

African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County #SDIRCStrongerTogether

Date: 11/11/2020

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. Our school is being recognized as a PBIS Gold Model school.

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 November 11th, 2020

We currently have no out of school suspensions.

Tiered behavior plans continue to be monitored.

Our last PBIS/Discipline committee meeting was held October 15th, 2020.

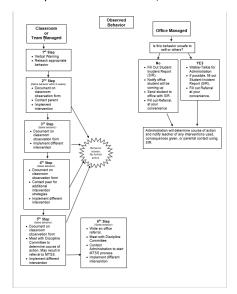
Update as of October 20th, 2020

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.

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Rule 25: Greet visitors and make them feel welcomed

Rule 26: Do not save seats

Sanford Harmony

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 will ou				es The	rest of y	our soho	o/s		FI	LPBIS	Eq	uity	/ Pr	ofile						
District Name:	District Name: School Name (if applicable):							"Ratio" is the group's rate of a disciplinary event divided by the rate for all other students; 1.6 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 disproportionalits.			
Indian River			sewo				1: / eq	Guiding Question 1: Are outcomes equitable for all student groups? Ratio			For information andy; This costion can be interpreted as "removal poststudent" (costilled) Rate			Guiding Question 2: How big are the disparities? Composition				Farin Thirrection Forcentoe		
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African American/Black	108	0	0	0	0	20.0%	N/A	N/A	N/A	N/A	N/A	Ν/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	M
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