

AAAP Quarter 2



School District of Indian River County African American Achievement Plan 2021-2022 Assurances of Implementation of Strategies/Action Steps



Treasure Coast Elementary School

2021-2022 Quarter 2

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 African American Achievement Plan. To review and ensure compliance with the 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 2021-2022 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 of each school:

- Action steps included within the 2021-2022 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.

Reviewed on 1/7/2022 Verified by Scott Simpson

Quarter 2 Reflection

We have seen great improvement in our Reading, specifically with our African-American students. In fact, we currently have no African-American students at risk for retention in 3rd Grade. We need to continue to monitor equity in extracurricular activities and discipline. We need to increase our interventions in mathematics.

Strategy AAAP 1.1 (ALL SCHOOLS): Monitor the curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.

Number of Walk-throughs to Observe Implementation of African American History Teachings	3
Date(s) of Walk-throughs to Observe Implementation of African American History Teachings: (i.e. 8/27/2021, 9/13/2021, and 9/17/2021	10/12, 11/5, 12/2
Summary of observation(s): Teachers continue to plan and implement African-American History during their Collaborative Planning.	

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 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:						11/1, 12/14					
African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent
1	1	100 %	4	6	67 %	4	3	133 %	0	0	100 %

*Data should be retrieved from the Power BI 2021-2022 Scheduling App - 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	11/1, 12/14
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African American Students:

Summary of Action Steps/Plan Based Upon Reviews of Early Warning Indicators for African American Students:

Students added to Tier 2 and Tier 3 intensive intervention groups based upon reading or math deficits. Additionally, mentorship program developed during Quarter 2 and implemented for Spring 2022.

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)

African American

White, Non-Hispanic

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:

10/27, 11/17, 12/15

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

Created Tier 2 Behavior Committee to review student discipline and develop Tier 2 plans or referral to MTSS for high-needs students. Reviewed data by ethnicity to look for disparities in discipline.

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement:

10/27, 11/17, 12/15

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

The number of African-American students scoring below the 25th percentile dropped from 10 to 7 students from the Fall to Winter in iReady Reading. The number of African-American students scoring below the 25th percentile increased from 15 to 16 students from the Fall to Winter in iReady Math. Tier 2 and Intensive Reading groups will continue as we are improving student growth. Increased support will be given to students for math remediation and instructional support.

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)

African American

White, Non-Hispanic

Strategy AAAP 2.3 (ALL SCHOOLS): Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.

Reported Out-of-School Suspensions for

Select One:



No out-of-school suspensions were assigned during this time frame.



All out-of-school suspensions were pre-approved by a principal supervisor.

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:

12/16/2021

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

Yes

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): Increased remedial support for student in mathematics.

Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the

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dissemination of a resource that provides information for individual schools.

[Directions - How to Mass Add Log Records](#)

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 12/15/2021

Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
18	62	29 %

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels): N/A

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:

All extra-curricular activity leaders actively review their roles and specifically recruit African-American students in order for student numbers to reflect school percentages.

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:	1
Percentage of Interviewers on Interview Committee by Race	
African American	White, Non-Hispanic
0	100

(Optional) Additional information:

Only 1 interview conducted during 2nd Quarter by Assistant Principal only for Cafeteria Monitor (2-hour) position.

Strategy 1.1

Strategy AAAP 1.1 (ALL SCHOOLS): Monitor the curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.

Number of Walk-throughs to Observe Implementation of African American History Teachings	3
Date(s) of Walk-throughs to Observe Implementation of African American History Teachings: (i.e. 8/27/2021, 9/13/2021, and 9/17/2021	10/12, 11/5, 12/2
Summary of observation(s): Teachers continue to plan and implement African-American History during their Collaborative Planning.	

*Example of African American History in K-2nd

Kindergarten:

- Knowledge Domain 2, History of African Americans K2, L7 Pg. 81-89
- Knowledge Domain 3, History of African Americans K4, L11, Pg. 121-124
- Knowledge Domain 12, History of African Americans K12, L6, Pg. 83-89 and K12, L8 Pg. 107-114

Grade 1:

- Knowledge Domain 10, Read Works Article, " Shirley Chisholm" K10 L12 Pg. 176
- Knowledge Domain 10 History of African Americans, K10, L3, pg. 48

Grade 2:

- Knowledge Domain 1, History of African Americans pg. 108-115
- Knowledge Domain 2, History of African Americans, Read Works Article "Jean-Michael Basquait
- Knowledge Domain 5, History of African Americans, K5, L7, Read Works Article "Jazz Music" pg. 107
- Knowledge Domain 9, Read Works Article "Edmonia Lewis"
- Knowledge Domain 9, Trade Book "Aunt Harriet's Underground Railroad in the Sky"
- Knowledge Domain 10, Read Works Articles "Patricia Bath", "Otis Boykin and the Resistor"
- Knowledge Domain 12, Read Works Article "Voting and the Law"

Strategy 1.2

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 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:						11/1, 12/14					
African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent
1	1	100 %	4	6	67 %	4	3	133 %	0	0	100 %

**Data should be retrieved from the Power BI 2021-2022 scheduling App - Schedule Audit*

*Example: 2nd Grade students assigned to Intensive Reading. Some students not identified from district data.

1	Name	Student ID	Gd	Race/Eth	ED	ESE	ELL	Scheduled Int Reading	Need Int Reading
2			2	W	N	N	ZZ	K-2 Fun Read Tier 3	NA
3			2	W	Y	N	ZZ	K-2 Fun Read Tier 3	Fun Read
4			2	W	Y	N	ZZ	K-2 Fun Read Tier 3	Fun Read
5			2	B	Y	Y	ZZ	K-2 Fun Read Tier 3	Fun Read
6			2	B	Y	N	ZZ	K-2 Fun Read Tier 3	Fun Read
7			2	W	Y	N	ZZ	K-2 Fun Read Tier 3	Fun Read
8			2	W	Y	N	ZZ	K-2 Fun Read Tier 3	NA
9			2	H	N	N	LY	K-2 Fun Read Tier 3	Fun Read
10			2	H	Y	Y	LY	K-2 Fun Read Tier 3	Fun Read
11			2	B	Y	N	ZZ	K-2 Fun Read Tier 3	NA
12			2	W	N	N	ZZ	K-2 Fun Read Tier 3	Fun Read
13			2	B	N	N	ZZ	K-2 Fun Read Tier 3	Fun Read

Strategy 2.1

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:	10/27, 11/17, 12/15
Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline: Created Tier 2 Behavior Committee to review student discipline and develop Tier 2 plans or referral to MTSS for high-needs students. Reviewed data by ethnicity to look for disparities in discipline.	
ACHIEVEMENT	
Date(s) of Problem-Solving Session(s) for Achievement:	10/27, 11/17, 12/15
Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Achievement: The number of African-American students scoring below the 25 th percentile dropped from 10 to 7 students from the Fall to Winter in iReady Reading. The number of African-American students scoring below the 25 th percentile increased from 15 to 16 students from the Fall to Winter in iReady Math. Tier 2 and Intensive Reading groups will continue as we are improving student growth. Increased support will be given to students for math remediation and instructional support.	

*Example: 5th Grade Tier 2 Reading Interventions for students. Students assigned to interventions based upon student data, with a focus on closing the achievement gap for African American and Hispanic students.

1	Grade 5 (2021-2022)							
2	Teacher	Stull	Pope	Marsella	Simpson	Coyle	McNabb	Venditti
3	Skill	Comp/Vocab	Comp/Vocab	Comp/Vocab	Phonics	Comprehension	Comp/Vocab	Comp/Vocab
4	Program	Amplify Intervention	iReady scaffolded	iReady pre-req	Phonics for Reading	Amplify Intervention	Amplify Intervention	Amplify Intervention
5	Monitor Measure	Unit assessment	Unit assessment	Unit assessment	Unit assessment	Unit assessment	Unit assessments	
6	Student Name							
7								
8								
9								
10								
11								
12								
13								
14			Stiles (Comprehension)					
15	Tutoring							
16								
17								
18								

Strategy 2.3

Strategy AAAP 2.3 (ALL SCHOOLS): Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.
Reported Out-of-School Suspensions for
Select One:
<input checked="" type="checkbox"/> No out-of-school suspensions were assigned during this time frame.
<input type="checkbox"/> All out-of-school suspensions were pre-approved by a principal supervisor.

*None at this time.

Strategy 2.4

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:	12/16/2021
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	Yes
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): Increased remedial support for student in mathematics.	

*Example: Academic Goal from Quarter 3 Mid-Year Implementation SIP:

High Yield Strategy Collaborative Planning

Implementation Step

Meetings will occur with each grade level to specifically analyze at data of Black and Hispanic students in the Lowest Quartile. Data will also be analyzed to increase the percentage of Black and Hispanic students that are scoring at or above grade level. Tier 2 and Intensive/Tier intervention groups will be added and adjusted by student deficit according to the recent data, altering the intervention and progress monitoring.

Person Responsible Jennifer.Davis@indianriverschools.org

Expected Evidence

Lower achievement gap

Data meeting agendas

Monitor Susan.DelTufo@indianriverschools.org

Monitor Methods

Agendas

Walkthroughs

Strategy 3.1

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 12/15/2021		
Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
18	62	29 %
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		
All extra-curricular activity leaders actively review their roles and specifically recruit African-American students in order for student numbers to reflect school percentages.		
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels): N/A		

*There is currently equitable participation in extracurricular activities, including after-school academic interventions, as there is a specific emphasis on recruitment by ethnicity. The only participation lower is students that fall into "Other." The data below includes additions during the month of January.

This data is using the FOCUS Student Information System within Student Breakdown.

Ethnicity	Fraction of Students in Activities	Percentage of Students in Activities
White	170/426	40%
Black	27/65	41%
Hispanic	45/122	37%
Other	3/36	8%

Strategy 4.3

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: 1

Percentage of Interviewers on Interview Committee by Race

African American	White, Non-Hispanic
0 %	100 %

(Optional) Additional information:

Only 1 interview conducted during 2nd Quarter by Assistant Principal only for Cafeteria Monitor (2-hour) position.

*Updated Treasure Coast Elementary Interview Committee. The staff member (African-American) who was on the committee moved to another district and we do not have additional school personnel that has volunteered. We have been in contact with the district office and additional school personnel to join the committee for Quarter 3 and Quarter 4.

Name	Position	Ethnicity
Scott Simpson	Principal	W
Susan Del Tufo	Assistant Principal	W
Chelsea Castillo	K-2 Literacy Coach	H

Ethnicity	Percentage of Committee	Percentage of School
White	67%	65%
Black	0%	11%
Hispanic	33%	18%
Other	0%	6%