School District of Indian River County

Dodgertown Elementary

African American Achievement Plan

2020-2021

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

Barriers

This document identifies barriers to the academic progress and equitable discipline and assignment to special programs for African American students and identifies goals to determine whether improvements in these areas are realized when compared to White students in the District. Additionally, strategies/action steps to address the identified barriers and achieve the intended goals are explicitly outlined in this document.

The barriers addressed in this plan include:

1. Lack of instructional staff mirroring the demographics of the student population
2. Need for comprehensive training and accountability for applied practice in culturally responsive instructional strategies
3. High Impact teachers are not strategically placed at low performing schools
4. Need for an explicit action plan to drive change to improve equitable instructional and disciplinary practices districtwide
5. Need for data-driven allocation of school-based resources
6. Need for increased access and support to enroll students in advanced coursework
7. Need for increased consistency in the quality and implementation of Tier 1 behavioral supports
8. Need for increased skills in cultural competency to foster positive relationship building between educators and students
9. Need for increased awareness of implicit bias and impact on behavioral dynamics and interactions
10. Need for increased culturally relevant instructional practices in Tier 1 instructional frameworks
11. Need for consistent accountability related to strategic actions and supports for the achievement of African American students
12. Need for additional academic support for African American students to achieve mastery
13. High cost of living

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	1.3 A. Develop and implement a curriculum matrix that integrates African American History teachings in grades K-12 that is included in the curriculum map. B. Provide district training for administrators and district staff related to matrix implementation, monitoring, and look-fors in classrooms **Implementation Steps:** 1. Attend the SDIRC training for administrators related to a curriculum matrix that integrates African American History teachings in grades K-12 that is included in the SDIRC curriculum map. 2. Retrieve the curriculum matrix from the SDIRC website on or before October 14, 2020. 3. Meet with K-5 teachers to review implementation expectations and the resources listed within the curriculum matrix. 4. Conduct quarterly Classroom walk throughs to ensure integration into classroom instruction and provide written report of feedback	Curriculum Matrix document posted on District website Documentation of district planning support to schools Conduct quarterly Classroom walk throughs to ensure integration into classroom instruction and provide written report of feedback	October 16, 2020 October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Principals	Academic Success

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	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.	Number and percentage of qualified students receiving targeted reading interventions Principals conduct data chats and create school- based action plans which includes adjustments to instructional support based on student progress Quarterly i-Ready reports of progress of African American students' growth in K-2	1st of Every Month 1st of Every other Month October 16, 2020 January 21, 2021 March 12, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success

	Implementation Steps:
	1. **Assess and Identify**
	    a. During the assessment window, Kindergarten teachers will begin the assessment process with FLKRS, DIBELS, ORF, i-Ready Reading and/or other screeners and diagnostic assessments.
	    b. K-2 teachers and the leadership team will identify K-2 students who are not "kindergarten ready" and/or who show a "substantial deficiency in reading".
	        i. Identify students with disabilities (SWD)
	2. **Select and Implement Interventions (MTSS RtI "Walk to Intervention" or Individual Reading Instruction)**
	    a. K-2 teachers and the leadership team (including the ESE Resource Specialist) will **select** an appropriate intensive reading intervention as defined by the district's reading plan.
	    b. K-2 teachers and the leadership team (including the ESE Resource Specialist) will **provide** an appropriate intensive				

	reading intervention as defined by the district's reading plan.
	3. **Monitor and Make Adjustments, if necessary**
	    a. On an ongoing basis, K-2 teachers will work collaboratively with the Leadership Team (including the ESE Resource Specialist) to monitor:
	        i. **K students** who are **not "kindergarten ready".**
	        ii. **K-2 students** who show a **substantial deficiency in reading**			

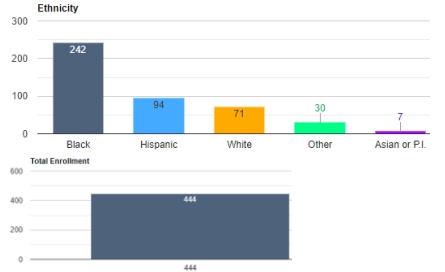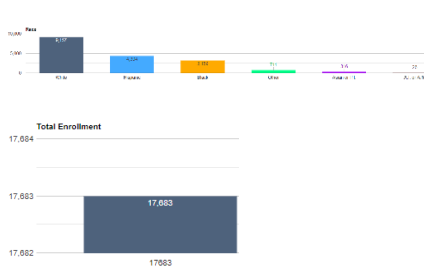| Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.5 A. Ensure that School Improvement Plans for all schools specifically address how school resources are being allocated to address achievement gaps for African American students. B. Provide ongoing monitoring and support of each school's implementation of the School Improvement Plans. **Implementation Steps:** *Currently, Dodgertown Elementary's School Improvement Plan addresses how resources will generally be allocated to address overall achievement gaps for all students.* *At the present moment, all ESSA subgroups are meeting the target. In other words, there are no subgroups at Dodgertown Elementary that are performing under the ESSA target.* *Moving forward, Dodgertown Elementary will include the following implementation steps in the School Improvement Plan to specifically address how school resources will be allocated to address achievement gaps between subgroups of students (e.g. the African American subgroup compared with the White subgroup of students, etc.)* *Collected data will be used as a baseline to monitor progression towards closing achievement gaps on an "ongoing basis":*	Peer Reviews of School Improvement Plans with principals Approved School Improvement Plans detailing resource allocations Quarterly reviews of the School Improvement Plan Quarterly impact review action plan Comprehensive data reviews to Cabinet and requested support for progress needed	October 31, 2020 October 31, 2020 October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021 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:
	1. Breakdown data to include following **ESSA subgroups**, including the African American subgroup:
	    a. All students
	    b. Economically disadvantaged students
	    c. Children with disabilities
	    d. English learners
	    e. Major racial/ethnic groups, when the cell size is large enough:
	        i. African American
	        ii. American Indian/Alaska Native
	        iii. Asian
	        iv. Native Hawaiian/Other Pacific Islander
	        v. Hispanic or Latino
	        vi. White
	    f. Students with Disabilities (SWD)
	    g. English Language Learners (ELL)
	2. Complete and submit the SIP, include how resources will be allocated to address achievement gaps for all students, including the African American subgroup of students.
	3. Monitor the progression of all students (and all subgroups of students) towards closing the achievement gaps on an "ongoing basis".
	    a. Data Chats
	    b. School-Based Team MTSS meetings
	    c. District-level Data Reviews
	4. Participate in the SDIRC Impact Reviews and develop an action plan to close gaps.			

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.
	
	Implementation Steps:
	Dodgertown Elementary is a Community Partnership School. Partnerships include local partners such as the SDIRC and Gifford Youth Achievement Center (GYAC).
	
	Using the implementation steps below, the school will provide African American students the opportunity to participate in extended learning opportunities for remediation and enrichment. (These opportunities will be communicated to parents.)
	I. **Extended Learning Opportunities**
	Administrators will collaborate with the Office of Innovation and GYAC to provide "enrichment" and "remedial" extended learning opportunities after school to eliminate regression.
	  A. **Enrichment**
	   1. Teachers—and all stakeholders—will continue to monitor student (academic and behavior) performance when considering **referrals for gifted screening**.
	   2. Teachers—and all stakeholders—will acknowledge that a lack of performance or expected **behavior must not preclude a child from being**
		Rosters with number of students attending Extended Learning Opportunities
		
		Evidence of parent workshops, school site activities, etc.
		
		Documentation of Parent/ Guardian Communication of remediation and enrichment opportunities by the Director of Instructional Innovation
		
		Documentation of expanded Extended Day Program offerings at each site by certified classroom teachers for daily enrichment or remediation support
		
		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
			
			October 16, 2020 January 21, 2021 March 12, 2021
			
			October 16, 2020 January 21, 2021 March 12, 2021
			
			October 16, 2020 January 21, 2021 March 12, 2021
			
			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
					
					Communication & Engagement

referred for gifted screening. (In fact, it could be an indication of boredom due to a lack of challenging work and/or expectations).

3. Teachers and the Leadership Team will share best practices, instructional resources, and student referrals with GYAC staff.

B. Remediation

1. Teachers—and all stakeholders—will continue to monitor student (academic and behavior) performance when considering **referrals for remediation**, including but not limited to referrals to MTSS for Tier 2-3 intervention, immediate intensive instruction (iii), after school extended day program, after school Rising Kindergarten tutoring program, after school GEER tutoring program, extended learning opportunities at GYAC.

2. Teachers—and all stakeholders—will acknowledge **that a behavior must not preclude a child from being referred for remedial or tiered instruction**.

3. Teachers must implement Tier 1 academic instruction and Tier 1 behavior management plans before making Tier 2 and Tier 3 academic and/or behavior referrals for intensive support.

4. Teachers and the Leadership Team will share best practices, instructional resources, and student referrals with GYAC staff as it relates to behavior, including the GYAC volunteers who

mentor Dodgertown Elementary students.

II. **Communication of Extended Learning Opportunities**
   A. Use various media to communicate extended learning opportunities to parents, including but not limited to the following formats:
      1. Monthly parent newsletters
      2. School webpage
      3. School Messenger phone/SMS messages
      4. Flyers
      5. Posters
      6. Announcements during parent meetings, conferences, and other school events in which parents participate.

III. **Monitoring**
   A. The Leadership Team will compile a list of students (by subgroups) known to participate in extended learning opportunities and track their academic progress for program effectiveness and track the participation and performance of all subgroups of students, including African American students.

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. **Demographic Data, 09-04-2020** **DTE** W: 71 – 16% B: 242 – 55% H: 94 – 21% O: 30 – 7% A: 7 – 2% AI: 0 – 0% T: 444 **SDIRC** W: 9157 – 52% B: 3169 – 18% H: 4304 – 24% O: 711 – 4% A: 316 – 2% AI: 26 – <1% T: 17683 **Implementation Steps:** 1. Implement a school-based action plan to increase African American enrollment a. N/A since African American students at Dodgertown exceeds the SDIRC ratio by 3 times **2.** Attend the SDIRC School Choice Expo and take advantage of the opportunity to attract students to	District student Enrollment Plan with current school enrollment as of Survey 2 and 3 with percentage of African American students represented at individual schools. 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 *DTE Demographics:* *African Americans 242/444=55%* *SDIRC Demographics:* *African Americans 3769/17683=18%* 	February 28, 2021 October 31, 2020 October 17, 2020 January 31, 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

	increase racial balance reflective that of the SDRIC.			

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). **Implementation Steps:** Use the needs assessment survey developed by Director of the Community Partnership School to identify interest in extracurricular activities. Starting in November, to match student interests, offer extracurricular activities each Friday as part of the SDIRC's Extended Day Program. Market the extracurricular offerings to recruit and increase equitable representation of African American students.	Methodology and documentation of extracurricular activities at each school by race Provide training to coaches on culturally responsive practices – PD rosters, materials, and feedback survey results School-based action plans to ensure equitable participation in extracurricular activities District Recruitment plan for increasing equitable representation of African American students 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	October 31, 2020 January 8, 2021 March 31, 2021 May 31, 2021 September 15, 2020 September 30, 2020 November 1, 2020 October 31, 2020 January 8, 2021 March 31, 2021 May 31, 2021 December 18, 2020 October 16, 2020 January 21, 2021 March 12, 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

	Starting in November, track the number of students participating in extracurricular activities by student subgroups			

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. **Implementation Steps:** 1. Attend the SDIRC data review sessions to review subgroup data, which includes a discussion on the progress monitoring of African American students. 2. Use the Power BI dashboard to progress monitor all subgroups of students, including African American students. 3. Participate in impact review sessions. 4. Implement a plan of action following the data review sessions and impact review sessions.	District-level, School-level, Grade-level/Content area Data chats and agenda Quarterly Progress monitoring data Quarterly review of Plans of action Impact Reviews Power BI Dashboard Review	October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021 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

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. **Implementation Steps:** 1.**PD:** Receive and participate in support to teachers and administrators on the use of real-time data specific to African American students. 2.**Analyze Power BI data:** Provide data chats for teachers and leadership team. 3.**Use Power BI data:** Use data to plan targeted support to improve learning. 4.**Monitor Classrooms:** Examine evidence of progress monitor at the classroom level: teachers and students.	Progress monitoring data Training and support materials provided to teachers and administrators Power BI training with rosters, materials, feedback Evidence of leadership teams using Power BI to monitor the impact of instruction Data chat tools Evidence of classroom-based progress monitoring	September 15, 2020 September 15, 2020 October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability and Virtual Education; Principals	Academic Success Equity, Culture, & Climate

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
10, 11	1.14 Each **secondary principal** will engage with the African American Student Council to conduct a needs assessment to identify opportunities for improvement and monitor progress of African American students in order to create a school-site plan. **N/A – Secondary School Only**	Principal meeting agenda with next steps, membership rosters and collected feedback Summary of needs assessment Evidence of meeting with students and updates and modifications to the school-site plan	October 31, 2020 January 8, 2021 March 31, 2021 October 31, 2020 January 8, 2021 March 31, 2021 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

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. **N/A – High School Only**	Quarterly Impact Review Action Plans Common planning sessions Instructional Coach providing modeling and feedback Quarterly Classroom walk through Documented support of interventions and strategies provided to teachers from principals	October 16, 2020 January 21, 2021 March 12, 2021 1st of Every Month 1st 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; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan

11	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.
	
	Implementation Steps:
	
	1.**Analyze Unify & Power BI EWS data:** Provide EWS data chats for teachers and leadership team, including
	   a. attendance below 90%,
	   b. one or more suspensions,
	   c. course failure in ELA or Math, and
	   d. Level 1 on a statewide assessment.
	2.**Use Power BI data:** Use data to plan individual targeted support interventions for African American students who are not on track to graduate.
	3.**Monitor Classrooms:** Examine evidence of progress monitor at the classroom level: teachers and students.
		School leadership team's monthly data chats/MTSS with action plan
		
		Monitoring data from Unify and Power BI by teachers, school counselor and instructional coaches to create individualized student plans
		
		Providing mentors to students who have been identified on the Early Warning Indicator list
			1st of Every Month
			
			1st of Every Month
			
			1st of Every Month
				Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan

12	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.
	
	Implementation Steps:
	
	4.**Analyze Unify & Power BI EWS data:** Provide EWS data chats for teachers and leadership team, including
	    a. attendance below 90%,
	    b. one or more suspensions,
	    c. course failure in ELA or Math, and
	    d. Level 1 on a statewide assessment.
	5.**Use Power BI data:** Use data to plan individual targeted support interventions for African American students who are not on track to graduate.
	Monitor Classrooms: Examine evidence of progress monitor at the classroom level: teachers and students.
		Rosters of after school and summer extended learning opportunities
		
		Individual Student Action Plan in Focus folder
		
		Graduation Coach and School Counselors Graduation Monitoring Plan and Individual Student Action Plan
			1st of Every Month
			
			1st of Every Month
			
			1st of Every Month
				Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	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. **N/A – High School Only**	Number and Percentage behind in credits, GPA Number and Percentage of students in credit recovery and eligible students who are enrolled School counselors and graduation coaches will hold monthly meeting to review student progress and provide next steps Documentation of parent contact by School counselor and graduation coaches	1st of Every Month 1st of Every Month October 16, 2020 January 21, 2021 March 12, 2021 1st of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success Equity, Culture, & Climate

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	1.19 Collaborate with high school principals and graduation coaches to monitor and create an action plan to increase the achievement of identified students for course failures, concordant scores for ELA and Algebra 1, GPA, and advanced coursework. **N/A – High School Only**	High School principals and graduation coach's documentation of action steps in action plans Monitor progress reports Review progress of students in all three educational options Provide enrichment opportunities to students before or after school	October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021 1st of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	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 School counselors and graduation coaches	January 8, 2021 May 31, 2021 January 8, 2021 May 31, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction;	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
	Implementation Steps: 1. Ensure the new school counselor attends training to obtain skills to facilitate conversations with students who are not on track to graduate (e.g. students who have 1 or more retentions) 2. The school counselor will develop individual plans for students with 1 or more retentions. 3. The principal will meet with the school counselor to review and monitor the individual plans for students with 1 or more retentions.	documentation of number of meetings with students, content, and individualized student action plans 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	Dr. Colleen Lord, Director of Educator Quality; Kelly Baysura, Director of Academic Success; Robyn Bethel, Director of Student Services; Principals	
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	Academic Success

Implementation Steps:	Dates assemblies took place, the materials provided and feedback survey from students	January 8, 2021 May 31, 2021	Superintendent of Curriculum & Instruction; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Principals	
1.The school counselor will coordinate motivational assemblies for students with 1 or more retentions.				
	Graduation coaches will provide Documentation of monitoring of number of African American students on track to graduate	October 16, 2020 January 21, 2021 March 12, 2021		Communication & Engagement

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.22 Principals will implement a plan that requires every school counselor and graduation coach to meet quarterly with African American students who are not on track to graduate and parents to discuss graduation needs and develop a plan to meet graduation requirements. The principal will meet with students to determine the impact of graduation support. **N/A – High School Only**	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 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 31, 2020 January 8, 2021 March 31, 2021 June 1, 2021 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 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. N/A – High School Only	District will monitor monthly each principal's graduation rate plan to ensure fidelity of implementation District quarterly impact reviews with principals to review Power BI graduation data District on-site support of school-based leadership team following impact review action steps	October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021 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

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. **Implementation Steps:** 1.The school counselor will administer the universal screener for gifted identification for all students prior to 4th grade using procedures outlined in the state-approved District plan for increasing underrepresented populations in gifted. 2.The principal will request and review a list of all students listed in step 1 above and compare them with those who have been screened in a prioritized manner.	Universal Screening Implementation Results Principals will ensure the implementation of universal screening is conducted with fidelity Principals will monitor evidence of prioritization practices of guidance in testing of minority students	September 30, 2020 December 1, 2020 March 1, 2021 May 3, 2021 October 30,2020 January 29, 2021 March 31, 2021 May 28, 2021 November 30, 2020	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 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). **N/A – High School Only**	Documentation of school-based communications to students and families prior to each test administration Principals will monitor the number and percentage of total African American students taking on-site college readiness testing Evidence of school counselor and graduation coaches contact related to African American students registering for college readiness testing	1st of Every Month 1st of Every Month 1st 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

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.29 Schedule events and provide equitable access to provide African American parents, guardians and students with information on advanced coursework, dual enrollment, graduation pathways, scholarship information and strategies for academic success (i.e. workshops, website, parent conferences, SAT and ACT information).	Event schedule Documentation of materials provided Attendance roster	1st of Every Month 1st of Every Month 1st of Every Month	Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Principals	Academic Success
	N/A – High School Only				Communication & Engagement

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.30 Monitor for equitable representation of African American learners in recognition ceremonies (e.g. including AP, IB and Industry Certification students). **Implementation Steps:** 1. Teachers will indicate ethnic/racial groups on the current award/recognition "tally sheets". 2. Teachers will make goals to improve baseline data and close gaps between African American learners and other subgroups. 3. The Leadership Team will review baseline data and support teachers with their goals to close gaps between African American learners and other subgroups.	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 Communication & Engagement
6	1.33 Develop a summer program to support and prepare African American **secondary students** for advanced courses. **N/A – Secondary Only**	Documentation of procedures and data that lead to the development of the program and their outcomes Principals and school counselors will identify African American students who are offered advanced program summer courses Number and percentage of African American students who enroll in advance coursework summer programs	April 30, 2021 1st of Every Month 1st of Every Month	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Cindy Emerson, Director of Instructional Innovation; Principals	Academic Success

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. **N/A – High School Only**	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 October 16, 2020 January 21, 2021 March 12, 2021	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals	Academic Success
6	1.36 Implement articulation at all school levels to recognize and support students for advanced coursework, especially moving from 5th to 6th and 8th to 9th grades. **Implementation Steps:** 1. Teachers and Leadership Team members will track the number and percentage of students by race who are recognized for and supported with advanced coursework, including gifted studies, enrichment opportunities, etc.—the list should include the provided supports.	Principals will monitor the number and percentage of students in advanced classes by race and list of provided supports	1st of Every Month	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	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.)** **Implementation Steps:** 1.Participate in district-led data chats 2.Review the district-provided data dashboard. 3.Request of district, an added data component to the data dashboard to reflect the progression/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.)** 4.Use the district-provided data dashboard to impact/improve teaching and learning to reduced regression of all students, including 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.)** 5.Use leadership skills to show weekly improvement in within the data dashboard for all students, including 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 Number and percent of students regressing by school and grade level	October 31, 2020 January 8, 2021 March 31, 2021 October 31, 2020 January 8, 2021 March 31, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Principals	Academic Success

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
5, 8	2.5 Monitor that all Out-of-School Suspensions are approved by principal supervisors. **Implementation Steps:** 1. The Assistant Principal will continue to review and process Classroom Incident Reports (CIRs) and Office Discipline Referrals (ODRs) submitted by teachers and staff. 2. The Assistant Principal will continue to assign logical actions/consequences that align with incidents as outlined in the Student Code of Conduct. 3. When recommending Out-of-school suspensions (OSS), the Assistant Principal will consult with the Principal. 4. If a consensus is reached, the Principal will recommend and seek approval from the Deputy Superintendent. 5. Baseline data—by subgroup—will be monitored to set goals to reduced OSS for all students, including African American students. 6. The school will demonstrate practices that reflect no discrepancies in the rate of OSS for African American students as compared with other subgroups.	Monitor the number and percentage of ODRs that result in an OSS event Report with documentation of approval in FOCUS by the principal's supervisor prior to assignment to OSS	1st of Every Month 1st of Every Month	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals	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

8, 10	2.6 Documentation of school-based problem-solving sessions to incorporate culturally responsive practices into the school's Tier 1 MTSS framework.
	
	Implementation Steps:
	
	1. Expand professional development and learning related to creating culturally responsive learning environments.
	   a. Conduct a **Professional Learning Community:** *"Culturally Responsive Teaching & the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students"*
	   b. Observe for signs of equitable classroom practices.
		MTSS Agenda
		
		Equitable classroom practices observations
		
		School-based Action Plans
			1st of Every Month
			
			1st of Every Month
			
			October 31, 2020
				Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Robyn Bethel, Director of Student Services; Principals	Equity, Culture, & Climate
					
					Academic Success

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan

12, 13	2.9 Monitor the implementation of a student to student peer mentorship program for African American students.
	
	Implementation Steps:
	1. The School Counselor will support and assist teachers with implementation of the Buddy Up portion of Sanford Harmony to:
	   • *Foster a classroom environment where all students feel connected, comfortable, and part of an inclusive community*
	   • *Provide opportunities for students to engage successfully with diverse peers*
	   • *Provide opportunities for students to connect with one another through meaningful activities and create shared experiences*
	   • *Promote consideration, caring, and responsibility toward others*
	   • *Provide opportunities for the cultivation of new friendships*
	   • *Support social, emotional, and cognitive growth*
	2. Teachers will introduce the Buddy Up idea to students and have a conversation about the reasons why they will be implementing Buddy Up.
	   a. **For example:** Our class is going to be starting something really exciting called Buddy Up next week! Every week (or every 2 weeks), you'll have a new buddy, and we'll plan different activities for buddies to do together. Buddy Up is going to help us get to know one another a little better, and it will give everyone a chance to talk and work with everyone else in the class.
	   b. **Here are some questions to spark a discussion about buddies:** Why do you think it's important for people to learn how to get along and work with many different kinds of people?
		Number of students participating in mentorship program
		
		Survey students quarterly and use information collected to make program adjustments as needed
			1st 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
					
					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
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. **Implementation Steps:** 1. Teachers must implement their Classroom Management Plans as a manifestation of Tier 1 Behavior Expectations. 2. Teachers will post **school-wide** Positive Behavior Interventions and Supports (PBIS) expectations. 3. Teachers will post **classroom** Positive Behavior Interventions and Supports (PBIS) expectations. 4. For students with persistent, undesired behaviors that do not respond to Tier 1 Behavior protocols, teachers will refer these students to the MTSS School-Based Team (SBT) for collective problem-solving and possible referral to Tier 2 Behavior Interventions. 5. Teachers must implement the Tier 1 and Tier 2 behavior interventions with fidelity (monitor and adjust, as needed). 6. Complete and implement interventions outlined in school behavior plans to reduce or eliminate **In-School Suspensions (ISS).**	PD Training Rosters and Materials Quarterly monitoring of implementation of school action plans Review of In-school suspension programs during impact reviews	1st 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

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	4.5 Identify African American high school students in the District who could make great teachers, offer the students mentors while in school, invite them to join Florida Future Educators of America, and if they graduate college with appropriate credentials, attempt to contact these students for recruitment purposes.	Advertising efforts of FFEA club at each high school (postings, School Messenger calls, etc.) Student survey results identifying those interested in a possible career in teaching.	April 1, 2021 April 1, 2021	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals	Academic Success
	N/A – High School Only 	Number of African American student students who have joined a chapter of the Florida Future Educator at each high school along with their designated mentor Number of Applications for FFEA Scholarship Program from each high school.	April 1, 2021 April 1, 2021		Talent Development & Support

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	4.6 Collaborate with Indian River State College to identify African American high school students as potential future educators, provide students mentors while in school, encourage them to join Florida Future Educators of America, and take part in the teacher academy, and upon graduation from college with appropriate credentials, and if possible, offer them a contract.	Meeting minutes between SDIRC and IRSC with topics discussed and progress of Teacher Academy program. IRSC/SDIRC student survey results of potential future educators.	June 1, 2021 June 1, 2021	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Beth Hofer, Director of Recruitment, Retention, & Professional Practices; Principals	Communication & Engagement
	N/A – High School Only	Number of African American student Florida Future Educator Memberships along with mentors matched Number of students taking part in the Teacher Academy. Contracts to teach in SDIRC offered at graduation as a result of Teacher Academy with IRSC	June 1, 2021 June 1, 2021 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. **Implementation Steps:** 1. Invited all new teachers to the new teacher orientation. 2. Document that each new teacher received the invitation to the new teacher orientation. 3. Verify new teachers who attended the new teacher orientation.	New Teacher Orientation flyer and checklist showing that each new hire received the invite. Sign-in sheets from event showing teachers who attended.	1st of Every Month 1st 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
1, 3, 13	4.30 Collaborate with Indian River State College to connect African American students with scholarships tied to careers in education. **N/A – High School Only**	Meeting minutes with list of scholarship programs available. List of number of applications completed	January 1, 2021 January 1, 2021	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals	Academic Success Talent Development & Support
1, 3, 13	4.31 Identify support staff to transition to teaching. Provide support and assistance to become certified instructional staff. **Implementation Steps:** 1. Compile a list of all support staff with an indication of which staff members are interested in pursuing an instructional career. 2. On the list, indicate the number of the number and percentage of support staff 3. Provide support and assistance to those who are interested in transitioning to become certified instructional staff.	Number of support staff identified and the number and percent of identified support staff interested in becoming certified teachers.	1st of Every Month	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals	Academic Success Talent Development & Support