

School District of Indian River County

AFRICAN AMERICAN
ACHIEVEMENT PLAN
2019-2020

Glendale 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			
<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>Implementation Steps: Using the Florida Kindergarten Readiness Screener (FLKRS) all African American students not kindergarten ready will receive intensive reading intervention with our Title K-2 Interventionist.</p> <ol style="list-style-type: none"> 1. Disaggregate 2020 FLKRS Data to create intensive reading intervention groups. 2. Create course rosters to begin groups in August 2020 and select course to materials to close achievement gap connected to the data. 	Intensive intervention course rosters	August 1 – July 1	Richard Myhre, Assistant Superintendent of Curriculum & Instruction. Kelly Baysura, Executive Director of Elementary Education; Principals
<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>Implementation Steps:</p> <ol style="list-style-type: none"> 1. Leadership team will disaggregate Spring/EOY data to identify African American students not proficient. We will look at the data and review resources including; human capital (interventionists, teachers) curriculum, programs-(ELO, Parent nights/supports). 2. End of year faculty meeting will include a review of the updated plan, data and goals for the upcoming year. 3. The Pre-service day in August will include an African American Action Plan Session which will outline the new steps in pace for the 2020-21 school year. 	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

<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: Glendale University is an extended learning opportunity that will occur during two sessions for the 2020-2021 school year. This extended learning opportunity focuses on our bottom 30% of students in grades 3-5 and will run two times/week for 10 weeks. Every African American student scoring in the bottom quartile will be invited to attend. The data used will include iReady, previous years FSA test scores and current unify assessments. Summer ELO information will go out on March 30th to families via Newsletter and invites.</p> <ol style="list-style-type: none"> 1. Teachers will be recruited to teach Glendale University in August 2020 by the Principal. An Outlook reminder has already been sent to the Principal and Assistant Principal to start the process on August 14th. 2. Using the most recent data every African American student falling in the bottom 30% will be invited to this session. The Principal will send out the invitations and follow up with each student who does not return an invitation with a personal phone call. The invitations are uploaded with this document. This will take place on September 1st. 3. Enrichment Opportunities for the 2020-21 school year will be developed during the EOY meeting on May 29th. The leadership team will create a menu of options for enrichment and schedule out these for start during the first semester. 	<p>Extended Learning Opportunity Rosters</p>	<p>August 1 – June 30</p>	<p>Scott Bass, Deputy Superintendent; Dr. Deborah Long, Coordinator of Equity and Instructional Support; Principals</p>

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<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:</p> <ol style="list-style-type: none"> Grade chairs and Instructional Support team will meet to discuss an equitable selection process for African American students for the 2020 school year in May 8th. The plan will include a minimum participant threshold for African American students in each activity. The current list of extracurricular activities includes; Annual Track Team, Casa Basketball Team, Glendale Chorus, SNAG Golf, Mardy Fish Art Program. Rosters will be reviewed prior to the program start by the principal to ensure African American participation. 	<p>Documentation of extracurricular activities at each school by race</p>	<p>October 31, December 31, March 31, May 31</p>	<p>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>
<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: NA</p>			

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: NA			
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: Instructional Support Team will meet to review Early Warning Data Monthly the first Tuesday of each month. MTSS meets weekly to review data and work through problem solving.			

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: NA</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: 1. Students who are retained are monitored for progress by the Instructional Support Team. During retention year, students are strategically placed with master reading teachers. Interventions and supports are reviewed monthly. When expected growth does not occur students are referred to the Problem- Solving Team to create more intensive intervention supports.</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			
1.21 Collaborate with high school principals and graduation coaches to monitor and create an action plan to increase the achievement of identified students for course failures, concordant scores for ELA and Algebra 1, GPA, and advanced coursework.	Documentation of action steps	October 31, December 31, March 31	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: N/A			
1.23 Develop a training for school counselors to facilitate conversations with at-risk students to review options for graduation, meet graduation requirements and develop individual plans for students. Principals will meet with school counselors to review and monitor implementation of the plan.	Number of meetings with students	First Tuesday of every month	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: The school Principal will meet with the Behavior Intervention Specialist, School Social Worker, Psychologist and Resource Specialist to review and monitor the implementation of plans being delivered for students not meeting academic/behavioral requirements. This will be done during the monthly PBIS meeting.	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: Leadership Team will schedule two yearly motivational assemblies targeting at-risk students. Outlook invite has been sent for August 3rd.	Number of students participating		
1.25 Principals will schedule, plan and coordinate parent meetings with African American students who require intensive support to graduate.	Number of meetings with students by grade level	October 31, December 31, March 31, June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: 1. Principal will attend all parent conferences with African American student identified with 3 or more early warning indicators each nine weeks.			
1.26 Implement a plan that requires every school counselor to meet quarterly with at-risk African American students to discuss graduation needs. The principal will meet with students to determine the impact of graduation support.	Number of student meetings	October 31, December 31, March 31, June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: N/A			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.26 Develop a learner profile and learning plans for students not on track to graduate.	Number of students plans	October 31, December 31, March 31, June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: N/A			
1.27 Develop a learner profile and learning plans for students not on track to graduate.	Monitoring plans	June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: N/A			
1.28 Develop a plan to monitor graduation rates at each high school.	Monitoring plans	June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: N/A			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
Focus Area: Advanced Coursework			
1.32 Create procedures to ensure equitable access for African American students to on-site, college readiness testing in every high school (PSAT, ACT, SAT, PERT).	Documentation of procedures	June 1	Scott Bass, Deputy Superintendent; Chris Taylor, Director of Assessment & Accountability; Principals
Implementation Steps: N/A			
1.35 Schedule events to provide African American parents, guardians and students with information on advanced coursework, dual enrollment, graduation pathways, scholarship information and strategies for academic success (i.e. workshops, website, parent conferences, SAT and ACT information).	Event schedule Documentation of materials provided	February 13 February 20	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: Family Success night was held on February 13th 2020. The 2020-21 school year events will be scheduled during end of the year meetings with Leadership on May 29th.	Attendance roster		
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:			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.39 Develop a summer program to support and prepare African American secondary students for advanced courses.	Number of students enrolled in summer program	July 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: N/A			
1.41 Implement the PeerForward program to increase college enrollment.	List of students in PeerForward Program	August 1	Scott Bass, Deputy Superintendent; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Principals
Implementation Steps: N/A			
1.42 Implement district led data chats with principals that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment.	Agenda for data chats 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: District led			
1.44 Implement school level data chats between school leadership and teachers that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment.	Meeting Agenda	October 31, December 31, March 31	Scott Bass, Deputy Superintendent; Principals
Implementation Steps: School level data chats are done quarterly to look at each student's performance. ^{1.} The next data chat is scheduled for March 18th, all African American students will be reviewed during the chat to see if they are regressing and not meeting academic progress.			

2. Data used to determine regression will include the following; iReady Data, Unify Data, class grades, previous State Assessments and behavior data determined by CIR and ODR's.

Goal 2: Reduce Disparities in Discipline & Alternative Disciplinary Placements

Focus Area: Equitable & Culturally Responsive Tiered Supports			
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>2.5 Implement a plan to ensure all Out-of-School Suspensions are approved by principal supervisors.</p> <p>Implementation Steps:</p> <ol style="list-style-type: none"> All out of school referrals will need to be reviewed by Mr. Bass before they are administered. The Principal will contact Mr. Bass and review the referral before making a decision. 	<p>Documentation of Focus approval process and emergency procedures</p>	<p>April 1, 2020</p>	<p>Scott Bass, Deputy Superintendent; Principals</p>
<p>2.6 Complete and implement interventions outlined in school behavior plans to eliminate Out-of-School Suspensions.</p> <p>Implementation Steps:</p> <ol style="list-style-type: none"> The Behavior Intervention Specialist will meet with each teacher who has a student on a behavior plan to ensure the fidelity of the implementation. All behavior plans are collected and graphed by the BIS. PBIS team meets monthly to review graphs and ensure students are successfully meeting targeted goals. Goals are adjusted as needed. Students continuing to struggle are referred to the Problem-Solving Team for more intensive interventions. 	<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> <p>Behavior Graphs Meeting Notes</p>	<p>Aug31- - May 31</p>	<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>

<p>2.9 Research and implement a student to student peer mentorship program. 2.9 Research and implement a student to student peer mentorship program for African American students.</p>	<p>Research results</p>	<p>August 5</p>	<p>Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Dr. Deborah Long, Coordinator of Equity and Instructional Support; Principals</p>
<p>Implementation Steps:</p> <ol style="list-style-type: none"> 1. The STAR program is a weekly program where VBHS student come to mentor students at Glendale. 2. 5th Grade African American Students are selected for this program by looking at indicators that include; academic level, early warning signals, teacher recommendation. 3. The mentor lead organizes students each fall contingent upon the number of high school mentors who commit. 4. End of year Panoramic survey results will be examine on students participating in mentor program. 			
<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; Martina Pappalardo, Coordinator of Exceptional Student Education; Principals</p>
<p>Implementation Steps: 1. The Leadership Team will build an In-School Suspension team to develop a program which will include coaching, academic support, and an out of class peer teacher placement. 2. The In-School Suspension team will monitor discipline data monthly to adjust and improve outcomes for students.</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	Number of African American student Florida Future Educator Memberships		
4.6 Research opportunity to add a Teacher Academy at both high schools.	Number of African American students included in the program	June 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: N/A			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
4.8 Hiring administrators will interview, whenever possible, a diverse pool of applicants.	Submission of racial breakdown of all applicants for instructional positions. Must include information regarding the race and specific teacher or instructional staff position for which candidates were interviewed, extended offers, and/or hired.	August 1 – July 1	Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager; Principals
<p>Implementation Steps: All qualified applicants will be interviewed.</p> <p>1. The Principal will review all applications and set up interviews with all qualified personnel for the position.</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.	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:			

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:			
4.16 Develop a plan to increase the number of African American mentors by publicizing the needed criteria and asking principals to recommend teachers.	List of African American teachers serving as mentors	July 31	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Executive Directors of Elementary Education; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: 1. Teachers from Glendale will be recommended to participate by the Principal.			