

# AAAP Quarter 3



## 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 3

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 3/21/2022 Verified by Lyndsey Matheny

### Reflection

Based on the Q3 review, VBE continues to make improvements in nearly all areas of the AAAP. The only area we continue to make improvements in is our AA/Black students in extracurricular activities. We will continue to look at data and invite these students based on their academic needs.

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	4
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)	1/14/22, 1/18/22, 2/14/22, 2/28/22,
Summary of observation(s): 2nd grade reviewed/introduced historical Black and AA figures such as Rosa Parks, Barack Obama, Jackie Robinson Pre-K- Dr. Martin Luther King and his "I have a Dream" speech. Students then created their own "dream" 3rd grade- students discussed Black and AA inventors and wrote about their contributions to the world K-5: Door decorating contest for Black History month	

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:						1/7/22, 2/3/22, 2/4/22, 2/7/22					
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
0	1	1 %	1	4	1 %	3	4	4 %	1	3	1 %

# AAAP Quarter 3

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: 1/7/22, 1/10/22, 1/11/22, 2/3/22, 2/4/22, 2/7/22

Summary of Action Steps/Plan Based Upon Reviews of Early Warning Indicators for African American Students:  
During grade level data chats, teams, coaches, and admin discuss achievement data in regards to all students. During these data chats, we discuss behaviors, attendance, and MH topics as it relates to individual 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: occurs weekly: 1/13/22, 1/20/22, 1/27/22, 2/3/22,

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline:  
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 Achievement: 2/10/22, 2/17/22, 2/24/22, 3/3/22, 3/10/22, 3/17/22

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Achievement:  
Each week, our MTSS team meets to discuss individual students and problem solve in the areas of discipline and achievement. All notes, interventions, and recommendations are uploaded into FOCUS and communicated to parents.

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 3

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: 3/29/2022

Does the School Improvement Plan Continue to Address the Achievement Gap Yes

# AAAP Quarter 3

for African American Students?

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, create additional opportunities for teachers to observe other exemplar teachers in order to further improve practice

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: 3/28/2022

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
36	123	29.3 %

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

Continue to recruit black and AA students via individual phone calls. Currently, all ELOs for students are for bottom quartile or bubble students who need an additional intervention.

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

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
0 %	0 %

(Optional) Additional information:

VBE has not had any openings this school year

## Extracurricular Activities

**Shawn Conway** @ConwayShawn · Mar 14

...

Special thanks to Dr. Nathan from @UF medical entomology laboratory.  
Learning about bloodsuckers! #vbevibe #5thgrade #AudubonAdvocates



**VBE** @verobeachelem · Mar 11

...

Our @TLA\_Moonshot tutors @verobeachelem are definitely @IRCSchools  
#HomestretchHero 🚀 Our 2nd and 3rd graders are closing the gap due to  
their efforts. @SDIRC\_SUP @Jonathan13v #dreamtogether



**VBE** @verobeachelem · Mar 9

...

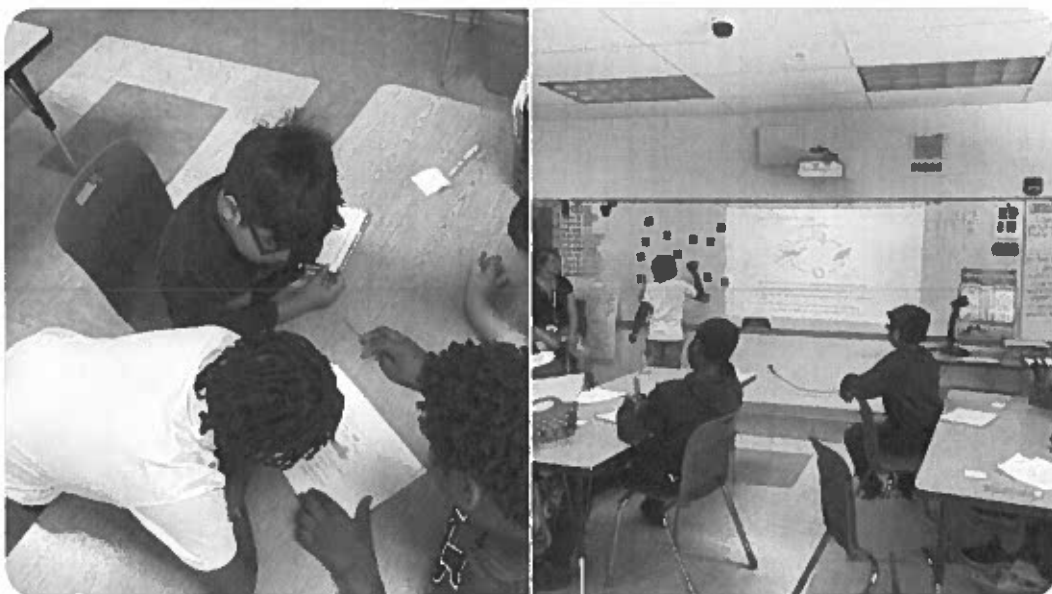
This is what the final push looks like ❤️ Check out our students and 3rd and 4th grade teachers in our after school Dream Chasers Academy  
#HomestretchHero @MicheleH51690 @TrumbleChad @msmichellevero  
@rborchardt71 #dreamtogether @IRCSchools



**VBE** @verobeachelem · Mar 5

...

Busy Saturday @verobeachelem! These students and teachers have their  
♦♦ on the prize. Science proficiency here we come 📝 #Dreamtogether  
@berwick1525 @becky\_teske @SDIRC\_myhre @KBaysura @SDIRC\_SUP  
#vbevibe



## Black and AA Teaching

**VBE** @verobeachelem · Feb 25

...

Our walls and doors @verobeachelem are stunning! Don't believe me...just see for yourself ❤️ #Blackhistorymonth 🍌 #dreamtogether





...

[illegible]

# MTSS – Thursday, March 10

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	Ct	ID #	Teacher(s)	Details	Notes
8:00		1		Ladyzhinsky	flu T3	
8:20		1		Roberts	flu T3	
8:40		1		Roberts	Discuss T3 based on consultation w/ interventionist	
9:00		4		M. Vega	F/U on test anxiety intervention	
9:20		KC		Henry	flu on T3	
9:40		1		Mohler	flu T3 with Sunday	
10:00		1		Mohler	flu T3 with Sunday	