

School District of Indian River County

Human Capital & Operations

**African American
Achievement Plan**

2020-2021

6500 57th St Vero Beach, FL 32967

772-564-3000

Updated as of September 4, 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
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 Evidence of parent workshops, school site activities, etc.	October 16, 2020 January 21, 2021 March 12, 2021 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 	Documentation of Parent/Guardian Communication of remediation and enrichment opportunities by the Director of Instructional Innovation 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 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. 	<p>School-based action plans with specific strategies implemented to increase African American enrollment.</p> <p>School Choice Expo</p> <p>Evidence of targeted awareness and application drives regarding Magnet/choice school enrollment for underrepresented student populations</p>	<p>October 31, 2020</p> <p>October 17, 2020</p> <p>January 31, 2021</p>		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
5	1.10 Create a transportation plan where all students have equitable access to school choice.	<p>The Transportation Plan including depot stops by race/ethnicity and by school</p> <p>Survey parents for feedback on transportation other than utilizing bus depots</p>	<p>September 30, 2020 January 29, 2021</p> <p>October 30, 2020 February 28, 2021</p>	<p>Scott Bass, Deputy Superintendent; Jennifer Idlette, Director of Transportation</p>	Equity, Culture, & Climate
	<p>Implementation Steps:</p> <ul style="list-style-type: none"> Plan will be reviewed to ensure equitable access to school choice Survey will be sent out to parents in September, November, and February to gain feedback Communication about transportation and depot stops will be sent out to parents in varying forms 	Documentation of communication to parents and community about the transportation provided including depot stops	<p>November 30, 2020 March 30, 2021</p>		Communication & Engagement

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
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</p> <p>September 30, 2020</p> <p>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>		

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"> • a 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	<p>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.</p>	<p>Quarterly Impact Review Action Plans</p>	<p>October 16, 2020 January 21, 2021 March 12, 2021</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals</p>	<p>Academic Success</p>
	<p>Implementation Steps:</p> <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.) 	<p>Common planning sessions</p>	<p>1st of Every Month</p>		
		<p>Instructional Coach providing modeling and feedback</p>	<p>1st of Every Month</p>		
		<p>Quarterly Classroom walk through</p>	<p>October 16, 2020 January 21, 2021 March 12, 2021</p>		
		<p>Documented support of interventions and strategies provided to teachers from principals</p>	<p>October 16, 2020 January 21, 2021 March 12, 2021</p>		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	<p>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.</p>	<p>School leadership team's monthly data chats/MTSS with action plan</p>	1 st of Every Month	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals</p>	Academic Success
	<p>Implementation Steps:</p> <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. 	<p>Monitoring data from Unify and Power BI by teachers, school counselor and instructional coaches to create individualized student plans</p> <p>Providing mentors to students who have been identified on the Early Warning Indicator list</p>	<p>1st of Every Month</p> <p>1st of Every Month</p>		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	<p>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.</p>	<p>Rosters of after school and summer extended learning opportunities</p> <p>Individual Student Action Plan in Focus folder</p> <p>Graduation Coach and School Counselors Graduation Monitoring Plan and Individual Student Action Plan</p>	<p>1st of Every Month</p> <p>1st of Every Month</p> <p>1st of Every Month</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals</p>	Academic Success
	<p>Implementation Steps:</p> <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. 				

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	1 st of Every Month		
	Documentation of parent contact by School counselor and graduation coaches	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;	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	January 8, 2021 May 31, 2021	Dr. Colleen Lord, Director of Educator Quality; Kelly Baysura, Director of Academic Success;	
		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	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 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	January 8, 2021 May 31, 2021		
		Graduation coaches will provide Documentation of monitoring of number of African American students on track to graduate	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	<p>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.</p>	<p>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</p>	<p>October 31, 2020 January 8, 2021 March 31, 2021 June 1, 2021</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals</p>	<p>Academic Success</p>
	<p>Implementation Steps:</p> <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. 	<p>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</p>	<p>October 16, 2020 January 21, 2021 March 12, 2021</p>		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.23 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	1.28 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:	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	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. 	Documentation of materials provided	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	1.30 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: <ul style="list-style-type: none"> Ensure through principal meetings that administration at each site is monitoring for equitable representation of African American learners in recognition ceremonies. Collect reports from Principals of recognition ceremony rosters. 				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	1.35 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>	June 30, 2021	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals	Academic Success
	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • Get listing of designated school-based advisors. • Advisors &/or admin meet with the PeerForward Coaches • Develop implementation procedures and listing of students to be referred to participate. 		<p>October 16, 2020</p> <p>January 21, 2021</p> <p>March 12, 2021</p>		
8, 10	2.6 Documentation of school-based problem-solving sessions to incorporate culturally responsive practices into the school's Tier 1 MTSS framework.	<p>MTSS Agenda</p> <p>Equitable classroom practices observations</p>	<p>1st of Every Month</p> <p>1st of Every Month</p>	Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Robyn Bethel, Director of Student Services; Principals	Equity, Culture, & Climate
	<p>Implementation Steps:</p> <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 	School-based Action Plans	October 31, 2020		Academic Success

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12, 13	2.9 Monitor the implementation of a student to student peer mentorship program for African American students.	Number of students participating in mentorship program	1 st of Every Month	Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Dr. Deborah Long, Coordinator of Coordinator of Equity, Family, and Community Engagement; Principals	Academic Success
	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
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: <ul style="list-style-type: none"> Review data related to in-school suspensions. Survey school leadership teams about in-school suspension programming. Work with school leadership teams to integrate evidence-based programs and practices that reduce recidivism and promote positive academic and social emotional outcomes through ongoing professional development. Create a one-page document that outlines intervention options for students completing an in-school suspension. 	Quarterly monitoring of implementation of school action plans Review of In-school suspension programs during impact reviews	October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3	4.1 Continue to foster and establish relationships and develop new relationships with the career placement offices and officials at Historically Black Colleges and Universities.	Email correspondence showing connection made to point person at HBCU colleges and universities along with narrative of recruiting efforts	1 st of Every Month	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Talent Development & Support
	Implementation Steps: <ul style="list-style-type: none"> • Contact career placement offices at HBCUs. • Document all correspondence. • Document continued relationship and narrative with each HBCU. • Write narrative of all recruiting efforts for the 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	<p>4.2 Continuous implementation and monitoring of a step by step recruitment plan, which includes at least annual visits to Historically Black Colleges and Universities in Florida, as well as the Florida Fund for Minority Teachers annual meeting, and Historically Black Colleges and Universities outside of Florida with the aspirational goal of meeting the Florida statewide racial composition of instructional staff at each grade level (elementary, middle and high school). This plan will include the allocation of funding and resources in the recruitment budget of African American teachers and holding an annual job fair. If recruitment goal is not met, the District will collaborate with the Equity Committee to review strategies.</p>	<p>Travel logs to HBCUs and Florida Fund for Minority Teachers Job fair or career fair events which will include itemized budget report as well as SDIRC Job Fair budget.</p> <p>Data Report on WEpromise Program which will include climate survey results of 2020-2021 new teachers along with meetings held and topics discussed.</p> <p>Data report on Minority Recruitment Employee Referral Program to include number of new AA teachers.</p> <p>Data report on FFEA Chapter at each middle school and high school showing number of African American students participating and efforts to visit colleges. Data report on FFEA Scholarship program to include list of students receiving scholarships and marketing efforts to fund program.</p>	<p>March 1, 2021</p> <p>March 1, 2021</p> <p>March 1, 2021</p> <p>March 1, 2021</p>	<p>Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices</p>	<p>Talent Development & Support</p>
	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • Document all recruiting events (local, in-state, out-of-state). • Create a budget report which will show expenses on recruiting efforts. • WEpromise Program will create climate surveys for new teachers. • Create data report on Minority Recruitment Employee Referral Program. • Create report on FFEA Chapters. 				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3	4.3 Collaborate with the teachers' union to facilitate the employment of African American teachers and other instructional staff.	Meeting notes with IRCEA President to include topics discussed, possible collaborative efforts for recruiting, and suggestions made by IRCEA with any implementation results.	June 1, 2021	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Talent Development & Support
	Implementation Steps: <ul style="list-style-type: none"> • Meetings with IRCEA rep will be documented. • Meeting notes will be kept for end-of-year summary. 				
1, 3	4.4 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.	Publicity materials postings on social media and District's website Report of materials handed out at recruiting events along with pictures from event.	June 1, 2021	Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Director of Human Resources; Mike Smeltzer, Position Control Specialist & HR Systems Manager	Talent Development & Support
	Implementation Steps: <ul style="list-style-type: none"> • Post STAR program flyer on HR and RECRUITING district page. • Distribute STAR program promotional materials at recruiting events. 		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, 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
	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. 	IRSC/SDIRC student survey results of potential future educators.	June 1, 2021		
		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	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	<p>4.7 Hiring administrators will organize a diverse committee to interview, whenever possible, a diverse pool of applicants, while utilizing the hiring protocol of universal applications, structured interviewing by individuals in the District office, and interviewing by individual school principals and/or members of the School Improvement Team.</p>	<p>Hiring Committee member lists with racial breakdown from each school and/or department.</p> <p>Use of structured interviewing protocol and interviewing documents (all documents turned in with each hiring recommendation).</p>	<p>1st of Every Month</p> <p>1st of Every Month</p>	<p>Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices</p>	<p>Academic Success</p>
	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • Create a diverse interviewing committee and document members. • Structured interviewing protocol will be created and/or updated, and all administrators will be trained • Create a report showing racial breakdown of all applicants for instructional positions. 	<p>Submission of racial breakdown of all applicants for instructional positions. Must include information regarding the race and specific teacher or instructional staff position for which candidates were interviewed, extended offers, and/or hired.</p>	<p>1st of Every Month</p>		<p>Talent Development & Support</p>

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3	4.8 Hiring administrators will interview, whenever possible, a diverse pool of applicants.	<p>Submission of racial breakdown of all applicants for instructional positions.</p> <p>Information includes the race of each applicant interviewed, extended offers, and/or hired.</p>	1 st of Every Month	Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Director of Human Resources; Mike Smeltzer, Position Control Specialist & HR Systems Manager	Talent Development & Support
	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • Interview the most diverse pool of applicants possible and document racial breakdown for HR department. • Provide HR with racial breakdown of applicants interviewed, extended offers, and hired. 		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	4.9 Monitor strategy to employ 17% Districtwide, of African American teachers at each elementary, middle, high and alternative school. Prior to hiring provide proof of all efforts to hire and/or encourage transfers to that school.	Data report showing number of African American teachers at each school along with % of African Americans versus total instructional staff per school.	1 st of Every Month	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Equity, Culture, & Climate
	Implementation Steps: <ul style="list-style-type: none"> ● Monitor percentage of African American teachers at each level. ● Advertise positions in efforts to match percentage of staff to percentage of students at each level. ● Possibly reassign staff to support efforts of achieving matching percentage of African American staff and students. 	Report of any reassignment of staff or efforts to reassign to help achieve a % of African American teachers that matches individual school % of African American students.	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	4.10 Invite African American candidates to visit Indian River County and work with community partners to offer incentives to African American candidates. The District will also collaborate with the Equity Committee to develop recruitment strategies.	Documentation of teachers visiting SDIRC through our "Tour of Schools" program. This program includes community partners that will host a reception and speak to candidates about our community and their organization.	May 31, 2021	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Communication & Engagement
	Implementation Steps: <ul style="list-style-type: none"> • Create a "Tour of Schools" campaign which will include community partners. • Advertise the "Tour of Schools" to HBCU contacts in and outside of Florida. • Update Equity Committee on recruiting efforts and collaborate to develop recruiting strategies. 	<p>Publicity materials posted for "Tour of Schools" and all advertising efforts through HBCU contacts as well as other state and out of state universities.</p> <p>List of candidates invited to visit Indian River.</p>	May 31, 2021		May 31, 2021

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	4.11 Utilize Handshake, recruitment/job fair portal, Indeed, EdWeek, Diversity in Education, FASA, SHRM, Troops to Teachers, Twitter, and NASN resources to support hiring a more diverse workforce and list the Indian River NAACP as a community partner on the District's website.	Report showing job postings on the various sites. List of teacher candidates who applied, interviewed, and/or were hired by race.	May 31, 2021 1 st of Every Month	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Talent Development & Support
	Implementation Steps: <ul style="list-style-type: none"> • Utilize various resources to post open positions for SDIRC. • Compile a report showing each medium of job postings for SDIRC. • Create a report showing a list of teacher candidates who applied, interviewed, and/or were hired by race. • Post high needs job openings on social media, district website, and the SDIRC 2020-2021 Recruiting plan will be available of the district website with NAACP including as a community partner. 	Social media postings, district website posting, and Recruitment Plan advertising which includes NAACP as a community partner.	May 31, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
3	4.12 Providing Professional Development on culturally competent interview strategies and hiring practices to principals and implementing these strategies during the hiring process.	PD materials used in each PD session with principals.	May 1, 2021	Scott Bass, Deputy Superintendent; 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"> ● Director of Recruitment will participate in Culturally Competent Interview Strategies workshop. ● Director of Recruitment will facilitate PD for all administrators. ● Admin teams will facilitate PD for each school's interview committee and ensure all members for each interviewing event have completed training. ● Exit tickets will be provided and collected at random school sites to gain feedback on interviewing questions by applicant. 	Report showing culturally competent interviewing questions used at each school and effects on hiring. Exit ticket data from a sample of applicants providing feedback on level of culturally competent interviewing strategies.	May 1, 2021 May 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, 3	4.13 Monitor the retention of a reasonable representation of African American teachers and instructional staff at each school compared to the percentage of African American teachers and instructional staff at the schools' corresponding level (elementary, middle, high school or alternative).	Report showing retention rates of African American teachers and instructional staff by school and by level (elementary, middle, and high).	April 15, 2021	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Equity, Culture, & Climate
	Implementation Steps: <ul style="list-style-type: none"> • Create a monthly report showing teacher demographics by school (including race and ethnicity) • Create and prepare a retention rate report for African American teachers and instructional staff by level. 	Teacher demographics by school (to include race and ethnicity)	1 st of Every Month		Talent Development & Support
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- should be July 2020 and January 2021	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- should be July 2020 and January 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	<p>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.</p>	<p>List of African American teachers in year one through three along with their matched mentor.</p> <p>Report showing publicity materials and website and social media postings</p>	<p>1st of Every Month</p> <p>1st of Every Month</p>	<p>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</p>	Talent Development & Support
	<p>Implementation Steps:</p> <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	4.16 Create a pool of retired African American teachers and administrators to serve as informal mentors.	Report showing advertising and efforts made to recruit retired African American teachers or administrators to serve as mentors.	July 31, 2020	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Equity, Culture, & Climate
	Implementation Steps: <ul style="list-style-type: none"> • Create a list of retired African American teachers and administrators to serve as informal mentors. • Create a report showing advertising and recruiting efforts. This report will also show list of persons serving as mentors. 	List of retired African American teachers or administrators serving as mentors	July 31, 2020		Talent Development & Support
1	4.17 Establish a cohort of African American educators as part of our leadership development program to identify strong leaders and build connections and relationships.	List of African American educators that are participating as a cohort in the SDIRC Leadership Program.	June 1, 2021	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Talent Development & Support
	Implementation Steps: <ul style="list-style-type: none"> • Establish a cohort of African American educators to participate in SDIRC Leadership Development Program. • Participate in the SDIRC Leadership Program to build strong leadership skills and connections and relationships. 				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3	4.18 Create a template that includes the dates of recruitment activities, staff members involved, recruitment event attended, investments incurred in recruiting activity/trip (budget), and outcomes. The template shall include an expense report for African American teacher and instructional staff recruitment.	<p>Template that includes recruitment activities, staff members involved, events attended.</p> <p>Budget report template that includes recruiting expenses.</p>	June 1, 2021	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Equity, Culture, & Climate
	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • Create a report for school year 2020-2021 showing all recruiting activities, staff members involved, budget, expense report and outcomes. 		June 1, 2021		Talent Development & Support
1, 3	4.19 Collect and submit all necessary data for the representation of African American instructional staff to the Equity Committee each month.	See Addendum at the end of this report for details	June 1, 2021	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Equity, Culture, & Climate
	<p>Implementation Steps:</p> <ul style="list-style-type: none"> • Create a report encompassing school year 2020-2021 showing monthly representation of African American instructional staff. 				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3	4.20 District submits to Equity Committee a monthly report of employment of African American teachers and instructional staff tracked by principals and schools each month.	See Addendum at the end of this report for details	1 st of Every Month	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Equity, Culture, & Climate
	Implementation Steps: <ul style="list-style-type: none"> • Create a monthly report showing each school and list of African American teachers and instructional staff. • Submit the report to the Equity Committee. 				Talent Development & Support
1, 3, 12, 13	4.21 Establish partnerships with community organizations, fraternities, sororities, alumni groups, and Indian River State college, for recruiting African American teachers.	List of community partnerships and Partner in Recruiting Form for each along with postings of partners on District website and social media.	May 31, 2021	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Communication & Engagement
	Implementation Steps: <ul style="list-style-type: none"> • Create a Partner in Recruiting Form to be given to each community partner • Post partners on district website and social media as well as in 2020-2021 SDIRC Recruiting Plan. 				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	4.23 Develop a report of teachers, including their certifications, assigned to teach Intensive Reading classes at each school.	Report of intensive reading teachers and certifications	August 1, 2020 January 1, 2021	Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Director of Human Resources; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Academic Success
	Implementation Steps: <ul style="list-style-type: none"> Keep updated allocation roster for each school Compile a report of intensive reading teachers showing corresponding certifications 				Talent Development & Support
1, 3	4.24 Deputy Superintendent will monitor any new hires to ensure a diverse staff.	New Employee Report including race and ethnicity	1 st of Every Month	Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Director of Human Resources	Talent Development & Support
	Implementation Steps: <ul style="list-style-type: none"> Compile list of new hires at each school to include race and ethnicity. Oversee all hiring to ensure we are hiring for equity and inclusion. 				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	4.25 Monitor diverse interview committee process to interview teacher candidates.	Report showing each school's Interview Committee composition (including race).	1 st of Every Month	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Talent Development & Support
	Implementation Steps: <ul style="list-style-type: none"> • Compile a list of each school's Interview Committee members including race. 				
1, 3	4.26 Monitor the use of the Performance Improvement Plans to ensure it contains appropriate corrective measures and support before terminating employees for cause.	Report on the use of Performance and Improvement Plan and corrective actions taken to exhaust all measures to retain.	July 1, 2021	Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Director of Human Resources; Michell Olk, Director of Employee and Labor Relations	Talent Development & Support
	Implementation Steps: <ul style="list-style-type: none"> • Compile a report of the use of Performance and Improvement Plans. 				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
13	4.27 Create a committee with the purpose of reviewing opportunities for workforce housing for District employees in Indian River County to assist with the recruitment of African American teachers.	List of Committee members and dates of meetings	August 1, 2020	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Talent Development & Support
	Implementation Steps: <ul style="list-style-type: none"> • Create a focus group of community members • Compile monthly meetings with agenda and action steps taken. • School Board created Workforce Housing Committee will commence in October. Committee members and action steps taken will be compiled for year-end report. 	List of actions steps members are taking to achieve goal of reaching equitable % of African American teachers at each school and progress on each action step	August 1, 2020		
1, 3	4.28 Create an internal process to review the quality of and retention of teachers in critical shortage areas to determine areas of strength and areas for improvement and complete a school-by-school report to ensure an adequate distribution of African American teachers across the District.	Report showing the steps of the internal process (WEpromise Program) for retention of African American teachers of process. Report will include survey results from teachers.	June 30, 2021	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Talent Development & Support
	Implementation Steps: <ul style="list-style-type: none"> • Create a report showing the percentage of African American teachers versus African American student enrollment percentage. • Create a report steps of WEpromise Program with quarterly results for AA teachers. 	Report of each school's percentage of African American teachers versus African American student percentage.	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
1, 3, 13	4.29 Conduct ongoing feedback sessions with our current African American teachers to discuss their current work / school conditions for success, as well as their onboarding and training (ex. focus groups, school visits).	Session minutes showing feedback from African American teachers as part of the WEpromise Program.	October 31, 2020 January 8, 2021 March 31, 2021	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Talent Development & Support
	Implementation Steps: <ul style="list-style-type: none"> • Through WEpromise, current African American teachers will be interviewed and/or surveyed on current work/school conditions including trainings offered. • Survey African American teachers on onboarding experience. 	Results from survey asking for feedback on current work/school conditions as well as their onboarding experience.	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
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: <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. 	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: <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

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	4.32 Develop recruiting videos of current teachers telling "Why Indian River County"	Create recruiting video for SDIRC showcases teachers and reasons WHY SDIRC? Will also include recruiting program information. Will show at recruiting events and play on social media	1 st of Every Month	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Talent Development & Support
	Implementation Steps: <ul style="list-style-type: none"> • Create a video of "Why Indian River County" and advertised on district website and TWITTER • Create short clips for each school to advertise the INNOVATION at each school and shared and posted • Show video at any and all recruiting events 		1 st of Every Month		