



African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 2

School: Sebastian River Middle School

In September 2022, the School District of Indian River County initiated the implementation of the 2022-2023 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 2022-2023 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/supervisor of each school/location:

- Action steps included within the 2022-2023 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 January 5, 2023: NG (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?)

The implementation of our action steps reveal progress in the areas of teaching African American History and consistent average daily attendance. There are still opportunities for growth in the areas of targeted interventions and intentional planning for formative assessments and monitoring.



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Date of Summary: January 6, 2023

School: Sebastian River Middle School

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

Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.

| | |
|---|--|
| Number of Walk-throughs to Observe Implementation of African American History Teachings | 4 |
| Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022) | October 20, 2022- Instructional Leadership Meeting November 14, 2022- School- Based Leadership Meeting December 12, 2022- School- Based Leadership Meeting |
| | <p>The following African American teachings were implemented in alignment with SDIRC's established curriculum maps:</p> <p>Social Studies</p> <ul style="list-style-type: none">6th Grade: The impact of key African figures such as the Queen of Sheba in ancient Israel/Hebrews culture.7th Grade: During a discussion on how the Constitution distinguished safeguards and limits individual rights, students were informed that from the nation's founding, African Americans regarded themselves as citizens and the U.S. Constitution was ratified in 1788, it did not restrict citizenship based on race.8th Grade: Students examined the contributions of slaves in the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war. <p>ELA</p> <ul style="list-style-type: none">8th Grade: During collaborative planning, teachers planned for how students will focus on the writings of both famous and lesser-known Americans who were critically, intellectually, and physically engaged in that debate during the Civil War time. The lessons allow students to dive into these important texts, with a clear focus on how each writer reflects on this question, and give them many opportunities to reflect on, discuss, write about, and debate ideas of equality, opportunity, justice, and freedom. |

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.

Quarter 1: 08.10.2022 – 10.10.2022

Quarter 2: 10.11.2022 – 12.21.2022

Quarter 3: 01.09.2023 – 03.17.2023

Quarter 4: 03.27.2023 – 05.31.2023



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| | | | | | | | | | | | |
|---|------------------|-------------|------------------------------|------------------|-------------|------------------------------|------------------|-------------|------------------------------|------------------|-------------|
| Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3 (i.e., August 1, 2022) | | | | | | | | | | | |
| African American Students Receiving Interventions for Substantial Reading Deficiencies | | | | | | | | | | | |
| Kindergarten | | | First | | | Second | | | Third | | |
| Ct Need Fun Read & Scheduled | Ct Need Fun Read | Percent (%) | Ct Need Fun Read & Scheduled | Ct Need Fun Read | Percent (%) | Ct Need Fun Read & Scheduled | Ct Need Fun Read | Percent (%) | Ct Need Fun Read & Scheduled | Ct Need Fun Read | Percent (%) |
| | | | | | | | | | | | |

**Data should be retrieved from the Power BI 2022 – 2023 Scheduling App – ScheduleAudit.*

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.

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|--|--|
| Date(s) of School Level Review(s) of Early Warning Indicators for African American Students: (i.e., August 1, 2022) | October 20, 2022- Instructional Leadership Meeting November 14, 2022- School- Based Leadership Meeting December 12, 2022- School- Based Leadership Meeting |
| Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students: | <ul style="list-style-type: none"> • Check in- Check out sessions with and an African American male Success Coach to include monitoring of grades, positive reinforcements, assistance with assignments, and referral to additional resources. • A certified reading interventionist was assigned to specific classes to deliver targeted interventions for students demonstrating a substantial deficiency in reading. • Social Studies and Science teachers will collaboratively plan with our reading interventionist/literacy coach to ensure specific reading comprehension strategies are incorporated into every lesson along with intentional checks for understanding. • Extended learning and enrichment opportunities to include before and after school tutoring with transportation was organized and executed. |

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)**

| | |
|----------------------------|-------------------------|
| Black/African American (%) | White, Non-Hispanic (%) |
|----------------------------|-------------------------|



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| | |
|--------------------|---------------------|
| 13% or 99 students | 47% or 363 students |
|--------------------|---------------------|

| 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 <u>Discipline</u> : | October 20, 2022- Instructional Leadership Meeting November 14, 2022- School- Based Leadership Meeting December 12, 2022- School- Based Leadership Meeting |
| Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> : | <ul style="list-style-type: none"> Weekly check-in sessions with our African American male Success Coach were and referrals to guidance counselors were given as needed. Daily check-in with attendance monitors and guidance counselors. Referral to the MTSS team as needed |
| Achievement | |
| Date(s) of Problem-Solving Session(s) for <u>Achievement</u> : | October 20, 2022- Instructional Leadership Meeting November 14, 2022- School- Based Leadership Meeting December 12, 2022- School- Based Leadership Meeting |
| Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> : | <ul style="list-style-type: none"> Weekly check-in sessions with our African American male Success Coach were and referrals to guidance counselors were given as needed. Intentional planning for formative assessments during collaborative planning Targeted intervention groups were established to address reading deficiencies Science and Social Studies teachers collaboratively plan with the literacy coach/reading interventionist Daily check-in with attendance monitors and guidance counselors. |

| 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) | |
| Black/African American (%) | White, Non-Hispanic (%) |



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| | |
|--------------------|--------------------|
| 21% or 14 students | 58% or 38 students |
|--------------------|--------------------|

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: (i.e., August 1, 2022) | December 19, 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): | Action steps include ongoing intentional planning for formative assessments during collaborative planning and additional professional development on monitoring. | |

Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.

| | | | |
|--|--|--|--|
| Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: | | November 14, 2022- School-Based Leadership Meeting | |
| 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 (%) | |
| 39 | 118 | 28% | |
| Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities: | | Information regarding Afterschool activities will be updated in our school newsletter, parent newsletter, FOCUS portal, and morning announcements. | |
| (SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels) | | 7 | |

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

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: | 6 |
| Percentage of Interviewers on Interview Committee by Race | |



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| Black/African American (%) | White, Non-Hispanic (%) |
|------------------------------------|----------------------------|
| 50% | 50% |
| (OPTIONAL) Additional information: | |

Sebastian River Middle School School Based Leadership Team (SBLT)

December 14, 2022

3:00 PM

Media Center

Welcome

Information

- Current Enrollment is 864 FTE Projection for 2022-2023 was 818
- Calendar
 - Mid-Year Back to School Assembly Date & topics (Jan. 10?)
 - Department MYP Unit Planning Schedule: Jan. 5, Jan. 30, 3 days in Jan.
 - Impact Review is Jan. 9-19
 - 2nd Semester Meeting Calendar Input
- 2022-23 SIP Goals
 - Academic – Monitoring and Assessment (Collaborative Planning)
 - Collaborative Planning, Instructional Materials & iReady Diagnostics
 - Teacher Training for PowerBi – More apps available
 - Family Engagement – Increase PTSA membership
 - School Climate & Culture – Faculty/Student Attendance & Student Expectation
- SIP 3rd Quarter Update & Data Review
 - Mid-Year SIP Evaluation – Student and Staff Attendance has improved
 - Student Attendance==by demographic (improvement from 21-22)
 - Staff Attendance (improvement from 21-22)
 - Student Discipline, PM2 and Cumulative Testing Data
 - Course Recovery Enrollment---Idea for consideration for 12/19 &20
 - A2 support, intervention, remediation brainstorming

| Dates | SRMS | 6 th | 7 th | 8 th | Staff |
|---------------|-------|-----------------|-----------------|-----------------|-------------------------|
| 8/10-9/2 | 93.2% | 94.7% | 92.6% | 92.2% | 97.9% |
| 9/6 – 9/27 | 92.4% | 94.4% | 90.6% | 92.0% | 99.3% (9/16) |
| 9/28-12/13 | 91.5% | 92.4% | 90.9% | 91.1% | 97.2% |
| 8/10 – 12/13 | 92.1% | 93.3% | 91.1% | 91.5% | 96.9% 98.7% 98.1% |
| Instructional | | | | | |
| 8/10-12/2 | | | | | |
| 8/10-9/27 | | | | | |
| 9/27-12/2 | | | | | 98.1% |

| Demographic | Asian | Hispanic | Black | White | Other |
|-------------|-------|----------|-------|-------|-------|
| | 94.9% | 93.8% | 93.7% | 92% | 89.1% |
| | 94.8% | 92.9% | 92% | 91.5% | 88.7% |
| ESE (Y) | N/A | 94% | 95.1% | 91.2% | 98% |
| | N/A | 92.9% | 93.3% | 90.8% | 95.9% |
| ELL (Y) | 90.4% | 94% | 100% | 95% | N/A |
| | 91.3% | 93.4% | 100% | 93.3% | N/A |

#MAKE IT HAPPEN

INSTRUCTIONAL LEADERSHIP TEAM MTG

Location: Mr. Racine's office
Date: Thursday, October 20, 2022
1:00-1:45
Attending: T. Racine, N. Garrick, J. Keen, M. Wright, A. Wright,

1. SIP - Phase 2

- a. Oct. 31 School Based PD – Monitoring
 - Communication to Staff
 - Supplies, Location, Materials (Presenters and Participants)
 - Agenda with Timeline and Activities

2. Student Data:

- Make-ups for Science, Civics, ELA, Math
- Unify Student Reports – Identifies Subgroups Achievement – Civics/Science example
 - (i) Black, White, Hispanic, SWD, ELL
 - (ii) What standards need remediation for all?
 - (iii) What standards need remediation for subgroups?
 - (iv) Other Data trend Noticings or wonderings?

3. Progress Monitoring Dates:

- a. November 1-4
 - ELA Standards Mastery (In ELA classes)
 - Math Standards Mastery (In Math classes)
- b. December 5-16
 - MOY State PM ELA Assessment (Abbreviated Schedule)
 - MOY State Math Assessment (Abbreviated Schedule)
 - Science Comprehensive 6-8 (Abbreviated Schedule)
 - Civics 7th grade (Abbreviated Schedule?)
 - Algebra (Dec. 12-16)-Add to Math MOY?
 - Geometry (Dec. 19-21)-In Class?
- c. Calendar Considerations for Progress Monitoring
 - Tue. Dec. 6 Basketball @ Oslo Basketball & Cheerleading
 - Wed. Dec. 7 Science Fair Exposition 6-8 Advance Science Students
 - Fri. Dec. 9 Prism at 9:45 8th grade band students
 - Basketball @ Yearling Basketball & Cheerleading
 - Tue. Dec 13 Basketball @ GMS Basketball & Cheerleading
 - Wed. Dec. 14 Winter Band Concert 6-8 grade Band Students
 - Wed. Dec. 14 Musical Elf Performance Music Students – Lusararian
 - Thu. Dec. 15 Musical Elf Performance Music Students – Lusararian
 - Thu. Dec. 15 Basketball vs SCJH Basketball & Cheerleading
 - Dec. 16-Dec. 19 Activity Day Grades 6-8 Qualifiers