



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date: 10/20/2020

School/Department: Liberty Magnet

Action Step (number and description): Action Step 1.5 - Achievement Gap Resource Allocation
Ensure that School Improvement Plans for all schools specifically address how school resources are being allocated to address achievement gaps for African American students.
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
Approved School Improvement Plans detailing resource allocations. (See Attached)

Results of Action Taken: Plan updated to reflect feedback suggestions.

Reflection: Peer review helps to ensure that school improvement plan is in alignment with addressing achievement gaps for African American students.

Reply Reply All Forward

Wed 9/23/2020 1:10 PM



Flores, Casandra

SIP peer feedback

To Harris, Takeisha

You replied to this message on 9/23/2020 1:11 PM.

Liberty:

Goals-

Math- The proficiency of students with disabilities on district unit assessments will increase to at least 50%. Individualized Instruction.

ELA - The proficiency of students with disabilities on district unit assessments will increase to at least 50%. Individualized instruction.

Strengthening the use of inquiry through writing to increase students scoring at higher levels on district unit assessments. (School choice/Theme)

By implementing data chats with our African American students, we will reduce the regression, and increase the percent of students scoring at or above grade level on district unit assessments.

Peer Feedback: Consistent use of exit slips across the school creates a common expectation. 😊

Collaborative planning and sitting in on teacher planning is noted for both ELA and Math, this helps with follow through by teachers.

Inquiry writing sounds very interesting, I would love to know more. *Through its inquiry-led, transdisciplinary framework, the PYP challenges students to think for themselves and take responsibility for their learning as they explore local and global issues and opportunities in real-life contexts.*

--It may help to write out what PYP stands for.

I would also share the same as I did for Osceola as far as my feedback from Myhre, I did find it helpful so I can follow up with the plan a little easier through the year.

One thing Myhre asked me to add to my action steps were specific timelines of when the steps would take place so it could be like a little checklist to mark off when things were completed. Such as Collaborative planning in the first nine weeks (or collaborative planning will occur each week on Mondays during grade level planning times), observation of planning to practice/implementation weekly, feedback given to teachers monthly, second cycle started in the second semester, etc.

He was particular to timelines and what specifically were you using to measure outcomes.

Mon 9/28/2020 12:20 PM



Bacon, Chadwick
SIP Feedback

To Harris, Takeisha

You replied to this message on 9/29/2020 9:33 AM.

Afternoon Mrs. Harris,

After reviewing your SIP I have provided the following suggestions.

Goal # 2

Action Steps:

Contains verbiage such as "The Reading Coach will begin walk through observations to gather information and discuss with the principal". Consider re-wording so it is not confused with a coach taking on Admin roles.

Goal # 3

Action Steps:

Could use an additional step to create an open loop feedback process. What happens if the walkthrough results in next steps?

Thank You

Chadwick Bacon, Ed.D.
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Go the extra mile.....It's never crowded!



Part V: Budget						
1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
3	III.A.	Areas of Focus: Culture & Environment: School Theme				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0301 - Liberty Magnet School	School Improvement Funds		\$1,200.00
<i>Notes: FL Ready Books for 3rd grade</i>						
4	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
					Total:	\$1,200.00