#### School District of Indian River County



### African American Achievement Plan 2022-2023 Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Vero Beach High School

In September 2022, the School District of Indian River County initiated the implementation of the 2022-2023 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 2022-2023 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 2022-2023 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 ha	ava haan ra	hac bowoiv	varified on	October 20	2022.	CDO	(initials)
These assurances na	ave been re	viewed and	vermed on t	october zu.	2022:	שעט	unnuaisi

#### **Quarterly Reflection**

Based on last year's results combined Alg./Geom. If all our last year's 2.5 and higher students pass the Alg. or Geom. EOC then that's 390/1211 would equal 32% for math achievement as our school grade whereby in goal tracker our goal is 46%. Our math "wild card" are the 129 students we have no score for from 8th grade.

Combining all 9th and 10th for ELA (while we moved last year from 44% to 50%), if all our last year's level 2.5 or higher students pass, we will be at the same 50% again this year whereas our goal tracker goal is 61%. Our ELA "wild card" are 184 students with no prior year score (prior/prior).

For math and ELA we will not only need last year's 2.5 students to score at proficiency, but also move up a significant number of the students who were at a 2.

It will also be crucial to keep an eye on the students who do not have a previous test score (looking at prior/prior) and use progress monitoring data to be sure and fill in gaps right away.

Quarter 1: 08.10.2022 - 10.10.2022

Quarter 2: 10.11.2022 - 12.21.2022

Quarter 3: 01.09.2023 - 03.17.2023

Quarter 4: 03.27.2023 - 05.31.2023

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Quarter 2 and 3 for Math and ELA, we are doing "pull outs" with students at each campus that are on the 2.0-2.5 lists, reviewing progress monitoring data to see what they missed in Quarter 1, and applying interventions in the "pullout sessions", until we are confident, they will score a minimum of a 3 in May. We are working with elective teachers to pull students out once per week. Our finding is that the best remediation takes place during the school day. While A2 tutoring contributes to academic improvement, we are finding that students who attend A2 tutoring are not attending to fill in gaps in their knowledge, they are going to receive help on a homework assignment or to study for a test.

Overall, we are off to a great start with most all our teachers using the District Approved Curriculum and staying on pace. The key now will be diving into formative assessments together during Collaborative Planning with teachers. Following training on formative strategies teachers are asked to select a formative assessment that can be given daily to see if a student knows what was taught. This might have to be a 1 on 1 conversation with teachers, as our admin. and coaches observe daily instruction in the classrooms.

Quarter 4: 03.27.2023 - 05.31.2023

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Quarter of the School Year: 1

Date of Summary: October 18, 2022

School: Vero Beach High School

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

Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.				
Number of Walk-throughs to Observe Implementation of African American History Teachings	1			
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	9/6/22			
Summary of Observation(s):	10 <sup>th</sup> Grade ELA- Civil Peace   Chinua Achebe SE pp. 296-303 In 1967, Nigeria entered a civil war when the country's southeastern territories declared independence, calling themselves the Republic of Biafra. Students answer questions using text evidence to support answers. Build insight • Response • Comprehension • Analysis • EQ Notes			

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 Pased Data Povings of Students | N/A

Date of Quarterly School-Based Data Reviews of Students
Performing in the Lowest Quartile in Grades K-3
(i.e., August 1, 2022)

African American Students Receiving Interventions for Substantial Reading Deficiencies

Kin	dergart	en	First		Second			Third			
Ct Need Fun Read	Ct Need	Percent									
& Scheduled	Fun Read	(%)									

\*Data should be retrieved from the Power BI 2022 – 2023 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: (i.e., August 1, 2022)	8/16, 8/23, 8/30, 9/6, 9/13,9/20,9/27, 10/4
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	ELA & Math Testing for Seniors that need a concordant score to graduate.  ELA FSA Retakes: 9/12/22-9/30/22  ALG 1 EOC Retakes: 9/12/22-9/30-22  SAT- October 12 <sup>th</sup> , 2022  ACT- November 7 <sup>th</sup> , 2022
	Check and Connect Student Mentoring Program. Coordinated by Marc Harris/Success Coach. AA students with 3 EWS were identified and connected with a mentor for the 22-23 school year. Data will be tracked on the University of Minnesota App.

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)

Black/African American (%)

White, Non-Hispanic (%)

14%

66%

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.				
Disci	pline			
Date(s) of Problem-Solving Session(s) for <u>Discipline:</u>	8/16, 8/23, 8/30, 9/6, 9/13, 9/20, 9/27, 10/4,			
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline:</u>	SIP Goal: Students will show a positive connection to school as evidenced by student attendance of 90% or higher during Q1, as well as a decrease in 22-23 Q1 discipline compared to 21-22.  Attendance Initiative- students with 100% attendance will receive Q1 recognition by Mr. O'Keefe.  Positive Behavioral Interventions & Support (PBIS) schoolwide expectations PRIDEPBIS Student of the Month -CHAMPS Classroom Activity Expectations			

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	Success Coach Mentoring- Mr. Leslie meets with MTSS to work directly with students that need check and connect as part of their Behavior Plan/Tier 2 intervention.  Student Services use discipline data to select teachers that need support in classroom management and PBIS schoolwide expectations.  Corrective Actions & Tiered interventions will be implemented as outlined in the 22-23 SDIRC Student Code of Conduct.
	-
Date(s) of Problem-Solving Session(s) for <u>Achievement:</u>	8/22, 8/29, 9/12, 9/19, 9/26, 10/3, 10/10
	Share student list of "Prior Year" 2.0 & 2.5 ELA and ESSA
	subgroups list with core subject teachers.
Summary of Action Steps / Plan Based Upon Problem	A2 Tutoring, Tuesdays & Thursdays 2-4pm.
Solving Session(s) for Achievement:	Transportation Provided.
	Tribe Tutors, Monday -Thursday in the Media Center.
	Transportation provided Tuesday and Thursday.

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)

in class for the sy the content (combined)					
Black/African American (%)	White, Non-Hispanic (%)				
39%	37%				

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: Peer Review -September 2nd, 2022.

(i.e., August 1, 2022)

Quarter 1: 08.10.2022 - 10.10.2022 Quarter 2: 10.11.2022 - 12.21.2022 Quarter 3: 01.09.2023 - 03.17.2023

Quarter 4: 03.27.2023 - 05.31.2023

# 2022 - 2023

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Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	<ul> <li>During monthly Pillars meeting, share out formative assessment strategies to be implemented for the month, and observable during informal walkthroughs.</li> <li>Develop protocol for review of student work to be used with departments during collaborative planning with a focus on structured accountable talk and rigorous tasks.</li> <li>Develop protocol for review of student work to be used with departments during collaborative planning with a focus on structured accountable talk and rigorous tasks.</li> <li>Have prevention intervention specialist work with teachers on PBIS.</li> </ul>

Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): Engage in ongoing communication regarding the availability of extracurricular activities through the provision 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 Student					
Total Count of African American	Total Count of A	frican American	Total Percent of African American			
Students Participating in One or Students		Enrolled	Students Participating in One or more			
More Extracurricular Activities			Extracurricular Activities			
(#)	(‡	<b>#</b> )	(%)			
Summary of Action Steps/Plan to Increase VBHS website has a "Champions List" page that lists all						
Communication Regarding the Availabi	lity of	extracurricular activities available for the 22-23 school				
Extracurricular Activities:		year.				
(SECONDARY ONLY) Number of Students Participating in		45				
the African American Student Council (	All Grade Levels)		15			
*Data should be retrieved from the Power Bi <u>Extracurricular Activities</u> 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:



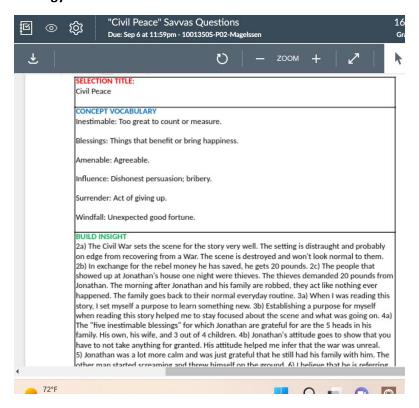
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Percentage of Interviewers on Interview Committee by Race					
Black/African American White, Non-Hispanic					
(%)	(%)				
25%	50%				
(OPTIONAL) Additional information:					

#### Strategy AAAP 1.1

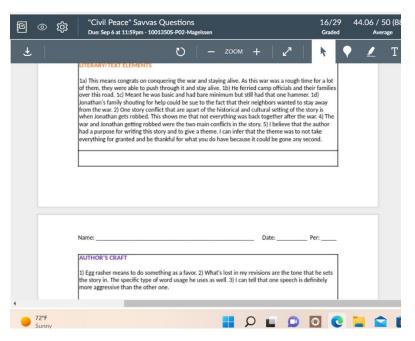




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### African American Achievement Plan 2022-2023 Assurances of Implementation of Strategies/Action Steps



#### Strategy AAAP 1.3

