



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date: 9/13/2020

School/Department: Sebastian River Middle

**Action Step
(number and
description):** 1.11 Extracurricular Activities

**Evidence of Progress Monitoring
(Please include narrative/description of the action taken.
Where applicable, please include all measurable data.)** Provide training to all staff on Implicit Bias. On August 12, 2020, Ms. Lavonne Walker, Prevention Intervention Specialist, delivered a 3-hour Professional Development session on Implicit Bias. After-school club advisors and athletic coaches as well as instructional staff were present for this training. Staff were informed of district and school discipline data in terms of referrals and suspensions by race and given an opportunity to connect the higher rates of referrals to higher rates of overall discipline, lower attendance and lower academic achievement.

Results of Action Taken: Faculty and staff have an understanding of their own unintentional assumptions about students as well as implicit biases that may coincide with a particular race, religion, political affiliation, gender, age, marital status, style, or culture.

Reflection: Teachers responded to a survey on their thoughts about the training and shared what resonated with them with the rest of the group before the session ended.

Invitation to Implicit Bias Training for SRMS Staff

Subject: Implicit Bias Training

Location: SRMS Cafeteria

Start: Wed 8/12/2020 12:30 PM

End: Wed 8/12/2020 3:30 PM

Recurrence: (none)

Meeting Status: Meeting organizer

Organizer: Holmes, Michele

Required Attendees: Holmes, Michele; SRMS, Teachers All

Optional Attendees: SRMS, Administrators; Walker, Lavonne; Armstrong, Jason; Coppola, Carol; Tate, Denise; Spagnuolo, Bethany; Tousignant, Kelsey; Harris, Robert; Barr, Mary Elin; Brown, Kenneth; Lewis, Margie; Dotson, Sharon; Auger, Kim; Sturgeon, Christine; Patten, Twila; Boissonneault, Paul; Colon Octaviani, Marcos; Jefferson, Tequila; Ward, Kelly; Perakes, Tricia; Taglione, Marie; York, Erin; Brandes, Tammy; Pagan, Karen; Andrews, Amanda; Racine, Todd; Johnson, Kristy; Santiago, Tracey; Adams, Vanessa; Crespo, Roberto; Doerr, Jessica; Beller, Sandra; Sultaire, Gina; Andersen, Cynthia; Bullard, Latoya; Lahodik, Maritza; Sequera, Holly; Dimascio, Carol; Failla, Timothy; Zimei, Carolyn; Torres, Aisha; Ogilvie, Jacquelyn

Please be on time. Lavonne Walker will be our presenter. **Please be sure to wear your mask and socially distance yourself from your colleagues.** This will be a very engaging learning opportunity and is part of our School Improvement Plan, improving educational opportunities for all students.

Please find several suggested activities and readings below (these are NOT required; they are just meant to serve as additional resources).

Suggested activity:

Try taking an implicit bias test focused on race <https://implicit.harvard.edu/implicit/takeatest.html>

-- Learn more about Project Implicit and try other tests here: <https://implicit.harvard.edu/implicit/>

“Keep in mind that while reading about opportunity and outcomes gaps, you may make assumptions about the causes of these gaps (Hetey & Eberhardt, 2014). An important question to ask while reading is: why might these gaps in student outcomes exist? The Coleman Report (1966) was a landmark study investigating the different experiences and outcomes of students from different backgrounds and demographic characteristics. Since that time, educational researchers have extensively documented ongoing differences in the school experience between students based on their race, gender, disability status, and other factors. Even with substantial progress, significant gaps still impact students today. Black students are more than three times as likely to be suspended or expelled as their white peers (OCR, 2016). This difference is visible even in preschool (see Gilliam, 2016), and there are important intersectional effects for black female students (Crenshaw, 2014). Black and Latino students are 36% of students in schools with calculus, but only make up 21% of students enrolled in calculus (Office for Civil Rights, 2016).” [Read more from MIT Teaching Systems Lab ...](#) (The videos in this resource promote thoughtful discussion – check out the first person accounts from students).

“Inwardly, I only half-listened to his response as the other part of me was already making assumptions: He must be behind, he’ll never catch up, he’s probably a troublemaker. Anthony had not even taken a

seat in my classroom, yet already I had assigned him a set of not-so-high expectations simply because of his tardiness and his appearance. But after a lesson on figurative language, he began to rap complex and beautiful lyrics in English and Spanish as he picked up his backpack and began walking out of my classroom. I asked about the artist, and he smiled proudly and responded that the lyrics were his own. Then he quickly added, 'I surprised you, didn't I?'" [Read more from Education Week ...](#)

"Our framework highlights the salience of individual differences between low and high achievers as a form of inequality that may divert teachers' focus from the structural inequality that is central to policy and sociological concern. We test this framework empirically using novel survey data from over 1,500 teachers collected in a diverse urban school district. Although most surveyed teachers believe addressing inequality is important and feel empowered to do so, many seemingly equity-minded educators do not endorse strategies aligned with closing racial and socioeconomic inequality—indicating an important barrier to reducing inequality." [Read more from the Center for Education Policy Analysis at Stanford University ...](#)

The following responses to this meeting have been received:

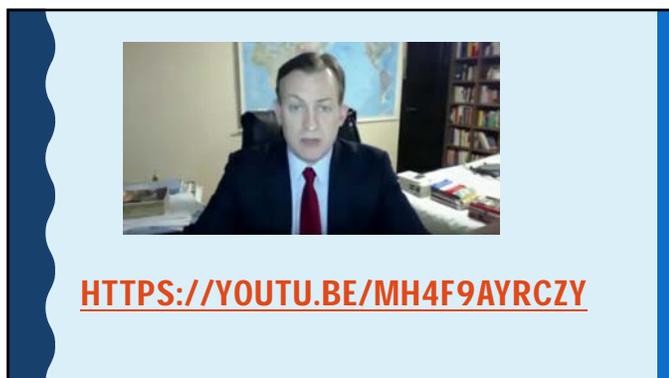
Name	Attendance	Response
<input checked="" type="checkbox"/> Holmes, Michele	Meeting Organizer	None
<input checked="" type="checkbox"/> SRMS, Teachers All	Required Attendee	None
<input checked="" type="checkbox"/> SRMS, Administrators	Optional Attendee	None
<input checked="" type="checkbox"/> Walker, Lavonne	Optional Attendee	None
<input checked="" type="checkbox"/> Armstrong, Jason	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Coppola, Carol	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Tate, Denise	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Spagnuolo, Bethany	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Tousignant, Kelsey	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Harris, Robert	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Barr, Mary Elin	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Brown, Kenneth	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Lewis, Margie	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Dotson, Sharon	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Auger, Kim	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Sturgeon, Christine	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Patten, Twila	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Boissonneault, Paul	Optional Attendee	Declined
<input checked="" type="checkbox"/> Colon Octaviani, Marcos	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Jefferson, Tequila	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Ward, Kelly	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Perakes, Tricia	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Taglione, Marie	Optional Attendee	Accepted
<input checked="" type="checkbox"/> York, Erin	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Brandes, Tammy	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Pagan, Karen	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Andrews, Amanda	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Racine, Todd	Optional Attendee	Declined
<input checked="" type="checkbox"/> Johnson, Kristy	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Santiago, Tracey	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Adams, Vanessa	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Crespo, Roberto	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Doerr, Jessica	Optional Attendee	Accepted
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<input checked="" type="checkbox"/> Sultaire, Gina	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Andersen, Cynthia	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Bullard, Latoya	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Lahodik, Maritza	Optional Attendee	Declined
<input checked="" type="checkbox"/> Sequera, Holly	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Dimascio, Carol	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Failia, Timothy	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Zimei, Carolyn	Optional Attendee	None
<input checked="" type="checkbox"/> Torres, Aisha	Optional Attendee	Accepted
<input checked="" type="checkbox"/> Oquivilie, Jacquelyn	Optional Attendee	Accepted
<small>Add a name here</small>		



1

He said to **build a better world**
 I said "**I would, but HOW?**"
 The world is such a cold dark place
 And complicated now!
 For I am small and helpless
 There's nothing I can do!"
 He said: "Of course there is:
 Just **build a better you!**"

2



3

GETTING TO KNOW YOU

Please tell us your name, position, and the number of years you have served at SRMS.

4

REPRESENT YOUR CITY . . .

Where are you from and what is something you love about your hometown?

5



6

Sample of questions from Implicit Bias survey sent to SRMS staff after training

Implicit Bias Training

How likely is it that you would recommend this training to a colleague?

Very likely

Overall, how would you rate the implicit bias training?



What did you like about the training?

sharing about each other

What, if anything, did you dislike about the training?

It seemed slow at first, but then it made sense

How helpful was this training for your work with students and colleagues?

Very helpful

POWERED BY



See how easy it is to [create a survey](#)

[Privacy & Cookie policy](#)