

School District of Indian River County

Vero Beach Elementary



**African American
Achievement Plan**

2020-2021

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

Updated as of September 28, 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:

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| 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 |
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| 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> <ol style="list-style-type: none"> 1. Working with our Multi Cultural Coordinator, VBE will develop facts and quotes to incorporate during our morning announcements. These quotes will reflect historical moments in African American History. 2. Read aloud opportunities using literature pieces highlighting their achievements and contributions to our society. 3. During collaborative planning, our instructional coaches work with teachers to ensure African American History teachings are embedded in our K-5 lesson plans. | <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 |
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| 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> <ol style="list-style-type: none"> Beginning in August, data from FLKRs (for K), classroom assessments and i-Ready will be analyzed. Those needing intensive reading intervention are given interventions as needed. When needed, referrals for problem solving with the MTSS team take place to analyze progress and the biggest barrier to create an intervention that is progress monitored. When a Tier 2 or Tier 3 intervention is created, it will be progress monitored and then data is reviewed to discuss progress. We will look at K-3, and disaggregate data of students show substantial deficits in reading based on these measures: AA= W= H= O= Students will work with either classroom teacher, interventionist, ELL assistant for LY students and/or working with ESE | <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 |

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| | <p>resource teacher if a child has an IEP and goals are not being met.</p> <p>4. Interventions will use research- and evidence-based strategies utilizing the classroom teacher and the reading interventionist for tiered instruction focusing on letters, sounds, phonological awareness, phonics, orthographic mapping, vocabulary, and fluency, and/or working with an ESE teacher through support facilitation, resource room, or self-contained setting depending on the student's IEP.</p> | | | | |
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| 11 | <p>1.5 A. Ensure that School Improvement Plans for all schools specifically address how school resources are being allocated to address achievement gaps for African American students.</p> <p>B. Provide ongoing monitoring and support of each school's implementation of the School Improvement Plans.</p> | <p>Peer Reviews of School Improvement Plans with principals</p> <p>Approved School Improvement Plans detailing resource allocations</p> | <p>October 31, 2020</p> <p>October 31, 2020</p> | <p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals</p> | Academic Success |
| | <p>Implementation Steps:</p> <p><u>SIP Goal 1:</u> Provide appropriate and evidenced-based scaffolds and supports for SWD in Tier 1 instruction to make rigorous standards-based instruction accessible to all learners.</p> <p><u>SIP GOAL 2:</u> Due to data and discrepancies between racial groups, VBE will focus on empowering teachers and students through culturally responsive (diverse) teaching and learning practices coupled with implicit bias professional growth opportunities</p> <p><u>SIP GOAL 3:</u> Vero Beach Elementary is a Project Based Learning School. Research shows that students participating in the Buck Institute Gold Model outperformed their peers in</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> | | |

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| | <p>reading growth and proficiency. In our VBE cohort, students who were in an identified PBL cohort were three times more likely to be proficient in reading than peers in a traditional instructional model (Gil, 2019). Data from this same school report, showed all students in a PBL settings outperformed their peers on I-Ready diagnostic assessments. The subgroup that outperformed all others on this same measure, was Black/African American (by 66 scale points).</p> <p>SIP GOAL 3: Multiple studies have shown that a positive school culture and climate impact student achievement (Fitzgerald, Geraci, & Swanson, 2014; Kocyigit, 2017; MacNeil, Prater, & Busch, 2009; Raappana, 2014).</p> <p>SIP GOAL 4: Provide structures and routines to facilitate active student response to engage all learners in in rigorous, standards-based instruction. Active student response such as multiple response strategies and accountable talk engage all learners in the thinking and questioning facilitated by the teacher. Benefits of high-ASR strategies include increases in students’ active participation during instruction; increases in students’ correct responding, including scores on quizzes and tests; and decreases in their challenging behavior</p> <p>Within ALL goals, strategic coaching and supports are targeted to meet the needs of our AA/BLACK</p> | | | | |
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| | student population. Please refer to our school improvement plan for specific actions steps and measurable outcomes projected. | | | | |
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| 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: <u><i>VBE Dream Chasers</i></u> In mid/late Fall, we will have a VBE Dream Chasers is for students in Grades K-5. Primary students will be chosen by the classroom teachers as a grade level using i-Ready data and formative classroom assessments using their End of Year Expectations. Grades 3-5 will be chosen based on the bubble scores of weighted averages in Unit Assessments for predicted proficiency in FSA. Those in the BQ are already receiving at least one intervention daily in school.</p> | <p>Evidence of parent workshops, school site activities, etc.</p> | <p>October 16, 2020 January 21, 2021 March 12, 2021</p> | | |
| | <p>We will ensure all AA student qualifying for this opportunity respond “YES” and we will work to eliminate barriers for these students it the response is “NO”</p> | <p>Documentation of Parent/ Guardian Communication of remediation and enrichment opportunities by the Director of Instructional Innovation</p> | <p>October 16, 2020 January 21, 2021 March 12, 2021</p> | | |
| | <p><u><i>GEER GRANT</i></u> Students in Kinder and 3rd grade were invited to enroll in the Geer grant program based on their data from last year’s mid-year I-Ready bottom 40%. Also, students who were lacking grade level skills and needed additional support were invited to attend the to fill open spots, Currently, there</p> | <p>Documentation of expanded Extended Day Program offerings at each site by certified classroom teachers for daily enrichment or remediation support</p> | <p>October 16, 2020 January 21, 2021 March 12, 2021</p> | | <p>Utilize partnerships to offer scholarships to Moonshot tutoring at extended day for students in need at identified pilot sites.</p> |

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| | <p>are 25 Geer Grant Academy students, and 16 % are African American, 52% are white, 0 % are other, and 32% are Hispanic (school demographics: 22% AA, 28% Hispanic, 44% White, 6% other).</p> <p><u>Audubon Advocates (Science afterschool program):</u> Teachers have a discussion with students as a whole class explaining the program, and then a list of students who are interested is sent to Erin Hollander, our school coordinator. Teachers choose who is interested in science daily, who could benefit from the program with confidence building, and are mid to upper level academically, as there is journal writing and note taking each week. Of the 13 students in the fall, and 13 in the spring (2 different programs for a total of 26 students): demographics will match school make-up as closely as possible.</p> <p>Opportunities will be announced in monthly newsletter, through social media, connected messages, flyers, during Title One meetings with parents/families, or grade specific invitations.</p> <p><u>Garden Club</u></p> <p>This club will invite attendees based on interest and will focus on horticultural concepts and native plants. Administration and teachers will select students based on enrichment needs. The club will begin in mid to late September.</p> | | | | |
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| 11 | <p>1.7 Create and implement a plan to increase balance in student enrollment by race at each school to ensure African American students assigned to individual schools are consistent with the percentage of African American students represented in the District, within a range of plus or minus nine percentage points.</p> | <p>District student Enrollment Plan with current school enrollment as of Survey 2 and 3 with percentage of African American students represented at individual schools.</p> | <p>October 31, 2020 February 28, 2021</p> | <p>Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Cynthia Emerson, Director of Instructional Innovation; Principals</p> | <p>Equity, Culture, & Climate</p> |
| | <p>Implementation Steps: An intentional focus on strengthening relationships with our African American families will continue this year. The story of what is happening at Vero Beach Elementary will continue to be shared on Facebook and Twitter to help increase enrollment for our school. Currently the enrollment at Citrus reflects: VBE 30% African American district=18% VBE 25% Hispanic district=24% VBE 36% are White district=52% VBE 9% are Other district=6%</p> | <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> | | |

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| 9 | 1.11 Develop a process to identify the current needs and supports for equitable participation in extracurricular activities (e.g., cheerleading, lacrosse, soccer and orchestra). | <p>Methodology and documentation of extracurricular activities at each school by race</p> <p>Provide training to coaches on culturally responsive practices – PD rosters, materials, and feedback survey results</p> <p>School-based action plans to ensure equitable participation in extracurricular activities</p> | <p>October 31, 2020 January 8, 2021 March 31, 2021 May 31, 2021</p> <p>September 15, 2020</p> <p>September 30, 2020</p> <p>November 1, 2020</p> | <p>Scott Bass, Deputy Superintendent; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Eric Seymour, Director of Advocacy, Athletics, & Student Activities; Cynthia Emerson, Director of Instructional Innovation; Principals</p> | Communication & Engagement |
| | <p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. When selecting students for participation in extracurricular activities, administrators will sit down with club/activity sponsors to discuss selection criteria. 2. All club/activity sponsors will be required to produce a roster with demographic data. 3. If barriers to participation are present, club sponsors and administrators 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> | | |

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| | <p>problem solve with parents to determine how to reduce or eliminate the barrier.</p> <p>4. Attendance for the extracurricular activities will be examined monthly to determine if attendance barriers are present. If attendance in the program is a concern, contact will be made to determine next steps to ensure participation.</p> | | | | |
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| 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: Data reviews occur monthly in Grades 3-5 after unit Assessments, and i-Ready data. In grades K-2, they occur quarterly based on formative assessments, i-Ready data, and K expectation benchmarks. The team reviews the data of all students, including subgroup data, to determine next steps for collaborative planning, MTSS, enrichment, Rtl, differentiated instruction, gifted referrals, attendance interventions, behavioral interventions, mental health referrals, etc. This is led by the principal. Beginning in September 2020, data will be reviewed to align supports for all students so that interventions and support plans can begin immediately.</p> | 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 |
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| 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: Dr. McMahon joined the VBE Leadership Team for a training on PowerBI in August 2020. Ongoing training and support will continue for the leadership team, facilitated by the Principal with support from Dr. McMahon if needed and requested. Data chats occur monthly in several ways: grade levels and one-on-one between the teacher and administration in grades K-5. The team reviews the data of all students, including the Florida Early Warning Indicators, to determine next steps for collaborative planning, MTSS, enrichment, Rtl, differentiated instruction, gifted referrals, attendance interventions, behavioral interventions, mental health referrals, etc. This is led by the principal. | 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 | Equity, Culture, & Climate | | |
| | Evidence of leadership teams using Power BI to monitor the impact of instruction | October 16, 2020 January 21, 2021 March 12, 2021 | | | Equity, Culture, & Climate |
| Data chat tools | October 16, 2020 January 21, 2021 March 12, 2021 | Equity, Culture, & Climate | | | |
| Evidence of classroom-based progress monitoring | October 16, 2020 January 21, 2021 March 12, 2021 | | 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 |
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| 10, 11 | 1.14 Each secondary principal will engage with the African American Student Council to conduct a needs assessment to identify opportunities for improvement and monitor progress of African American students in order to create a school-site plan. | Principal meeting agenda with next steps, membership rosters and collected feedback | October 31, 2020 January 8, 2021 March 31, 2021 | Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals | Academic Success |
| | Implementation Steps: N/A for Elementary Principals | 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 | | | |

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| 10, 12 | 1.15 High school instructional staff and administrators will identify the specific standards from Unit Assessments in English, Mathematics, Biology, and U.S. History by race to support schools in identifying course concepts / standards that need to be re-taught to improve mastery for African American students and reduce the likelihood of course failures. | Quarterly Impact Review Action Plans | October 16, 2020 January 21, 2021 March 12, 2021 | Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals | Academic Success |
| | Implementation Steps: N/A for Elementary Principals | 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 | | |

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| 11 | <p>1.16 School leadership teams will use the Florida Early Warning Indicators as displayed in Unify to develop and support interventions for African American students who are not on track to graduate. Data will include attendance below 90%, one or more suspensions, course failure in ELA or Math, and Level 1 on a statewide assessment.</p> | <p>School leadership team's monthly data chats/MTSS with action plan</p> | 1 st of Every Month | <p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals</p> | Academic Success |
| | <p>Implementation Steps: N/A for Elementary Principals</p> | <p>Monitoring data from Unify and Power BI by teachers, school counselor and instructional coaches to create individualized student plans</p> <p>Providing mentors to students who have been identified on the Early Warning Indicator list</p> | <p>1st of Every Month</p> <p>1st of Every Month</p> | | |

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| 12 | <p>1.17 School leadership teams (including the Graduation Coach and School Counselors) will monitor African American students who are not on track to graduate (data include early warning indicators [K-12], credits earned, core course failures, FSA 10th Grade ELA results and FSA ALG 1 EOC results) and provide an opportunity to participate in after school and summer extended learning opportunities (ELO). Employ recruitment and targeted resource strategies, including partnering with the community, to increase attendance for African American students in all extended learning programs.</p> | 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 | |
| | <p>Implementation Steps:</p> <p>Data chats occur monthly in several ways: grade levels and one-on-one between the teacher and administration in grades K-5. The team reviews the data of all students, including the Florida Early Warning Indicators, to determine next steps for collaborative planning, MTSS, enrichment, RtI, differentiated instruction, gifted referrals, attendance interventions, behavioral interventions, mental health referrals, etc. This is led by the principal.</p> | Individual Student Action Plan in Focus folder | 1 st of Every Month | | |
| <p>Teachers have also been empowered to ask for assistance during the “in between” times, and that if there is a pressing concern to address with coaches and administration.</p> | Graduation Coach and School Counselors Graduation Monitoring Plan and Individual Student Action Plan | 1 st of Every Month | Academic Success | | |

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| 12 | 1.18 Ensure African American students who have not met course requirements for graduation are participating in "in- school" credit recovery classes to recover failed core courses and raise grade point averages to meet graduation requirements. | Number and Percentage behind in credits, GPA | 1 st of Every Month | Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals | Academic Success |
| | Implementation Steps: N/A for Elementary Principals | Number and Percentage of students in credit recovery and eligible students who are enrolled | 1 st of Every Month | | |
| | | School counselors and graduation coaches will hold monthly meeting to review student progress and provide next steps | October 16, 2020 January 21, 2021 March 12, 2021 | | |
| | | Documentation of parent contact by School counselor and graduation coaches | 1 st of Every Month | | Equity, Culture, & Climate |

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| 12 | 1.19 Collaborate with high school principals and graduation coaches to monitor and create an action plan to increase the achievement of identified students for course failures, concordant scores for ELA and Algebra 1, GPA, and advanced coursework. | High School principals and graduation coach's documentation of action steps in action plans | October 16, 2020 January 21, 2021 March 12, 2021 | Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals | Academic Success |
| | Implementation Steps: N/A for Elementary Principals | 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 | | |

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| 12 | <p>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.</p> | <p>Professional Development materials, roster, and feedback</p> | <p>January 8, 2021 May 31, 2021</p> | <p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction;</p> | Talent Development & Support |
| | <p>Implementation Steps: The School Counselor will have ongoing meetings with our students who are not proficient to provide additional supports. This will be done in a tiered manner, with students with the most significant needs being seen the most frequently. After each meeting, a follow up call will be made by the counselor to the family to share progress and offer additional supports. Progress will be shared regarding these students and their successes with adjustments being made when necessary, with admin. Administration will take follow up action for students or families when there is a need. School administration and the school counselor have also developed a goal setting form to work with our "Bottom 35%" students. This targeted group of students has underperformed based on I-Ready percentiles and FSA assessments. Monthly, administrators and the school counselor will meet with this group of students to review/increase goals. Currently, our demographic breakdown for our B35 is: Black/AA- 36% Hispanic- 36% White- 28%</p> | <p>School counselors and graduation coaches documentation of number of meetings with students, content, and individualized student action plans</p> <p>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</p> | <p>January 8, 2021 May 31, 2021</p> <p>October 16, 2020 January 21, 2021 March 12, 2021</p> | <p>Dr. Colleen Lord, Director of Educator Quality; Kelly Baysura, Director of Academic Success; Robyn Bethel, Director of Student Services; Principals</p> | |

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| 8 | 1.21 Implement motivational assemblies for students who are not on track to graduate, including Commit 2 Graduation, Hear My Story, etc. | Number of students participating and description of assembly | January 8, 2021 May 31, 2021 | Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Principals | Academic Success |
| | Implementation Steps: N/A for Elementary Principals | Dates assemblies took place, the materials provided and feedback survey from students | January 8, 2021 May 31, 2021 | | |

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| 11 | 1.22 Principals will implement a plan that requires every school counselor and graduation coach to meet quarterly with African American students who are not on track to graduate and parents to discuss graduation needs and develop a plan to meet graduation requirements. The principal will meet with students to determine the impact of graduation support. | Principals will monitor the number and percent of students on track to graduate and create an individualized plan of support with the graduation coach and school counselor | October 31, 2020 January 8, 2021 March 31, 2021 June 1, 2021 | Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals | Academic Success |
| | Implementation Steps: N/A for Elementary Principals | 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 |
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| 11 | 1.23 The district will have a plan to monitor and support high school graduation rate plans. | District will monitor monthly each principal's graduation rate plan to ensure fidelity of implementation | October 16, 2020 January 21, 2021 March 12, 2021 | Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals | Academic Success |
| | Implementation Steps: N/A for Elementary Principals | 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 |
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| 6 | 1.25 School counselors will implement universal screening for gifted identification for all students prior to 4th grade across all District elementary schools utilizing procedures outlined in the state-approved District plan for increasing underrepresented populations in gifted. | Universal Screening Implementation Results | September 30, 2020 December 1, 2020 March 1, 2021 May 3, 2021 | Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Robyn Bethel, Director of Student Services; Matina Pappalardo, Director of Exceptional Student Education; Principals | Academic Success |
| | Implementation Steps: | 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 |
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| 6 | 1.28 Monitor procedures to ensure equitable access for African American students to on-site, college readiness testing in every high school (PSAT, ACT, SAT, PERT). | Documentation of school-based communications to students and families prior to each test administration | 1 st of Every Month | Scott Bass, Deputy Superintendent; Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability & Virtual School; Principals | Academic Success |
| | Implementation Steps: N/A for Elementary Principals | 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 |
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| 6 | 1.29 Schedule events and provide equitable access to provide African American parents, guardians and students with information on advanced coursework, dual enrollment, graduation pathways, scholarship information and strategies for academic success (i.e. workshops, website, parent conferences, SAT and ACT information). | Event schedule Documentation of materials provided Attendance roster | 1 st of Every Month 1 st of Every Month 1 st of Every Month | Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Principals | Academic Success |
| | Implementation Steps: N/A for Elementary Principals | | | | |

| Barrier(s) | Action Step | *Evidence of Progress Monitoring | Dates of Review(s) | Responsible Staff/ Department | Aligned with the District's Strategic Plan |
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| 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 |
| | Implementation Steps: | | | | 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: N/A for Elementary Principals | 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 |
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| 6 | 1.35 Implement the PeerForward program to increase African American college enrollment. | School implementation plans that identify African American students in PeerForward Program and their subsequent enrollment in college Evidence of school counselors meeting with students participating in the PeerForward program | June 30, 2021 | Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals | Academic Success |
| | Implementation Steps: N/A for Elementary Principals | | October 16, 2020 January 21, 2021 March 12, 2021 | | |
| 6 | 1.36 Implement articulation at all school levels to recognize and support students for advanced coursework, especially moving from 5 th to 6 th and 8 th to 9 th grades. | Principals will monitor the number and percentage of students in advanced classes by race and list of provided supports | 1 st of Every Month | Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals | Academic Success |
| | Implementation Steps: The process for identifying and recognizing support for students for advanced coursework moving from 5th to 6th grade include the following processes; teacher recommendations, state test scores and data reviews by the stakeholders. Due to the current reality for the 2019-2020 school year, we have looked at our student list in 5th grade and will recommend advanced classes by using mid-year report card information, iReady data and Unify averages for the midyear. The student information will also be sent to the middle school leadership teams, on an as need basis, to organize and help with class placement for | | | | |

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| | <p>the 2020/2021 school year. We would look at the top 25% in ELA, Math, and Science.</p> <p>Action Steps</p> <p>The top 25 percent of student would be recommended for advanced classes for the 2020-2021 school year.</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 |
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| 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: | 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: The code of conduct is followed when the incident has occurred, and no more than a 2-day suspension is ever given. Moving forward, administration will now call Mr. Bass, principal supervisor, for approval. 1. Document interventions given for all students to decrease OSS. 2. Continue to follow district code of conduct. 3. The Principal will work with school-based leadership team, including the AP, school counselor and School Resource Specialist to when looking at behaviors and their consequences. 4. The MTSS process will be followed to ensure tiered evidence-based interventions | Report with documentation of approval in FOCUS by the principal's supervisor prior to assignment to OSS | 1 st of Every Month | | |

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| | <p>are implemented, monitored and adjusted as needed.</p> <p>5. The Principal will contact her supervisor if there are any extreme behavior issues that require district level 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 |
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| 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>Tykes and Teens has already provided training to our staff regarding Trauma Informed Care and Implicit Bias.</p> <p>As part of our SIP, ongoing walkthroughs and observations will be completed by administration to see the implementation of these practices.</p> | School-based Action Plans | 1 st of Every Month 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 |
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| 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 Survey students quarterly and use information collected to make program adjustments as needed | 1 st of Every Month October 16, 2020 January 21, 2021 March 12, 2021 | 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: VBHS students mentor students in students at VBE. Currently, our school counselor is connecting with Carrie Adams to establish a potential schedule. This may be limited with current health concerns. When the student patrol team is established at VBE, older students will mentor younger students. Procedures will be established by the patrol coordinator and the guidance counselor. | | | | 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 Quarterly monitoring of implementation of school action plans Review of In-school suspension programs during impact reviews | 1 st of Every Month October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021 | Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance; Principals | Equity, Culture, & Climate |
| | Implementation Steps: VBE is committed to providing counseling to students who have had a disciplinary challenge. Currently, VBE's plan is to work proactive plans to support students within their homeroom. If students display an unsafe act or something that warrants a more long-term removal, they will be placed in another class on the same grade level so that instructional time is not lost. During specials, lunch, and recess, these students will participate in social skills groups and behavioral remediation to reduce the likelihood of repeated inappropriate behavior. | | | | 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 |
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| 1, 3, 13 | 4.5 Identify African American high school students in the District who could make great teachers, offer the students mentors while in school, invite them to join Florida Future Educators of America, and if they graduate college with appropriate credentials, attempt to contact these students for recruitment purposes. | Advertising efforts of FFEA club at each high school (postings, School Messenger calls, etc.) Student survey results identifying those interested in a possible career in teaching. | April 1, 2021 April 1, 2021 | Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals | Academic Success |
| | Implementation Steps: N/A for Elementary Principals | 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. | <p>Meeting minutes between SDIRC and IRSC with topics discussed and progress of Teacher Academy program.</p> <p>IRSC/SDIRC student survey results of potential future educators.</p> | <p>June 1, 2021</p> <p>June 1, 2021</p> | <p>Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Beth Hofer, Director of Recruitment, Retention, & Professional Practices; Principals</p> | Communication & Engagement |
| | <p>Implementation Steps: N/A for Elementary Principals</p> | <p>Number of African American student Florida Future Educator Memberships along with mentors matched</p> <p>Number of students taking part in the Teacher Academy.</p> <p>Contracts to teach in SDIRC offered at graduation as a result of Teacher Academy with IRSC</p> | <p>June 1, 2021</p> <p>June 1, 2021</p> <p>June 1, 2021</p> | | 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 |
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| 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 |
| | <p>Implementation Steps: The new teaching mentor program is done for all hires, regardless of race, using the STAR program. All teachers who have less than three years of teaching went to new teacher orientation and are in the mentoring program.</p> <p>The hiring process is done by using Frontline/AppliTrack, and now those hiring, must track how many candidates there were for the position, and how many of each race were interviewed. The interviewing team always chooses the best candidate for the position.</p> | 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 |
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| 1, 3, 13 | 4.30 Collaborate with Indian River State College to connect African American students with scholarships tied to careers in education. | Meeting minutes with list of scholarship programs available. | January 1, 2021 | Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals | Academic Success |
| | Implementation Steps: N/A for Elementary Principals | 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: During our ongoing meetings with support staff where roles, responsibilities, and goals are discussed, administration will identify faculty members to transition to teaching. At this time, support and assistance will be offered to help them become certified instructional staff. | | | | Talent Development & Support |