



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

Quarter of the School Year: 3

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 March 6, 2024: J. K. (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 3rd quarter, we implemented and changed our data driven systems to specifically target the root causes of student achievement during our RTI data chats. Teachers utilized the problem-solving app and identified barriers and selecting the greatest barrier and determining the appropriate intervention for students. Interventions have been implemented for all students and African American students. 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: March 15, 2024

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)	1/16, 2/5, 2/13, 3/1
Summary of Observation(s):	During collaborative planning teachers utilize the District Required instruction PowerPoint to look ahead at what instruction is needed and plan the necessary lessons. In addition, we have a Multicultural Newsletter that has been created that has resources and ideas for teaching required instruction.

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)	1/11, 1/19, 2/8, 3/1
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African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
		Percent			Percent			Percent			Percent
Ct Need Fun Read	Ct Need Fun Read But NOT Scheduled	(%)	Ct Need Fun Read	Ct Need Fun Read But NOT Scheduled	(%)	Ct Need Fun Read	Ct Need Fun Read But NOT Scheduled	(%)	Ct Need Fun Read	Ct Need Fun Read But NOT Scheduled	(%)
3	0	100%	0	0	N/A	1	0	100%	6	0	100%

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

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
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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 Discipline:

1/19, 2/8, 2/23, 3/1,

Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Discipline:

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 Achievement:

**School Leadership Team Meetings
1/11, 1/19, 2/8, 2/15, 2/22, 3/1**

Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement:

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



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All Grade Levels Served by the School (Combined)	
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)	1/12, 3/14	
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.	

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:	3/1	
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 (%)
29	59	49%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	During the 3rd 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:

No Interviews Conducted during 3rd Quarter

Percentage of Interviewers on Interview Committee by Race

Black/African American
(%)

White, Non-Hispanic
(%)

N/A

N/A

(OPTIONAL) Additional information:

Q3 Evidence

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

Music Special Lesson Plan

5th Grade 9:00am - 9:45am

Week 23 Black History Month Funga Alafia (over 2 weeks)

Standards

MU.4.S.3.4 Play simple ostinati, by ear, using classroom instruments.

MU.4.H.1.1 Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.

I can play a given rhythm on various hand-drums and percussion instruments.

Lesson / Instruction

1. TCE Rap
2. Science-Energy Chain Song
3. Review Learning Target
4. Introduce the hand drums and other percussion to students.
5. Have the students echo rhythms using high and low tones.
6. Teach different rhythms for different instruments.
7. Have students sit in groups according to instrument to practice their rhythm.
8. Rally Coach: Have students give each other feedback on their accuracy on their rhythm.
9. Pull the students together as a group ensemble to try to play Ensemble 1 as a group.
10. Discuss with the group, which parts need more work? How can we improve?

1st Grade Lesson Plan

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Science/Social Studies 1:50pm - 2:15pm

SS.1.E.1.4-Distinguish people as buyers, sellers, and producers of goods and services

SS.1.E.1.1-Recognize that money is a method of exchanging goods and service

- Recognize that money is a method of exchanging goods and services
- Define opportunity costs as giving up one thing for another.
- Distinguish between examples of goods and services
- Distinguish people as buyers, sellers, and producers of goods and services
- Recognize the importance of saving money for future purchases
- Identify that people need to make choices because of scarce resources

ReadWorks: "Martin Luther King Jr. " (1.C.G.2.3)

Florida Social Studies book, "Beginning Economics"

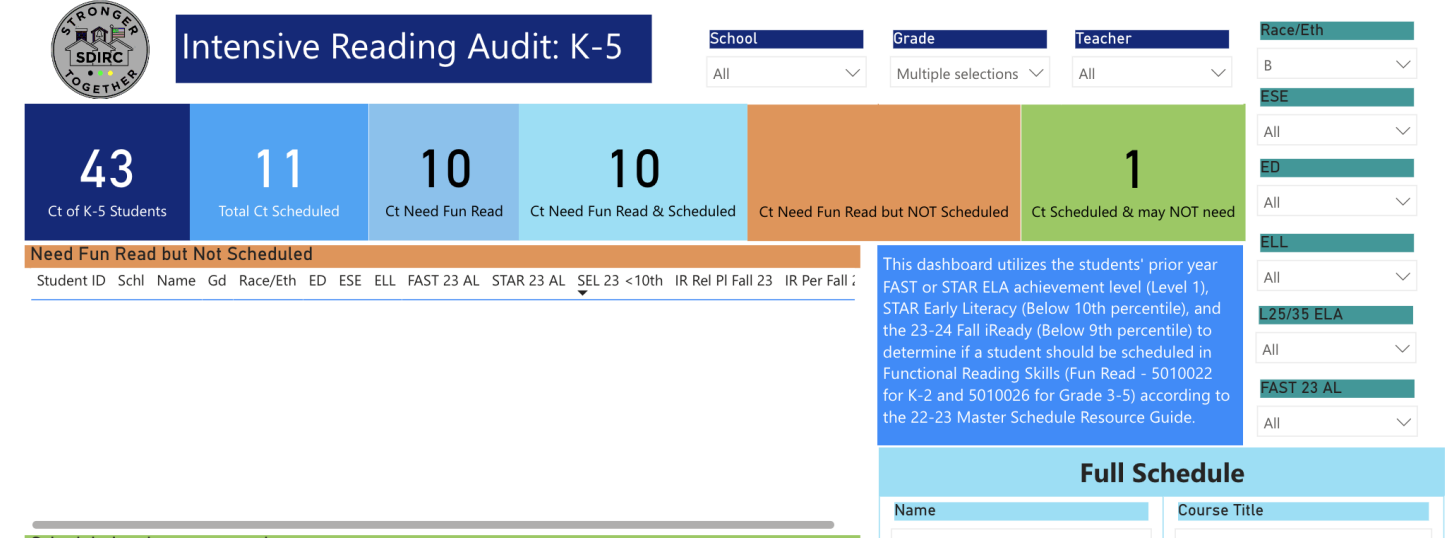
4th Grade Activity



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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.



Strategy AAAP 2.1 Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.

Tier 3 Intervention Teacher Schedule

1			2 & 3	615/1	766/44				384/33 R			30	54	40	11	8	9/3	NA		Ret 1/Social Skills	Townsend	Sunday	Decodabl	
1			2 & 3	649/3	651/3				352/12			29	11	9	0	disc	disc			IDEA Referral	Rusin	LPL	Amplify	
1			2 & 3	EOY	707/12				362/17			38	37	17	2	5	disc	NA		FUN READ	Rusin	Sunday	Decodabl	
1			2 & Int	732/4	768/45				387/36			43	34	43	14	12	7/9	NA		Ret 1 IPST/RFA	Mann	Sunday	Decodabl	
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	615/1	621/1				307/1			10	6	disc	disc	disc	disc		delays/IPS T7/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	IPST?		Rusin	Sunday	LPL	
3			2 & 3	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	Magnetic
Lunch & Planning 11:10-12:25																								
2			3	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	Decodabl	
			T3 Only 1:15-1:30																					
2			Int		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	Decodabl	
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	Decodabl	
2			Int	T3 Only 1:30-2:00	752/8	765/4	phonological	could	398/11	difficulty reciting				45	14	6	24/2	disc	2:00-2:30 SP	IPST-NEW	Jenkins	Sunday	Decodabl	

Strategy AAAP 2.1 Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.

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TCE 3 rd Grade Intervention Groups January 2024				
Teacher	Ketchum	Rollins	Stiles	Gardner
Targeted Intervention/ Curriculum Used	Lexia/Comprehension	Lexia/Comprehension	Lexia/Comprehension	Lexia/Comprehension
Tier	Tier 2 Threshold 2 (Fun Read)	Tier 2 Threshold 2 (Fun Read)	Tier 2 Threshold 2 (Fun Read)	Tier 2 Threshold 2
Intervention Days/Time	M-F 9:00-9:30	M-F 9:00-9:30	M-F 9:00-9:30	M-F 9:00-9:30
Progress Monitoring Tool	Weekly/Lexia within the program	Weekly/Lexia within the program	Weekly/Lexia within the program	Weekly/Lexia within the program
Students				