



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

Quarter of the School Year: 3

School: Sebastian River Middle 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 18, 2024: NG (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?)

The implementation of our action steps indicate progress in the areas of teaching African American History and consistent average daily attendance. Targeted interventions to include pull out support, push in supports, afterschool tutoring, and intentional planning are the established expectations in addition to formative assessments and monitoring. There are still opportunities for growth in these areas.



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Date of Summary: March 18, 2024

School: Sebastian River Middle 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

8

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

January 17, 2024
February 1, 2024
February 8, 2024

Summary of Observation(s):

6th Grade ELA: Students explored the connection between chocolate and slavery. Some lessons in this unit include articles that discuss child labor and slave labor in relation to cocoa farms and the production of chocolate in Africa.

7th Grade ELA: Students explored brain science as it is functional in helping adolescents understand the stages of their own development. Students engaged in activities that build awareness of their own unique cognitive strengths and challenges, and of the ways in which they can exert control over their own learning. All 7th grade students are preparing to read **"Rasin in the Sun"**. This play tells the story of a lower-class black family's struggle to gain middle-class acceptance.

8th Grade ELA: Students explored text that provided a different perspective on the American ideal. For example, Walt Whitman experiments with poetry that captured a unique American identity, students were given the opportunity to try on his form and capture what is essential about themselves. Frederick Douglass, in his *Narrative of the Life of Frederick Douglass*, not only describes his physical and spiritual journey from slavery to freedom but reflects on some societal issues of justice that may continue to resonate for many students. In *Incidents in the Life of a Slave Girl*, students witness Harriet Ann Jacobs's particular perspective on slavery and issues of equality as a woman who endured enslavement.

Schoolwide: In February, daily morning announcements that featured the accomplishments and contributions of various African Americans.

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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		
Ct Need Fun Read <i>Ct Need Fun Read</i>	Ct Need Fun Read but NOT Scheduled <i>Ct Need Fun Read But NOT Scheduled</i>	Percent (%)	Ct Need Fun Read <i>Ct Need Fun Read</i>	Ct Need Fun Read but NOT Scheduled <i>Ct Need Fun Read But NOT Scheduled</i>	Percent (%)	Ct Need Fun Read <i>Ct Need Fun Read</i>	Ct Need Fun Read but NOT Scheduled <i>Ct Need Fun Read But NOT Scheduled</i>	Percent (%)	Ct Need Fun Read <i>Ct Need Fun Read</i>	Ct Need Fun Read but NOT Scheduled <i>Ct Need Fun Read But NOT Scheduled</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 17, 2024
February 1, 2024
February 8, 2024

Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:

- Small group instruction designed to target areas of deficiency in vocabulary, comprehension, and informational text based on the data.
- Check in- Check out sessions with and an African American female Dean of Students in addition to the SRMS male Success Coach to include monitoring of grades, positive reinforcements, assistance with assignments, and referral to additional resources as needed.
- A certified reading interventionist was assigned to specific classes to deliver targeted interventions for students demonstrating a substantial deficiency in reading.
- Social Studies and Science teachers will collaboratively plan with our reading interventionist/literacy coach to ensure specific reading comprehension strategies are incorporated into every lesson along with intentional checks for understanding.
- Extended learning and enrichment opportunities to include before and after school tutoring with



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transportation was organized and executed.

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 (%)
12.24	46%

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> :	February 15, 2024 March 7, 2024
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	<ul style="list-style-type: none">Classroom and schoolwide PBIS incentivesWeekly check-in sessions with Success Coach and referrals to guidance counselors were given as needed.Daily check-in with attendance monitors and guidance counselors.Referrals to weekly MTSS sessions are made as needed.

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	January 17, 2024 February 1, 2024 February 8, 2024 February 15, 2024 March 7, 2024
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<ul style="list-style-type: none">Weekly check-in sessions with Success Coach were established.Intentional planning for formative assessments during collaborative planningTargeted intervention groups were established to address reading deficiencies.Science and Social Studies teachers collaboratively plan with the literacy coach/reading interventionist.Daily check-in with attendance monitors and guidance counselors.Honor Roll assembly to recognize academic achievement.



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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 (%)
8%	11%

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)

February 5, 2024

Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?

☐ Yes X
☐ 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):

- Schoolwide target reading interventions has produced a 176% growth on the i-Ready diagnostic.
- All interventions students are being progress monitored using Standards Mastery.
- Teachers used the data provided to intentional group their students to provide targeted small group instruction at least two days per week.
- Schoolwide "Learning Walks"
- Classroom Walkthroughs 2 -3 times weekly
- Additional planning on Wednesday to demonstrate "How" the lesson will be delivered and monitored.
- Monthly engagement strategy
- Video Tapping – as a professional learning opportunity

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



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individual schools.

Date of Quarterly Review of Extracurricular Activity 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 (%)
30	104	28%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	<ul style="list-style-type: none">• Weekly Lasso- Weekly updates of school wide events• Weekly phone calls to parents• Facebook post• Twitter post	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	4 African American students on the SRMS Student Council.	

**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:	
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
50%	50%
(OPTIONAL) Additional information:	

Leadership Mtg

1/17/2024

1 Staff Breakfast (1/30)

2. Impact Walks (Friday)

3. Intervention Groups

4. Teacher Attendance

5. Roster Verification Forms

6. TOY/EOY Gala (1/25)

7. Data (Goal tracker/Walkthrough)

8. Urgency/Intentionality

Admin Meeting 2/1/2024

1. PD 2/2
2. Conference Night 2/13 4-7pm (Remind Teachers to fulfill hr requirement)
3. Freshman Orientation 2/8 6-7pm (Garrick/Riskin)
4. Girl Scout Cookie Distribution (Orders must be picked up by parents)
5. PE Teacher (starts 2/15) *Leave Coach Reynolds*
6. Support Dialogue (Progress)
7. Band Coverage
8. Dance/March
9. Upcoming Spirit days
10. Family fun Fest 2/10 10-12pm *- Popcorn station*
11. Coaches' responsibilities (protect intervention time)
12. Counselor Week \$\$\$\$\$
13. SRD day *2/15*
14. Collab Planning
15. Temp Check
16. Power Questions

Teachers will start at 3:00

**Jody Houston*

-10-12 7th period electives

**Get names*

Admin meeting 2/8/2024

1. Expectations: Tested subject classes twice a week. All others once a week. Update visits in walkthrough data. Feedback needs to be provided and next steps.
2. Intervention groups: Please "spot check" these periodically and provide support if needed. (Manfredi)
3. Plan for high achievers not making gains: Assemblies, phone calls, school messenger, parent meeting?
4. Collab planning: Expectations? Are teachers leaving with a lesson plan?
5. Power questions: Share out.
6. Dance March 8th
7. Family Fun Fest 10-12pm
8. Mindfulness: This is a tough time of year for teachers.
Support/Love needed?

Speak

May 20th - Graduation

Admin Agenda 2.15.24

1. Walkthrough Share Out/Power Questions- Expectation is Tested Twice/Others Once a week. Monitor accurate data in Power BI
2. AP Mid-year review-Please fill out self-assessment and schedule meeting for next week.
3. Resignations-Plan for Pudvah, Hutton
4. Academic Assemblies- When?
5. Incoming 6th grade night- March 14th. Who is doing what?
6. Dance March 8th *Spring Dance*
7. Customer Service- We must provide this to our parents.
8. Faculty Council Concerns- Separate email
9. I-Ready Diagnostic- Schedule, incentives



Sebastian River Middle School

Administrative Meeting

March 7, 2024, 2024



- Media Center

Quote: Leadership is the capacity to translate a vision into reality." —Warren Bennis

- Mr. T
- No success

AGENDA:

- Role as a leader
 - How are you adding value to your team?
- Impact Review 3/14
 - Talk to your teams to prepare. Monitoring/Small group/Engagement
- Data Com 3/20
 - Be prepared to speak to your data. No fluff. Bullet points
- Dissolving Class (Tee)
 - Possible options
- High Expectations
 - Unwavering every day. Continue to be present in classes/feedback is a must.
- Unified Dress Next Year
 - Need to define what this looks like
- Supports being provided for final push.
 - What does this look like?
 - Need Video/graphic flier to push out on social media/district sites.
- Staff Allocation Next year
 - Where are cuts needed?
- Elective Dept Chair
 - Traverso/Trahan?
- Vinyl Raps
 - Thoughts on removal due to questionable authors
- Discipline
- Intervention Groups
- Testing Plan Due March 13th

- Polo long sleeve

↓
- Active/Passive reader

- Annotations

- Test taking skills

March 14th
6:00 pm

- Murphy
- Swank
- John
- Brandes
- Mason
- EBD
Owens