



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 2

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 January 5, 2023: ____SDO____ (initials)

VBHS has diligently focused upon our educational outcomes and experience for our African American student population significantly improving graduation rates as the greatest measure of our work. We have also cultivated improvements in school culture for these students, whereby opportunities for involvement are promoted and embraced by our AA students. We are in our 3rd year of success with our AA Student Council who have presented at district events. We have a large AA cheer squad called "VBHS Stomp and Shake" who perform at our pep-rallies, in our parade, and our basketball games. Our measures in place to improve academic outcomes for AA students are clearly outlined within our school improvement plan (SIP). We look forward to continuous improvement in the educational experience and outcomes for our African American student population.



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Quarter of the School Year: Choose an item.

Date of Summary: Click or tap to enter a date.

School: Click or tap here to enter text.

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)	12/13/22
Summary of Observation(s):	<p>11th Grade : ELA “How do words change the world?” Frederick Douglass Speech</p> <p>On July 5, 1852, Frederick Douglass addressed an audience at the Rochester (New York) Ladies’ Anti-Slavery Society. At a time when many people—some who were against slavery in principle—viewed the total abolition of slavery as a radical cause, Douglass pulled no punches in pleading his case.</p> <p>Composition Research Report Students briefly research how some enslaved people, including Douglass, learned to read. Then, write a one-page report for two different audiences, or readers.</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		
<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)

*Data should be retrieved from the Power BI 2022 – 2023 Scheduling App – ScheduleAudit.



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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>(i.e., August 1, 2022)</i>	10/11, 10/18, 10/25, 11/1, 11/8, 11/18, 11/29, 12/6, 12/13, 12/20.
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	<p>MTSS meets weekly, guidance counselors, graduation coach, academic coaches, success coach, school psychologist and admin to discuss at risk students.</p> <p>Testing Opportunities: ELA & Math Testing for Seniors that need a concordant, score to graduate. SAT- October 12th, 2022 ACT- November 7th, 2022 ALG or GEO EOC Retakes 12/12-12/19</p> <p>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.</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> :	10/11, 10/18, 10/25, 11/1, 11/8, 11/18, 11/29, 12/6, 12/13, 12/20.
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	IP Goal: Students will show a positive connection to school as evidenced by student attendance of 90% or higher during Q2, as well as a decrease in 22-23 Q2



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	<p>discipline compared to 21-22.</p> <p>Attendance Initiative- students with 100% attendance will receive Q2 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 & Support (PBIS) schoolwide expectations PRIDE- -PBIS Student of the Month -CHAMPS Classroom Activity Expectations</p> <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>
Achievement	
<p>Date(s) of Problem-Solving Session(s) for <u>Achievement</u>:</p>	<p>10/11, 10/18, 10/25, 11/1, 11/8, 11/18, 11/29, 12/6, 12/13, 12/20.</p>
<p>Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>:</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> <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 (%)
41%	35%

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>(i.e., August 1, 2022)</i>		
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):	Quarter 2 Impact review is scheduled for the week of January 10-19. Summary of the Action Steps will be provided in the Quarter 3 AAA Plan.	

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:	12/14/22	
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 (%)
173	603	29%



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<p>Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:</p>	<p>VBHS Website/ Athletics tab provides all necessary information regarding seasonal sports and requirements for athletics. https://vbhs.indianriverschools.org/athletics</p> <p>January 2023- Middle School Orientation Meetings for parents of incoming Freshman. Extracurricular Activities and Athletics are introduced and presented to families.</p> <p>VBHS social media pages by sport. (ie: @VBHSGirlsBball)</p>
<p>(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)</p>	<p>16</p>

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

<p>Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.</p>	
<p>Number of Interviews Conducted by the Interview Committee:</p>	<p>6</p>
<p>Percentage of Interviewers on Interview Committee by Race</p>	
<p>Black/African American (%)</p>	<p>White, Non-Hispanic (%)</p>
<p>25</p>	<p>50</p>
<p>(OPTIONAL) Additional information:</p>	



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AAAP Q2

Strategy AAAP 1.1

from *What to the Slave Is the Fourth of July?*

Frederick Douglass



Kuray Tahir/Digital Vision/Getty Images

On July 5th, 1852, one day after the holiday celebrating the formal adoption of the Declaration of Independence in 1776, the abolitionist Frederick Douglass gave a speech exploring the meaning of independence to an enslaved person. He wonders whether he could celebrate the idea of independence, when he himself was born into slavery. He asks his audience if he is meant to express gratitude for the benefits that enslaved people have experienced as a result of the independence of other citizens.

Would to God, both for your sakes and ours, that an affirmative answer could be truthfully returned to these questions! Then would my task be light, and my burden easy and delightful. For who is there so cold that a nation's sympathy could not warm him?

But that is not Douglass's purpose. Rather, he is sharply aware of the difference between those in the United States who have no freedom and those who have "high independence." As an escaped slave now living in the North, Douglass knows that his people living as slaves are not included in the anniversary of American independence

This version of the selection alternates original text with summarized passages. Dotted lines appear next to the summarized passages.

NOTES



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Strategy AAAP 1.3

Check & Connect assignments 2022-2023

Main Campus

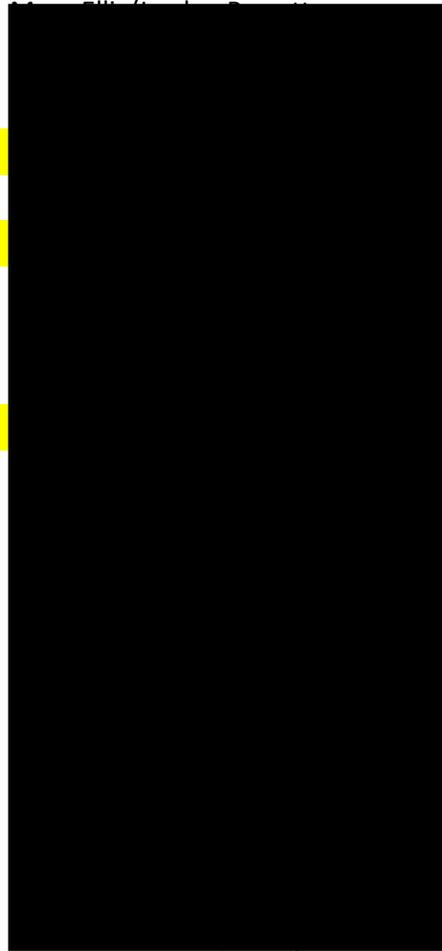
FLC





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

Strategy AAAP 2.2

[[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



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Strategy AAAP 3.1

[CLASS LINK](#)
[FOCUS](#)
[STAFF PORTAL](#)

Vero Beach High School

Advanced Placement and STEAM Program

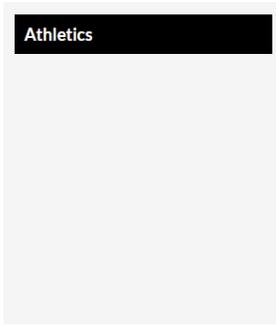
Main Campus: 1707 16th Street, FL 32960 P: 772-564-5600 F: 772-564-5553 |
 FLC: 1507 19th Street Vero Beach, FL 32960 P: 772-564-5800 F: 772-564-5679

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Vero Beach High School > Athletics

📄 🔗 A- A+



Vero Beach High School Athletics Fighting Indians

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