



School District of Indian River County
#SDIRCStrongerTogether

African American Achievement Plan Evidence of Progress Monitoring

Date: 10/7/2020

School/Department: Rosewood Elementary

**Action Step
(number and
description):** 1.5 Achievement Gap Resource Allocation

**Evidence of Progress Monitoring
(Please include narrative/description of the action taken. Where applicable, please include all measurable data.)** You will find our school improvement goals, the plans for our impact walks and school improvement progress monitoring, as well as our agenda from our last data chats identifying African American students needing intervention supports and the plans for implementing the interventions.

Results of Action Taken: As a result teachers will be aware of which students need support, where there are any achievement gaps, and how to begin implementing interventions. Teachers will be aware of our school improvement goals and the steps that are to be taken to achieve these goals. Teachers will recognize how our African American subgroup is addressed within our school improvement plan and how resources will be allocated to address and close any achievement gaps in this subgroup of students.

Reflection: Teachers are more intentional about noting subgroup performance in data meetings. School improvement plan is intentionally addressing subgroup performance. Resources are allocated to ensure supports are implemented where needed.

Action Step 1.5 Achievement Gap Resource Allocation

Action Step:

- 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

- Quarterly reviews of the School Improvement Plan
- Quarterly impact review action plan
- Comprehensive data reviews to Cabinet and requested support for progress needed

Each of our school improvement plan goals identify our African American subgroup as an area to provide supports and resources.

Our Impact review and monitoring of SIP goal progress will be conducted next week, October 13th. We will review current data, classroom observations and progress towards SIP goals. SIP plan will be updated with steps completed and next steps to implement.

Indian River - 0041 - Rosewood Magnet School - 2020-21 SIP

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	In the area of math we will focus on improving math proficiency in our African American subgroup and students with disabilities subgroup. We will focus on interventions that are explicit and systematic, teaching students strategies for solving multi-step word problems and their common underlying structures. We will also adjust our practices in providing ESE services to students by utilizing push in services where students remain in the general education classroom increasing exposure and time to interact with grade level content.
Measurable Outcome:	We want to increase the proficiency of our AA subgroup by 7% and SWD subgroup by 10% based on state assessments. We will do this by consistently providing tier 2 and 3 math interventions with fidelity 3-5 days a week. We will see a decrease in the amount of instructional minutes missed due to pull out services.
Person responsible for monitoring outcome:	Casandra Flores (casandra.flores@indianriverschools.org)
Evidence-based Strategy:	We will consistently provide Tier 2 interventions with fidelity. Focusing on the use of Khan Academy, Reflex Math, Go Math and iReady Toolbox.
Rationale for Evidence-based Strategy:	Research shows that Tier 2 interventions have a 1.29 high effect size based on Hattie's Research in his book "Visible Learning for Teachers". The identified strategies are recommended by the Florida Department of Education evidence-based strategies list.



#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	In the area of ELA we will focus on improving reading proficiency in our students with disabilities and African American subgroups. We will focus on teaching students strategies for determining unknown vocabulary, using inferencing and utilizing higher order reasoning skills to determine answers that are not directly identified/stated in the text. We will also adjust our practices in providing ESE services to students by utilizing push in services where students remain in the general education classroom increasing exposure and time to interact with grade level content.
Measurable Outcome:	We will increase the proficiency of our AA subgroup by 7% and SWD subgroup by 10% based on state assessments. We will see an increase in the use of thinking maps, to be used weekly, for organizing thinking and summarizing learning. We will see a decrease in the amount of instructional minutes lost due to pull out services.
Person responsible for monitoring outcome:	Lisa Ross (lisa.ross@indianriverschools.org)
Evidence-based Strategy:	Teach higher thinking skills through the use of Thinking Maps to allow student to make their thinking visible and practice reasoning skills.
Rationale for Evidence-based Strategy:	We have found research from Robert Marzano in "The Art and Science of Teaching" and J. Hattie in "Visible Learning for Teachers" that shows students' use of higher order thinking strategies such as graphic organizers to work through their thinking increases their ability to retain information and independently work through problem solving. We will implement Thinking Maps a focused set of graphic organizers to build a common language and consistent set of tools to be used school wide.

#3. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	Based on 2019 data we saw a need for improvement in our practices for recognizing efforts and achievements of all students, equitably, school wide.
Measurable Outcome:	The percentage of students recognized during the school year for academic gains and proficiency, will increase, we will see an equitable distribution across all subgroups, including our African American and Exceptional Student Education subgroups.
Person responsible for monitoring outcome:	Jennifer Norris (jennifer.norris@indianriverschools.org)
Evidence-based Strategy:	We will use our monthly shout outs, and awards celebrations to recognize students academic efforts and successes in relation to the learning goals/ standards in all subgroups equitably.
Rationale for Evidence-based Strategy:	Robert Marzano's research in "The Art and Science of Teaching" states that celebrating successes and recognizing students' progress in relation to the learning goal has a significant positive impact on student learning and motivation.



Data Chats identify intervention resources and students in our African American subgroup needing additional supports.

MTSS Data Chats
September 22, 2020
(3-5 also met on Sept. 15 to discuss reading)



- 1) Schedule of meetings for the year
 - a. Will meet to review RTI data every 6 weeks

- 2) Cut Scores update
Reading and Math *(3-5 discussed reading last week so we will be doing just a quick update of the adjusted reading cut scores in iReady, a quick check on the identified interventions, and then moving into the math data.)*
 - Tier 3 – 20th percentile and below
 - Tier 2 – 48th – 20th percentile
 - Tier 1 – above 48th percentile

- 3) Review subgroup data - African American, Students with Disabilities, Bottom Quartile
 - Discuss any trends noted in these subgroups
 - Identify main areas of need
 - Correlate focused interventions based on the needs
 - Discuss focused interventions - tier 2 and tier 3
 - Clarify how many minutes and days per week for each tier
 - Which intervention will be used and who will be delivering it
 - How will it be progress monitored

- 4) How will we provide supplemental tier 1 and enrichment supports with current social distancing restrictions?

- 5) Small group guidelines - be sure to implement small group, differentiated instruction

- 6) RTI fidelity Walks

- 7) Impact Reviews
Our campus Oct. 13th 8:00-12:00

- 8) Recognition Committee (keeps these groups in mind, how do we recognize their efforts and growth throughout the year.

Any questions, concerns or ideas to share:
