African American Achievement Plan Evidence of Progress Monitoring

Date: 10/20/2020

Department: School/ Indian River Academy

Action Step (number and description):	1.5 Achievement Gap Resource Allocation Ensure the SIP for all schools specifically addresses how school resources are being allocated to address achievement gaps for African American students.
Evidence of Progress Monitoring (Please include narrative/ description of the action taken. Where applicable, please include all measurable data.)	The first Impact Review is scheduled for October 12th, 2020. We will be using the Impact Review protocol and data collected to adjust our School Improvement Plan as needed. This quarterly review will be connected to our first Datacom scheduled for October 16th at the TEC. In addition, IRA's SIP was reviewed by VBE, Glendale, and Citrus on Sept. 22nd. Feedback was given by the Citrus principal. The budget for the SIP is included in the plan.
Results of Action Taken:	The School Improvement Plan will reflect the needs identified for ongoing success for our students. Our Extended Learning Opportunities, including A2 support, will continue through October thru December. We will add additional Extended Learning Opportunities for additional grades based on the outcome data of our quarterly walk in November.

Reflection: Data is currently being collected for 3rd grade and Kindergarten students enrolled in current ELOs. We will continue to adjust support and add additional students based on the data supporting the need. Impact walk document added below and copy of SIP funds set aside for ongoing ELO opportunities after the GEER and RISING K sessions end at the end on Oct. 24th.

Impact Review Collection Tool

Teacher Name:		Subjects:	
	Effective Practice:	**Observation Evidence:**	**Results:**
School Instructional #1 Goal	Using ELA data to drive instruction, the core instruction program is aligned to FL ELA standards through weekly grade level meetings and planning. ELA Pacing guides are utilized to align standards-based instruction, reteach and fidelity of reading instruction. Differentiation across content areas for all tiers. According to the ASCD, "In a differentiated classroom, the teacher assumes that different learners have differing needs and proactively plans lessons that provide a variety of ways to "get at" and express learning. The teacher may still need to fine tune instruction for some learners, but because the teacher knows the varied learner needs within the classroom and selects learning options accordingly, the chances are greater that these experiences will be an appropriate fit for most learners."	**Use #1,#2, #4, #6**	❑ Evident ❑ Partially Evident ❑ Not Evident

School Instructional #2 Goal	The opportunities for 5th grade students to engage in application of Science standards through the use of robotics will increase from zero opportunities in 2019-2020 to (eight) week-long opportunities in 2020-2021, as measured by lesson plans and instructional walks from September 2020 to May 2021.	**Use #2,#4**	❑ Evident ❑ Partially Evident ❑ Not Evident

	Evidence: Class schedules for Science and Media, Teacher Lesson Plans		
Climate & Environment	The use of CRT strategies within the classroom will lead to a decrease in learning gaps among subgroups as well as an increase in achievement for all subgroups as measured through impact reviews from September 2020 through May 2021.	**Use #4, #5, #6**	❑ Evident ❑ Partially Evident ❑ Not Evident
School Theme	The area of focus is Science with an emphasis on aerospace and robotics. We believe if we focus on providing grade level standards in the areas of math and science in the classroom setting while providing hands on real world problem solving using robotics with the media specialist supporting the classroom teachers then students will be engaged in purposeful learning.	**Use #1-#6**	❑ Evident ❑ Partially Evident ❑ Not Evident

Academic Success	1. Standards Based Instruction: The lesson reflects the full intent and rigor of the standards. *Teacher engages students in explicit, grade-level instruction aligned with the full intent and rigor of the standards. *The learning target is clearly articulated, linked to standards, embedded in instruction and understood by students.		☐ Evident ☐ Partially Evident Not Evident
	2. Tasks: The tasks/activities are aligned to the full intent and rigor of the standards. *All student tasks (and evidence of learning) are aligned to the		☐ Evident ☐ Partially Evident Not Evident
	standard at the intended level of complexity. *Students can explain how their current tasks/activities relate to the learning goal.		
	3. Monitoring: The teacher checks for understanding throughout the lesson to gather information about student learning. *Teacher uses formative assessment data to make in-themoment instructional adjustments, modify future lessons, and give targeted feedback to students. *Students can describe their status relative to the learning goal.		☐ Evident ☐ Partially Evident ☐ Not Evident

Equity, Climate, and Culture	**4. Engagement/Participation: (accountable Talk)** *Teacher encourages students to share their thinking with each other related to a standards aligned task. *Teacher uses probing questions, statements or actions are used to encourage student sharing of thinking. *The teacher incorporates strategies and structures that facilitate participation and access to learning opportunities for all students.		☐ Evident ☐ Partially Evident ☐ Not Evident
	5. Culture/Climate: The classroom environment is safe, respectful, inclusive and supportive. *Classroom interactions reflect high expectations and beliefs about all students' intellectual capabilities and creates a culture of belonging, equity, and accountability for learning. *The teacher uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important. *Teacher encourages all students to see, question, and interpret		☐ Evident ☐ Partially Evident ☐ Not Evident

	concepts from a variety of perspectives. *Teacher incorporates students' cultures, and experiences reflected in the classroom environment, curriculum, and/or instruction.		
	6. Differentiation: Teacher differentiates instruction (content, process, or product) based on student needs. *Teacher differentiates instruction, so each child can access the learning target and progresses towards mastery of the standard.		☐ Evident ☐ Partially Evident ☐ Not Evident

IR Academy Impact Review October 12, 2020

	Good Durwin Lord	L.Vollbracht Emerson Hiser Cummings	Ragley Malits Perez Rogers	Davis K Vollbracht Baysura	Etter Greto Bethel Packard	*Between classes there is 5 minutes of time to debrief and transition to next room. Debriefing can take place QUIETLY in the hall or coach rooms
9:00	Moyer	Burt	Kelly	Kirby	Luna	
9:15	Sakany	Wedlake	Harvey	Mauro	Hollinger	
9:30	Roberts	Forbis	Durst	Stewart		
9:45	Bissell	Damora	Chappelear	Viau	Franek	
10:00	Biggs	Kirk	McMullen	Cunningham	Forbis	
10:20	Baird	Hollinger	Luna	D'Albora	Biggs	Cultural Arts will have 1st grade 10:20-11
10:35	Atkins	Page	Huber	Ortiz	Cunningham	
10:45					Stewart	

8:00 Arrive and Welcome Treats
9:00-10:40 Walkthroughs
11:15 Whole group Debrief and Next Steps

8:30 SIP Review, Data Review, Our findings
11:00 Return and Small group debrief
12:00 Dismissal

Below is the funding set aside for ELOs which will start after November's data from current ELO opportunities is reviewed and next steps planned based on those outcomes.

3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity					$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
	5000	100-Salaries	0221 - Indian River Academy	Title, I Part A		$8,000.00	
			Notes: We will offer Extended Learning Opportunities to students in grades 3-5 afterschool in the areas of Math and ELA				
	5100	510-Supplies	0221 - Indian River Academy	Title, I Part A		$2,000.00	