



**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: Gifford Middle School**

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: 06-09-2022 T.L.J. (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?)

Click or tap here to enter text.

During the 4th quarter GMS teachers maintained focus on continued collaboration, student engagement and test taking strategies. Our iReady data showed significant gains in both areas of Reading and Math. Our Math Coach maintained focus on remediation with our I25 in preparation for the upcoming FSA assessments utilizing the majority of his day in an Interventionist role; pulling small groups from elective classes(30-45 minutes). Students that actively participated and attended were rewarded with a Pizza Party.

We held afterschool tutoring and bootcamps until 5/13/2022 to offer extended learning opportunities for students to get small group targeted instruction to help support them in weak areas including Reading/Math/Science/Civics/Geometry/Algebra.



**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:** Click or tap to enter a date. 06/06/2022

**School:** Gifford Middle School

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

<b>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.</b>	
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	Last week of school.
Summary of Observation(s):	U.S. History Classes(Tomlinson/Kostick) lesson on Gettysburg and the end of slavery.

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											
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
Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)

*\*Data should be retrieved from the Power BI 2021 – 2022 Scheduling App – Schedule Audit.*

<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:	Every Tuesday Morning-8:30am
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	During our monthly Problem Solving meeting & weekly Tier 2/3 meeting we discuss and plan supports for students based on EWI. Those supports are then put into place by teachers and support staff, monitored for fidelity and reviewed for feedback to make adjustments(if needed) or continue the course of action.  School Counselors individually met with all students that were in danger of failing to review current and future Edgenuity coursework. Families were also contacted by phone, mail, and Focus.

<b>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.</b>	
<b>Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)</b>	
<b>African American (%)</b>	<b>White, Non-Hispanic (%)</b>
15.81%	59.53%

<b>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.</b>	
<b>Discipline</b>	
Date(s) of Problem-Solving Session(s) for <u>Discipline</u> :	Ongoing
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	The team reviews behavior data to monitor each subgroup through use of PowerBI and Focus. The PBIS team hosted events and activities to target our goal of reduction of tardies/skipping.
<b>Achievement</b>	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	Ongoing <span style="float: right;">Type text here</span>
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<div style="display: flex; justify-content: space-between;"> <div> <small>Type text here</small>            Teachers will conduct an error analysis with students after each unit assessment. Use iReady Data to personalize instruction from the toolbox. Continuous collaboration School counselor meet w/ students that are in danger o         </div> <div> <small>Type text here</small>            Type text here         </div> </div>

Type text here

<b>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.</b>	
<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>	
<b>African American (#)</b>	<b>White, Non-Hispanic (#)</b>
79	49

<b>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.</b>	
Reported Out-of-School Suspensions for:	Quarter 4 <span style="float: right;">Type text here</span>
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.

<b>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.</b>	
Date of Quarterly Review of School Improvement Plan:	3/2022
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):	<ul style="list-style-type: none"> <li>Planning for monitoring and formative assessments that impact differentiation</li> <li>Continues with engagement during collaborative planning</li> </ul>

<b>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.</b>		
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:		
<b>Total Count of African American Students Participating in One or More Extracurricular Activities</b>	<b>Total Count of African American Students Enrolled (#)</b>	<b>Total Percent of African American Students Participating in One or more Extracurricular Activities</b>
95	189	50.3

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	All upcoming activities are announced through the following methods: 1. Messenger Calls 2. Social Media Posts 3. Morning/Afternoon Announcements 3. Focus Calendar 4. Flyers posted around campus
<b>(SECONDARY ONLY)</b> Number of Students Participating in the African American Student Council (All Grade Levels)	20

*\*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:	0
Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
(Optional) Additional information: No interviews conducted during the 4th quarter.	

**Strategy AAAP 1.1 (SECONDARY ONLY): Monitor the curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.**

**Mr. Tomlinson**

**Gifford Middle School**

**May 9, 2022**

**8th Grade Gifted Advanced U.S. History**

**(772) 564-3619**

**paul.tomlinson@indianriverschools.org**

Dear Parent/Guardian,

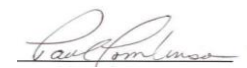
In order to supplement and enhance the history curriculum on the Civil War, I plan to show the movie Gettysburg in class during the last week of school as students are completing their final assignments.

This letter is to notify you ahead of time and obtain your permission to show your student this PG movie in class. It spotlights the Civil War battle that raged around Gettysburg in early July, 1863.

Please check off below whether or not you wish your child to view this video. In addition, please sign and date below.

\_\_\_\_\_ Yes, my child may view the movie Gettysburg.

\_\_\_\_\_ No, my child may not view the movie Gettysburg.



Teacher

\_\_\_\_\_ Date \_\_\_\_\_

Student's Name

\_\_\_\_\_ Date \_\_\_\_\_

Parent's/Guardian's Signature

**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.**



Tosha Jones, Principal

***Gifford Middle School***

4530 28th Court, Vero Beach, FL 32967

Phone: 772-564-3550

Fax: 772-564-3561

Tisa Blidgen, Assistant Principal  
Jeremy Szaichler, Assistant Principal

May 2, 2022

**Quarter 4 (Progress Report) - In Danger of Failing Semester 2 Notice**

Dear Parent/Guardian:

I am writing to inform you that Tahj Clark is receiving this official "***In Danger of Failing***" notice because he/she will potentially fail one or more core classes for Semester 2 based on their 4th quarter progress report card. Your child still has time to PASS the semester. However if he/she does not earn a D or higher for Semester 2, they will be retained and need to recover the course(s) during Summer School.

Why did my student receive an "F"? Here are some areas in which your student may be struggling:

- Missing class work and/or homework assignments
- Incomplete assignments
- Too many "late" assignments
- Low test/quiz scores
- Excessive absences
- Be on time to ALL classes

What can my student do to improve his/her grade prior to the end of quarter 4?

- Come to class on time and prepared to work.
- Fill out planner and have a parent/guardian check it and sign it DAILY.
- Use FOCUS or ask me for a printout of missing/incomplete assignments.
- Complete classwork, homework, projects, and any other assignments.
- Afterschool tutoring and course recovery assistance is available on Tuesdays and Thursdays with Ms. Stephens in Room 801 from 2:45pm-4:15pm or check with your child's teacher. Transportation and snacks are provided.

If you have any additional questions, please do not hesitate to contact your child's teacher or school counselor. Thank you in advance for your continued support.

Sincerely,

Gifford Middle School Guidance Department

Mrs. Saint-Louis 564-3665  
6th grade

Mr. Connor 564-3632  
7th grade

Mrs. Peterson 564-3562  
8th grade

**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.**

Course Distribution by Race/Eth

Race/Eth Course Title	B		Total	
	Ct	%	Ct	%
ALG 1 HON	10	100.00%	<b>10</b>	<b>100.00%</b>
GEO HON	2	100.00%	<b>2</b>	<b>100.00%</b>
M/J ADV WORLD CLTRS	7	100.00%	<b>7</b>	<b>100.00%</b>
M/J CIVICS ADV	7	100.00%	<b>7</b>	<b>100.00%</b>
M/J COMPRE SCI 1 ADV	11	100.00%	<b>11</b>	<b>100.00%</b>
M/J COMPRE SCI 2 ADV	7	100.00%	<b>7</b>	<b>100.00%</b>
M/J COMPRE SCI 3 ADV	9	100.00%	<b>9</b>	<b>100.00%</b>
M/J LANG ARTS 1, ADV	6	100.00%	<b>6</b>	<b>100.00%</b>
M/J LANG ARTS 2, ADV	7	100.00%	<b>7</b>	<b>100.00%</b>
M/J LANG ARTS 3, ADV	6	100.00%	<b>6</b>	<b>100.00%</b>
M/J MATH 1 ADV	11	100.00%	<b>11</b>	<b>100.00%</b>
M/J MATH 2, ADV	7	100.00%	<b>7</b>	<b>100.00%</b>
M/J US HIS ADV & C/P	7	100.00%	<b>7</b>	<b>100.00%</b>

Strategy AAAP 2.1 (SECONDARY ONLY): Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.

### MTSS Meeting Minutes

Date:5/24/2022

ST	ID	Notes	Staff Mon.
(Grade 6)		<ul style="list-style-type: none"> <li>Parent requested an evaluation (the student has a D in World Cultures other grades A's and B's</li> <li>4/12 Ms. Browning &amp; Ms. Donovan will contact the parents</li> <li>4/12 Ms. Browning and SP spoke with mother. Student has a recent diagnosis of ADHD and a sleep disorder. She would like a 504 but understands that it may not be completed till next school year due to the late notice.</li> <li>Ms. Saint Louis please begin to collect data with her teachers to see which accommodations may assist her in the classroom and we will go from there.</li> <li>4/26 SC reports case manager stated there is a lot going on in the home</li> <li>Ms. St.Louis will check with teachers 5/24 and Mr. Mistretta</li> </ul>	-Ms. Saint Louis
(Grade 6)		<ul style="list-style-type: none"> <li>Parent requested HHB but Dr. Says he should come back to school with accommodations</li> <li>Mr. Mistretta will set up a temp. 504</li> <li>Ms. St. Louis will contact JM</li> <li>4/11 Ms. Browning and Dr. Matthew contacted mother and she would like the student to remain on medical leave instead of HHB</li> <li>Ms. Donovan will email Ms. Saint Louis to follow up on 504</li> <li>He now has a 504</li> <li>Remove for future</li> </ul>	Ms. Saint Louis
(Grade 6)		<ul style="list-style-type: none"> <li>Parent requests evaluation</li> <li>Many missing assignments</li> <li>2 absences but many reported as absent for grades in focus</li> <li>Q1 failed LA, Science, World Cltrs., Car Res</li> <li>Q2 failing LA, Car Res.</li> <li>SC will contact teachers and let them know interventions must be in place (6 weeks of data) will be required</li> <li>Ms. Browning needs to send for permission to test</li> <li>Initial evaluation paperwork 11/30</li> <li>12/7 parent permission to test was received</li> </ul>	Ms. Saint Louis



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.

## AIM Summary



Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_ Gender: \_\_\_\_\_  
 Grade: 0? Campus: Gilbert Middle School DOB: \_\_\_\_\_  
 Parent: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_

<p>_____</p> <p>_____</p> <p>_____</p>	
Concerns (check all that apply)	<input type="checkbox"/> Academic <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Social/Emotional <input checked="" type="checkbox"/> Behavior/Safety <input type="checkbox"/> Other: _____
Barriers (check all that apply)	<input type="checkbox"/> Transportation <input type="checkbox"/> Financial (food, housing, clothing, etc.) <input type="checkbox"/> Parental/Guardian Support <input checked="" type="checkbox"/> Student Compliance <input type="checkbox"/> Internet/Phone/Technology <input type="checkbox"/> Language <input type="checkbox"/> Criminal Justice Involvement <input type="checkbox"/> Medical <input type="checkbox"/> Other: _____
Student Triggers	<input type="checkbox"/> Lack of sleep <input type="checkbox"/> Hunger <input type="checkbox"/> Perceived Disrespect/Define: <input type="checkbox"/> Swearing <input type="checkbox"/> Environmental (noise, light, etc.): Define: <input checked="" type="checkbox"/> Conflict (peers) <input checked="" type="checkbox"/> Conflict (adult) <input type="checkbox"/> Teasing/Taunting <input type="checkbox"/> Family dynamics/crisis (recent separation, death, etc.) <input type="checkbox"/> Other: _____
<p>_____ said the only class she wants to attend is with the Aspre teacher.</p> <p>_____ said she gets confrontational with staff and students.</p> <p>Student Identified Problem(s) Related to Area(s) of Concern</p>	
<p>Student Goals (list and see attached SMART goal worksheet)</p>	
<p>Recommendations (use A.I.M. Checklist)</p> <p>_____</p>	
<p>School Team Members</p> <p>Administrator: Jones School Counselor: Connor</p> <p>Resource Specialist (if applicable): _____ Others: _____</p>	

## AIM Summary


Plan(s)	<p>Academic:</p> <p>Attendance:</p> <p>Behavior / SEL / Discipline: [REDACTED] will have a mentor and be able to meet with her mentor weekly. Meet with School Counselor bi-weekly.</p> <p>Other: [REDACTED] reported she has a good friend that she can talk to for accountability.</p>
Outcomes to Be Monitored	<p>Academic: Grades will be at a C or higher by the end of Q3.</p> <p>Attendance: ADA to be at 90% or higher.</p> <p>Behavior / SEL / Discipline: Zero referrals for the next month.</p> <p>Other:</p>
Monitoring Plan	<p>Frequency:</p> <p>Roles and Responsibilities:</p>
Other information/comments:	
Date of next team meeting to review progress and RtI	


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:

**FW: GMS OSS REQUEST**


**BS**




Bass, Scott

GMS Suspension Form M.B..pdf  
197 KB  


GMS Suspension Form J.V..pdf  
197 KB  


GMS Suspension Form K.R..pdf  
197 KB  


GMS Suspension Form 3-28-2022 -Z.G..pdf  
197 KB  


 4 attachments (788 KB)  Save all to OneDrive - School District of Indian River County  Download all  
**All approved**

**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:**

GMS Curriculum and Instruction Impact Review Summary Sheet #3 March 2, 2022			
Strategies	Evident	Partial	Not Evident
Collaborative Planning	2, 7, 4	5, 2	1, 2
Standards Based Instruction and Tasks	6, 7, 6	1, 2	1, 0
Monitoring/Formative Assessment	0, 5, 3	4, 1, 4	4, 1, 1
Differentiation	0, 2, 1	1, 0, 3	7, 5, 4
Engagement and Participation	2, 5, 6	5, 2, 2	1, 0, 0
Classroom Environment	6, 5, 7	1, 2, 1	1, 0, 0
<b>Noticings</b> <ul style="list-style-type: none"> <li>Positive classroom and conducive for learning</li> <li>Strong evidence of collaborative planning, standards-based instruction, engagement/participation, and classroom environment</li> <li>Differentiation and monitoring is an area needing growth</li> <li>Evidence of improvement in all identified areas of the SIP</li> </ul>			
<b>Wonderings</b> <ul style="list-style-type: none"> <li>What monitoring is happening in small group?</li> <li>What is the intentionality for grouping students?</li> </ul>			
<b>Areas of growth since last impact?</b> <ul style="list-style-type: none"> <li>Standards-based instruction</li> <li>Collaborative Planning</li> </ul>			
<b>What are the next steps?</b> <ul style="list-style-type: none"> <li>Planning for monitoring and formative assessments that impact differentiation</li> <li>Continues with engagement during collaborative planning</li> </ul>			

**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:**



**Good evening, Dolphin Families:**



This is your Principal, Ms. Jones with the announcement and events for this week:

**1. Monday April 11th : A-Day; 1,2,3,4**

2. Students drop off begins at 7:30. There is NO ADULT SUPERVISION before 7:30.
3. Students are encouraged to have Free breakfast & lunch at school.
4. As a safety protocol students are required to have & wear their lanyards & id Cards while on the bus and on campus. Replacement id badges cost \$5.
5. It is time for you to provide our school with valuable feedback on our school climate. The feedback you provide will help our district and schools to ensure our schools continue to be best by kids. The parent climate survey link is open and available to all parents in English or Spanish. The survey will close April 22. you can find the survey link on our school District website. If you need access to the Internet to take the survey, we are offering access to computers in our main office Monday-Friday 8am-3pm We look forward to receiving your input.
6. We are unified dress for success school and the dress code policy is enforced every day; Hoodie jackets are not allowed. If you need assistance with dress code clothing items, please call 772-564-3633 and ask for Ms. Brown.
7. Interested in Cheer It's time for Try-outs. April 11-15<sup>th</sup> at 4:30pm in the GMS gym; students must attend tryouts for the entire week to be considered for the team.
8. There are no afterschool bus/programs on Thursday April 14<sup>th</sup>.
9. There is no school for students on Friday April 15<sup>th</sup>.
10. To stay connected with Gifford Middle School please consider joining our Facebook pages Gifford Middle or Gifford Middle Parent Group.

That is all for now, I hope you have a great evening!



TOGETHER WE MAKE OUR SCHOOL A SUCCESS  
GIFFORD MIDDLE SCHOOL ANNOUNCEMENTS:

4/13/2022

**F.I.N.S. UP FOCUS PERSEVERANCE**

Today is TEAL Day Block Schedule students you will go to Periods 1,2,3,4

Interested in being on the Cheer team next year? Tryouts will be April 14-15; you must have a current sports physical on file before tryouts begin. See Coach Rodriguez for more details.

Students you will take the Student Survey this week during your Social Studies Classes; Teachers and Staff please retrieve your code so that you can complete the survey as well.

Students there will be no afterschool programs/bus on Thursday and No School on Friday.

Students LISTEN UP! Please be mindful of behavior expectations while in school, we want everyone to come to school & experience a safe, happy, and healthy learning environment and to accomplish this we need your help! There will be consequences for your actions, positive or negative the choice is yours! There is always a trusted adult that you have access to throughout the school day be it a teacher, school counselor, one of the administrators or ANY Adult on campus. And students if you know something please speak up! We want the best educational setting for ALL students, so let's please do this together!

**Lunch Menu**

- Regular/Spicy Chicken Sandwich
- Tangerine Chicken
- Cheese & Veggie Deluxe Pizza
- PB&J Uncrustable
- Assorted Salads
- Fruits/Vegetables
- Milk



**Breakfast and Lunch is FREE for ALL student for the ENTIRE SCHOOL YEAR.**



**Staff/Student Birthdays:**

**PAULA CARRASCO**



TOGETHER WE MAKE OUR SCHOOL A SUCCESS  
GIFFORD MIDDLE SCHOOL ANNOUNCEMENTS:

5/09/2022

**F.I.N.S. UP FOCUS BEING YOURSELF**

Today is ORANGE Day Block Schedule students you will go to Periods 5,6,7,8.

**Attention** 8<sup>th</sup> graders! The 8<sup>th</sup> grade dance is scheduled for next Friday May 13! Tickets will be sold beginning next Wednesday! This is open for ALL 8<sup>th</sup> grade students only!

**Attention** 6<sup>th</sup> grade and 7<sup>th</sup> grade students, there is a field trip scheduled for May 13 and 14. Permission forms can be picked up in the cafeteria DURING YOUR LUNCH! Last day for permission slips and money is tomorrow.

**Attention** 8<sup>th</sup> graders, there will be an informational meeting for all students and parents interested in the Vero Beach High School Cross Country team in the fall on Wednesday, May 11th at 6:30pm at the VBHS Main Campus Cafeteria. For more information, please contact Coach Duncanson through the VBHS website Athletics page

**Good** Luck to the Flag Football Team as they take on Sebastian Charter School. Students if you want to attend the game you must leave campus and return at 4:30.

**Students** LISTEN UP! Please be mindful of behavior expectations while in school, we want everyone to come to school & experience a safe, happy, and healthy learning environment and to accomplish this we need your help! There will be consequences for your actions, positive or negative the choice is yours! There is always a trusted adult that you have access to throughout the school day be it a teacher, school counselor, one of the administrators or ANY Adult on campus. And students if you know something please speak up! We want the best educational setting for ALL students, so let's please do this together!

**Lunch Menu**

- Regular & Spicy Chicken Sandwich
- Turkey and Gravy
- Cheese Pizza
- PB&J Uncrustable
- Assorted Salads
- Fruits/Vegetables
- Milk



**Breakfast and Lunch is FREE for ALL student for the ENTIRE SCHOOL YEAR.**



**Staff/Student Birthdays:**

**NONE**

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

**NO INTERVIEWS CONDUCTED FOR THE 4<sup>TH</sup> QUARTER**