



## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

**Quarter of the School Year: 3**

**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 March 28, 2023: \_\_\_\_SDO\_\_\_\_ (initials)

#### **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?)

VBHS has been working hard to obtain and exceed our goals set for the increased achievement of our African American Students. We have worked through our systems (Tiers 1-3) set forth within our school improvement plan with special emphasis on acceleration efforts given the shortcomings experienced throughout the worldwide epidemic and its effect upon our students and their achievement. We believe we will see great successes in the outcomes for this school year.



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**Quarter of the School Year: 3**

**Date of Summary: March 28, 2023**

**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	Choose an item.
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	2/6 & 2/13
Summary of Observation(s):	<p><b>10<sup>th</sup> grade Literacy-</b>  Remembering Civil Rights History, When "Words Meant Everything"  Jeffrey Brown, PBS Newshour   Newscast  This video describes key people, places, and events of the civil rights era, including the murder of activist Medgar Evers. Evers was an African American civil rights leader in Mississippi who helped desegregate the University of Mississippi in 1962.</p> <p>"I Have a Dream"   Dr. Martin Luther King, Jr.   Argument/Speech  Because speeches are written to be spoken aloud, they are a more fluid form of literature than most other nonfiction. A strong speaker will react to unspoken signals from his or her listeners and adjust a speech accordingly. He or she might change words or add whole phrases. This was the case with Dr. Martin Luther King, Jr., one of the great speakers of the modern age. The text that appears here represents the speech exactly as it was delivered by Dr. King on the steps of the Lincoln Memorial.</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 (i.e., August 1, 2022)											
African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
Ct Need Fun Read	Ct Need	Percent (%)	Ct Need Fun Read	Ct Need	Percent (%)	Ct Need Fun Read	Ct Need	Percent (%)	Ct Need Fun Read	Ct Need	Percent (%)

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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& Scheduled	Fun Read		& Scheduled	Fun Read		& Scheduled	Fun Read		& 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.**

Date(s) of School Level Review(s) of Early Warning Indicators for African American Students:  
(i.e., August 1, 2022)

1/10, 1/17, 1/24, 1/31, 2/7, 2/14, 2/21, 3/7, 3/14, 3/28

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

**MTSS** meets weekly, guidance counselors, graduation coach, academic coaches, success coach, school psychologist and admin to discuss at risk students.

**Testing Opportunities**

ELA and Math testing for Seniors that need a concordant score to graduate.

**-April 25<sup>th</sup> SAT non reportable during the school day.**

**Check and Connect Student Mentoring Program-**  
48% African American Students.

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.**

**Discipline**

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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Date(s) of Problem-Solving Session(s) for <u>Discipline:</u>	1/10, 1/17, 1/24, 1/31, 2/7, 2/14, 2/21, 3/7, 3/14, 3/28
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 Q3, as well as a decrease in 22-23 Q2 discipline compared to 21-22.</p> <p>Attendance Initiative- students with 100% attendance will receive Q3 recognition by Mr. O'Keefe.</p> <p>MTSS meets weekly to discuss truancy and habitually absent students, referrals made to SDIRC district for home visits when applicable.</p> <p>Positive Behavioral Interventions &amp; Support (PBIS) schoolwide expectations PRIDE- -PBIS tickets are given to students for showing PRIDE. Tickets can purchase items at the school store.</p> <p>Principal P.R.O.P.S.- Teachers and staff nominate students for principal recognition, students are recognized monthly.</p> <p>-CHAMPS Classroom Activity Expectations 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.</p> <p>Corrective Actions &amp; Tiered interventions will be implemented as outlined in the 22-23 SDIRC Student Code of Conduct.</p>
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement:</u>	1/10, 1/17, 1/24, 1/31, 2/7, 2/14, 2/21, 3/7, 3/14, 3/28
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement:</u>	<p>A2 Tutoring, Tuesdays &amp; Thursdays 2-4pm. Transportation Provided.</p> <p>Tribe Tutors, Monday -Thursday in the Media Center. Transportation provided Tuesday and Thursday.</p>



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	<p>Grades: Parent Contact required to notify when student is going to receive a failing grade.</p> <p>SDIRC Attendance Policy: Truancy letters sent home weekly to students that have 5-day or 10-day unexcused absences.</p> <p>Tardy Policy- students walked back to class when late to ensure students are back in class and not roaming.</p>
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**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 (%)
<b>31%</b>	<b>40%</b>

**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)	3/27/23	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*	<p>* If no, what modifications will be made to address the achievement gap?</p>
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	<p>March 6 Impact review action steps.</p> <p>Feedback for Teachers – Non-Evaluative Feedback Forms are collecting data on all teachers as a group and broken down by department as a comparative. Shared monthly.</p> <p>Student Feedback in classrooms- based on formative assessments with reteaching (small group) when students do not understand</p>	



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	Teacher checks for understanding during instruction- using formatives and monitoring strategies as posted on board
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**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:		3/27/23
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 (%)
<b>174</b>	579	30
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		<a href="https://vbhs.indianriverschools.org/about_vbhs/champions_list">https://vbhs.indianriverschools.org/about_vbhs/champions_list</a> Extracurricular programs list on VBHS website.  VBHS Website/ Athletics tab provides all necessary information regarding seasonal sports and requirements for athletics. <a href="https://vbhs.indianriverschools.org/athletics">https://vbhs.indianriverschools.org/athletics</a>  VBHS social media pages by sport. (ie: @VBHSGirlsBball)
<b>(SECONDARY ONLY)</b> Number of Students Participating in the African American Student Council (All Grade Levels)		16

*\*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:	4
Percentage of Interviewers on Interview Committee by Race	
Black/African American 25(%)	White, Non-Hispanic 50(%)
(OPTIONAL) Additional information:	



# African American Achievement Plan 2022-2023

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### Strategy AAAP 1.1

#### About the Newscast



The poet featured in this newscast, **Natasha Trethewey** (b. 1966), was born in Gulfport, Mississippi, the daughter of a biracial couple. Trethewey has won numerous awards and honors for her poetry. In 2007, her book *Native Guard* was awarded the Pulitzer Prize. In 2012, Trethewey was named the Poet Laureate of the United States, 2012–2014.



**Jeffrey Brown** (b. 1956) is the Chief Correspondent for Arts, Culture, and Society at PBS *NewsHour*. His work as both a correspondent and a news producer has been recognized with numerous honors, including an Emmy.

## Remembering Civil Rights History, When "Words Meant Everything"

### Media Vocabulary

These words describe characteristics of newscasts, a type of multimedia text. Use them as you analyze, discuss, and write about the video.

<b>Backgrounder:</b> information, usually presented as a brief story, that gives context or history to the current news item	<ul style="list-style-type: none"><li>• A backgrounder may connect a current news item to a historical event or important place.</li></ul>
<b>B-roll:</b> video that is shown as a reporter speaks	<ul style="list-style-type: none"><li>• B-roll footage provides visual information that is related to the reporter's topic; for example, it may show the subject of the news story in a local setting or include images from past events.</li></ul>
<b>Downstream Key:</b> text or other graphic that is set over the video picture	<ul style="list-style-type: none"><li>• A downstream key may identify the person being interviewed or the place being shown. It may also show data or other information.</li></ul>
<b>Still:</b> picture or other graphic that is not a moving image	<ul style="list-style-type: none"><li>• Photographs, diagrams, screenshots, and even images taken from videos are stills.</li><li>• Newscasts may include one or more stills, such as archival photos or shots of historic publications.</li></ul>

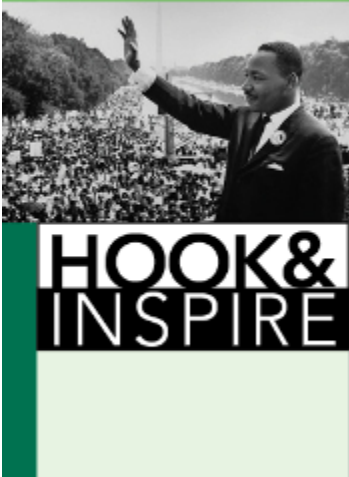
### Comprehension Strategy





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## "I Have a Dream"

### Summary

In this speech, perhaps the most famous in American history, Dr. Martin Luther King, Jr., lays out his vision of a renewed America. He emphasizes the failure of the government to establish equal rights and the persistence of discrimination that attacks both people's bodies and their dignity. After an unflinching look at the suffering of the past and the present, King turns to the future. He describes his dream that, one day, justice and equality will prevail even in the most challenging places; that regardless of race, people will treat each other fairly, work together, and establish freedom across the land.



# African American Achievement Plan 2022-2023

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### Strategy AAAP 1.3

#### Check & Connect assignments 2022-2023

Main Campus

FLC





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

### Strategy AAAP 2.1

[[Current Date]]

Parent(s)/Guardian(s) of:

[[Last, First M]]

[[Mailing Address]]

[[Mailing City]] [[Mailing State/Province]] [[Mailing Zip/Postal Code]]

Dear Parent/Guardian:

Regular attendance is necessary for your child to progress and succeed in his/her academic studies. A recent review of district records indicates that your child, [[First]] has accumulated an excessive number of absences, both excused and unexcused. As of this writing [[First]] has [[Days All Unx Abs YTD]] unexcused, unexplained or undocumented absences and [[Days All Exc Abs YTD]] excused absences. Please see your student's FOCUS account for a complete list of both excused and unexcused absence dates.

*The Code of Student Conduct*, which is available on the School District website, details excusable absences and states that parental notification for each absence is required. If your child is repeatedly absent from school due to illness or a medical condition, a doctor's note is required for the absence to be excused. Excessive tardies or early check outs without documented cause are considered unexcused absences.

Be advised also, that the Florida Compulsory School Attendance Law (F.S. 1003.21), requires that students attend school and mandates that parents and guardians are legally responsible for ensuring that their children attend school and remain in school for the entire school day.

The education of [[First]] is important to us, so if you feel our records are incorrect, or there are circumstances we should be made aware of, please contact the school immediately.

Sincerely,  
[[Principal]]  
Principal



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

### Strategy AAAP 3.1

[Vero Beach High School](#) > [About VBHS](#) > [Champions List](#)

[About VBHS](#)

- African American Achievement Plan
- Attendance
- Champions List
- Contact
- School Advisory Council
- School Profile




Varsity Volleyball

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[Athletics](#)

- Sports Application & Clearance
- Sports, Coaches, & Schedules



## Vero Beach High School Athletics Fighting Indians



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



### Vero Beach High School Girls Basketball

33 Tweets



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@VBHSGirlsBBall