



School District of Indian River County

Glendale Elementary School

**African American
Achievement Plan**

2020-2021

6500 57th St Vero Beach, FL 32967

772-564-3000

Updated as of September 25, 2020

Barriers

This document identifies barriers to the academic progress and equitable discipline and assignment to special programs for African American students and identifies goals to determine whether improvements in these areas are realized when compared to White students in the District. Additionally, strategies/action steps to address the identified barriers and achieve the intended goals are explicitly outlined in this document.

The barriers addressed in this plan include:

1. Lack of instructional staff mirroring the demographics of the student population
2. Need for comprehensive training and accountability for applied practice in culturally responsive instructional strategies
3. High Impact teachers are not strategically placed at low performing schools
4. Need for an explicit action plan to drive change to improve equitable instructional and disciplinary practices districtwide
5. Need for data-driven allocation of school-based resources
6. Need for increased access and support to enroll students in advanced coursework
7. Need for increased consistency in the quality and implementation of Tier 1 behavioral supports
8. Need for increased skills in cultural competency to foster positive relationship building between educators and students
9. Need for increased awareness of implicit bias and impact on behavioral dynamics and interactions
10. Need for increased culturally relevant instructional practices in Tier 1 instructional frameworks
11. Need for consistent accountability related to strategic actions and supports for the achievement of African American students
12. Need for additional academic support for African American students to achieve mastery
13. High cost of living

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	<p>1.3 A. Develop and implement a curriculum matrix that integrates African American History teachings in grades K-12 that is included in the curriculum map.</p> <p>B. Provide district training for administrators and district staff related to matrix implementation, monitoring, and look-fors in classrooms</p>	<p>Curriculum Matrix document posted on District website</p> <p>Documentation of district planning support to schools</p>	<p>October 16, 2020</p> <p>October 16, 2020 January 21, 2021 March 12, 2021</p>	<p>Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Principals</p>	Academic Success
	Implementation Steps:	<p>Conduct quarterly Classroom walk throughs to ensure integration into classroom instruction and provide written report of feedback</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
12	1.4 Monitor elementary school principals to ensure that African American students who are not kindergarten ready per the Florida Kindergarten Readiness Screener (FLKRS), or who show a substantial deficiency in reading in grades K-2 per i-Ready, targeted reading intervention as defined by the district reading plan.	<p>Number and percentage of qualified students receiving targeted reading interventions</p> <p>Principals conduct data chats and create school- based action plans which includes adjustments to instructional support based on student progress</p>	<p>1st of Every Month</p> <p>1st of Every other Month</p>	<p>Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals</p>	
	<p>Implementation Steps: Implementation Steps: Using the Florida Kindergarten Readiness Screener (FLKRS) all African American students not kindergarten ready will receive intensive reading intervention with our Title K-2 Interventionist.</p> <ol style="list-style-type: none"> 1. Disaggregate 2020 FLKRS Data to create intensive reading intervention groups. 2. Create course rosters to begin groups in September 2020 and select course to materials to close achievement gap connected to the data. 	<p>Quarterly i-Ready reports of progress of African American students' growth in K-2</p>	<p>October 16, 2020 January 21, 2021 March 12, 2021</p>		Academic Success

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	<p>1.5 A. Ensure that School Improvement Plans for all schools specifically address how school resources are being allocated to address achievement gaps for African American students.</p> <p>B. Provide ongoing monitoring and support of each school's implementation of the School Improvement Plans.</p>	<p>Peer Reviews of School Improvement Plans with principals</p> <p>Approved School Improvement Plans detailing resource allocations</p>	<p>October 31, 2020</p> <p>October 31, 2020</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> <ol style="list-style-type: none"> 1. Leadership team will disaggregate winter data to identify African American students not proficient. We will look at the data and review resources including; human capital (interventionists, teachers) curriculum, programs-(ELO, Parent nights/supports). 2. End of year faculty meeting will include a review of the updated plan, data and goals for the upcoming year. 3. The Pre-service day in August will include an African American Action Plan Session which will outline the new steps in pace for the 2020-21 school year. 4. Monthly review of school improvement goals during the first Leadership meeting of each month. 	<p>Quarterly reviews of the School Improvement Plan</p> <p>Quarterly impact review action plan</p> <p>Comprehensive data reviews to Cabinet and requested support for progress needed</p>	<p>October 16, 2020 January 21, 2021 March 12, 2021</p> <p>October 16, 2020 January 21, 2021 March 12, 2021</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
6, 9, 12	1.6 Ensure that the District provides African American students the opportunity to participate in extended learning opportunities for remediation and enrichment. These opportunities will be communicated to parents and guardians.	Rosters with number of students attending Extended Learning Opportunities	October 16, 2020 January 21, 2021 March 12, 2021	Scott Bass, Deputy Superintendent; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Cynthia Emerson, Director of Instructional Innovation; Principals	Academic Success
	Implementation Steps: Glendale University is an extended learning opportunity that will occur during two sessions for the 2020-2021 school year. This extended learning opportunity focuses on our bottom 30% of students in grades 3-5 and will run two times/week for 10 weeks. Every African American student scoring in the bottom quartile will be invited to attend. The data used will include iReady, previous years FSA test scores and current unify assessments.	Evidence of parent workshops, school site activities, etc.	October 16, 2020 January 21, 2021 March 12, 2021		
	1. Teachers will be recruited to teach Glendale University in August 2020 by the Principal. An Outlook reminder has already been sent to the Principal and Assistant Principal to start the process on August 14th.	Documentation of Parent/Guardian Communication of remediation and enrichment opportunities by the Director of Instructional Innovation	October 16, 2020 January 21, 2021 March 12, 2021		
	2. Using the most recent data every African American student falling in the bottom 30% will be invited to this session. The Principal will send out the invitations and follow up with each student who does not return an invitation with a personal phone call. The invitations are	Documentation of expanded Extended Day Program offerings at each site by certified classroom teachers for daily enrichment or remediation support	October 16, 2020 January 21, 2021 March 12, 2021		
		Utilize partnerships to offer scholarships to Moonshot tutoring at extended day for students in need at identified pilot sites.	October 16, 2020 January 21, 2021 March 12, 2021		Communication & Engagement

	<p>uploaded with this document. This will take place on September 1st.</p> <p>3. Glendale will also be starting the GEER grant for rising K and third grade students. This ELO chose students from the bottom quartile and parents were notified by staff and encouraged to participate. This is a 10-week program that meets twice per week in school and once time virtually.</p>				
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Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan																																											
11	<p>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.</p>	<p>District student Enrollment Plan with current school enrollment as of Survey 2 and 3 with percentage of African American students represented at individual schools.</p>	<p>October 31, 2020 February 28, 2021</p>	<p>Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services;</p>	Equity, Culture, & Climate																																											
	<p>Implementation Steps: District Data Below</p> <table border="1" data-bbox="289 686 543 911"> <thead> <tr> <th>Race/Eth</th> <th>Count</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>AI_or_AN</td> <td>24</td> <td>0.1%</td> </tr> <tr> <td>Asian</td> <td>312</td> <td>1.8%</td> </tr> <tr> <td>Black,NH</td> <td>3122</td> <td>17.7%</td> </tr> <tr> <td>Hispanic</td> <td>4287</td> <td>24.3%</td> </tr> <tr> <td>Other</td> <td>712</td> <td>4.0%</td> </tr> <tr> <td>White,NH</td> <td>9190</td> <td>52.1%</td> </tr> </tbody> </table> <p>GES Data Below</p> <table border="1" data-bbox="279 967 533 1219"> <thead> <tr> <th>Race/Eth</th> <th>Count</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>AI_or_AN</td> <td>1</td> <td>0.2%</td> </tr> <tr> <td>Asian</td> <td>18</td> <td>3.4%</td> </tr> <tr> <td>Black,NH</td> <td>83</td> <td>15.8%</td> </tr> <tr> <td>Hispanic</td> <td>94</td> <td>17.9%</td> </tr> <tr> <td>Other</td> <td>15</td> <td>2.9%</td> </tr> <tr> <td>White,NH</td> <td>313</td> <td>59.7%</td> </tr> <tr> <td>Total</td> <td>524</td> <td>100.0%</td> </tr> </tbody> </table> <p>We are in line with the percentages outlined in the plan.</p>	Race/Eth	Count	Percent		AI_or_AN	24	0.1%	Asian	312	1.8%	Black,NH	3122	17.7%	Hispanic	4287	24.3%	Other	712	4.0%	White,NH	9190	52.1%	Race/Eth	Count	Percent	AI_or_AN	1	0.2%	Asian	18	3.4%	Black,NH	83	15.8%	Hispanic	94	17.9%	Other	15	2.9%	White,NH	313	59.7%	Total	524	100.0%	<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>
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Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
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> <p>1. Rosters are submitted and approved with principal for all clubs/extracurricular activities.</p> <p>2. Clubs are advertised through various sources – newsletters, school website, ConnectEd phone calls, announcements, and flyers.</p> <p>3. Rosters will be available and broken down by subgroup to ensure equitable participation by subgroups.</p>	<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>		

	4. For students not participating, a phone call and contact with parent will be made to encourage participation in the club or activity.				
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Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.12 Create data review sessions with school principals to review subgroup data, which includes a discussion on the progress monitoring of African American students. Plans of action will be implemented after each session.	District-level, School-level, Grade-level/Content area Data chats and agenda	October 16, 2020 January 21, 2021 March 12, 2021	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability & Virtual Education; Principals	Equity, Culture, & Climate
	Implementation Steps: Data chats occur monthly in grades 3-5 using iReady and unit assessment data. K-2 will occur after beginning of the year data that includes FLKRS and Dibels this year. All student data is reviewed including subgroups to determine next steps for collaborative planning, MTSS, enrichment, RtI, differentiated instruction, gifted referrals, attendance interventions, behavioral interventions, mental health referrals, etc. Administration leads these and supports, and interventions will begin immediately after.	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	September 15, 2020	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability and Virtual Education; Principals	Academic Success
	Implementation Steps: Glendale will have its first Power Bi training for instructional coaches with Dr. McMahon during the week of August 31, 2020. We will the schedule quarterly trainings with Dr. McMahon and district level teams to improve data support and implementation of instructional shifts to support improved learning.	Training and support materials provided to teachers and administrators	September 15, 2020		
		Power BI training with rosters, materials, feedback	October 16, 2020 January 21, 2021 March 12, 2021		
		Evidence of leadership teams using Power BI to monitor the impact of instruction	October 16, 2020 January 21, 2021 March 12, 2021		
		Data chat tools	October 16, 2020 January 21, 2021 March 12, 2021		Equity, Culture, & Climate
		Evidence of classroom-based progress monitoring	October 16, 2020 January 21, 2021 March 12, 2021		

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

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

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	<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> <ol style="list-style-type: none"> 1. Leadership Team will meet to review Early Warning Data Monthly on the first Tuesday of each month. MTSS meets weekly to review data and work through problem solving. 2. High School Mentors will be paired up with identified students once COVID-19 procedures change and student mentors can visit the building. 	<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> <ol style="list-style-type: none"> 1. Leadership Team will meet to review Early Warning Data Monthly on the first Tuesday of each month. MTSS meets weekly to review data and work through problem solving. 2. ELO opportunities currently planned include the GEER grant for K and 3rd grade students. Glendale University will be planned to start in October-focusing on students in grade 3-5. 				

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: N/A	Number and Percentage of students in credit recovery and eligible students who are enrolled	1 st of Every Month		
		School counselors and graduation coaches will hold monthly meeting to review student progress and provide next steps	October 16, 2020 January 21, 2021 March 12, 2021		
		Documentation of parent contact by School counselor and graduation coaches	1 st of Every Month		Equity, Culture, & Climate

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

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: N/A	Dates assemblies took place, the materials provided and feedback survey from students	January 8, 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
11	1.22 Principals will implement a plan that requires every school counselor and graduation coach to meet quarterly with African American students who are not on track to graduate and parents to discuss graduation needs and develop a plan to meet graduation requirements. The principal will meet with students to determine the impact of graduation support.	Principals will monitor the number and percent of students on track to graduate and create an individualized plan of support with the graduation coach and school counselor	October 31, 2020 January 8, 2021 March 31, 2021 June 1, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Implementation Steps: N/A	School counselors, and Graduation Coaches will meet quarterly with students who are not on track to graduate and provide documentation of monitoring and implementation of individualized student support	October 16, 2020 January 21, 2021 March 12, 2021		Communication & Engagement

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

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.25 School counselors will implement universal screening for gifted identification for all students prior to 4th grade across all District elementary schools utilizing procedures outlined in the state-approved District plan for increasing underrepresented populations in gifted.	Universal Screening Implementation Results	September 30, 2020 December 1, 2020 March 1, 2021 May 3, 2021	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Robyn Bethel, Director of Student Services; Matina Pappalardo, Director of Exceptional Student Education; Principals	Academic Success
	Implementation Steps: The School Counselor will work to screen students for gifted services using the process put in place to identify students including; parent referrals, teacher referrals, and data to ensure we are identifying our underrepresented populations during the 20-21 school year. Progress will be shared with administration. A timeline will be created to help ensure we successfully implement the procedures in the district plan and increase underrepresented populations in our gifted program.	Principals will ensure the implementation of universal screening is conducted with fidelity	October 30,2020 January 29, 2021 March 31, 2021 May 28, 2021		
		Principals will monitor evidence of prioritization practices of guidance in testing of minority students	November 30, 2020		Equity, Culture, & Climate

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

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.29 Schedule events and provide equitable access to provide African American parents, guardians and students with information on advanced coursework, dual enrollment, graduation pathways, scholarship information and strategies for academic success (i.e. workshops, website, parent conferences, SAT and ACT information).	Event schedule Documentation of materials provided Attendance roster	1 st of Every Month 1 st of Every Month 1 st of Every Month	Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Principals	Academic Success
	Implementation Steps: 1. Family nights will be virtual for the first semester with Virtual Open house Scheduled for September 17th. Information for parents will be collected by the leadership team to be shared virtually will all families via FOCUS and Social Media.				Communication & Engagement

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan														
6	1.30 Monitor for equitable representation of African American learners in recognition ceremonies (e.g. including AP, IB and Industry Certification students).	Categories of recognitions and number and percentage of students by race receiving recognition each category	October 31, 2020 January 8, 2021 March 31, 2021 June 1, 2021	Scott Bass, Deputy Superintendent; Principals	Academic Success														
	<p>Implementation Steps: All Recognition will be virtual until further notice.</p> <p>Glendale Elementary Equity Procedures for Recognition Ceremonies</p> <ul style="list-style-type: none"> Recognition ceremonies will all be approved and monitored by the Principal for equity and recognition in all subgroups. The current enrollment consists of 522 total students. Here is the racial breakdown and percentage of students in each category. <table border="1" data-bbox="275 573 831 656"> <thead> <tr> <th>White</th> <th>Hispanic</th> <th>African American</th> <th>Other</th> <th>Asian</th> <th>A.I. or A.N.</th> </tr> </thead> <tbody> <tr> <td>316</td> <td>94</td> <td>83</td> <td>15</td> <td>18</td> <td>1</td> </tr> <tr> <td>59%</td> <td>18%</td> <td>16%</td> <td>2%</td> <td>3%</td> <td>*</td> </tr> </tbody> </table> <p>Student recognition ceremonies currently scheduled for the upcoming school year include; Student of the Month, Positive Behavior Referral, Attendance, Honor roll (quarterly), Effort Roll (quarterly).</p> <p>Student data will be collected and reviewed before and after each ceremony to ensure African American students are recognized in an equitable percentage compared to other students as represented by the student population.</p>				White	Hispanic	African American	Other	Asian	A.I. or A.N.	316	94	83	15	18	1	59%	18%	16%
White	Hispanic	African American	Other	Asian	A.I. or A.N.														
316	94	83	15	18	1														
59%	18%	16%	2%	3%	*														

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.33 Develop a summer program to support and prepare African American secondary students for advanced courses.	Documentation of procedures and data that lead to the development of the program and their outcomes	April 30, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Cindy Emerson, Director of Instructional Innovation; Principals	Academic Success
	Implementation Steps: N/A	Principals and school counselors will identify African American students who are offered advanced program summer courses	1 st of Every Month		
	Number and percentage of African American students who enroll in advance coursework summer programs	1 st of Every Month			

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.35 Implement the PeerForward program to increase African American college enrollment.	School implementation plans that identify African American students in PeerForward Program and their subsequent enrollment in college Evidence of school counselors meeting with students participating in the PeerForward program	June 30, 2021	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals	Academic Success
	Implementation Steps: N/A		October 16, 2020 January 21, 2021 March 12, 2021		
6	1.36 Implement articulation at all school levels to recognize and support students for advanced coursework, especially moving from 5 th to 6 th and 8 th to 9 th grades.	Principals will monitor the number and percentage of students in advanced classes by race and list of provided supports	1 st of Every Month	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Implementation Steps: The process for identifying and recognizing support for students for advanced coursework moving from 5th to 6th grade include the following processes; teacher recommendations, state test scores and data reviews by the stakeholders.				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.38 Implement school level data chats between school leadership and teachers that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment. (Due to COVID-19, district-based assessment data will be used.)	Meeting Agenda	October 31, 2020 January 8, 2021 March 31, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Principals	Academic Success
	Implementation Steps: Data chats occur monthly in each grade level 3-5 after each unit assessment with either admin or coaches. ALL students' data is reviewed, and next steps are created for instruction for students based on the data. 2020-2021 school year: The Principal, Assistant Principal and Leadership Team will review student unit assessment prediction scores and i-ready data with teachers to identify students who demonstrated a regression from levels 3, 4 or 5 on FSA, based on 2019 FSA data. Teachers will be asked to create a plan of support for all students. These students are then placed in a Tier 2 per the Unit Assessment Data and any teacher feedback. Tier 2 data chat will take place every 6-8 weeks, to decide if ALL children are receiving the interventions needed, based on the data.	Number and percent of students regressing by school and grade level	October 31, 2020 January 8, 2021 March 31, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
5, 8	2.5 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 st of Every Month	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals	Equity, Culture, & Climate
	Implementation Steps: 1. All out of school referrals will need to be reviewed by Mr. Bass before they are administered. 2. The Principal will contact Mr. Bass and review the referral before making a decision.		1 st of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
8, 10	2.6 Documentation of school-based problem-solving sessions to incorporate culturally responsive practices into the school's Tier 1 MTSS framework.	MTSS Agenda Equitable classroom practices observations	1 st of Every Month 1 st of Every Month	Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Robyn Bethel, Director of Student Services; Principals	Equity, Culture, & Climate
	Implementation Steps:	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:	Survey students quarterly and use information collected to make program adjustments as needed	October 16, 2020 January 21, 2021 March 12, 2021		Equity, Culture, & Climate
5, 10	2.10 District will work with schools to conduct a review of In-School Suspension programs and support school's development of actions to improve outcomes.	PD Training Rosters and Materials	1 st of Every Month	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance; Principals	Equity, Culture, & Climate
	Implementation Steps: N/A	Quarterly monitoring of implementation of school action plans Review of In-school suspension programs during impact reviews	October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	4.5 Identify African American high school students in the District who could make great teachers, offer the students mentors while in school, invite them to join Florida Future Educators of America, and if they graduate college with appropriate credentials, attempt to contact these students for recruitment purposes.	Advertising efforts of FFEA club at each high school (postings, School Messenger calls, etc.) Student survey results identifying those interested in a possible career in teaching.	April 1, 2021 April 1, 2021	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals	Academic Success
	Implementation Steps: N/A	Number of African American student students who have joined a chapter of the Florida Future Educator at each high school along with their designated mentor Number of Applications for FFEA Scholarship Program from each high school.	April 1, 2021 April 1, 2021		Talent Development & Support

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	4.6 Collaborate with Indian River State College to identify African American high school students as potential future educators, provide students mentors while in school, encourage them to join Florida Future Educators of America, and take part in the teacher academy, and upon graduation from college with appropriate credentials, and if possible, offer them a contract.	Meeting minutes between SDIRC and IRSC with topics discussed and progress of Teacher Academy program.	June 1, 2021	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Beth Hofer, Director of Recruitment, Retention, & Professional Practices; Principals	Communication & Engagement
	Implementation Steps: N/A	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			

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1	4.14 Invite all new hire teachers to the new teacher orientation.	New Teacher Orientation flyer and checklist showing that each new hire received the invite.	1 st of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Beth Hofer, Director of Recruitment, Retention, & Professional Practices; Dr. Colleen Lord, Director of Educator Quality; Principals	Talent Development & Support
	Implementation Steps: N/A	Sign-in sheets from event showing teachers who attended.	1 st of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	4.30 Collaborate with Indian River State College to connect African American students with scholarships tied to careers in education.	Meeting minutes with list of scholarship programs available.	January 1, 2021	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals	Academic Success
	Implementation Steps: N/A	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: N/A				Talent Development & Support