

# AAAP



## 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 1

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 10/13/2021 Verified by Scott Simpson

#### Quarterly Reflection

Current Achievement Gap between Black students and School (Fall 2021 iReady): ELA

- Gap regarding percentage of students below 25th percentile: +3%
- Gap regarding percentage of students on grade level (50th percentile) or above: -12%

Math

- Gap regarding percentage of students below 25th percentile: -8%
- Gap regarding percentage of students on grade level (50th percentile) or above: -12%

Data reflection: According to our most recent iReady data, we have improved the achievement gap in ELA for Black students scoring below the 25th percentile, with black students currently outperforming the school by 3%. (This is great news!) With Math, however, the gap is currently 8%. Both ELA and Math have an achievement gap of 12 percentage points in regards to students on or above grade level. Our primary targeted interventions last year were in Reading for our Lowest Quartile, with a direct emphasis on our Black students. The data reflects our success in this area. The Fall iReady ELA data reflects our 2020-2021 FSA Achievement Gap data. The percentage of Black students in the Lowest Quartile making gains went from 40% in 2018-2019 to 80% in 2020-2021. (This was great!) This was reflective in the gap for ELA proficiency, which dropped from 19% in 2018-2019 to 9% in 2020-2021. In Math, however, the gap for proficiency increased from 13% to 26%. (Not good news.) We did increase the percentage of Black students in the Lowest Quartile making gains from 40% to 50%. Our next step is to increase our interventions for Black students in Math, as well as move students beyond the Lowest Quartile and up to/above grade level in both ELA and Math. AAAP reflection: We need to specifically schedule walkthroughs for African-American history observations. We have been in collaborative planning and know that African-American history is being addressed through the curriculum. However, we need to schedule walkthroughs to observe. Also, we need to reform our Interview Committee, even during stressful times. Our committee last year was 20% Black, 20% Hispanic, and 60% White, which is reflective of our students population. We will ensure that our committee is diverse for any future hires.

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

0

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)

\*Will complete walkthroughs Quarter 2, 3, 4

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## Summary of observation(s):

Administration has been a part of Collaborative Planning and have directly observed African-American history included in lesson plans as well as state approved curriculum. However, we have not yet begun walkthroughs for implementation specific to African-American history.

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: 8/9/21, 9/20/21, 10/5/21

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

Kindergarten		First		Second		Third	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
NA	%	5	21 %	3	21 %	0	0 %

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: N/A

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)

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 Discipline: 10/11/21

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

Meet with Tier 2 Behavior Team to discuss students needing additional behavior supports. Review of both Tier 2 and Tier 3 students, including interventions.

#### ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement: 8/9/21, 9/20/21, 10/5/21

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

Review of Data, including iReady, DIBELS, Unit Assessments, classroom observations, and prior year data. Adjustment of Tier 2 and Intensive Interventions.

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

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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 1

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: 10/8/2021

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): Data is analyzed regularly regarding Black and Hispanic student progress that are identified as being in the Lowest Quartile. Additionally, data is analyzed regularly to ensure that we increase the percentage of Black and Hispanic students scoring proficient in ELA and Math. Based upon data results, interventions will be adjusted for individual students. Additionally, Tier 1 supports for classrooms will be increased as needed for individual students and teachers.

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.

## Student Demographics

African American	Hispanic	Non-Hispanic	White	Other
16 %	32 %	%	48 %	3 %

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 10/8/2021

(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: 6

## Percentage of Interviewers on Interview Committee by Race

African American	White, Non-Hispanic
0	100

(Optional) Additional information:

These hires were due to teacher and staff resignations due to the increase in COVID cases. The interview committee was only the principal and assistant principal due to the urgency. In the future, the interview committee will be diverse.

## 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.

\*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.

\*Example of 5<sup>th</sup> Grade Intensive Interventions students, including ethnicity.

5 <sup>th</sup> Grade only	White	Black	Hispanic	Other
Intensive Interventions	49%	16%	30%	5%
Entire Grade Level	62%	11%	22%	5%

5th Grade Intensive Interventions																			
Student ID	Name	Grade	Course Title	Race/E	ED	ESE	ELL	21-22	SS	AchL	Back	A UA	2 iReac	1-22 i	1-22 i	0-21 P	0-21 i	Spr 20-21 i	Ready Pl
05	FUN READ 3-5 Tier 3			B	Y	N	N	L25	257	1	1	38	22	516	Level 3	7	466	3 or More Grade Levels Below	
05	FUN READ 3-5 Tier 3			Y	N	N	N	L25	268	1	1.3	33	11	483	Level 2	20	512	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			H	N	Y	LY	L25	278	1	1.3	27	1	368	Level K	8	472	3 or More Grade Levels Below	
05	FUN READ 3-5 Tier 3			B	Y	N	N	L25	279	1	1.3	28	27	526	Level 3	13	492	2 Grade Levels Below	
05	FUN READ 3-5 Tier 3			H	Y	N	N	L25	281	1	1.3	56	38	542	Level 4	28	527	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			Y	N	N	N	L25	281	1	1.3	38	13	492	Level 2	8	468	3 or More Grade Levels Below	
05	FUN READ 3-5 Tier 3			Y	N	N	N	L25	284	1	1.6		18	506	Level 3	27	525	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			N	N	N	N	L25	287	1	1.6	38	20	513	Level 3	21	514	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			Y	Y	N	N	L25	288	1	1.6	20	11	484	Level 2	34	537	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			Y	N	N	N	L25	288	1	1.6		26	524	Level 3	16	499	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			N	Y	N	N	L25	290	1	1.6	38	14	494	Level 2	12	486	2 Grade Levels Below	
05	FUN READ 3-5 Tier 3			H	Y	Y	LF	L25	291	1	1.6	36	30	530	Level 3	15	497	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			H	N	N	N	L25	291	1	1.6	54	51	559	Level 4	43	549	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			H	Y	N	N	L25	292	1	1.6	59	39	544	Level 4	53	562	Early On Grade Level	
05	FUN READ 3-5 Tier 3			B	Y	Y	N	L25	293	1	1.6	51	34	537	Level 3	23	518	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			H	Y	Y	N	L25	294	1	1.6	46	5	449	Level 1	8	472	3 or More Grade Levels Below	
05	FUN READ 3-5 Tier 3			Y	N	N	N	L25	294	1	1.6		56	565	Level 4	34	537	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			N	N	N	N	L25	296	1	1.6		18	507	Level 3				
05	FUN READ 3-5 Tier 3			H	N	N	N	L25	297	2	2	38	72	585	Early 5	52	560	Early On Grade Level	
05	FUN READ 3-5 Tier 3			B	Y	N	N	L25	298	2	2		32	533	Level 3	58	567	Early On Grade Level	
05	FUN READ 3-5 Tier 3			B	Y	N	N	L25	298	2	2	61	26	523	Level 3	48	555	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			Y	Y	N	N	L25	299	2	2	49	44	550	Level 4	33	534	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			N	N	N	N	L25	299	2	2	58	53	561	Level 4	63	573	Early On Grade Level	
05	FUN READ 3-5 Tier 3			N	N	N	N	L25	299	2	2	58	36	540	Level 3	46	553	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			H	N	N	N	L25	300	2	2	64	37	541	Level 3	23	517	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			H	Y	N	LF	L25	301	2	2	38	36	539	Level 3	33	534	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			Y	N	N	LY	L25	301	2	2	31	41	546	Level 4	19	511	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			N	N	N	N	L25	301	2	2	58	47	554	Level 4	19	509	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			H	N	Y	LF	26-35	302	2	2	44	19	512	Level 3	40	545	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			H	Y	N	LY	26-35	302	2	2	40	53	561	Level 4	57	566	Early On Grade Level	
05	FUN READ 3-5 Tier 3			O	Y	N	N	26-35	302	2	2	63	27	525	Level 3	40	545	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			Y	Y	N	N	26-35	302	2	2		32	534	Level 3	21	515	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			N	N	N	N	26-35	302	2	2		26	523	Level 3				
05	FUN READ 3-5 Tier 3			B	Y	N	N	26-35	303	2	2	61	35	538	Level 3	18	508	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			H	Y	N	N	26-35	303	2	2		19	510	Level 3				
05	FUN READ 3-5 Tier 3			Y	Y	N	N	26-35	303	2	2	50	12	490	Level 2	17	502	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			O	Y	Y	N	26-35	304	2	2.5	48	32	534	Level 3	45	552	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			N	Y	N	N	36-100	306	2	2.5	54	8	473	Level 1	14	494	2 Grade Levels Below	
05	FUN READ 3-5 Tier 3			B	Y	Y	N	36-100	310	2	2.5	57	45	551	Level 4	36	540	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			N	N	N	N	36-100	316	3	3	44	20	513	Level 3	28	526	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			H	Y	Y	LF	L25				41	7	463	Level 1	5	447	3 or More Grade Levels Below	
05	FUN READ 3-5 Tier 3			Y	N	N	N					41	17	504	Level 3	18	507	1 Grade Level Below	
05	FUN READ 3-5 Tier 3			N	N	N	N	L25				64	43	549	Level 4	58	567	Early On Grade Level	



### 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.

\*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.

\*Academic Goal #1 from SIP:

### Data Findings

#### **ELA data (FSA 2021)**

- ELA Achievement: 58%
- ELA Gains: 58%
- ELA BQ Gains: 42%

#### **Math data (FSA 2021)**

- Math Achievement: 63%
- Math Gains: 56%
- Math BQ Gains: 32%

#### **Achievement Gap (FSA 2021)**

- ELA proficiency School-Black: 9%
- ELA proficiency School-Hispanic: 24%
- Math proficiency School-Black: 26%
- Math proficiency School-Hispanic: 12%

### Data Selection Rationale

**Data Reasoning:** FSA 2021 scores reflect the need for continuous improvement in ELA and Math. If teachers implement collaborative planning based upon the new B.E.S.T. standards, using the new curriculum, and following district pacing guides, ELA and Math scores will increase and the achievement gap will decrease.

### High Yield Strategy

Standards Aligned Instruction

### 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.

\*There is currently equitable participation in extracurricular activities, including after-school academic interventions, as there is a specific emphasis on recruitment by ethnicity.

<b>Ethnicity</b>	<b>Percentage in Activities</b>	<b>Percentage of School</b>
White	48%	65%
Black	16%	11%
Hispanic	32%	18%
Other	3%	6%

### 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.

\*Updated Treasure Coast Elementary Interview Committee:

<b>Name</b>	<b>Position</b>	<b>Ethnicity</b>
Scott Simpson	Principal	W
Susan Del Tufo	Assistant Principal	W
Chelsea Castillo	K-2 Literacy Coach	H
Amy Getchell	K-5 Math Coach	W
Lachonda Lacey	4 <sup>th</sup> Grade ELA Teacher	B
Emily Tiver	4 <sup>th</sup> Grade Math Teacher	W

<b>Ethnicity</b>	<b>Percentage of Committee</b>	<b>Percentage of School</b>
White	67%	65%
Black	17%	11%
Hispanic	17%	18%