



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



Quarter of the School Year: 4

School: Vero Beach Elementary

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 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.

These assurances have been reviewed and verified on: 6/2/2022 __LM__ (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 the Q4 review, VBE continues to make improvements in nearly all areas of the AAAP. We were able to significantly improve our Black and AA participation in extracurricular activities. We will continue to look at data and invite these students based on their academic needs as we review our end of year I-Ready and FSA data and prepare for next school year.



School District of Indian River County
African American Achievement Plan 2021 – 2022
Quarterly Summary of Implementation of Strategies/Action Steps



Quarter of the School Year: 4

Date of Summary: 6/3/2022

School: Vero Beach Elementary

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.3

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	2
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	3/28/22, 4/6/22
Summary of Observation(s):	<p>2nd grade was teaching AA history through the Civil War. Students were learning and discussing Harriet Tubman, the Confederate and Union Armies, and the underground railroad.</p> <p>2nd grade was teaching about Abraham Lincoln and his contribution to eliminating slavery. Students were doing an activity about the Emancipation Proclamation.</p>

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	5/11, 5/12, 5/13, 5/20
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African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent
<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>(%)</i>	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>(%)</i>	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>(%)</i>	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>(%)</i>
0	4	4%	3	8	3%	6	12	8%	9	14	18%

**Data should be retrieved from the Power BI 2021 – 2022 Scheduling App – 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:	
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	

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 <u>Discipline</u> :	4/7, 4/21, 4/28
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Each week, the MTSS team meets to discuss individual students and problems solving in the areas of discipline and achievement. All notes, interventions, and recommendations are uploaded into FOCUS and communicated to the parent.

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	4/7, 4/21, 4/28
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Each week, the MTSS team meets to discuss individual students and problems solving in the areas of discipline and achievement. All notes, interventions, and recommendations are uploaded into FOCUS and communicated to the parent.

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 being assigned to a student.

Reported Out-of-School Suspensions for:	Quarter 4
Select one:	<input type="checkbox"/> No out-of-school suspensions were assigned during this time frame. <input checked="" type="checkbox"/> 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:	4/8/2022
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):	Continue with current plans and goals. Based on I-Ready assessments that were completed in March, leadership team planned with teacher to create targeted lesson plans based on individual students needs for remediation and enrichment.
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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.		
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:	5/20/2022	
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
56	123	29.3%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	<p>Continue to recruit black and AA students via individual phone calls</p> <p>Currently, all ELOs for students are for bottom quartile or bubble students who need an additional intervention</p> <p>Social media posting with pictures that include AA and Black students to attract positive attention to extracurricular programming at VBE</p>	
(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:	9
Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
11%	88%
(Optional) Additional information:	There are little to no AA or Black candidates applying for positions. I have hired the only AA/Black male that has applied for my 5 th grade position. Currently, I have no vacancies for the 22-23 school year.

Strategy: 1.1

Monday 4/4/22

Knowledge 9 Lesson 7

Robert E Lee

Pages 105-118

Standards:

ELA.2.R.2.2 Identify the central idea and relevant details in a text.

Learning Targets:

I can identify the relevant details in a text describing Robert E Lee and his connection to the Civil War.

Activities with Engagement Strategies:

Knowledge 9

Lesson 7 Robert E. Lee

- Explain significance of First Battle of Manassas
- Distinguish between Union and Confederacy at the Battle of Gettysburg
- Word Work: *advisors*
- Write about Robert E. Lee and connection to Civil War

Formative Assessment:

T and S will work together to tell how Robert E Lee became the leader of the Confederate Army using Activity page 7.1; Journal entry on Activity 7.2 about Robert E Lee's connection to the Civil War.

PBL Design Elements:

Challenging Problem/Design Question

Sustained Inquiry

Authenticity

Student Voice and Choice

Critique and Revision

Reflection

Public Product

Tuesday 4/5/22

Knowledge 9 Lesson 8

Clara Barton

Pages 119-131

Standards:

ELA.2.R.2.2 Identify the central idea and relevant details in a text.

Learning Targets:

I can identify the relevant details in a text identifying Clara Barton and describe her accomplishments.

Activities with Engagement Strategies:

Knowledge 9

Lesson 8 Clara Barton

- Review information about Robert E. Lee and his role in Civil War
- Explain why Clara Barton became known as "the Angel of the Battlefield"
- Word Work: *wounded*
- Write about Clara Barton and describe her accomplishments

Formative Assessment:

Journal entry on Activity 8.1 identifying Clara Barton and describe her accomplishments.

PBL Design Elements:

Challenging Problem/Design Question

Sustained Inquiry

Authenticity

Student Voice and Choice

Critique and Revision

Reflection

Public Product

Wednesday 4/6/22

Knowledge 9 Lesson 9

The Emancipation Proclamation

Pages 132-144

Standards:

ELA.2.R.2.2 Identify the central idea and relevant details in a text.

Learning Targets:

I can identify the relevant details in a text explaining the significance of the Emancipation Proclamation.

Activities with Engagement Strategies:

Knowledge 9

Lesson 9 The Emancipation Proclamation

- Review information about Clara Barton and her accomplishments
- Explain reason why President Lincoln is remembered as courageous
- Word Work: *abolished*
- Write about significance of Emancipation Proclamation

Formative Assessment:

Journal entry on Activity 9.1 explaining the significance of the Emancipation Proclamation.

PBL Design Elements:

Challenging Problem/Design Question

Sustained Inquiry

Authenticity

Student Voice and Choice

Critique and Revision

Reflection

Public Product

Thursday 4/7/22

Knowledge 9 Lesson 10

Ulysses S Grant

Pages 145-157

Standards:

ELA.2.R.2.2 Identify the central idea and relevant details in a text.

Learning Targets:

I can identify the relevant details in a text to compare and contrast Ulysses S Grant and Robert E Lee.

Activities with Engagement Strategies:

Knowledge 9

Lesson 10 Ulysses S. Grant

- Review Robert E. Lee and his accomplishments during Civil War
- Compare and contrast Union and Confederate armies
- Word Work: *defeat*
- Write journal entry comparing and contrasting Ulysses S. Grant and Robert E. Lee

Formative Assessment:

Journal entry on Activity 10.1 to compare and contrast Ulysses S Grant and Robert E Lee. Proclamation.

PBL Design Elements:

Challenging Problem/Design Question

Sustained Inquiry

Authenticity

Student Voice and Choice

Critique and Revision

Reflection

Public Product

Friday 4/8/22

Knowledge 9 Lesson 11

The End of the War

Pages 158-172

Standards:

ELA.2.R.2.2 Identify the central idea and relevant details in a text.

Learning Targets:

I can identify the relevant details in a text to describe the end of the war.

Activities with Engagement Strategies:

Knowledge 9

Lesson 11 The End of the War

- Summarize key facts about Civil War
- Contrast North and South at end of war
- Word Work: *united*
- Write about ending of Civil War

Formative Assessment:

T and S will work together to use the map on Activity 11.1 to answer the questions; Journal entry on Activity 11.2 to describe the end if the war

PBL Design Elements:

Challenging Problem/Design Question

Sustained Inquiry

Authenticity

Student Voice and Choice

Critique and Revision

Reflection

Public Product

Strategy: 2.1

Matheny, Lyndsey

Subject: MTSS

Start: Thu 4/21/2022 8:00 AM
End: Thu 4/21/2022 10:00 AM

Recurrence: (none)

Meeting Status: Accepted

Organizer: Van Brimmer, Sarah

Required Attendees: Gonzalez, Elizabeth; Roberts, Marsha; Henry, Deborah; Grapsy, Helena; Tuck, Robyn; Vega - Rodriguez, Suheil; Palacios, Erika; Decker, Roxanne; Marine, Diane; Barth, Elizabeth; Bistis, Rebecca; Patterson, Ataaba; Keeley, Sharon

Optional Attendees: Matheny, Lyndsey; Braceley, Yvette; Robb, Jill

MTSS – Thursday, April 21

A substitute will come to your room at your scheduled meeting time. Please have activities ready for them. Please ensure you have the necessary data and work samples for our meeting, including the intervention(s) they are receiving and assessment results. We will be meeting in the front conference room to provide an appropriate space for social distancing requirements. 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	Note
8:00		1		Gonzalez	F/U on Tier 3 intervention / review results with parent	
8:40		1		Roberts	F/U on Tier 3 intervention / review results with parent	
8:40		KG		Henry	F/U on Tier 2 BIP / review data	
9:00		2		Grapsy	Behavior – Tier 2 BIP	
9:20		KG		Henson	Follow up on T3 data	
9:40		KG		Vega	T2 BIP	

Microsoft Teams meeting

Join on your computer or mobile app
[Click here to join the meeting](#)

Matheny, Lyndsey

Strategy 2.1

Subject: MTSS

Start: Thu 4/7/2022 8:00 AM
End: Thu 4/7/2022 10:00 AM

Recurrence: (none)

Meeting Status: Accepted

Organizer: Van Brimmer, Sarah

Required Attendees: Canevari, Patti; Horton, Michele; Reed, Rebecca; Sims, Cindy; Cooper, Clarence; McGill, Laura; Rojas, Jessica; Palacios, Erika; Decker, Roxanne; Barth, Elizabeth; Bistis, Rebecca; Patterson, Ataaba; Keeley, Sharon

Optional Attendees: Matheny, Lyndsey; Braceley, Yvette

MTSS – Thursday, April 7

A substitute will come to your room at your scheduled meeting time. Please have activities ready for them. Please ensure you have the necessary data and work samples for our meeting, including the intervention(s) they are receiving and assessment results. We will be meeting in the front conference room to provide an appropriate space for social distancing requirements. 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	2		Canevari	F/U on T3 / review data with parent	
8:20				Canevari	b/u on T3.	
8:40		4		Horton	f/u on behavior	
9:00	...	3		Reed	f/u on counseling / SEL support	
9:20		2		Sims	f/u on attendance	