



School District of Indian River County African American Achievement Plan 2020 -2021 Assurances of Implementation of Action Steps



In August 2020, the School District of Indian River County initiated the implementation of the 2020-2021 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. Following the first quarter of implementation of the African American Achievement Plan, it became clear that increased time and effort should be invested in action step implementation in comparison with compliance activities. As such, the system associated with submitting evidence of the implementation of action steps was analyzed and revised to maximize the allocation of human capital and resources towards supporting students and staff in eliminating the achievement gap.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the 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 2020-2021 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: 5/28/2021 _____*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?)

While there are numerous areas that we are continually looking to improve, our core mission is the progression of our students academically. Two of the greatest predictors for student success on the Florida State Assessment (FSA) for 3rd, 4th, and 5th Grade students are the Unit Assessment Average and the Spring iReady Result. (2019-2020 does not have a comparable Unit Assessment Average or Spring iReady due to COVID.)

The Unit Assessment scores and iReady Results are reported as red (below grade level), yellow (on or close to grade level), and green (above grade level), with their combined scores predicting FSA outcomes.

Unit Assessments

Pre-COVID (2018-2019), 59% of Black students scored in the "yellow" or "green."

Post-COVID (2020-2021), 66% of Black students scored in the "yellow" or "green." (+7 points)

Spring iReady

Pre-COVID (2018-2019), 62% of Black students scored in the "yellow" or "green."

Post-COVID (2020-2021), 56% of Black students scored in the "yellow" or "green." (-6 points)

The split data tells us that a predictive score will most likely show that Black students at Treasure Coast Elementary will perform at or near similar levels on the FSA comparing pre-COVID and post-COVID. While this is not an increase, a similar score is significant because there is a general expectation that there will be a "COVID slide" in scores due to lost learning. After specific, targeted interventions

and intentional instruction, we hope that our FSA scores, as predicted through Unit Assessments and iReady results, will prove that Black students at Treasure Coast Elementary have not regressed due to any lost learning during the COVID pandemic.

An area of growth that we have discussed is to request teachers to sign up for an individual date/time to observe Action Step 1.3, Walk-Through to Observe Implementation of African American History Teachings. While the teaching of African-American history is documented in lesson plans, it is not possible to observe the implementation unless scheduling those times.

An additional area of growth is that we are determined to increase our mentorship program significantly next year with faculty, community, and high school volunteers. There is a need for one-on-one mentorship and we have felt very limited in our actions trying to follow COVID procedures. We are looking for volunteers to build relationships while assisting in academic support.

Finally, we want to continue our purposeful recruitment of students into extended learning opportunities. We had great success dramatically increasing our minority enrollment (from 17% to 39%) and we want to continue and extend this next year.



SDIRC School Data Chats & Impact Reviews – Elementary

Component: African American Achievement Plan 2020 – 2021



Date of Impact Review: Click or tap to enter a date.

School: Treasure Coast Elementary

Action Steps: 1.4, 1.5, 1.25, 2.6

Action Step 1.4

Date(s) of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-2	Week of 9/29, 10/20, 1/20, 2/15, 3/8, 4/26					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	1	10%	4	22%	1	14%

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	9/23, 10/23, 12/18, 2/22, 3/10, 4/26
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)	(Same as Quarter 3) Monitoring with Strategic Questioning Accountable Talk Marine Science Next Steps

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	9/30, 10/23, 11/17, 1/6, 2/15, 4/6, 5/13
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Action Step 2.6

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	2/24 PD on Restorative Practices 3/10 Universal ESOL strategies by level
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Teachers implementing culturally responsive practice during the instructional block and student intervention.



SDIRC DataCom – Elementary

Component: African American Achievement Plan 2020 – 2021



Date of DataCom: Click or tap to enter a date.

School: Treasure Coast Elementary

Action Steps: 1.12, 1.16, 1.37, 1.38

Action Steps 1.12, 1.16 & 1.37

Date(s) of School Level Review(s) of Performance, Progress, & Regression of African American Students	Week of 9/29, 10/20, 1/20, 2/15, 3/8, 4/26
Review Conducted of Academic Performance & Regression of African American Students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summary of Action Steps / Plan based upon Review of Performance & Regression of African American Students (based upon District & School Level Reviews)	Data discussed at Tier 1 and Tier 2 data meetings. Students showing regression discussed and planned, specifically regarding intervention needed in Tier 1 small group remediation, entrance or continuation of Tier 2 intervention, and entrance or continuation of Tier 3 interventions.

Action Step 1.38

	Third		Fourth		Fifth	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA)	3	30%	5	33%	5	50%

*Note: Individual unit assessments vary by difficulty. Across the grade levels, the baseline UA average across the grade levels was 61% and the most recent UA average was 58%. The 5th Grade baseline to most recent UA average dropped the most, from 67% to 57% (10 percentage points).



SDIRC Quarterly Update Additional Action Steps – Elementary Component: African American Achievement Plan 2020 – 2021



Last Date of Review: Click or tap to enter a date.

School: Treasure Coast Elementary

Action Steps: 1.3, 1.6, 1.11, 1.30, 2.5, 2.9, 4.31

Action Step 1.3

Date(s) of Walk-Through to Observe Implementation of African American History Teachings	
Summary of Observation(s)	Walkthroughs conducted, but curriculum does not specifically address dates and times of implementation. Teachers have included African-American History teaching into their lesson planning.

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Moonshot Moment (Learning Alliance), Title-1 Tutoring, Tutoring, 21 st Century, Daisy Hope, GYAC, Boys & Girls Club				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	104	35	28	1	2
Total Percentage Breakdown of Participants by Race/Ethnicity	61%	21%	16%	1%	1%

*Attach evidence of a parent work or extended learning activity for students (including Extended Day Program & Moonshot)

Action Step 1.11

Date of Student Committee Meeting	04/06/21
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	A culminating meeting of the Superintendent's Student Advisory Council was held in April 2021 to share with students how the feedback that they had provided throughout the year on various topics (e.g., college planning, equitable access to activities) had been used or is planned on being used to make improvements in the school experiences of students. The Superintendent's Cabinet members were present at the session not only to share the work of their individual offices in this regard, but also to respond to questions students had. Also during this session, students participating on this year's council were recognized for their contributions to this body of work.

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	PBIS (every Friday), Honor Roll (1 per quarter)				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	321/462	81	46	10	3
Total Percentage Breakdown of Participants by Race/Ethnicity	69%	18%	10%	2%	1%

* All percentages within 3% of each schoolwide average.

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	No OSS for 2020-2021 school year
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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.

Action Step 2.9

	Number of Mentors	Number of Mentees
Students Participating in Peer Mentorship Program	5	5

Action Step 4.31

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	0	0

21st Century Roster

Student Name	Information	Teacher	Bus/Car
First Grade-10			
		Murray	
	M&W GC No Tues and Thur	Murray	
	T Snag Golf	Murray	
		Murray	
	215055	Murray	BUS M-TH
		Murray	
	M&W GC	Lathero	
	216438	Kirk	BUS M-TH
	T-W-TH- Tutoring and storytime	Kirk	
		Holmes	
Second Grade-13			
	T-W-TH- Tutoring and storytime	Stiles	
		Green	
		Green	
	T-W-TH- Storytime- 4:30 3rd grade wing	Davis	
	M-T-W-TH- GC, tutoring and storytime/No Friday	Davis	BUS M-TH
		Davis	
	M-T-W-TH- GC, tutoring and storytime	Davis	
		Davis	
		Alvey	
	T-W-TH- comes up front at 4:15	Alvey	
		Rusin	
	T-W-TH- 4:30 3rd grade wing	D'Alessandro	
		D'Alessandro	
Third Grade-13			
		Watson	
		Watson	
	T-W-TH- comes up front at 4:15	Rowe	
	No Wednesday	Rowe	
		Rowe	
		Crosbie	

21st Century Roster

Student Name	Information	Teacher	Bus/Car
		Crosbie	
		Crosbie	
		Blackenship	
		Blackenship	
		Blackenship	
	No Friday	Blackenship	
	No Monday	Blackenship	
Fourth/Fifth Grade-14 Durant			
	M&W GC; T Robotics	Ramos	
	M&W GC; T Robotics	Ramos	
		Ramos	
		Durrant	
		Durrant	BUS M-TH
		Durrant	
		Durrant	
		Durrant	BUS M-TH
		Durrant	BUS M-TH
		Durrant	
		Blair	BUS M-TH
	No Thursday	Blair	
	M-T-TH Tutoring	Eure	
	M&W GC/No Friday	Hunt	BUS M-TH
Fourth/Fifth Grade-13			
	M&W GC, TH Robtics	Hunt	
	M-T-TH Tutoring	Eure	
	M-T-TH Tutoring	Eure	
	M-T-TH Tutoring, TH Robotics	Stull	
		Solomon	
		Solomon	
		Ramos	BUS M-TH
		Ramos	

2017-18

21st Century Roster

Student Name	Information	Teacher	Bus/Car
		Marsella	
		Marsella	
		Marsella	
		Marsella	
	176122	Marsella	

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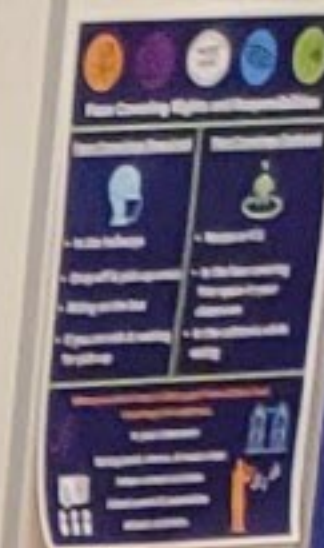


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to work hard
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how good
you can
really be.

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GRIT BEHAVIOR
TREASURE COAST ELEMENTARY
G-GIVE IT YOUR VERY BEST
R-RESPECT YOURSELF AND OTHERS



DO YOU

WELCOME

