



**School District of Indian River County**  
**African American Achievement Plan 2020 -2021**  
**Assurances of Implementation of Action Steps**



In August 2020, the School District of Indian River County initiated the implementation of the 2020-2021 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. Following the first quarter of implementation of the African American Achievement Plan, it became clear that increased time and effort should be invested in action step implementation in comparison with compliance activities. As such, the system associated with submitting evidence of the implementation of action steps was analyzed and revised to maximize the allocation of human capital and resources towards supporting students and staff in eliminating the achievement gap.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the 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 of each school:

- Action steps included within the 2020-2021 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: 5/28/2021 \_\_\_\_\_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 AREAS OF GROWTH FOR THE QUARTER ARE: ENGAGEMENT/PARTICIPATION (SIP 2 & 3)

VBHS AREAS OF PROGRESS FOR THE QUARTER: CULTURE & CLIMATE (SIP 3) SOCIAL EMOTIONAL LEARNING (SIP 3) STANDARDS BASED INSTRUCTION (SIP 2) TASK ALIGNMENT (SIP 2)

VBHS OPPORTUNITIES FOR GROWTH: MONITORING (SIP 1), DIFFERENTIATION (SIP 1), STEAM (SIP 4)



## SDIRC School Data Chats & Impact Reviews – Secondary

### Component: African American Achievement Plan 2020 - 2021



**Date of Impact Review:** Click or tap to enter a date.

**School:** Vero Beach High

**Action Steps:** 1.5, 1.15, 1.17, 1.18, 1.22, 1.33, 2.6

#### Action Step 1.5

Date of Quarterly Review of School Improvement Plan																																																												
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)	<div style="text-align: center; background-color: #f0f0f0; padding: 10px; border: 1px solid #ccc;"> <h3 style="color: red; margin: 0;">IMPACT REVIEW 3 TAKEAWAYS</h3> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 33%; text-align: center; color: red;"><b>AREAS OF GROWTH</b></td> <td style="width: 33%; text-align: center; color: red;"><b>REMAIN STRONG</b></td> <td style="width: 33%; text-align: center; color: red;"><b>AREAS FOR GROWTH</b></td> </tr> <tr> <td style="text-align: center;"><b>ENGAGEMENT/PARTICIPATION (SIP 2 &amp; 3)</b></td> <td style="text-align: center;"><b>CULTURE &amp; CLIMATE (SIP 3)</b></td> <td style="text-align: center;"><b>MONITORING (SIP 1)</b></td> </tr> <tr> <td></td> <td style="text-align: center;"><b>SOCIAL EMOTIONAL LEARNING (SIP 3)</b></td> <td style="text-align: center;"><b>DIFFERENTIATION (SIP 1)</b></td> </tr> <tr> <td></td> <td style="text-align: center;"><b>STANDARDS BASED INSTRUCTION (SIP 2)</b></td> <td style="text-align: center;"><b>STEAM (SIP 4)</b></td> </tr> <tr> <td></td> <td style="text-align: center;"><b>TASK ALIGNMENT (SIP 2)</b></td> <td></td> </tr> </table> </div> <div style="text-align: center; margin-top: 20px;"> <h3 style="margin: 0;">Impact Review 3 Feedback</h3> <table border="1" style="display: none; margin-top: 10px;"> <caption>Impact Review 3 Feedback Data (Estimated)</caption> <thead> <tr> <th>Category</th> <th>Evident (Green)</th> <th>Partially Evident (Yellow)</th> <th>Not Evident (Red)</th> </tr> </thead> <tbody> <tr><td>SIP 1: IC/Formatives</td><td>7</td><td>14</td><td>11</td></tr> <tr><td>SIP 2: SBI Routines</td><td>19</td><td>7</td><td>6</td></tr> <tr><td>SIP 3: SEL</td><td>20</td><td>8</td><td>4</td></tr> <tr><td>SIP 4: STEAM</td><td>8</td><td>9</td><td>15</td></tr> <tr><td>SBI</td><td>20</td><td>6</td><td>6</td></tr> <tr><td>Tasks</td><td>19</td><td>7</td><td>6</td></tr> <tr><td>Monitoring</td><td>8</td><td>15</td><td>9</td></tr> <tr><td>Engagement</td><td>21</td><td>6</td><td>5</td></tr> <tr><td>Culture</td><td>20</td><td>8</td><td>4</td></tr> <tr><td>Differentiation</td><td>2</td><td>3</td><td>27</td></tr> </tbody> </table> </div>	<b>AREAS OF GROWTH</b>	<b>REMAIN STRONG</b>	<b>AREAS FOR GROWTH</b>	<b>ENGAGEMENT/PARTICIPATION (SIP 2 &amp; 3)</b>	<b>CULTURE &amp; CLIMATE (SIP 3)</b>	<b>MONITORING (SIP 1)</b>		<b>SOCIAL EMOTIONAL LEARNING (SIP 3)</b>	<b>DIFFERENTIATION (SIP 1)</b>		<b>STANDARDS BASED INSTRUCTION (SIP 2)</b>	<b>STEAM (SIP 4)</b>		<b>TASK ALIGNMENT (SIP 2)</b>		Category	Evident (Green)	Partially Evident (Yellow)	Not Evident (Red)	SIP 1: IC/Formatives	7	14	11	SIP 2: SBI Routines	19	7	6	SIP 3: SEL	20	8	4	SIP 4: STEAM	8	9	15	SBI	20	6	6	Tasks	19	7	6	Monitoring	8	15	9	Engagement	21	6	5	Culture	20	8	4	Differentiation	2	3	27
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#### Action Step 1.11

Methodology and documentation of equitable participation in extracurricular activities	<p><b>Athletics-</b> VBHS follow the FHSAA guidelines and bylaws for all sports. There are 52 sports teams at VBHS open to all students.</p> <p><b>Clubs-</b>VBHS showcases all student driven clubs on "CLUB RUSH" day. Club members and their teacher sponsor set up tables to recruit members through sharing of their club mission and planned activities for the year.</p>
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\*Attach extracurricular activity rosters (sports, clubs, etc.) by race/ethnicity.

#### Action Step 1.14

Summary of meetings with the African American Student Council to identify opportunities for improvement and monitor progress of African American students, collected feedback from the meetings and any modifications to the school-site plan

The VBHS African American Student Council continues to meet the first and last Tuesday of each month under the supervision. They recently presented in breakout sessions at the school District's Equity Conference and recognized as standout presentation there. They have been contacted by the superintendent Dr. David K. Moore, and requested to present further for the school district's Equity Committee, and Dr. Peggy Joes attending their last regular meeting of the school year to hear a summary of their work this school year. See all below:

**From:** Jones, Peggy <Peggy.Jones@indianriverschools.org>

**Sent:** Tuesday, May 18, 2021 5:22 PM

**To:** Adams, Stephen

<Stephen.Adams@indianriverschools.org>

**Cc:** O'Keefe, Shawn

<Shawn.Okeefe@indianriverschools.org>

**Subject:** AA Student Council

Hi Mr. Adams,

Sorry I had to leave at 3 today but I really enjoyed the meeting. Great discussion and fun. Please send me which logo you chose—there were some really good ones. Once you get going next year would love to sit in on a couple meetings.

I have to visit schools so I continue to remind myself why I ran for School Board---our students.

Thanks,  
Doc Jones

Dr. Peggy Jones  
School Board District 3  
Indian River County

**From:** Moore, David

<David.Moore@indianriverschools.org>

**Sent:** Friday, May 7, 2021 12:01 PM

**To:** Adams, Stephen

<Stephen.Adams@indianriverschools.org>

**Cc:** O'Keefe, Shawn

<Shawn.Okeefe@indianriverschools.org>

**Subject:** Re: African American Student Council

Mr. Adams,

Thank you for finding an alternate way to provide this information to the Equity Committee due to scheduling challenges. Your assistance and support is greatly appreciated.

Thank you also for what you are doing for our students at VBHS.

*David K. Moore, Ed.D.*

Superintendent  
School District of Indian River County  
6500 57<sup>th</sup> Street  
Vero Beach, FL 32967  
772.564.3150

**From:** Adams, Stephen  
<[Stephen.Adams@indianriverschools.org](mailto:Stephen.Adams@indianriverschools.org)>  
**Sent:** Thursday, May 6, 2021 7:34 AM  
**To:** Moore, David <[David.Moore@indianriverschools.org](mailto:David.Moore@indianriverschools.org)>  
**Cc:** O'Keefe, Shawn  
<[Shawn.Okeefe@indianriverschools.org](mailto:Shawn.Okeefe@indianriverschools.org)>  
**Subject:** RE: African American Student Council

Dr. Moore,

The Council and I appreciate the invitation from the Equity Committee.

I have been contacted by the Equity Committee and have been brainstorming on ways to make this happen. Currently our schedules are not aligning and we have decided to have the students to write a letter about their experiences to be read at the next upcoming meeting.

I hope this will be helpful.

**Stephen L. Adams**  
**M. A. Ed. Chemistry**  
**Vero Beach High School**  
**AP Chemistry Instructor**  
**FL Licensed/Certified Pharmacy**  
**Technician #RT1249**  
**772-564-5453**

**From:** Moore, David  
<[David.Moore@indianriverschools.org](mailto:David.Moore@indianriverschools.org)>  
**Sent:** Wednesday, May 5, 2021 4:21 PM  
**To:** Adams, Stephen  
<[Stephen.Adams@indianriverschools.org](mailto:Stephen.Adams@indianriverschools.org)>  
**Cc:** O'Keefe, Shawn  
<[Shawn.Okeefe@indianriverschools.org](mailto:Shawn.Okeefe@indianriverschools.org)>  
**Subject:** African American Student Council

Mr. Adams,

	<p>I have received a request from the Equity Committee to have student representatives from the VBHS African American Student Council attend an upcoming Equity Committee meeting to share their experiences this year as part of the Council. Would this be a possibility for you and some of your students? The meeting would likely be on Thursday, June 3, 2021 in the evening.</p> <p>Please let me know your thoughts.</p> <p>Thank you,</p> <p><i>David K. Moore, Ed.D.</i>  Superintendent  School District of Indian River County  6500 57<sup>th</sup> Street  Vero Beach, FL 32967  772.564.3150</p>
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\*Attach meeting agendas, rosters, etc.

#### Action Step 1.15

Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments	The following chart answers 1.15 for interventions put in place for African American Students before the Spring Assessments began in April 2021:			
	Vero Beach High School February 2, 2021 MTSS Updates			
	<b><u>Contact Procedures</u></b>			
	All Students			
	Due Date(s)	Person(s) Responsible	Student Group	Action
	February 11, 2021	All Option 1 Brick-and-Mortar and Option 3 Transitional Teachers	Option 1 Brick-and-Mortar Students and Option 3 Transitional Students	Contact parents of all students who earned an F for Quarter 3 Progress Reports. Document in Student Documentation.
	February 11, 2021	All Option 2 Virtual Teachers	Option 2 Virtual Students	Contact parents of students who have completed less than 15% at Quarter 3 Progress Reports. Document in

Date(s) of Review of Standards in Need of Re-Teaching for African American Students Based on Unit Assessments

			Student Documentation.
March 19, 2021	All Option 1 Brick-and-Mortar and Option 3 Transitional Teachers	Option 1 Brick-and-Mortar Students and Option 3 Transitional Students	Contact parents of all students who earned an F for Quarter 3. Document in Student Documentation.
March 19, 2021	All Option 2 Virtual Teachers	Option 2 Virtual Students	Contact parents of students who have completed less than 30% at the end of Quarter 3. Document in Student Documentation.

**9<sup>th</sup> & 10<sup>th</sup> ELA, Algebra 1, Geometry, U.S. History & Biology**  
**Tier I**

9<sup>th</sup> Grade ELA

Date	Person(s) Responsible	Action
February 5, 2021	9 <sup>th</sup> Grade ELA teachers, 9 <sup>th</sup> Grade ELA Department Chair, Yvonne Gittens, overseeing	All Option 1 Brick-and-Mortar and Option 3 Transitional students take a District Assessment.
February 8, 2021	Instructional Reading Coach, Meghan Teachout	Pull PowerBI report of students who still have not taken a District Assessment and notify individual teachers.
February 11, 2021	9 <sup>th</sup> Grade ELA teachers	Contact parents of students who lack a District Assessment score and document in Student Documentation in Focus.

### 10<sup>th</sup> Grade ELA

Date	Person(s) Responsible	Action
February 5, 2021	10 <sup>th</sup> Grade ELA teachers, 10 <sup>th</sup> Grade ELA Department Chair, Kristin Wiley, overseeing	All Option 1 Brick-and-Mortar and Option 3 Transitional students take a District Assessment.
February 8, 2021	Instructional Reading Coach, Meghan Teachout	Pull PowerBI report of students who still have not taken a District Assessment and notify individual teachers.
February 11, 2021	10 <sup>th</sup> Grade ELA teachers	Contact parents of students who lack a District Assessment score and document in Student Documentation in Focus.

### Algebra I

Date	Person(s) Responsible	Action
February 5, 2021	Algebra 1 teachers, Math Department Chair, Mary Stephany Hiller, overseeing	All Option 1 Brick-and-Mortar and Option 3 Transitional students take a District Assessment.
February 8, 2021	Instructional Math Coach, Mary Stephany Hiller	Pull PowerBI report of students who still have not taken a District Assessment and notify individual teachers.
February 11, 2021	Algebra I teachers	Contact parents of students who lack a District Assessment score and document in Student Documentation in Focus.

### Geometry I

Date	Person(s) Responsible	Action
February 5, 2021	Geometry teachers, Math Department Chair, Mary Stephany Hiller, overseeing	All Option 1 Brick-and-Mortar and Option 3 Transitional students take a District Assessment.
February 8, 2021	Instructional Math Coach, Mary Stephany Hiller	Pull PowerBI report of students who still have not taken a District Assessment and notify individual teachers.
February 11, 2021	Geometry teachers	Contact parents of students who lack a District Assessment score and document in Student Documentation in Focus.

### U.S. History

Date	Person(s) Responsible	Action
February 5, 2021	U.S. History teachers, Social Studies Department Chair, Victoria Bayless, overseeing	All Option 1 Brick-and-Mortar and Option 3 Transitional students take a District Assessment.
February 11, 2021	U.S. History teachers	Contact parents of students who lack a District Assessment score and document in Student Documentation in Focus.

### Biology

Date	Person(s) Responsible	Action
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	February 5, 2021	Biology teachers, Science Department Chair, John Martin, overseeing	All Option 1 Brick-and-Mortar and Option 3 Transitional students take a District Assessment.	
	February 11, 2021	Biology teachers	Identify the Biology 100 students. Complete the Biology 100 electronic form through Microsoft Teams for each student. The Biology 100 students are the top 100 students who have the biggest impact on the Biology EOC outcome. The Biology 100 is determined using District Assessment data to identify bubble students.	
<b>Tier 2</b> 9 <sup>th</sup> & 10 <sup>th</sup> Grade ELA				
	Due Date(s)	Person(s) Responsible	Student Group	Action
	February 9, 2021	Instructional Reading Coach, Meghan Teachout	Brick-and-Mortar students with a Unit Weighted Assessment (UWA) of less than 54.3 for 9 <sup>th</sup> grade and 51.9 for 10 <sup>th</sup> grade who were on either Option 2 or	Provide Karin Hammler with student information to set up iReady Reading access.

			Option 3 for Semester 1	
	February 10, 2021	Principal Shawn O'Keefe	Option 2 Virtual and Option 3 Transitional Students	Robocall inviting students to attend <b>VBHS Small Gym Student (SGS) Center.</b>
	February 10 – March 12, 2021	Instructional Reading Coach, Meghan Teachout	Brick-and-Mortar students with a Unit Weighted Assessment (UWA) of less than 54.3 for 9 <sup>th</sup> grade and 51.9 for 10 <sup>th</sup> grade were on either Option 2 or Option 3 for Semester 1	Comprehensive Intervention Program for 100 minutes a week during students' elective blocks.
	February 10 – March 12, 2021	9 <sup>th</sup> Grade ELA Option 1 Brick-and-Mortar and Option 3 Transitional teachers	Brick-and-mortar students with a UWA of less than 55 who were on Option 1 during the 2 <sup>nd</sup> Quarter.	Provide in-class Tier 2 Interventions. Document interventions via electronic form.
	February 11 – March 12, 2021	Instructional Reading Coach, Meghan Teachout	Option 2 Virtual and Option 3 Transitional Students who attend <b>VBHS Small Gym Student (SGS) Center.</b>	Provide goal setting, targeted small group instruction, tutoring, iReady, District Assessment testing.
	March 15, 2021	Instructional Coaches, Mary Stephany	Brick-and-Mortar students with a Unit	Reflect and evaluate the intervention program and

		Hiller and Meghan Teachout	Weighted Assessment (UWA) of less than 54.3 for 9 <sup>th</sup> grade and 51.9 for 10 <sup>th</sup> grade were on either Option 2 or Option 3 for Semester 1; Option 2 Virtual and Option 3 Transitional Students who attend <b>VBHS Small Gym Student (SGS) Center.</b>	determine which students have met proficiency and which students still need support. Instructional Coaches will report findings to Mr. O’Keefe for Quarter 4 planning.
	Algebra I			
	Due Date(s)	Person(s) Responsible	Student Group	Action
	February 9, 2021	Instructional Math Coach, Mary Stephany Hiller	Brick-and-Mortar students with a Unit Weighted Assessment (UWA) of less than 45.3 who were on either Option 2 or Option 3 for Semester 1	Provide Karin Hammler with student information to set up iReady Math access.
	February 10, 2021	Principal Shawn O’Keefe	Option 2 Virtual and Option 3 Transitional Students	Robocall inviting students to attend <b>VBHS Small Gym Student (SGS) Center.</b>

	February 10 – March 12, 2021	Instructional Math Coach, Mary Stephany Hiller	Brick-and-Mortar students with a Unit Weighted Assessment (UWA) of less than 45.3 who were on either Option 2 or Option 3 for Semester 1	Comprehensive Intervention Program for 100 minutes a week during students' elective blocks.
	February 10 – March 12, 2021	Algebra 1 Option 1 Brick-and-Mortar and Option 3 Transitional teachers	Brick-and-mortar students with a UWA of less than 45.3 who were on Option 1 during the 2 <sup>nd</sup> Quarter.	Provide in-class Tier 2 Interventions. Document interventions via electronic form.
	February 11 – March 12, 2021	Instructional Math Coach, Mary Stephany Hiller	Option 2 Virtual and Option 3 Transitional Students who attend <b>VBHS Small Gym Student (SGS) Center.</b>	Provide goal setting, targeted small group instruction, tutoring, iReady, District Assessment testing.
	March 15, 2021	Instructional Coaches, Mary Stephany Hiller and Meghan Teachout	Brick-and-Mortar students with a Unit Weighted Assessment (UWA) of less than 45.3 who were on either Option 2 or Option 3 for Semester 1;	Reflect and evaluate the intervention program and determine which students have met proficiency and which students still need support. Instructional Coaches will report findings to Mr. O'Keefe

			Option 2 Virtual and Option 3 Transitional Students who attend <b>VBHS Small Gym Student (SGS) Center.</b>	for Quarter 4 planning.
	Geometry I			
	Due Date(s)	Person(s) Responsible	Student Group	Action
	February 9, 2021	Instructional Math Coach, Mary Stephany Hiller	Brick-and- Mortar students with a Unit Weighted Assessment (UWA) of less than 43.6 for 9 <sup>th</sup> Grade or 46.9 for 10 <sup>th</sup> Grade who were on either Option 2 or Option 3 for Semester 1	Provide Karin Hammler with student information to set up iReady Math access.
	February 10, 2021	Principal Shawn O'Keefe	Option 2 Virtual and Option 3 Transitional Students	Robocall inviting students to attend <b>VBHS Small Gym Student (SGS) Center.</b>
	February 10 – March 12, 2021	Instructional Math Coach, Mary Stephany Hiller	Brick-and- Mortar students with a Unit Weighted Assessment (UWA) of less than 45.3 who were on	Comprehensive Intervention Program for 100 minutes a week during students' elective blocks.

			either Option 2 or Option 3 for Semester 1	
	February 10 – March 12, 2021	Geometry Option 1 Brick-and- Mortar and Option 3 Transitional teachers	Brick-and- mortar students with a UWA of less than 43.6 for 9 <sup>th</sup> Grade or 46.9 for 10 <sup>th</sup> Grade who were on Option 1 during the 2 <sup>nd</sup> Quarter.	Provide in- class Tier 2 Interventions. Document interventions via electronic form.
	February 11 – March 12, 2021	Instructional Math Coach, Mary Stephany Hiller	Option 2 Virtual and Option 3 Transitional Students who attend <b>VBHS Small Gym Student (SGS) Center.</b>	Provide goal setting, targeted small group instruction, tutoring, iReady, District Assessment testing.
	March 15, 2021	Instructional Coaches, Mary Stephany Hiller and Meghan Teachout	Brick-and- mortar students with a UWA of less than 43.6 for 9 <sup>th</sup> Grade or 46.9 for 10 <sup>th</sup> Grade who were on Option 1 during the 2 <sup>nd</sup> Quarter; Option 2 Virtual and Option 3 Transitional Students who attend <b>VBHS Small Gym</b>	Reflect and evaluate the intervention program and determine which students have met proficiency and which students still need support. Instructional Coaches will report findings to Mr. O’Keefe for Quarter 4 planning.

			<b>Student (SGS) Center.</b>	
	U.S. History			
	Due Date(s)	Person(s) Responsible	Student Group	Action
	February 3, 2021	Victoria Bayless	Students with gaps in content knowledge and in need of support as determined by District Assessments.	Develop Tier 2 Interventions.
	February 11, 2021	U.S. History Teachers	Students with gaps in content knowledge and in need of support as determined by District Assessments.	Contact parents. Invite to A2 tutoring with Andy Lewis. Document is Student Documentation.
	February 2021	Victoria Bayless	Students with gaps in content knowledge and in need of support.	Create a Canvas course/module for test prep and review.
	February 11 – March 12, 2021	Andy Lewis	Students with gaps in content knowledge and in need of support.	Provide tutoring and instruction each Wednesday from 5-7 at VBHS.
	March 15, 2021	Victoria Bayless, Social Studies Department Chair	Students with gaps in content knowledge and in need of support.	Reflect and evaluate the intervention program. Determine next steps for Quarter 4.
	April 2021	U.S. History Teachers	Students with gaps in content knowledge	Curate and facilitate Canvas module

			and in need of support.	for students on all 3 Options.
	Biology			
	Due Date(s)	Person(s) Responsible	Student Group	Action
	February 11 – March 12, 2021	Biology teachers	The Biology 100	Provide Tier 2 Interventions for the Top 100 students and document. Tier 2 Interventions for Biology 100 include: Parent Contact, Seat change to front of room, Invite personally to A2 Tutoring, Priority Questioning (Pick them first to answer high level questions), Data Chat, Small group instruction, Printed notes/ Structured notes
	March 15, 2021	John Martin, Science Department Chair	The Biology 100	Reflect and evaluate the intervention program. Determine next steps for Quarter 4.
11 <sup>th</sup> Grade Students				
<ul style="list-style-type: none"> <li>Objective: Ensure that all students in the 2018-2019 cohort graduate on or before May 2022.</li> <li>The VBHS MTSS team meets weekly. Instructional Coaches began reporting on juniors' progress in passing the ELA FSA and/or Algebra I EOC or obtain a concordant score.</li> </ul>				



	<ul style="list-style-type: none"> <li>The VBHS MTSS team developed a new protocol to encourage juniors to attend FSA make-up testing in February and SAT testing in March. Assistant Principal Vanessa Gonzalez is scheduling all juniors, including those on virtual or transitional models, for the SAT on March 3<sup>rd</sup>. She is also scheduling all juniors in need of a passing score on the ELA FSA and/or a Reading concordant score for the make-up ELA FSA in February. MTSS team members will contact all virtual and/or transitional juniors' parents or guardians by phone to inform them of testing dates.</li> </ul> <p>12<sup>th</sup> Grade Students</p> <ul style="list-style-type: none"> <li>Objective: Ensure that all students in the 2017-2018 cohort graduate on or before May 2021.</li> <li>The VBHS MTSS team meets weekly. Each week, the VBHS Graduation Coach and Instructional Coaches report on seniors who still need to pass the ELA FSA and/or Algebra I EOC or obtain a concordant score and what interventions have been given. The VBHS MTSS team</li> <li>The VBHS MTSS team developed a new protocol to encourage seniors to attend FSA make-up testing in February and SAT testing in March. Assistant Principal Vanessa Gonzalez is scheduling all seniors in need of the ELA FSA or a Reading concordant score for graduation will be signed up for the same ELA FSA make-up and on-campus SAT testing. Seniors in need of a passing Algebra I EOC or a Math concordant score for graduation will be signed up for the 3/3/21 SAT and for PERT testing in February. MTSS team members will contact all virtual and/or transitional seniors' parents or guardians by phone to inform them of testing dates.</li> <li>Guidance Director Jessica Wood and her guidance counselors have been reaching out to all seniors and their parents with graduation requirements that still need to be met. Jessica Wood is sharing data, documentation, and problem-solving with the MTSS team during weekly meetings.</li> <li>The MTSS team is developing a plan for home visits for seniors who are in danger of not graduating and unresponsive to contact efforts. Behavior Tech Francesca Privette is willing to provide home visits.</li> <li>The MTSS team is working to develop a testing schedule for virtual/transitional students after hours and/or on weekends.</li> </ul>
Standards Identified in Need of Re-Teaching	
Recommended Strategies	

#### Action Step 1.17

List of After School / Extended Learning Opportunities Offered to Improve Graduation Rates	<p>A2 Tutoring, SAT Prep Tutoring</p> <p>Provided Tues and Thursday 2-4 in Small Gym Student Center</p> <p>Wednesday 5-7.</p> <p>Transportation provided Tues and Thur. at 4pm</p>
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**Action Step 1.18**

	White		Black	
	#	%	#	%
Course Recovery – Behind in Credits	144	19.5%	107	23.7
Course Recovery – Student Participating in Course Recovery	104	36.5	100	35.1
Course Recovery – Eligible Students Enrolled		100%		100%

**Action Step 1.22**

Date of Reviews of School Counselor Contacts with African American Students Off-Track for Graduation	3/29-4/1 classroom presentations 4/5-4/9 Rising senior individual meetings 4/12-4/16 FLC classroom presentations MC individual rising junior meetings. 4/19-4/23 FLC individual meetings
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**Action Step 1.33**

Summary of summer programs developed to support and prepare African American secondary students for advanced courses	The SDIRC District Office coordinates summer programs for all grade levels.			
Number and percent of students enrolled in advanced coursework summer programs	White		Black	
	#	%	#	%

**Action Step 2.6**

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	MTSS -3/31, 4/7, 4/28
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Dr. Dupont from Tykes and Teens participates in weekly MTSS meetings, student data is reviewed. Ms. Dupont provides suggestions for teachers to use that incorporate culturally responsive practices.



**SDIRC School DataCom – Secondary**  
**Component: African American Achievement Plan 2020 - 2021**



**Date of DataCom:** Click or tap to enter a date.

**School:** Vero Beach High

**Action Steps:** 1.12, 1.16, 1.19, 1.20, 1.22, 1.23, 1.31, 1.37, 1.38

**Action Steps 1.12, 1.16, 1.19, 1.31, & 1.37**

Date(s) of School Level Review(s) of Performance, Progress, & Regression of African American Students	4/1, 4/7, 5/6
District Review Conducted of Academic Performance, Progress (e.g., course failures, concordant scores, GPA, advanced coursework) & Regression of African American Students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summary of Action Steps / Plan based upon Review of Performance, Progress, & Regression of African American Students (based upon District & School Level Reviews)	<p>Three periods of credit recovery offered throughout the day</p> <ul style="list-style-type: none"> <li>• After school credit recovery offered with transportation provided / Summer school credit recovery beginning June 3<sup>rd</sup></li> <li>• Counselors assign classes based off graduation requirements</li> <li>• Laptops handed out district wide for students with no computer access at home</li> <li>• PERT math sessions are scheduled for students that have not met their Algebra 1 Concordant score (PERT Boot Camp before test administered)</li> <li>• PERT tutoring scheduled for upcoming tests</li> <li>• SAT/ACT prep tutoring scheduled for after school with transportation</li> <li>• Students meet with graduation coach to sign up for ACT/SAT testing dates to meet ELA concordant score</li> <li>• Core Class tutoring provided T/W/TH with Transportation provided Tuesday/Thursday</li> <li>• The school will provide funding to low-income students that have exhausted all waivers for these examinations.</li> </ul>

**Action Step 1.38**

	Sixth/Ninth		Seventh/Tenth		Eighth/Eleventh	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA)	84	6.5	64	14		

**Action Steps 1.20, 1.22 & 1.23**

Date(s) of School Level Review of Student Progress Towards Graduation	5/1/2021 for 5/22 Graduation
District Review Conducted of Graduation Rate and Action Steps Implemented to improve graduation rate	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No



## SDIRC Quarterly Update Additional Action Steps – Secondary Component: African American Achievement Plan 2020 - 2021



**Last Date of Review:** Click or tap to enter a date.

**School:** Vero Beach High

**Action Steps:** 1.3, 1.6, 1.11, 1.14, 1.28, 1.29, 1.30, 1.33, 2.5, 2.9, 4.5, 4.6, 4.30, 4.31

### Action Step 1.3

Date(s) of Walk-Through to Observe Implementation of African American History Teachings	February 1 <sup>st</sup> – February 29
Summary of Observation(s)	2/26 Black community member invited to share experiences related to African American History with students. 9 speakers attended over 2 days.

### Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	The A2 program started in October after approval from the District. The A2 program will offer SAT prep, Peer to Peer Tutoring, Core Subject Tutoring and Extended Counseling hours. Announcements are made daily to inform students of the above opportunities. Transportation will be provided Monday, Tuesday and Thursday. A2 tutoring concluded on the week of May 10-14.				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	25	6	24	5	2
Total Percentage Breakdown of Participants by Race/Ethnicity	40	.09	38	.08	.03

\*Attach evidence of a parent work or extended learning activity for students.

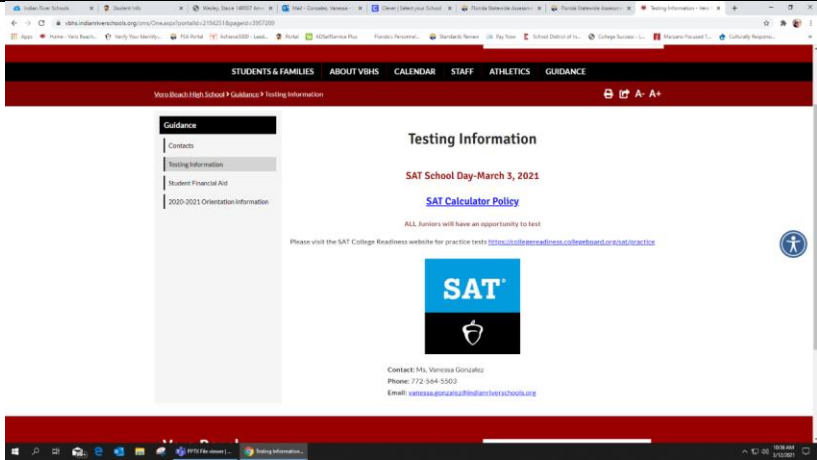
### Action Step 1.11

Date of Student Committee Meeting	4/6
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	A culminating meeting of the Superintendent's Student Advisory Council was held in April 2021 to share with students how the feedback that they had provided throughout the year on various topics (e.g., college planning, equitable access to activities) had been used or is planned on being used to make improvements in the school experiences of students. The Superintendent's Cabinet members were present at the session not only to share the work of their individual offices in this regard, but also to respond to questions students had. Also during this session, students participating on this year's council were recognized for their contributions to this body of work.

### Action Step 1.14

Date(s) of African American Achievement Student Council Meetings	First and Third Tuesday of each month
Summary of Needs Assessment Feedback and Modifications for Incorporation into Action Planning	Students (African American Student Council) wanted to assist in improving the overall culture on campus and shed light on our diverse student population. With that in mind, the AASC sponsored a Black History Month Door Decorating Contest (February), Question of the day for Women's History Month (March) and partnered with Administration to do morning announcements 3 days per week....

### Action Steps 1.28 & 1.29

	Black Students (#)	Black Students (% of Total Population of Black Students)
Students Participating in On-Site College Readiness Testing	SAT March 3 73 of 120 black students/juniors tested	61%
		

\*Attach schedule of events for workshops, website, parent conferences, SAT and ACT information.

\*Attach evidence of information provided at one of the scheduled events.

### Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	-Graduation 20-21				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	355	128	115		54
Total Percentage Breakdown of Participants by Race/Ethnicity	54%	20%	18%		.08%

### Action Step 1.36

	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number of Students in Advanced Coursework by Race/Ethnicity	1006	354	248		57
Total Percentage Breakdown of Students in Advanced Coursework by Race/Ethnicity	66.4%	61%	42.6%		27%
List of Supports Provided to Students Enrolled in Advanced Coursework:					

### Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	March-May 28 2021
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Select one:

- ☐ No out-of-school suspensions were assigned during this time frame.
- ☒ All out-of-school suspensions were pre-approved by a principal supervisor.

### Action Step 2.9

VBHS Peer FORWARD Program was initiated this year.	Number of Mentors	Number of Mentees
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Number of Student Participating in Peer Mentorship Program	7	0

Session	Date	Time	Hour(s)
College Coaching	Wednesday, October 7	3:30-8:15 pm	A 1-hour session for Seniors only
Writing Coaching	Thursday, October 8	4:00-6:00 pm	A 2-hour session for Seniors only
Leadership Development (LD)	Friday, October 23	9:00 am-2:15 pm	3 hrs. for Juniors; 5 hrs. for Seniors
Low and Tim	Saturday, October 24	9:00 am-12:45 pm	2.5 hrs. for Juniors; 4 hrs. for Seniors
LaVell- Support Coach 1			

Feb. 23 – In-Person Huddle

March 18 – Training Camp

April 9 – Peer Forward Collab Conversation

June 24-25 - Workshop

#### Action Steps 4.5 & 4.6

Number of African American students applying for the FFEA Scholarship Program	Future Educator of America chapter at VBHS was established this year 20-21. 0-information not available at this time
Number of African American students taking part in the IRSC Teacher Academy	0-information not available at this time

#### Action Step 4.30

Number of Applications for Education (i.e., teaching) Scholarships Completed by African American Students.	Information not available
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#### Action Step 4.31

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	0	0

1.11- extracurricular

