



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

Quarter of the School Year: 3

School: Sebastian River High School

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 12, 2024: CAC (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?)

SRHS Administration team members and instructional leaders (Department Chairs and Support Specialist) will continue to monitor the effectiveness of classroom instruction and supports given to all students inside the classroom, as well as with extended learning opportunities outside the classroom (to include tutoring and school day interventions). Based on our School Improvement plan and information gathered during our Impact Review walks with district support staff, we will continue to provide support with formative assessments, engagement, and differentiation to better inform daily classroom instruction. Using daily administrative walkthrough data, we will continue to analyze data trends inside the classroom and provide our teachers the needed feedback to improve instruction overall and student achievement.



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Date of Summary: March 12, 2024

School: Sebastian River High School

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	6
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2023)	January 10, February 7
Summary of Observation(s):	Standards Covered through the U.S. History Curriculum: SS 912 A 5.10: Analyze support of resistance to civil rights for women, African Americans and Native Americans. SS 912 A.5.8 Compare the views of Booker T. Washington relating to African American views.

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)												
African American Students Receiving Interventions for Substantial Reading Deficiencies												
Kindergarten			First			Second			Third			
<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)	

**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)	January 10, February 7
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	Reviewed school data using the EWS related to our African American students with our Admin Team, School Counselors, and Department chairs, then shared findings during a MTSS meeting. Summary of Action Steps



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	<ol style="list-style-type: none"> 1. We will continue to encourage struggling AA students to attend After School Tutoring and in school intervention sessions to provide additional support. 2. Struggling AA students invited to content specific intervention groups (A2). 3. School counselors continue to check-in/check-out with struggling African American students and make parent contact.
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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 (%)
AP Classes – 7% IB Classes – 8% DE Classes – 7%	AP Classes – 55% IB Classes – 54% DE Classes – 58%

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> :	January 11, 18, 25; February 1, 8, 15, 22, 29; March 7, 14
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	MTSS team members analyzed discipline data from Power BI dashboard. Team members specifically discussed discipline as it relates to African American Students. Summary of Action Plan: <ol style="list-style-type: none"> 1. Looked for any teacher whose referrals were disproportionate to non-African American students. (There were none) 2. Students with multiple disciplinary actions were scheduled to meet with School counselors and success coach/deans on a regular basis. 3. Admin routinely checked in with students to monitor progress.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	January 11, 18, 25; February 1, 8, 15, 22, 29; March 7, 14



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<p>Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>:</p>	<p>MTSS team members analyzed academic data from Power BI specifically as it relates to African American Students. Summary of Action Plan:</p> <ol style="list-style-type: none"> 1. Encourage struggling students to attend After School Tutoring and intervention sessions during school day. Additional weekly reminders given to increase attendance. 2. Have admin and success coach/dean meet with teachers to help provide support/interventions inside the classroom. 3. Have school counselors schedule check in/out with struggling students
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<p>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.</p>	
<p>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)</p>	
Black/African American (%)	White, Non-Hispanic (%)
28%	37%

<p>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.</p>		
Date of Quarterly Review of School Improvement Plan: <i>(i.e., August 1, 2023)</i>	March 14, 2023	
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>Summary of Action Steps</p> <ol style="list-style-type: none"> 1. Teachers will implement monitoring and differentiating strategies in the classroom that were planned for during collaborative planning. 2. Admin will conduct fidelity walks each week in order to measure the implementation of monitoring and differentiating strategies. 	



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3. Admin will conduct fidelity walks each week in order to measure the implementation of monitoring and differentiating strategies.
4. Implementation of peer-to-peer classroom observation teams for teachers to observe other teachers implementing effective monitoring strategies.
5. Weekly Administration meetings on Friday mornings, will include an agenda item to review weekly fidelity walks and discuss needed changes for upcoming week of instruction.
6. Monthly School Leadership Team Meetings will include an agenda item.
7. Teaching teams will meet weekly on Wednesdays for collaborative planning with support from admin and coaches.
8. ESE Support Facilitation teachers and ELL teachers will monitor their assigned students' progress within the class weekly using Focus to monitor grades in all subjects.
9. Teaching teams will analyze data from district created progress monitoring assessments.
10. District level coaches will be present weekly to provide support regarding monitoring and differentiation during common and collaborative planning sessions each Wednesday.
11. Formative Assessments using the Albert.io program will be planned for weekly during collaborative planning meetings in Biology and US History.

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		March 1, 2023
Student Participation Data within Focus Student Information System:		
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 (%)
101	239	19%



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Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	Daily announcements for opportunities, Weekly School Messengers home
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	15

*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:	6
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
20	80
(OPTIONAL) Additional information:	

Evidence AAAP:

Suspensions 23-24

Ct ODR and S's by Discipline Code, Location, & School

Discipline Code	Ct ODR	Ct S's w Sus
Habitual Tardiness	521	125
Minor Cell Phone or other Wireless Communication Device (WCD) Misuse	75	75
Skipping	62	52
Repeated Disruption	19	15
Open Defiance/Insubordination	16	13
Abusive Language/Profanity/Gestures	14	13
Tobacco/E-Cigarettes/Vaping*	12	12
Failure to Serve Consequence	9	9
Failure to Follow Rules/Directions	6	6
Disrespectful Actions and/or Lanouage	4	4

Ave Length Sus by Demo (Click on arrow to drill down)

Race/Eth	Ave Length
W	1.81
H	1.47
B	1.40
O	1.31

Ct Sus by Demographics (Click on arrow to drill down)

Race/Eth	Ct Sus
W	277
H	246
B	207
O	21

Ct ODR and S's by Location, & School

School	Ct Sus	Ct S's
SRHS	751	254
Total	751	254

Ct ODR and S's by Location, & School

Location	Ct Sus	Ct S's
Cafeteria	8	8
Classroom	181	142
Gym	1	1
Hallway / Corridor	208	76
Office	68	18
Parking Lot	2	2
Restroom	14	14
Stairs	2	2
Total	751	254

Ct ODR and S's by Choice, & School

Choice	Ct Sus	Ct S's
Choice	22	12
Choice	37	11
Zoned	692	231
Total	751	254

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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MTSS Meeting Agenda

Date: 2/22/24 **Time:** 9:30-10:30 **Next Meeting:** 2/29/24

Location: Guidance Conference Room

Participants: **Administration:** Thimmer, Willems
School Psychologist: Boissonneault
Deans: Patsche, Hart
Resource Specialist: Norman, Broxton-Brown
Counselors: O'Keefe, Miles, Gamez, Greene, Weeks
Attendance: Moskowitz
Graduation Coach: Walker

<u>Items</u>	<u>Comments</u>
<ul style="list-style-type: none"> • [REDACTED] for discipline concerns • M.P. [REDACTED] • AAA: Disparity in discipline & academics 	



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

Sebastian River High School



Administration Meeting Agenda: March 8, 2024

Expectation + Habit = Goal Attainment

- **Open Gate Implementation - Final Preparation**
 - What's left to consider?
 - What additional procedures, storage, personnel, etc. are needed?
- **Admin Weekly Walkthrough Share Outs: "INSPECT WHAT YOU EXPECT"**
 - Power Questions/Wonderings to Consider
 - Collaborative Planning –
 - Support Dialogue... Review
 - A2 Interventions Review – Attendance and Progress Review
 - English 4 CTE – Acceleration Review (CCA at 84%)
- **Staff Allocation Meeting – March 13th**
 - Master Schedule 24-25 Review
- **Impact Review Walks – March 14th**
 - Please ensure teachers are on pacing.
 - Tier 2 Groups (Mandatory)
 - Data Com - March 20th
- **Power B.I. Compliance Dashboard**
 - SESIR Fight Code Errors (Review with DEANS)
 - Also review vaping as single incidents
 - Discipline Audit – Review "School Compliance" Dashboard for Errors
 - Audit Numbers continue to rise...
 - Bullying Investigation Procedures
 - Who can see them as an alert?
 - Must be investigated in a timely manner!
 - Daily Attendance – Teacher must take attendance...DAILY.
- **Other Items to remember: (will discuss in more detail next week)**
 - Academic Excellence Awards Update
 - Have district dignitaries been invited?
 - Make nominations for Principal's Award
 - Testing Calendar – All Administration Review
 - Staff Luncheon – March before Spring Break
 - Teacher Appreciation Week May 6th – May 10th (Start thinking and reaching out for donations)
 - Last day for Detention May 9th
- **Athletics Updates (Coach Amy)**
 - Honest Game (Student Tracking Software)
 - Athletic Event (Law Enforcement) OVER BUDGET!!!!
- **Collaborator/Instructional Hub Assignments**
 - Q3 AAA Plan Due – March 29th
 - Please Check for Other Items....

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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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Sebastian River High School



Administration Meeting Agenda: February 23, 2024

Expectation + Habit = Goal Attainment

- **Admin Weekly Walkthrough Share Outs:**
 - Power Questions/Wonderings to Consider
 - Collaborative Planning – What additional supports are needed for each teacher?
 - How planning on supporting the struggling teachers?
 - What's the plan of action?
 - Who are the Targeted Students? (Please keep attendance rosters)
 - What formative assessment data will be used to track student progress during A2?
 - What other considerations are being suggested and why?
 - Support Dialogue... Review
 - A2 Interventions Review – Attendance and Progress Review
 - Miami Trip/Observation Overview
- **Impact Review Walks – Prior to Spring Break**
 - Please ensure teachers are on pacing.
 - Tier 2 Groups (Mandatory)
- **Master Schedule Review**
 - What's the needed plan?
 - IB and CTE sections
- **Power B.I. Compliance Dashboard**
 - Discipline Audit – Review "School Compliance" Dashboard for Errors
 - Daily Attendance – Teacher must take attendance...DAILY.
- **School Wide Discipline:**
 - Cellphone Agreements must be signed by students/parents or indicate refusal to sign and upload.
 - Stipulated Agreements must be acknowledged by student and parents.
 - SERT Packets must contain all documents confirming steps according to Student Code of Conduct.
- **School Attendance Review**
 - Teachers should be making contact with parents.
 - Counselors should be making calls to families.
 - Counselors should be meeting with students.
 - Administration must have meetings with students/families 50% below!
- **Other Items to remember:** (will discuss in more detail next week)
 - FASA Conference Registration
 - CTE/ELA-4 Acceleration review plan
 - Testing Calendar – Per District Office: Start as late as possible (May 9th)
 - Faculty Meeting Feb 28th
 - Staff Luncheon – March before Spring Break

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