

AAAP Quarter 1



School District of Indian River County African American Achievement Plan 2021-2022 Assurances of Implementation of Strategies/Action Steps



Sebastian River High School - Quarter 1

Reviewed on 11/4/2021 Verified by Christopher Cummings

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 the 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.

Quarter 1 Reflection

Based on our current school wide enrolment data, it is apparent that the majority of our students have returned this school year, despite the ongoing COVID 19 concerns. Sebastian River High School's administrative staff, instructional coaches, and instructional leaders will continue to monitor the effectiveness of our classroom instruction based on our SIP goals and instructional frameworks and supplement supports given to all students within our classrooms, as well as extended learning opportunities. We will continue to engage our parents through weekly phone messages, FOCUS messages, and social media posts to ensure they are current with the most recent activities and expectations on campus. We will continue to provide support and professional development to all instructors to support our school improvement plan goals of differentiation and formative assessments specifically monitoring our AAA students for regression. It is our continued goal to ensure all classrooms are student centered and all lessons address the specific needs of each individual student. We will continue to analyze data trends immediately when assessment data is made available and take direct action or changes that need to be implemented.

Strategy 1.1

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: (i.e. 8/27/2021, 9/13/2021, and 9/17/2021)	10/1, 10/5, 10/14

Summary of observation(s):

10/1 Observed lesson on Reconstruction era. Teacher was discussing the end of slavery and the reinstitution of civil rights. 10/5 Observed lesson discussing the presidency of Andrew Johnson and his role in the fates of former slaves in the South 10/14 Observed lesson focusing on the protection of African Americans through the use of the Enforcement Acts passed by Congress.

Strategy 1.2

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 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	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
	%		%		%		%

Strategy 1.3

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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: 9/2,9/9,9/16,9/30,10/14

Summary of Action Steps/Plan Based Upon Reviews of Early Warning Indicators for African American Students:

Through our MTSS process we regularly review data by subgroup which includes african american students. Through these data checks we create avenues of support which include but not limited to coaching cycles, school counselor interventions, success coach meetings, and admin contact with teachers.

Strategy 1.4

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 2.1

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: 9/2,9/16,9/24,10/7

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

Through MTSS and admin meeting we routinely view data specifically related to african american discipline. Power Bi allows to identify problem areas and we utilize our success coach and aspire teacher to prevent continuing disciplinary actions.

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement: 9/9, 9/21, 10/8

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

Through MTSS and admin meetings we routinely view data specifically related to african american achievement. Instructional coaches are utilized to work with teachers in providing support and interventions for those students in need. School counselors meet with individual students to also provide support as scheduling options are also used when needed.

Strategy 2.2

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
8	15

Strategy 2.3

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 1

Select One:



No out-of-school suspensions were assigned during this time frame.



All out-of-school suspensions were pre-approved by a principal supervisor.

Strategy 2.4

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.

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Date of Quarterly Review of School Improvement Plan:	9/14/2021
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	Yes
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): Achievement data will continue to be monitored through MTSS, Department Meetings, Admin Meetings, and Collaborative Planning. Instructional coaches will be working with teachers on interventions and support for all subgroups including African American students. Admin will conduct walktroughs to validate these systems of support are being implemented as well as continual PD on engagement strategies, differentiation, and progress monitoring.	

Strategy 3.1

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.				
Student Demographics				
African American	Hispanic	Non-Hispanic	White	Other
11 %	33 %	66 %	50 %	4 %
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:			9/29/2021	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):			25	

Strategy 4.3

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:	25
Percentage of Interviewers on Interview Committee by Race	
African American	White, Non-Hispanic
20	60
(Optional) Additional information:	