

School District of Indian River County

African American Achievement Plan

2020-2021

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****Dates on page 3 were updated as of September 4, 2020****

****Page numbers were added back as of September 9, 2020****

The goal of the School District's African American Achievement Plan shall be to eliminate the achievement gap as compared to White students. Given this, the Plan identifies barriers to the academic achievement of African American students; lists the strategies, procedures, and/or programs that will be implemented to improve the academic achievement of African American students and address the identified barriers; and sets measurable goals for the improvement of African American academic achievement. The School District's African American Achievement Plan also addresses discipline disparities observed among of African American students and the assignment of African American students to special programs, such as the Exceptional Student Education (ESE) and Alternative Education programs, including whether such assignments exceed state and District averages for other groups. Other purposes of this Plan include the hiring of a diverse workforce, the inclusion of culturally responsive lessons and materials, the celebration of diverse learners and families, and the fostering of a growth mindset.

This document represents a plan to reduce achievement gaps across the District in all schools. Additional supports and programs will be initiated based upon the needs of each school. The District's African American Achievement Plan will continue to be revised to include bold initiatives to generate substantive changes in the way we engage, enrich and empower our teachers, children and families to meet high expectations for all learners. This Plan will be reviewed annually and updated accordingly.

Some of our key strategies include:

- A plan to increase implementation fidelity of the Multi-Tiered System of Supports (MTSS) framework to meet the needs of African American students, including ongoing progress monitoring.
- A comprehensive induction program, including a mentoring component focused on professional development to practice, which is designed to support and retain new teachers.
- A district commitment to culturally relevant curriculum, materials, and training in support of rigorous, engaging instruction in all classrooms.
- A district commitment to positive behavioral supports and interventions and fair and equitable disciplinary practices for all students.
- A district commitment to restorative practices, including deliberate strategies to build classroom relationships and community, alternatives to suspension, and reintegration plans for students who receive a suspension to provide them skills to successfully return to the classroom.
- A targeted plan to empower families to better understand their child's academic data, their strengths and weaknesses, and the resources available to improve learning in school, after school, and at home.
- A strategic plan to recruit and hire a diverse teaching staff through focused and innovative strategies, including a program that identifies and supports current African American high school students who want to become teachers in our schools.



The Superintendent will update the School Board on the progress towards meeting the Desegregation Order quarterly. Changes will be made to this plan based on the input received from the School Board and Equity Committee. School Board members are invited to attend all Equity Committee meetings. The Superintendent will emphasize to staff that compliance with the Desegregation Order is non-negotiable and link progress to staff evaluations.

The Coordinator of Equity, Family, and Community Engagement will evaluate the impact of this plan and will conduct surveys, make school visits, and speak to faculty and staff.

In addition to this plan, each school will develop their own African American Achievement Plan to support students.

Overall five-year baseline data to support each Focus Area is available in the Data Booklet found in Appendix A starting on page 71. Additional data aggregated by school and grade will be found on the school district's website and will be updated periodically.

This plan will be accompanied by a progress monitoring report card.

***While these action steps are District-led initiatives, many will be implemented under the direction of the school principal.**

Prior to the start of each school year, the School Board will review this Plan, consider any recommended changes to the Plan, and approve the Plan. On August 4, 2020, the School Board was provided the draft of the 2020-2021 African American Achievement Plan for review. On August 19, 2020, the board approved this plan.

The Equity Committee shall be responsible for monitoring the School District's implementation of the Plan and the results/effectiveness of the Plan in improving the academic achievement of African American Students. The School Board will ensure that information requested by the Equity Committee for accomplishment of its responsibility for monitoring the implementation and results/effectiveness of the Plan is timely made available to the Equity Committee through appropriate channels determined by the School Board in its discretion.

The School Board will ensure that the School District maintains documentation regarding the implementation of this Plan. The School Board will also ensure that the data discussed throughout this Plan is sufficient to evaluate the results/effectiveness in improving the academic achievement of African American students.

The Equity Committee will submit any recommendations to the School Board for modifying this Plan to eliminate strategies, procedures, and/or programs that have not been successful or to include new strategies, procedures, and/or programs likely to improve academic achievement of African American students. On August 12, 2020, the Equity Committee submitted such recommendations to the School Board, which the School Board reviewed and considered as advisory.

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Barriers

This document identifies barriers to the academic progress and equitable discipline and assignment to special programs for African American students and identifies goals to determine whether improvements in these areas are realized when compared to White students in the District. Additionally, strategies/action steps to address the identified barriers and achieve the intended goals are explicitly outlined in this document.

The barriers addressed in this plan include:

1. Lack of instructional staff mirroring the demographics of the student population
2. Need for comprehensive training and accountability for applied practice in culturally responsive instructional strategies
3. High Impact teachers are not strategically placed at low performing schools
4. Need for an explicit action plan to drive change to improve equitable instructional and disciplinary practices districtwide
5. Need for data-driven allocation of school-based resources
6. Need for increased access and support to enroll students in advanced coursework
7. Need for increased consistency in the quality and implementation of Tier 1 behavioral supports
8. Need for increased skills in cultural competency to foster positive relationship building between educators and students
9. Need for increased awareness of implicit bias and impact on behavioral dynamics and interactions
10. Need for increased culturally relevant instructional practices in Tier 1 instructional frameworks
11. Need for consistent accountability related to strategic actions and supports for the achievement of African American students
12. Need for additional academic support for African American students to achieve mastery
13. High cost of living

Key Data Definitions / Achievement Gap

Terms	Data Definitions	Data Rules / Cautions
Gap	For the purpose of this plan, the difference of outcomes related to African American students as compared to the performance of White students.	The gaps for each goal are explained as sub-definitions under each goal. For purposes of this document, the 2018-2019 school year is considered the baseline year for setting the District's aspirational goals.
African American	All students and employees who are "African American" under the federal race definition, which is defined in Indian River County as the Local Ethnic Code. This definition is consistent with state and national reporting rules around race. The reporting of a student as "African American" is determined by the parent during the school registration process or by the employee via the hiring process.	It is important to note that data accuracy around race is dependent upon the accuracy of self-reporting.
Graduation Rate	The percentage of high school students from each four-year cohort (when students enter ninth grade) who graduate with a standard high school diploma per the state's definition, which includes all withdrawal codes (WD) that result in a standard high school diploma.	The District provides data on all withdrawal codes (WD) as a way of reporting students who graduated with a standard high school diploma, the routes they took in receiving their diplomas as well as accounting for students who did not graduate.
Early Warning System (EWS)	A data monitoring tool that tracks student behaviors and actions for those who are not on track to graduate (e.g. attendance, behavior, course performance) that can be used to predict future graduation status and identify for schools those students who may need intervention to reengage.	An EWS is not a graduation "checklist" but rather a collection of actions and behaviors that provide an indication of disengagement so that schools can intervene prior to a student dropping out-of-school.
On-Track Status	The State of Florida defines off-track as having one of the following: <ol style="list-style-type: none"> 1. An annual attendance rate less than 90% 2. One or more classroom removals 3. Course failures in math or ELA 4. Level 1 on the statewide assessment in math or ELA (or reading deficiency in K-3 defined locally by scoring at or below the 25th percentile on I-Ready diagnostics) 	While the State of Florida requires monitoring and intervention at the K-8 level, SDIRC monitors and intervenes at all grade levels.

Plan B Gifted Eligibility	An eligibility pathway for gifted identification which is designed to increase the number of traditionally underrepresented populations of students (i.e., English Language Learners, low socioeconomic status) identified as eligible for gifted services and programming.	Link: State-Approved, District Plan to Increase the Participation of Underrepresented Students in the Program for Students Who Are Gifted
Academic Achievement	The annual performance of students on reading (now called English Language Arts or ELA) and math standardized assessments. For purposes of this document, the state's Florida Standards Assessment (FSA) is used, as well as other nationally recognized normed assessments.	Though the District does review and provide data regarding other achievement factors (such as GPA), the gap for purposes of this section of the document refers to the gap in performance on standardized assessments.
Advanced Coursework	Advanced and accelerated courses and programs that are designed to provide more rigorous academic opportunities for students. For purposes of this document, this includes student enrollment in gifted in elementary and middle schools, and Advanced, Honors, and Accelerated (such as Dual Enrollment (DE), Advanced Placement (AP) and International Baccalaureate (IB)) courses in middle and high schools. This also includes student enrollment in Career and Technical Education (CTE) as defined by Career and Professional Education (CAPE).	Data include gifted in elementary school, gifted, advanced and high school-level courses in middle school, and Honors, Dual Enrollment, Advanced Placement, and International Baccalaureate courses in high school. AP and IB program enrollments are also included as part of the District's monitoring of application / choice programs.
Participation in Advanced Coursework	Participation refers to the total enrollment of African American students in courses (see above) and / or attendance in activities (such as STEM, or other academic programs) as outlined within this document. The goals for participation are defined as meeting or exceeding the percentage enrollment of African American students across the District.	
Performance in Advanced Coursework	Performance refers to the percentage of African American students earning satisfactory course credit (such as college credit in DE, AP or IB) or earning an industry certification. The performance of African American students should mirror the performance of White students.	Measuring performance of students in accelerated courses such as AP should be made with some caution as the District is committed to challenging students to take more rigorous courses and that sometimes results in higher participation rates and, at least initially, with lower performance rates. The District has outlined plans to provide students with the assistance and support needed to succeed in these more challenging classes.

Office Discipline Referral	A referral made of a student due to a disciplinary infraction and processed at the school per the District's Code of Student Conduct.	Data is pulled for both the total number of referrals and total number of students who received a referral, typically titled "unique referrals" or "unique students" receiving a referral. Though the gap is defined by race, data is pulled also by race/ethnicity and students with and without disabilities as a way of monitoring progress and interventions.
In-School Suspension	A consequence issued as a result of an Office Discipline Referral that results in a student being removed from class to another location on campus for more than 50% of the instructional day.	Data is pulled for both total number of in-school suspensions and total number of students who received an in-school suspension, typically titled "unique suspensions" or "unique students" receiving an in-school suspension. Though the gap is defined by race, data are pulled also by school, grade level, and students with and without disabilities as a way of monitoring progress and interventions.
Out-of-School Suspension	A consequence issued as a result of an Office Discipline Referral that results in a student being removed temporarily from the school campus.	Data is pulled for both total number of out-of-school suspensions and total number of students who received an out-of-school suspension, typically titled "unique suspensions" or "unique students" receiving an out-of-school suspension. Though the gap is defined by race, data are pulled also by school, grade level, and students with and without disabilities as a way of monitoring progress and interventions.
Classroom Removal	Used to describe a disciplinary event consisting of either in-school-suspension or out-of-school suspension, in which a student is removed from their assigned classroom instructional setting.	Data are pulled for both total number of classroom removals (i.e., out-of-school suspension and in-school suspension) and total number of students who received a classroom removal, typically titled "unique suspensions" or "unique students" receiving an in-school suspension. Though the gap is defined by race, data are pulled also by school, grade level, and students with and without disabilities as a way of monitoring progress and interventions.

Exceptional Student Education (ESE) / Specific Learning Disability (SLD)	The percentage of students identified as eligible for Exceptional Student Education Services. One such designation that is tracked per this document are those students in need of specially designed instruction and identified as eligible for services for a specific learning disability.	For purposes of this document, students with a 504 Plan are not included.
Minority Hiring	The total number and percentage of instructional and administrative positions with the goal of increasing staff diversity by meeting or exceeding the total enrollment of African American students across the District (defined in 2018-19 as 17.7%).	The data for this document is pulled only for instructional and administrative positions and not for related staff positions that are non-instructional. As such, the gaps referred to herein are intended to impact the diversity of the teaching and administrative staffs.
Combined Math	Combined math includes grades FSA 3-8 Math and the Algebra 1 and Geometry EOCs.	
Multi-Tiered System of Supports (MTSS)	An evidence-based framework for schooling which provides a coordinated continuum of instruction and supports related to academic, behavioral, and social-emotional domains.	<p>Tier 1: Evidence-based instruction and supports provided to all students.</p> <p>Tier 2: Evidence-based interventions and supports provided to address common barriers to learning for some students.</p> <p>Tier 3: Intensive, individualized, and evidence-based interventions and supports provided to address individual student barriers to learning for few students.</p>
Risk Ratio	A data point that represents the likelihood that a member of one group would incur a consequence as compared to another subgroup or as compared to all other students. (How likely one group will receive a consequence compared to another group.)	Risk Ratios are useful when comparing the likelihood of one population receiving a treatment to another where the two populations are different sizes.

School District of Indian River County

Methodology for Systemic Root Cause Analysis

On September 26th, 2019, principals were provided with professional development on conducting systemic level root cause analyses as related to addressing educational inequities.

An initial session related to district level (systemic) root cause analysis was conducted on June 18, 2020 using the methodology outlined by Preuss, 2003 in “School Leader’s Guide to Root Cause Analysis: Using Data to Dissolve Problems.”

The overarching methodology being used for completing a systemic level root cause analysis (see Action Step 1.2) involves the following steps:

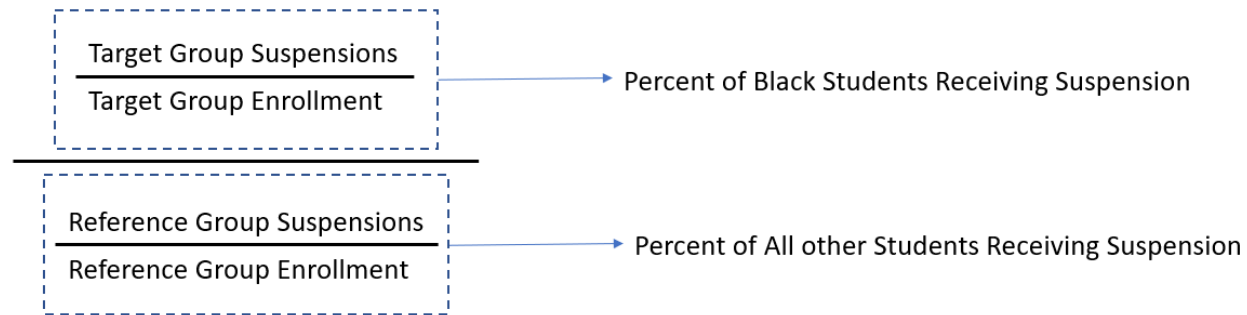
1. Gather and analyze student performance data in areas of interest.
2. Identify & prioritize performance gaps (e.g., racial/ethnic inequities) to provide focus for the root cause analysis.
3. Identify intermediate and root causes (e.g., instructional variables, curricular variables, environmental variables, organizational variables) for prioritized performance gaps through a facilitated questioning process. Examples of questions for facilitated discussion are as follows:
 - Why is the observed inequity occurring?
 - What is holding us back from resolving the inequity?
 - What processes, beliefs, attitudes, skills, or knowledge contribute to the observed inequities?
 - Why do identified observed intermediate causes exist?
4. As outlined in Preuss, 2003, the following criteria are used to identify whether identified causes are intermediate or root causes (p.12):
 - Would the problem have occurred if the cause had not been present? (No=Root Cause)
 - Will the problem reoccur if the cause is corrected or dissolved? (No=Root Cause)
 - Will similar events occur if the caused is corrected or eliminated? (No=Root Cause)
5. Continue facilitated questioning until potential root causes for the observed inequities are identified.
6. Analyze identified root causes for recurring themes.
7. Use current and available sources of data to verify the existence of identified root causes.

Following additional root cause analysis sessions to be conducted during the 2020-2021 academic year, steps 6 & 7 will be further operationalized to refine the identification of root causes based upon data collected when schools are in session.

8. Develop strategies and associated action steps to eliminate identified root causes.
9. Progress monitor the effectiveness of strategies in eliminating the identified root causes and evaluate impacts on associated outcome measures. Make any needed revisions to strategies.

Methodology adapted from: Preuss, P.G. (2003). School Leader’s Guide to Root Cause Analysis: Using Data to Dissolve Problems. Routledge, Taylor, & Francis Group: New York, New York.

Risk Ratio:



If Risk Ratio = 1, then the top percentage is the same as the bottom percentage (African American students suspended at same rate as all other students).

If Risk Ratio > 1, then the top percentage is greater than the bottom percentage (African American students suspended at a greater rate as all other students). The risk ratio becomes “how many more times African American students are suspended than all other students.”

If Risk Ratio < 1, then the top percentage is less than the bottom percentage (African American students suspended at a smaller rate as all other students). The risk ratio becomes “how many times less are African American students suspended than all other students.”

Goal 1: Improve Academic Achievement of African American Students

Aligned with the District's Strategic Plan: Focus Area: Academic Success

Goal 1 Focus Area: Closing the Achievement Gap

The following tables provide information about percentage of students scoring at level 3 or above on the Florida Standards Assessments:

ELA Baseline Condition (2018-19):

ELA State:

ELA (Grade 3-10)	State % (Count) Level 3+				
Race	2015-16	2016-17	2017-18	2018-19	2019-20
White, Non-Hispanic	63% (403,904/ 638,076)	65% (414,204/ 634,596)	65% (409,611/ 625,785)	67% (413,413/ 619,509)	Due to COVID-19, as of March 2020, the FLDOE canceled all remaining assessments for K-12 for the 2019-2020 school year.
African American, Non-Hispanic	34% (118,390/ 350,072)	36% (124,975/ 351,944)	37% (129,534/ 352,318)	38% (134,979/ 353,068)	
Gap (% pts)	29	29	28	29	

ELA District:

ELA (Grade 3-10)	District % (Count) Level 3+				
Race	2015-16	2016-17	2017-18	2018-19	2019-20
White, Non-Hispanic	61% (3,574/ 5,819)	62% (3,520/ 5,672)	62% (3,515/ 5,713))	64% (3,669/ 5,712)	Due to COVID-19, as of March 2020, the FLDOE canceled all remaining assessments for K-12 for the 2019-2020 school year.
African American, Non-Hispanic	27% (475/ 1,781)	29% (512/ 1,775)	31% (525/ 1,703)	35% (606/ 1,741)	
Gap (% pts)	34	33	31	29	

ELA Goal: To decrease the gap in ELA-Reading achievement for African American students by an average of 10 percentage points each year on state ELA assessments until the gap is eliminated.

Source: Ed Stats. The above data is comprehensive for Grades 3-10. Additional data aggregated by School and Grade will be found on the District web site's [Assessment & Accountability page](#).

Goal 1: Improve Academic Achievement of African American Students

Aligned with the District's Strategic Plan: Academic Success

Focus Area: Closing the Achievement Gap

The following tables provide information about percentage of students scoring at level 3 or above on the Florida Standards Assessments:

Combined Math Baseline Condition (2018-19):

Combined Math State:

Combined Math	State % (Count) Level 3+				
Race	2015-16	2016-17	2017-18	2018-19	2019-20
White, Non-Hispanic	65% (424,279/ 657,441)	67% (434,003/ 646,881)	69% (404,756/ 586,520)	69% (400,326/ 576,804)	Due to COVID-19, as of March 2020, the FLDOE canceled all remaining assessments for K-12 for the 2019-2020 school year.
African American, Non-Hispanic	34% (125,663/ 365,262)	38% (134,927/ 355,436)	39% (133,376/ 338,737)	40% (137,025/ 340,087)	
Gap (% pts)	31	29	30	29	

Combined Math District:

Combined Math	State % (Count) Level 3+				
Race	2015-16	2016-17	2017-18	2018-19	2019-20
White, Non-Hispanic	60% (3,426/ 5,691)	62% (3,495/ 5,671)	65% (3,490/ 5,339)	66% (3,516/ 5,331)	Due to COVID-19, as of March 2020, the FLDOE canceled all remaining assessments for K-12 for the 2019-2020 school year.
African American, Non-Hispanic	26% (447/ 1,722)	29% (509/ 1,779)	34% (548/ 1,627)	35% (597/ 1,728)	
Gap (% pts)	34	33	31	31	

Combined Math Goal: To decrease the gap in Math achievement for African American students by an average of 11 percentage points each year on state Math assessments until the gap is eliminated.

Source: Ed Stats. The above data is comprehensive for Grades 3-10. Additional data aggregated by School and Grade will be found on the District web site's [Assessment & Accountability page](#).

*Each quarter, the Superintendent will present to the Board the impact of academic and social/emotional learning outcomes. In January 2021, the District will provide a **mid-year update** to the Equity Committee for a status update on the progress made towards each action step. The district will develop next steps based on the status update and feedback from the equity committee.

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
10	1.1 Provide professional development to administrators, instructional staff, and teachers related to culturally responsive instructional practices and strategies for working with African American male and female students.	Professional Development Materials and Rosters with feedback survey for each school and district department	1 st of Every Month	Dr. Colleen Lord, Director of Educator Quality; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Results of participant's Professional Development Surveys	1 st of Every Month		
	Next Steps Based on Status Update:	Quarterly equitable classroom practices observations Quarterly Summary Report of progress for Responsible Staff/Department	October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	1.2 Conduct multi-level analysis of root cause for barriers to academic achievement for African American students. (Methodology for Systemic Root Cause Analysis can be found on page 9.)	Materials used to conduct root cause analysis Roster of participants in root cause analysis	October 16, 2020 January 21, 2021	Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Summary of Results and analysis of the root cause analysis	March 12, 2021		
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	1.3 A. Develop and implement a curriculum matrix that integrates African American History teachings in grades K-12 that is included in the curriculum map. B. Provide district training for administrators and district staff related to matrix implementation, monitoring, and look-fors in classrooms	Curriculum Matrix document posted on District website Documentation of district planning support to schools Conduct quarterly Classroom walk throughs to ensure integration into classroom instruction and provide written report of feedback	October 16, 2020 October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	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, targeted reading intervention as defined by the district reading plan.	Number and percentage of qualified students receiving targeted reading interventions Principals conduct data chats and create school- based action plans which includes adjustments to instructional support based on student progress Quarterly i-Ready reports of progress of African American students' growth in K-2	1 st of Every Month 1 st of Every other Month October 16, 2020 January 21, 2021 March 12, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.5 A. Ensure that School Improvement Plans for all schools specifically address how school resources are being allocated to address achievement gaps for African American students. B. Provide ongoing monitoring and support of each school's implementation of the School Improvement Plans.	Peer Reviews of School Improvement Plans with principals Approved School Improvement Plans detailing resource allocations	October 31, 2020 October 31, 2020	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Quarterly reviews of the School Improvement Plan Quarterly impact review action plan	October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021		
	Next Steps Based on Status Update	Comprehensive data reviews to Cabinet and requested support for progress needed	October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6, 9, 12	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.	Rosters with number of students attending Extended Learning Opportunities	October 16, 2020 January 21, 2021 March 12, 2021	Scott Bass, Deputy Superintendent; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Cynthia Emerson, Director of Instructional Innovation; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Evidence of parent workshops, school site activities, etc.	October 16, 2020 January 21, 2021 March 12, 2021		
		Documentation of Parent/ Guardian Communication of remediation and enrichment opportunities by the Director of Instructional Innovation	October 16, 2020 January 21, 2021 March 12, 2021		
	Next Steps Based on Status Update:	Documentation of expanded Extended Day Program offerings at each site by certified classroom teachers for daily enrichment or remediation support	October 16, 2020 January 21, 2021 March 12, 2021		Communication & Engagement
		Utilize partnerships to offer scholarships to Moonshot tutoring at extended day for students in need at identified pilot sites.	October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.7 Create and implement a plan to increase balance in student enrollment by race at each school to ensure African American students assigned to individual schools are consistent with the percentage of African American students represented in the District, within a range of plus or minus nine percentage points.	District student Enrollment Plan with current school enrollment as of Survey 2 and 3 with percentage of African American students represented at individual schools.	October 31, 2020 February 28, 2021	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Cynthia Emerson, Director of Instructional Innovation; Principals	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	School-based action plans with specific strategies implemented to increase African American enrollment.	October 31, 2020		
	Next Steps Based on Status Update:	School Choice Expo Evidence of targeted awareness and application drives regarding Magnet/choice school enrollment for underrepresented student populations	October 17, 2020 January 31, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
5	1.8 Implement a master plan conducting a rezoning study and utilize results of study for needed revisions to school zone boundaries.	Master Plan Final Report	January 29, 2021	Ron Fagan, Chief Financial Officer	Organizational and Fiscal Responsibility
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Summary of results from rezoning study	June 30, 2021		
	Next Steps Based on Status Update:	Creation of an exploratory committee to make recommendations to the Board	June 30, 2021		
11	1.9 Conduct a study researching the reasons parents are choosing to attend schools outside of their zoned areas.	Summary of focus groups	November 1, 2020	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; Dr. Christina Jacobs, Director of Strategic Initiatives and Systems Compliance; Cynthia Emerson, Director of Instructional Innovation	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Summary of study results	December 18, 2020		
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District’s Strategic Plan
5	1.10 Create a transportation plan where all students have equitable access to school choice.	The Transportation Plan including depot stops by race/ethnicity and by school Survey parents for feedback on transportation other than utilizing bus depots	September 30, 2020 January 29, 2021 October 30, 2020 February 28, 2021	Scott Bass, Deputy Superintendent; Jennifer Idlette, Director of Transportation	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Documentation of communication to parents and community about the transportation provided including depot stops	November 30, 2020 March 30, 2021		Communication & Engagement
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
9	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).	Methodology and documentation of extracurricular activities at each school by race	October 31, 2020 January 8, 2021 March 31, 2021 May 31, 2021	Scott Bass, Deputy Superintendent; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Eric Seymour, Director of Advocacy, Athletics, & Student Activities; Cynthia Emerson, Director of Instructional Innovation; Principals	Communication & Engagement
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Provide training to coaches on culturally responsive practices – PD rosters, materials, and feedback survey results	September 15, 2020		
	Next Steps Based on Status Update:	School-based action plans to ensure equitable participation in extracurricular activities	September 30, 2020		
		District Recruitment plan for increasing equitable representation of African American students	November 1, 2020		
		Results of student committee meetings to share opportunities to diversify extracurricular activities	October 31, 2020 January 8, 2021 March 31, 2021 May 31, 2021		
		Distribute marketing materials across the community with information about upcoming opportunities (tryout dates, cost, etc.)	December 18, 2020		
		District will ensure fundraising is taking place to mitigate costs for students who encounter this barrier	October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.12 Create data review sessions with school principals to review subgroup data, which includes a discussion on the progress monitoring of African American students. Plans of action will be implemented after each session.	District-level, School-level, Grade-level/Content area Data chats and agenda	October 16, 2020 January 21, 2021 March 12, 2021	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability & Virtual Education; Principals	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Quarterly Progress monitoring data	October 16, 2020 January 21, 2021 March 12, 2021		
	Next Steps Based on Status Update:	Quarterly review of Plans of action	October 16, 2020 January 21, 2021 March 12, 2021		
		Impact Reviews	October 16, 2020 January 21, 2021 March 12, 2021		
		Power BI Dashboard Review	October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
10, 11	1.13 Provide support to teachers and administrators on the use of real-time data specific to African American students in order to have effective data chats and plan targeted support for improved learning.	Progress monitoring data Training and support materials provided to teachers and administrators	September 15, 2020	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability and Virtual Education; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Power BI training with rosters, materials, feedback	September 15, 2020		
		Evidence of leadership teams using Power BI to monitor the impact of instruction	October 16, 2020 January 21, 2021 March 12, 2021		
	Next Steps Based on Status Update:	Data chat tools	October 16, 2020 January 21, 2021 March 12, 2021		Equity, Culture, & Climate
		Evidence of classroom-based progress monitoring	October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
10, 11	1.14 Each secondary principal will engage with the African American Student Council to conduct a needs assessment to identify opportunities for improvement and monitor progress of African American students in order to create a school-site plan.	Principal meeting agenda with next steps, membership rosters and collected feedback	October 31, 2020 January 8, 2021 March 31, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Summary of needs assessment	October 31, 2020 January 8, 2021 March 31, 2021		
	Next Steps Based on Status Update:	Evidence of meeting with students and updates and modifications to the school-site plan	October 31, 2020 January 8, 2021 March 31, 2021		

Aligned with the District's Strategic Plan: Focus Area 1 Academic Success

Goal 1 Focus Area: Graduation Rate

The following table provides information about graduation rates for African American and White students:

Baseline Condition (2018-19):

State:

State Percent (Count)					
Race	2015-16	2016-17	2017-18	2018-19	2019-20
White, Non-Hispanic	85% (71,990/ 84,619)	86% (73,507/ 85,251)	89% (75,318/ 84,595)	90% (75,470/ 83,669)	Graduation rates are released by the FLDOE in December of each year. Therefore, the graduation rate for the 2019-2020 school year will not be available until December 2020.
African American, Non-Hispanic	72% (31,756/ 43,926)	75% (34,243/ 45,757)	81% (37,973/ 46,915)	82% (38,365/ 47,050)	
Gap (% pts)	13	11	8	8	

District:

District Percent (Count)					
Race	2015-16	2016-17	2017-18	2018-19	2019-20
White, Non-Hispanic	91% (733/ 808)	90% (683/ 760)	96% (723/ 755)	92% (698/ 761)	Graduation rates are released by the FLDOE in December of each year. Therefore, the graduation rate for the 2019-2020 school year will not be available until December 2020.
African American, Non-Hispanic	74% (135/ 182)	80% (149/ 187)	82% (167/ 204)	81% (162/ 201)	
Gap (% pts)	17	10	14	11	

Goal: To increase the graduation rates for African American learners each year at a higher rate than the White graduation rate. The goal is to decrease the gap in graduation rates between African American and White students by an average of 4 percentage points each year until the gap is eliminated.

Source: Ed Stats. Additional data aggregated by School will be found on the District web site's [Assessment & Accountability page](#).

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
10, 12	1.15 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.	Quarterly Impact Review Action Plans	October 16, 2020 January 21, 2021 March 12, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Common planning sessions Instructional Coach providing modeling and feedback	1 st of Every Month 1 st of Every Month		
	Next Steps Based on Status Update:	Quarterly Classroom walk through Documented support of interventions and strategies provided to teachers from principals	October 16, 2020 January 21, 2021 March 12, 2021 October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.16 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.	School leadership team's monthly data chats/MTSS with action plan	1 st of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Monitoring data from Unify and Power BI by teachers, school counselor and instructional coaches to create individualized student plans	1 st of Every Month		
	Next Steps Based on Status Update:	Providing mentors to students who have been identified on the Early Warning Indicator list	1 st of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	1.17 School leadership teams (including the Graduation Coach and School Counselors) will 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.	Rosters of after school and summer extended learning opportunities	1 st of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
		Individual Student Action Plan in Focus folder	1 st of Every Month		
		Graduation Coach and School Counselors Graduation Monitoring Plan and Individual Student Action Plan	1 st of Every Month		
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete <input type="checkbox"/> Recurring				
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	1.18 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.	Number and Percentage behind in credits, GPA	1 st of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete <input type="checkbox"/> Recurring	Number and Percentage of students in credit recovery and eligible students who are enrolled	1 st of Every Month		
	Next Steps Based on Status Update:	School counselors and graduation coaches will hold monthly meeting to review student progress and provide next steps	October 16, 2020 January 21, 2021 March 12, 2021		Equity, Culture, & Climate
		Documentation of parent contact by School counselor and graduation coaches	1 st of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	1.19 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.	High School principals and graduation coach's documentation of action steps in action plans	October 16, 2020 January 21, 2021 March 12, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Monitor progress reports	October 16, 2020 January 21, 2021 March 12, 2021		
	Next Steps Based on Status Update:	Review progress of students in all three educational options Provide enrichment opportunities to students before or after school	October 16, 2020 January 21, 2021 March 12, 2021 1 st of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	1.20 Develop a training for school counselors to facilitate conversations with students who are not on track to graduate, 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.	Professional Development materials, roster, and feedback	January 8, 2021 May 31, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Director of Educator Quality; Kelly Baysura, Director of Academic Success; Robyn Bethel, Director of Student Services; Principals	Talent Development & Support
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	School counselors and graduation coaches documentation of number of meetings with students, content, and individualized student action plans	January 8, 2021 May 31, 2021		
	Next Steps Based on Status Update:	Principal meets with school counselors and graduation coaches to review Power BI data dashboards and develop an action plan for the students who are not on track to graduate	October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
8	1.21 Implement motivational assemblies for students who are not on track to graduate, including Commit 2 Graduation, Hear My Story, etc.	Number of students participating and description of assembly	January 8, 2021 May 31, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Dates assemblies took place, the materials provided and feedback survey from students Graduation coaches will provide Documentation of monitoring of number of African American students on track to graduate	January 8, 2021 May 31, 2021 October 16, 2020 January 21, 2021 March 12, 2021		
	Next Steps Based on Status Update:				Communication & Engagement

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.22 Principals will implement a plan that requires every school counselor and graduation coach to meet quarterly with African American students who are not on track to graduate and parents to discuss graduation needs and develop a plan to meet graduation requirements. The principal will meet with students to determine the impact of graduation support.	Principals will monitor the number and percent of students on track to graduate and create an individualized plan of support with the graduation coach and school counselor	October 31, 2020 January 8, 2021 March 31, 2021 June 1, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	School counselors, and Graduation Coaches will meet quarterly with students who are not on track to graduate and provide documentation of monitoring and implementation of individualized student support	October 16, 2020 January 21, 2021 March 12, 2021		Communication & Engagement
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.23 The district will have a plan to monitor and support high school graduation rate plans.	District will monitor monthly each principal's graduation rate plan to ensure fidelity of implementation	October 16, 2020 January 21, 2021 March 12, 2021	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	District quarterly impact reviews with principals to review Power BI graduation data	October 16, 2020 January 21, 2021 March 12, 2021		
	Next Steps Based on Status Update:	District on-site support of school-based leadership team following impact review action steps	October 16, 2020 January 21, 2021 March 12, 2021		

Aligned with the District's Strategic Plan: Focus Area 1 Academic Success

Goal 1 Focus Area: Advanced Coursework

The gap between the percentage of African American and White students enrolled in AP/IB courses has remained at 17% between the years 15-16 and 19-20. The achievement gap has increased, however, from 7% in 15-16 to 29% in 18-19 (scores for 19-20 have not been published yet). The gap between the percentage of African American and White students enrolled in Dual Enrollment courses has increased from 1% in 15-16 to 8% in 19-20. The achievement gap has increased as well, from 5% in 15-16 to 6% in 18-19 for Dual Enrollment courses (final grade of C or better). The gap between the percentage of African American and White students enrolled in Honors (Level 3) courses has decreased from 29% in 15-16 to 19% in 19-20. Similarly, the achievement gap has decreased from 6% in 15-16 to 3% in 19-20 (final grade of C or better).

Baseline Condition (2018-19):

The chart below represents the percentage point gap between the percentage of African American Students who are enrolled in advanced coursework out of ALL African American high school students compared with the percentage of White students who are enrolled in advanced coursework out of ALL White high school students. As an example, using the chart below, in 2019-20, 29% of all White students were enrolled in an AP or IB course (908 enrolled students out of 3089 White high school students). This is compared to 13% of all African American high school students who were enrolled in an AP or IB course (109 enrolled students out of 856 African American high school students).

Identified Eligible for Gifted					
Race	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
White, Non-Hispanic	5.8%	5.8%	5.8%	5.6%	5.8%
African American, Non-Hispanic	1.0%	0.8%	0.9%	1%	1.1%
Gap (% pts)	4.8	5.0	4.9	4.6	4.7
Gifted Eligibility Goal: To increase the percentage of African American students identified as eligible for gifted by an average of 1.5 percentage points each year until the gap in identification for gifted eligibility is eliminated.					
Source: Ed Stats. Additional data aggregated by School and Grade will be found on the District web site's Assessment & Accountability page .					

Baseline Condition (2018-19):

The chart below represents the percentage point gap between the percentage of African American Students who are enrolled in advanced coursework out of ALL African American high school students compared with the percentage of White students who are enrolled in advanced coursework out of ALL White high school students. As an example, using the chart below, in 2019-20, 29% of all White students were enrolled in an AP or IB course (908 enrolled students out of 3089 White high school students). This is compared to 13% of all African American high school students who were enrolled in an AP or IB course (109 enrolled students out of 856 African American high school students).

Race	2015-16	2016-17	2017-18	2018-19	2019-20*
Advanced Placement (AP)/International Baccalaureate (IB) % (Count)					
White, Non-Hispanic	25% (816/3,308)	27% (848/3,196)	34% (1,095/3,199)	31% (966/3,167)	29% (908/3089)
African American, Non-Hispanic	7% (63/875)	8% (69/892)	21% (179/855)	13% (109/825)	13% (109/856)
Gap (% pts)	18	19	13	18	16
Dual Enrollment (DE) % (Count)					
White, Non-Hispanic	1% (21/3,308)	9% (302/3,196)	11% (348/3,199)	10% (322/3,167)	12% (377/3089)
African American, Non-Hispanic	0% (0/875)	2% (22/892)	3% (27/855)	4% (32/825)	4% (34/856)
Gap (% pts)	1	7	8	6	8
Honors % (Count)					
White, Non-Hispanic	63% (2,095/3,308)	70% (2,227/3,196)	71% (2,276/3,199)	71% (2,242/3,167)	68% (2105/3089)
African American, Non-Hispanic	34% (300/875)	40% (355/892)	49% (417/855)	50% (410/825)	49% (421/856)
Gap (% pts)	29	30	22	21	19

*Year end data was drawn from FOCUS. The Equity Profile reported by the FLDOE will not be released until the Fall. Additional data aggregated by High School and Grade will be found on the District web site's [Assessment & Accountability page](#).

Baseline Condition (2018-19):

The charts below represent the percentage point gap between the percentage of all African American high school students who have passing scores in AP/IB, DE, and Honors courses as compared to the percentage of all White high school students who have passing scores in AP and IB courses.

Race	2015-16	2016-17	2017-18	2018-19	2019-20
Advanced Placement (AP)/International Baccalaureate (IB) % (Count)					
White, Non-Hispanic	55% (824/1,509)	58% (983/1,684)	54% (1,047/1,938)	54% (929/1,717)	Scores are scheduled to be released in July 2020
African American, Non-Hispanic	47% (49/104)	39% (42/107)	24% (47/195)	25% (38/152)	
Gap (% pts)	11	19	30	18	

Race	2015-16	2016-17	2017-18	2018-19	2019-20*
Dual Enrollment (DE) % (Count)					
White, Non-Hispanic	94% (1,395/1,477)	95% (1,424/1,497)	95% (1,345/1,414)	95% (1,328/1,404)	94% (1,064/1,126)
African American, Non-Hispanic	89% (81/91)	92% (102/111)	94% (80/85)	95% (104/109)	89% (94/106)
Gap (% pts)	5	3	1	0	5

*2019-20 data was pulled from FOCUS. This information will be updated when the FLDOE releases the 2019-20 Equity Profile in the Fall.

Race	2015-16	2016-17	2017-18	2018-19	2019-20*
Honors % (Count)					
White, Non-Hispanic	95% (14,118/14,788)	95% (14,341/15,152)	94% (14,918/15,839)	93% (14,128/15,125)	95% (13,985/14,754)
African American, Non-Hispanic	89% (1,436/1,605)	89% (1,687/1,899)	88% (2,061/2,344)	88% (2,048/2,319)	92% (2,198/2,396)
Gap (% pts)	6	6	6	5	3

*2019-20 data was pulled from FOCUS. This information will be updated when the FLDOE releases the 2019-20 Equity Profile in the Fall.

Advanced Coursework Goal: To increase the percentage of African American students enrolled in advanced coursework by an average of 6 percentage points in AP/IB, 2 percentage points in Dual Enrollment, and 7 percentage points in Honors each year until the gap between percentage enrollment of African American and White high school students in advanced coursework is eliminated.

Source: Ed Stats. Additional data aggregated by High School and Grade will be found on the District web site's [Assessment & Accountability page](#).

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.24 Review and make needed changes to enrollment criteria to increase availability of advanced and accelerated courses in middle and high school.	<p>Monitor the number and percentage of student enrolled in advance and acceleration courses report</p> <p>Documentation of criteria changes made to increase availability to advanced and accelerated courses</p>	<p>October 16, 2020 January 21, 2021 March 12, 2021</p> <p>June 30, 2021</p>	<p>Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Jason Keeler, Coordinator of Career & Technical Education</p>	Academic Success
	<p>Status Update:</p> <p><input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning</p> <p><input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete</p>				
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.25 School counselors will implement universal screening for gifted identification for all students prior to 4th grade across all District elementary schools utilizing procedures outlined in the state-approved District plan for increasing underrepresented populations in gifted.	Universal Screening Implementation Results	September 30, 2020 December 1, 2020 March 1, 2021 May 3, 2021	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Robyn Bethel, Director of Student Services; Matina Pappalardo, Director of Exceptional Student Education; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Principals will ensure the implementation of universal screening is conducted with fidelity	October 30, 2020 January 29, 2021 March 31, 2021 May 28, 2021		
	Next Steps Based on Status Update:	Principals will monitor evidence of prioritization practices of guidance in testing of minority students	November 30, 2020		Equity, Culture, & Climate

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.26 Provide tiered supports for enrichment to students in elementary schools that have low numbers of gifted identified students.	Student rosters	1 st of Every Month	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Matina Pappalardo, Director of Exceptional Student Education; Cynthia Emerson, Director of Instructional Innovation	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Teacher of Gifted Service Logs with documentation of tiered supports provided to schools	1 st of Every Month		
	Next Steps Based on Status Update:	Documentation of new opportunities for enrichment at schools where there are low numbers of gifted identified students by the Director of Instructional Innovation.	1 st of Every Month		Equity, Culture, & Climate

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.27 Increase communication and apply procedures related to Plan B eligibility measures and related processes in support of a wider identification of students for gifted services (classroom teachers & administration).	<p>Logs/rosters of procedural trainings regarding Plan B eligibility provided to teachers and administration</p> <p>Number and percent of students that are eligible for Plan B</p>	1 st of Every Month	<p>Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services;</p> <p>Matina Pappalardo, Director of Exceptional Student Education</p>	Academic Success
	<p>Status Update:</p> <p><input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning</p> <p><input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete</p>		1 st of Every Month		
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.28 Monitor 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 school-based communications to students and families prior to each test administration	1 st of Every Month	Scott Bass, Deputy Superintendent; Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; TBA, Director of Assessment, Accountability & Virtual School; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Principals will monitor the number and percentage of total African American students taking on-site college readiness testing	1 st of Every Month		
	Next Steps Based on Status Update:	Evidence of school counselor and graduation coaches contact related to African American students registering for college readiness testing	1 st of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.29 Schedule events and provide equitable access 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	1 st of Every Month	Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Documentation of materials provided	1 st of Every Month		Communication & Engagement
	Next Steps Based on Status Update:	Attendance roster	1 st of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.30 Monitor for equitable representation of African American learners in recognition ceremonies (e.g. including AP, IB and Industry Certification students).	Categories of recognitions and number and percentage of students by race receiving recognition each category	October 31, 2020 January 8, 2021 March 31, 2021 June 1, 2021	Scott Bass, Deputy Superintendent; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				Communication & Engagement
	Next Steps Based on Status Update:				
6	1.31 Monitor African American student performance in advanced classes and provide supports to ensure student success.	Document monitoring procedures and supports provided	June 1, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Successful completion of advanced courses	June 1, 2021		Equity, Culture, & Climate
	Next Steps Based on Status Update:				Communication & Engagement
6	1.32 Implement a plan to review and approve master schedules by the Director of Academic Success.	Evidence of review and approval by the Director of Academic Success	August 1, 2020	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.33 Develop a summer program to support and prepare African American secondary students for advanced courses.	Documentation of procedures and data that lead to the development of the program and their outcomes	April 30, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Cindy Emerson, Director of Instructional Innovation; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Principals and school counselors will identify African American students who are offered advanced program summer courses	1 st of Every Month		
	Next Steps Based on Status Update:	Number and percentage of African American students who enroll in advance coursework summer programs	1 st of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
7	1.34 Develop professional development for teachers, over the summer, focused on differentiating instruction, including the use of culturally responsive strategies and content for advanced courses.	Professional Development materials, participant roster, and feedback survey results	June 30, 2021	Dr. Colleen Lord, Director of Educator Quality	Talent Development & Support
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Equitable classroom practices observations	October 16, 2020 January 21, 2021 March 12, 2021		
	Next Steps Based on Status Update:				
6	1.35 Implement the PeerForward program to increase African American college enrollment.	School implementation plans that identify African American students in PeerForward Program and their subsequent enrollment in college	June 30, 2021	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Evidence of school counselors meeting with students participating in the PeerForward program	October 16, 2020 January 21, 2021 March 12, 2021		
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6	1.36 Implement articulation at all school levels to recognize and support students for advanced coursework, especially moving from 5 th to 6 th and 8 th to 9 th grades.	Principals will monitor the number and percentage of students in advanced classes by race and list of provided supports	1 st of Every Month	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	1.37 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. (Due to COVID-19, district-based assessment data will be used.)	District documentation of agenda for data chats and action plans	October 16, 2020 January 21, 2021 March 12, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Director of Academic Success	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Number of students regressing by school and grade level	October 16, 2020 January 21, 2021 March 12, 2021		
	Next Steps Based on Status Update:	Next steps based upon quarterly reviews with principals	October 30, 2020 January 29, 2021 March 31, 2021		
11	1.38 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. (Due to COVID-19, district-based assessment data will be used.)	Meeting Agenda	October 31, 2020 January 8, 2021 March 31, 2021	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Number and percent of students regressing by school and grade level	October 31, 2020 January 8, 2021 March 31, 2021		
	Next Steps Based on Status Update:				

Goal 2: Reduce Disparities in Discipline & Alternative Disciplinary Placements

Aligned with the District's Strategic Plan: Focus Area 1 Academic Success; Focus Area 2 Equity, Culture, & Climate

Focus Area: Equitable & Culturally Responsive Tiered Supports

During the 2019-20 academic year, 25% of all African American students received an Office Discipline Referral (ODR), 6% received one or more In-School Suspensions (ISS), and 9% received one or more Out-of-School Suspensions (OSS) compared to 12% of all White students receiving an ODR, 3% receiving an ISS, and 4% receiving an OSS. During the 2019-20 academic year, African American students comprised 48% of the students receiving alternative disciplinary placement (down from 62% in 2015-16), while the overall percentage enrollment of African American students was 17% during the 19-20 academic year.

Baseline Condition (2019-20):

The following table provides information on the percent of African American and White students receiving Office Discipline Referrals (ODR) and classroom removals:

% (Count) with Office Discipline Referrals					
	2015-16	2016-17	2017-18	2018-19	2019-20**
White, Non-Hispanic	15% (1,669/11,072)	13% (1,281/10,232)	14% (1,508/10,836)	13% (1,390/10,839)	12% (1229/10142)
African American, Non-Hispanic	36% (1,227/3,388)	32% (1,053/3,270)	33% (1,080/3,267)	28% (965/3,464)	25% (897/3564)
Gap (% pts)	21	19	19	15	13

**Source: Focus School Software. Additional data aggregated by School and Grade will be found on the District web site's [Assessment & Accountability page](#).

Regarding classroom removals of African American students, the risk ratio since 2016-2017 has decreased from 4.37 to 4.00.

Baseline Condition (2018-19):

The following table provides the count of students with one or more In-School Suspensions:

Percent (Count) of Students with One or More ISS					
Race/Ethnicity	15-16	16-17	17-18	18-19	19-20
	ISS	ISS	ISS	ISS	ISS
American Indian or Alaskan Native	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*
Black, Non-Hispanic	13% (445/ 3,388)	14% (453/ 3,270)	9% (306/ 3,267)	11% (364/ 3,464)	6% (211/ 3564)
Hispanic	5% (217/ 4,243)	5% (214/ 4,232)	4% (183/ 4,470)	4% (182/ 4,649)	3% (145/ 4722)
Other	6% (45/ 704)	8% (53/ 674)	5% (34/ 703)	7% (53/ 745)	4% (30/ 775)
White, Non-Hispanic	4% (402/ 11,072)	4% (386/ 10,232)	3% (322/ 10,836)	4% (397/ 10,839)	3% (259/ 10142)

* 10 or fewer

The following table provides the count of students with one or more Out-of-School Suspensions:

Percent (Count) of Students with One or More OSS					
Race/Ethnicity	15-16	16-17	17-18	18-19	19-20
	OSS	OSS	OSS	OSS	OSS
American Indian or Alaskan Native	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*
Black, Non-Hispanic	16% (535/ 3,388)	15% (506/ 3,270)	14% (469/ 3,267)	13% (446/ 3,464)	9% (305/ 3564)
Hispanic	5% (215/ 4,243)	4% (166/ 4,232)	4% (180/ 4,470)	5% (212/ 4,649)	3% (163/ 4722)
Other	7% (52/ 704)	8% (56/ 674)	8% (53/ 703)	9% (70/ 745)	7% (51/ 775)
White, Non-Hispanic	4% (459/ 11,072)	4% (438/ 10,232)	4% (428/ 10,836)	4% (473/ 10,839)	4% (366/ 10142)

* 10 or fewer

Goal: To decrease the percentage of disciplinary referrals and resulting classroom removals received by African American students as related to the overall student population until the percentage meets or is less than the percentage enrollment of African American students (17% in 2018-2019). In addition, the 2018-2019 district-calculated risk ratio for classroom removal events of African American students is 4.00 as compared to White students. The District will closely monitor the disciplinary referrals and classroom removals assigned to African American students with a goal of decreasing disparity rate by one risk ratio point each year. The District also aspires to reduce the percentage representation of African American students receiving alternative disciplinary placement by 5 percentage points each year until the percentage of African American students in alternative disciplinary placement is representative of the overall population of African American students.

Source: Focus School Software. Additional data aggregated by School and Grade will be found on the District web site's [Assessment & Accountability page](#).

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
5, 8	2.1 Provide a professional development series to school principals for the cultivation of culturally responsive and inclusive school climates.	Equitable classroom practice observations Professional development materials, rosters and feedback survey.	1 st of Every Month October 16, 2020 January 21, 2021 March 12, 2021	Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement; Dr. Colleen Lord, Director of Educator Quality	Talent Development & Support Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				
	Next Steps Based on Status Update:				Academic Success

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
9	2.2 Incorporate strategies for implementation of Tier 1 Restorative Practices (e.g., restorative circles, mindfulness, collaborative classroom agreements, cooperative learning activities, restorative conferencing) into relevant professional development sessions.	Survey of students regarding use of strategies	1 st of Every Month	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance; Robyn Bethel, Director of Student Services	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Professional Development Materials and Rosters	1 st of Every Month		
	Next Steps Based on Status Update:	Tiered Support to Schools	1 st of Every Month		
5, 12	2.3 Monitor the implementation of “Alternative to Out-of-School Suspension” (ALTOSS) program as a disciplinary alternative.	Number and percentage of OSS events referred to ALTOSS	1 st of Every Month	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Dr. Sharon Packard, Coordinator of Mental Health Services; Robyn Bethel, Director of Student Services	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Number and percentage of student completion of ALTOSS with re-entry plan	1 st of Every Month		
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
5, 8	2.4 Research additional alternatives to out-of-school suspension for incorporation into available disciplinary alternatives.	<p>Summary of research of successful alternative suspension programs</p> <p>A plan that identify strategies and implementation procedures for additional alternatives to out of school suspensions.</p>	1 st of Every Month	<p>Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services;</p> <p>Dr. Sharon Packard, Coordinator of Mental Health Services;</p> <p>Robyn Bethel, Director of Student Services</p>	Equity, Culture, & Climate
	<p>Status Update:</p> <p><input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning</p> <p><input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete</p>		1 st of Every Month		
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
5, 8	2.5 Monitor that all Out-of-School Suspensions are approved by principal supervisors.	<p>Monitor the number and percentage of ODRs that result in an OSS event</p> <p>Report with documentation of approval in FOCUS by the principal's supervisor prior to assignment to OSS</p>	1 st of Every Month	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Principals	Equity, Culture, & Climate
	<p>Status Update:</p> <p><input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning</p> <p><input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete</p>		1 st of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
8, 10	2.6 Documentation of school-based problem-solving sessions to incorporate culturally responsive practices into the school's Tier 1 MTSS framework.	MTSS Agenda	1 st of Every Month	Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Robyn Bethel, Director of Student Services; Principals	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Equitable classroom practices observations	1 st of Every Month		
	Next Steps Based on Status Update:	School-based Action Plans	October 31, 2020		Academic Success

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
5, 8	2.7 Implement strategies to increase accountability for classroom removals while decreasing classroom removal rates of African American students with disabilities so that no more than 10 cumulative days of classroom removals are assigned as a disciplinary consequence in an entire year.	Professional development on prevention and corrective intervention strategies	1 st of Every Month	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Matina Pappalardo, Director of Exceptional Student Education	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Monitor the number and percentage of student classroom removals for African American students with disabilities	1 st of Every Month		
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
9, 11	2.8 Convene a team (which include representative samples of African American school personnel and students) to Review SERT process; clarify purpose. Conduct needs analyses, which include representative samples of African American school personnel and students, related to the Suspension and Expulsion Review Team's (SERT) processes and procedures to identify and address any systemic barriers related to alternative disciplinary placements and school related arrests of African American students. Data should include total referrals and placement.	Results of needs analyses utilized for clarification of SERT plan	1 st of Every Month	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Reports of number and percentage of African American students placed at ACE as a result of SERT.	1 st of Every Month		
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12, 13	2.9 Monitor the implementation of a student to student peer mentorship program for African American students.	Number of students participating in mentorship program	1 st of Every Month	Scott Bass, Deputy Superintendent; Kelly Baysura, Director of Academic Success; Dr. Deborah Long, Coordinator of Coordinator of Equity, Family, and Community Engagement; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Survey students quarterly and use information collected to make program adjustments as needed	October 16, 2020 January 21, 2021 March 12, 2021		Equity, Culture, & Climate
	Next Steps Based on Status Update:				
5, 10	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.	PD Training Rosters and Materials	1 st of Every Month	Scott Bass, Deputy Superintendent; Robyn Bethel, Director of Student Services; Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance; Principals	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Quarterly monitoring of implementation of school action plans	October 16, 2020 January 21, 2021 March 12, 2021		
	Next Steps Based on Status Update:	Review of In-school suspension programs during impact reviews	October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
3, 6	2.11 Provide professional development training focused on trauma-informed care to all staff, with a focus on building school-based training capacity among identified staff (e.g., school counselors).	PD materials, rosters and survey results Monitoring implementation of School Action Plans with documentation of tiered support to schools	1 st of Every Month 1 st of Every Month	Robyn Bethel, Director of Student Services; Dr. Sharon Packard, Coordinator of Mental Health Services	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				
	Next Steps Based on Status Update:				
5, 8	2.12 Provide professional development series for school-based problem-solving team members (inclusive of administrators, school counselors, and Student Success Coaches) focused on behavioral, social emotional, mental health, and restorative tiered supports.	PD materials, rosters and survey results Monitoring implementation of School Action Plans with documentation of tiered support to schools	1 st of Every Month 1 st of Every Month	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Robyn Bethel, Director of Student Services; Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
6, 12	2.13 Provide professional development to staff related to students' re-entry back to school and resources related to social emotional learning, trauma-informed care, culturally responsive teaching practices, and anti-racism.	PD materials, rosters, and survey results Monitor the implementation of school-based Re-entry Plan for Students	September 30, 2020 October 30, 2020 January 29, 2021 March 31, 2021 June 30, 2021	Robyn Bethel, Director of Student Services; Dr. Sharon Packard, Coordinator of Mental Health Services	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				
	Next Steps Based on Status Update:				
3, 5	2.14 Identify and implement an approach to develop common language related to culturally responsive practices and equity work.	PD materials, rosters, and survey results Monitor for the use of common language related to culturally responsive practices in schools through classroom walk-throughs	1 st of Every Month 1 st of Every Month	Robyn Bethel, Director of Student Services; Dr. Sharon Packard, Coordinator of Mental Health Services; Dr. Deborah Long, Coordinator of Equity, Family, and Community Engagement	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				
	Next Steps Based on Status Update:				

Goal 3: Reduce Disproportionality in ESE Identification

Aligned with the District's Strategic Plan: Focus Area 1: Academic Success; Focus Area 2: Equity, Culture, & Climate;
Focus Area 4: Talent Development & Support

Focus Area: Culturally Responsive Tier 3 Supports & ESE Eligibility Determination

Baseline Condition for Specific Learning Disabilities (2018-19):

The SDIRC's current overall percentage of students identified as eligible for Exceptional Student Education (ESE) services is 16%. The percentage of African American students identified as eligible for ESE services is 23%, while African American students comprise 17% of the total population in the District. Further analysis of ESE identification patterns reveals that the observation of overrepresentation of African American students identified with disabilities, is primarily due to an increased risk of African American students (2018-2019 district-calculated risk ratio =2.15) in SDIRC identified with a Specific Learning Disability (SLD).

The following table is a comparison between the percentage of students enrolled overall by race and the percentage of students with a primary exceptionality of Specific Learning Disabilities (SLD) who are African American or White:

	Race	State			District		
		Total ENR	SLD	Difference (% points)	Total ENR	SLD	Difference (% points)
15-16	White, Non-Hispanic	39%	36%	-3%	56%	46%	-10%
	African American, Non-Hispanic	23%	26%	3%	17%	29%	12%
16-17	White, Non-Hispanic	39%	36%	-3%	55%	43%	-12%
	African American, Non-Hispanic	22%	27%	5%	17%	26%	9%
17-18	White, Non-Hispanic	38%	35%	-3%	55%	43%	-12%
	African American, Non-Hispanic	22%	27%	5%	17%	28%	11%
18-19	White, Non-Hispanic	37%	34%	-3%	54%	42%	-12%
	African American, Non-Hispanic	22%	27%	5%	17%	28%	11%
19-20	White, Non-Hispanic	37%	34%	-3%	54%	40%	-14%
	African American, Non-Hispanic	22%	27%	5%	17%	29%	12%

Source: FLDOE LEA Profile. Additional data aggregated by School and Grade will be found on the District web site's [Assessment & Accountability page](#).

Baseline Condition for Emotional and Behavioral Disorders (2018-19):

The following table is a comparison between the percentage of students enrolled overall by race and the percentage of students with a primary exceptionality of Emotional and Behavioral Disorder (EBD) who are African American and White:

	Race	State			District		
		Total ENR	EBD	Difference (% points)	Total ENR	EBD	Difference (% points)
15-16	White, Non-Hispanic	39%	37%	-2%	56%	53%	-3%
	African American, Non-Hispanic	23%	39%	16%	17%	31%	14%
16-17	White, Non-Hispanic	39%	37%	-2%	55%	45%	-10%
	African American, Non-Hispanic	22%	39%	17%	17%	34%	17%
17-18	White, Non-Hispanic	38%	37%	-1%	55%	56%	1%
	African American, Non-Hispanic	22%	38%	16%	17%	31%	14%
18-19	White, Non-Hispanic	37%	36%	-1%	54%	56%	-2%
	African American, Non-Hispanic	22%	38%	16%	17%	31%	14%
19-20	White, Non-Hispanic	37%	35%	-2%	54%	54%	0%
	African American, Non-Hispanic	22%	38%	16%	17%	34%	17%
Source: FLDOE LEA Profile. Additional data aggregated by School and Grade will be found on the District web site's Assessment & Accountability page .							

Baseline Condition for Intellectual Disabilities (2018-19):

The following table is a comparison between the percentage of students enrolled overall by race and the percentage of students with a primary exceptionality of Intellectual Disabilities (IND) who are African American or White:

	Race	State			District		
		Total ENR	IND	Difference (% points)	Total ENR	IND	Difference (% points)
15-16	White, Non-Hispanic	39%	33%	-6%	56%	52%	-4%
	African American, Non-Hispanic	23%	37%	14%	17%	22%	5%
16-17	White, Non-Hispanic	39%	33%	-6%	55%	47%	-8%
	African American, Non-Hispanic	22%	36%	14%	17%	22%	5%
17-18	White, Non-Hispanic	38%	32%	-6%	55%	49%	-6%
	African American, Non-Hispanic	22%	36%	14%	17%	22%	5%
18-19	White, Non-Hispanic	37%	32%	-5%	54%	48%	-6%
	African American, Non-Hispanic	22%	36%	14%	17%	22%	5%
19-20	White, Non-Hispanic	37%	31%	-6%	54%	46%	-8%
	African American, Non-Hispanic	22%	36%	14%	17%	27%	10%

Source: FLDOE LEA Profile. Additional data aggregated by School and Grade will be found on the District web site's [Assessment & Accountability page](#).

Goal: To reduce Specific Learning Disability (SLD) eligibility for African American students each year until it meets a risk ratio that is at or near 1.0. The District will closely monitor its eligibility identifications for SLD until the percentage of students who are identified with a SLD who are African American (29% for 2018-2019) meets or is less than the percentage enrollment of African American students (17% in 2018-19) and the risk ratio drops each year by one-quarter (.25) until the ratio is at or near 1.0.

Source: FLDOE LEA Profile. Additional data aggregated by School and Grade will be found on the District web site's [Assessment & Accountability page](#).

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
12	3.1 Increase knowledge and skills of school-based Local Educational Agency (LEA) representatives in monitoring and implementing compliance and accountability standards as related to Individuals with Disabilities Education Act (IDEA) eligibility determinations, through intensive professional development sessions and ongoing technical assistance.	Professional development materials, rosters, and feedback surveys	1 st of Every Month	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Matina Pappalardo, Director of Exceptional Student Education	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Quarterly audits of IEP's to determine if the level of needs match level of service.	October 16, 2020 January 21, 2021 March 12, 2021		
	Next Steps Based on Status Update:	Quarterly walk-through data to ensure IEP implementation and compliance	October 16, 2020 January 21, 2021 March 12, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
2	3.2 Identify all African American students with Specific Learning Disabilities (SLD) and provide IEP Teams with culturally responsive instructional strategies to incorporate into instruction with African American students with SLDs.	Equitable classroom practices observations	1 st of Every Month	Pamela Dampier, Assistant Superintendent of Strategic Planning & Support Services; Matina Pappalardo, Director of Exceptional Student Education	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				Equity, Culture, & Climate
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
4	3.3 Monitor the implementation of professional development for problem solving teams in the identification and differentiation of disabilities, including “rule-out” factors. “Rule-out” factors are those factors which present barriers to learning for a student and are not due to an underlying disability (e.g. patterns of attendance, lack of exposure to needed instruction, and language acquisition). These factors must be “ruled-out” as the primary reason for a student’s learning difficulties prior to identifying a student with a disability.	Self-audits of Tier 3 MTSS documentation for evidence of discussion of “rule-out” factors prior to consideration of parental consent for evaluation	June 1, 2021	Matina Pappalardo, Director of Exceptional Student Education	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Professional development materials, roster and feedback from survey results	1 st of Every Month		
	Next Steps Based on Status Update:				
2	3.4 Provide Tier 3 MTSS Problem Solving Teams with culturally responsive instructional strategies to utilize as part of 4-Step problem solving processes.	Self-audits of Tier 3 MTSS documentation for evidence of incorporation of culturally responsive instructional strategies as appropriately aligned to identified problems	June 1, 2021	Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance; Matina Pappalardo, Director of Exceptional Student Education	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
2	3.5 Develop and provide coaching and technical assistance for teachers regarding Tier 2 and 3 interventions.	Tier 2 & 3 Coaching & Technical Assistance Logs	June 1, 2021	Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance; Matina Pappalardo, Director of Exceptional Student Education	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				
	Next Steps Based on Status Update:				
2	3.6 Utilize accountability measures associated with pre-referral during MTSS problem-solving team meetings. Provide documentation of pre-referral checklists, which include the use of culturally responsive instructional strategies.	Number of Pre-referral checklists used by site-based teams prior to consideration of parental consent for evaluation	1 st of Every Month	Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance; Matina Pappalardo, Director of Exceptional Student Education	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				
	Next Steps Based on Status Update:				

Goal 4: Increase Employment of African American Teachers

Aligned with the District's Strategic Plan: Focus Area 2: Equity, Culture, & Climate; Focus Area 4: Talent Development & Support

Focus Area: Recruitment, Hiring and Retention of African American Teachers

The School District of Indian River County (SDIRC) employs nearly 1,200 teachers, of which approximately 10% are African American. For purposes of this goal, the gap is defined as the difference between the number of instructional staff members who are African American compared to the population of African American students (which in 2018-19 was 17.67%). The percentage of African American instructional staff members in 2018-2019 was 9.9%, a gap of 7.7 percentage points.

Baseline Condition (2019-20):

The following table provides information related to the percentage of current teacher by race.

Percent of Instructional Staff by Race/Ethnicity					
Race/Ethnicity	15-16	16-17	17-18	18-19	19-20
White	90%	85%	84%	85%	84%
Hispanic	0%	5%	5%	5%	5%
Black	8%	8%	9%	9%	9%
Two or More	1%	0%	0%	0%	1%
Asian	0%	1%	1%	0%	0%
Am Indian	1%	1%	1%	0%	0%
Pac Islander	0%	0%	0%	0%	0%
Racial/Ethnic Breakdown of Instructional Staff: the above data displays the total count and percent of instructional staff by race/ethnicity utilizing the Florida Department of Education's methodology for assigning a single race/ethnicity to each instructional staff member (this page differs slightly from the Department of Labor's methodology).					

Goal: To increase its number of African American teachers by an average of 2 percentage points each year until it meets or exceeds the enrollment percentage of African American students (which was 17.67% in 2018-19) and maintain its current rate of administrative hires to ensure that it meets or exceeds the student enrollment by race.

Source: Focus School Software. Additional data aggregated by School will be found on the District web site's [Assessment & Accountability page](#).

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3	4.1 Continue to foster and establish relationships and develop new relationships with the career placement offices and officials at Historically Black Colleges and Universities.	Email correspondence showing connection made to point person at HBCU colleges and universities along with narrative of recruiting efforts	1 st of Every Month	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Talent Development & Support
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete <input type="checkbox"/> Recurring				
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	4.2 Continuous implementation and monitoring of the a step by step recruitment plan, which includes at least annual visits to Historically Black Colleges and Universities in Florida, as well as the Florida Fund for Minority Teachers annual meeting, and Historically Black Colleges and Universities outside of Florida with the aspirational goal of meeting the Florida statewide racial composition of instructional staff at each grade level (elementary, middle and high school). This plan will include the allocation of funding and resources in the recruitment budget of African American teachers and holding an annual job fair. If recruitment goal is not met, the District will collaborate with the Equity Committee to review strategies.	Travel logs to HBCUs and Florida Fund for Minority Teachers Job fair or career fair events which will include itemized budget report as well as SDIRC Job Fair budget. Data Report on WEpromise Program which will include climate survey results of 2020-2021 new teachers along with meetings held and topics discussed. Data report on Minority Recruitment Employee Referral Program to include number of new AA teachers. Data report on FFEA Chapter at each middle school and high school showing number of African American students participating and efforts to visit colleges. Data report on FFEA Scholarship program to include list of students receiving scholarships and marketing efforts to fund program.	March 1, 2021 March 1, 2021 March 1, 2021 March 1, 2021	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Talent Development & Support
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3	4.3 Collaborate with the teachers' union to facilitate the employment of African American teachers and other instructional staff.	Meeting Minutes with IRCEA President to include topics discussed, possible collaborative efforts for recruiting, and suggestions made by IRCEA with any implementation results.	June 1, 2021	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Talent Development & Support
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3	4.4 Publicize the program for mentoring new teachers and instructional staff, including posting the program on the District's job web page and share promotional materials to recruiting events.	Publicity materials postings on social media and District's website Report of materials handed out at recruiting events along with pictures from event.	June 1, 2021	Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Director of Human Resources; Mike Smeltzer, Position Control Specialist & HR Systems Manager	Talent Development & Support
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete		June 1, 2021		
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	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.	Advertising efforts of FFEA club at each high school (postings, School Messenger calls, etc.) Student survey results identifying those interested in a possible career in teaching.	April 1, 2021 April 1, 2021	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Number of African American student students who have joined a chapter of the Florida Future Educator at each high school along with their designated mentor	April 1, 2021		Talent Development & Support
	Next Steps Based on Status Update:	Number of Applications for FFEA Scholarship Program from each high school.	April 1, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	4.6 Collaborate with Indian River State College to identify African American high school students as potential future educators, provide students mentors while in school, encourage them to join Florida Future Educators of America, and take part in the teacher academy, and upon graduation from college with appropriate credentials, and if possible, offer them a contract.	Meeting minutes between SDIRC and IRSC with topics discussed and progress of Teacher Academy program. IRSC/SDIRC student survey results of potential future educators.	June 1, 2021 June 1, 2021	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Beth Hofer, Director of Recruitment, Retention, & Professional Practices; Principals	Communication & Engagement
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Number of African American student Florida Future Educator Memberships along with mentors matched	June 1, 2021		Talent Development & Support
	Next Steps Based on Status Update:	Number of students taking part in the Teacher Academy.	June 1, 2021		
		Contracts to teach in SDIRC offered at graduation as a result of Teacher Academy with IRSC	June 1, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3	4.7 Hiring administrators will organize a diverse committee to interview, whenever possible, a diverse pool of applicants, while utilizing the hiring protocol of universal applications, structured interviewing by individuals in the District office, and interviewing by individual school principals and/or members of the School Improvement Team.	Hiring Committee member lists with racial breakdown from each school and/or department.	1 st of Every Month	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Use of structured interviewing protocol and interviewing documents (all documents turned in with each hiring recommendation).	1 st of Every Month		Talent Development & Support
	Next Steps Based on Status Update:	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.	1 st of Every Month		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3	4.8 Hiring administrators will interview, whenever possible, a diverse pool of applicants.	Submission of racial breakdown of all applicants for instructional positions.	1 st of Every Month	Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Director of Human Resources; Mike Smeltzer, Position Control Specialist & HR Systems Manager	Talent Development & Support
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete <input type="checkbox"/> Recurring	Information includes the race of each applicant interviewed, extended offers, and/or hired.	1 st of Every Month		
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	4.9 Monitor strategy to employ 17% Districtwide, of African American teachers at each elementary, middle, high and alternative school. Prior to hiring provide proof of all efforts to hire and/or encourage transfers to that school.	Data report showing number of African American teachers at each school along with % of African Americans versus total instructional staff per school.	1 st of Every Month	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Report of any reassignment of staff or efforts to reassign to help achieve a % of African American teachers that matches individual school % of African American students.	April 1, 2021		Talent Development & Support
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	4.10 Invite African American candidates to visit Indian River County and work with community partners to offer incentives to African American candidates. The District will also collaborate with the Equity Committee to develop recruitment strategies.	Documentation of teachers visiting SDIRC through our "Tour of Schools" program. This program includes community partners that will host a reception and speak to candidates about our community and their organization. Publicity materials posted for "Tour of Schools" and all advertising efforts through HBCU contacts as well as other state and out of state universities. List of candidates invited to visit Indian River	May 31, 2021	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Communication & Engagement
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				Talent Development & Support
	Next Steps Based on Status Update:		May 31, 2021 May 31, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	4.11 Utilize Handshake, recruitment/job fair portal, Indeed, EdWeek, Diversity in Education, FASA, SHRM, Troops to Teachers, Twitter, and NASN resources to support hiring a more diverse workforce and list the Indian River NAACP as a community partner on the District's website.	Report showing job postings on the various sites. List of teacher candidates who applied, interviewed, and/or were hired by race.	May 31, 2021 1 st of Every Month	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Talent Development & Support
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete <input type="checkbox"/> Recurring	Social media postings, district website posting, and Recruitment Plan advertising which includes NAACP as a community partner.	May 31, 2021		
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
3	4.12 Providing Professional Development on culturally competent interview strategies and hiring practices to principals and implementing these strategies during the hiring process.	PD materials used in each PD session with principals.	May 1, 2021	Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Director of Human Resources; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Talent Development & Support
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Report showing culturally competent interviewing questions used at each school and effects on hiring.	May 1, 2021		
	Next Steps Based on Status Update:	Exit ticket data from a sample of applicants providing feedback on level of culturally competent interviewing strategies.	May 1, 2021		

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3	4.13 Monitor the retention of a reasonable representation of African American teachers and instructional staff at each school compared to the percentage of African American teachers and instructional staff at the schools' corresponding level (elementary, middle, high school or alternative).	Report showing retention rates of African American teachers and instructional staff by school and by level (elementary, middle, and high).	April 15, 2021	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Teacher demographics by school (to include race and ethnicity)	1 st of Every Month		Talent Development & Support
	Next Steps Based on Status Update:				
1	4.14 Invite all new hire teachers to the new teacher orientation.	New Teacher Orientation flyer and checklist showing that each new hire received the invite.	1 st of Every Month	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Beth Hofer, Director of Recruitment, Retention, & Professional Practices; Dr. Colleen Lord, Director of Educator Quality; Principals	Talent Development & Support
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Sign-in sheets from event showing teachers who attended.	1 st of Every Month		
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	4.15 Enroll and assign a mentor to each African American teacher in years one through three at his/her school who will individualize a plan tailored for each African American teacher's individual needs. Increase the number of African American mentors and publicize the program for mentoring new teachers and instructional staff, including posting the program on the District's job web page and share promotional materials to recruiting events.	List of African American teachers in year one through three along with their matched mentor. Report showing publicity materials and website and social media postings	1 st of Every Month 1 st of Every Month	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Dr. Edwina Suit, Director of Human Resources; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Talent Development & Support
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1	4.16 Create a pool of retired African American teachers and administrators to serve as informal mentors.	<p>Report showing advertising and efforts made to recruit retired African American teachers or administrators to serve as mentors.</p> <p>List of retired African American teachers or administrators serving as mentors</p>	July 31, 2020	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Equity, Culture, & Climate
	<p>Status Update:</p> <p><input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning</p> <p><input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete</p>		July 31, 2020		Talent Development & Support
	Next Steps Based on Status Update:				
1	4.17 Establish a cohort of African American educators as part of our leadership development program to identify strong leaders and build connections and relationships.	List of African American educators that are participating as a cohort in the SDIRC Leadership Program.	June 1, 2021	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Talent Development & Support
	<p>Status Update:</p> <p><input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning</p> <p><input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete</p>				
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3	4.18 Create a template that includes the dates of recruitment activities, staff members involved, recruitment event attended, investments incurred in recruiting activity/trip (budget), and outcomes. The template shall include an expense report for African American teacher and instructional staff recruitment.	<p>Template that includes recruitment activities, staff members involved, events attended.</p> <p>Budget report template that includes recruiting expenses.</p>	<p>June 1, 2021</p> <p>June 1, 2021</p>	<p>Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices</p>	Equity, Culture, & Climate
	<p>Status Update:</p> <p><input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning</p> <p><input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete</p> <p><input type="checkbox"/> Recurring</p>				Talent Development & Support
	Next Steps Based on Status Update:				
1, 3	4.19 Collect and submit all necessary data for the representation of African American instructional staff to the Equity Committee each month.	See Addendum at the end of this report for details	June 1, 2021	<p>Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices</p>	Equity, Culture, & Climate
	<p><input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning</p> <p><input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete</p>				
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3	4.20 District submits to Equity Committee a monthly report of employment of African American teachers and instructional staff tracked by principals and schools each month.	See Addendum at the end of this report for details	1 st of Every Month	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete <input type="checkbox"/> Recurring				Talent Development & Support
	Next Steps Based on Status Update:				
1, 3, 12, 13	4.21 Establish partnerships with community organizations, fraternities, sororities, alumni groups, and Indian River State college, for recruiting African American teachers.	List of community partnerships and Partner in Recruiting Form for each along with postings of partners on District website and social media.	May 31, 2021	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Communication & Engagement
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				Talent Development & Support
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
11	4.22 Monitor staff who attend Equity Committee meetings during which topics pertaining to their department are discussed.	Attendance records of Superintendent and appointed staff at Equity meetings as appropriate.	1 st of Every Month	Dr. David Moore, Superintendent	Equity, Culture, & Climate
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				
	Next Steps Based on Status Update:				
1, 3	4.23 Develop a report of teachers, including their certifications, assigned to teach Intensive Reading classes at each school.	Report of intensive reading teachers and certifications	August 1, 2020 January 1, 2021	Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Director of Human Resources; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				Talent Development & Support
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3	4.24 Deputy Superintendent will monitor any new hires to ensure a diverse staff.	New Employee Report including race and ethnicity	1 st of Every Month	Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Director of Human Resources	Talent Development & Support
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				
	Next Steps Based on Status Update:				
1, 3	4.25 Monitor diverse interview committee process to interview teacher candidates.	Report showing each school's Interview Committee composition (including race).	1 st of Every Month	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Talent Development & Support
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				
	Next Steps Based on Status Update:				
1, 3	4.26 Monitor the use of the Performance Improvement Plans to ensure it contains appropriate corrective measures and support before terminating employees for cause.	Report on the use of Performance and Improvement Plan and corrective actions taken to exhaust all measures to retain.	July 1, 2021	Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Director of Human Resources; Michell Olk, Director of Employee and Labor Relations	Talent Development & Support
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
13	4.27 Create a committee with the purpose of reviewing opportunities for workforce housing for District employees in Indian River County to assist with the recruitment of African American teachers.	<p>List of Committee members and dates of meetings</p> <p>List of actions steps members are taking to achieve goal of reaching equitable % of African American teachers at each school and progress on each action step</p>	<p>August 1, 2020</p> <p>August 1, 2020</p>	<p>Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices</p>	Talent Development & Support
	<p>Status Update:</p> <p><input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning</p> <p><input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete</p>				
	Next Steps Based on Status Update:				
1, 3	4.28 Create an internal process to review the quality of and retention of teachers in critical shortage areas to determine areas of strength and areas for improvement and complete a school-by-school report to ensure an adequate distribution of African American teachers across the District.	<p>Report showing the steps of the internal process (WEpromise Program) for retention of African American teachers of process. Report will include survey results from teachers.</p> <p>Report of each school's percentage of African American teachers versus African American student percentage.</p>	<p>June 30, 2021</p> <p>June 30, 2021</p>	<p>Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices</p>	Talent Development & Support
	<p>Status Update:</p> <p><input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning</p> <p><input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete</p>				
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	4.29 Conduct ongoing feedback sessions with our current African American teachers to discuss their current work / school conditions for success, as well as their onboarding and training (ex. focus groups, school visits).	Session minutes showing feedback from African American teachers as part of the WEpromise Program.	October 31, 2020 January 8, 2021 March 31, 2021	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Talent Development & Support
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete	Results from survey asking for feedback on current work/school conditions as well as their onboarding experience.	October 31, 2020 January 8, 2021 March 31, 2021		
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	4.30 Collaborate with Indian River State College to connect African American students with scholarships tied to careers in education.	Meeting minutes with list of scholarship programs available. List of number of applications completed	January 1, 2021 January 1, 2021	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				Talent Development & Support
	Next Steps Based on Status Update:				
1, 3, 13	4.31 Identify support staff to transition to teaching. Provide support and assistance to become certified instructional staff.	Number of teachers identified and the number and percent of identified teachers becoming certified	1 st of Every Month	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Director of Educator Quality; Principals	Academic Success
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete				Talent Development & Support
	Next Steps Based on Status Update:				

Barrier(s)	Action Step	*Evidence of Progress Monitoring	Dates of Review(s)	Responsible Staff/ Department	Aligned with the District's Strategic Plan
1, 3, 13	4.32 Develop recruiting videos of current teachers telling "Why Indian River County"	Create recruiting video for SDIRC showcases teachers and reasons WHY SDIRC? Will also include recruiting program information. Will show at recruiting events and play on social media	1 st of Every Month	Scott Bass, Deputy Superintendent; Beth Hofer, Director of Recruitment, Retention, & Professional Practices	Talent Development & Support
	Status Update: <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Partially Complete <input type="checkbox"/> Fully Complete		1 st of Every Month		
	Next Steps Based on Status Update:				

Addendum

Evidence of Completion for 4.20 and 4.21
<p>Document listings of all teaching and instructional staff vacancy announcements for each school year</p> <p>Principal records regarding each teaching and instructional vacancy, including the race of each applicant, interviewee, person selected to fill the vacancy, and person hired for the vacancy</p> <p>The race and specific position of all teachers and instructional staff by school</p> <p>Turnover of African American teachers and instructional staff at each school and the reason for the turnover if known</p>
<p>Report of Number of African Americans that applied to positions, position each African American applied for, and whether an interview was granted</p> <p>Race/ethnicity of those interviewed with African American for that position, and identifying the person hired, including race/ethnicity</p> <p>Scoring sheet for interview and questions asked</p> <p>Name of person on interview/hiring committee and race/ethnicity of those individuals</p>

Summary of Progress Monitoring

The Superintendent will provide a quarterly update to the SDIRC School Board addressing progress indicators for current plan. Additionally, the Superintendent and relevant district staff members will provide updates related to plan progress at scheduled Equity Team meetings. The individuals listed as responsible for the implementation of action steps outlined in this plan, are charged with ensuring the timely and successful completion of action steps, with completion of these action steps integrally tied to employee performance evaluations. Information related to the implementation of the African American Achievement Plan will be available on our district website.

Goal Area	Progress Measures	Frequency	Outcome
Student Achievement	Performance on ELA and Math assessments	Monthly	
	Percent of African American students attending extended learning opportunities	1 st of every month while students are in school	
	Percent of African American students with 2 or more Florida Early Warning Indicators	1 st of every month while students are in school	
	Percent of African American students in credit recovery	1 st of every month while students are in school	
	Rate of course failures for African American students	November 1, January 1, April 1	
	Enrollment of African American students in advanced coursework and programs	September 1, January 15	
	Percent of African American students screened for gifted education	October 31, December 31, March 31	
	Percent of African American students meeting Plan B Gifted eligibility criteria	October 31, December 31, March 31	

Student Achievement Continued			
	Progress Measures	Frequency	Outcome
	Number and Percent of African American students taking college readiness testing at high schools	October 31, December 31, March 31	
	Number and Percent of African American students included in recognition ceremonies	1 st of every month	
Student Discipline	Number and percent of African American students receiving Office Discipline Referrals	1 st of every month while students are in school	
	Number and percent of African American students receiving Out-of-School Suspension and In-School Suspension	1 st of every month while students are in school	
	Number and percent of suspended African American students participating in the ALTOSS (Alternative to Out-of-School Suspension)	1 st of every month while students are in school	
	Number and percent of classroom removals given for more than 10 days cumulative for African American students with disabilities	1 st of every month while students are in school	
	Number and percent of African American students receiving alternative disciplinary placement (Alternative Center for Education)	1 st of every month while students are in school	
	Number and percent of African American students arrested on school campus or school related incidents compared to Whites	October 31, December 31, March 31	
ESE Identification	Number and percent of African American students found eligible for ESE services	1 st of every month while students are in school	
	Least Restrictive Environment: Regular Class: the percent of students with disabilities who spend 80% or more of their school week with peers without disabilities. Resource Room: the percent of students with disabilities spending between 40% and 80% of their school week with peers without disabilities.	October 31, December 31, March 31	

ESE Identification Continued			
	Progress Measures	Frequency	Outcome
	Percent of African American students identified with a Specific Learning Disability, Emotional and Behavioral Disorder, or Intellectual Disability.	October 31, December 31, March 31	
Minority Hiring and Retention	Number of contacts to Historically Black Colleges and Universities	First of every month	
	Number of visits to Historically Black Colleges and Universities	October 31, December 31, March 31, June 1	
	Dates of job & recruitment fairs attended	October 31, December 31, March 31, June 1	
	Number of new African American teachers hired	First of every month	
	Report to the Equity Committee outlining recruitment efforts of African American teachers	First of every month	
	Percent of new African American teachers who attended the New Teacher Orientation Program	August 31	
	Percent of high school African American students enrolled in future teachers mentoring program	October 31, December 31, March 31	
	Percent of African American candidates interviewed that were hired	First of every month	
	Percent of interviewees that were African American	First of every month	
	Percent of applicants that were African American	First of every month	
	Number of African American teachers at each school	First of every month	
	Number of African American teacher candidates contacted during recruitment visits	October 31, December 31, March 31	
	Attrition rates for African American teachers	October 31, December 31, March 31	

Minority Hiring and Retention Continued			
	Progress Measures	Frequency	Outcome
	Percent of new African American teachers assigned a mentor	October 31, December 31, March 31	
	Number of African American teachers participating in a leadership development program	October 31, December 31, March 31	
	Number and percentage of African American teachers and leaders promoted	October 31, December 31, March 31	