



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

**Quarter of the School Year: 3**

**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 March 26, 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?)

See 3<sup>rd</sup> grade data. There is a need to improve the data and instruction of our AA students in 3<sup>rd</sup> grade as compared to their peers. African American students in 3<sup>rd</sup> grade are not improving at the rate of other subgroups. 3<sup>rd</sup> grade instructional time has been restructured. The Interventionist, the Principal and the Math Coach will now be teaching intervention groups and enrichment groups during the instructional blocks to improve ELA And MATH Instruction.

We need to improve our current walkthrough data as we are falling short of our goals as observed in our January and March Impact Walks. Our Instructional Data shows that our African American students are improving but not at the rate of their peers. See data attached.

Our Walk-Through March Goal is 60% Evident in Engagement, Monitoring, and Differentiation. Our impact walk on 3/7 reflected 27% Evident in Monitoring, 39% Percent Evident in Engagement, and 5% Evident in Differentiation (YIKES). Again, we have more "partials" and "not evident" than "evident" during walk throughs. Our goal for March is 60% in Engagement, Monitoring and Differentiation.



# African American Achievement Plan 2023-2024

## Assurances of Implementation of Strategies/Action Steps

A	B	F	G	J	O	P	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AF	AI	AJ	AK	BS
School	Teacher	ADA	Grade	ESE	School BC	District BC	Pred. ACH	Pred. LG	Pred. BQ	22-23 FAS	22-23 FAS4	FAST PM4	FAST PM4	FAST PM4	FAST PM4	1.IR SS	2.IR SS	3.IR SS	Growth	1.IR RelPI	2.IR RelPI	3.IR RelPI	
SES	Allston, Toni	85.7%	03	Y	L25	L25	No	Yes	Yes	247	Level 1	168	Level 1	195	Level 2	498	496	571	73	1 GL Below	1 GL Below	Mid+ GL	
SES	Cox, Paige	92.9%	03	N	L25	L25	No	Yes	Yes	268	Level 1	173	Level 1	190	Level 2	492	502	514	22	1 GL Below	1 GL Below	Early GL	
SES	Brickles, Rose	92.9%	04	Y	L25	L25	No	No	No	281	Level 1	179	Level 1	187	Level 1	493	520	540	47	2 GL Below	1 GL Below	1 GL Below	
SES	Kirk, Jennifer	95.2%	04	N	26-35	L25	No	Bubble		290	Level 2	185	Level 1	205	Level 2	535	549	545	10	1 GL Below	1 GL Below	1 GL Below	
SES	Kirk, Jennifer	95.2%	04	N	26-35	26-35	No	No	No	293	Level 2	198	Level 1	182	Level 1	543	506	540	-3	1 GL Below	1 GL Below	1 GL Below	
SES	Kirk, Jennifer	96.0%	04	N	L25	L25	No	Bubble	Bubble	276	Level 1	192	Level 1	196	Level 1	506	503	515	9	1 GL Below	1 GL Below	1 GL Below	
SES	Kirk, Jennifer	87.3%	04	N	L25	L25	No	No	No	288	Level 2	161	Level 1	207	Level 2	499	538	520	21	1 GL Below	1 GL Below	1 GL Below	
SES	Kirk, Jennifer	85.7%	04	N	L25	L25	No	Yes	Yes	282	Level 1	201	Level 2	204	Level 2	516	543	566	50	1 GL Below	1 GL Below	Early GL	
SES	Kirk, Jennifer	96.8%	04	N	L25	L25	No	No	No	285	Level 2	181	Level 1	191	Level 1	512	550	597	85	1 GL Below	1 GL Below	Mid+ GL	
SES	Kirk, Jennifer	97.6%	04	Y	L25	L25	No	Bubble	Bubble	286	Level 2	198	Level 1	210	Level 2	528	560	557	29	1 GL Below	Early GL	Early GL	
SES	Kirk, Jennifer	99.2%	04	N	26-35	26-35	No	No	No	292	Level 2	181	Level 1	159	Level 1	479	495	502	23	2 GL Below	2 GL Below	1 GL Below	
SES	Kirk, Jennifer	92.9%	04	Y	L25	L25	No	No	No	264	Level 1	190	Level 1	175	Level 1	467	537	572	105	3+ GL Below	1 GL Below	Early GL	
SES	Kirk, Jennifer	84.2%	04	Y	L25	L25	No	Yes	Yes	245	Level 1	184	Level 1	170	Level 1	422	460	474	52	3+ GL Below	3+ GL Below	2 GL Below	
SES	Smith, Findela	92.1%	04	N	26-35	L25	No	Bubble		290	Level 2	188	Level 1	211	Level 2	513	538	537	24	1 GL Below	1 GL Below	1 GL Below	
SES	Smith, Findela	88.9%	04	N	L25	L25	No	Yes	Yes	260	Level 1	189	Level 1	193	Level 1	526	522	531	5	1 GL Below	1 GL Below	1 GL Below	
SES	Smith, Findela	96.8%	04	N	26-35	L25	No	No	No	288	Level 2	187	Level 1	199	Level 2	519	520	566	47	1 GL Below	1 GL Below	Early GL	
SES	Smith, Findela	97.6%	04	N	L25	L25	No	No	Bubble	277	Level 1	200	Level 2	199	Level 2	612	549	552	-60	Mid+ GL	1 GL Below	1 GL Below	
SES	Allston, Toni	92.9%	05	Y	L25	L25	No	No	No	300	Level 2	202	Level 1	196	Level 1	501	529	564	63	2 GL Below	2 GL Below	1 GL Below	
SES	Brickles, Rose	90.5%	05	Y	L25	26-35	No	Bubble	Bubble	305	Level 2	199	Level 1	214	Level 2	539	559	582	43	2 GL Below	1 GL Below	Early GL	
SES	Brickles, Rose	83.3%	05	Y	26-35	26-35	Bubble	Bubble		307	Level 2	211	Level 2	218	Level 2	536	531	553	17	2 GL Below	2 GL Below	1 GL Below	
SES	Brickles, Rose	84.8%	05	Y	L25	26-35	No	No	No	305	Level 2	203	Level 1	196	Level 1	531	530	555	24	2 GL Below	2 GL Below	1 GL Below	
SES	Strickler, Mary	97.6%	05	Y	L25	26-35	No	No	No	306	Level 2	205	Level 1	206	Level 2	568	577	604	36	1 GL Below	1 GL Below	Early GL	
SES	Strickler, Mary	89.7%	05	N	26-35	26-35	Yes	Yes		308	Level 2	218	Level 2	220	Level 2	542	558	601	59	1 GL Below	1 GL Below	Early GL	
SES	Strickler, Mary	95.2%	05	N	26-35	26-35	No	Bubble		308	Level 2	191	Level 1	193	Level 1	550	505	527	-23	1 GL Below	2 GL Below	2 GL Below	
SES	Strickler, Mary	99.2%	05	N	L25	26-35	No	Bubble	Bubble	304	Level 2	217	Level 2	225	Level 3	553	582	599	46	1 GL Below	Early GL	Early GL	
SES	Strickler, Mary	99.2%	05	N	L25	26-35	No	Bubble	Bubble	305	Level 2	202	Level 1	205	Level 1	532	553	535	3	2 GL Below	1 GL Below	2 GL Below	
SES	Strickler, Mary	100.0%	05	N	26-35	26-35	No	No		308	Level 2	199	Level 1	188	Level 1	503	575	585	82	2 GL Below	1 GL Below	Early GL	
SES	Strickler, Mary	87.3%	05	N	L25	L25	No	Bubble	Bubble	302	Level 2	192	Level 1	219	Level 2	520	547	590	70	2 GL Below	1 GL Below	Early GL	
SES	Strickler, Mary	96.8%	05	Y	L25	L25	No	No	No	299	Level 2	196	Level 1	207	Level 2	517	538	577	60	2 GL Below	2 GL Below	1 GL Below	

Quarter of the School Year: 3

Date of Summary: March 26, 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.

Number of Walk-throughs to Observe Implementation of African American History Teachings

2 walkthroughs

Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2023)

February 9, 2024  
February 23, 2024

Summary of Observation(s):  
See attached email with details of month-long events.

February was Africa American month, so we had month long scavenger hunt to fun facts and identify famous African Americans and weekly drawings with winning students and teachers.  
See attached email with details of activities.

**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

February 23, 2024

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



# African American Achievement Plan 2023-2024

## Assurances of Implementation of Strategies/Action Steps

(i.e., August 1, 2023)

### African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Ct Need Fun Read	Ct Need Fun Read but NOT Scheduled	Percent (%)	Ct Need Fun Read	Ct Need Fun Read but NOT Scheduled	Percent (%)	Ct Need Fun Read	Ct Need Fun Read but NOT Scheduled	Percent (%)	Ct Need Fun Read	Ct Need Fun Read but NOT Scheduled	Percent (%)
<i>Ct Need Fun Read</i>	<i>Ct Need Fun Read But NOT Scheduled</i>		<i>Ct Need Fun Read</i>	<i>Ct Need Fun Read But NOT Scheduled</i>		<i>Ct Need Fun Read</i>	<i>Ct Need Fun Read But NOT Scheduled</i>		<i>Ct Need Fun Read</i>	<i>Ct Need Fun Read But NOT Scheduled</i>	
1	0	100	2	0	100	3	0	100	7	0	100

**\*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)

N/A

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 Discipline:

February 23, 2024

Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Discipline:

We currently have 1 African American student in 1<sup>st</sup> grade that we have consistently been working with to improve his behavior. He is the bulk of our behavior concerns at the moment. Student is in the MTSS process.

### Achievement

Date(s) of Problem-Solving Session(s) for Achievement:

March 13, 2024

Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement:  
See attached data sheet

African American students in 3<sup>rd</sup> grade are not improving at the rate of other subgroups. 3<sup>rd</sup> grade instructional time has been restructured. The Interventionist, the



## African American Achievement Plan 2023-2024

### Assurances of Implementation of Strategies/Action Steps

Principal and the Math Coach will now be teaching intervention groups and enrichment groups during the instructional blocks to improve ELA And MATH Instruction.

#### 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)

January 19, 2024, Impact Walk

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 District Impact Review (based upon District & School Level Reviews):

Walk Through March Goal is 60% Evident in Engagement, Monitoring, and Differentiation. Our impact walked on 3/7 reflected 27% Evident in Monitoring, 39% Percent Evident in Engagement, and 5% Evident in Differentiation (YIKES). Again, we have more "partials" and "not evident" than "evident" during walk throughs. Our goals for March is 60% in Engagement, Monitoring and Differentiation! We can do this!

#### 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:

March 26, 2024



## African American Achievement Plan 2023-2024

### Assurances of Implementation of Strategies/Action Steps

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	65	31 %
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	Parent Brochure and Quarterly Award Ceremonies	
(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.

<b>Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.</b>	
Number of Interviews Conducted by the Interview Committee:	0 interviews conducted this quarter
Percentage of Interviewers on Interview Committee by Race	
Black/African American N/A (%)	White, Non-Hispanic N/A (%)
(OPTIONAL) Additional information:	

## Black History Month at the Nest

Brickles, Rose <Rose.Brickles@indianriverschools.org>

Mon 1/29/2024 9:19 AM

To:Seb Elem, Employees All <Dist.Employees.Sebastian.Elementary@sdirc.onmicrosoft.com>

Dear Colleagues,

Can you believe this week ushers us into the month of February? As it is part of our required curriculum and tradition here at the Nest, we will be engaging in a series of activities to celebrate Black History Month. This year our goal is to foster more individual engagement from students and to minimize the labor of classroom teachers, while still educating our school population on the numerous contributions of talented African Americans. Additionally, we want to showcase the arts to support our school's mission.

Detailed below is a summary of our upcoming activities, but first an ADVERTISEMENT:

*If you are not camera shy and want to have a little fun after school one day this week, please consider volunteering to help create short, fun informational videos to be shared with our students throughout the month. No prep necessary. Just bring your silliness and smile. Contact Rose if you are interested.*

### Black History Month at the Nest (Overview)

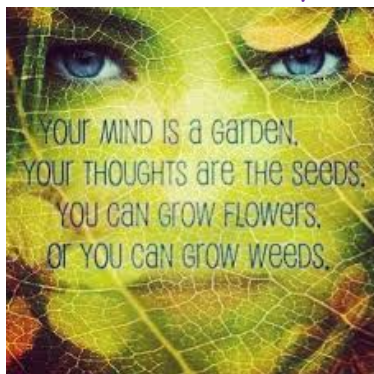
1. Each week, a short video will be sent to teachers that features three accomplished African Americans in a given art (dance, painting, music, and drama). We ask that you show the video on Monday so that students can participate in a related scavenger hunt throughout the week. Scavenger hunt forms for students in your class will be provided each week via a folder on your classroom door. Please encourage students to participate. Individual prizes will be awarded.
2. As part of the video each week, a category (inventors, mathematicians, heroes who overcame adversity, athletes, etc.) will be mentioned and a few names will be dropped. Throughout the week, we encourage your class to research those individuals as one of them will be the answer to Mrs. Hart's 9 at 9. That's right, folks! It's back. On Fridays (or Thursdays for those weeks we have no school on Friday) at 9 o'clock Mrs. Hart will read several clues about an accomplished African American and the 9<sup>th</sup> caller will be declared the winner.
3. Last, but not least, to culminate our monthly celebration, our very own Mr. Adkins will be dressing in character and will make a brief, but special visit to your classroom. Will Jackie Robinson make a second appearance here at the Nest? Or perhaps George Washington Carver? Stay tuned as specific date and details on this event will be forthcoming.

I know this is a lot of information, however, I wanted everyone to be in the know. This Thursday, we will kick off the month with an informational video to share with students, explaining the activities. Of course, if you have any questions (or additional ideas) please feel free to reach out to me. Thank you all in advance!

Rose

*Rose L. Brickles, M. Ed.*

*Sebastian Elementary School*



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3/26/24, 11:32 AM

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recipient, please notify the sender by reply email and destroy all copies of the original message. The School Board of Indian River County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5517.01: Bullying and Harassment for additional information.