

School District of Indian River County

Imagine South Vero

**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	1.3 A. Develop and implement a curriculum matrix that integrates African American History teachings in grades K-12 that is included in the curriculum map. B. Provide district training for administrators and district staff related to matrix implementation, monitoring, and look-fors in classrooms	Curriculum Matrix document posted on District website Conduct quarterly Classroom walk throughs to ensure integration into classroom instruction and provide written report of feedback	Weekly	School Leadership Team	Academic Success
	Implementation Steps: Identify History teaching standards and include them in curriculum map. Monitor progress of inclusion of the standards and identify look-fors during walk throughs.				

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>	August 2020-May 2021	School Leadership Team and Region Leadership Team	Academic Success
	Implementation Steps: The school will conduct quarterly data reviews with the school and region leadership team to monitor student progress for those students no ready for kindergarten identified on the FLKRS or show a deficiency in reading.	<p>Principals conduct data chats and create school- based action plans which includes adjustments to instructional support based on student progress</p>			

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	<p>1.5 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>	Approved SEP	August 2020 to May 2021 monitored quarterly to the end of the school year	School Leadership Team	Academic Success
	<p>Implementation Steps: Goals and action steps will be placed within the 2020-2021 School Excellence Plan to identify resources needed to close the achievement gap</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 Evidence of parent workshops, school site activities, etc.	August 2020 – May 2021	Teachers and School Leadership Team	Academic Success
	Implementation Steps: The school leadership team will encourage AA students to participate in ELO's by advertising the school newsletter, school website, and through classroom communications with families	Documentation of expanded Extended Day Program offerings at each site by certified classroom teachers for daily enrichment or remediation support			

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.	March 2021-August 2021	School Leadership Team	Equity, Culture, & Climate
	Implementation Steps: Continue to monitor enrollment by race using the range of plus or minus nine percentage points as an intended goal.	School-based action plan with specific strategies implemented to increase African American enrollment.			

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
	Implementation Steps: School will discuss/train coaches and extracurricular instructors on culturally responsive practices/equity to ensure equitable participation in extracurricular activities.	<p>District Recruitment plan for increasing equitable representation of African American students</p> <p>Results of student committee meetings to share opportunities to diversify extracurricular activities</p> <p>Distribute marketing materials across the community with information about upcoming opportunities (tryout dates, cost, etc.)</p> <p>District will ensure fundraising is taking place to mitigate costs for students who encounter this barrier</p>	<p>October 31, 2020 January 8, 2021 March 31, 2021 May 31, 2021</p> <p>December 18, 2020</p> <p>October 16, 2020 January 21, 2021 March 12, 2021</p>		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
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.	School-level, Grade-level/Content area Data chats and agenda	Quarterly	School Leadership Team	Equity, Culture, & Climate
	Implementation Steps: Conduct quarterly school and grade level data chats with emphasis on progress monitoring of AA students and action plan moving forward.	Quarterly Progress monitoring data Quarterly review of Plans of action			

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	Quarterly	School Leadership Team	Academic Success
	Implementation Steps: Monthly support to all teachers and administrators specific to AA students to support effective data chats and targeted learning.	Training and support materials provided to teachers and administrators Data chat tools Evidence of classroom-based progress monitoring			

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.	NA	NA	NA	Academic Success
	Implementation Steps: NA				

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.	NA	NA	NA	Academic Success
	N/A – High School Only NA				

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>	NA	NA	NA	Academic Success
	<p>N/A – High School Only</p> <p>NA</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>	NA	NA	NA	Academic Success
	<p>N/A – High School Only</p> <p>NA</p>				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	1.18 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.	NA	NA	NA	Academic Success
	<p>N/A – High School Only</p> <p>NA</p>				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	1.19 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.	NA	NA	NA	Academic Success
	N/A – High School Only NA				

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.	NA	NA	NA	Talent Development & Support
	<p>N/A – High School Only</p> <p>NA</p>				

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.	NA	NA	NA	Academic Success
	N/A – High School Only NA				

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.	NA	NA	NA	Academic Success
	N/A – High School Only NA				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.	NA	NA	NA	Academic Success
	<p>N/A – High School Only</p> <p>NA</p>				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.25 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	Quarterly	School Administration	Academic Success
	Implementation Steps: Planned screening for gifted identification in the underrepresented populations in the school community.	<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>			

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).	NA	NA	NA	Academic Success
	<p>N/A – High School Only</p> <p>NA</p>				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.29 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).	NA	NA	NA	Academic Success
	N/A – High School Only NA				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).	NA	NA	NA	Academic Success
	N/A – High School Only NA				Communication & Engagement
6	1.33 Develop a summer program to support and prepare African American secondary students for advanced courses.	NA	NA	NA	Academic Success
	Implementation Steps: NA – Imagine South Vero does not currently offer any summer programs at this time for any students regarding academics or advances courses.				

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.	NA	NA	NA	Academic Success
	N/A – High School Only NA				
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	Quarterly	School Leadership Team	Academic Success
	Implementation Steps: Provide support system to increase opportunities for students in advanced coursework.				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.38 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.)	Data chat minutes / student data	August 2020-May 2021	School Leadership Team Region Leadership Team	Academic Success
	Implementation Steps: The school leadership and the region leadership teams will conduct monthly school wide data chats to include the review of AA students.				
5, 8	2.5 Monitor that all Out-of-School Suspensions are approved by principal supervisors.	Documentation of approval	August 2020-May 2021	School Principal	Equity, Culture, & Climate
	Implementation Steps: The school leader will approve all out-of-school suspensions.				

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	Quarterly	School Leadership Team	Equity, Culture, & Climate
	Implementation Steps: Quarterly MTSS meetings with a focus on culturally responsive practices.	School-based Action Plans			

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.	Peer mentorship roster data	August 2020-May 2021	School Leadership Team	Academic Success
	Implementation Steps: The school leadership team will identify a program to support peer mentorship				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.	Behavior Tracking sheet	August 2020-May 2021	School Leadership Team	Equity, Culture, & Climate
	Implementation Steps: Imagine South Vero will implement Restorative Practices school-wide. Behavior referrals are documented on a tracking sheet that provides for disaggregated data by race, gender, and grade level.				

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.	NA	NA	NA	Academic Success
	N/A – High School Only NA				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.	NA	NA	NA	Communication & Engagement
	N/A – High School Only NA				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	4.14 Invite all new hire teachers to the new teacher orientation.	<p>New Teacher Orientation flyer and checklist showing that each new hire received the invite.</p> <p>Sign-in sheets from event showing teachers who attended.</p>	August 2020 preplan schedule	School Leadership Team	Talent Development & Support
	<p>Implementation Steps: All new hires will attend a new teacher orientation at the beginning of school before the start of the pre-planning week.</p>				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	4.30 Collaborate with Indian River State College to connect African American students with scholarships tied to careers in education.	NA	NA	NA	Academic Success
	N/A – High School Only NA				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	March of current school year	School Leadership team	Academic Success
	Implementation Steps: In March of the current school year, the school leadership team will sit down and identify support staff personnel that would be candidates for becoming certified instructional staff.				Talent Development & Support