

School District of Indian River County

Citrus Elementary

African American Achievement Plan

2020-2021

6500 57th St Vero Beach, FL 32967
772-564-3000

Updated as of September 1, 2020

Citrus Elementary School



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:

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| 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	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. B. Provide district training for administrators and district staff related to matrix implementation, monitoring, and look-fors in classrooms	Curriculum Matrix document posted on District website Documentation of district planning support to schools Conduct quarterly Classroom walk throughs to ensure integration into classroom instruction and provide written report of feedback	October 16, 2020 October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Principals	Academic Success															
	Implementation Steps: To deepen and integrate our student's knowledge of diverse community members into our students' education, we will partner our literacy block with our PBS monthly character traits program we have already implemented on our campus. The following is a list of traits and corresponding distinctive historical and current individuals that have had a lasting impact on their communities. <table><tr><td>September</td><td>Respect</td><td>Cesar Chavez</td></tr><tr><td>October</td><td>Responsibility</td><td>LeBron James</td></tr><tr><td>November</td><td>Citizenship</td><td>John Lewis</td></tr><tr><td>December</td><td>Compassion</td><td>Oprah</td></tr><tr><td>January</td><td>Cooperation</td><td>Barack Obama</td></tr><tr><td>February</td><td>Courage</td><td>Martin Luther King Jr.</td></tr></table>	September	Respect	Cesar Chavez		October	Responsibility	LeBron James	November	Citizenship	John Lewis	December	Compassion	Oprah	January	Cooperation	Barack Obama	February	Courage	Martin Luther King Jr.
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January	Cooperation	Barack Obama																		
February	Courage	Martin Luther King Jr.																		

March	Perseverance	Rosa Parks
April	Courtesy	Sonia Sotomayor
May	Honesty	Abraham Lincoln

Student Education would include the following:

- Facts or quotes read by administration over the morning announcements
- Informational text incorporated with focus on designated community members in the English Language Arts instructional block.
- Read aloud opportunities using literature pieces highlighting their achievements and contributions to our society.
- Ample opportunities to view short video clips to deep knowledge.
- When awards are announced monthly, we will incorporate a lesson on how the designated role model also represent these character traits.
- Monthly power point to be shown during lunch highlighting their leadership roles and contributions.
- All content and lessons will work in collaboration with our school choice theme of creating civic minded individuals who will impact our community for a greater good.

	During collaborative planning, our instructional coaches work with teachers to ensure African American History teachings are embedded in our K-5 lesson plans.				
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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.	Number and percentage of qualified students receiving targeted reading interventions Principals conduct data chats and create school- based action plans which includes adjustments to instructional support based on student progress	1 st of Every Month 1 st of Every Other Month	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	<p>Implementation Steps: Beginning in August, data from FLKRs (for K), classroom assessments and i-Ready will be analyzed. Those needing intensive reading intervention are given interventions as needed. When needed, referrals for problem solving with the MTSS team take place to analyze progress and the biggest barrier to create an intervention that is progress monitored. When a Tier 2 or Tier 3 intervention is created, it will be progress monitored and then data is reviewed to discuss progress.</p> <p>We will look at K-3, and disaggregate data of students show substantial deficits in reading based on these measures: AA= W= H= O= Intensive Interventions include: double dose of letters/sounds/phonological</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>		

	<p>awareness/phonics activities, using comprehensive program LLI,</p> <p>Students will work with either classroom teacher, interventionist, ELL assistant for LY students and/or working with ESE resource teacher if a child has an IEP and goals are not being met.</p> <p>Interventions will use research- and evidence-based strategies utilizing the classroom teacher and the reading interventionist for tiered instruction focusing on letters, sounds, phonological awareness, phonics, orthographic mapping, vocabulary, and fluency, and/or working with an ESE teacher through support facilitation, resource room, or self-contained setting depending on the student's IEP.</p>				
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Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	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. B. Provide ongoing monitoring and support of each school's implementation of the School Improvement Plans.	Peer Reviews of School Improvement Plans with principals Approved School Improvement Plans detailing resource allocations	October 31, 2020 October 31, 2020	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Implementation Steps: SIP GOAL 1: Using ELA data to drive instruction, the core instruction program is aligned to FL ELA standards through weekly grade level meetings, PD, monthly data meetings, and quarterly collaborative ELA planning. ELA Pacing guides are utilized to align standards-based instruction, reteach and fidelity of reading instruction. The weekly meetings with coaches present will have a focus on Accountable Talk opportunities in the weekly lesson plans and differentiation for centers for the first half of the year, and small group and centers for the second half of the year, based on formative assessments. SIP GOAL 2: Using Math data to drive instruction, the core instruction program is aligned to FL Math standards through weekly grade level meetings, PD, monthly data meetings, and quarterly collaborative planning. Math pacing	Quarterly reviews of the School Improvement Plan Quarterly impact review action plan Comprehensive data reviews to Cabinet and requested support for progress needed	October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021		

	<p>guides are utilized to align standards-based instruction, reteach and fidelity of instruction. The weekly meetings with coaches present will have a focus on Accountable Talk opportunities in the weekly lesson plans and differentiation for centers for the first half of the year, and small group and centers for the second half of the year, based on formative assessments.</p> <ol style="list-style-type: none"> 1. Data meeting after each unit test or diagnostic to drive differentiated instruction (Datnow & Hubbard, 2015; Ebbeler, Poortman, Schildkamp, & Pieters, 2016; Wilhem, 2011). 2. Professional development, with a focus on differentiation and accountable talk (Akiba & Liang, 2016; Penuel et al, 2007; Sarama, Clements, Wolfe, & Spitler, 2016; Tomlinson, 2003). 3. Coaching cycle with all teachers, using academic coaches in Math and ELA (Knight, 2011). 4. Weekly standards planning with academic coaches (Knight, 2011). 5. Quarterly 4-hour collaborative planning (focusing on differentiation and accountable talk) with the teachers and coaches to bridge the gap and try to help each student find success, with success not being defined the same for each child. 6. Students receive individual conferences and are held accountable for academic growth and achievement throughout the year (Hattie, 2009). 				
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	<p><u>SIP GOAL 3:</u> Multiple studies have shown that a positive school culture and climate impact student achievement (Fitzgerald, Geraci, & Swanson, 2014; Kocyigit, 2017; MacNeil, Prater, & Busch, 2009; Raappana, 2014).</p> <p>Recent 2019-2020 student referrals (March 11) decreased from 72-67, which suggests an upward trend, however far above our goal of 60 ODR's per year.</p> <p>Moreover, attendance is utilized as a measure of how positive culture is impacting our student growth. Recent attendance data (March 11) shows a decrease of attendance at 93.38% from 95% in 2019-2020. As COVID subsides, attendance will be used the second semester as a measure (with 95% goal).</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Weekly newsletter for staff with shout outs and positive quotes (Fitzgerald, Geraci, & Swanson, 2014; Raappana, 2014). 2. Weekly calls home to parents for Bee Awesome Grams (Fitzgerald, Geraci, & Swanson, 2014; Raappana, 2014). 3. Class Dojo for students and Bee Bucks for staff given to be used at a student PBS store (or for other rewards like Principal for the Day) and for the staff raffle (Fitzgerald, Geraci, & Swanson, 2014; Raappana, 2014). 4. Positive Reinforcement for students (Lunch in the Courtyard, celebrations for efforts in 				
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	<p>school, etc.) (Fitzgerald, Geraci, & Swanson, 2014; Raappana, 2014).</p> <p>5. Mentoring students, using 40+ staff members, to increase attendance.</p> <p>6. PBIS monthly committee. Positive Behavior Intervention System is used school wide and we have monthly meetings to discuss the data related to decrease in referrals, attendance, positive rewards, and consequences that the whole school buys into. This research-based program has shown a decrease in out number of referrals over the past two years, and this past year we have become eligible to be a silver level PBIS Model school.</p> <p>7. Beginning of the year rules and procedures review using PBS expectations in a video reviewing the 4 B's (be safe, respectful, responsible and kind).</p> <p><i>SIP GOAL 4: School of Community Citizenship</i></p> <p>Community and parental involvement have been shown to support student achievement in all students, and more specifically on diverse population of students including students with exceptionalities and low socioeconomic status (Haines et al, 2015). To increase family engagement, and therefore student growth, multiple strategies and actions will be implemented at our school.</p> <p>As COVID subsides, partnerships will be established with various community outreach programs and grade-level based service projects. Interdisciplinary, intergrade community clubs including service learning will be implemented to build empathy and</p>				
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	<p>cooperation amongst our students (Warren, 2012). A student government and student mentor program will be established.</p> <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> 1. Develop community outreach projects once a semester, with organizations such as: Hope for Families, and other charitable organizations (Nai-Cheng, 2016). 2. Expand on existing programs, such as Audubon and ELC, Unify, Stinger Singers, after-school programs, etc. (Haines et al., 2016). 3. Implement mentoring program by staff and students (Nai-Cheng, 2016). 4. Create a mentorship program with counselor for Grade 5 students to mentor 1st graders. 5. Create a student government 6. Grade 5 doing research choice projects that will impact our community or a service occupation (Teacher, law enforcement, etc.) 7. As COVID subsidies: <ul style="list-style-type: none"> -integrate student and service learning opportunities with field trips to organizations, such as: Harbor Branch, Vero Beach Museum of Art, =Halo Humane Society, Piper, FPL, first responders program (Haines et al., 2016; Warren, 2012). - expand on existing community mentor program (Nai-Cheng, 2016). - implement an intergrade level “Genius Hour” community clubs within the school. 				
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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	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
	Implementation Steps: <u>Superstar Camp</u> In winter, we will have a Superstar Camp for students in Grades K-2, 4-5. Primary students will be chosen by the classroom teachers as a grade level using i-Ready data and formative classroom assessments using their End of Year Expectations. Grades 3-5 will be chosen based on the bubble scores of weighted averages in Unit Assessments for predicted proficiency in FSA. Those in the BQ are already receiving at least one intervention daily in school. We will ensure equitable distribution of our school population which is: 22% African American 28% Hispanic 44% are White 6% are Other	Evidence of parent workshops, school site activities, etc.	October 16, 2020 January 21, 2021 March 12, 2021		
		Documentation of Parent/ Guardian Communication of remediation and enrichment opportunities by the Director of Instructional Innovation	October 16, 2020 January 21, 2021 March 12, 2021		Communication & Engagement
	<u>GEER GRANT</u> Students in Grade 3 were invited to enroll in the Geer grant program based on their data from last year's mid-year I-Ready bottom 40%. Also, students who were lacking grade level skills and needed additional support were invited to	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		

	<p>attend the to fill open spots, Currently, there are 25 Geer Grant Academy students, and 16 % are African American, 52% are white, 0 % are other, and 32% are Hispanic (school demographics: 22% AA, 28% Hispanic, 44% White, 6% other).</p> <p><u>Audubon Advocates (Science afterschool program):</u> Teachers have a discussion with students as a whole class explaining the program, and then a list of students who are interested is sent to Erin Hollander, our school coordinator. Teachers choose who is interested in science daily, who could benefit from the program with confidence building, and are mid to upper level academically, as there is journal writing and note taking each week. Of the 13 students in the fall, and 13 in the spring (2 different programs for a total of 26 students): demographics will match school make-up as closely as possible.</p> <p>Opportunities will be announced in monthly newsletter, through social media, connected messages, flyers, during Title One meetings with parents/families, or grade specific invitations</p>				
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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: An intentional focus on strengthening relationships with our African American families will continue this year. The story of what is happening at Citrus Elementary will continue to be shared on Facebook and Twitter to help increase enrollment for our school. Currently the enrollment at Citrus reflects: CES 22% African American district=18% CES 28% Hispanic district=24% CES 44% are White district=52% CES 6% are Other district=6%	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
9	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 September 30, 2020 November 1, 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:</p> <p>Academic Interventions: We will be having an afterschool program for Grade 3 students through the GEER grant, for Grade 1-2 students through the Learning Alliance Moonshot Academy and then several interventions before and after school. Our school wide Superstar camp for K-5 students will begin in February. We will try to match the demographics of the school in our groupings.</p>	<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>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><u>Unify Basketball and Unify Football</u></p> <p>Project Unify basketball and football team consists of 60% students with exceptionalities and 40% Gen ed students (up to 10 total). The coaches look for up to 4 gen ed students that are positive role models, have great relationship building skills, and who possess the physical and mental capacity to play and co teach the sport to their peers. Then we observe our students with IEPs to find those who have interest in the sport, parental permission, and who eagerly participate in all PE activities. All students selected must not be a major behavior risk, in order to participate in the program, as there are over night field trips.</p> <p>The Unify football team will make all attempts to follow the demographics of the school as closely as possible.</p> <p><u>Track</u> tryouts are done during PE class, when students are required to run</p>				
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	<p>a predetermined distance while the stopwatch is running. Coaches select 12 students per grades 3-5 (6 boys and 6 girls) for the team with two alternatives, 38 total. Students with the fastest times are chosen for the track team, regardless of their race. There will be 35-40 students on the team: They will participate at the district track meet in April.</p> <p><u>Basketball</u> The selection process for basketball is done as follows: During PE class, all students who desire to try out are observed doing pre-determined skills. Students are required to dribble the ball with their right and left hand, attempt 3 layups and 3 free throws. Students can earn up to 10 points during tryouts. 2 points for each hand and 1 point for every layup and free throw made. Students with the highest scores are selected for the team, regardless of their race. There are roughly 30 students on the team. We will try to match the demographics of the school in our groupings. They will</p>				
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	participate in the CASA Basketball Tournament in April.				
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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: Data reviews occur monthly in Grades 3-5 after unit Assessments, and i-Ready data. In grades K-2, they occur quarterly based on formative assessments, i-Ready data, and K expectation benchmarks. The team reviews the data of all students, including subgroup data, to determine next steps for collaborative planning, MTSS, enrichment, RtI, differentiated instruction, gifted referrals, attendance interventions, behavioral interventions, mental health referrals, etc. This is led by the principal. Beginning in September 2020, data will be reviewed align supports for all students so that interventions and support plans can begin immediately.	Quarterly Progress monitoring data Quarterly review of Plans of action Impact Reviews Power BI Dashboard Review	October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021 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
10, 11	1.13 Provide support to teachers and administrators on the use of real-time data specific to African American students to have effective data chats and plan targeted support for improved learning.	Progress monitoring data Training and support materials provided to teachers and administrators	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: Dr. McMahon joined the CES Leadership Team for a training on PowerBI in August 2020. Ongoing training and support will continue for the leadership team, facilitated by the Principal with support from Dr. McMahon if needed and requested. Data chats occur monthly in several ways: grade levels, cohorts (ESE, ELL, special areas, etc.), and one-on-one between the teacher and administration in grades K-5. The team reviews the data of all students, including the Florida Early Warning Indicators, to determine next steps for collaborative planning, MTSS, enrichment, RtI, differentiated instruction, gifted referrals, attendance interventions, behavioral interventions, mental health referrals, etc. This is led by the principal.	Power BI training with rosters, materials, feedback	September 15, 2020		
		Evidence of leadership teams using Power BI to monitor the impact of instruction	October 16, 2020 January 21, 2021 March 12, 2021		Equity, Culture, & Climate
		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
	Implementation Steps: N/A for Elementary Principals	Summary of needs assessment	October 31, 2020 January 8, 2021 March 31, 2021		
		Evidence of meeting with students and updates and modifications to the school-site plan	October 31, 2020 January 8, 2021 March 31, 2021		

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
	Implementation Steps: N/A for Elementary Principals	Common planning sessions Instructional Coach providing modeling and feedback Quarterly Classroom walk through Documented support of interventions and strategies provided to teachers from principals	1 st of Every Month 1 st of Every Month 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	1.16 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.	School leadership team's monthly data chats/MTSS with action plan	1 st of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Implementation Steps: N/A for Elementary Principals	Monitoring data from Unify and Power BI by teachers, school counselor and instructional coaches to create individualized student plans Providing mentors to students who have been identified on the Early Warning Indicator list	1 st of Every Month 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	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.	Rosters of after school and summer extended learning opportunities	1 st of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Implementation Steps: Data chats occur monthly in several ways: grade levels, cohorts (ESE, ELL, special areas, etc.), and one-on-one between the teacher and administration in grades K-5. The team reviews the data of all students, including the Florida Early Warning Indicators, to determine next steps for collaborative planning, MTSS, enrichment, Rtl, differentiated instruction, gifted referrals, attendance interventions, behavioral interventions, mental health referrals, etc. This is led by the principal.	Individual Student Action Plan in Focus folder Graduation Coach and School Counselors Graduation Monitoring Plan and Individual Student Action Plan	1 st of Every Month 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	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.	Number and Percentage behind in credits, GPA	1 st of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Implementation Steps: N/A for Elementary Principals	Number and Percentage of students in credit recovery and eligible students who are enrolled School counselors and graduation coaches will hold monthly meeting to review student progress and provide next steps Documentation of parent contact by School counselor and graduation coaches	1 st of Every Month October 16, 2020 January 21, 2021 March 12, 2021 1 st of Every Month		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
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
	Implementation Steps: N/A for Elementary Principals	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	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.	Professional Development materials, roster, and feedback	January 8, 2021 May 31, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Director of Educator Quality; Kelly Baysura, Director of Academic Success; Robyn Bethel, Director of Student Services; Principals	Talent Development & Support
	Implementation Steps: Currently we have 2- 3 rd grade retainees, and of those 2, zero are African American. These students are either receiving support from the literacy interventionist and teachers are receiving supports from the math/ELA coach or are receiving ESE services (one has 350 minutes per week ELA/200 Math, one has 500 minutes ELA /200 Math, one is in a self-contained VE classroom). The School Counselor will have ongoing meetings with our students who are not proficient to provide additional supports. This will be done in a tiered manner, with students with the most significant needs being seen the most frequently. After each meeting, a follow up call will be made by the counselor to the family to share progress and offer additional supports. Progress will be shared regarding these students and their successes with adjustments being made when necessary, with admin. Administration will take follow up action for students or families when there is a need.	School counselors and graduation coaches documentation of number of meetings with students, content, and individualized student action plans 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	January 8, 2021 May 31, 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
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
	Implementation Steps: N/A for Elementary Principals	Dates assemblies took place, the materials provided and feedback survey from students Graduation coaches will provide Documentation of monitoring of number of African American students on track to graduate	January 8, 2021 May 31, 2021 October 16, 2020 January 21, 2021 March 12, 2021		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	1.22 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.	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	October 31, 2020 January 8, 2021 March 31, 2021 June 1, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Implementation Steps: N/A for Elementary Principals	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	October 16, 2020 January 21, 2021 March 12, 2021		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
	Implementation Steps: N/A for Elementary Principals	District quarterly impact reviews with principals to review Power BI graduation data District on-site support of school-based leadership team following impact review action steps	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
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
	Implementation Steps: During the 19-20 school year, many students were screened for gifted. The School Counselor will continue this work during the 20-21 school year, starting with our 3rd -5 th graders. Progress will be shared with administration. A timeline will be created to help ensure we successfully implement the procedures in the district plan and increase underrepresented populations in our gifted program.	Principals will ensure the implementation of universal screening is conducted with fidelity Principals will monitor evidence of prioritization practices of guidance in testing of minority students	October 30, 2020 January 29, 2021 March 31, 2021 May 28, 2021 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	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).	Documentation of school-based communications to students and families prior to each test administration	1 st of Every Month	Scott Bass, Deputy Superintendent; Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability & Virtual School; Principals	Academic Success
	Implementation Steps: N/A for Elementary Principals	Principals will monitor the number and percentage of total African American students taking on-site college readiness testing	1 st of Every Month		
		Evidence of school counselor and graduation coaches contact related to African American students registering for college readiness testing	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	1.29 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: N/A for Elementary Principals				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
	Implementation Steps: Note: Of the awards that will be received at our Awards Assemblies this year (awards include: A, A/B, Most Improved, Best Effort, Kid of Character, Kid of the Quarter (for specials), Super Stinger (ESE), we will ensure that they match our school demographics: White (44 % of school population) Hispanic (28 % of school population) Black (22 % of school population) Other (6 % of school population) This does not include the weekly BEE Awesome Grams that are given one per class each week. The award nominees are submitted to principal who prints all the awards. If there is a large discrepancy between the demographic groups, based on the school population, a conference will occur between teacher(s) and admin. The weekly BEE Awesome Grams are given at most, one per class each week. The award nominees are submitted to principal who prints all the awards and are sent home to each recipient.				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
	Implementation Steps: N/A for Elementary Principals	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>	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals	Academic Success
	<p>Implementation Steps:</p> <p>N/A for Elementary Principals</p>				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.36 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.	Principals will monitor the number and percentage of students in advanced classes by race and list of provided supports	1 st of Every Month	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Implementation Steps: The process for identifying and recognizing support for students for advanced coursework moving from 5th to 6th grade include the following processes; teacher recommendations, state test scores and data reviews by the stakeholders. Due to the current reality for the 2019-2020 school year, we have looked at our student list in 5th grade and will recommend advanced classes by using mid-year report card information, iReady data and Unify averages for the midyear. The student information will also be sent to the middle school leadership teams, on an as need basis, to organize and help with class placement for the 2020/2021 school year. We would look at the top 25% in ELA and Math (total 114 students, with top 25% roughly 28 students) Action Steps The top 25 percent of student would be recommended for advanced classes for the 2020-2021 school year.				

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: Data chats occur monthly in each grade level 3-5 after each unit assessment with either admin or coaches. ALL students' data is reviewed, and next steps are created for instruction for students based on the data. 2020-2021 school year: The Principal, Assistant Principal and Leadership Team will review student unit assessment prediction scores and i-ready data with teachers to identify students who demonstrated a regression from levels 3, 4 or 5 on FSA, based on 2019 FSA data. Teachers will be asked to create a plan of support for all students. These students are then placed in a Tier 2 per the Unit Assessment Data and any teacher feedback. Tier 2 data chat will take place every 6-8 weeks, to decide if ALL children are receiving the interventions needed, based on the data.	Number and percent of students regressing by school and grade level	October 31, 2020 January 8, 2021 March 31, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
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
	<p>Implementation Steps: The 2019-2020 year we have had 8 OSS, from 3 white students (1 student has been suspended 2x), 3 African American students, and 1 student in the “other” category. The code of conduct is followed when the incident has occurred, and no more than a 2-day suspension is ever given. Moving forward, administration will now call Mr. Bass, principal supervisor, for approval.</p> <ol style="list-style-type: none"> 1. Document interventions given for all students to decrease OSS. 2. Continue to follow district code of conduct. 3. The Principal will work with school-based leadership team, including the AP, school counselor and School Resource Specialist to when looking at behaviors and their consequences. 4. The MTSS process will be followed to ensure tiered evidence-based interventions are implemented, monitored and adjusted as needed. 5. The Principal will contact her supervisor if there are any extreme behavior issues that require district level support. <p>For the 2020-2021 school year, a restorative practices PD has already taken place on August 26, 2020 to help teachers work with students.</p>	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
	Implementation Steps: As part of our SIP, ongoing walkthroughs and observations will be completed by administration to see the implementation of the these practices.	Equitable classroom practices observations	1 st of Every Month		
		School-based Action Plans	October 31, 2020		Academic Success

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 Equity, Family, and Community Engagement; Principals	Academic Success
	<p>Implementation Steps: Our peer mentorship programs relate to all students, as we have reading buddies that different classrooms pair up together (ex. K and 5th). For the 2020-2021 school year, students in Grades k/3, 2/5, and 1/ 4 will pair up to be mentors, and work on a community outreach project once COVID subsides.</p> <p>Last year, forty-one of our teachers signed up to be a mentor for a specific student, one we know may have adverse childhood experiences, and need an extra someone to be a caring adult they can go to. Of the 41 mentees, 32% were AA students, 54% were white, 9% were Hispanic, and 5% were "Other." We will continue this this year, when COVID subsides.</p> <p>VBHS students also mentor certain grade 1 students, who are struggling. Of the 15 students mentored last year, 40% are African American, 33 % white, 25% are other or Hispanic. This will resume once COVD subsides.</p> <p>VBHS Baseball Coach/ ESE Teacher will begin to work with students with disabilities and behavioral concerns and mentors these students with one-on-one talks. He communicates weekly with teachers and students work on goals. Of the 12 students, he mentored, 50% are African American, 17 % are</p>	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

	<p>white, 25% are other, and 8% are Hispanic. This will resume as well once COVID subsides.</p> <p>Upcoming plans:</p> <ul style="list-style-type: none"> • Create a schedule for the Mentor/Mentees following Social Distancing Guidelines-Leadership Team • A teacher-to-peer mentoring program will be continued with the help of our school counselor on our campus with plans being finalized all summer. • Grades 2-5 teachers will work together to determine what students would benefit from a mentor on campus • 2020-2021 school year: We will form a 5th grade leadership team of students to be trained by school counselor and mentor K-1 students. • A meeting schedule will be developed, along with an action plan and activities, to create opportunities for the mentors and mentees to meet at least twice a month throughout the year. 				
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Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
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: N/A because at Citrus Elementary we don't utilize in school suspensions. We use detentions during lunch, recess, or after school as needed.	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	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.	Advertising efforts of FFEA club at each high school (postings, School Messenger calls, etc.) Student survey results identifying those interested in a possible career in teaching.	April 1, 2021 April 1, 2021	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals	Academic Success
	Implementation Steps: N/A for elementary principals	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 Number of Applications for FFEA Scholarship Program from each high school.	April 1, 2021 April 1, 2021		Talent Development & Support

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: N/A for elementary principals	IRSC/SDIRC student survey results of potential future educators.	June 1, 2021		Talent Development & Support
		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 because 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: This new teaching mentor program is done for all hires, regardless of race, using the STAR program. All teachers who have less than three years of teaching went to new teacher orientation and are in the mentoring program. Currently, each semester we request new interns for our school. In the past two years, no African American intern has been at Citrus. The hiring process is done by using Frontline/Applitrack, and now those hiring, must track how many candidates there were for the position, and how many of each race were interviewed. The interviewing team always chooses the best candidate for the position.	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: N/A for elementary principals	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: During our ongoing meetings with support staff where roles, responsibilities, and goals are discussed, administration will identify faculty members to transition to teaching. At this time, support and assistance will be offered to help them become certified instructional staff.				Talent Development & Support