



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 4

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 [Click or tap to enter a date.](#): _____ 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?)

Bus discipline has decreased significantly. We will continue the Pilot PBIS Program that we are using to promote positive behavior reinforcements on the bus.

This quarter will be testing for our students. We concluded our Math and Reading Camps and are preparing for testing. Data is attached from our Camps.



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Date of Summary: June 1, 2023

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)	May 1, 2023
Summary of Observation(s):	All Lessons are aligned with the curriculum map with Amplify for Reading

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)	May 1, 2023
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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	2%	3	3	2%	4	4	3%	3	3	2%

**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.

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)**

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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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 <u>Discipline</u> :	May 1, 2023
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Bus discipline has decreased significantly. We will continue the Pilot PBIS Program that we are using to promote positive behavior reinforcements on the bus.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	May 1, 2023
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	This quarter will be testing for our students. We concluded our Math and Reading Camps and are preparing for testing.

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 (%)

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)	May 1, 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):	We will finish up our after-school camps which targeted our AA students that were at a LEVEL 2 on the last FAST assessment.	



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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:		May 1, 2023	
Total Count of African American Students Participating in One or More Extracurricular Activities (#)19	Total Count of African American Students Enrolled (#)86	Total Percent of African American Students Participating in One or more Extracurricular Activities (%)22	
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		1. Administration will continue to make personal phone calls and invites to individual parents to ask about students joining our EC activities. 2. All student list of clubs and activities will be reviewed by Principal Hart to ensure that the clubs have a diverse list of students from all subgroups (ESE and Minority)	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)			

*Data should be retrieved from the Power BI [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:	No interviews this quarter
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)50	White, Non-Hispanic (%)50
(OPTIONAL) Additional information:	

Name	Grade	PM1 AL	PM2 AL	PM3	Column2	Column3
KB	04	1	2	4 UP		
JB	04	1	1	4 UP		
AD	04	1	2	3 UP		
KE	04	1	2	3 UP		
AF	04	1	1	2 UP		
AF	04	1	1	3 UP		
PF	04	1	1	1		
CH	04	1	1	3 UP		
GL	04	1	1	2 UP		
KM	04	1	2	3 UP		
JM	04	1	1	1		
LS	04	1	1	2 UP		
JT	04	1	1	3 UP		
JT	04	1	2	4 UP		
CW	04	1	1	3 UP		

10/15 proficient	proficient or hi	67%
3/15 Level 2	2	20%
2/15 Level 1's		13%

Name	Grade	PM1 AL	PM2 AL	PM3	Column2
ES	03	1	2	3	UP
EB	03	1	3	4	UP
LB	03	1	1	4	UP
LB	03	1	3	3	UP
AC	03	1	1	1	
AC	03	1	1	1	
IC	03		2	3	UP
MF	03	1	1	3	UP
KF	03	1	1	1	
TG	03	1	2	5	UP
KJ	03	1	1	3	UP
AJ	03	1	1	3	UP
BM	03	1	3	4	Up
MP	03	1	3	4	UP
TP	03	1	3	4	UP
AP	03	1	1	2	UP
ES	03	1	1	1	
BT	03	1	2	5	UP
NW	03	1	1	4	UP

14/19 proficient 74%

1/19 level 3 5%

4/19 Level 1 21%