



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date: 10/20/2020

School/Department: Vero Beach High School

**Action Step
(number and
description):**

1.5- A.) Ensure that School Improvement Plans for all schools specifically address how school resources are being allocated to address achievement gaps for African American students. B.) Provide ongoing monitoring and support of each school's implementation of the School Improvement Plans.

**Evidence of Progress
Monitoring
(Please include
narrative/description
of the action taken.
Where applicable,
please include all
measurable data.)**

10/20/20-NO CHANGE FROM 10/9/20

The following achievement gaps are documented in section II part C of the 2019 School Improvement Plan:

- ELA Achievement
 - WHT Students: 64
 - HSP Students: 53
 - BLK Students: 30
- Math Achievement
 - WHT Students: 60
 - HSP Students 44
 - BLK Students: 32
- Social Studies Achievement
 - WHT Students: 82
 - HSP Students: 62
 - BLK Students: 45
- Science Achievement
 - WHT Students: 77
 - HSP Students: 61
 - BLK Students: 41

**Results of Action
Taken:**

VBHS's SIP plan addresses learning gaps in Planning for Improvement, Area of Focus I. The school plans to focus on questioning, monitoring, and instructional differentiation to address learning gaps for African American students. The school's expectation is that African American student achievement will outpace that of other sub-groups by five percent. Ultimately, this will be measured by state assessments. Ongoing formative monitoring will occur monthly via administrative walkthroughs and impact reviews conducted with district level leadership

Reflection:

Administration will work with district leadership on the editing and revision of VBHS's School Improvement Plan. Part of the plan will be devoted to questioning, monitoring, and differentiation of instruction so that struggling students can make learning gains. The plan will be monitored administratively through the use of the Non-evaluative feedback form, and through completing the school district's impact review process.

