School District of Indian River County

Alternative Center for Education

# African American Achievement Plan

## 2020-2021

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

Updated as of September 17, 2020

# 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 |
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| 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.<br>B. Provide district training for administrators and district staff related to matrix implementation, monitoring, and look-fors in classrooms<br><br>**Implementation Steps:**<br>The ACE program will need to acquire more students in order to meet this requirement.<br><br>There will be an opportunity to offer African American during the 2nd semester. | Curriculum Matrix document posted on District website<br><br>Documentation of district planning support to schools<br><br>Conduct quarterly Classroom walk throughs to ensure integration into classroom instruction and provide written report of feedback | October 16, 2020<br><br><br>October 16, 2020<br>January 21, 2021<br>March 12, 2021<br><br><br>October 16, 2020<br>January 21, 2021<br>March 12, 2021 | Richard Myhre, Assistant Superintendent of Curriculum & Instruction;<br>Kelly Baysura, Director of Academic Success;<br>Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement;<br>Principals | Academic Success |

| Barrier(s) | Action Step | *Evidence of Progress Monitoring | Dates of Review(s) | Responsible Staff/ Department | Aligned with the District's Strategic Plan |
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| 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.<br><br>**Implementation Steps:**<br><br>**Not Applicable to ACE** | Number and percentage of qualified students receiving targeted reading interventions<br><br>Principals conduct data chats and create school- based action plans which includes adjustments to instructional support based on student progress<br><br>Quarterly i-Ready reports of progress of African American students' growth in K-2 | 1st of Every Month<br><br><br>1st of Every other Month<br><br><br><br>October 16, 2020<br>January 21, 2021<br>March 12, 2021 | Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals | Academic Success |

| Barrier(s) | Action Step | *Evidence of Progress Monitoring | Dates of Review(s) | Responsible Staff/ Department | Aligned with the District's Strategic Plan |
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| 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.<br>B. Provide ongoing monitoring and support of each school's implementation of the School Improvement Plans.<br><br>**Implementation Steps:**<br><br>The ACE School Improvement plan will be reviewed by our SAC committee to ensure that the African-American student achievement plan is one of high priorities.<br><br>The Principal and the School Leadership will assess our resources and needs for our African-American.<br><br>The Principal will ensure that all of the necessary funds are allocated and services provided to meet the academic and social needs of our students.<br><br>The Principal will prepare all necessary data for review and request additional support where necessary. | Peer Reviews of School Improvement Plans with principals<br><br>Approved School Improvement Plans detailing resource allocations<br><br>Quarterly reviews of the School Improvement Plan<br><br>Quarterly impact review action plan<br><br>Comprehensive data reviews to Cabinet and requested support for progress needed | October 31, 2020<br><br>October 31, 2020<br><br><br>October 16, 2020<br>January 21, 2021<br>March 12, 2021<br><br>October 16, 2020<br>January 21, 2021<br>March 12, 2021<br><br>October 16, 2020<br>January 21, 2021<br>March 12, 2021 | Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals | Academic Success |

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| 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.<br><br>**Implementation Steps:**<br><br>The Principal will create an after school tutoring program to serve the needs of all students. Teachers will be given an opportunity to provide instruction as apart of our Extended Day Program.<br><br>We will promote all parent workshops through all social media platforms and SchoolMessenger.<br><br>Our parent workshop night, remediation, extended day will use Title 1 funds to support Odyssey Night for parents, students and teachers.<br><br>The ACE will partner with a local organization that brings forth academic and social enrichment to establish a positive learning community for African-American students. | Rosters with number of students attending Extended Learning Opportunities<br><br>Evidence of parent workshops, school site activities, etc.<br><br>Documentation of Parent/ Guardian Communication of remediation and enrichment opportunities by the Director of Instructional Innovation<br><br>Documentation of expanded Extended Day Program offerings at each site by certified classroom teachers for daily enrichment or remediation support<br><br>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<br><br>October 16, 2020 January 21, 2021 March 12, 2021<br><br>October 16, 2020 January 21, 2021 March 12, 2021<br><br>October 16, 2020 January 21, 2021 March 12, 2021<br><br>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<br><br>Communication & Engagement |

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| 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.<br><br>**Implementation Steps:**<br><br>The ACE is a temporary placement for students, which enrollment does not qualify under the school choice program.<br><br>**Not Applicable to ACE** | District student Enrollment Plan with current school enrollment as of Survey 2 and 3 with percentage of African American students represented at individual schools.<br><br>School-based action plans with specific strategies implemented to increase African American enrollment.<br><br>School Choice Expo<br><br>Evidence of targeted awareness and application drives regarding Magnet/choice school enrollment for underrepresented student populations | October 31, 2020<br>February 28, 2021<br><br><br><br><br>October 31, 2020<br><br><br><br><br>October 17, 2020<br><br>January 31, 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 |

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| 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).<br><br>**Implementation Steps:**<br><br>**N/A – ACE does not have any extracurricular activities as we are a temporary facility for middle and high school students.** | Methodology and documentation of extracurricular activities at each school by race<br><br>Provide training to coaches on culturally responsive practices – PD rosters, materials, and feedback survey results<br><br>School-based action plans to ensure equitable participation in extracurricular activities<br><br>District Recruitment plan for increasing equitable representation of African American students<br><br>Results of student committee meetings to share opportunities to diversify extracurricular activities<br><br>Distribute marketing materials across the community with information about upcoming opportunities (tryout dates, cost, etc.)<br><br>District will ensure fundraising is taking place to mitigate costs for students who encounter this barrier | October 31, 2020<br>January 8, 2021<br>March 31, 2021<br>May 31, 2021<br><br>September 15, 2020<br><br>September 30, 2020<br><br>November 1, 2020<br><br><br>October 31, 2020<br>January 8, 2021<br>March 31, 2021<br>May 31, 2021<br><br>December 18, 2020<br><br><br>October 16, 2020<br>January 21, 2021<br>March 12, 2021 | 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 | Communication & Engagement |

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| 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.<br><br>**Implementation Steps:**<br><br>The Principal will be able to provide the appropriate evidence of data chat meetings, decisions and outcomes on each student's progress.<br><br>The Principal will make readily available statistical data, which will include I-Ready, Achieve 3000 and all Unit Assessments.<br><br>The Principal and School leadership team will devise an action plan for each African-American student to address their academic deficiencies. | District-level, School-level, Grade-level/Content area Data chats and agenda<br><br>Quarterly Progress monitoring data<br><br>Quarterly review of Plans of action<br><br>Impact Reviews<br><br>Power BI Dashboard Review | October 16, 2020<br>January 21, 2021<br>March 12, 2021<br><br><br>October 16, 2020<br>January 21, 2021<br>March 12, 2021<br><br>October 16, 2020<br>January 21, 2021<br>March 12, 2021<br><br>October 16, 2020<br>January 21, 2021<br>March 12, 2021<br><br>October 16, 2020<br>January 21, 2021<br>March 12, 2021 | Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability & Virtual Education; Principals | Equity, Culture, & Climate |

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| 10, 11 | 1.13 Provide support to teachers and administrators on the use of real-time data specific to African American students in order to have effective data chats and plan targeted support for improved learning.<br><br>**Implementation Steps:**<br><br>The Principal will introduce Power IB to School leadership team and show them how to retrieve student data in preparation of our monthly data meetings.<br><br>The data chat tool will be commonly used by all subject teachers to make data driven decisions and use instructional-based strategies that will help to improve student performance.<br><br>Classroom walkthroughs will be conducted on a weekly basis to ensure instructional strategies are being implemented with fidelity based on student data. | Progress monitoring data Training and support materials provided to teachers and administrators<br><br>Power BI training with rosters, materials, feedback<br><br>Evidence of leadership teams using Power BI to monitor the impact of instruction<br><br>Data chat tools<br><br>Evidence of classroom-based progress monitoring | September 15, 2020<br><br><br>September 15, 2020<br><br><br><br>October 16, 2020<br>January 21, 2021<br>March 12, 2021<br><br><br>October 16, 2020<br>January 21, 2021<br>March 12, 2021<br><br>October 16, 2020<br>January 21, 2021<br>March 12, 2021 | Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability and Virtual Education; Principals | Academic Success<br><br><br><br><br><br>Equity, Culture, & Climate |

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| 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.<br><br>**Implementation Steps:**<br><br>The Principal's designee will set a meeting dates and agendas for each African-American Student Council.<br><br>The Principal's designee will roster and collect feedback through surveys and questionnaires and create a summary of needs assessment.<br><br>The Principal will provide proper documentation of all African American Student Council meetings and work with the Instructional leader on the necessary modifications and updates to the school site plan. | Principal meeting agenda with next steps, membership rosters and collected feedback<br><br>Summary of needs assessment<br><br>Evidence of meeting with students and updates and modifications to the school-site plan | October 31, 2020<br>January 8, 2021<br>March 31, 2021<br><br>October 31, 2020<br>January 8, 2021<br>March 31, 2021<br><br>October 31, 2020<br>January 8, 2021<br>March 31, 2021 | Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals | Academic Success |

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| 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.<br><br>**Implementation Steps:**<br><br>The Principal will design a spreadsheet that will track each unit assessment by each testing subject (ELA, Math, Biology and U.S. History) by race, teacher and subject area.<br><br>After each monthly Unit Assessment is completed the Principal will provide the overall data results to the instructional staff via spreadsheet.<br><br>The Principal will use the data to coach and mentor teachers with instructional strategies and support. | Quarterly Impact Review Action Plans<br><br>Common planning sessions<br><br>Instructional Coach providing modeling and feedback<br><br>Quarterly Classroom walk through<br><br>Documented support of interventions and strategies provided to teachers from principals | October 16, 2020 January 21, 2021 March 12, 2021<br><br>1st of Every Month<br><br>1st of Every Month<br><br>October 16, 2020 January 21, 2021 March 12, 2021<br><br>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 |

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| 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.<br><br>**Implementation Steps:**<br><br>The Principal will pull monthly data reports from Unify and Power IB to be reviewed by the School leadership team in preparation for data chat meetings.<br><br>The School Leadership will analyze, target and implement necessary intervention steps for African-American students considered to have academic deficiencies.<br><br>Interventions will be monitored through the EWI academic success form to determine if deficiencies have been properly addressed to meet the student's academic needs. | School leadership team's monthly data chats/MTSS with action plan<br><br>Monitoring data from Unify and Power BI by teachers, school counselor and instructional coaches to create individualized student plans<br><br>Providing mentors to students who have been identified on the Early Warning Indicator list | 1st of Every Month<br><br>1st of Every Month<br><br>1st of Every Month | Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals | Academic Success |

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| 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.<br><br>**Implementation Steps:**<br><br>The School leadership team will organize and bring forth student achievement data (i.e. grades, GPA, credits earned and test scores), which will include the overall achievement level of African-American students.<br><br>The designee will track each students' progress and create learner profiles with will include action plans that addresses their academic deficiencies.<br><br>Extended learning opportunities will be offered to all students with the intent to increase African American student attendance. | Rosters of after school and summer extended learning opportunities<br><br>Individual Student Action Plan in Focus folder<br><br>Graduation Coach and School Counselors Graduation Monitoring Plan and Individual Student Action Plan | 1st of Every Month<br><br>1st of Every Month<br><br>1st of Every Month | Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals | Academic Success |

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| 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.<br><br>**Implementation Steps:**<br><br>All African-American students will be scheduled into credit recovery through Edgenunity and monitored by the Academic enrichment coach.<br><br>The Academic enrichment coach will schedule monthly meetings with all African-American students to discuss their graduation status.<br><br>The Academic enrichment coach will make contact with each African-American students' parent or guardian to share their graduation status. | Number and Percentage behind in credits, GPA<br><br>Number and Percentage of students in credit recovery and eligible students who are enrolled<br><br>School counselors and graduation coaches will hold monthly meeting to review student progress and provide next steps<br><br>Documentation of parent contact by School counselor and graduation coaches | 1st of Every Month<br><br>1st of Every Month<br><br>October 16, 2020 January 21, 2021 March 12, 2021<br><br>1st of Every Month | Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals | Academic Success<br><br>Equity, Culture, & Climate |

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| 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.<br><br>**Implementation Steps:**<br><br>The Academic enrichment coach will work with the Principal to set up action steps for African American students to progress toward graduation.<br><br>Each student's record will be reviewed by the Academic enrichment coach and monitored through an Individualized Academic Improvement Plan.<br><br>The Academic enrichment coach will enroll African-American students in academic enrichment courses that will improve their overall academic status. | High School principals and graduation coach's documentation of action steps in action plans<br><br>Monitor progress reports<br><br>Review progress of students in all three educational options<br><br>Provide enrichment opportunities to students before or after school | October 16, 2020 January 21, 2021 March 12, 2021<br><br>October 16, 2020 January 21, 2021 March 12, 2021<br><br>October 16, 2020 January 21, 2021 March 12, 2021<br><br>1st of Every Month | Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals | Academic Success |

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| 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.<br><br>**Implementation Steps:**<br><br>The Academic Advisor will use professional Resources and seek advisement from Middle and High School Counselors for African-American Students and provide feedback to students.<br><br>The Academic Advisor will provide written documentation of all meeting with African-American students. Individualized Academic Improvement Plans will be created to reinforce instructional strategies geared toward each leaner.<br><br>The Principal and Academic Advisor will collaborate to discuss each African-American students' academic progress based on the stream-lined data via Power IB to ensure that all students are on track to graduate. | Professional Development materials, roster, and feedback<br><br>School counselors and graduation coaches documentation of number of meetings with students, content, and individualized student action plans<br><br>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<br><br><br>January 8, 2021 May 31, 2021<br><br><br><br><br><br>October 16, 2020 January 21, 2021 March 12, 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 |

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| 8 | 1.21 Implement motivational assemblies for students who are not on track to graduate, including Commit 2 Graduation, Hear My Story, etc.<br><br>**Implementation Steps:**<br><br>The Principal will work with the Success Coach to discuss topics centered around at-risks students' achievement and behavior. The Success Coach will then recruit motivational speakers to address these key topics with our at-risk students.<br><br> The Success Coach will ensure that all African-American students have an opportunity to provide feedback through surveys and measure what they have learned from each presentation.<br><br>The Academic Advisor will provide evidence of progress monitoring for all African-American students to determine their graduation status on a monthly basis. | Number of students participating and description of assembly<br><br>Dates assemblies took place, the materials provided and feedback survey from students<br><br>Graduation coaches will provide Documentation of monitoring of number of African American students on track to graduate | January 8, 2021 May 31, 2021<br><br>January 8, 2021 May 31, 2021<br><br>October 16, 2020 January 21, 2021 March 12, 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<br><br>Communication & Engagement |

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| 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.

**Implementation Steps:**
The Principal will meet with Academic Advisor on a weekly basis to monitor those African-American students who are not on track to graduate.

The Principal will create a spreadsheet to track each African American student's academic progress on a quarter basis.

The Principal will designate the Academic Coach to monitor all African-American students on a quarterly basis to track progress toward graduation. | 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

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 31, 2020 January 8, 2021 March 31, 2021 June 1, 2021


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

Communication & Engagement |

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| 11 | 1.23 The district will have a plan to monitor and support high school graduation rate plans.<br><br>**Implementation Steps:**<br><br>The Principal will keep track of all African-American school students' graduation status once they are either released back to their home schools or remain at the ACE until they reach their graduation date.<br><br>The Principal will utilize Power BI as a data resources tool to monitor each African-American student's progress on monthly basis.<br><br>The graduation rate will be exclusive to both high schools in monitoring those students measured by ACE program objectives. | District will monitor monthly each principal's graduation rate plan to ensure fidelity of implementation<br><br>District quarterly impact reviews with principals to review Power BI graduation data<br><br>District on-site support of school-based leadership team following impact review action steps | October 16, 2020 January 21, 2021 March 12, 2021<br><br>October 16, 2020 January 21, 2021 March 12, 2021<br><br>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 |

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| 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.<br><br>**Implementation Steps:**<br><br>**Not Applicable for ACE** | Universal Screening Implementation Results<br><br><br>Principals will ensure the implementation of universal screening is conducted with fidelity<br><br><br>Principals will monitor evidence of prioritization practices of guidance in testing of minority students | September 30, 2020<br>December 1, 2020<br>March 1, 2021<br>May 3, 2021<br><br><br>October 30,2020<br>January 29, 2021<br>March 31, 2021<br>May 28, 2021<br><br><br>November 30, 2020 | 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<br><br><br>Equity, Culture, & Climate |

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| 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).<br><br>**Implementation Steps:**<br><br>The Principal and Academic Advisor will offer college readiness testing to our African American students by signing them and providing a tuition waiver.<br><br>The Principal will provide the total percentage of student who taken a college readiness test.<br><br>The Academic Coach will provide documentation of those African American students who were registered to take a college readiness test. | Documentation of school-based communications to students and families prior to each test administration<br><br>Principals will monitor the number and percentage of total African American students taking on-site college readiness testing<br><br>Evidence of school counselor and graduation coaches contact related to African American students registering for college readiness testing | 1st of Every Month<br><br>1st of Every Month<br><br>1st 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 |

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| 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).<br><br>**Implementation Steps:**<br><br>The Academic Advisor will ensure that all African-American students are provided with information pertaining to advanced coursework, standardized testing, scholarship and strategies for academic success. | Event schedule<br><br>Documentation of materials provided<br><br>Attendance roster | 1st of Every Month<br><br>1st of Every Month<br><br>1st 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<br><br>Communication & Engagement |

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| 6 | 1.30 Monitor for equitable representation of African American learners in recognition ceremonies (e.g. including AP, IB and Industry Certification students).<br><br>**Implementation Steps:**<br><br>**Not Applicable for ACE** | Categories of recognitions and number and percentage of students by race receiving recognition each category | October 31, 2020<br>January 8, 2021<br>March 31, 2021<br>June 1, 2021 | Scott Bass, Deputy Superintendent; Principals | Academic Success<br><br>Communication & Engagement |
| 6 | 1.33 Develop a summer program to support and prepare African American secondary students for advanced courses.<br><br>**Implementation Steps:**<br><br>**Not Applicable for ACE** | Documentation of procedures and data that lead to the development of the program and their outcomes<br><br>Principals and school counselors will identify African American students who are offered advanced program summer courses<br><br>Number and percentage of African American students who enroll in advance coursework summer programs | April 30, 2021<br><br><br>1st of Every Month<br><br><br>1st of Every Month | Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Cindy Emerson, Director of Instructional Innovation; Principals | Academic Success |

| Barrier(s) | Action Step | *Evidence of Progress Monitoring | Dates of Review(s) | Responsible Staff/ Department | Aligned with the District's Strategic Plan |
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| 6 | 1.35 Implement the PeerForward program to increase African American college enrollment.<br><br>**Implementation Steps:**<br><br>**Not Applicable for ACE** | School implementation plans that identify African American students in PeerForward Program and their subsequent enrollment in college<br><br>Evidence of school counselors meeting with students participating in the PeerForward program | June 30, 2021<br><br><br><br>October 16, 2020<br>January 21, 2021<br>March 12, 2021 | Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals | Academic Success |
| 6 | 1.36 Implement articulation at all school levels to recognize and support students for advanced coursework, especially moving from 5th to 6th and 8th to 9th grades.<br>**Implementation Steps:**<br><br>The Principal and Leadership team will identify those 8th and 9th grade students who are capable of doing advanced coursework.<br><br>The Academic Advisor will schedule those 8th and 9th grade students into advanced courses.<br><br>The Academic Advisor and Principal will monitor each student's progress. | Principals will monitor the number and percentage of students in advanced classes by race and list of provided supports | 1st of Every Month | Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals | Academic Success |

| Barrier(s) | Action Step | *Evidence of Progress Monitoring | Dates of Review(s) | Responsible Staff/ Department | Aligned with the District's Strategic Plan |
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| 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.)<br><br>**Implementation Steps:**<br><br>The Data Chat Team will review all African-American student data on a monthly basis. | Meeting Agenda<br><br><br>Number and percent of students regressing by school and grade level | October 31, 2020<br>January 8, 2021<br>March 31, 2021<br><br><br>October 31, 2020<br>January 8, 2021<br>March 31, 2021 | Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Principals | Academic Success |
| 5, 8 | 2.5 Monitor that all Out-of-School Suspensions are approved by principal supervisors.<br><br>**Implementation Steps:**<br><br>The Principal will monitor the number of ODR's that result on OSS events.<br><br>The Principal will introduce a tiered system of progressive discipline that will include therapeutic measures to address behavioral issues. | Monitor the number and percentage of ODRs that result in an OSS event<br><br>Report with documentation of approval in FOCUS by the principal's supervisor prior to assignment to OSS | 1st of Every Month<br><br><br>1st of Every Month | Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals | 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 |
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| 8, 10 | 2.6 Documentation of school-based problem-solving sessions to incorporate culturally responsive practices into the school's Tier 1 MTSS framework.<br><br>**Implementation Steps:**<br><br>The Principal and MTSS team will work together to coordinate a manageable Tier 1 system of supports, which brings forth cultural responsive practices. | MTSS Agenda<br><br>Equitable classroom practices observations<br><br>School-based Action Plans | 1st of Every Month<br><br>1st of Every Month<br><br>October 31, 2020 | Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Robyn Bethel, Director of Student Services; Principals | Equity, Culture, & Climate<br><br>Academic Success |

| Barrier(s) | Action Step | *Evidence of Progress Monitoring | Dates of Review(s) | Responsible Staff/ Department | Aligned with the District's Strategic Plan |
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| 12, 13 | 2.9 Monitor the implementation of a student to student peer mentorship program for African American students.<br><br>**Implementation Steps:**<br><br>The ACE will not be using student to student peer mentors.<br><br>The ACE will opt to use adult mentors who are classroom teachers.<br><br>The ACE will survey students each quarter as it relates to their mentor to mentoree experience. | Number of students participating in mentorship program<br><br>Survey students quarterly and use information collected to make program adjustments as needed | 1st of Every Month<br><br>October 16, 2020<br>January 21, 2021<br>March 12, 2021 | Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Dr. Deborah Long, Coordinator of Coordinator of Equity, Family, and Community Engagement; Principals | Academic Success<br><br>Equity, Culture, & Climate |
| 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.<br><br>**Implementation Steps:**<br><br>**Not Applicable for ACE** | PD Training Rosters and Materials<br><br>Quarterly monitoring of implementation of school action plans<br><br>Review of In-school suspension programs during impact reviews | 1st of Every Month<br><br>October 16, 2020<br>January 21, 2021<br>March 12, 2021<br><br>October 16, 2020<br>January 21, 2021<br>March 12, 2021 | Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance; Principals | 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 |
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| 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.<br><br>**Implementation Steps:**<br><br>The ACE will not be using student to student peer mentors.<br><br>The ACE will opt to use adult mentors who are classroom teachers.<br><br>The ACE will survey students each quarter as it relates to their mentor to mentoree experience. | Advertising efforts of FFEA club at each high school (postings, School Messenger calls, etc.)<br><br>Student survey results identifying those interested in a possible career in teaching.<br><br>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<br><br>Number of Applications for FFEA Scholarship Program from each high school. | April 1, 2021<br><br>April 1, 2021<br><br>April 1, 2021<br><br>April 1, 2021 | Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals | Academic Success<br><br>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 |
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| 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.<br><br>IRSC/SDIRC student survey results of potential future educators. | June 1, 2021<br><br>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:**<br><br>The Principal will build a partnership with Indian River State College which will provide options for African American for a college and/or career tech degree.<br><br>Students will be surveyed to find out their career interest and create a pathway to Indian River State College in the fall semester.<br><br>The Principal will work with Indian River to offer the PERT test to our African American students. | Number of African American student Florida Future Educator Memberships along with mentors matched<br><br>Number of students taking part in the Teacher Academy.<br><br>Contracts to teach in SDIRC offered at graduation as a result of Teacher Academy with IRSC | June 1, 2021<br><br>June 1, 2021<br><br>June 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 |
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| 1 | 4.14 Invite all new hire teachers to the new teacher orientation.<br><br>**Implementation Steps:**<br><br>The Principal will organize all New Teacher Orientation Meetings through the year.<br><br>The Principal will provide all necessary documentation that teachers were invited and attended the New Teacher Orientation Meeting. | New Teacher Orientation flyer and checklist showing that each new hire received the invite.<br><br>Sign-in sheets from event showing teachers who attended. | 1st of Every Month<br><br>1st 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 |

| Barrier(s) | Action Step | *Evidence of Progress Monitoring | Dates of Review(s) | Responsible Staff/ Department | Aligned with the District's Strategic Plan | |
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| 1, 3, 13 | 4.30 Collaborate with Indian River State College to connect African American students with scholarships tied to careers in education.<br><br>**Implementation Steps:**<br><br>The Principal will invite Indian River State College to recruit African students and provide information about scholarships in education.<br><br>The Principal will provide a list of students who will attend Indian River State college in the fall semester. | Meeting minutes with list of scholarship programs available.<br><br>List of number of applications completed | January 1, 2021<br><br>January 1, 2021 | Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals | Academic Success | Talent Development & Support |
| 1, 3, 13 | 4.31 Identify support staff to transition to teaching. Provide support and assistance to become certified instructional staff.<br><br>**Implementation Steps:** | Number of teachers identified and the number and percent of identified teachers becoming certified | 1st of Every Month | Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals | Academic Success | Talent Development & Support |