

School District of Indian River County

AFRICAN AMERICAN
ACHIEVEMENT PLAN
2019-2020

Pelican Island Elementary

Updated: 3/8/2020

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

Goal 1: Improve Academic Achievement of African American Students

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
Focus Area: Closing the Achievement Gap			
<p>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, receive intensive reading intervention as defined by the district’s reading plan.</p>	<p>Intensive intervention course rosters</p>	<p>August 1 – July 1</p>	<p>Richard Myhre, Assistant Superintendent of Curriculum & Instruction. Kelly Baysura, Executive Director of Elementary Education; Principals</p>
<p>Implementation Steps:</p> <p>Beginning in August and monthly throughout the year, data from FLKRS and i-Ready is analyzed to determine what students need intensive reading intervention. When needed, referrals for problem solving with the MTSS team take place to analyze progress and deficits and create an intervention that is progress monitored. Continuous reviews of progress and adjustments to support take place at least monthly through data chats, collaborative planning, fidelity checks of RtI, etc.</p> <p>Intensive reading interventions for these students include: research- and evidence-based strategies utilizing the classroom teacher and the K-2 reading interventionist (support from TLA) for tiered instruction focusing on letters, sounds, phonological awareness, phonics, high frequency words, vocabulary, and fluency, working with an ESE teacher through support facilitation, resource room, or self-contained setting depending on the student’s IEP, and utilizing support from Americorps, Big Brother Big Sister, and other volunteers as an additional layer of support.</p> <p>Below is a breakdown by grade level, assessment, and ethnicity, of the number of students showing significant deficits in reading:</p>			

Gr	Assessment	AA	W	H	O			
K 45 Ss	(% of total population in K)	(11%) 5 students	(64%) 29 students	(16%) 7 students	(9%) 4 students			
	FLKRS	2 students	15 students	4 students	2 students			
	iReady Fall (below 25 th %ile)	0 students	10 students	1 student	0 students			
	iReady Winter (below 25 th %ile)	1 student	9 students	2 students	0 students			
1 46 Ss	(% of total population in 1)	(22%) 10 students	(61%) 28 students	(13%) 6 students	(4%) 2 students			
	iReady Fall (below 25 th %ile)	3 students	6 students	3 students	1 student			
	iReady Winter (below 25 th %ile)	5 students	4 students	2 students	1 student			
2 52 Ss	(% of total population in 2)	(27%) 14 students	(54%) 28 students	13% (7 students)	6% (3 students)			
	iReady Fall (below 25 th %ile)	7 students	10 students	2 students	0 students			
	iReady Winter (below 25 th %ile)	7 students	11 students	1 student	0 students			
1.5 Ensure that School Improvement Plans for all schools specifically address how school resources are being allocated to address achievement gaps for African American students.								
Implementation Steps: Current SIP Goals: SIP Goal 1: PIE plans to increase student achievement in all areas. We expect 75% of the students in our bottom quartile to make learning gains. We also plan to increase our learning gains both for ELA and Math. Within our subgroups, we will target our African American subgroup and Students with Disabilities subgroup so that explicit, targeted instruction increases their achievement. Action Steps: 1. "Engaging Students with Poverty in Mind" PLC/Book Study						Approved School Improvement Plans	October 31	Scott Bass, Deputy Superintendent; Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; Chris Taylor, Director of Assessment & Accountability; Principals

2. Exceeding Expectations conference with 6 school leaders with PD roll-out in 2nd semester
3. Implementation of collaborative planning for whole and small group instruction, remediation, enrichment, etc.
4. Instructional Rounds K-5, both at PIE and within the SDIRC (CES)
5. FDLRS training - Hattie's research, growth mindset, and high expectations for students with disabilities
6. Ongoing PD with Tykes and Teens (Trauma-Informed Care, Implicit Bias)
7. Ongoing grade level, cohort, and individual data chats to drive instruction for students, add layers of support, and development enrichment opportunities
8. Walk to Intervention model for RtI for all students in grades 2-5 based on need (through iReady and unit assessment data) focusing on phonics, vocabulary, fluency, comprehension, and writing through the lens of science (enrichment). RtI takes place in the kindergarten and first grade classrooms with the classroom teacher using data to determine groupings and needs.
9. Student conferencing and goal setting before and after each assessment.
10. Monitor data by subgroup to identify African American students who may be gifted as well as students needing tiered interventions.

SIP Goal 2: Increase family and community engagement.

Action Steps:

1. Use social media as a platform to engage families and the community (Facebook and Twitter)
2. Implement weekly School Messenger calls in English and Spanish so families are aware of what is going on at school
3. Keep the school website and calendar up to date so that stakeholders can participate in events taking place at the school
4. Create and share a magnet with all school events on it so stakeholders have easy access to events
5. Increase awards and celebrations to recognize the effort of students and staff (quarterly awards ceremonies, monthly PBIS parties for students, PBIS raffles)

<p>for staff each semester, PBIS store, positive office referrals, quarterly attendance recognitions for students and staff</p>			
<p>1.6 Ensure that the District provides African American students the opportunity to participate in extended learning opportunities for remediation and enrichment. These opportunities will be communicated to parents and guardians.</p>			
<p>Implementation Steps: 21st Century After-School Program: Our 21st Century Program serves students in grades 1-5 with academic and enrichment opportunities. Currently, 26% of the students participating are African-American. This program takes place Monday-Friday and will continue through July. iReady data is monitored to show effectiveness.</p> <p>After-School Tutoring: Students in grades K-4 participate in after-school tutoring. Students were chosen by their classroom teacher using iReady and unit assessment data, specifically focusing on our ESSA targets (African American students and students with disabilities) and our bottom quartile. Currently, 20% of the students participating are African-American. This started in February and will continue through April. iReady standards mastery assessments are being used to monitor progress and adjust instruction.</p> <p>Environmental Science Summer Program: All students in 4th grade are invited to participate in our environmental science summer program. Classroom teachers reach out to parents and families directly to encourage participation. Program Facilitator will make direct contact with African American students to encourage participation and help reduce barriers. Effectiveness of this program will be monitored through science and ELA pre- and post-tests.</p> <p>** all extended learning opportunities are communicated through Facebook, Class Dojo, our monthly newsletter, conferences, flyers, and direct contacts from school staff</p>	<p>Extended Learning Opportunity Rosters</p>	<p>August 1 – June 30</p>	<p>Scott Bass, Deputy Superintendent; Dr. Deborah Long, Coordinator of Equity and Instructional Support; Principals</p>

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.11 Develop a process to identify the current needs and supports for equitable participation in extracurricular activities (e.g., cheerleading, lacrosse, soccer and orchestra).</p> <p>Implementation Steps: Currently, our extracurricular activities include Garden Club, Cheerleading, and Track.</p> <p>For track, students tried out during PE through races and drills. 46 students in grades 3-5 were chosen for the team based upon the fastest times. On the team, 41% are African American, 39% are White, 15% are Hispanic, and 4% are Other.</p> <p>For cheerleading, 20% of the squad is African American, 40% are Hispanic, and 40% are White. To try out, any student in our 21st Century Program could participate and make the team.</p> <p>For Garden Club, all students in 3rd-4th grade were invited to participate. At this time, the club consists of 80% White students and 20% Hispanic students. The sponsor is actively seeking out African-American students to participate in this hands-on science program.</p> <p>For 2020-2021, FSA, attendance, and discipline data will be used to identify the needs for extracurricular programming along with specific students who would benefit most from them. This will be incorporated into work over the summer and then continuously monitored and updated through monthly data chats with the leadership team, grade levels, and cohorts.</p>	<p>Documentation of extracurricular activities at each school by race</p>	<p>October 31, December 31, March 31, May 31</p>	<p>Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education; Dr. Deborah Long, Coordinator of Equity and Instructional Support; Principals</p>
<p>1.15 Each secondary principal will create an African American Student Council to gather feedback on the impact of support.</p>	<p>Membership rosters</p>	<p>October 31, December 31, March 31</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord,</p>

			Executive Director of Secondary Education; Principals
Implementation Steps: Not applicable			

Focus Area: Graduation Rate			
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.16 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.</p>	Documentation of data chats	February 1 – May 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<p>Implementation Steps: Not applicable</p>			
<p>1.17 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>	Documentation of data chats/MTSS documentation	August 1 – July 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<p>Implementation Steps: Data chats occur monthly in several ways: grade levels, cohorts (ESE, ELL, special areas, etc.), and one-on-one between the teacher and administration in grades K-5. The team reviews the data of all students, including the Florida Early Warning Indicators, to determine next steps for collaborative planning, MTSS, enrichment, RtI, differentiated instruction, gifted referrals, attendance interventions, behavioral interventions, mental health referrals, etc. This is currently led by the principal.</p> <p>Beginning in the summer of 2020, FSA data will be reviewed first with the leadership team, then with the teachers and staff, to choose appropriate placements for next year and align supports for all students, with an intentional, specific focus on the Florida Early Warning Indicators. Interventions and support plans will begin immediately upon students’ return to school in August with ongoing support and review throughout the year.</p>			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.18 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>	<p>Rosters of summer extended learning opportunities</p>	<p>First of every month while students are in school</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p>Implementation Steps: Not applicable</p>			
<p>1.19 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.</p>	<p>Credit recovery course rosters</p>	<p>First of every month while students are in school</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p>Implementation Steps: PIE has 4 students who are currently repeating 3rd grade. Of those 4, 2 are White and 2 are African American. These students receive support from their classroom teacher, their interventionist during RtI, and our Literacy Coach. Additionally, all 4 are in classes that receive push-in support through a support facilitation model, so students receive support from an ESE teacher as well.</p>			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.20 Monitor identified students for course failures, concordant scores for ELA and Algebra 1, GPA, and advanced coursework.	Documentation of meeting with students and teachers	First of every month while students are in school	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<p>Implementation Steps: PIE has 4 students who are currently repeating 3rd grade. Of those 4, 2 are White and 2 are African American. These students receive support from their classroom teacher, their interventionist during Rtl, and our Literacy Coach. Additionally, all 4 are in classes that receive push-in support through a support facilitation model, so students receive support from an ESE teacher as well.</p>			
1.21 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.	Documentation of action steps	October 31, December 31, March 31	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<p>Implementation Steps: Not applicable</p>			
1.23 Develop a training for school counselors to facilitate conversations with at-risk students to review options for graduation, meet graduation requirements and develop individual plans for students. Principals will meet with school counselors to review and monitor implementation of the plan.	<p>Number of meetings with students</p> <p>Number of students using other graduation options</p> <p>Principal meeting agendas with counselors</p>	December 31, May 31	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Principals
<p>Implementation Steps: A mentoring program was implemented in August 2019 to support students, specifically focusing on our ESSA focus groups this year: students with disabilities and African American students. Currently, 35 students have been paired with a mentor that they meet with at least weekly. Of those students, 27 are African American and 8 are White. This will be a process that continues and expands next year.</p>			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.24 Implement motivational assemblies for identified at-risk students, including Commit 2 Graduation, Hear My Story, etc.	Scheduled dates	December 31, May 31	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: Not applicable	Number of students participating		
1.25 Principals will schedule, plan and coordinate parent meetings with African American students who require intensive support to graduate.	Number of meetings with students by grade level	October 31, December 31, March 31, June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: Not applicable			
1.26 Implement a plan that requires every school counselor to meet quarterly with at-risk African American students to discuss graduation needs. The principal will meet with students to determine the impact of graduation support.	Number of student meetings	October 31, December 31, March 31, June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: Not applicable			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.26 Develop a learner profile and learning plans for students not on track to graduate.	Number of students plans	October 31, December 31, March 31, June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: Not applicable			
1.27 Develop a learner profile and learning plans for students not on track to graduate.	Monitoring plans	June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: Not applicable			
1.28 Develop a plan to monitor graduation rates at each high school.	Monitoring plans	June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: Not applicable			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
Focus Area: Advanced Coursework			
1.32 Create 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 procedures	June 1	Scott Bass, Deputy Superintendent; Chris Taylor, Director of Assessment & Accountability; Principals
Implementation Steps: Not applicable			
1.35 Schedule events 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	February 1 – June 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: Not applicable	Attendance roster		
1.35 Create procedures to ensure an equitable representation of African American learners in recognition ceremonies (e.g. including AP, IB and Industry Certification students)	Documentation of procedures	June 1	Scott Bass, Deputy Superintendent; Principals
Implementation Steps: In the fall, the principal met with grade chairs to adjust how awards ceremonies would take place to increase family engagement and ensure equitable practices. Quarterly awards ceremonies take place and every student is recognized for both an academic achievement and one related to character and/or social-emotional learning. These ceremonies take place in classrooms so families experience their students' learning environment. The next ceremony is scheduled for March 19 th . Additionally, positive office referrals are done weekly, and any staff member can refer a student through this process. Monthly, we recognize students of the month, with each month focusing on a different trait (ex. cooperation). To date, 14% of the students who have been nominated are African American, 8% are Hispanic, and 77% are White. Meetings between teachers and administration take place monthly when there is a disproportionate ratio of ethnicities in our nominees.			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.39 Develop a summer program to support and prepare African American secondary students for advanced courses.	Number of students enrolled in summer program	July 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: Not applicable			
1.41 Implement the PeerForward program to increase college enrollment.	List of students in PeerForward Program	August 1	Scott Bass, Deputy Superintendent; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Principals
Implementation Steps: Not applicable			
1.42 Implement district led data chats with principals that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment.	Agenda for data chats Number of students regressing by school and grade level	October 31, December 31, March 31	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education; Principals
Implementation Steps: Data chats occur monthly in several ways: grade levels, cohorts (ESE, ELL, special areas, etc.), and one-on-one between the teacher and administration in grades K-5. The team reviews the data of all students to determine next steps for collaborative planning, MTSS, enrichment, RtI, differentiated instruction, gifted referrals, attendance interventions, behavioral interventions, mental health referrals, etc. This is currently led by the principal. Beginning in the summer of 2020, FSA data will be reviewed first with the leadership team, then with the teachers and staff, to choose appropriate placements for next year and align supports for all students, with an intentional, specific focus on students who regressed from levels 3, 4, or 5 the year before. Interventions and support plans will begin immediately upon students' return to school in August with ongoing support and review throughout the year.			

1.44 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.

Implementation Steps:

Data chats occur monthly in several ways: grade levels, cohorts (ESE, ELL, special areas, etc.), and one-on-one between the teacher and administration in grades K-5. The team reviews the data of all students to determine next steps for collaborative planning, MTSS, enrichment, RtI, differentiated instruction, gifted referrals, attendance interventions, behavioral interventions, mental health referrals, etc. This is currently led by the principal. Below is our current data and predictions based on unit assessment averages. This has been reviewed with teachers and was vital in the selection of students who would be invited to after school tutoring in the 3rd quarter:

ELA	# of AA Students	# of AA students who earned a 3-5 in 18-19	# of AA students who are predicted to regress this year
3 rd Grade	18	0	0
4 th Grade	15	5	2
5 th Grade	10	2	0

Math	# of AA Students	# of AA students who earned a 3-5 in 18-19	# of AA students who are predicted to regress this year
3 rd Grade	18	1	0
4 th Grade	15	5	2
5 th Grade	10	0	0

The next data chat will take place specifically with grades 3-5 on March 17th. These will take place one on one between the teacher and principal and will be used to analyze data student by student to determine successes and actionable next steps.

Beginning in the summer of 2020, FSA data will be reviewed first with the leadership team, then with the teachers and staff, to choose appropriate

Meeting Agenda

October 31,
December 31,
March 31

Scott Bass, Deputy
Superintendent;
Principals

<p>placements for next year and align supports for all students, with an intentional, specific focus on students who regressed from levels 3, 4, or 5 the year before. Interventions and support plans will begin immediately upon students' return to school in August with ongoing support and review throughout the year.</p>			
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Goal 2: Reduce Disparities in Discipline & Alternative Disciplinary Placements

Focus Area: Equitable & Culturally Responsive Tiered Supports			
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
2.5 Implement a plan to ensure all Out-of-School Suspensions are approved by principal supervisors.	Documentation of Focus approval process and emergency procedures	April 1, 2020	Scott Bass, Deputy Superintendent; Principals
Implementation Steps: 4 current PIE students have had OSS this year (2 White, 2 Other). No students have had OSS since November, as alternatives have been implemented (restorative practices, interventions (ex. social skills groups or mental health referrals), parent shadowing, detention during lunch, recess, specials, or after school, etc.), still following the Code of Conduct. Should the need arise, the Principal will call request approval from Mr. Bass if an out-of-school suspension is deemed appropriate.			
2.6 Complete and implement interventions outlined in school behavior plans to eliminate Out-of-School Suspensions.	Documentation of PD that includes discipline vs. Punishment session and SEL Discipline Prevention session;	Feb 1 - April 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Principals
Implementation Steps: This was completed in November 2019. No students have had OSS since November, as alternatives have been implemented (restorative practices, interventions (ex. social skills groups or mental health referrals), parent shadowing, detention during lunch, recess, specials, or after school, etc.), still following the Code of Conduct.	Documentation of discipline school-based workgroups to develop individual plans		
2.9 Research and implement a student to student peer mentorship program for African American students.	Research results	July 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of

<p>Implementation Steps: A mentoring program was implemented in August 2019 to support the students in our targeted ESSA subgroups (African American Students and Students with Disabilities). Currently, 35 students have been paired with a mentor that they meet with at least weekly. Of those students, 27 are African American and 8 are White. This will be a process that continues and expands next year. Student progress is monitored continuously through unit assessment and discipline data.</p>			<p>Secondary Education; Dr. Deborah Long, Coordinator of Equity and Instructional Support; Principals</p>
<p>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.</p>	<p>Reduction of repeat students in the program</p>	<p>April 1, 2020</p>	<p>Scott Bass, Deputy Superintendent; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Dr. Sharon Packard, Coordinator of Mental Health Services; Matina Pappalardo, Coordinator of Exceptional Student Education; Principals</p>
<p>Implementation Steps: No students have had ISS since October, as alternatives have been implemented (restorative practices, interventions (ex. social skills groups or mental health referrals), parent shadowing, detention during lunch, recess, specials, or after school, etc.), still following the Code of Conduct.</p>			

Goal 4: Increase Employment of African American Teachers

Focus Area: Recruitment, Hiring and Retention of African American Teachers			
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
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.	Student lists Mentor lists Documentation of contacts made	April 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: Not applicable	Number of African American student Florida Future Educator Memberships		
4.6 Research opportunity to add a Teacher Academy at both high schools.	Number of African American students included in the program	June 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: Not applicable			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>4.8 Hiring administrators will interview, whenever possible, a diverse pool of applicants.</p> <p>Implementation Steps: Assistant Principal interviews took place during the first semester of the 2019-2020 school year. All internal applicants who applied during the first 5 days the position was posted were offered an interview. Of the 12 candidates interviewed, 33% were African American, 42% were White, 17% were Hispanic, and 8% were Other.</p> <p>The interview committee, which consisted of 2 principals, one SRO, the PTA President, an ESE Teacher, a general education teacher, and our Union Representative, were also diverse. 29% of the interview committee was African American, 57% of the interview committee was White, and 14% was Other.</p> <p>If/when this process is needed in the future, a similarly diverse pool of candidates and interviewers will be selected. All applications will be reviewed and all qualified diverse candidates will be interviewed.</p>	<p>Submission of racial breakdown of all applicants for instructional positions. Must include information regarding the race and specific teacher or instructional staff position for which candidates were interviewed, extended offers, and/or hired.</p>	<p>August 1 – July 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager; Principals</p>
<p>4.14 Enroll African American teachers in years one through three of teaching career in Indian River in the new teacher mentoring program, included inviting all new teachers to the new teacher orientation.</p> <p>Implementation Steps: The STAR program is utilized for all teachers in their first 3 years of teaching in SDIRC. At PIE, we have 1 new teacher (Hispanic). She is paired with two mentors, one on her grade level and one for non-curricular support.</p> <p>PIE has had interns both semesters this year from IRSC. To date, all of them have been White.</p>	<p>List of mentees</p>	<p>August 1 – June 1</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Executive Directors of Elementary Education; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
4.15 Assign a mentor to each African American teacher at his/her school who will individualize a plan tailored for each African American teacher's individual needs.	Mentor/mentee list	August 1 – June 1	Scott Bass, Deputy Superintendent; Kelly Baysura, Executive Directors of Elementary Education; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: The African American teachers at PIE have 3+ years of experience in SDIRC, therefore, no mentors have been assigned. Both are stellar teachers, and as additional African American teachers are hired at PIE, will be excellent mentors as they have unique and extensive skills.			
4.16 Develop a plan to increase the number of African American mentors by publicizing the needed criteria and asking principals to recommend teachers.	List of African American teachers serving as mentors	July 31	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Executive Directors of Elementary Education; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: One of our African American teachers completed the Clinical Educator training this year so that she is able to be a mentor in the future. The other is our Math Coach and is currently serving the role of a mentor to all of our teachers on campus.			