AAAP

School District of Indian River County
African American Achievement Plan 2021-2022
Assurances of Implementation of Strategies/Action Steps

Vero Beach High School

2021-2022 Quarter 1

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 10/13/2021 **Verified by** Shawn O'Keefe

Quarterly Reflection

Due to COVID Backslide, VBHS has had fare more work than usual put into ensuring the orderly operations of the school. We are minimizing the loss of instructional time while at the same time upholding the behavioral expections that we have in place. We are consistently reviewing the quality and consistency of instruction in our classrooms for great focus on our Intensive courses, and our bottom quartile of students who may struggle academically. We have created a pilot program for intensive reading at the FLC and they are off to a great start and we anticipate great gains from these courses. We are carefully monitoring lessons passes in Achieve 3000. The "stage is set" and all of our systems are operating in order to achieve our SIP goals this year which relect acceleration in order to counter the COVID Backslide with a full restoration to our 2018-19 academic progress pre-COVID. VBHS AA Student Council has been active since the start of the school year as they continue where they left off with their work from last school year. Their teacher sponsor has changed this year since Mr. Adams changed schools, and not Ms. Ulunda Frazier is working with the AA Student Council as teacher sponsor. We are excited about the work this group is accomplishing which included serveral speaking engagements last school year as they did for the Equity Committee and the Eqity Spring Showcase in March.

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	3
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)	8/25/21,9/16/21,10/5/21
Summary of observation(s): Social Studies-8/25/21- Students discussing "Danger of a Single Story" a Ted Talk by Chimamanda Adicie. The discusion was about breaking down sterotypes and not prejudging. Social Studies-9/16/21-Topic was the"Middle Passage"Ms. Powel was clarifying the difference between ethnic or tribe slavery. ELA 9th -10/1/21 Informative Essay on Civil Rights using revision assistant on SAVVAS. Social Studies-10/5/21-"Historical Society of Indian River County" learning about the History of Gifford High School.	

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:	

African American Students Receiving Interventions for Substantial Reading Deficiencies			
Kindergarten	First	Second	Third

AAAP

Number	Percent	Number	Percent	Number	Percent	Number	Percent
	%		%		%		%

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:	8/23/21, 9/27/21

Summary of Action Steps/Plan Based Upon Reviews of Early Warning Indicators for African American Students:
MTSS identified 121 African American seniors that are not on track to graduate. This target group was registered for free and reduced lunch to provide fee waivers for SAT and ACT testing. The graduation coach, Dr. Molton and Path Advisor, Angela Combs registered students for the Oct. 2 SAT. SAT School Day on OCT. 13th was held at VBHS for seniors that were missing a concordant score for reading or math.

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
11%	63%

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:	8/16/21, 8/23/21, 9/13/21, 9/27/21, 10/5/21,

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline:
Targeted Interventions for Tier 2 or 3 VBHS is working so that the percentage of African American SWD who receive 1 or more ODRs during the 2021 school year will decrease to 50% AIM (Alternative Intervention Measure) advocate & Success Coach

- Check each students' academic, attendance and behavioral status
- Meet individually with your students with the 4 Early Warning signs
- Create an Academic Improvement Plan for each student
- Provide feedback and recommendations to the Principal
- Monthly check-in's with each student and Principal

ASPIRE (Alternative School-based Program to Inspire Renewed Excellence) is a level 2-5 intervention.. ALTOSS is sthe alternative to Out-of -School Suspension Program for students engaged in a behavior categorized as a level 3 or 4. ALTOSS provides a safe, structured, and educational experience for students during their suspension. ALTOSS is a level 4 or 5 intervention.

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement:	MTSS Mondays 9am- weekly

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Achievement:
9th Grade: Target group scored a Level 2 that previously scored a 3. 72 students identified. Acceleration sessions after school with coaches and tutors. 17/72 =24% Black, 38/72=52% White,NH 10th -12th Grade: A2 Student Center is open Tuesdays and Thursdays 2-4 with transportation provided. 9-12th Grade- Tribe Tutors is a peer tutoring program M-F 2-3 for all grades. 12th Grade:Test Prep sessions with Dr. Molton-Grad Coach with a concentration on SAT/ACT testing. Mondays, with 30 target students that scored at least a 400 on their last SAT test.

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

AAAP

All Grade Levels Served by the School (Combined)	
African American	White, Non-Hispanic
62	60

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 1**

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:	9/24/2021
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	Yes

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): Academic Goal: Implemenataion of Standars Based Instruction and Universal Design for Learing in order to increase acadmeic achievement. Collaborative planning takes place weekly on Wednesday. Attendance: Goal is to mainitain 91% student attendance by implementing the high yield UDL strategy: engagement, montioring and feedback and standards aligned instruction. School Culture: increase staff development opportunities that are meaningful and have high yield daily classroom instructional practices and routines. These PDs take place every Tuesday for 45minutes during teacher planning. School Theme: VBHS STEAM-His model, 120 cusp students work with STEAM teachers and challenge them at the honors level.

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.

Student Demographics				
African American	Hispanic	Non-Hispanic	White	Other
22 %	21 %	1 %	51 %	5 %

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:	10/12/2021
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):	6

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	
African American	White, Non-Hispanic
50	50

(Optional) Additional information:

Strategy 1.1

9th ELA PACING GUIDE
2021-2022 SCHOOL YEAR
*Shorten school week

QTR	WEEK	UNITS	LESSONS	BENCHMARK STACKS: Spotlight Standards	BENCHMARK STACKS: Supporting Standards
QUARTER 1	August 10-13 (2 class days)	UNIT 1: Inside the Nightmare	Beginning of the Year: Code of Conduct, Policies & Procedures, Fire Drill, Getting to Know You, Team Building Activities, Syllabus		
	August 16-19 (2 class days)		**BOY: myPerspectives+: Beginning of the Year Test (SAVVAS)**	**Introduction of the year's standards**	
	August 20-25(2 class days)		**UNIT 1 INTRODUCTION** "My Introduction to Gothic Literature" Academic Vocabulary	**Unit 1 Introduction** 9.V.1.1	**Unit 1 Introduction** EE.2.1; 9.R.3; 9.C.1; 9.C.2; 9.V.1.2
	August 26-September 9 (5 class days) *No School September 6*		**WHOLE GROUP LEARNING** *(Teacher will select at least one of the following selections in collaborative planning)* "The Fall of the House of Usher" "House Taken Over" From *How to Tell You're Reading a Gothic Novel- In Picture*	**Whole Group Learning**: 9.R.1.1; 9.R.1.2; 9.R.2.1; 9.C.3.1; 9.V.1.2; 9.V.1.3	**Whole Group Learning**: EE.1.1; EE.2.1; EE.3.1; 9.R.2.1; 9.R.3.1; 9.C.1.3; 9.C.4.1; 9.V.1
	September 10-15 (2 class days)		**PERFORMANCE TASK** **Prepare and Deliver Presentation (with partner/small group)** "How Do Writers Use Language to Shape Readers' perceptions and provoke emotions of fear and suspense?" (pgs. 120-121)	**Performance Task** 9.C.2.1; 9.C.4	**Performance Task** 9.V.1.1
	September 16-21 (5 class days)		**PEER GROUP LEARNING:** *Where is Here?* By Joyce Carol Oates *From The Dream Collector* Arthur Tress Why do Some Brains Enjoy fear? By Allegra Ringo *Poetry Collection* *UA 1 (September 15-22)*	**Peer Group Learning:** EE.1.1; EE.3.1; EE.4.1; EE.5.1; 9.R.1; 9.R.1.1; 9.R.1.2; 9.R.2.1; 9.R.2.2; 9.R.3.1; 9.C.1; 9.C4.1; 9.V.1.3	**Peer Group Learning:** EE.1.1; EE.2.1; EE.3.1; EE.4.1; EE.6.1; 9.R.1.1; 9.R.2.1; 9.R.3.4; 9.C.1.2; 9.C.2; 9.C.2.1; 9.C.3.1; 9.C.5.1; 9.V.1.1; 9.V.1.2; 9.V.1.3
	September 22-29 (2 class days)		**INDEPENDENT LEARNING:** **Students choose one:** **Students will choose ONE selection from pages 122-125 (Close Read & Share)** **Sharing Period**	**INDEPENDENT LEARNING:** EE.2.1	**INDEPENDENT LEARNING:** EE.1.1; EE.4.1; 9.R.2.1
	September 30-October 8 *Quarter 1 ends on October 8.*		**Unit 1 End Tasks:** Revision Assistant: Informative Essay: Civil Rights **Unit 1 Flex Day**		
	October 11-12 (1 class day)	Unit 3: Crazy Stupid Love	**UNIT 3 INTRODUCTION** **Mentor Text:** "Romeo and Juliet: A Tragedy? Or Just a Tragic Misunderstanding?" Academic Vocabulary	**Unit 3 Introduction** 9.V.1.1	**Unit 3 Introduction** EE.2.2; EE.4.1; 9.R.3; 9.C 9.C.2; 9.V.1.2
	October 13-November 10 (10 class days) *No School October 29 & November 11*		**WHOLE GROUP LEARNING**: *Romeo and Juliet* *Pyramus and Thisbe* *UA 2 (October 13-20)*	**Whole Group Learning**: EE.5.1; EE.6.1; 9.R.1; 9.R.1.1; 9.R.1.2; 9.R.3.3; 9.C.1.4; 9.C.2; 9.C.2.1; 9.C.3.1; 9.V.1.3	**Whole Group Learni** EE.1.1; EE.2.1; EE.3.1; EE.6.1; 9.R.3; 9.R.3.1; 9.R.3.2; 9.R.3.4; 9.C.1.3 9.C.1.4; 9.C.2; 9.C.3.1; 9 9.V.1.1; 9.V.1.2; 9.V.1.3
	November 12-November 19 (3 class days)		**PERFORMANCE TASK** "Write an Argument: Literary Analysis" (pgs. 414-425)	**PERFORMANCE TASK** 9.C.1.3; 9.C.3.1	**PERFORMANCE TA** EE.1.1; 9.C.1.5; 9.C.5.2; 9.V.1; 9.V.1.1
	November 22-26		**THANKSGIVING BREAK**		
	November 29-December 8 (3 class days)		**PEER GROUP LEARNING:** *Romeo and Juliet is a Terrible Play* *In Defense of Romeo and Juliet* *American History* *Futility*	**PEER GROUP LEARNING:** EE.3.1; EE.6.1; 9.R.1.1; 9.R.1.2; 9.R.2.3; 9.R.2.4;	**PEER GROUP LEARNING:** EE.1.1; EE.2.1; EE.3.1 EE4.1; EE.6.1; 9.R.1.3 9.R.2.2; 9.R.3.2; 9.C.

Strategy 1.1

Middle Passage Guiding Questions

Document A: Portuguese Textbook

1. (Sourcing) Where was this textbook written? How might this have influenced how it portrayed the Middle Passage?

2. (Close reading) According to the textbook, "The time between the moment the slaves were bought and when they arrived at port was very dangerous not only for the European traders but for the slaves as well." Why might the textbook's authors have chosen to compare the experience of the ship's crew to the experience of the slaves?

3. (Close reading) Why do you think the textbook used the word "migrations" to describe the Atlantic slave trade?

Strategy 1.1

Standard(s):	Essential Question	Learning Target	Task
SS.912.W.1.6 Evaluate the role of history in shaping identity and character SS.912.S.5.4 Investigate stereotypes of the various United States subcultures from a world perspective	How does history influence society?	Students will be able to identify how history has impacted societal viewpoints on groups, occupations, and daily life.	• Bell Work: Describe the da in the life of an African • Danger of a Single-Story video and Questions https://www.youtube.com/watch?v=D9Ihs241zeg • Person of the Day Activity

Person of the Day Rubric:

Introduction:

After viewing Danger of a Single Story, you have now learned the harmful effects that stereotypes have on society. In addition to literature, stereotypes are involved in sports, academics, government, entrepreneurship, and so many other categories. Your assignment is to find an individual who is/has broken the mold or barriers in their respective field. For example, Barack Obama was the first black president. The purpose of this assignment is to highlight lessor known individuals in their respective field and highlight their achievements. This assignment is to expand inclusion in all areas of society. The individual you choose does not have to be African American. There are numerous scenarios where someone is a minority in their field. For example, a female race car driver.

Task:

Create a PowerPoint presentation to present to the class.

Requirements:

Strategy 1.3

Student ID	Grade	Single Race
[redacted]	10	Black or African American
[redacted]	10	Black or African American
[redacted]	11	Black or African American
[redacted]	11	Black or African American
[redacted]	11	Black or African American
[redacted]	11	Black or African American
[redacted]	11	Black or African American
[redacted]	12	Black or African American
[redacted]	12	Black or African American
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Strategy 1.3

Testing Information

SAT School Day-Wednesday October 13th 2021

SAT Calculator Policy

Eligible Seniors ONLY

Please visit the SAT College Readiness website for practice tests

https://collegereadiness.collegeboard.org/sat/practice/full-length-practice-tests

Contact: Ms. Vanessa Gonzalez

Phone: 772-564-5503

Email: vanessa.gonzalez@indianriverschools.org

Strategy 1.4

Minton, Kere

Fri 8/20/2021 11:44 AM

To: Gonzalez, Vanessa

2021-22 AP students %

Black students 11%

Asian 3%

Hispanic 17%

White 63%

Other 5%

Kere Minton

VBHS AP Coordinator

564-5493

Strategy 2.1/2.2

Re: AIMS Meeting Notes @ VBHS-FLC

To: O Keefe, Shawn; Hart, Denny; Grimm, Joy
Cc: Brown, Dariyall; Dampier, Pamela
Subject: AIMS Meeting Notes @ VBHS-FLC

Good morning all,

I was able to meet with IB, JS & WM at FLC who transferred from the ACE.

IB[redacted] will need the following in order to ensure his success.
-A mentor to do weekly check in on his progress. Preferably Mr. Chet McGill
-Daily Check in and Check outs with an Administrator.
-Make sure all teachers follow his Behavior Plan and IEP accommodations.
-School Counselor will need to monitor his grades on a weekly progress report and meet with him when his grades are below a "C".
-Make sure teachers are building a positive relationship with him. He feels everyone is against him.
-He likes most of his teachers especially his Math teacher Ms. K. Anthony.

JS[redacted] will need the following in order to ensure her success.
-She currently has an "F" in French and will need her schedule switched from French 1 to Spanish 1 for the 2nd quarter.
-Currently has an "F" grade in Biology and will need some additional help, but wants to keep the course.
-She likes most of her teachers especially her Math teacher Ms. K Anthony.
-She felt like her grades slipped a little when she went under quarantine back in August.
-She will need a female mentor who can do biweekly check ins with her. Please let me know who you that designated mentor will be for JS. .
- School Counselor will need to monitor her grades on a weekly progress report and meet with her when her grades are below a "C".

WM[redacted] will need the following in order to ensure his success.
-He will need a new ELA teacher going into the 2nd quarter. He currently has an "F" grade.
-He will also need a schedule change out of ROTC into Art going into the 2nd quarter.
-He likes most of his teacher especially his Math teacher Ms. K. Anthony.
-Please assign a mentor to meet with him biweekly. Please let know who his assigned mentor will be for the rest of the school year.
-He felt like his grades slipped when he went under quarantine in August. He stated that his days were never excused during the time he was quarantined at home.

*I will follow up with IB, JS and WT in two weeks (TBD).
*I will schedule another date this month to begin working with your EWS/L25 students.

Thank you,
Dariyall Brown
Principal of A.C.E

Strategy 2.1/2.2

ASPIRE Q 1- 62 students

Race/Eth	Schl	Sum Days	Ct Events
B	VBHS	2	1
B	VBHS	2	1
B	VBHS	2	1
B	VBHS	2	1
B	VBHS	2	1
B	VBHS	3	1
B	VBHS	5	1
B	VBHS	4	1
B	VBHS	1	1
B	VBHS	2	1
B	VBHS	3	1
B	VBHS	4	1
B	VBHS	1	1
B	VBHS	1	1
B	VBHS	3	1
B	VBHS	2	1
B	VBHS	1	1
B	VBHS	2	1
B	VBHS	1	1
B	VBHS	2	1
B	VBHS	5	1
B	VBHS	3	1
B	VBHS	2	1
B	VBHS	2	1
B	VBHS	2	1
B	VBHS	2	1
B	VBHS	1	1
B	VBHS	6	1
B	VBHS	2	1
B	VBHS	2	1
B	VBHS	1	1
B	VBHS	2	1
B	VBHS	1	1
B	VBHS	2	1
B	VBHS	2	1
B	VBHS	5	1
B	VBHS	2	1
B	VBHS	3	1
B	VBHS	2	1
B	VBHS	3	1
B	VBHS	1	1

B	VBHS	9	2
B	VBHS	5	2
B	VBHS	4	2
B	VBHS	4	2
B	VBHS	4	2
B	VBHS	5	2
B	VBHS	4	2
B	VBHS	3	2
B	VBHS	9	3
B	VBHS	6	3

Strategy 2.3

FW: VBHS OSS

BS

Bass, Scott
Thu 9/30/2021 1:26 PM
To: Gonzalez, Vanessa; O'Keefe, Shawn; Correa, Marie-Solange; Crisafulli, Beth

S.B. 216782 OSS.pdf
715 KB

Approved

Scott Bass
Deputy Superintendent
School District of Indian River County
6500 57th Street
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772-564-3075
Scott.bass@indianriverschools.org

www.indianriverschools.org

From: Gonzalez, Vanessa <Vanessa.Gonzalez@indianriverschools.org>
Sent: Thursday, September 30, 2021 1:10 PM
To: Bass, Scott <Scott.Bass@indianriverschools.org>
Cc: O'Keefe, Shawn <Shawn.Okeefe@indianriverschools.org>
Subject: VBHS OSS

The student suspension form for S.B. [redacted] is attached.
Thank you,
Vanessa Gonzalez Ed.S.

Assistant Principal

Vero Beach High School

School Dist n River County
Project A2: Sch ervention Budget
2

School Name:	Vero Beach High School							
Location #:	1707 16th Street							
Principal:	Shawn O'Keefe							
A2 Resources/ Funds:								
Other Funds:								
Total:	$0							
Subject/ Content Area	**Targeted Groups/ Grade Level (e.g., Gr 5 L 35%)**	**Time of Intervention (Push in/Pull out, After School, Spring Break, Saturday School**	**Materials**	**Staff Name**	**Staff Type**	**Days/ Times & Room # (Student Time)**	**Curriculum Materials/ Resources Used**	**Duration: Start Date/End Date (Ensure Dates Do Not Conflict with Testing)**
Grade Level 10-12 (At Risk to Not Graduate)		After School		Jackie, Zakarian,	Teacher	Library (MC)	All Subject Tutoring	9/07-12/17
				Emily Gouge	Teacher	Library (MC)	All Subject Tutoring	9/07-12/17
				Olunda Frazier	Teacher	Library (MC)	All Subject Tutoring	9/07-12/17
Reading 9th	Level 2 on Prior FSA	After School		Megan Teachout	Reading Coach	Library (FLC)	FSA Tutoring	9/07-12/17
Math 9th	Level 2 on Prior Math or didn't pass Algebra EOC	After School		Mary Stephanie Hiller	Math Coach	Library (FLC)	EOC exam Tutoring	9/07-12/17
Buses		After School						

								Totals

# of Students	# of Staff	Avg Hourly Rate	# Days per Week	# of Weeks	Total # of Hours per Week	Cost per Week	Total Cost
Open to All Students	1	$25	2	15	4	$100	$1,500
Open to All Students	1	$25	2	15	4	$100	$1,500
Open to All Students	1	$25	2	15	4	$100	$1,500
73	1	$25	2	15	4	$100	$1,500
73	1	$25	2	15	4	$100	$1,500
						$0	
30	1	$68	2	15	3	$204	$3,060
						$0	
						$0	
						$0	
						$0	
						$0	
						$0	
						$0	
						$0	
						$0	
						$0	

						$0	
						$0	
176	6	$193	12	90	23	$704	$10,560