Date: 10/11/2020

School/Department: Vero Beach Elementary

**Action Step #
and Description:**
(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

1.5 - Achievement Gap Resource Allocation -
Ensure that School Improvement Plans for all schools specifically address how school resources are being allocated to address achievement gaps for African American students. Provide ongoing monitoring and support of each school's implementation of the School Improvement Plans.

Explanation of Evidence:
Quarterly reviews of the School Improvement Plan. Quarterly impact review action plan. Comprehensive data reviews to Cabinet and requested support for progress needed.
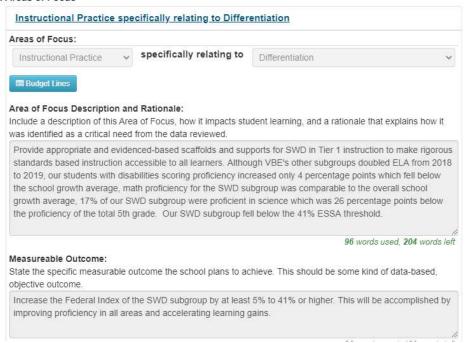
Results of Action Taken:
VBE will continue to monitor data at all levels to ensure that progress towards meeting school improvement plan goals centered around African American students will continue.
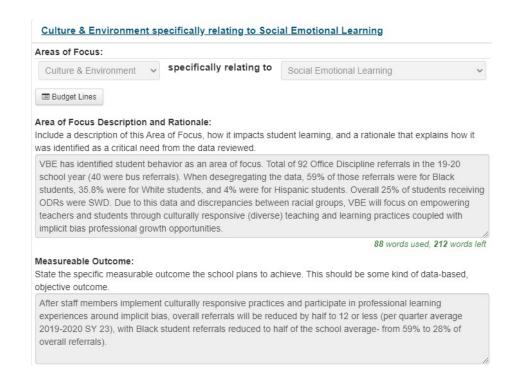
Reflection: Based on Impact Review feedback, Vero Beach Elementary will continue its course of implementing various professional learning experiences as it related to the school improvement plan.

Vero Beach Elementary's School Improvement Plan Goals

A. Areas of Focus

Instructional Practice specifically relating to Differentiation

Areas of Focus:

Instructional Practice | specifically relating to | Differentiation

Budget Lines

Area of Focus Description and Rationale:
Include a description of this Area of Focus, how it impacts student learning, and a rationale that explains how it was identified as a critical need from the data reviewed.

Provide appropriate and evidenced-based scaffolds and supports for SWD in Tier 1 instruction to make rigorous standards based instruction accessible to all learners. Although VBE's other subgroups doubled ELA from 2018 to 2019, our students with disabilities scoring proficiency increased only 4 percentage points which fell below the school growth average, math proficiency for the SWD subgroup was comparable to the overall school growth average, 17% of our SWD subgroup were proficient in science which was 26 percentage points below the proficiency of the total 5th grade. Our SWD subgroup fell below the 41% ESSA threshold.

96 words used, 204 words left

Measureable Outcome:
State the specific measurable outcome the school plans to achieve. This should be some kind of data-based, objective outcome.

Increase the Federal Index of the SWD subgroup by at least 5% to 41% or higher. This will be accomplished by improving proficiency in all areas and accelerating learning gains.

Culture & Environment specifically relating to Social Emotional Learning

Areas of Focus:

Culture & Environment | specifically relating to | Social Emotional Learning

Budget Lines

Area of Focus Description and Rationale:
Include a description of this Area of Focus, how it impacts student learning, and a rationale that explains how it was identified as a critical need from the data reviewed.

VBE has identified student behavior as an area of focus. Total of 92 Office Discipline referrals in the 19-20 school year (40 were bus referrals). When desegregating the data, 59% of those referrals were for Black students, 35.8% were for White students, and 4% were for Hispanic students. Overall 25% of students receiving ODRs were SWD. Due to this data and discrepancies between racial groups, VBE will focus on empowering teachers and students through culturally responsive (diverse) teaching and learning practices coupled with implicit bias professional growth opportunities.
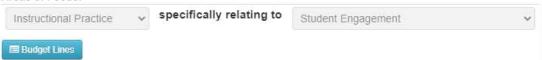
88 words used, 212 words left

Measureable Outcome:
State the specific measurable outcome the school plans to achieve. This should be some kind of data-based, objective outcome.

After staff members implement culturally responsive practices and participate in professional learning experiences around implicit bias, overall referrals will be reduced by half to 12 or less (per quarter average 2019-2020 SY 23), with Black student referrals reduced to half of the school average- from 59% to 28% of overall referrals).

Other specifically relating to Project Based Learning- School Theme

Areas of Focus:

Other ⌄ **specifically relating to** Project Based Learning- School Theme

⊞ Budget Lines

Area of Focus Description and Rationale:
Include a description of this Area of Focus, how it impacts student learning, and a rationale that explains how it was identified as a critical need from the data reviewed.

> Vero Beach Elementary is a Project Based Learning School. Research shows that students participating in the Buck Institute Gold Model outperformed their peers in reading growth and proficiency. In our VBE cohort, students who were in an identified PBL cohort were three times more likely to be proficient in reading than peers in a traditional instructional model (Gil, 2019). Data from this same school report, showed all students in a PBL settings outperformed their peers on I-Ready diagnostic assessments. The subgroup that outperformed all others on this same measure, was Black/African American (by 66 scale points).
> Research: https://www.pblworks.org/sites/default/files/2020-01/PBLWorks%20HQPBL%20Teacher%20Case%20Study%20Report_FINAL.pdf

*98 words used, **202** words left*

Measureable Outcome:
State the specific measurable outcome the school plans to achieve. This should be some kind of data-based, objective outcome.

> Increase participation in Project Based Learning Model. By the end of the 20-21, each grade level will have collaborated and participated in at least 1 PBL project. We plan to have 64% of students scoring at the proficiency level in ELA, according to end-of-year view in iReady.

Areas of Focus:

Instructional Practice ⌄ **specifically relating to** Student Engagement ⌄

⊞ Budget Lines

Area of Focus Description and Rationale:
Include a description of this Area of Focus, how it impacts student learning, and a rationale that explains how it was identified as a critical need from the data reviewed.

> Improving structures and routines to facilitate active student response to engage all learners in in rigorous, standards-based instruction. Active student response such as multiple response strategies and accountable talk engage all learners in the thinking and questioning facilitated by the teacher.

*41 words used, **259** words left*

Measureable Outcome:
State the specific measurable outcome the school plans to achieve. This should be some kind of data-based, objective outcome.

> During classroom walkthroughs, 100% of classes will have opportunities for active student response. By engaging all learners, we plan to have 64% of students scoring at the proficiency level in ELA and Math, according to end-of-year view in iReady.

*39 words used, **111** words left*

3

Impact Review School Summary Documentation

School: VBE

Date: 9.30.20 @ 8:00am

Participants: Keeler, Matheny, Williams, Connelly, McDonough, Emerson, Perez, Hiser, Hammler, Greto, Packard, Pappalardo, Jacobs, Malits, Cummings

	Effective Practice	Evident	Partially Evident	Not Evident
School Goals	School Instructional Goal #1			
	School Instructional Goal #2			
	Climate and Environment			
	School Theme			
Academic Success	Standards Based Instruction	16	2	
	Tasks	13	5	
	Monitoring	12	5	1
Equity, Climate, and Culture	Engagement/Participation	12	6	
	Culture/Climate	9	9	
	Differentiation	9	5	4

Guiding questions to be answered during the whole group debrief.

1. What strengths did you see today that you want to see more of? How are you going to develop these strengths and communicate them with your staff?
   a. Standards based instruction
   b. Monitoring
2. What areas of development did you observe today? How will you share this with staff?
   a. Differentiation
   b. Climate and culture

Impact Review School Summary Documentation

School: VBE

Date: 9.30.20 @ 8:00am

3. Are the strengths and areas of development identified in the learning walks consistent with the priorities in the school improvement plan?
   a. Yes.