African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date:	10/19/2020
School/Department:	Rosewood Elementary
Action Step (number and description):	2.5 Out of School Suspensions
Evidence of Progress Monitoring (Please include narrative/description of the action taken. Where applicable, please include all measurable data.)	You will find our current data on out of school suspensions. You will also see our last submitted evidence for this action step.
Results of Action Taken:	As a result behavior data is monitored regularly and interventions are checked for fidelity and impact. Teachers know a process to follow for all tiers of behavior support. Out of school suspension is used as a last resort when tiers 2 and 3 have been found to be ineffective or the behavior is severe enough to require suspension.
Reflection:	We are seeing more consistent presentation of Tier 1 social emotional learning curriculum with Sanford Harmony being implemented school wide. Teachers are more aware of the overall school wide behavior data and how often in school and out of school suspensions are being used.

Action Step 2.5 Out of School Suspensions

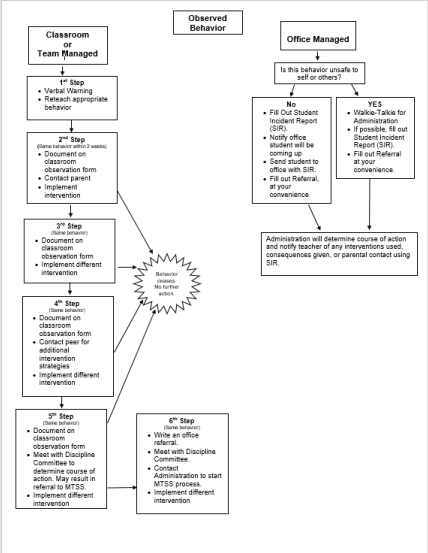
Update as of October 20th, 2020

We currently have no out of school suspensions. We do have students who are on tier 2 and tier 3 behavior intervention plans. These are tracked regularly for implementation with fidelity.

Prior Evidence submitted for Action Step 2.5

We currently do not have any out of school suspensions. All Out of School Suspensions will get district administrative approval.

We work with our guidance counselor, administration, PBIS coach and Discipline committee to review processes for handling discipline concerns within the classroom and the progression that should be followed prior to any out of school suspensions. (Such as identifying Level 1, 2,3, and 4 behaviors and appropriate interventions and consequences to use for each, as well as what should be classroom managed versus office managed.)



This information is shared in our beginning of the year faculty meeting from our discipline committee and monthly at discipline committee meetings.

We work with our guidance counselor, PBIS coach, administration and resource specialist to develop, implement and monitor tier 2 and tier 3 behavior plans for any individual students needing further behavior supports beyond our tier 1 system of Sanford Harmony.

All teachers utilize Sanford Harmony as Tier 1 Social Emotional Learning curriculum within their classrooms. They were given a monthly schedule to utilize at the beginning of the year.

August Unit 1: Diversity & Inclusion					
Kindergarten	**1st Grade**	**2nd Grade**	**3rd Grade**	**4th Grade**	**5th Grade**
1.1 Getting to Know Each Other – Students discuss the value of getting to know all of their classmates, and play a game in which they share about themselves with their peers.	**1.1 Getting to Know Each Other** – Students learn the value of getting to know all of their peers. They have opportunities to gain comfort in sharing about themselves and to listen to and learn about others as they share.	**1.1 Getting to Know Each Other** – Students learn the value of getting to know all of their peers. They have opportunities to gain comfort in sharing about themselves and to listen to and learn about others as they share.	**1.1 Who We Are** – Students are provided with the opportunity to get to know one another by sharing items of importance with their classmates.	**1.1 Who We Are** – Students are provided with the opportunity to get to know one another by sharing items of importance with their classmates.	**1.1 Who We Are** – Students are provided with the opportunity to get to know one another by sharing items of importance with their classmates.
1.2 Discovering Commonalities – Students discuss how talking and spending time with their peers can help them find things in common with one another, and then have an opportunity to find things that they have in common with a buddy.	**1.2 Discovering Commonalities** – Students learn that talking and playing with different peers can help them find things in common with one another. They have opportunities to discover what they have in common with many of their peers.	**1.2 Discovering Commonalities** – Students learn that talking and playing with different peers can help them find things in common with one another. They have opportunities to discover what they have in common with many of their peers.	**1.2 The Things We Have in Common** – Students play the "Commonalities" game to identify similarities that they have with a peer in their classroom.	**1.2 The Things We Have in Common** – Students play the "Commonalities" game to identify similarities that they have with a peer in their classroom.	**1.2 The Things We Have in Common** – Students play the "Commonalities" game to identify similarities that they have with a peer in their classroom.
1.3 Learning from Diversity – Students discuss how everyone is different in some ways and that this makes each person unique and interesting, and then work with a buddy to create a collage that reflects many different things about each of them.	**1.3 Learning from Diversity** – Students learn that everyone can be different in some ways and that this makes each person unique and interesting. They discuss the value of diversity and how they can learn new things from others.	**1.3 Learning from Diversity** – Students learn that everyone can be different in some ways and that this makes each person unique and interesting. They discuss the value of diversity and how they can learn new things from others.	**1.3 Learn Something New** – Students learn to appreciate and value differences by teaching and learning new skills from each other.	**1.3 Learn Something New** – Students learn to appreciate and value differences by teaching and learning new skills from each other.	**1.3 Learn Something New** – Students learn to appreciate and value differences by teaching and learning new skills from each other.
1.4 Building Community – Students discuss what it means to belong to a community, and then work together to create a representation of their classroom community.	**1.4 Building Community** – Students learn what it means to belong to a community. They discuss the things that make their classroom a community and together create a representation of this community.	**1.4 Building Community** – Students learn what it means to belong to a community. They discuss the things that make their classroom a community and together create a representation of this community.	**1.4 Classroom Identity** – Students develop a common classroom identity by working together to develop a classroom name and motto.	**1.4 Classroom Identity** – Students develop a common classroom identity by working together to develop a classroom name and motto.	**1.4 Classroom Identity** – Students develop a common classroom identity by working together to develop a classroom name and motto.

** Bonus Start of School Rule: Rule 21: Follow specific classroom protocols**

Rule 25: Greet visitors and make them feel welcomed

Rule 23: Know others' names and greet them in the hall by name

Rule 26: Do not save seats

Rule 13: Follow along when we read together in class

Sanford Harmony

Link to Sanford Harmony Files

- https://youtu.be/0ISbru7RZLY
- Sanford Harmony has 5 focus themes:
  - Diversity and Inclusion (August)
  - Empathy & Critical Thinking (September & October)
  - Communication (November & December)
  - Problem Solving (January & February)
  - Peer Relationships (March & April)

Go to website and register for a free account.

https://www.sanfordharmony.org/wp-login.php?action=register

All needed materials are in the common folder.

Our discipline committee meetings monthly and reviews the PBIS Equity Profile regularly to monitor for any areas of concern and make sure equitable practices within discipline are occurring.

Fill in the information for all of the red boxes. The rest of your school's information will calculate automatically.

FLPBIS Equity Profile

*"Ratio" is the group's rate of a disciplinary event divided by the rate for all other students; **1.0 is equal.***

"Rate" is the total number of ISS events for a group, divided by the number of students enrolled from that group.

*"Composition Difference" is the difference between the group's percentage of enrollment and the group's composition; **Positive values suggest disproportionality.***

District Name: **School Name (if applicable):**

Indian River	Rosewood						Guiding Question 1: Are outcomes equitable for all student groups? Ratio				Rate				Guiding Question 2: How big are the disparities? Composition Difference					
	Number by Race/Ethnicity																			
Time Period for this Data: August	ENROLLED	ISS EVENTS	OSS EVENTS	EXP EVENTS	TOTAL ISS, OSS, & EXP EVENTS	Group's Percent of Students	ISS Ratio	OSS Ratio	EXP Ratio	RISK VALUE	ISS Rate	OSS Rate	EXP Rate	Overall Removal Rate	ISS	OSS	EXP	All Removals	ISS	OS
White	340	0	0	0	0	63.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino	62	0	0	0	0	11.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American/Black	108	0	0	0	0	20.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Amer. Indian/Alaskan Native	0	0	0	0	0	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	13	0	0	0	0	2.4%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nat. Haw./Pacif. Isl.	0	0	0	0	0	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi Racial	17	0	0	0	0	3.1%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Totals	540	0	0	0	0	100.0%														