

School District of Indian River County

AFRICAN AMERICAN
ACHIEVEMENT PLAN
2020-2021

Sebastian Elementary School

6500 57th St. Vero Beach, FL 32967
772-564-3000

Goal 1: Improve Academic Achievement of African American Students

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
Focus Area: Closing the Achievement Gap			
<p>1.4 Ensure that School Improvement Plans for all schools specifically address how school resources are being allocated to address achievement gaps for African American students.</p> <p>Implementation Steps: African American students are addressed in School Improvement Plan: Goal is listed Below African American students in grades 3,4, and 5 will score at 65% or better in proficiency on FSA ELA and Math. Step 1 : Hart Pulls Unit test and I-Ready Data monthly Step 2: Hart Reviews data with individual teachers monthly and creates monthly Action Plans for each African American student including all interventions or enrichments needed for each student. Step 3: Hart reviews the progress of each African American Student to determine if interventions or enrichments are working. Step 4 : The Principal (Hart) keeps A progressive data card on each African American student . This data card is reviewed with each African American student in grades 3,4 and 5 monthly to allow students to set personal goals. Step 5 : The students then set monthly goals with Principal Hart . Students who meet goals receive incentives. All students are given rewards for sitting and making goals with the Principal Step 6 : This cycle will continue until the end of the year.</p>	<p>Approved School Improvement Plans</p>	<p>October 31 Ongoing all year</p>	<p>Hart / Principal</p>

<p>1.5 Ensure that the District provides African American students the opportunity to participate in extended learning opportunities for remediation and enrichment. These opportunities will be communicated to parents and guardians.</p>			
<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Assistant Principal and Gifted Teacher will Fast Track KBITS with All African American Students scoring a 4 or above on FSA ELA. 2. African American Students in grades 3,4 and 5 Scoring level 1 or 2 will be offered After School FSA Reading Camp. Buses will be provided from camp in the afternoon to transport students' home. (23 African American students participate) 3. School uses DOJO as communication with parents. All School wide events and programs are communicated daily by administration and teachers to parents. 80 % of our 115 African American parents participate in the school wide DOJO messaging system. 4. Personal Phone calls are made to parents. Administration also has a school cell phone for immediate texting for school conferences and daily contacts for behaviors both positive and negative. 5. Principal does home visits at the start of the school year. 6. Assistant Principal will Kbit all African American Students who score Level 4 or 5 on ELA or Math FSA to start the gifted screening process 7. Enrichment opportunities include Principal's Book Battle Team (5 African American students participate) Tropicana Speech (ALL 4th and 5th grade African American students participate) Elks Contest ALL 5th grade African American Students Participated and our top two winners from the Elks Lodge were African American Males. National Honor Society we have 5 African American members of 15 students. 	<p>Extended Learning Opportunity Rosters and DOJO Parent listing</p>	<p>August 1 – June 2020</p>	<p>Hart/ Principal</p>

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.10 Develop a process to identify the current needs and supports for equitable participation in extracurricular activities (e.g., cheerleading, lacrosse, soccer and orchestra).	Membership roster of students participating in Cheering, Chorus, Drums Track and Basketball.	October 31, December 31, March 31, May 31	Principal/ Hart Track Coach Basketball Coach Music Teacher Cheer Coach
Implementation Steps: Sebastian Elementary currently offers Cheerleading, chorus, drumming, track and a basketball program for students. All coaches are required to ensure that participation in these activities includes diversity of all students here art SES. 3 of the 12 students in Drums are African American 8 of the 17 Cheerleaders are African American 15 of the 30 students on Track are African American 7 of the 12 members of the Basketball Team are African American			
1.14 Each secondary principal will create an African American Student Council to gather feedback on the impact of support.			
Implementation Steps: N/A			

Focus Area: Graduation Rate			
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.15 High school instructional staff and administrators will identify the specific standards from Unit Assessments in English, Mathematics, Biology, and U.S. History by race to support schools in identifying course concepts / standards that need to be re-taught to improve mastery for African American students and reduce the likelihood of course failures.</p>			
<p>Implementation Steps: N/A</p>			
<p>1.16 School leadership teams will use the Florida Early Warning Indicators using Unify data to develop and support interventions for African American students who are not on track to graduate. Data will include attendance below 90%, one or more suspensions, course failure in ELA or Math, Level 1 on statewide assessment.</p>			
<p>Implementation Steps: Step 1. Administration Reviewed FEWI indicators at Leadership Meeting. Step 2 : A list was created of those African American students that were listed in 1 or more categories. Step 3 : Each student was assigned a mentor to develop a personal relationship to encourage positive behavior, attendance and academics. Sep 4 : Mentors meet monthly with students (eating lunch or checking in before school) to reward and or encourage students in each area (behavior, academics and attendance . Step 5 : All students participate in school wide attendance , behavior and academic incentive parties.</p>	<p>Documentation of data chats/MTSS documentation</p>	<p>August 1 – July 1</p>	<p>Principal/ Hart AP/Bacon Coaches</p>

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.17 Monitor African American students who are not on track to graduate (Data include early warning indicators (K-12), credits earned, core course failures, FSA 10th Grade ELA results and FSA ALG 1 EOC results) and provide an opportunity to participate in after school and summer extended learning opportunities (ELO). Employ recruitment and targeted resource strategies, including partnering with the community, to increase attendance for African American students in all extended learning programs.</p>			
<p>Implementation Steps: N/A</p>			
<p>1.18 Ensure African American students who have not met course requirements for graduation are participating in "in- school" credit recovery classes to recover failed core courses and raise grade point averages to meet graduation requirements.</p>			
<p>Implementation Steps: N/A</p>			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.19 Monitor identified students for course failures, concordant scores for ELA and Algebra 1, GPA, and advanced coursework.	Documentation of meeting with teachers	After each Quarter and Unit Test	Principal/ Hart AP/ Bacon Coaches
Implementation Steps: Step 1. Leadership Team meet with Teachers after Unit Test to review individual student information and remediation for those students. Step 2 Leadership reviews Report cards to monitor students who receive course failures and meets with individual teachers to review support given to those students.			
1.20 Collaborate with high school principals and graduation coaches to monitor and create an action plan to increase the achievement of identified students for course failures, concordant scores for ELA and Algebra 1, GPA, and advanced coursework.			
Implementation Steps: N/A			
1.22 Develop a training for school counselors facilitate conversations with at-risk students to review options for graduation, meeting graduation requirements and developing individual plans for students. Principals will meet with school counselors to review and monitor implementation of the plan.			

Implementation Steps: N/A			
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.23 Implement motivational assemblies for identified at-risk students, including Commit 2 Graduation, Hear My Story, etc.			
Implementation Steps: From February Until the end of the Year Step 1 : Hart and Akers completed Kids at Hope Training Step 2 : FSA Parent meeting planned for Parents March 16 Step 3: FSA Pep Rally Planned for March 31 Step 4 : PTA to Sponsor and End of The Year Motivational Family Night	Assembly Dates	February 2020- March 2020 May 2020 PTA	Hart/ Principal Akers/ 3GI
1.24 Principals will schedule, plan and coordinate parent meetings with African American students who require intensive support to graduate.			
Implementation Steps: N/A High School	Number of meetings with students by grade level		N/A
1.25 Implement plan that requires every school counselor to meet quarterly with African American students discuss graduation needs. The principal will meet with students to determine impact of graduation support.			

Implementation Steps: N/A			
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Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.26 Develop a learner profile and learning plans for students not on track to graduate.			
Implementation Steps: Step 1: Identify African American students in grades 3,4, or 5 who have received a level 1 on FSA Step 2; Meet with teachers to discuss progress on African American students on Unit Test and the Winter I ready Diagnostic Test Step 3: Identify barriers to progress or identify successes towards progress Step 4 : Continue strategies that are causing success or work to improve strategies that are not working to keep students on track for proficiency on FSA	Progress on FSA test in April	Starting March 2020	Principal/Hart AP/Bacon Teachers
1.27 Develop a plan to monitor graduation rates at each high school.			
Implementation Steps: N/A			
Focus Area: Advanced Coursework			
1.32 Create procedures to ensure equitable access for African American students to on-site, college readiness testing in every high school (PSAT, ACT, SAT, PERT).			
Implementation Steps: N/A			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.34 Schedule events to provide African American parents and students with information on advance coursework, dual enrollment, graduation pathways, scholarship information and strategies for academic success (i.e. workshops, website, parent conferences, SAT and ACT information).			
Implementation Steps: N/A			
1.35 Create procedures to ensure an equitable representation of African American learners in recognition ceremonies (e.g. including AP, IB and Industry Certification students).	Documentation of procedures	Quarterly	Principal /Hart
Implementation Steps: Principal reviews student list for Quarterly recognition ceremonies			
1.38 Develop a summer program to support and prepare African American secondary students for advanced courses.	Number of students enrolled in summer program	July 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: N/A			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.40 Implement the Peer Forward program to increase college enrollment.			
Implementation Steps: N/A			
1.42 Implement district led data chats with principals that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment.	Agenda for data chats Number of students regressing by school and grade level	Aug, Sept, Oct, Nov, Sec, Jan, Feb , March, April, May,	Hart/ Principal
Implementation Steps: Administration reviews Information shared regarding the regression of African American students.			
1.43 Implement school level data chats between school leadership and teachers that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment.			
Implementation Steps: Step 1; Monthly data chats with grade levels reviewing the regressions of African American students. Step 2: Monthly Unit Test Data Chats conducted with teachers by administration. Step 3: I ready Diagnostic Chats with teachers and administration	Meeting Agenda	Aug, Sept, Oct, Nov, Sec, Jan, Feb , March, April, May,	Hart/ Principal Bacon/ AP Coaches

Goal 2: Reduce Disparities in Discipline & Alternative Disciplinary Placements

Focus Area: Equitable & Culturally Responsive Tiered Supports			
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
2.5 Implement a plan to ensure all Out-of-School Suspensions are approved by principal supervisors.	Documentation of Focus approval process and emergency procedures	April 1, 2020	Scott Bass, Deputy Superintendent; Hart/ Principal
Implementation Steps: Step 1; Principal will to send all Out of School Suspensions to Principal Supervisor Mr. Bass			
2.9 Research and implement a student to student peer mentorship program.		March 1, 2020 Ongoing until end of the year	Hart/ Principal
Implementation Steps: Step 1: African American Safety Patrols and National Honor Society students will be paired with 3rd grade African American Students. Step 2: Students will be allowed time in the afternoon for Buddy Reading on our Buddy Benches in our Courtyard Area. Step 3: Older students will work with 3rd graders to encourage good behavior. Step 4; There are 15 African American students targeted in 3rd grade for the Student Peer Program			
2.10 District will work with schools to conduct a review of In-School Suspension programs and support school's development of action to improve outcomes.	Reduction of repeat students in the program	Aug, Sept, Oct, Nov, Sec, Jan, Feb , March, April, May,	Hart/ Principal Teachers

Implementation Steps:

Step 1: Principal will work with individual teachers to conduct a review of in school Suspension program.

Step 2: Teachers will develop action plans to Improve relationships with students to avoid behavior issues within Tier one Instruction.

Step 3 : Teachers use School wide CHAMPS and HARMONY Programs in Tier One instruction to teach expectations and promote success in order to help eliminate the need for In school Suspensions.

Goal 4: Increase Employment of African American Teachers

Focus Area: Recruitment, Hiring and Retention of African American Teachers			
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
4.5 Identify African American high school students in the District who could make great teachers, offer the students mentors while in school, invite them to join Florida Future Teachers of America, and if graduate college with appropriate credentials, attempt to contact these students for recruitment purposes.			
Implementation Steps: N/A			
4.6 Research opportunity to add a Teacher Academy at both high schools.			
Implementation Steps: N/A			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
4.8 Hiring administrators will interview, whenever possible, a diverse pool of applicants.	Submission of racial breakdown of all applicants for instructional positions. Must include information regarding the race and specific teacher or instructional staff position for which candidates were interviewed, extended offers, and/or hired.	August 1 – July 1	Hart/ Principal
Implementation Steps: Step 1 : Review all applications and interview all qualified/diverse candidates. Step 2 : Hart attends at least one HBCU college Recruitment Fair on Behalf of the District			
4.14 Enroll African American teachers in years one through three of teaching career in Indian River in the new teacher mentoring program, included inviting all new teachers to the new teacher orientation.			
Implementation Steps: N/A			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
4.15 Assign a mentor to each African American teacher at his/her school who will individualize a plan tailored for each African American teacher's individual needs.	Mentor/mentee list	September ongoing	Principal/Hart
Implementation Steps: Step 1 : Mentor program is established at school with identified teachers and students that they will mentor.			
4.16 Develop a plan to increase the number of African American mentors by publicizing the needed criteria and asking principals to recommend teachers.	List of African American participants serving as mentors	All Year	Principal/ Hart
Implementation Steps: Step 1: Principal has partnered with Local Sorority and Fraternities to solicit Mentors for African American Students.			