



## African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County  
#SDIRCStrongerTogether

**Date:** 10/12/2020

**School/Department:** Osceola Magnet

**Action Step (number and description):** 1.13 Provide support to teachers and administrators on the use of real-time data specific to African American students to have effective data chats and plan targeted support for improved learning.

**Evidence of Progress Monitoring (Please include narrative/description of the action taken. Where applicable, please include all measurable data.)** 8/4/20 The Leadership Team as well Grade Chairs reviewed the schools previous years data to indemnify areas of concern and room for growth. This data was used in the creation of the schools SIP. As a result of reviewing the data it was noticed that Black students are performing significantly below our school averages. In turn the SIP was crafted to focus on Culture/Climate, Math, and Science for the subgroup of AA Students. On 9/10/20 the leadership team had a data chat on AA students as related to the recent Dibles data and used this data to begin driving the creation of Targeted Small Group instruction.

**Results of Action Taken:** Our first data chat will occur on 9/17 when I-Ready Reading diagnostics are complete. Data cards for each teacher are due to administration on the time and date of the meeting. This meeting will also use Dibles Data for K-2 has already been reviewed on 9/10/20 to create groups and will also be used in conjunction with iReady Reading Diagnostic Data for the 9/17 data chat. Upon completion of the Math iReady Diagnostic we will hold an additional Data Chat meeting for Math.

**Reflection:** Data will be continually be a reoccurring input tool for monitoring student learning.

# Osceola Magnet Elementary

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## DATA CHAT

OCTOBER 2, 2020

### Attendance

- Present
  - K through 5<sup>th</sup> grade during planning periods
  - Admin, Guidance, Intervention, Coach, LA Reps
- Absent
  - None
- Process
- 8:00am-8:10am
  - Calculate and discuss the overall percentage of test scores per teacher
- 8:10am-8:15am
  - Cover the 2-3 lowest performing standards
  - Identify the standards in the highest reporting categories
  - Identify specific questions associated with highest reporting categories
- 8:15am-8:30am
  - Chalk talk for specific questions identified as highest reporting categories
  - Brainstorm possible barriers and solutions
- 8:30-8:40
  - Brainstorm possible solutions
  - Develop a strategy to close the gaps

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*Teachers will effectively analyze and break down data to accurately reflect the need to support student achievement.*