



## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

**Quarter of the School Year: 2**

**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 January 5, 2023: \_\_\_\_\_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 made great strides in equity in discipline, academics, and extracurricular activities. Discipline percentages reflect student population. The ELA achievement gap for Black v. White students, as forecasted for the FAST Spring assessment, is within 6 percentage points. We have a higher percentage of black students participating in extracurricular activities than any other ethnicity. Our primary area of need is to hire Black teachers and we have reached out to district level assistance for the Spring hiring process.



## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

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  | 9  |
| Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)  | October 17, 24<br>November 7, 14, 28<br>December 5, 12, 19   |
| 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 walks classes weekly 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)  |                  |             |                              |                  |             | October 19, 2022<br>December 15, 2022 |                  |             |                              |                  |             |
| 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%        | 1                            | 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.

#### Discipline

|  |   |
|--|---|
| Date(s) of Problem-Solving Session(s) for <u>Discipline</u> :                                | October 25, 2022<br>November 17, 2022   |
| Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> : | <p><u>% Population v. % ODR Students</u><br/>           White: 66% Population, 57% ODR<br/>           Hispanic: 21% Population, 29%<br/>           Black: 7% Population, 11%<br/>           Other: 6% Population, 4%</p> <p><u>% Population v. % ODR Students (excluding bus referrals)</u><br/>           White: 66% Population, 64% ODR<br/>           Hispanic: 21% Population, 27% ODR<br/>           Black: 7% Population, 5% ODR<br/>           Other: 6% Population, 5% ODR</p> <p>Current ODR's reveal that ODR's are within 9 percentage points or lower for each school subgroup.<br/>           Excluding bus referrals, ODR's are within 6 percentage points or lower for each school subgroup.</p> |

#### Achievement

|   |   |
|---|---|
| Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :                                | October 25, 2022<br>November 17, 2022   |
| Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> : | <p><u>ELA FAST Forecast Based upon PM1 &amp; PM2</u><br/>           White: 54%<br/>           Black: 48%<br/>           Hispanic: 47%<br/>           Other: 41%</p> |



## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

#### Math FAST Forecast Based upon PM1 & PM2

White: 62%

Black: 43%

Hispanic: 50%

Other: 67%

In ELA, current FAST Forecast reveals the achievement gap between white students and other subgroups to be within 6 or 7 percentage points for Black and Hispanic students, and 13 percentage points for Other students (Asian, Multiracial).

In Math, current FAST Forecast reveals the achievement gap between white students and other subgroups to be 19 percentage points for Black students, 12 percentage points for Hispanic students, and 5 percentage points over for Other students (Asian, Multiracial).

Based upon this data, we have closed the achievement gap significantly in ELA. The achievement gap in Math, however, is still significant. A majority of our intensive, extra interventions focus on Reading at the elementary level. In the Spring, we want to close this gap in Math.

#### **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)

November 3, 2022  
November 30, 2022  
December 19, 2022



## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

|  |  |  |
|--|--|--|
| Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?        | <input checked="" type="checkbox"/> Yes<br><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, with an additional focus on Mathematics. |  |

**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: |  | 12/20/22  |
| Total Count of African American Students Participating in One or More Extracurricular Activities<br>(#)                  | Total Count of African American Students Enrolled<br>(#) | Total Percent of African American Students Participating in One or more Extracurricular Activities<br>(%)   |
| 21   | 45   | 47%   |
| Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:         |  | 47% of Black student are enrolled in an extracurricular activity. Due to our intentional recruitment, black students have the highest percentage enrolled in an extracurricular activity at TCE. The following are the current percentages by ethnicity:<br>Black: 47%<br>White: 32%<br>Hispanic: 32%<br>Other: 31%<br>Asian: 14% |
| (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.

**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  |                            |
| Black/African American<br>(%)                              | White, Non-Hispanic<br>(%) |
| 0%   | 100%                       |

Quarter 1: 08.10.2022 – 10.10.2022

Quarter 2: 10.11.2022 – 12.21.2022

Quarter 3: 01.09.2023 – 03.17.2023

Quarter 4: 03.27.2023 – 05.31.2023



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(OPTIONAL) Additional information:

One position posted and interviews conducted in October. Only 3 applicants (all white) applied for the position. We will continue to request district assistance with interviewing and hiring in the Spring.



## African American Achievement Plan 2022-2023 Assurances of Implementation of Strategies/Action Steps

### African American Achievement Plan 2022-2023 Treasure Coast Elementary: Quarter 2

#### 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.

\*Examples of African-American History in Lessons:

- 4<sup>th</sup> Grade, November 1<sup>st</sup> – December 2<sup>nd</sup>

**History of African Americans: U3 L4, p. 57 - ReadWorks Article “Harlem Renaissance: Visual Art”**

- 3<sup>rd</sup> Grade, November 28<sup>th</sup> – January 13<sup>th</sup>

**History of African Americans: U5 L8, p. 183 - ReadWorks Article, “Famous African Americans: Duke Ellington” U5 L10, p. 224 - ReadWorks Article, “Famous African Americans: Marian Anderson”**







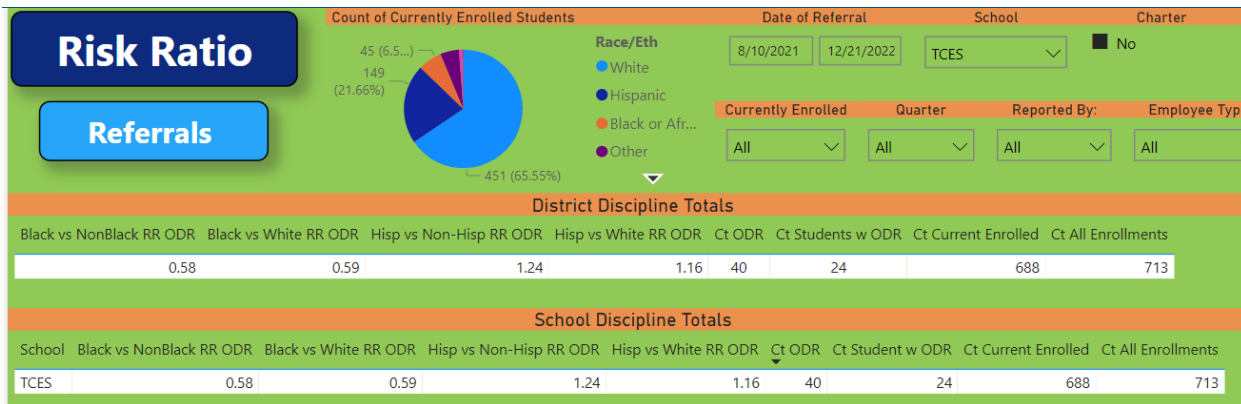
# African American Achievement Plan 2022-2023

## Assurances of Implementation of Strategies/Action Steps

### 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.

|   | A  | B | C                             | D | E                              | F | G                               | H | I                                 | J | K                      | L |
|---|--|---|-------------------------------|---|--------------------------------|---|---------------------------------|---|-----------------------------------|---|------------------------|---|
|   | Allen<br>Tier 2<br>Multisyllabic- Lexia<br>Lessons |   | Frame<br>Tier 2<br>Magnetic-3 |   | Howard<br>Tier 2<br>Magnetic-3 |   | Rollins<br>Tier 2<br>Magnetic-4 |   | Melagrano<br>Tier 2<br>Magnetic-4 |   | 5th Grade<br>2:40-3:10 |   |
| 1 |  |   |                               |   |                                |   |                                 |   |                                   |   |                        |   |
| 2 |  |   |                               |   |                                |   |                                 |   |                                   |   |                        |   |
| 3 |  |   |                               |   |                                |   |                                 |   |                                   |   |                        |   |
| 4 |  |   |                               |   |                                |   |                                 |   |                                   |   |                        |   |
| 5 |  |   |                               |   |                                |   |                                 |   |                                   |   |                        |   |
| 6 |  |   |                               |   |                                |   |                                 |   |                                   |   |                        |   |
| 7 |  |   |                               |   |                                |   |                                 |   |                                   |   |                        |   |
| 8 |  |   |                               |   |                                |   |                                 |   |                                   |   |                        |   |
| 9 |  |   |                               |   |                                |   |                                 |   |                                   |   |                        |   |



## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

#### 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:

|  |   |
|--|---|
| <p>The achievement gap for Black and Hispanic students (3<sup>rd</sup>-5<sup>th</sup> Grade) was 22% and 23% on the FSA in 2021-2022.</p> <p>ELA Achievement (21-22): 57%</p> <p>-White: 64%</p> <p>-Black: 45%</p> <p>-Hispanic: 42%</p> <p>-Other: 50%</p>   | <p>This achievement gap was significantly higher in ELA for black and Hispanic students in comparison to other subgroups.</p> |
| <p><b>Goal:</b> By implementing increased monitoring in the classroom, Impact Review data will increase to 60% for 1<sup>st</sup> 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.</p> |   |

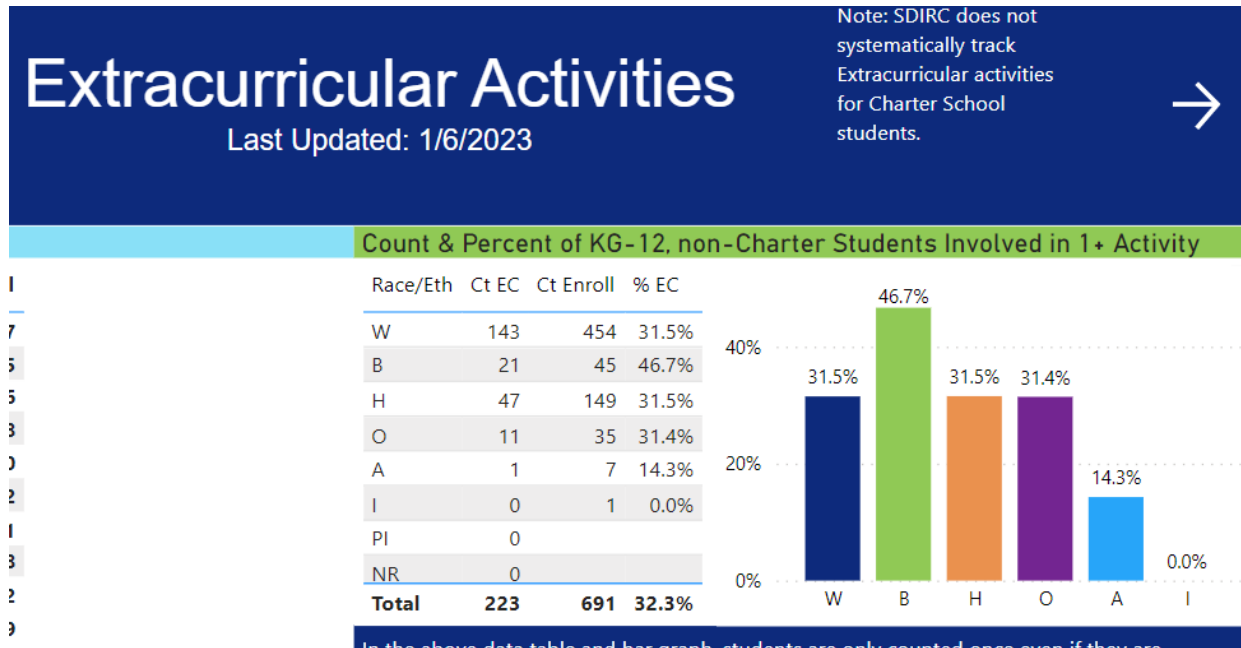


# African American Achievement Plan 2022-2023

## Assurances of Implementation of Strategies/Action Steps

### 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.





## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

#### 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)<br>Reason:  |                     |                       |
| B. ____ Differentiated Learning for student with disabilities<br>Reason:   |                     |                       |
| C. ____ Creating equity among students where ALL students are learning<br>Reason:  |                     |                       |
| D. ____ Organizational Skills<br>Reason:   |                     |                       |
| E. ____ Use of data to drive instruction<br>Reason:  |                     |                       |
| F. ____ Technology Skills (smartboard, etc.)<br>Reason:  |                     |                       |
| G. ____ Interpersonal Skills with students, teachers, parents (also how you include parents)<br>Reason:  |                     |                       |
| H. ____ Classroom Management<br>Reason:  |                     |                       |
| I. ____ Initiative (Sharing Ideas, Asking for Help, Participating in Professional Learning)<br>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.   |                     |                       |