

School District of Indian River County

AFRICAN AMERICAN  
ACHIEVEMENT PLAN  
2020-2021

Sebastian River High

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: <b>Closing the Achievement Gap</b>			
1.4 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><b>Implementation Steps:</b></p> <p>Each AAA student will be identified and will have their own individualized 4-year academic plan through Guidance.</p> <ul style="list-style-type: none"> <li>• Match students with staff members for a mentoring program.</li> <li>• Identify teachers with best student achievement gains and schedule AAA students in their classes in Math and ELA.</li> <li>• Utilize school-based instructional coaches to provide small group supplemental interventions in ELA and Math.</li> <li>• Recruit diverse teachers and support staff.</li> <li>• Provide professional development on Diverse learning and equitable practices.</li> <li>• Enroll students in honors, AP, IB or dual enrollment courses.</li> <li>• Host AAA Parent Council Town Hall meeting/Family Engagement night dinner- August and January</li> </ul>	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

<p>1.5 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><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>• Provide tutoring 4 days a week- with specialization on strategies specific to FSA/EOC. AAA students will be identified using FSA/EOC and Unit assessment scores in reading and math.</li> <li>• Provide SAT/ACT-specific afterschool preparatory sessions.</li> <li>• Communicate through school messenger and AAA parent council meeting.</li> <li>• Effectiveness of ELO will be monitored/evaluated through Unit Assessment and state test scores for those subjects.</li> </ul>	<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>1.10 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><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>• Generate participation report and identify the least represented subgroup in extracurricular activities.</li> <li>• Guidelines for participation are written and will be provided to all interested students and families.</li> <li>• Host parent and athlete meetings at the start of each sports season to establish knowledge base in area of GPA requirements for participation.</li> <li>• Explain that GPA is cumulative.</li> <li>• Enlist coaches to be positive role models and mentors to AA students.</li> </ul>	<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>1.14 Each secondary principal will create an African American Student Council to gather feedback on the impact of support.</p> <p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>• Student members will be nominated by their teachers during the first month of school. From that nomination process, 12 students will be selected (three from each grade) by the administrative team.</li> <li>• Principal will communicate purpose of the council to students and parents via informational letter sent home with students.</li> </ul>	<p>Membership rosters</p>	<p>October 31, December 31, March 31</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>

- Council members will meet with administrative team once a month to present issues or ideas that impact their achievement.

Focus Area: <b>Graduation Rate</b>			
<b>Action Step</b>	<b>Evidence of Completion</b>	<b>Implementation Timeline</b>	<b>Responsible Staff/ Department</b>
<p>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.</p>	Documentation of data chats	February 1 – May 1	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>Teachers and administration will continue to break down student performance data on Unit Assessments by subgroup.</li> <li>Teachers will identify concepts and standards AA students struggled with and explicitly re-teach them. Concepts and standards for re-teaching will be further scaffolded and chunked.</li> <li>Students will be pulled from their electives and work with an interventionist who will provide support in area of need.</li> </ul>			
<p>1.16 School leadership teams will use the Florida Early Warning Indicators using Unify data 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, Level 1 on statewide assessment.</p>	Documentation of data chats/MTSS documentation	August 1 – July 1	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>School administrative team will partner with MTSS to pull D and F report from Focus.</li> <li>SLT/MTSS will pull EWS data to identify AA students.</li> </ul>			

- Keep an electronic Folder- with spreadsheet that contains grades, test scores and attendance for our AA students to provide individualized plan for overall achievement.
- Guidance will monitor and meet with students to determine reason for failure.
- Guidance /administration will speak to teachers regarding opportunities for improvement in grades.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.17 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 &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>• Guidance and graduation coach will identify students beginning at end of 9<sup>th</sup> grade year, and then at end of 10<sup>th</sup> and 11<sup>th</sup> grade years.</li> <li>• Provide after school tutoring and FSA/EOC bootcamps. Communicate these opportunities directly to students’ families through SchoolMessenger and letter home.</li> <li>• Create partnerships with organizations such as GYAC, Daisy Hope, and Crossover Mission to motivate students to attend ELOs.</li> <li>• Promote ELOs to the AAA Parent Council.</li> <li>• Student growth will be monitored by administration and school counselors through data collected from Unit Assessments, quarter and semester grades, credits earned, state assessment scores.</li> </ul>			
<p>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.</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 &amp; Instruction; Dr. Colleen Lord, Executive Director of</p>

**Implementation Steps:**

- School Counselors will meet with those struggling AA students and assign them to a credit recovery classes within the school day.
- School Counselor will progress monitor through Edgenuity participation and achievement reports on a monthly basis.

Secondary Education;  
Principals

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.19 Monitor identified students for course failures, concordant scores for ELA and Algebra 1, GPA, and advanced coursework.</p> <p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>• School Counselors will identify AA students for failures.</li> <li>• School Counselors will use an electronic spreadsheet to track student GPA, test scores and failed courses to monitor their progress toward graduation.</li> </ul>	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>1.20 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.</p> <p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>• The teacher’s role in the process will be to monitor and communicate to all key members (e.g. high school principal, assistant principal, school counselor and graduation coach) when AA students have D &amp; F’s before the grading quarter/semester ends.</li> </ul>	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>1.22 Develop a training for school counselors facilitate conversations with at-risk students to review options for graduation, meeting graduation requirements and developing individual plans for students. Principals will meet with school counselors to review and monitor implementation of the plan.</p>	<p>Number of meetings with students</p> <p>Number of students using other</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.

<p><b>Implementation Steps: N/A</b></p>	<p>graduation options</p>	<p>Kathrine Pierandozzi, Executive Director of ESE &amp; Student Services; Principals</p>	
<p><b>Action Step</b></p>	<p><b>Evidence of Completion</b></p>	<p><b>Implementation Timeline</b></p>	<p><b>Responsible Staff/ Department</b></p>
<p>1.23 Implement motivational assemblies for identified at-risk students, including Commit 2 Graduation, Hear My Story, etc.</p>	<p>Scheduled dates</p>	<p>December 31, May 31</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>Attendance committee will continue to meet with Attendance Officer twice a month to discuss AA student with high absenteeism.</li> <li>Continue to provide AA students with Hear My Story assemblies twice a year.</li> </ul>	<p>Number of students participating</p>	<p>December 31, May 31</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p>1.24 Principals will schedule, plan and coordinate parent meetings with African American students who require intensive support to graduate.</p>	<p>Number of meetings with students by grade level</p>	<p>October 31, December 31, March 31, June 1</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>Host AAA Parent Council Town Hall meeting/Family Engagement night dinner- August and January</li> <li>School Counselors will be a part of the parent council town meeting/family engagement to provide information about college and career path opportunities.</li> </ul>	<p>Number of meetings with students by grade level</p>	<p>October 31, December 31, March 31, June 1</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p>1.25 Implement plan that requires every school counselor to meet quarterly with African American students discuss graduation needs. The principal will meet with students to determine impact of graduation support.</p>	<p>Number of student meetings</p>	<p>October 31, December 31, March 31, June 1</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord,</p>

**Implementation Steps:**

- School Counselors will identify AA students for failures.
- School Counselors will use an electronic spreadsheet to track student GPA, test scores and failed courses to monitor their progress toward graduation.
- Guidance will meet monthly with our AA students.
- Parents will be notified by way of press releases through our District Public Relations department.
- Parents will also be notified via social media outlets and SchoolMesseger.

Executive Director of  
Secondary Education;  
Principals

• Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.26 Develop a learner profile and learning plans for students not on track to graduate.</p> <p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>• School Counselors will meet with those struggling AA students and assign them to a credit recovery classes within the school day.</li> <li>• School Counselor will monitor their progress on a monthly basis.</li> <li>• School Counselors will use an electronic spreadsheet to track student GPA, test scores and failed courses to monitor their progress toward graduation.</li> <li>• Administer an interest survey through Naviance to determine areas of interest and career pathways.</li> </ul>	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
<p>1.27 Develop a plan to monitor graduation rates at each high school.</p> <p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>• Graduation coach will work with guidance created electronic spreadsheet and have weekly meetings with our AA students.</li> <li>• School Counselors will use an electronic spreadsheet to track student GPA, test scores and failed courses to monitor their progress toward graduation.</li> <li>• Interventions that will be put in place for AA students will be as follows: School Counselors will contact parents of AA students via phone to keep them informed of their child’s graduation status. School Counselor will have 1:1 meeting with AAA students will be set up with students on a weekly basis. School Counselor will AAA students in a Credit retrieval class if they are in danger of not graduating with their class.</li> </ul>	Monitoring plans	June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals

Focus Area: <b>Advanced Coursework</b>			
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).			
<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>Continue to schedule on-site, college readiness testing during the school day for our students.</li> <li>Information about upcoming testing opportunities will be pushed out to all students through their 11<sup>th</sup> and 12<sup>th</sup> grade English classes. SchoolMessenger messages pertaining to upcoming registration and testing will be sent to parents, as well as posted to school social media outlets.</li> <li>For students currently enrolled in reading classes, teachers will work with students to ensure they are registered for testing opportunities.</li> </ul>	Documentation of procedures	June 1	Scott Bass, Deputy Superintendent; Chris Taylor, Director of Assessment & Accountability; Principals

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.34 Schedule events to provide African American parents and students with information on advance coursework, dual enrollment, graduation pathways, scholarship information and strategies for academic success (i.e. workshops, website, parent conferences, SAT and ACT information).	Event schedule		
<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>• Host AAA Parent Council Town Hall meeting/Family Engagement night dinner- August and January</li> <li>• Head guidance counselor will present information during these nights pertaining to these topics.</li> <li>• Create link on school homepage to page providing this information.</li> <li>• Regularly post to website and school social media with information about parent conferences and upcoming SAT/ACT administrations. Create a specific communication line (Remind or Band app) to parents on the AAA Parent Council.</li> </ul>	Documentation of materials provided  Attendance roster	February 1 – June 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
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
<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>• Using school recognition funds, have a monthly ceremony acknowledging the achievements of AAA students.</li> <li>• Create Spreadsheet to monitor and track students.</li> </ul>			

1.38 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
<b>Implementation Steps: N/A</b>			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.40 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
<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>SRHS will prepare for the start of the process by soliciting staff that would like to serve in the role of PeerForward Advisor.</li> <li>Administration will welcome PeerForward staff to our campus and assist them in identifying Peer Leaders for training.</li> </ul>			
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	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
<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>SRHS principal will provide district team with data on African American students who regressed from a proficient level on the previous statewide assessment. This data will include statewide test scores (cut scores and achievement levels) and Unit Assessment data in the relevant subject course.</li> </ul>	Number of students regressing by school and grade level		
1.43 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.	Meeting Agenda	October 31, December 31, March 31	Scott Bass, Deputy Superintendent; Principals
<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>Review year-to-year performance on statewide assessments to identify students who have regressed.</li> </ul>			

- Analyze with their upcoming year teachers the areas in which they regressed and design small group instruction targeted at these areas to be done during the appropriate units within the district pacing guide.
- Continuously monitor performance in those areas on Unit Assessments through monthly data chats

## Goal 2: Reduce Disparities in Discipline & Alternative Disciplinary Placements

Focus Area: <b>Equitable &amp; Culturally Responsive Tiered Supports</b>			
<b>Action Step</b>	<b>Evidence of Completion</b>	<b>Implementation Timeline</b>	<b>Responsible Staff/ Department</b>
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
<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>SRHS Principal currently has in place procedure through which all OSS incidents must have principal approval.</li> </ul>			
2.9 Research and implement a student to student peer mentorship program.	Research results	July 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Dr. Deborah Long, Coordinator of Equity and Instructional Support; Principals
<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>SRHS will assign a school counselor to oversee a peer mentorship program.</li> <li>The counselor will research effective peer mentorship frameworks and work with the administrative team to have that in place.</li> <li>Counselor will review academic and behavior data to identify students in need of a peer mentor.</li> </ul>			
2.10 District will work with schools to conduct a review of In-School Suspension programs and support school's development of action to improve outcomes.	Reduction of repeat students in the program	April 1, 2020	Scott Bass, Deputy Superintendent; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Dr. Sharon Packard, Coordinator

**Implementation Steps:**

- The school's administration team will create a behavioral remediation program that speaks to each child's behavior whose are placed in ISS. The behavioral programs implement will be implement are as follows: Ripple effects, Samford Harmony and Restorative Justice.

of Mental Health Services;  
Matina Pappalardo,  
Coordinator of Exceptional  
Student Education; Principals

## 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
<p>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 Teachers of America, and if graduate college with appropriate credentials, attempt to contact these students for recruitment purposes.</p> <p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>• Provide district personnel with names of students who have demonstrated academic achievement and have been recommended by teachers as potential candidates to pursue career in education.</li> <li>• Recruit on-campus sponsor and mentor for FFEA chapter. Launch FFEA chapter at SRHS.</li> </ul>	<p>Student lists</p> <p>Mentor lists</p> <p>Documentation of contacts made</p> <p>Number of African American student Florida Future Educator Memberships</p>	<p>April 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p>4.6 Research opportunity to add a Teacher Academy at both high schools.</p> <p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>• AAA students who are interested in becoming teachers will be office aide for professional teachers during the course of the year.</li> <li>• SRHS will explore Teacher Academies in nearby districts and around the state to see what best serves our students.</li> <li>• SRHS will support the implementation process and structure of the Teacher Academy.</li> </ul>	<p>Number of African American students included in the program</p>	<p>June 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>

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>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 &amp; HR Systems Manager; Principals</p>
<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>Request from HR a list of current appropriately certified teaching candidates registered through AppliTrack that represent the diverse racial and ethnic populations within our district.</li> <li>Schedule interviews with those candidates for appropriate open positions.</li> <li>Request that HR include an administrator from our school to be a district representative at job fairs they go to for minority candidates.</li> <li>SRHS will attract AA candidates by sending one AA representative to the hiring job fair.</li> </ul>			
<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>List of mentees</p>	<p>August 1 – June 1</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Kelly Baysura, Executive Directors of Elementary Education; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>SRHS currently supports the STAR program for all teachers in years 1-3, providing them with teacher mentors on our campus. All new teachers attend the new teacher orientation though the HR on-boarding process each August. SRHS sends at least one administrative team representative to the new teacher celebration.</li> </ul>			



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
<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>Assign each African American teacher a mentor to meet their individual needs through the STAR Program. Provide AA teachers with support throughout the year through the STAR program.</li> </ul>			
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
<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>SRHS will publicize the criteria as determined by the district and recommend teachers on our campus that meet the requirements.</li> </ul>			