

School District of Indian River County

AFRICAN AMERICAN  
ACHIEVEMENT PLAN  
2019-2020

Indian River Academy

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
<b>Focus Area: 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
1. Big Brothers/Big Sisters Reads Volunteers are assigned to students who show a substantial deficiency in reading based on Iready fall data and monitored through DIBELS.			
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> <ol style="list-style-type: none"> <li>Review FSA data in August and Iready Fall Diagnostic data, unit assessment data throughout the school year with all stakeholders to identify deficits in the African American subgroup and develop SIP Goals to address the gaps. Include Tier 1, Tier 2 &amp; Tier 3 plans with embedded progress monitoring (unit and formative assessments).</li> <li>Implement SIP Goals for increased achievement in African American student achievement based on data in benchmarks, Iready and FSA.</li> <li>Review FSA and Iready data to ensure high achieving African American students are being referred for gifted consideration.</li> <li>Create a Professional Development Plan to provide all stakeholders with cultural sensitivity and awareness training and then utilize these learnings in lesson planning and school-wide implementation.</li> </ol>			

<p>5. Continue to collaborate with SAC and PTO to purchase more multi-cultural literature and curriculum materials for instruction and independent reading.</p> <p>6. Provide ELO opportunities for students not showing adequate growth on the Iready, unit assessment and formative assessments.</p>			
<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><b>Implementation Steps:</b></p> <ol style="list-style-type: none"> <li>1. Provide Extended Learning Opportunities for African American Students based on FSA data including enrichment and remediation in the winter and spring. These ELO students will be monitored through standards based formative assessments, Iready monitoring and unit assessments.</li> <li>2. Provide specific venues for teachers and families to collaborate on barriers, attendance and program needs. (i.e family nights, conferences, performances, etc.)</li> <li>3. Provide ongoing communication for opportunities during family nights, newsletters, bulletin board posts, social media and school messenger. For those hard to reach families, phone calls from teachers and/or administrators will be made.</li> </ol>	<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
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> <ol style="list-style-type: none"> <li>1. Monitor equity in extra-curricular opportunities. (I.e. sports, academic, performances and clubs) Invite students and families personally to the opportunities if the students are not attending or signing up. Embed time with Multi-Cultural Coordinator to share percentages of African American students in these clubs to improve involvement.</li> <li>2. Provide specific venues for teachers and families to collaborate on barriers, attendance and program needs. (i.e family nights, conferences, performances, etc.) These barriers are provided by families in an ongoing conversation as attendance is monitored. These steps are directly connected to the barriers that families are expressing.</li> <li>3. Embed the SIP process and SAC funds with equitable opportunities.</li> </ol>			
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> N/A			

Focus Area: <b>Graduation Rate</b>			
<b>Action Step</b>	<b>Evidence of Completion</b>	<b>Implementation Timeline</b>	<b>Responsible Staff/ Department</b>
<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><b>Implementation Steps:</b> N/A</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><b>Implementation Steps:</b></p> <ol style="list-style-type: none"> <li>1. MTSS process implemented for students with EWS Indicators so documentation and problem solving is implemented. Assistant Principal communicates with teachers and parents on an ongoing basis for solutions to EWS indicators.</li> </ol> <p>N/A</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 &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> Third grade retainees are provided additional research-based interventions by the 3<sup>rd</sup> grade interventionist.</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
<b>Implementation Steps:</b>			
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	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	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
<b>Implementation Steps:</b> N/A	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> N/A			
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> 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
<b>Implementation Steps:</b> 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
<b>Implementation Steps:</b> 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
<b>Implementation Steps:</b> N/A			

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). N/A	Documentation of procedures	June 1	Scott Bass, Deputy Superintendent; Chris Taylor, Director of Assessment & Accountability; Principals
<b>Implementation Steps:</b>			
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> N/A			
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> <ol style="list-style-type: none"> <li>1. Build upon current quarterly classroom celebration ceremonies with submitted celebrations for every student by teachers to ensure equitable recognitions.</li> <li>2. Increase communication of celebration ceremonies through social media, school messenger and publications.</li> <li>3. Academic Nights in the fall, winter and spring to provide families with support and information on Iready, Focus, FSA and how they can support their child at home.</li> </ol>			

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> 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
<b>Implementation Steps:</b> N/A			
1.42 Implement district led data chats with principals that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment.	Agenda for data chats	October 31, December 31, March 31	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education; Principals
<b>Implementation Steps:</b> 1. Prior to District Data Chat-Principal and Assistant Principal will emulate the district data chat process through a protocol with teachers and coaches on a six-week cycle to create transparent and focused accountability. The protocol will include specific subgroups including African American students.	Number of students regressing by school and grade level		
1.44 Implement school level data chats between school leadership and teachers that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment.	Meeting Agenda Unify Data	October 31, December 31, March 31	Scott Bass, Deputy Superintendent; Principals
<b>Implementation Steps:</b> 1. Principal and Assistant Principal will emulate the district data chat process through a protocol with teachers and coaches on a six-week cycle to create transparent and focused accountability. The protocol will include specific subgroups including African American students. (March 11 <sup>th</sup> for writing in 4 <sup>th</sup> & 5 <sup>th</sup> grade & March 31 <sup>st</sup> for reading and math) The next			

<p>steps will be embedded in the school's Next Steps Plans in Reading, Math and Science.</p> <p>2. Utilize weekly collaborative planning meetings with administrators to plan engaging and rigorous tasks and lessons for level 3-5 students; embedding check for understanding to monitor engagement and/or data decreases.</p>			
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## Goal 2: Reduce Disparities in Discipline & Alternative Disciplinary Placements

Focus Area: <b>Equitable &amp; Culturally Responsive Tiered Supports</b>			
<b>Action Step</b>	<b>Evidence of Completion</b>	<b>Implementation Timeline</b>	<b>Responsible Staff/ Department</b>
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> <ol style="list-style-type: none"> <li>Administrators will provide staff with training in expectations, procedures and the plan for behavior (including ODR &amp; CIRs) and support for behavior in classrooms three times a year. (fall, winter, spring)</li> <li>Administrators will provide additional support to classroom teachers for behavior through plans and problem-solving meetings.</li> </ol>			
2.6 Complete and implement interventions outlined in school behavior plans to eliminate Out-of-School Suspensions.	Documentation of PD that includes discipline vs. Punishment session and SEL Discipline Prevention session;  Documentation of discipline school-based workgroups to develop individual plans	Feb 1 - April 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Principals
<b>Implementation Steps:</b> <ol style="list-style-type: none"> <li>Administrators will continue to provide Professional Development in classroom management and SEL (Conscious Discipline) for Tier 1, Tier 2 &amp; Tier 3. (Explicit expectations and school-wide procedures)</li> <li>Administrators will continue to monitor classroom management and academic engagement and rigor in classrooms to ensure environment is not a barrier for student behavior. (checklists)</li> <li>Administrators conduct classroom walkthroughs and then provide support and/or plans for teachers who struggle with classroom management, instructional delivery or student relationships.</li> </ol>			

<p>4. Administrators will continue to support teachers with ways of improving communication with families to problem-solve together.</p> <p>5. Administrators work with team leaders, BIS, School Psychologist with ongoing problem solving for alternatives to OOS suspensions.</p>			
<p>2.9 Research and implement a student to student peer mentorship program.</p> <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><b>Implementation Steps:</b></p> <ol style="list-style-type: none"> <li>1. Continue to utilize the community resources and partnerships to increase the number of African American students in the current mentorship program. (Indian River Club, BBBS Reads)</li> <li>2. Monitoring attendance, academic improvement and student by student next steps will be monitored on a quarterly basis.</li> </ol>			
<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></p> <ol style="list-style-type: none"> <li>1. Utilize MTSS process to ensure that repeat students are receiving Tier 1, Tier 2 or Tier 3 behavior plans with fidelity.</li> <li>2. Work collaboratively with families and the school district to provide needed supports for students, families and staff.</li> </ol>			

## 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> 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
<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> <ol style="list-style-type: none"> <li>Principal and Assistant Principal will seek out, interview and hire qualified candidates who emulate our student demographics; including African American teachers.</li> <li>Administrators will review all applications that are diverse to ensure they are interviewed.</li> </ol>			
<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> <ol style="list-style-type: none"> <li>Once an African American teacher has been hired, the Principal will notify the Professional Development Department so that he/she can be enrolled in the STAR Program and new teacher orientation.</li> <li>The STAR Mentee will be matched with a highly qualified Clinical Education Certified teacher on campus to provide support and mentorship for the first three years.</li> <li>The Principal will designate the Assistant Principal to facilitate the STAR Program on site with initial meeting, ongoing monthly meetings and plan of action to ensure the new teacher is successful and well connected to other staff.</li> </ol>			



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><b>Implementation Steps:</b></p> <ol style="list-style-type: none"> <li>The STAR Mentee will be matched with a highly qualified Clinical Education Certified teacher on campus to provide support and mentorship for the first three years.</li> <li>The Principal will designate the Assistant Principal to facilitate the STAR Program on site with initial meeting, ongoing monthly meetings and individualized plan of action to ensure the new teacher is successful and well connected to other staff.</li> </ol>	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><b>Implementation Steps:</b></p> <ol style="list-style-type: none"> <li>The Principal will work with district PD staff and other principals to recruit current highly effective African American teachers in the school district.</li> </ol>	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