



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



Quarter of the School Year: 4

School: Sebastian Elementary School of The Arts

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 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.

These assurances have been reviewed and verified on: 6/1/2022 _____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?)

1. 5th grade classes this year were most our of academic and behavior concerns. We will start next year with more positive enforcements in place for our 5th graders to. We want to be more proactive than reactive starting from the very beginning of the year. This will be an area of improvement that we will need to tackle in the 1st quarter of school. Tackling the behaviors should give us a better return on our investment for academics as well.
2. FSA Reading scores look promising with our 3rd grade Black students increasing the number of students passing at a level 3 this year as compared to last year. Data uploaded.



Grade 3 FSA ELA Results 18-19 through 21-22



School	Race/Eth
SES	Black or Af
Charter	ESE
All	All



Four Year Test Results										Achievement Gap				
School	Ct 18-19	ACH 18-19	Ct 20-21	ACH 20-21	Ct 21-22	ACH 21-22	SG 21-22	20-21 to 21-22 Chg	18-19 to 21-22 Chg	School	Ach Gap 18-19	Ach Gap 20-21	Ach Gap 21-22	Gap Change
SES	20	20%	14	7%	15	40%	36%	32.9%	20.0%	SES	30.0%	51.2%	2.9%	-27.1%
Total	20	20%	14	7%	15	40%	36%	32.9%	20.0%	Total	30.0%	51.2%	2.9%	-27.1%



SG 2022 applies School Grade Rules to results. In other words, this column will ONLY include students who were full year enrolled in your school.



School District of Indian River County African American Achievement Plan 2021 – 2022 Quarterly Summary of Implementation of Strategies/Action Steps

Quarter of the School Year: 4

Date of Summary: 6/1/2022

School: Sebastian Elementary

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.3

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	1
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	April 1, 2022
Summary of Observation(s):	Teachers are preparing for State Testing using Test Prep Materials.

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	April 26, April 22, May 6, Reviewed students as part of the MTSS meetings.		
African American Students Receiving Interventions for Substantial Reading Deficiencies			
Kindergarten	First	Second	Third

Count Scheduled <i>Ct Need Fun Read & Scheduled</i>	Count Identified <i>Ct Need Fun Read</i>	Percent (%)	Count Scheduled <i>Ct Need Fun Read & Scheduled</i>	Count Identified <i>Ct Need Fun Read</i>	Percent (%)	Count Scheduled <i>Ct Need Fun Read & Scheduled</i>	Count Identified <i>Ct Need Fun Read</i>	Percent (%)	Count Scheduled <i>Ct Need Fun Read & Scheduled</i>	Count Identified <i>Ct Need Fun Read</i>	Percent (%)
1	1	0.1%	2	2	0.1%	8	8	50%	4	4	26%

***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:

March 30, 2022

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

The Leadership team meet to discuss 5th grade discipline issues. Our 5th graders are increasing misbehaving.

Action Steps

1. Parent Letter from Mrs. Hart went home with all 5th Grade students explaining our new PBIS plan for 5th graders.
2. We have implemented a 5th grade free lunch hour with Mrs. Hart for 5th grade students who achieve their morning goals for behavior and academics. Teachers will include positive behavior points after lunch.

Achievement

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

March 30, 2022

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

The Leadership team also discussed academic concerns of 5th graders. Our concern is the Science content for 5th graders. Our students did not score well on The Science Comprehensive Test.

Action Steps.

5th graders will participate in two weeks of Science Boot Camp. All 5th grade classes will meet for whole group Science lessons led by administration and a 5th grade Science Teacher. Students will then go into small groups depending on their areas of deficiency on the science standards.

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: 15	Quarter 4
Select one:	<input type="checkbox"/> No out-of-school suspensions were assigned during this time frame. <input checked="" type="checkbox"/> 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:	May 26, 2022
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):	No Impact Review Walks this quarter.

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:		June 1, 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
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		We are working over the summer to increase the amount of extracurricular programs offered to our students using our Special Area times for enrichment.
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		

**Data should be retrieved from the Power BI [Extracurricular Activities](#) public-facing dashboard.*

Strategy AAP 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:	Custodial Interviews this quarter.
Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
50%	50%
(Optional) Additional information:	