Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date: 9/23/2020

School/Department: Dodgertown Elementary

**Action Step #
and Description:**
(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

1.13 – Data Chats for Improved Student Learning

> **Data Chats & Plans for Targeted Support for Improved Learning**
> 1. **PD:** Receive and participate in support to teachers and administrators on the use of real-time data specific to African American students.
> 2. **Analyze Power BI data:** N/A, at this time this is no new discipline data in Power BI, no new suspensions this year
> 3. **Use Power BI data:** N/A, at this time this is no new discipline data in Power BI, no new suspensions this year
> 4. **Monitor Classrooms:** Examine evidence of progress monitor at the classroom level: teachers and students.

Explanation of Evidence:

During this Modified Instructional Day (formerly known as Early Release Day), we held a 2-hour meeting for all instructional staff. There were 2 parts to the agenda: Part 1) Restorative Practices, which reviewed student discipline data and the expectation of zero suspensions (in-school and out-of-school) and Part 2) Closing "discipline gaps" and "achievement gaps" among subgroups of students. We started with a PD on Restorative Practices which shed light on the discipline disparities on subgroups of students (especially African American males) and offered alternative consequences to suspensions. These alternatives took advantage of "teachable moments" and discussed strategies to invest in conflict resolution and mediation. We continued with reviewing available data and expectations for improving teaching and learning while closing achievement gaps among student subgroups. It was discussed that all data collected should include student subgroups to track performance and to track equitable outcomes. Example of Available data: The "student recognition" document tracks the number and percent of students (by ethnic subgroups) who were discussed during data chats with the leadership team. Currently, results for the Fall administration (beginning of year) of the Reading and Math i-Ready are listed. At the beginning of the school year, students are expected to score at the end of their last great level or at the "early" stage of their new grade level. At the start of the school year, students who score at the middle of their new grade level or higher (e.g. mid-current grade, late-current grade, 1 grade level above, 2 grade levels above, etc.) are recognized as performing at an advanced level on coursework.

Results of Action Taken:

Teachers were given a set of "non-negotiables" and agreed upon "deliverables" to improve teaching and learning. Our baseline data will be collected during the beginning of year Impact Review which occurs on October 1.

Reflection:

It was noted that students were less likely to receive instruction while not in the classroom. When we effectively address "discipline gaps" such as disparities in the number of removals from the classroom and the number of suspension, then we are also addressing some of the disparities that cause "achievement gaps".

Dodgertown Elementary
Faculty Meeting

Wednesday, September 23, 2020

Agenda:

1. Restorative Practices
2. Closing Discipline Gaps & Achievement Gaps
    a. SIP Focus Areas
        i. Student Engagement
        ii. Small Group Instruction
        iii. Equity & Diversity
            1. Closing "Discipline Gaps" ad "Achievement Gaps" among subgroups of students.
                a. Evidence-Based Strategy: Schoolwide PBIS
                b. Evidence-Based Strategy: Formative Assessments
        iv. STEAM Tech Community Partnership School
    b. Additional Schoolwide Improvement Priorities
        i. Community Involvement
            1. Expanded Learning
            2. Family & Community Engagement
            3. Wellness Support
    c. Marzano Learning Map and Rubrics
    d. Role of Instructional Coaches
    e. Coaching Cycle Sample Template
    f. Impact Reviews
        i. Subject Area Targets
        ii. Daily Schedules
        iii. Non-Negotiables to Improve Instruction
    g. Positive Behavior Interventions & Support
3. Continuous Improvement
    a. Review i-Ready Data
    b. Discuss plan to screen students for Gifted testing and/or the Gifted program
    c. Discuss extended learning opportunities for students after school
    d. Discuss enrichment opportunities for students
    e. Discuss the unit assessment windows
    f. Discuss student survey to collect interests for participation in extracurricular activities starting in November 2020.
    g. Discuss opportunities to improve student learning
    h. Discuss "non-negotiables" to improve student learning

Staff in Attendance:

Aretha Vernette, Principal

Kristen Racine, Assistant Principal

Denise Swanigan, Math Coach

Raina Ingrum, Literacy Coach

Stacey Miller, Literacy Coach

Kristi Schofield, Guidance Counselor

All Instructional Staff

Student Recognition, by Student Subgroup

September 2020

	Reading i-Ready	Math i-Ready	Gifted Studies	Enrichment Extended Learning	Unit Assessments
	Fall Administration Beginning of school Students who score great than or equal to the middle of the grade level (Mid Grade Level or Higher)	*Fall Administration Beginning of school Students who score great than or equal to the middle of the grade level (Mid Grade Level or Higher)*			
KG	6 African American 43% 6 Hispanic 43% 1 White 7% 0 Asian 0% 1 Multi-Racial 7% **14 Students**	4 African American 40% 3 Hispanic 30% 2 White 20% 1 Asian 7% 0 Multi-Racial 0% **10 Students**	*In the process of screening students to determine whether they are placed in the gifted program*	*Current, extended learning opportunities (ELO) target the lowest 40%. Later in November, ELO will offer enrichment opportunities.*	*N/A*
1	8 African American 44% 3 Hispanic 17% 6 White 33% 0 Asian 0% 1 Multi-Racial 6% **18 Students**	3 African American 23% 4 Hispanic 31% 5 White 38% 0 Asian 0% 1 Multi-Racial 8% **13 Students**	*In the process of screening students to determine whether they are placed in the gifted program*	*Current, extended learning opportunities (ELO) target the lowest 40%. Later in November, ELO will offer enrichment opportunities.*	*N/A*
2	2 African American 25% 3 Hispanic 37.5% 2 White 25% 0 Asian 0% 1 Multi-Racial 12.5% **8 Students**	1 African American 20% 2 Hispanic 40% 1 White 20% 0 Asian 0% 1 Multi-Racial 20% **5 Students**	*In the process of screening students to determine whether they are placed in the gifted program*	*Current, extended learning opportunities (ELO) target the lowest 40%. Later in November, ELO will offer enrichment opportunities.*	*N/A*
3	2 African American 28.57% 0 Hispanic 0% 3 White 42.86% 0 Asian 0% 2 Multi-Racial 28.57% **7 Students**	0 African American 0% 0 Hispanic 0% 0 White 0% 0 Asian 0% 0 Multi-Racial 0% **0 Students**	*In the process of screening students to determine whether they are placed in the gifted program*	*Current, extended learning opportunities (ELO) target the lowest 40%. Later in November, ELO will offer enrichment opportunities.*	*Testing Window currently open; testing in progress*
4	0 African American 0% 0 Hispanic 0% 2 White 67% 0 Asian 0% 1 Multi-Racial 33% **3 Students**	0 African American 0% 1 Hispanic 50% 1 White 50% 0 Asian 0% 0 Multi-Racial 0% **2 Students**	*In the process of screening students to determine whether they are placed in the gifted program*	*Current, extended learning opportunities (ELO) target the lowest 40%. Later in November, ELO will offer enrichment opportunities.*	*Testing Window currently open; testing in progress*
5	0 African American 0% 0 Hispanic 0% 0 White 0% 0 Asian 0% 1 Multi-Racial 100% **1 Students**	0 African American 0% 0 Hispanic 0% 0 White 0% 0 Asian 0% 1 Multi-Racial 100% **1 Students**	*In the process of screening students to determine whether they are placed in the gifted program*	*Current, extended learning opportunities (ELO) target the lowest 40%. Later in November, ELO will offer enrichment opportunities.*	*Testing Window currently open; testing in progress*