

AAAP



School District of Indian River County African American Achievement Plan 2021-2022 Assurances of Implementation of Strategies/Action Steps



Sebastian Elementary School of the Arts

2021-2022 Quarter 1

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 African American Achievement Plan. To review and ensure compliance with the 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 2021-2022 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 of each school:

- Action steps included within the 2021-2022 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.

Reviewed on 10/15/2021 Verified by Letitia Whitfield-Hart

Quarterly Reflection

We have 106 AA students in grades K-5 and 40 have been scheduled for Intensive reading Intervention with our resource teachers for 1 st quarter. These students will be pulled during SMART (Rti) time in each grade level. This time will be individualized for each student based on their reading needs. This time will also be used for mentoring and supporting our AA students' SEL needs as well. We will continue to follow the Amplify curriculum which has embedded Multicultural history and articles at a high level of expectation for all students. Evidences attached include SMART TIME for intervention groups and individualized scores and groups for all students.

Strategy AAAP 1.1 (ALL SCHOOLS): Monitor the curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.

Number of Walk-throughs to Observe implementation of African American History Teachings	2
Date(s) of Walk-throughs to Observe implementation of African American History Teachings: (i.e. 8/27/2021, 9/13/2021, and 9/17/2021)	8/24/21 and 9/15/21

Summary of observation(s):

The New Amplify Curriculum embeds Multicultural history throughout the series.

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 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:	9/27/2021
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African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten		First		Second		Third	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
1/20	0.05 %	3/14	5 %	9/18	50 %	6/16	37 %

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.

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

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 African American students have equitable access to advanced and accelerated courses in middle school and high school.

Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter
All Grade Levels Served by the School (Combined)

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:

9/27/21

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

Most discipline is occurring on bus. We met with Parents and reinstated bus contract and started Tier two plan for three African American male students.

ACHIEVEMENT

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

9/27/21

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

We have 106 AA students in grades K-5 and 40 have been scheduled for Intensive reading Intervention with our resource teachers for 1 st quarter. These students will be pulled during SMART (rti) time in each grade level .

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)

African American

White, Non-Hispanic

Strategy AAAP 2.3 (ALL SCHOOLS): Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.

Reported Out-of-School Suspensions for Quarter 1

Select One:

No out-of-school suspensions were assigned during this time frame.

All out-of-school suspensions were pre-approved by a principal supervisor.

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:

9/23/2021

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

Yes

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): The African American subgroup showed a 20% decrease in ELA achievement, a 23% decrease in Math achievement, and a 22% decrease in Science Achievement when comparing data from the 2018-2019 school year. As a result of academic decline at Sebastian Elementary, grade level teams will have purposeful collaborative structures that will: focus on differentiation strategies, student supports for skill deficits,

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and a mentor and intervention program for our AA students.

Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.

Student Demographics

African American	Hispanic	Non-Hispanic	White	Other
30 %	10 %	%	55 %	4 %
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:			9/23/2021	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):			N/A	

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: 8

Percentage of Interviewers on Interview Committee by Race

African American	White, Non-Hispanic
50	50

(Optional) Additional information:

School	iReady Reading - ALL STUDENTS						iReady Math* - ALL STUDENTS					
	Week Starting 9/27/21		Week Starting 10/04/21				Week Starting 9/27/21		Week Starting 10/04/21			
	Ave Time	Ave % Pass	Ave Time	Ave % Pass			Ave Time	Ave % Pass	Ave Time	Ave % Pass		
ACE	13.2	66.7	31.9	↑	37.5	↓	11.6	100.0	18.7	↑	100.0	↑
BES	36.6	88.5	42.4	↑	86.5	↓	30.5	91.6	37.9	↑	94.0	↑
CES	34.4	85.8	37.7	↑	84.7	↓	32.7	92.0	31.6	↓	91.1	↑
DES	40.8	82.4	41.1	↑	82.0	↓	39.1	91.0	41.1	↑	90.2	↑
FES	30.9	84.7	32.4	↑	87.2	↑	32.5	92.0	34.3	↑	90.0	↑
GES	30.7	87.0	35.1	↑	83.0	↓	28.7	92.5	27.8	↓	92.0	↑
GMS	38.4	76.8	35.7	↓	71.1	↓	32.6	74.1	39.7	↑	65.1	↑
IRA	42.1	84.0	47.9	↑	83.8	↓	43.8	90.7	43.8	↑	90.6	↑
LMS	40.7	91.3	51.0	↑	90.0	↓	46.2	93.2	42.0	↓	93.7	↑
OMS	37.4	88.3	38.9	↑	87.9	↓	36.6	93.0	37.8	↑	93.8	↑
OsloMS	29.4	74.7	20.7	↓	73.1	↓	23.8	82.3	19.0	↓	77.2	↑
PIES	32.8	81.0	40.0	↑	84.1	↑	44.9	86.1	42.5	↓	88.9	↑
RMS	41.8	89.1	40.1	↓	86.0	↓	42.5	87.8	37.2	↓	93.0	↑
SES	37.8	85.3	43.9	↑	87.4	↑	38.1	88.5	45.9	↑	87.9	↑
SGMS	38.8	79.9	40.5	↑	77.8	↓	35.4	81.0	48.7	↑	81.6	↑
SRMS	38.7	79.5	43.7	↑	78.1	↓	44.3	78.0	50.9	↑	74.2	↑
TCES	16.8	86.7	29.7	↑	85.8	↓	16.4	91.4	28.2	↑	89.2	↑
VBES	32.2	84.0	37.6	↑	76.8	↓	31.8	88.5	37.9	↑	88.8	↑
WS	15.8	95.0	10.6	↓	89.7	↓	24.9	59.3	29.3	↑	85.7	↑

*Algebra and Geometry students not factored into averages

School	iReady Reading - BOTTOM QUARTILE						iReady Math* - BOTTOM QUARTILE					
	Week Starting 9/27/21		Week Starting 10/04/21				Week Starting 9/27/21		Week Starting 10/04/21			
	Ave Time	Ave % Pass	Ave Time	Ave % Pass			Ave Time	Ave % Pass	Ave Time	Ave % Pass		
BES	40.9	77.2	30.9	↓	76.5	↓	38.5	81.2	29.6	↓	89.1	↑
CES	41.1	87.0	45.3	↑	79.1	↓	42.1	82.9	38.9	↓	82.5	↑
DES	27.5	80.0	32.0	↑	65.3	↓	41.2	97.8	43.2	↑	94.3	↑
FES	36.1	79.4	24.9	↓	83.7	↑	37.3	81.6	31.5	↓	82.8	↑
GES	21.9	65.3	39.9	↑	57.0	↓	23.3	71.7	25.4	↑	85.1	↑
GMS	41.9	71.7	40.6	↓	60.1	↓	34.5	64.9	42.2	↑	63.4	↑

IRA	45.4	74.4	70.9	↑	73.7	↓	57.5	87.2	58.7	↑	92.0	↑
LMS	40.3	88.8	44.0	↑	73.7	↓	69.9	85.4	37.5	↓	87.4	↑
OMS	39.8	87.7	47.5	↑	75.0	↓	49.4	84.3	45.2	↓	91.1	↑
OsloMS	37.2	65.4	26.6	↓	71.3	↑	27.2	86.5	19.9	↓	85.4	↑
PIES	39.8	67.5	40.2	↑	84.6	↑	45.3	81.6	46.9	↑	80.6	↑
RMS	41.4	84.1	38.9	↓	76.6	↓	62.9	68.1	26.5	↓	91.3	↑
SES	46.3	85.0	55.0	↑	86.2	↑	35.1	91.3	48.7	↑	83.7	↑
SGMS	40.7	73.9	42.6	↑	68.5	↓	41.0	78.9	61.7	↑	76.8	↑
SRMS	39.7	73.7	44.1	↑	72.3	↓	59.5	75.2	64.8	↑	80.3	↑
TCES	11.9	76.3	38.3	↑	75.0	↓	14.9	89.9	43.9	↑	85.8	↑
VBES	30.5	87.5	50.0	↑	78.7	↓	21.5	88.5	32.8	↑	79.0	↑

*Algebra and Geometry students not factored into averages

SS	IL Placen	Phonic	ency Wo	ulary Pl	Comp: I	Comp: II	Lexile Rang	FSA /BC	SMART Need/Cu	MART G	MART T	ELA TCH	T2
	Early 5	TO	TO	Grade 4	Early 5	Early 5	860L-1010L		Vocab/Comp H	B	Hale	McMullen	
	Early 5	TO	TO	Grade 4	Early 5	Early 5	850L-1000L	4	Vocab/Comp H	B	Hale	McMullen	
	Grade 4	TO	TO	Grade 4	Early 5	Grade 4	775L-925L	1/N 26-35	Vocab/Comp H	B	Hale	McMullen	
	Grade 4	TO	TO	Grade 4	Grade 4	Grade 4	770L-920L	3	VOCAB/Comp H	B	Hale	McMullen	
	Grade 4	TO	TO	Grade 4	Grade 4	Grade 4	745L-895L	2	VOCAB/Comp H	B	Hale	McMullen	
	Grade 4	TO	TO	Grade 4	Grade 4	Grade 3	725L-875L	2	VOCAB/Comp H	B	Hale	McMullen	
	Grade 4	TO	TO	Grade 4	Grade 4	Grade 3	670L-820L		VOCAB/Comp H	B	Hale	McMullen	
	Grade 4	TO	TO	Grade 4	Grade 4	Grade 4	670L-820L		VOCAB/Comp H	B	Hale	McMullen	
	Grade 4	TO	TO	Grade 4	Grade 3	Grade 4	670L-820L		VOCAB/Comp H	B	Hale	McMullen	
	Grade 3	TO	TO	Grade 4	Grade 4	Grade 3	640L-790L	2	VOCAB/Comp H	B	Hale	McMullen	
	Grade 3	TO	TO	Grade 4	Grade 2	Grade 3	545L-695L	2	VOCAB/Comp M	C	Hale	McMullen	
	Grade 4	TO	TO	Grade 3	Grade 3	Grade 4	670L-820L	3	VOCAB/Comp M	C	Hale	McMullen	
	Grade 4	TO	TO	Grade 3	Grade 3	Grade 4	660L-810L	1/N 26-35	VOCAB/Comp M	C	Hale	McMullen	
	Grade 4	TO	TO	Grade 3	Grade 4	Grade 4	655L-805L		VOCAB/Comp M	C	Hale	McMullen	TO o
	Grade 3	Grade 3	TO	Grade 3	Grade 1	Grade 2	445L-595L	1/Y			Hudson ?	McMullen	VOCAB/Comp L
	Grade 3	Grade 1	TO	Grade 3	Grade 2	Grade 2	450L-600L	1/Y	SONDAY 1	G	Long	Smith	
	Grade 2	Grade 1	TO	Grade 1	Grade 3	Grade 2	390L-540L		SONDAY 1	G	Long	McMullen	
	Grade 1	Grade K	TO	Grade 1	Grade 1	Grade 2	260L-410L		SONDAY 1	G	Long	Smith	
	Grade 1	Grade 1	TO	Grade 1	Grade 1	Grade K	140L-290L	1/Y	SONDAY 1	G	Long	Smith	
	Grade 4	TO	TO	Grade 4	Mid 5	Grade 4	815L-965L	2	Vocab/Comp H	B	Post	Smith	
	Grade 4	TO	TO	Grade 4	Early 5	Grade 4	750L-900L	2	VOCAB/Comp H	B	Post	Smith	
	Grade 4	TO	TO	Grade 4	Grade 4	Grade 4	750L-900L	1/N 26-35	VOCAB/Comp H	B	Post	Smith	
	Grade 4	TO	TO	Grade 4	Grade 4	Early 5	730L-880L	3	VOCAB/Comp H	B	Post	Smith	
	Grade 4	TO	TO	Grade 4	Early 5	Grade 3	720L-870L	2	Vocab/Comp H	B	Post	Smith	
	Grade 4	TO	TO	Grade 4	Grade 4	Grade 4	720L-870L	2	VOCAB/Comp H	B	Post	Smith	

Mrs. Long's Schedule

8:40-9:00- Kindergarten Morning Duty

9:00-10:00 5th Grade Math Support [REDACTED],
Sienna)

10:00-11:00 4th Grade Math Support [REDACTED]

11:10-12:20 Lunch/ Planning

12:25-1:00 2nd Grade Sondag Group [REDACTED]

1:10-1:40 Kindergarten Support

-Monday [REDACTED]

-Tuesday [REDACTED]

-Wednesday [REDACTED]

-Thursday [REDACTED]

-Friday ([REDACTED] 1:10-1:25, [REDACTED] 1:25-1:40)

2:00-2:30 1st Grade Sondag Group [REDACTED]

2:45-3:15 5th Grade Sondag Group [REDACTED]

3:15-3:40 Car Pick Duty

SONDAY 1 Intervention Lesson Plan Mrs. Hoyt Group _____ Time _____

Date Standard	SONDAY Pre-R/ Heggerty	Sunday Lessons	Fluency/ Knowledge Support	#1	#2	#3	#4
ELA.F.1.3		Level ____ 1 Read sounds 2 Spell sounds 3. Read Words 4 Spell Words	5 Teach New 6 Read Aloud _____				
ELA.F.1.3		Level ____ 1 Read sounds 2 Spell sounds 3. Read Words 4 Spell Words	5 Teach New 6 Read Aloud _____				
ELA.F.1.3		Level ____ 1 Read sounds 2 Spell sounds 3. Read Words 4 Spell Words	5 Teach New 6 Read Aloud _____				

ELA.F.1.3		Level ____ 1 Read sounds 2 Spell sounds 3. Read Words 4 Spell Words	5 Teach New 6 Read Aloud _____				
ELA.F.1.3		Level ____ 1 Read sounds 2 Spell sounds 3. Read Words 4 Spell Words	5 Teach New 6 Read Aloud _____				