



## Evidence of Progress Monitoring

### School District of Indian River County

#### #SDIRCStrongerTogether

**Date:** 9/23/2020

**School/Department:** Dodgertown Elementary

**Action Step #  
and Description:**  
(If more than one action  
step is evidenced here,  
please include all action  
step #'s and a brief  
description of each.)

2.5 – Out-of-School Suspensions  
2.10 – In-School Suspensions

**OSS**

Provide PD on Restorative Practices; Monitor that all Out-of-School Suspensions are approved by principal supervisors.; The school will demonstrate practices that reflect no discrepancies in the rate of OSS for African American students as compared with other subgroups.

**ISS**

Provide PD on PBIS, schoolwide expectation, and classroom management plans ; Monitor that all Out-of-School Suspensions are approved by principal supervisors.; The school will demonstrate practices that reflect no discrepancies in the rate of OSS for African American students as compared with other subgroups.

**Explanation of  
Evidence:**

During this Modified Instructional Day (formerly known as Early Release Day), we held a 2-hour meeting for all instructional staff. There were 2 parts to the agenda: Part 1) Restorative Practices, which reviewed student discipline data and the expectation of zero suspensions (in-school and out-of-school) and Part 2) Closing “discipline gaps” and “achievement gaps” among subgroups of students. We started with a PD on Restorative Practices which shed light on the discipline disparities on subgroups of students (especially African American males) and offered alternative consequences to suspensions. These alternatives took advantage of “teachable moments” and discussed strategies to invest in conflict resolution and mediation. We continued with reviewing available data and expectations for improving teaching and learning while closing achievement gaps among student subgroups. It was discussed that all data collected should include student subgroups to track performance and to track equitable outcomes. Example of Available data: The “student recognition” document tracks the number and percent of students (by ethnic subgroups) who were discussed during data chats with the leadership team.

**Results of Action  
Taken:**

To date, we have zero out-of-school suspensions, zero in-school suspensions, and zero office discipline referrals.

**Reflection:**

It was noted that students were less likely to receive instruction while not in the classroom. When we effectively address “discipline gaps” such as disparities in the number of removals from the classroom and the number of suspension, then we are also addressing some of the disparities that cause “achievement gaps”. schools utilizing procedures outlined in the state-approved District plan for increasing underrepresented populations in gifted.

Dodgertown Elementary  
Faculty Meeting  
Wednesday, September 23, 2020

Agenda:

1. Restorative Practices
2. Closing Discipline Gaps & Achievement Gaps
  - a. SIP Focus Areas
    - i. Student Engagement
    - ii. Small Group Instruction
    - iii. Equity & Diversity
      1. Closing “Discipline Gaps” ad “Achievement Gaps” among subgroups of students.
        - a. Evidence-Based Strategy: Schoolwide PBIS
        - b. Evidence-Based Strategy: Formative Assessments
    - iv. STEAM Tech Community Partnership School
  - b. Additional Schoolwide Improvement Priorities
    - i. Community Involvement
      1. Expanded Learning
      2. Family & Community Engagement
      3. Wellness Support
  - c. Marzano Learning Map and Rubrics
  - d. Role of Instructional Coaches
  - e. Coaching Cycle Sample Template
  - f. Impact Reviews
    - i. Subject Area Targets
    - ii. Daily Schedules
    - iii. Non-Negotiables to Improve Instruction
  - g. Positive Behavior Interventions & Support
3. Continuous Improvement
  - a. Review i-Ready Data
  - b. Discuss plan to screen students for Gifted testing and/or the Gifted program
  - c. Discuss extended learning opportunities for students after school
  - d. Discuss enrichment opportunities for students
  - e. Discuss the unit assessment windows
  - f. Discuss student survey to collect interests for participation in extracurricular activities starting in November 2020.
  - g. Discuss opportunities to improve student learning
  - h. Discuss “non-negotiables” to improve student learning

Staff in Attendance:

Aretha Vernet, Principal  
Kristen Racine, Assistant Principal  
Denise Swanigan, Math Coach  
Raina Ingram, Literacy Coach  
Stacey Miller, Literacy Coach  
Kristi Schofield, Guidance Counselor  
All Instructional Staff  
Lavonne Walker, Restorative Justice Facilitator

# OSS, ISS & ODRs, by Student Subgroup

September 2020

	Suspensions, Out-of-School OSS	Suspensions, In-School ISS	Office Discipline Referrals ODRs
<b>KG</b>	<u>0 African American 0%</u> 0 Hispanic 0% 0 White 0% 0 Asian 0% <u>0 Multi-Racial 0%</u> <b>0 Students</b>	<u>0 African American 0%</u> 0 Hispanic 0% 0 White 0% 0 Asian 0% <u>0 Multi-Racial 0%</u> <b>0 Students</b>	<u>0 African American 0%</u> 0 Hispanic 0% 0 White 0% 0 Asian 0% <u>0 Multi-Racial 0%</u> <b>0 Students</b>
<b>1</b>	<u>0 African American 0%</u> 0 Hispanic 0% 0 White 0% 0 Asian 0% <u>0 Multi-Racial 0%</u> <b>0 Students</b>	<u>0 African American 0%</u> 0 Hispanic 0% 0 White 0% 0 Asian 0% <u>0 Multi-Racial 0%</u> <b>0 Students</b>	<u>0 African American 0%</u> 0 Hispanic 0% 0 White 0% 0 Asian 0% <u>0 Multi-Racial 0%</u> <b>0 Students</b>
<b>2</b>	<u>0 African American 0%</u> 0 Hispanic 0% 0 White 0% 0 Asian 0% <u>0 Multi-Racial 0%</u> <b>0 Students</b>	<u>0 African American 0%</u> 0 Hispanic 0% 0 White 0% 0 Asian 0% <u>0 Multi-Racial 0%</u> <b>0 Students</b>	<u>0 African American 0%</u> 0 Hispanic 0% 0 White 0% 0 Asian 0% <u>0 Multi-Racial 0%</u> <b>0 Students</b>
<b>3</b>	<u>0 African American 0%</u> 0 Hispanic 0% 0 White 0% 0 Asian 0% <u>0 Multi-Racial 0%</u> <b>0 Students</b>	<u>0 African American 0%</u> 0 Hispanic 0% 0 White 0% 0 Asian 0% <u>0 Multi-Racial 0%</u> <b>0 Students</b>	<u>0 African American 0%</u> 0 Hispanic 0% 0 White 0% 0 Asian 0% <u>0 Multi-Racial 0%</u> <b>0 Students</b>
<b>4</b>	<u>0 African American 0%</u> 0 Hispanic 0% 0 White 0% 0 Asian 0% <u>0 Multi-Racial 0%</u> <b>0 Students</b>	<u>0 African American 0%</u> 0 Hispanic 0% 0 White 0% 0 Asian 0% <u>0 Multi-Racial 0%</u> <b>0 Students</b>	<u>0 African American 0%</u> 0 Hispanic 0% 0 White 0% 0 Asian 0% <u>0 Multi-Racial 0%</u> <b>0 Students</b>
<b>5</b>	<u>0 African American 0%</u> 0 Hispanic 0% 0 White 0% 0 Asian 0% <u>0 Multi-Racial 0%</u> <b>0 Students</b>	<u>0 African American 0%</u> 0 Hispanic 0% 0 White 0% 0 Asian 0% <u>0 Multi-Racial 0%</u> <b>0 Students</b>	<u>0 African American 0%</u> 0 Hispanic 0% 0 White 0% 0 Asian 0% <u>0 Multi-Racial 0%</u> <b>0 Students</b>