

School District of Indian River County

Osceola Magnet Elementary

**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
	<p>Implementation Steps:</p> <p>The schools grade levels will work to review the current SS standards and pacing in place to ensure that a newly created matrix parallels the pacing with culturally relevant topics and resources.</p> <ul style="list-style-type: none"> The multicultural coordinator will work alongside the team to align school wide events to complement the learning environment, curriculum, and instruction. The newly created Matrix will be posted on our schools website and shared with the parents and community. 	<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:</p> <p>The Fall 2020 data from iReady Diagnostic (9/7/20-9/18/20) and FLKRS (STAR) 9/8/20-10/5/20) are shared with the leadership team and analyzed to determine the needs of students.</p> <p>At this time RTI needs are determined, and research-based interventions will be chosen along with progress monitoring tools. Both tier 2 and tier 3 interventions will be provided. This will be reviewed every 4 weeks.</p> <p>Intervention data will be collected weekly and monitored monthly. RTI meetings will be held to review the impact that the intervention had on the student.</p>	<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: The Data was reviewed in the development of the SIP and reflects math as the content area with lowest performance. Our black subgroup dropped from 53% to 46%.</p> <p>It was determined that teachers struggled with differentiating standards-based instruction to meet the needs of a diverse population of learners.</p> <div data-bbox="289 1175 877 1333" style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Teachers struggled with differentiating instruction to deliver rigorous, standards based instruction. Based on Spring 2019 Data: Math Proficiency overall dropped from 82% to 79%. Grade Level decline occurred at 3rd grade from 86% to 76%. Based on subgroup data the following subgroups demonstrated a decline: Overall proficiency: Black from 53% to 46%. Overall proficiency: SWD from 56% to 37% Learning gains: Black from 64% to 50%. Learning gains: SWD from 59% to 61%</p> </div> <p>2020-2021 School Improvement Plan includes a goal to address achievement gaps of African American students and identify specific steps</p>	<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>		

	and resources that will directly address achievement gaps.				
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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
6, 9, 12	<p>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.</p>	<p>Rosters with number of students attending Extended Learning Opportunities</p>	<p>October 16, 2020 January 21, 2021 March 12, 2021</p>	<p>Scott Bass, Deputy Superintendent; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Cynthia Emerson, Director of Instructional Innovation; Principals</p>	<p>Academic Success</p>
	<p>Implementation Steps:</p> <p>All students will be offered the opportunity to participate in an extended learning opportunity Before School, After School, During Electives, During Lunches, and/or on Saturdays referred to as A2 for remediation.</p> <ul style="list-style-type: none"> Letters of invitation will be kept on file to record how information was communicated home. Parents will be notified of opportunities by letters home, school Facebook page, grade level newsletters, and teacher conferences. Rosters for activities will be kept to record students participating and monitor participation of African American students. <p>Current available programs: A2 to address academically deficient students based on prior year's performance on FSA, iReady, classroom progress and other assessments done within the classroom.</p>	<p>Evidence of parent workshops, school site activities, etc.</p>	<p>October 16, 2020 January 21, 2021 March 12, 2021</p>		

	<p>We currently do not have extended learning opportunities after school due to limited funds. We have applied for a Grant from the education foundation for a Fab Lab that will be utilized to enrich learning associated with Math and Science.</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	1.7 Create and implement a plan to increase balance in student enrollment by race at each school to ensure African American students assigned to individual schools are consistent with the percentage of African American students represented in the District, within a range of plus or minus nine percentage points.	District student Enrollment Plan with current school enrollment as of Survey 2 and 3 with percentage of African American students represented at individual schools.	October 31, 2020 February 28, 2021	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Cynthia Emerson, Director of Instructional Innovation; Principals	Equity, Culture, & Climate
	<p>Implementation Steps: The Magnet school operates enrollment through a lottery system that is populated and selected at the district level.</p> <ul style="list-style-type: none"> The school has no control of selection criteria. Prior to the selection process, the magnet program identifies the number of available seats for the program and forwards to the district's coordinator of student assignment. If there are more applicants than there are seats available, a computerized random lottery is used. 	<p>School-based action plans with specific strategies implemented to increase African American enrollment.</p> <p>School Choice Expo</p> <p>Evidence of targeted awareness and application drives regarding Magnet/choice school enrollment for underrepresented student populations</p>	<p>October 31, 2020</p> <p>October 17, 2020</p> <p>January 31, 2021</p>		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
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: Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education.</p> <p>National Youth Sailing Foundation</p> <ul style="list-style-type: none"> We have successfully enrolled several students into the Sailing club. The club openly enrolled any and all interested students in our school. We will 	<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>		

	<p>continue to monitor the participation in the above-mentioned Extracurricular activity to ensure that the involved students.</p> <p>Girls on the Run</p> <ul style="list-style-type: none"> • If and when we have Girls on the Run as an Extracurricular activity on our campus, we will ensure that we distribute informational materials across the community with information about upcoming opportunities to all students. <p>Track</p> <ul style="list-style-type: none"> • If and when we have Track in the spring as an Extracurricular activity on our campus, we will ensure that we distribute informational materials across the community with information about upcoming opportunities to all students. 				
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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
	<p>Implementation Steps:</p> <p>Monthly Data Chats will take place with regards to Unit Assessments as well as iReady Data. In these meetings the teachers and administration will:</p> <p>Reading</p> <ol style="list-style-type: none"> 1. Determine On/Above Grade Level Average for Reading <ul style="list-style-type: none"> ○ Look at the school's averages for students on/above grade level. Then, look at African American students' grades average for the school. Guiding questions such as <ul style="list-style-type: none"> ▪ Is the grade level percentage above, below, or equal to the school's average? ▪ What is the difference between the two? 2. Predicted Proficiency for Reading 	<p>Quarterly Progress monitoring data</p> <p>Quarterly review of Plans of action</p> <p>Impact Reviews</p> <p>Power BI Dashboard Review</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> <p>October 16, 2020 January 21, 2021 March 12, 2021</p>		

	<ul style="list-style-type: none"> ○ (If Applicable) Look at the school’s percentages of students who are predicted to score proficient on the FSA test. Compare it to African American students percentages. <ul style="list-style-type: none"> ▪ Is their grade level percentage above, below, or equal to the school’s average? ▪ What is the difference between the two? <p>Math</p> <p>3. On/Above Grade Level Average for Math</p> <ul style="list-style-type: none"> ○ Look at the school’s averages for students on/above grade level. Then, look at African American students’ grades average for the school. Guiding questions such as <ul style="list-style-type: none"> ▪ Is the grade level percentage above, below, or equal to the school’s average? ▪ What is the difference between the two? <p>4. Predicted Proficiency for Math</p> <ul style="list-style-type: none"> ○ 				
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	<ul style="list-style-type: none">○ (If Applicable) Look at the school's percentages of students who are predicted to score proficient on the FSA test. Compare it to African American students' percentages.<ul style="list-style-type: none">▪ Is their grade level percentage above, below, or equal to the school's average?▪ What is the difference between the two?				
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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
10, 11	1.13 Provide support to teachers and administrators on the use of real-time data specific to African American students in order to have effective data chats and plan targeted support for improved learning.	Progress monitoring data Training and support materials provided to teachers and administrators	September 15, 2020	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability and Virtual Education; Principals	
	Implementation Steps: Administration will work with teachers 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. The process will take place monthly using data from Unit Assessments and or iReady to: <ul style="list-style-type: none"> • Calculate and discuss the overall percentage of test scores per teacher • Identify the African American Students 2-3 lowest performing standards • The team will Identify the standards in the highest reporting categories and Identify specific questions associated with highest reporting categories. • We will hold Chalk talks for specific questions identified as highest reporting categories • Work to Brainstorm possible barriers and solutions an Develop a strategy to close the gaps 	Power BI training with rosters, materials, feedback Evidence of leadership teams using Power BI to monitor the impact of instruction	September 15, 2020 October 16, 2020 January 21, 2021 March 12, 2021		Academic Success
		Data chat tools	October 16, 2020 January 21, 2021 March 12, 2021		
		Evidence of classroom-based progress monitoring	October 16, 2020 January 21, 2021 March 12, 2021		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.	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
	N/A – Secondary School Only	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
	N/A – High School Only	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	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.	School leadership team's monthly data chats/MTSS with action plan	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
	N/A – High School Only	Monitoring data from Unify and Power BI by teachers, school counselor and instructional coaches to create individualized student plans	1 st of Every Month		
Providing mentors to students who have been identified on the Early Warning Indicator list	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	1.17 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.	Rosters of after school and summer extended learning opportunities	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
	N/A – High School Only	Individual Student Action Plan in Focus folder	1 st of Every Month		
Graduation Coach and School Counselors Graduation Monitoring Plan and Individual Student Action Plan	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	1.18 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
	N/A – High School Only	Number and Percentage of students in credit recovery and eligible students who are enrolled	1 st of Every Month		
		Documentation of parent contact by School counselor and graduation coaches	1 st of Every Month		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
	N/A – High School Only	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; Dr. Colleen Lord, Director of Educator Quality; Kelly Baysura, Director of Academic Success; Robyn Bethel, Director of Student Services; Principals	Talent Development & Support
	N/A – High School Only	School counselors and graduation coaches documentation of number of meetings with students, content, and individualized student action plans	January 8, 2021 May 31, 2021		
		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
	N/A – High School Only	Dates assemblies took place, the materials provided and feedback survey from students	January 8, 2021 May 31, 2021		
		Graduation coaches will provide Documentation of monitoring of number of African American students on track to graduate	October 16, 2020 January 21, 2021 March 12, 2021		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.	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
	N/A – High School Only	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
	N/A – High School Only	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	<p>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.</p>	<p>Universal Screening Implementation Results</p>	<p>September 30, 2020 December 1, 2020 March 1, 2021 May 3, 2021</p>	<p>Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Robyn Bethel, Director of Student Services; Matina Pappalardo, Director of Exceptional Student Education; Principals</p>	<p>Academic Success</p>
	<p>Implementation Steps: School counselor will implement universal screening for gifted identification for all students prior to 4th grade across our elementary school to determine those students that MAY be candidates for referral for screening for further evaluation for gifted after consideration of other pieces of relevant data and observations.</p> <p>Consistent with our procedures to identify potential candidates for gifted screening from underrepresented populations, A list of all students who have performed at exceptional levels related to standardized measures in ELA OR Math, will be generated as a support to the counselor related to the identification processes.</p> <p>The following factors will be considered prior to referring students for screening for gifted:</p> <ul style="list-style-type: none"> • Previous screenings or formal evaluations (and results) for gifted; • Teacher observations related to characteristics associated with gifted students; • Overall measures of student academic performance; 	<p>Principals will ensure the implementation of universal screening is conducted with fidelity</p>	<p>October 30,2020 January 29, 2021 March 31, 2021 May 28, 2021</p>		

	<ul style="list-style-type: none"> • Tiered levels of support required for student academic progress; • Levels of acculturation and linguistic development; and • The student's individual need for gifted programming. <p>All educational decisions related to screening and evaluation efforts will be based upon a comprehensive review of each student's academic strengths and needs.</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
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
	N/A – High School Only	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
	N/A – High School Only				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
	N/A – High School Only				Communication & Engagement
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
	N/A – Secondary Only	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
	N/A – High School Only		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: Prior to 5 th grade students graduating and moving to middle school we will generate a spreadsheet of those students in the gifted program and taking into consideration the following parameters we would recommend specific students to AP classes and/or Advance classes at the middle school level. <ul style="list-style-type: none"> Teacher observations related to characteristics associated with gifted students; Overall measures of student academic performance; 				

	<ul style="list-style-type: none">• Levels of acculturation and linguistic development; and				
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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>1.38 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.)</p>	<p>Meeting Agenda</p>	<p>October 31, 2020 January 8, 2021 March 31, 2021</p>	<p>Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Principals</p>	Academic Success
	<p>Implementation Steps: Data will be assembled regarding students, disaggregated by ethnicity, of students regressing who earned non proficient scores on District Unit Assessments. Administration will work with teachers on the use this data specific to African American students in order to have effective data chats and plan targeted support for improved learning. The process will take place monthly in which we will:</p> <ul style="list-style-type: none"> • Calculate and discuss the overall percentage of test scores per teacher • Identify the African American Students regressing who earned between the 50th-75th percentile lowest performing standards • The team will Identify supports to address and reverse the regression. • The team will Identify supports to address and reverse the regression. • Work to Brainstorm possible barriers and solutions an Develop a strategy to close the gaps 	<p>Number and percent of students regressing by school and grade level</p>	<p>October 31, 2020 January 8, 2021 March 31, 2021</p>		

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	1 st of Every Month	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals	Equity, Culture, & Climate
	Implementation Steps: All Out-of-School Suspensions will be approved by the principal supervisor.	Report with documentation of approval in FOCUS by the principal's supervisor prior to assignment to OSS	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	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
	<p>Implementation Steps:</p> <p>Documentation of school-based problem-solving sessions to incorporate culturally responsive practices into the school's Tier 1 MTSS framework.</p> <p>We will aim is to meet the individual needs of all African American students by bringing to awareness and recognizing the importance of including students' cultural references in all aspects of learning.</p> <ul style="list-style-type: none"> • The goal will be to expand and implement instructional alternatives, settings, and support systems that are culturally responsive. • Shift from looking at only the learner and consider the learning environment, curriculum, and instruction. 	Equitable classroom practices observations	1 st of Every Month		
School-based Action Plans	October 31, 2020				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
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: Multicultural Coordinator will facilitate 5 th grade mentorship program with younger African American students.	Survey students quarterly and use information collected to make program adjustments as needed	October 16, 2020 January 21, 2021 March 12, 2021		Equity, Culture, & Climate
5, 10	2.10 District will work with schools to conduct a review of In-School Suspension programs and support school's development of actions to improve outcomes.	PD Training Rosters and Materials	1 st of Every Month	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance; Principals	Equity, Culture, & Climate
	Implementation Steps: <ul style="list-style-type: none"> The Principal and leadership team will work to develop a plan for alternatives that can be implemented prior to In-School Suspensions. Document completion and implementation of interventions to show a reduction in In-School Suspensions. Students who receive multiple behavioral incidents will work with the Behavior Specialist and will be referred to the MTSS team for additional problem-solving and interventions. 	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
	N/A – High School Only	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
	N/A – High School Only	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		
N/A – High School Only	Contracts to teach in SDIRC offered at graduation as a result of Teacher Academy with IRSC	June 1, 2021	Talent Development & Support		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1	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: <ul style="list-style-type: none"> • New teachers at school will attend new teacher mentoring program and orientation, in addition to the STAR program for new teachers. • The principal will ensure that new teachers are paired with Clinical-Educator teacher mentor. • Monthly meeting with mentors will be documented. 	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
	N/A – High School Only	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: We will work to identify support staff that is interested in becoming future teachers and use the Mentor coaching model to encourage and support this transition.				Talent Development & Support