



School District of Indian River County
African American Achievement Plan 2021 -2022
Assurances of Implementation of Strategies/Action Steps



Quarter of the School Year: 2

District Office: Curriculum & Instruction

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 African American Achievement Plan. To review and ensure compliance with progress of action steps associated with the African American Achievement Plan, the District provides quarterly updates related to action steps accomplished and quarterly outcomes.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the 2021-2022 African American Achievement Plan. Documentation requirements have been designed to honor the full intent of the developed African American Achievement Plan while optimizing the efficiency and effectiveness of outlined actionable steps.

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

- Action steps included within the 2021-2022 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: 1/5/2022 __RAM/KJB/CL/DL____ (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?)

The use of Power Bi and a data system has been an area of progress. The ability to mine through layers of data on one page and refine that data to align priorities and supports has been powerful for district and school admin teams. By continuing to support the use of and understanding of data through PBI, school leadership teams are becoming more successful identifying areas of growth and responding to that quickly.

Continued monitoring and classroom walks are scheduled for second semester. This practice, when done with school-based administrators and leadership teams, has the potential to influence growth and support on behalf of students. While the first semester of weekly classroom walks has yielded positive results, there is more room to grow around instructional skills and intervention materials.

The areas of continued work include ongoing weekly scheduling of supports. In addition to having a fluid priority list, the specialists will focus on helping school leadership teams and teachers with instructional strategies and moves that will positively impact student success.

High schools will receive additional training on Achieve 3000 and the blended learning model. This will be done to encourage additional intervention supports through a model of instructional grouping and differentiated instruction.

Other next steps include proactively planning for additional intervention opportunities within the school day and through extended learning.



School District of Indian River County
African American Achievement Plan 2021 – 2022
Quarterly Summary of Implementation of Strategies/Action Steps



Quarter of the School Year: 2

Date of Summary: 1/5/2022

District Office: Curriculum & Instruction

Strategies: 1.3, 1.5, 2.1, 2.4

Strategy AAAP 1.3: Use Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on-track to graduate.

Dates of Support Provided to School Leadership Teams	School Visits/Class walks 10/19/2021 10/25/2021 10/28/2021 11/9/2021 11/17/2021 11/30/2021 Lead Counselor Meetings 10/22/2021 Impact Review Meetings 12/01/2021 12/07/2021 Graduation Monitoring 10/25/2021 11/29/2021
Summary of Planned Action Steps	<p>Continue weekly and monthly monitoring of student data and classroom instruction. Weekly visits to the Intensive Reading classes and Algebra 1 classes to monitor instruction and instructional groups. Prioritize resources and personnel to assist with A2 interventions based on student needs. Adjust student schedules to maximize support opportunities.</p> <p>Academic Success Specialists will adjust schedules of support to align with and meet the needs of the highest priority schools.</p> <p>Work with guidance counselors on adjusting second semester schedules where needed to support students and provide additional interventions.</p>

Strategy AAAP 1.5: Reduce barriers (e.g., outreach, registration, cost, location, transportation) in order to increase African American student participation in extended learning programs.

Strategy Implemented	Summary of Evaluation of Impact of Strategy Implemented
Extended Day personnel received medical training to try and equip themselves with the proper skills to assist students who need it.	Although staff was trained, many still feel they are not fully versed in the medical pedagogy needed to best serve students in that capacity.

All students in grades K- 5 th , were provided an opportunity to participate in a before, during, or afterschool tutoring Intensive Reading program with certified teachers.	Every elementary school provided a plan to implement tutoring for those students who met eligibility with a focus on our African American students. Many of the students are showing growth on their I-Ready progress monitoring.
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Strategy AAAP 2.1: Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.

Dates of Support Provided for Problem Solving for Discipline and/or Achievement Disparities	10/4, 10/7, 10/8, 10/13, 10/14, 10/15, 11/5, 11/8, 11/9, 11/15, 11/18, 11/29, 12/6, 12/10 Cabinet Data Reviews: 10/14, 10/28, 11/11, 12/8
Summary of Planned Action Steps	Cabinet Data Briefings look at data from a system-wide level and direct support to schools as well as evaluated overall programming and procedures. Each of the individual problem solving committees looks more deeply at the data available and makes changes and supports accordingly.

Strategy AAA 2.4: (QUARTER 1 ONLY) Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.

Dates of Review of School Improvement Plans for Inclusion of Interventions for the Achievement Gap	Added two additional training sessions to continue to support schools. 10/19/2021 12/16/2021
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Strategy AAAP 4.1: Increase the diversity of mentors and staff providing coaching support as part of the STARR Mentoring program, while training mentors in trauma-informed practices and cultural competency.

Percentage of Mentors by Race	
African American (%)	White, Non-Hispanic (%)
8%	93%

Dates of Professional Development for Trauma-Informed Practices and Cultural Competency Provided to Mentors	11/15/2021
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*Attach examples of training materials

Strategy AAAP 5.1: Enhance school choice and magnet school offerings, including transportation to access school choice, districtwide to maximize opportunities for African American students to enroll in schools that best align with their needs and interests.

Action Steps Implemented to Enhance School Choice Offerings	Phase II Implementation of each school theme, aligned to the school improvement plan utilizing the continuous improvement system. Awareness campaign that enrollment ends January 15, 2022 using twitter, Facebook, and Focus parent portal.
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Strategy AAP 4.1: Examples of email communication and training materials related to trauma-informed practices

12/6/21, 12:25 PM

Mail - Beckham, Terri - Outlook

<Linda.Gaddis@indianriverschools.org>; Vaughn, Ralph <Ralph.Vaughn@indianriverschools.org>; Odom, Kristi <Kristi.Odom@indianriverschools.org>; Wingate, Jonnette <Jonnette.Wingate@indianriverschools.org>; Hargreaves, Jodi <Jodi.Hargreaves@indianriverschools.org>; Moroishi, Juliana <Juliana.Moroishi@indianriverschools.org>; Butler, Carole <Carole.Butler@indianriverschools.org>; Hiller, Mary <Mary.Hiller@indianriverschools.org>; Bennett-Campbell, Dawn <Dawn.Bennett-Campbell@indianriverschools.org>; Potter, Kelly <Kelly.Potter@indianriverschools.org>; Hartmann, Alyssa <Alyssa.Hartmann@indianriverschools.org>; Hall, Concetta <Concetta.Hall@indianriverschools.org>; Nathaniel, Shana <Shana.Nathaniel@indianriverschools.org>; Demeter, Nancy <Nancy.Demeter@indianriverschools.org>; Cathcart, Jessica <Jessica.Cathcart@indianriverschools.org>; Srigley, Sean <Sean.Srigley@indianriverschools.org>; Harris, Caitlin <Caitlin.Harris@indianriverschools.org>; Freeland, Jennifer <Jennifer.Freeland@indianriverschools.org>; Martinelli, Joan <Joan.Martinelli@indianriverschools.org>; Victoria, Therese <Therese.Victoria@indianriverschools.org>; Cathcart, Kathy <KATHY.Cathcart@indianriverschools.org>; Shemo, Dolores <Dolores.Shemo@indianriverschools.org>; Knight, Robert <Robert.Knight@indianriverschools.org>; Coppola, Carol <Carol.Coppola@indianriverschools.org>; Patten, Twila <Twila.Patten@indianriverschools.org>; Solomon, Angel <Angel.Solomon@indianriverschools.org>; Funnell, Michelle <Michelle.Funnell@indianriverschools.org>; Coonce, Amy <Amy.Coonce@indianriverschools.org>; Bethel, Robyn <Robyn.Bethel@indianriverschools.org>; Goodin, Michelle <Michelle.Goodin@indianriverschools.org>; Dawid, Ashley <Ashley.Pinho@indianriverschools.org>; Perakes, Tricia <Tricia.Perakes@indianriverschools.org>; Stawara, Michelle <Michelle.Stawara@indianriverschools.org>; Duchemin, Dawn <Dawn.Duchemin@indianriverschools.org>
Cc: Lord, Colleen <Colleen.Lord@indianriverschools.org>; Cummings, Anitra <Anitra.Cummings@indianriverschools.org>; Chris White <ChrisW@tykesandteens.org>
Subject: Mentor Meet Up

Good evening school-based mentor!

We hope you are doing well and are having a wonderful week with your students and mentee(s).

Below is the link to join our optional Quarterly Mentor Meetup session on Monday. This will be the second of four sessions this year. We will have two optional sessions for you to join, if you'd like - Monday, November 15th from 3:00-4:00 pm or 4:00-5:00 pm. Thank you for providing us your preferences based on the survey that went out a few weeks back.

This quarter we are going to work with Tykes and Teens as we learn more about Motivational Interviewing. (see description below)

Motivational Interviewing –An intervention to understand how the use of language can impose power within a relationship. When an individual has been traumatized, they often feel they cannot submit to authority and will engage in a power

struggle. Techniques taught in this training will teach adults how to avoid this pitfall. Stages of change as well as easy to learn strategies to use for communicating effectively to evoke change in behavior.

[Click here to join the meeting](#)

Please be sure to register on Frontline for this learning opportunity.

Mentor Meetup

Session Code: 8406001

Program: District Catalog

Activity Owner/Manager: Theresa Beckham - Terri.Beacham@indianriverschools.org

Audience: 2, 22

Dates: 8/24/2021 to 4/25/2022

► 4 Meeting(s)

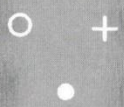
Should you have any questions, please don't hesitate to reach out. We are eager to support!

The Department of Educator Quality

"Let everything you do be done as if it makes a difference." – William James

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Motivational Interviewing Examples



Handling Resistance with MI- Just Roll with it

PRACTICE

EMPHASIZE THEIR POWER IN THE SITUATION

Hold them as EXPERT and remind them it is up to them

Example

Child:

"But I can't keep my mouth shut when John is in my space!"

Helper:

"And it may very well be that you'll decide that it's worth it to yell in that. That will be up to you, I bet you have some other ideas on how to keep your space."

Handling Resistance with MI- Just Roll with it

Example #2

Child:

"Everyone tells me I should quit fighting."

Helper:

"You are the expert on you....tell me, what is another option
At the end of the day it is up to you what you choose."

Practice:

Child:

"I don't care, if she touches my pen I will punch her!"

Helper: ?

Child:

"My teacher keeps telling me to take deep breaths.....
Taking deep breaths is so stupid!"

Helper: ?

Re: Slides from Mentor Session

Beckham, Terri <Terri.Beckham@indianriverschools.org>

Tue 11/16/2021 2:20 PM

To: Morrow, Jennifer <Jennifer.Morrow@indianriverschools.org>

Thank you. :) You are so sweet! I registered you and gave you the PD point already. :)

Terri Beckham, M. Ed.

PD Specialist

Department of Educator Quality

772-564-3025 (office)

772-559-7520 (cell)

Follow me on Twitter @Terri_Beckham

"Let everything you do be done as if it makes a difference." – William James

From: Morrow, Jennifer <Jennifer.Morrow@indianriverschools.org>

Sent: Tuesday, November 16, 2021 2:18 PM

To: Beckham, Terri <Terri.Beckham@indianriverschools.org>

Subject: Re: Slides from Mentor Session

All of the PD's you offer are outstanding. Thank you for the opportunity yesterday. :)
I forgot to register... is it too late?

Jen

Get [Outlook for iOS](#)

From: Beckham, Terri <Terri.Beckham@indianriverschools.org>

Sent: Tuesday, November 16, 2021 1:06:05 PM

To: Hartmann, Alyssa <Alyssa.Hartmann@indianriverschools.org>; Napier, Jessica

<Jessica.Napier@indianriverschools.org>; Poysell, Patricia <Patricia.Poysell@indianriverschools.org>; Morrow, Jennifer <Jennifer.Morrow@indianriverschools.org>

Subject: Slides from Mentor Session

Good afternoon, ladies,

I hope your Tuesday is going smashingly well! :)

Attached are the slides that Chris White from Tykes and Teens shared yesterday. Do you feel as though yesterday's session was useful/timely? Any feedback on yesterday's session is welcomed!

Again, thank you for ALL you do for your students and new teachers. I am super-duper appreciative!

Terri Beckham, M. Ed.
PD Specialist
Department of Educator Quality
772-564-3025 (office)
772-559-7520 (cell)

Follow me on Twitter @Terri_Beckham

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