AAAP Quarter 3

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 3

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 3/28/2022 Verified by   Todd Racine

Reflection

At Sebastian River Middle School, we are continuing to stay focused on the educational progress of all subgroups during the 2021-22 school year.   It is exciting to note that our school earned the distinction of achieving the highest growth on the iReady Spring Diagnostic among the four middle schools, showing 164% growth from the Winter (December) test.   When we look closer at subgroups, our Hispanic students reduced the achievement gap from 17% to 15% and African American students reduced it from 20% to 14%, where the district was at a 24% gap between those subgroups and their white counterparts.   We are continuing to monitor students' grades, attendance, and discipline, through regular contact with School Counselors, Success Coach, Literacy and Math Instructional Coaches, and Administration, and have seen an increase in student participation in after school tutoring services.   During Quarter 2, 30 of our African American students had a total of 46 F's in core classes (Language Arts, Math, Science or Social Studies). For the 3rd Quarter, 20 failed a core class, with 35 F's altogether - 17 of these were in science and only 4 were in math. This reflects a significant 33% decrease in failures.   Finally, regarding discipline, while risk ratio is not at the level we want it to be, as our African American and Hispanic students are about 40% more likely to be removed from school (either ASPIRE or ALTOSS) due to discipline issues, we are making strides with many of our students in this area. We will continue to examine root causes, and to work with these students on self regulation and to educate teachers on additional student behavior management techniques as well as trauma informed practices in light of the societal changes many students have faced in the past two years.

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)	2/3/2022, 2/16/2022
Summary of observation(s): Our Social Studies, Language Arts, and Science departments all worked to incorporate African American teachings into their curriculum, as found in their pacing guides. In 8th grade US History, for example, students learned about various African Americans during their "bellringer" exercise. On this day, students took a Gallery Walk to explore a variety of historical figures and events. They chose one of their interest to focus on and wrote a reflection about what they read/learned. All of the students expressed that they liked having choice when reflecting on historical events and figures. On days students didn't do a gallery walk, they either watched a quick biographical video or read an informational text about an "unheard" African American, such as Jesse Owens, Jerry Lawson (inventor of video games!), Marie Van Brittan Brown, Mary Church Terrell, Claudette Colvin and more. Then they wrote a reflection about the significance of that person for their bellringer. Another day, they created a class banner about a person of their choice to display in the hallway. It is a 'mini' research project, which involves reading informational text and summarizing it for other students to understand as they walk by. In Language Arts, 7th Graders read and discussed *A Raisin in the Sun*. Students created posters that demonstrated their knowledge of the literary devices used in the novel.	

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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		
Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent
		%			%			%			%

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: | 1/7, 1/19, 1/25, 1/31, 2/11, 2/25, 3/4 |

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

- Know the data - share the data with teachers.
- Encourage students to stay after for tutoring on Tuesday/Thursday.
- Set up 1:1 goal meetings with 3 counselors, 2 coaches, 1 Resource Specialist, 3 administrators
- Monitor student performance
- Identify symptoms/causes/reasons for lack of achievement - motivation, attendance - work with teachers and students to remove barriers
- Use diagnostic results to intentionally group students so instruction and remediation is focused on identified deficits.
- Continue meeting with students and make the mentoring connections.

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
45 %	60 %

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: | 1/3, 1/7, 1/31, 2/15, 3/3 |

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

- Continue with lunch detentions and tardy detentions.
- Issue after school detention and Friday school detentions as needed following Code of Conduct.
- Continue to encourage students to come forward with knowledge of disagreements and issues that need adult intervention.
- Administer OSS for fighting to deter - announce daily that there will be major consequences.
- Continue with policy of "Say Something" & ask adults for help.
- Reiterate expectations for 4th 9 weeks.

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- Examined our discipline triangle (showing students with the most referrals)
  -
    - Reviewed these students in our MTSS Tier 2/3 Problem Solving meeting to ensure that all at the top level (with most referrals) are receiving additional services (mental health and/or behavioral supports).
  -

-

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement:	1/3, 1/19, 1/31, 2/11, 2/25, 3/4, 3/8, 3/9

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

-
- Counselors intervening and meeting with students who show concern in areas of attendance, grades, and discipline.
-
- Bi-weekly data review with Science and Civics teachers.
-
- Review test-taking strategies across all subject areas.
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- Planned boot camps for Writing, Algebra I, Geometry, Civics, Science
-
- Infusion of Science informatonal text in 8th grade Critical Thinking classes to create collaboration among departments and focus on comprehension and continuity in content that needs further support and review.
-
- Infusion of Civics informational text in 7th grade Critical Thinking classes to create collaboration among departments and focus on comprehension and continuity in content that needs further support and review.
-
- Review, revise, advertise and present a parent information night for FSA testing to be held on March 28 so that parents are aware of the expectations of students on upcoming FSA
-
- Share with parents the matriculation requirements for middle school in each month's school newsletter (passing 4 core classes each semester).
-
- Continue to ustilize school-wide recognition for achievment of Unit Assessment goals, iReady individual goals, teacher "class to class" competitions, etc.
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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**
29	39

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 3

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:	3/10/2022
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	Yes

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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):
School Culture - Attendance Implementation

- First Semester Overall Average Daily Attendance rate in Power Bi was 91%. African American students had the only attendance rate increase moving 2% from 88% to 90%. All other subgroups remained unchanged. Continued daily check-in with counselors for students with chronic or moderate attendance issues.

Academics Implementation

- Share Bi-Weekly student data trends from Power Bi during data chats with Math teachers that focus on the Bottom Quartile and Learning Gains and Bubble Students.

- Teachers will identify supports in the initial review then track individual students on a bi-weekly basis using iReady data, Unit Assessment Data, and classroom performance to identify standards and skills to focus on during individual units of instruction.

- Attend PD for BEST Standards and Engagement Strategies. Implement engagement strategies into classroom instruction daily that are learned from bi-weekly PDs with Instructional Coach

- Class level data analyses and monitoring through 1:1 goal setting meeting with SWD and ELL and African American students demonstrating needs for support as identified in low predicted scale score for Learning Gains in Power Bi. Create plans of action and support with each student. Monitor each student for weekly goals of attendance, grades, and Unit Assessments.

School Theme Implementation

- PBIS will monitor and recognize through additional professional development how to share best practices in PBIS Digital Rewards, SRMS School Store, Using PBIS to shape positive student behavior, Individual teacher stores for students to redeem rewards. PBIS committee felt a reset as well as an in-depth training for new staff was necessary to ensure we have schoolwide participation.

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.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 3/30/2022

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
71	110	64.5 %

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

- Continue to advertise on morning announcements.

- Advertise in cafeteria on televisions as students eat breakfast and lunch.

- Hang posters in hallways.

- Make 1:1 contact with students inviting them to attend.

- Contact parents to ensure that they are aware of the opportunities.

- Continue to advertise on social media and in the school newsletter.

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels): 10 on a regular basis (32 on the council)

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
25 %	75 %

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(Optional) Additional information:
We we able to hire an African American PE teacher in January.

SEBASTIAN RIVER MIDDLE SCHOOL — Lesson Plan

Instructor: **Shameka McCombs-Owens**   **Course: ELA/Intensive Reading 7th Grade**

Date range:	1/10-1/14
Standard #s	ELA.K12.EE.5.1 ELA.7.C.1.4 ELA.7.C.1.5 LAFS. RI. 1.3 LAFS RL 1.3
Learning Goal(s)	Reading: Students will be able analyze the ways a story's characters, setting, and plot to interac[...] ELA: Students will be able to trace and analyze the structure of a play with 70% accuracy or bett[...]

Unit Purpose & Theme:

	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly Instructional Focus & Content Overview	• **Bellwork- Get your I-Ready Tracker and Reading Log** **Group Rotations** • **Small Group-** Guided Reading Students will complete lesson. [7th Grade L6 RL. 1.3 Analyze Interactions in a Story .pdf] • Students will complete their I-Ready lessons online. • **Independent Reading Students will read a library book or a book on MyOn**	• Bellwork- **Imagine you and your parents switch places for a day. Your parents are the kids, and you are now in charge! What would you do? 5-7 sentences** **Guided Practice** • Students will complete online Amplify lessons. **Steps** **Guided Practice** 1.Go to 7B. 2. Click Sub-Unit 1 3. **7B - Sub Unit 2: A Raisin in the Sun** **Lesson 1:** Meet the Younger Family (est.81 mins) . Have students hand in or submit all completed activities as they work.	• **Bellwork- Get** [...] *This is an example of a teacher's lesson plan* **Group Rotations** • **Small Group-** Guided Reading Students will complete lesson. [7th Grade L6 RL. 1.3 Analyze Interactions in a Story .pdf] • Students will complete their I-Ready lessons online. • **Independent Reading Students will read a library book or a book on MyOn**	• Bellwork- **Would** [...] **about which one you think you would like to do more and why. 5-7 sentences** **Guided Practice** • Students will complete online Amplify lessons. **Steps** **Guided Practice** 1.Go to 7B. 2. Click Sub-Unit 1 3. **7B - Sub Unit 2: A Raisin in the Sun** **Lesson 1:** Meet the Younger Family (est.81 mins) . Have students hand in or submit all completed activities as they work.	• **Bellwork- Get your I-Ready Tracker and Reading Log** **Group Rotations** • **Small Group-** Guided Reading Students will complete lesson. [7th Grade L6 RL. 1.3 Analyze Interactions in a Story .pdf] • Students will complete their I-Ready lessons online. • **Independent Reading Students will read a library book or a book on MyOn**

In-Lesson Assessment and Monitoring Tools	☐Accountable Talk ☐Hand Signals ☐Newspaper Headline ☐Exit Ticket ☐Observation ☒Self-Assessment ☐A-B-C Summary ☐Debriefing ☒Think-Pair-Share ☐Oral Questioning ☐Four Corners ☐3-2-1 ☐Quick Write ☐RSQC2 ☐Word Sort ☐KWL ☐Gallery Walk ☐Non-verbal communication ☐Kahoot ☐Quizlet ☐Plickers ☐FlipQuiz ☐ Other -

Assessments Formative & Summative	☒	Class Work	☐	Presentation	☒	Essay	☐	Journal Response
	☐	Test / Quiz	☒	Question/Answer	☐	Exit Slip	☐	Other:

| Adaptations & Strategies				Classroom Resources & Materials	
ESOL		ESE			
Highlight the codes used		Accommodations			
☒	Classroom Practices: C 1 2 **3** 4 5 6 7 **8 9** 10 11	☒	Presentation	☒	Textbook
				☒	Handouts
☐	Listening/Speaking: LS 1 2 3 4 5 6 7 8 9	☐	Responding	☐	Maps, charts, graphs
				☐	Thinking Maps
☐	Reading: R 1 2 3 4 5 6 7 8 9 10	☐	Scheduling	☐	Multimedia Projector
				☐	Student Response System (Clickers)
☐	Writing: W 1 2 3 4 5 6 7	☒	Setting	☐	White Board / SMARTboard
				☐	Novels
☐	Assessment: A1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	☐	Assistive Devices	☐	Video clips/DVDs
				☐	Document Camera
				☒	Audio
				☐	Power Point Presentation/ Prezi
				☐	Primary Source Documents
				☐	Manipulatives

Per IRCEA agreement, plans must include: lesson goal or objective, activities, means of assessment, and applicable ESOL strategies and State Standards

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.

These are images of students looking at the photos during the Gallery Walk in US History.

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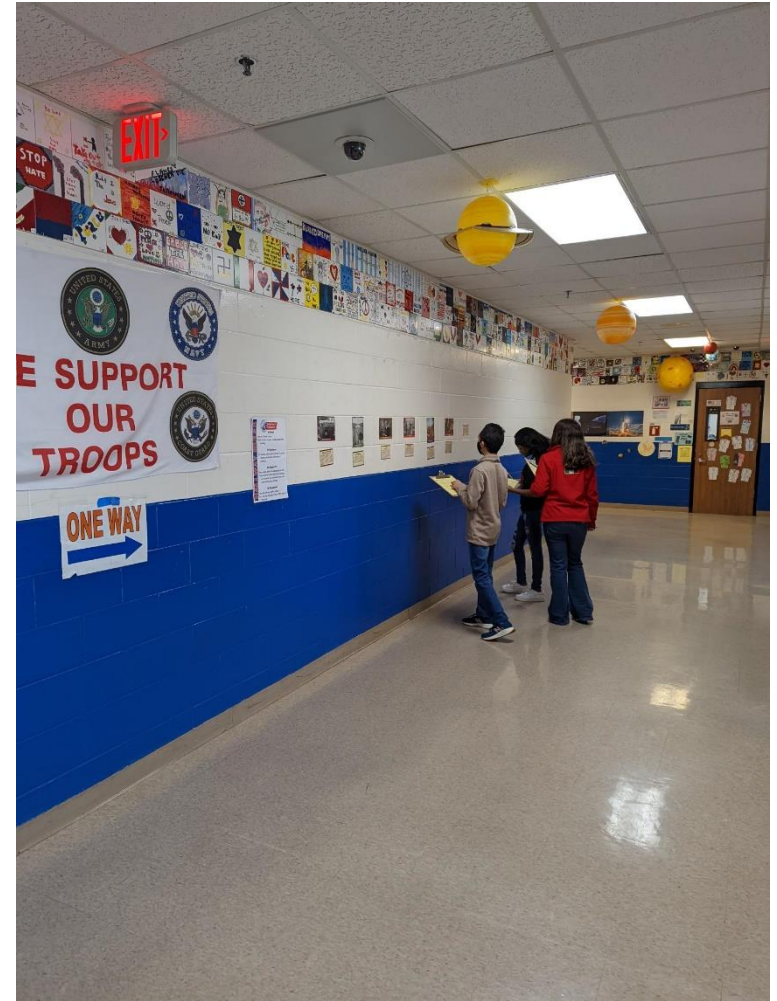
These are images of students looking at the photos during the Gallery Walk in US History.

21-22 Course Schedule
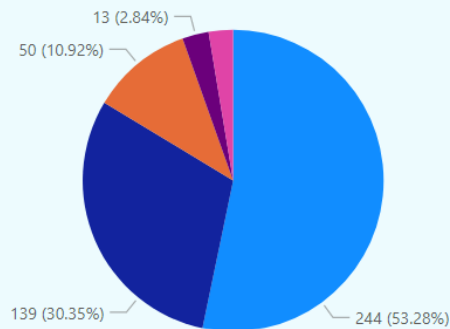
2020-2021 AA Degrees awarded to IR Students:
VBHS - TBD   SRHS - TBD

Student Population Distribution by Race/Eth

Race/Eth school_abbr	A Ct	A %	B Ct	B %	H Ct	H %	O Ct	O %	W Ct	W %	Total Ct	Total %
SRMS	15	1.82%	110	13.38%	295	35.89%	26	3.16%	376	45.74%	822	100.00%
Total	**15**	**1.82%**	**110**	**13.38%**	**295**	**35.89%**	**26**	**3.16%**	**376**	**45.74%**	**822**	**100.00%**

Student Population Distribution by Race/Eth

13 (2.84%)
50 (10.92%)
244 (53.28%)
139 (30.35%)

Race/Eth
● W
● H
● B
● O
● A

Course Distribution by Race/Eth

Race/Eth Course Title	B Ct	B %	W Ct	W %	Total Ct	Total %
M/J US HIS ADV & C/P	14	13.86%	87	86.14%	101	100.00%
M/J MATH 2, ADV	8	20.51%	31	79.49%	39	100.00%
M/J MATH 1 ADV	10	12.20%	72	87.80%	82	100.00%
M/J LANG ARTS 3, ADV	13	13.00%	87	87.00%	100	100.00%
M/J LANG ARTS 2, ADV	25	27.47%	66	72.53%	91	100.00%
M/J LANG ARTS 1, ADV	10	12.20%	72	87.80%	82	100.00%
M/J COMPRE SCI 3 ADV	13	13.13%	86	86.87%	99	100.00%
M/J COMPRE SCI 2 ADV	24	26.97%	65	73.03%	89	100.00%
M/J COMPRE SCI 1 ADV	8	10.53%	68	89.47%	76	100.00%
M/J CIVICS ADV	25	27.47%	66	72.53%	91	100.00%
M/J ADV WORLD CLTRS	10	12.20%	72	87.80%	82	100.00%
GEO HON			18	100.00%	18	100.00%
ALG 1 HON	7	11.86%	52	88.14%	59	100.00%

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.

PowerBi breakdown of Level 3 courses by ethnicity.

Triangle of Student Referrals for 2021-22

Red Zone - Students with 6 or more referrals

Intensive, Individual Interventions
·Individual Students
·Assessment-based
·Intense, durable procedures

Yellow Zone - Students with 2 to 5 referrals

Targeted Group Interventions
·Some Students (at-risk)
·High Efficiency
·Rapid Response

Green Zone - Students with 1 or no referrals

Universal Interventions
·All Settings
·All Students,
·Preventive, proactive

THEORY:
5%
10%
85%

Theory

2021-22
6+ ODRs: 35 students 4%
2-5 ODRs: 68 students 8%
0-1 ODR: 718 students 88%

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.

SRMS

One graphic we used to discuss student discipline.

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.

Example of our school newsletter with Middle School requirements listed for parents and students to see so there are no surprises as far as what the requirements are for moving on to the next grade level and onto high school. This section is included each time our newsletter is published.

AFTER SCHOOL TUTORING: TUESDAY & THURSDAY

After School Tutoring is available on Tuesdays and Thursdays from 2:45-4:15. General homework help is available in the Media Center if you student's teacher does not offer tutoring. Bus transportation is available.

Please note - buses make **depot stops** only: VLE/Fellsmere or Sebastian/Gifford. Please review with your student which stop is most near your home as drivers will not make adjustments to the routes. Passes will be given to students at tutoring.

AFTER SCHOOL BUS PASS
SRMS -- SEBASTIAN/GIFFORD ROUTE

NAME _____

PHONE_____

I will get off at stop # _____

STOP	LOCATION
#1	Blossom Dr. & Devon Ave
#2	Dolphin Ave & Blossom Dr
#3	Roseland Rd & Collier Club Dr
#4	Roseland Rd. & 129th Ct
#5	Old Dixie Hwy & 129th Pl
#6	Powerline Rd & Turtle Run Dr – by Post Office
#7	CR 512 & Ashbury Blvd - entrance to Ashbury)
#8	Fleming St & Dempsey Ave
#9	Tulip Dr & Barber St – at playground
#10	Periwinkle Dr & Ocean Cove St
#11	Schumann Dr & Kildare Dr – at tennis courts
#12	81st St & 58th Ave
#13	49th St & 30th Ave – midway @ mailboxes
#14	49th St & 38th Cir
#15	46th Pl & 41st Ave

AFTER SCHOOL BUS PASS
SRMS -- VLE/FELLSMERE ROUTE

NAME _____

PHONE_____

I will get off at stop # _____

STOP	LOCATION
#1	87th St & 93rd Ave - VLE
#2	104th Ave & 87th St - VLE
#3	N Willow St & Idaho Ave - Sonrise Apts
#4	2 S Orange St
#5	Lime St & Michigan Ave
#6	Broadway St & Massachusetts Ave
#7	130th Ave & 83rd St
#8	126th Ct & CR 512
#9	109th St & 141st St

We also advertise our after school tutoring and offering of transportation in every newsletter..

Agenda
SRMS African American Student Advisory Council
Tuesday—March 15, 2022

I. Introductions & Welcome

II. FOCUS check

III. Teacher Appreciation Week Ideas

    a. Donuts and coffee

    b. Candy bags

IV. End of the Year Celebration Ideas:

    a. Pizza

    b. Sub ring

V. FSA Writing→April 5th (the Tuesday after we return from Spring

Break!!)

    a. Tutoring is available on Tuesdays or Thursdays to get

       assistance if needed.

VI. Next meeting: Tuesday—April 26th

> 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.

> Agenda – March African American Student Advisory Council