

AAAP Quarter 2



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



Sebastian Elementary School of the Arts

2021-2022 Quarter 2

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.

Reviewed on 12/13/2021 Verified by L. Whitfield-Hart

Quarter 2 Reflection

This quarter our Academic focus was 5th grade math and our L 25 students who make up this subgroup. This group is mostly comprised of our AA students. We regrouped our classes and adjusted our math instruction to include more differentiation with instruction. We included our math coach and AP in the instructional rotations in both math classes. This strategy has been a success and we have seen improvements in our math data. Attendance of our students in the L25 groups is still a concern. Behaviorally we are also concentrating our efforts in 5th grade. Mrs. Hart conducted individual meetings with all 5th grade students and set behavioral expectations. Mrs. Hart is also working with groups and mentoring individual AA students. We continue to have write ups on the buses that come from the Apartment Complexes in Gifford. Mr. Adkins conducted classes with those students to talk about bus safety. Mrs. Kohlstedt called parents to remind them of bus rules as well. Mrs. Kawi is working with Mrs. Hart to set up a parent meeting in the Taylor Point Apartment complex in Gifford For a meet and greet. We will continue these efforts going forward into Quarter 3.

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

2

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

11/5/2021 , 12/3/2021

Summary of observation(s):

Nothing observed this quarter. Will send email to grade level chairs.

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:

12/13/2021

African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent
1	1	100 %	2	2	100 %	9	9	100 %	6	6	100 %

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*Data should be retrieved from the Power BI 2021-2022 Scheduling App - Schedule Audit

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:

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)

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: 11/12/2021

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

After reviewing Discipline data in Power Bi It was determined that we need interventions in 5th grade classes and on Buses 43 and 51 which are arriving to school from the Gifford Complexes. See Action Items below. **Action Steps**

Action Item	Person Responsible	Completion Date	Status
Identify students with Discipline data for the Quarter	Mr. Adkins	11/12/2021	Currently our 5th grade students are the highflyers for CIRs and ODRs
Mrs. Hart will meet with 5th grade students to review her Principal Goals for behavior using her Students Success Binder and goal setting forms.	Mrs. Hart	12/1/2021	Completed
Mr. Adkins will meet with Bus students to discuss bus contracts and behavior ; bus writes ups make up ½ of our discipline write ups.	Mr. Adkins	12/1/2021	Completed
Mrs. Kohlstedt called parents of students riding Rt 43 and rt 51 and documented the phone calls in focus.	Mrs. Kohlstedt	12/6/2021	Completed

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement: 11/18/2021 , 12/14/2021

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

Mrs. Baysura met with all teachers to review our data reality. The emphasis was on our L25 students and the importance of their growth. Teachers were given spreadsheets to complete on each student. These spreadsheet identifies areas of deficiency and ask the teacher to complete the interventions in process this quarter with the students. Part two of this data analysis will be held on Dec 14, 2021 after the ready Diagnostic test are completed. At that time intervention groups will be adjusted according to our new data.

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

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

AAAP Quarter 2

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 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:	11/12/2021
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): After the Leadership Team reviewed our EWS for our AA students it was determined that our immediate need was to address those students with excessive absences. Especially the AA students who fall in the L25 category. The students need to be in school to address their academic needs. The team compiled a list of students and Mr. Adkins made phone calls to parents as well as sending home a warning letter (signed by Mrs. Hart) regarding excessive absences and possible consequences (letter attached). As a result, we have had families that have called regarding the absences, and we have seen a better attendance rate from two of the students contacted. Mrs. Hart also met with individual students to set attendance goals for next quarter as part of her Principal Goals success bundle for each 4th and 5th grade student.

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.

[Directions - How to Mass Add Log Records](#)

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 12/13/2021

Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
22	104	21 %

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:

In our cheering program we have 22 of our 104 African American Students in Cheering. This equates to 21% of our African American Population participating in cheering. However, when we break this down further we see that we currently have a total of 49 African American Females and 22 of those AA females participate in Cheerleading. Which means that 45 % of our African American Females are participating in cheering.

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:	3
Percentage of Interviewers on Interview Committee by Race	
African American	White, Non-Hispanic
50	50

(Optional) Additional information:

Discipline Data Analysis Meeting Agenda				
Outcomes	By the end of this meeting, we will have: <ul style="list-style-type: none"> Reviewed Discipline data in Power BI to determine next steps. 			
	What	How (Process)	Who	Time
Start up	Review Desired Outcomes & Agenda <ul style="list-style-type: none"> Explanation of the process Review Working Norms Review Roles 	<ul style="list-style-type: none"> Present Clarify 	Hart	5 mins.
Collaborative Process	Data Analysis <ul style="list-style-type: none"> Target Identification of Trends. Identify the trends that we can address in groups for the next four weeks. 	<ul style="list-style-type: none"> Brainstorm Clarify Prioritize (N/3) Advocate Negative Poll Select 	Hart	30 mins.
	Meeting Evaluation : Results Process/ Relationships	Plus/Delta		5 mins.

Meeting Roles:

Facilitator: Hart

- Time Keeper: Hoyt
- Scribe (chart paper): Kohlstedt
- Scribe (computer):
- Process Observer:

Action Items

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Dear Parents,

As part of our Title One and School Improvement Plan Reading and Math Goals we are excited to announce an Extended Reading and Math Tutorial Opportunity for students in our intermediate classes here at Sebastian Elementary. We are introducing an Afterschool Camp for Reading and Writing. Your child has been chosen to participate in this camp.

Camp will begin on Monday, Nov. 30 , 2021 and run Until March. The camp runs from 3:30 – 5:30 three days a week on Tuesdays , Wednesdays, and Thursdays. Our students will be working in small group tutoring sessions with teachers and enjoying our ARTS Enrichment Programs. The schedule is provided below.

- 3:30-4:00 PM: Snack , Computer ,Homework or AR
- 4- 4:45 PM : Tutoring with teachers
- 4:45-5:30 PM : Enrichment clubs
- 5:30 PM Dismissal

Yes, I am interested in my child participating in this afterschool opportunity.

Child's Name

Homeroom Teacher

Parent Signature

_____ Please check if you child rides Rt 43 or Rt 51.

20-21 School Year	English Language Arts (FSA & FSAA)	Mathematics (FSA & FSAA)	Science (NGSSS & FSAA)
3 rd = 44 4 th = 74 5 th = 49 Total = 167 1 student = .59% (100/167) = .59%	Achievement 44	Achievement 40	Achievement 25
4 th = 74 5 th = 49 Total = 123 1 student = .81% (100/127) = .81%	Learning Gains 37	Learning Gains 22	<div> School Grading Percentages Component scores are added and divided by the number of components to obtain an overall percentage of points A = 62% or more B = 54% to 61% C = 41% to 53% D = 32% to 40% F = 31% or less </div>
4 th = 9 (ELA) 8 (Math) 5 th = 5 (ELA) 4 (Math) Total = 14 (ELA) 12 (Math) 1 student = 7.69% (200 (ELA and Math) / 26) = 7.69%	Learning Gains of the Lowest 25% (BQ) 36 100	Learning Gains of the Lowest 25% (BQ) 17 100	

Total Sum: **221**

Percent of Total:
Total Sum/700 **31.5%**

School Grade: **D**

Total Sum: **368**

Percent of Total:
Total Sum/700 **52.5%**

School Grade: **C**

You do the math.....

Current Projected Reality



Sebastian Elementary 21-22 School Year

Students

21-22 School Year	ELA	Math	Science
3 rd = 52 4 th = 48 5 th = 76 Total = 176 1 student = .56% (100/176) = .56%	<div>44 Achievement 57</div> <div></div>	<div>40 Achievement 56</div> <div></div>	<div>25 Achievement 48</div> <div></div>
3 rd = 3 4 th = 48 5 th = 76 Total = 127 1 student = .78% (100/127) = .78%	<div>37 Learning Gains 63</div> <div></div>	<div>22 Learning Gains 65</div> <div></div>	<div>School Grading Percentages</div> <div> A = 62% or > B = 54% to 61% C = 41% to 53% D = 32% to 40% F = 31% or less </div>
3 rd = 3 (ELA) 3 (Math) 4 th = 8 (ELA) 7 (Math) 5 th = 15 (ELA) 14 (Math) Total = 26 (ELA) 31 (Math) 1 student = 3% (200 (ELA and Math) / 57) = 3.5%	<div>36 LG (BQ) 65</div> <div></div>	<div>17 LG (BQ) 65</div> <div></div>	

Total Sum:

Percent of Total:
/700 =

School Grade: