



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



**Quarter of the School Year: 1**

**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: 10/13/2021 \_\_\_\_\_rm/kjb/dl/cl/ce\_\_\_\_\_ (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?)

Continued support regarding the African American academic success and achievement gap. Create a more strategic method of supporting the School Improvement process with target support dates and target revision dates. Build in more time to review and monitor the implementation of the SIP's.

The most significant area of progress can be attributed to the real time, ongoing data monitoring using Power Bi. This has been helpful when meeting with the school counselors regarding master schedules and students' needs.

The master schedule resource guide with clearly defined thresholds has been an improvement over previous year. Students are now schedule based on data.

Strategy AAAP 4.1 The Department of Educator Quality has developed quarterly Mentor Meetups to engage teacher mentors in discussions regarding Mindset, Cultural Competency, and providing targeted feedback to the new teachers. The first session was held August 24, 2021, which provided the foundational information. This session presented information on three of the elements in cultural competence: Open attitude; awareness of self; and awareness

of others. The November 15, 2021 Mentor Meetup will continue with cultural knowledge and cultural skills as it relates to working with new teachers and students.

Next Steps: The Department of Educator Quality is collaborating with Strategic Planning and Support Services to develop a training for mentors focused on trauma informed practices. This professional development will take place during the Second and Third Quarter of the 2021-22 school year.



**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: 1**

**Date of Summary: 10/13/2021**

**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	9/14/21 SRHS School Leadership team and graduation coach 9/15/21 VBHS School Leadership team and graduation coach 9/21/21 Lead HS Counselor meeting
Summary of Planned Action Steps	<ul style="list-style-type: none"> <li>• Create a list of students not on track to graduate.</li> <li>• Provide school-based testing supporting depending on the areas in need for graduation.</li> <li>• Outreach to the families.</li> <li>• Additional support times via A2 and after school tutoring.</li> <li>• Graduation Coach, Math Coach, and Literacy Coach support with intensive interventions/study skills.</li> <li>• Add the School based SAT Day for seniors who still have not met graduation requirements.</li> </ul>

**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
Meeting with community partners discussing aligning curriculum	Meeting was held on Aug. 2nd at GYAC (4875 43rd Ave.; V. B.) from 1pm – 2pm. The partners agreed to attend a training on Sunday, a foundational reading program to help support non and low readers that attend the various programs. Seven agencies attended the meeting, and the conversation was rich with what was already being implemented in the various sites and the willingness to try to align all efforts for purposes of evaluating progress of students.
Provide professional development opportunity (PDO) to partner agencies on appropriate curriculums in afterschool programs	On Sept. 11, 2021, from 8am – 2pm at Rosewood Elementary as well as on Zoom, The Learning Alliance facilitated a training on how to implement Sunday. Three of the four partner organizations attended. Some of the partners have been using Sunday.
Create a comprehensive survey for feedback purposes	This process is still on-going
Research and implement new learning opportunities	This process is on-going. Some programs have been researched with one being viable in the area of Social Studies.

**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	DES 10/5/21, 10/6/21, 10/12/21, 10/14/21 SES 10/4/21, 10/5/21, 10/8/21, 10/11/21, 10/12/21, 10/14/21 PIE 10/4/21,10/11/21, 10/13/21, 10/14/21 FES 10/11/21, 10/12/21, 10/13/21, 10/14/21 BES 10/4/21, 10/5/21, 10/11/21, 10/12/21, 10/13/21, 10/14/21 VBE 10/4/21, 10/11/21, 10/13/21, 10/14/21 GMS 10/5/21, 10/6/21, 10/7/21, 10/13/21 SRMS 10/4/21, 10/6/21, 10/12/21, 10/14/21 OSLO 10/4/21, 10/5/21, 10/11/21, 10/12/21
Summary of Planned Action Steps	After the first impact review walks and data.com, held September 24th, the Academic Success Team prioritized schools based on academic needs. The team developed calendars for support for the schools in most need. The Department of Academic Success meets weekly to debrief and review the needs for the following week. Calendars are adjusted weekly to provide higher levels of support for schools in most need. Communication logs are updated daily and shared with school admin to include meeting/support notes and next steps.

**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	2021 - 2022 Instructional Readiness Reviews			
	<b>Instructional Readiness Review</b>			
	Date	Time	School	
	Tuesday, 8/17/21	8:00 – 9:30	SGMS	
	Tuesday, 8/17/21	9:45 – 11:15	DES	
	Tuesday, 8/17/21	11:30 – 1:00	GMS	
	Tuesday, 8/17/21	1:30 – 3:00	Oslo	
	Friday, 8/20/21	8:00 – 9:30	VBHS	
	Friday, 8/20/21	9:45 – 11:15	VBE	
	Friday, 8/20/21	11:30 – 1:00	ACE	
	Friday, 8/20/21	1:30 – 3:00	GES	
	Monday, 8/23/21	8:00 – 9:30	SRHS	
	Monday, 8/23/21	9:45 – 11:15	FES	
	Wednesday, 8/24/21	8:00 – 9:30	BES	
	Wednesday, 8/24/21	9:45 – 11:15	CES	
	Thursday, 8/26/21	8:00 – 9:30		
	Thursday, 8/26/21	9:45 – 11:15	OMS	
	Thursday, 8/26/21	11:30 – 1:00	IRA	Move to 8/31/21
	Friday, 8/27/21	8:00 – 9:30		
	Friday, 8/27/21	9:45 – 11:15	LMS	
	Friday, 8/27/21	11:30 – 1:00	PIE	
Friday, 8/27/21	1:30 – 3:00	SES		
Tuesday, 8/31/21	8:00 – 9:30	TCE		
Tuesday, 8/31/21	9:45 – 11:15	Wabasso		

	Tuesday, 8/31/21	11:30 – 1:00	IRA	Change in outlook when ok by Kelly Good
	Tuesday, 8/31/21	1:30 – 3:00	RMS	
<p>Please find below information on the <b>Instructional Readiness Review</b>. We will be visiting schools to do a brief, informal walkthrough and talk about supports needed. We will be discussing the following topics:</p> <ul style="list-style-type: none"> <li>• School Improvement Plans <ul style="list-style-type: none"> <li>○ Quarter 1 Plans</li> </ul> </li> <li>• Master Schedules <ul style="list-style-type: none"> <li>○ FOCUS schedules</li> <li>○ Data</li> </ul> </li> <li>• Classroom Walks <ul style="list-style-type: none"> <li>○ Instructional Materials</li> <li>○ Lesson Plans</li> <li>○ Pacing</li> <li>○ Collaborative Planning</li> </ul> </li> </ul>				

**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 (%)
<b>11%</b>	<b>89%</b>

Dates of Professional Development for Trauma-Informed Practices and Cultural Competency Provided to Mentors	August 24, 2021 Mentor Orientation September 30, 2021 Developing Trauma Informed Practices PD
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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	<p>Each school was required to include an action plan tied to their school choice theme as part of their School Improvement Plan. The plan includes explicit implementation steps they will take during quarter 1. Impact review and data com meetings address fidelity of implementation. Each school will establish new implementation steps for Quarter 2, tied to their school choice offering, including professional development, collaborative planning, and utilizing district resources.</p> <p>Over 500 attended the School Choice and Community Extravaganza.</p> <p>Flyers were handed out to all Pre-K sites throughout the district, along with flyers going to all 5th grade students.</p>
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	<p>We had three shuttle sites available for transportation from GYAC, SRHS, and Fellsmere Elementary. Each school's leadership team showcased unique offerings tied to their school choice focus.</p>
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# School District of Indian River County

6500 57<sup>th</sup> Street • Vero Beach, Florida, 32967 • Telephone: 772-564-3000 • Fax: 772-564-3054  
David K. Moore, Ed.D. - Superintendent

## Extended Learning Services ~ Partners Meeting

Dr. Deborah A. Taylor-Long, Director of Extended Learning Services

### Agenda

August 2, 2021

Gifford Youth Achievement Center

4875 43<sup>rd</sup> Avenue, FL 32967

1:00 p.m. – 2:00 p.m.

- Welcome
- Introductions
  - Share a bit about your respective organization
- Goals & Expectations
- Students' Served
- Current Programming – What does your respective organization currently offer/provide to afterschool program(s)
- K-3 – Sunday Curriculum
- Q & A
- Discussion
- Adjourn

(S.T.A.R.S)

Science ♦ Technology ♦ Academics ♦ Recreation ♦ Students



*Deborah*  
 Dr. Deborah Taylor-Long  
 Dir. Extended Learning Service  
*Judy*  
 Judith W. Smith – Admin. Assistant

**Sign- in Roster**  
**Extended Learning Service - Partner Meeting**  
**Monday August 2, 2021**  
**Gifford Youth Achievement Center**

Organization	Contact Person	Phone #	Email Address	Signature
1 Big Brothers Big Sisters	Stacey Watson	772-████████ ext. 118	████████@bbbsbig.org	<i>TEAMS</i>
2 Boys & Girls Club	Elizabeth Thomason	772-████████	████████@bgcirc.org	<i>TEAMS</i>
3 Crossover Mission	Cathy DeShower Co-Founder &	772-████████	████████@crossovermission.com	
4 Crossover Mission	Antoine Jennings Co- Founder & Director of Operations	772-████████	████████@crossovermission.com	<i>TEAMS</i>
5 <del>Daisy</del> Hope Center <i>Dasie</i>	Verna Wright Director	772-████████	████████@aol.com	<i>Carol</i>
6 <del>Daisy</del> Hope Center <i>Dasie</i>	Kimberly Wright Assistant	772-████████	████████@dasiehope.org	
7 Environmental Learning Center	Amy Shea Environmental	772-████████ ext. 106	████████@DiscoverELC.org	<i>Ch</i>
8 Feed the Lamb	John May	772-████████ 772-████████	████████@yahoo.com	<i>Kya</i>
9 Gifford Youth Achievement Center	Freddie Woolfork Director of Public Relations & Facilities Operations		████████@gyac.net <i>EGYAC.NET</i> <i>stephanie</i>	<i>Freddie</i> <i>Stephanie</i>
10 Gifford Youth Achievement Center	Angelia Perry Executive Director	772-████████ Ext. 222	████████@gyac.net	<i>A</i>
11 Miss B's Learning Bees	LaToya Bullard	772-████████	████████@outlook.com	
12 The Learning Alliance	Barbara Hammond Executive Director		████████@thelearningalliance.org	<i>TEAMS</i>
13 The Learning Alliance	Liz Woody Remington Director of Prof.	772-████████	████████@aol.com	<i>TEAMS</i>

FW: Introduction to Sondag System A Foundational Literacy Training

 Smith, Judy  
 To: Long, Deborah

Reply Reply All Forward ...  
 Wed 10/13/2021 11:18 AM

From: Long, Deborah <Deborah.Long@indianriverschools.org>  
 Sent: Friday, September 3, 2021 3:37 PM

Cc: Long, Deborah <Deborah.Long@indianriverschools.org>; Smith, Judy <Judy.Smith@indianriverschools.org>  
 Subject: FW: Introduction to Sondag System A Foundational Literacy Training

Good afternoon, All. Please find below the information for the re-scheduled **Sondag training that will be held on Sept. 11<sup>th</sup>**. The following information was shared in my previous e-mail sent out about this topic. I sincerely hope that as many as will attend the training on this new date. The registration below has the old date but once you click on the new information for registration is there. The training is a 6 hour training and for the purposes of our service providers, an opportunity to be trained (initially) and receive a full introduction to the program. The goal as I stated in our joint meeting is to get all of us on the same accord in supporting our students and gathering valuable information to support all efforts. It will be vitally important to ensure that we have the appropriate personnel delivering this curriculum to our students. Please register as soon as you can so an accurate head count can be made and appropriate training can be planned. Some of you stated last time was not a good date. I hope this is better. Sondag has some new features that are exciting and will be very beneficial for all of our students. Looking forward to seeing you all there. Have a great, safe holiday weekend! 😊

  
 Dr. Deborah A. Taylor-Long  
 Director of Extended Learning Services  
 Indian River County School District  
 6500 57<sup>th</sup> Street  
 Vero Beach, FL 32967  
 772-564-3026

  
 Diversity, Equity & Inclusion in the Workplace Certificate

  
 Transforming education to inspire & empower ALL students to maximize their full potential.  
 "Equity is achieved when all students receive the resources they need so they can graduate prepared for success after high school."  
 Center for Public Education

## Do Now

What are you most looking forward to this year while serving in the capacity of a school-based mentor?

If this is your first time mentoring a teacher, what is a question you have or concern you are wondering about?

# MENTOR ORIENTATION

SCHOOL BASED PD

FALL 2021

# OBJECTIVES

By the end of this training, you will:

- Understand the roles and responsibilities of being a school-based mentor in SDIRC
- Review the four critical components of serving as a Clinical Educator –
  - 1. Promote Growth Mindset/Building Relationships/Trust
  - 2. Time Management
  - 3. Collecting data
  - 4. Providing targeted feedback based on data
- Have an awareness of the support that is given to school-based mentors





### SDIRC's STARR/ACP Program Mentor Log

2021-2022

New teacher's needs based on quarterly surveys:

New Teacher Name and Employee ID # \_\_\_\_\_

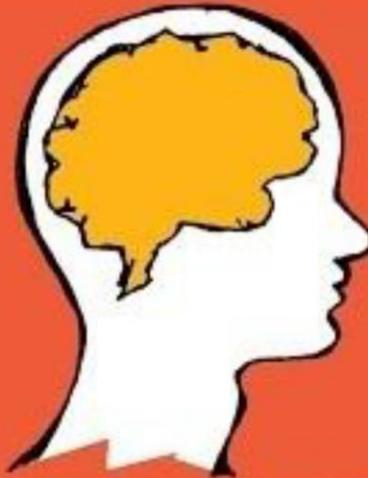
Mentor Teacher Name and Employee ID # \_\_\_\_\_

School: \_\_\_\_\_

Date	Start/End Times	Detailed explanation of support including action steps, when applicable



FIXED



GROWTH

# MINDSETS

## GROWTH MINDSET

- What is the relationship between growth mindset and new teacher classroom success?
- What can you do as a mentor to help your mentee gain a growth mindset?

## RELATIONSHIPS/TRUST

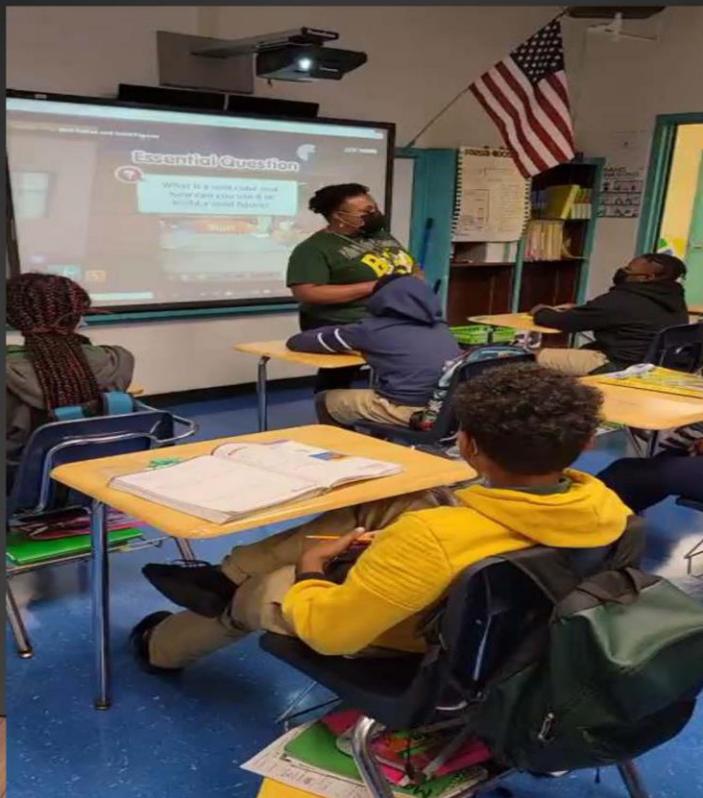
- Think about someone you explicitly trust. Why do you trust him/her?
  - Remember, by building a relationship with your mentee, you will be able to help him/her move further in his/her instructional practice.
- What are you currently doing to build a trusting relationship with your mentee?
  - Invite him/her to come into your room and observe you teaching a lesson.
  - Actively listen to what the teacher is telling you. Don't be in a rush to solve the problem for them.

## TIME MANAGEMENT

- How do we help novice teachers manage their time effectively?
  - Encourage new teachers to keep a list of “want to do” and “must do” action items.
  - Schedule checking email, paperwork, meetings, grading, and communicating with families.

## COLLECTING NON-EVALUATIVE DATA

- Remember to only focus on ONE area for improvement at a time.
  - Using quantitative data makes noticings more non-judgmental  
Ex. 11/25 students came in and started the morning procedure.
- Allow the novice teacher to decide what they want to work on/toward.
- By keeping your conversation strictly to the data, you will build a stronger, more trusting relationship between you and your mentee.



Elementary Video



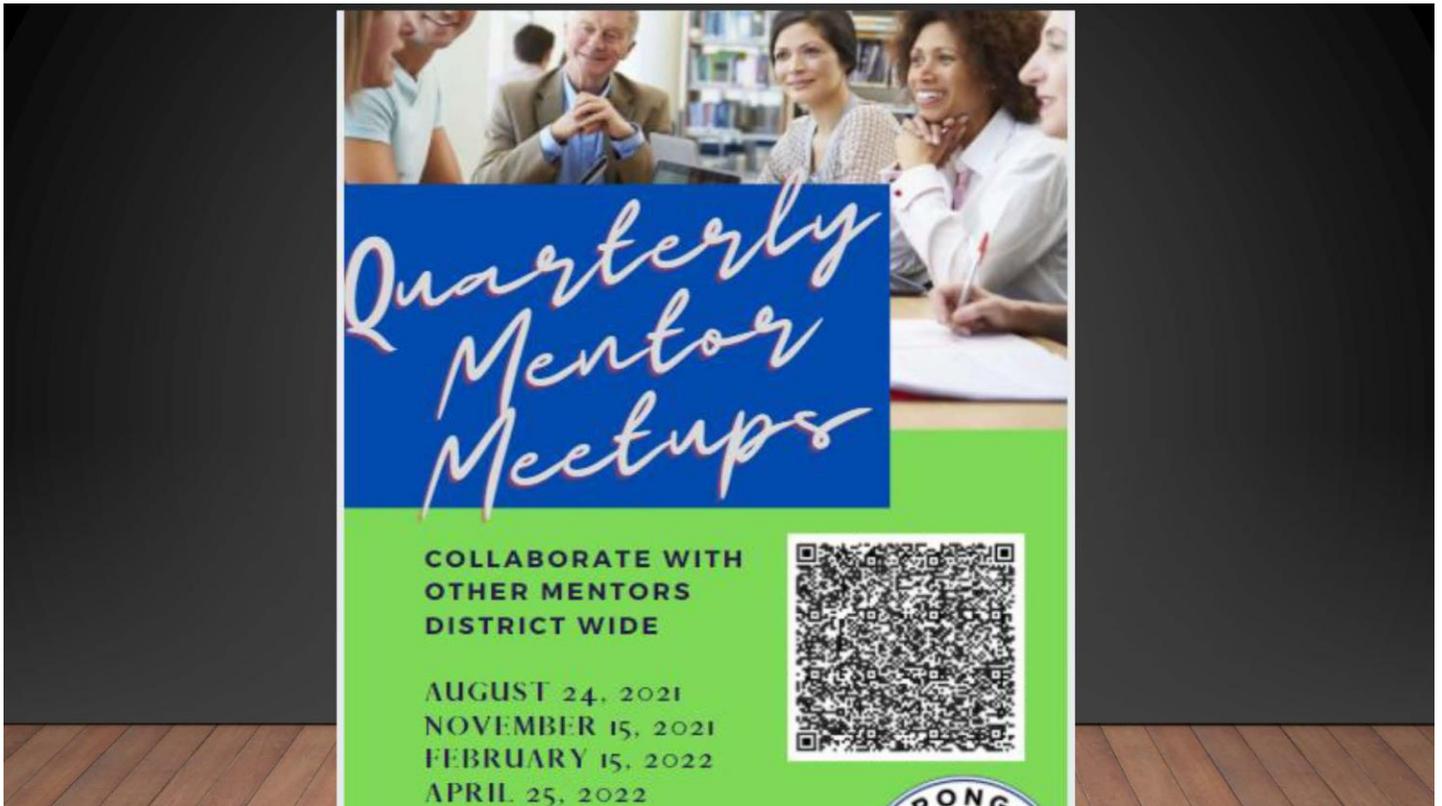
Secondary Video

## PROVIDING TARGETED FEEDBACK

- With a partner, share the data you collected.
  - How is it alike? Different?
- How would you start the coaching conversation with this new teacher?
  - Strengths based approach
  - Refer to the data throughout the conversation
- Have the new teacher decide his/her next steps (continue to refine this area or move to another area of interest)
- Set a date/time to come back and collect data.
- Thank the teacher for his/her time and effort.

## SUPPORT FOR YOU

- Ongoing PD opportunities for all school-based mentors (Quarterly Mentor Meetups)
- Terri Beckham and Anitra Cummings (District Educator Quality Team) are *always* available should you or your mentee require additional support.
- Mindset Monday sessions – 3x a year at GYAC



## OBJECTIVES

By the end of this training, you will:

- Understand the roles and responsibilities of being a school-based mentor in SDIRC.
- Review the four critical components of serving as a Clinical Educator. –
  - 1. Promote Growth Mindset/Building Relationships/Trust
  - 2. Time Management
  - 3. Collecting data
  - 4. Providing targeted feedback based on data
- Have an awareness of the support that is given to school-based mentors.



## WRAP UP/QUESTIONS

- What are your next steps to provide your new teacher support?
- What do you need from District around mentoring new teacher(s)?