



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date: 10/12/2020

School/Department: Fellsmere Elementary

Action Step (number and description): 1.5 A. Ensure that School Improvement Plans for all schools specifically address how school resources are being allocated to address achievement gaps for African American students. B. Provide ongoing monitoring and support of each school's implementation of the School Improvement Plans.

Evidence of Progress Monitoring (Please include narrative/description of the action taken. Where applicable, please include all measurable data.) Peer Reviews of School Improvement Plans with principals.

Results of Action Taken: After feedback from Assistant Superintendent and principals (2), changes were made to the School Improvement Plan in order to remain true to the needs of Fellsmere Elementary.

Reflection: School Improvement Plan changes, made it more clear as to what we wanted to accomplish for the students and school.



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Reflection:	School Improvement Plan changes, made it more clear as to what we wanted to accomplish for the students and school.

Feedback of SIP from other principal peer review

Suggestion only

Indian River - 0101 - Fellsmeere Elementary School - 2020-21 SIP

1. Instructional Practice specifically relating to ELA

Area of Focus Implement the evidence based strategy of formative assessments, with strategic learning targets in ELA. This was identified as a critical need based on school data from FSA, unit assessments and school level assessments.

Rationale: We plan to increase the overall proficiency in ELA scores from 41% to 50% or greater. During classroom walk-throughs, we are looking for formative assessment use and fidelity to increase.

Person responsible for monitoring outcome: Jennifer Alderton (jennifer.alderon@indianriverschools.org)

Evidence-based Strategy: Formative Assessments

Rationale for Evidence-based Strategy: The average effect size for other-directed formative assessment was positive and substantively important (Klute, et al. 2017). The results of this study confirm the overall positive effect of formative assessment reported in earlier reviews (Black & William, 1998a, 1998b; Kingston & Nash, 2011, 2015). This consistency with previous reviews, along with the requirement that studies meet evidence standards to be included, lends continuing support to the claim that formative assessment has a positive impact on student academic achievement.

Strategy: Based on their meta-analysis, Black and William (1998) report effect sizes of between .4 and .7 in favor of students taught in classrooms where formative assessment was employed (Popham 2008, 19). The essential argument put forth by these and other numerous advocates is that empirical research proves formative assessment causes medium to very large achievement gains (Bennett, 2011).

Action Steps to Implement

Provide expectations for planning meetings for all teachers with instructional coaches. These meetings will include planning for common learning targets, and the development of daily formative assessments.

Person Responsible: Ramon Echeverria (ramon.echeverria@indianriverschools.org)

Monitor at least one formative weekly-reporting to grade level teams, sharing this data in grade level SharePoint for common access and reflection.

Person Responsible: Dionna Farmer (dionna.farmer@indianriverschools.org)

Participate in data chats with coaches, administration, interventionist and grade level teams, looking at the data, and student placement in intervention groups. At this time, we will also be reflective of our Tier 1 instructional practices.

Person Responsible: Ramon Echeverria (ramon.echeverria@indianriverschools.org)

Last Modified: 9/20/2020

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Monitoring formatives based on learning targets will occur in a variety of ways: Walk-throughs, instructional rounds, grade level data chats, formal and informal observations.

Person Responsible: Jennifer Alderton (jennifer.alderon@indianriverschools.org)

Provide additional training and PD from coaches on learning targets, and how those align to formatives.

Person Responsible: Paula Essig (paula.essig@indianriverschools.org)

Repeat this cycle, and plan for PD, coaching cycles, and data chats as needed.

Person Responsible: Ramon Echeverria (ramon.echeverria@indianriverschools.org)

Suggestion

Combine action steps 1&4? Very similar (monitor)

Combine action step 1&5? Very similar (PD)

District Review of SIP



Myhre, Richard

Mon 9/14/2020 5:45 AM

To: Echeverria, Ramon

Cc: Alderton, Jennifer; Baysura, Kelly



I love the action steps! I can really see “the how” of what you will do to make the desired goals successful.

Is there anyway we can add more description to the Area of Focus for Goals 1 and 4? The titles of those are both one sentence and don’t seem to as thoroughly explain the true intention of the goal. I’m know you can explain it verbally, but we need a random person to be able to pick up the document and understand.

Thanks!

Richard Myhre
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