



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.)

2.5 – Out-of-School Suspensions
2.10 – In-School Suspensions

OSS

Provide PD on Restorative Practices; Monitor that all Out-of-School Suspensions are approved by principal supervisors.; The school will demonstrate practices that reflect no discrepancies in the rate of OSS for African American students as compared with other subgroups.

ISS

Provide PD on PBIS, schoolwide expectation, and classroom management plans ; Monitor that all Out-of-School Suspensions are approved by principal supervisors.; The school will demonstrate practices that reflect no discrepancies in the rate of OSS for African American students as compared with other subgroups.

**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.

**Results of Action
Taken:**

To date, we have zero out-of-school suspensions, zero in-school suspensions, and zero office discipline referrals.

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”. schools utilizing procedures outlined in the state-approved District plan for increasing underrepresented populations in gifted.

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 Vernet, Principal
Kristen Racine, Assistant Principal
Denise Swanigan, Math Coach
Raina Ingram, Literacy Coach
Stacey Miller, Literacy Coach
Kristi Schofield, Guidance Counselor
All Instructional Staff
Lavonne Walker, Restorative Justice Facilitator

Student Recognition, by Student Subgroup

September 2020

	Reading i-Ready	Math i-Ready	Gifted Studies	Enrichment Extended Learning	Unit Assessments
	<i>Fall Administration</i> <i>Beginning of school</i> <i>Students who score</i> <i>great than or equal to the</i> <i>middle of the grade level</i> <i>(Mid Grade Level or</i> <i>Higher)</i>	<i>Fall Administration</i> <i>Beginning of school</i> <i>Students who score</i> <i>great than or equal to the</i> <i>middle of the grade level</i> <i>(Mid Grade Level or</i> <i>Higher)</i>			
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