AAAP Quarter 2

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 2

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 12/30/2021 **Verified by** Lyndsey Matheny

Quarter 2 Reflection

We will work to increase out AA student participation in extracurricular. We will have new numbers based on revamping of student groups and the addition of Track and Basketball in the spring. Admin will work closely with coaches to determine opportunities to observe AA teaching in the classroom.

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: (i.e. 8/27/2021, 9/13/2021, and 9/17/2021	10/27, 11/10
Summary of observation(s):	

10/27- Students in 5th grade were reading Langston Hughes poems as part of their poetry Unit. 11/10- Students in 4th grade were reading Langston Hughes poems as part of their poetry Unit.

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:	12/14/21 and 12/15/21

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
4	103	4 %	15	93	16 %	11	84	13 %	30	82	37 %

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.

AAAP Quarter 2

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 Discipline:	Weekly - 10/14, 10/21, 10/28, 11/18

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline:
During problem solving meetings for discipline, administrators and School counselor work to determine root causes for behavior and implement proactive strategies to reduce behavioral incidents.   During quarter 2, we were able to properly identify student needs in 5 incidences. With the implementation of strategies to reduce the barriers for these students, we should see an decrease in negative behavior incidents.   We are still showing a lower level of reported incidences compared to the 2019-2020 school year. We have also been able to identify recurrent offenders as the root of most reported behavior.

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement:	Weekly - 10/14, 10/21, 10/28, 11/18

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Achievement:
Problem solving around student acheivement happens at a variety of times: Weekly MTSS, weekly grade level plannings, weekly coach debriefs, and weekly during Tribal Council   We have identified students and they will received targeted intervention during and after school. All BQ students will receive tiered intervention throughout the school day and "bubble" students will receive intervention after school. During grade level plannings, admin, coaches, and teachers deterine biggest barriers and plan for remediation while continuing to stay with the pacing guide of the district. Tier 1 plans include opportunites for differentiation within the grade level standards. Our coaches and interventionist have organized groups upon the return from winter break.

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

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:	12/16/2021
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?	
Summary of Action Steps/Plan based upon District Impact Review (based upon District & School Level Reviews): See attached upload	

AAAP Quarter 2

for 2.4

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.

[Directions - How to Mass Add Log Records](#)

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 12/16/2021

Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
13	140	17 %

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:

Plannned with coaches to determine students not making learning gains based on Power BI. Admin has sent home invites to the parents for aftershool tutoring.   Audubon and Moonshot coordinators will be communicating with parents in January to upcoming sessions. Twelve additional students will be invited to Audubon and Moonshot will be continuing with same indentified students from first semester.

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**
33.5	66.5

(Optional) Additional information:

VBE Curriculum and Instruction
Impact Review Summary Sheet #2

Strategies	Evident	Partial	Not Evident
Collaborative Planning	8	0	0
Standards Based Instruction and Tasks	14	0	0
Monitoring/Formative Assessment	10	3	1
Differentiation	7	6	1
Engagement and Participation	10	4	0
Classroom Environment	12	2	0

What are some areas of growth from the last Impact Review?

With the teachers our coaches are working with, the coaching cycles are paying off.
Tracking data of educators on cc
Working with BQ kids school psychologist and counselor
Amplify is going so well, using technology to engage students, small group differentiation
Overall in CP and Sarah and Lindsey in the planning sessions

8

What are your next steps based on your observations from the Impact Review?

Turn and talk opportunities
Differentiate within the lesson
Incorporate Multiple Response strategies
Monitoring for readiness to release
Opportunities to individually track student progress during small groups
Consistently encourage use of scrap paper for problem solving in iReady
Increase use of headphones on computer related activities

Our plan for a plan...scheduled an hour of time with coaches and going through iReady data
and coming up with your plan for second semester.

School Counselors to rearrange schedule to have more executive functioning groups for BQ not predicted to make growth yet.

4th grade ELA maybe the coach is more student focused perhaps.

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.

The dates are every: Monday   Tuesday   Wednesday   Thursday
January: _____
February: _____
March: _____
April: _____

This form must be returned no later than Friday, December 17th

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 5:30 pm.

Parent name: _____ Phone Number:_____

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

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

Math Overview

Areas of Focus

- VBE has been asked by district to participate in a taped math planning session.
- Grades 3-5 math teachers participated in a PD on Power BI LQ25 and school grade projections.
- Dunn- continues with classroom walks looking for opportunities.
- Dunn- pushing into specific classrooms and providing math support through small group instruction and interventions. Additional focus is being put on math questioning, building mathematical thinkers and modeling growth mindset.
- Additional students identified that will receive math support in ESE resource room.

Next Steps

- Support I-Ready math diagnostic testing.
- Review I-Ready results with each grade level during collaborative planning.
- Develop a plan to support students that didn't achieve their I-Ready growth plan.
- Start building a blueprint for what math interventions will look like starting 1/1/22.

Classroom Small Group Support

Grade Level	Teacher	Schedule
3rd	McKenzie	M-Th (class 2 &3)
4th	Strain	M-Th (PM)
5th	Cass	M-W-F (AM)
5th	Cass	M-Th-F (PM)
5th	Tsihlis	M-F (3rd class)

Coaching Support

Tier 3	Tier 2.5	Tier 2	Tier 1
B. Ladyshinsky 1st	McKenzie 3rd	Strain 4th	1st grade
	Rich ESE	Tsihlis 5th	2nd grade
		Henry Kinder	Kinder

- **McKenzie-**completing a current coaching cycle with a focus on classroom management, rules and procedures, and transitions.
- **Strain-** transitions, and rigor.
- **Henry-** Teacher led small group and centers.

Math Unit 3 Assessment Overview

Grade	Teacher	Average Score	Grade Level Average	District Average
3	Borchardt	72	62	66
3	Wagner	62	62	66
3	McKenzie	54	62	66
4	Trumble	69	71	69
4	Wauters	71	71	69
4	Strain	71	71	69
5	Cass	76	69	70
5	Wauters	69	69	70
5	Tsihlis	63	69	70

Highlights 5th Grade

- **Ms. Tsihlis**- classes had a 9% increase over unit 2 assessment. Additionally, we reduced students in the red by 50%. Furthermore, we increased the number of students in the green by 17%.
- **Ms. Cass**- classes continue to outperform the district average. Overall student average Was 76% and the district was 70%.
- **Ms. Wauters**- reduced the number of ESE students in the red by 10%. Additionally, we increased the number of students in the green by 8%.

Highlights 3rd Grade

- **Ms. Borchardt**- continues to have strong performance at or above district average. Overall student average was 72% and the district was 66%. Increased the number of students in green by 5%.
- **Ms. McKenzie**-maintained an average of 54%. However, we increased students in the green by 17%. Unfortunately, there was a 12% increase in the number of students scoring in the red.
- **Ms. Wagner**- ESE students scored an average of 62%. We increased the number of students scoring in the green by 11%. However, we saw an 8% increase of the number of students scoring in the red.

Highlights 4th Grade

- **Ms. Strain**-classes outperformed the district average by 2%. Additionally, the classes had a 7 % increase over unit 2 assessment. Additionally, we reduced students in the red by 20%. Furthermore, we increased the number of students in the green by 12%.
- **Mr. Trumble**- classes were right at the district average of 69%. Additionally, we reduced students in the red by 6%. Furthermore, we increased the number of students in the green by 13%.

- **Ms. Wauters-** classes outperformed the district average by 2%. Additionally, the classes had a 4% increase over unit 2 assessment. Additionally, we reduced students in the red by 5%. Furthermore, we increased the number of students in the green by 10%.

Overall ESE students continue to turn in strong performances that are at or above the district average. Overall 4th grade increased the percent of students that achieved a level green by 12%.

Action Steps: Mr. Dunn will continue to push in a provide small group support in Ms. Tsihlis class. In addition, Mr. Dunn will be pushing into Ms. McKenzie 3rd class to support small group instruction.

Ms. Barth's Schedule

2021-2022

Time	Activity
8:00-8:45	Collaborative Planning Meetings
8:45-9:15 (30 mins)	3rd Grade: Tier III *Still works*
9:15-9:45 (30 mins)	3rd Grade: Tier III
9:45-10:15 (30 mins)	1st Grade: Tier III
10:15-10:25	Progress Monitoring
10:25-10:45 (20 mins)	Kindergarten: Tier III
10:45-11:30	Progress Monitoring
11:30-12:00	Lunch
12:00-12:30 (30 mins)	2nd Grade: Tier III
12:30-12:50 (20 mins)	Kindergarten: Tier III
12:55-1:25 (30 mins)	1st Grade: Tier III
1:30-2:00 (30 mins)	1st Grade: Tier III
2:00-2:20 (20 mins)	2nd Grade Tier III
2:20-2:50 (30 mins)	3rd Grade: Tier III
2:50-3:20 (30 mins)	2nd Grade Tier III
3:20-4:00	Planning

ELA Achievement

Student Count or %	37	54	47
17	more students to reach set goal		
23	more Bubble students that could possibly make achievement		
57	Then ELA Achievement % would be		

ELA Learning Gains

Student Count or %	30	61	47
20	more students to reach set goal		
28	more Bubble students that could possibly make LG		
39	more NOT YET students that could possibly make LG		
70	If 50% of those students made an ELA Learning Gain, ELA LG % would be		
84	If 80% of those students made an ELA Learning Gain, ELA LG % would be		

ELA Learning Gains for BQ (lowest 25%)

Student Count or %	43	63	56
3	more students to reach set goal		
6	more Bubble students that could possibly make LG		
11	more NOT YET students that could possibly make LG		
78	If 50% of those students made an ELA Learning Gain, ELA LG % would be		
92	If 80% of those students made an ELA Learning Gain, ELA LG % would be		

Math Achievement

Student Count or %	40	58	47
26	more students to reach set goal		
18	more Bubble students that could possibly make achievement		
55	Then Math Achievement % would be		

Math Learning Gains

Student Count or %	35	65	60
7	more students to reach set goal		
21	more Bubble students that could possibly make LG		
36	more NOT YET students that could possibly make LG		
80	If 50% of those students made a Math Learning Gain, Math LG % would be		
91	If 80% of those students made a Math Learning Gain, Math LG % would be		

Math Learning Gains for BQ (Lowest 25%)

Student Count or %	51	67	59
3	more students to reach set goal		
4	more Bubble students that could possibly make LG		
9	more NOT YET students that could possibly make LG		
79	If 50% of those students made a Math Learning Gain, Math LG % would be		
91	If 80% of those students made a Math Learning Gain, Math LG % would be		

Science Achievement

Student Count or %	22	49	54
0	more students to reach set goal		
12	more Bubble students that could possibly make achievement		
69	Then Science Achievement % would be		

	20-21 Score	38%	D
	21-22 Goal	60%	B
Currently Predicted	53%		C

School Grading Percentages

Component scores are added and divided by the number of components to obtain an overall percentage of points

- A = 61.5% or more
- B = 53.5% to 61%
- C = 40.5% to 53%
- D = 31.5% to 40%
- F = 31.4% or less

Total Minimum Points Needed for Each Threshold

- 431 (A)
- 375 (B)
- 284 (C)
- 321 (D)
- 220 (F)

Scenerios to an A or B

Add the orange for Achievement and LG and 50% for BQ LG Components	412	58.86%	B
Add the orange for Achievement and 50% for All LG Components	455	65.00%	A

Subject:	MTSS
Start:	Thu 10/21/2021 8:00 AM
End:	Thu 10/21/2021 10:00 AM
Recurrence:	(none)
Meeting Status:	Accepted
Organizer:	Van Brimmer, Sarah
Required Attendees:	Decker, Roxanne; Palacios, Erika; Bistis, Rebecca; Marine, Diane; Barth, Elizabeth; Patterson, Ataaba; Keeley, Sharon; Reed, Rebecca; Conway, Shawn; Benson, Nicole; Gonzalez, Elizabeth
Optional Attendees:	Braceley, Yvette; Matheny, Lyndsey

MTSS – Thursday, October 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	
8:00	▮▮▮	3		Reed	Review Language and PA screeners / Check on T3 Phonics intervention	
8:20	▮▮▮	5		Conway	Update on progress with point sheet for attention and focus/ Parent Conf and MH Referral	
8:40	▮▮▮	1		Benson	Review T2 & T3 data on blending	
9:00	▮▮▮	1		E. Gonzalez	Review T2 & T3 data on blending	
9:20	▮▮▮	1		E. Gonzalez	Review T2 & T3 data on letter sound & automaticity / share SLP obs.	