

School District of Indian River County

AFRICAN AMERICAN  
ACHIEVEMENT PLAN  
2019-2020

Osceola Magnet

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>			
<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>	Intensive intervention course rosters	August 1 – July 1	Richard Myhre, Assistant Superintendent of Curriculum & Instruction. Kelly Baysura, Executive Director of Elementary Education; Principals
<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>Data from FLKRS and iReady will be assembled in a clear format after completing the initial August assessments.</li> <li>Using this data, students will be identified needing intensive reading and assigned research-based interventions at each grade level.</li> <li>Reading interventions will be implemented and monitored with specific data collection, depending upon the individual student’s needs.</li> </ul>			
<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>	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><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>2019-2020 School Improvement Plan Goal #1: Small Group Instruction</li> </ul>			

<ul style="list-style-type: none"> <li>• Measurable outcomes specify goal to improve proficiency of African American students by 5% in ELA, Math, and Science.</li> <li>• 2020-2021 School Improvement Plan will include an individual goal to address achievement gaps of African American students and identify specific steps and resources that will directly address achievement gaps.</li> <li>• Plan will include Professional Development, extended learning opportunities, mentoring, and afterschool tutoring.</li> </ul>			
<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> <ul style="list-style-type: none"> <li>• We currently do not have extended learning opportunities after school due to limited funds.</li> <li>• The school leadership team will apply for Education Foundation and local grants to help fund after-school opportunities for African American students.</li> <li>• School Improvement Plan will request School Advisory Council funds for after-school tutoring.</li> <li>• Upon receiving of funds, extended learning opportunities will be arranged by the Principals and Multicultural Coordinator.</li> <li>• The school Multicultural Coordinator will facilitate teacher mentors for students which does not require additional funds.</li> </ul>	<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>
<p><b>Action Step</b></p>	<p><b>Evidence of Completion</b></p>	<p><b>Implementation Timeline</b></p>	<p><b>Responsible Staff/ Department</b></p>

<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><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>We are currently collecting specific data on all extracurricular activities regarding participation by race for the 2019-2020 school year. We have over 25 clubs and activities during the year.</li> <li>During the 2020-2021 school year, activity leaders will be reporting to the principal participation each quarter according to ethnicity in order to monitor for equitable participation. Action will be taken by the principal and activity leaders to identify possible barriers to participation and to improve equitable participation in every activity.</li> </ul>	<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><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>(Not applicable)</li> </ul>	<p>Membership rosters</p>	<p>October 31, December 31, March 31</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>

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></p> <ul style="list-style-type: none"> <li>(Not applicable)</li> </ul>			
<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> <ul style="list-style-type: none"> <li>School leadership team is responsible for collecting and reporting data regarding Early Warning Indicators for all students and disaggregating the data by ethnicity.</li> <li>Current data: 103 students with 2+ EWS (53% W, 26% B, 13% H, 2% A, 6% M) 12 students with 3+ EWS (33% W, 50% B, 8% H, 0% A, 8% M) 3 students with 4+ EWS (0% W, 100% B, 0%H, 0% A, 0% M)</li> <li>The principal and grade levels teams use the information during data chats to develop and implement interventions.</li> <li>Students will 3 or more Early Warning Indicators who do not show improvement are presented to the MTSS team.</li> </ul>			

--	--	--	--

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></p> <ul style="list-style-type: none"> <li>(Not applicable)</li> </ul>			
<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>(Not applicable)</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> <ul style="list-style-type: none"> <li>(Not applicable)</li> </ul>			
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> <ul style="list-style-type: none"> <li>(Not applicable)</li> </ul>			
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	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> <ul style="list-style-type: none"> <li>(Not applicable)</li> </ul>			

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		
<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>Multicultural Coordinator will coordinate guest speaker or high school students to share with at-risk students during the 2020-2021 school year.</li> </ul>	Number of students participating	December 31, May 31	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
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> <ul style="list-style-type: none"> <li>(Not applicable)</li> </ul>			
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



**Implementation Steps:**

- (Not applicable)

Secondary Education;  
Principals

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> <ul style="list-style-type: none"> <li>(Not applicable)</li> </ul>			
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> <ul style="list-style-type: none"> <li>(Not applicable)</li> </ul>			
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> <ul style="list-style-type: none"> <li>(Not applicable)</li> </ul>			

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> <ul style="list-style-type: none"> <li>(Not applicable)</li> </ul>			
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> <ul style="list-style-type: none"> <li>(Not applicable)</li> </ul>			
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	March 1	Scott Bass, Deputy Superintendent; Principals
<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>Data has been and will continue to be collected on recognition ceremonies regarding equitable representation of African American learners (e.g. Student of the Month, Honor Roll). This data is presented to teachers and staff schoolwide.</li> </ul>			

<ul style="list-style-type: none"> <li>• The data will be disaggregated by individual teachers and grade levels to look for equitable recognition.</li> <li>• Teachers and grade levels that do not have equitable representation will meet with the principal and multicultural coordinator to problem-solve and develop a plan to improve equity.</li> </ul>			
--	--	--	--

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> <ul style="list-style-type: none"> <li>• (Not applicable)</li> </ul>			
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> <ul style="list-style-type: none"> <li>• (Not applicable)</li> </ul>			
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	October 31, December 31, March 31	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education;

<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>Data will be assembled regarding students, disaggregated by ethnicity, of students regressing who earned a level 3, 4 or 5 on FSA in prior years. Additionally, data is assembled regarding students, disaggregated by ethnicity, of students regressing who earned between the 50<sup>th</sup>-75<sup>th</sup> percentile, 75<sup>th</sup>-90<sup>th</sup> percentile, and 90<sup>th</sup>+ percentile in iReady in prior years.</li> </ul>	<p>school and grade level</p>		<p>Kelly Baysura, Executive Director of Elementary Education; Principals</p>
<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><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>African American students, in addition to other students, who show regression on FSA or iReady will be identified and participate in Tier 2 problem-solving data chats at the beginning of each school year. Progress will be tracked throughout the school year during data chats.</li> </ul>	<p>Meeting Agenda</p>	<p>March 1 – July 1</p>	<p>Scott Bass, Deputy Superintendent; Principals</p>

## 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	March 1, 2020	Scott Bass, Deputy Superintendent; Principals
<b>Implementation Steps:</b> <ul style="list-style-type: none"> <li>All Out-of-School Suspensions will be approved by the principal supervisor.</li> </ul>			
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> <ul style="list-style-type: none"> <li>The Principal and leadership team will work to develop a plan for alternatives to Out-of-School Suspensions.</li> <li>Document completion and implementation of interventions to eliminate Out-of-School Suspensions.</li> <li>Tier 1 and Tier 2 behavior and social-emotional will monitored for fidelity of implementation.</li> <li>Students who receive multiple behavioral incidents will work with the Behavior Specialist and will be referred to the MTSS team for additional problem-solving and interventions.</li> </ul>			

<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> <ul style="list-style-type: none"> <li>• Multicultural Coordinator will facilitate 5<sup>th</sup> grade mentorship program with younger African American students.</li> <li>• Priority will be given to students with Early Warning System indicators and students needing academic support.</li> <li>• Teachers, community members and parents will be recruited to serve as mentors to students. Possible mentors will be screened and chosen by the school leadership team.</li> <li>• The Principal and Multicultural Coordinator will monitor the implementation and effectiveness of the mentoring program.</li> </ul>			
<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>March 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> <ul style="list-style-type: none"> <li>• The Principal and leadership team will work to develop a plan for alternatives that can be implemented prior to In-School Suspensions.</li> <li>• Document completion and implementation of interventions to show a reduction in In-School Suspensions.</li> <li>• Tier 1 and Tier 2 behavior and social-emotional will monitored for fidelity of implementation.</li> <li>• Students who receive multiple behavioral incidents will work with the Behavior Specialist and will be referred to the MTSS team for additional problem-solving and interventions.</li> </ul>			

## 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> <ul style="list-style-type: none"> <li>(Not applicable)</li> </ul>	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> <ul style="list-style-type: none"> <li>(Not applicable)</li> </ul>			



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>March 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>Principal will request assistance from Human Resources in recruiting, interviewing, and hiring diverse applicants</li> <li>The principal will use the Applitrack system to review all applicants and interview all qualified diverse candidates.</li> <li>The principal will document all teachers by ethnicity chosen for interviews for open positions.</li> <li>The interview process and decision-making will document a specific goal to increase African American teachers.</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>New African American teachers at school will attend new teacher mentoring program and orientation, in addition to the STAR program for new teachers.</li> <li>The principal will ensure that new teachers are paired with Clinical-Educator teacher mentor.</li> <li>Monthly meeting with mentors will be documented.</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> <ul style="list-style-type: none"> <li>A mentor will be assigned to each African American teacher according to individual needs.</li> </ul>			
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> <ul style="list-style-type: none"> <li>The principal will reach out to clinical educator trained African American teacher to become a mentor to new African American teacher.</li> <li>The principal will encourage our experienced African American teacher to complete the Clinical Educator training in order to become a mentor in the future.</li> </ul>			