



School District of Indian River County

Sebastian River Middle

**African American
Achievement Plan**

2020-2021

6500 57th St Vero Beach, FL 32967

772-564-3000

Updated as of September 10, 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: Leadership Team will create a schedule and Forms document to record our quarterly classroom walkthroughs. Forms document will be automatically e-mailed to teachers when Form is submitted for immediate teacher feedback. Administrators will attend all trainings and train our Leadership Team.</p>	<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>	
	N/A – Elementary Only	<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: Review allocations for 2019-20 SAC Budget and discuss opportunities to address funding priorities in 2020-21. Review current achievement gaps and how school resources were focused for improvement for African American Students. Share AAAP with 2020-2021 SAC. Place agenda topics to discuss budget and school resources being allocated specifically toward the African American Achievement Gap so that the committee is updated on a monthly basis with the data and information necessary to assist with decision making that supports this focus. Create a component of the SIP to develop professional development for teachers to address the need to raise achievement for African American students. Continue data discussions and a focused approach for remediation and strategies for improvement for students in all classrooms. SRMS's SIP contains needed improvements according to our ESSA data. The 2019-2020 plan, although not required by ESSA, included our Black student subgroup as the overall proficiency</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>		

	<p>was 43% (2% above ESSA Subgroup). All data chats for school-wide and subject areas have specifically analyzed the performance of students in each Unit Assessment for all subjects. Remediation plans have been ongoing for students through Tier 1 classroom interventions.</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, 9, 12	1.6 Ensure that the District provides African American students the opportunity to participate in extended learning opportunities for remediation and enrichment. These opportunities will be communicated to parents and guardians.	Rosters with number of students attending Extended Learning Opportunities	October 16, 2020 January 21, 2021 March 12, 2021	Scott Bass, Deputy Superintendent; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Cynthia Emerson, Director of Instructional Innovation; Principals	Academic Success
	Implementation Steps: Utilize current data to identify students needing ELOs. Insure that ELOs are clearly communicated to students and parent/guardians via school messenger, school newsletter and FOCUS in March. Staff will contact identified students in which we do not receive a response for participation. Weekly monitoring of all required student attendance by staff and contacting parents for students exhibiting poor attendance in ELO. Teachers take attendance for each ELO at SRMS. Assigned staff will contact parents for non-attendance. Increase the number of opportunities for students to participate in after school programming. Currently, only able to offer one day per week. This should be increased to 2-3 days a week, before school, and during lunch/homeroom period. Work with district staff to increase funding for transportation for after-school activities and programming.	Evidence of parent workshops, school site activities, etc.	October 16, 2020 January 21, 2021 March 12, 2021		
		Documentation of Parent/ Guardian Communication of remediation and enrichment opportunities by the Director of Instructional Innovation	October 16, 2020 January 21, 2021 March 12, 2021		
		Documentation of expanded Extended Day Program offerings at each site by certified classroom teachers for daily enrichment or remediation support	October 16, 2020 January 21, 2021 March 12, 2021		
		Utilize partnerships to offer scholarships to Moonshot tutoring at extended day for students in need at identified pilot sites.	October 16, 2020 January 21, 2021 March 12, 2021		Communication & Engagement

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
	Implementation Steps: Ensure that all students who show potential to succeed in IB Advanced coursework receive an individual letter, meeting and phone call to parent/guardian inviting them to our IB Parent Night to learn about advanced course offerings. Inform parents the structures in place to assist students in academic areas to insure their success. Host awareness events to promote how IB_MYP Advanced course prepare students for the high school IB Diploma Program, Dual Enrollment, CTE, and Honors courses. All events will be communicated via school newsletter, social media, and School Messenger. Create specific Family Engagement Nights to highlight our student successes and advertise those successes within the community. Review all recognition ceremony criteria with staff and identify ways to create equity. When selecting students to be recognized we will celebrate the top 20% of each	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 October 17, 2020 January 31, 2021		

	<p>demographic, not just the top students. Continue our practice of identifying and encouraging students that demonstrate academic success in standard level courses to try an advanced/IB level course. Continue with our practices of recognizing accomplishments (honor roll and On A Roll) to be inclusive of students that demonstrate academic effort. We present students on Portfolio Extravaganza, Science Fair, and Wave and Pebble Ceremony.</p>				
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Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
9	1.11 Develop a process to identify the current needs and supports for equitable participation in extracurricular activities (e.g., cheerleading, lacrosse, soccer and orchestra).	<p>Methodology and documentation of extracurricular activities at each school by race</p> <p>Provide training to coaches on culturally responsive practices – PD rosters, materials, and feedback survey results</p> <p>School-based action plans to ensure equitable participation in extracurricular activities</p> <p>District Recruitment plan for increasing equitable representation of African American students</p>	<p>October 31, 2020 January 8, 2021 March 31, 2021 May 31, 2021</p> <p>September 15, 2020 September 30, 2020</p> <p>November 1, 2020</p> <p>October 31, 2020 January 8, 2021 March 31, 2021 May 31, 2021</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: Meet with Athletic Director, teachers, and community members/organizations to discuss barriers for African American student participation in athletic/extracurricular activities. Brainstorm transportation possibilities for students to take advantage of athletic and academic opportunities more than one day a week. Reach out to community organizations and SAC for possible solutions to	<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>December 18, 2020</p> <p>October 16, 2020 January 21, 2021 March 12, 2021</p>		

	overcome our barriers for transportation. Develop additional extracurricular opportunities for African American students to take advantage of.	District will ensure fundraising is taking place to mitigate costs for students who encounter this barrier			
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Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.12 Create data review sessions with school principals to review subgroup data, which includes a discussion on the progress monitoring of African American students. Plans of action will be implemented after each session.	District-level, School-level, Grade-level/Content area Data chats and agenda	October 16, 2020 January 21, 2021 March 12, 2021	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability & Virtual Education; Principals	Equity, Culture, & Climate
	Implementation Steps: Schoolwide data for attendance, grade distribution, discipline, student recognitions, unit assessments, iReady pass rate and participation rate will be shared on a monthly, quarterly and semester basis with faculty. Individual teachers with Unit Assessment data will submit a data analysis after each Unit Assessment. This Data Analysis sheet will disaggregate subgroup performance and identify standards in need of a plan of action.	Quarterly Progress monitoring data	October 16, 2020 January 21, 2021 March 12, 2021		
		Quarterly review of Plans of action	October 16, 2020 January 21, 2021 March 12, 2021		
		Impact Reviews	October 16, 2020 January 21, 2021 March 12, 2021		
		Power BI Dashboard Review	October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
10, 11	1.13 Provide support to teachers and administrators on the use of real-time data specific to African American students in order to have effective data chats and plan targeted support for improved learning.	Progress monitoring data	September 15, 2020	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability and Virtual Education; Principals	Academic Success
	Implementation Steps: Principal will participate in all data chats and share information with appropriate school staff. Create an Action Plan to address the regression in students with a level 3, 4, or 5 that meet the criteria. Create a 9-week success plan with an individual assigned to monitor the implementation and results of each plan. Using school counselor meetings with EWS and academic performance monitoring each student will have a plan to address their needs with specific actions to be monitored for success. Plans will be shared with parents/guardians with a signature required for acknowledgement. Reward system will be implemented for students reaching their goals each quarter. Create a progress monitoring document for the AA students' counselors meet with to monitor success of each student's goals and plans to get promoted to 9 th grade. School Counselors monitor grades every progress report and quarter and work with individual students to provide mentors, tutoring, study skills, etc. to meet the student's needs. Also, student schedules are changed and enrolled in Course Recovery as soon as the need arises.	Training and support materials provided to teachers and administrators	September 15, 2020		
		Power BI training with rosters, materials, feedback	October 16, 2020 January 21, 2021 March 12, 2021		
		Evidence of leadership teams using Power BI to monitor the impact of instruction	October 16, 2020 January 21, 2021 March 12, 2021		
Data chat tools	October 16, 2020 January 21, 2021 March 12, 2021				
Evidence of classroom-based progress monitoring	October 16, 2020 January 21, 2021 March 12, 2021				

	Students needing greater support are submitted to the MTSS team for more significant interventions.				
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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	1.14 Each secondary principal will engage with the African American Student Council to conduct a needs assessment to identify opportunities for improvement and monitor progress of African American students in order to create a school-site plan.	Principal meeting agenda with next steps, membership rosters and collected feedback	October 31, 2020 January 8, 2021 March 31, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Implementation Steps: Create a schedule of bi-weekly meetings with AASC. Invite teachers, parents/guardians, support staff, etc. to recommend students to the principal to serve on the committee. Ensure that the committee has equal distribution of grade level and gender on the committee. Carefully schedule meetings at a time that does not remove students from core academic classes. Invite students to be a part of creating the agendas. Provide training for students to be advocates for their peers. Invite community leaders to speak with the student committee. Create opportunities and structures for the students to receive input from their peers as well as share the work of the committee.	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 Individual Student Action Plan in Focus folder Graduation Coach and School Counselors Graduation Monitoring Plan and Individual Student Action Plan	1 st of Every Month 1 st of Every Month 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				

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;	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	Dr. Colleen Lord, Director of Educator Quality; Kelly Baysura, Director of Academic Success;	
		Principal meets with school counselors and graduation coaches to review Power BI data dashboards and develop an action plan for the students who are not on track to graduate	October 16, 2020 January 21, 2021 March 12, 2021	Robyn Bethel, Director of Student Services; Principals	

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
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	1.25 School counselors will implement universal screening for gifted identification for all students prior to 4th grade across all District elementary schools utilizing procedures outlined in the state-approved District plan for increasing underrepresented populations in gifted.	Universal Screening Implementation Results	September 30, 2020 December 1, 2020 March 1, 2021 May 3, 2021	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Robyn Bethel, Director of Student Services; Matina Pappalardo, Director of Exceptional Student Education; Principals	Academic Success
	N/A – Elementary Only	Principals will ensure the implementation of universal screening is conducted with fidelity	October 30, 2020 January 29, 2021 March 31, 2021 May 28, 2021		
		Principals will monitor evidence of prioritization practices of guidance in testing of minority students	November 30, 2020		Equity, Culture, & Climate

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.28 Monitor procedures to ensure equitable access for African American students to on-site, college readiness testing in every high school (PSAT, ACT, SAT, PERT).	Documentation of school-based communications to students and families prior to each test administration	1 st of Every Month	Scott Bass, Deputy Superintendent; Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability & Virtual School; Principals	Academic Success
	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
	Implementation Steps: Create a summer STEM Camp, invite students who demonstrate the ability (top 20%) to participate in advanced coursework, and create a career development program that connects the STEM Camp Activities to careers and connects the need for skilled training, whether it be vocational or college. All African American students that demonstrate an ability for advanced courses that we have utilized for the past three years will be invited to the STEM Camp. Parents of invited students who do not respond will be contact by a School Counselor.	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: Continue our practice of identifying and encouraging students that demonstrate academic success in standard level courses to try an advanced/IB level course. Continue with our practices of recognizing accomplishments (honor roll and On A Roll) to be inclusive of students that demonstrate academic effort. We present students on Portfolio Extravaganza, Science Fair, and Wave and Pebble Ceremony.				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.38 Implement school level data chats between school leadership and teachers that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment. (Due to COVID-19, district-based assessment data will be used.)	Meeting Agenda	October 31, 2020 January 8, 2021 March 31, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Principals	Academic Success
	Implementation Steps: Principal will participate in all data chats and share information with appropriate school staff. Create an Action Plan to address the regression in students with a level 3, 4, or 5 that meet the criteria. Create a 9-week success plan with an individual assigned to monitor the implementation and results of each plan.	Number and percent of students regressing by school and grade level	October 31, 2020 January 8, 2021 March 31, 2021		
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: Principal will be advised by Assistant Principal if an OSS is needed. Principal will verify that all interventions have been implemented and identify that no other option for discipline available to remediate the behavioral concern. If infractions that qualify for OSS occur, a multi-step process will be implemented to determine whether a student can be suspended out of school. This process will include, notification to principal, principal notification of Mr. Bass, approval of Mr. Bass, then notification to parent/student of consequence. Furthermore, all parents will be given information about ALTOSS for OSS consequences. Administrators will conduct a re-entry meeting with the parent/guardian	Report with documentation of approval in FOCUS by the principal's supervisor prior to assignment to OSS	1 st of Every Month		

	and student that received OSS and determine with staff if a behavior plan is necessary for re-entry.				
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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
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
	Implementation Steps: Ensure all staff are implementing PBIS school-wide behavior plan that integrates school-wide rules, expectations, and guidelines for following the 4Rs—Ready, Responsible, Righteous, Respectful. Continue to use Ripple Effects as an intervention. Implement an ISS program that offers restorative practices, lessons in Ripple Effects, and character-building activities. Staff will determine interventions for infractions that have resulted in OSS during the past 2 years. MTSS will be utilized to implement interventions (Counseling, daily point sheets, group counseling sessions, mediation, etc.) before issues escalate to infractions.	Equitable classroom practices observations	1 st of Every Month		
		School-based Action Plans	October 31, 2020		Academic Success

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12, 13	2.9 Monitor the implementation of a student to student peer mentorship program for African American students.	Number of students participating in mentorship program	1 st of Every Month	Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Dr. Deborah Long, Coordinator of Coordinator of Equity, Family, and Community Engagement; Principals	Academic Success
	Implementation Steps: <ol style="list-style-type: none"> 1. Identify possible mentors and mentees based on grades and needs 2. Match corresponding class periods 3. Send home permission slips for both 4. Train mentors 5. Introduce mentors to mentees 6. Monitor progress of mentees and mentors weekly 7. Hold a biweekly check in with mentors, assessing for and providing additional assistance and training as needed 8. Determine effectiveness of mentorship at progress report and report card and continue with current mentor or reassign as needed. 9. SRMS currently uses a student to student peer mentorship program to assist with academic needs of students identified by school counselor. Program is voluntary and parents are notified. 10. School Counselor will monitor the number of African American students taking part in the program as mentors and mentees. 	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;	Equity, Culture, & Climate

	Implementation Steps: 1. Monitor the number of students assigned ISS, the reasons, and the infraction. 2. Monitor the interventions utilized prior to student receiving ISS. 3. Research ISS programs. 4. Restructure discipline system to reduce number of students receiving full days of ISS.	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	Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance; Principals	
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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
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

	<p>N/A – High School Only</p>	<p>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</p> <p>Number of Applications for FFEA Scholarship Program from each high school.</p>	<p>April 1, 2021</p> <p>April 1, 2021</p>		<p>Talent Development & Support</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
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: Meet with teachers to inform them of this opportunity and encourage their participation. Meet with the group of teachers each month to provide guidance, answer questions, prepare for upcoming events that might be new to them. Create a list of Mentors and Mentees and ensure that all staff is paired up by the first teacher workday of the school year or on the first day of employment during the year for late hires. Continue providing an opportunity for new teachers to SRMS to attend our New Hire Orientation that is held the week before pre-plan week to acclimate new staff to our school, support staff, and provide time to gain access to their classrooms and instructional materials prior to pre-plan week.	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: Create an interest survey for staff identifying goals and aspirations. Engage in discussions with staff to highlight the potential seen in becoming a certified teacher. Have PDC representative coordinate IRSC opportunities to engage in coursework.				Talent Development & Support