



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

**Quarter of the School Year: 3**

**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 March 25, 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?)

See Quarter 3 SIP (attached)



# African American Achievement Plan 2023-2024

## Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 3

Date of Summary: March 25, 2024

School: Vero Beach Elementary

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4

<b>Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History standards are implemented in alignment with established curriculum maps for grades K-12.</b>	
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)	February 7 <sup>th</sup> February 8 <sup>th</sup> February 13 <sup>th</sup> February 26 <sup>th</sup>
Summary of Observation(s):	Black and AA History month- showcased famous people in history during morning announcements. 3 <sup>rd</sup> grade studies on Mae Jemison

<b>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.</b>											
Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3 (i.e., August 1, 2023)						3/15/2024					
<b>African American Students Receiving Interventions for Substantial Reading Deficiencies</b>											
<b>Kindergarten</b>			<b>First</b>			<b>Second</b>			<b>Third</b>		
<small>Ct Need Fun Read</small> <i>Ct Need Fun Read</i>	<small>Ct Need Fun Read but NOT Scheduled</small> <i>Ct Need Fun Read But NOT Scheduled</i>	Percent (%)	<small>Ct Need Fun Read</small> <i>Ct Need Fun Read</i>	<small>Ct Need Fun Read but NOT Scheduled</small> <i>Ct Need Fun Read But NOT Scheduled</i>	Percent (%)	<small>Ct Need Fun Read</small> <i>Ct Need Fun Read</i>	<small>Ct Need Fun Read but NOT Scheduled</small> <i>Ct Need Fun Read But NOT Scheduled</i>	Percent (%)	<small>Ct Need Fun Read</small> <i>Ct Need Fun Read</i>	<small>Ct Need Fun Read but NOT Scheduled</small> <i>Ct Need Fun Read But NOT Scheduled</i>	Percent (%)
4	1	4%	2	0	2%	6	5	6%	6	2	7%

\*Data should be retrieved from the Power BI ES Leadership Compliance – ScheduleAudit.

<b>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.</b>	
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:	



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

<b>Strategy AAAP 1.4 (SECONDARY ONLY):</b> Implement processes to ensure that advanced and accelerated courses in middle school and high school are accessible to African American students.	
<b>Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)</b>	
Black/African American (%)	White, Non-Hispanic (%)

<b>Strategy AAAP 2.1 (ALL SCHOOLS):</b> Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.	
<b>Discipline</b>	
Date(s) of Problem-Solving Session(s) for <u>Discipline</u> :	January 11, January 18, February 1, February 8, February 15, February 22, February 29, March 7, March 14, March 21
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Team reviewed behavioral data for students receiving support in Tier 1, Tier 2 – recommended consent for Tier 3. Meetings included parents and school staff.
<b>Achievement</b>	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	January 11, January 18, February 1, February 8, February 15, February 22, February 29, March 7, March 14, March 21
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Reviewed academic data and accommodations for students receiving intensive reading interventions.

<b>Strategy AAAP 2.2 (SECONDARY ONLY):</b> Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.	
<b>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)</b>	
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.



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

Date of Quarterly Review of School Improvement Plan: <i>(i.e., August 1, 2023)</i>	March 13 <sup>th</sup>	
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):	See Quarter 3 SIP (attached)	

<b>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.</b>		
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:	3/15/2024	
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 (%)
<b>33</b>	<b>136</b>	<b>23%</b>
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	Update extra-curricular to reflect accurate numbers (3/26/2024)	
<b>(SECONDARY ONLY)</b> Number of Students Participating in the African American Student Council (All Grade Levels)		
<b>*Data should be retrieved from the Power BI <a href="#">Extracurricular Activities</a> public-facing dashboard.</b>		

<b>Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.</b>	
Number of Interviews Conducted by the Interview Committee:	4
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0	100%
(OPTIONAL) Additional information:	Interviewed and hired two B/AA CWA staff.

Summary of 2.4

<b>Data Rating</b>	<b>DATA SYNOPSIS</b>		<b>High Yield Strategy</b> <small>Which High Yield Strategies will contribute the most to school improvement?</small>
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<b>ACADEMICS SIGNIFICANT DATA FINDINGS</b>	Our proficiency rates in ELA, Math, and Science fell below our targets, as measured by the FAST assessment. The proficiency rates for grades 3-5 are as follows: ELA - 43%, Math - 55%, Science - 38%. In addition, our walkthrough data shows that engagement and monitoring indicators measured by the Impact Review Collection Tool fell below 60%.	Engagement / Monitoring
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List ESSA SUBGROUP that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.	Multiracial
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**THEORY OF ACTION:** If we provide professional learning opportunities focused on engagement, differentiated instruction and monitoring connected to Tier 1 curriculum, then teachers will implement these strategies effectively and increase student outcomes.

**DESIRED ACADEMIC OUTCOMES:** We will see increases in the percentage of teachers effectively implementing engagement and monitoring strategies. Our target goal for this area includes 70% (Q1) for engagement and 50% (Q1) for monitoring. We also expect to see increased student achievement as measured on Envisions and Amplify and Science district assessments - our goal is 70% proficiency.

IMPLEMENTATION PLAN for ACADEMICS					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the implementation Step was successfully executed?)	(How and Who?)

7/24/2023	7/28/2023	One Time	Moonshot Literacy Institute	rosters, agendas, 100% participants pre/post self-assessment with a post rating increase of 50% or more, and reflections	Lyndsey Samberg, Sarah Van Brimmer, Leslie Connelly
8/4/2023	8/4/2023	One Time	THRIVE SDIRC	100% of teachers will have signed up for PD as evidence through roster	Samberg, Van Brimmer, Connelly
8/15/2023	10/11/2023	Bi-Weekly	Leadership Meetings	100% participation of leadership teams as evidence in agenda, sign-ins, meeting notes, and action steps	Samberg, Van Brimmer, Connelly
8/14/2023	10/11/2023	Weekly	Walkthroughs	Using the impact tool, data will show in Power BI that engagement will increase to 70% and monitoring will increase to 50%, 100% of teacher will review walkthrough data in weekly newsletter	Samberg, Van Brimmer, Connelly
8/7/2023	10/11/2023	Weekly	Collaborative Planning	Summary notes, walkthrough data in PowerBI will show 70% evident implementation	Betty Barth, Sharon Keeley, Lisa Ross, Sarah Leopold, Paul Dunn, Samberg, Van Brimmer, Connelly, Trimm
8/14/2023	10/11/2023	Weekly	One-to-one coach/admin. meetings	100% of Coaching Logs will be turned in and reviewed with actionable next steps	Samberg, Van Brimmer, Connelly
8/14/2023	On-going	Monthly	Micro credentialing	50% of staff participation & completion, Roster	Connelly

8/14/2023	10/15/2023	One Time	Individual Formative Conferences	100% of staff members will complete a formative conference and turn in a PIGG	Samberg, Van Brimmer, Connelly
8/14/2023	10/11/2023	Weekly	Coaching Support in Identified Areas	Coaching Log & Walk Throughs with 70% / 50% implementation	Barth, Keeley, Ross, Leopold, Dunn, Samberg, Van Brimmer, Connelly
9/13/2023	9/22/2023	One Time	Grade Level Data Chats	100% of teachers will participate in data chat spreadsheets, individualized determined action steps, roster sign-in sheets	Barth, Keeley, Ross, Leopold, Dunn, Samberg, Van Brimmer, Connelly
8/28/2023	10/11/2023	One Time	Extended Collaborative Planning & PD	School based student data and PowerBI walk through data will show 70%/ 50% evident implementation	Samberg, Van Brimmer, Connelly
9/11/2023	10/11/2023	Monthly	Moonshot Mondays	50% of teachers participation in at least one, Roster, Reflection Survey & Walk-Throughs	Connelly
9/1/2023	10/11/2023	Monthly	TEAM SDIRC PDS	100% of new teacher participation, Roster, Reflection Survey & Walk-Throughs	Connelly
8/1/2023	10/11/2023	One Time	Demonstration Classroom Start Up	At least 25% of teachers, Application and data from classroom walk throughs	Samberg, Van Brimmer, Connelly

8/10/2023	10/11/2023	Weekly	Data Conversations focused on multiracial subgroup and their academic / attendance data	100% of these meetings will result in targeted action steps, data chat agenda / Power BI data	Samberg, O'Connor, instructional coaches
10/2/2023	1/20/2024	Bi-Weekly	Leadership Meetings	100% participation of leadership teams as evidenced in agenda, sign-ins, meeting notes, and action steps related to ESSA subgroups, SIP goals, data points to drive school based problem solving or instruction	Samberg, Van Brimmer, Connolly Weekly agendas will reflect topics discussed
10/3/2023	1/20/2024	Weekly	Walkthroughs	Using the impact tool, data will show in Power BI that engagement will increase from 50% on 10/1 to 70% at end of Q2 and monitoring will increase from 22% on 10/1 to 60% by end of Q2, 100% of teacher will review walkthrough data in weekly newsletter	Samberg, Van Brimmer, Connolly Weekly review of Power BI

10/3/2023	1/20/2024	Weekly	<b>Collaborative Planning</b>	Summary notes, walkthrough data in PowerBI will show 100% evident implementation, as 90% was evident on 10/1	Betty Barth, Sharon Keeley, Lisa Ross, Sarah Leopold, Paul Dunn, Samberg, Van Brimmer, Connelly, Weimann, Trimm Weekly agenda will show topics related to collaborative planning strengths and areas to grow
10/3/2023	1/20/2024	Weekly	One-to-one coach/admin. meetings	100% of Coaching Logs will be turned in and reviewed with actionable next steps, 6 coaching cycles have begun and will continue through Q2. In any others need to be initiated they will be	Samberg, Van Brimmer, Connelly will review Coaching Logs to ensure the fidelity of the word related to teachers' pedagogy
10/3/2023	1/20/2024	Monthly	<b>Micro credentialing</b>	60% of staff participation & 50% completion, (as of 10/1, 24 teachers had enrolled in course and 10 are complete with part 1 Science of Reading)	Connelly will review and update the SLT on who where the staff members progress is related to this
10/3/2023	1/20/2024	Weekly	<b>Coaching Support</b> in Identified Areas	Coaching log & Walk Throughs with a focus on monitoring that is decided upon at CP. 50% goal for implementation for Q2	Barth, Keeley, Ross, Leopold, Dunn, Weimann, Samberg, Van Brimmer, Connelly A review of Monitoring in Power Bi over time

10/3/2023	1/20/2024	One Time	<b>Extended Collaborative Planning &amp; Professional Learning</b>	Extended collaborative planning time with coaches and admin will focus on strategies to be implemented in monitoring and engagement to increase overall evident percentages	Samberg, Van Brimmer, or Connolly will be present with coaches to ensure that collaborative planning is being implemented with a focus and review on high yield strategies being executed.
10/3/2023	1/20/2024	Bi-Weekly	<b>Moonshot Mondays</b>	Goal for Q2: 75% of staff will participate in at least one PL, Roster, Reflection Survey & Walk-Throughs (as of 10/1, it was 52%)	Connolly will oversee Moonshot Mondays and report to Samberg
10/3/2023	1/20/2024	Monthly	<b>TEAM SDIRC PDS</b>	100% of new teacher participation, Roster, Reflection Survey & Walk-Throughs (as of 10/1, 100% participated. We want this to continue)	Connolly will include rosters to show 100% participation
10/3/2023	1/20/2024	One Time	<b>Demonstration Classroom Selection</b>	Goal is at least 1 per grade level K-3, Application and data from classroom walk throughs will determine next steps	Samberg, Van Brimmer, Connolly will select and monitor those selected as demonstration classes
10/3/2023	1/20/2024	Weekly	<b>Data Conversations</b> focused on multiracial subgroup and their academic / attendance data	100% of these meetings will result in targeted action steps, data chat agenda / Power BI data	Samberg, O'Connor, instructional coaches will facilitate data chats with teachers and students

10/3/2023	1/20/2024	Weekly	<b>SBI/Tasks Action Step</b>	10/1 Currently 68% evident (70% at Impact Walks) and goal is 80% 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.
10/3/2023	1/20/2024	Weekly	<b>Monitoring Action Step</b>	10/1 Currently 22% evident (48% at Impact Walks) and goal is 60% 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 next steps.

10/3/2023	1/20/2024	Weekly	<b>Engagement Action Step</b>	10/1 Currently 50% evident (57% at Impact Walks) and goal is 70% evident. Allow for equal participation with turn and talk structures.	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.
12/15/2023, 3/13/24	1/31/2024, 3/22/24	one time	<b>Impact Walk action steps</b>	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	5/31/2024	Bi-Weekly	<b>Leadership Meetings</b>	100% of leadership teams will come prepared with Power Questions as evidenced in meeting notes, SIP goals, data points to drive school based problem solving or instruction, related to BQ and overall Learning Gains	Samberg, Van Brimmer, Connolly Weekly agendas will reflect topics discussed
1/10/2024	5/31/2024	Weekly	<b>Collaborative Planning</b>	Summary notes, walkthrough data in PowerBI will show 100% evident implementation, as 88% was evident on 12/15, and 90% on 3/13	Betty Barth, Sharon Keeley, Lisa Ross, , Paul Dunn, Samberg, Van Brimmer, Connolly, Trimm Weekly agenda will show topics related to collaborative planning strengths and areas to grow
1/10/2024	5/31/2024	Weekly	<b>One-to-one coach/admin. meetings</b>	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. At this time, coaches are spending at least 80% of their day in classrooms supporting teachers and students.	Samberg, Van Brimmer, Connolly will review Coaching Logs to ensure the fidelity of the work related to teachers' pedagogy

1/10/2024	5/31/2024	Monthly	<b>Micro credentialing</b>	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, 77% participation, 53% completion, 9 demonstration classrooms have completed up to 4 courses as of 3/14)	Connelly will review and update the SLT on who where the staff members progress is related to this
1/10/2024	5/31/2024, occurs every 7 weeks	One Time	<b>Extended Collaborative Planning (takes place every seven weeks for 5 mornings) &amp; Professional Learning</b>	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	Samberg, Van 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	5/31/2024	Bi-Weekly	<b>Moonshot Mondays</b>	Goal for Q3: 75% of staff will participate in at least one PL, complete a Reflection Survey (as of 12/20, it was 58% and is still 58% as of 3/13/24)	Connelly will oversee Moonshot Mondays and report to Samberg
1/10/2024	5/31/2024	Monthly	<b>TEAM SDIRC PDs</b>	100% of new teacher participation, Roster, (as of 3/14, at least 80% participated. We want this to continue)	Connelly will include rosters to show 100% participation

1/10/2024	5/31/2024	One Time	<b>Demonstration Classroom Selection</b>	Nine demonstration classrooms have been identified and in Q3, learning walks with targeted groups began 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
1/10/2024	5/31/2024	Bi-Weekly	<b>Data Conversations with teachers</b>	100% of these meetings will result in targeted action steps, data chat agenda / and these will be reviewed in our Leadership Meetings. This will be done before i-Ready and FAST and after EOY i-Ready next targeted steps will happen with all teachers.	Samberg, O'Connor, instructional coaches will facilitate data chats with teachers and students
1/10/2024	5/31/2024	Weekly	<b>SBI/Tasks Action Step</b>	IW#1 68%, IW#2 65%, IW#3 68% evident and goal is 75% evident for remainder of year. Be sure teachers know how to actively engage students in rigorous learning activities (ex. use manual fully, teachers using gradual release, make sure activities align to standard)	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	5/31/2024	Weekly	<p><b>Monitoring Action Step</b></p>	<p>IW#1 59%, IW#2 43% IW#3: 59% evident and goal is 60% evident by end of year. Teachers need to provide feedback that is immediate to close the gaps, and students need to know expectations for success.</p>	<p>Samberg, Van Brimmer, Connolly, 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.</p>
1/10/2024	5/31/2024	Weekly	<p><b>Engagement Action Step</b></p>	<p>IW#1: 59%, IW#2 37%, IW#3: 59% evident and goal is 60% evident. Allow for equal participation with turn and talk structures.</p>	<p>Samberg, Van Brimmer, Connolly, 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.</p>

1/10/2024	3/17/2024	Weekly	<b>Differentiation Action Step</b>	<p>IW#1: 17%, IW#2: 27%, IW#3: 55% evident and goal is 60% evident for remainder of the year. Scaffolds in I do, we do, you do model. Preplan for scaffolds for remediation or enrichment.</p>	<p>Samberg, Van Brimmer, Connolly, 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.</p>
1/9/2024, 3/13/24	3/20/2024	Monthly	<b>Intervention Review</b>	<p>Leadership team will review Tier 2 interventions and A2 interventions using attendance data, progress monitoring and Tier 1 assessments (January) and in March after i-Ready to see if the interventions arevetting the desired outcome.</p>	<p>Samberg, Van Brimmer, Connolly, will review intervention data rosters monthly and then review data with teachers every 6-8 weeks.</p>
1/10/2024	3/17/2024	Weekly	<b>BQ Administrative Group</b>	<p>Administration/SLT will review the BQ students are create groups to check in with these students on a weekly basis in some way. The five star feather tracker is being used for all students, but specifically checked for these.</p>	<p>Admin/SLT will create a way to ensure these students have been addressed on a weekly basis, at minimum</p>



## IPST – Thursday, February 8, 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		Mac	F/U on Tier 3 intervention	
8:20		1		Morell-Vega	F/U on Tier 3 intervention	Invite parent
8:40		1		Bishop	Transfer from Broward / Initial Meeting	Dede come
9:00		1		Bishop	Follow Up from Fall	Dismiss – no longer needs intervention.
9:20		5		Colwell	F/U on Tier 3 intervention	Dismiss to Tier 2
9:40		KG		Barrow	F/U on Tier 2 BIP	
10:00		KG		Barrow	Design T3 intervention	
10:20		2		Vega-Rodriguez	Design T3 / ELL student with retention	Dede come

## IPST – Thursday, February 1, 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		3		Leopold	Follow up on T3 intervention	
8:20		2		Mahon	Follow up on T3 fluency intervention and vision concerns.	
8:40		2		Cramer	Follow up on T3 FBA, vision, language concerns.	Dede Attend / invite parent
9:00		1		Morell-Vega	Follow up on T3 intervention	
9:20		1		Morell-Vega	Follow up on T3 intervention	Invite parent
9:40		1		Alber Lang	Follow up on T3 intervention	
10:00		KG		Barrow	Initial meeting / design T3	Dede Attend / Invite Parent
10:20		KG		Henry	Initial meeting / design T3	Dede Attend / Invite Parent
10:40						

MM 2.4

VBE Mini Impact Walk 3-5 - Meeting - Calendar - Lyndsey, Samberg@indianriverschools.org

Yes, I'll attend
 

 Busy
 15 m

### VBE Mini Impact Walk 3-5



Wed 3/13/2024 10:00 AM - 12:00 PM



Microsoft Teams Meeting



Organizer



Garcia, Kimberly  
Sent on Friday, 2/16/2024 at 1:58 PM

### Attendees

You responded "Yes"

Yes: 6

### Join the meeting now

Meeting ID: 270 761 209 586

Passcode: zchqpc

Samberg, Lyndsey



Required

Van Brimmer, Sarah



Required

Dunn, Paul

DP

Required

Mcdonough, Frances

MF

Required

Bruckner, Kristen



Required

Carlsen, Tiffany



Required

For organizers: Meeting options | Reset dial-in PIN

Find a local number

Phone conference ID: 981 711 323#

Tallahassee

+1 850-391-8689, 981711323# United States,

Dial-in by phone

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. The School Board of Indian River County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5517.01: Bullying and Harassment for additional information.



### VBE Mini Impact Walk 3-5

Tracking

Wed 3/13/2024 10:00 AM - 12:00 PM

Organizer

Microsoft Teams

Garcia, Kimberly



Sent on Friday, 2/16/2024 at 1:58 PM

Attendees

You responded "Yes"

### Microsoft Teams

Yes: 6

### Join the meeting now

Samberg, Lyndsey



Required

Van Brimmer, Sarah



Required

Dunn, Paul

DP

Required

McDonough, Frances

MF

Required

Bruckner, Kristen



Required

Carlsen, Tiffany



Required

For organizers: [Meeting options](#) | [Reset dial-in PIN](#)

[Find a local number](#)

Phone conference ID: 981 711 323#

[Dial-in by phone](#)

+1 850-391-8689,,981711323# United States, Tallahassee

Passcode: zcchqc

Meeting ID: 270 761 209 586

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MA 2.4

# Impact Walk #3 Protocol

The Office of Curriculum and Instruction



## Before the Visit

- A Curriculum and Instruction (C&I) Specialist informs the principal of the date of the school visit.
- The school prepares to engage in a purposeful conversation regarding the School Improvement Plan (SIP), including evidence of implementation.
- \*Preparation is not intended to include a formal presentation; however, access to the SIP is required.*
- The school principal and AP invite key members to participate in the walks, such as leadership team members.
- The school prints enough Impact Walk tools for the team (at least 30), with clipboards and writing utensils available.
- The school prints their master schedule as the classrooms visited will be decided once the C and I team arrive.

## At the Beginning of the Visit: 15 minutes

- C & I Specialists review the process for the Impact Review, to include the importance of the action plan and follow-up support needed to drive continuous improvement.
- The team develops a schedule to visit many classrooms of tested areas in ELA, Reading, Math, Science, and Social Studies.

## During the Walkthroughs: 60 minutes

- Before the observation, a member of the School Leadership Team (SLT) briefs each small group on the teaching and learning that should be occurring in each classroom.
- While in the classroom, individuals on the team will use the Collection Tool to record their observations.
- After exiting the classroom, the teams will discuss their findings and make suggestions for action steps needed.

After the Walkthroughs: 45 minutes

- In small groups, teams discuss observations and develop proposed action steps.
- Each small group shares action steps with the whole group.
- The school reviews the SIP Phase 3 (Academic Portion) with the team to see if any modifications need to be made.

<b>Third Impact Walks</b>	
<b>DATE</b>	<b>Elementary</b>
March 1	Secondary
March 1	PIE 9:00-11:00
March 4	GES 9:00-11:00
March 4	BES 11:30-1:30
March 5	
March 6	LMS 12:30-2:30
March 7	DTE 9:00-11:00
March 7	SES 11:15-1:15
March 8	CES 9:00-11:00
March 11	IRA 9:00-11:00
March 12	Oslo 8:00-10:30GMS 12:00-2:30
March 13	VBE 8:00-12:30 (TLA Walk 8-10 and Impact Walk 10-12)
March 14	RMS 9:00-11:00 SRHS 7:00-11:00
March 15	TCE 12:30-2:30 FES 9:00-11:00
March 18	OME 9:00-11:00
March 20	Data.Com TIME FRAME: 8-12 elementary 2-5 secondary Schedule of times for groups TBD

# Extracurricular Activities

Last Updated: 2/29/24

Note: SDJRC does not systematically track Extracurricular activities for Charter School students.

Month Year  
Mar 23-24

## Count of Students by Activity

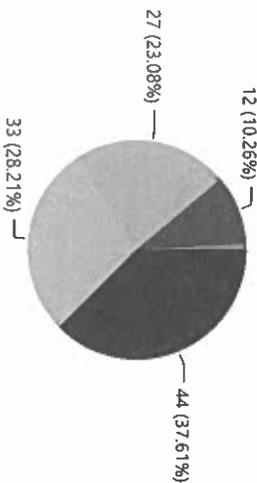
ACTIVITY	W	B	H	O	A	Total
Audubon Advocates	5	3	2	1		11
Drama Club	12	6	7			25
Moonshot Academy	6	9	3	3	1	22
Tutoring	21	15	15	8		59
<b>Total</b>	<b>44</b>	<b>33</b>	<b>27</b>	<b>12</b>	<b>1</b>	<b>117</b>

## Count & Percent of KG-12, non-Charter Students Involved in 1+ Activity

Race/Eth	Ct	EC	Ct	Enroll	% EC
W	41	181	22.7%		20%
B	31	136	22.8%		
H	22	166	13.3%		
O	11	52	21.2%		
A	1	22	4.5%		10%
I	0				
PI	0				
NR	0				
<b>Total</b>	<b>106</b>	<b>557</b>	<b>19.0%</b>		

In the above data table and bar graph, students are only counted once even if they are participating in more than one Extracurricular Activity. Therefore, the totals on these visuals will not match the totals on the other visuals.

## Racial/Ethnic Distribution of Students in All Extracurricular Activities



**Race/Eth**

- W
- B
- H
- O
- A

**ESE**

- All
- ELL

**All**

- All

**Gender**

- All

Source: Focus Student Information System

