

# AAAP Quarter 2



## 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 2

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 12/10/2021 Verified by Shawn O'Keefe

### Quarter 2 Reflection

VBHS AAAP for Quarter 2 is complete and entered.

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	10/13/21, 10/20/21, 10/27/21
Summary of observation(s):  10/13- English 2- Unit "Moving Toward Justice . Students reading " I Have a Dream" speech by Dr. Marting Luther King. Students work in groups to Analyze the central ideas of historical American speeches and essays. 10/20- English 2- Unit "Moving Toward Justice. Students reading "Letter From Birmingham Jail". Students work in groups to Analyze the authors choices in establishing anc achieving purposes in speeches and essays. 10/27- English 2- Unit "Moving Toward Justice. Students work in groups to create individual Venn Diagrams to analyze the similarities and differences between the two texts read for the Unit. ( see evidences for samples)	

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		
Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent
		%			%			%			%

\*Data should be retrieved from the Power BI 2021-2022 Scheduling App - 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.

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**Date(s) of School Level Review(s) of Early Warning Indicators for African American Students:**

10/11, 10/18, 10/25, 11/1,, 11/15, 11/22, 11/29

**Summary of Action Steps/Plan Based Upon Reviews of Early Warning Indicators for African American Students:**

MTSS meet weekly to review senior graduation data. As of 12/6/21, 57 African American seniors of 185(total) need a Reading concordant to graduate. (see evidence) As of 12/6/21, 23 African American seniors of 81(total) need a Math concordant to graduate. (see evidence) The Graduation coach works with students to register them for every available opportunity to test and receive a concordant score for graduation. Students are registered for the ACT on December 11th. Students had an opportunity to take the SAT on December 4th. BQ or "Should Be" Students have been identified and all of their teachers have been notified to use strategic seating and formative conference with their students. Teachers will accelerate, connect, differentiate and engage these students to ensure that they make learning gains. A2 Tutoring is provided Monday thru Thursday from 2pm. to 4pm. for all students after school to support all subjects. Transportation is provided on Tuesdays and Thursdays at 4pm.

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
10	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:**

MTSS Mondays 9am. -weekly

**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 any student with the 4 Early Warning signs, create an Academic Improvement Plan for each student, provide feedback and recommendations to the principal, and monthly check-in's with each student. ASPIRE (Alternative School-based Program to Inspire Renewed Excellence) is a level 2-5 intervention. ALTOSS is the 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:**

Dec 1st, 2021

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

VBHS Impact review shared the following problem solving action steps prior to the review. **English Language Arts** · Intentional planning with Intensive Reading teachers, instructional coach, and assistant principal stressing the importance of the implementation of a framework that includes intentional grouping and differentiated instruction. · This planning clearly defines the time needed to complete the required lessons on computer-based platforms. · Focus is on ACHIEVE 3000 and the completion of two lessons per week. **US History** · Instructional coach and assistant principal are walking classrooms together, as well as independently, to determine additional systems of support that need to be provided to enhance the quality of instruction in Intensive Reading courses. · Strategic seating of all BQ "Should Be" students is in place for all instructional staff to know who the B25 are.

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- Strategic seating of all BQ "Should Be" students is in place for all instructional staff to know who the B25 are.

## Biology Strategies Currently in Place

- Concept Maps.
- CER (claim, evidence, reasoning) - most of the science teachers attended a workshop last June on this.
- Clock Buddies Flexing Grouping.
- Preferential Seating.
- Graphic Organizers
- Kahoot
- Quizlet
- Quizizz
- Group work
- Working in pairs
- Direct instruction
- Lab activities

## Impact Review Next Steps:

1. Bring engagement strategies to the next level where tasks are more aligned to rigor and goal for the student outcome, rather than a standalone exercise.
2. During Planning- intentional planning for engagement that is around tasks that check for understanding during the lesson (monitoring for learning goal)

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)

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African American	White, Non-Hispanic
71	30

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

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:	12/1/2021
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): Impact Review Next Steps: 1. Bring engagement strategies to the next level where tasks are more aligned to rigor and goal for the student outcome, rather than a standalone exercise. 2. During Planning- intentional planning for engagement that is around tasks that check for understanding during the lesson (monitoring for learning goal)

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.

[Directions - How to Mass Add Log Records](#)

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 12/10/2021

Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
210	618	34 %

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels): 5

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:

VBHS has two days of "CLUB RUSH" where all clubs set up booths during lunch and the club sponsors share the vision and mission of the club, club meeting dates and times. Students can ask questions and sign up if they would like to join. Sports recruitment is shared during daily announcements. Coaches put up flyers around campus to notify students of important dates and times of tryouts. Daily announcements are added to a PPT slideshow played in the cafeteria during all lunches for students. The front office has informational flyers available for all parents with a list of sports by season and the coaches information for contact.

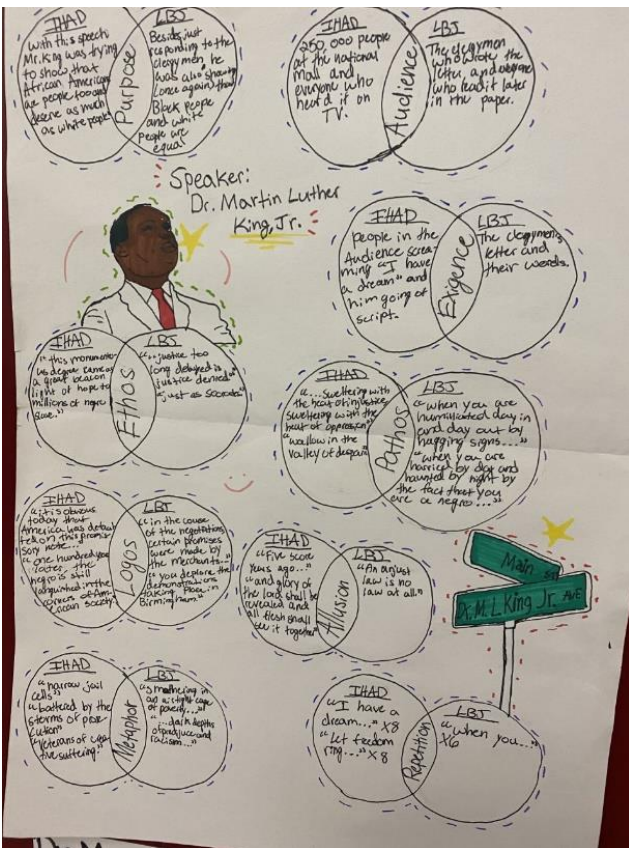
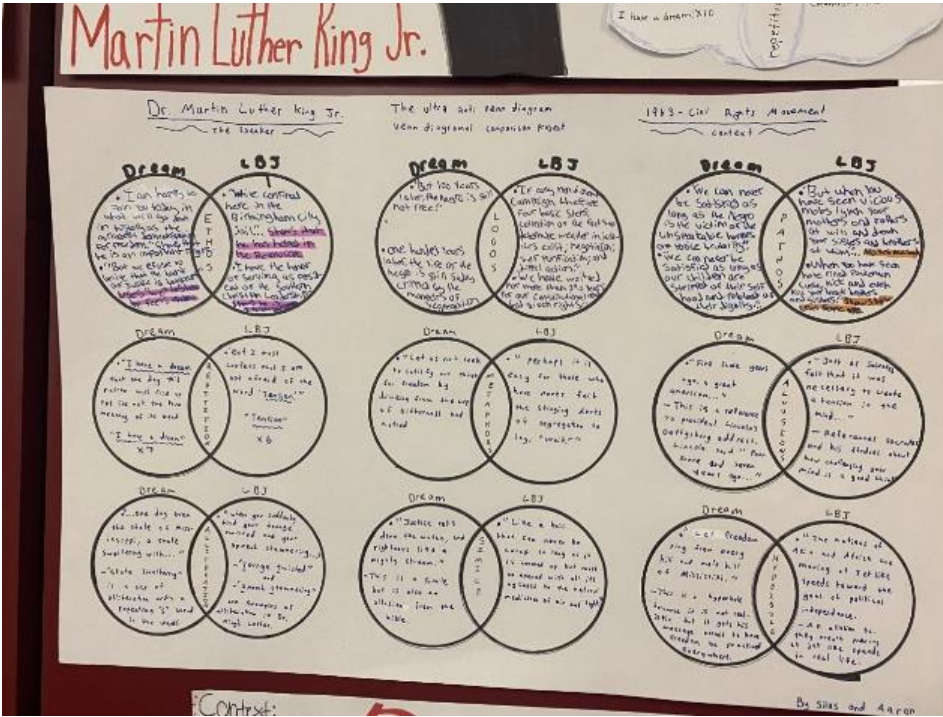
  

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

Number of Interviews Conducted by the Interview Committee:	2
Percentage of Interviewers on Interview Committee by Race	
African American	White, Non-Hispanic
50	50

(Optional) Additional information:

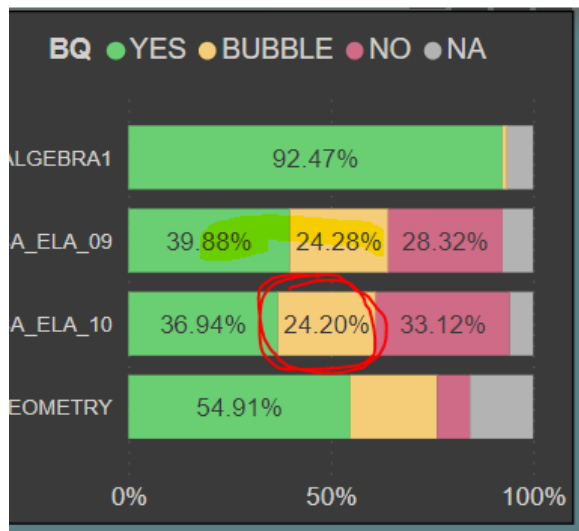
### Strategy 1.1





### Strategy 1.3

Good Morning,  
Attached is the 10th grade ELA list of "Should Be" students that are in the yellow or "Bubble" kids.  
Please continue to plan strategically for these students.  
Thanks again for all you do! ☺



*Vanessa Gonzalez Ed.S.*  
Assistant Principal  
Van Buren High School

### Strategy 2.1

Here is a snapshot of the visits and we will work from this to develop next steps:

VBHS Impact Review Summary Sheet #2			
Strategies	Evident	Partial	Not Evident
Collaborative Planning (AP and Dual Classrooms Not Included)	11/12	1/12	0
Standards Based Instruction and Tasks	15/18	3/18	0/18
Monitoring/Formative Assessment	4/18	9/18	5/18
Differentiation	4/18	8/18	6/18
Engagement and Participation	10/18	6/18	2/18
Classroom Environment	10/18	8/18	0/18
What are some areas of growth from the last Impact Review?			
1. Collaborative Planning is evident in everyday learning; SBI and Engagement strategies; teacher willingness to implement new strategies. 2. PD/Training's weekly are being utilized during planning and executed in the classroom			
What are your next steps based on your observations from the Impact Review?			
1. Bring engagement strategies to the next level where tasks are more aligned to rigor and goal for the student outcome, rather than a standalone exercise. 2. During planning – intentional planning for engagement that is around tasks that check for understanding during the lesson (monitoring as part of planning). * "Show what you Know" – using Common Board to help support this to become evident in the classroom (monitoring strategy that students can take ownership of). * Planning the HOW – what is the learning goal, what do you want them to know now how are you going to get them there, this is where the engagement strategies are implemented.			

## Strategy 2.1 Success Coach Log

**From:** Harris, Demarcus <Demarcus.Harris@indianriverschools.org>

**Sent:** Monday, November 15, 2021 9:28 AM

**To:** Gonzalez, Vanessa <Vanessa.Gonzalez@indianriverschools.org>

**Subject:** Conversations (coach Harris)

11-08-21

- ✓ [REDACTED] during 3rd lunch on his way home
- ✓ [REDACTED] during 3rd lunch
- ✓ [REDACTED] 8th period, tardy, cafeteria ✓ Hall, Noah Gym
- ✓ [REDACTED] 7-108A
- ✓ [REDACTED] 2-121/ASPIRE
- ✓ [REDACTED] 7-203

11-10-21 (Pd. 6)

- [REDACTED] Gym
- ✓ [REDACTED] ASPIRE
- ✓ [REDACTED] 1-204
- ✓ [REDACTED] 7-202
- ✓ [REDACTED] 7-214
- ✓ [REDACTED] 1-204
- ✗ [REDACTED] 1-102
- ✓ [REDACTED] 1-204
- ✓ [REDACTED] 2-214

11-10-21 (sent to ACE)

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

"Stav Saltv!" -Manny Scott

## Strategy 3.1

Senior Reading Concordant

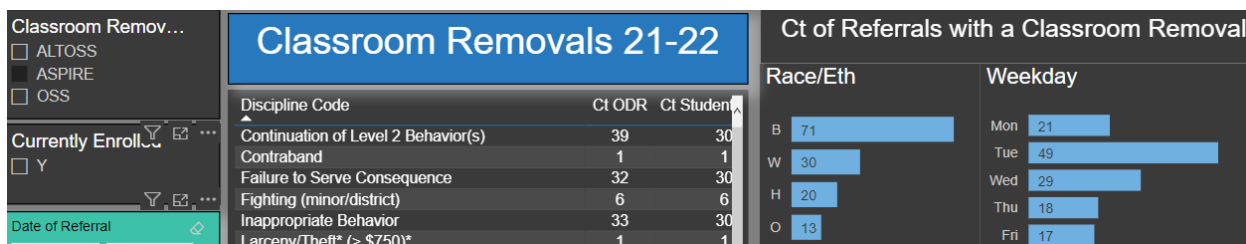
[illegible]

## Senior Math Data



Last Fir	Studen	Year En	Single	Course	Course	E
B		20182019	Black or A	16	1.829	M
B		20182019	Black or A	28	1.571	M
B		20182019	Black or A	19	2.051	M
B		20182019	Black or A	22.5	2.489	M
C		20182019	Black or A	18.5	2.306	M
C		20182019	Black or A	20.5	3.024	M
D		20182019	Black or A	11	2.308	M
D		20182019	Black or A	19	2.436	M
E		20182019	Black or A	18	2.154	M
F		20182019	Black or A	18.5	2.05	M
F		20182019	Black or A	19	2.65	M
F		20182019	Black or A	12.5	1.514	M
Is		20182019	Black or A	16.5	1.683	M
M		20182019	Black or A	21	2.86	M
C		20182019	Black or A	19.5	2.619	M
P		20182019	Black or A	18	2.711	M
P		20182019	Black or A	18	2.256	M
R		20182019	Black or A	17	1.833	M
R		20182019	Black or A	21	2.69	M
S		20182019	Black or A	22	2.591	M
T		20182019	Black or A	17.5	2.333	M
V		20182019	Black or A	19.5	3.2	M
V		20182019	Black or A	21	2.714	M

Strategy 2.2 As of 12/8/21



Strategy 2.3

FW: VBHS OSS

BS

Bass, Scott

Wed 12/8/2021 4:02 PM

To: Gonzalez, Vanessa; O'Keefe, Shawn; Correa, Marie-Solange; Crisafulli, Beth

pdf icon

SS.pdf

246 KB

▼

approved

**Scott Bass**  
**Deputy Superintendent**  
**School District of Indian River County**  
**772-564-3075**  
**Scott.bass@indianriverschools.org**

From: Gonzalez, Vanessa <Vanessa.Gonzalez@indianriverschools.org>  
Sent: Wednesday, December 8, 2021 4:01 PM  
To: Bass, Scott <Scott.Bass@indianriverschools.org>  
Subject: VBHS OSS

*Vanessa Gonzalez Ed.S.*  
  
*Assistant Principal*  
  
*Vero Beach High School*  
  
*772-564-5503*

Strategy 3.1

SPORT BY SEASON  
VERO BEACH HIGH SCHOOL  
2021 2022

<b>FALL:</b>	<b>COACH NAME</b>	<b>Coach contact information</b>
Bowling	Jeremy Pohl	<a href="mailto:Jeremy.Pohl@indianriverschools.org">Jeremy.Pohl@indianriverschools.org</a>
Varsity Football	Lenny Jankowski	<a href="mailto:Lenny.Jankowski@indianriverschools.org">Lenny.Jankowski@indianriverschools.org</a>
JV Football	Lance Roache	<a href="mailto:Lance.Roache@indianriverschools.org">Lance.Roache@indianriverschools.org</a>
Freshman	Alonzo Phillips	<a href="mailto:Alonzomusic772@gmail.com">Alonzomusic772@gmail.com</a>
Boys Golf	Bela Nagy	<a href="mailto:belanagy@bellsouth.net">belanagy@bellsouth.net</a>
Girls Golf	Roger Van Dyke	<a href="mailto:rogervandykeirgf@gmail.com">rogervandykeirgf@gmail.com</a>
Cross Country	Joanne Duncanson	<a href="mailto:joduncanson@gmail.com">joduncanson@gmail.com</a>
Swimming	Gavin Ross	<a href="mailto:Gavinross23@gmail.com">Gavinross23@gmail.com</a>
Volleyball	Heather Magelssen	<a href="mailto:magelssenh@gmail.com">magelssenh@gmail.com</a>
Football Cheer	Toni Kouns	<a href="mailto:Toni.kouns@indianriverschools.org">Toni.kouns@indianriverschools.org</a>
<b>WINTER:</b>		
Boys Basketball	Damion Whitsett	<a href="mailto:Damion.Whitsett@indianriverschools.org">Damion.Whitsett@indianriverschools.org</a>
Girls Basketball	Kayla Woulard	<a href="mailto:Kayla.Woulard@indianriverschools.org">Kayla.Woulard@indianriverschools.org</a>
Boys Soccer	Chris Fonehouse	<a href="mailto:Chris.Fonehous@indianriverschools.org">Chris.Fonehous@indianriverschools.org</a>
Girls Soccer	Dan Dickens	<a href="mailto:Daniel.Dickens@indianriverschools.org">Daniel.Dickens@indianriverschools.org</a>
Girls Weightlifting	Peter DeLuke	<a href="mailto:Peter.DeLuke@indianriverschools.org">Peter.DeLuke@indianriverschools.org</a>
Boys Wrestling	Ken Colao	<a href="mailto:Ken.Colao@indianriverschools.org">Ken.Colao@indianriverschools.org</a>
Girls Wrestling	Lynn Esposito Knight	<a href="mailto:Lynn.Esposito-knight@indianriverschools.org">Lynn.Esposito-knight@indianriverschools.org</a>
<b>SPRING:</b>		
Baseball	Bryan Rahal	<a href="mailto:Bryan.Rahal@indianriverschools.org">Bryan.Rahal@indianriverschools.org</a>
Beach Volleyball	TBD	TBD
Flag Football	Tim Vold	<a href="mailto:Timothy.Vold@indianriverschools.org">Timothy.Vold@indianriverschools.org</a>
Boys Lacrosse	Doug Eisinger	<a href="mailto:Dougeisinger@yahoo.com">Dougeisinger@yahoo.com</a>
Girls Lacrosse	Shannon Dean	<a href="mailto:Shannon.Dean@indianriverschools.org">Shannon.Dean@indianriverschools.org</a>
Softball	Ken Willis	<a href="mailto:Ken.Willis@indianriverschools.org">Ken.Willis@indianriverschools.org</a>
Boys & Girls Tennis	James VanDeinse/Paula Hoekzema	<a href="mailto:Jamesvandeinse@aol.com">Jamesvandeinse@aol.com</a> <a href="mailto:Paula.Hoekzema@indianriverschools.org">Paula.Hoekzema@indianriverschools.org</a>
Boys Track	Alonzo Phillips	<a href="mailto:Alonzomusic772@gmail.com">Alonzomusic772@gmail.com</a>
Girls Track	Kayla Woulard	<a href="mailto:Kayla.Woulard@indianriverschools.org">Kayla.Woulard@indianriverschools.org</a>
Athletic Director	Lenny Jankowski	<a href="mailto:Lenny.Jankowski@indianriverschools.org">Lenny.Jankowski@indianriverschools.org</a>
Athletic Trainer	AJ Bewersdorf	<a href="mailto:Allen.Bewersdorf@indianriverschools.org">Allen.Bewersdorf@indianriverschools.org</a>