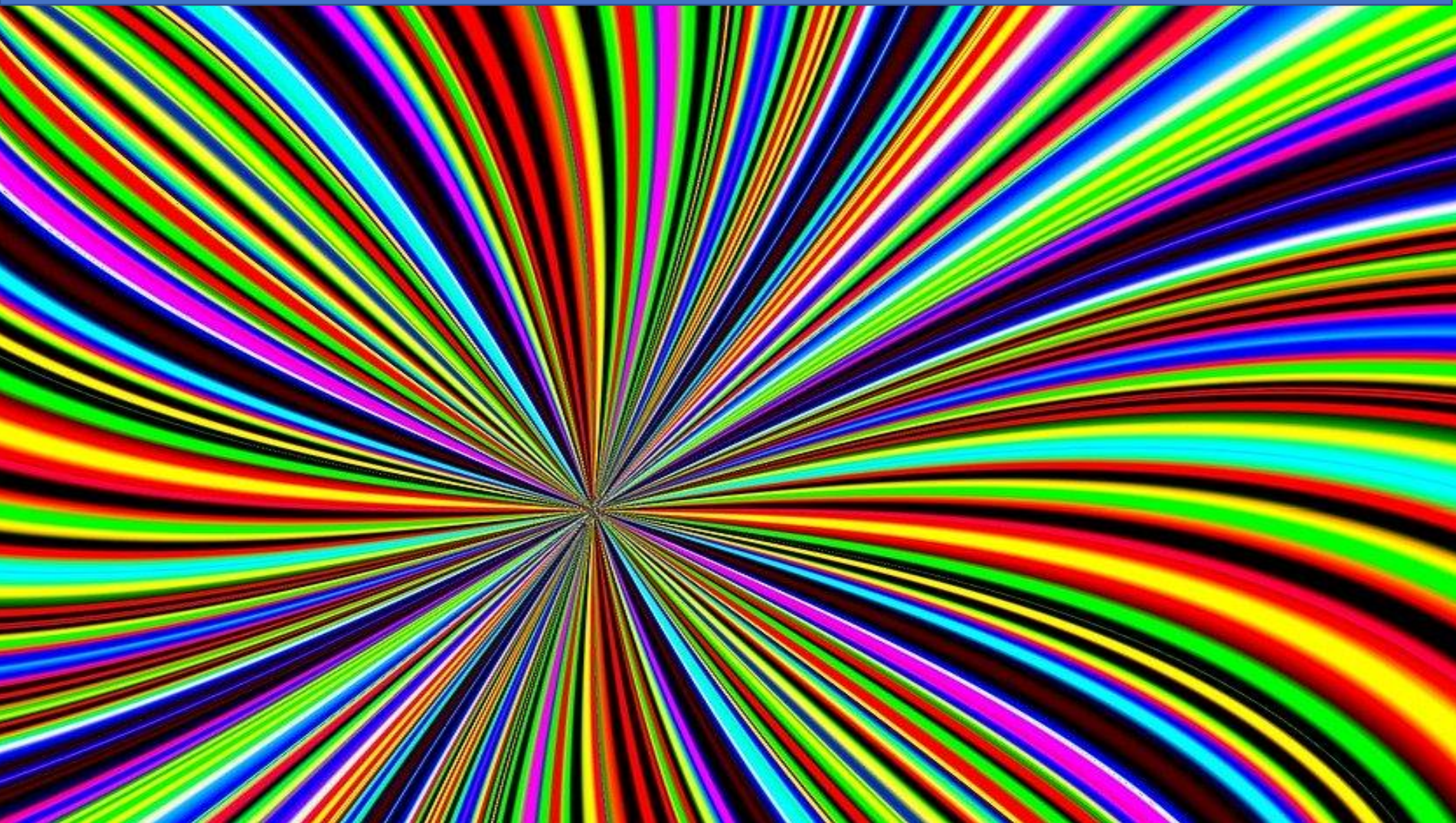


St Peters Academy
African American
Achievement Plan
2020-2021



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	October 16, 2020 October 16, 2020 January 21, 2021 March 12, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Principals	Academic Success
	Implementation Steps: 1. Examine and review current curriculum and determine what is lacking within it. 2. Determine which subjects will be enhanced in each grade level. 3. Grade K – 1 contributions of African American inventors, scientist and entrepreneurs Grade 2 Grade 3 African American History from slavery to reconstruction Grade 4 African American History Reconstruction and segregation Grade 5 -6 African American History Civil rights to present day 4. These topics will be taught across the curriculum with activities in Language Arts, History, Science and Social Studies,	Conduct quarterly Classroom walk throughs to ensure integration into classroom instruction and provide written report of feedback	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
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	1 st of Every Month	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Implementation Steps: Kindergarteners will be tested for reading readiness level with sight words, FLKRS, and ESOL testing. This will give us their reading readiness level. All students will take I-Ready and curriculum based assessment to determine reading levels. Data from these assessments will be analyzed and compared in order to target specific needs of each student. A. Intensive reading intervention will be provided. B. Students needing further interventions or accommodations will be evaluated and begin the MTSS team. C. Data will be collected weekly to monitor the student's progress. D. The team will meet to discuss the data and interventions and adjust as needed. K-2 students will receive Intensive Interventions during WTI letters/sounds/phonological awareness/phonics activities, working with ESE resource teacher and ELL assistant	Principals conduct data chats and create school-based action plans which includes adjustments to instructional support based on student progress Quarterly i-Ready reports of progress of African American students' growth in K-2	1 st of Every other Month 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 October 16, 2020 January 21, 2021 March 12, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Implementation Steps: 1. Breakdown data into subgroups 2. Encourage and educate teachers allowing them to make decisions about how to increase student growth 3. Meet with MTSS team monthly 4. Teachers will monitor progress, choose interventions, and compare results. 5. Teachers will present data at monthly MTSS meetings, ask questions and bring suggestions for changes. 6. MTSS Team and teachers will collaborate and set short and long term goals. 7. Teachers will maintain records of the student that include narratives, test results, observations, data breakdowns, interventions used, graphs of progress and regressions. Teachers will present these results to the MTSS Team. 8. Attendance, tardiness, chronic absenteeism, and truancy will be closely monitored. 9. Staff & assistants will help teachers with interventions. 10. Materials will be purchased specifically for use during interventions.	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		

	11. Administration will collect copies of teachers' portfolios to monitor and support staff.				
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Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6, 9, 12	1.6 Ensure that the District provides African American students the opportunity to participate in extended learning opportunities for remediation and enrichment. These opportunities will be communicated to parents and guardians.	Rosters with number of students attending Extended Learning Opportunities	October 16, 2020 January 21, 2021 March 12, 2021	Scott Bass, Deputy Superintendent; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Cynthia Emerson, Director of Instructional Innovation; Principals	Academic Success
	Implementation Steps: African American students will be given the opportunity to participate in extended learning opportunities for remediation and enrichment. Parents will receive notifications regarding these opportunities.	Evidence of parent workshops, school site activities, etc.	October 16, 2020 January 21, 2021 March 12, 2021		
	I. Extended Learning Opportunities St Peter's staff will work with SPMBC, Boys & Girls club, and GYAC to provide enrichment and remediation, extended learning opportunities after school and during the summer months to decrease the summer slide	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		
	A. Enrichment 1. Instructional staff will seek out students who would benefit from enrichment and make recommendations for our gifted program. 2. Instructional staff will not let behavior stop a student from receiving enrichment or from referring a student for the gifted program 3. The staff will use "Best Practices" and share resources with our partners B. Remediation 1. Instructional staff will monitor each students' progress and recommend remediation when needed. 2. Tier 2-3, extended school time tutoring will be available immediately to assist students' in their area of deficiency. 3. Our summer program will also give students the opportunity to acquire missing skills. 4. GYAC also offers a summer program.	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		Communication & Engagement

	<p>5. Instructional staff will not let behavior determine a student's placement in a remediation program.</p> <p>6. Instructional staff will provide tier 1 instruction and behavior plans before escalating to tier 2 & 3.</p> <p>II. Communication of Extended Learning Opportunities. St Peter's will use</p> <ul style="list-style-type: none"> A. Newsletters B. Robo calls C. Webpage D. Advertisements E. Flyers F. Banners G. Conferences <p>III. Monitoring</p> <p>A. The Leadership Team will maintain a list of students who participate in extended learning opportunities and track their academic progress for program effectiveness.</p>				
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Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.7 Create and implement a plan to increase balance in student enrollment by race at each school to ensure African American students assigned to individual schools are consistent with the percentage of African American students represented in the District, within a range of plus or minus nine percentage points.	District student Enrollment Plan with current school enrollment as of Survey 2 and 3 with percentage of African American students represented at individual schools.	October 31, 2020 February 28, 2021	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Cynthia Emerson, Director of Instructional Innovation; Principals	Equity, Culture, & Climate
	Implementation Steps: St. Peters will survey its staff, students, parents and community to determine how it can best meet the needs of the community. St. Peter's currently provides <ol style="list-style-type: none"> 1. Instrumental music Class 2. Chorus 3. Performance Arts 4. Science Exploration Club 5. Life Skill activities 6. Saturday Open Gym 7. Afterschool Art Club St Peters has a community coordinator who works with established community partners to provide extracurricular activities. This staff member is also responsible for maintaining data on participants.	School-based action plans with specific strategies implemented to increase African American enrollment. School Choice Expo Evidence of targeted awareness and application drives regarding Magnet/choice school enrollment for underrepresented student populations	October 31, 2020 October 17, 2020 January 31, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
9	1.11 Develop a process to identify the current needs and supports for equitable participation in extracurricular activities (e.g., cheerleading, lacrosse, soccer and orchestra).	Methodology and documentation of extracurricular activities at each school by race Provide training to coaches on culturally responsive practices – PD rosters, materials, and feedback survey results	October 31, 2020 January 8, 2021 March 31, 2021 May 31, 2021 September 15, 2020 September 30, 2020	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
	Implementation Steps: St. Peter's is actively recruiting additional community partners. We developed a survey to help guide our offerings and to ensure schoolwide participation. We currently offer the following extracurricular activities: <ol style="list-style-type: none"> 1. Cheerleading 2. Saturday Basketball 3. Student Government 4. Choir 5. Art club 6. Science of cooking club 7. Board game buddies 8. Puzzlers club 9. Business Builders We are developing the following additional	School-based action plans to ensure equitable participation in extracurricular activities District Recruitment plan for increasing equitable representation of African American students Results of student committee meetings to share opportunities to diversify extracurricular activities Distribute marketing materials across the community with information about upcoming opportunities (tryout dates, cost, etc.) District will ensure fundraising is taking place to mitigate costs for students who encounter this barrier	November 1, 2020 October 31, 2020 January 8, 2021 March 31, 2021 May 31, 2021 December 18, 2020 October 16, 2020 January 21, 2021 March 12, 2021		

	<p>extracurricular activities based on the results of our survey:</p> <ol style="list-style-type: none"> 1. League Soccer 2. League Basketball 3. League Flag football 4. Young Poets Society 				
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Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.12 Create data review sessions with school principals to review subgroup data, which includes a discussion on the progress monitoring of African American students. Plans of action will be implemented after each session.	District-level, School-level, Grade-level/Content area Data chats and agenda	October 16, 2020 January 21, 2021 March 12, 2021	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability & Virtual Education; Principals	Equity, Culture, & Climate
	Implementation Steps: The leadership team will meet quarterly to A. Review the percentage of African American participants. B. Add, remove or modify programs C. Listen to the concerns of the community. D. Review all collected data.	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		
		Impact Reviews	October 16, 2020 January 21, 2021 March 12, 2021		
		Power BI Dashboard Review	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
	Implementation Steps: 1. Meet to review data bi-weekly 2. Use Focus to enter data so it is available to entire staff. 3. Monitor progress and interventions. 4. Make changes as needed.	Power BI training with rosters, materials, feedback	September 15, 2020		
		Evidence of leadership teams using Power BI to monitor the impact of instruction	October 16, 2020 January 21, 2021 March 12, 2021		Equity, Culture, & Climate
		Data chat tools	October 16, 2020 January 21, 2021 March 12, 2021		
		Evidence of classroom-based progress monitoring	October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
10, 11	1.14 Each secondary principal will engage with the African American Student Council to conduct a needs assessment to identify opportunities for improvement and monitor progress of African American students in order to create a school-site plan.	Principal meeting agenda with next steps, membership rosters and collected feedback	October 31, 2020 January 8, 2021 March 31, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Implementation Steps: N/A for St. Peters	Summary of needs assessment	October 31, 2020 January 8, 2021 March 31, 2021		
		Evidence of meeting with students and updates and modifications to the school-site plan	October 31, 2020 January 8, 2021 March 31, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
10, 12	1.15 High school instructional staff and administrators will identify the specific standards from Unit Assessments in English, Mathematics, Biology, and U.S. History by race to support schools in identifying course concepts / standards that need to be re-taught to improve mastery for African American students and reduce the likelihood of course failures.	Quarterly Impact Review Action Plans	October 16, 2020 January 21, 2021 March 12, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Implementation Steps: N/A for St. Peters	Common planning sessions Instructional Coach providing modeling and feedback Quarterly Classroom walk through Documented support of interventions and strategies provided to teachers from principals	1 st of Every Month 1 st of Every Month October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.16 School leadership teams will use the Florida Early Warning Indicators as displayed in Unify to develop and support interventions for African American students who are not on track to graduate. Data will include attendance below 90%, one or more suspensions, course failure in ELA or Math, and Level 1 on a statewide assessment.	School leadership team's monthly data chats/MTSS with action plan	1 st of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Implementation Steps: N/A for St. Peters	Monitoring data from Unify and Power BI by teachers, school counselor and instructional coaches to create individualized student plans Providing mentors to students who have been identified on the Early Warning Indicator list	1 st of Every Month 1 st of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	1.17 School leadership teams (including the Graduation Coach and School Counselors) will monitor African American students who are not on track to graduate (data include early warning indicators [K-12], credits earned, core course failures, FSA 10th Grade ELA results and FSA ALG 1 EOC results) and provide an opportunity to participate in after school and summer extended learning opportunities (ELO). Employ recruitment and targeted resource strategies, including partnering with the community, to increase attendance for African American students in all extended learning programs.	Rosters of after school and summer extended learning opportunities Individual Student Action Plan in Focus folder Graduation Coach and School Counselors Graduation Monitoring Plan and Individual Student Action Plan	1 st of Every Month 1 st of Every Month 1 st of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Implementation Steps: N/A for St. Peters				

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 Number and Percentage of students in credit recovery and eligible students who are enrolled School counselors and graduation coaches will hold monthly meeting to review student progress and provide next steps Documentation of parent contact by School counselor and graduation coaches	1 st of Every Month 1 st of Every Month October 16, 2020 January 21, 2021 March 12, 2021 1 st of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success Equity, Culture, & Climate
	Implementation Steps: N/A for St. Peters				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	1.19 Collaborate with high school principals and graduation coaches to monitor and create an action plan to increase the achievement of identified students for course failures, concordant scores for ELA and Algebra 1, GPA, and advanced coursework.	High School principals and graduation coach's documentation of action steps in action plans	October 16, 2020 January 21, 2021 March 12, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Implementation Steps: N/A for St. Peters	Monitor progress reports Review progress of students in all three educational options Provide enrichment opportunities to students before or after school	October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021 1 st of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	1.20 Develop a training for school counselors to facilitate conversations with students who are not on track to graduate, review options for graduation, meet graduation requirements and develop individual plans for students. Principals will meet with school counselors to review and monitor implementation of the plan.	Professional Development materials, roster, and feedback School counselors and graduation coaches	January 8, 2021 May 31, 2021 January 8, 2021 May 31, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction;	Talent Development & Support

	Implementation Steps: N/A for St. Peters	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	October 16, 2020 January 21, 2021 March 12, 2021	Dr. Colleen Lord, Director of Educator Quality; Kelly Baysura, Director of Academic Success; Robyn Bethel, Director of Student Services; Principals	
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	Academic Success

	Implementation Steps: N/A for St. Peters	<p>Dates assemblies took place, the materials provided and feedback survey from students</p> <p>Graduation coaches will provide Documentation of monitoring of number of African American students on track to graduate</p>	<p>January 8, 2021 May 31, 2021</p> <p>October 16, 2020 January 21, 2021 March 12, 2021</p>	<p>Superintendent of Curriculum & Instruction; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Principals</p>	<div></div> <div>Communication & Engagement</div>
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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	1.22 Principals will implement a plan that requires every school counselor and graduation coach to meet quarterly with African American students who are not on track to graduate and parents to discuss graduation needs and develop a plan to meet graduation requirements. The principal will meet with students to determine the impact of graduation support.	Principals will monitor the number and percent of students on track to graduate and create an individualized plan of support with the graduation coach and school counselor	October 31, 2020 January 8, 2021 March 31, 2021 June 1, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Implementation Steps: N/A for St. Peters	School counselors, and Graduation Coaches will meet quarterly with students who are not on track to graduate and provide documentation of monitoring and implementation of individualized student support	October 16, 2020 January 21, 2021 March 12, 2021		Communication & Engagement

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.23 The district will have a plan to monitor and support high school graduation rate plans.	District will monitor monthly each principal's graduation rate plan to ensure fidelity of implementation	October 16, 2020 January 21, 2021 March 12, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Implementation Steps: N/A for St. Peters	District quarterly impact reviews with principals to review Power BI graduation data District on-site support of school-based leadership team following impact review action steps	October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.25 School counselors will implement universal screening for gifted identification for all students prior to 4th grade across all District elementary schools utilizing procedures outlined in the state-approved District plan for increasing underrepresented populations in gifted.	Universal Screening Implementation Results	September 30, 2020 December 1, 2020 March 1, 2021 May 3, 2021	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Robyn Bethel, Director of Student Services; Matina Pappalardo, Director of Exceptional Student Education; Principals	Academic Success
	Implementation Steps: N/A for St. Peters	Principals will ensure the implementation of universal screening is conducted with fidelity Principals will monitor evidence of prioritization practices of guidance in testing of minority students	October 30, 2020 January 29, 2021 March 31, 2021 May 28, 2021 November 30, 2020		Equity, Culture, & Climate

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.28 Monitor procedures to ensure equitable access for African American students to on-site, college readiness testing in every high school (PSAT, ACT, SAT, PERT).	Documentation of school-based communications to students and families prior to each test administration	1 st of Every Month	Scott Bass, Deputy Superintendent; Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability & Virtual School; Principals	Academic Success
	Implementation Steps: N/A for St. Peters	Principals will monitor the number and percentage of total African American students taking on-site college readiness testing	1 st of Every Month		
		Evidence of school counselor and graduation coaches contact related to African American students registering for college readiness testing	1 st of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.29 Schedule events and provide equitable access to provide African American parents, guardians and students with information on advanced coursework, dual enrollment, graduation pathways, scholarship information and strategies for academic success (i.e. workshops, website, parent conferences, SAT and ACT information).	Event schedule Documentation of materials provided Attendance roster	1 st of Every Month 1 st of Every Month 1 st of Every Month	Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Principals	Academic Success
	Implementation Steps: N/A for St. Peters				Communication & Engagement

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.30 Monitor for equitable representation of African American learners in recognition ceremonies (e.g. including AP, IB and Industry Certification students).	Categories of recognitions and number and percentage of students by race receiving recognition each category	October 31, 2020 January 8, 2021 March 31, 2021 June 1, 2021	Scott Bass, Deputy Superintendent; Principals	Academic Success
	Implementation Steps: <ol style="list-style-type: none"> 1. Create guidelines that eliminate cultural bias. 2. Monitor the percent of African Americans participating in awards ceremonies. 3. Collect and evaluate data on African American participation 4. Provide transportation and meals to ensure participation of all sub groups. 				Communication & Engagement
6	1.33 Develop a summer program to support and prepare African American secondary students for advanced courses.	Documentation of procedures and data that lead to the development of the program and their outcomes	April 30, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Cindy Emerson, Director of Instructional Innovation; Principals	Academic Success
	Implementation Steps: N/A for St. Peters	Principals and school counselors will identify African American students who are offered advanced program summer courses Number and percentage of African American students who enroll in advance coursework summer programs	1 st of Every Month 1 st of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
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>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Create a council of former students to mentor current African American students 2. Have community leaders come to career day activities that include prerequisites. 3. Provide shadowing opportunities. 4. Provide visits to local college campuses. 				
6	1.36 Implement articulation at all school levels to recognize and support students for advanced coursework, especially moving from 5 th to 6 th and 8 th to 9 th grades.	<p>Principals will monitor the number and percentage of students in advanced classes by race and list of provided supports</p>	1 st of Every Month	<p>Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals</p>	Academic Success
	<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Post achievements on the website. 2. Spotlight students in the Newsletter 3. Provide certificates for outstanding achievements. 				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.38 Implement school level data chats between school leadership and teachers that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment. (Due to COVID-19, district-based assessment data will be used.)	Meeting Agenda	October 31, 2020 January 8, 2021 March 31, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Principals	Academic Success
	Implementation Steps: <ol style="list-style-type: none"> 1. Leadership will attend weekly MTSS meetings and review data. 2. Leadership will give guidance on the path forward. 3. Leadership will provide intervention materials. 	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 st of Every Month	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals	Equity, Culture, & Climate
	Implementation Steps: <ol style="list-style-type: none"> 1. The dean and principal will review every OSS. 2. Recommendation for alter consequences will be considered. 	Report with documentation of approval in FOCUS by the principal's supervisor prior to assignment to OSS	1 st of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
8, 10	2.6 Documentation of school-based problem-solving sessions to incorporate culturally responsive practices into the school's Tier 1 MTSS framework.	MTSS Agenda Equitable classroom practices observations	1 st of Every Month 1 st of Every Month October 31, 2020	Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Robyn Bethel, Director of Student Services; Principals	Equity, Culture, & Climate
	Implementation Steps: <ol style="list-style-type: none"> 1. Teachers will receive CHAMPS & STOIC training. 2. Teacher will implement CHAMPS & STOIC in their classrooms. 3. CHAMPS & STOIC will be used schoolwide. 4. Teachers will display CHAMPS & STOIC expectations for all students to see. 5. Teachers will review CHAMPS & STOIC expectations to all students. 6. Teachers will submit management plan to leadership. 7. Teachers will use CHAMPS & STOIC with fidelity. 8. Teachers will practice routines and procedures often. 9. Teachers will create behavior tier 1 & 2 interventions. 	School-based Action Plans			Academic Success

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12, 13	2.9 Monitor the implementation of a student to student peer mentorship program for African American students.	Number of students participating in mentorship program	1 st of Every Month	Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Principals	Academic Success
	Implementation Steps: <ol style="list-style-type: none"> 1. Students will apply to become a mentor. 2. Teacher will evaluate and recommend students for the mentorship program. 3. Accepted mentors will receive training on how to be a peer mentor. 4. Teachers will recommend students who need a mentor. 5. Mentors and students will be paired together based on skills and compatibility. 6. Meetings will be monitored by a teacher. 7. Data will be collected from each session. 8. Data will be reviewed by the mentorship team. Adjustment will be made as needed. 	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 st of Every Month	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance; Principals	Equity, Culture, & Climate
	Implementation Steps: N/A for St Peters	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		

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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
1, 3, 13	4.5 Identify African American high school students in the District who could make great teachers, offer the students mentors while in school, invite them to join Florida Future Educators of America, and if they graduate college with appropriate credentials, attempt to contact these students for recruitment purposes.	Advertising efforts of FFEA club at each high school (postings, School Messenger calls, etc.) Student survey results identifying those interested in a possible career in teaching.	April 1, 2021 April 1, 2021	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals	Academic Success

	Implementation Steps: N/A for St Peters	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
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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
1, 3, 13	4.6 Collaborate with Indian River State College to identify African American high school students as potential future educators, provide students mentors while in school, encourage them to join Florida Future Educators of America, and take part in the teacher academy, and upon graduation from college with appropriate credentials, and if possible, offer them a contract.	Meeting minutes between SDIRC and IRSC with topics discussed and progress of Teacher Academy program.	June 1, 2021	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Beth Hofer, Director of Recruitment, Retention, & Professional Practices; Principals	Communication & Engagement
	Implementation Steps: N/A for St Peters	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.	1 st of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Beth Hofer, Director of Recruitment, Retention, & Professional Practices; Dr. Colleen Lord, Director of Educator Quality; Principals	Talent Development & Support
	Implementation Steps: 1. Enroll teachers—including African American teachers—in years 1-3 of their teaching career in Indian River District in a new teachers program. 2. Invite all new teachers to the new teacher orientation. 3. Provide a mentor teacher.	Sign-in sheets from event showing teachers who attended.	1 st of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	4.30 Collaborate with Indian River State College to connect African American students with scholarships tied to careers in education.	Meeting minutes with list of scholarship programs available.	January 1, 2021	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals	Academic Success
	Implementation Steps: N/a for St. Peter's	List of number of applications completed	January 1, 2021		Talent Development & Support
1, 3, 13	4.31 Identify support staff to transition to teaching. Provide support and assistance to become certified instructional staff.	Number of teachers identified and the number and percent of identified teachers becoming certified	1 st of Every Month	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals	Academic Success
	Implementation Steps: <ol style="list-style-type: none"> 1. Develop a professional relationship with support staff. 2. Provide information about requirements for becoming a teacher. 3. Connect interested individuals to the districts alternate certification coordinator. 				Talent Development & Support