

AAAP



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



Sebastian River Middle School

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 10/13/2021 Verified by Todd Racine

Quarterly Reflection

As we begin the school year, we are working with our teams to address the academic, behavioral, and social needs of our students. We have implemented after school tutoring and homework clubs, and mentorship programs. We are looking at bringing in community partners to assist our female African American students with emotional intelligence and social skill building. The African American Achievement Club convenes once a month and is led by a well-liked female African-American teacher. We meet with School Counselors on a weekly basis to discuss the EWL list to review student data and plans. After progress reports, counselors identified students with D's and F's and then determined which of those students had been out due to COVID isolation or illness and worked with them to turn in missing work. Students with behavior issues generally first meet with a School Counselor to help determine the function of the behavior and have multiple interventions implemented before an Office Discipline Referral is issued unless it is a level 3 or higher offense such as fighting. We provide students with various opportunities to work through disputes, using conflict resolution strategies and other problem-solving techniques in attempts to avoid physical altercations. We encourage students to ask for adult assistance when they are involved in what could become a heated discussion to learn ways to deal appropriately with disagreements prior to elevating to the level of physicality. During the first quarter, 9 of our 118 African American students received an Office Discipline Referral; 5 of which were an automatic ODR for a level 3 offense or higher. The other 4 were for students who had previously received multiple warnings and interventions for continuation of minor level infractions. None of the students who received an ODR during the first nine weeks received more than one. The main consequence included placement in the ASPIRE room, as is in line with the School District's Code of Student Conduct for offenses of this nature, and the average time out of class is two days. While in the ASPIRE room, students receive ESE services if they are identified as such, and they also work on restorative activities as well. We will continue to actively identify and address the needs of students within each of our subgroups, specifically our African American students, to ensure that they are achieving at their fullest potential.

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	3
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)	10-6, 10-8, 10-13

Summary of observation(s):

10/6 - 7th Grade Civics: Jim Crow and Civil Rights lesson - students discussed the effect of Jim Crow laws on post-Civil War African American population, and how Plessy v. Ferguson established the idea of "separate but equal" that we know so well today. 10-8 - 8th Grade ELA: Introduction to narrative writing during slavery. 10-13 - 8th Grade ELA: narration of the *Memoir of Frederick Douglass*. Students read the passage and/or watched the curriculum video (Chadwick Boseman narrating as Frederick Douglass), and then discussed vocabulary and dove deep into the connotative meanings of the author's word choices. The students entered their responses into the online curriculum program.

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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 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:

African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten		First		Second		Third	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
	%		%		%		%

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:

8-17, 8-27, 9-3, 9-10, 9-17, 9-24, 10-8

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

8-17

- Discussed how students are identified as EWI and T2/T3 supports.
- Success Coach to ID Priority List and meet with those students.
- How to move students off the EWI list.
- Look for creative solutions. Brainstorm - what are clubs, groups, who are mentors we can bring in, etc.

8-27

- Provided each counselor with their grade level of EWI.
- Advised how to sort list, monitor, identify current interventions, meet with students--list the dates, set up success plans.
- Tutoring beginning
- Counseling for students as needed
- CICO
- Grade review

9-3

- reviewed each grade levels list of students, needs, and plan

9-10

- Cusick will now be available after school on Tues/Thurs for students who need to work on Credit Recovery--> make sure our EWI students who have failed a core class are attending

9-17

- Review of student data and discussion of current needs

9-24

- Review of student data and discussion of tiered supports - homework club being offered to all students on Tuesday/Thursday

10-8

- Mr. Brown will be meeting with Mr. Racine. EV & GS to submit documentation.
- Get ready for grades - grade review prior to grade submission.

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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
45%	67%

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: 8-17, 9-21

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

Monthly School Based Leadership (8-17, 9-21)

- Based on teacher feedback:
 - Institute lunch detention system for teachers
 - Utilize pass system for dress code violations
 - Re-emphasize PBIS Rewards
 - Provide additional training to teachers on interventions
- Daily and Weekly Administrative Team Meetings
 - Addressing student/staff needs as they arise.

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement: 8-17, 8-27, 9-3, 9-10, 9-17, 9-21, 9-22

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

Monthly School-Based Leadership Team Meetings (8-17, 9-22)

- Feedback on Impact Review
- SBI & Collaborative Planning
- Climate & Culture
- Subgroup data (SWD, ELL, AA)
- Power Bi Demo
- Instructional Leadership (9-3, 9-10, 9-17)
 - Discussed balance between using computer and offline instruction/practice/engagement
 - Literacy Coach to offer PD on Student Engagement through Collaborative Planning
 - Celebrations - posting student scores in the green
 - Planning for November 1 PD
- Look at PowerBi Data
- 4 sessions based on needs and SIP goals

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- Impact Review Summary (9-21)
-
- Focus on Collaborative Planning and Standards Based Instruction and evidence of it.
-
- Plans: ELA will separate into 3 groups: 6-7-8 and meet separately for the next month to fine-tune what is happening in collaborative planning. Literacy Coach and AP over ELA will be present at each meeting to guide and direct.
-
- iReady usage data will continue to be monitored on a weekly basis.
-
- Weekly Instructional Leadership Meeting
-
- Discussion of Coaching Cycles being implemented
-

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
7	5

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:	9/24/2021
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): 1. Principal Racine reviewed Q1 report cards of all African American students and is making calls home to discuss grades and progress with parents, and is meeting with each student to discuss their grades and their perceived barriers to success. 2. He will make them personally aware of the opportunities we have including transportation home after tutoring on Tuesday and Thursday. 3. Students who earned an F in any of the core academic classes will be invited to after school tutoring with Success Coach, Mr. Lee, who will track and monitor their grades during the 2nd nine weeks in those core classes. 4. We are enacting a partnership with SRHS to bring over tutors to assist students with failing grades in these classes,

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
22 %	25 %	4 %	49 %	5 %

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Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:	10/13/2021
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):	20

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:	32
Percentage of Interviewers on Interview Committee by Race	
African American	White, Non-Hispanic
33	66
(Optional) Additional information:	

Sebastian River Middle School

AAAP Evidence – October 13, 2021

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.

7th Grade Civics Lesson Plan – October 6, 2021

Week 9

Blue 10/6
Civil Rights & Voting Rights Amendments & Jim Crow Laws & Civil Rights Movement Standards: SS.7.C.2.4 ; SS.7.C.2.5 ; SS.7.C.3.6 ; SS.7.C.3.5 SS.7.C.3.7 ; Objectives: --Students will be able to identify how the Thirteenth and Fourteenth Amendments extended civil rights -Students will be able to identify the amendments that extended Americans' voting rights -Identify the ways state and local governments restricted the freedoms and rights of African Americans. -Differentiate between legislation that helped and hurt African Americans between 1880 and the 1960's. -Categorize Jim Crow laws based on primary documents. -Explain the effect of Jim Crow laws on the post-Civil War African American population. -Describe how the Plessy v. Ferguson case established the idea of "separate but equal." Activities: -Discuss with students the Civil Rights & Voting Rights Amendments; students drew pictures representing these amendments -Students analyzed a picture of a little girl drinking water from a fountain during the 50's with partners for 5 minutes. Discuss what they saw. -Discuss major points from an article about Jim Crow Laws -Students read article about the Jim Crow laws and answered questions that followed ESE Adaptations: Refer to individuals' accommodation list Assessment: Jim Crow and Civil Rights activities

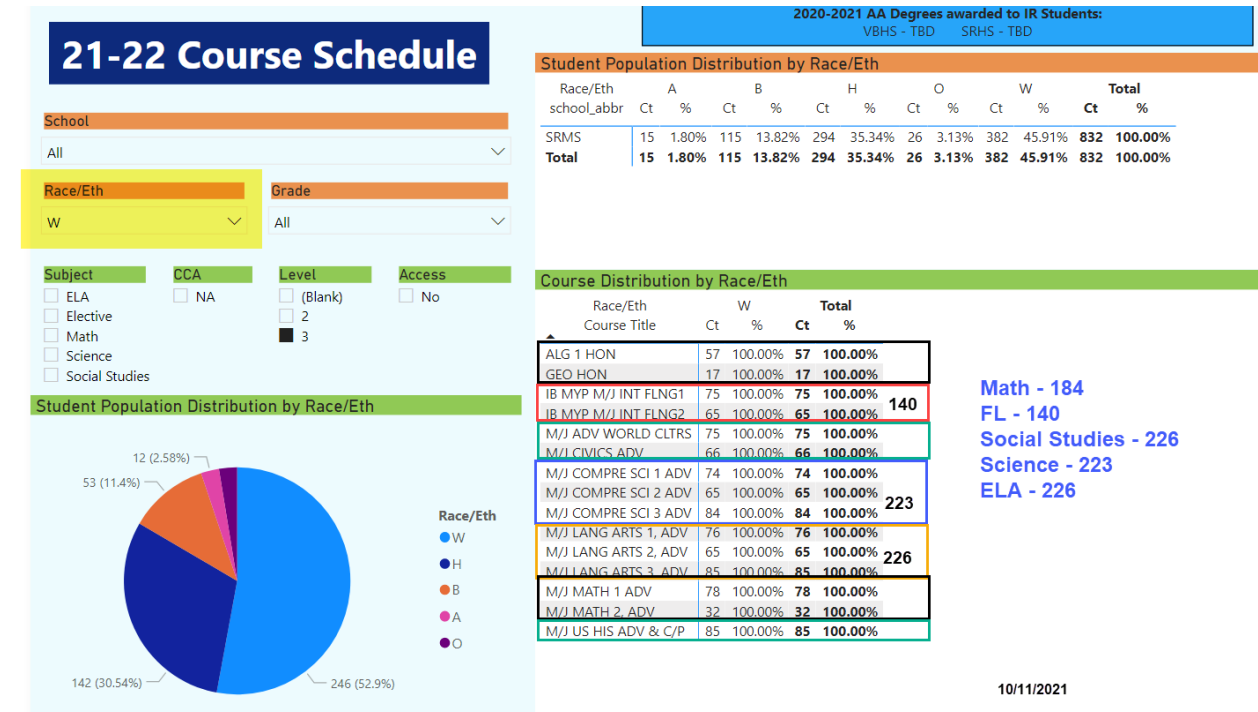
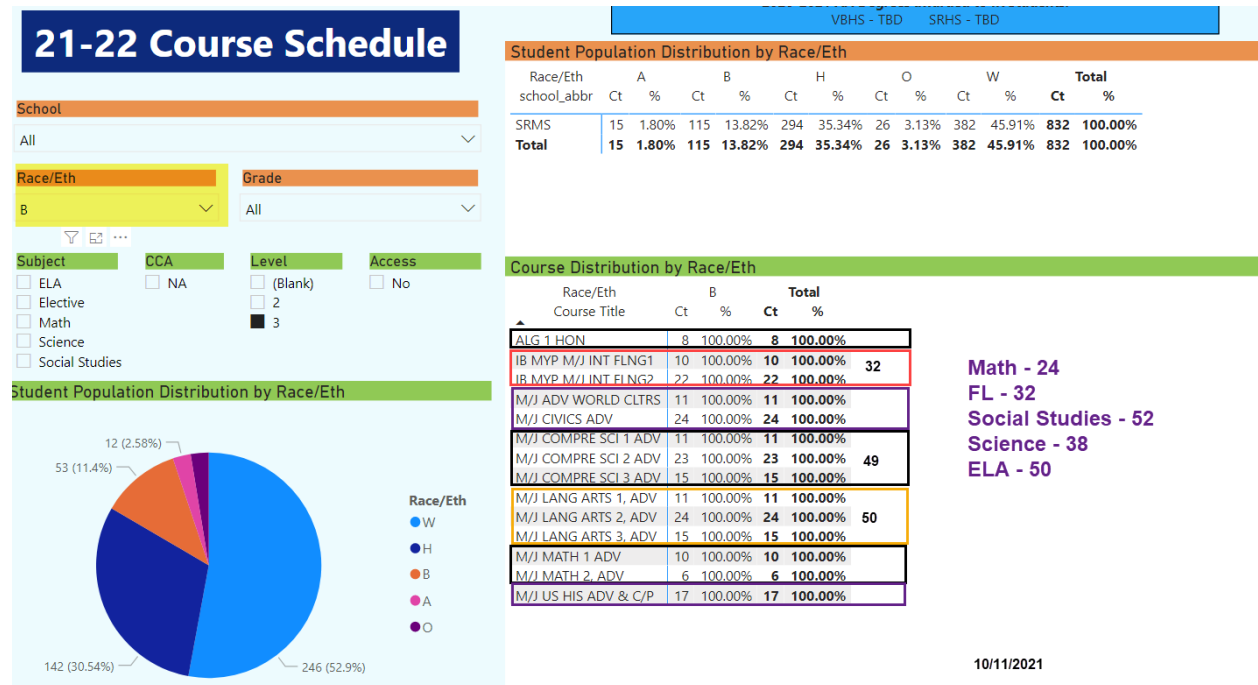
8th Grade ELA Lesson Plan – October 8, 2021

Day ↓ Period	I 10/6-10/7	10/8
Periods 1,3,5,8 Learning Target State Standards Assessment ESOL Strategies ESE Accommodation Activities	LT: I will be able to paraphrase specific lines to interpret a key metaphor from Whitman's poem. I will be able to apply this understanding to interpreting the overall meaning of the excerpt. SS: ELA.8.V.1.3 ELA.8.R.3.1 A: Amplify check ins: Vocabulary 1, Text as Referee 2, Discuss 3, , Wrap Up 4, Exit Ticket 5, Solo 6 ELL: Per checklist in LP folder ESE: Per checklist in LP folder Act.- Bellwork, Amplify Unit 8B, Sub-Unit 1, Lesson 2 ("What is the grass?")	LT: I will be able to read for facts, experiences, and feelings to understand the special value that narrative writing brings to the discussion of racism and slavery. I will be able to listen for new ideas and information in the dramatic reading, finding evidence to share which qualifies or justifies my own views. SS: ELA.8.C.5.1, ELA.8.R.3.3 A: Amplify check ins: Vocabulary 1, Present 3, , Discuss 4, Select Text 5, Wrap Up 6, Exit Ticket 7, Solo 8 ELL: Per checklist in LP folder ESE: Per checklist in LP folder Act.- Bellwork, Amplify Unit 8B, Sub-Unit 2, Lesson 1 ("I was born in Tuckahoe")
Periods 4,7 Learning Target State Standards Assessment ESOL Strategies ESE Accommodation Activities	LT: I will be able to paraphrase specific lines to interpret a key metaphor from Whitman's poem. I will be able to apply this understanding to interpreting the overall meaning of the excerpt. SS: ELA.8.V.1.3 ELA.8.R.3.1 A: Writing Journal Pgs. 8-9 ELL: Per checklist in LP folder ESE: Per checklist in LP folder	LT: I will be able to read for facts, experiences, and feelings to understand the special value that narrative writing brings to the discussion of racism and slavery. I will be able to listen for new ideas and information in the dramatic reading, finding evidence to share which qualifies or justifies my own views. SS: ELA.8.C.5.1, ELA.8.R.3.3 A: Writing Journal Pgs. 12-13

8th Grade ELA Lesson Plan – October 13, 2021

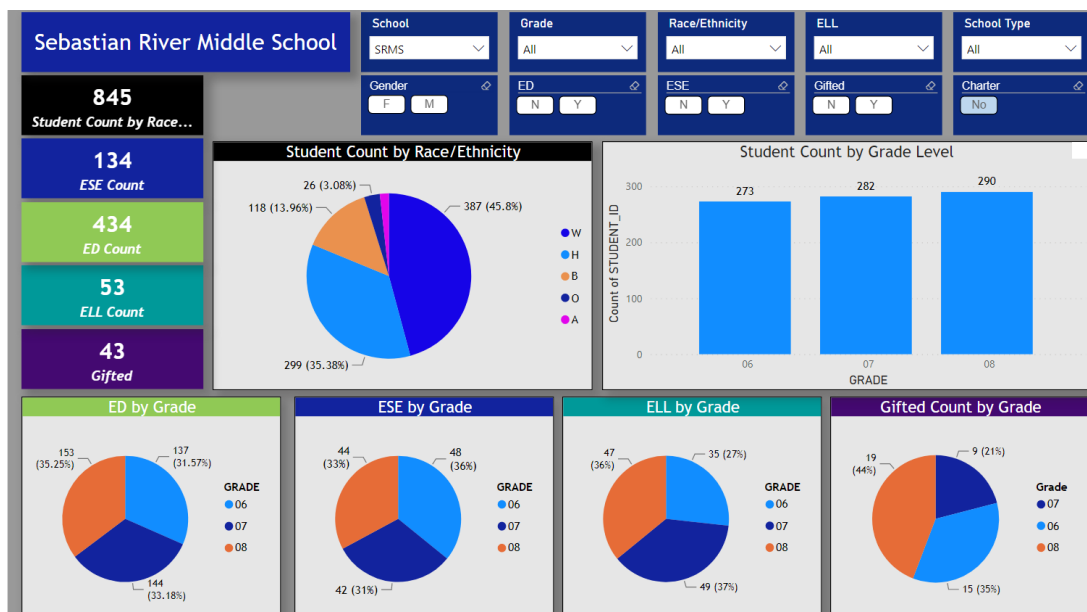
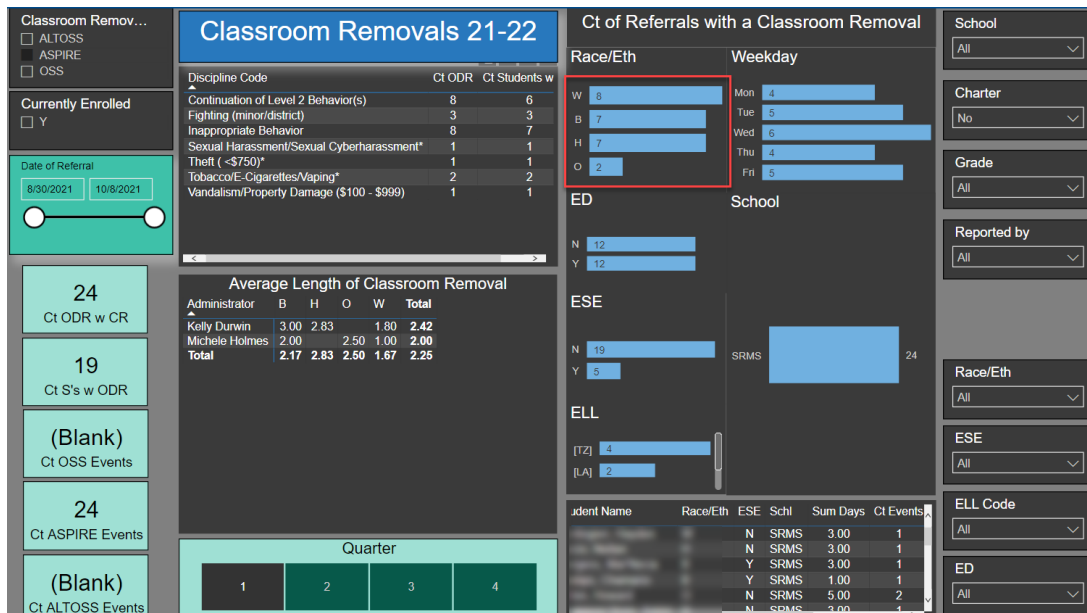
Day ↓ Period	10/11	10/12-10/13	10/14-10/15	10/18-10/19
Periods 1,3,5,8 Learning Target State Standards Assessment ESOL Strategies ESE Accommodations Activities	LT: I will be able to read for facts, experiences, and feelings to understand the special value that narrative writing brings to the discussion of racism and slavery. I will be able to listen for new ideas and information in the dramatic reading, finding evidence to share which qualifies or justifies my own views. SS: ELA.8.C.5.1, ELA.8.R.3.3 A: Amplify check ins: Vocabulary 1, Present 3, Discuss 4 (Q's), Select Text 5 (Q's), Wrap Up 6 (Q's), Exit Ticket 7 (Q's), ELL: Per checklist in LP folder ESE: Per checklist in LP folder Act.- Bellwork, Amplify Unit 8B, Sub-Unit 2, Lesson 1 ("I was born in Tuckahoe") Activities 1, 3, 4, 5, 6, 7	LT: I will be able to analyze the role of violence in Douglass's text and consider the impact that violence has on Douglass over the course of his life. I will be able to evaluate the impact of the attack on Aunt Hester on Douglass's life. SS: ELA.8.C.1.4, ELA.8.R.2.2 A: Amplify check ins: Vocabulary 1, Work Visually 3 (Q's), Write 4 (Q), Exit Ticket 6 (Q's) ELL: Per checklist in LP folder ESE: Per checklist in LP folder Act.- Bellwork, Amplify Unit 8B, Sub-Unit 2, Lesson 2 ("The blood-stained gate") Only complete Activities 1,3,4,5,6	LT: I will be able to examine the arguments made by pro-slavery advocates in order to understand the purpose of specific ideas and information Douglass includes in his text. I will be able to delineate the arguments of pro-slavery advocate John Calhoun, discuss the claims and evidence they can use to counter his arguments, and optionally deliver a mock speech to the US Senate. I will be able to draft a speech with introduction, body, and conclusion, to counter a pro-slavery speech. SS: ELA.8.R.2.4 ELA.K12.EE.4.1 A: Amplify check ins: Vocabulary 1, Select Text 2 (Q's), Select Text 3 (Q's), Compare Texts 4 (Q's), Student Presentation 5 (Q's), Exit Ticket (Q's-optional) ELL: Per checklist in LP folder ESE: Per checklist in LP folder Act.- Bellwork, Amplify Unit 8B, Sub-Unit 2, Lesson 3 ("A Condition so Civilized") Only complete Activities 1,2,3,4,5,7(opt.)	LT: I will be able to read Douglass's description of slave music and consider his message about the advantages and disadvantages of using slave music to try to understand the experience of slavery. I will be able to write to evaluate Douglass's claims about the value of slave music in revealing the experience of slavery. SS: ELA.8.C.1.4, ELA.8.R.2.2 A: Amplify check ins: Vocabulary 1, Select Text 3 (Q's), Connect Text 4 (Q's), Write 5 (Q), Exit Ticket 7 (Q) ELL: Per checklist in LP folder ESE: Per checklist in LP folder Act.- Bellwork, Amplify Unit 8B, Sub-Unit 2, Lesson 4 ("Songs of Joy and Sadness") Only complete Activities 1,3,4,5,6,7(opt.)

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.



2.2 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.

Every student who was placed in ASPIRE during the first 9 weeks is on the EWI list, irrespective of their race. Less than 1% of white and Hispanic students were assigned to ASPIRE whereas 6% of black students were assigned to ASPIRE. In terms of ODRs, 7% of our black students received at least one referral, while 4% of our Hispanic and other students received one, and 3% of our white students received one.



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.

On 9/7 at approximately 7:55 a.m. two students were involved in a physical fight which caused a major campus disruption wherein students had to be held on the courtyard and in the cafeteria out of class, while staff followed bloodborne pathogen protocol in cleaning up the hallways and walls of the 900-wing. This delayed the start of the school day for approximately 300 students. The conflict between these two students has been ongoing for weeks with the school providing conflict resolution, counseling, parent contact. The parents also met with their students outside of school to talk things out between the two boys.

As a result of this altercation, both students were recommended for placement at the Alternative Center for Education. As they could not be at ALTOSS together, until their cases could be heard at SERT, we requested that they be placed on out of school suspension, to which Mr. Bass agreed. Once the cases were taken to SERT, one student was temporarily placed there, and the other was returned to our campus with a safety plan.

Classroom Remov...
☐ ALTOSS
☐ ASPIRE
☒ OSS

Currently Enroll...
☐ Y

Date of Referral
8/30/2021 10/8/2021

2
Ct ODR w CR

2
Ct S's w ODR

2
Ct OSS Events

(Blank)
Ct ASPIRE Events

(Blank)
Ct ALTOSS Events

Classroom Removals 21-22

Discipline Code	Ct ODR	Ct Students w Sus
Fighting*	2	2

Average Length of Classroom Removal

Administrator	B	H	Total
Kelly Durwin	7.00	5.00	6.00
Total	7.00	5.00	6.00

Quarter

1	2	3	4
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Ct of Referrals with a Classroom Removal

Race/Eth	Weekday
B 1	Tue 2
H 1	
ED	
N 1	
Y 1	
ESE	
N 2	SRMS 2
ELL	
(TZ) 1	

Student Name	Race/Eth	ESE	Schl	Sum Days	Ct Events	Gd
	N	SRMS		5.00	1	08
	N	SRMS		7.00	1	08

School
All

Charter
No

Grade
All

Reported by
All

Race/Eth
All

ESE
All

ELL Code
All

ED
All

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.

Attachment of FOCUS uploaded documentation of students rostered for after school clubs, tutoring and athletics.

Extracurricular Activities - School

Choose Activity 21st Century, African American Student Council, Algebra Tutoring, Band, Books & Basketball, Cheerleading, First Priority, Geometry, Golf (Boys & Girls), National Honor Society, National Junior Honor Society, Soccer (Co-Ed), Tutoring, Volleyball **School** Sebastian River Middle School (22)

[illegible]

[illegible]

[illegible]

student_id	last_name	first_name	school_name	single_ethnicity	activity	date_added	meeting_days	comments
			Sebastian River Middle School	White	Tutoring	2021-10-08		Perakes - Science Homework Help
			Sebastian River Middle School	White	Tutoring	2021-10-08		Brandes - specifically 6th grade ESE
			Sebastian River Middle School	White	Tutoring	2021-10-08		Brandes - specifically 6th grade ESE
			Sebastian River Middle School	Hispanic	Tutoring	2021-10-08		Brandes - specifically 6th grade ESE
			Sebastian River Middle School	Black or African American	Tutoring	2021-10-08		Schultz - Science Homework Help
			Sebastian River Middle School	Black or African American	Tutoring	2021-10-08		Brandes - specifically 6th grade ESE
			Sebastian River Middle School	White	Tutoring	2021-10-08		Brandes - specifically 6th grade ESE
			Sebastian River Middle School	White	Tutoring	2021-10-08		ELA - Patten
			Sebastian River Middle School	White	Tutoring	2021-10-08		ELA - 8th grade
			Sebastian River Middle School	White	Tutoring	2021-10-08		Perakes - Science Homework Help
			Sebastian River Middle School	Black or African American	Tutoring	2021-10-08		Perakes - Science Homework Help
			Sebastian River Middle School	Black or African American	Tutoring	2021-10-08		Santiago - Homework Help
			Sebastian River Middle School	Hispanic	Tutoring	2021-10-08		ELA - 8th grade
			Sebastian River Middle School	White	Tutoring	2021-10-08		Edgenuity
			Sebastian River Middle School	Hispanic	Tutoring	2021-10-08		Rieck - Math Homework Help
			Sebastian River Middle School	Hispanic	Tutoring	2021-10-08		ELA - 8th grade
			Sebastian River Middle School	Hispanic	Tutoring	2021-10-08		Edgenuity
			Sebastian River Middle School	White	Tutoring	2021-10-08		Schultz - Science Homework Help
			Sebastian River Middle School	White	Tutoring	2021-10-08		Schultz - Science Homework Help
			Sebastian River Middle School	White	Tutoring	2021-10-08		Schultz - Science Homework Help
			Sebastian River Middle School	Hispanic	Tutoring	2021-10-08		ELA - 8th grade
			Sebastian River Middle School	Hispanic	Tutoring	2021-10-08		Schultz - Science Homework Help
			Sebastian River Middle School	Hispanic	Tutoring	2021-10-08		Schultz - Science Homework Help
			Sebastian River Middle School	Hispanic	Tutoring	2021-10-08		Schultz - Science Homework Help
			Sebastian River Middle School	Hispanic	Tutoring	2021-10-08		ELA - 8th grade
			Sebastian River Middle School	Black or African American	Tutoring	2021-10-08		Schultz - Science Homework Help
			Sebastian River Middle School	White	Tutoring	2021-10-08		Schultz - Science Homework Help
			Sebastian River Middle School	White	Tutoring	2021-10-08		Schultz - Science Homework Help
			Sebastian River Middle School	Hispanic	Tutoring	2021-10-08		Perakes - Science Homework Help
			Sebastian River Middle School	Hispanic	Tutoring	2021-10-08		Edgenuity
			Sebastian River Middle School	Hispanic	Tutoring	2021-10-08		Rieck - Math Homework Help
			Sebastian River Middle School	White	Tutoring	2021-10-08		Schultz - Science Homework Help
			Sebastian River Middle School	White	Tutoring	2021-10-08		Edgenuity
			Sebastian River Middle School	White	Tutoring	2021-10-08		Schultz - Science Homework Help
			Sebastian River Middle School	White	Volleyball	2021-09-07		
			Sebastian River Middle School	White	Volleyball	2021-09-07		
			Sebastian River Middle School	Hispanic	Volleyball	2021-09-07		
			Sebastian River Middle School	White	Volleyball	2021-09-07		
			Sebastian River Middle School	Asian	Volleyball	2021-09-07		
			Sebastian River Middle School	White	Volleyball	2021-09-07		
			Sebastian River Middle School	White	Volleyball	2021-09-07		
			Sebastian River Middle School	White	Volleyball	2021-09-07		
			Sebastian River Middle School	Hispanic	Volleyball	2021-09-07		
			Sebastian River Middle School	Other	Volleyball	2021-09-07		
			Sebastian River Middle School	White	Volleyball	2021-09-07		
			Sebastian River Middle School	White	Volleyball	2021-09-07		
			Sebastian River Middle School	White	Volleyball	2021-09-07		
			Sebastian River Middle School	White	Volleyball	2021-09-07		
			Sebastian River Middle School	White	Volleyball	2021-09-07		
			Sebastian River Middle School	Hispanic	Volleyball	2021-09-07		
			Sebastian River Middle School	White	Volleyball	2021-09-07		
			Sebastian River Middle School	White	Volleyball	2021-09-07		
			Sebastian River Middle School	White	Volleyball	2021-09-07		
			Sebastian River Middle School	White	Volleyball	2021-09-07		
			Sebastian River Middle School	White	Volleyball	2021-09-07		
			Sebastian River Middle School	Hispanic	Volleyball	2021-09-07		