



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 River Middle School

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: 6/3/2022 ____TR____(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?)

During the final quarter of the 21-22 school year, we maintained focus on academics straight through to the end of the year. Teachers finished their pacing guides according to plan and reviewed for End of Course exams in subjects where they are given (Algebra, Geometry and Civics, as well as the state exam in Science). Teachers in other tested subjects reviewed student data prior to their exams and focused specifically on deficient areas just prior to their test.

In the Spring, the School District held a competition for the elementary and middle schools with the highest growth on the iReady Spring Diagnostic compared to the Winter Diagnostic. Sebastian River Middle School won the challenge, exceeding the growth of the three other middle schools in the county. In addition, when examining the scores of our black students, this subgroup scored better in both math and reading than our white subgroup and exceeded our overall school average. On math, black students scored 94.8% growth, 15% spring over winter, 100.7% typical and 48% stretch growth; 283 whites scored 83%, 12.5% over winter, 86.1% typical and 46.9% stretch; overall in math our students scored 85.8% growth, 13.2% spring, 87.8% typical and 45.5% stretch. On reading, black students scored 94% growth, 17.5% spring over winter, 172% typical and 61% stretch; whites scored 92.5%, 15.16% over winter, 155.9% typical and 53% stretch; overall, students scored 94.3% growth, 15.3% spring, 147% typical and 50% stretch. In each of these areas, black students outscored their white counterparts at SRMS.

Our school theme, the IB Middle Years Program, is helping to attract students to our school, and our enrollment is growing. We are projecting to have an increase in students over our 21-22 ending school year enrollment, with our incoming sixth grade class being our largest of the three grade levels. Our black student population is growing as well. At the end of the 2021-22 school year, we had 106 black students enrolled. Our incoming 6th grade class includes 51 black students, so our total enrollment of black students will now be 131, or 14.9% of our total student population. Our overall school population is increasing by 7%, whereas our black student population is increasing by 22%.

Another element of our School Improvement Plan involves PBIS or Positive Behavior Interventions and Supports. To encourage use of our PBIS program, we utilized a software program, installed on all student and teacher devices, called PBIS Rewards; teachers reward students with electronic “Cowboy Credits” and students can redeem the credits for snacks, candy, school supplies and other sundries in our school store. After examining our data, we found that our lowest attended days were Monday and Friday, so to encourage student attendance on these days, we distributed the PBIS Rewards items only on these days during lunches. Each year we have been a strong PBIS school and have applied to the Florida PBIS Project to be recognized for our efforts. Schools are awarded model school status based on implementation of the program and data regarding student discipline. In 2018-19, we earned Silver status, in 2019-20, we earned Gold, and in 2020-21, we earned the Resilience Award. In 2021-22, we applied for the Platinum Model School status. On our preliminary assessment, completed by the District PBIS Coordinator, we were scored on multiple areas such as student knowledge of the behavioral expectations of the PBIS program at SRMS, implementation of classroom practices of PBIS, and having plans in place to address student needs in tiers 1, 2 and 3. On this evaluation, SRMS earned a perfect score. Our final evaluation will occur later this summer, based on end of year data, and the Florida PBIS project will determine whether we achieve Platinum Model School status.

African American students’ average daily attendance (ADA) was 88.7% for the year, whereas the school’s overall ADA was 89.5%. Our black 8th graders, however, were at 90.1%, which is encouraging, since 8th grade is often a year when some students shut down and disengage.



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: 6/2/2022

School: Sebastian River Middle School

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	1
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	5/5/22
Summary of Observation(s):	Students were reviewing landmark cases in preparation for the EOC exam in 7 th Grade Civics. One of the cases they were reviewing was Brown v. Board of Education. Students discussed this case and its impact on society.

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
Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)

**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:	4/20/22
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	<ul style="list-style-type: none"> Continue meeting with students – mentoring lists were generated during the 3rd 9 weeks; Administrators, Counselors, Success Coach, Resource Specialist each have a list. Identify symptoms/causes/reasons for lack of achievement - motivation, attendance - work with teachers, parents, and students to remove barriers. Encourage students to stay after for tutoring on Tuesday/Thursday.

	<ul style="list-style-type: none"> Monitor student performance
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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%	60%

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> :	3/28/22, 4/11/22, 4/19/22, 5/10/22, 5/16/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	<ul style="list-style-type: none"> Continue with lunch detentions and tardy detentions. Issue after school detention and Friday school detentions as needed following Code of Conduct. Remain consistent with expectations in the 4th 9 weeks. Continue to encourage students to come forward with knowledge of disagreements and issues that need adult intervention and empower students to peacefully solve conflicts. Work with counselors and Success Coach to hold conflict resolution meetings with students wherever possible. Administer 10-days ALTOSS/OSS for fighting to deter - announce daily that there will be major consequences for engaging in gross misconduct. No bookbags during the last week of school. Daily reminders of expectations on morning announcements. Daily showing of 4R's PBIS expectations on tv screens in the cafeteria during all lunches.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	3/28/22, 4/27/22, 4/29/22, 5/10/22, 5/16/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<ul style="list-style-type: none"> Support Facilitators pull out students who are failing core classes during electives. Counselors monitor grades weekly to track possible failures. Remind students of implications of failing a course (i.e. having to re-do the course on Edgenuity) Continue after-school tutoring up through May 19.

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 (#)
23	34

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 4
Select one:	<input type="checkbox"/> No out-of-school suspensions were assigned during this time frame. <input checked="" type="checkbox"/> 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:	4/1/22, 4/20/22
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> 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):	<ul style="list-style-type: none"> Continued focus on academic achievement and progress by all students. Teachers in all core subject areas continued to offer after school tutoring through the final week of school, even once EOCs and FSA exams were completed. Field trips were limited to 3 half-day events, only allowing students who had met a certain criterion to attend (passing core classes, no suspensions, no more than 2 detentions, no excessive absences, completion of all state testing). The school PBIS store continued accepting orders through May 18, so teachers were able to continue rewarding students until that time, allowing them to offer incentives for positive behavior. Financial assistance to attend field trips was made available to students in need. Teachers recommended identified students that exhibited a difficulty in paying for field trip.

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:	6/2/22	
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
98	107	92%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	<ul style="list-style-type: none"> Continue to advertise on morning announcements. Advertise in cafeteria on televisions as students eat breakfast and lunch. Hang posters in hallways. Make 1:1 contact with students inviting them to attend. Contact parents to ensure that they are aware of the opportunities. Continue to advertise on social media and in the school newsletter. 	

	<ul style="list-style-type: none"> • Advertise in visits to elementary schools. • Ask in the African American Council what prevents them from participating in clubs/after school activities and removing those barriers where possible.
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	17

**Data should be retrieved from the Power BI [Extracurricular Activities](#) public-facing dashboard.*

Strategy AAP 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:	12
Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
25	75
(Optional) Additional information:	