



African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

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 October 17, 2022: ____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?)

Data from Impact Walk: 41% of all AA have an attendance concern. Maybe having a parent incentive with names in a raffle for those of 100%. Attendance: announce for the grades weekly on announcements and a visual board in cafeteria for grade levels. Report Cards have specific comments related to attendance.

145 CIR (Monday) and 41 ODR (Tuesday and Thursday). Happening in the classroom in the majority of the time. AA have more disciplinary events compared to the demographics. Class expectation reinforcer needed. TA position has been posted to help with attendance and reinforcing behavior.



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Date of Summary: October 17, 2022

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	2
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	9/2/2022, 9/8/2022
Summary of Observation(s):	5 th grade- Rosa Parks- My Story read aloud and independent reading 5 th grade Harlem Renaissance

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)						9/16/22, 9/19/22, 9/20/22					
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 (%)
Blank	Blank	Blank	Blank	blank	19%	Blank	blank	18%	1	1	5%

***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:	



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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 (%)

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> :	08/29/2022, 10/6/2022
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

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	9/12/22, 9/13/22, 9/14/22, 9/16/22, 9/19/22, 9/20/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Groups are formed and uploaded into FOCUS under FUN Read, intervention, and enrichment groups

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)	8/6/2022, 9/21/22, 10/13/2022	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes	* If no, what modifications will be made to address the achievement gap?



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	<input type="checkbox"/> No*	
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:		October 17, 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:		Beginning November 1, 2022, we will have additional ELO camps to provide more opportunities for our Black and AA students to participate in tutoring in math and ELA	
(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:	3
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0%	100%
(OPTIONAL) Additional information:	Interviews are occurring during the school day and instructional hours, we are working around the schedules of the candidates we are interviewing

Matheny, Lyndsey

Artifact - 2.1 #

From: Matheny, Lyndsey
Sent: Tuesday, October 25, 2022 1:16 PM
To: Matheny, Lyndsey
Subject: FW: Behavior Squad Info
Attachments: Support Staff Schedules.docx

From: Van Brimmer, Sarah <Sarah.VanBrimmer@indianriverschools.org>
Sent: Thursday, August 4, 2022 12:15 PM

Cc: Matheny, Lyndsey <Lyndsey.Matheny@indianriverschools.org>

Subject: Behavior Squad Info

Hi team! I am so happy to be working with all of you this year in managing student behavior and increasing skills for our students to self-regulate and fully participate in academic learning.

Here is some important info! Attached to this e-mail are the schedules for Mr. [REDACTED] and Ms. [REDACTED]. Please note that student groups cannot start until we have parental consent. For the first three days, we will still be doing Check In / Check Out with point sheets and individual student support for students with FBAs / Safety Plans. Please also plan to assist in the cafeteria when not working directly with students.


Ms. [REDACTED] - Please print out the FBAs / BIPs for students that Mr. [REDACTED] and Ms. [REDACTED] will be directly supporting. *They have limited FOCUS access. Please also arrange a time to meet with them to review how to enter and graph data in Excel like you do so wonderfully!

I will be giving [REDACTED] and [REDACTED] copies of these schedules. When calls for assistance come in - they will first go to [REDACTED] if she is not already in a group / with assigned students. If she is working with students, then [REDACTED] will take the call. If [REDACTED] and [REDACTED] are both supporting students - then SVB / Matheny will take the call.

Calls for Assistance - Chica then Bistis then SVB then Matheny.

Calls are logged in our Intervention Database
here: [https://\[REDACTED\]](https://[REDACTED])

[REDACTED]. Please document any parent contact in FOCUS under student documentation.



Intervention Database

2022-2023 Last Name,First
Name,Teacher,Date,Time,Incident,Parent
Contact/Intervention,Interventionist

docs.google.com

When classroom removals have to occur for safety / major disruption reasons:

1. Use verbal de-escalation as needed to help the student get back into a calm state.
2. Re-state expectations for re-entering the learning environment.
3. When re-entering the classroom with the student, have the student wait by the door. Ask the teacher, are you ok? are you ready for _____ to return? What do you need? *If this is a high-magnitude behavior and the teacher needs more time, please stay with the student and escort them to another area and work on compliance or other necessary skills.
4. Then the teacher will have a private conversation with the student to repair harm / relationship and transfer the power back to the teacher. The behavior interventionist will supervise, assist other students in the class as needed while the teacher speaks with the student.
5. Responding behavior interventionist will wait a few moments to ensure the student is successfully engaged in the learning environment before leaving the room.

Let me know if you have any other questions or need anything specific that I didn't cover here 😊

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

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Strategy 2.1 Discipline

Mr. [REDACTED] 2022-2023 Schedule	
8:20 – 8:50	Cafeteria Duty
8:50 – 9:00	Check In: [REDACTED]
9:00 – 9:40	5 th Grade Specials
9:40 – 9:55	AM Break
9:55 – 10:25	Individual Student Support & Data Collection – [REDACTED]
10:25 – 11:00	Individual Student Support & Data Collection – [REDACTED]
11:00 – 11:30	2 nd Grade EF Group ([REDACTED]) T, TH Focus: Task Initiation
	3/4/5 Anger Management Group ([REDACTED]) MWF [REDACTED] MWF
11:30 – 12:40	Lunch Duty
12:45 – 1:15	Lunch
1:15 – 1:45	1 st Grade Group ([REDACTED])
	Focus: Emotional Regulation
1:45 – 2:00	Afternoon Break
2:00 – 2:20	Individual Student Support & Data Collection – [REDACTED]
2:20 – 3:00	2 nd Grade Emotional Regulation Group [REDACTED]
	Focus: Impulse Control / Sustaining Attention
3:00 – 3:30	Check out: [REDACTED]
3:30 - Dismissal	Assist w/ dismissal

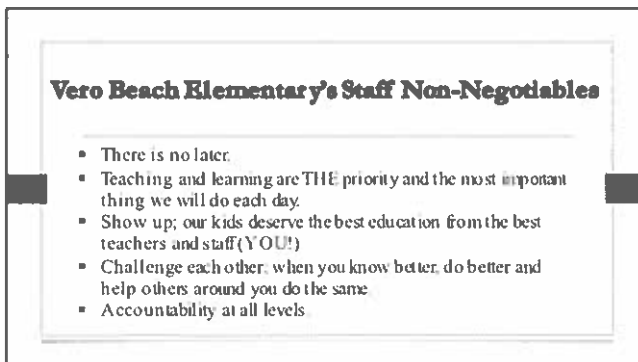
Ms. [REDACTED]

2022-2023 Schedule

8:20 – 8:50	Assist w/ arrival [REDACTED]
8:50 – 9:10	Check In: [REDACTED]
12:00 – 12:15	Social Skills with VE students in Grades 2-5 [REDACTED]
1:15 – 1:40	Kinder Social Skills -
3:00 – 3:30	Check out: [REDACTED]
3:30 - Dismissal	Assist w/ dismissal







School Improvement Plan Goal #2- phase 1

- If formative assessments and monitoring strategies are planned for and embedded throughout daily lessons, student achievement will increase to be 10 percentage points, or more
 - What we have done
 - Partnered with The Learning Alliance to be district aligned at Anderson School
 - Created master schedules which allow for grade levels to plan with another teacher "How do we know students know it" and "what do we do if they don't?"
 - Each teacher is required to have a daily evaluation of monitoring student understanding

Formative Assessments & Monitoring

- **Critical points for teachers to check for understanding**
 - Lesson plan includes how teacher will include checks for understanding
- **Teacher has specific steps for what to do with the information**
 - Teacher uses formative assessment data to drive instruction
 - Teacher gives targeted, specific feedback to students to improve learning
 - Teacher includes a process for helping students track/monitor their individual progress in learning targets
 - Teacher **adjusts** instruction based on the moment assessment of learning
 - Learners receive/respond to feedback from teachers or peers to improve understanding
 - Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored

Model Strategy

Now Let's Dive into Data

LOOK AT ALL SOURCES OF DATA


↓

WHO QUALIFIES FOR TIER 2, THRESHOLD 1 OR 2?


↓

DECIDE INTERVENTIONIST GROUPS OF STUDENTS

Intervention Planning & Goal Setting

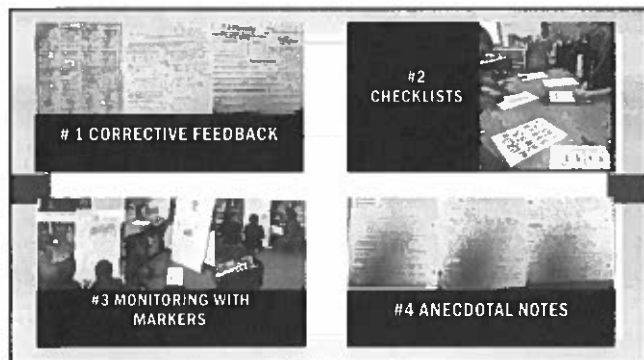


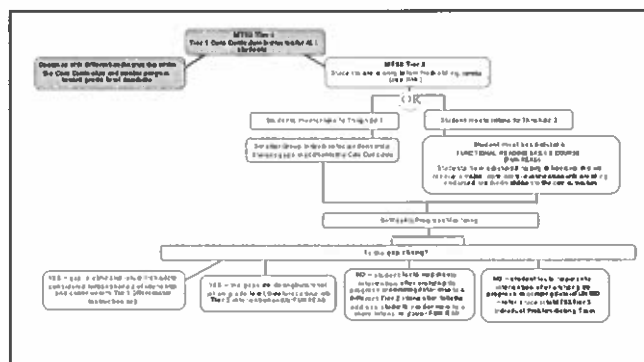
Based on your students' needs
decide where you need to start
with intervention



Set a four week
attainable goal for
each of your students


Lunch






Threshold Criteria			
Grade Level	Assessment	Threshold 1	Threshold 2
K-3 rd	2022-2023 Spring FAST/STAR/CAMBRIUM AND 2021-22 Spring Ready	F.A.S.T.: 9 th -25 th Percentile Overall Ready: 2 years/grade levels behind	F.A.S.T.: # or below 8 th Percentile Ready: 2+ years/grade levels behind
4 th - 5 th	2021-22 FSA 2022-23 FAST 2021-22 Spring Ready	FSA Achievement Level 2 Ready: 2 years/grade level behind	FSA Achievement Level 1
6 th - 8 th	2021-22 FSA 2022-23 FAST	FSA Achievement Level 2 but not within 5 points of a Level 3	FSA Achievement Level 1
9 th - 12 th	2021-22 FSA 2022-23 FAST	FSA Achievement Level 2	FSA Achievement Level 1

Lesson Planning VS Collaborative Planning



Each team member reads a statement



As a group, decide which heading the statement belongs

ELA Tier 1 Collaborative Planning

ELA Tier 1 Collaborative Planning

Guiding Questions

What do we want all students to know and be able to do?

How will we assess if they know it?

How will we respond when some students do not know or when they are already proficient?

How do we monitor and keep students on track?



strategy 2.4

AP and Coach Walkthroughs

VBE September 21

8:15-8:30 Welcome and sign in

8:30 School chat/SIP Goal

8:50 Review of the Walkthrough tool

9:15-10:25 Walkthroughs

10:25 Bathroom break

10:30-11:00 Debrief

11:00 AP return to school, Coaches have lunch and return to TEC at 12:30

Walkthroughs:

10 minutes in classrooms

5-6 minute discussions

2 minute transition

	<u>Garcia ELA, Math, Science)</u> VanBrimmer Norwood Banack Ern Rahal	<u>Trimm(ELA)</u> Conway Leopold Miller Chavers	<u>Connelly (ELA):</u> Ross Davis Volbracht Durwin Farmer	<u>Barth (ELA)</u> Keeley Ern Brown Patterson Koppelman	<u>Teske (Math)</u> P. Dunn Swanigan Ragley Keeler DeITufo
9:15-9:32					
9:32-9:50					
9:50-10:07					
10:07-10:25					

This group will meet at:

9/21 VBE, 10/25 Osceola, 11/16 IRA, 1/25 VBE again

AP and Coach Walkthroughs

FES September 21

8:15-8:30 Welcome and sign in

8:30 School chat/SIP Goal

8:50 Review of the Walkthrough tool

9:15-10:25 Walkthroughs

10:25 Bathroom break

10:30-11:00 Debrief

11:00 AP return to school, Coaches have lunch and return to TEC at 12:30

Walkthroughs:

10 minutes in classrooms

5-6 minute discussions

2 minute transition

	<u>Perez (ELA, Math, Science):</u> DelTufo Keaton Castillo Lord	<u>Brescia (Math)</u> Essig Corey Bangert Getchell Hunt	<u>McDonough (ELA):</u> Whelan Hoyt Poysell Mowery	<u>Carlsen (ELA):</u> Allen Carroll McCabe DiGiacomo	<u>Justice (ELA):</u> Bishop Rowe Rollins Kohlstedt
9:15-9:32					
9:32-9:50					
9:50-10:07					
10:07-10:25					

This group will meet at:

9/21 FES, 10/25 TCE, 11/16 PIE, 1/25 RMS

Impact Review

October 2022

8:45 – 9:05	SIP Review & Impact Tool by SLT			
9:10-9:20	<u>Group 1</u> Kinder Martin (ELA) #126	<u>Group 2</u> First Roberts (ELA) #125	<u>Group 3</u> Third Snow (Math) #117	<u>Group 4</u> Third Rubaszewski (ELA) #114
9:25-9:35	Second Nesbitt (ELA) #111	Second Canevari (ELA) #108	Third Redstone (Math) #114	Third Snow (Math) #117
9:40-9:50	Primary Interventionist Reed #120	Third Grantham (ELA) #116	Fourth Trumble (Math) #213	Fourth Ierardi (Reading) #211
10:10 – 10:20	Kinder Henry #122	Fourth Strain (ELA) #209	Fifth Berwick (Math) #216	Fifth Creary (Math) #210
10:25 – 10:35	First Clifton #127	Fifth Tamblyn (ELA) #214	Fifth Creary (Math) #210	Fifth Teague (ELA) #212
10:40 – 11:30	Debrief & Next Steps			

Group 1: Leopold, Keeley, Barth, McDonough	Group 2: Carlsen, Ross, Connelly
Group 3: Dunn, Brescia, Matheny, Garcia?	Group 4: Conway, SVB, Trimm, Garcia?

Matheny, Lyndsey

From: Garcia, Kimberly
Sent: Monday, September 12, 2022 12:54 PM
To: Barth, Elizabeth; Connelly, Leslie; Leopold, Sarah; Conway, Shawn; Justice, Jennifer; Digiacomo, Meghan; Mowery, Jessica; Essig, Paula; Dunn, Paul; Van Brimmer, Sarah
Cc: Matheny, Lyndsey; Echeverria, Ramon
Subject: AP and Coach Walks 9/21
Attachments: AP and Coach Walkthroughs.docx

Attached you will find the template for each of your schools for the 9/21 walks.

Here's what we need from you:

- Enough clipboards for everyone (there are 26 at the FES group, and 29 at the VBE group)
- Each clipboard needs 4 impact walkthrough tool sheets, and the agenda for the day (you can use the one I sent, just add in the classrooms we are seeing).

FES: We will need a key for Perez's group

When we review your school data at 8:30, you will talk about your SIP, what you have been doing to help you monitor your first nine week's academic goal, and any other information you wish to share.

We are not looking for a big show nor are we looking for breakfast. If you could have coffee, that would be great. If not, no worries.

Questions? HOLLER!!!

Kimberly Garcia

Director of Academic Success for Elementary Schools
School District of Indian River County
772-564-3138



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Strategy 3.1

Dream Chasers 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 readers.

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 Tuesday and Thursday:

This form must be returned no later than

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