



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 High 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: 6/8/2022 _____CC_____ (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 Sebastian River High School administrative staff, instructional coaches, and instructional leaders have continually monitored the effectiveness of classroom instruction and supplemental supports given to all students inside the classroom during the last 4th quarter of instruction. We have increased monitoring and interventions during this quarter to gain one last push with extended learning opportunities outside the classroom and beyond the normal school day for many students. As we move from this school year to next, we remain committed to continue to build for growth with engagement in the classroom and differentiation of instruction centered around the specific needs of each individual student. Over the course of the next few months, we will spend time with our leadership team members to analyze data trends that will direct each action taken or change that needs to be implemented to begin the 2022-2023 school year. Also, during the summer months, we will be reaching out to our at-risk students and families to provide them with the needed information to ensure their students begin the school on track for graduation success. We will be providing instruction and support for student who need course recovery for failed classes. We will also provide additional tutoring and interventions for students who need to either increase or pass ACT, SAT, or FSA-Retakes over the summer months. These efforts through our Graduation Coach, Instructional Coach, Success Coach, School Counselors, and Administrators reaching out to those specific students and families to ensure student participation.



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: 6/8/2022

School: Sebastian River High 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	3
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	4/6, 4/20, 5/4
Summary of Observation(s):	For the majority of the sessions, the US History teachers were working through a comprehensive review to help prepare students for the US History Exam. Many of the reviews encompassed information related to the time frame of 1890-1950 with 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
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:	March 31 st , April 7,14,21,28, May 5,12,19
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. Continue to encourage struggling students to attend After School Tutoring and EOC Bootcamps, well as pull out intervention opportunities during electives for struggling students to support them in core classes.

	<p>2. Have instructional coaches meet with teachers to help provide support/interventions inside the classroom</p> <p>3. Have school counselors schedule check ins/outs with struggling students and make weekly contact with at risk AA students parents</p>
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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 (%)
7%	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 <u>Discipline</u>:	March 31st, April 7,14,21,28, May 5,12,19
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	<p>MTSS team members worked collectively to analyze discipline data specifically as it relates to our African American Students.</p> <ol style="list-style-type: none"> 1. We 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, parents, and success coach on a regular basis. 3. Admin routinely checked in with students to monitor progress and develop more meaningful relationships 4. Instructional Coaches met with teachers to help facilitate equity across the board in the classrooms during collaborative planning sessions on Wednesday as needed.

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u>:	March 31st, April 7,14,21,28, May 5,12,19
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<p>MTSS team analyzed academic data specifically as it relates to African American Students. Summary of Action Plan:</p> <ol style="list-style-type: none"> 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. Parent Conferences were scheduled by school counselor and administration to provide student and parents with the needed supports to ensure success. 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 (#)	White, Non-Hispanic (#)
9	12

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.

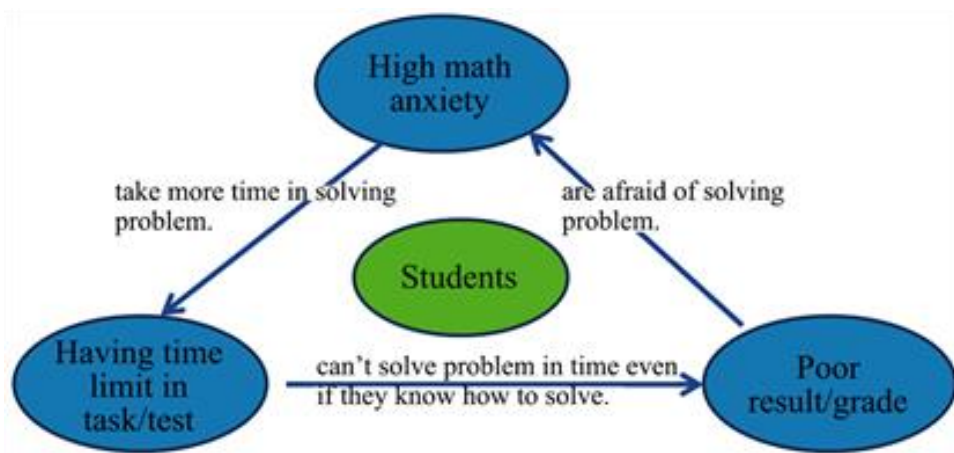
Strategy AAAP 2.4 (ALL SCHOOLS): Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.	
Date of Quarterly Review of School Improvement Plan:	March 31, 2022
Does the School Improvement 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):	1. Instructional coaches continued to work with teachers on improving overall instruction in the classroom 2. MTSS will continued to take a global look at data related to AA students' progress including 3 rd quarter report card grades and 4 th quarter progress report card grades. 3. School counselors conducted one-on-one counseling sessions with all students who failed any course during the 3 rd quarter as a priority. Interventions and parent contacts were made to ensure the students were successful during the 4 th quarter. 4. Admin continued to conduct frequent classroom walkthroughs and evaluations to monitor classroom engagement and differentiation strategies. 5. After school tutoring and EOC Bootcamps were offered. Letters and school messengers were sent out to all at risk students' families, to ensure they had access to support.

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:	May 19, 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
108	210	51%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	1. Increased the use of Fliers around school 2. Advertised activities on Daily Announcements. Announcements are also posted on school website daily for student and parent access. 3. Improve the use of social media promote student engagement and involvement. 4. Continuing the use of School Messenger	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	16	

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

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:	0
Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
0	0
(Optional) Additional information:	



ALGEBRA EOC TEST PREPARATION

Self-Preparation → Confidence → Success

Tuesday, April 5: Expressions (including Polynomials)

Tuesday, April 12: Equations and Inequalities

Tuesday, April 19: Functions

Tuesday, April 26: Graphs

Tuesday, May 3: Data and Statistics

***Algebra Bootcamp:** Saturday, May 7 9:00-1:00

****Algebra EOC:** May 9 and May 10

Expressions

—

Equations and
Inequalities

—

Functions

—

Graphs

—

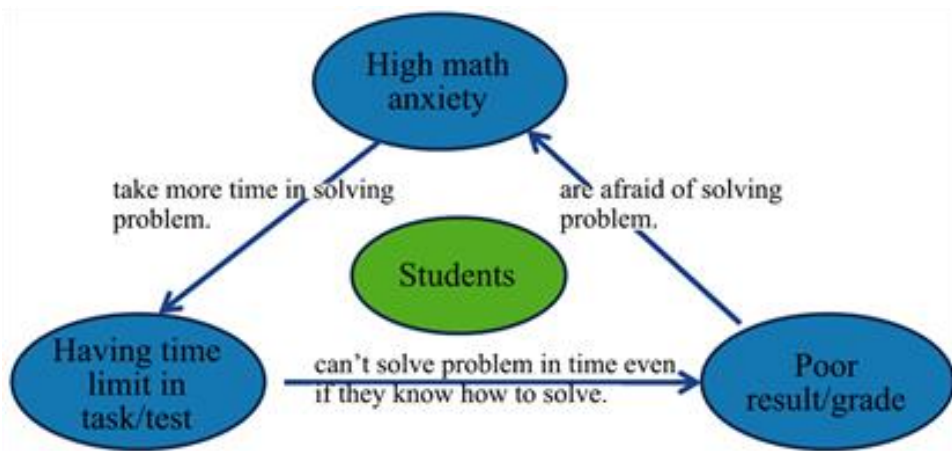
Data and Statistics

TUESDAYS

2-4 pm.

ROOM N218

Ms. Celesti



GEOMETRY EOC TEST PREPARATION

Self-Preparation → Confidence → Success

Thursday, April 7: Congruence

Thursday, April 14: Similarity

Thursday, April 21: Trigonometry

Thursday, April 28: Circles

Thursday, May 5: Modeling

***Geometry Bootcamp: Saturday, April 30 9:00-1:00**

****Geometry EOC: May 11 and May 12**

Congruence

—

Similarity

—

Trigonometry

—

Circles

—

Modeling

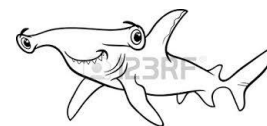
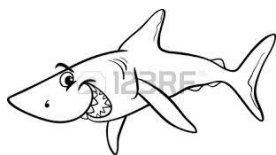
THURSDAYS

2-4 pm.

ROOM N218

Ms. Celesti

Biology EOC Bootcamp



HEY SHARKS!

Let's take a Bite out of the Biology EOC

- Have you ever just wanted something explained to you in a different way?
- Are you looking for study strategies or tips for Biology EOC testing?
- Get an opportunity to work with teachers that they are experts in!

WHO **ALL** Biology Students

WHAT..... Biology Topic Reviews, EOC pointers, Test taking strategies, etc....

WHEN..... **Tuesdays and Thursdays 2:15-4:15 pm**

WHERE..... Every Session will be on a different topic. Attend all of them or just the topics that you struggle with.

Topic	Teacher	Location	Date
Ecology	Masterson	V-113	April 5 th
Biomolecules	Geer	V-116	April 7 th
Cells	Hulse	W-113	April 12 th
Photo and Resp	Hulse	W-113	April 14 th
DNA	Geer	V-116	April 19 th
Genetics	Masterson	V-113	April 21 st
Evolution	Masterson	V-113	April 26 th
Human Body Systems	Hulse	W-113	April 28 th
EOC Practice Testing Skills 1	Masterson	V-113	May 3 rd
EOC Practice Skills	Hulse	W-113	May 5 th

WHY..... To pass the EOC! To build confidence! To stack on track for graduation! To be prepared! Because Biology is AWESOME!!!!

TRANSPORTATION PROVIDED EACH DAY