



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

Quarter of the School Year: 3

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 April 2, 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 is focused on providing a strategic instructional model where emphasis is on differentiation and acceleration for identified bottom quartile students. VBHS continues to make significant progress as reflected in our quarterly data with emphasis on the following:

- **Bell to Bell Instruction**
- **Tasks are worthy of class time**
- **Increase rigorous informational text exposure.**
- **Pull Out Intervention Bootcamps**
- **Collaborative planning**
- **Cornell Notes**
- **Administrative walkthroughs** and data collection
- **1st and 4th Wednesday's:** Role Alike's, Data Chats, Pillar PD's



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- **Weekly formatives and summatives** (i.e pit stop questions)
- **Differentiation Strategies Declared/Implemented** for BQ, Bubble, and Proficient
- **Teachers submit Weekly lesson plans** in Canvas
- (New) **Follow through on Instructional Routines** from PD on 2/2/24



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Quarter of the School Year: 3

Date of Summary: March 12, 2024

School: Vero Beach High School

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4

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| 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 | 2/9, 2/14, 2/21 |
| Date(s) of Support Provided to School Leadership Teams <i>(i.e., August 1, 2023)</i> | |
| Summary of Observation(s): | <p>“I Have a Dream” by Dr. Martin Luther King, Jr. (Argument/Speech) The text that appears here represents the speech exactly as it was delivered by Dr. King on the steps of the Lincoln Memorial.</p> <p>For My People by Margaret Walker (Poem) Margaret Walker wrote this poem, intended to honor, and celebrate the joys, struggles, and ordinary lives of African Americans—in her words, to “write the songs of my people—to frame their dreams into words, their souls into notes.”</p> <p>Runagate, Runagate by Robert Hayden (Poetry) By the 1830s, the movement to abolish slavery had strengthened, attracting former slaves, free African Americans, and white Americans who opposed slavery on religious or moral grounds.</p> <ul style="list-style-type: none"> • Students read, answer questions using text evidence to support answers. |

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| 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>(i.e., August 1, 2023)</i> | |
| African American Students Receiving Interventions for Substantial Reading Deficiencies | |



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| Kindergarten | | | First | | | Second | | | Third | | |
|------------------|------------------------------------|-------------|------------------|------------------------------------|-------------|------------------|------------------------------------|-------------|------------------|------------------------------------|-------------|
| Ct Need Fun Read | Ct Need Fun Read but NOT Scheduled | Percent (%) | Ct Need Fun Read | Ct Need Fun Read but NOT Scheduled | Percent (%) | Ct Need Fun Read | Ct Need Fun Read but NOT Scheduled | Percent (%) | Ct Need Fun Read | Ct Need Fun Read but NOT Scheduled | Percent (%) |
| Ct Need Fun Read | Ct Need Fun Read But NOT Scheduled | | Ct Need Fun Read | Ct Need Fun Read But NOT Scheduled | | Ct Need Fun Read | Ct Need Fun Read But NOT Scheduled | | Ct Need Fun Read | Ct Need Fun Read But NOT Scheduled | |

***Data should be retrieved from the Power BI ES Leadership Compliance – Schedule Audit.**

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| 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>(i.e., August 1, 2023)</i> | 1/9, 1/16, 1/23,1/30, 2/6, 2/13,2/20, 2/27, 3/5 |
| Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students: | <p>The MTSS team meets weekly to discuss students that are showing indicators that are hindering academic progress, attendance being a primary concern. Interventions are discussed and put in place to support students’ success in the areas of need. Meetings with student, counselor, parent arranged to discuss support plan.</p> <p>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.</p> <p>Testing opportunities for Seniors that need a concordant score to graduate.</p> <p>ACT- 3/12-3/14 CLT- 3/16</p> <p>Resiliency Coach-Debra Houser meets with seniors to review attendance and academic data.</p> |



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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 Discipline:

Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Discipline:

During Quarter 3, ODRs for minor cell phone or other wireless communication device infractions will decrease by 10% from Quarter 2 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
-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 Achievement:

Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement:

1/9, 1/16, 1/23,1/30, 2/6, 2/13,2/20, 2/27, 3/5

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.



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| | Tribe Tutors is a student led school club that meets in the library Monday through Thursday to support students with homework. |
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| 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 (%) |
| 61% | 43% |

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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>(i.e., August 1, 2023)</i> | | |
| 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): | <ol style="list-style-type: none"> 1. Lesson plans that focus on instructional routines: bell work, direct instruction, guided instruction with student centered tasks, integrating differentiation and wrap of that reviews the daily learning target. 2. Administration works directly with individual teachers to support instruction and student achievement. | |

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| 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. |
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| Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: | | 3/15/2024 | |
| 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 (%) | |
| 128 | 576 | 22% | |
| 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 | |

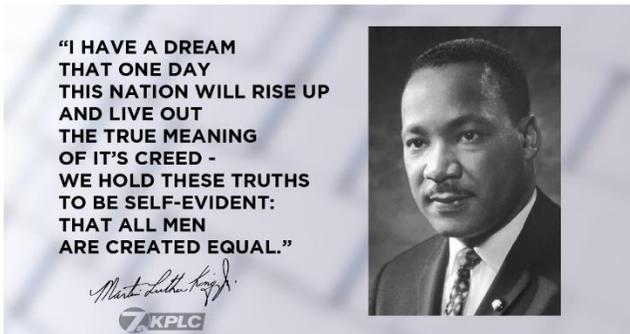
**Data should be retrieved from the Power Bi [Extracurricular Activities](#) public-facing dashboard.*

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|--|----------------------------|
| 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: | 5 |
| Percentage of Interviewers on Interview Committee by Race | |
| Black/African American (%) | White, Non-Hispanic (%) |
| 25 | 75 |
| (OPTIONAL) Additional information: | |

African American Achievement Plan 2023-2024

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AAAP 1.1





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

AAAP 2.1

 [Redacted Name]

To: VBHS, Employees All

Thu 3/21/2024 2:56 PM

Good afternoon,
 Just a reminder our **PBIS** Walk Through will be on April 4, 2024, from 9:00- 10:00 A.M. If, you need tickets or posters do let me know. As always please ensure that you are going over your expectations with your students.
 Thank you and have a great day! 😊




AAAP 2.2

Share Export Chat in Teams Get insights Subscribe to report Set alert

Suspensions 23-24

Currently Enrolled: Y

Suspension Type:
 ALTOSS
 ASPIRE
 OSS

Date of Referral: 8/7/2023 - 3/22/2024

Quarter: 1 | 3 | 2 | 4

Cell Phone: All

562
Total Count Suspensions

388
Ct Students Suspended

| Sus Type | Ct | Ct St's |
|----------|-----|---------|
| ASPIRE | 562 | 388 |

Student Details

| Student Name | SID | Gd | Schl | Choice | Sum Days | Ct ODR | B [®] |
|--------------|--------|----|------|--------|----------|--------|----------------|
| [Redacted] | 166048 | 11 | VBHS | Zoned | 16 | 13 | N |
| [Redacted] | 170377 | 10 | VBHS | Zoned | 12 | 4 | N |
| [Redacted] | 230869 | 10 | VBHS | | 8 | 3 | N |
| [Redacted] | 201142 | 12 | VBHS | Zoned | 8 | 7 | N |
| [Redacted] | 166136 | 11 | VBHS | Zoned | 8 | 8 | N |
| [Redacted] | 163462 | 10 | VBHS | Zoned | 7 | 5 | N |
| [Redacted] | 230513 | 09 | VBHS | | 7 | 4 | N |
| [Redacted] | 166610 | 10 | VBHS | Zoned | 7 | 2 | N |

Ave Length Sus by Demo (Click on arrow to drill down)

| Race/Eth | Ave Length |
|----------|------------|
| W | 2.2 |
| O | 2.1 |
| B | 1.8 |
| H | 1.8 |

Ct Sus by Demographics (Click on arrow to drill down)

| Race/Eth | Ct Sus |
|----------|--------|
| B | 235 |
| W | 165 |
| H | 112 |
| O | 48 |

