



# African American Achievement Plan 2022 -2023

## Assurances of Implementation of Strategies/Action Steps

**Quarter of the School Year: 4**

**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 June 5, 2023: SVB (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?)

We have made significant progress in addressing attendance and behavior – although both areas are still falling below our targets. We are still working on eliminating achievement gaps in the areas of reading and math for our Black and Hispanic students.

For students in grades 3-5, 34% of Black students were proficient in reading – which is below the district average of 46%. In math, 47% of black students were proficient – also below the district average of 49%.  
(Note: VBE percentage is listed first with district average in parentheses.)

### **Math**

White – 63% (74%)

Black – 47% (49%)

*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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Hispanic – 54% Math (60%)

Other / Multiracial – 53% (68%)

#### ELA

White – 57% (70%)

Black – 34% (46%)

Hispanic – 38% (52%)

Other / Multiracial – 32% (61%)

To address achievement gap present between subgroups, our leadership team is working on plans for our new success coach to partner with families to reduce some of the barriers to academic success. This new position would be facilitating partnerships between school and families in reference to items such as – attendance, discipline, and family engagement.



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Date of Summary: June 5, 2023

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	3
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	4.4.23, 4.14.23, 4.20.23 – District Instructional specialists supporting collaborative planning.
Summary of Observation(s):	2 <sup>nd</sup> Grade: March 27 – April 6 / Civil War Amplify Unit 5 <sup>th</sup> Grade: March 27 – April 21 / History of African Americans: U8 L9, p. 221 - ReadWorks Article “Mostly Only White Men Could Vote Before 1870”

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)						May 15, 2023					
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	2	2%	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:	



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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> :	3/30, 4/6, 4/13, 4/20
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Team reviewed behavioral data for students receiving support in Tier 1, Tier 2 – recommended consent for Tier 3 for 1 additional student who is not making progress in Tier 2. Meetings included parents and school staff.

**Achievement**

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	3/30, 4/6, 4/13, 4/20
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Reviewed academic data and accommodations for students receiving intensive reading interventions.

**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)	May 15, 2023
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# African American Achievement Plan 2022 -2023

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Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*	* 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):	Leadership team reviewed data from statewide assessments to identify trends, class / grade level data, and opportunities for growth. Teachers K-3 also completed reflection based on student / class level data and needs for professional development and coaching.	

**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:		April 6, 2023	
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	133	27.1%	
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		We will continue to utilize School Messenger, PBIS Rewards, and social media to inform families of upcoming events and extended learning opportunities. In addition, teachers have reached out to parents with phone calls and PBIS Rewards messages for students who are invited to attend but not attending regularly.	
(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:	20
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0	100%



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(OPTIONAL) Additional information: It was difficult to get a more diverse interview committee due to scheduling interviews during the instructional day. The interview committee will be continuing to fill vacancies during the summer and will invite representatives to better represent our student / faculty population.