

School District of Indian River County

AFRICAN AMERICAN
ACHIEVEMENT PLAN
2019-2020

Beachland Elementary

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
Implementation Steps: <ul style="list-style-type: none"> ✓ Data from iReady and FLKRS are reviewed bi-monthly in Kindergarten professional learning communities (data chats). ✓ In August and September, kindergarten teachers, administration, the literacy coach, and K-2 interventionist examine all students in kindergarten and create a list to identify who is already behind based on running records. ✓ Students identified for Tier II and Tier III instruction are examined even further and adjustments are made to intervention groups based on data from iReady (assessments) and lessons, as well as formative assessments/observation in the classroom. ✓ Volunteers from the learning alliance are also utilized to review letter names, sounds, and blends for some students during center rotations. ✓ Students who continue to be a concern are brought to MTSS for further review and support. 			
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: <ul style="list-style-type: none"> ✓ Based on the 2018-2019 subgroup data, the school improvement plan addresses the black subgroup for the 2019-2020 school year to close the achievement the gap based on scores in all academic areas 			

- ✓ Students have been identified through data reviews at professional learning communities (data chats) bimonthly and placed into an RTI (response to intervention) group
- ✓ Other students, who have been identified with behavioral concerns, are working with the behavior intervention specialist (BIS) on social skills and/or anger management – others are participating in a breakfast bunch or lunch group, some of the students also have point sheets and/or behavior plans to support the time in the classroom and monitoring of specific behaviors
- ✓ Based on attendance rosters and agendas, professional development trainings and faculty meetings have exposed teachers to different training opportunities regarding the achievement gap through de-escalation strategy training, Kids at HOPE belief system overview, and different videos and discussions to support the cultural diversity
- ✓ **We have no ESSA subgroups to report for our 2019-2020 SIP**

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS									
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.
SWD	30	70	71	27	55	56			
ELL	45	82		55	91				
BLK	30	56	46	52	60	38	38		
HSP	67	84	90	64	80	50	55		
WHT	82	75	69	81	87	85	85		
FRL	59	71	69	58	70	56	56		

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; Principals

Implementation Steps:

- ✓ All students who were in the bottom quartile were invited to the Extended Learning Opportunity after school for ELA and/or math, where transportation is provided – parents received letters, phone calls, and information regarding the after-school program
- ✓ Attendance sheets are maintained
- ✓ Parents and guardians were provided four different days to choose based on their child’s needs
- ✓ Students who were also struggling, based on teacher recommendation, were also provided the opportunity to attend (ELO)
- ✓ Second and third grade students identified for ELA concerns, were invited to the Moonshot Academy. Attendance sheets are maintained

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: <ul style="list-style-type: none"> ✓ Rosters are submitted and on file with principal for all clubs. Sponsors provide participating members of the different activities provided before/after school ✓ Clubs are advertised through various sources – newsletters, school website, ConnectEd phone calls, announcements, and flyers ✓ Rosters available and broken down by subgroup ✓ For students not participating, a phone call and contact with parent will be made to encourage participation 			
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: Secondary – not applicable for Beachland			

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: Secondary – not applicable for Beachland			
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: Secondary – not applicable for Beachland			

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: Secondary – not applicable for Beachland</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: Secondary – not applicable for Beachland</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
Implementation Steps: Secondary – not applicable for Beachland			
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: Secondary – not applicable for Beachland			
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	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: Secondary – not applicable for Beachland	Number of students using other graduation options		
	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: Secondary – not applicable for Beachland	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: Secondary – not applicable for Beachland			
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: Secondary – not applicable for Beachland			

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: Secondary – not applicable for Beachland			
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: Secondary – not applicable for Beachland			
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: Secondary – not applicable for Beachland			

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: Secondary – not applicable for Beachland			
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: Secondary – not applicable for Beachland			
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: <ul style="list-style-type: none"> ✓ Based on Sanford Harmony (Social Emotional Learning), character traits are selected for the month. Teachers have the opportunity to choose two students who demonstrate the traits. Teachers are continuously encouraged to choose different students. ✓ Every month, students have the opportunity to complete an optional Thinking Map activity based on the character traits. For students who complete the optional activity, which is on the ConnectEd phone call weekly, weekly newsletter, and daily announcements, they are celebrated on stage during their lunch with the principal. 			

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| <ul style="list-style-type: none">✓ Monthly attendance celebrations will occur for the 2020-2021 school year✓ Academic achievements will begin for the 2020-2021 school year based on nine week grades for 2nd-5th grade students. | | | |
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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: Secondary – not applicable for Beachland			
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: Secondary – not applicable for Beachland			
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: <ul style="list-style-type: none"> ✓ Leadership team will review FSA data for all African American students ✓ Discuss what students need to be further examined in MTSS, need parent-teach conferences, and RTI schedule/groupings ✓ Ensure RTI attendance and intervention curriculum are being utilized ✓ Data from unit assessments and iReady will be examined and analyzed at bi-monthly data chats ✓ Create an opportunity for students to participate in Kids at Hope mentoring program (Belief system for the 2020-2021 school year) 			

<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:</p> <ul style="list-style-type: none"> ✓ Data will be provided to teachers based on school leadership team discussion ✓ Teachers will work with leadership team bi-monthly to review data, individual students, and targets for each student ✓ Problem-solving approach will occur to address attendance, behavior and/or academics for each student who regressed 	<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
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
<p>Implementation Steps:</p> <ul style="list-style-type: none"> ✓ The principal will contact Deputy Superintendent for any infraction/behavior that will warrant a SESIR violation or level 4 or 5 behavior based on the Student Code of Conduct ✓ Another training in March 2020, by administration, will be conducted regarding the input of Classroom Incident Reports and Office Discipline Referrals for teachers to familiarize themselves with documentation and progressive discipline ✓ Teachers will also review the Student Code of Conduct with administration to examine the consequences for classroom incidents for level one and two infractions ✓ Administration will discuss with teachers the options of consequences when the description of behavior warrants an office referral. Administration will provide progressive discipline prior to any out-of-school suspension 			
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	Feb 1 - April 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education;

<p>Implementation Steps:</p> <ul style="list-style-type: none"> ✓ Behavior specialist and administration will work with teachers regarding behavior plans/point sheets and only focusing on the target behaviors ✓ Social emotional learning (Sanford Harmony) will be conducted at the same time for the 2020-2021 school year in all classrooms ✓ Behavior specialist and administration will be bi-weekly to examine behavioral data ✓ Referral data will be shared with the Positive Learning Environment team (PBIS) monthly ✓ Positive Learning Environment team will continue to determine school-wide events and supports to increase positive behavior ✓ Expectations for 2020-2021 school year will be consistent with the school’s team and message: Riding the WAVE of Success...by being W-warm-hearted, A-attentive & active, V-vigilant, and E- enthusiastic for learning 	<p>Discipline Prevention session;</p> <p>Documentation of discipline school-based workgroups to develop individual plans</p>		<p>Kelly Baysura, Executive Director of Elementary 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>Implementation Steps:</p> <ul style="list-style-type: none"> ✓ Continue Vero Beach High School’s STAR mentor program for students in kindergarten through fifth grade, bi-weekly (primary second and last Friday of the month, intermediate – first and third Friday of the month) Mentees are selected based on teacher recommendation, permission slips on file from parents/guardians ✓ For the 2020-2021 school year, begin Shark Buddies, where intermediate grade students and primary grade students have time to connect and talk 	<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>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> <p><i>Our school team does not utilize in-school suspension, we provide students a temporary removal from the classroom</i></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: Secondary – not applicable for Beachland	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: Secondary – not applicable for Beachland			

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: <ul style="list-style-type: none"> ✓ Administration will participate in recruitment trips and attend SDIRC job fair ✓ Administration will review transcripts and applications on Frontline Recruitment and Hiring, interview all potential applicants who have the certifications and qualifications ✓ Administration will contact Human Resources about needs 			
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: <ul style="list-style-type: none"> ✓ Upon hiring and board clearance, administration will provide name of new teacher to the professional development department ✓ New teacher will be enrolled in the STAR program ✓ Our PD liaison will provide a mentor for each new teacher 			

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| <ul style="list-style-type: none">✓ New teacher will be required to complete the CANVAS course/modules with support from PD liaison and assigned mentor✓ Mentor and mentee will be required to meet weekly and submit monthly logs✓ Administration will work with new teachers and mentors to ensure support and coaching are provided as needed | | | |
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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: <ul style="list-style-type: none"> ✓ Administration will work with mentors to ensure all mentors are clinical educators and provide a reminder about conducting coaching cycles and opportunities to observe other teachers ✓ Canvas course will be reviewed and monitored for usage 			
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: <ul style="list-style-type: none"> ✓ Beachland does not have any African American teachers at this time to be mentors, however, here are the steps when we do have diversity amongst our teaching staff ✓ Ensure opportunities for clinical education training for African American teachers who meet the qualifications to be a clinical educator ✓ Ensure African American teachers are aware of coaching opportunities to become teacher leaders (Ex. Instructional Coaching of Excellence – ICE) ✓ Administration provides opportunities to allow for growth as a teacher leader through grade level chair, participating as a 			

representative for particular committees, presenting to staff, and supporting new teachers			
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