

# AAAP Quarter 3

Page 1 of 1



**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 3

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 3/17/2022 Verified by Shawn O'Keefe

## Reflection

All updates are entered for VBHS.

**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.**

|   |                           |
|---|---------------------------|
| <b>Number of Walk-throughs to Observe Implementation of African American History Teachings</b>  | 3                         |
| <b>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)</b>   | 2/15/22, 2/22/22, 2/28/22 |
| <b>Summary of observation(s):</b><br><p>English standard: C4.1 Researching and using information. Students researched a historical or prominent African American and share their contributions. Students completed a visual representation of their subject with all the biographical information learned. Students presented to the class their findings. (see evidence)</p> <p>African American History: In Honor of Black History Month students were divided into the theme "African-American contributions to the state of Florida", that was set by First Lady Desantis. Students participated in a QR Code scavenger hunt looking up locations and people that are apart of the Florida Black Heritage Trail. Students also watched a video series about local Florida. The Historical Society of Indian River County has produced several videos about the history of Indian River County. Two of the videos in particular relate directly to African-American History. Before watching the videos students had to define the word legacy for bell work. Students watched videos about the history of Gifford High School and the Brooklyn Dodgers. At the end of each video students wrote a summary and connected the social impact that these individuals and places had on Indian River County. To conclude the class students then wrote down what they want their lasting legacy to be. I am including the link to the Historical Society for the videos that were showed.</p> <p><a href="https://www.irchistorical.org/video-library/">https://www.irchistorical.org/video-library/</a></p> |                           |

**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.**

|   |  |
|---|--|
| <b>Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3:</b> |  |
|---|--|

### 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 |
|                 |                  | %       |                 |                  | %       |                 |                  | %       |                 |                  | %       |

**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.**

|   |                                     |
|---|-------------------------------------|
| <b>Date(s) of School Level Review(s) of Early Warning Indicators for African American Students:</b>   | 12/6, 12/12, 1/10, 1/24, 2/14, 2/21 |
| <b>Summary of Action Steps/Plan Based Upon Reviews of Early Warning Indicators for African American Students:</b><br>MTSS meet weekly to review senior graduation data.<br>As of 3/8/22, 19 African American seniors of 64 (total) need a Reading concordant to graduate. (see evidence)<br>As of 3/8/22, 21 African American seniors of 69 (total) need a Math concordant to graduate. (see evidence)<br>The ACT was administered on 3/8/22-3/10/22.<br>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.<br>(see evidence Q3)<br>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<br>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

|   |                                  |
|---|----------------------------------|
| <b>Date(s) of Problem-Solving Session(s) for Discipline:</b>  | MTSS Meetings -Monday 9am weekly |
| <b>Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline:</b><br>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%.<br>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.<br>ASPIRE (Alternative School-based Program to Inspire Renewed Excellence) is a level 2-5 intervention.<br>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:   | 3/4/22, 3/8/22             |                               |   |
| Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Achievement:  |                            |                               |   |
| U.S. History   |                            |                               |   |
| Talking Points:  |                            |                               |   |
| ●VBHS predicts that 100% of AP U.S. History and students scheduled for AMH2020 for the 2021-22 school year will pass the U.S. History EOC. |                            |                               |   |
| ●There are 77 total U.S. History “Bubble Students.”  |                            |                               |   |
| ●Nineteen percent (18/93) of “Bubble” students have attendance rates of 84% or below for the school year.                                  |                            |                               |   |
| Last year:   |                            |                               |   |
| 135 students were in AP US HISTORY last year   |                            |                               |   |
| 133 students took the test   |                            |                               |   |
| 125 out of 133 passed  |                            |                               |   |
| Biology  |                            |                               |   |
| Talking Points:  |                            |                               |   |
| ●Seventy percent (92/131) of “Bubble” students are in 9 <sup>th</sup> grade.   |                            |                               |   |
| ●Twenty percent (26/131) of “Bubble” students have attendance rates of 84% or below for the school year.                                   |                            |                               |   |
| ●VBHS predicts that 100% of 9 <sup>th</sup> grade AP Biology students will pass the Biology EOC.   |                            |                               |   |
| Date   | Person Responsible         | Student Group                 | Action  |
| January 31 - May 27, 2022  | Marc Harris, Success Coach | Tier 2: ELA “Bubble” Students | Mentorship Program with the University of Minnesota’s Check and Connect |

|                           |                                  |   |  |
|---------------------------|----------------------------------|---|--|
| March 1 – March 18, 2022  | Meghan Teachout, Literacy Coach  | Tier 1: All English 1 & 2 Students  | Complete VBHS Writing Plan<br>* 3 FSA Style Writing Practice Tests via Revision Assistant<br>* Savvas Expository Interactive Lesson Tutorial<br>* Savvas Argument Interactive Lesson |
| March 29 – April 28, 2022 | Meghan Teachout, Literacy Coach  | Tier 1: Open to All English 1 & 2 Students                                  | After School FSA Bootcamp ( <i>offered at each campus</i> )  |
| April 11 – April 22, 2022 | Meghan Teachout, Literacy Coach  | Tier 1: All English 1 & 2 Students  | FSA Reading Information Session ( <i>push in</i> )   |
| <b>Date</b>               | <b>Person Responsible</b>        | <b>Student Group</b>  | <b>Action</b>  |
| January 31 - May 27, 2022 | Marc Harris, Success Coach       | Tier 2: ELA "Bubble" Students   | Mentorship Program with the University of Minnesota's Check and Connect  |
| March 28 & March 29, 2022 | Mary Stephany Hiller, Math Coach | Tier 1: All Algebra 1 and Geometry Students at the FLC                      | Algebra and Geometry EOC Information Session ( <i>push in</i> )  |
| March 29 – April 28, 2022 | Mary Stephany Hiller, Math Coach | Tier 3: Bottom Quartile Geometry Students on "the Bubble" for Learning Gain | Interventionist Pulled Small Groups  |
| March 29 – April 28, 2022 | Mary Stephany Hiller, Math Coach | Tier 3: Bottom Quartile Algebra 1B Students                                 | Interventionist Pulled Small Groups  |
| March 29 – April 28, 2022 | Mary Stephany Hiller, Math Coach | Tier 1: Open to All Algebra 1 & Geometry Students                           | After School Algebra 1 & Geometry Bootcamps ( <i>offered at each campus</i> )  |

**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<br>All Grade Levels Served by the School (Combined) |                     |
|---|---------------------|
| African American  | White, Non-Hispanic |
| 91  | 43                  |

**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 3   |
| Select One:  |
| <input type="checkbox"/> No out-of-school suspensions were assigned during this time frame.                    |
| <input checked="" type="checkbox"/> 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:   | 2/28/2022 |
| 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): |           |
|  |           |

### VBHS Curriculum and Instruction Impact Review Summary Sheet #3

| Strategies                            | Evident | Partial | Not Evident |
|---------------------------------------|---------|---------|-------------|
| Collaborative Planning                | 14/21   | 0/21    | 7/21        |
| Standards Based Instruction and Tasks | 16/21   | 1/21    | 4/21        |
| Monitoring/Formative Assessment       | 11/21   | 8/21    | 2/21        |
| Differentiation                       | 7/21    | 4/21    | 10/21       |
| Engagement and Participation          | 12/21   | 6/21    | 3/21        |
| Classroom Environment                 | 11/21   | 6/21    | 4/21        |

i.1. What are your noticings since the last Impact Review?

- Engagement strategies – intentional for rigor and standard – the tasks had purpose
- Students doing the work – locus of control

i.What are the next steps based on the observations of this Impact Review?

- Next year – last stretch is already in the works
- Monitoring – how are you using the tasks/outcomes to alter instruction and individualize for students

- Began implementation immediately with recommitment to our SIP Goals, initiatives, A2, closing the achievement gaps, provisions for BQ/“should be” and bubble students.
- Collaborative planning is focused on serving our BQ/ “Should Be Students” with **Acceleration, Connection, Differentiation, and Engagement**:
- Strategic seating for BQ students has been implemented school wide. We have a Coaching support calendar outlining:
- 12 forty-minute Alg. 1 EOC “pull out” test prep sessions ran from Jan 11 – Feb 16.
- Check and Connect Mentoring for 106 students identified and approx. 60 teacher mentors.
- Intensive reading interventionist/coach and graduation coach are currently pushing into our reading classrooms with 10 full days at the FLC running Jan 7 – March 18, and 6 full days at the MC running Jan 13 through Feb. 17.
- We have our A2 after school tutoring for students on Tuesdays and Thursdays with snacks and transportation provided.
- 5 weeks before the spring testing begins, we have scheduled after school bootcamps to occur simultaneously on both campuses for Alg., Geometry, and FSA Reading, with 10 dates scheduled on every Tuesday and Thursday from Mar. 29 – April 28<sup>th</sup>

**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.**

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 3/15/2022

| 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 |
|--|---|--|
| 180  | 583   | 30.9 %   |

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

The Vero beach High School website added the "Champions List" which lists all VBHS sports by season and extracurricular clubs.

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

**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: | 10 |  |
|--|----|--|

#### Percentage of Interviewers on Interview Committee by Race

| African American | White, Non-Hispanic |
|------------------|---------------------|
| 50 %             | 50 %                |

(Optional) Additional information: