



## African American Achievement Plan 2022 -2023

### Assurances of Implementation of Strategies/Action Steps

**Quarter of the School Year: 4**

**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 June 14, 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?)

We finished the school year strong including many incentives newly in place for students to attend state testing sessions and try their best during their tests.



## African American Achievement Plan 2022 -2023

## Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 4

Date of Summary: June 9, 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)	5/8/23
Summary of Observation(s):	GRADE 11   UNIT 6: The Storyteller's Craft ESSENTIAL QUESTION: How are stories windows into real life? The Rockpile by James Baldwin After reading the text, students work in groups to analyze two types of third-person narrative point of view.

**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 & 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 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)	4/4, 4/11, 4/18, 4/25, 5/2, 5/9, 5/16
---	---------------------------------------



# African American Achievement Plan 2022 -2023

## Assurances of Implementation of Strategies/Action Steps

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- Spring Testing Window</p> <p>FAST ELA and BEST Algebra 1 &amp; PERT testing for Seniors that need a concordant score to graduate.</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> :	
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 Q4, as well as a decrease in 22-23 Q4 discipline compared to 21-22.</p> <p>MTSS meets weekly to discuss truancy and habitually absent students, referrals made to SDIRC district for home visits when applicable.</p>



# African American Achievement Plan 2022 -2023

## Assurances of Implementation of Strategies/Action Steps

	<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> :	4/4, 4/11, 4/18, 4/25, 5/2, 5/9, 5/16
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> <p>Grades: D &amp; F reports. Parent contact required 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>

**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.**



# African American Achievement Plan 2022 -2023

## Assurances of Implementation of Strategies/Action Steps

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 (%)
52%	37%

### 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)	5/22/23	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*	* 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):	<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>	

### 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:	Teacher checks for understanding during instruction- using formatives and monitoring strategies as posted on board.	
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 (%)
174	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.	



# African American Achievement Plan 2022 -2023

## Assurances of Implementation of Strategies/Action Steps

	<p><a href="https://vbhs.indianriverschools.org/athletics">https://vbhs.indianriverschools.org/athletics</a> VBHS Website/Athletic tab provides all necessary information regarding seasonal sports and requirements for athletics</p> <p>VBHS social media pages by sport (ie: VBHSGirlsBball)</p>
(SECONDARY ONLY) 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:	
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
25	50
(OPTIONAL) Additional information:	

### Strategy AAAP 1.1

The Rockpile | James Baldwin | Short Story

The short story takes place in Harlem, the New York City neighborhood where James Baldwin grew up.





# African American Achievement Plan 2022 -2023

## Assurances of Implementation of Strategies/Action Steps

### Strategy AAAP 1.3 Check & Connect assignments.

2022-2023 Main Campus



### 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:

*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*



## African American Achievement Plan 2022 -2023

### Assurances of Implementation of Strategies/Action Steps

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

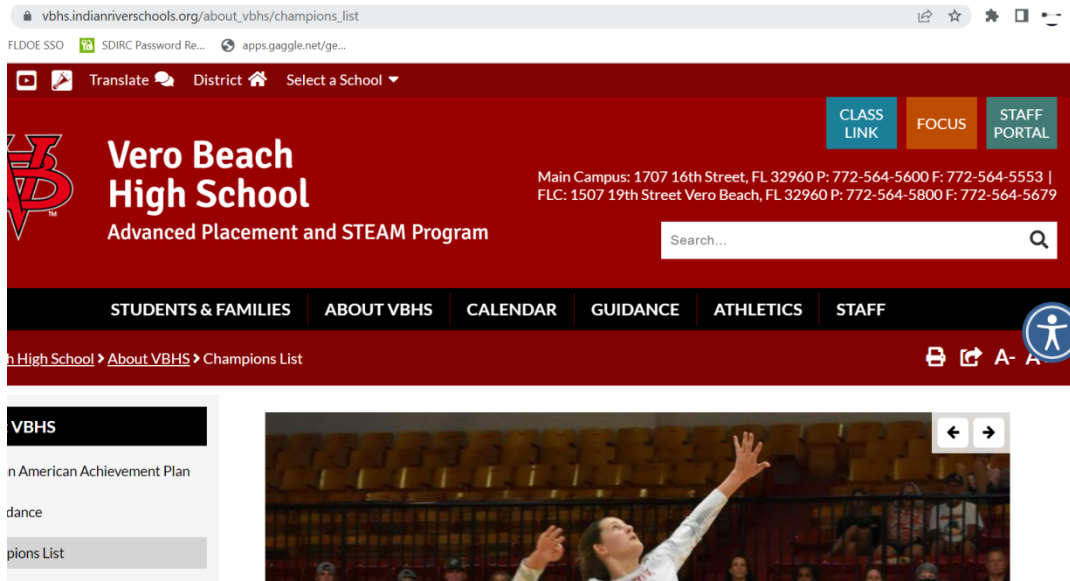
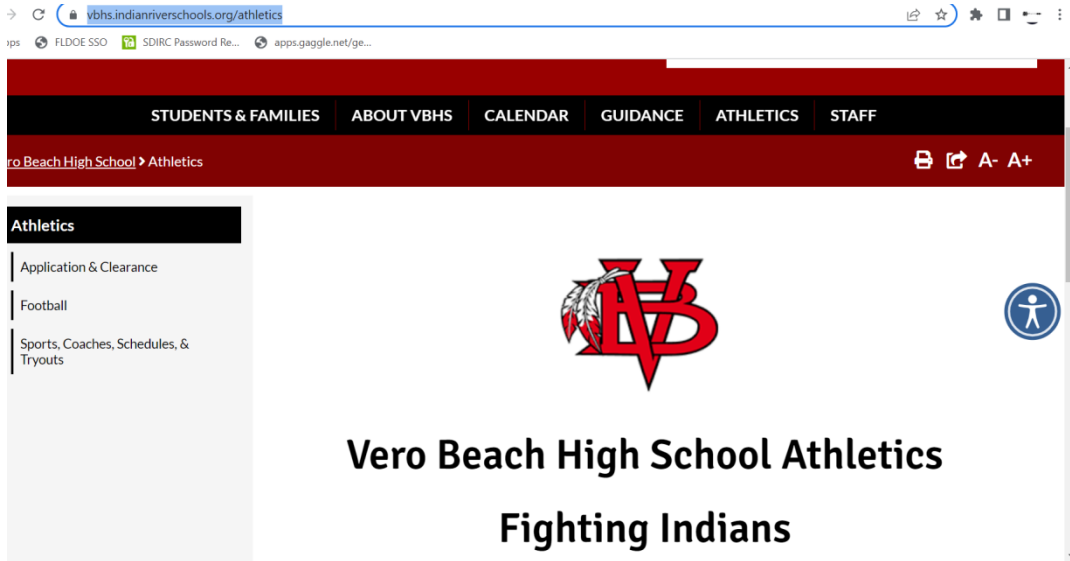
#### Strategy AAAP 3.1





# African American Achievement Plan 2022 -2023

## Assurances of Implementation of Strategies/Action Steps





# African American Achievement Plan 2022 -2023

## Assurances of Implementation of Strategies/Action Steps

