



African American Achievement Plan 2023-2024 Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 2

School: Vero Beach Elementary

In October 2023, the School District of Indian River County initiated the implementation of the 2023-2024 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 2023-2024 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 2023-2024 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 4, 2024: _____ LS _____ (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?)

Based on Impact Walks with district staff, action steps have been identified moving forward for quarter 3. Within the SIP, action steps, monitoring steps have been identified to ensure steps are being completed. During weekly leadership team, meetings, conversations around student data and collaborative planning are being had to ensure that targets are being met.

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1/10/2024	1/31/2024	one time	Impact Walk action steps	Feedback will be provided to each grade level after the impact walks	Evidence is the action steps embedded in the SIP that coaches and admin agreed upon at the time of impact walk. Information to be given to staff for next steps by admin and/or coaches. This will be done via the newsletter and collaborative planning
1/10/2024	3/17/2024	Bi-Weekly	Leadership Meetings	100% of leadership teams will come prepared with Power Questions as evidenced in meeting notes, and action steps related to ESSA subgroups, SIP goals, data points to drive school based problem solving or instruction, related to BQ and overall Learning Gains	Samberg, Van Brimmer, Connelly Weekly agendas will reflect topics discussed
1/10/2024	3/17/2024	Weekly	Walkthroughs	Using the impact tool, data will show in Power BI that engagement will increase from a cumulative score ____ on 12/15 to 70% at end of Q3 and monitoring will increase from ____% on 12/15 to 60% by end of Q3, and differentiation will increase from a cumulative score ____ on 12/15 to 70% at end of Q3. Each month in Q3, grade level/school data will be shared in the newsletter and reviewed during a monthly faculty meeting	Samberg, Van Brimmer, Connelly weekly review of Power Bi and discussed at leadership meetings as needed
1/10/2024	3/17/2024	Weekly	Collaborative Planning	Summary notes, walkthrough data in PowerBI will show 100% evident implementation, as ____% was evident on 12/15	Betty Barth, Sharon Keeley, Lisa Ross, Sarah Leopold, Paul Dunn, Samberg, Van Brimmer, Connelly, Trimm Weekly agenda will show topics related to collaborative planning strengths and areas to grow

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1/10/2024	3/17/2024	Weekly	One-to-one coach/admin. meetings	100% of Coaching Logs will be turned in and reviewed with actionable next steps, 11 coaching cycles have begun and will continue through Q3. In any others need to be initiated they will be	Samberg, Van Brimmer, Connelly will review Coaching Logs to ensure the fidelity of the work related to teachers' pedagogy
1/10/2024	3/17/2024	Monthly	Micro credentialing	67% of staff participation & 77% completion with Science of Reading, (as of 12/20, 10 teachers had enrolled in a 2nd course and 4 are complete as of 12/20)	Connelly will review and update the SLT on who where the staff members progress is related to this
1/10/2024	3/17/2024	Weekly	Coaching Support in Identified Areas	Coaching Log & Walk Throughs with a focus on monitoring, engagement and differentiation strategies that are decided upon at CP.	Barth, Keeley, Ross, Leopold, Dunn, Samberg, Van Brimmer, Connelly will review high yield strategy Look Fors as semester progresses on a continual basis
1/10/2024	3/17/2024	One Time	Extended Collaborative Planning (takes place every six weeks for 5 mornings) & Professional Learning	Extended collaborative planning time with coaches and admin will focus on strategies to be implemented in monitoring, differentiation and engagement to increase overall evident percentages	Brimmer, or Connelly will be present with coaches to ensure that collaborative planning is being implemented with a focus and review on high yield strategies being executed.
1/10/2024	3/17/2024	Bi-Weekly	Moonshot Mondays	Goal for Q3: 75% of staff will participate in at least one PL, complete a Reflection Survey (as of 12/20, it was 58%)	Connelly will oversee Moonshot Mondays and report to Samberg
1/10/2024	3/17/2024	Monthly	TEAM SDIRC PDs	100% of new teacher participation, Roster, (as of 12/20, ___% participated. We want this to continue)	Connelly will include rosters to show 100% participation
1/10/2024	3/17/2024	One Time	Demonstration Classroom Selection	Nine demonstration classrooms have been identified and in Q3, learning walks with targeted groups will begin to increase the fidelity of teaching across the campus	Samberg, Van Brimmer, Connelly will monitor those selected as demonstration classes. Walks will occur at least bi-weekly

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1/10/2024	3/17/2024	Bi-Weekly	Data Conversations focused on multiracial subgroup and their academic / attendance data	result in targeted action steps, data chat agenda / and these occur in our Leadership Meetings. This information will then be spoken about bi-weekly at collaborative planning to ensure these students find success	Samberg, O'Connor, instructional coaches will facilitate data chats with teachers and students
1/10/2024	3/17/2024	Weekly	SBI/Tasks Action Step	Currently __ evident and goal is __% evident. Be sure teachers know how to actively engage students in rigorous learning activities (use manual fully, teachers using gradual release,)	Samberg, Van Brimmer, Connelly, academic coaches Admin Team will review Power Bi bi weekly. Review Look fors, share in monthly faculty meeting and in Newsletter. Admin walkthroughs will also give teachers doable next steps.
1/10/2024	3/17/2024	Weekly	Monitoring Action Step	Currently% evident (and goal is % evident. Teachers need to provide feedback that is immediate to close the gaps.	Samberg, Van Brimmer, Connelly, academic coaches Admin Team will review Power Bi bi weekly. Review Look fors, share in monthly faculty meeting and in Newsletter. Admin walkthroughs will also give teachers doable

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1/10/2024	3/17/2024	Weekly	Engagement Action Step	Currently 37% evident and goal is 50% evident. Allow for equal participation with turn and talk structures .	Samberg, Connelly, academic coaches Admin Team will review Power Bi bi weekly. Review Look fors, share in monthly faculty meeting and in Newsletter. Admin walkthroughs will also give teachers doable next steps.
1/10/2024	3/17/2024	Weekly	Differentiation Action Step	Currently 17% evident and goal is 50% evident. Scaffolds in I do, we do, you do model	Samberg, Van Brimmer, Connelly, academic coaches Admin Team will review Power Bi bi weekly. Review Look fors, share in monthly faculty meeting and in Newsletter. Admin walkthroughs will also give teachers doable next steps.
1/9/2024	3/17/2024	Monthly	Intervention Review	Leadership team will review Tier 2 interventions and A2 interventions using attendance data, progress monitoring and Tier 1 assessments to see if the intervention is getting the desired outcome	Samberg, Van Brimmer, Connelly, will review intervention data rosters monthly and then review data with teachers every 6-8 weeks.



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Date of Summary: January 4, 2024

School: Vero Beach 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 standards are implemented in alignment with established curriculum maps for grades K-12.

Number of Walk-throughs to Observe Implementation of African American History Teachings	4
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2023)	Bi Weekly leadership meetings beginning 11/1/2023
Summary of Observation(s):	Read works article in 5 th grade about the rise of Jazz music and the influence from AA Kindergarten learning about George Washington Carver and his inventions. 4 th grade Langston Hughes

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, 2023)						12/18/2023					
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 (%)
3	4	3%	2	2	2%	5	5	5%	5	7	5%

**Data should be retrieved from the Power BI ES Leadership Compliance – Schedule Audit.*

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, 2023)	
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	



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Strategy AAAP 1.4 (SECONDARY ONLY): Implement processes to ensure that advanced and accelerated courses in middle school and high school are accessible to African American students.

**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 (%)

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> :	11/30/2023, 12/7/2023, 12/14/2023
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Tier 2 and Tier 3 behavioral intervention data reviewed, when needed, additional testing is recommended by team along with changes to intervention based on individual student response.

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	11/30/2023, 12/7/2023, 12/14/2023
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Tier 2 and Tier 3 academic intervention data reviewed, when needed, additional testing is recommended by team along with changes to intervention based on individual student response.

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 (%)

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, 2023)	12/18/2023
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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):	Reviewed intervention groups, work with Title 1 to secure interventionist for 4 th and 5 th grade ELA and math students in BQ, discussed science and how to ensure higher targets are reached for SIP	

Strategy AAAP 3.1 (ALL SCHOOLS): 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:

12/20/2023

Total Count of African American Students Participating in One or More Extracurricular Activities
(#)

12

Total Count of African American Students Enrolled
(#)

134

Total Percent of African American Students Participating in One or more Extracurricular Activities
(%)

9%

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:

Continue to monitor student attendance in extracurricular events, reach out to parents individually when permission slips are not returned
Added additional students on 1/4/2023

(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:

10

Percentage of Interviewers on Interview Committee by Race

Black/African American
(%)

25%

White, Non-Hispanic
(%)

75%

(OPTIONAL) Additional information:

IPST – Thursday, November 2, 2023

A substitute will come to your room if your meeting is during instructional time. Please have activities ready for them. All necessary data and work samples, including the intervention(s) they are receiving and assessment results, should be uploaded in advance to ensure an efficient use of time. We will be meeting in the front conference room. Please reach out to your instructional coach, interventionist supporting your class, or Ms. Van Brimmer with any questions.

Time	Student	Gr	ID #	Teacher(s)	Details	Notes
8:00		1		Bishop	Review behavior / academic data.	Invite Parent
8:20		3		K. Dunn	Follow up on T3 intervention	
8:40		3		Suzanne Wykes	Follow up on T3 intervention	
9:00		3		Suzanne Wykes	Design T3 / referred in Spring	
9:20		KG		Barrow	Review results of language screener and T3 data	Invite Parent
9:20		2		Craner	Review Tier 3 ORF data	Invite Parent
9:40		2		Craner	Review accommodations	
10:00		1		MacDonald	Review intervention data and discuss next steps	Invite Parent
10:20		2		Villanueva	Design T3 Intervention	

Indicator
2.1

IPST – Thursday, November 9, 2023

A substitute will come to your room if your meeting is during instructional time. Please have activities ready for them. All necessary data and work samples, including the intervention(s) they are receiving and assessment results, should be uploaded in advance to ensure an efficient use of time. We will be meeting in the front conference room. Please reach out to your instructional coach, interventionist supporting your class, or Ms. Van Brimmer with any questions.

Time	Student	Gr	ID #	Teacher(s)	Details	Notes
8:00				Barrow	Failed language screener / T3 intervention / review data	Invite Parent
8:20		KG		Barrow	Failed language screener / T3 intervention / review data	Invite Parent
8:40		KG		Martin	Failed language screener / T3 intervention	Invite Parent
9:00		2		Hunt	Referral from 22-23 / design T3	
9:20		3		Suzanne Wykes	Follow up on intervention / previously in IPST at another school out of district	Invite Parent
9:50		1		Mac	Follow up on intervention / revise Tier 2 BIP	
10:10		1		Mac	New referral / design T3	
10:30		1		Roberts	Follow Up on T3 intervention / discuss results of language screener with parent	Invite parent

Indicator
2.4

Dunn Weekly Support Schedule

Winter 2024

Grade	Teacher	Day	Time
3	Creary AM	M-F	9:10-9:45
3	Creary PM	M&F	1:30-2:00
3	Frisch AM	M-F	9:40-9:10
3	Frisch AM	M-F	9:45-10:15
3	Frisch PM	M-F	1:30-2:00
3	Frisch PM	Tu & Th	1:30-2:00
3	Nesbitt	M-F	2:30 – 3:00
3		Tu, Th	3:00 – 3:25
4	Wykes AM	Tu, W, Th, F	10:15-10:45
4	Wykes PM	M-F	1:50 – 2:10
4		M, Tu, W, F	2:40 – 3:00
4	Trumble AM	M-F	9:40-10:20
4	Trumble PM	M-F	1:45-2:10 SVB
4			2:10 – 2:30
			Waters
5	Berwick AM	M-F	10:45 – 11:15
5	Berwick PM	M-F	11:15-11:45
5			1:30 – 1:50
5			Waters
5	Gerhardt AM	M-F	10:45-11:15
5	Gerhardt PM	M-F	2:20-2:40

Dunn Support Log

Trumble Block 2: 1:45 - 2:10						
Date	Skill/Standard	Student	Mastery Level		Notes	
		1.	-	~	+	
Monday		2.	-	~	+	
Tuesday		3.	-	~	+	
Wednesday	Lesson/Activity	4.	-	~	+	
Thursday		5.	-	~	+	
Friday		6.	-	~	+	

Trumble Block 2: 1:45 - 2:10						
Date	Skill/Standard	Student	Mastery Level		Notes	
		1.	-	~	+	
Monday		2.	-	~	+	
Tuesday		3.	-	~	+	
Wednesday	Lesson/Activity	4.	-	~	+	
Thursday		5.	-	~	+	
Friday		6.	-	~	+	