



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 3

School: Sebastian River High

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 March 14, 2023: _____ **CAC** _____ (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?)

SRHS Administrators, Instructional coach, and instructional leaders (Department Chairs) will continue to monitor the effectiveness of classroom instruction and supplemental supports given to all students inside the classroom, as well as with extended learning opportunities beyond the normal school day including but not limited too after school tutoring and in school interventions. Based on our School Improvement plan and information gathered during our Impact Review walks with district support staff, we will continue to provide support with formative assessments to better inform daily classroom instruction as well as look to improve student academic monitoring. Using daily administrative walkthrough data, we will continue to analyze data trends inside the classroom and provide our teachers the needed feedback to improve instruction overall and student achievement. Also, we will place an additional focus on providing more intensive support during after-school hours to support students with SAT and ACT testing preparation and end of course exams.



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Date of Summary: March 7, 2023

School: Sebastian River High 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	3
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	January 19 th , February 22 nd and March 7 th .
Summary of Observation(s):	Admin walked through U.S. History classes to ensure that African American teachings were taught with fidelity and properly aligned with course standards. Standards taught but not limited to included: SS.912. A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. Brown v. Board of Education (1954), Equal Rights Amendment (ERA), Gideon v. Wainright (1963)

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 (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.	
Date(s) of School Level Review(s) of Early Warning Indicators for African American Students: (i.e., August 1, 2022)	January 19 th , February 10 th , March 10 th



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Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	<p>Reviewed data using the EWI of our African American students with Admin team, School counselors, MTSS, and leadership team. Summary of action steps include:</p> <ol style="list-style-type: none"> 1. We will continue to encourage African American students to seek additional supports including After school tutoring, SAT/ACT test prep. 2. Have school counselors regularly check in with students who earned a D/F semester and provided a plan to ensure they find success for the second semester.
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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 (%)
9%	59%

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> :	January 26th. Feb 23rd, March 9th
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	<p>MTSS team members analyzed discipline data from power BI specifically as it relates to African American students. Summary of Action Plan:</p> <ol style="list-style-type: none"> 1. Looked for teachers who may have disproportionate referrals among subgroups. 2. Counselors/Success coach routinely check in with African American students who have received multiple disciplinary referrals.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	January 26th. Feb 23rd, March 9th
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<p>MTSS team members analyzed academic data from Power BI specifically as it relates to African American students. Summary of Action Plan:</p> <ol style="list-style-type: none"> 1. Encourage struggling students to attend After School tutoring and Prep sessions. 2. Have school counselors/success coach/graduation coach check in with struggling students.



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3. Continue having instructional coach/Admin meet with teachers to provide interventions and other systems of support inside the classroom.

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 (%)

16 Total Students

51 Total 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)

January 13th

Does the School Improvement Plan Continue to Address
the Achievement Gap for African American Students?

☒ Yes
☐ 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):

Summary of Action Steps

1. Monitor the use of the newly updated collaborative planning tool.
2. During pre-conference meetings with teachers, Admin will facilitate conversations addressing the use of formative assessments.
3. During regular meetings with teachers Admin will present effective structures to increase student engagement.
4. Admin will be present in collaborative planning meetings to ensure teachers are planning for higher order questioning in lessons.
5. Admin will continue to provide meaningful and timely feedback after walkthroughs, impact reviews, and evaluations



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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:		
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 (%)
74	216	34%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		To increase communication using weekly school messaging, daily morning and afternoon announcements, as well as event fliers posted throughout school.
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		11

**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:	
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
20%	60%
(OPTIONAL) Additional information:	

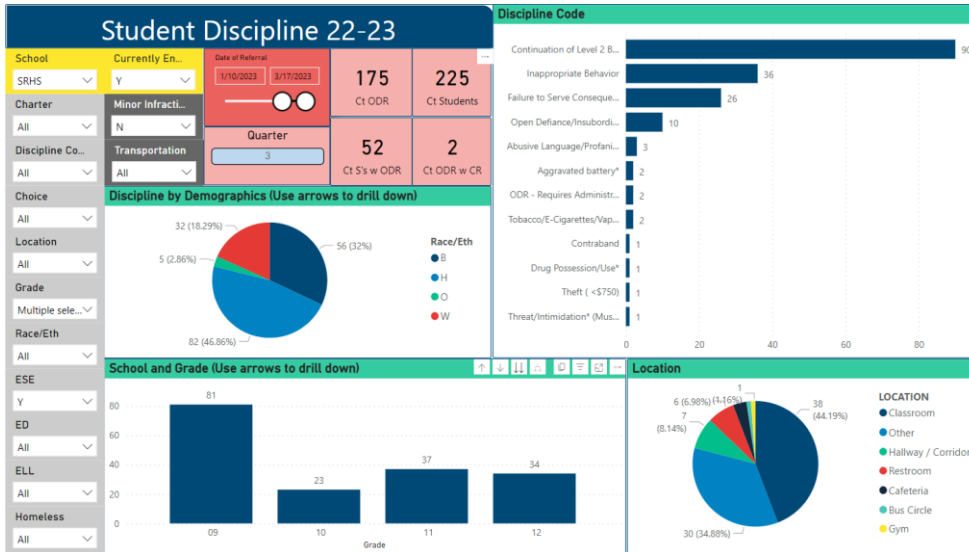


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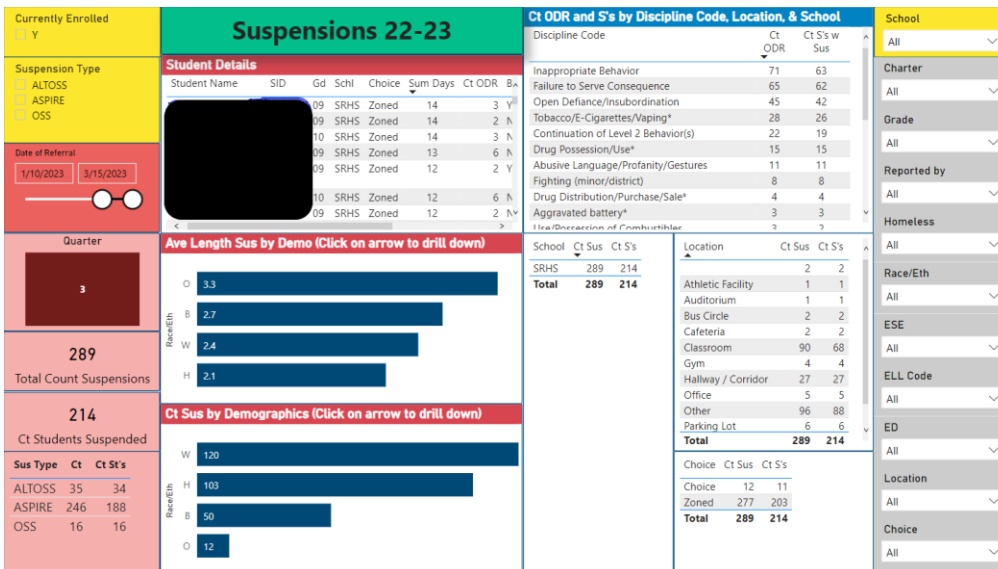
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Evidence AAAP 2.1

AA Student Discipline between January 10th and March 16th.



AA Student Classroom removals (A2OSS, ASPIRE, OSS) between January 19th and March 16th.

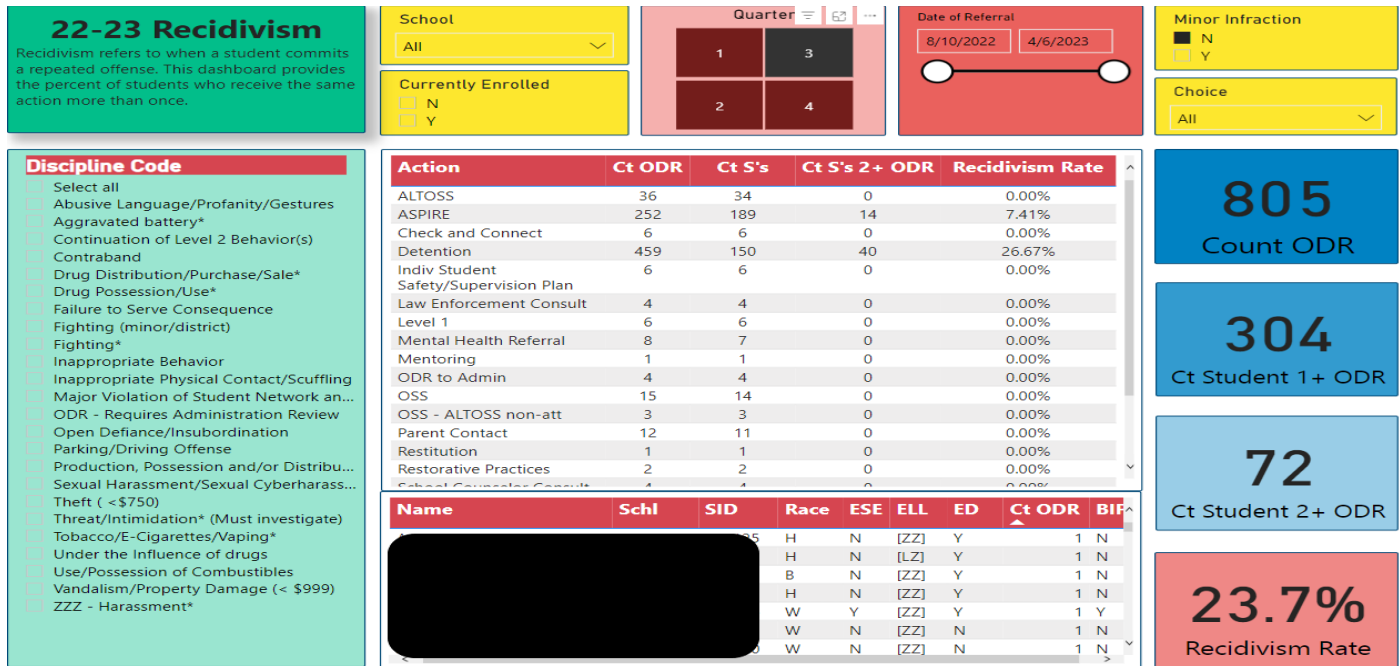




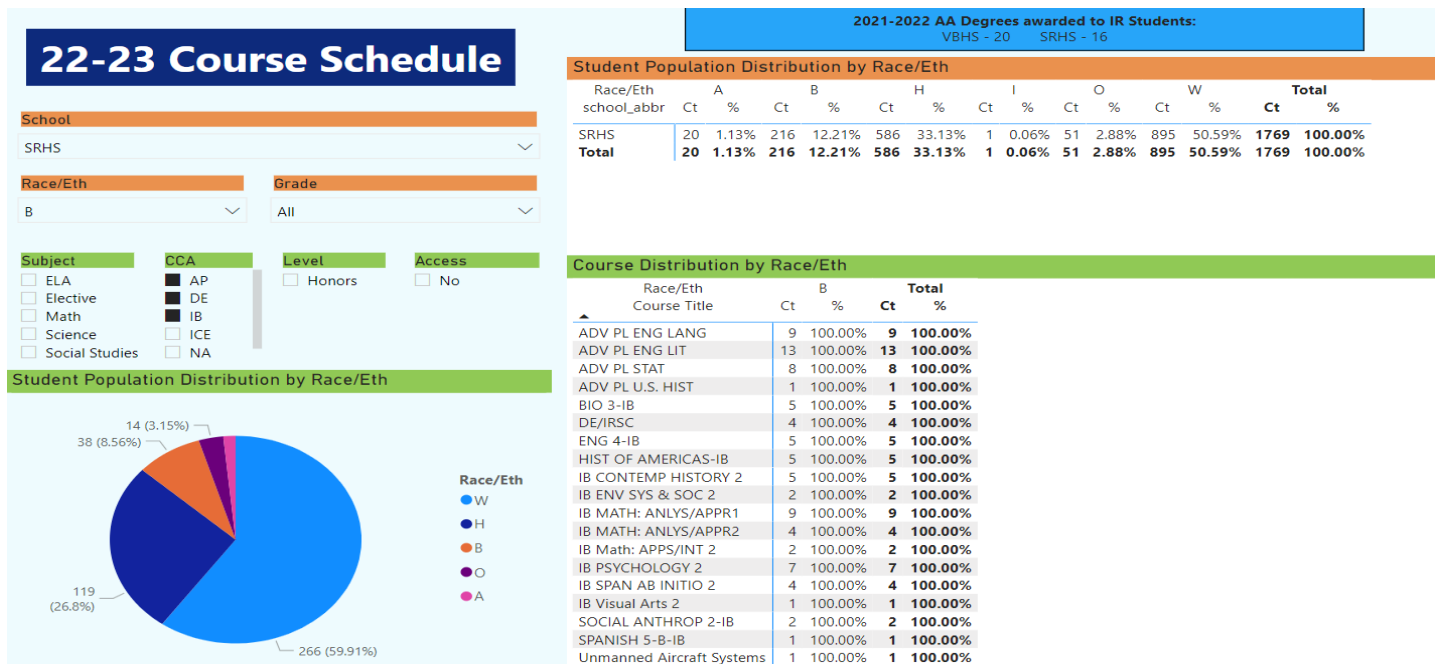
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SRHS Recidivism for 3rd quarter.



SRHS Advanced and Accelerated Course Distribution for AA Students





African American Achievement Plan 2022-2023

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Admin Meeting Agenda

Sebastian River High School



Administration Meeting Agenda: January 5, 2023

- **Staff Vacancies:**
 - Soaring Up Teacher
 - ESE Support Facilitator (Rose Parkinson)
 - Math
 - Social Studies...
- **Spring School Safety Drill Schedule**
 - DUE January 6th
- **2nd Semester Assemblies:** (Complete Microsoft Form per Dr. Moore)
 - What date and time:
 - 9th Grade
 - 10th Grade
 - 11th Grade
 - 12th Grade
 - Items to be covered: Tardies, Failure to Serve, Offensive Language, Attendance 90% to participate and parking, Vaping, Drugs, Fighting, Graduation requirements and Grades, etc....
- **Teacher Grading Practices:**
 - D/F Report (Review)
 - Check teacher's gradebook grades
 - Teachers / Counselors should be making contact
- **Collaborative Planning:**
 - Wednesday Afternoon 2pm-2:30pm & **During** School Day (Admin and Leaders will be popping in for support)
 - Outcomes from Planning:
 - Formative assessments and Monitoring Strategies
 - Tasks Alignment which supports what students will be presented with during state assessment testing
- **Observations - Walkthroughs:**
 - Please make sure all observations are on time
 - Support Dialogue - Who needs support?
- **School Improvement Plan**
 - Phase 3 Due January 27th
 - Impact Review Walk January
 - Academic, Climate/Culture, Engagement (What are we seeing...?)
- **School Wide Discipline:**
 - Referrals 48hrs process
 - Tardy/Failure to Serve
 - Aspire & ALTOSS
 - Power BI Discipline Review
 - SERT - What students are on our list for possible interventions or change of placement?

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Sebastian River High School



Administration Meeting Agenda: February 3, 2023

"Without Strategy, Execution is Aimless, Without Execution, Strategy is Useless"
"Both Takes Discipline and Maturity"

- **Staff Vacancies:**
 - ESE Support Facilitator (LTS)
 - Social Studies...
 - Custodian
- **Teacher Grading Practices:**
 - Review Teacher Gradebook Grades for Subject Area
 - Teachers / Counselors should be making contact
 - 1 grade per week
- **Collaborative Planning**
 - Tested Subject Area are the **PRIORITY**
 - Outcomes from Planning:
 - Identify Bubble Students and "What specific tasks will they be doing"
 - Facilitate discussion on "What Systems/Structures are in place within the classroom daily for monitoring"
- **School Improvement Plan**
 - Semester 2 Step Back and Strategies DUE Monday, February 6th
 - Each teacher should be able to say what monitoring strategy they are utilizing daily/throughout lesson
 - Lesson Plan should include
 - Miami Senior High School Trip (When & What)
- **Observations - Walkthroughs:**
 - Every Tested Subject Area Teacher must see us at least three times per week
 - Support Dialogue - Who needs support? Must only focus on Marzano Element, NOT Student performance
 - Currently: EB, (Who Else?)
- **School Wide Discipline:** Power BI Discipline Review
 - Referrals 48hrs process (please monitor your grade level - /
 - SERT - What students are on our list for possible interventions or change of placement?
 - 45 Day Placement (ESE), FBA/BIP Needed, Place on MTSS agenda
- **Attendance Review:**
 - FTE Survey Window - January 26th - February 10th
 - Attendance Contract...
- **Master Schedule Updates:**
 - What Classroom/Teaching Assignment moves do we think are necessary for 23-24 SY
- **PRIS - Monthly Student Recognition**
- **Tuition Rewards (FAST/EOC)**
 - SHARK Cards???
- **Parent / Teacher Conference (February 14th)**
 - Please make sure all teachers have scheduled
 - Also, Staff Photo Day
- **Athletics Updates (Coach Ann)**
- **Collaborator Items**

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SIP Action Planning 3rd Quarter

School Action Steps (SAS)				
School Name:		Sebastian River High		
Type of Review	Action Item	Administrator Responsible	Due Date	Status
Impact Review	During collaborative planning, administration will clarify the difference between formative assessment and monitoring.	Evaluating Administrator	10/12/2022	Complete
Impact Review	During collaborative planning, administration will have teachers evaluate the percent of student vs teacher talk and help teachers incorporate structures to increase student engagement. Administration will discuss the difference between compliance and engagement?	Evaluating Administrator	10/12/2022	In Progress
Impact Review	During collaborative planning, administration will have teachers plan for the task/questions to be used in lessons.	Evaluating Administrator	10/12/2022	In Progress
Impact Review	Devise plan of support for senior graduation requirements for reading. Math has plan and needs implementation.	Evaluating Administrator	11/1/2022	Complete
Impact Review	Provide individual feedback to teachers visited during Impact Reviews.	Evaluating Administrator	11/7/2022	Complete
Impact Review	ELA- Ensure teachers are using the new writing rubric and going over the procedures to analyze the anchor text.	Pinkney/VanB.	1/27/2023	Complete
Impact Review	ELA/Math- Continue to support teachers plan for the structures needed to engage all learners	Evaluating Administrator	ongoing	In Progress
Impact Review	Math- During collaborative planning, use the BEST math standards resources to guide development of lesson rather than the textbook.	Riskin	ongoing	In Progress
Impact Review	ELA/Math/SS/SC- During collaborative planning, develop formative assessments and plan what to do with the information by using resources from Terry Morgan.	Evaluating Administrator	ongoing	In Progress

FAST Testing Data for AA Students: (PM1 – PM2 Data)

