

School District of Indian River County

AFRICAN AMERICAN
ACHIEVEMENT PLAN
2019-2020

Storm Grove 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 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
Implementation Steps: N/A			
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: <ol style="list-style-type: none"> 1. Include specific details in SIP allocating resources to address achievement gaps for African American students 2. Including transportation on Tuesdays for tutoring 3. Tutoring focusing on Math and Reading 4. Students will be identified through Unify, early warning system & grades 5. Monitoring will take place with grades, unit assessments and iReady data 			
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.	Extended Learning Opportunity Rosters	August 1 – June 30	Scott Bass, Deputy Superintendent; Dr. Deborah Long, Coordinator of Equity and Instructional Support;

Implementation Steps:

- 1. Students will receive printed invitations to boot camps (Civics, Math, ELA 8th grade science) February 25, 2020**
- 2. Connect Ed calls will be made to families for boot camps 2/18/20, 3/2/20, call for Civics will be made 4/20/20**
- 3. Follow up – personal calls will be made home by counselor or administrator if invitation letter is not returned**
- 4. Provide transportation after school on Tuesdays**
- 5. Boot camps offered Saturdays, Tuesdays, lunch, before school**

Principals

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: <ol style="list-style-type: none"> 1. Review current sports and performing arts and club rosters for racial distribution 2. Identify equity needs for each area 3. Ensure that all coaches/sponsors notify administration of financial barriers to participation 4. Set up system to provide needs (equipment, instrument, etc) to increase student participation. (Needy student fund from VBF can assist in funding) 5. All extracurricular activities are posted on the website, announcements and club rush each year to encourage participation 6. Club meetings held on Tuesdays when transportation is provided 			
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: <ol style="list-style-type: none"> 1. Pull complete list from Focus of identified students 2. Set up council with balance of grades and gender <ul style="list-style-type: none"> • 3 students from each grade level, minimum of 1 boy and 1 girl 3. Set times to meet monthly 4. Minutes will be taken to include feedback and suggestions from our students 			

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: N/A			
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: <ol style="list-style-type: none"> 1. Monitor early warning indicators such as attendance, discipline 1st of each month 2. Monitor early warning indicators course failures on date of progress report and end of quarter for all quarters 3. Refer to MTSS 4. Create a plan with the student to understand and build good habits before high school to ensure success 			

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:</p> <ol style="list-style-type: none"> 1. Review D/F report at progress and quarter to ensure student supports are in place for student success 2. If a student is not successful, ensure they are enrolled into Edgenuity (during day when possible) to provide additional teacher support 3. Work with community groups (crossover mission) to increase participation in extended learning opportunities 4. Mentors help students who are at risk for failure as well as those working to recover previously failed courses 			
<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:</p> <ol style="list-style-type: none"> 1. Review D/F report at progress and quarter to ensure student supports are in place for student success on progress report and quarter end dates 2. If a student is not successful, ensure they are enrolled into Edgenuity (during day when possible) to provide additional teacher support 3. Teachers/counselors monitor progress on Edgenuity weekly and provide support as needed 			

4. Students may also come during the summer to complete courses in Edgenuity. This will be monitored by guidance and administration

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: <ol style="list-style-type: none"> 1. Monitor potential course failures monthly 2. Provide interventions as needed <ul style="list-style-type: none"> • Mentors • Tutoring 			
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: N/A			
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 Principal meeting	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: N/A			

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: 1. Presentations by both high schools outlining their course offerings, extra curricular activities etc.	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: 1. Counselors meet with students and make parental contact for those who are at risk to not move on to high school			
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: N/A			

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: N/A			
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: N/A			
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: N/A			

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: N/A			
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: <ol style="list-style-type: none"> 1. Ensure that students are provided opportunities at middle school for advanced course work to prepare them for advanced course work in high school 2. Presentations by both high schools outlining their advanced and accelerated course offerings SRHS 3/6/20, VBHS 4/9/20 3. Evening presentation VBHS – 1/22/20, SRHS 1/30/20 connect ed calls went home in January for both presentations 			
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: <ol style="list-style-type: none"> 1. All recognition lists are reviewed by admin team and balanced for equity based on school enrollment <ul style="list-style-type: none"> • Students of the month • 8th grade awards (end of year ceremony) 			

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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: N/A			
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: N/A			
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
Implementation Steps: <ol style="list-style-type: none"> 1. Pull data from Unify 2. Review all data (grades, attendance, discipline) 3. Develop plan of support on an individual basis for those who have regressed 4. Assign a teacher mentor for each student as a part of their plan 	Number of students regressing by school and grade level		
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.	Meeting Agenda	October 31, December 31, March 31	Scott Bass, Deputy Superintendent; Principals
Implementation Steps: <ol style="list-style-type: none"> 1. Pull data from Unify 2. Review all data (grades, attendance, discipline) 3. Review plan of support with teachers <ul style="list-style-type: none"> • 3rd week of every month – different day by department 			

4. Assign a teacher mentor and review expectations as a mentor teacher			
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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: 1. All OSS requests will be forwarded to principal supervisor for approval			
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; Documentation of discipline school-based workgroups to develop individual plans	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: 1. MTSS – build in Tier 1 core instruction/behavior & mental health 2. Review students on behavior plans <ul style="list-style-type: none"> • Make sure plans are up to date and being followed 3. Review students with high number of referrals who may need interventions to eliminate escalating behaviors <ul style="list-style-type: none"> • Consider SEL groups, peer mentor, teacher mentor 4. Faculty PD discipline vs. punishment			
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.	Research results	July 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Dr.

<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Research current successful student to student peer mentorship programs 2. Implement best peer mentor program 3. Mentors will be selected based on academics and 3Rs (responsible, role model, respectful) 4. Feedback will be monitored through increased success with grades, discipline, test scores as well as written feedback from each mentee 			<p>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>Implementation Steps:</p> <ol style="list-style-type: none"> 1. At this time SGMS does not have an ISS program 2. If one is implemented in the future a review of successful programs will be made and utilized to ensure a successful program at SGMS 3. If students are temporarily removed it is during an elective not a core subject 	<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>

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: N/A 1. Collaborate with both high schools to provide a list of students with attributes for great teachers 2. Include teaching careers in the pathways for Naviance	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: N/A			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
4.8 Hiring administrators will interview, whenever possible, a diverse pool of applicants.	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.	August 1 – July 1	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
Implementation Steps: <ol style="list-style-type: none"> Review <u>all</u> applicants and credentials Interview <u>all</u> minority applicants who meet criteria or have the potential to meet the criteria (eligible for temporary) 			
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.	List of mentees	August 1 – June 1	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: <ol style="list-style-type: none"> All teachers years 1-3 are currently enrolled in the new teacher mentor program When new teachers are hired enroll them in the new teacher mentoring program 			

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: <ol style="list-style-type: none"> 1. Teachers have been assigned at least one mentor <ul style="list-style-type: none"> • Two may be assigned to assist with different areas – ie. Math & ESE to provide support for an ESE teacher pushing into math 			
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: <ol style="list-style-type: none"> 1. Each opportunity for mentor training (ICE) all African American teachers who meet minimum requirements (3 years teaching) are asked and encouraged to participate 			