

School District of Indian River County

Beachland Elementary School

**African American  
Achievement Plan**

2020-2021

6500 57<sup>th</sup> St Vero Beach, FL 32967

772-564-3000

Updated as of September 30, 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 &amp; Instruction; Kelly Baysura, Director of Academic Success; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Principals</p>	Academic Success
	<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>✓ Refer School Leadership team to curriculum matrix on district website</li> <li>✓ Attend district training for administrators and district staff for implementation, monitoring and lack of focus</li> <li>✓ Conduct classroom learning walks to ensure integration is taking place</li> <li>✓ Provide feedback after every visit in a classroom</li> </ul>	<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>1<sup>st</sup> of Every Month</p> <p>1<sup>st</sup> of Every other Month</p>	<p>Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Kelly Baysura, Director of Academic Success; Principals</p>	
	<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>✓ Training for FLKRS by Assistant Principal by 9/10/2020</li> <li>✓ iReady testing beginning Tuesday 9/8/2020</li> <li>✓ Data from iReady and FLKRS are reviewed bi-monthly in Kindergarten professional learning communities (data chats).</li> <li>✓ In August and September, kindergarten teachers, administration, and K-3 intervention teacher will examine all students in kindergarten and create a list to identify who is already behind based on running records.</li> <li>✓ Students identified for Tier II and Tier III instruction are examined even further and adjustments are made to intervention groups based on data from iReady (assessments) and lessons, as well as formative assessments/observation in the classroom.</li> <li>✓ Students who continue to be a concern are brought to MTSS for further review and support.</li> </ul>	<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

	✓ When permitted, volunteers from the learning alliance and our partnership with a local church will be utilized to review letter names, sounds, and blends for some students during center rotations.				
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Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	<p>1.5 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 &amp; Instruction; Kelly Baysura, Director of Academic Success; Principals</p>	Academic Success
	<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>✓ Based on the 2018-2019 subgroup data, the school improvement plan addressed the black subgroup for the 2019-2020 school year to close the achievement the gap based on scores in all academic areas</li> <li>✓ Students are identified through data reviews at professional learning communities (data chats) biweekly and placed into an RTI (response to intervention) group</li> <li>✓ Other students, identified with behavioral concerns, have been discussed with administration, resource specialist, MTSS team, K-3 intervention teacher, and school counselor. Students have been placed in to groups based on need including, but not limited to social skills and/or anger management, breakfast or lunch check-ins, individual point sheets</li> </ul>	<p>Quarterly reviews of the School Improvement Plan</p> <p>Quarterly impact review action plan</p> <p>Comprehensive data reviews to Cabinet and requested support for progress needed</p>	<p>October 16, 2020 January 21, 2021 March 12, 2021</p> <p>October 16, 2020 January 21, 2021 March 12, 2021</p> <p>October 16, 2020 January 21, 2021 March 12, 2021</p>		

and/or behavior plans to support the time in the classroom and monitoring of specific behaviors beyond Tier 1 classroom behavior plans

- ✓ Based on attendance rosters and agendas, professional development trainings and faculty meetings have exposed teachers to different training opportunities regarding the achievement gap through de-escalation strategy training, Kids at HOPE belief system, Unity Week, and different videos and discussions to support the cultural diversity (Ex. Every Opportunity)
- ✓ **We have no ESSA subgroups to report for our 2019-2020 SIP**

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS									
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.
SWD	30	70	71	27	55	56			
ELL	45	82		55	91				
BLK	30	56	46	52	60	38	38		
HSP	67	84	90	64	80	50	55		
WHT	82	75	69	81	87	85	85		
FRL	59	71	69	58	70	56	56		

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
	<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>✓ Information will be shared about opportunities to teach after school to teachers through emails, learning opportunities, data chats, and school leadership team meetings</li> <li>✓ Students will be invited by letter, phone call, newsletters, and emails to parents</li> <li>✓ Students not part of Extended Day Program (EDP) will receive a scholarship to attend three days a week for Moonshot Academy</li> <li>✓ Art enrichment will be offered after school through our EDP by our art teacher multiple days after school</li> <li>✓ When permitted, parent nights will be held for second and third grade families about literacy and the Florida Standards Assessment</li> <li>✓ Through our partnership with Gifford Youth Achievement Center and members of our School Advisory Council, nightly parent meetings will be held with principal, when permitted.</li> </ul>	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		



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
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>✓ Continue School Choice Expo meetings every other Monday morning prior to October 17, 2020</li> <li>✓ Attend the School Choice Expo</li> <li>✓ Continue to market and share happenings of Beachland Elementary on all social media platforms and our school website</li> <li>✓ Continue to educate and inform the meaning of a "School of Enrichment," which ensures enriching curriculum for all students, not just students who are identified as gifted</li> </ul>	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		

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).	Methodology and documentation of extracurricular activities at each school by race	October 31, 2020 January 8, 2021 March 31, 2021 May 31, 2021	Scott Bass, Deputy Superintendent; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Eric Seymour, Director of Advocacy, Athletics, & Student Activities; Cynthia Emerson, Director of Instructional Innovation; Principals	Communication & Engagement
	<b>Implementation Steps:</b> Train all staff and teachers on Kids at HOPE	Provide training to coaches on culturally responsive practices – PD rosters, materials, and feedback survey results	September 15, 2020 September 30, 2020 November 1, 2020		
	After social distancing guidelines/restrictions are lifted, create a plan for before/after school clubs – chorus, art club, Girls on the Run, et cetera	School-based action plans to ensure equitable participation in extracurricular activities	October 31, 2020 January 8, 2021 March 31, 2021 May 31, 2021		
	Discuss with staff and teachers' different times for club offerings to ensure equitable participation	District Recruitment plan for increasing equitable representation of African American students	December 18, 2020  October 16, 2020 January 21, 2021 March 12, 2021		
	Results of student committee meetings to share opportunities to diversify extracurricular activities				
	Distribute marketing materials across the community with information about upcoming opportunities (tryout dates, cost, etc.)				
	District will ensure fundraising is taking place to mitigate costs for students who encounter this barrier				

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
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>✓ Meet monthly with Equity coordinator regarding subgroup data and brainstorm/problem-solve methods to break-down barriers</li> <li>✓ Follow-up monthly with multi-cultural coordinator regarding multi-cultural meetings</li> <li>✓ Create graphs and share student generated data notebooks about progress in math, science, and English Language Arts</li> <li>✓ Utilize data from classroom learning walks, observations, and data chats to make informed decisions about instructional delivery, progress monitoring, and next steps for progress monitoring</li> </ul>	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
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>✓ Review Power BI training on Canvas</li> <li>✓ Create training for school leadership team on Power BI</li> <li>✓ Principal will lead Power BI training for school leadership team (9/4/2020)</li> <li>✓ Discuss data to utilize to improve learning and specific data to support achievement for African American students</li> <li>✓ Provide data or exact location to access data for teachers during bi-weekly data chats</li> </ul>	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	Evidence of classroom-based progress monitoring	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	1.14 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
	<b>Implementation Steps:</b>  <b>Secondary – not applicable for Beachland</b>	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
	<b>Implementation Steps:</b>  <b>Secondary – not applicable for Beachland</b>	Common planning sessions	1 <sup>st</sup> 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	<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 <sup>st</sup> of Every Month	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Kelly Baysura, Director of Academic Success; Principals</p>	Academic Success
	<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>✓ Identify African American students who have two or more Early Warning Indicators</li> <li>✓ Review list with MTSS team and discuss individualized student plans to address academic concerns, needs, and/or barriers</li> <li>✓ Continue Reading Mentors with VBHS students for second graders and STAR with VBHS students for third-fifth graders when permitted</li> <li>✓ Identify students who will benefit to have an adult mentor – create an adult mentorship program at the school to provide identified students with a district employee on campus</li> </ul>	<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>1<sup>st</sup> of Every Month</p> <p>1<sup>st</sup> of Every Month</p>		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	<p>1.17 School leadership teams (including the Graduation Coach and School Counselors) will monitor African American students who are not on track to graduate (data include early warning indicators [K-12], credits earned, core course failures, FSA 10th Grade ELA results and FSA ALG 1 EOC results) and provide an opportunity to participate in after school and summer extended learning opportunities (ELO). Employ recruitment and targeted resource strategies, including partnering with the community, to increase attendance for African American students in all extended learning programs.</p>	Rosters of after school and summer extended learning opportunities	1 <sup>st</sup> of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>✓ Identify African American students who have two or more Early Warning Indicators</li> <li>✓ Review list with MTSS team and discuss individualized student plans to address academic concerns, needs, and/or barriers</li> <li>✓ Continue Reading Mentors with VBHS students for second graders and STAR with VBHS students for third-fifth graders when permitted</li> <li>✓ Identify students who will benefit to have an adult mentor – create an adult mentorship program at the school to provide identified students with a district employee on campus</li> </ul>	Individual Student Action Plan in Focus folder	1 <sup>st</sup> of Every Month		
Graduation Coach and School Counselors Graduation Monitoring Plan and Individual Student Action Plan	1 <sup>st</sup> of Every Month				



Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	1.18 Ensure African American students who have not met course requirements for graduation are participating in "in- school" credit recovery classes to recover failed core courses and raise grade point averages to meet graduation requirements.	Number and Percentage behind in credits, GPA	1 <sup>st</sup> of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	<b>Implementation Steps:</b>  <b>Secondary – not applicable for Beachland</b>	Number and Percentage of students in credit recovery and eligible students who are enrolled	1 <sup>st</sup> of Every Month		
		School counselors and graduation coaches will hold monthly meeting to review student progress and provide next steps	1 <sup>st</sup> of Every Month		Equity, Culture, & Climate
		Documentation of parent contact by School counselor and graduation coaches	1 <sup>st</sup> 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	1.19 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
	<b>Implementation Steps:</b>  <b>Secondary – not applicable for Beachland</b>	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 <sup>st</sup> of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	1.20 Develop a training for school counselors to facilitate conversations with students who are not on track to graduate, review options for graduation, meet graduation requirements and develop individual plans for students. Principals will meet with school counselors to review and monitor implementation of the plan.	Professional Development materials, roster, and feedback	January 8, 2021 May 31, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Director of Educator Quality; Kelly Baysura, Director of Academic Success; Robyn Bethel, Director of Student Services; Principals	Talent Development & Support
	<b>Implementation Steps:</b>  <b>Secondary – not applicable for Beachland</b>	School counselors and graduation coaches documentation of number of meetings with students, content, and individualized student action plans	January 8, 2021 May 31, 2021		
		Principal meets with school counselors and graduation coaches to review Power BI data dashboards and develop an action plan for the students who are not on track to graduate	October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
8	1.21 Implement motivational assemblies for students who are not on track to graduate, including Commit 2 Graduation, Hear My Story, etc.	Number of students participating and description of assembly	January 8, 2021 May 31, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Principals	Academic Success
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>✓ For the 2020-2021 school year, all stakeholders are learning about Kids at HOPE, a belief system, where all students are capable of success, no exceptions!</li> <li>✓ Within this program, students create goals and dreams for their current reality and their future (time travel).</li> </ul> If elementary schools were Renaissance schools (through Jostens), they could also be C2G – committed to graduate.	Dates assemblies took place, the materials provided and feedback survey from students	January 8, 2021 May 31, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.22 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
	<p><b>Implementation Steps:</b></p> <p><b>Secondary – not applicable for Beachland</b></p>	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
	<b>Implementation Steps:</b>  <b>Secondary – not applicable for Beachland</b>	District quarterly impact reviews with principals to review Power BI graduation data	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
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>✓ Train school counselor on gifted identification screener and processes</li> <li>✓ Continue to screen students for gifted identification, starting with the 22 on the waiting list from Spring 2019</li> </ul>	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 <sup>st</sup> 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
	<p><b>Implementation Steps:</b></p> <p><b>Secondary – not applicable for Beachland</b></p>	Principals will monitor the number and percentage of total African American students taking on-site college readiness testing	1 <sup>st</sup> of Every Month		
Evidence of school counselor and graduation coaches contact related to African American students registering for college readiness testing	1 <sup>st</sup> 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	1 <sup>st</sup> 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
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>✓ When permitted, conduct literacy and STEAM night for parents K-5 to provide an insight look into standards, Florida Standards Assessment, and activities that can be done at home to spark interest, innovation, and inquiry</li> <li>✓ Continue to offer principal-parent meetings to hear concerns, feedback, and ideas and train parents on different happenings/events (Ex. School improvement plan, Kids at HOPE, Health and Safety Procedures)</li> </ul>	Documentation of materials provided	1 <sup>st</sup> of Every Month		Communication & Engagement
		Attendance roster	1 <sup>st</sup> 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	1.30 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
	<b>Implementation Steps:</b>  Secondary – not applicable for Beachland				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
	<b>Implementation Steps:</b>  Secondary – not applicable for Beachland	Principals and school counselors will identify African American students who are offered advanced program summer courses	1 <sup>st</sup> of Every Month		
		Number and percentage of African American students who enroll in advance coursework summer programs	1 <sup>st</sup> 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.	<p>School implementation plans that identify African American students in PeerForward Program and their subsequent enrollment in college</p> <p>Evidence of school counselors meeting with students participating in the PeerForward program</p>	June 30, 2021	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals	Academic Success
	<p><b>Implementation Steps:</b></p> <p><b>Secondary – not applicable for Beachland</b></p>		<p>October 16, 2020</p> <p>January 21, 2021</p> <p>March 12, 2021</p>		
6	1.36 Implement articulation at all school levels to recognize and support students for advanced coursework, especially moving from 5 <sup>th</sup> to 6 <sup>th</sup> and 8 <sup>th</sup> to 9 <sup>th</sup> grades.	Principals will monitor the number and percentage of students in advanced classes by race and list of provided supports	1 <sup>st</sup> of Every Month	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>✓ Continue to support the transition between fifth grade and sixth grade</li> <li>✓ Conduct transition meetings to be as proactive as possible for students where concerns and barriers are evident or to ensure gifted services are available</li> </ul>				

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
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>✓ Utilizing district-based assessment data, students scoring below grade level will be discussed to identify ways to improve academic achievement and performance</li> <li>✓ Students will be discussed bi-weekly during data chats</li> <li>✓ All teachers will be provided a list of students of scored a level 3, 4, or 5 in the 2018-2019 school year – unit assessment scores and iReady data will be examined to find correlation or concern</li> </ul>	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 <sup>st</sup> of Every Month	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals	Equity, Culture, & Climate
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>✓ Principal trained all faculty and staff on the Code of Conduct, how to access FOCUS, and how to document for progressive discipline. 8/21/2020</li> <li>✓ All grade levels created a Tier 1 classroom behavior management system with rewards (through PBIS) and consequences (following progressive discipline)</li> <li>✓ Continue to maintain records in FOCUS to document student behaviors</li> </ul>	Report with documentation of approval in FOCUS by the principal's supervisor prior to assignment to OSS	1 <sup>st</sup> of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
8, 10	2.6 Documentation of school-based problem-solving sessions to incorporate culturally responsive practices into the school's Tier 1 MTSS framework.	MTSS Agenda	1 <sup>st</sup> of Every Month	Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Robyn Bethel, Director of Student Services; Principals	Equity, Culture, & Climate
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>✓ Conduct weekly MTSS meetings</li> <li>✓ Conduct weekly observations on students who are discussed in MTSS that week</li> <li>✓ Follow-up with observations and practices</li> </ul>	Equitable classroom practices observations	1 <sup>st</sup> of Every Month		
		School-based Action Plans	October 31, 2020		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12, 13	2.9 Monitor the implementation of a student to student peer mentorship program for African American students.	Number of students participating in mentorship program	1 <sup>st</sup> 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
	<b>Implementation Steps:</b>  ✓ School counselor will set up student to student peer mentorship program and find a setting where this can occur	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 <sup>st</sup> of Every Month	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance; Principals	Equity, Culture, & Climate
	<b>Implementation Steps:</b>  Beachland does not offer In-school suspension	Quarterly monitoring of implementation of school action plans  Review of In-school suspension programs during impact reviews	October 16, 2020 January 21, 2021 March 12, 2021  October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	4.5 Identify African American high school students in the District who could make great teachers, offer the students mentors while in school, invite them to join Florida Future Educators of America, and if they graduate college with appropriate credentials, attempt to contact these students for recruitment purposes.	Advertising efforts of FFEA club at each high school (postings, School Messenger calls, etc.)  Student survey results identifying those interested in a possible career in teaching.	April 1, 2021  April 1, 2021	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals	Academic Success
	<b>Implementation Steps:</b>  <b>Secondary – not applicable for Beachland</b>	Number of African American student students who have joined a chapter of the Florida Future Educator at each high school along with their designated mentor  Number of Applications for FFEA Scholarship Program from each high school.	April 1, 2021  April 1, 2021		Talent Development & Support

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	4.6 Collaborate with Indian River State College to identify African American high school students as potential future educators, provide students mentors while in school, encourage them to join Florida Future Educators of America, and take part in the teacher academy, and upon graduation from college with appropriate credentials, and if possible, offer them a contract.	Meeting minutes between SDIRC and IRSC with topics discussed and progress of Teacher Academy program.	June 1, 2021	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Beth Hofer, Director of Recruitment, Retention, & Professional Practices; Principals	Communication & Engagement
	<b>Implementation Steps:</b>  <b>Secondary – not applicable for Beachland</b>	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			
	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 <sup>st</sup> 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
	<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>✓ New teacher flyer was emailed and provided to new hires</li> <li>✓ Both new hires confirmed back through text message</li> <li>✓ New teachers will participate in the New Teacher Star Program</li> </ul>	Sign-in sheets from event showing teachers who attended.	1 <sup>st</sup> 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
	<b>Implementation Steps:</b> <b>Secondary – not applicable for Beachland</b>	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 <sup>st</sup> of Every Month	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals	Academic Success
	<b>Implementation Steps:</b> ✓ Due to COVID-19, some support staff are currently working remotely and do not have interest becoming certified.				Talent Development & Support