



African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Treasure Coast Elementary

In September 2022, the School District of Indian River County initiated the implementation of the 2022-2023 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 2022-2023 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 2022-2023 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 October 24, 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?)

Interventions have been implemented for all students and African American students, specifically, have shown a positive increase in academics this year in comparison to prior years. Teachers are actively ensuring that black students are included in intervention and extracurricular activities. School discipline as measured through ODR's is equitable according to school population percentages. This is an area that has improved significantly over the last two years. Improvement is needed for administration to schedule walkthroughs specific to African American history. The teaching, according to the district curriculum map and lesson plans, are in place and being implemented. Walkthroughs need to be planned and aligned to specific lessons in order to document and ensure fidelity of teaching.



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Quarter of the School Year: 1

Date of Summary: October 24, 2022

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 teachings are implemented in alignment with established curriculum maps for grades K-12.

Number of Walk-throughs to Observe Implementation of African American History Teachings	0
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	
Summary of Observation(s):	Collaborative Planning for subjects occurs every week with all grades, with African American History (and other state requirements) discussed and followed according to district curriculum maps. All required subjects are embedded into lessons but fidelity checks for implementation specific to curriculum have not occurred. Administration will schedule monthly walks for grade levels to observe African American History lessons.

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, 2022)	September 18, 2022 October 13, 2022
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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 (%)
0	0	N/A	2	1	100%	4	1	100%	2	0	100%

Data should be retrieved from the Power BI 2022 – 2023 Scheduling App – ScheduleAudit.*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, 2022)	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 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)**

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.

DisciplineDate(s) of Problem-Solving Session(s) for Discipline:

September 7, 2022

October 12, 2022

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

% Population v. % ODR Students
White: 65% Population, 46% ODR
Hispanic: 22% Population, 31%
Black: 7% Population, 8%
Other: 6% Population, 15%

% Population v. % ODR Students (excluding bus referrals)
White: 65% Population, 57% ODR
Hispanic: 22% Population, 29% ODR
Black: 7% Population, 0% ODR
Other: 6% Population, 14% ODR

Current ODR's reveal that school is below for White students and high for Hispanic students.

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

September 18, 2022

October 13, 2022

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

When adjusting for school vs. transportation, the percentage improves but for the White to Hispanic ratio, but still higher. Team will continue to problem-solve with individual students, including Hispanic and Black students, that have received referrals.



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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)

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, 2022)	October 5, 2022 October 14, 2022
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):	Individual problem-solving for African-American students and other subgroups for tiered interventions and extracurricular activities will continue.

Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): 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:	N/A	
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 (%)
N/A	N/A	N/A
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	N/A	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	N/A	



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**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:	No interviews during 1 st Quarter
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
N/A	N/A
(OPTIONAL) Additional information:	Did not interview any candidates during Quarter 1. Only additional teacher was transfer. Current position posted for 2 nd Grade.

Strategy 1.1

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

*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

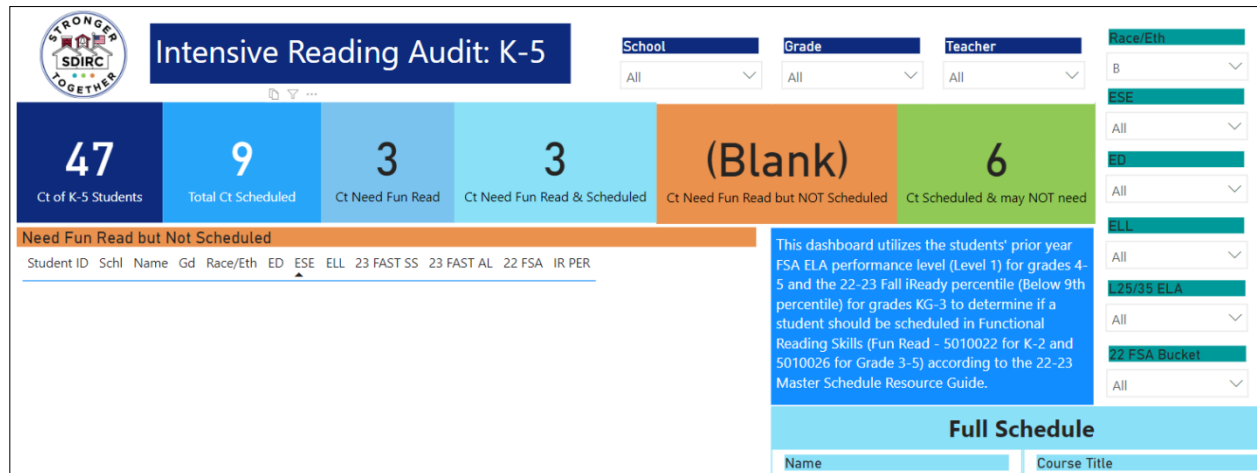
Grade 2:

- 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 per i-Ready, receive targeted reading intervention as defined by the District's Reading Plan.

*Screenshot of PowerBI indicating all black students have been scheduled that need intervention.



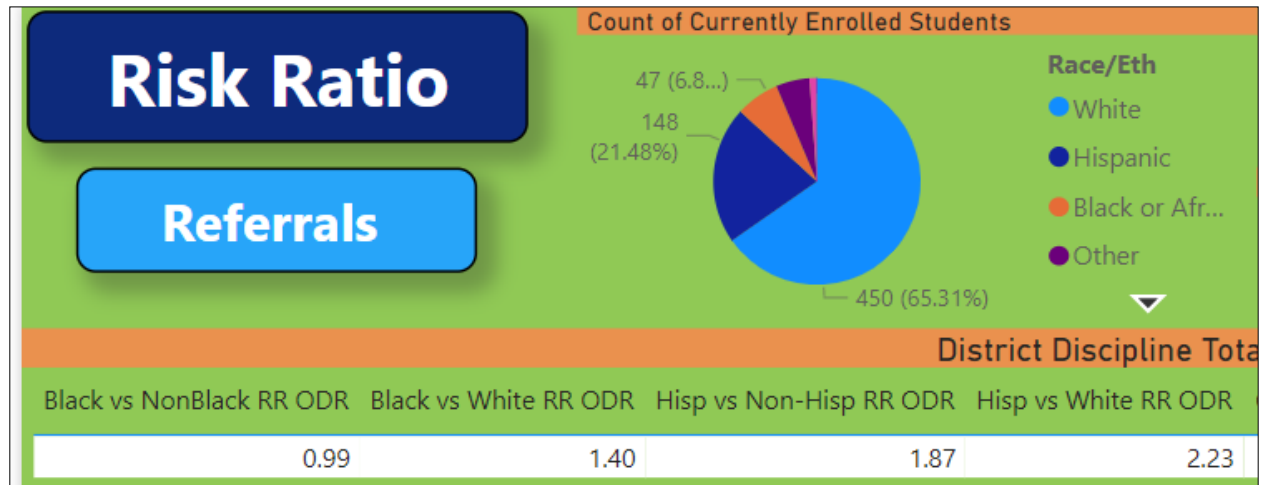
*Example of groups scheduled for Interventions with data tracking each student.

Trilla Tier 2/3 Intervention																								
Grade	Student Name	Intervention + time & with...	FAST Fall 2022 SS	FAST Fall 2022 AL	i-Ready SS Fall 2022**	i-Ready SS Fall 2022	i-Ready MOY SS 22-23	i-Ready MOY %ile 22-23	i-Ready EOY SS 21-22	i-Ready EOY 21- 22 %ile	Dieth EOY 21-22 %ile	DBELS Composite 21-22 EOY	NF G-5 SS	Letter Sound + NWF- CLS Goal: 55	Decodi ng NWF- VRC Goal: 15	Word Readin g Goal: 25	Readin g Accur acy Goal: 91%	ORF Goal: 39	Comp Maze	Notes	Classroom Teacher	Intensive/T3 Program	Tier 2	
Wednesday Morning Duty/Collaborative Planning/Mentoring/Before School Tutoring																								
3	8:55-9:25								428	11%	9%	401	NA	NA	52	16	16	84%	31	2.5	retainee-1	Gunther	Sunday	Sunday System 2
3									455	13%	24%	425	NA	NA	64	13	27	35%	77	6		Gunther	Sunday	Sunday System 2
3									471	26%	12%	405	NA	NA	50	12	17	67%	45	4	retained-2/Speech	Goddard	Sunday	Sunday System 2
3									?	?	?	?	?	?	?	?	?	?	?	?	?	Goddard	Sunday	Sunday
3									476	?	?	423	NA	NA	72	24	26	38%	66	4		Goddard	Sunday	Sunday
3									461	21%	6%	393	NA	NA	30	3	15	61%	35	1		Huber	Sunday	Sunday
Planning & Data Entry 9:30-10:30																								
1	10:30-11:00	731W	27						405	16%	20%	424	37	42	58	18	14	62%	13	NA	retainee-1/Speech	Wright	Sunday System 1	
		710I	17						342	2%	13%	423	38	36	57	13	3	72%	13	NA	retainee-1	Wallace	Sunday System 1	
		796A	66						396	3%	22%	426	55	39	45	8	14	76%	25	NA	retainee-1	Ring	Sunday System 1	L4L/Hegerty
1		743W	33						370	23	12%	418	67	4	44	13	7	63%	10	NA	retainee-1	Rusin	Sunday System 1	
Lunch 11:00-11:30																								
2	11:30-12:00	751U	3						460	54%	16%	421	45	46	40	12	15	77%	20	NA		Moore	Sunday System 1	Sunday-Moore
2		840W	27						487	36%	9%	401	NA	NA	35	9	27	33%	43	2.5	retainee-2	D'Alessandro	Sunday System 1	Sunday-Moore
2		759U	4						417	25%	4%	406	35	47	33	0	3	70%	7	NA		Moore	Sunday System 1	Sunday-Moore
2		803I	13						420	27%	38%	439	62	3	70	20	17	83%	25	NA		Green	Sunday System 1	Sunday-Moore
2		789U	9						407	56	22%	416	45	59	51	3	19	93%	21	NA		D'Alessandro	Sunday System 1	Sunday-Moore
K		12:00-12:45-1:15	796A	66						NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	retainee-1	Anderson	L4L/Hegerty
1	1:25-1:55								396	3%	22%	426	55	39	45	8	14	76%	25	NA	retainee-1	Ring	Sunday	L4L/Hegerty
3	1:55-2:10								428	11%	9%	401	NA	NA	52	16	16	84%	31	2.5	retainee-1	Gunther	Sunday	Sunday
3									455	13%	24%	425	NA	NA	64	13	27	35%	77	6		Gunther	Sunday	Sunday
3									471	26%	12%	405	NA	NA	50	12	17	67%	45	4	retained-2/Speech	Goddard	Sunday	Sunday
3									?	?	?	?	?	?	?	?	?	?	?	?	?	Goddard	Sunday	Sunday
3									476	?	?	423	NA	NA	72	24	26	38%	66	4		Goddard	Sunday	Sunday
3	2:10-2:25								461	21%	6%	393	NA	NA	30	3	15	61%	35	1		Huber	Sunday	Sunday

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.

*Screenshot of Risk Ratio showing % enrollment and ratios



*Example of 5thGrade 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.

[illegible]

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.

*Academic Goal from SIP:

The achievement gap for Black and Hispanic students (3 rd -5 th Grade) was 22% and 23% on the FSA in 2021-2022. ELA Achievement (21-22): 57% -White: 64% -Black: 45% -Hispanic: 42% -Other: 50%	This achievement gap was significantly higher in ELA for black and Hispanic students in comparison to other subgroups.
Goal: By implementing increased monitoring in the classroom, Impact Review data will increase to 60% for 1 st Quarter. The percentage of students scoring a Level 3 (proficient) in ELA and Math will be 65% due to an increase in Level 2.5 students moving to a Level 3 as our long-term goal and an increase in subgroup achievement.	

Strategy 3.1

Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.

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.

*Example of Interview Questions

Treasure Coast Elementary		
Teacher Name _____	Interviewer _____	Date _____
Briefly tell us about <u>why you became a teacher</u> , your <u>experience in education</u> , and why you are interested in <u>Treasure Coast Elementary</u> .		
Rate yourself in the following areas and give us a reason why you rated yourself as you did.		
Novice (<u>learning</u>)	Qualified (skilled)	Expert (teach others)
A. ____ B.E.S.T Standards (or other state standards) Reason:		
B. ____ Differentiated Learning for student with disabilities Reason:		
C. ____ Creating equity among students where ALL students are learning Reason:		
D. ____ Organizational Skills Reason:		
E. ____ Use of data to drive instruction Reason:		
F. ____ Technology Skills (smartboard, etc.) Reason:		
G. ____ Interpersonal Skills with students, teachers, parents (also how you include parents) Reason:		
H. ____ Classroom Management Reason:		
I. ____ Initiative (Sharing Ideas, Asking for Help, Participating in Professional Learning) Reason:		
1. How do you see the impact of race, culture, and ethnicity on teaching and learning		
2. Share an example of a time you made a mistake and how you fixed it		
3. Tell us about what a typical Reading and/or Math block would look like.		