



## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

#### Quarter of the School Year: 1

#### School: Sebastian Elementary School Of The Arts

In September 2022, the School District of Indian River County initiated the implementation of the 2022-2023 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 2022-2023 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/supervisor of each school/location:

- Action steps included within the 2022-2023 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 October 20, 2022: \_\_\_\_\_ *LWH* \_\_\_\_\_ (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?)

Sebastian Elementary School Of The Arts has the highest count of ODRs among our elementary schools. More than 50% of those referrals are coming from our buses that transport our African American students from the south end of the county. Our immediate area for growth this next quarter is how to diminish those referrals. The following chart is a summation of the action steps for working to complete this goal.



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Impact Review	Discipline Action Steps for the Bus Q2: Seating charts will be created and given to the bus drivers	Ms. Hart, Ms. Kohlstedt and Mr. Adkins
Impact Review	Discipline Action Steps: Student Services will be working with Ms. Idelette to train and create BUS positive referrals for students for PBS, specifically targeting SES	Ms. Hart, Ms. Kohlstedt and Mr. Adkins
Impact Review	Discipline Action Plan: Mr. Adkins, school counselor, will give a talk to all K classes (where a majority of the ODR's on the bus are happening) about bus expectations, and then give another reinforcer to the 25 students that are exhibiting inappropriate behavior on the bus, during a time in the school day, before dismissal	Mr. Adkins, school counselor and Ms. Hart
Impact Review	Discipline Action Plan: Students exhibiting severe behaviors in the classroom, are in the MTSS problem solving process, with the school based team (counselor and behavior tech) spending a majority of the time in those 2 classes.	Mr. Adkins, school counselor, Ms. Kohlstedt and Ms. Hart



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Quarter of the School Year: 1

Date of Summary: October 20, 2022

School: Sebastian Elementary School Of The Arts

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4

**Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.**

Number of Walk-throughs to Observe Implementation of African American History Teachings	2
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	
Summary of Observation(s):	Kindergarten Read Biography of Ray Charles and Created Timelines with the Kindergarten students. 4 <sup>th</sup> grade read "Extraordinary, Ordinary People: A Memoir of Family" by Condoleezza Rice then wrote their own memory paragraphs. Amplify Unit 1 Lesson 1

**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 (i.e., August 1, 2022)											
<b>African American Students Receiving Interventions for Substantial Reading Deficiencies</b>											
<b>Kindergarten</b>			<b>First</b>			<b>Second</b>			<b>Third</b>		
<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>
2	*1	50%	1	*3	33%	2	*3	66%	3	3	100%

*\*Data should be retrieved from the Power BI 2022 – 2023 Scheduling App – ScheduleAudit. \* students that are showing not scheduled are full time in the ESE IND Room and receive ESE support services which include their FUND Reading instruction with their full time Certified ESE teacher.*

**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: (i.e., August 1, 2022)	
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Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:

**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)**

Black/African American (%)

White, Non-Hispanic (%)

**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:

10/11/2022

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

Discipline: Data Reviewed with School Counselor and Ginger Bernal, especially for the ODRs on the bus.

Mr. Adkins, school counselor and Ms. Hart

10/11/2022

Discipline Action Steps for the Bus Q2: Seating charts will be created and given to the bus drivers

Ms. Hart, Ms. Kohlstedt and Mr. Adkins

10/18/2022

Discipline Action Steps: Student Services will be working with Ms. Idelette to train and create BUS positive referrals for students for PBS, specifically targeting SES

Ms. Hart, Ms. Kohlstedt and Mr. Adkins

11/1/2022

Discipline Action Plan: Mr. Adkins, school counselor, will give a talk to all K classes (where a majority of the ODR's on the bus are happening) about bus expectations, and then give another reinforcer to the 25 students that are exhibiting inappropriate behavior on the bus, during a time in the school day, before dismissal

Mr. Adkins, school counselor and Ms. Hart

11/1/2022



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	Discipline Action Plan: Students exhibiting severe behaviors in the classroom, are in the MTSS problem solving process, with the school based team (counselor and behavior tech) spending a majority of the time in those 2 classes.	Mr. Adkins, school counselor, Ms. Kohlstedt and Ms. Hart	Ongoing through Q2 due 12/21/22
<b>Achievement</b>			
Date(s) of Problem-Solving Session(s) for Achievement:	10/11/2022		
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement:	During collaborative planning, teachers and coaches review/create lesson plans that all teachers are accountable to uphold and follow, with questions for monitoring that are intentionally planned for and then executed, as seen in walkthroughs	T. Hart and A. Kohlstedt, Academic Coaches	Ongoing through Q2 due 12/21/22
	Accountable Talk questions/discussion included in collaborative planning/individual planning- to be created and executed daily (in whole group and small group)	T. Hart and A. Kohlstedt, Academic Coaches	Ongoing through Q2 due 12/21/22
	Students should have criteria for success (ex. rubric, exemplar, visual schedule of what to do) to monitor their learning daily, done by teachers	T. Hart and A. Kohlstedt, Academic Coaches	Ongoing through Q2 due 12/21/22
	Specific feedback given to students on a regular basis (ex. monitoring with colored pen, students going to teacher's desk for check, peer to peer check with structure)	T. Hart and A. Kohlstedt, Academic Coaches	Ongoing through Q2 due 12/21/22
	Weekly review of how students are being monitored during planning with coaches or with grade level team, and shared with each other	T. Hart and A. Kohlstedt, Academic Coaches	Ongoing through Q2 due 12/21/22

**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

Quarter 1: 08.10.2022 – 10.10.2022

Quarter 2: 10.11.2022 – 12.21.2022

Quarter 3: 01.09.2023 – 03.17.2023

Quarter 4: 03.27.2023 – 05.31.2023



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All Grade Levels Served by the School (Combined)	
Black/African American (%)	White, Non-Hispanic (%)

**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: (i.e., August 1, 2022)	10/14/2022		
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):	Weekly review of how students are being monitored during planning with coaches or with grade level team and shared with each other.	T. Hart and A. Kohlstedt, Academic Coaches	Ongoing through Q2 due 12/21/22

**Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.**

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:			
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 (%)	
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:			
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)			

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



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**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:	No interviews this quarter
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
Principal and Admin Assistant (50%)	1 Assistant Principal 1 Coach (50%)
(OPTIONAL) Additional information:	