



African American Achievement Plan 2023-2024 Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 2

School: Treasure Coast Elementary

In October 2023, the School District of Indian River County initiated the implementation of the 2023-2024 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 2023-2024 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 2023-2024 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 [Click or tap to enter a date.](#): JK (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?)

During the 2nd quarter we continued to look at data and make adjustments to classroom instruction. Our coaches planned with teachers weekly to determine barriers and differentiate lesson plans to meet the needs of all students. We have made changes to interventions based on progress monitoring and teacher input. As we have gotten new enrollments, we have worked at looking at the data to ensure that if they needed an intervention it is provided. In addition, we have worked on refining our Individual Problem-Solving Team (IPST) to ensure that needs are being met and gaps are being closed. The leadership team is monitoring student progress through the interventions. Students have been provided the opportunity if in 3rd grade to participate in the Moonshot Academy (Tuesday, Wednesday, Thursday), and we offer our Title 1 Tutoring afterschool on Tuesday and Thursday. Utilizing the School District Lesson Plans and Required Instruction PowerPoint, the teaching of African American history is documented in the lesson plans.



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Date of Summary: December 15, 2023

School: Treasure Coast Elementary

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 standards 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, 2023)	10/25, 11/9, 11/27, 12/7
Summary of Observation(s):	<p>Each week we have collaborative planning and the required instruction including African American History is shared via the district required instruction PowerPoint and documents. We continue to highlight the required instruction through our Multicultural Newsletter so teachers are aware of required instruction.</p> <p>3rd Grade- Readworks "Famous African American: Duke Ellington</p> <p>4th Grade- "Harlem" Poet's Journal 4.1 Figurative Language in Poetry Identify the meaning of various examples of figurative language.</p> <p>5th Grade- Readworks "Jazz"</p>

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, 2023)						12/11, 12/11, 12/15					
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 (%)
3	3	100%	0	0	N/A	1	1	100%	6	6	100%

*Data should be retrieved from the Power BI ES Leadership Compliance – Schedule Audit.

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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, 2023)	N/A
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	N/A

Strategy AAAP 1.4 (SECONDARY ONLY): Implement processes to ensure that advanced and accelerated courses in middle school and high school are accessible to African American students.

**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 (%)
N/A	N/A

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> :	10/17, 11/10, 12/8
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Discussed during the IPST team meeting individuals with behavior concerns. Our success coach and school counselor monitor students data and adjust the point sheet data when necessary.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	School Leadership Meetings (Monday) 10/23, 11/6, 11/13, 11/27, 12/4, 12/11, 12/15
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	During these weekly school leaderships meetings, we discuss the data and progress of our students. We share the results from unit/topic assessments, i-Ready diagnostics (when applicable) and discuss overall trends within the grade level.

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)



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

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, 2023)	11/13, 12/4	
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):	In our SIP we are monitoring the progress of our African American subgroup to ensure that they are making adequate learning gains. Students have been invited to extracurricular Title 1 and Moonshot Tutoring (3 rd grade).	

Strategy AAAP 3.1 (ALL SCHOOLS): 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:		12/15	
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 (%)	
23	59	39%	
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		During the 3 rd quarter we will continue to notify parents through PBIS, social media, and School Messenger calls, and Focus. In addition, we are focusing on during school intervention groups to help close the achievement gaps.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		N/A	

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



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

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

4th Grade “Harlem” Lesson Plan Documentation

Lesson Plans - Week of November 6-10, 2023

Due: Nov 3 at 11:59pm - 2023-2024-Treasure Coast Elementary Schl - Faculty

44/48 Graded

0 Average

38/48

Page 9 of 14

44/48 Graded

0 Average

38/48

Submitted: Oct 31 at 9:28am

Student Viewed Document: Oct 31 at 9:28am

Word Count: 2,580 words

Submitted Files: (click to load)

planbook (8).pdf

Assessment

Grade (0 / 0)

Complete

Comments for this Attempt

Add a Comment

Thursday 11/09/2023

ELA/Math

Unit 3 Lesson 4

"Harlem" (Lesson 1 of 2)

PRIMARY FOCUS OF LESSON

Reading

Students will make a prediction about Langston Hughes's "Harlem" prior to reading and then discuss the poem with particular emphasis on interpreting the poem's many similes.

Writing

Students will compose original, simile-rich poems in response to the question, "What happens when your teeth aren't brushed?"

FORMATIVE ASSESSMENT

Graded- 4.2- similes

Poet's Journal 4.1 Figurative Language in Poetry Identify the meaning of various examples of figurative language.

Poet's Journal 4.2 Interpreting Similes in "Harlem" Interpret the meaning of the similes in "Harlem."

Poet's Journal 4.3 "What happens when your teeth aren't brushed?"

Students write original poems using multiple similes.

Standards

ELA.4.R.1.3 Identify the narrator's point of view and explain the difference between a narrator's point of view and character's point of view.

ELA.4.R.1.2 Explain a stated or implied theme and how it develops, using details, in a literary text.

Strategy AAAP 1.2 : 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.

STRONGER
SDIRC
TOGETHER

Intensive Reading Audit: K-5

School

Grade

Teacher

Race/Eth

43

10

10

10

Ct of K-5 Students

Total Ct Scheduled

Ct Need Fun Read

Ct Need Fun Read & Scheduled

Ct Need Fun Read but NOT Scheduled

Ct Scheduled & may NOT need

ed Fun Read but Not Scheduled

udent ID Schl Name Gd Race/Eth ED ESE ELL FAST 23 AL STAR 23 AL SEL 23 <10th IR Rel PI Fall 23 IR Per Fall :

This dashboard utilizes the students' prior year FAST or STAR ELA achievement level (Level 1), STAR Early Literacy (Below 10th percentile), and the 23-24 Fall iReady (Below 9th percentile) to determine if a student should be scheduled in Functional Reading Skills (Fun Read - 5010022 for K-2 and 5010026 for Grade 3-5) according to the 22-23 Master Schedule Resource Guide.

B

A

B

H

I

O

W

L25/35 ELA

FAST 23 AL

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.
Example of groups scheduled for Interventions with data tracking each student.




Grade			Tier	Intervention time & with...	FSA/FAST Spring 2023 SS/Title	FAST Fall2023 Nov/SS/Title	FAST Winter 2023 SS/Title	FAST Spring 2024 SS/Title	I-Ready SS/Title Fall 2023 **	I-Ready MOY SS/Title 23 24	I-Ready EOY SS/Title 22-23	BOY-LNF	PSF	Letter Sounds NWF_CLS	Decoding NWF_WRC	Word Reading	ORF WRC/Errors	Comp Maze	Notes	Previous Retention	Classroom Teacher	Intensive /T3 Program	Tier 2	
Jalilah (Wilson Program) 7:45-8:45 4-5 days a week																								
1			2 & 3		615/1	766/44			384/33 R			30	54	40	11	8	9/3	NA		Ret 1/Social Skills	Townsend	Sunday	Decodable	
1			2 & 3	T2/T3	649/3	651/3			352/12			29	11	9	0	disc	disc			IDEA Referral	Rusin	LPL	Amplify	
1			2 & 3	9:00-9:40	EOY	707/12			362/17			38	37	17	2	5	disc	NA		FUN READ	Rusin	Sunday	Decodable	
1			2 & Int		732/4	768/45			387/36			43	34	43	14	12	7/9	NA		Ret 1 IPST/RFA	Mann	Sunday	Decodable	
1			2 & 3		691/21	658/4			354/13			7	28	10	0	disc	disc	NA		Ret 1/Referred for IDEA	Townsend	Language for	Sunday	
1			2 & Int	T2/T3 9:45-10:25	615/1	621/1			307/1			10	6	disc	disc	disc	disc		delays/IPST/Access	LY/Ret 1/FUN READ	Mann	Sunday	LPL	
2			2 & 3		NA	615/1			390/9			NA	NA	10	0	disc	disc	disc		IDEA Referral	Green	Sunday	LPL	
1			2 & Int		615/1	644/3			335/6			1	23	4	0	disc	disc	NA		IPST7	Rusin	Sunday	LPL	
3			2 & 3	T2/T3 10:30-11:10 ELA then go	807/4	268/1			436/15			NA	NA	48	16	31	55/3	disc		504/IPST & Point	Moore/Mat	Magnetic	Magnetic	
3			2 & 3		1	290/2			477/32			NA	NA	61	20	39	90/1	disc		FUN READ	Ret 3-DES transfer	Moore/Mat	Magnetic	
Lunch & Planning 11:10-12:25																								
				12:25-1:10		1/2 of	math	1st	grade															
2			3		615/1	747/2			437/37					54	15	13	29/5	disc		sp/ESE7, 2:30-3:00 M, 10-10:30 Thurs	Ret 1 review new data to see if we need to go to Eval.	Jenkins	Sunday	Decodable
2			Int	T3 Only 1:15-1:30	781/17	813/14			429/32					42	12	11	22/3	disc		Keep in and review data after 6-8 weeks	Ret 1-Parent IDEA?	Green	Lexia	Decodable
2			Int		758/10	757/3			399/12	look at	star then	decide		41	13	1	14/4	disc		00-2:30 SP	2:00-2:30 SP F	Green	Sunday	Decodable
2			Int	T3 Only 1:30-2:00 2nd Half of	752/8	765/4	phonological processing	could reevaluate	398/11	difficulty reciting sentences				45	14	6	24/2	disc		2:00-2:30 SP M	IPST-NEW	Jenkins	Sunday	Decodable
3			3 Last 15 mins		818/5	240/1			421/10					43	13	6	23/4	disc		Cont T3/10.23.23 Lexia T2	Huber/Math	Lexia	Decodable	
3			2 & 3	T2/T3 2:45-3:30	877/19	277/1			463/25					52	16	25	36/7	disc		MTSS/Cont T3	Moore/Mat	Sunday	Decodable	
3			2 & 3	dismiss from me	815/5	267/1			462/24					47	15	27	43/4	disc		IDEA Referral	Stiles	Sunday	Decodable	
3			2 & 3		922/41	266/1			428/13					41	11	32	39/4	disc		Continue fade/504	Moore/Mat	Sunday	Decodable	
3			2 & Int		?	255/1			410/7	encourage	glasses	4 pts		42	12	13	20/7	disc		LY- FES Transfer	Moore/Mat	Sunday	Decodable	

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.

TCE 2 nd Grade Intervention Groups				
Teacher	D'Alessandro	Murray	Olsson	Parisi
Targeted Intervention/ Curriculum Used	Sunday/Phonics	Sunday/Phonics	Lexia	Magnetic Scaffolded Comprehension Lessons 1-4
Tier	Tier 2 Fun Read	Tier 2 Fun Read	Tier 2 Fun Read	Tier 2
Intervention Days/Time	M-F 2:30-3:00	M-F 2:30-3:00	M-F 2:30-3:00	M-F 2:30-3:00
Progress Monitoring Tool	DIBELS NWF Bi-Weekly	DIBELS NWF Bi-Weekly	Lexia Individual	DIBELS MAZE Bi-Weekly
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.

TCE Weekly Leadership Team Meetings

Date: 11-27-23		Notes
 Wins	2-5 min	<ul style="list-style-type: none"> Leadership team shared <u>highlight</u> of their thanksgiving break.
 Standard Data Review	5 min	 What does “Goal Tracker” indicate regarding current progress? Specific areas of progress or concern based upon available data? <p> ELA: Increased in achievement. Concerns in BQ. Math: Concerns in LG and BQ Science: Concerns in Achievement (dropped 1%) Attendance: 93.1% Behaviors: Share with teachers to increase engagement strategies. </p>
Any concerns noted are moved to Issues List		

Strategy AAAP 3.1: Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.

