

School District of Indian River County

AFRICAN AMERICAN  
ACHIEVEMENT PLAN  
2019-2020

Gifford Middle 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: <b>Closing the Achievement Gap</b>			
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
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
<b>Implementation Steps:</b> <b>(1.) Extended Learning Opportunity Grant is utilized to assist with tutoring, bootcamps, snacks and transportation. (Monday and Wednesday).</b> <b>(2.) Multicultural Coordinator is charged with offering enrichment opportunities (educational field trips, college tours, and cultural experiences).</b> <b>(3.) Afterschool Enrichment Programs/Tutoring/Course Recovery/(Tuesday).</b>			
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.) Data is used to identify students that would benefit in either extended or enrichment learning opportunities.
- (2.) Students are personally invited to attend the learning opportunities.
- (3.) Families are notified by phone calls & mail of the learning opportunities.
- (4.) Snacks are provided for students in the programs
- (5.) Transportation is offered for students.
- (6.) The effectiveness of the ELO will be determined by data on State Assessments.

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
<b>Implementation Steps:</b> <b>(1. Students/families are notified of upcoming extracurricular through multiple sources (Social Media/School Messenger Call/Newsletters/Focus Calendar).</b> <b>(2.) All Rosters must be submitted to the Principal before approval.</b> <b>(3.) Play to participate or any other fees may be waived, allow for “payment plan, or paid through sponsorship.</b>			
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
<b>Implementation Steps:</b> <b>The GMS Achievers in Action is an action club that is sponsored by the Multi-Cultural Coordinator. These students identify, develop and participate in opportunities with our school and community. EX. Food Drives/Kick Butts (Tobacco Awareness)/United Way Day of Caring. These students will now be charged with gathering feedback on the impact of support.</b>			

Focus Area: <b>Graduation Rate</b>			
<b>Action Step</b>	<b>Evidence of Completion</b>	<b>Implementation Timeline</b>	<b>Responsible Staff/ Department</b>
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
<b>Implementation Steps:</b> 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
<b>Implementation Steps:</b> (1). Data is used to identify students that have 1 or more EW indicator. (2). Student is placed on the MTSS agenda for problem solving. (3). Specific Strategies are implemented/monitored for 3-6 weeks (4.) School Counselor meet to have “grade checks” with our 8 <sup>th</sup> grade students.			

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 &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p><b>Implementation Steps:</b> N/A</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 &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>(1) Continue to offer "in-school" course recovery.</li> <li>(2) Continue to offer "after school" course recovery that also includes: <ul style="list-style-type: none"> <li>a. Tutors</li> <li>b. Snacks</li> <li>c. Transportation</li> </ul> </li> <li>(3) Student Rosters (Sign in Sheets)</li> <li>(4) Edunity Progress Monitoring</li> </ul>			

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
<b>Implementation Steps:</b> (1) Grades are pulled at Progress Report (2)			
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
<b>Implementation Steps:</b> 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 agendas with counselors	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
<b>Implementation Steps:</b> 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
<b>Implementation Steps:</b> <b>(1). Have a successful “at risk” student that has graduated come back to speak to students that are not on track academically.</b>	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
<b>Implementation Steps:</b> <b>N/A</b>			
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
<b>Implementation Steps:</b> <b>N/A</b>			



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
<b>Implementation Steps:</b> <b>(1). Students have meetings with the School Counselor</b> <b>(2). Monitor progress on Edunity</b> <b>(3). Contact is made with parents</b>			
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
<b>Implementation Steps:</b> <b>N/A</b>			
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
<b>Implementation Steps:</b> <b>N/A</b>			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
Focus Area: <b>Advanced Coursework</b>			
1.32 Create procedures to ensure equitable access for African American students to on-site, college readiness testing in every high school (PSAT, ACT, SAT, PERT).	Documentation of procedures	June 1	Scott Bass, Deputy Superintendent; Chris Taylor, Director of Assessment & Accountability; Principals
<b>Implementation Steps:</b> 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
<b>Implementation Steps:</b> VBHS Incoming Freshman Night was held on: 01/14/2020 @GMS SRHS Incoming Freshman Night was held on: 02/06/2020 @ SRHS A Connect Call was made, the information was posted on our FACEBOOK page, and posted on the FOCUS calendar.			
1.35 Create procedures to ensure an equitable representation of African American learners in recognition ceremonies (e.g. including AP, IB and Industry Certification students).	Documentation of procedures	June 1	Scott Bass, Deputy Superintendent; Principals
<b>Implementation Steps:</b> Transportation/Afterschool Provisions are provided Scaffolded targets Administration Approval  (1.) Academic All-Star Night: Dinner & Supervision provided for those that would not be able to return to school in the evening hours. (2.) Student of the Month: A diverse population of 24(8 per grade level) students are selected every month based on our PBIS Schoolwide expectations. (3.) Lunch on the Lawn:			

Students were rewarded for making targeted gain on their iReady Diagnostic. Differentiated goals were set for ELL and ESE students.

- (4.) Student Athletes are celebrated for their accomplishments at a Banquet in the Spring.
- (5.) National Junior Honor Society inducted 8 new African American students.
- (6.) Take Stock in Children Scholarship was awarded to 2 African American Female Students.

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
<b>Implementation Steps:</b> <b>(1) Offer Math Course through Indian River Virtual during the summer to help excel or remediate in preparation for the advanced placement courses.</b> <b>(2) Lab/Computer Time can be offered for students without computers at home.</b> <b>(3) Have a Math Teacher/Tutor staffed during the time the Lab/computer time is offered for assistance with coursework.</b>			
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
<b>Implementation Steps:</b> <b>N/A</b>			
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
<b>Implementation Steps:</b> <b>(1). Provide the list of students in this category along w/ the teachers to implement strategies to maintain academic achievement.</b>			
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
<b>Implementation Steps:</b> <b>(1). Collaborative Planning Days (Tues/Thurs) will be used to monitor and review student data with each department.</b> <b>(2). MTSS</b> <b>(3). Early Warning conference logs to communicate with families that do not schedule conferences. Teacher reach out to the families.</b>			

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

Focus Area: <b>Equitable &amp; Culturally Responsive Tiered Supports</b>			
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
<b>Implementation Steps:</b> <b>(1). Identify/Review Office Discipline Referral (ODR)</b> <b>(2). Align the action with the consequence as required in the Student Code of Conduct.</b> <b>(3). Seek approval of final OSS to Deputy Superintendent Bass.</b>			
2.6 Complete and implement interventions outlined in school behavior plans to eliminate Out-of-School Suspensions.	Documentation of PD that includes discipline vs. Punishment session and SEL Discipline Prevention session;	Feb 1 - April 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Principals
<b>Implementation Steps:</b> <b>(1). PD includes:</b> <b>Implicit Bias (Tykes and Teens)</b> <b>Routines/Procedures</b> <b>Engagement vs. Compliance</b> <b>(2) Kids at Hope School</b>	Documentation of discipline school-based workgroups to develop individual plans		
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. Deborah Long, Coordinator of Equity and Instructional Support; Principals
<b>Implementation Steps:</b> <b>(1). GMS currently has a Peer Mentor program for ESE Students</b>			

<p>(2). Incorporate a Mentor Programs specifically for African American Students.</p> <p>(3). Students that are currently in the Achievers in Action Club would be excellent candidates for the Peer Mentorship program. These students are proven leaders academically, socially and behaviorally.</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 &amp; Student Services; Dr. Sharon Packard, Coordinator of Mental Health Services; Matina Pappalardo, Coordinator of Exceptional Student Education; Principals</p>
<p><b>Implementation Steps:</b>  <b>GMS does not have or use ISS/Timeout.</b></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
<b>Implementation Steps:</b> Possibly having a Florida Future Educators of America “Junior Division” much like the National Junior Honor Society, therefore students will have an opportunity to engage in the program before committing to it in high school.	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
<b>Implementation Steps:</b> N/A			



Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>4.8 Hiring administrators will interview, whenever possible, a diverse pool of applicants.</p>	<p>Submission of racial breakdown of all applicants for instructional positions. Must include information regarding the race and specific teacher or instructional staff position for which candidates were interviewed, extended offers, and/or hired.</p>	<p>August 1 – July 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist &amp; HR Systems Manager; Principals</p>
<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>(1) Review all applicants in Applitrack</li> <li>(2) Schedule interviews with diverse qualified candidates</li> <li>(3) Follow the designated protocol and submit the list of applicants and applied &amp; list of applicants that were interviewed.</li> <li>(4) Currently we have: <ul style="list-style-type: none"> <li>(10) AA Teachers (2) AA School Counselors (1) AA Resource Specialist (1) AA BIS (2) AA Administrators</li> </ul> </li> </ul>			
<p>4.14 Enroll African American teachers in years one through three of teaching career in Indian River in the new teacher mentoring program, included inviting all new teachers to the new teacher orientation.</p>	<p>List of mentees</p>	<p>August 1 – June 1</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Kelly Baysura, Executive Directors of Elementary Education; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>(1.) Identify list of A.A. teachers (1-3) years of teaching</li> </ul>			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
4.15 Assign a mentor to each African American teacher at his/her school who will individualize a plan tailored for each African American teacher's individual needs.	Mentor/mentee list	August 1 – June 1	Scott Bass, Deputy Superintendent; Kelly Baysura, Executive Directors of Elementary Education; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<b>Implementation Steps:</b> <b>(1). Assign the teacher to an appropriate Mentor based on subject area and/or area of need.</b> <b>(2). Mentors and Mentees will be supported with Administration through the STAR Program.</b>			
4.16 Develop a plan to increase the number of African American mentors by publicizing the needed criteria and asking principals to recommend teachers.	List of African American teachers serving as mentors	July 31	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Executive Directors of Elementary Education; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<b>Implementation Steps:</b> <b>(1). Offer incentives to ensure that mentor teachers are compensated for the time spent with the mentee teacher outside of contract hours.</b> <b>(2). Recommend African American Teachers as Mentors.</b>			