



African American Achievement Plan 2022-2023 Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 4

School: Sebastian River High 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 June 6, 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: June 6, 2023

School: SRHS

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	2
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	April 3 rd , April 28 th ,
Summary of Observation(s):	

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)	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

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)	April 6 th , April 20 th , May 12 th
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	Reviewed data using the EWI of our African American students with Admin team, School counselors, MTSS, and leadership team. Summary of action steps include:



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	<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> :	April 14 th , May 5 th
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> :	April 14 th , May 5 th
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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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>(i.e., August 1, 2022)</i>	April 3rd	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes	* If no, what modifications will be made to address the achievement gap?
	<input type="checkbox"/> No*	
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	<p>Summary of Action Steps</p> <ol style="list-style-type: none"> 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. 	

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.



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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 (#) 74	Total Count of African American Students Enrolled (#) 216	Total Percent of African American Students Participating in One or more Extracurricular Activities (%) 34%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	To increase communication using weekly school messengers, 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 (%) 20%	White, Non-Hispanic (%) 60%
(OPTIONAL) Additional information:	



African American Achievement Plan 2022-2023

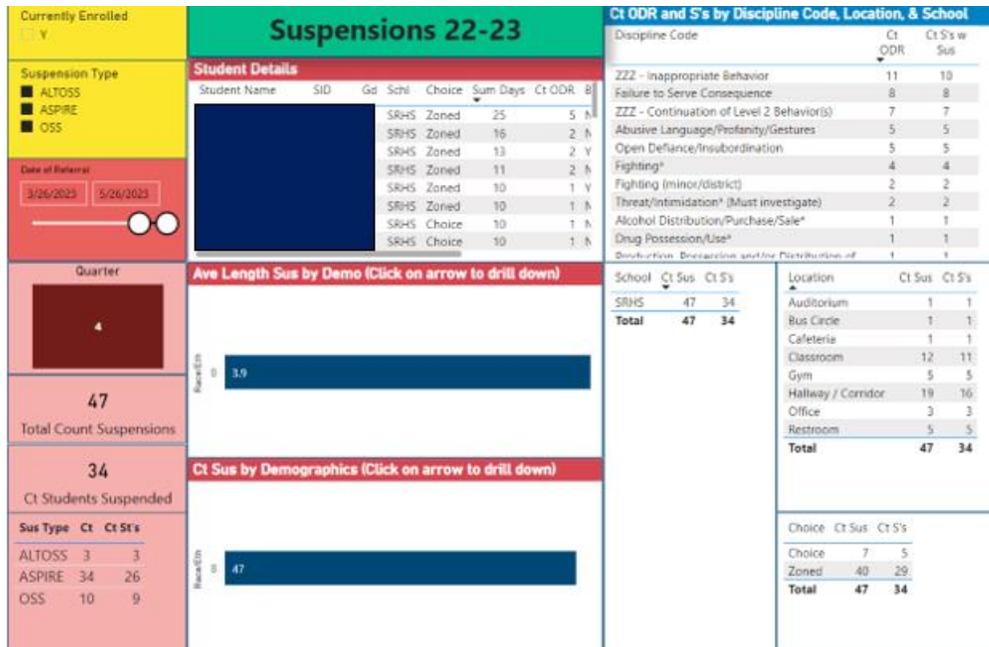
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Evidence AAAP 2.1

AA Student Discipline between March 27th and May 31st



AA Student Classroom removals (A2OSS, ASPIRE, OSS) between March 27th and May 31st





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SRHS Recidivism for 4th Quarter

22-23 Recidivism
Recidivism refers to when a student commits a repeated infraction. This dashboard provides the statistics of students who receive the same action more than once.

School: SRHS

Quarter: 4

Date of Report: 5/27/2023 - 5/31/2023

Minor Infraction: N

Choice: All

Currently Enrolled: N

204
Count ODR

52
Ct Student 1+ ODR

9
Ct Student 2+ ODR

17.3%
Recidivism Rate

Discipline Code	Action	Ct ODR	Ct S's	Ct S's z+ ODR	Recidivism Rate
Abusive Language/Profanity/Gestures	ASPRC	34	26	6	23.00%
Alcohol Distribution/Purchase/Sale*	Check and Connect	2	2	0	0.00%
Drug Possession/Use*	Detention	149	25	20	80.00%
Failure to Serve Consequence	Law Enforcement Consult			0	
Fighting (minor/district)	Mental Health Referral			0	
Fighting*	Mentoring			0	
Lying/Misrepresentation/Forgery	OSS	10	9	1	11.11%
Open Defiance/Insubordination	Parent Contact	1	1	0	0.00%
Production, Possession and/or Distribu...	Respite Pass	1	1	0	0.00%
Skating	School Counselor Consult			0	
Threat/Intimidator* (Must investigate)	SESR	7	7	0	0.00%
ZZZ - Continuation of Level 2 Behavior...	Student reentry/success plan			0	
ZZZ - Inappropriate Behavior	Work Detail			0	
ZZZ - Minor Infraction				0	

Name	Schl	SID	Race	ESE	ELL	ED	Ct ODR	Blf
	B	N	(ZZ)	Y			1	N
	B	Y	(ZZ)	Y			1	N
	B	N	(ZZ)	Y			1	N
	B	N	(ZZ)	Y			1	N
	B	N	(Z)	Y			1	N
	B	N	(ZZ)	Y			1	N
	B	N	(ZZ)	Y			1	N

Administrative Agendas

Sebastian River High School



Administration Meeting Agenda: April 14, 2023

- Data Corrections**
 - Dr. McMahon 9:00AM
- Staff Vacancies**
 - ESE Support Facilitator, Social Studies, Custodian, Math, Leave: FMLA... Contri, Morgan, Platt,
- Collaborative Planning**
 - Tested Subject Areas are the **PRIORITY**
 - School Day Interventions...How are they going? **LAST PUSH!!**
- Teacher Grading Practices**
 - Review Teacher Gradebook Grades for Subject Areas one per week
 - Senior Grades DUE Monday, May 15th 4PM
- Observations - Walkthroughs**
 - Review of Observation Completion report
 - All Observations DUE by May 12th
- School Wide Discipline: Power BI Discipline Review**
 - Referrals 48hrs process (please monitor your grade level - if backed logged, contact Mike Hussey immediately)
- Master Schedule Updates**
 - Scheduling Students (completion percentages)
 - Non-Renew/Surplus Teachers
 - Teaching assignments
- Teacher Appreciation Week - May 8th - 12th**
 - Thoughts.....?
 - Secretary Appreciation Day April 26th
- SDIRC Career Fair**
 - Cummings & Riskin
 - Tabachnick, School Swag, School Flyers, etc.....
 - What do we have...?
- Testing Rewards (FAST/EOC)**
 - SHARK Cards!!!!
- Senior EOY Activities**
 - Review Senior Events Letter and Update
 - Senior Walk-Out (May 12th) Speak with Ranger Beach....
 - Senior and Student Laptop Return procedures
 - Graduation Concerns
 - Zipper Check
 - Cap Decoration discussion
- Athletics Updates (Coach Amv)**
- Faculty Council**
- Collaborator Items**

#SRHSFAMILY

Sebastian River High School



Administration Meeting Agenda: April 21, 2023

- Data Corrections**
 - Review Information shared by Dr. McMahon
- Staff Vacancies**
 - Waiting on Master Schedule
- Collaborative Planning**
 - Tested Subject Areas are the **PRIORITY**
 - School Day Interventions...How are they going? **LAST PUSH!!**
- Teacher Grading Practices**
 - Review Teacher Gradebook Grades for Subject Areas one per week
 - Senior Grades DUE Monday, May 15th 4PM
- Observations - Walkthroughs**
 - Review of Observation Completion report
 - All Observations DUE by May 12th
- School Wide Discipline: Power BI Discipline Review**
 - Referrals 48hrs process (please monitor your grade level - if backed logged, contact Mike Hussey immediately)
- Master Schedule Updates**
 - Scheduling Students (completion percentages)
 - Non-Renew/Surplus Teachers
 - Teaching assignments
- Teacher Appreciation Week - May 8th - 12th**
 - Thoughts.... Last Year:
 - Mike's Home Ice & Popcorn Bar
 - Michelle's Donuts & Taco Bar
 - Michelle's & Lisa's Smoothies
 - Michelle's & Lisa's Lunch
 - Michelle's & Lisa's Pizza Bar
 - Secretary Appreciation Day April 26th
- Testing Rewards**
 - Review Incentives
- Senior EOY Activities - Senior Assembly**
 - Review Senior Events Letter and Update
 - Senior Walk-Out (May 12th) Speak with Ranger Beach....
 - Senior and Student Laptop Return procedures
 - Graduation Concerns
 - Cap Decoration discussion - REVIEW
- Athletics Updates (Coach Amv)**
- Faculty Council**
- Collaborator Items**

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School District of Indian River County



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