



## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

**Quarter of the School Year: 3**

**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 March 21, 2023: \_\_\_\_\_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?)

After FAST PM 2 we found that we had a lot of Level 2 African American Students. Level 2 is not considered on grade level or proficient. We invited these level 2 students to our Afterschool camps which will focus on student proficiency on FAST PM3.

Our **Afterschool** Camp is designed to help students achieve great academic success while engaging them in literacy and math performance based, hands-on activities. WE also include our enrichment ca

**Program Information:** Students are given help with Reading , Math and science 3 days a week. This is not Homework help this is additional reading and math intervention that we will be working with students in order to help with their success on the Upcoming State FAST TEST. Our next steps for moving forward we will also be offering science to our students on Saturdays in April and during our 2-week science boot camp.

*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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Date of Summary: March 13, 2023

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	1
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	February 24, 2023
Summary of Observation(s): Pictures included below	<p>School Wide Black History Month Door Contest and 3<sup>rd</sup> Grade Black History Month Cereal box contest.</p> <p>Each class grades K-5 choose an African American ARTS Figure; Scientist, Actor, Singer, Athlete or Humanitarian to research and then complete a door about that person. Judges came in on Feb 24 to talk with the students about what they learned, and the students explained the doors to the judges.</p> <p>Our 3<sup>rd</sup> grade classes also had students research individual historical figures and design a cereal box after the famous person.</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)						March 16, 2023					
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 (%)
2	2	100	3	3	100	4	4	100	3	3	100

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

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.
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Date(s) of School Level Review(s) of Early Warning Indicators for African American Students: (i.e., August 1, 2022)	
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:	March 10, 2023				
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Discipline:	Impact Review	Discipline- Students with 4+ ODRs will be enrolled in Ripple Effects.	Mr. Adkins, school counselor, Ms. Kohlstedt and Ms. Hart	Weekly in Q3	In Progress
	Impact Review	Discipline- (Transportation) Continue use of PBIS Bus Pilot Program	Mr. Adkins, school counselor, Ms. Kohlstedt and Ms. Hart	Weekly in Q3	In Progress

#### Achievement

Date(s) of Problem-Solving Session(s) for Achievement:	March 10, 2023				
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement:	Grade 5 planning weekly to maintain forecasted Science score of 60, up from last year's score of 51, using district approved curriculum and standards based lessons	Grade 5 teachers and admin	Weekly in Q3 and Q4	In Progress	
	During collaborative planning, teachers and coaches review/create lesson plans that all teachers are accountable to uphold and follow, with monitoring strategies that are intentionally planned for and then executed daily, as seen in walkthroughs (to increase forecasted score in ELA and Math)	T. Hart and A. Kohlstedt, Academic Coaches and C and I team	Weekly in Q3 and Q4	In Progress	

**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

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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>(i.e., August 1, 2022)</i>	March 10, 2023	
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>We are offering our <b>Afterschool</b> Camp in order to help students achieve great academic success while engaging them in literacy and math performance based, hands-on activities.</p> <p><b>Program Information:</b> Students are given help with Reading , Math and science 3 days a week. This is not Homework help this is additional reading and math intervention that we will be working with students in order to help with their success on the Upcoming State FAST TEST.</p>	

**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 (%)	
<b>22</b>	<b>87</b>	<b>25 %</b>	



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Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	We have started our afterschool camps for grades 3,4,5 that will include extracurricular activities. More AA students have been invited to these camps. Quarter 4 numbers should increase.
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	
*Data should be retrieved from the Power Bi <a href="#">Extracurricular Activities</a> 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:	1 Teacher Assistant Position Interview and 1 Computer Lab Interview this quarter
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
50	50
(OPTIONAL) Additional information:	