

School District of Indian River County

AFRICAN AMERICAN
ACHIEVEMENT PLAN
2019-2020

Sebastian River Middle

Updated: 3/13/2020

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			
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.	Intensive intervention course rosters	August 1 – July 1	Richard Myhre, Assistant Superintendent of Curriculum & Instruction. Kelly Baysura, Executive Director of Elementary Education; Principals
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.	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
Implementation Steps: Review allocations for 2019-20 SAC Budget and discuss opportunities to address funding priorities in 2020-21. Review current achievement gaps and how school resources were focused for improvement for African American Students. Share AAAP with 2020-2021 SAC. Place agenda topics to discuss budget and school resources being allocated specifically toward the African American Achievement Gap so that the committee is updated on a monthly basis with the data and information necessary to assist with decision making that supports this focus. Create a component of the SIP to develop professional development for teachers to address the need to raise achievement for African American students. Continue data discussions and a focused approach for remediation and strategies for improvement for students in all classrooms. SRMS's SIP contains needed improvements according to our ESSA data. The 2019-2020 plan, although not required by ESSA, included our Black student subgroup as the overall proficiency was 43% (2% above ESSA Subgroup). All data chats for			

<p>school-wide and subject areas have specifically analyzed the performance of students in each Unit Assessment for all subjects. Remediation plans have been ongoing for students through Tier 1 classroom interventions.</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: Utilize current data to identify students needing ELOs. Insure that ELOs are clearly communicated to students and parent/guardians via school messenger, school newsletter and FOCUS in March. Staff will contact identified students in which we do not receive a response for participation. Weekly monitoring of all required student attendance by staff and contacting parents for students exhibiting poor attendance in ELO. Teachers take attendance for each ELO at SRMS. Assigned staff will contact parents for non-attendance. Increase the number of opportunities for students to participate in after school programming. Currently, only able to offer one day per week. This should be increased to 2-3 days a week, before school, and during lunch/homeroom period. Work with district staff to increase funding for transportation for after-school activities and programming.</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
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).	Documentation of extracurricular activities at each school by race	October 31, December 31, March 31, May 31	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
Implementation Steps: Meet with Athletic Director, teachers, and community members/organizations to discuss barriers for African American student participation in athletic/extracurricular activities. Brainstorm transportation possibilities such as working with Go Line to have the 6 pm bus come to SRMS instead of our students having to walk ¾ of a mile and cross a major traffic intersection at CR 510 and CR 512 that isn't well lit, for students to take advantage of athletic and academic opportunities more than one day a week. Reach out to community organizations and SAC for possible solutions to overcome our barriers for transportation for our students that live in Gifford. We only have funds for one bus each week. Develop additional extracurricular opportunities for African American students to take advantage of. In 2019 participation in all extracurriculars & athletics mirrored our student demographics.			
1.15 Each secondary principal will create an African American Student Council to gather feedback on the impact of support.	Membership rosters	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
Implementation Steps: Create a schedule of bi-weekly meetings with AASC. Invite teachers, parents/guardians, support staff, etc. to recommend students to the principal to serve on the committee. Ensure that the committee has equal distribution of grade level and gender on the committee. Carefully schedule meetings at a time that does not remove students from core academic classes. Invite students to be			

a part of creating the agendas. Provide training for students to be advocates for their peers. Invite community leaders to speak with the student committee. Create opportunities and structures for the students to receive input from their peers as well as share the work of the committee.

Focus Area: Graduation Rate			
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
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.	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
Implementation Steps:			
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.	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
Implementation Steps: Administrators and School Counselors currently monitor all students using UNIFY and Focus each reporting period. Interventions include 1:1 student conferences, parent phone call, group conference. School Counselors have a list of all students that were encouraged to try advanced coursework. Last year, 51 out of 52 students earned a C or better in the course.			

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>Implementation Steps: All 6th and 7th grade students who are failing 1 or more core courses will receive student mentors. Interventions include 1:1 student conferences, parent phone call, group conference. Recommendation to on-campus resources including New Horizons Counselor, contact with Boys and Girls Club at GYAC when students identify that they attend. Encourage and monitor students' attendance at after school tutoring. Athletic Director monitors student athlete grades.</p>	Rosters of summer extended learning opportunities	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>1.19 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>Implementation Steps: Once identified, student course schedules are changed to include course recovery one period in the day until course is passed, at which time schedule is returned to previous. Counselors monitor weekly progress on course recovery and meet with students as necessary. Utilizing our current efforts, we did not have any retainees in 2018-19.</p>	Credit recovery course rosters	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

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
Implementation Steps: School Counselor looks at semester and 3 rd 9 weeks grades to identify a list of students with course failures and the possibility of doing advanced coursework. Course failures are counseled and monitored. Students considered for advanced coursework meet with counselors about interests, counselors contact parent and send a letter; upon return receipt of the letter, the student is scheduled into advanced courses for the following school year.			
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
Implementation Steps:			
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.	Number of meetings with students Number of students using other graduation options	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
Implementation Steps:			

	Principal meeting agendas with counselors		
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: Many high school groups visit SRMS to speak with students. Athletics, NJROTC, IB Coordinator, Choir Director, Band Director, and Color Guard have all visited with various groups of students to promote their programs. Invite guest speakers from the high school to speak with small groups. Staff will research and schedule seek out one motivational speaker per semester to meet with entire grade level to focus on student success.	Number of students participating		
1.25 Principals will schedule, plan and coordinate parent meetings with African American students who require intensive support to graduate.		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: School Counselors and school administrators will plan and coordinate parent meetings that demonstrate EWS and may require intensive assistance to be promoted to 9 th grade. The meeting schedule will be created in June. Students who are entering 8 th grade that have needs for course recovery will have a parent meeting by September 30. By February 15 of 2 nd semester, the parent meeting will take place. Those students will be monitored throughout the year with 1:1 student conferences, parent phone calls, and parent conferences. Counselors will work with teachers to monitor student progress.	Number of meetings with students by grade level		

<p>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.</p>			
<p>Implementation Steps: School Counselors monitor grades every progress report and quarter and work with individual students to provide mentors, tutoring, study skills, etc. to meet the student’s needs. Also, student schedules are changed and enrolled in Course Recovery as soon as the need arises. Students needing greater support are submitted to the MTSS team for more significant interventions.</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 & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>

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: Through the use of school counselor meeting with EWS and academic performance monitoring each student will have a plan to address their needs with specific actions to be monitored for success. Plans will be shared with parents/guardians with a signature required for acknowledgement. Reward system will be implemented for students reaching their goals each quarter. Create a progress monitoring document for the AA students counselors meet with to monitor success of each student’s goals and plans to get promoted to 9 th grade.			
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:			
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:			

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:			
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 Attendance roster	February 1 – June 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: Ensure that all students who show potential to succeed in IB Advanced coursework receive an individual letter, meeting and phone call to parent/guardian inviting them to our IB Parent Night to learn about advanced course offerings. Inform parents the structures in place to assist students in academic areas to insure their success. Host awareness events to promote how IB_MYP Advanced course prepare students for the high school IB Diploma Program, Dual Enrollment, CTE, and Honors courses. All events will be communicated via school newsletter, social media, and School Messenger.			
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: Review all recognition ceremony criteria with staff and identify ways to create equity. When selecting students to be recognized we will celebrate the top 20% of each demographic, not just the top students. Continue our practice of identifying and encouraging students that demonstrate academic success in			

standard level courses to try an advanced/IB level course. Continue with our practices of recognizing accomplishments (honor roll and On A Roll) to be inclusive of students that demonstrate academic effort. We present students on Portfolio Extravaganza, Science Fair, and Wave and Pebble Ceremony.

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: Create a summer STEM Camp, invite students who demonstrate the ability (top 20%) to participate in advanced coursework, and create a career development program that connects the STEM Camp Activities to careers and connects the need for skilled training, whether it be vocational or college. All African American students that demonstrate an ability for advanced courses that we have utilized for the past three years will be invited to the STEM Camp. Parents of invited students who do not respond will be contact by a School Counselor.			
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:			
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: Principal will participate in all data chats and share information with appropriate school staff. Create an Action Plan to address the regression in students with a level 3, 4, or 5 that meet the criteria. Create a 9-week success plan with an individual assigned to monitor the implementation and results of each plan.			

<p>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.</p>			
<p>Implementation Steps: Add the data chat to the “meeting calendar” established at SRMS. Create/Share an Action Plan to address the regression in students with a level 3, 4, or 5 that meet the criteria. Create/Share a 9-week success plan with an individual assigned to monitor the implementation and results of each plan. Develop professional development to assist teachers with analyzing data at a deeper level than previous years. During this PD, teachers will note the demographics of their students while analyzing data. During this analysis, attention will be given to African American students in addition to our other ESSA subgroups (ELL, ESE). Individualized Professional Development Plans (IPDPs) will contain focused components in this area. Follow-up data chats/documentation of these subgroups’ performance on Unit Assessments and predicted learning gains during the school year. Specific Action Plans will be created to identify and implement strategies designed to improve student performance. Administrators will meet with teachers where African American student success is declining to assist in creating specific strategies to assist in student performance.</p>	<p>Meeting Agenda</p>	<p>October 31, December 31, March 31</p>	<p>Scott Bass, Deputy Superintendent; Principals</p>

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
<p>2.5 Implement a plan to ensure all Out-of-School Suspensions are approved by principal supervisors.</p> <p>Implementation Steps: Principal will be advised by Assistant Principal if an OSS is needed. Principal will verify that all interventions have been implemented and identify that no other option for discipline available to remediate the behavioral concern. If infractions that qualify for OSS occur, a multi-step process will be implemented to determine whether a student can be suspended out of school. This process will include, notification to principal, principal notification of Mr. Bass, approval of Mr. Bass, then notification to parent/student of consequence. Furthermore, all parents will be given information about ALTOSS for OSS consequences. Administrators will conduct a re-entry meeting with the parent/guardian and student that received OSS and determine with staff if a behavior plan is necessary for re-entry.</p>	Documentation of Focus approval process and emergency procedures	April 1, 2020	Scott Bass, Deputy Superintendent; Principals
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

<p>Implementation Steps: Ensure all staff are implementing PBIS school-wide behavior plan that integrates school-wide rules, expectations, and guidelines for following the 4Rs—Ready, Responsible, Righteous, Respectful. Continue to use Ripple Effects as an intervention. Implement an ISS program that offers restorative practices, lessons in Ripple Effects, and character-building activities. Staff will determine interventions for infractions that have resulted in OSS during the past 2 years. MTSS will be utilized to implement interventions (Counseling, daily point sheets, group counseling sessions, mediation, etc.) before issues escalate to infractions.</p>	<p>Documentation of discipline school-based workgroups to develop individual plans</p>		<p>Education; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Principals</p>
<p>2.9 Research and implement a student to student peer mentorship program. 2.9 Research and implement a student to student peer mentorship program for African American students.</p>	<p>Research results</p>	<p>July 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Dr. Deborah Long, Coordinator of Equity and Instructional Support; Principals</p>
<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Identify possible mentors and mentees based on grades and needs 2. Match corresponding class periods 3. Send home permission slips for both 4. Train mentors 5. Introduce mentors to mentees 6. Monitor progress of mentees and mentors weekly 7. Hold a biweekly check in with mentors, assessing for and providing additional assistance and training as needed 8. Determine effectiveness of mentorship at progress report and report card and continue with current mentor or reassign as needed. 9. SRMS currently uses a student to student peer mentorship program to assist with academic needs of students identified by school counselor. Program is voluntary and parents are notified. 10. School Counselor will monitor the number of African American students taking part in the program as mentors and mentees. 			

<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:</p> <ol style="list-style-type: none"> 1. Monitor the number of students assigned ISS, the reasons, and the infraction. 2. Monitor the interventions utilized prior to student receiving ISS. 3. Research ISS programs. 4. Restructure discipline system to reduce number of students receiving full days of ISS. 			

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: Research the feasibility to create a club for students that may be interested in teaching. The club, with their sponsor, could provide support to teachers, have teachers serve as mentors, visit colleges of education, interview teachers, and work with the high school's FFEA program to take part in joint programming.	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:			

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 & HR Systems Manager; Principals</p>
<p>Implementation Steps: Attend recruiting trips to identify applicants, review the faculty demographics on a routine basis to ensure breakdowns are aligned with AAAP. Invite African American teachers to be a part of the interview team when interviewing prospective candidates, use Applitrack, review all applications and interview qualified diverse candidates. Currently, African American teachers make up 18% of the SRMS faculty.</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>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>
<p>Implementation Steps: Meet with teachers to inform them of this opportunity and encourage their participation. Meet with the group of teachers each month to provide guidance, answer questions, prepare for upcoming events that might be new to them. Create a list of Mentors and Mentees and ensure that all staff is paired up by the first teacher workday of the school year or on the first day of employment during the year for late hires. Continue providing an opportunity for new teachers to SRMS to attend our New Hire Orientation that is held the week before pre-plan week to acclimate new staff to our school, support staff, and provide time to gain access to their classrooms and instructional materials prior to pre-plan week.</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: 1. Encourage African American teachers to take part in Clinical Educator certification program. 2. Incentivize participation in mentorship program. 3. Create a list of Mentors & Mentees. 4. Discuss the benefits, success stories, and advantages to both Mentors & Mentees that mentorship employs.			
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: 1. Encourage African American teachers to take part in Clinical Educator certification program through direct, personal invitation by principal. 2. Principal will follow up with staff that were invited to attend Clinical Educator Certification training but declined the offer. 3. Explain benefit of being a Clin Ed trained teacher as a step in moving further in the field. 4. Create a recognition opportunity to honor staff members that participated and received training to serve as mentors.			