



African American Achievement Plan 2023-2024

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 2

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 January 10, 2024: 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?)

Our main concern currently is 3rd grade AA students ELA and MATH Progress. Our 3rd grade students are currently at the bottom of the scores for ELA in our district. This group of students is not progressing as well as our other students.

ACTION PLAN:

Principal Hart met with third grade teachers in October and November prior to PM2 to discuss struggling students and the interventions being used with these students. We are settling in with routines for these teachers and these students. We have Lisa Durrant (ELA COACH) going in and teaching small reading groups during her reading blocks and Michelle Horton (Interventionist) is pulling students as well. Last month we started a Morning Reading Camp for 3rd graders only. We have also added 3rd grade students to our Afterschool A2 Camps. We originally started with just 5th graders but the need for 3rd grade interventions is great. We will continue to watch the progress of these students



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in our A2 camp and provide individual interventions according to their weekly data. Please see Action plan from SIP and Impact Walks that is included in this PLAN.

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| 10/2/2023 | 10/31/2023 | One Time | Individual Data Chats with teachers related to PM2, MOY I-Ready and then teachers and admin will create action steps after reviewing students, especially those in the BQ students. | Teachers will acquire a heightened comprehension of achievement data, their students, and the information within the Power BI application, enabling them to leverage this data for the purpose of informing their tiered instructional strategies. | Letitia Hart, principal and each individual teacher will ensure the effective utilization of achievement data and the use of the Power BI application. This will involve data analysis of formative and summative assessments, lesson plan collection, and weekly walkthroughs that include fidelity checks. |
| 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 | Admin will check Power Bi monthly to ensure students in the BQ are making progress towards learning goals and proficiency. This will be discussed with teachers monthly during a data Wednesday meeting |

Quarter of the School Year: 2

Date of Summary: January 9, 2024

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.

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| Number of Walk-throughs to Observe Implementation of African American History Teachings | 1 |
| Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2023) | 12/20/2023 |
| Summary of Observation(s): | 3rd Grade covered the Jazz Era and Lous Armstrong this quarter. There was nothing else aligned with the curriculum that was related to African American History this quarter. |

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.



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| Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3 (i.e., August 1, 2023) | January 9, 2024 : Grade level Data Meeting to review Lowest Quartile Students and restructure intervention groups. |
|---|---|

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 | 2 | 50 | 2 | 2 | 100 | 4 | 4 | 100 | 6 | 7 | 85 |

**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:
(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 (%) |
|----------------------------|-------------------------|
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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

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| Date(s) of Problem-Solving Session(s) for Discipline: | December 13, 2023 |
| Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Discipline: | We had 19 Discipline referrals for this semester. 16 of those referrals were from Transportation (buses) This was 84% of our referrals. We will continue to work with transportation on the behavior of our students . ACTION PLAN : There has been a new driver assigned to our bus that transports students from Gifford (comprised all of the referrals) hopefully this will help with our bus referrals next quarter. See Chart below. |

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| | A | B | C | D | E | F | G | |
| | ODR Date | Discipline Code | Admin | Action | Length | Reported By | | |
| | 12/7/23 | ZZZ - Minor Infraction | | | | Mary Strickler | | |
| | 12/12/23 | ZZZ - Minor Infraction | | | | Mary Strickler | | |
| | 10/17/23 | Transportation Use Only | Letitia Whitfield | | | Jennifer Idlette | | |
| | 10/17/23 | Transportation Use Only | Letitia Whitfield | Parent Contact | | 1 Jennifer Idlette | | |
| | 10/17/23 | Transportation Use Only | Letitia Whitfield | Parent Contact | | Jennifer Idlette | | |
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| | 10/17/23 | Transportation Use Only | Letitia Whitfield | | | Jennifer Idlette | | |
| | 11/15/23 | Transportation Use Only | Ashley Kohlstedt | Parent Contact | | Jennifer Idlette | | |
| | 10/12/23 | Transportation Use Only | Ashley Kohlstedt | | | Jennifer Idlette | | |
| | 10/12/23 | Transportation Use Only | Ashley Kohlstedt | Parent Contact | | 2 Jennifer Idlette | | |
| | 10/17/23 | Transportation Use Only | Letitia Whitfield | Parent Contact | | Jennifer Idlette | | |
| | 10/17/23 | Transportation Use Only | Letitia Whitfield | Parent Contact | | Jennifer Idlette | | |
| | 11/15/23 | Transportation Use Only | Ashley Kohlstedt | Parent Contact | | 1 Jennifer Idlette | | |
| | 12/13/23 | Inappropriate Physical Contact/Scuffling | Letitia Whitfield | Parent Contact | | 1 Brianna Alston | | |
| | 10/24/23 | Transportation Use Only | Ashley Kohlstedt | Parent Contact | | 5 Barbara Riley | | |
| | 10/20/23 | Transportation Use Only | Ashley Kohlstedt | Parent Contact | | Barbara Riley | | |
| | 10/20/23 | Transportation Use Only | Ashley Kohlstedt | Parent Contact | | Barbara Riley | | |
| | 11/15/23 | Transportation Use Only | Ashley Kohlstedt | | | Barbara Riley | | |
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| | 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 | Admin will check Power Bi monthly to ensure students in the BQ are making progress towards learning goals and proficiency. This will be discussed with teachers monthly during a data Wednesday meeting |
|--|-----------|-----------|----------|----------------------|--|---|

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 (%) |
|----------------------------|-------------------------|
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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.

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|--|---|-----------|----------|---------------------------------|--|---|
| Date of Quarterly Review of School Improvement Plan: (i.e., August 1, 2023) | January 9, 2024 | | | | | |
| 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? | |
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| Summary of Action Steps / Plan based upon 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 | Admin will check Power Bi monthly to ensure students in the BQ 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 | Weekly | INTERVENTION PLAN (afterschool) | 5th grade science groups will meet after school offered to all students with a push for students in the "bubble" | Admin will monitor their science scores throughout each quarter and review what are next steps |



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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.

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| Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: | | January 5, 2024 | |
| 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 (%) | |
| 20 | 63 | 32 | |
| Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities: | | We did not get a lot of AA families come to our After-School interest meeting for our DRAMA TROUPE that will start next semester. Next quarter we will hold auditions for our End of the Year School Play. Our Music teacher will reach out personally to AA families to make them aware of this production club and to get them involved in the school production. DRAMA TROUPE | |
| (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.

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|--|-------------------------------|
| Number of Interviews Conducted by the Interview Committee: | One interview for ESE Teacher |
| Percentage of Interviewers on Interview Committee by Race | |
| Black/African American (%) | White, Non-Hispanic (%) |
| 50 | 50 |
| (OPTIONAL) Additional information: | |