

AAAP



School District of Indian River County African American Achievement Plan 2021-2022 Assurances of Implementation of Strategies/Action Steps



Vero Beach 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 10/29/2021 Verified by Lyndsey Matheny

Quarterly Reflection

1.1: We have not completed AA walks at this time. Our walkthroughs have consisted of monitoring Amplify fidelity and focus on SIP goals - including differentiation. 1.2: African American Students Receiving Interventions for Reading Deficiencies: We have a full walk-to-intervention model in grades 1-5 based on iReady, ORF, DIBELS, and unit assessment data. Tier 2 groups began in September. Tier 3 groups also occur daily based on threshold numbers from the district reading plan. Grade level data chats have occurred to appropriately place students in remediation or enrichment groups. After unit assessments, coaches meet with teams and individual teachers (as needed) to discuss learning outcomes based on student data. In addition, teachers conference with students after assessments and during independent reading time. Our Tier 1 includes collaborative planning with coaches and/or admin weekly. We use the 3-5 Grades Unit Assessment Data, ORFs, DIBELS, progress monitoring etc. to create lesson plans that all teachers are accountable to uphold and follow, with questions for accountable talk, formative assessments, and differentiation for ALL students. Differentiated groups occur daily and are fluid as needed - pushing rigor and enrichment as needed. This is monitored through walkthroughs of collaborative planning and instructional time. 2.1 Guidance and admin met to review early warning indicator data for all students. The school counselor followed up with a needs assessment for students meeting more than 1 early warning indicator and formed groups based off this information. Focus of these groups include social skills and executive functioning skills. Make up of these groups include: Total students served: 68. White: 22 (32%), Black, African-American: 25 (37%), Hispanic: 13 (19%), Multiracial: 6 (9%). 3.1: Our school demographics at Vero Beach Elementary is: White students - 51%, Hispanic students - 48%, Multiracial students - 43%. **Black/African American Students - 38%.** At Vero Beach elementary, we offer several afterschool programs that provide enrichment or remediation. These include: Audubon Society, National Junior Honor Society, and Moonshot tutoring. Additionally, Math Dream Chasers Academy starts October 18th to provide remediation opportunities for students. 4.3: We do have a balanced interviewing committee that represents different races, roles, and experiences to select applicants for our school. While we interviewed and recruited extensively, ultimately, our African American candidates did not accept offerings at our school. We made four offers to African American candidates but they chose other locations out of the area (2), at a secondary school (1), or at a different elementary school in our district (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.

Number of Walk-throughs to Observe implementation of African American History Teachings

4

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)

8/27/2021, 8/31/2021, 9/15/2021, 9/29/2021

Summary of observation(s):

In 3rd grade, students read about Ray Charles and how he was discriminated against due to his race and disability. While there hasn't been an entire unit focused on African American/ Black teachings, through planning with a new curriculum, we have discovered that in the supplemental Read Works component of the curriculum, you can find several resources to support. Moving forward, planning session will incorporate supplemental materials to enhance AA/black teachings.

AAAP

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:	09/2021
--	---------

African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten		First		Second		Third	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
5	5 %	11	28 %	13	28 %	5	9 %

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

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:	09/07/21 - initial meeting / ongoing support
---	--

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

School counselor and admin met to discuss early warning indicators and students who meet more than one early warning indicator. School counselor conducted 1 minute meetings with identified students to gauge student-selected goals in order to form groups. School counselor established groups in K-5 based on common need. Total # of students served: 68 White: 22 / 32% Black, African-American: 25 / 37% Hispanic: 13 / 19% Multiracial: 6 / 9%

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement:	ongoing - RTI Planning (Sept.) / MTSS Weekly
--	--

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

Instructional coaches meet with teachers and grade levels after each unit assessment to discuss data and student outcomes. Additionally, our MTSS team meets weekly on Thursdays for individual problem-solving in the areas of academics and behavior. Weekly during administrator and instructional coach led collaborative plannings, BQ25/35 students are discussed and the ways we are providing differentiated instruction for meet the needs of all learners. We held Q1 data chats between Sept 5-12 to discuss ways to provide remediation and enrichment to students meeting specific criteria

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

Strategy AAAP 2.3 (ALL SCHOOLS): Monitor that all out-of-school suspensions are approved by principal supervisors prior to

AAAP

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? Feedback from Impact Reviews: 1. continue to differentiate Amplify lessons to meet the needs of all learners 2. Post consequences for PBIS 3. Display student work 4. Have consistent rules across classrooms

Summary of Action Steps/Plan based upon District Impact Review (based upon District & School Level Reviews):

VB E C urriculum and Instruction Impact Review Summary Sheet #1			
Strategies	Evident	Partial	Not Evident
Collaborative Planning	6,6,6	0	0
Standards Based Instruction and Tasks	3,5,6	1,3	
Monitoring/Formative Assessment	0,1,4	2,0,2	3,0
Differentiation	4,3,1	2,4,1	1,2
Engagement and Participation	4,0,5	2,1,6	0,0
Classroom Environment	6,4,3	0,2,3	0,0
Noticings Students calm, compliant, ready to learn Teachers are teaching amplify Visuals are being utilized Excited about where you are in Amplify.			
Wonderings How can we provide opportunities to deepen knowledge of Amplify resources. How can we enhance PBL structure with Amplify progression of skills taught. Layering Math- Students show their work.			
How will the school communicate the findings to the staff? Staff mtg Grade level meet Email -weekly Principal press SA C			
What are the next steps? Supports with Monitoring and Formative assessment Inquire about Science Unit rollout Amplify materials LAFS vs BEST Standards			

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
12 %	37 %	%	45 %	6 %
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:			10/11/2021	
(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: 27

Percentage of Interviewers on Interview Committee by Race

AAAP

African American	White, Non-Hispanic
40	60
<p>(Optional) Additional information: We tried to schedule three interviews with Black/African-American candidates but they declined interviews as they had accepted jobs elsewhere.</p>	

2.1- Sample Completed w/each Grade K-5

Teacher	Enrichment	SMD	ELL	I	Overall Result		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall	
---------	------------	-----	-----	---	----------------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--	---------	--