School District of Indian River County

Indian River Academy

African American Achievement Plan

2020-2021

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

Barriers

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

The barriers addressed in this plan include:

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

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	1.3 A. Develop and implement a curriculum matrix that integrates African American History teachings in grades K-12 that is included in the curriculum map. B. Provide district training for administrators and district staff related to matrix implementation, monitoring, and look-fors in classrooms **Implementation Steps:** **N/A for School Site**	Curriculum Matrix document posted on District website Documentation of district planning support to schools Conduct quarterly Classroom walk throughs to ensure integration into classroom instruction and provide written report of feedback	October 16, 2020 October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Principals	Academic Success

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	1.4 Monitor elementary school principals to ensure that African American students who are not kindergarten ready per the Florida Kindergarten Readiness Screener (FLKRS), or who show a substantial deficiency in reading in grades K-2 per i-Ready, targeted reading intervention as defined by the district reading plan.	Number and percentage of qualified students receiving targeted reading interventions

Principals conduct data chats and create school- based action plans which includes adjustments to instructional support based on student progress

Quarterly i-Ready reports of progress of African American students' growth in K-2 | 1st of Every Month

1st of Every other Month

October 16, 2020
January 21, 2021
March 12, 2021 | Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals | Academic Success |
| | **Implementation Steps:**
Using the FLKRS all AA students not kindergarten ready will meet with the K-2 interventionist for intensive reading interventions.
1. **Disaggregate FLKRS data to create intensive reading intervention groups.**
2. **Create course rosters and gather materials to start groups in Sept 2020.**
3. **Monitor progress of intensive groups through monthly data chats and weekly tiered progress monitoring**. | | | | |

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.5 A. Ensure that School Improvement Plans for all schools specifically address how school resources are being allocated to address achievement gaps for African American students. B. Provide ongoing monitoring and support of each school's implementation of the School Improvement Plans. **Implementation Steps:** **The SIP goal includes goals for ELA Learning Gains increasing 19 percentage points to 72% and math Learning Gains increasing 19 percentage points to 72%.** **These gains include ALL students in all subgroups.** **Monitoring of these goals takes place with classroom walkthroughs, active participation in collaborative planning, standards and curriculum maps used for instructional planning.**	Peer Reviews of School Improvement Plans with principals Approved School Improvement Plans detailing resource allocations Quarterly reviews of the School Improvement Plan Quarterly impact review action plan Comprehensive data reviews to Cabinet and requested support for progress needed	October 31, 2020 October 31, 2020 October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success

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. **Implementation Steps:** **Rising K Grant- Kindergarten students given an opportunity to participate in an afterschool ELO with a certified teacher using research-based materials and strategies to build kindergarten readiness skills.** **GEER Grant for 3rd grade:** **3rd grade students are given an opportunity to participate in an after school ELO. Research based reading interventions are used to meet the needs of the 3rd grade students in small groups.** **Journalism Club: (8) 4th and 5th grade students in extended day will work with a volunteer in the journalism club weekly to build skills.** **Extended Day: Students invited to participate in the ED Science class with a 4th grade teacher.**	Rosters with number of students attending Extended Learning Opportunities Evidence of parent workshops, school site activities, etc. 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 October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021	Scott Bass, Deputy Superintendent; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Cynthia Emerson, Director of Instructional Innovation; Principals	Academic Success 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	1.7 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. **Implementation Steps:** **Through social media and school newsletter all parents are given information on what is happening at our school.** **Currently enrollment for IRA looks like…** **IRA African American:25%** **District: 18%** **IRA Hispanic:26%** **District: 24%** **IRA White:39%** **District: 52%** **IRA Oher:9%** **District-6%**	District student Enrollment Plan with current school enrollment as of Survey 2 and 3 with percentage of African American students represented at individual schools. School-based action plans with specific strategies implemented to increase African American enrollment. School Choice Expo Evidence of targeted awareness and application drives regarding Magnet/choice school enrollment for underrepresented student populations	October 31, 2020 February 28, 2021 October 31, 2020 October 17, 2020 January 31, 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

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). **Implementation Steps:** **We will be having an afterschool program for Grade 3 students through the GEER grant and for our Kindergarten students through the Rising K Grant.** **Our school wide Afterschool camp for K-5 students will begin in February. We will try to match the demographics of the school in our groupings.** **Track tryouts are done during PE class, when students are required to**	Methodology and documentation of extracurricular activities at each school by race Provide training to coaches on culturally responsive practices – PD rosters, materials, and feedback survey results School-based action plans to ensure equitable participation in extracurricular activities District Recruitment plan for increasing equitable representation of African American students Results of student committee meetings to share opportunities to diversify extracurricular activities Distribute marketing materials across the community with information about upcoming opportunities (tryout dates, cost, etc.) District will ensure fundraising is taking place to mitigate costs for students who encounter this barrier	October 31, 2020 January 8, 2021 March 31, 2021 May 31, 2021 September 15, 2020 September 30, 2020 November 1, 2020 October 31, 2020 January 8, 2021 March 31, 2021 May 31, 2021 December 18, 2020 October 16, 2020 January 21, 2021 March 12, 2021	Scott Bass, Deputy Superintendent; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Eric Seymour, Director of Advocacy, Athletics, & Student Activities; Cynthia Emerson, Director of Instructional Innovation; Principals	Communication & Engagement

run a predetermined distance while the stopwatch is running. Coaches select 12 students per grades 3-5 (6 boys and 6 girls) for the team with two alternatives, 38 total. Students with the fastest times are chosen for the track team, regardless of their race. There will be 35-40 students on the team: They will participate at the district track meet in April.

Basketball The selection process for basketball is done as follows: During PE class, all students who desire to try out are observed doing pre-determined skills. Students are required to dribble the ball with their right and left hand, attempt 3 layups and 3 free throws. Students can earn up to 10 points during tryouts. 2 points for each hand and 1 point for every layup and free throw made. Students with the highest scores are selected for the team, regardless of their race. There are roughly 30 students on the team. We

	will try to match the demographics of the school in our groupings. They will participate in the CASA Basketball Tournament in April.			

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. **Implementation Steps:** **Data reviews will take place monthly for all grades.** **Grades 3-5: Unit Assessments, i-Ready, Tiered Support Progress Monitoring to determine next steps for instruction and support** **Grades K-2: formative assessments, i-Ready, Tiered supports and progress monitoring to determine next steps for instruction and support.** **The team will review all data, include subgroup data, to determine next steps in collaborative planning, MTSS, enrichment needs, gifted and behavioral referrals, attendance interventions, mental health referrals, etc. This is led by the Principal. Mid Sept., after initial assessments are completed, tiered support groups will be organized and begin immediately.**	District-level, School-level, Grade-level/Content area Data chats and agenda Quarterly Progress monitoring data Quarterly review of Plans of action Impact Reviews Power BI Dashboard Review	October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021 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

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. **Implementation Steps:** **IRAcademy has scheduled a time for Brian McMahon to train our leadership team on Power BI.** **This real time data can be used to realize real time data in a comparable measure that is easy to access. This allows for next steps to take place using data that is easy to understand.** **This data will be used in weekly data chats with teachers to define needs and address next steps for student subgroups.** **Students working below grade level expectations will be monitored across tiers for success and/or concerns.**	Progress monitoring data Training and support materials provided to teachers and administrators Power BI training with rosters, materials, feedback Evidence of leadership teams using Power BI to monitor the impact of instruction Data chat tools Evidence of classroom-based progress monitoring	September 15, 2020 September 15, 2020 October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability and Virtual Education; Principals	Academic Success 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
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. **Implementation Steps:** **N/A for IRAcademy.**	Principal meeting agenda with next steps, membership rosters and collected feedback 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 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

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. **Implementation Steps:** **N/A for IRAcademy.**	Quarterly Impact Review Action Plans Common planning sessions Instructional Coach providing modeling and feedback Quarterly Classroom walk through Documented support of interventions and strategies provided to teachers from principals	October 16, 2020 January 21, 2021 March 12, 2021 1st of Every Month 1st of Every Month October 16, 2020 January 21, 2021 March 12, 2021 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

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.16 School leadership teams will use the Florida Early Warning Indicators as displayed in Unify to develop and support interventions for African American students who are not on track to graduate. Data will include attendance below 90%, one or more suspensions, course failure in ELA or Math, and Level 1 on a statewide assessment. **Implementation Steps:** **N/A for IRAcademy.**	School leadership team's monthly data chats/MTSS with action plan Monitoring data from Unify and Power BI by teachers, school counselor and instructional coaches to create individualized student plans Providing mentors to students who have been identified on the Early Warning Indicator list	1st of Every Month 1st of Every Month 1st of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	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	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. **Implementation Steps:** **Data chats that take place monthly captures the data for EWI and Level 1s/Course Failures by subgroup to ensure that ongoing tiered support is in place to ensure students will have the opportunities to make growth.**	Rosters of after school and summer extended learning opportunities Individual Student Action Plan in Focus folder Graduation Coach and School Counselors Graduation Monitoring Plan and Individual Student Action Plan	1st of Every Month 1st of Every Month 1st of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	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	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. **Implementation Steps:** <mark>N/A for IRAcademy.</mark>	Number and Percentage behind in credits, GPA Number and Percentage of students in credit recovery and eligible students who are enrolled School counselors and graduation coaches will hold monthly meeting to review student progress and provide next steps Documentation of parent contact by School counselor and graduation coaches	1st of Every Month 1st of Every Month October 16, 2020 January 21, 2021 March 12, 2021 1st of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success / Equity, Culture, & Climate

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. **Implementation Steps:** **N/A for IRAcademy.**	High School principals and graduation coach's documentation of action steps in action plans Monitor progress reports Review progress of students in all three educational options Provide enrichment opportunities to students before or after school	October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021 1st of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	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	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. **Implementation Steps:** **We currently have 19 students that were retained in the 19-20 school year.** **Kindergarten-3/5 are AA** **1st-4/8 are AA** **2nd-2/5 are AA** **3rd- 0/1 are AA** **The school counselor has been given a list of students who have plans of support and has reached out to families prior to the start of the students returning to school. She is meeting with students based on teacher referral as well as students asking for time with her. The counselor communicates with parents and families every single time prior to when she talks with a student.** **The counselor will have data for all students she is meeting with.**	Professional Development materials, roster, and feedback School counselors and graduation coaches documentation of number of meetings with students, content, and individualized student action plans Principal meets with school counselors and graduation coaches to review Power BI data dashboards and develop an action plan for the students who are not on track to graduate	January 8, 2021 May 31, 2021 January 8, 2021 May 31, 2021 October 16, 2020 January 21, 2021 March 12, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Director of Educator Quality; Kelly Baysura, Director of Academic Success; Robyn Bethel, Director of Student Services; Principals	Talent Development& Support

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. **Implementation Steps:** **N/A for IRAcademy.**	Number of students participating and description of assembly Dates assemblies took place, the materials provided and feedback survey from students Graduation coaches will provide Documentation of monitoring of number of African American students on track to graduate	January 8, 2021 May 31, 2021 January 8, 2021 May 31, 2021 October 16, 2020 January 21, 2021 March 12, 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 Communication & Engagement

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.22 Principals will implement a plan that requires every school counselor and graduation coach to meet quarterly with African American students who are not on track to graduate and parents to discuss graduation needs and develop a plan to meet graduation requirements. The principal will meet with students to determine the impact of graduation support. **Implementation Steps:** N/A for IRAcademy.	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 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 31, 2020 January 8, 2021 March 31, 2021 June 1, 2021 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 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. **Implementation Steps:** **N/A for IRAcademy.**	District will monitor monthly each principal's graduation rate plan to ensure fidelity of implementation 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 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

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. **Implementation Steps:** **The school counselor is being trained on how to perform screeners for students identified as potential gifted candidates for testing.** **Using teacher referrals and data from data chats, students in underrepresented populations will be screened throughout the school year.**	Universal Screening Implementation Results Principals will ensure the implementation of universal screening is conducted with fidelity Principals will monitor evidence of prioritization practices of guidance in testing of minority students	September 30, 2020 December 1, 2020 March 1, 2021 May 3, 2021 October 30,2020 January 29, 2021 March 31, 2021 May 28, 2021 November 30, 2020	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
					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). **Implementation Steps:** <mark>N/A for IRAcademy.</mark>	Documentation of school-based communications to students and families prior to each test administration	1st 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
		Principals will monitor the number and percentage of total African American students taking on-site college readiness testing	1st of Every Month		
		Evidence of school counselor and graduation coaches contact related to African American students registering for college readiness testing	1st 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	1st of Every Month 1st of Every Month 1st 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: <mark>N/A for IRAcademy.</mark>				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). **Implementation Steps: Our awards will match the demographics of our student. Awards are signed by the Principal and will be checked to ensure all student subgroups are represented.**	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 / Communication & Engagement
6	1.33 Develop a summer program to support and prepare African American secondary students for advanced courses. **Implementation Steps:** N/A for IRAcademy.	Documentation of procedures and data that lead to the development of the program and their outcomes Principals and school counselors will identify African American students who are offered advanced program summer courses Number and percentage of African American students who enroll in advance coursework summer programs	April 30, 2021 1st of Every Month 1st of Every Month	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Cindy Emerson, Director of Instructional Innovation; Principals	Academic Success

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. **Implementation Steps:** **N/A for IRAcademy.**	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 October 16, 2020 January 21, 2021 March 12, 2021	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals	Academic Success
6	1.36 Implement articulation at all school levels to recognize and support students for advanced coursework, especially moving from 5th to 6th and 8th to 9th grades. **Implementation Steps:** **The process for recognizing students from 5th to 6th grade for advanced coursework is based on State testing data, teacher recommendation, and administration referral.** **When sending paperwork to the middle schools in June a list of students is also sent by the admin with a list of students recommended for advanced coursework.**	Principals will monitor the number and percentage of students in advanced classes by race and list of provided supports	1st of Every Month	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	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	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.) **Implementation Steps:** **Data Chats occur monthly and ALL students' data I reviewed.** **The Principal, AP and Leadership Team with coaches will review data and predicted proficiency scores with teachers to ensure all lessons are designed to meet the needs of students. Tiered support will be planned, monitored every 6-8 weeks to ensure student growth is taking place. The MTSS process is in place and students will move through tiered support as needed based on data.**	Meeting Agenda Number and percent of students regressing by school and grade level	October 31, 2020 January 8, 2021 March 31, 2021 October 31, 2020 January 8, 2021 March 31, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Principals	Academic Success
5, 8	2.5 Monitor that all Out-of-School Suspensions are approved by principal supervisors. **Implementation Steps:** **Any OSS recommendations are completed in FOCUS and approved by Mr Bass prior to taking place.**	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	1st of Every Month 1st of Every Month	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals	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
8, 10	2.6 Documentation of school-based problem-solving sessions to incorporate culturally responsive practices into the school's Tier 1 MTSS framework. **Implementation Steps:** **An action step in our SIP is to be trained in culturally responsive teaching. This is being scheduled by the Principal and fidelity will take place during walkthroughs and monitoring of Tier 1 data, academic and behavioral.**	MTSS Agenda Equitable classroom practices observations School-based Action Plans	1st of Every Month 1st of Every Month October 31, 2020	Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Robyn Bethel, Director of Student Services; Principals	Equity, Culture, & Climate 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	1st of Every Month	Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success;	Academic Success
	Implementation Steps: **This peer mentorship program can be implemented once we can relax guidelines for student to be socially distanced as often as possible.** **Once this is allowed to take place, we will ask teachers for referrals of student who would be interested in being a mentor and those who may benefit from having a mentor.** **This interaction can begin during lunch and before school. Students may work together in the media center using robotics to open conversation. Monitoring for social interactions, increased oral language, problem solving, and building relationships across grade levels.**	Survey students quarterly and use information collected to make program adjustments as needed	October 16, 2020 January 21, 2021 March 12, 2021	Dr. Deborah Long, Coordinator of Coordinator of Equity, Family, and Community Engagement; Principals	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	1st 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: **At IRAcademy we are gradually implementing a new process this school year where students are given detention during lunch, recess, or afterschool, as needed instead of in school suspensions.**	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. **Implementation Steps:** ==N/A for IRAcademy.==	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. 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 April 1, 2021 April 1, 2021	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals	Academic Success Talent Development & Support

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

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1	4.14 Invite all new hire teachers to the new teacher orientation. **Implementation Steps:** **The new teacher orientation took place with district personnel. All new hires were invited. The STAR program is organized by the AP for all new teachers and those with less than 3 years of teaching experience. Monthly meetings take place on campus and mentors are secured for each individual. At this time there are no new hires that are AA.** **Using the Frontline system, applicants are scheduled for interviews and race is recorded to ensure that all applicants are given a chance to be interviewed, regardless of race.**	New Teacher Orientation flyer and checklist showing that each new hire received the invite. Sign-in sheets from event showing teachers who attended.	1st of Every Month 1st 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

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. **Implementation Steps:** **N/A for IRAcademy.**	Meeting minutes with list of scholarship programs available. List of number of applications completed	January 1, 2021 January 1, 2021	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals	Academic Success Talent Development & Support
1, 3, 13	4.31 Identify support staff to transition to teaching. Provide support and assistance to become certified instructional staff. **Implementation Steps:** **During conferences and goal setting, identify those individuals interested in or who show characteristics of someone who would be interested in moving forward in their educational and career path.**	Number of teachers identified and the number and percent of identified teachers becoming certified	1st of Every Month	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals	Academic Success Talent Development & Support