



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



Quarter of the School Year: 4

School: Vero Beach High School

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 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.

These assurances have been reviewed and verified on: 6/1/2022 SOK

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?)

[Click or tap here to enter text.](#)

VBHS "Check and Connect Mentoring Program implemented in 2022 under the direction of Demarkus Harris has shown great success for our at-risk students identified to receive mentoring support with weekly connect meeting with their mentors. "Based on the tracking of information through Check & Connect, there has been a significant decrease in absences (~55%) as the average number of connection minutes increased (from 5 minutes to 9 minutes). Behaviors are also down (~33%). The information is based solely on the information mentors have provided the system. Results will vary as the uploaded information changes...



School District of Indian River County
African American Achievement Plan 2021 – 2022
Quarterly Summary of Implementation of Strategies/Action Steps



Quarter of the School Year: 4

Date of Summary: 6/2/2022

School: Vero Beach High School

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.3

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	2
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	3/29, 4/26
Summary of Observation(s):	<p>3/29/22- Students will distinguish the differences between the “old” and “new” civil rights. Student debate “affirmative action”.</p> <p>4/26- Students will explore the many dimensions of black identity, culture, and status in the 21st century.</p>

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											
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
<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	(%)

***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.	
Date(s) of School Level Review(s) of Early Warning Indicators for African American Students:	3/13, 3/27,4/3, 4/10,4/17,4/24, 5/1, 5/8
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	<p>ACT non-reportable on 3/8/22 for concordant scores - 60 seniors need a concordant 18 African American students</p> <p>SAT non-reportable on 4/26/22 for concordant scores -46 seniors need a concordant. 14 African American students</p> <p>A2 Tutoring is provided Monday thru Thursday from 2pm. to 4pm. for all students after school to support all subjects.</p> <p>Transportation is provided on Tuesdays and Thursdays at 4pm.</p>

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

Date(s) of Problem-Solving Session(s) for Discipline: 3/13, 3/27,4/3, 4/10,4/17,4/24, 5/1, 5/8

Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Discipline:
 ACT non-reportable on 3/8/22 for concordant scores
 - 60 seniors need a concordant 18 African American students
 SAT non-reportable on 4/26/22 for concordant scores
 -46 seniors need a concordant. 14 African American students
 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

Date(s) of Problem-Solving Session(s) for Achievement: 3/13, 3/27,4/3, 4/10,4/17,4/24, 5/1, 5/8

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

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 * 3 FSA Style Writing Practice Tests via Revision Assistant * Savvas Expository Interactive Lesson Tutorial * 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>)
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 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 All Grade Levels Served by the School (Combined)	
African American (#)	White, Non-Hispanic (#)
289	201

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 4
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?	<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):	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> •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 28th
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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.

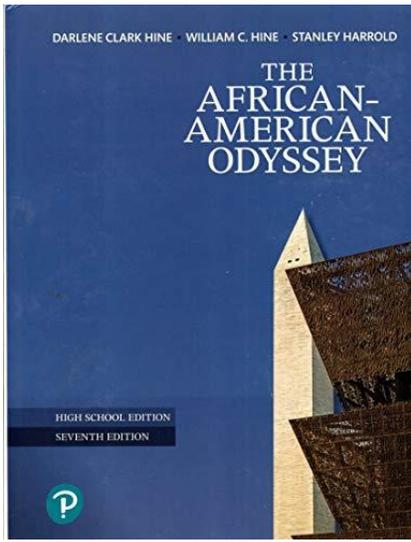
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:		3/15/2022
Total Count of African American Students Participating in One or More Extracurricular Activities	Total Count of African American Students Enrolled (#)	Total Percent of African 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

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

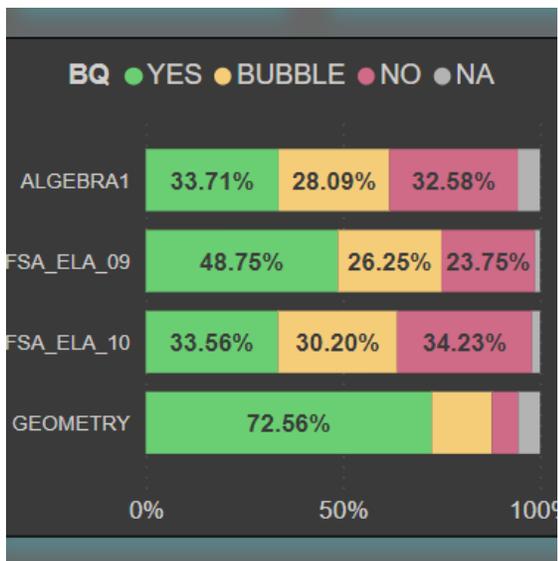
Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

Number of Interviews Conducted by the Interview Committee:	10
Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
50	50
(Optional) Additional information:	

Strategy 1.1



Strategy 1.3



Seniors needing concordant

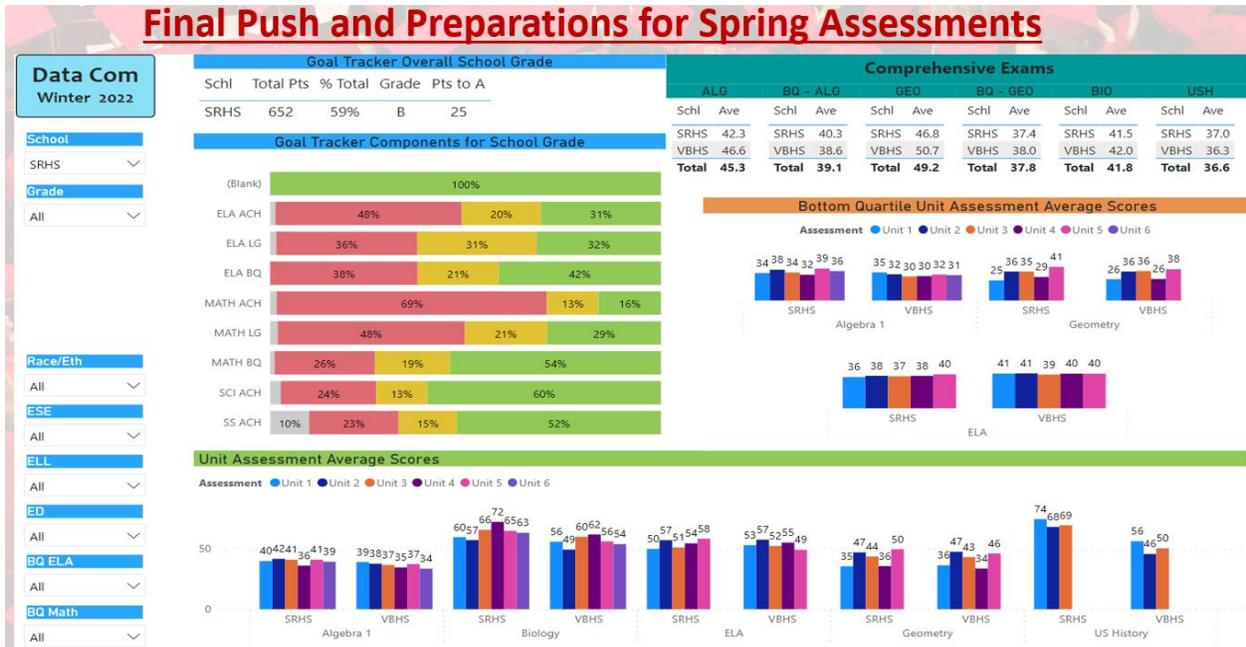
Student ID	Seat Number
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██████	56
██████	2
██████	55
██████	4
██████	57



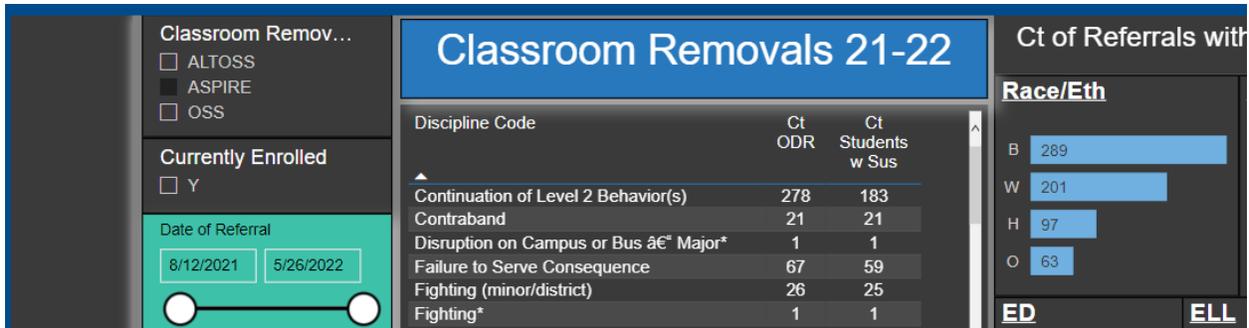
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Strategy 2.1



Strategy 2.2



Strategy 2.3

FW: VBHS OSS



approved

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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

Strategy 3.1

About VBHS

African American Achievement Plan

Attendance

Champions List

Contact

School Advisory Council

School Profile



Varsity Volleyball



Champions List

Vero Beach High School Extracurricular Programs