



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



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

The attached documentation provides district level evidence of progress towards accomplishing action steps incorporated into the African American Achievement Plan. Documentation requirements have been designed to honor the full intent of the developed African American Achievement Plan while optimizing the efficiency and effectiveness of outlined actionable steps.

To support ongoing accountability of action step implementation, documentation, and progress the following assurances have been verified by the director of each department:

- Action steps included within the 2020-2021 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan.
- Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request.
- Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.

These assurances have been reviewed and verified on: 3/12/2021 _____RM__ (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?)

Every member of the C&I team continues to place an emphasis on the continued improvement of instructional quality provide across all levels and content for African American students. Throughout the learning walks, impact reviews, and data chats, African American student data is constantly disaggregated and referenced, an intentional awareness and questioning is brought forth to ensure all decisions are made in the best interest of our African American students.

As Assistant Superintendent of Curriculum and Instruction I am especially proud to observe the UTE Micro Credentialing process begin with our school leaders who are participating in our Courageous Conversations About Race trainings. The level of growth in their ability to honestly and authentically hold conversations on the existing barriers gives me great confidence in the impact in the continuance of these trainings.

The intentional design of new and innovative learning experiences is certainly another point of expected success for our elementary students and I look forward to demonstrating the success on the upcoming statewide assessments.

At this time of year, we are planning our instructional delivery for the next school year. In each conversation about scheduling, the assurance that principals select their most successful teachers to be placed with our African American students in need is always emphasized. A next step in this process will be to review the final schedules to ensure our African America students are placed into a schedule which benefits them most.



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



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These assurances have been reviewed and verified on: 3/9/2021 _____ *DAL* _____ (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?)

Action Steps 2.3 & 2.4

The United Through Equity Steering Committee has formulated guiding principles for ensuring that the District is utilizing an Equity lens when providing an Equitable education to the students of Indian River County. Those principles were submitted to the Assistant Superintendent for submission to the Superintendent and Cabinet for approval. As a part of that body of work, the connection and need for on-going conversations about race and how it relates to educating the students in the district, shows a direct correlation to the United Through Equity micro-credentialing professional development that is being created and conducted with all district personnel.



SDIRC Quarterly Action Step Updates – Curriculum & Instruction

Component: African American Achievement Plan 2020 – 2021



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

Action Steps: 1.1, 1.3, 1.21, 1.24, 1.26, 1.31, 1.32, 1.34, 2.1, 2.14

Action Steps 1.1, 1.34, 2.1 & 2.14

Date(s) of professional development held on culturally responsive instructional practices (including PD provided to principals)	Professional development on Courageous Conversations has occurred on the following dates: January 13, 2021 for Principals; January 20 & 22 for Assistant Principals; January 27, 2021 United Through Equity for District Staff
Summary of Progress related to PD provided	The United Through Equity Micro credentialing Framework has been completed, with four courses and a practicum. The first course, Courageous Conversations has been presented to all 22 principals, 36 assistant principals and one cohort of 20 District staff. The Culturally Relevant Teaching will be developed for the Fall 2021. The Courageous Conversations will also be delivered to a cohort of 40 secondary teachers in May 2021.
Summary of quarterly equitable classroom practices observations	Impact Reviews show a positive learning environment with the majority of the classrooms. This was documented by the Student Support Specialists and District Curriculum Specialists.

*Attach example of training materials and rosters

Action Step 1.3

Date(s) of district training for administrators and staff related to the curriculum matrix	Training on required instruction took place in the fall. Q3- Conducted 2 additional rounds of impact reviews to observe instruction and elements of required instruction. Round 2- January 6th- January 15th Round 3- February 22nd - March 8 th
Documentation of support provided to schools for instructional planning & the curriculum matrix	Supported the implementation of the curriculum matrix with additional resources through email and the collaborator.
Summary of quarterly classroom walkthrough to ensure integration into classroom instruction	During impact reviews, staff observed evidence of required instruction components specific to the History of the Holocaust and African American History.

Action Step 1.21

Summary of date(s) and types of district support for coordinating motivational assemblies for on-time graduation	1/29/2022 meeting at VBHS and SRHS Given that assemblies are on hold due to the Covid impact, the school counselors, graduation coaches, and success coaches personally connected with students to support on-time graduation. The graduation coaches requested access to a district vehicle to visit students who are working in the transitional or virtual model. They are working off a master list to visit students and their families to ensure that all students are accounted for and supported.
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Action Step 1.24

Summary of criteria changes made to increase enrollment in advanced and accelerated courses	Met with SRHS and VBHS to review acceleration. Developed a plan to improve acceleration numbers using the SLS course from IRSC. Revising Master Schedule Resource Guide to reflect the changes to acceleration and enrollment in advanced courses.
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Action Step 1.26

Description of new opportunities for enrichment	The Department of Instructional Innovation is documenting new opportunities for enrichment at schools where there are low numbers of gifted identified students. See attached data and experiences being offered on these campuses. Charts immediately below by school.
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Dodgertown Elementary

Enrichment	Grade Level	African American	White	Multi-Racial	Hispanic	Other	Resources
RtI Enrichment		5	2		5		
Walk-to-Intervention	1st	14	10	1	5	1	Book Study: Junie B. Jones, Chapter Books
	2nd	7	9		3	1	Book Study: Magic Tree House
	3rd	14	8				Book Study: The Homework Machine, A Chocolate Touch
	4th	8	5	1	7		Book Study: Hidden Figures, Because of Winn Dixie
	5th	15		1	5		Science Enrichment, Unit Assessment Item Analysis & Review, Legends of Learning
Gifted Enrichment		1	3		3		Beth Liebreman, Gifted Studies

Fellsmere Elementary

Enrichment	Total	African American	White	Hispanic	Other	Resources
Science/ELA Camp Saturdays	17	2	1	15	0	Extension of district science program with ELA informative text
Enrichment w Lit Coach	11	0	2	9	0	I-Ready, paired passages
Tier 2/3 Enrichment K	38	2	4	32	0	Wonders extension activities to enrich ELA from weekly instruction
Tier 2/3 Enrichment 1	47	1	1	45	0	Wonders extension activities to enrich ELA from weekly instruction

Tier 2/3 Enrichment 2	31	0	3	28	0	Wonders extension activities to enrich ELA from weekly instruction
Tier 2/3 Enrichment 3	31	1	2	28	0	Wonders extension activities to enrich ELA from weekly instruction
Tier 2/3 Enrichment 4	32	0	3	14	0	Wonders extension activities to enrich ELA from weekly instruction
Tier 2/3 Enrichment 5	28	2	3	22	1	Wonders extension activities to enrich ELA from weekly instruction

Pelican Island Elementary

Enrichment Experience	Grade Level(s)	African American	White	Multi-Racial	Hispanic	Other	RESOURCES USED:
Enrichment for Rtl	K-5	24	64	5	15	3	Project Learning Tree, Wonders Writing Resources
Saturday Science Camp	5	3	7	1	1		Discovery Education, Project Learning Tree, Legends of Learning

Vero Beach Elementary

Enrichment Experience	Grade Level(s)	African American	White	Multi-Racial	Hispanic	Other	RESOURCES USED:
RTI Enrichment	K	32% 6/19	42% 8/19	5% 1/19	16% 3/19	5% 1/19	K-1: Geodes / Text Talk
RTI Enrichment	1	29% 4/14	57% 8/14	-	14% 2/14	-	K-1 Geodes / Text Talk
RTI Enrichment	2	29% 7/24	50% 12/24	0	21% 5/24		Project Based Learning from the Buck Institute Model.
RTI Enrichment	3	13% 4/31	61% 19/31	7% 2/31	19% 6/31		Project Based Learning from the Buck Institute Model
RTI Enrichment	4	20% 3/15	60% 9/15	7% 1/15	13% 2/15		Project Based Learning from the Buck Institute Model
RTI Enrichment	5	31% 10/32	38% 12/32	3% 1/32	28% 9/32		Project Based Learning from the Buck Institute Model

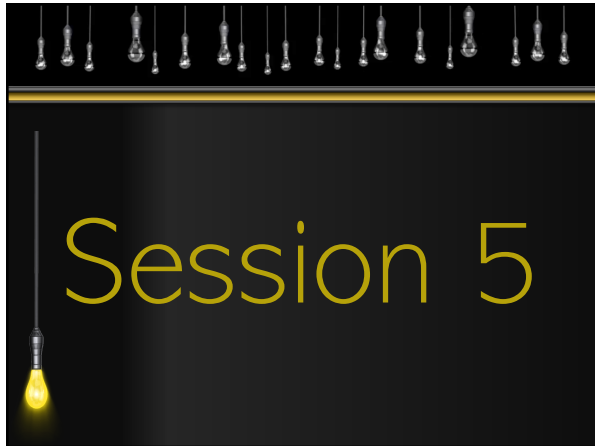
Action Step 1.31

Summary of monitoring procedures & supports provided	The purpose of the Impact Review (IR) process is to foster continuous improvement by examining each school's academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of Effective Practices being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. The results of the Impact Review walks showed improvement in Standards Based Instruction, Student Tasks, Monitoring, and Engagement Practices. The data also showed improvement in Culture and Climate, along with Differentiation. While there was improvement in all areas observed, differentiation is an area that has the most room to grow in order to meet the needs of all students.
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Action Steps 4.4, 4.14, 4.15, 4.16, 4.25 & 4.29

List of Mentor-Mentee assignments and summary of feedback on current work/school conditions for success	Mentorship is an integral part of the STARR Program, and our focus is to support our newer teachers with best classroom practices. Currently, we have 27 new African American teachers, and all of them have mentors in the STARR Program. These teachers are surveyed quarterly, and their responses are shared with their school-based mentor. Based on both the 3rd and 4th quarter survey results, surveyed African American teachers are content with the support they are receiving and are not typically requesting additional support or PD.
Documentation of retired African American teachers and administrators serving as informal mentors	There are currently no retired African American teachers and administrators serving as informal mentors.
Summary of feedback on the WEpromise Program	The WEpromise Program is advertised regularly, and flyers are given at each job fair. There will be an end-of-year survey to all teachers and NEW teachers to gain feedback.

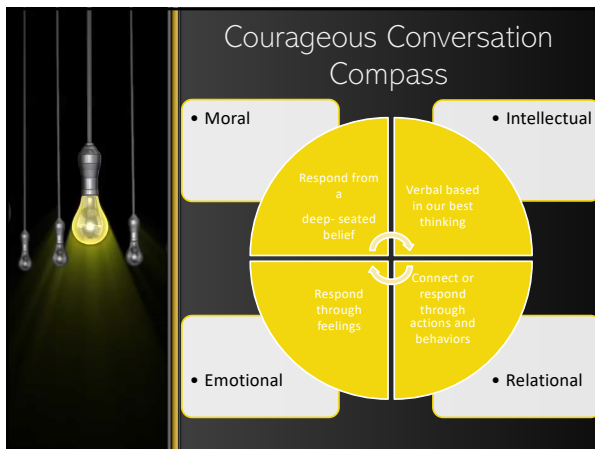
*WEpromise information, current new teacher spreadsheet, and Quarter 3 and 4 African American survey results are below.



1




2



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4



Condition 4: Monitor the Parameters of the Conversation

Monitor agreements, conditions and establish parameters.


5



The Why...

Enables educators to monitor a courageous conversations while adhering to the four agreements and six conditions.


6



White Talk & Color Commentary

White Talk	Color Commentary
Verbal: Word choice, tone, intonation	Non-Verbal: facial expressions, body movements, gestures
Impersonal: Sharing racial experiences of someone not present	Personal: Personal racial narrative
Intellectual: Focused on what one thinks/has read about race	Emotional: Focused on what one feels/has experienced about race
Task Oriented: Engages in dialogue to solve a problem	Process Oriented: Engages in dialogue to feel present, connected, or heard

7



Reflecting on White Talk and Color Commentary

- Think of the "Compass Conversations" you have engaged in during the last two sessions.
- Which characteristics best define your own personal contributions to the dialogue?
- Share at your table.

8

KEEPING US ALL AT THE TABLE	
White Talk	Color Commentary
Verbal: Traits: Example:	Non-Verbal: Traits: Example:
Impersonal: Traits: Example:	Personal: Traits: Example:
Intellectual: Traits: Example:	Emotional: Traits: Example:
Task Oriented: Traits: Example:	Process Oriented: Traits: Example:

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MONITORING THE CONVERSATION

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Table Share Out

Share out your observations of "White Talk & Color Commentary predictable behaviors from the podcast.

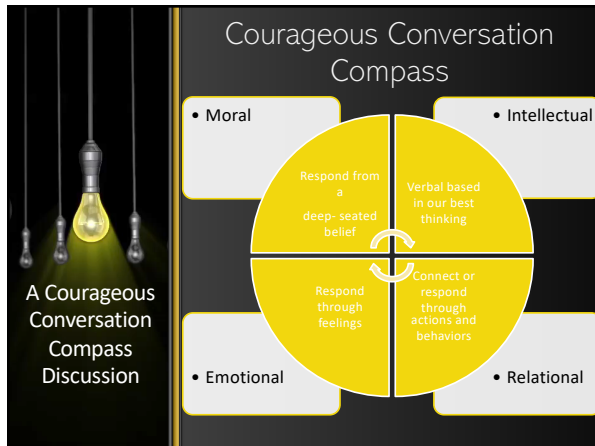
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Compass Conversation

Topic: Disproportionate number of discipline referrals for Black males as compared to other subgroups

Focus: Observe predictable behaviors within your conversation

13



14

Condition 4:

Monitor the Parameters of the Conversation

Monitor agreements, conditions and establish parameters.

15

Condition 5:

Establish agreement of working definition of race

Decide on a definition of race that clearly differentiates it from ethnicity and nationality.

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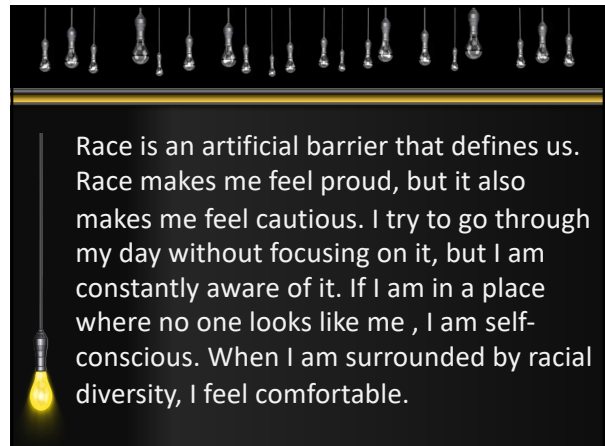
The Why...

Defining race assists with allowing us the ability to listen and understand how others view race.

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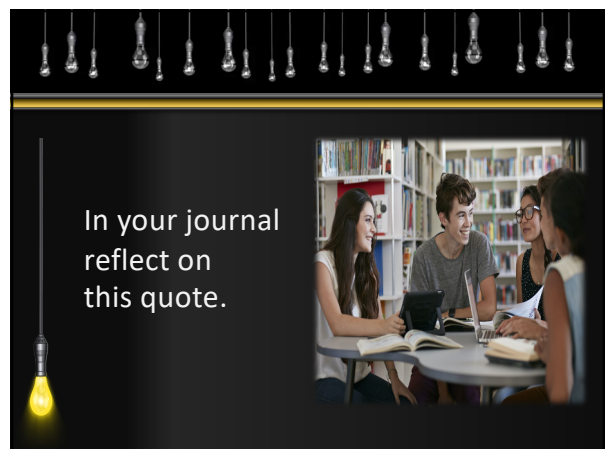
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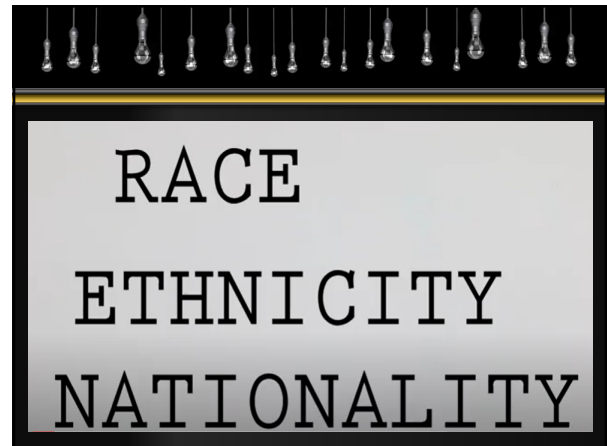
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Three C's of Identity


Color: *Race*



Color denotes color characteristics, or race

26


Corner: *Nationality*



Culture: *Ethnicity*



Color: *Race*



27

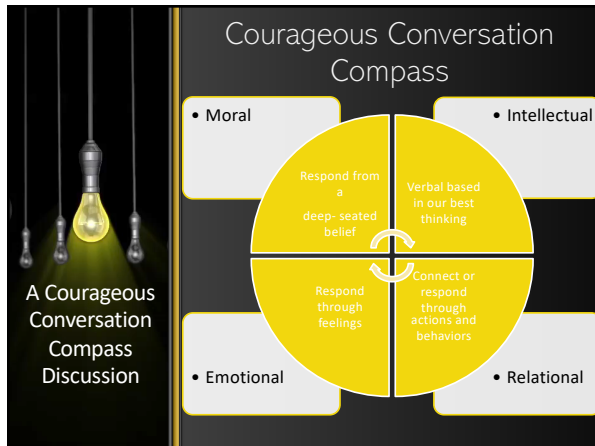
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At your table decide what section of the compass you would choose based on your comfort level of defining race and share your stance.

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Condition 6:
Examine the presence and role of whiteness

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The Why...

To acknowledge the existent and the role white privilege has in society.

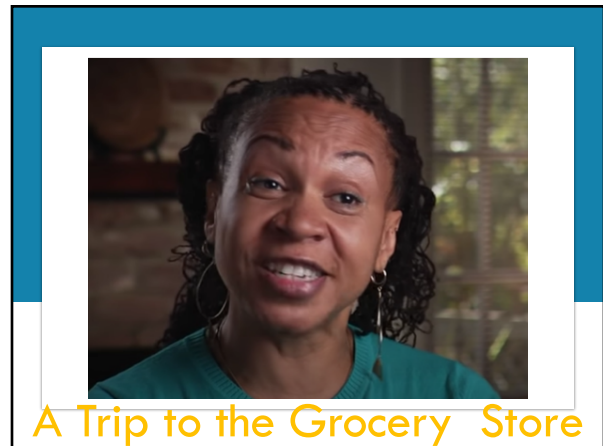
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Privilege is a key element in perpetuating oppressive systems. According to Webster's Dictionary, privilege is "a right, favor, or immunity, granted to one individual or group and withheld from another."

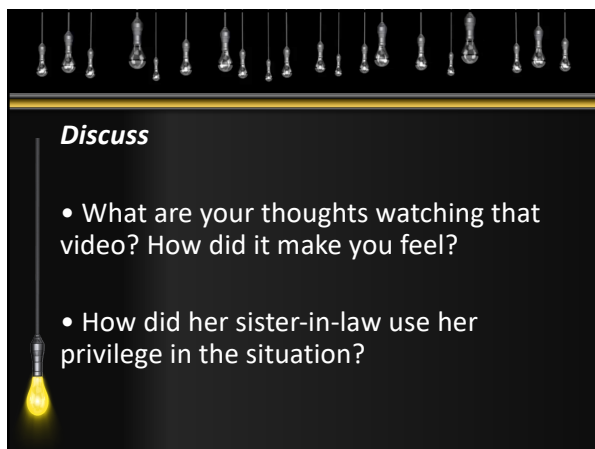
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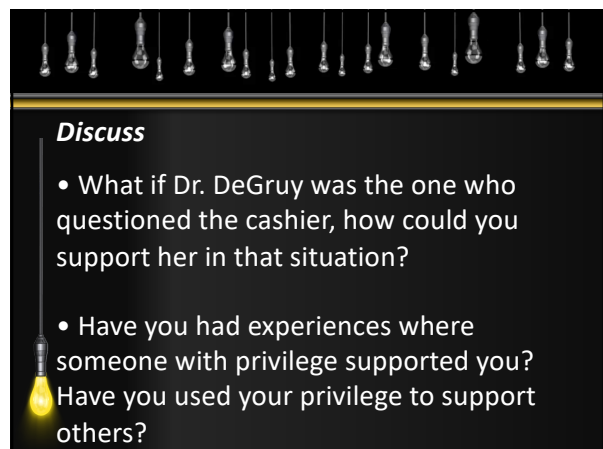
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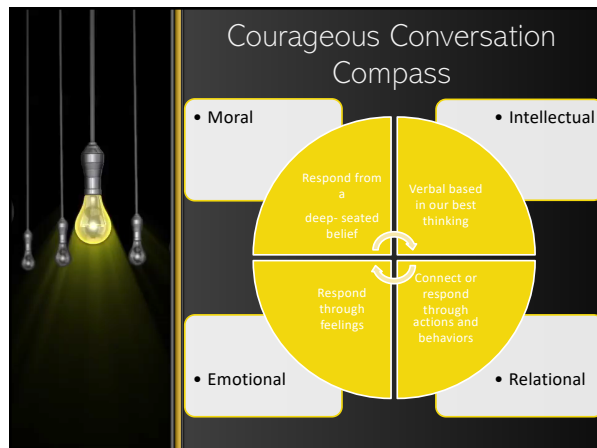
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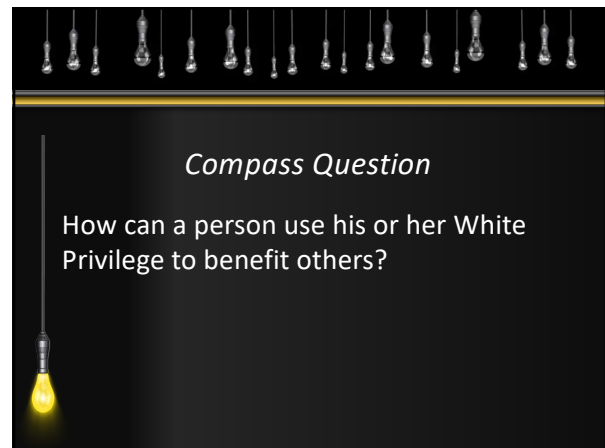
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All CANVAS Course Assignments are due: *Wednesday, June 30th*




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Why Not?

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
How to train employees to learn difficult content? (1 item)

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
Difficult Conversations to Develop: What's Not Taught (1 item)

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
How to Get Comfortable Being Uncomfortable (1 item)

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How to Get Comfortable Being Uncomfortable (1 item)

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
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
Adding Stories to Your Canvas LMS (1 item)

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
How to Get Comfortable Being Uncomfortable (1 item)

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
How to Get Comfortable Being Uncomfortable (1 item)

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
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
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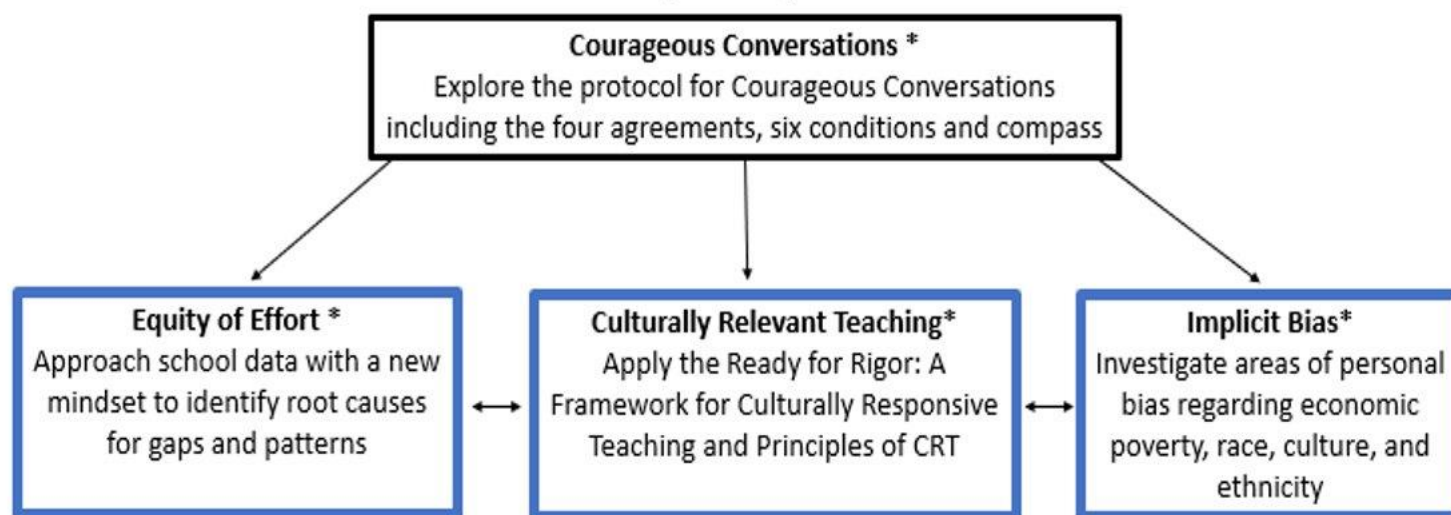
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SDIRC United Through Equity Micro-credentialing (UTE)



**Each 12-hour course includes 3 face-to-face sessions, 2 Canvas Online sessions, and a 3-hour practicum.*

School	Teacher's Name	Years of Teaching Experience (in total)	Mentor's Name	African American New Teacher?	African American Mentor?	Hispanic New Teacher?	Complete Surveys?	Semester 1 Mentor Log	Mentor Hours Documented	Complete Surveys?	Semester 2 Mentor Log	Mentor Hours Documented
ACE	Katia Joseph	3	Bob McIntosh	x			Y	N/A		N/A		
	Rebecca McLaughlin	25	Bob McIntosh				N/A	N/A		N/A		
	Alwyn Gaines	2	AnnMarie White	x			N/N	12/15/2020	6 hours	Y/		
	Sharette Greenidge	1	Kathleen Wilson	x			Y/N	12/14/2020	5.5 hours	Y/		
Beachland	Mikayla Slaughter	0	Diana O'Connor/Tirhon Parks	x	x		N/Y	12/17/2020	6 hours	Y/		
	Darius Vickers	0	Ashley Bangert	x			N/A	N/A	N/A	Y/		
	Veronica Emma	lots	?				N/A	N/A	N/A			
	Sharon Bass		Jennifer Gabbard				N/A	N/A	N/A	N/A		
Citrus	Megan Korwaska	2	Ashley Bangert				N/Y	1/7/2021	3.5 hours	Y/		
	Amber Carney	2	Amber DeRufo				Y/Y	1/7/2021	4.5 hours	Y/		
	Kimberely Greenway/Richardson	1	Laura Clement				Y/N	12/18/2020	5 hours	N/		
	Morgan Chasteen	1	Tammy Railton				N/N	maternity leave		N/		
Dodgertown	Oscar Escobar	0	Janine Jones		x		N/A	N/A	N/A	N/		
	Bonnie Jean Williams	1	Jenna Schneller				Y/Y	12/17/2020	inc. log	Y/		
	Rebekah Simmons-Scott	5	Kristy Scofield	x			N/A	N/A	N/A	N/A		
	Jasmine Krauss	0	Jennifer DeGraeve				N/A	N/A	N/A	N/A		
Fellsmere	Brittany Reed	0	Kristy Schofield				Y/Y	1/5/2021	10 hours	Y/		
	Madison Hinkle	0	Brittany Stolzmann				Y/Y	1/7/2021	10 hours	Y/		
	Yesenia Solivan	9	Michelle Horton			x	N/A	N/A	N/A	N/A		
	Hailey Philpotts	17	Jessica Mowery			x	N/A	N/A	N/A	N/A		
Gifford Middle	Megan Becker	1	Meaghan Morales				Y/Y	1/7/2021	9.25 hours	Y/		
	Christina Tilley	2	Amanda Libby				N/N	1/7/2021	7 hours	Y/		
	Austyn Moran	1	Lisa Presti	x			Y/N	N/A	N/A	N/A		
	Jeffrey White	2	Margaret Graffweg				Y/Y	12/17/2020	6.5 for Browning	Y/		
Glendale	Charles Horning	15	John Schwenger				Y/Y	12/17/2020	9.5 hours	Y/		
	Derrick Medina	8	Mr. Jean				N/A	12/18/2020	5.5 hours	N/A		
	Kristin Pianelli	15	Shannon Hutchinson			x	N/A	N/A	N/A	N/A		
	Wendy Surowy	0	Kristina Browning		x		N/A	12/18/2020	1.25 hours	N/A		
Jenna Valley	Joseph Phelps	2	Amy Houseknecht		x		Y/Y	12/18/2020	3.5 hours	Y/		
		3	Connie Law				Y/Y	12/18/2020	7.5 hours	N/		
		4										
Whitney-Whittherow	Allison Baird		Renee Koppelman and Jen Corey				N/Y	12/14/2020	4.5 hours	Finished STARR Program		
	Ginger Bernal		Michelle Banack				N/A	N/A	N/A	N/A		
	Whitney-Whittherow	#	Renee Koppelman				N/A	N/A	N/A	N/A		
	Courtney Dipetro	#	Lauren McDaniel				N/N	12/15/2020	10 hours	N/A		
Okwan Essence	Travis Reynolds	#	?				N/A	N/A	N/A	Y/		
	Alicia Roberts	#	Laurie Fletcher	x			N/A	N/A	N/A	N/A		
	Okwan Essence	#	Barbara Presley				Y/Y	N/A	N/A	Y/		
	Jasmine Hernandez	2	Jessica Napier	x	x		N/N	N/A	N/A	N/		
							Y/Y	12/15/2020	4.25 hours	Y/		

Storm Grove Middle	Gabrielle Rich	13 Ainsley Seeley					N/A	12/18/2020	10 hours	N/A		
	Gabrielle McFall	0 Maria Nasci					N/A	N/A		N/A		
	Lindsey Sclafani	13 Amanda Peterson					N/A	N/A	N/A			
	Jessica Woods/Hamm	4-5 Shana Nathaniel					N/A	N/A		N/A		
	Hillary Lange	1 John Coppola			x		N/N	1/6/2021	5.5 hours	N/		
	Chandra Williams	1 Ainsley Seeley					Y/N	12/14/2020	10 hours	Y/		
	Allison Jackson	0 Nadine Council				x	Y/N	1/15/2021	2 hr 20 min.	Y/		
	Taylor Smith	0 Ainsley Seeley					Y/N	1/4/2021	4.5 hours	N/		
	Courtney Stephens	1 Caitlin Harris					N/Y	12/18/2020	5.25 hours	N/		
	Kelsey Favella	2 Maria Nasci			x		N/N	1/4/2021	6 hours	N/		
	Andy Devine	2 Angela Sanders					N/N	1/4/2021	6 hours	N/		
	Lisa Mangierel	2 Nadine Council					N/N	1/4/2021	4 hours	Y/		
							Y/N	12/17/2020	5.5 hours	Y/		
	Katie Holmes	0.5 Kim Weese										
Treasure Coast	Jessica Humeny	4 Claudia Luna					N/N	12/17/2020	6 hours	Y/		
	Rhea Dunn	10 Coletta Murray					N/A	N/A		N/A		
	Samantha Ring	0 Coletta Murray					N/A	N/A		N/A		
	Jackie Erney	0 Samantha Pope										
	Kayla Woulard	0 Debbie Coyle										
	Heidi DeLaCruz	lots Terri Rollins					N/Y	12/18/2020	5.25 hours	Y/		
	Amber Blankenship	1 Lisa Durrant			x		N/A	N/A		N/A		
	Spencer Marsella	2 Jennifer Davis					N/Y	1/15/2021	inc. log	N/		
							Y/N	12/18/2020	6 hours	Y/		
	Brian Mosblech	2 Latonya Ross										
Treasure Coast	Takesha Brown	2 Latonya Ross					Y/Y	1/6/2021	3.5 hours	N/		
Technical College					x		N/Y	12/14/2020	3 hours	Y/		
	Alexandria Redstone	0 Shawn Conway										
Vero Beach Elem.	Rebecca Bistis	guidance Jayde Norwood					Y/Y	12/18/2020	4.25 hours	Y/		
	Katie Lane	9 Katrina McMenamy			x		N/A	N/A		N/A		
	Erika Crowe	4 Katrina McMenamy					N/A	N/A		N/A		
	Becky Reed	24 Ataaba Patterson					N/A	N/A		N/A		
	Samantha Cass	0 Cari Berwick			x		N/A	N/A		N/A		
	Jamie Wagner	9 Kim Wauters					Y/Y	1/6/2021	4 hours	N/		
	Kiandra (KP) Pound	2 Betty Barth					N/A	N/A		N/A		
	Cindy Sims	2 Sharon Keeley				x	N/Y	1/6/2021	5 hours	N/		
	Jason (Chad) Trumble	2 Becky Borchardt			x		Y/Y	12/14/2020	4.5 hours	N/		
	Marsha Roberts	0.5 Sharon Keeley/Robyn Henson					Y/Y	12/17/2020	5.5 hours	Y/		
	Noelle Grantham (Holly)	0.5 Becky Borchardt			x		Y/N	12/18/2020	10 hours	N/		
	Heather Wolf	0.5 Roxanne Decker					Y/Y	12/18/2020	Keeley 7 hours	Y/		
							N/N	1/6/2021	6.5 hours	N/		
	Maritza Burge	1 Mary Stephanie Hiller										
Vero Beach High	Sarah Kelly	1 Kelly Potter				x	Y/N	12/15/2020	7.25 hours	N/		
	Ulunda Frazier	15 Jodi Hargreaves					N/A	1/15/2021	2 hours	N/		
	James Kelly	20+ Jodi Hargreaves			x		N/A	N/A		N/A		
	Sheryl Farrington	15+ Jodi Hargreaves								N/A		
	Laura McLemore	0 Amy Coonce								N/A		
	Laura Glunt	lots Mark Shuping					N/A	1/26/2021	4.5 hours	N/A		
	Jacqueline Zullo	0 Danielle Castillo				x	N/A	1/26/2021	1 hour	N/A		
	Taylor Lane	0 Jodi Hargreaves					N/A	N/A		N/A		
	Paula Robinson	22 Jennifer Potter					N/A	N/A		Y/		
							N/A	N/A		N/		

3rd quarter

What area of growth will you focus on during the third quarter?		What type of professional development/support would be beneficial to you right now?	
Do you have a school-based mentor? If so, please submit his/her name here.	Think about the area of growth you identified for the 2nd nine weeks. How have you grown in this area?	Please describe the need in detail. You may choose to continue with the same area from last quarter.	What are some challenges, if any, are you facing in the classroom?
Subject/Grade Level	I feel that I really pushed myself to come up with a great curriculum for my students.	I will continue to ensure that my students succeed by coming up with fun and creative ways of learning.	Nothing at the moment
Marine Science/11th and 12th grade	John Martin	I am not facing any challenges.	Nothing at the moment
Algebra 1 / 9th	Yes his name is Ralph Vaughn	My area focus is posting the standards, learning goals, task, and Essential Question. I've been getting help from the math coach and this has helped tremendously.	Possibly just assistance with bringing them up to the rest of the kids level. I've been doing some other stuff like making stay after for extra help and that's been very beneficial for them and me.
Adult Education	Latonya Ross	Incorporating more hand's on activities in lessons to facilitate student learning	Professional development that deals with teaching adults
	Yes	None	No additional support needed

All grades 8-12	Annmarie White	I have learned how to complete a IPDP and lesson plans.	Continue with our PLC, Cultural Responsive Teaching and the Brain and continue developing rubrics for the unit.	Attendance and student engagement (sleeping). PD's creating a rubric.	Continue to be available when I need any guidance and continued practice completing lesson plans and creating rubrics.
Kindergarten	Sharon Keeley	Yes	Intervention	I have a student that is extremely behind their classmates and is not responding to intervention.	Helping come up with new, appropriate intervention pieces for this student.
2nd	Sharon Keeley	Yes	Continue working on phonics	None	None She gives me help
Music K-5	Dianna O'Connor	I have shown improvement in the area of classroom management.	<p>I want to work on making the most of my classroom time. I want to spend time working on SEL, classroom management, formative assessments, and making my lessons more fun and engaging.</p> <p>It is challenging trying to wear several different hats during my 30-35 minute class periods. I want to make sure im focusing on evry students needs, instruction, and classroom management all at the same time.</p>	Phonics	Strategies for juggling so many different components during my class time.

ESE	Kathleen Wilson	Yes	I choose yo continue with the area from the last quarter. I would like to continue my education in the Marzano protocols and deliberate practices for my upcoming evaluation expectations.	None at this time.	Differentiation strategies and Essay writing and Reading strategies for purposes of increasing FSA scores.	My mentor is very instrumental in keeping up with my needs as they arise. I will continue to keep her updated and she ensures to supply me with the strategies and resources that are helpful for the particular situation.
Elementary PE	Coyle	I have grown substantially as a teacher with making sure all the students stay engaged in activities	Keeping all students engaged in activities	No challenges	My professional development is great right now	My mentor is doing great!
2nd	Yes, Betty Barth	I have become better with choosing resources for lessons	Differentiation	Time management	I am not sure	Helping me with differentiation so I am able to accommodate each student.
8th Grade	Yes. Robert Cuddle back	I have grown slightly , I am still struggling with balance between getting certified and maintaining the classroom.	Completing my all certifications completing the ACP program or getting caught up.	None really.	Getting one on one assistance to test strategies and studying the GKT and Professional Development	Studying and certifications
1	Cheryl Hoyt	Introducing my Learning Targets more effectively	continue from 2nd quarter	none	more ESE training	Tier 3 support

Economics and African American History/ 12th Grade and 10-12	Modeling assignments, explaining assignments, and providing relatable examples. I realized at times I was expecting students to come with previous knowledge without checking first. Once I provided an explanation and showed an example they understood better.		I have a new set of students for the current semester. Right now I am starting over in building connections with students and having more students than last semester.		Right now I cannot think of anything. I am also working on time management of teaching and all the behind the scenes work. changes daily.		We are committing to keeping with the frequency of our weekly meetings. Right now cannot think of anything, but that changes daily.	
	I adjusted to the 100 minute blocks by the end of the 2nd of nine weeks. I took the PD on the different phases of the class (I Do, We Do, You Do), and really focused on planning quality lessons.		Some areas i focus in is relationship building with students and having them do work for other teacher.		The area of growth I would like to focus on is scheduling and test.		I think i have grown be being more prepared for the lessons I have to teach.	
		Dawn Bennett-Campbell	Ainsley Seeley		helping to study for ESE Certification		She help me with everything	
Math-Science/4th	New teacher entering my 2nd week.	Ashley Bangert	Getting to know the ends and outs of the standards and adhering to time frames.		Standard based instruction and time management.		Breaking down the standards so that I know exactly what to teach.	
							Ashley provides me with training during planning time and we collaborate telephonically after hours.	

4th quarter

School	Subject/Grade Level	Do you have a school-based mentor? If so, please submit his/her name here.	Think about the area of growth you identified for the 3rd nine weeks. How have you grown in this area?	What area of growth will you focus on during the fourth quarter? Please describe the need in detail. You may choose to continue with the same area from last quarter.	What are some challenges, if any, are you facing in the classroom?	What type of professional development/support would be beneficial to you right now?	What support would be helpful from your school-based mentor?
Treasure Coast Technical College	Dual Enrollment/Adult Education	Latonya Ross	Yes, I have grown in the area from the 3rd quarter.	I'm not sure what area of growth that I will focus on during the 4th quarter.	A challenge that I am facing in the classroom is getting all of the lectures, assignments, skills labs etc. completed and setup in advance	Professional Developments geared towards dual enrollment students and how to handle attendance issues, etc.	She has already given me the support I need with this challenge
Vero Beach High School	11th and 12th	John Martin	N/A	Finishing the year strong	None	None at the moment	None at the moment
Sebastian Elementary School	2nd grade traditional	Sharon Klein	I think I have grown in my ability to give a formative assessment and then differentiate my small groups! That was a big goal for my and our transitions move a lot quicker!	I would like to focus on making my planning more purposeful. I would also like to work on the structure of my reading block. I think that my activities could use a little more differentiation as well.	I feel that the ability level of my students is different from what I'm used to. I have a hard time differentiating for my students who are more than two levels behind. I want to be able to give them activities that they can do at their level without sacrificing too much rigor.	Formative assessments and differentiation	Different ideas for differentiation and formative assessments for reading. How can I make my reading block flow better?
Pelican Island	Pre-K	no	Time management- Yes I have conquered my issue with not completing school	not sure	hitting	n/a	I don't have one.
VBE	2nd grade	Keeley	Learning how to meet individual needs of my students are important.	Meeting needs of all students in different ways	None	None	We meet often none needed.

Oslo Middle School	ESE Support Facilitator	Dr. Williams	I have grown a great deal. The support has been awesome!!!	Growth is needed in supporting the gen ed teacher who do not want support.	I have great support from my mentor and he is available when I have questions and just when I need an ear to listen.
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School District of Indian River County

6500 57th Street • Vero Beach, Florida, 32967 • Telephone: 772-564-3000 • Fax: 772-564-3054

David K. Moore, Ed.D. - Superintendent



WEpromise to listen

1. Check-ins with NEW instructional staff
2. Feedback from surveys to drive recruitment and retention strategies
3. Feedback from community FOCUS group

WEpromise to support

1. NEW TEACHER support from STARR program and ACP Program Coordinator
2. Quality Professional Development catered to individual needs and district and school initiatives
3. Mentoring Program and School-based tiered support from coaches and instructional leadership

Dr. Mara Schiff
District 1

• Jacqueline Rosario
District 2

• Dr. Peggy Jones
District 3

• Teri L. Barenborg
District 4

• Brian M. Barefoot
District 5

Transforming education to inspire & empower ALL students to maximize their full potential.
Equal Opportunity Educator and Employer

WEpromise to make inclusion and equity a priority

1. Cultural Competence and Trauma-Informed Care training
2. Hiring of African American and Hispanic instructional staff to match student population at each school (aspirational goal)
3. Multicultural Club and Activities
4. Unity through Equity training

WEpromise to build future school leaders

1. School-based instructional leadership professional development
2. Leadership Program for aspiring administrators

WEpromise to work STRONGER TOGETHER

1. Collaboration amongst staff at each site
2. Collaboration between schools and district staff
3. Collaboration between district and community

We promise to provide you with the best customer service so that you can thrive in the classroom and be the role-model that every student deserves. We are dedicated to being here for you. So, do not hesitate to email or call with any questions. Here in Indian River County- we work STRONGER TOGETHER.

Beth Hofer, Director of Recruitment
School District of Indian River County
Beth.Hofer@indianriverschools.org 772-564-3148

