

# AAAP Quarter 2



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



### Sebastian River Middle School

#### 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 1/5/2022 Verified by Todd Racine

#### Quarter 2 Reflection

During the second nine weeks, SRMS continued with our plan to address needs of all students, and African American students specifically. Our Student Success Coach meets twice weekly with a large group of students for after school tutoring, and is in regular contact with many of the parents of these students to discuss behavior and social-emotional issues as well. He has invited parents to the school to observe their students, resulting in improved behavior and academic performance. The principal reviewed the report card of each African American student and discussed academic performance with each child. School counselors are taking a more aggressive role in monitoring student performance and ensuring that students have an opportunity to make up missing assignments by taking students from elective courses such as PE and utilizing that time to provide more individualized instructional opportunities in coordination with our Literacy and Math Coach. Our team meets weekly to discuss the performance of students and the progress of staff in making gains with them. For the first semester, in all core (Math, Science, English, Social Studies) classes, we recorded only 7 of 112 African American students who failed a core class (6%). In our reading and math classrooms, we have made a very deliberate effort to move to small group instruction. This shift in instructional focus, especially in our intensive math and intensive reading classes led to an improvement in our bottom quartile students making gains on the iReady winter diagnostic. Going forward, we will continue to closely monitor our students, and provide individualized instruction and mentorship opportunities. We will be bringing in more adult mentors in the second semester to work with our African American students, and will continue to seek ways to engage our students in successful academic programs, both for remediation and enrichment.

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

4

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)

10/12/2021, 11/8/2021, 12/3/2021, 12/14/2021

#### Summary of observation(s):

Eighth grade US History students completed a graphic organizer on African Americans who made key contributions during the colonial period. To complete it, they walked around the classroom, completing a gallery walk, and filled in the pieces of their timeline. At the end, they had to reflect, and choose one person who "stuck" with them throughout this research, write about why that person made an impression, and how that person exemplified the IB Learner Profile traits which we encourage in our students as part of the International Baccalaureate Middle Years Program. Seventh grade Language Arts students read *A Raisin the Sun*. Prior to beginning the novel, they completed a webquest in which they researched and presented information dealing with African American author Lorraine Hansbury. Once finished the novel, students reflected on the themes and how the setting influences the theme and the characters. Eighth grade Language Arts students are continuing with their unit on Liberty and Equality and examined excerpts from Sojourner Truth and Harriet Jacobs and wrote their own argument to persuade the reader that something is unjust by modeling techniques these writers used.

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.

# AAAP Quarter 2

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		
Count Scheduled	Count Identified	Percent									
		%			%			%			%

\*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:

10/22/2021, 11/12/2021, 12/1/2021,12/14/2021

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

Student Success Coach conducts weekly tutoring sessions for African American students, and School Counselors monitor grades and check in with students on a weekly basis. Counselors have instituted daily check-ins for students with high absentee rates. Student failing core classes are pulled from electives to work on missing assignments in the media center to catch up. ESE Support Facilitators are closely monitoring their caseload students and staying in close contact with teachers when their students are failing and providing additional support.

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
12	57

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:

10/12,21, 25, 11/2,9,18,30; 12/7,14/2021

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

Discipline is reviewed at weekly Administration Team Meetings in addition to monthly School Based Leadership Meetings. Most commonly shared concerns/frustrations from teachers, as well as the data in FOCUS indicate the need for consistency among staff. A behavior that is not tolerated in one room is sometimes permitted in another (cell phones, eating, etc). The feeling is that this leads to an overall erosion of the schoolwide expectations and teachers ability to enforce rules. The plan for second semester to reset the schoolwide expectations and ensure that all staff are onboard.

### ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement:

10/12,21, 25, 11/2,9,18,30; 12/7,14/2021

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

In addition to our twice-weekly after school tutoring sessions, we are pulling students out of elective classes (since the majority have multiple electives) and allowing them to receive extra time and assistance in the media center. School counselors are working with students on a weekly basis. They check grades and meet with students to review performance. They contact parents and continue to monitor 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)

African American	White, Non-Hispanic
16	16

# AAAP Quarter 2

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

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: 1/3/2022

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): Continue after school tutoring, address individual student deficiencies and provide in-class remediation through small group instruction where feasible.

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: 1/5/2022

Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
41	112	36% %

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels): 15

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

Direct contact with students via FOCUS messenger; posters around school, one-on-one contact with African American students by coaches and faculty members. For example, our Student Success Coach has invited students with failing grades to stay for after school tutoring with him and an ESE Support Facilitator.

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

Percentage of Interviewers on Interview Committee by Race

African American	White, Non-Hispanic
33	66

(Optional) Additional information:

**Agenda**  
**SRMS African American Student Advisory Council**  
**Tuesday – November 16, 2021**

- I. Introductions & Welcome
- II. Improving Teacher/Student Interactions (how)
- III. Morning Announcements
  - a. Moment of Silence
    - i. stand or sit (to pray or meditate)
- IV. Topics you would like to discuss at future:
  - a. What do you think would motivate Black students to increase their ELA, Math, and Reading scores on i-Ready, FSA, progress reports, and report cards.

# MOMENT OF SILENCE

Evidence Upload for SRMS - 2nd Q

I think it should be optional for students to stand or sit. As long as they are quiet.

Think we should sit during the moment of silence.

I feel that we should sit and honor the fact that we don't have any work at that time.

moment of silence we are able to sit down as we are ~~attence~~ Also it should be:

the moment of silence they should give us a choice to stand or

I think we should be able to do anything we want long as we are quiet and we should be able to sit quietly.

MOMENT OF SILENCE  
(stand or sit)

ing up to teachers  
the teachers show  
ing more about the  
s lives  
to the students  
se more understand

- By the student asking more question
- By actually listening to the teacher so they will favor you
- By the teacher being understanding
- ~~Maybe~~ Maybe by the student asking more questions

hers can maybe be energetic and open re students,  
dent <sup>could</sup> ~~should~~ be more respectful and willing to do their

I think we can improve student teacher interactions by everyone just being nicer, because then no one would have anything to say.

at all people with it and don't judge by their appearance

The teacher showing their personality and creating a bond with the students.

# Improving Student / Teacher Interactions

depends on the mood  
in but I like  
and

I believe that  
students should be  
able to sit during  
the moment of  
silence.

think the moment  
of silence is to  
remember the people  
lost to covid

I think during the moment  
of silence, we should be  
able to express whatever  
during that time, in silence.

Moment of Silence  
(stand or sit)

think the students  
do whatever they  
want if they are quiet.

I think that  
during the moment  
of silence we  
should do what we  
want.

# TRYING TO IMPROVE STUDENT/TEACHER INTERACTIONS

By making school more fun by letting us play on our phones.

Students and teachers need to talk more and get to know each other.

We can make classes more fun by going outside once a week and putting LED lights up in all the classrooms.

I think we need to communicate more cuz then just get mad and start assuming and don't give us a chance to explain anything.

Teachers could show more respect by putting grades in right.

They can improve teacher/student interactions by trying to get to know the student.

**Agenda**  
**SRMS African American Student Advisory Council**  
**Tuesday – December 14, 2021**

- I. Introductions & Welcome
- II. Black History Month
  - a. The Gospel Blues Band Performance
    - i. February 10, 2021 (tentative)
  - b. Notable Black American each day on announcements
  - c. Notable Black Americans PowerPoint to be projected during lunches in February.
- III. January 2022:
  - a. We will meet to discuss which notable Black Americans will be displayed on the PowerPoint which will be projected in lunch, as well as which Black Americans will be announced daily on the announcements in February. The students talked about doing different genres each week: Civil Rights, Sports, Women, etc. The students also discussed doing candy grams in February.

**TOPIC**

Student Services

**ATTENDEES**

**DATE - TIME**

10-8-21

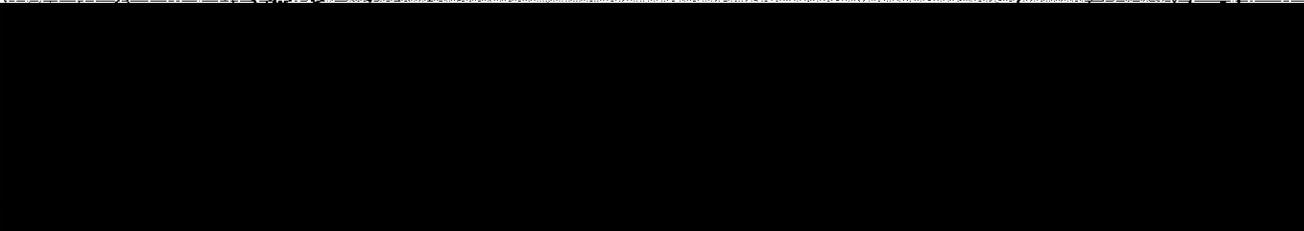
**NOTES**

Grade Checks

- 6- Marie pulling into office, out of elective
- 8- Gina pulling into library, out of elective
- 7- Enrique bringing in and talking about perseverance

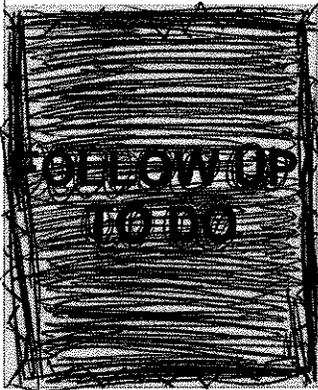
→ Course Recovery

EWI Report



if made in K-12

- classes ?
- interventions ?
- check-ins ?
- Student Documentation



2.2 AIMS/ASPIRE - evidence of discussion at Student services, School Based Leadership Team Meetings

## AGENDA

**Sebastian River Middle School  
School Based Leadership Team (SBLT)****September 22, 2021****3:00 PM****Media Center**

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**1 min. Welcome**

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**10 min. Information**Current Enrollment is 850 (+5) FTE Projection for 2021-2022 was 860

- Calendar
    - MTBA—**sample student reflections submitted to Ms. Sturgeon by September 29.**
    - TOY & EOY
      - Nomination forms in mailboxes this Friday
      - Nomination forms due by 9/29
      - Selection committees meet Oct. 5
      - Recipients announce at October 6 Faculty & Staff meeting
    - School Choice Fair—Oct. 9
      - 9:00-1:45
      - IG Center on Oslo Road, south Vero
  - Student Services
    - Student Course Recommendations
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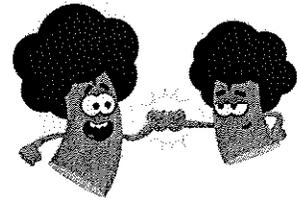
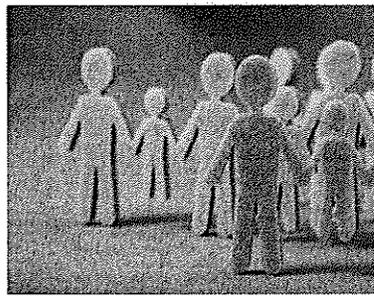
**30 min. Curriculum and Instruction**

- Supplemental Instructional Materials Approval Form
  - Impact Reviews
    - September 21 Feedback—Climate & Culture
    - Next visit is December 3 and then March 4
    - 8 am to 12 pm
  - Predicted School Grade 21-22
    - Power Bi Demonstration
    - TS & I Subgroup Data SWD, ELL, African American
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**Other topics of interest:**

- Dress Code
  - Student Participation in extra-curricular when failing core classes.
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# #MAKE IT HAPPEN



# Student Services Meeting Agenda September 24, 2021

Tier 2

1. EWI student updates
  - a. AIMS Program
    - i. Mr. Brown will be following up with students returned from ACE to SRMS
    - ii. For students with All 4 Early Warning Signs, Counselors will:
      1. Check each student's academic, attendance and behavioral status
      2. Meet individually with your students with the 4 Early Warning signs
      3. Create an Academic Improvement Plan for each student
      4. Provide feedback and recommendations to the principal
      5. Monthly check-ins with each student and Principal
2. SEL Programs
  - a. Monthly Themes
    - i. September— Suicide Prevention "Start with Hello"
    - ii. October— "Bullying Prevention"
    - iii. November—World Kindness Day 11/13, coordinate with IB
    - iv. December—TBD

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  - b. ASPIRE
    - i. Notify Admin if you need a student placed in ASPIRE for additional time
  - c. Code 3: Student Assistance →
    - i. Teachers/subs/Teacher Assistants sharing "behavior" with you?
    - ii. Teacher support for in When staff calls for assistance are they sharing
3. Master Schedule
  - a. Schedule Change Procedure—Review Counselors proposal
  - b. FTE-Weeks is 9/27-10/1
    - i. Pre FTE-Week is 9/27-10/1
    - ii. FTE Week is 10/4-10/8
    - iii. NO changes 10/1-10/11
    - iv. DOE Verification Report
      1. ESE, ELL students scheduled correctly
        - a. Courses
        - b. Minutes
        - c. Staff in place
      2. Course code audit
        - a. Match 2021-2022 DOE Course Code Directory

