



School District of Indian River County  
Strategic Planning & Support Services

**African American  
Achievement Plan**

2020-2021

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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
11	1.7 Create and implement a plan to increase balance in student enrollment by race at each school to ensure African American students assigned to individual schools are consistent with the percentage of African American students represented in the District, within a range of plus or minus nine percentage points.	District student Enrollment Plan with current school enrollment as of Survey 2 and 3 with percentage of African American students represented at individual schools.	October 31, 2020 February 28, 2021	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Cynthia Emerson, Director of Instructional Innovation; Principals	Equity, Culture, & Climate
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>• Coordinate with schools to create steps to overcome barriers to enrollment</li> <li>• Work with schools to advertise and inform parents of school choice options.</li> <li>• Ensure that information regarding school choice and timelines to apply are disseminated to families.</li> <li>• Conduct parent information sessions and parent outreach to be sure families are informed of school options</li> <li>• Plan, organize, and facilitate a school choice expo on October 17<sup>th</sup>. This expo will allow each school to spotlight the programming that is taking place in relation to their school choice theme.</li> </ul>	<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
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;	Equity, Culture, & Climate
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>• Identify families attending a school outside their home zoned area.</li> <li>• Create a survey to administer to families to provide initial information on reasons for attending school outside of their home zoned area.</li> <li>• Identify parents/guardians to participate in focus groups to further clarify reasons related to selecting school choice.</li> <li>• Conduct analysis of data gathered.</li> <li>• Create summary of findings and recommendations for potential next steps and report finding to the Superintendent and Leadership team</li> </ul>	Summary of study results	December 18, 2020	Dr. Christina Jacobs, Director of Strategic Initiatives and Systems Compliance; Cynthia Emerson, Director of Instructional Innovation	

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.12 Create data review sessions with school principals to review subgroup data, which includes a discussion on the progress monitoring of African American students. Plans of action will be implemented after each session.	District-level, School-level, Grade-level/Content area Data chats and agenda	October 16, 2020 January 21, 2021 March 12, 2021	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability & Virtual Education; Principals	Equity, Culture, & Climate
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>Quarterly Datacom Principal data review sessions scheduled for 10/16/20, 1/21/21, and 3/12/21.</li> <li>Quarterly Impact Reviews scheduled for 9/28/20-10/9/20, 1/4/21-1/15/21, and 2/22/21-3/12/21.</li> <li>Accountability and Assessment staff will complete data review sessions with each school quarterly with a focus of following up on prior action plan and next steps.</li> </ul>	Quarterly Progress monitoring data	October 16, 2020 January 21, 2021 March 12, 2021		
		Quarterly review of Plans of action	October 16, 2020 January 21, 2021 March 12, 2021		
		Impact Reviews	October 16, 2020 January 21, 2021 March 12, 2021		
		Power BI Dashboard Review	October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
10, 11	1.13 Provide support to teachers and administrators on the use of real-time data specific to African American students in order to have effective data chats and plan targeted support for improved learning.	Progress monitoring data Training and support materials provided to teachers and administrators	September 15, 2020	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability and Virtual Education; Principals	Academic Success
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>Accountability and Assessment staff will complete data review sessions with each school quarterly with a focus of following up on prior action plan and next steps.</li> <li>CANVAS course will be developed, monitored, and updated to provide training and support materials.</li> <li>Monthly usage on all Power BI dashboards will be published through CANVAS and sent to all administrators.</li> </ul>	Power BI training with rosters, materials, feedback	September 15, 2020		
		Evidence of leadership teams using Power BI to monitor the impact of instruction	October 16, 2020 January 21, 2021 March 12, 2021		Equity, Culture, & Climate
		Data chat tools	October 16, 2020 January 21, 2021 March 12, 2021		
	Evidence of classroom-based progress monitoring	October 16, 2020 January 21, 2021 March 12, 2021			

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
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
	<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>• Create a protocol for school counselor discussions with students who are not on track to graduate to address graduation requirements, monitoring and follow up</li> <li>• Establish delivery dates for the training on the protocol with school counselors and administrators on how to conduct the conversations.</li> <li>• Monitor the documentation of the plans quarterly.</li> <li>• Create progress or individual student plans, interventions, and student options</li> <li>• Meet with students and families to be sure the options are explained</li> </ul>	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
6	1.25 School counselors will implement universal screening for gifted identification for all students prior to 4th grade across all District elementary schools utilizing procedures outlined in the state-approved District plan for increasing underrepresented populations in gifted.	Universal Screening Implementation Results	September 30, 2020 December 1, 2020 March 1, 2021 May 3, 2021	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Robyn Bethel, Director of Student Services; Matina Pappalardo, Director of Exceptional Student Education; Principals	Academic Success
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>• Develop Professional Development Modules for 2020-21 school year</li> <li>• Provide Professional Development Modules to School Counselors</li> <li>• Designate a screening window dates in which targeted student grade levels will receive universal screening</li> <li>• Compile data to identify elementary and middle school students who achieved scores in alignment with the district's, state-approved Plan for increasing underrepresented populations in gifted (Plan B).</li> <li>• Provide student lists and screening process to school leadership teams and ESE Resource Specialists for potential gifted screening.</li> <li>• School proceed with full evaluations as indicated by district screening guidelines.</li> </ul>	<p>Principals will ensure the implementation of universal screening is conducted with fidelity</p> <p>Principals will monitor evidence of prioritization practices of guidance in testing of minority students</p>	<p>October 30,2020 January 29, 2021 March 31, 2021 May 28, 2021</p> <p>November 30, 2020</p>		

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 <sup>st</sup> 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
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>• Develop enrichment modules and resources for the 2020-21 school year</li> <li>• Develop and provide professional development related to Tier 2 enrichment supports</li> </ul>	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 <sup>st</sup> of Every Month  1 <sup>st</sup> of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.27 Increase communication and apply procedures related to Plan B eligibility measures and related processes in support of a wider identification of students for gifted services (classroom teachers & administration).	Logs/rosters of procedural trainings regarding Plan B eligibility provided to teachers and administration	1 <sup>st</sup> of Every Month	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Matina Pappalardo, Director of Exceptional Student Education	Academic Success
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>Develop and provide professional development related to Plan B eligibility compliance measures and processes</li> <li>Provide a list of high achieving students to site based teams to support wider identification</li> </ul>	Number and percent of students that are eligible for Plan B	1 <sup>st</sup> of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.28 Monitor procedures to ensure equitable access for African American students to on-site, college readiness testing in every high school (PSAT, ACT, SAT, PERT).	Documentation of school-based communications to students and families prior to each test administration	1 <sup>st</sup> of Every Month	Scott Bass, Deputy Superintendent; Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability & Virtual School; Principals	Academic Success
	<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>Assessment and Accountability staff will monitor racial/ethnic breakdown of students scheduled to take on-site college readiness testing.</li> <li>Assessment and Accountability staff will attend school counselor/graduation coach monthly meetings to ensure procedures are implemented to ensure equitable access for college readiness training.</li> </ul>	Principals will monitor the number and percentage of total African American students taking on-site college readiness testing	1 <sup>st</sup> of Every Month		
Evidence of school counselor and graduation coaches contact related to African American students registering for college readiness testing	1 <sup>st</sup> of Every Month				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.35 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><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>• Get listing of designated school-based advisors.</li> <li>• Advisors &amp;/or admin meet with the PeerForward Coaches</li> <li>• Develop implementation procedures and listing of students to be referred to participate.</li> </ul>		<p>October 16, 2020</p> <p>January 21, 2021</p> <p>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
9	2.2 Incorporate strategies for implementation of Tier 1 Restorative Practices (e.g., restorative circles, mindfulness, collaborative classroom agreements, cooperative learning activities, restorative conferencing) into relevant professional development sessions.	Survey of students regarding use of strategies	1 <sup>st</sup> of Every Month	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance; Robyn Bethel, Director of Student Services	Equity, Culture, & Climate
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>• Identify professional development trainings for which restorative practices are relevant and have staff update accordingly.</li> <li>• Work collaboratively with trained staff to create a brief guide that describes Tier 1 restorative practices and provides ideas related to implementation in elementary and secondary settings.</li> <li>• Share information about restorative practices in monthly meetings and in the Collaborator</li> </ul>	Professional Development Materials and Rosters	1 <sup>st</sup> of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
5, 12	2.3 Monitor the implementation of “Alternative to Out-of-School Suspension” (ALTOSS) program as a disciplinary alternative.	Number and percentage of OSS events referred to ALTOSS	1 <sup>st</sup> of Every Month	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Dr. Sharon Packard, Coordinator of Mental Health Services; Robyn Bethel, Director of Student Services	Equity, Culture, & Climate
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>• Work with staff on appropriate intervention and referral.</li> <li>• Track participation in the program</li> <li>• Conduct training with all administrators.</li> <li>• Create an Out-of-School Suspension ALTOSS checklist and procedures</li> </ul>	Number and percentage of student completion of ALTOSS with re-entry plan	1 <sup>st</sup> of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
5, 8	2.4 Research additional alternatives to out-of-school suspension for incorporation into available disciplinary alternatives.	Summary of research of successful alternative suspension programs	1 <sup>st</sup> of Every Month	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services;	Equity, Culture, & Climate
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>Investigate the additional alternatives to out-of-school suspension</li> <li>Collaborate with Tykes &amp; Teens to create an expansion proposal that identifies needs in terms of enrollments and revenue.</li> <li>Work with the Director of Transportation to maintain current SDIRC bus depots and problem-solve current barriers to expansion.</li> <li>Continue to provide requested data and SDIRC liaison with grant awarding agencies.</li> <li>Solicit feedback from funding agencies</li> </ul>	A plan that identify strategies and implementation procedures for additional alternatives to out of school suspensions.	1 <sup>st</sup> of Every Month	Dr. Sharon Packard, Coordinator of Mental Health Services; Robyn Bethel, Director of Student Services	

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
5, 8	2.5 Monitor that all Out-of-School Suspensions are approved by principal supervisors.	Monitor the number and percentage of ODRs that result in an OSS event  Report with documentation of approval in FOCUS by the principal's supervisor prior to assignment to OSS	1 <sup>st</sup> of Every Month	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals	Equity, Culture, & Climate
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>Provide support and monitoring of implementation of /code of conduct intervention methods</li> </ul>		1 <sup>st</sup> of Every Month		
8, 10	2.6 Documentation of school-based problem-solving sessions to incorporate culturally responsive practices into the school's Tier 1 MTSS framework.	MTSS Agenda	1 <sup>st</sup> of Every Month	Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Robyn Bethel, Director of Student Services; Principals	Equity, Culture, & Climate
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>Provide professional development and clarify for schools the expectations when utilizing culturally responsive strategies</li> <li>Monitor classroom use of culturally responsive practice</li> </ul>	Equitable classroom practices observations  School-based Action Plans	1 <sup>st</sup> of Every Month  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
5, 8	2.7 Implement strategies to increase accountability for classroom removals while decreasing classroom removal rates of African American students with disabilities so that no more than 10 cumulative days of classroom removals are assigned as a disciplinary consequence in an entire year.	Professional development on prevention and corrective intervention strategies	1 <sup>st</sup> of Every Month	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Matina Pappalardo, Director of Exceptional Student Education	Equity, Culture, & Climate
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>Develop a district process that aligns with Florida Department of Education compliance related to the suspension of Black ESE Students</li> <li>Monitor suspension rates of Black ESE Students utilizing state compliance</li> <li>Use data to develop and implement prevention and correction Professional Development</li> </ul>	Monitor the number and percentage of student classroom removals for African American students with disabilities	1 <sup>st</sup> of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
9, 11	<p>2.8 Convene a team (which include representative samples of African American school personnel and students) to Review SERT process; clarify purpose. Conduct needs analyses, which include representative samples of African American school personnel and students, related to the Suspension and Expulsion Review Team's (SERT) processes and procedures to identify and address any systemic barriers related to alternative disciplinary placements and school related arrests of African American students. Data should include total referrals and placement.</p>	<p>Results of needs analyses utilized for clarification of SERT plan</p> <p>Reports of number and percentage of African American students placed at ACE as a result of SERT.</p>	<p>1<sup>st</sup> of Every Month</p> <p>1<sup>st</sup> of Every Month</p>	<p>Pamela Dampier, Assistant Superintendent of Strategic Planning &amp; Support Services; Dr. Christina Jacobs, Director of Strategic Initiatives &amp; Systems Compliance</p>	<p>Equity, Culture, &amp; Climate</p>
	<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>• Develop a SERT procedural manual based upon feedback received based upon previous year's focus group.</li> <li>• Convene a focus group to provide feedback on procedural manual and make needed revisions based upon feedback.</li> <li>• Conduct needs analyses to identify systemic barriers related to alternative disciplinary placements and school-related arrests.</li> <li>• Monitor total SERT referrals and placement decisions.</li> </ul>				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
5, 10	2.10 District will work with schools to conduct a review of In-School Suspension programs and support school's development of actions to improve outcomes.	PD Training Rosters and Materials	1 <sup>st</sup> of Every Month	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance; Principals	Equity, Culture, & Climate
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>• Review data related to in-school suspensions.</li> <li>• Survey school leadership teams about in-school suspension programming.</li> <li>• 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.</li> <li>• Create a one-page document that outlines intervention options for students completing an in-school suspension.</li> </ul>	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		
3, 6	2.11 Provide professional development training focused on trauma-informed care to all staff, with a focus on building school-based training capacity among identified staff (e.g., school counselors).	PD materials, rosters and survey results	1 <sup>st</sup> of Every Month	Robyn Bethel, Director of Student Services; Dr. Sharon Packard, Coordinator of Mental Health Services	Equity, Culture, & Climate
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>• Develop professional development to utilize with various staff member groups</li> <li>• Contact Schools and schedule time to deliver the trainings</li> <li>• Conduct follow-up / feedback sessions to support staff members</li> </ul>	Monitoring implementation of School Action Plans with documentation of tiered support to schools	1 <sup>st</sup> of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
5, 8	2.12 Provide professional development series for school-based problem-solving team members (inclusive of administrators, school counselors, and Student Success Coaches) focused on behavioral, social emotional, mental health, and restorative tiered supports.	PD materials, rosters and survey results	1 <sup>st</sup> of Every Month	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Robyn Bethel, Director of Student Services; Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance	Equity, Culture, & Climate
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>Integrate review of case scenarios and professional development session into school visits</li> <li>Schedule visits to support school based problem-solving teams</li> </ul>	Monitoring implementation of School Action Plans with documentation of tiered support to schools	1 <sup>st</sup> of Every Month		
6, 12	2.13 Provide professional development to staff related to students' re-entry back to school and resources related to social emotional learning, trauma-informed care, culturally responsive teaching practices, and anti-racism.	PD materials, rosters, and survey results	September 30, 2020	Robyn Bethel, Director of Student Services; Dr. Sharon Packard, Coordinator of Mental Health Services	Equity, Culture, & Climate
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>Develop and implement a series of optional professional support /development to ensure all problem-solving teams have comprehensive knowledge and skills related to the re-entry process, data, intervention, and supports.</li> </ul>	Monitor the implementation of school-based Re-entry Plan for Students	October 30, 2020 January 29, 2021 March 31, 2021 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
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 <sup>st</sup> 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
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>• Clearly define and clarify Culturally Responsive Practices and Equity (relating to the Why).</li> <li>• Develop and provide school teams professional development session with an overview of equitable instructional practices and strategies</li> <li>• Work with stake holders to refine the best practices of culturally responsive strategies</li> <li>• Implement and monitor the practices across the district through classroom walkthroughs.</li> </ul>	Monitor for the use of common language related to culturally responsive practices in schools through classroom walk-throughs	1 <sup>st</sup> of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	3.1 Increase knowledge and skills of school-based Local Educational Agency (LEA) representatives in monitoring and implementing compliance and accountability standards as related to Individuals with Disabilities Education Act (IDEA) eligibility determinations, through intensive professional development sessions and ongoing technical assistance.	Professional development materials, rosters, and feedback surveys  Quarterly audits of IEP's to determine if the level of needs match level of service.	1 <sup>st</sup> of Every Month  October 16, 2020 January 21, 2021 March 12, 2021	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Matina Pappalardo, Director of Exceptional Student Education	Equity, Culture, & Climate
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>• Develop and Implement monthly Professional development sessions related to Florida Department of Education ESE Compliance</li> <li>• Provide ongoing technical assistance to site-based LEA to ensure fidelity of implantation</li> <li>• Utilize quarterly walk through data to revise and refine district processes and procedures related IEP writing and implementation</li> </ul>	Quarterly walk-through data to ensure IEP implementation and compliance	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
2	3.2 Identify all African American students with Specific Learning Disabilities (SLD) and provide IEP Teams with culturally responsive instructional strategies to incorporate into instruction with African American students with SLDs.	Equitable classroom practices observations	1 <sup>st</sup> of Every Month	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Matina Pappalardo, Director of Exceptional Student Education	Academic Success
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>Develop and Implement Professional Development related to Culturally responsive crosswalk strategies for the 2020-21 school year</li> <li>Monitor site based observational data to ensure the use of Culturally responsive instructional strategies with African American students with SLD</li> </ul>				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
4	<p>3.3 Monitor the implementation of professional development for problem solving teams in the identification and differentiation of disabilities, including “rule-out” factors. “Rule-out” factors are those factors which present barriers to learning for a student and are not due to an underlying disability (e.g. patterns of attendance, lack of exposure to needed instruction, and language acquisition). These factors must be “ruled-out” as the primary reason for a student’s learning difficulties prior to identifying a student with a disability.</p>	<p>Self-audits of Tier 3 MTSS documentation for evidence of discussion of “rule-out” factors prior to consideration of parental consent for evaluation</p>	<p>June 1, 2021</p>	<p>Matina Pappalardo, Director of Exceptional Student Education</p>	Equity, Culture, & Climate
	<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>• Develop and Implement professional development related to self-audit of Tier 3 MTSS to ensure the use of “rule-out” factors during the Tier 3 problem solving process prior to consideration of eligibility for ESE</li> <li>• Ensure fidelity of self-audit utilizing SLD worksheet data</li> </ul>	<p>Professional development materials, roster and feedback from survey results</p>	<p>1<sup>st</sup> of Every Month</p>		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
2	3.4 Provide Tier 3 MTSS Problem Solving Teams with culturally responsive instructional strategies to utilize as part of 4-Step problem solving processes.	Self-audits of Tier 3 MTSS documentation for evidence of incorporation of culturally responsive instructional strategies as appropriately aligned to identified problems	June 1, 2021	Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance; Matina Pappalardo, Director of Exceptional Student Education	Equity, Culture, & Climate
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>Develop and Implement Professional Development for the 2020-21 School Year related to use of the Culturally Responsive Strategy Crosswalk within the 4-Step problem</li> <li>Ensure fidelity of self-audit utilizing MTSS problem solving data</li> </ul>				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
2	3.5 Develop and provide coaching and technical assistance for teachers regarding Tier 2 and 3 interventions.	Tier 2 & 3 Coaching & Technical Assistance Logs	June 1, 2021	Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance; Matina Pappalardo, Director of Exceptional Student Education	Equity, Culture, & Climate
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>Develop and Implement Professional Development related to Implementation of strategies identified within the Culturally Responsive strategies Crosswalk relating to Tier 2 and 3 interventions.</li> <li>Utilize data from technical assistance logs to provide targeted coaching to teams</li> </ul>				
2	3.6 Utilize accountability measures associated with pre-referral during MTSS problem-solving team meetings. Provide documentation of pre-referral checklists, which include the use of culturally responsive instructional strategies.	Number of Pre-referral checklists used by site-based teams prior to consideration of parental consent for evaluation	1 <sup>st</sup> of Every Month	Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance; Matina Pappalardo, Director of Exceptional Student Education	Equity, Culture, & Climate
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>Provide and Implement Targeted Professional Development to LEA's related to the use of Pre-referral Checklist which includes Culturally Responsive Instructional Strategies</li> <li>Monitor the number of Pre-referral checklists used by site-based teams prior to consideration of parental consent for evaluation</li> </ul>				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	4.22 Monitor staff who attend Equity Committee meetings during which topics pertaining to their department are discussed.	Attendance records of Superintendent and appointed staff at Equity meetings as appropriate.	1 <sup>st</sup> of Every Month	Dr. David Moore, Superintendent	Equity, Culture, & Climate
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>• Communicate expectations related to staff attendance at Equity Committee meetings.</li> <li>• Ensure staff understand that they must sign in at Equity meetings to document attendance.</li> <li>• Maintain sign-in logs and follow-up with staff regarding attendance, as necessary.</li> </ul>				