will begin afterschool for 3rd graders in reading and math. Minutes Attached.

3. A2 Afterschool Science Camp has started for all 5th graders.

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Date of Summary: November 10, 2023

School: Sebastian Elementary School of The Arts

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4

Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History standards are implemented in alignment with established curriculum maps for grades K-12.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	2
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2023)*	October 9, 2023, November 9, 2023
Summary of Observation(s):	Kindergarten Read Biography of Ray Charles and Created Timelines with the Kindergarten students. 4th grade read "Extraordinary, Ordinary People: A Memoir of Family" by Condoleeza Rice then wrote their own memory paragraphs. Amplify Unit 1 Lesson 1

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready, receive targeted reading intervention as defined by the District's Reading Plan.

Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3 *(i.e., August 1, 2023)*	**11/10/2023**

African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)
1	1	100%	2	2	100%	4	4	100%	7	6	86%

Data should be retrieved from the Power BI ES Leadership Compliance – Schedule Audit.

Strategy AAAP 1.3 (SECONDARY ONLY): Use Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on-track to graduate.

Date(s) of School Level Review(s) of Early Warning Indicators for African American Students:	

Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023
Quarter 2: 10.12.2023 – 12.20.2023; Completion of Reflection & Quarterly Data Due 01.12.2024
Quarter 3: 01.08.2024 – 03.19.2024: Completion of Reflection & Quarterly Data Due 03.29.2024
Quarter 4: 03.20.2024 – 05.31.2024: Completion of Reflection & Quarterly Data Due 06.07.2024

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(i.e., August 1, 2023)	
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	

Strategy AAAP 1.4(SECONDARY ONLY): Implement processes to ensure that advanced and accelerated courses in middle school and high school are accessible to African American students.	
Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)	
Black/African American (%)	White, Non-Hispanic (%)

Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.	
Discipline	
Date(s) of Problem-Solving Session(s) for <u>Discipline</u>:	October 20, 2023
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>:	Rt. 51 is still having issues with students riding the bus. We have tried working with the driver to create a seating chart, we have met with parents, and we have done bus suspension. We are working with transportation to provide support to the driver.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u>:	November 2, 2023 After Unit 3 Math test the Leadership team had an emergency data meeting to discuss disparities with 3rd grade Math Unit Test. Groups were assigned. Morning tutoring in reading afterschool math for 3rd graders in reading and math. Minutes and action plan is included below.

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Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement:	**Emergency Leadership Meetings** **11/2/23** • Met to discuss third grade groupings for math instruction. • Used FAST and i-ready data (instructional groupings to group students according to needs and behaviors.) • Discussed providing 2 extra teachers for support in the 3rd grade math group. • Zennaro/Bangert to push in- pull out.

Strategy AAAP 2.2 (SECONDARY ONLY): Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.

Number of Students in Racial Subgroup Supported by an Alternative Intervention Measures (A.I.M.) Advocate or Alternative School-based Program to Inspire Renewed Excellence (A.S.P.I.R.E.) Teacher During the Quarter All Grade Levels Served by the School (Combined)	
Black/African American (%)	White, Non-Hispanic (%)

Strategy AAAP 2.4 (ALL SCHOOLS): Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.

Date of Quarterly Review of School Improvement Plan: *(i.e., August 1, 2023)*	10/2/2023 See SIP action steps below for Bottom Quartile Plan and Data Analysis Plan for creating the intervention schedule for students.	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	☒Yes ☐No*	* If no, what modifications will be made to address the achievement gap?
Summary of Action Steps / Plan based upon		

Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023   Page **4** of 6
Quarter 2: 10.12.2023 – 12.20.2023; Completion of Reflection & Quarterly Data Due 01.12.2024
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District Impact Review (based upon District & School Level Reviews):						
	10/2/2023	1/20/2024	One Time	**Bottom Quartile** Plan	During a Wednesday meeting, teachers will review their BQ students, create seating charts, and discuss techniques used to help their most fragile students	Administration will check Power Bi monthly to ensure students in the bottom quartile are making progress towards learning goals and proficiency. This will be discussed with teachers monthly during a data Wednesday meeting
	10/2/2023	1/20/2024	Monthly	Administration, coaches, interventionists, ESE teachers, and general education teachers will collaborate in a **data analysis** process, utilizing state assessment scores and iReady scores to identify appropriate interventions for students working below grade level, including those within the ESSA subgroups. An intervention schedule has been implemented based on the findings in Grades 1-5. K will begin after PM2, no later than beginning of Q3, for interventions.	A comprehensive schedule of interventions will be developed, which will include details such as the responsible person for each intervention, the intervention materials to be used, the progress monitoring tool employed, and a clear timeline for implementation. Meeting details will be meticulously documented in meeting minutes and spreadsheets.	facilitate all three. Administration will conduct weekly fidelity checks on intervention groups. Administrators, coaches, and interventionists will collaboratively analyze progress monitoring and student achievement data of ESSA subgroups to assess the effectiveness of interventions. Student attendance sheets are turned in to administration after the six week cycle.
				50-60% of classrooms	Student achievement on	District and school led

◄ ► **Academics** | Community and Family Engagement | Culture and Climate | ⊕

Strategy AAAP 3.1 (ALL SCHOOLS}: Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:	10/18/2023	
Total Count of African American Students Participating in One or More Extracurricular Activities (#)	Total Count of African American Students Enrolled (#)	Total Percent of African American Students Participating in One or more Extracurricular Activities (%)
22	63	35%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	Step 1. This year we are having open auditions for our Afterschool School Drama Production. These auditions will include all students' grades PreK-Grade 5. With us	

	opening auditions to all students we hope to increase the participation of our African American families in this school production drama club. The plan is to try to provide transportation for our students. Step 2: We have added an additional Step Team because our AA students voiced interest in starting this team.
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	

Data should be retrieved from the Power Bi Extracurricular Activities public-facing dashboard.

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.	
Number of Interviews Conducted by the Interview Committee:	O interviews this quarter
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
50	50
(OPTIONAL) Additional information:	NO interviews conducted this quarter

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