



**Evidence of Progress Monitoring**  
**School District of Indian River County**  
**#SDIRCStrongerTogether**

**Date:** 11/13/2020

**School/Department:** Alternative Center for Education

**Action Step # and Description:** ACE\_ 1.16 - Florida Early Warning Indicators - High Schools\_11132020  
(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

**Explanation of Evidence:** The Leadership Team convened on November 5th to discuss our lower 25% students who need additional supports and interventions in the classroom. We were able to pull the data from power BI to specifically target our African-American students D & F's, Unit Assessments and attendance below 90%.

**Results of Action Taken:** The Leadership team used researchable evidence support our intervention methods that would benefit our lowered 25% African-American students. We have recently employed our efforts in our daily routines, cultural surroundings, and differentiation of instruction.

**Reflection:** We will continue these supportive measures to increase our overall student progress. As the Principal, I will monitor each classroom with fidelity to ensure that all students' academic needs are being met via walkthroughs, collaborative planning and supportive conversations with my teachers.

# School Based Action Plan for Attendance (Absenteeism)

School : Alternative Center for Education

Date: 11/5/20

## Rationale (summary of data):

**Data Findings: Adequate 21%, Severe 21% & Chronic 58%**  
**Percentage of students on our campus by demographic groups: White: 39% (13), Black 49% (16), Hispanic 6% (2), Multiracial (2) 6%**  
**Percentage of African American students with Chronic Attendance Issues: 63%**  
**Comparison to other demographic groups: White: 39%, 15%, 46% Black: 13%, 25%, 63% Hispanic: 0%, 50%, 50%**  
**Number of students non-responsive to remote learning: 4 non-responsive students**  
**Other data:**

## Strategy:

Action Steps	Person Responsible	Timeline	Monitoring & Evidence of Implementation
Seeking parental involvement via phone calls	Teachers	After three student absences	Documented in Focus
Participation in Eagle Point system	Teachers	Daily	Documented in Focus
Providing 18 credit diploma option	Academic advisor, school principal	Monthly conferencing	Documented in Focus
On site school social worker	District		

# School Based Action Plan for Grade Distribution (D/F grades)

School : Alternative Center for Education

Date: 11/5/20

## Rationale (summary of data):

**Data Findings:** A's 10% (14), B's 30% (40), C's 8% (11), D's 6% (8), F's 48% (59)  
**Percentage of African American students receiving a progress report/report card: 100%**  
**Percentage of African American students with "F": 68%**  
**Comparison to other demographic groups: White: 28%, Black 68%, Hispanic 41%, Other: 67%**  
**Number of students non-responsive to remote learning: 4**  
**Other data:**

## Strategy:

Action Steps	Person Responsible	Timeline	Monitoring & Evidence of Implementation
Weekly meetings with academic advisor	Academic advisor	Weekly	Documentation in Focus, parent phone calls
Extended time to make up missing assignments throughout the entire quarter	Teachers	Quarterly	Documentation in Focus
Providing laptops to work on Edgenuity at home	Administrative assistant	As needed	Sign out sheets

Mentorship program	Teachers	Bi-weekly	Documentation turned into principal
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