



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



**Quarter of the School Year: 4**

**School:** Sebastian Charter Junior High

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 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.

These assurances have been reviewed and verified on: 5/31/2022 \_\_\_\_\_BD \_\_\_\_ (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 fourth quarter of the school year is a very busy time as you wrap up and assess the learning for the school year, and you begin to prepare for the next school year. All of our African American students did well in the classroom, and will be promoted to the next grade with no needed remediation. We do not do NWEA testing in the fourth quarter because of state testing. Those results will give us feedback on growth and achievement for math and reading that we will use to plan for next school year.

During the fourth quarter we also posted five positions that will be open for next school year. Only one position attracted enough attention to conduct committee interviews. The other four positions received only one applicant, or in one case, no applicants. This will be an on-going issue as moving to Indian River County is expensive and the pool of interested applicants for charter schools is smaller because of pay and not participating in the FRS. Of our five new teachers, one is African American. This will increase our percentage of African American teachers to 12.5% with one position to be filled.



**School District of Indian River County**  
**African American Achievement Plan 2021 – 2022**  
**Quarterly Summary of Implementation of Strategies/Action Steps**



**Quarter of the School Year: 4**

**Date of Summary: 5/31/2022**

**School: Sebastian Charter Junior High**

**Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.3**

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	During the last quarter walk-throughs were very limited due to testing and end of year activities.
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	3/9/22; 5/12/22
Summary of Observation(s):	-Officer Donald Hart presented to group on the history of Indian River County. -Civics review of Civil Rights

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											
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 (%)

*\*Data should be retrieved from the Power BI 2021 – 2022 Scheduling App – 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:	May 16, 2022
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	All African American students were eligible for 8 <sup>th</sup> grade graduation and none of our returning students are in need of retaking any classes over the summer.

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 (%)
7.8%	75.7%

<b>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.</b>	
<b>Discipline</b>	
Date(s) of Problem-Solving Session(s) for <u>Discipline</u> :	4/7/22 and 5/7/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	A total of 5 students on point sheets. Behavior improved significantly for all 5. All 5 had academic improvement as well.
<b>Achievement</b>	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	3/7/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Review of NWEA data showed that we had some students that needed continued support. Extra tutoring was offered before and after school for all students.

<b>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.</b>	
<b>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)</b>	
<b>African American (#)</b>	<b>White, Non-Hispanic (#)</b>
0	0

<b>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.</b>	
Reported Out-of-School Suspensions for:	4
Select one: Not applicable	<input type="checkbox"/> No out-of-school suspensions were assigned during this time frame. <input type="checkbox"/> All out-of-school suspensions were pre-approved by a principal supervisor.

<b>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.</b>	
Date of Quarterly Review of School Improvement Plan:	3/7/22
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	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):	Additional support was added for after school programs. The changes implemented in January provided necessary support during the school day to meet student needs.

<b>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.</b>		
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:	All of our students participate in clubs, teams, or after school activities. We do not use the Focus Student Information system at this time.	
<b>Total Count of African American Students Participating in Extracurricular (#)</b>	<b>Total Count of African American Students Enrolled (#)</b>	<b>Percentage of African American Students Participating in Extracurricular (%)</b>

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	All families are registered for and receive information via parentsquare.
<b>(SECONDARY ONLY)</b> Number of Students Participating in the African American Student Council (All Grade Levels)	All of our African American students participate.

**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:	One
Percentage of Interviewers on Interview Committee by Race	
<b>African American (%)</b>	<b>White, Non-Hispanic (%)</b>
<b>33%</b>	<b>66%</b>
(Optional) Additional information:	<b>Only one interview for open positions was needed as it was the only position with multiple applicants.</b>