

School District of Indian River County

Vero Beach High School

**African American
Achievement Plan**

2020-2021

6500 57th St Vero Beach, FL 32967

772-564-3000

Updated as of September 11, 2020

Barriers

This document identifies barriers to the academic progress and equitable discipline and assignment to special programs for African American students and identifies goals to determine whether improvements in these areas are realized when compared to White students in the District. Additionally, strategies/action steps to address the identified barriers and achieve the intended goals are explicitly outlined in this document.

The barriers addressed in this plan include:

1. Lack of instructional staff mirroring the demographics of the student population
2. Need for comprehensive training and accountability for applied practice in culturally responsive instructional strategies
3. High Impact teachers are not strategically placed at low performing schools
4. Need for an explicit action plan to drive change to improve equitable instructional and disciplinary practices districtwide
5. Need for data-driven allocation of school-based resources
6. Need for increased access and support to enroll students in advanced coursework
7. Need for increased consistency in the quality and implementation of Tier 1 behavioral supports
8. Need for increased skills in cultural competency to foster positive relationship building between educators and students
9. Need for increased awareness of implicit bias and impact on behavioral dynamics and interactions
10. Need for increased culturally relevant instructional practices in Tier 1 instructional frameworks
11. Need for consistent accountability related to strategic actions and supports for the achievement of African American students
12. Need for additional academic support for African American students to achieve mastery
13. High cost of living

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	<p>1.3 A. Develop and implement a curriculum matrix that integrates African American History teachings in grades K-12 that is included in the curriculum map.</p> <p>B. Provide district training for administrators and district staff related to matrix implementation, monitoring, and look-fors in classrooms</p>	<p>Curriculum Matrix document posted on District website</p> <p>Documentation of district planning support to schools</p>	<p>October 16, 2020</p> <p>October 16, 2020 January 21, 2021 March 12, 2021</p>	<p>Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Principals</p>	Academic Success
	<p>Implementation Steps:</p> <p>VBHS:</p> <p>A. African American History as a course option for students.</p> <p>B. Look-fors in classrooms will be discussed during department meetings, department chair meetings, and administration meetings.</p>	<p>Conduct quarterly Classroom walk throughs to ensure integration into classroom instruction and provide written report of feedback</p>	<p>October 16, 2020 January 21, 2021 March 12, 2021</p>		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	1.4 Monitor elementary school principals to ensure that African American students who are not kindergarten ready per the Florida Kindergarten Readiness Screener (FLKRS), or who show a substantial deficiency in reading in grades K-2 per i-Ready, targeted reading intervention as defined by the district reading plan.	<p>Number and percentage of qualified students receiving targeted reading interventions</p> <p>Principals conduct data chats and create school- based action plans which includes adjustments to instructional support based on student progress</p>	<p>1st of Every Month</p> <p>1st of Every other Month</p>	<p>Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals</p>	
	<p>Implementation Steps: VBHS: Will look for improved outcomes for these students when they enter high school.</p>	<p>Quarterly i-Ready reports of progress of African American students' growth in K-2</p>	<p>October 16, 2020 January 21, 2021 March 12, 2021</p>		Academic Success

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	<p>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.</p> <p>B. Provide ongoing monitoring and support of each school's implementation of the School Improvement Plans.</p>	<p>Peer Reviews of School Improvement Plans with principals</p> <p>Approved School Improvement Plans detailing resource allocations</p>	<p>October 31, 2020</p> <p>October 31, 2020</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals</p>	Academic Success
	<p>Implementation Steps:</p> <p><i>VBHS: Will increase yearly spending for African American Achievement in order to increase funding for after school academic tutoring and transportation. Funding will also be located for enrichment field trips to colleges for African American Juniors. VBHS will work with stakeholders to review data, set goals, and create an action plan and monitor African American student progress. Our mission statement will be adjusted to include a more specific commitment to African American students.</i></p> <p><i>While VBHS ESSA data showed significant improvement for African American student outcomes with ESSA and graduation rate at 88.5%, additional funding for after school tutoring has been secured from SAC \$5000 to provide buses for students to ride home who otherwise could not stay after school.</i></p>	<p>Quarterly reviews of the School Improvement Plan</p> <p>Quarterly impact review action plan</p> <p>Comprehensive data reviews to Cabinet and requested support for progress needed</p>	<p>October 16, 2020 January 21, 2021 March 12, 2021</p> <p>October 16, 2020 January 21, 2021 March 12, 2021</p> <p>October 16, 2020 January 21, 2021 March 12, 2021</p>		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6, 9, 12	1.6 Ensure that the District provides African American students the opportunity to participate in extended learning opportunities for remediation and enrichment. These opportunities will be communicated to parents and guardians.	Rosters with number of students attending Extended Learning Opportunities Evidence of parent workshops, school site activities, etc.	October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021	Scott Bass, Deputy Superintendent; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Cynthia Emerson, Director of Instructional Innovation; Principals	Academic Success
	<p>Implementation Steps:</p> <ul style="list-style-type: none"> September 2020: <p>VBHS has developed additional after school tutoring opportunities for African American students with communications delivered to parents of such opportunities in:</p> <ul style="list-style-type: none"> Biology Algebra Geometry ELA <p>For participation, students are identified by progress with GPA, course recovery, and assessments needed for graduation. Announcements are made daily as well as fliers and connect calls to parents. In order to encourage participation, after school snacks will be provided. For enrichment, VBHS will coordinate several field trips to state colleges for current Juniors to attend in order that they may experience a college campus firsthand and become familiar with the application and financial aid processes.</p>	Documentation of Parent/Guardian Communication of remediation and enrichment opportunities by the Director of Instructional Innovation Documentation of expanded Extended Day Program offerings at each site by certified classroom teachers for daily enrichment or remediation support Utilize partnerships to offer scholarships to Moonshot tutoring at extended day for students in need at identified pilot sites.	October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.7 Create and implement a plan to increase balance in student enrollment by race at each school to ensure African American students assigned to individual schools are consistent with the percentage of African American students represented in the District, within a range of plus or minus nine percentage points.	District student Enrollment Plan with current school enrollment as of Survey 2 and 3 with percentage of African American students represented at individual schools.	October 31, 2020 February 28, 2021	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Cynthia Emerson, Director of Instructional Innovation; Principals	Equity, Culture, & Climate
	Implementation Steps: <ul style="list-style-type: none"> • October 2020 VBHS will participate in the School Choice Expo showcasing our school choice options Unique to VBHS. 	School-based action plans with specific strategies implemented to increase African American enrollment. School Choice Expo Evidence of targeted awareness and application drives regarding Magnet/choice school enrollment for underrepresented student populations	October 31, 2020 October 17, 2020 January 31, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.11 Develop a process to identify the current needs and supports for equitable participation in extracurricular activities (e.g., cheerleading, lacrosse, soccer and orchestra).	<p>Methodology and documentation of extracurricular activities at each school by race</p> <p>Provide training to coaches on culturally responsive practices – PD rosters, materials, and feedback survey results</p> <p>School-based action plans to ensure equitable participation in extracurricular activities</p>	<p>October 31, 2020 January 8, 2021 March 31, 2021 May 31, 2021</p> <p>September 15, 2020</p> <p>September 30, 2020</p>	<p>Scott Bass, Deputy Superintendent; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Eric Seymour, Director of Advocacy, Athletics, & Student Activities; Cynthia Emerson, Director of Instructional Innovation; Principals</p>	Communication & Engagement
	<p>Implementation Steps: <i>VBHS will gather data to show current level of participation of African American students in extracurricular activities and develop measures by which to increase participation through awareness, activity bus transportation, and ongoing mentor support for participating African American students.</i></p> <ul style="list-style-type: none"> • <i>Enrollment number will be gathered.</i> • <i>Counselors and administrators will identify and encourage interested students to try</i> 	<p>District Recruitment plan for increasing equitable representation of African American students</p> <p>Results of student committee meetings to share opportunities to diversify extracurricular activities</p> <p>Distribute marketing materials across the community with information about upcoming opportunities (tryout dates, cost, etc.)</p> <p>District will ensure fundraising is taking place to mitigate costs for students who encounter this barrier</p>	<p>November 1, 2020</p> <p>October 31, 2020 January 8, 2021 March 31, 2021 May 31, 2021</p> <p>December 18, 2020</p> <p>October 16, 2020 January 21, 2021 March 12, 2021</p>		

	<p><i>out for extracurricular activities.</i></p> <ul style="list-style-type: none"> • <i>Meetings with coaches will be held to ensure that students are judged by the same criteria when trying out for various extracurriculars.</i> • <i>Administrators oversee the tryout processes.</i> • <i>Administrators are available as mentor supports.</i> 				
--	---	--	--	--	--

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.12 Create data review sessions with school principals to review subgroup data, which includes a discussion on the progress monitoring of African American students. Plans of action will be implemented after each session.	District-level, School-level, Grade-level/Content area Data chats and agenda	October 16, 2020 January 21, 2021 March 12, 2021	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability & Virtual Education; Principals	Equity, Culture, & Climate
	Implementation Steps: <i>VBHS: Data review sessions will take place during department chair meetings every second Tuesday of the month.</i>	Quarterly Progress monitoring data	October 16, 2020 January 21, 2021 March 12, 2021		
	<i>Sub-group data, and progress monitoring of African American students and plans of action will be established and reviewed.</i>	Quarterly review of Plans of action	October 16, 2020 January 21, 2021 March 12, 2021		
		Impact Reviews	October 16, 2020 January 21, 2021 March 12, 2021		
		Power BI Dashboard Review	October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
10, 11	1.13 Provide support to teachers and administrators on the use of real-time data specific to African American students in order to have effective data chats and plan targeted support for improved learning.	Progress monitoring data	September 15, 2020	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability and Virtual Education; Principals	Academic Success
	Implementation Steps: VBHS: Professional Development for all staff on software that allows teachers to pull real-time data specific to African American students for data chats. <ul style="list-style-type: none"> • Power Bi • Baseball Card 	Training and support materials provided to teachers and administrators	September 15, 2020		
		Power BI training with rosters, materials, feedback	October 16, 2020 January 21, 2021 March 12, 2021		
		Evidence of leadership teams using Power BI to monitor the impact of instruction	October 16, 2020 January 21, 2021 March 12, 2021		
	Data chat tools	October 16, 2020 January 21, 2021 March 12, 2021			
	Evidence of classroom-based progress monitoring	October 16, 2020 January 21, 2021 March 12, 2021			

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
10, 11	1.14 Each secondary principal will engage with the African American Student Council to conduct a needs assessment to identify opportunities for improvement and monitor progress of African American students in order to create a school-site plan.	Principal meeting agenda with next steps, membership rosters and collected feedback	October 31, 2020 January 8, 2021 March 31, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	<p>Implementation Steps:</p> <ul style="list-style-type: none"> September 2020 <p>VBHS: Principal will create an African American Student Counsel with representatives from each grade level to meet monthly to gather feedback on the impact of supports for African American students on VBHS campuses.</p> <p>A well-rounded representation of students will be selected to include as a mix of students who have experienced successes academically, athletically, socially, as well as those identified who could use more encouragement in finding success opportunities.</p>	<p>Summary of needs assessment</p> <p>Evidence of meeting with students and updates and modifications to the school-site plan</p>	<p>October 31, 2020 January 8, 2021 March 31, 2021</p> <p>October 31, 2020 January 8, 2021 March 31, 2021</p>		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
10, 12	1.15 High school instructional staff and administrators will identify the specific standards from Unit Assessments in English, Mathematics, Biology, and U.S. History by race to support schools in identifying course concepts / standards that need to be re-taught to improve mastery for African American students and reduce the likelihood of course failures.	Quarterly Impact Review Action Plans	October 16, 2020 January 21, 2021 March 12, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	<p>Implementation Steps: VBHS will conduct Data Chats to determine specific standards from all unit assessments by race to identify the course standards/concepts that need remediation to improve mastery for African American Students and thereby reduce their course failures.</p> <ul style="list-style-type: none"> • Each administrator, school counselor, AP coordinator, and graduation coach will work with 3 to 4 African American students who may need additional support to improve performance on specified standards students are struggling with. • Training for teacher on differentiation so that students who need remediation get the help during class that they need when they are struggling. • Keep our focus on the needs of struggling students with 	Common planning sessions	1 st of Every Month		
		Instructional Coach providing modeling and feedback	1 st of Every Month		
		Quarterly Classroom walk through	October 16, 2020 January 21, 2021 March 12, 2021		
		Documented support of interventions and strategies provided to teachers from principals	October 16, 2020 January 21, 2021 March 12, 2021		

	<p><i>implementation of curriculum, and for teachers needing further assistance with strategies to reach struggling students.</i></p> <ul style="list-style-type: none">• <i>Setting clear, “no excuses” goals for teaching and learning.</i>• <i>Monitoring will be accomplished as part of ongoing Impact Review processes.</i>				
--	--	--	--	--	--

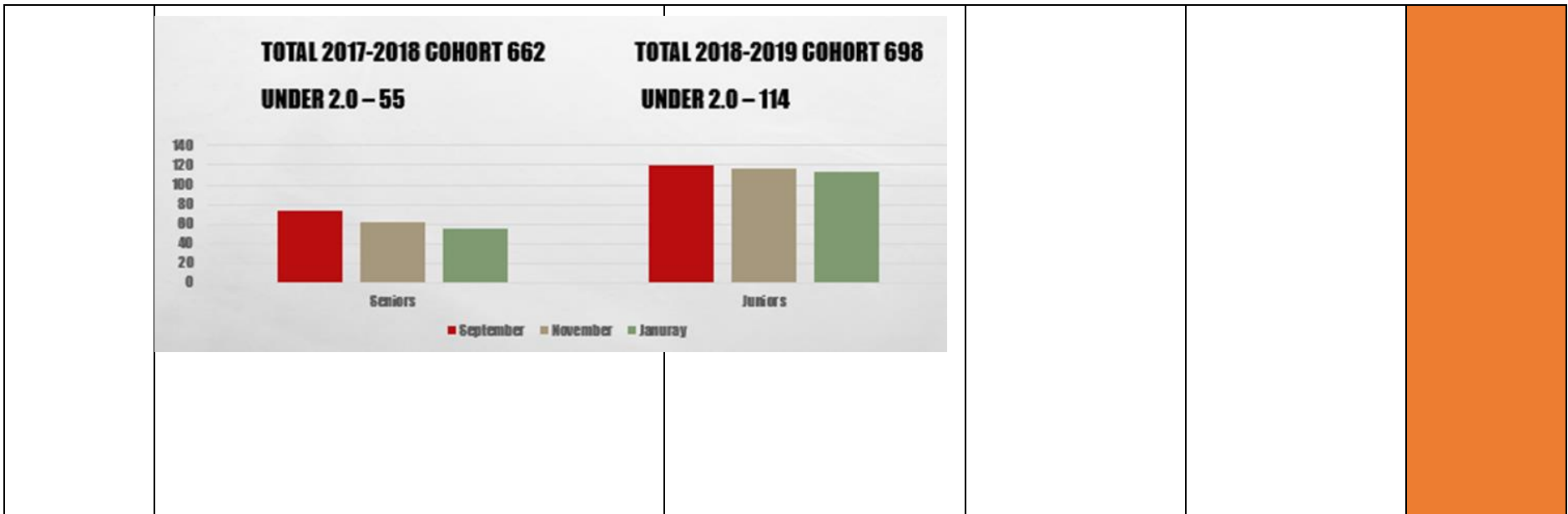
Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	<p>1.16 School leadership teams will use the Florida Early Warning Indicators as displayed in Unify to develop and support interventions for African American students who are not on track to graduate. Data will include attendance below 90%, one or more suspensions, course failure in ELA or Math, and Level 1 on a statewide assessment.</p>	<p>School leadership team's monthly data chats/MTSS with action plan</p>	1 st of Every Month	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals</p>	Academic Success
	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • September 2020: VBHS will conduct data chats and hold MTSS meetings using the Florida Early Warning Indicators through Unify to develop and support interventions for African American Students who are not on track to graduate. Data will include attendance, discipline, course failure for ELA and Math, and state assessment concerns. Data team will consist of 2 or more administrators, guidance counselors, teachers/department chairs. 	<p>Monitoring data from Unify and Power BI by teachers, school counselor and instructional coaches to create individualized student plans</p> <p>Providing mentors to students who have been identified on the Early Warning Indicator list</p>	<p>1st of Every Month</p> <p>1st of Every Month</p>		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	<p>1.17 School leadership teams (including the Graduation Coach and School Counselors) will monitor African American students who are not on track to graduate (data include early warning indicators [K-12], credits earned, core course failures, FSA 10th Grade ELA results and FSA ALG 1 EOC results) and provide an opportunity to participate in after school and summer extended learning opportunities (ELO). Employ recruitment and targeted resource strategies, including partnering with the community, to increase attendance for African American students in all extended learning programs.</p>	Rosters of after school and summer extended learning opportunities	1 st of Every Month	Scott Bass, Deputy Superintendent;	Academic Success
	<p>Implementation Steps: <i>VBHS will develop after school and summer extended learning opportunities for African American students along with incentives for participation including snacks and transportation. African American Students who are not on track for graduation will be identified for participation. Targeted resources will be used to increase attendance in extended learning opportunities.</i> <i>We have a report created in FOCUS that pulls all African American students, course history GPA, credits, and current course grades. We pull the report frequently to check student progress.</i></p> <ul style="list-style-type: none"> • <i>Phone calls home conveying opportunities by teachers, guidance and administration</i> • <i>Scheduling options/flexibility provided to support home situations</i> • <i>Rewards / Praise Phone calls home by teachers, guidance and administration</i> 	Individual Student Action Plan in Focus folder	1 st of Every Month	Richard Myhre, Assistant Superintendent of Curriculum & Instruction;	
Graduation Coach and School Counselors	1 st of Every Month	Kelly Baysura, Director of Academic Success;	Principals		
Graduation Monitoring Plan and Individual Student Action Plan					

	<ul style="list-style-type: none"> • <i>Counseling sessions with graduation coach, guidance, and/or administration</i> <p><i>For attendance:</i></p> <ul style="list-style-type: none"> • <i>In August, during the five day and 10-day count, students missing school (unexcused absences) were called by administration, guidance, and behavior intervention specialist.</i> • <i>Home visits were conducted after the tenth day.</i> • <i>Some students were provided non-traditional options such as: Home School, Smart Horizons, St. James Academy</i> • <i>Withdrawal paperwork left for students where contact was not made</i> • <i>A number of students withdrawn due to parent/emergency contact</i> • <i>Phone calls home by teachers, guidance and administration</i> • <i>Referrals about attendance concerns sent to Attendance Office Eric Seymour and BIS Fran Privette</i> • <i>Behavior/Attendance agreement in place for some students</i> • <i>Scheduling options/flexibility provided to support home situations</i> • <i>New Withdrawal Form Created</i> • <i>Counseling sessions with graduation coach, guidance, and/or administration</i> 				
--	--	--	--	--	--

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	<p>1.18 Ensure African American students who have not met course requirements for graduation are participating in "in- school" credit recovery classes to recover failed core courses and raise grade point averages to meet graduation requirements.</p>	<p>Number and Percentage behind in credits, GPA</p>	<p>1st of Every Month</p>	<p>Scott Bass, Deputy Superintendent;</p>	<p>Academic Success</p>
	<p>Implementation Steps: VBHS guidance counselors will closely monitor African American students who have not met course requirements for graduation and enroll them in "in-school" credit recovery classes to increase GPA and course success. Students are scheduled into credit recover labs during the day, we provide opportunities for them to complete before school, during lunch, and after school as well. For progress Monitoring: We have a report created in FOCUS that pulls all African American students, course history GPA, credits, and current course grades. We pull the report frequently to check student progress.</p> <ul style="list-style-type: none"> <i>Guidance Counselors and Grad Coach work with Students to walk through the registration process of the SAT/ACT and the PERT. Grad Coach keeps ACT/SAT binder for students in case they lose their admission ticket before testing days</i> <i>Admin has set money aside to pay for SAT/ACT testing for African American students who have used up their waivers.</i> 	<p>Number and Percentage of students in credit recovery and eligible students who are enrolled</p>	<p>1st of Every Month</p>	<p>Richard Myhre, Assistant Superintendent of Curriculum & Instruction;</p>	
		<p>School counselors and graduation coaches will hold monthly meeting to review student progress and provide next steps</p>	<p>October 16, 2020 January 21, 2021 March 12, 2021</p>	<p>Kelly Baysura, Director of Academic Success; Principals</p>	<p>Equity, Culture, & Climate</p>
		<p>Documentation of parent contact by School counselor and graduation coaches</p>	<p>1st of Every Month</p>		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	1.19 Collaborate with high school principals and graduation coaches to monitor and create an action plan to increase the achievement of identified students for course failures, concordant scores for ELA and Algebra 1, GPA, and advanced coursework.	High School principals and graduation coach's documentation of action steps in action plans	October 16, 2020 January 21, 2021 March 12, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	<p>Implementation Steps: <i>Course failures are pulled at the end of each marking period and students are called in to discuss options to recover or improve grade. Teachers are sent lists of students who still have not met the assessments for graduation and periodically reminded to work with them towards meeting their assessment goals.</i></p> <p>VBHS: Administrators will monitor teacher failure rates for African American students and address concerns that may arise. Guidance counselors will monitor course failures, required testing for graduation, as well as monitoring student's accumulation of an acceleration component accomplished within their 4 year of HS. VBHS will assist African American students by:</p> <ul style="list-style-type: none"> <i>Scheduling Level 1 math students to receive remedial instruction.</i> <i>Scheduling PERT sessions</i> <i>Math teacher Malik Bailey will provide PERT tutoring</i> <p>Preparing during instructional time and before testing.</p>	Monitor progress reports	October 16, 2020 January 21, 2021 March 12, 2021		
Review progress of students in all three educational options	October 16, 2020 January 21, 2021 March 12, 2021				
Provide enrichment opportunities to students before or after school	1 st of Every Month				



Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	<p>1.20 Develop a training for school counselors to facilitate conversations with students who are not on track to graduate, review options for graduation, meet graduation requirements and develop individual plans for students. Principals will meet with school counselors to review and monitor implementation of the plan.</p>	<p>Professional Development materials, roster, and feedback</p>	<p>January 8, 2021 May 31, 2021</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction;</p>	Talent Development & Support
	<p><i>Implementation Steps:</i> <i>VBHS: Ensure that all school counselors attend training and meet with at-risk students to develop plans for meeting graduation requirements. Principal will check progress of the plan with counselors and individual students.</i> <i>Counselors provide students who need an alternate path, a list of potential options that will allow them to meet their goals.</i></p> <ul style="list-style-type: none"> • <i>Counselors and Grad Coach Consistently monitor student grades and Credit Recovery progress</i> • <i>Tribe Tutoring</i> • <i>After school ALS Credit Recovery with Transportation provided</i> <p><i>Counselors have been and will continue to meet with Seniors for "graduation checks"</i> <i>ALS is being offered after school on Thursdays, with provided transportation, to help students recover credits and improve GPA.</i></p> <p><i>Chris Rahal will continue to assist students in signing up for SAT/ACT opportunities and inform students regarding waivers for these tests.</i> <i>Additionally, the school will provide funding to low</i></p>	<p>School counselors and graduation coaches documentation of number of meetings with students, content, and individualized student action plans</p> <p>Principal meets with school counselors and graduation coaches to review Power BI data dashboards and develop an action plan for the students who are not on track to graduate</p>	<p>January 8, 2021 May 31, 2021</p> <p>October 16, 2020 January 21, 2021 March 12, 2021</p>	<p>Dr. Colleen Lord, Director of Educator Quality; Kelly Baysura, Director of Academic Success; Robyn Bethel, Director of Student Services; Principals</p>	

	<p><i>income students that have exhausted all waivers for these examinations.</i></p> <p><i>The school will provide students an opportunity to take the Algebra 1 EOC and PERT test during the winter testing window.</i></p> <p><i>Student scheduling is foremost focused on ensuring graduation for every student.</i></p> <p><i>Graduation requirements are scheduled and monitored closely.</i></p> <p><i>“Tribe Tutoring” in place (last 3 school years consistently) where advanced students tutor any/all students needing help after school Monday- Friday.</i></p> <p><i>Funds are requested from SAC to provide after school transportation for students being tutored or working on course recovery (last 5 years consistently).</i></p> <p><i>C2G (Commit to Graduate) VBHS Administrative initiative in place (last 6 years consistently) whereby this school year on November 11th, an international motivation speaker has been hired to provide 2 assemblies to speak to students about commitment to graduation and beyond.</i></p> <p><i>Freshmen class will sign their C2G Banner at the event adding their signature along with the entire class to the Class of 2023 C2G Banner for display</i></p>				
--	---	--	--	--	--

on campus along with the other 3 current classes, until graduation day for their cohort where it will become part of their graduation ceremony, same as we do for all classes/cohorts.



Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
8	1.21 Implement motivational assemblies for students who are not on track to graduate, including Commit 2 Graduation, Hear My Story, etc.	Number of students participating and description of assembly	January 8, 2021 May 31, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Principals	Academic Success
	<p>Implementation Steps: VBHS will continue its implementation of C2G whereby freshmen make a commitment to graduate HS is a C2G Ceremony, which is then followed up by a nationally recognized motivational speaker (this plan has been in existence at VBHS for 6 year now and running).</p> <ul style="list-style-type: none"> 2018-19 National Motivational Speaker Clint Pulver was brought in for motivational assemblies. 2019-20 National Motivational Speaker Javier Sanchez was brought in for motivational assemblies. 	Dates assemblies took place, the materials provided and feedback survey from students	January 8, 2021 May 31, 2021		
	Graduation coaches will provide Documentation of monitoring of number of African American students on track to graduate	October 16, 2020 January 21, 2021 March 12, 2021			

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	<p>1.22 Principals will implement a plan that requires every school counselor and graduation coach to meet quarterly with African American students who are not on track to graduate and parents to discuss graduation needs and develop a plan to meet graduation requirements. The principal will meet with students to determine the impact of graduation support.</p>	<p>Principals will monitor the number and percent of students on track to graduate and create an individualized plan of support with the graduation coach and school counselor</p>	<p>October 31, 2020 January 8, 2021 March 31, 2021 June 1, 2021</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals</p>	Academic Success
	<p>Implementation Steps:</p> <ul style="list-style-type: none"> September 2020: <i>VBHS School Counselors will document quarterly meetings with African American students to discuss graduation needs. Principal will follow up with those students to check progress.</i> <i>Counselors currently meet quarterly with students who are not on track.</i> <i>Guidance Counselors and Grad Coach work with Students to walk through the registration process of the SAT/ACT and the PERT. Grad Coach keeps ACT/SAT binder for students in case they lose their admission ticket before testing days</i> <i>Admin has set money aside to pay for SAT/ACT testing for students who have used up their waivers</i> 	<p>School counselors, and Graduation Coaches will meet quarterly with students who are not on track to graduate and provide documentation of monitoring and implementation of individualized student support</p>	<p>October 16, 2020 January 21, 2021 March 12, 2021</p>		Communication & Engagement

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.23 The district will have a plan to monitor and support high school graduation rate plans.	District will monitor monthly each principal's graduation rate plan to ensure fidelity of implementation	October 16, 2020 January 21, 2021 March 12, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	<p>Implementation Steps:</p> <ul style="list-style-type: none"> September 2020: <i>VBHS: will continue to guide and counsel students who ask for withdrawal from school by exploring all options available with parent and student. Every effort will be made to establish a "good code" for withdrawal. Students are closely tracked during survey periods to review all withdrawals for accuracy. Students who have withdrawn but have not followed through with graduation options are invited to return to school with a graduation plan. Thorough review of all cohort students and graduation status occurs with specific action step applied to ensure graduation outcomes for all.</i> <p><i>Graduation Rates are continuously monitored all school year. Counselors have been and will continue to meet with Seniors for "graduation checks"</i></p> <p><i>For all student meetings, counselors are provided a spread sheet that has all the graduation requirements on it and their progress towards their goals. For</i></p>	District quarterly impact reviews with principals to review Power BI graduation data	October 16, 2020 January 21, 2021 March 12, 2021		

	<p><i>seniors, letters and parent contacts are made a minimum of 3 times a year.</i></p> <ul style="list-style-type: none"> · <i>ALS is being offered after school on Thursdays, with provided transportation, to help students recover credits and improve GPA.</i> · <i>Chris Rahal will continue to assist students in signing up for SAT/ACT opportunities and inform students regarding waivers for these tests. Additionally, the school will provide funding to low income students that have exhausted all waivers for these examinations.</i> · <i>The school will provide students with opportunities to PERT Math during testing windows.</i> <ul style="list-style-type: none"> • <i>Chris Rahal will continue work with the Mr. Malik Bailey, and the Math Department to provide tutoring prior to the PERT test. (Huge success)</i> 				
--	--	--	--	--	--

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.25 School counselors will implement universal screening for gifted identification for all students prior to 4th grade across all District elementary schools utilizing procedures outlined in the state-approved District plan for increasing underrepresented populations in gifted.	Universal Screening Implementation Results	September 30, 2020 December 1, 2020 March 1, 2021 May 3, 2021	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Robyn Bethel, Director of Student Services; Matina Pappalardo, Director of Exceptional Student Education; Principals	Academic Success
	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • September 2020 <p>Review current enrollment of students identified as gifted.</p> <p>Review schedules to ensure the best course options for academic success have been chosen.</p>	Principals will ensure the implementation of universal screening is conducted with fidelity	October 30, 2020 January 29, 2021 March 31, 2021 May 28, 2021		
		Principals will monitor evidence of prioritization practices of guidance in testing of minority students	November 30, 2020		Equity, Culture, & Climate

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	<p>1.28 Monitor procedures to ensure equitable access for African American students to on-site, college readiness testing in every high school (PSAT, ACT, SAT, PERT).</p> <p>Implementation Steps: VBHS: Will continue testing for PSAT, ACT/SAT, PERT during the school day with additional supports in place for African American students such as financial assistance for testing fees, assistance with testing registrations, and in school test prep. before the tests. VBHS Graduation Coach assists with registration, counselors are available at lunch, we assist with payment when students do not have any waivers left. We have spoken with IR transit who would help us organize a bus if students need to test at different test sites if we need them to. All students are registered for school day testing and we make accommodations for makeup testing as well.</p> <p>Pert will be offered frequently to students during the testing windows. Administration will also work with the district office to provide an additional school day opportunity for students from the 2016-2017 cohort to take the SAT. Funds will continue to be provided to assist students from low-income families with SAT and ACT opportunities on Saturdays. Administration will continue to provide ALS for credit recovery on Thursdays after school throughout first semester SAT offered during the school day on Oct.14, 2020.</p>	<p>Documentation of school-based communications to students and families prior to each test administration</p> <p>Principals will monitor the number and percentage of total African American students taking on-site college readiness testing</p> <p>Evidence of school counselor and graduation coaches contact related to African American students registering for college readiness testing</p>	<p>1st of Every Month</p> <p>1st of Every Month</p> <p>1st of Every Month</p>	<p>Scott Bass, Deputy Superintendent; Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability & Virtual School; Principals</p>	<p>Academic Success</p>

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.29 Schedule events and provide equitable access to provide African American parents, guardians and students with information on advanced coursework, dual enrollment, graduation pathways, scholarship information and strategies for academic success (i.e. workshops, website, parent conferences, SAT and ACT information).	Event schedule Documentation of materials provided Attendance roster	1 st of Every Month 1 st of Every Month 1 st of Every Month	Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Principals	Academic Success
	Implementation Steps: <i>VBHS has hosted nights at the GYAC to address these issues, this year, we attended the college fair at GYAC and a parent open house at The Boys and Girls Club. VBHS: On February 6, 2020 VBHS School Counselor Team participated in community outreach evening for parents of African American students bringing informational sessions to the community.</i>				Communication & Engagement

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.30 Monitor for equitable representation of African American learners in recognition ceremonies (e.g. including AP, IB and Industry Certification students).	Categories of recognitions and number and percentage of students by race receiving recognition each category	October 31, 2020 January 8, 2021 March 31, 2021 June 1, 2021	Scott Bass, Deputy Superintendent; Principals	Academic Success
	<p>Implementation Steps: VBHS: Historically there has been one major awards/recognition ceremony at VBHS called the Top 10 Ceremony which invited the top 10% of each class using weighted GPA's. Our awards ceremony was changed from Top Ten Percent to the VBHS Scholar program to include a more diverse student population. Principal determined to make the ceremony more inclusive and received backlash from the community. Principal held that the ceremony would recognize any student with a 3.75 unweighted GPA, and that the ceremony would now be called The Scholar Ceremony. This opened the ceremony up to all students in advanced, regular, and ESE/ACCESS academics.</p> <p>Counselors are working with student to increase the number of African American students in AP, Dual Enrollment and CTE. They currently have lists of rising students who have not yet attempted any accelerated courses and are working with them to select a path to earn accelerations.</p> <p>Moving forward, VBHS will consider additional ways to recognize students in ceremony and to increase the number of African American students in advanced academics and receiving industry certifications.</p>				Communication & Engagement

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.33 Develop a summer program to support and prepare African American secondary students for advanced courses.	Documentation of procedures and data that lead to the development of the program and their outcomes	April 30, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Cindy Emerson, Director of Instructional Innovation; Principals	Academic Success
	<p>Implementation Steps: Currently being prepared for Summer 2021:</p> <p>VBHS will offer a summer program for advanced academic preparation of African American students. Teachers will be identified as tutors. Funds will be secured to pay teachers. A schedule of days available will be coordinated. Announcements will be made. Cafeteria food may be provided. Program will run throughout June and AP coordinator will provide additional supports to students.</p>	Principals and school counselors will identify African American students who are offered advanced program summer courses	1 st of Every Month		
		Number and percentage of African American students who enroll in advance coursework summer programs	1 st of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.35 Implement the PeerForward program to increase African American college enrollment.	<p>School implementation plans that identify African American students in PeerForward Program and their subsequent enrollment in college</p> <p>Evidence of school counselors meeting with students participating in the PeerForward program</p>	<p>June 30, 2021</p> <p>October 16, 2020 January 21, 2021 March 12, 2021</p>	<p>Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals</p>	Academic Success
	<p>Implementation Steps: VBHS will look forward to the implementation of Peer Forward along with IRC district leadership and guidance as is implemented on Dade and Broward County Florida where student activators are identified to attend summits and workshops.</p>				
6	1.36 Implement articulation at all school levels to recognize and support students for advanced coursework, especially moving from 5 th to 6 th and 8 th to 9 th grades.	<p>Principals will monitor the number and percentage of students in advanced classes by race and list of provided supports</p>	1 st of Every Month	<p>Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals</p>	Academic Success
	<p>Implementation Steps: VBHS: Closely evaluate articulation forms and use multiple data sources (testing, grades, teacher input) to ensure proper placement of students for advanced coursework.</p>				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.38 Implement school level data chats between school leadership and teachers that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment. (Due to COVID-19, district-based assessment data will be used.)	Meeting Agenda	October 31, 2020 January 8, 2021 March 31, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Principals	Academic Success
	Implementation Steps: Beginning September 2020: VBHS is conducting data chats between school leadership and teachers to review academic regression of African American students score in levels 3,4, or 5 previously. Where appropriate, academic instruction will be addressed/improved upon so that success and growth rather than regression may be achieved. Tutoring opportunities will be advertised and provided during the school year, and into the summer.	Number and percent of students regressing by school and grade level	October 31, 2020 January 8, 2021 March 31, 2021		
5, 8	2.5 Monitor that all Out-of-School Suspensions are approved by principal supervisors.	Monitor the number and percentage of ODRs that result in an OSS event	1 st of Every Month	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals	Equity, Culture, & Climate
	Implementation Steps: VBHS: April 1st, 2020, all suspensions will be approved by principal supervisor Mr. Bass.	Report with documentation of approval in FOCUS by the principal's supervisor prior to assignment to OSS	1 st of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
8, 10	2.6 Documentation of school-based problem-solving sessions to incorporate culturally responsive practices into the school's Tier 1 MTSS framework.	MTSS Agenda	1 st of Every Month	Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Robyn Bethel, Director of Student Services; Principals	Equity, Culture, & Climate
	<p>Implementation Steps: VBHS: August 2020 10 days of Unity focused on the SEL across Tier 1, beginning the work necessary to build relationships and develop a safe learning environment for students.</p> <p>MTSS meeting will be held with administration monthly to address culturally responsive practices across Tier 1.</p>	School-based Action Plans	1 st of Every Month October 31, 2020		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12, 13	2.9 Monitor the implementation of a student to student peer mentorship program for African American students.	Number of students participating in mentorship program	1 st of Every Month	Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Dr. Deborah Long, Coordinator of Coordinator of Equity, Family, and Community Engagement; Principals	Academic Success
	Implementation Steps: VBHS: Will implement a student to student peer mentorship program. Students will be identified for participation and a school counselor will oversee the program and schedule students for participation activities.	Survey students quarterly and use information collected to make program adjustments as needed	October 16, 2020 January 21, 2021 March 12, 2021		Equity, Culture, & Climate
5, 10	2.10 District will work with schools to conduct a review of In-School Suspension programs and support school's development of actions to improve outcomes.	PD Training Rosters and Materials	1 st of Every Month	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance; Principals	Equity, Culture, & Climate
	Implementation Steps: VBHS: Will work with the district to review ISS practices for improved outcomes. Reflection forms as well as restorative practices between teachers and students will be part of the added supports	Quarterly monitoring of implementation of school action plans Review of In-school suspension programs during impact reviews	October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	<p>4.5 Identify African American high school students in the District who could make great teachers, offer the students mentors while in school, invite them to join Florida Future Educators of America, and if they graduate college with appropriate credentials, attempt to contact these students for recruitment purposes.</p>	<p>Advertising efforts of FFEA club at each high school (postings, School Messenger calls, etc.)</p> <p>Student survey results identifying those interested in a possible career in teaching.</p>	<p>April 1, 2021</p> <p>April 1, 2021</p>	<p>Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals</p>	<p>Academic Success</p>
	<p>Implementation Steps: <i>VBHS: Will work to identify African American students to increase their representation in our existing FEA program. Reading Mentors, a project of VBHS's Future Educators of America (FEA), provides the opportunity for a high school student to help an elementary school child who struggles with reading. This one-to-one mentoring occurs once a week. School sites include Vero Beach Elementary, Beachland Elementary, and Citrus Elementary for the 1919-20 school year. By working with the resource and classroom teachers at the schools, the mentors can offer much-needed support in vocabulary, comprehension, and fluency, foster a love of learning in their little people, and develop positive and rewarding relationships across the district as they explore the field of teaching as a future career choice for themselves.</i></p>	<p>Number of African American student students who have joined a chapter of the Florida Future Educator at each high school along with their designated mentor</p> <p>Number of Applications for FFEA Scholarship Program from each high school.</p>	<p>April 1, 2021</p> <p>April 1, 2021</p>		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	4.6 Collaborate with Indian River State College to identify African American high school students as potential future educators, provide students mentors while in school, encourage them to join Florida Future Educators of America, and take part in the teacher academy, and upon graduation from college with appropriate credentials, and if possible, offer them a contract.	Meeting minutes between SDIRC and IRSC with topics discussed and progress of Teacher Academy program.	June 1, 2021	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Beth Hofer, Director of Recruitment, Retention, & Professional Practices; Principals	Communication & Engagement
	Implementation Steps: <ul style="list-style-type: none"> • September 2020 Contact the IRSC college of education to discuss the recruitment of college students to participate in VBHS FFE of America and upon graduation work for SDIRC.	IRSC/SDIRC student survey results of potential future educators.	June 1, 2021		
Number of African American student Florida Future Educator Memberships along with mentors matched	June 1, 2021	Number of students taking part in the Teacher Academy.	June 1, 2021		
Contracts to teach in SDIRC offered at graduation as a result of Teacher Academy with IRSC	June 1, 2021				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1	4.14 Invite all new hire teachers to the new teacher orientation.	New Teacher Orientation flyer and checklist showing that each new hire received the invite.	1 st of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Beth Hofer, Director of Recruitment, Retention, & Professional Practices; Dr. Colleen Lord, Director of Educator Quality; Principals	Talent Development & Support
	Implementation Steps: <ul style="list-style-type: none"> • August 2020 New Teacher Orientation for MC and FLC and Mentor assigned. • Virtual presentation is available for new teachers that join the VBHS team mid-year. 	Sign-in sheets from event showing teachers who attended.	1 st of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	4.30 Collaborate with Indian River State College to connect African American students with scholarships tied to careers in education.	Meeting minutes with list of scholarship programs available.	January 1, 2021	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals	Academic Success
	Implementation Steps: <ul style="list-style-type: none"> • Develop relationship with Financial department at IRSC. • IRSC will share information and requirement about scholarships tied to careers in education at VBHS events. 	List of number of applications completed	January 1, 2021		Talent Development & Support
1, 3, 13	4.31 Identify support staff to transition to teaching. Provide support and assistance to become certified instructional staff.	Number of teachers identified and the number and percent of identified teachers becoming certified	1 st of Every Month	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals	Academic Success
	Implementation Steps: <ul style="list-style-type: none"> • September VBHS will identify the number and percent of support staff that are in the process of becoming certified. 				Talent Development & Support