



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



**Quarter of the School Year: 4**

**School:** Treasure Coast Elementary

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 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.

These assurances have been reviewed and verified on: 6/8/2022 \_\_\_\_SS\_\_\_\_ (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?)

We have had significant improvement closing the gap in Academics! We increased the percentage of black students scoring proficient in Reading by 17 points and Math by 7 points. Additionally, we decreased the percentage of black students scoring below the 20<sup>th</sup> percentile in Reading by 10 points and Math by 6 points. There is still a gap in office referrals and extracurricular activities, which we will continue to work for improvement next year.



**School District of Indian River County**  
**African American Achievement Plan 2021 – 2022**  
**Quarterly Summary of Implementation of Strategies/Action Steps**



**Quarter of the School Year: 4**

**Date of Summary: 6/8/2022**

**School: Treasure Coast Elementary**

**Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.3**

<b>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.</b>	
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	3/10, 4/12, 4/25
Summary of Observation(s):	Teachers continuing some lessons from African-American history month. Teachers in compliance with required instruction in addition to curriculum.

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						3/29, 4/5, 5/23					
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
<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	(%)
2	0	100%	7	6	100%	3	2	100%	0	0	N/A

*\*Data should be retrieved from the Power BI 2021 – 2022 Scheduling App – Schedule Audit.*

<b>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.</b>	
Date(s) of School Level Review(s) of Early Warning Indicators for African American Students:	N/A
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	N/A

<b>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.</b>	
<b>Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)</b>	
<b>African American (%)</b>	<b>White, Non-Hispanic (%)</b>
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> :	3/30, 4/21, 5/25
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Tier 2 Behavior Team and Equity Team met to review data for discipline. Increase in student ODR's for African-American students, primarily due to specific students with multiple ODR's. Individual problem-solving for each student, including interventions.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	3/29, 4/5, 5/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Overall data was similar from prior review due to iReady Diagnostics not completed and preparation for FSA tests during data reviews. At end of year, the overall percentage of K-5 <sup>th</sup> Grade students proficient in Reading at TCE was 59%. The following are percentages by ethnicity compared to the overall: White +5%, Black -7%, Hispanic -9%, Asian/Other -5%. The overall percentage of K-5 <sup>th</sup> Grade students proficient in Mathematics at TCE was 52%. The following are percentages by ethnicity: White +7%, Black -19%, Hispanic -11%, Asian/Other -8%. The largest discrepancy Mathematics for Black students. This will specifically be addressed in the 2022-2023 school year. We did, though, increased the percentage of Black students scoring proficient in Reading from 35% in 2020-2021 to 52% in 2021-2022, an increase of 17 percentage points! Also, we increased the percentage of Black students scoring proficient in Math from 26% in 2020-2021 to 33% in 2021-2022, an increase of 7 percentage points!

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 (#)
N/A	N/A

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 4
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.

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:	5/20
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	Yes  Continuation of Quarter 3 implementation plan interventions for ELA and Mathematics. Additional Data for end-of-year. The percentage of Black students scoring below the 20 <sup>th</sup> percentile dropped from 25% in 2020-2021 to 15% in 2021-2022. This is a decrease of 10 percentage points! The percentage of Black students scoring below the 20 <sup>th</sup> percentile dropped from 25% in 2020-2021 to 19% in 2021-2022. This is a decrease of 6 percentage points!

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:	3/29, 4/5, 5/23	
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
19	67	28%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	We added two additional students from Quarter 3 to increase the percentage from 25% to 28%. We will work on this for the 2022-2023 school year.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		

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

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 (%)
0%	80%
(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	3
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	3/10, 4/12, 4/25
Summary of Observation(s):	Teachers continuing some lessons from <a href="#">African-American</a> history month. Teachers in compliance with required instruction in addition to curriculum.

\*Example of African American “look-fors” in 4<sup>th</sup> & 5<sup>th</sup> Grade

### For Grades 4+: The Fight Against Institutionalized Racism


- [Slavery](#): Learn about the terrible institution of slavery, from its beginnings in ancient history, the enslavement of Black people in the United States, and how we are still dealing with the effects of slavery today.
- [Reconstruction](#): Following the Civil War, efforts were made to rebuild the South and reunite the country. Learn how Reconstruction policies affected people in the South, including freed slaves.
- [Jim Crow](#): Slavery may have ended with the Civil War, but the Confederacy’s defeat marked the beginning of a new kind of oppression.
- [Brown v. Board of Education of Topeka](#): This landmark Supreme Court decision paved the way for integration and was a major victory of the civil rights movement.
- [Civil Rights](#): Learn about the American civil rights movement of the 1950s and 1960s – what it is, why it’s important, and how its legacy continues today.

## 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 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						3/29, 4/5, 5/23					
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
<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	(%)
2	0	100%	7	6	100%	3	2	100%	0	0	N/A

*\*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 for Quarter 4

	Intensive Reading Audit: K-5	School: TCES	Grade: 2	Teacher: All	Race/Eth: B
ESE					
All					
ED					
All					

10	2	2	(Blank)	1
Ct of K-5 Students	Ct Need Fun Read	Ct Need Fun Read & Scheduled	Ct Need Fun Read but NOT Scheduled	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 <u>Discipline</u> :	3/30, 4/21, 5/25
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Tier 2 Behavior Team and Equity Team met to review data for discipline. Increase in student ODR's for <u>African-American</u> students, primarily due to specific students with multiple ODR's. Individual problem-solving for each student, including interventions.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	3/29, 4/5, 5/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Overall data was similar from prior review due to iReady Diagnostics not completed and preparation for FSA tests during data reviews. At end of year, the overall percentage of K-5 <sup>th</sup> Grade students proficient in Reading at TCE was 59%. The following are percentages by ethnicity compared to the overall: White +5%, Black -7%, Hispanic -9%, Asian/Other -5%. The overall percentage of K-5 <sup>th</sup> Grade students proficient in Mathematics at TCE was 52%. The following are percentages by ethnicity: White +7%, Black -19%, Hispanic -11%, Asian/Other -8%. The largest discrepancy Mathematics for Black students. This will specifically be addressed in the 2022-2023 school year. However, we increased the percentage of Black students scoring proficient in Reading from 35% to 52%, an increase of 17 percentage points. Also, we increased the percentage of Black students scoring proficient in Math from 26% to 33%, an increase of 7 percentage points.

\*Example: Data showing proficiency in Reading and Math from Unify using iReady Spring data.

Add Student Filter		Ethnicity (Black, Non Hispanic) x		68 students		iReady Result Reading - Spring 2020-2021		iReady Result Reading - Spring 2021-2022		iReady Result Math - Spring 2020-2021		iReady Result Math - Spring 2021-2022	
Student Name		1	2	3	4	1	2	3	4	1	2	3	4
		93	96	92	97								
		99	99		90								
		90	96	75	87								
		71	91	73	85								
		60	81	69	83								
			96		81								
		81	70	59	79								
		77	97	68	76								
		40	52	76	75								
		82	74	67	75								
		31	72	47	70								
		33	73	39	68								
		9	91	14	67								
		53	75	53	66								
			81		62								
		25	73	36	61								
		47	57	37	53								
		60	51	38	52								
		19	18	51	51								
			62		51								
		24	53	37	50								
		1	40	23	50								
			31		47								
		19	11	53	46								
		16	16	39	44								
		13	34	16	44								

### 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:	Quarter 4
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:	5/20
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Yes
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	Continuation of Quarter 3 implementation plan interventions for ELA and Mathematics. Additional Data for end-of-year. The percentage of Black students scoring below the 20 <sup>th</sup> percentile dropped from 25% in 2020-2021 to 15% in 2021-2022. This is a decrease of 10 percentage points!

\*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

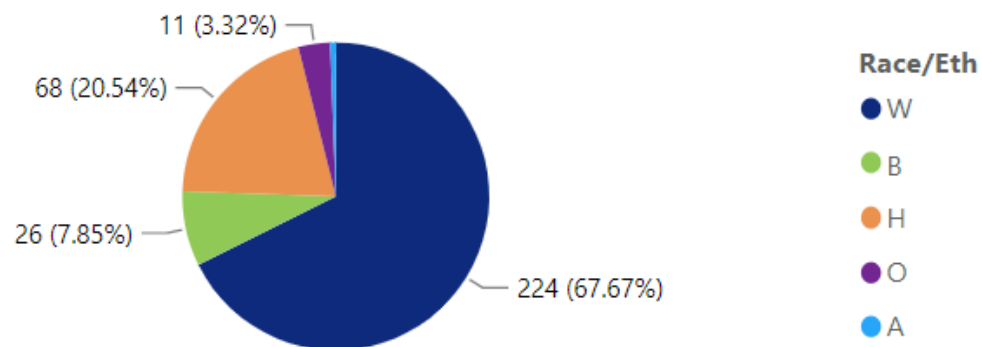
Walkthroughs

## 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.		
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:	3/29, 4/5, 5/23	
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(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		

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

### Racial/Ethnic Distribution of Students in All Extracurricular Activities



### 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:	
Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
0%	80%
(Optional) Additional information:	

\* 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
Terri Rollins	3-5 Literacy Coach	W
Amy Getchell	K-5 Math Coach	W

Ethnicity	Percentage of Committee	Student Percentage of School
White	80%	65%
Black	0%	10%
Hispanic	20%	19%
Other	0%	6%