African American Achievement Plan 2022-2023
Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 2

School: Vero Beach Elementary

In September 2022, the School District of Indian River County initiated the implementation of the 2022-2023 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 2022-2023 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 2022-2023 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan.
- Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request.
- Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.

These assurances have been reviewed and verified on January 6, 2023: _____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?)

Our Students with Disabilities population generated 5 OSS Events so far this year, with 2 (40%) being from Hispanic students and 3 (60%) from African American students. Out of our entire school population, White students generated 25%% of the OSS events (12.2 percentage points lower than expected given their percentage of the population), Hispanic students also generated 25% of the OSS events (1.4 percentage points higher than expected given their percentage of the overall population), and Black students generated 50% of the OSS events (25.2 percentage points higher than expected given Black students' percentage of the overall population).
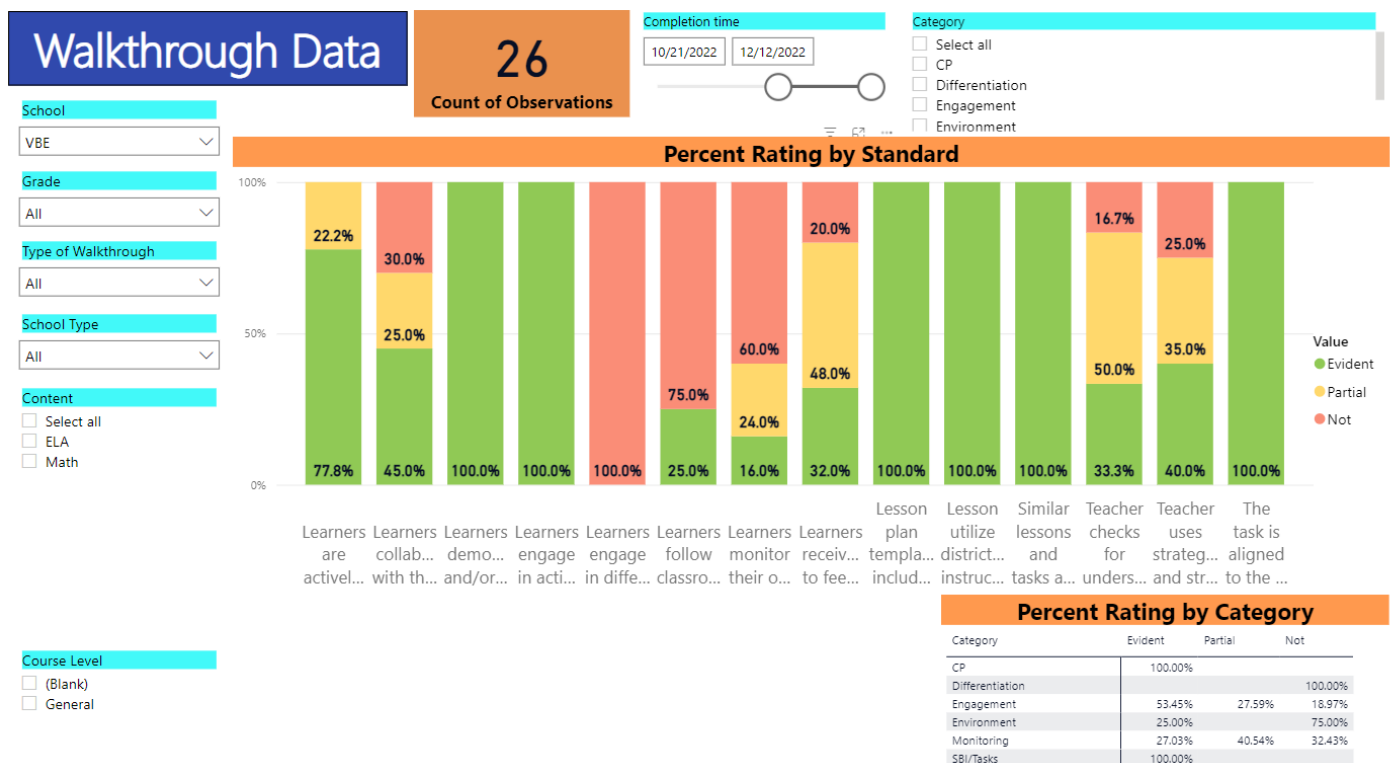
Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
Quarter 3: 01.09.2023 – 03.17.2023
Quarter 4: 03.27.2023 – 05.31.2023

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With the addition of a new T.A. who will focus on Behavior and Attendance interventions, our staff (including our RBT, T.A., and School Counselor) will continue to work to provide support to all our students, and especially those who may be generating the most discipline events. Our teachers with the most documented discipline referrals received PD on classroom management and building a classroom family. Our school counselor, RBT, ESE teachers, and other staff will continue to build relationships with students who are struggling behaviorally through check in/check out, Social Skills and SEL groups, and individual student support in classrooms. In the Spring semester, the school counselor and 4/5 ESE teacher will be starting a new SEL group to focus on students with SEL minutes. We will be focusing on self-regulation strategies and relationship skills.

Observational walkthrough data is improving in many areas. See below:

Based on this information, we will continue to focus on monitoring and providing feedback to all students which will improve their understanding of content and skills. Instructional expectations will shift during 2nd semester and will be outlined in January Data Chats. Individual data chats will occur with teachers and focus on instructional next steps for student growth based on PM2 data.

Quarter of the School Year: 2

Date of Summary: January 6, 2023

Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
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African American Achievement Plan 2022-2023
Assurances of Implementation of Strategies/Action Steps

School: Vero Beach Elementary

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

Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	4
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2022)*	10/30/22, 11/16/22
Summary of Observation(s):	Langston Hughes poetry reading Kindergarten learning about George Washington Carver and his inventions

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready, receive targeted reading intervention as defined by the District's Reading Plan.

Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3 *(i.e., August 1, 2022)*	12/15/22

African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Ct Need Fun Read & Scheduled	*Ct Need Fun Read*	*Percent (%)*	*Ct Need Fun Read & Scheduled*	*Ct Need Fun Read*	*Percent (%)*	*Ct Need Fun Read & Scheduled*	*Ct Need Fun Read*	*Percent (%)*	*Ct Need Fun Read & Scheduled*	*Ct Need Fun Read*	*Percent (%)*
0	2	2%	0	0	0	0	0	0	1	1	1%

*Data should be retrieved from the Power BI 2022 – 2023 Scheduling App – ScheduleAudit.

Strategy AAAP 1.3 (SECONDARY ONLY): Use Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on-track to graduate.

Date(s) of School Level Review(s) of Early Warning Indicators for African American Students: *(i.e., August 1, 2022)*	
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)

Black/African American (%)	White, Non-Hispanic (%)

Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
Quarter 3: 01.09.2023 – 03.17.2023
Quarter 4: 03.27.2023 – 05.31.2023

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

Discipline	
Date(s) of Problem-Solving Session(s) for <u>Discipline</u>:	11/3/22, 11/10/22, 12/8/22, 12/15/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>:	Schedules adjusted, procedures updated to meet the needs to students on Tier 1, 2, 3, adjusted point sheet targets, additional TA added to support students with behavioral needs in general education classrooms

Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u>:	11/3/22, 11/10/22, 12/8/22, 12/15/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>:	FUN Read students lists updated, 1:1 data chats scheduled with teachers to discuss progress of students, updated RTI (WIN) groups to address new academic needs based on PM2 data

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

Number of Students in Racial Subgroup Supported by an Alternative Intervention Measures (A.I.M.) Advocate or Alternative School-based Program to Inspire Renewed Excellence (A.S.P.I.R.E.) Teacher During the Quarter All Grade Levels Served by the School (Combined)	
Black/African American (%)	White, Non-Hispanic (%)

Strategy AAAP 2.4 (ALL SCHOOLS): Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.

Date of Quarterly Review of School Improvement Plan: *(i.e., August 1, 2022)*	11/2/22. 12/15/22	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	☒Yes ☐No*	* If no, what modifications will be made to address the achievement gap?

Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
Quarter 3: 01.09.2023 – 03.17.2023
Quarter 4: 03.27.2023 – 05.31.2023

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| Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	African American is no longer a monitored subgroup based on our ESSA data. However, we do still monitor student data both formative and summative to ensure that this subgroup continues to make learning gains.

Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:	At this time, we have a total of 104 students enrolled in extracurricular activities which include remediation and science enrichment. **Count & Percent of KG-12, non-Charter Students Involved in 1+ Activity** | Race/Eth	Ct EC	Ct Enroll	% EC
W	30	198	15.2%
B	36	130	27.7%
H	33	144	22.9%
O	2	52	3.8%
A	3	11	27.3%
I	0	1	0.0%
PI	0		
NR	0		
Total	**104**	**536**	**19.4%** | Chart: W 15.2%, B 27.7%, H 22.9%, O 3.8%, A 27.3%, I 0.0%
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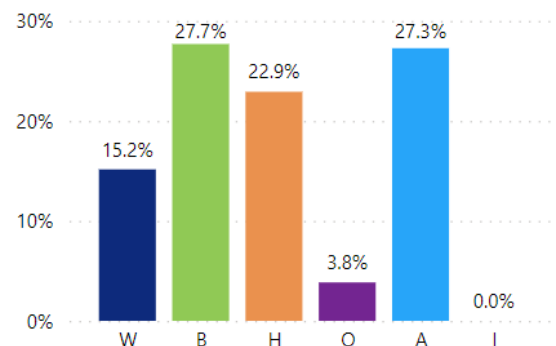
Total Count of African American Students Participating in One or More Extracurricular Activities (#)	Total Count of African American Students Enrolled (#)	Total Percent of African American Students Participating in One or more Extracurricular Activities (%)
36	130	27.7%

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	Currently, our Black/ African American student population has the largest representation in our after school programming. As we enter the into the 2nd semester, we will have additional extra curricular activities presented to students and will notify parents via PBIS, School Messenger, and social media.
(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:	6 total interviews

Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
Quarter 3: 01.09.2023 – 03.17.2023
Quarter 4: 03.27.2023 – 05.31.2023

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	(3 interviews- TA position and 3 interviews- custodial position)
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
25%	75%
(OPTIONAL) Additional information:	n/a

Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
Quarter 3: 01.09.2023 – 03.17.2023
Quarter 4: 03.27.2023 – 05.31.2023

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1.2

Student Name	Teacher	BEST BOY PM1 ELA SS	BEST BOY PM1 ELA Level	BEST MOY PM2 ELA SS	BEST MOY PM2 ELA Level	PM1 to PM2 Gains	BOY ORF wcpl	MOY ORF wcpl	Amplify Unit 2 Unit%	Amplify Unit 3 Unit%	Amplify Unit 4 Unit	Interventionist	Intervention
	Rubaszewski, Tiffany	279	1	296	2.5	17	99	128	71%	61%	62	Leopold	Vocab/Comp
	Rubaszewski, Tiffany	287	2	266	1	-21	96	103	29%	39%	38	Reed 2	Vocab/Comp
	Rubaszewski, Tiffany	247	1	261	1	14	28	41	29%	33%	15	Ross	Phonics/Fluency
	Hyde, Tiffany			262	1		0 (new EL	33			8	Ross	Phonics/Fluency
	Snow, Jordan	240	1	287	2	47	76	104			8	Hyde	Vocab/Comp
	Snow, Jordan	264	1	289	2	25	114	126	86%	61%	38	Hyde	Vocab/Comp
	Grantham, Holly			240	1		6	8	36%	28%	23	Rich	Vocab/Comp
	Grantham, Holly	273	1	261	1	-12	98	102	43%	39%	0	Grantham	Vocab/Comp
	Hyde, Tiffany	262	1	285	2	23	84	106			8	Hyde	Vocab/Comp
	Snow, Jordan	308	3	314	3	6	106	104	86%	89%	54	Hyde	Vocab/Comp
	Redstone, Alexandria	305	3	317	4	12	143	140	86%	83%	54	Snow	Comprehension
	Snow, Jordan	285	2	301	2.5	16	105	154			31	Keeley	Vocab/Comp
	Redstone, Alexandria	271	1	281	1	10		84				Reed 1	Phonics/Comp
	Hyde, Tiffany	271	1	275	1	4	74	111			15	Grantham	Vocab/Comp
	Rubaszewski, Tiffany	285	2	296	2.5	11	136	131	57%	56%	23	Keeley	Vocab/Comp
	Snow, Jordan	311	3	336	5	25	124	142	71%	89%	54	Snow	Comprehension
	Rubaszewski, Tiffany	294	2	318	4	24	101	141	64%	56%	23	Snow	Comprehension
	Redstone, Alexandria			240	1			119			38	Barth 1	Vocab/Comp
	Grantham, Holly	263	1	268	1	5	46	94	57%	39%	8	Barth 2	Phonics/Fluency
	Grantham, Holly	262	1	272	1	10	24	108	43%	56%	46	Reed 2	Vocab/Comp
	Hyde, Tiffany	283	1	240	1	-43	55	57			8	Barth 2	Phonics/Fluency
	Snow, Jordan	269	1	302	2.5	33	76	88	50%	50%	15	Leopold	Vocab/Comp
	Redstone, Alexandria	274	1	269	1	-5	43	80	71%	33%	15	Barth 2	Phonics/Fluency
	Rubaszewski, Tiffany	271	1	282	1	11	85	123	36%	50%	0	Ruby	Vocab/Comp
	Snow, Jordan	281	1	294	2	13	88	92	57%	67%	46	Barth 1	Vocab/Comp
	Redstone, Alexandria	267	1	276	1	9	82	102	57%	72%	54	Redstone	Vocab/Comp
	Grantham, Holly	288	2	289	2	1	49	83	36%	61%	8	Rich	Vocab/Comp
	Redstone, Alexandria	301	3	308	3	7	125	157	64%	94%	77	Snow	Comprehension
	Rubaszewski, Tiffany	294	2	285	2	-9	80	111	29%	72%	38	Hyde	Vocab/Comp

Behavior Problem-Solving Follow-up

Van Brimmer, Sarah <Sarah.VanBrimmer@indianriverschools.org>
Wed 12/14/2022 2:37 PM

To: Kitchener, Julie <Julie.Kitchener@indianriverschools.org>;Chica Gil, Luisa <Luisa.ChicaGil@indianriverschools.org>;Henry, Deborah <Deborah.Henry@indianriverschools.org>;Matheny, Lyndsey <Lyndsey.Matheny@indianriverschools.org>

Cc: Palacios, Erika <Erika.Palacios@indianriverschools.org>;Decker, Roxanne <Roxanne.Decker@indianriverschools.org>

Good afternoon!

The Behavior Squad met today to review behavioral point sheet data and discuss next steps for ████ ████His point sheet average for December is 56%.

This student will need to remain on half-days due to his continued physical aggression. VBE Admin will follow up with a request to the ESE department for an additional behavior tech to remain with Sam.

We also are going to trial a new schedule so that Ms. Chica is providing 1:1 support for consistency with behavioral interventions.

Please make sure that when you are calling for assistance or a student needs to be removed from the classroom for disciplinary or maldaptive behaviors that students are not earning points for that block of time. In order for a student to earn points on their point sheet they must be present in the learning environment engaging in the desired behaviors.

Sarah Van Brimmer
Assistant Principal
Vero Beach Elementary
Every Student. Every Day. No Exceptions!

Just finished Reading- Visible Learning for Literacy
Currently Reading- Relentless by Hamish Brewer
On the Bookshelf- The Infinite Game

Follow Up on T. Willson

Van Brimmer, Sarah <Sarah.VanBrimmer@indianriverschools.org>
Wed 12/14/2022 2:25 PM

To: Tamblyn, Michelle <Michelle.Tamblyn@indianriverschools.org>;Berwick, Cari
<Cari.Berwick@indianriverschools.org>

Cc: Wagner, Jamie <Jamie.Wagner@indianriverschools.org>;Wauters, Kimberly
<Kimberly.Wauters@indianriverschools.org>;Kitchener, Julie <Julie.Kitchener@indianriverschools.org>;Stull,
Thomas <Thomas.Stull@indianriverschools.org>;Bistis, Rebecca
<Rebecca.Bistis@indianriverschools.org>;Matheny, Lyndsey
<Lyndsey.Matheny@indianriverschools.org>;Dunn, Paul <Paul.Dunn@indianriverschools.org>

Good afternoon!

The Behavior Squad met today to review behavioral point sheet data and discuss next steps for ▮▮▮▮
▮▮▮▮

Our team has decided to adjust his point sheet to include more intervals during ELA so that we can
positively reinforce the desired behaviors during a period when he is having the most difficulty.
Increase the %age of points needed to make his goal - from 80% to 85%.
Provide additional football point for no negative anecdotal comments on point sheet.
Ms. Wauters will call home if he doesn't make his point sheet goal for two consecutive days.

Please make sure that when you are calling for assistance or a student needs to be removed from the
classroom for disciplinary or maladaptive behaviors that students are not earning points for that block of
time. In order for a student to earn points on their point sheet they must be present in the learning
environment engaging in the desired behaviors.

Sarah Van Brimmer
Assistant Principal
Vero Beach Elementary
Every Student. Every Day. No Exceptions!

Just finished Reading- Visible Learning for Literacy
Currently Reading- Relentless by Hamish Brewer
On the Bookshelf- The Infinite Game

3.1

Fw: Congrats to the Track Team!

O'Neal, Katelyn <Katelyn.Fiori@indianriverschools.org>

Wed 11/30/2022 2:30 PM

To: Matheny, Lyndsey <Lyndsey.Matheny@indianriverschools.org>;Van Brimmer, Sarah <Sarah.VanBrimmer@indianriverschools.org>;Armand, Kayl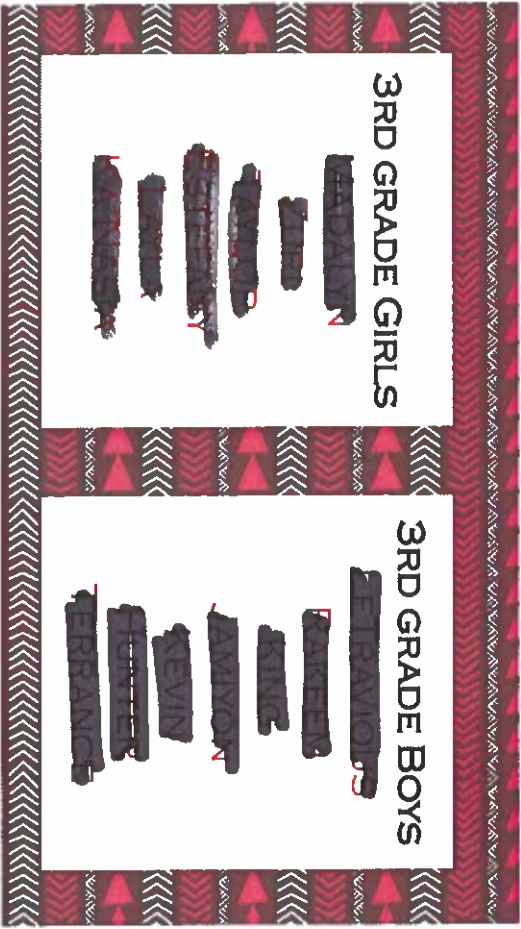a <Kayla.Armand@indianriverschools.org>;King, Shakita <Shakita.King@indianriverschools.org>;Singh, Carmen <Carmen.Singh@indianriverschools.org>;Korytkowski, Maritza <Maritza.Korytkowski@indianriverschools.org>;Pasten, Amalia <Amalia.Pasten@indianriverschools.org>;Conway, Shawn <Shawn.Conway@indianriverschools.org>

Hey tribe,

Tomorrow on the announcements, these students will be officially announced as members of this year's track team. The competition was intense! We had over 200 students run in try-outs. I am including you on this email so you can congratulate them **THURSDAY**.

3-5th teachers- When I get back from the library conference, I will get the packets together. If students or parents ask, the information packets will go out next week. You can direct them to me for track communication.

3RD GRADE GIRLS

3RD GRADE BOYS

4TH GRADE GIRLS

4TH GRADE BOYS

5TH GRADE GIRLS

5TH GRADE BOYS
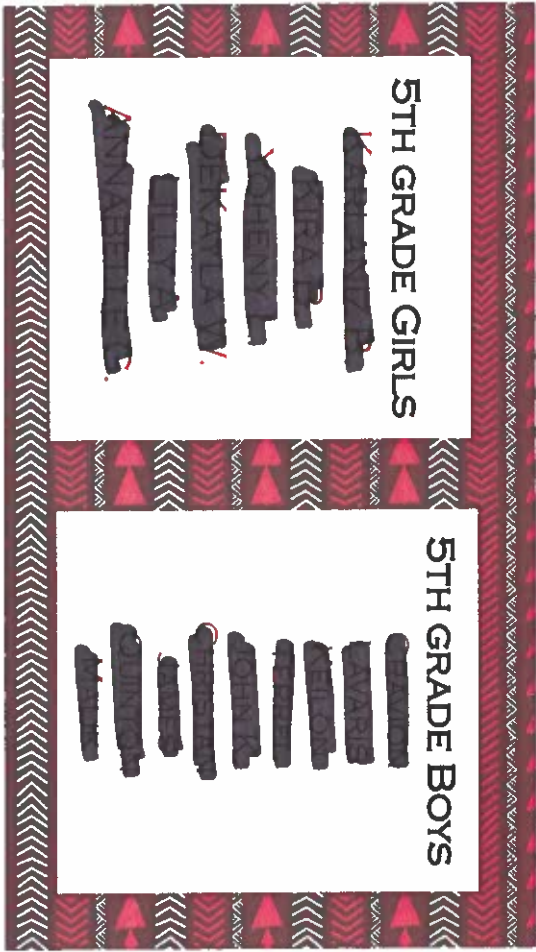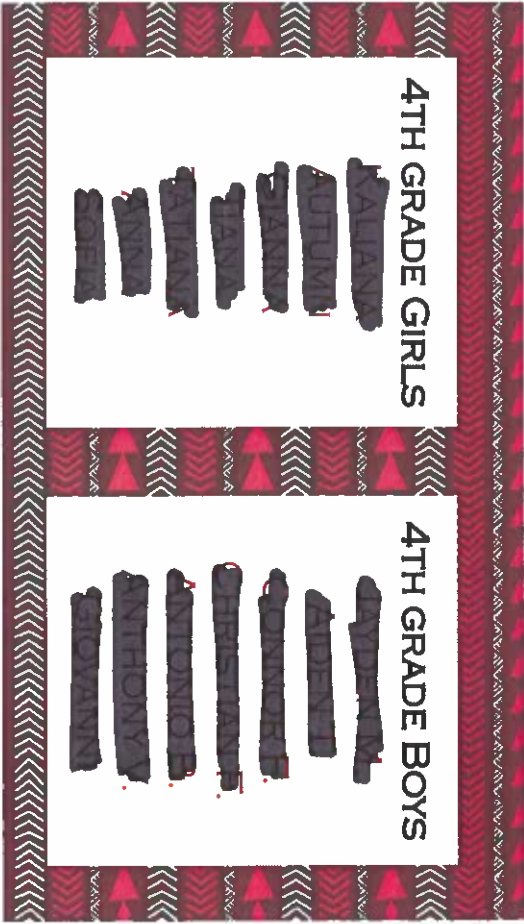
Kate O'Neal
Vero Beach Elementary Librarian

3.1

Dream Chasers
Math Academy

Dear Parents and Families,

Your child has been invited to participate in this camp and the focus will include skills and strategies to prepare the students to become successful, lifelong problem solvers.

We ask that students attend EACH session of the group to get the most from it, as skills will be built upon from one session to the next. Safe, responsible, and respectful behavior expectations will be in place. We ask that you please refrain from picking up your child early from school, but we understand emergencies sometimes arise. Bus transportation will be available.

When we begin, tutoring will be offered every Monday, Tuesday, Wednesday, and Thursday with the exception of: Thursday, October 27, Monday, October 31, the week of November 21-23, and the week of December 19 through December 31.

This form must be returned no later than Wednesday, September 28th

Sincerely,
Lyndsey Matheny and Sarah Van Brimmer

Cut and return the bottom of the form only.

Student Name _____

Please fill out below:

_____ **Yes**, my child will be attending the Dream Chaser Academy.

_____ I need bus transportation. Address: _____

_____ My child will attend the Extended Day Program after the Dream Chaser Academy.

_____ My child will be a car rider with a pickup time of 5:00 pm.

Parent name: _____ Phone Number: _____

_____ **No**, my child is unable to attend the Dream Chaser Academy.

_____   _____
    Parent/Guardian Signature   **Student Signature**

3.1