African American Achievement Plan 2023-2024
Assurances of Implementation of Strategies/Action Steps

STRONGER TOGETHER · SDIRC

Quarter of the School Year: 2

School: Vero Beach High School

In October 2023, the School District of Indian River County initiated the implementation of the 2023-2024 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 2023-2024 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 2023-2024 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 January 10, 2024: _____SDO_____ (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?)

VBHS continues with the initiatives and momentum started semester one to begin semester 2 2024:
Continued Remediation Efforts in place second semester.
AP's over tested subjects have triangulated data Semester 2 creating tier 3 student lists, for during the school day remediation through pull outs from electives.
Continued ELA, USH, BIO, ALG, and GEO during the school day pullouts during electives using Albert Prep, Savvas, McGraw Hill Reveal, etc. Materials and focused on 50 bubble students each subject based on comprehensive, progress monitoring, assessments and powerBi predictions.

After school tutoring:

Started on October 5th Tues. & Thurs. with bus transportation provided to students at 4:30.
- **Continued Collective Push; for improved instructional practices.**
- **Where are the opportunities for improvement?**
- **Way of work and how do you support your students and colleagues?**

- **Goal is to be an A school.**
- **Perpetual Proficiency/Gains in all areas**
- **Continued Growth Lowest 25% progress(what strategies are you using with your students?)**
- **Differentiation for BQ (0-25%), Bubble (26-35%), and Proficient (36-100%) Strategies Declared January**
- **A2: BQ, Count BQ, Predicted, and what is being done for intervention? Can't wait till January.**

On the November 3rd School Based PD Day:

VBHS teachers identified their BQ (bottom quartile) students in each class.

Next step: Is to develop <u>differentiation strategies</u> departmentally for identified bottom quartile students.

11/29 & 12/6

<u>Identify 3 differentiation strategies</u> to implement that are content & curriculum specific for BQ students.

1/26

Differentiation:

VBHS Teachers have identified their student's level of achievement, and declared specific strategies for BQ, Bubble, and Proficient students recognizing separate needs for each group.

Mentoring Program:
- **Nearly 100 students signed up for mentoring with 29 mentor teachers.**

Senior Status Q1 Progress:
- **156 seniors registered for the CLT on 11/2.**
- **ACT: Tested 92 Seniors week of 10/30.**
- **151 to 122 to 115 to 72seniors still need to pass reading**
- **152 to 90 to 80 to 42 seniors still need to pass math**
- **50 to 46 to 41 to 29 Seniors Below 2.0**
- **82 to 41 to 38 to 29 Behind on credits**

Attendance :
- **44 to 42 to 40 students below 60%. Sent to counselors, coaches, and MTSS for review, parent contacts and attendance contracts. WD due to excessive absence +15 consecutive.**

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Quarter 3: 01.08.2024 – 03.19.2024: Completion of Reflection & Quarterly Data Due 03.29.2024
Quarter 4: 03.20.2024 – 05.31.2024: Completion of Reflection & Quarterly Data Due 06.07.2024

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Date of Summary: January 9, 2024

School: Vero Beach High School

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 standards are implemented in alignment with established curriculum maps for grades K-12.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	1
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2023)*	11/16/2023-
Summary of Observation(s):	ELA 3- What to the Slave Is the Fourth of July? | Frederick Douglass |Speech Close Read, students were engaged in groups reading the selection in preparation for the assignment of answering comprehension questions to analyze the text.

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, 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 (%)

*Data should be retrieved from the Power BI ES Leadership Compliance – 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.	
Date(s) of School Level Review(s) of Early Warning Indicators for African American Students: *(i.e., August 1, 2023)*	11/14/23, 11/28/23, 12/5/23, 12/12/23, 12/19/23

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Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	The MTSS team meets weekly to discuss students that are showing indicators that are hindering academic progress. Interventions are discussed and put in place to support students success in the areas of need. Testing opportunities for Seniors that need a concordant score to graduate. CLT Test (Math and ELA) , 11/2, 12/2 FAST (ELA) 12/13 & 12/14 EOC (Math) 11/28 & 11/29 Check and Connect Student Mentoring Program Coordinated by Eric Mosblech/Success Coach AA student with 3 EWS were identified and connected with a mentor for the 23-24 school year.

Strategy AAAP 1.4 (SECONDARY ONLY): Implement processes to ensure that advanced and accelerated courses in middle school and high school are accessible to African American students.	
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 (%)
15%	62%

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>:	11/14/23, 11/28/23, 12/5/23, 12/12/23, 12/19/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>:	During Quarter 2, ODRs for minor cell phone or other wireless communication device infractions will decrease by 10% from Quarter 1 by upholding the Student Code of Conduct procedures with fidelity for cell phone and wireless communication device infractions. Positive Behavioral Interventions and Support (PBIS) Schoolwide expectations TRIBE

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	-Students are rewarded with PBIS bucks by staff for demonstrating positive behaviors. Students cash in their bucks to purchase treats at the school store during lunches. Student Services monitors individual teacher discipline to support teachers that may require systems and structures in place to assist with the reduction of classroom behaviors. Corrective Actions and Tiered Interventions are implemented as outlined in the 23-24 Student Code of Conduct .
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u>:	11/14/23, 11/28/23, 12/5/23, 12/12/23, 12/19/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>:	A2 Plan -School Day. Pull out sessions for USH, BIO, ALG 1 and ELA 9th and 10th during electives began in October. A2 Plan- After School. Tutoring is provided Tuesday and Thursday from 2-4 in the library. Transportation provided. Tribe Tutors is a student led school club that meets in the library Monday through Thursday to support students with homework.

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 (%)
40% (148/374)	32% (121/374)

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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, 2023)*	Nov 1st, 2023 Quarter 2 review of SIP plan.	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	☒Yes ☐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):	Impact Review #1 in October. Action steps: • Focus on Monitoring and Engagement during non-evaluative classroom walkthroughs. • Focus lesson plans to include differentiation for both remediation and enrichment. • Increase Albert usage for standards review. • Alek usage for math 30-45 minutes a week. Impact Review #2 – January 12th, 2024	

Strategy AAAP 3.1 (ALL SCHOOLS}: 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:	1/5/2024	

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 (%)
122	594	21%

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	Vero Beach High School website has the "Champions List" tab where families can see a list of all the extracurricular activities available for the 23-24 school year.
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	20

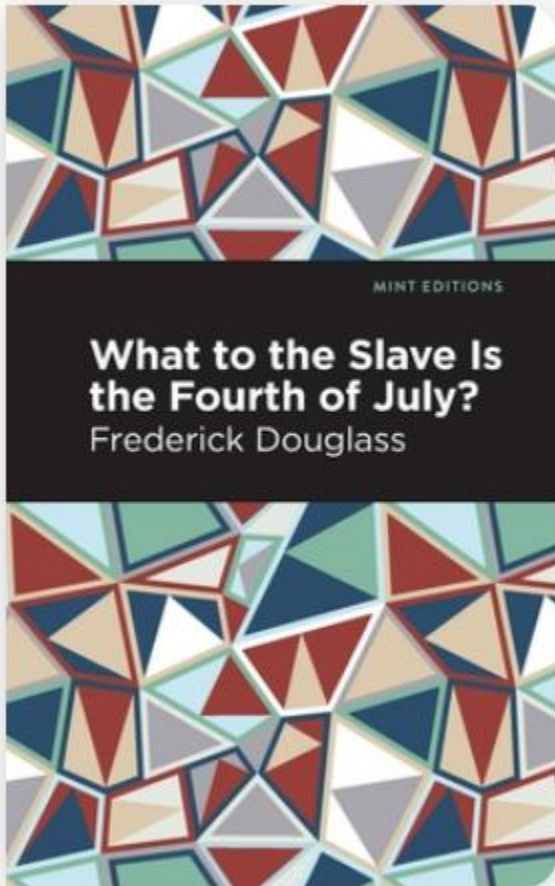*Data should be retrieved from the Power Bi Extracurricular Activities public-facing dashboard.*

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:	8
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
25	75
(OPTIONAL) Additional information:	

Strategy AAAP 1.1

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Strategy AAAP 1.3

From: Mosblech, Eric <Eric.Mosblech@indianriverschools.org>
Sent: Monday, October 16, 2023 7:30 AM
To: VBHS, Main Campus Employees <Dist.Main.Employees.VeroBeach.High@sdirc.onmicrosoft.com>
Subject: Main Campus mentoring update

Good morning VBHS Main Campus!

I hope that you are all doing well today and that you had a nice weekend! I have included an updated MC mentoring list.

Eric Mosblech
Success Coach
VBHS FLC
772.564.5702

Strategy AAAP 3.1

Extracurricular Activities	School	Ct Students	Ct Students in Act.
	All	594	122

Extracurricular Name

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