

School District of Indian River County

AFRICAN AMERICAN
ACHIEVEMENT PLAN
2019-2020

Dodgertown Elementary School

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			
<p>1.4 Monitor elementary school principals to ensure that African American students who are not kindergarten ready per the Florida Kindergarten Readiness Screener (FLKRS), or who show a substantial deficiency in reading in grades K-2 per i-Ready, receive intensive reading intervention as defined by the district’s reading plan.</p>	<p>Intensive intervention course rosters</p>	<p>August 1 – July 1</p>	<p>Richard Myhre, Assistant Superintendent of Curriculum & Instruction. Kelly Baysura, Executive Director of Elementary Education; Principals</p>
<p>Implementation Steps: <i>Currently, Dodgertown Elementary students entering Kindergarten all start at the same time on the first day of school.</i></p> <ol style="list-style-type: none"> 1. Moving forward, students entering Kindergarten will participate in staggered start times. 2. Assess and Identify <ol style="list-style-type: none"> a. During the staggered start period, Kindergarten teachers will begin the assessment process: FLKRS, school-based screener, etc. b. During the assessment window, K-2 will administer the i-Ready Reading assessment. c. K-2 teachers and the leadership team will identify K-2 students who are not “kindergarten ready” and/or who show a substantial deficiency in reading. <ol style="list-style-type: none"> i. Identify students with disabilities (SWD) 3. Select and Implement Interventions (MTSS RtI “Walk to Intervention”) <ol style="list-style-type: none"> a. K-2 teachers and the leadership team will select an appropriate intensive reading intervention as defined by the district’s reading plan. b. K-2 teachers and the leadership team will provide an appropriate intensive reading intervention as defined by the district’s reading plan. c. The ESE Resource Specialist and ESE teachers (along with teachers and the leadership team) will contribute to the selection and implementation of interventions for SWD. 4. Monitor and Adjustments, if necessary <ol style="list-style-type: none"> a. On an ongoing basis, Kindergarten teachers will work collaboratively with the Leadership Team to monitor: <ol style="list-style-type: none"> i. K students who are not “kindergarten ready”. ii. K-2 students who show a substantial deficiency in reading iii. The ESE Resource Specialist and ESE teachers (along with teachers and the leadership team) will monitor and make appropriate adjustments in interventions for SWD. 			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>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.</p> <p><i>Currently, Dodgertown Elementary’s School Improvement Plan addresses how resources will generally be allocated to address overall achievement gaps for all students.</i></p> <p><i>At the present moment, all ESSA subgroups are meeting the target. In other words, there are no subgroups at Dodgertown Elementary that are performing under the ESSA target.</i></p> <p><i>Moving forward, Dodgertown Elementary will include the following implementation steps in the School Improvement Plan to specifically address how school resources will be allocated to address achievement gaps for African American students. Collected data will be used as a baseline to monitor progression towards closing achievement gaps on an “ongoing basis”:</i></p> <p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Breakdown data to include following ESSA subgroups, including the African American subgroup: <ol style="list-style-type: none"> a. All students b. Economically disadvantaged students c. Children with disabilities d. English learners e. Major racial/ethnic groups, when the cell size is large enough: <ol style="list-style-type: none"> i. African-American ii. American Indian/Alaska Native iii. Asian iv. Native Hawaiian/Other Pacific Islander v. Hispanic or Latino vi. White f. Students with Disabilities (SWD) g. English Language Learners (ELL) 	<p>Approved School Improvement Plans</p> <p>Federal Percent of Points Index Reports</p>	<p>October 31</p>	<p>Scott Bass, Deputy Superintendent; Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; Chris Taylor, Director of Assessment & Accountability; Principals</p>

2. For all students and subgroups, monitor the progression of all students and subgroups towards closing the achievement gaps on an “ongoing basis”.
 - i. Data Chats
 - ii. School-Based Team MTSS meetings
 - iii. District-level Data Reviews
3. **Collective Teacher Efficacy (3-Panel “Science Fair” Research):** Build teacher capacity and empower teachers to take ownership and problem solve:
 - a. **Challenge (Choose your challenge: e.g. failure rate, reading level, writing proficiency, office referrals, reading level)**
 - i. Select a comparison group and make systematic comparisons, involving, for example:
 1. Same students
 2. Same assessment:
 - a. Fall to Spring of same school year, or
 - b. Same semester: Fall to Fall of different school years
 3. Same teacher
 4. Same grade level
 5. Same curriculum
 - ii. Compare data of African American students with all students.
 - iii. Make note of any existing achievement gaps.
 - b. **Professional Practice (Choose your intervention, 1-2 small changes)**
 - i. Teachers will select an intervention
 - ii. Teachers will implement an intervention
 - iii. Teachers will make 1-2 small changes
 - c. **Results (Choose your result):**
 - i. Teachers will select a meaning format to show improvement
 1. Narrative (Fall-Winter-Spring)
 2. Graph (Fall-Winter-Spring)
 - ii. Teachers will decide which results to display
 1. Achievement: for example,
 - a. % proficient on performance assessment
 - b. Improved writing
 - c. More elaborate math problem-solving
 2. Behavior
 - a. % suspensions or

- b. % non-discretionary office referrals
- 3. Attendance, for example:
 - a. Chronic absenteeism
 - b. Truancy
 - c. Tardiness

Examples—Collective Teacher Efficacy (3-Panel “Science Fair” Research):

Challenge 385 grade 9-12 course failures, almost all due to missing work	Intervention Ketchup Fridays – Immediate intervention to get poor or missing work done every Friday morning	Results From 385 failures to 15 failures. Increased electives. Improved attendance. 55% reduction in HS suspensions.	Challenge 7 th grade students fail to explain answers to story problems	Intervention Modeling complete problem solving	Results Same student to same student comparison: Before: Incomplete explanations without clear links. After: Complete problem solving
Challenge 3 rd grade reading far below grade level	Intervention Increased from 90 minutes to 360 minutes in reading instruction, with heavy emphasis on written response to text	Results September: 18% of students on grade level January: 38% of students on grade level May: 72% of students on grade level	Challenge 9 th grade math failure rate is at 62%, leading to course repetitions, student disengagement, and chronic absenteeism	Intervention Changed grading system from average to latest and best evidence. Stopped grading homework. Focused classwork on practice (what used to be homework)	Results Before: 62% DF After: 18% DF
Challenge MS social studies student failure – 120 students failing due to missing work	Intervention Immediate intervention, including calls to home and reminders to students	Results Before: 120 failures After: 38 failures			

4. Specifically address how school resources will be allocated to address achievement gaps for subgroups, including the African American subgroup, via the Collective Teacher Efficacy expectation model.
5. Teachers will monitor their intended results/outcomes and present their findings to the Leadership Team.
6. Instructional Coaches will partner with and assist teachers with goal attainment.
7. The Leadership Team will collect copies of teacher “research projects” for the purposes of monitoring and supporting teachers with goal attainment.

<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: <i>Dodgertown Elementary is a Community Partnership School. Partnerships include local partnerships such as the Gifford Youth Achievement Center (GYAC).</i></p> <p><i>Using the implementation steps below, the school will provide African American students the opportunity to participate in extended learning opportunities for remediation and enrichment. (These opportunities will be communicated to parents.)</i></p> <p>I. <u>Extended Learning Opportunities</u> Administrators will collaborate with GYAC to provide “enrichment” and “remedial” extended learning opportunities after school and during the summer months to eliminate summer regression.</p> <p>A. <u>Enrichment</u></p> <ol style="list-style-type: none"> 1. Teachers—and all stakeholders—will continue to monitor student (academic and behavior) performance when considering referrals for gifted screening. 2. Teachers—and all stakeholders—will acknowledge that a lack of performance or expected behavior must not preclude a child from being referred for gifted screening. (In fact, it could be an indication of boredom due to a lack of challenging work and/or expectations). 3. Teachers and the Leadership Team will share best practices, instructional resources, and student referrals with GYAC staff. <p>B. <u>Remediation</u></p> <ol style="list-style-type: none"> 1. Teachers—and all stakeholders—will continue to monitor student (academic and behavior) performance when considering referrals for remediation, including but not limited to referrals to MTSS for Tier 2-3 intervention, immediate intensive instruction (iii), after school extended day program, after school (and Summer) extended learning opportunities at GYAC. 2. Teachers—and all stakeholders—will acknowledge that a behavior must not preclude a child from being referred for remedial or tiered instruction. 	<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>

3. Teachers must implement Tier 1 academic instruction and Tier 1 behavior management plans before making Tier 2 and Tier 3 academic and/or behavior referrals for intensive support.
4. Teachers and the Leadership Team will share best practices, instructional resources, and student referrals with GYAC staff as it relates to behavior, including the GYAC volunteers who mentor Dodgertown Elementary students.

II. Communication of Extended Learning Opportunities

- A. Use various media to communicate extended learning opportunities to parents, including but not limited to the following formats:
 1. Monthly parent newsletters
 2. School webpage
 3. SchoolMessenger phone/SMS messages
 4. Flyers
 5. Posters
 6. Announcements during parent meetings, conferences, and other school events in which parents participate.

III. Monitoring

- A. The Leadership Team will compile a list of students known to participate in extended learning opportunities and track their academic progress for program effectiveness.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.11 Develop a process to identify the current needs and supports for equitable participation in extracurricular activities (e.g., cheerleading, lacrosse, soccer and orchestra).</p> <p>Implementation Steps: <i>Dodgertown Elementary is a Community Partnership School. A community needs assessment survey must be developed and offered to the community to obtain feedback and input related to the current needs and supports for equitable access to programs, services, and extracurricular activities.</i> <i>Currently, Dodgertown offers equitable access to extracurricular activities such as:</i></p> <ol style="list-style-type: none"> 1. <i>Girls on the Run</i> 2. <i>All County Track</i> 3. <i>Ballet for Grades 1, 3 and 4 (Ballet Vero Beach)</i> 4. <i>Nutcracker Ballet for Grade 4</i> 5. <i>Concert Choir</i> 6. <i>Honors Chorus</i> 7. <i>Chess Club</i> 8. <i>SNAG Golf</i> 9. <i>Safety Patrol</i> <p><i>Using the implementation steps below, the school will identify additional needs and supports for equitable participation in extracurricular activities (e.g., cheerleading, sports, and clubs such as music, chess, debate, robotics, coding, etc.).</i></p> <ol style="list-style-type: none"> 1. The Principal (or the Principal's designee) shall collaborate with the Director of Community Partnership Schools to consider the data collected via the community needs assessment survey to: <ol style="list-style-type: none"> a. Identify the current needs and supports for equitable participation in extracurricular activities (e.g., cheerleading, sports, and clubs such as music, chess, debate, robotics, coding, etc.). b. Garner support and resources to offer identified extracurricular activities c. Offer identified extracurricular activities 2. Track and monitor the participation of all students compared with percentage of participation of African American students. 	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
<p>1.15 Each secondary principal will create an African American Student Council to gather feedback on the impact of support.</p> <p>Implementation Steps: N/A for Dodgertown Elementary School</p>	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

Focus Area: Graduation Rate			
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.16 High school instructional staff and administrators will identify the specific standards from Unit Assessments in English, Mathematics, Biology, and U.S. History by race to support schools in identifying course concepts / standards that need to be re-taught to improve mastery for African American students and reduce the likelihood of course failures.</p>	Documentation of data chats	February 1 – May 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<p>Implementation Steps: N/A for Dodgertown Elementary School</p>			
<p>1.17 School leadership teams will use the Florida Early Warning Indicators as displayed in Unify to develop and support interventions for African American students who are not on track to graduate. Data will include attendance below 90%, one or more suspensions, course failure in ELA or Math, and Level 1 on a statewide assessment.</p>	Documentation of data chats/MTSS documentation	August 1 – July 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<p>Implementation Steps: N/A for Dodgertown Elementary School</p>			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.18 Monitor African American students who are not on track to graduate (Data include early warning indicators (K-12), credits earned, core course failures, FSA 10th Grade ELA results and FSA ALG 1 EOC results) and provide an opportunity to participate in after school and summer extended learning opportunities (ELO). Employ recruitment and targeted resource strategies, including partnering with the community, to increase attendance for African American students in all extended learning programs.</p>	<p>Rosters of summer extended learning opportunities</p>	<p>First of every month while students are in school</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p>Implementation Steps: N/A for Dodgertown Elementary School</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: N/A for Dodgertown Elementary School</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: N/A for Dodgertown Elementary School			
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 for Dodgertown Elementary School			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.23 Develop a training for school counselors to facilitate conversations with at-risk students to review options for graduation, meet graduation requirements and develop individual plans for students. Principals will meet with school counselors to review and monitor implementation of the plan.</p> <p><i>Dodgertown Elementary is a “Kids at Hope” school.</i></p> <p><i>Kids at Hope is a strategic cultural framework based on resiliency research designed to engage entire communities in supporting success for all children, without exception.</i></p> <p><i>Kids at Hope profoundly impacts children’s future because it trains adults to be intentional in believing, engaging and connecting with children. The belief and practice are incorporated into everyday interactions between youth and adults; and becomes the community culture in which the child is raised.</i></p> <p><i>The KAH training workshop teaches adults, parents, institutions, schools and communities a cultural framework based on three fundamental principles and practices:</i></p> <ol style="list-style-type: none"> <i>WE BELIEVE – that all children are capable of success, no exceptions!</i> <i>WE CONNECT – with all children in a meaningful, sustainable way as Anchor parents, Caring adults, adults who set high Expectations, and adults who offer opportunities for Success (otherwise known as ACES).</i> <i>WE TIME TRAVEL – teach children to mentally time travel to their futures in each of four areas where we expect and need children to contribute when they become adults: Home and Family; Education and Career; Community and Service; and Hobbies and Recreation.</i> <p>Implementation Steps:</p> <ol style="list-style-type: none"> <i>WE BELIEVE</i> Each morning during morning announcements (after the Pledge of Allegiance), all students will recite the KIDS AT HOPE PLEDGE followed by all staff reciting the I AM A TREASURE HUNTER PLEDGE to foster a positive “we believe” mindset. 	<p>Number of meetings with students</p> <p>Principal meeting agendas with counselors</p>	<p>December 31, May 31</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Principals</p>

<p>a. KIDS AT HOPE PLEDGE: I am a “Kid a Hope”. I am talented, smart and capable of success. I have dreams for the future and I will climb to reach those goals and dreams everyday. All children are capable of success. NO EXCEPTIONS!</p> <p>b. I AM A TREASURE HUNTER PLEDGE: As an adult and a TREASURE HUNTER, I am committed to search for all the talents, skills and intelligence that exists in all children and youth. I believe all children are capable of success. NO EXCEPTIONS!</p> <p>2. <i>WE CONNECT</i> Teachers and staff will collaborate with the Leadership Team to assign ACES to facilitate conversations with students, including at-risk African American students, to review options for graduation. These caring adults will set high expectations and offer opportunities for success, especially in the area of progression towards staying “on track” for graduation and developing individual plans or “Destination Boards” for students.</p> <p>3. <i>WE TIME TRAVEL</i> Teachers and staff will provide opportunities for students, including at-risk African American students, to create individual plans or “Destination Boards” to help children with mentally time traveling to their futures in each of four areas where we expect and need children to contribute when they become adults: Home and Family; Education and Career; Community and Service; and Hobbies and Recreation.</p> <p><u>Monitoring</u></p> <p>1. Teachers and staff will collaborate with the Leadership Team to compile a list of at-risk students, including at-risk African American students, to ensure they have:</p> <p>a. been assigned an “ACE” or “caring adult” who will connect with students, have high expectations for students and offer opportunities for success, especially in the areas of progression towards staying “on track” for graduation.</p> <p>b. created an individual plan or “Destination Board” to help with mentally time traveling to their futures in each of four areas where we expect and need children to contribute when they become adults, especially in the area of Education and Career, which is requires staying on track for graduation.</p>			
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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: N/A for Dodgertown Elementary School	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: N/A for Dodgertown Elementary 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 for Dodgertown Elementary School			

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 for Dodgertown Elementary School			
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 for Dodgertown Elementary School			
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 for Dodgertown Elementary School			

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 for Dodgertown Elementary School			
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: N/A for Dodgertown Elementary School			
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
<p>Implementation Steps: <i>Dodgertown Elementary is a Kids at Hope school. As such, all students—including African American learners—are recognized quarterly, which includes an end-of-year recognition ceremony.</i></p> <p><i>Dodgertown Elementary will use the following implementation steps to create procedures to ensure equitable representation of African American learners in recognition ceremonies (e.g. including Principal’s Honor Roll, “B” Honor Rolls, Subject Area Awards, MathLete recognition, etc.)</i></p> <p>Implementation Steps:</p> <ol style="list-style-type: none"> Teachers will indicate ethnic/racial groups on the current award/recognition “tally sheets”. Teachers will make goals to improve baseline data and close gaps between African American learners and other subgroups. The Leadership Team will review baseline data and support teachers with their goals to close gaps between African American learners and other subgroups. 			

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 for Dodgertown Elementary School			
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 for Dodgertown Elementary School			
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: <ol style="list-style-type: none"> 1. Participate in district-led data chats 2. Review the district-provided data dashboard. 3. Request of district, an added data component to the data dashboard to reflect the progression/regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment. 4. Use the district-provided data dashboard to impact/improve teaching and learning to reduced regression of all students, including African American students, who earned a level 3, 4, or 5 on a previous statewide assessment. 5. Use leadership skills to show weekly improvement in within the data dashboard for all students, including African American students, who earned a level 3, 4, or 5 on a previous statewide assessment. 			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<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> <ol style="list-style-type: none"> 1. Participate in school-based data chats with faculty, staff and other stakeholders. 2. Share the district-provided data dashboard. 3. Request of district, an added data component to the data dashboard to reflect the progression/regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment. 4. Use the district-provided data dashboard to impact/improve teaching and learning to reduced regression of all students, including African American students, who earned a level 3, 4, or 5 on a previous statewide assessment. 5. Use leadership skills and teacher capacity to show weekly improvement in within the data dashboard for all students, including 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

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> <ol style="list-style-type: none"> 1. The Assistant Principal will continue to review and process Classroom Incident Reports (CIRs) and Office Discipline Referrals (ODRs) submitted by teachers and staff. 2. The Assistant Principal will continue to assign logical actions/consequences that align with incidents as outlined in the Student Code of Conduct. 3. When recommending Out-of-school suspensions (OSS), the Assistant Principal will consult with the Principal. 4. If a consensus is reached, the Principal will recommend and seek approval from the Deputy Superintendent. 5. Baseline data—by subgroup—will be monitored to set goals to reduced OSS for all students, including African American students. 6. The school will demonstrate practices that reflect no discrepancies in the rate of OSS for African American students as compared with other subgroups. 			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
2.6 Complete and implement interventions outlined in school behavior plans to eliminate Out-of-School Suspensions.			
<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Teachers will develop and submit their Classroom Management Plans. 2. Teachers must include Positive Behavior Interventions and Supports (PBIS) expectations in their Classroom Management Plans. 3. Teachers will submit a copy of their Classroom Management Plans to Assistant Principal for approval. 4. Teachers must implement their Classroom Management Plans as a manifestation of Tier 1 Behavior Expectations. 5. Teachers will post school-wide Positive Behavior Interventions and Supports (PBIS) expectations. 6. Teachers will post classroom Positive Behavior Interventions and Supports (PBIS) expectations. 7. For students with persistent, undesired behaviors that do not respond to Tier 1 Behavior protocols, teachers will refer these students to the MTSS School-Based Team (SBT) for collective problem-solving and possible referral to Tier 2 Behavior Interventions. 8. Teachers must implement the Tier 1 and Tier 2 behavior interventions with fidelity (monitor and adjust, as needed). 9. Complete and implement interventions outlined in school behavior plans to eliminate Out-of-School Suspensions (OSS). 	<p>Documentation of PD that includes discipline vs. Punishment session and SEL Discipline Prevention session;</p> <p>Documentation of discipline school-based workgroups to develop individual plans</p>	Feb 1 - April 1	<p>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</p>

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>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><u>PROGRAM 1: SANFORD HARMONY (Grades K-5)</u></p> <p><u>Research – Sanford Harmony</u> <i>Two studies focused on fifth grade students participating in relationship-building activities and the other study evaluated the impact of the “Buddy Up” everyday activities on preschool peer relations. All three studies found the Sanford Harmony components to have positive impact on children’s peer relations when compared to control groups.</i></p> <p><u>Goals:</u> <i>Buddy Up is designed to:</i></p> <ul style="list-style-type: none"> • Foster a classroom environment where all students feel connected, comfortable, and part of an inclusive community • Provide opportunities for students to engage successfully with diverse peers • Provide opportunities for students to connect with one another through meaningful activities and create shared experiences • Promote consideration, caring, and responsibility toward others • Provide opportunities for the cultivation of new friendships • Support social, emotional, and cognitive growth <p><u>Role of Teachers and Staff:</u> <i>Teachers and staff play a key role in fostering an attitude of acceptance, inclusion, and caring within the classroom and school, so that all students feel welcome, comfortable, and connected. Teachers can establish Buddy Up as a natural part of students’ school experience by weaving buddy activities seamlessly throughout each day. This underscores the idea that engaging with all peers is a valuable and expected occurrence, rather than a departure from “normal” activities. The more opportunities students have to spend time with their buddies, the more comfortable they will become with the routine and with one another. Teachers also set the tone for Buddy Up by bringing their own enthusiasm to the experience, and framing it as an opportunity rather than just another assignment or task. Rarely do students complain—and in fact, they generally have a great deal of excitement for having a new buddy or engaging in a buddy activity.</i></p>			

Implementation Steps:

1. In August 2019, Dodgertown collaborated with the SDIRC’s Mental Health Services Coordinator to provide training to staff using the Sanford Harmony kits, including the “Buddy Up” component.
2. Teachers will introduce the Buddy Up idea to students and have a conversation about the reasons why they will be implementing Buddy Up.
 - a. **For example:** Our class is going to be starting something really exciting called Buddy Up next week! Every week, you’ll have a new buddy, and we’ll plan different activities for buddies to do together. Buddy Up is going to help us get to know one another a little better, and it will give everyone a chance to talk and work with everyone else in the class. Every Monday, you will be able to check the Buddy Board to see who your buddy will be for the week.
 - b. **Here are some questions to spark a discussion about buddies:** What are some of the things that you do here at school with your classmates? Why do you think it’s important for people to learn how to get along and work with many different kinds of people? What is a buddy? What are some other names for a buddy?
3. Teachers will incorporate Buddy Up as a classroom practice using the following steps:
 - a. Assign weekly buddies.
 - b. Select and facilitate activities and routines appropriate for partners (four to five times per week) using your Quick Connection Cards.
 1. Buddy activities allow students to play and work together in positive ways.
 2. Pairing students with less frequent playmates can increase the diversity of their social experiences, and help them develop broader, more flexible social skills.
 3. Pairing students randomly ensures that they will eventually be buddies with each of their classmates.
 4. Use your Buddy Board (the one provided or one you have created) to assign buddy pairs.

5. Use your Buddy Grid to keep track of who has already been paired.
6. Display the Buddy Board in your classroom so students have a reminder of who their weekly buddy is.
7. Displaying buddy pairings prominently in the classroom not only provides a visual reminder to students, but it also emphasizes the message that Buddy Up is an important part of the classroom experience.
8. When posting buddy pairings, it is important not to organize the buddy board by gender or other social groupings. For example, do not simply put the boys on one side and the girls on the other side and rotate each column up or down.
9. Some (or all) weeks may require a buddy triad in order to include all students, and that's okay.
10. Never force students to be buddies if they feel extremely uncomfortable or unsafe with a particular peer.

Monitoring for Effectiveness:

Effectiveness of program implementation will be measured by the students' ability to make progress towards the "Buddy Up" learning objectives. Teachers will monitor students' progression towards the program learning objectives below:

"Buddy Up" Learning Objectives

Supported peer experiences during Buddy Up provide students with opportunities to develop their abilities to:

- Interact with peers who may have similar or different temperaments, interests, and skills
- Share information about themselves
- Listen to and show interest in others
- Communicate and collaborate successfully with diverse peers
- Recognize and empathize with others' perspectives and feelings
- Demonstrate self-control
- Express ideas and feelings with self-confidence and assertiveness
- Disagree respectfully
- Demonstrate caring and kindness toward others

PROGRAM 2: SNAP (PILOT A GRADE 1 CLASSROOM)

Research - SNAP®

SNAP®, which stands for *STOP NOW AND PLAN*, is an evidence-based, cognitive behavioral model powered by the minds at Child Development Institute (CDI).

SNAP® has a proven track record for changing lives. Research demonstrates positive treatment outcomes among children ages 6-11 with disruptive behavior problems.

The gender-sensitive SNAP® Boys and SNAP® Girls programs are designed for children ages 6-11 who are engaging in aggressive, anti-social behavior and/or have come into contact with authority figures at school or in the community.

Highly trained staff work with each family to develop goals that focus on preventing and reducing the chances of conflict with peers and authority figures.

Implementation Steps:

1. Collaborate with the Regional Executive Director of the Children’s Home Society and the Director of the Community Partnership School to arrange staff professional development.
2. Send on parent consent letters. (March 4, 2020 and March 10, 2020)
3. Offer the 13-week program to selected students who have obtained parent consent to participate. (Starting March 12, each Thursday)
4. Implement the student-to-student peer mentorship program for students, including African American students.

Monitoring for Effectiveness:

Effectiveness of program implementation will be measured by the students’ ability to make progress towards the SNAP learning objectives. Teachers will monitor students’ progression towards the program learning objectives below:

SNAP Learning Objectives

SNAP® helps children learn how to effectively manage their emotions and ‘keep problems small’ and the program:

1. Focuses on positive reinforcement and effective problem-solving skills
2. Increases pro social skills to improve academic functioning and
3. Reduces disruptive classroom behaviors and truancy

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<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><i>Dodgertown Elementary is in the habit of using brief Reflection Room strategies to improve behaviors and outcomes in lieu of using In-School Suspensions. We will continue to implement the steps below to reduce or eliminate the need for In-School Suspensions (ISS).</i></p> <p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Teachers will develop and submit their Classroom Management Plans. 2. Teachers must include Positive Behavior Interventions and Supports (PBIS) expectations in their Classroom Management Plans. 3. Teachers will submit a copy of their Classroom Management Plans to Assistant Principal for approval. 4. Teachers must implement their Classroom Management Plans as a manifestation of Tier 1 Behavior Expectations. 5. Teachers will post school-wide Positive Behavior Interventions and Supports (PBIS) expectations. 6. Teachers will post classroom Positive Behavior Interventions and Supports (PBIS) expectations. 7. For students with persistent, undesired behaviors that do not respond to Tier 1 Behavior protocols, teachers will refer these students to the MTSS School-Based Team (SBT) for collective problem-solving and possible referral to Tier 2 Behavior Interventions. 8. Teachers must implement the Tier 1 and Tier 2 behavior interventions with fidelity (monitor and adjust, as needed). 9. Complete and implement interventions outlined in school behavior plans to reduce or eliminate In-School Suspensions (ISS). 	<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 to Dodgertown Elementary.	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 to Dodgertown Elementary.			

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><i>As vacancies occur (which have dramatically decreased recently), Dodgertown Elementary is committed to seek qualified applicants who will provide a balance that mirrors student demographic breakdown of the school. In other words, Dodgertown Elementary is committed to seeking qualified minority applicants, including qualified African American applicants.</i></p> <p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Whenever possible, interview a diverse pool of applicants “located within” <u>AppliTrack</u> and “in attendance at” <u>job fairs</u>. 2. Search <u>AppliTrack</u> and schedule interviews with qualified candidates, including all qualified African American applicants who accept the invitation to interview. 3. Attend <u>SDIRC’s Job Fair</u> (and other job fairs, when possible) and interview qualified candidates, including all qualified African American applicants who accept the invitation to interview. 4. Review all applications and interview all qualified, diverse candidates, including all qualified African American applicants who accept the invitation to interview. 	<p>Submission of racial breakdown of all applicants for instructional positions. Must include information regarding the race and specific teacher or instructional staff position for which candidates were interviewed, extended offers, and/or hired.</p>	<p>August 1 – July 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager; Principals</p>
<p>4.14 Enroll African American teachers in years one through three of teaching career in Indian River in the new teacher mentoring program, included inviting all new teachers to the new teacher orientation.</p> <p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Enroll teachers—including African American teachers—in years 1-3 of their teaching career in Indian River in a new teachers program. 2. Invited all new teachers to the new teacher orientation. 	<p>List of mentees</p>	<p>August 1 – June 1</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Executive Directors of Elementary Education; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>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.</p> <p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Assign a mentor to each African American teacher. 2. The mentor will assist the teachers with an individualize a plan tailored for each African American teacher's individual professional developments needs as reflected in the teacher's Individualized Professional Development Plan (IPDP): <ol style="list-style-type: none"> 1. Review baseline data 2. Set goals/outcomes 3. Plan professional development to assist with reaching goals and closing achievement gaps 4. Select 1-2 Marzano elements for which to apply deliberate practice to improve teaching and learning 5. Submit IPDP to evaluating supervisor for approval 6. Monitor data throughout the school-year 7. Update IPDP, as necessary 8. Meet with evaluating supervisor monitor IPDP updates and conferences: initial, mid-year, and end-of-year 	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
<p>4.16 Develop a plan to increase the number of African American mentors by publicizing the needed criteria and asking principals to recommend teachers.</p> <p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. To increase the number of African American mentors, <ol style="list-style-type: none"> a. Encourage African American teachers to pursue training to qualify to become a mentor: <ol style="list-style-type: none"> i. Institute for Coaching Excellence ii. Clinical Educator training b. Assigned qualified African American mentors to African American teachers. c. Assigned African American student interns to qualified African American mentors 	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