



# African American Achievement Plan 2023-2024 Assurances of Implementation of Strategies/Action Steps

**Quarter of the School Year: 1**

**School: Vero Beach High School**

In October 2023, the School District of Indian River County initiated the implementation of the 2023-2024 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 2023-2024 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 2023-2024 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 November 16, 2023: \_\_S.O.\_\_\_\_ (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?)

All of our remediation efforts we had in place last school year in the second semester have already begun this year in the first quarter. At this point, AP's over tested subjects have triangulated data from Power Bi, predictions, and current unit assessments to create tier 3 student lists, for during the school day remediation through pull outs from electives.

10/17/23 USH and BIO during the school day pullouts during electives using Albert Prep Materials and focused on 50 bottom quartile students each based on comprehensive assessments and powerBi predictions.

October 19<sup>th</sup> (Collis) 4 ELA teachers are provided substitutes during the school day to travel/observe 5 model classrooms for engagement and monitoring. 4 ELA teachers have been identified to participate in classroom observations; Conner, Jenkins, Monlouis, and Treadway.

10/23/23 ELA Pull Outs of 2.5 bubble students during the school day during electives every Tuesday.



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A2 After school tutoring for all subjects on Tuesdays and Thursdays started on October 5<sup>th</sup> with bus transportation provided to students at 4:30.

We paid careful attention to student scheduling for our tested subject so that students are in the best instructional hands possible, with critical adjustments made as necessary.

Former coaches continue to work with one additional planning period, on graduation rate and facilitating concordant scores.

Graduation Update:

Passing the FAST: on September 14<sup>th</sup> were 50 students, and On October 6<sup>th</sup> another 46 passed.

### Senior Status Q1 Progress:

- Reading 218 to 168 to 122 seniors still need to pass reading
- Math 212 to 152 to 90 seniors still need to pass math
- GPA 50 to 46 Seniors Below 2.0
- Credits 82 to 41 Behind on credits

CLT Test: We are signing student up to take the new CLT test for Math (11 score) and ELA (36 score) concordant scores. Sent Focus messages to students and parents with the link free test code, created a file for targeted students to monitor the registration progress and registration sessions in class tests on 10/14 and 10/18. Test prep. Info. provided to students. Held a during school registration and registered 62/89 students on 10/9 for the November/December test opportunities.



# African American Achievement Plan 2023-2024

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Quarter of the School Year: 1

Date of Summary: November 6, 2023

School: Vero Beach High School

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

<b>Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History standards are implemented in alignment with established curriculum maps for grades K-12.</b>	
Number of Walk-throughs to Observe Implementation of African American History Teachings	
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2023)	9/6/23
Summary of Observation(s):	<p>10<sup>th</sup> Grade ELA-</p> <p>Students prepare and deliver a formal oral interpretation of an excerpt from “Civil Peace.</p> <p>Civil Peace   Chinua Achebe   Short Story</p> <p>In 1967, Nigeria entered a civil war when the country’s southeastern territories declared independence, calling themselves the Republic of Biafra.</p>

<b>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.</b>											
Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3 (i.e., August 1, 2023)											
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 ES Leadership Compliance – Schedule Audit.**

<b>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: (i.e., August 1, 2023)	10/3/23, 10/10/23, 10/17/23, 10/24/23, 11/7/23



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<p>Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:</p>	<p>Testing opportunities for Seniors that need a concordant score to graduate.            CLT Test (Math and ELA) 10/18, 11/2, 12/2            FAST (ELA) 9/12            FSA (ELA) 9/19            EOC (Math) 9/26            SAT (Math and ELA) 10/11            ACT non-reportable (Math and ELA) 10/31</p> <p>Check and Connect Student Mentoring Program            Coordinated by Eric Mosblech/Success Coach            AA student with 3 EWS were identified and connected with a mentor for the 23-24 school year.</p>
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<b>Strategy AAAP 1.4 (SECONDARY ONLY): Implement processes to ensure that advanced and accelerated courses in middle school and high school are accessible to African American students.</b>	
<b>Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)</b>	
Black/African American (%)	White, Non-Hispanic (%)
15%	62%

<b>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.</b>	
<b>Discipline</b>	
<p>Date(s) of Problem-Solving Session(s) for <u>Discipline</u>:</p>	<p>10/3/23, 10/10/23, 10/17/23, 10/24/23, 11/7/23</p>
<p>Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>:</p>	<p>During Quarter 2, ODRs for minor cell phone or other wireless communication device infractions will decrease by 10% from Quarter 1 by upholding the Student Code of Conduct procedures with fidelity for cell phone and wireless communication device infractions.</p> <p>Positive Behavioral Interventions and Support (PBIS)            Schoolwide expectations TRIBE            -Students are rewarded with PBIS bucks by staff for demonstrating positive behaviors. Students cash in their bucks to purchase treats at the school store during lunches.</p>



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	<p>Student Services monitors individual teacher discipline to support teachers that may require systems and structures in place to assist with the reduction of classroom behaviors.</p> <p>Corrective Actions and Tiered Interventions are implemented as outlined in the 23-24 Student Code of Conduct .</p>
<b>Achievement</b>	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	10/3/23, 10/10/23, 10/17/23, 10/24/23, 11/7/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<p>A2 Plan -School Day. Pull out sessions for USH, BIO, ALG 1 and ELA 9<sup>th</sup> and 10<sup>th</sup> during electives began in October.</p> <p>A2 Plan- After School. Tutoring is provided Tuesday and Thursday from 2-4 in the library. Transportation provided.</p> <p>Tribe Tutors is a student led school club that meets in the library Monday through Thursday to support students with homework.</p> <p>Nov. 3 PD Day- all teachers identified their BQ (L25) students for each period, in an effort for all teacher to implement instructional strategies that will assist with learning gains.</p>

<b>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.</b>	
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 (%)
36% ( 161/446)	34% (151/446)

<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.</b>	
Date of Quarterly Review of School Improvement Plan: (i.e., August 1, 2023)	Nov 1 <sup>st</sup> , 2023 Quarter 2 review of SIP plan.



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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):	Impact Review #1 in October. Action steps: <ul style="list-style-type: none"> <li>• Focus on Monitoring and Engagement during non-evaluative classroom walkthroughs.</li> <li>• Focus lesson plans to include differentiation for both remediation and enrichment.</li> <li>• Increase Albert usage for standards review.</li> <li>• Alek usage for math 30-45 minutes a week.</li> </ul>	

<b>Strategy AAAP 3.1 (ALL SCHOOLS): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.</b>			
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:		11/7/2023	
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 (%)	
73	617	12	
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		Vero Beach High School website has the “Champions List” tab where families can see a list of all the extracurricular activities available for the 23-24 school year.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		20	

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

<b>Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.</b>	
Number of Interviews Conducted by the Interview Committee:	8
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
25	75
(OPTIONAL) Additional information:	



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## Strategy AAAP 1.1

"Civil Peace" Savvas Questions 16  
Due: Sep 6 at 11:59pm - 10013505-P02-Magelssen

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

## Strategy AAAP 1.3



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**From:** Mosblech, Eric <Eric.Mosblech@indianriverschools.org>  
**Sent:** Monday, October 16, 2023 7:30 AM  
**To:** VBHS, Main Campus Employees <Dist.Main.Employees.VeroBeach.High@sdirc.onmicrosoft.com>  
**Subject:** Main Campus mentoring update

Good morning VBHS Main Campus!

I hope that you are all doing well today and that you had a nice weekend! I have included an updated MC mentoring list. |

**Eric Mosblech**  
Success Coach  
VBHS FLC  
772.564.5702

### Strategy AAAP 3.1

	School	Ct Students	Ct Students in Act.
Extracurricular Activities	VBHS	617	73