



African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Sebastian River High School

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 24, 2022: _____ CAC _____ (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?)

SRHS Administration team members, Literacy instructional coach, and instructional leaders (Department Chairs) 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. Based on our School Improvement plan and information gathered during our Impact Review walks with district support staff, we will continue to provide support with formative assessments to better inform daily classroom instruction. Using daily administrative walkthrough data, we will continue to analyze data trends inside the classroom and provide our teachers the needed feedback to improve instruction overall and student achievement.



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Date of Summary: October 24, 2022

School: Sebastian River High School

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	4
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	September 8 th , October 6 th
Summary of Observation(s):	<p>Standards Covered through U.S. History:</p> <p>SS.912.A.2.4 Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</p> <p>SS.912.A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</p> <p>SS.912.A.2.6 Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</p>

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)											
African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)

*Data should be retrieved from the Power BI 2022 – 2023 Scheduling App – ScheduleAudit.



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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: (i.e., August 1, 2022)	August 8, September 12, October 10
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	<p>Reviewed data using the EWI related to our African American students with Admin Team, Guidance personnel, and department chairs, then shared findings during a MTSS meeting. Summary of Action Steps</p> <ol style="list-style-type: none"> 1. We will continue to encourage struggling AA students to attend After School Tutoring to provide additional support 2. Have school counselors schedule check in/out with struggling 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 (%)
AP Classes – 12%	AP Classes – 19%
IB Classes – 9%	IB Classes – 14%
DE Classes – 5%	DE Classes – 7%

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> :	September 8, 15, 22, and October 6
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	<p>MTSS team members analyzed discipline data from Power BI specifically as it relates to African American Students. Summary of Action Plan:</p> <ol style="list-style-type: none"> 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.



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	3. Admin routinely checked in with students to monitor progress
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	September 8, 15, 22, and October 6
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<p>MTSS team members analyzed academic data from Power BI 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 and Prep Sessions 2. Have instructional coach meet with teachers to help provide support/interventions inside the classroom 3. Have school counselors schedule check in/out with struggling students

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)

Black/African American (%)	White, Non-Hispanic (%)
(15 Students Total)	(44 Students Total)

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)	October 4, 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):	<p>Summary of Action Steps</p> <ol style="list-style-type: none"> 1. Revise and update collaborative planning tool and share with departments at Friday admin meeting. 	



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	<ol style="list-style-type: none"> 2. During collaborative planning, administration will clarify the difference between formative assessment and monitoring. 3. During collaborative planning, administration will have teachers evaluate the percent of student vs teacher talk and help teachers incorporate structures to increase student engagement. Administration will discuss the difference between compliance and engagement. 4. During collaborative planning, administration will have teachers plan for the task/questions to be used in lessons. 5. Devise plan of support for senior graduation requirements for reading. Math has plan and needs implementation. 6. Provide individual feedback to teachers visited during Impact Reviews. 7. Admin will conduct walkthroughs and evaluations to monitor classroom progress.
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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.*

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

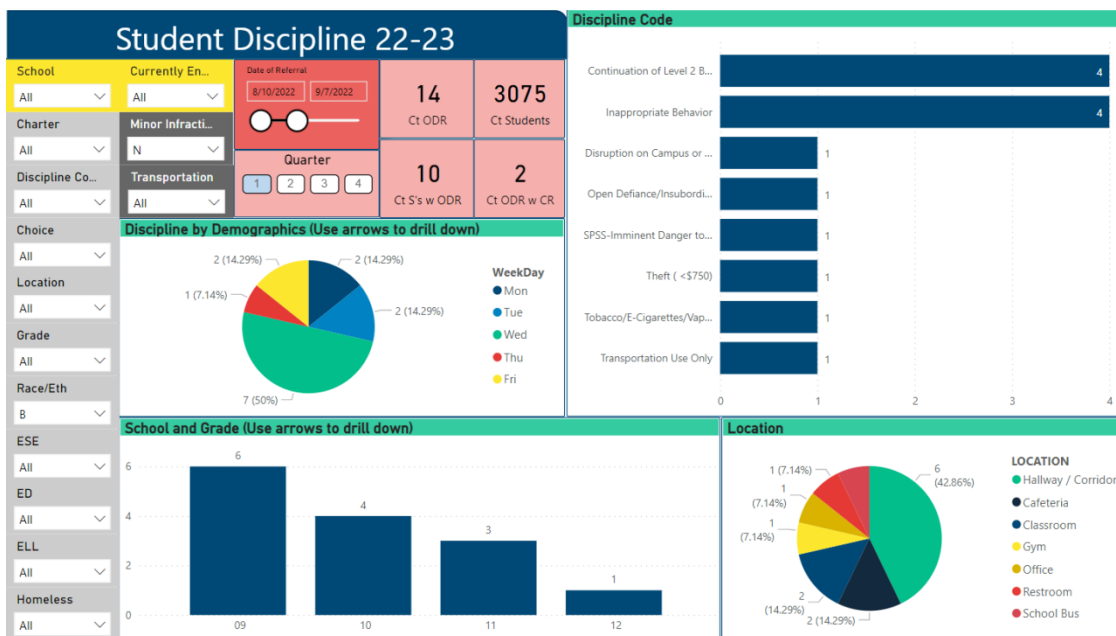


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Number of Interviews Conducted by the Interview Committee:	5
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
20	60
(OPTIONAL) Additional information:	

Evidence: AAAP 2.1

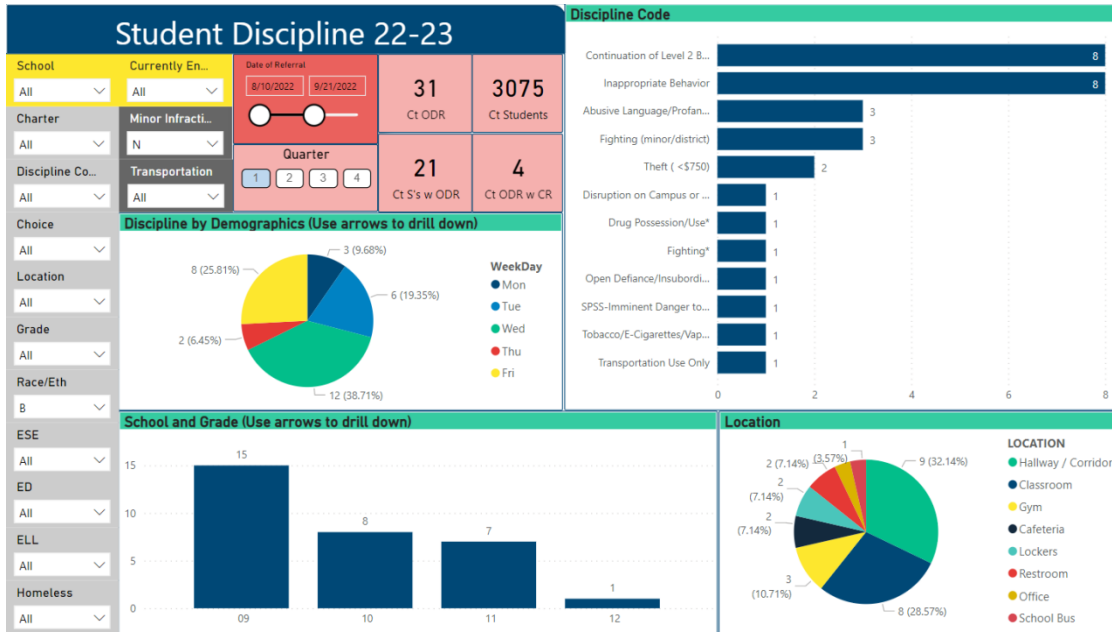


African American Student Discipline between August 8th – September 7th



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African American Student Discipline between August 8th – September 21st

MTSS Agenda: Discipline and Academic Data Review

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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MTSS Meeting Agenda

Date: 09/15/22 **Time:** 7:30-9:30 **Next Meeting:** 09/22/22 **Location:** Guidance Conference Room

Participants: Administration: Riskin, Thimmer
School Psychologist: Boissonneault
Success Coach: Patsche
Resource Specialist: Norman, Broxton-Brown
Counselors: O'Keefe, Miles, Gamez, Cleveland, Greene, Favela
Attendance: Moskowitz
Graduation Coach: Walker

Items	Comments
7:30 – 286 - revisit 007 – evaluation 247 – review tier 3 interventions Discipline review Academic review 9:00 – next week's agenda	 Develop agenda items for next meeting – 9/22/22

MTSS Meeting Agenda

Date: 09/08/22 **Time:** 7:30-9:30 **Next Meeting:** 09/15/22 **Location:** Guidance Conference Room

Participants: Administration: Riskin, Thimmer
School Psychologist: Boissonneault
Success Coach: Patsche
Resource Specialist: Norman, Broxton-Brown
Counselors: O'Keefe, Miles, Gamez, Cleveland, Greene, Favela
Attendance: Moskowitz
Graduation Coach: Walker

Items	Comments
7:30 – 90 – tardies 693 - revisit 07 – request for eval 09 – attendance Discipline review Academic review 9:00 – next week's agenda	 Develop agenda items for next meeting – 9/08/22



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Leadership Team Meeting Agenda Items: Focus on School Improvement Plan, Academic Data, Discipline Data,



Leadership Meeting Agenda: September 8, 2022

- **New Procedures and Items to Review: What Adjustments need to be made...?**
 - Tardy Sweeps... (*When do we turn it over and assist? Who will be the main individuals involved?*)
 - Tardy Phone Calls
 - Detention List (*Tardy Generated, Teacher Generated, No Shows for each, Friday Schools, etc...*)
 - Parking Policy (*New Responsibilities and Procedures for Moskowitz and Anderson*)
 - Bi-Weekly Attendance Review Meeting
 - Secretaries Duties (*Balancing Responsibilities*)
- **Master Schedule Review:**
 - Open Positions / Any Concerns with Guest Educators...?
- **Collaborative Plannings**
 - How are we progress monitoring students' performance – Look at assessment calendar
 - Review Required Instruction – *SDIRC and State Mandated*
- **Open House: September 13th (Riskin)**
 - 5:30 – 8:00pm
 - At Risk Items to cover...
- **Homecoming Events (September 12th – 17th)**
 - HOCO Court Finalizing
 - What items are still outstanding....?
- **SIP Review & Peer Review Completion**
- **Observations – Walkthroughs**
- **School: Fall Newsletter items**
 - Any items need to go to Mrs. Contri by September 9th
 - Newsletter sent out by end of Month
- **Athletics Updates (Coach Amy)**
 - Football, Volleyball, etc
- **Security & Safety Concerns...?**

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- **Extended Transition Cards... Who needs them? Very Rare situations after problem solving....!**
 - **Collaborator Items**
 - Department of Accountability Newsletter
 - **African American Achievement Plan**
 - African American Student Council (*Need representative*)
 - **FOCUS /PBIS Reward System**
 - **Substance Awareness Center – Implementation Plan Week of September 12th**
 - **Campus Display Cases...?**
 - **Any other pressing items to consider before Monday? Or any items for a School Messenger?**

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Leadership Meeting Agenda: October 6, 2022

- **Dr. Moore Monthly Thought**
 - Great Leaders Keep Pushing to Make Their Jobs Difficult –
 - We must be okay with being Uncomfortable!
- **New Procedures and Items to Review: What Adjustments need to be made...?**
 - All Fighting = Off Campus Consequences OSS
 - Unless instant mediation is possible “RJ”
 - Secretaries Duties (*Balancing Responsibilities*)
 - Student Participation: Krista = Athletics & Mindy = Clubs
- **Master Schedule Review & New Hires: Support, Support, Support**
 - Security – 2 OPEN (*Taylor resignation...*)
- **Collaborative Plannings**
 - How are we progress monitoring students’ performance – SIP Goal
 - ELA, Algebra & Geometry, US. History, Biology... **Must be attended & We must know what they are doing from week to week... Will be asked by District staff/team members unannounced!**
 - **Power BI Training is part of Collaborative Planning NOT a monthly meeting!**
- **Observations – Walkthroughs**
 - All Category 1 teachers must have 1 informal by end of 1st quarter...
 - Walkthrough Data Sharing
 - Highlights and Wonderings
- **A2 Plan...**
 - Plan review and revision needed
- **School Improvement Plan**
 - Phase 2 due next week...
 - Impact Review Walk “Action Steps” added to SIP (REVIEW)
 - School Grade App (Power BI – Brian McMahon) Worksheet... Really Good Tool!
- **School Wide Discipline:**
 - Power BI Discipline Review
 - SERT – What students are on our list for possible interventions or change of placement?
- **Parent Conference (October 25th 2:30-6:00)**
- **School Audit Update**
 - 7 Findings from State Auditor General
- **Athletics Updates (Coach Amy)**
- **Security & Safety Concerns...?**
 - New 360 Cameras will be purchased (possible two)
 - Volunteer Procedures: 100% w/staff only Raptor – 99% w/staff Fingerprint
 - DAARP Training (New Employees & Absent Employees)

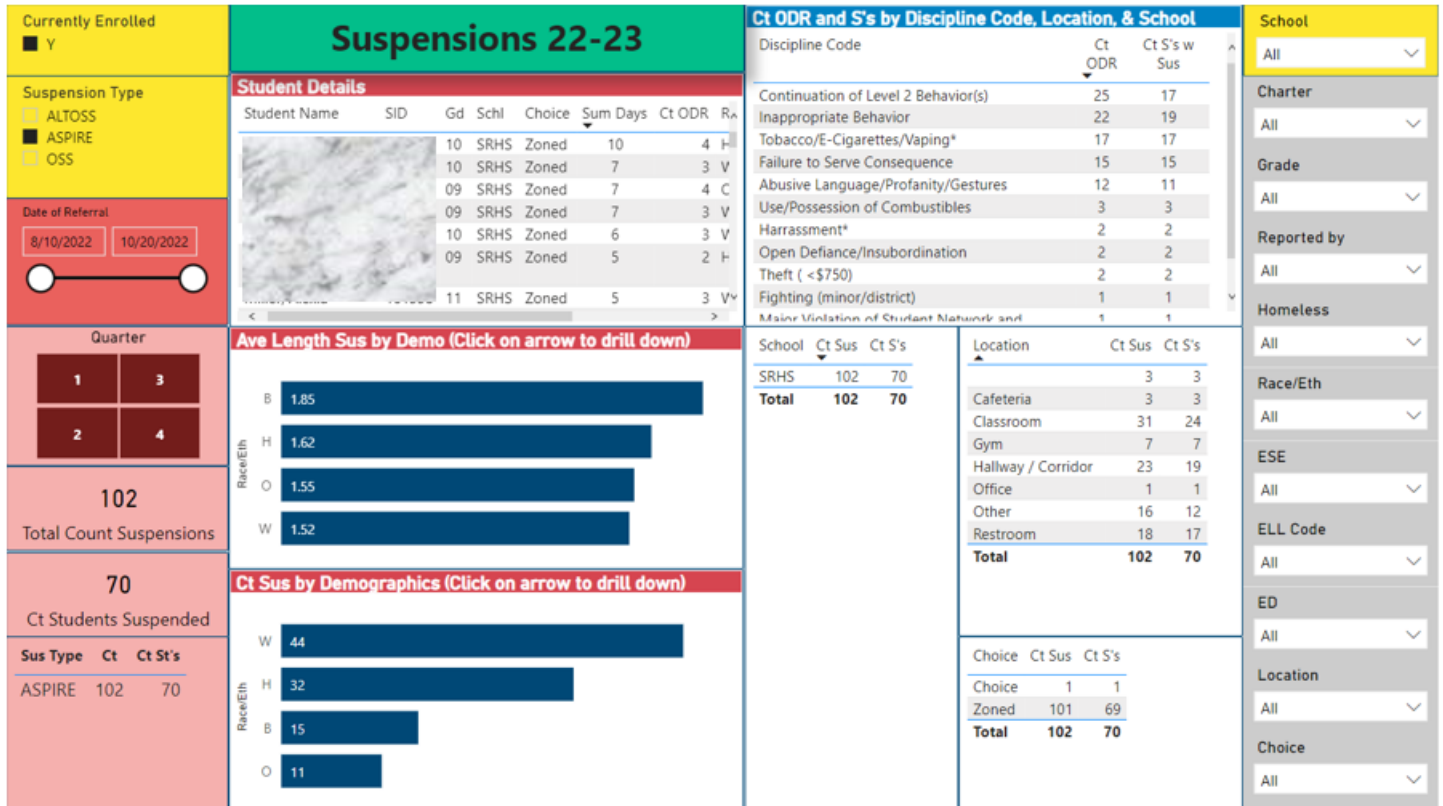
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AAAP 2.2: Number of students supported by ASPIRE





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SIP Action Plan Review:

Excel SAS - SRHS_22_23					
File Home Insert Draw Page Layout Formulas Data Review View Automate Help Editing					
Roboto 11 B I Merge General					
H7					
School Action Steps (SAS)					
School Name:		Sebastian River High			
Type of Review	Action Item	Administrator Responsible	Due Date	Status	
Impact Review	Revise and update collaborative planning tool and share with departments at Friday admin meeting.	Evaluating Administrator	10/7/2022	In Progress	
Impact Review	During collaborative planning, administration will clarify the difference between formative assessment and monitoring.	Evaluating Administrator	10/12/2022	In Progress	
Impact Review	During collaborative planning, administration will have teachers evaluate the percent of student vs teacher talk and help teachers incorporate structures to increase student engagement. Administration will discuss the difference between compliance and engagement?	Evaluating Administrator	10/12/2022	In Progress	
Impact Review	During collaborative planning, administration will have teachers plan for the task/questions to be used in lessons.	Evaluating Administrator	10/12/2022	In Progress	
Impact Review	Devise plan of support for senior graduation requirements for reading. Math has plan and needs implementation.	Evaluating Administrator	11/1/2022	In Progress	
Impact Review	Provide individual feedback to teachers visited during Impact Reviews.	Evaluating Administrator	11/7/2022	In Progress	



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AAAP 1.4: Power BI Scheduling Distribution by Subgroups

