



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 have been reviewed and verified on October 20, 2022: _____ SDO _____ (initials)

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.



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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):	<p>10th Grade ELA- Civil Peace Chinua Achebe SE pp. 296-303</p> <p>In 1967, Nigeria entered a civil war when the country's southeastern territories declared independence, calling themselves the Republic of Biafra.</p> <p>Students answer questions using text evidence to support answers.</p> <p>Build insight</p> <ul style="list-style-type: none"> • 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-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3 (i.e., August 1, 2022)						N/A						
African American Students Receiving Interventions for Substantial Reading Deficiencies												
Kindergarten			First			Second			Third			
Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	

**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:	<p>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 12th, 2022 ACT- November 7th, 2022</p> <p>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.</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)

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.

Discipline

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> :	<p>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.</p> <p>Attendance Initiative- students with 100% attendance will receive Q1 recognition by Mr. O'Keefe.</p> <p>Positive Behavioral Interventions & Support (PBIS) schoolwide expectations PRIDE- -PBIS Student of the Month -CHAMPS Classroom Activity Expectations</p>



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	<p>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.</p> <p>Student Services use discipline data to select teachers that need support in classroom management and PBIS schoolwide expectations.</p> <p>Corrective Actions & Tiered interventions will be implemented as outlined in the 22-23 SDIRC Student Code of Conduct.</p>
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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
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<p>Share student list of "Prior Year" 2.0 & 2.5 ELA and ESSA subgroups list with core subject teachers.</p> <p>A2 Tutoring, Tuesdays & Thursdays 2-4pm. Transportation Provided.</p> <p>Tribe Tutors, Monday -Thursday in the Media Center. Transportation provided Tuesday and Thursday.</p>

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)

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: (i.e., August 1, 2022)	Peer Review -September 2nd, 2022.
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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"> During monthly Pillars meeting, share out formative assessment strategies to be implemented for the month, and observable during informal walkthroughs. 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. 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. Have prevention intervention specialist work with teachers on PBIS. 	

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:			
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 (%)	
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		VBHS website has a "Champions List" page that lists all extracurricular activities available for the 22-23 school year.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		15	

*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:	15
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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

"Civil Peace" Savvas Questions
Due: Sep 6 at 11:59pm - 10013505-P02-Magelssen

16 Gr

SELECTION TITLE:
Civil Peace

CONCEPT VOCABULARY

Inestimable: Too great to count or measure.

Blessings: Things that benefit or bring happiness.

Amenable: Agreeable.

Influence: Dishonest persuasion; bribery.

Surrender: Act of giving up.

Windfall: Unexpected good fortune.

BUILD INSIGHT

2a) The Civil War sets the scene for the story very well. The setting is distraught and probably on edge from recovering from a War. The scene is destroyed and won't look normal to them. 2b) In exchange for the rebel money he has saved, he gets 20 pounds. 2c) The people that showed up at Jonathan's house one night were thieves. The thieves demanded 20 pounds from Jonathan. The morning after Jonathan and his family are robbed, they act like nothing ever happened. The family goes back to their normal everyday routine. 3a) When I was reading this story, I set myself a purpose to learn something new. 3b) Establishing a purpose for myself when reading this story helped me to stay focused about the scene and what was going on. 4a) The "five inestimable blessings" for which Jonathan are grateful for are the 5 heads in his family. His own, his wife, and 3 out of 4 children. 4b) Jonathan's attitude goes to show that you have to not take anything for granted. His attitude helped me infer that the war was unreal. 5) Jonathan was a lot more calm and was just grateful that he still had his family with him. The other man started screaming and threw himself on the ground. 6) I believe that he is referring

72°F



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"Civil Peace" Savvas Questions 16/29 44.06 / 50 (88%)
Due: Sep 6 at 11:59pm - 10013505-P02-Magelssen Graded Average

LITERARY/TEXT ELEMENTS

1a) This means congrats on conquering the war and staying alive. As this war was a rough time for a lot of them, they were able to push through it and stay alive. 1b) He ferried camp officials and their families over this road. 1c) Meant he was basic and had bare minimum but still had that one hammer. 1d) Jonathan's family shouting for help could be due to the fact that their neighbors wanted to stay away from the war. 2) One story conflict that are apart of the historical and cultural setting of the story is when Jonathan gets robbed. This shows me that not everything was back together after the war. 4) The war and Jonathan getting robbed were the two main conflicts in the story. 5) I believe that the author had a purpose for writing this story and to give a theme. I can infer that the theme was to not take everything for granted and be thankful for what you do have because it could be gone any second.

Name: _____ Date: _____ Per: _____

AUTHOR'S CRAFT

1) Egg rasher means to do something as a favor. 2) What's lost in my revisions are the tone that he sets the story in. The specific type of word usage he uses as well. 3) I can tell that one speech is definitely more aggressive than the other one.

72°F Sunny

Strategy AAAP 1.3

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
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









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Jamie Conner/Dalesaray Whetstone

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Check & Connect assignments 2022-2023	
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