



School District of Indian River County

Curriculum & Instruction

African American Achievement Plan

2020-2021

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

Updated as of September 15, 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
10	1.1 Provide professional development to administrators, instructional staff, and teachers related to culturally responsive instructional practices and strategies for working with African American male and female students.	Professional Development Materials and Rosters with feedback survey for each school and district department	1 st of Every Month	Dr. Colleen Lord, Director of Educator Quality; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement	Academic Success
	Implementation Steps: <ul style="list-style-type: none"> Coordinate resources in the development and delivery of professional development related to a framework for equitable instructional practices. Identified community members and SDIRC staff will create a professional development module for culturally responsive instructional practices. Coordinate with principals to create a calendar to ensure professional development occurs for all administrators, instructional staff and teachers. Coordinate the delivery of professional development to instructional coaches, administrators, teachers and instructional staff. 	Results of participant's Professional Development Surveys Quarterly equitable classroom practices observations Quarterly Summary Report of progress for Responsible Staff/Department	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
12	1.2 Conduct multi-level analysis of root cause for barriers to academic achievement for African American students. (Methodology for Systemic Root Cause Analysis can be found on page 9.)	Materials used to conduct root cause analysis Roster of participants in root cause analysis	October 16, 2020 January 21, 2021	Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance	Academic Success
	Implementation Steps: <ul style="list-style-type: none"> Identify participants for the root cause analysis and schedule annual root cause analysis session. Provide participants with the relevant achievement gap data and previously identified barriers in advance of root cause analysis session. Facilitate a root cause analysis session using an established methodology to further identify achievement barriers, as well as verify evidence of the existence of achievement barriers using current data. Conduct a final evaluation of findings of root cause analysis and develop a summary of identified barriers to reduce/eliminate to improve African American students' academic achievement. 	Summary of Results and analysis of the root cause analysis	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	1.3 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
	Implementation Steps: <ul style="list-style-type: none"> Coordinate, support and provide training on the matrix to administrators and instructional staff. Monitor the infusion of the African American History teachings identified in the African American History Curriculum Matrix Provide written documentation that the African American History Curriculum is identified in lesson plans and has been taught. Monitor the implementation of the African American History Matrix quarterly. Meet with community leaders and stakeholders to continue to refine the components of the African American History Curriculum Matrix 				

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 st of Every Month 1 st of Every other Month	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Implementation Steps: <ul style="list-style-type: none"> Create a list, by school, of students who show a substantial deficiency in reading as defined by the district reading plan criteria. Using this list, document the intensive reading interventions and the teachers who teach the intensive intervention. Monitor and update the document monthly. Meet monthly with elementary principals to reflect on needed adjustments. Work with the principals to monitor and adjust implementation as needed. 	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
	Implementation Steps: <ul style="list-style-type: none"> Conduct an initial School Improvement Plan training. Provide feedback to administrators on their draft SIP plans. Peer review SIP plans. SIP plans must contain a goal that addresses "Climate and Environment" SIP plans must address any ESSA subgroups and achievement gaps. SIP plans will be reviewed quarterly and adjusted as needed. 	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		

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: <ul style="list-style-type: none"> Document expanded extended day offerings that are taking place on each campus. Work with the Moonshot Tutoring pilot program and will monitor and document students on each campus that have been offered a scholarship to the extended day program for extended learning. Work with principals to monitor the opportunities for all students to participate in extended day programs on school campuses or at the sites of community partners. Document communication of remediation and enrichment opportunities for students based on assurances programs. Work with schools to ensure adequate documentation of parent workshops/meetings and school site activities including attendance rosters for events 	Evidence of parent workshops, school site activities, etc.	October 16, 2020 January 21, 2021 March 12, 2021		
		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
		Documentation of expanded Extended Day Program offerings at each site by certified classroom teachers for daily enrichment or remediation support	October 16, 2020 January 21, 2021 March 12, 2021		
		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		

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: <ul style="list-style-type: none"> Coordinate with schools to create steps to overcome barriers to enrollment Work with schools to advertise and inform parents of school choice options. Ensure that information regarding school choice and timelines to apply are disseminated to families. Conduct parent information sessions and parent outreach to be sure families are informed of school options Plan, organize, and facilitate a school choice expo on October 17th. This expo will allow each school to spotlight the programming that is taking place in relation to their school choice theme. 	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
11	1.9 Conduct a study researching the reasons parents are choosing to attend schools outside of their zoned areas.	Summary of focus groups	November 1, 2020	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; Dr. Christina Jacobs, Director of Strategic Initiatives and Systems Compliance; Cynthia Emerson, Director of Instructional Innovation	Equity, Culture, & Climate
	Implementation Steps: <ul style="list-style-type: none"> Identify families attending a school outside their home zoned area. Create a survey to administer to families to provide initial information on reasons for attending school outside of their home zoned area. Identify parents/guardians to participate in focus groups to further clarify reasons related to selecting school choice. Conduct analysis of data gathered. Create summary of findings and recommendations for potential next steps and report finding to the Superintendent and Leadership team 	Summary of study results	December 18, 2020		

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, & Student Activities; Cynthia Emerson, Director of Instructional Innovation; Principals</p>	Communication & Engagement
	<p>Implementation Steps:</p> <ul style="list-style-type: none"> Work in collaboration with principals to create a student committee and communicate with them about opportunities for expanding offerings. Student Committees will meet quarterly to share opportunities our district has to diversify extracurricular offerings. 	<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>		

	<ul style="list-style-type: none"> • Work in collaboration with Athletic Directors to ensure that coaches are trained to give equal attention to creating and cultivating inclusive environments for African American students to succeed. • African American Student Council can assist Athletic Director and coaches with recruiting African American students to help increase numbers on teams. • A one-page spreadsheet listing sports try-outs, dates, cost and contacts should be shared and posted at our non-profit partners organizations that service our African American youth in the community. 				
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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
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: <ul style="list-style-type: none"> Review plans at each secondary school on process to create an African American Student Council. Provide support in ensuring best practices for selecting students to participate in the African American Student Council. Monitor the implementation of the African American Student Council at each secondary school, and support as needed (best practices, ideas for feedback, etc.) 	Summary of needs assessment Evidence of meeting with students and updates and modifications to the school-site plan	October 31, 2020 January 8, 2021 March 31, 2021 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: <ul style="list-style-type: none"> Review plans at each secondary school on process to create an African American Student Council. Provide support in ensuring best practices for selecting students to participate in the African American Student Council. Monitor the implementation of the African American Student Council at each secondary school, and support as needed (best practices, ideas for feedback, etc.) 	Common planning sessions	1 st of Every Month		
		Instructional Coach providing modeling and feedback	1 st 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. Monitoring 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: <ul style="list-style-type: none"> Meet with principals and support team (assistant principals, guidance counselors, graduation coach) to review students identified in the Early Warning Indicators. Review data chat logs and interventions in place for the students to meet the graduation requirements. Provide students identified on the Early Warning Indicator list with mentors. 	Monitoring data from Unify and Power BI by teachers, school counselor and instructional coaches to create individualized student plans	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	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: <ul style="list-style-type: none"> Review course failures, credit recovery data, ALG 1 EOC and ELA FSA data with administration team. Meet monthly to determine areas of need. Provide support in curriculum and teaching strategies as needed. Monitor students for subsequent Early Warning Indicators and review the principals' plans to meet the needs of the students. 	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		

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 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: <ul style="list-style-type: none"> Meet monthly with school teams (administration and graduation coach) to develop and monitor students who have not met course requirements for graduation. Edgenuity reports will be provided on a bi-weekly basis to assess the students' progression in course recovery. Follow up with students not making progress. 	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 October 16, 2020 January 21, 2021 March 12, 2021 1 st 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
	Implementation Steps: <ul style="list-style-type: none"> Meet monthly with school teams (administration and graduation coach) to develop and monitor action plan to increase achievement of identified students. Specific data is discussed (Unit Assessments, Quarter Grades, and Achieve3000) to determine areas in need. A root cause analysis of the data and identified needs will be conducted as a part of the monitoring cycle. Coordinate support to the school to increase student achievement. 	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	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
	Implementation Steps: <ul style="list-style-type: none"> Create a protocol for school counselor discussions with students who are not on track to graduate to address graduation requirements, monitoring and follow up Establish delivery dates for the training on the protocol with school counselors and administrators on how to conduct the conversations. Monitor the documentation of the plans quarterly. Create progress or individual student plans, interventions, and student options Meet with students and families to be sure the options are explained 	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
	Implementation Steps: <ul style="list-style-type: none"> Provide motivational assemblies to address the needs of students not on track to graduate. Develop a survey for student feedback 	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
	Implementation Steps: <ul style="list-style-type: none"> Develop a protocol for quarterly meetings with at-risk African American students. Provide feedback from meetings to the school principal. Share feedback from the students and guidance counselors on the impact of graduation support with the Director of Academic Support. 	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: <ul style="list-style-type: none"> Develop a plan to monitor graduation rates at each high school. The process will include: <ul style="list-style-type: none"> Meeting with school principals, assistant principals, school counselors and graduation coach on current status of graduating cohort students. Completing a root cause analysis on the students not on track to graduate with cohort. Reviewing steps for remediation for the students not passing the FSA ELA and Algebra 1 EOC. Ensuring students are being monitored, withdrawals are handled according to district procedures, and at-risk students are given interventions and support for credit recovery. 	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	1.24 Review and make needed changes to enrollment criteria to increase availability of advanced and accelerated courses in middle and high school.	Monitor the number and percentage of student enrolled in advance and acceleration courses report	October 16, 2020 January 21, 2021 March 12, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Jason Keeler, Coordinator of Career & Technical Education	Academic Success
	Implementation Steps: <ul style="list-style-type: none"> Establish enrollment processes to encourage participation in advanced and accelerated courses for identified students in middle and high schools. Monitor enrollment of identified students in advanced and accelerated courses. 	Documentation of criteria changes made to increase availability to advanced and accelerated courses	June 30, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.26 Provide tiered supports for enrichment to students in elementary schools that have low numbers of gifted identified students.	Student rosters	1 st of Every Month	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Matina Pappalardo, Director of Exceptional Student Education; Cynthia Emerson, Director of Instructional Innovation	Academic Success
	Implementation Steps: <ul style="list-style-type: none"> Develop enrichment modules and resources for the 2020-21 school year Develop and provide professional development related to Tier 2 enrichment supports 	Teacher of Gifted Service Logs with documentation of tiered supports provided to schools Documentation of new opportunities for enrichment at schools where there are low numbers of gifted identified students by the Director of Instructional Innovation.	1 st of Every Month 1 st 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
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: <ul style="list-style-type: none"> Support high schools in planning events on advanced coursework, dual enrollment, graduation pathways, scholarship information and strategies for academic success. Provide literature to African American families on available options for acceleration through the school counselors. Hold meetings at the GYAC and other community venues for families of targeted students on Career and Technical Education and acceleration options. Ensure that school counselors are using district-adopted online career pathway software with African American students on available scholarships. 				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	1.31 Monitor African American student performance in advanced classes and provide supports to ensure student success.	Document monitoring procedures and supports provided	June 1, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success	Academic Success
	Implementation Steps: <ul style="list-style-type: none">Develop policies and procedures to place African American students in advanced classes.<ul style="list-style-type: none">Policy will include identification of students for advanced classesPlacement of students in advanced classes.Supports for students in advanced classes.Monitoring students in the advanced classes.	Successful completion of advanced courses	June 1, 2021		Equity, Culture, & Climate
					Communication & Engagement
6	1.32 Implement a plan to review and approve master schedules by the Director of Academic Success.	Evidence of review and approval by the Director of Academic Success	August 1, 2020	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success	Academic Success
	Implementation Steps: <ul style="list-style-type: none">Implement the following steps:<ul style="list-style-type: none">Review master schedules prior to the start of the school year.Document the receipt and approval of master schedules.Work with principals if schedule adjustments are needed.Maintain a record of master schedules.				

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
	Implementation Steps: <ul style="list-style-type: none"> Collect and monitor procedures for identifying African American Students who are eligible for advanced program summer offerings. 	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
7	1.34 Develop professional development for teachers, over the summer, focused on differentiating instruction, including the use of culturally responsive strategies and content for advanced courses.	Professional Development materials, participant roster, and feedback survey results	June 30, 2021	Dr. Colleen Lord, Director of Educator Quality	Talent Development & Support
	Implementation Steps: <ul style="list-style-type: none"> Create modules for differentiating instruction. Culturally responsive instructional strategies will be embedded in professional development. Deliver the professional development during the summer. Monitor the implementation through observations for equitable classroom practices. 	Equitable classroom practices observations	October 16, 2020 January 21, 2021 March 12, 2021		
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.	Principals will monitor the number and percentage of students in advanced classes by race and list of provided supports	1 st of Every Month	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Implementation Steps: <ul style="list-style-type: none"> Develop procedures for accelerating students in elementary and secondary schools Ensure articulation meetings between elementary and middle school administration and school counselors will be conducted to focus on African American students in advanced courses. Maintain documentation of articulation meetings between middle and high schools to ensure students have access to accelerated coursework. 				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.37 Implement district led data chats with principals 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.)	District documentation of agenda for data chats and action plans	October 16, 2020 January 21, 2021 March 12, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success	Academic Success
	Implementation Steps: <ul style="list-style-type: none"> Collect data on African American students who scored a level 3,4, or 5 on previous state assessment. Compare the lagging data to current leading data. Create a list of African American students who are showing regression trends based on current data. Meet with principals to review student data as it relates to regression of African American students who earned a level 3,4, or 5 on previous state assessment. Discuss possible root causes for the regression. Problem solve solutions with principals around student regression. Support principals in addressing the work with African American students who are showing regression trends. Document the plan. Review and monitor for implementation. 	Number of students regressing by school and grade level Next steps based upon quarterly reviews with principals	October 16, 2020 January 21, 2021 March 12, 2021 October 30, 2020 January 29, 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
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: <ul style="list-style-type: none"> • Collect data on African American students who scored a level 3,4, or 5 on previous state assessment. • Compare the lagging data to current leading data. • Create a list of African American students who are showing regression trends based on current data. • Meet with principals to review student data as it relates to regression of African American students who earned a level 3,4, or 5 on previous state assessment. • Discuss possible root causes for the regression. • Problem solve solutions with principals around student regression. • Support principals in addressing the work with African American students who are showing regression trends. • Document the plan. • Review and monitor for implementation. 	Number and percent of students regressing by school and grade level	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
5, 8	2.1 Provide a professional development series to school principals for the cultivation of culturally responsive and inclusive school climates.	Equitable classroom practice observations	1 st of Every Month	Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Dr. Colleen Lord, Director of Educator Quality	Talent Development & Support Academic Success
	Implementation Steps: <ul style="list-style-type: none"> Identify goals and learner outcomes for a professional development series targeting school principals on the cultivation of culturally responsive and inclusive school climates. Identify community members and SDIRC to work on the modules for culturally responsive and inclusive school climates. Develop a module for school leaders to examine culturally responsive and inclusive school climates as part of the micro-credentialing in Equity. Coordinate the delivery of the professional development. Follow up for the professional development, including classroom observations for equitable practices and a school “audit” of school climate and culture. 	Professional development materials, rosters and feedback survey.	October 16, 2020 January 21, 2021 March 12, 2021		Academic Success

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 st of Every Month	Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Robyn Bethel, Director of Student Services; Principals	Equity, Culture, & Climate
	Implementation Steps: <ul style="list-style-type: none"> • Provide professional development and clarify for schools the expectations when utilizing culturally responsive strategies • Monitor classroom use of culturally responsive practice 	Equitable classroom practices observations	1 st of Every Month		Academic Success
		School-based Action Plans	October 31, 2020		

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: <ul style="list-style-type: none"> Develop a student peer mentorship program. Implement and monitor the peer mentorship program in secondary schools. 	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
3, 5	2.14 Identify and implement an approach to develop common language related to culturally responsive practices and equity work.	PD materials, rosters, and survey results	1 st of Every Month	Robyn Bethel, Director of Student Services; Dr. Sharon Packard, Coordinator of Mental Health Services; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement	Equity, Culture, & Climate
	Implementation Steps: <ul style="list-style-type: none"> Clearly define and clarify Culturally Responsive Practices and Equity (relating to the Why). Develop and provide school teams professional development session with an overview of equitable instructional practices and strategies Work with stake holders to refine the best practices of culturally responsive strategies Implement and monitor the practices across the district through classroom walkthroughs. 	Monitor for the use of common language related to culturally responsive practices in schools through classroom walk-throughs	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	4.5 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: <ul style="list-style-type: none"> Work with high school administration to establish Florida Future Educators of America at high school. Facilitate the identification of students interested in the teaching profession. Attempt to contact students interested in education for recruitment purposes. 	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
		IRSC/SDIRC student survey results of potential future educators.	June 1, 2021		
	Implementation Steps: <ul style="list-style-type: none"> Collaborate with IRSC to create a pathway for students to take education courses to earn a degree in teaching. Collaborate with school principals to identify and recruit and encourage them to join Florida Future Educators of America and take part in the Teacher Academy. Monitor and support students taking part in the pathway leading to a degree in teaching. 	Number of African American student Florida Future Educator Memberships along with mentors matched	June 1, 2021		Talent Development & Support
		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: <ul style="list-style-type: none"> Set the dates for the June and January New Teacher Orientation. Create the New Teacher Orientation flyer. Create a list of all new hires and the list will be monitored by HR department. Invite each new hire to the New Teacher Orientation through e-mail or in person with checklist showing either invite received or email confirmation. Ensure new hires register through the online system and sign-in sheets from each event will be collected. 	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	4.15 Enroll and assign a mentor to each African American teacher in years one through three at his/her school who will individualize a plan tailored for each African American teacher's individual needs. Increase the number of African American mentors and publicize the program for mentoring new teachers and instructional staff, including posting the program on the District's job web page and share promotional materials to recruiting events.	List of African American teachers in year one through three along with their matched mentor. Report showing publicity materials and website and social media postings	1 st of Every Month 1 st of Every Month	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Dr. Edwina Suit, Director of Human Resources; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Talent Development & Support
	Implementation Steps: <ul style="list-style-type: none"> Collaborate to develop a mentoring program specifically designed to meet the individual needs of the African American teachers in years 1-3. Publicize the process to become a CET mentor, with special attention to identified African American. Ensure the mentoring program is publicized on district's job site beginning October 1, 2020. Ensure the promotional materials for the mentoring program will be shared at recruiting events. 				

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. List of number of applications completed	January 1, 2021 January 1, 2021	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals	Academic Success
	Implementation Steps: <ul style="list-style-type: none"> Coordinate with the school principals to publicize the scholarships available at IRSC. Ensure additional efforts will be made to communicate with the African American students and parents the availability of the scholarships. 				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: <ul style="list-style-type: none"> Send the survey created by IRSC and SDIRC out to support staff in September. Provide information to Support Staff for his/her individual path to certification. Survey the substitute teachers interested in becoming certified and/or moving to instructional position in August 2020. 				Talent Development & Support