

# AAAP Quarter 3



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



### Sebastian River High School

#### 2021-2022 Quarter 3

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 4/6/2022 Verified by Christopher Cummings

### Reflection

SRHS administrative staff, instructional coaches, and instructional leaders will continue to monitor the effectiveness of classroom instruction and supplemental supports given to all students inside the classroom, as well as with extended learning opportunities outside the classroom. We will continue to build for growth with engagement in the classroom and differentiation of instruction centered around the specific needs of each individual student. We will continue to analyze data trends that will direct each action taken or change that needs to be implemented. Specifically this quarter we have increased the number of tutoring opportunities to specific areas of need (SAT/ACT/FSA for 12th and 11th grade students/ etc.). We have also made plans to offer during the 4th quarter boot-camps specifically targeting tested subject areas and are reaching out to those specific students and families to ensure student participation.

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)	1/13/2022, 2/8/2022, and 2/23/2022
<b>Summary of observation(s):</b> Observed US History Teachers working on civil rights as it relates to the timeframe of 1890-1920 as well as 1950's and 1960's. Observed a lesson that dealt with the Progressive Era and the 19 th amendment. Another lesson observed chronicled several major events including the Montgomery bus boycott and the March on Washington in 1963.	

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		
Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent
		%			%			%			%

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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: 1/14/22 and 2/11/2022

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

Reviewed AA data (EWI) with Admin Team/MTSS Team. Summary of Action Steps 1. Encourage struggling students to attend After School Tutoring as well as pull out opportunities for struggling students in core classes. 2. Have instructional coaches meet with teachers to help provide support/interventions inside the classroom 3. Have school counselors schedule check ins/outs with struggling students 4. Terry Morgan gave school wide PD to all teachers to help improve student engagement and identify culture differences to improve equity in the classrooms

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

7 %

White, Non-Hispanic

39 %

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: 1/13, 1/20, 1/27, 2/3, 2/10, 2/17, 2/24, 3/3, 3/10

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

MTSS team analyzed discipline data specifically as it relates to African American Students. Summary of Action Plan: 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 on a regular basis. 3. Admin routinely checked in with students to monitor progress 4. Coaches met with teachers to help facilitate equity across the board in the classrooms.

**ACHIEVEMENT**

Date(s) of Problem-Solving Session(s) for Achievement: 1/13, 1/20, 1/27, 2/3, 2/10, 2/17, 2/24, 3/3, 3/10

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

MTSS team analyzed academic data specifically as it relates to African American Students. Summary of Action Plan: 1. Encourage struggling students to attend After School Tutoring as well as schedule changes that best support the individual student. 2. Have instructional coaches meet with teachers to help provide support/interventions inside the classroom 3. Have school counselors schedule check ins/outs with struggling students 4. Terry Morgan gave school wide PD to all teachers to help improve student engagement and identify culture differences to improve equity in the classrooms. 5. Teachers continued to work with the students they are mentoring through the opportunity draft.

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

9

White, Non-Hispanic

14

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 3**

Select One:

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

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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:	1/14/2022
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): Summary of Action Steps 1. Instructional coaches will continue to work with teachers on improving overall instruction in the classroom 2. MTSS will continue to take a global look at data related to AA student progress including report card grades. 3. School counselors will be conducting one-on-one counseling sessions with all students. 4. Admin will conduct walkthroughs and evaluations to monitor classroom progress. 5. After school tutoring will continue to be offered

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.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 4/6/2022

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
71	216	32.9 %

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:

1. Increase the use of Fliers around school 2. Continuing to advertise in Daily Announcements 3. Improve the use of social media 4. Continuing the use of School Messenger

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels): 25

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:	1
Percentage of Interviewers on Interview Committee by Race	
African American	White, Non-Hispanic
20 %	60 %

(Optional) Additional information:

## MTSS Meeting Agenda

**Date:** 2/24/22      **Time:** 7:30-9:30      **Next Meeting:** 3/3/22      **Location:** Guidance Conference Room

**Participants:** **Administration:** Riskin, Thimmer, Cummings  
**School Psychologist:** Boissonneault  
**Success Coach:** Patsche  
**Resource Specialist:** Norman, Broxton-Brown  
**Counselors:** O’Keefe, Miles, Gamez  
**Attendance:** Moskowitz  
**Graduation Coach:** Walker

<u>Items</u>	<u>Comments</u>
<b>7:30 – 163323</b>	Follow up
<b>8:00 – AAA: Disparity in discipline &amp; academics</b>	
<b>8:30 - 170828</b>	
<b>8:45 –156042</b>	
<b>9:00 – 154323</b>	<ul style="list-style-type: none"><li>• Develop agenda items for next meeting – 3/3/22</li></ul>
<b>9:25 – Next week &amp; Additional Concerns</b>	

Notes: