



School District of Indian River County

Pelican Island Elementary

**African American  
Achievement Plan**

2020-2021

6500 57<sup>th</sup> St Vero Beach, FL 32967  
772-564-3000

Updated as of September 22, 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:

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
	<b>Implementation Steps:</b> Our Multicultural Coordinator is organizing African American history facts that will be shared each morning on our morning announcements.  Monthly, the Principal goes into each class for a Principal Read-Aloud. Each book focuses on African American history or is written by an African American author and targets social and emotional learning.  During collaborative planning, our instructional coaches work with teachers to ensure African American History teachings are embedded in our K-5 lesson plans.				

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 <sup>st</sup> of Every Month  1 <sup>st</sup> of Every other Month	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	<p><b>Implementation Steps:</b> Beginning in August and monthly throughout the year, data from FLKRS, i-Ready, classroom assessments, and Rtl is analyzed to determine what students need intensive reading intervention. When needed, referrals for problem solving with the MTSS team take place to analyze progress and deficits and create an intervention that is progress monitored. Continuous reviews of progress and adjustments to support take place at least monthly through data chats, collaborative planning, fidelity checks of Rtl, etc.</p> <p>Intensive reading interventions for these students include: 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>	Quarterly i-Ready reports of progress of African American students' growth in K-2	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	1.5 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
	<b>Implementation Steps:</b> SIP Goals: <ul style="list-style-type: none"> <li>- standards-aligned instruction</li> <li>- differentiation</li> <li>- equity and diversity</li> <li>- environmental science</li> </ul> Action Steps: <ul style="list-style-type: none"> <li>- "Visible Learning" PLC / Book Study (Mathematics, Literacy, Science, or Learning depending on content areas) to grow as educators</li> <li>- Implement collaborative planning to ensure alignment of lessons to standards</li> <li>- Monitor lesson delivery and provide assistance where needed through coaching cycles</li> <li>- Math: Implement mathematical discourse/number talks, a research-based</li> </ul>	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>practice, to increase student proficiency in mathematics</p> <ul style="list-style-type: none"> <li>- implementation of phonics instruction (.54 effect size)</li> <li>- Standards based lesson planning/preparation using grade level text complexity</li> <li>- Math: Implement small group instruction with manipulatives to differentiate learning</li> <li>- ELA: Reciprocal Teaching: This has an effect size of 75%, uses summarizing, questioning, clarifying, and predicting strategies; Close Reading with Annotations: This has an effect size of 67%, includes repeated reading of grade level text to build fluency and deepen understanding, annotating to make students' thinking visible, and teacher guidance through high order questions.</li> <li>- Culturally Responsive Teaching and the Brain PLC/book study</li> <li>- Mentoring program for African American males</li> <li>- Implement professional development DEN Ambassador program for 3-5 science teachers</li> <li>- Develop environmental science committee to formulate an action plan for our school and develop an environmental vertical plan.</li> </ul>				
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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
	<b>Implementation Steps:</b> <b>21<sup>st</sup> Century After-School Program:</b> Our 21 <sup>st</sup> Century Program serves students in grades 1-5 with academic and enrichment opportunities. Our Math Coach is our 21 <sup>st</sup> Century Coordinator, and this program takes place Monday-Friday all year long. iReady and bottom quartile data will be utilized to invite students and will be monitored to show effectiveness.	Evidence of parent workshops, school site activities, etc.	October 16, 2020 January 21, 2021 March 12, 2021		
	<b>Kindergarten Camp:</b> Students in Kindergarten have been invited to our Kindergarten Camp, an after-school program that will take place from August-October 2020. All students who came in with reading deficiencies were invited to the program. Currently, 50% of the students who have signed up are African-American.	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
	<b>After-School Tutoring:</b> Students in grades K-5 will be invited to participate in after-school tutoring. Students will be chosen by their classroom teacher using iReady and unit assessment data, specifically focusing on our ESSA targets	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>(African American students and students with disabilities) and our bottom quartile.</p> <p><b>Environmental Science Summer Program:</b>  All students in 4<sup>th</sup> grade will be invited to participate in our environmental science summer program. Classroom teachers will reach out to parents and families directly to encourage participation. Program Facilitator will make direct contact with African American students to encourage participation and help reduce barriers. Effectiveness of this program will be monitored through science and ELA pre- and post-tests.</p> <p>** all extended learning opportunities are communicated through Facebook, Class Dojo, our monthly newsletter, conferences, flyers, and direct contacts from school staff</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
	<b>Implementation Steps:</b> An intentional focus on strengthening relationships with our African American families will continue this year, with an extra emphasis on our Pre-K families to help ensure they choose to stay at PIE for elementary school.	School-based action plans with specific strategies implemented to increase African American enrollment.  School Choice Expo	October 31, 2020		
	The story of what is happening at Pelican Island Elementary will continue to be shared on Facebook and Twitter to help increase enrollment for our school.	Evidence of targeted awareness and application drives regarding Magnet/choice school enrollment for underrepresented student populations	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, &amp; Student Activities; Cynthia Emerson, Director of Instructional Innovation; Principals</p>	Communication & Engagement
	<b>Implementation Steps:</b> iReady, unit assessment, attendance, and discipline data are used to identify the needs for extracurricular programming along with specific students who would benefit most from them. Personal contacts to students will be made to ensure equitable participation, including through ClassDojo, emails, phone calls, texts, Focus messages, and notes home. This will be	<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>		

	continuously monitored and updated through monthly data chats with the leadership team, grade levels, and cohorts.				
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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
	<b>Implementation Steps:</b> 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 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.	Quarterly Progress monitoring data	October 16, 2020 January 21, 2021 March 12, 2021		
		Quarterly review of Plans of action	October 16, 2020 January 21, 2021 March 12, 2021		
	Beginning in September 2020, iReady, DIBELS, and classroom data will be reviewed align supports for all students with an intentional, specific focus on subgroup data. Interventions and support plans will begin immediately afterwards with ongoing support and review throughout the year.	Impact Reviews  Power BI Dashboard Review	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 in order 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
	<b>Implementation Steps:</b> Dr. McMahon joined the PIE Leadership Team for a training on PowerBI in July 2020. Ongoing training and support will continue for the leadership team, facilitated by the Principal with support from Dr. McMahon if needed and requested.	Power BI training with rosters, materials, feedback	September 15, 2020		
	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.	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
	Beginning in September 2020, iReady, DIBELS, and classroom data will be reviewed align supports for all students with an intentional, specific focus on the Florida Early Warning Indicators. Interventions and support plans will begin immediately afterwards with ongoing support and review throughout the year.	Data chat tools  Evidence of classroom-based progress monitoring	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	1.14 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
	<b>Implementation Steps:</b> N/A	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
	<b>Implementation Steps:</b> N/A	Common planning sessions	1 <sup>st</sup> of Every Month		
		Instructional Coach providing modeling and feedback	1 <sup>st</sup> of Every Month		
		Quarterly Classroom walk through	October 16, 2020 January 21, 2021 March 12, 2021		
		Documented support of interventions and strategies provided to teachers from principals	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 <sup>st</sup> of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	<b>Implementation Steps:</b> 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.	Monitoring data from Unify and Power BI by teachers, School Counselor and instructional coaches to create individualized student plans	1 <sup>st</sup> of Every Month		
	Beginning in September 2020, iReady, DIBELS, and classroom data will be reviewed align supports for all students with an intentional, specific focus on the Florida Early Warning Indicators. Interventions and support plans will begin immediately afterwards with ongoing support and review throughout the year.	Providing mentors to students who have been identified on the Early Warning Indicator list	1 <sup>st</sup> 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 <sup>st</sup> of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	<p><b>Implementation Steps:</b> Data chats occur monthly in several ways: grade levels, cohorts (ESE, ELL, special areas, etc.), and one-on-one between the teacher and administration. The team reviews data of all students 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 and includes teachers, instructional coaches, counselors, interventionist, and administration.</p> <p>The School Counselor will have ongoing meetings with our African American 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.</p>	<p>Individual Student Action Plan in Focus folder</p> <p>Graduation Coach and School Counselors Graduation Monitoring Plan and Individual Student Action Plan</p>	<p>1<sup>st</sup> of Every Month</p> <p>1<sup>st</sup> of Every Month</p>		

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 <sup>st</sup> of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	<b>Implementation Steps:</b> N/A	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 <sup>st</sup> of Every Month  October 16, 2020 January 21, 2021 March 12, 2021  1 <sup>st</sup> 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
	<b>Implementation Steps:</b> N/A	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 <sup>st</sup> 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
	<b>Implementation Steps:</b> The School Counselor will have ongoing meetings with our African American 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. During the weekly meetings between the School Counselor and Assistant Principal, progress will be shared regarding these students and their successes with adjustments being made when necessary. 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
	<b>Implementation Steps:</b> N/A	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
	<b>Implementation Steps:</b> The School Counselor will have ongoing meetings with our African American 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. During the weekly meetings between the School Counselor and Assistant Principal, progress will be shared regarding these students and their successes with adjustments being made when necessary. Administration will take follow up action for students or families when there is a need.	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
	<b>Implementation Steps:</b> N/A	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
	<b>Implementation Steps:</b> During the 19-20 school year, many of our African American students were screened for gifted. The School Counselor will continue this work during the 20-21 school year, starting with our 3 <sup>rd</sup> graders, then moving through 1 <sup>st</sup> and 2 <sup>nd</sup> grade, followed by 4 <sup>th</sup> grade. Progress will be shared during the weekly meetings 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 <sup>st</sup> 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
	<b>Implementation Steps:</b> N/A	Principals will monitor the number and percentage of total African American students taking on-site college readiness testing	1 <sup>st</sup> of Every Month		
		Evidence of School Counselor and graduation coaches contact related to African American students registering for college readiness testing	1 <sup>st</sup> 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 <sup>st</sup> of Every Month  1 <sup>st</sup> of Every Month  1 <sup>st</sup> 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
	<b>Implementation Steps:</b> N/A				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
	<p><b>Implementation Steps:</b> Quarterly awards ceremonies take place and every student is recognized for both an academic achievement and one related to character and/or social-emotional learning. These ceremonies take place in classrooms, so families experience their students' learning environment. During the COVID-19 pandemic, award ceremonies will be recorded so families can see them at home since they are not able to come on campus.</p> <p>Additionally, positive office referrals are done weekly, and any staff member can refer a student through this process. Monthly, we recognize students of the month, with each month focusing on our PBIS expectations (Strive for Excellence, Own Your Actions, Act Safely, Respect Yourself, Others, and the Environment). Data is collected and analyzed to ensure that there is an equitable representation of African American students. Meetings between teachers and administration take place monthly when there is a disproportionate ratio of ethnicities in our nominees.</p>				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
	<b>Implementation Steps:</b> N/A	Principals and School Counselors will identify African American students who are offered advanced program summer courses	1 <sup>st</sup> of Every Month		
		Number and percentage of African American students who enroll in advance coursework summer programs	1 <sup>st</sup> 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>	<p>Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals</p>	Academic Success
	<p><b>Implementation Steps:</b> N/A</p>				
6	1.36 Implement articulation at all school levels to recognize and support students for advanced coursework, especially moving from 5 <sup>th</sup> to 6 <sup>th</sup> and 8 <sup>th</sup> to 9 <sup>th</sup> grades.	<p>Principals will monitor the number and percentage of students in advanced classes by race and list of provided supports</p>	1 <sup>st</sup> of Every Month	<p>Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Kelly Baysura, Director of Academic Success; Principals</p>	Academic Success
	<p><b>Implementation Steps:</b> The School Counselor will meet with every 5<sup>th</sup> grade student each quarter to support students and help prepare them for the transition to middle school. This will be followed up with a phone call to the family afterwards to support at home as well. Progress on this will be shared by the School Counselor at the weekly meetings with administration.</p>				

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
	<b>Implementation Steps:</b> 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 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. A specific focus of these data chats is the progress of our African American student population.	Number and percent of students regressing by school and grade level	October 31, 2020 January 8, 2021 March 31, 2021		
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 <sup>st</sup> of Every Month	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals	Equity, Culture, & Climate
	<b>Implementation Steps:</b> No students have had OSS since November 2019, as alternatives have been implemented (restorative practices, interventions (ex. social skills groups or mental health referrals), parent shadowing, detention during lunch, recess, specials, or after school, etc.), still following the Code of Conduct. Should the need arise, the Principal will call request approval from Mr. Bass if an out-of-school suspension is deemed appropriate.	Report with documentation of approval in FOCUS by the principal's supervisor prior to assignment to OSS	1 <sup>st</sup> 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 <sup>st</sup> of Every Month	Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Robyn Bethel, Director of Student Services; Principals	Equity, Culture, & Climate
	<b>Implementation Steps:</b> As part of our SIP, PIE is doing a school-wide book study on "Culturally Responsive Teaching and the Brain" over the course of the 20-21 school year. As part of the follow-up, ongoing walkthroughs and observations will be completed by administration to see the implementation of the practices learned from the book.	Equitable classroom practices observations  School-based Action Plans	1 <sup>st</sup> of Every Month  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 <sup>st</sup> of Every Month	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
	<b>Implementation Steps:</b> Bryan Lee, ESE Teacher at PIE, has designed a student to student peer mentorship program for our African American students. This will be implemented in September 2020 and will continue throughout the entire year.	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
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 <sup>st</sup> 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
	<b>Implementation Steps:</b> No students have had ISS since October 2019, as alternatives have been implemented (restorative practices, interventions (ex. social skills groups or mental health referrals), parent shadowing, detention during lunch, recess, specials, or after school, etc.), still following the Code of Conduct.	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	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
	<b>Implementation Steps:</b> N/A	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 as a result 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.  Sign-in sheets from event showing teachers who attended.	1 <sup>st</sup> 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
	<b>Implementation Steps:</b> All newly hired teachers were invited to and attended the new teacher orientation in August 2020. Ongoing support will be provided to them throughout the school year by our STAR New Teacher Program, their mentors, and their grade chairs.		1 <sup>st</sup> 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
	<b>Implementation Steps:</b> N/A	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 <sup>st</sup> of Every Month	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals	Academic Success
	<b>Implementation Steps:</b> 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