



School District of Indian River County
African American Achievement Plan 2021 -2022
Assurances of Implementation of Strategies/Action Steps



Quarter of the School Year: 1

District Office: Strategic Planning & Support Services

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 African American Achievement Plan. To review and ensure compliance with progress of action steps associated with the African American Achievement Plan, the District provides quarterly updates related to action steps accomplished and quarterly outcomes.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the 2021-2022 African American Achievement Plan. Documentation requirements have been designed to honor the full intent of the developed African American Achievement Plan while optimizing the efficiency and effectiveness of outlined actionable steps.

To support ongoing accountability of action step implementation, documentation, and progress the following assurances have been verified by the principal of each school:

- Action steps included within the 2021-2022 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan.
- Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request.
- Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.

These assurances have been reviewed and verified on: 10/5/2021 BMM (initials)

Quarterly Reflection

(Please summarize any reflections based upon action step implementation for the quarter. What are areas of progress or opportunities for growth? What are next steps based upon work accomplished?)

With the summer addition of a “Data Coach” position, the Department of Accountability and Research has been able to expand our direct coaching and training in the first quarter of 2021-2022. As a result of this, we have seen greater use in Power BI both in overall access as well as a noted change in data (for example, last year’s MS Acceleration showed 150+ students who needed an algebra course. This year, we are showing 4. This is a result of schools utilizing the MS Accel dashboard in Power BI). One of the major pushes through Power BI in the first quarter is the use of the 21-22 Scheduling App. This app contained an audit of students who should have been scheduled in Intensive Reading as well as scheduled with a Reading-Endorsed teacher. By creating this app and performing the extensive training and problem solving, we were able to ensure all students were scheduled in an appropriate course to receive the needs-based supports to address achievement disparities.

In terms of Early Warning Systems, we launched over the summer an EWS to be used with each school’s SIP. Additionally, a more robust EWS will be launched during the early part of the second quarter of 21-22.

Finally, the staff of the Department of Accountability & Research have been programming and designing public-facing dashboards in the areas of attendance, discipline, and academics and will be launching these during the early part of the second quarter of 21-22.



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These assurances have been reviewed and verified on: 10/5/2021 PL (initials)

Quarterly Reflection

(Please summarize any reflections based upon action step implementation for the quarter. What are areas of progress or opportunities for growth? What are next steps based upon work accomplished?)

Strategy AAAP 2.2: Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators. I

Over the last two school years, the School District of Indian River County has worked to shift the way we handle student discipline from punitive practices to corrective intervention practices. To move this work further, this school year each secondary school implemented a new program on campus to replace in-school suspension. This alternative to in-school suspension program is called ASPIRE (Alternative School-based Program to Inspire Renewed Excellence). Action step 2.1 addresses the implementation of alternative discipline interventions and supports for African American students as a preventative and restorative approach to ensure student success. The professional development schedule and the artifacts attached highlight the training efforts to support the implementation of the new APSIRE Programs at each secondary school. This professional development delivered to school administrators ensures the success of the alternative discipline programs offered. This training as well supports the staff (i.e., ASPIRE Teachers, Success Coaches, School Counselors) involved in the implementation of these programs. The addition of District School Counselor leads for elementary and secondary to support all school-based school counselors was a tremendous addition to SDIRC. Training and coaching by our Prevention Intervention Specialists and District Lead Counselors will be on going for the ASPIRE teachers, Success Coaches, and School Counselors. An area of growth is to identify an effective way to provide mentoring to students who are identified based on the criteria for Early Warning Systems (EWS) (i.e., attendance, behavior, and course performance). Further investigation will take place to determine if a virtual option for mentoring African American students is available and effective. Identifying other communication opportunities to connect students with professionals in the community to better support students.



School District of Indian River County
African American Achievement Plan 2021 – 2022
Quarterly Summary of Implementation of Strategies/Action Steps



Quarter of the School Year: 1

Date of Summary: 10/5/2021

District Office: Strategic Planning & Support Services

Strategies: 1.3, 2.1, 2.2, 5.2, 5.4

Strategy AAAP 1.3: Use Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on-track to graduate.

| | |
|--|--|
| Dates of Support Provided to School Leadership Teams/Updates to the Early Warning System Dashboard | 7/27/21 – SIP EWS was introduced 10/5/21 Update – the Districtwide EWS is in the process of being re-built. |
|--|--|

Strategy AAAP 2.1: Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.

| | |
|---|---------------|
| Dates of Support Provided for Problem Solving for Discipline and/or Achievement Disparities | See attached |
| Summary of Planned Action Steps | See attached. |

Strategy AAAP 2.2: Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.

| | |
|--|---|
| Dates of Professional Development Provided for Alternative Discipline Interventions & Supports | 7/30/21, 8/4/21, 8/5/21, 9/2/21, 10/6/21, 10/7/21 |
|--|---|

*Attach examples of professional development materials.

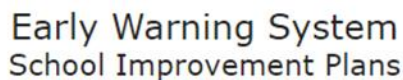
Strategy AAAP 5.2: Evaluate the impact that school choice, including magnet enrollment, is having on the representation of African American students at specific schools, with a particular focus on schools that are racially identifiable.

| | |
|---------------------|------------------------|
| Dates of Evaluation | Not available until Q2 |
| Summary of Results | N/A |

Strategy AAAP 5.4: Continue to provide evidence of implementation of the AAAP and progress monitoring, including a 5-year progress monitoring framework, on the District's public-facing website.

Planned launch for Public-facing dashboards during second quarter. During the first quarter we worked on creating these dashboards, soft-launched the district staff demographics dashboard at the CLIMATE committee and developed a framework for the dashboards.

Strategy AAP 1.3



This dashboard provides you with your 21-22 student counts and their "performance" on the 4 Florida Early Warning Indicators (EWI) from 20-21. 21-22 Enrollment is tied to FOCUS and will update on a nightly basis.

| Grade | Count | Ct ADA Chronic | % ADA Chronic | Ct SUS | % SUS | Ct CF | % CF | Ct Lvl 1/2 | % Lvl 1/2 | Ct 1+ EWI | % 1+ EWI | Ct 2+ EWI | % 2+ EWI |
|--------------|--------------|----------------|---------------|------------|--------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|
| PK | 239 | 16 | 6.69% | | | | | | | 16 | 6.69% | | |
| KG | 1290 | 88 | 6.82% | 1 | 0.08% | | | 1 | 0.08% | 90 | 6.98% | | |
| 01 | 1254 | 209 | 16.67% | 2 | 0.16% | | | | | 210 | 16.75% | 1 | 0% |
| 02 | 1199 | 168 | 14.01% | 1 | 0.08% | 7 | 0.58% | | | 172 | 14.35% | 4 | 0% |
| 03 | 1213 | 181 | 14.92% | 2 | 0.16% | 26 | 2.14% | 63 | 5.19% | 235 | 19.37% | 36 | 3% |
| 04 | 1196 | 170 | 14.21% | 5 | 0.42% | 14 | 1.17% | 458 | 38.29% | 535 | 44.73% | 106 | 9% |
| 05 | 1356 | 219 | 16.15% | 20 | 1.47% | 22 | 1.62% | 612 | 45.13% | 703 | 51.84% | 156 | 12% |
| 06 | 1324 | 229 | 17.30% | 21 | 1.59% | 40 | 3.02% | 416 | 31.42% | 539 | 40.71% | 148 | 11% |
| 07 | 1303 | 272 | 20.87% | 74 | 5.68% | 228 | 17.50% | 385 | 29.55% | 584 | 44.82% | 269 | 21% |
| 08 | 1356 | 332 | 24.48% | 102 | 7.52% | 250 | 18.44% | 507 | 37.39% | 721 | 53.17% | 326 | 24% |
| 09 | 1725 | 440 | 25.51% | 142 | 8.23% | 425 | 24.64% | 643 | 37.28% | 920 | 53.33% | 467 | 27% |
| 10 | 1476 | 345 | 23.37% | 123 | 8.33% | 363 | 24.59% | 573 | 38.82% | 821 | 55.62% | 389 | 26% |
| Total | 17418 | 3205 | 18.40% | 603 | 3.46% | 1929 | 11.07% | 4456 | 25.58% | 6816 | 39.13% | 2425 | 14.00% |

| Race/Eth | Count | Ct ADA Chronic | % ADA Chronic | Ct SUS | % SUS | Ct CF | % CF | Ct Lvl 1/2 | % Lvl 1/2 | Ct 1+ EWI | % 1+ EWI | Ct 2+ EWI | % 2+ EWI |
|---|--------------|----------------|---------------|------------|--------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|------------|
| American Indian or Alaskan Native | 15 | 4 | 26.67% | 1 | 6.67% | 4 | 26.67% | 3 | 20.00% | 7 | 46.67% | 3 | 20% |
| Asian | 204 | 16 | 7.84% | 4 | 1.96% | 11 | 5.39% | 36 | 17.65% | 55 | 26.96% | 11 | 5% |
| Black or African American | 3076 | 791 | 25.72% | 210 | 6.83% | 467 | 15.18% | 1210 | 39.34% | 1632 | 53.06% | 716 | 23% |
| Hispanic | 4015 | 865 | 21.54% | 117 | 2.91% | 586 | 14.60% | 1280 | 31.88% | 1888 | 47.02% | 688 | 17% |
| Native Hawaiian or Other Pacific Islander | 24 | 3 | 12.50% | 1 | 4.17% | 1 | 4.17% | 8 | 33.33% | 11 | 45.83% | 1 | 4% |
| Not Reported | 7 | | | | | | | | | | | | |
| Other | 811 | 160 | 19.73% | 34 | 4.19% | 97 | 11.96% | 204 | 25.15% | 328 | 40.44% | 120 | 15% |
| Total | 17418 | 3205 | 18.40% | 603 | 3.46% | 1929 | 11.07% | 4456 | 25.58% | 6816 | 39.13% | 2425 | 14% |

School

All

Grade

All

Race/Eth

All

ESE

All

ELL Code

All

ED

All

2020-2021 Instructional Models

Q1 Model

All

Q2 Model

All

Q3 Model

All

Q4 Model

All

| | EWI | Ct 2 + EWI | % 2 + EWI |
|--|-------|------------|-----------|
| | 5.67% | 3 | 20% |
| | 5.96% | 11 | 5% |
| | 3.06% | 716 | 23% |
| | 7.02% | 688 | 17% |
| | 5.83% | 1 | 4% |
| | 7.44% | 120 | 15% |
| | 13.8% | 2425 | 14% |

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Overall

Early Warning System

School: All Grade: All Race: All ESE: ED: ELL:

Early Warning Indicators

ADA Category: L25 Math or ELA: Lvl 1/2: Q1 Grade: Q2 Grade: S1 Grade:

Behavior Intv Plan: Mental Health Ref: Handle w/Care: Baker Act: Suicide Asmt: Safety Plan:

Suspended: Retained: Mobility:

Student Schedule

Name: Student ID: Teacher's Name:

| Course Title | Teacher | Q1 A |
|----------------------|-----------------------|------|
| ART - INTERM 2 | 1a, Staff | |
| CONDUCT4 | Stolzmann, Brittany | |
| Elementary Counselor | Arcce, Ana | |
| LANG ARTS GRADE 4 | Stolzmann, Brittany C | |
| LANG ARTS GRADE 4 | Storts, Claire | |
| LBS SLKS/INFO LIT 4 | Newkirk, Karen S | |
| MATH GRADE FOUR | Storts, Claire | |

Table Data:

| Name | ID | School | GO | Q2 Option | Gen | Race/Eth | ESE | Pr Ex | ELL | ED | ADA | Ct ODR | Course Failures | Baker Act | Behavior Intv Plan | Handle w/Care | Mental Health |
|--------|------|----------|------|-------------|-------|------------|-------|---------|-------|------|-----------|--------|-----------------|-----------|--------------------|---------------|---------------|
| [Name] | [ID] | [School] | [GO] | [Q2 Option] | [Gen] | [Race/Eth] | [ESE] | [Pr Ex] | [ELL] | [ED] | Yes 93.2% | 1 | No | No | No | No | No |
| [Name] | [ID] | [School] | [GO] | [Q2 Option] | [Gen] | [Race/Eth] | [ESE] | [Pr Ex] | [ELL] | [ED] | Yes 93.2% | 1 | Yes | No | No | No | No |
| [Name] | [ID] | [School] | [GO] | [Q2 Option] | [Gen] | [Race/Eth] | [ESE] | [Pr Ex] | [ELL] | [ED] | Yes 66.4% | 1 | No | No | No | No | No |
| [Name] | [ID] | [School] | [GO] | [Q2 Option] | [Gen] | [Race/Eth] | [ESE] | [Pr Ex] | [ELL] | [ED] | Yes 81.0% | 4 | No | No | No | No | No |
| [Name] | [ID] | [School] | [GO] | [Q2 Option] | [Gen] | [Race/Eth] | [ESE] | [Pr Ex] | [ELL] | [ED] | No | 317 | No | No | No | No | No |
| [Name] | [ID] | [School] | [GO] | [Q2 Option] | [Gen] | [Race/Eth] | [ESE] | [Pr Ex] | [ELL] | [ED] | No | 10 | No | No | No | No | No |
| [Name] | [ID] | [School] | [GO] | [Q2 Option] | [Gen] | [Race/Eth] | [ESE] | [Pr Ex] | [ELL] | [ED] | Yes 89.6% | 1 | No | No | No | No | No |
| [Name] | [ID] | [School] | [GO] | [Q2 Option] | [Gen] | [Race/Eth] | [ESE] | [Pr Ex] | [ELL] | [ED] | Yes 75.9% | 4 | No | No | No | No | No |
| [Name] | [ID] | [School] | [GO] | [Q2 Option] | [Gen] | [Race/Eth] | [ESE] | [Pr Ex] | [ELL] | [ED] | Yes 75.9% | 4 | Yes | No | No | No | No |
| [Name] | [ID] | [School] | [GO] | [Q2 Option] | [Gen] | [Race/Eth] | [ESE] | [Pr Ex] | [ELL] | [ED] | Yes 73.5% | 2 | No | No | No | No | No |
| [Name] | [ID] | [School] | [GO] | [Q2 Option] | [Gen] | [Race/Eth] | [ESE] | [Pr Ex] | [ELL] | [ED] | Yes 73.5% | 2 | Yes | No | No | No | No |
| [Name] | [ID] | [School] | [GO] | [Q2 Option] | [Gen] | [Race/Eth] | [ESE] | [Pr Ex] | [ELL] | [ED] | Yes 98.6% | 3 | No | No | No | No | No |
| [Name] | [ID] | [School] | [GO] | [Q2 Option] | [Gen] | [Race/Eth] | [ESE] | [Pr Ex] | [ELL] | [ED] | Yes 80.1% | 1 | No | No | No | No | No |

Power BI Master Training Plan: 2020 - 2021

| Target Audience | Dates | Staff | Topic |
|---|-----------|---|---|
| School Leadership - Mission Jumpstart | 7/27/2021 | Dr. McMahon | Overview of Updates to PBI, Early Warning System for SIP |
| Superintendent's Cabinet | 8/5/2021 | Dr. McMahon | Master Schedule Audit, School Grades |
| Office of SPSS | 8/13/2021 | Dr. McMahon | Attendance, Discipline, School Grade, Grade Level, and Weekly Progress Monitoring Apps |
| Interventionists | 8/17/2021 | Dr. McMahon Catherine Beck Jody Houston | Scheduling App, Grade Level App |
| Principals | 8/18/2021 | Dr. McMahon | Scheduling App, Grade Level App |
| Instructional Coaches | 8/19/2021 | Dr. McMahon Catherine Beck Jody Houston | Scheduling App, Grade Level App |
| Superintendent's Cabinet | 8/19/2021 | Dr. McMahon | District Grade, Scheduling Dashboards, Public Facing |
| ELA Instructional Coaches - Citrus Elementary | 8/20/2021 | Jody Houston | Scheduling App |
| AP -Indian River Academy | 8/20/2021 | Jody Houston | Scheduling App |
| Interventionist - FES | 8/23/2021 | Jody Houston | Scheduling App |
| ELA and Math Instructional Coaches - CES | 8/24/2021 | Jody Houston Catherine Beck | Scheduling App, Grade Level App, & Weekly Progress Monitoring App |
| Student Services and ESE Staff | 8/24/2021 | Dr. McMahon Jody Houston | Discipline, ESE Students 10+ days suspension |
| Student Services | 8/24/2021 | Dr. McMahon Jody Houston | Attendance, Habitually Truant |
| HS Leadership Teams | 8/24/2021 | Dr. McMahon Jody Houston | Graduation Monitoring |
| AP - Pelican Island Elementary | 8/27/2021 | Jody Houston | Grade Level App |
| Interventionist - Fellsmere Elementary | 8/31/2021 | Jody Houston | Scheduling App |
| Federal Programs Staff | 9/1/2021 | Dr. McMahon | Updates to Power BI |
| Pelican Island Elementary - Admin | 9/2/2021 | Jody Houston | Scheduling App, Grade Level App, Weekly Progress Monitoring App, Discipline, School Grade App |
| Academic Success Department | 9/3/2021 | Dr. McMahon Jody Houston Catherine Beck | Overview of Updates to PBI |
| Gifford Middle School Leadership Team | 9/10/2021 | Dr. McMahon Catherine Beck Jody Houston | Overview of Updates to PBI |
| ELA Instructional Coach - PIE | 9/13/2021 | Jody Houston | Scheduling, Weekly Progress Monitoring, Grade Level, and School Grade Apps |
| ESE Director | 9/13/2021 | Jody Houston | Reviewed pulling data from ESE - LRE App |
| Principals Meeting | 9/15/2021 | Dr. McMahon Catherine Beck Jody Houston | Grade Level App and Weekly Progress Monitoring App |
| ESE Program Specialist | 9/15/2021 | Jody Houston | Overview of Power BI Apps |
| Superintendent's Cabinet | 9/16/2021 | Dr. McMahon | Goal Tracker, iReady Diagnostic, iReady Usage |
| Video for Principals and Administrators | 9/20/2021 | Dr. McMahon | Overview of New Goal Tracker |

| | | | |
|--|-----------|---|--|
| Assistant Principals | 9/22/2021 | Dr. McMahon Catherine Beck Jody Houston | Overview of Grade Level App, Goal Tracker page on the School Grade App, and Weekly Progress Monitoring App |
| Assistant Principals | 9/23/2021 | Dr. McMahon Catherine Beck Jody Houston | Overview of Grade Level App, Goal Tracker page on the School Grade App, and Weekly Progress Monitoring App |
| Interventionists | 9/28/2021 | Jody Houston Catherine Beck | Grade Level App with DIBELS |
| Student Services and ESE Staff | 9/28/2021 | Dr. McMahon Jody Houston | Discipline, ESE Students 10+ days suspension |
| Student Services | 9/28/2021 | Dr. McMahon Jody Houston | Attendance, Habitually Truant |
| AP and Instructional Coaches at FES | 9/30/2021 | Jody Houston | Attendance, Discipline, School Grade, Grade Level, and Weekly Progress |
| Superintendent's Cabinet | 9/30/2021 | Dr. McMahon | Staff Attendance, Public Facing Dashboards |
| Academic Success Department | 10/1/2021 | Dr. McMahon Jody Houston | School Grade and Grade Level Apps |
| PD (Dr. Lord, Terri, Leslie, and Fran) | 10/4/2021 | Jody Houston | School Grade and Grade Level Apps |
| HS Leadership Teams | 10/4/2021 | Dr. McMahon Jody Houston | Graduation Monitoring |



Department of

Accountability & Research

August 27, 2021

OFFICE OF STRATEGIC PLANNING AND SUPPORT SERVICES

Staff in Attendance:

| | | |
|----------------------|--------------------|----------------|
| Pam Dampier | Julie Kastensmidt | Rachel Moree |
| Dr. Brian McMahon | Dr. Paula Lewis | Shannon Bass |
| Heather Holden | Ashley Dowdell | Lavonne Walker |
| Traci McGough | Dr. Daphne Mathews | Jessica Rojas |
| Tom Stull | Kat Wolf | Ainsley Seeley |
| Catherine Beck | Jody Houston | |

Minutes from Previous Meeting: N/A

Agenda:

- Purpose of the meeting
 - Ground our work in data
 - Problem-solve with the various areas to support schools to be proactive
 - Vertical connections across the leadership layers within the district
- Overview of Typical Agenda for Meetings including “norms”
 - Dr. McMahon to facilitate
 - Once there is an identified action, the discussion will continue after that action item has been completed
 - This will be a time to give input for Dashboards
- Review of Dashboards
 - Discipline
 - Reviewed topics being monitored in Discipline for Strategic Plan: Reduce Risk Ratios (Goal 1 or less) and Suspensions
 - Discussion about making another referral for missing detention
 - Can choose Y for Transportation on the Discipline Dashboard to see by Demographics (proportionality)
 - Attendance
 - ESE LRE
 - EWS
 - Academics: Reviewed:
 - Weekly Progress Monitoring
 - Grade Level
 - Scheduling
 - Graduation
 - Upcoming: Reviewed
 - IR Recruitment Dashboard (internal) versus the information on the Public Joint Plan Dashboard
 - Staff Attendance (in the infant stages of development)
 - Update to Student Attendance

- Weekend Update - Explained it compares certain data to the previous week
- Goal Tracker (will be launched at Data.Com) – Goals will be created for schools and statistically determine a goal, but they also can set their own

Action Steps/Next Meeting:

- Dr. Lewis will reach out to the middle and high schools to find out about the documentation process if a student does not attend their detention.
- Dr. McMahon will be:
 - adding to the Attendance dashboard, a Categorical page, page on Habitually Truant, and Canvassing Map.
 - Investigate IRV ADA.
 - adding a column for minutes to the ESE-LRE dashboard.
 - To investigate continuing with Pre-K LRE.
 - rolling out the new EWS app that includes more slicers
- Dr. Lewis– currently attempting to arrange a meeting with C & I to discuss our SPSS role about MTSS



DATA BRIEFING - AGENDA

Date: 9.30.21

Facilitator: Dr. Brian McMahon

Staff in Attendance

- ☐ Dr. David K. Moore, Superintendent | ☐ Scott Bass, Deputy Superintendent |
☐ Pamela Dampier, Asst Sup | ☐ Ronald Fagan, CFO | ☐ Cristen Maddux, PIO |
☐ Richard Myhre, Asst Sup | ☐ Dr. Christina Jacobs, Director | ☐ Eric Seymour, Asst Sup |
☐ Dr. Brian McMahon

| Item | Staff Responsible |
|--|-------------------|
| Review of Action Steps from last Data Briefing | McMahon |
| Staff Attendance Dashboard | McMahon |
| Joint Plan Public Facing Dashboards | McMahon |
| Review of Next Steps | Cabinet |

9/16/21 Action Steps:

1. DataCom Prep - COMPLETE



DISCIPLINE/ESE/10+ MEETING AGENDA

Staff in Attendance:

- Dr. Paula Lewis, Director of Student Services
- ~~Dr. Tracy Crawford, Social Worker~~
- Dr. Brian McMahon, Coordinator of Accountability & Research
- Jody Houston, Data Coach
- Kat Wolf, Program Specialist
- ~~Laura McGill, ESE Behavior Analyst~~
- Rachel Moree, Director of ESE
- Dr. Daphne Mathews, Program Specialist
- ~~Jessica Rojas, Program Specialist~~
- Tom Stull, Program Specialist – out of town
- Ainsley Seeley, Program Specialist

Action Steps from Previous Meeting:

- Dr. McMahon
 - To add a page within the Discipline App with directions/video about use and understanding of the dashboards - **COMPLETE**
 - Suspension Risk Ratio – is the ESE data pulling to this report? **COMPLETE**
 - Fix Discipline dashboard by demographics - **COMPLETE**
 - Add OSS - **COMPLETE**
 - Get Transportation App up and running - **COMPLETE**
 - Will look through data for “imminent danger” and clarify if that term is understood by staff– will reach out to Greg McDonald to see if that data could be added to the ODRs -Dr. Lewis following up
- Rachel Moree and Dr. Lewis
 - Meet with VBHS Administration regarding Training at VBHS CPI and Discipline in Secondary Schools (In Progress - Ongoing)

Agenda:

- Review the status of the previous meetings **Action Items**
- Discuss anything pertinent to this committee for Cabinet Members
- Review of Dashboards
 - If you look at individual behaviors risk – same number are present across demographics, but there is a disproportionate number of referrals.
 - Suspension – risk ratio – no action at this time – numbers low – just keep reviewing
- Behavior Codes – looking at “inappropriate behaviors” – Dr. Paula Lewis will be meeting with Greg on Wednesday – Rachel and Dr. McMahon will be included; Dr. Lewis is reaching out to see how other Districts are coding it. Seems to be a discrepancy between Code of Conduct identified behaviors and Discipline App. Rachel reminded that when Administrators change the ODR – a new copy needs to be sent to the parent.
- Problem Solve?
 - Admin leaving it at ODR; Brian will send email about outstanding ODR’s.
 - Dr. Lewis to follow up with SES about school counsel writing referrals
 - Suspensions – Classroom removals (Higher for AA over White)

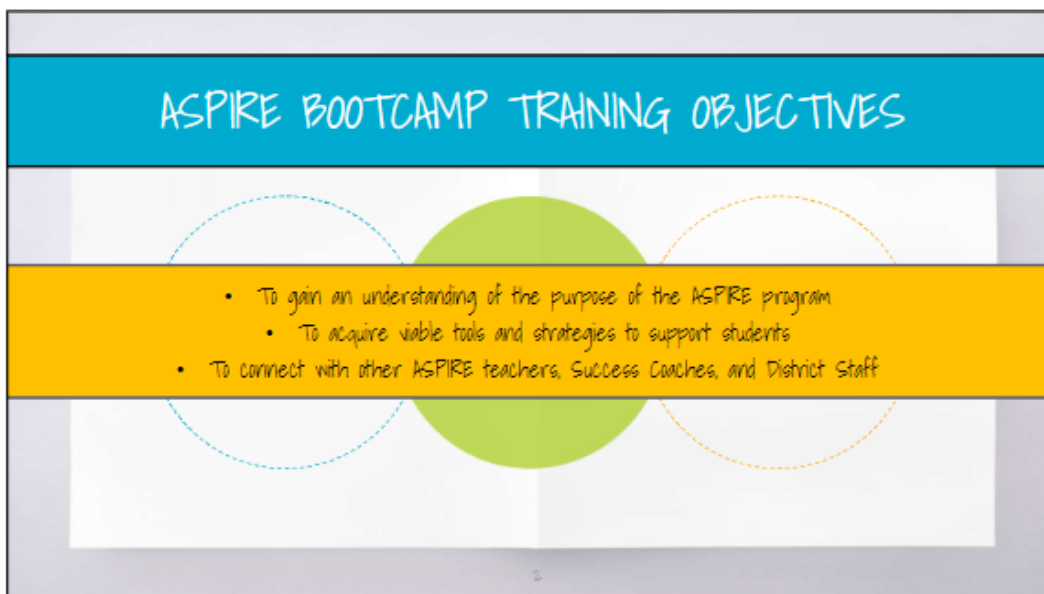
- What supports can we provide? (See Action Items)

Action Steps/Next Meeting:

- Will look through data for “imminent danger” and clarify if that term is understood by staff– will reach out to Greg McDonald to see if that data could be added to the ODRs -Dr. Lewis following up
 - Rachel Moree and Dr. Lewis
- Meet with VBHS Administration regarding Training at VBHS CPI and Discipline in Secondary Schools (In Progress - Ongoing)
 - Dr. McMahon suggested a possible team to help problem solve in the future – what the team would do, when?
 - Rachel suggested we each start compiling of list of what actions have been taken. Team agreed so each team member will begin compiling the list and this be reviewed the next meeting.
- Add slicer for transportation for Risk Ratio
- Dr. McMahon to write an email to the secondary schools to inform them on their risk ratio for current disciplines without transportation and the Ct of ODR per teacher; also SWD (include Rachel Moree and Dr. Paula Lewis)

Strategy AAAP 2.2

| Date | Professional Development | Participants |
|-----------|---|----------------------------------|
| 7/30/2021 | Secondary School Counselor Pre-Planning | Secondary School Counselors |
| 7/30/2021 | Ready To Launch – Student Services & ESE Training | School Administrators |
| 8/4/2021 | ASPIRE Bootcamp | Success Coaches, ASPIRE Teachers |
| 8/5/2021 | Elementary School Counselor (EWS) | Elementary School Counselors |
| 8/5/2021 | Secondary School Counselor PD | Secondary School Counselors |
| 9/2/2021 | Success Coaches Meeting/Training | Success Coaches |
| 10/6/2021 | Secondary School Counselor Meeting | School Counselors |
| 10/7/2021 | Success Coaches Meeting/Training | Success Coaches |



A.S.P.I.R.E.

Alternative School-Based Program to Inspire Renewed Excellence

Reset. Re-THINK. Restore. Reentry.

Listening Activity



Viewing Activity



We need to move from compliance and punishment to

EMPATHY and **SUPPORT.**

We need to hold students accountable for their behavior
while strengthening their ties to school and society.

Why then,
if a student doesn't know how to behave,
do we punish them?

Shouldn't we teach them?



EARLY WARNING SYSTEM MEETING AGENDA

Staff in Attendance:

- | | | |
|----------------------|-------------------|-------------------|
| - Dr. Paula Lewis | -Traci Mcgough | - Catherine Beck |
| - Dr. Tracy Crawford | - Ginger Bernal | - Walker, Lavonne |
| - Shannon Bass | - Sara Ange | - Dowdell, Ashley |
| - Dr. Brian McMahon | - Donna Hedgecock | - Jody Houston |

Minutes from Previous Meeting:

N/A for this meeting

Agenda:

- Purpose of the meeting:
 - To meet on a regular basis with this team's discussions grounded in data to support students regarding Early Warning Signs.
 - Introductions were completed regarding team members.
- Typical Agenda for Meetings:
 - Meeting protocols:
 - Reflect on minutes from previous meeting.
 - Review PBI data dashboards.
 - Problem Solve.
 - Discuss action steps.
 - Overall goal is once students in need are identified according to EWS, how do we intervene?
 - Review current EWS dashboards, get feedback, and any suggestions.
- Review of Dashboards
 - The EWS dashboard the team members can view **now** is based on students enrolled this year, but it contains last year's data which was used to help schools develop their School Improvement Plans (SIP).
 - Dr. McMahon presented what the layout of the new EWS dashboard will look like for this year. It should be rolled out in about 2 weeks once it can be populated with current data.
 - This dashboard will include four "typologies" related to EWS:
 - ✓ Quite Dropout
 - ✓ Disengaged
 - ✓ Low Achievement
 - ✓ Maladjusted

Action Steps/Next Meeting:

- Dr. McMahon and Catherine Beck to refine the dashboard to include 504 and if student has been referred to Tier 3 Individual Problem Solving.
- Dr. McMahon will email this team when this page of the dashboard goes live. It will be part of the current EWS Power BI app.

- The Support Service team members will review the descriptions and interventions in this new dashboard and begin thinking of what other evidence/research-based interventions could be added.
- The Support Service team members will inform Dr. McMahon and Catherine Beck of any errors (e.g., students are double printing – in this case send them the student’s identification number).
- Schedule the next meeting.



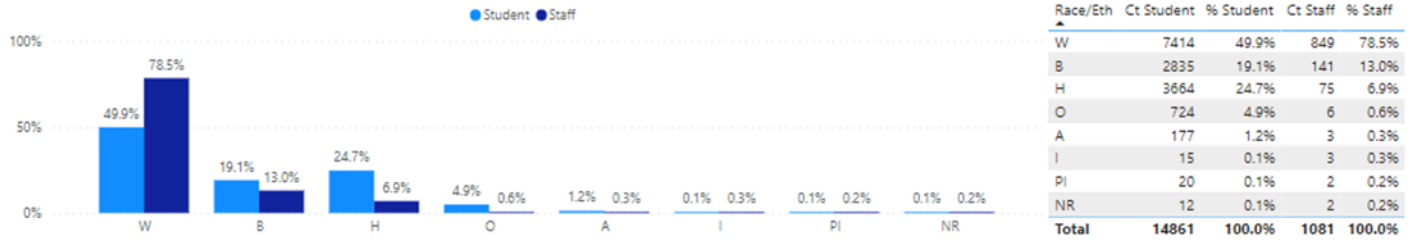


Student and Staff Racial/Ethnic Distribution

Data last refreshed:
9/30/2021 7:09:55 AM

Note: SDIRC does not track
employee demographics for
Charter School employees.

All District, Non-Charter, PK-12 Students and Instructional Staff



Filterable Students and Staff

