

# AAAP Quarter 3



## 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 3

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 3/30/2022 Verified by Scott Simpson

### Reflection

We have significantly reduced the number of African American students needing intensive interventions in K-3rd Grade. This has resulted in our current prediction that we will have zero (0) African American students retained in 3rd grade. We are looking forward to the hiring season as we need to increase the number of African American teachers to better reflect our student population.

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

5

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)

2/2, 2/10, 2/15, 2/22, 2/28

#### Summary of observation(s):

Teachers delivering significant African-American history during Black History month. All teachers in compliance with required instruction as well as including additional material through curriculum.

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:

#### 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
2	0	100 %	7	6	100 %	3	2	100 %	0	0	100 %

# AAAP Quarter 3

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:

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

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: 1/26, 2/23

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

Tier 2 Behavior Committee reviewed 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: 2/1, 2/2, 2/14, 2/15

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

The number of African-American students scoring in the red in ELA: Fall 48%, Winter 42%, Spring 41%. The number of African-American students scoring in the red in Math: Fall 52%, Winter 54%, Spring 63%. Note that the Spring iReady Diagnostic was taken 2 months early (March v. May) and specifically in Math, many topics had not yet been taught. We are encouraged by these numbers as we expect improvement by the time FSA testing begins in May. Updated numbers will be provided for the Quarter 4 update. We will continue our interventions in ELA and Math that have proven successful. Additionally, we have increased our Math tiered interventions in order to ensure that our numbers continue to improve.

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 Quarter 3

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.

# AAAP Quarter 3

Date of Quarterly Review of School Improvement Plan:	3/18/2022	
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): Continuation of Quarter 3 implementation plan: interventions in both ELA and Math according to student deficits.		

  

Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.		
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 3/18/2022		
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
20	67	29.9 %
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		
We are working to increase the percentage of African-American students in extra-curricular activities. Treasure Coast Elementary had similar percentages during the last update. Since that time, we have had a decrease of 1 students involved and an increase of 5 students enrolled, thus lowering the percentage. We will work to have percentages more equitable for Quarter 4.		
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):		

  

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	
African American	White, Non-Hispanic
%	%
(Optional) Additional information:	

## 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	5
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)	2/2, 2/10, 2/15, 2/22, 2/28
Summary of observation(s): Teachers delivering significant African-American history during Black History month. All teachers in compliance with required instruction as well as including additional material through curriculum.	

\*Example of African American History in K-2<sup>nd</sup>

### **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:

### African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Count Scheduled <small>Ct Need Fun Read &amp; Scheduled</small>	Count Identified <small>Ct Need Fun Read</small>	Percent	Count Scheduled <small>Ct Need Fun Read &amp; Scheduled</small>	Count Identified <small>Ct Need Fun Read</small>	Percent	Count Scheduled <small>Ct Need Fun Read &amp; Scheduled</small>	Count Identified <small>Ct Need Fun Read</small>	Percent	Count Scheduled <small>Ct Need Fun Read &amp; Scheduled</small>	Count Identified <small>Ct Need Fun Read</small>	Percent
2	0	100 %	7	6	100 %	3	2	100 %	0	0	100 %

\*Data should be retrieved from the [Power BI 2021-2022 Scheduling App - Schedule Audit](#)

\*Example: PowerBI 2<sup>nd</sup> Grade students identified and assigned to Intensive Reading.



### Intensive Reading Audit: K-5

School

TCES

Grade

2

Teacher

All

10

Ct of K-5 Students

2

Ct Need Fun Read

2

Ct Need Fun Read & Scheduled

(Blank)

Ct Need Fun Read but NOT Scheduled

1

Ct Scheduled & may NOT need

## 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: 1/26, 2/23

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

Tier 2 Behavior Committee reviewed 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: 2/1, 2/2, 2/14, 2/15

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

The number of African-American students scoring in the red in ELA: Fall 48%, Winter 42%, Spring 41%. The number of African-American students scoring in the red in Math: Fall 52%, Winter 54%, Spring 63%. Note that the Spring iReady Diagnostic was taken 2 months early (March v. May) and specifically in Math, many topics had not yet been taught. We are encouraged by these numbers as we expect improvement by the time FSA testing begins in May. Updated numbers will be provided for the Quarter 4 update. We will continue our interventions in ELA and Math that have proven successful. Additionally, we have increased our Math tiered interventions in order to ensure that our numbers continue to improve.

\*Example: 4<sup>th</sup> 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.

4th grade March Tier 2							
Simpson	Ramos	Solomon	Durrant	Tiver	Goddard	Erney	
Phonics	low vocab/low comp	low vocab/low comp	low vocab/low comp	Low vocab/mid comp	Low Vocab/High comp	Comp	
Phonics for Reading	Toolbox	Toolbox	Toolbox	Toolbox	Toolbox	Toolbox	

## 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:	3/18/2022
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): Continuation of Quarter 3 implementation plan: interventions in both ELA and Math according to student deficits.	

\*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

**Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the 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: 3/18/2022

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
17	67	25 %

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

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

We are working to increase the percentage of African-American students in extra-curricular activities. Treasure Coast Elementary had similar percentages during the last update. Since that time, we have had a decrease of 1 students involved and an increase of 5 students enrolled, thus lowering the percentage. We will work to have percentages more equitable for Quarter 4.

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

\*We are working to increase the number of African American students in extracurricular activities in order to have comparable percentages of students. We expect this to be accomplished for the Quarter 4 update.

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

Ethnicity	Fraction of Students in Activities	Percentage of Students in Activities
White	164/431	38%
Black	17/67	25%
Hispanic	46/124	37%
Other	11/40	28%

## 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.

0%

67%

\*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.

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

Ethnicity	Percentage of Committee	Student Percentage of School
White	67%	65%
Black	0%	10%
Hispanic	33%	19%
Other	0%	6%