Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date: 10/20/2020

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.)

2.6 – MTSS Framework

> **Data Chats & Plans for Targeted Support for Improved Learning**
> 1. Expand professional development and learning related to creating culturally responsive learning environments.
>   a. Conduct a **Professional Learning Community:** *"Culturally Responsive Teaching & the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students"*
>   b. Observe for signs of equitable classroom practices.

Explanation of Evidence:

To date, we have offered Phase 1 of our professional development to address equitable practices that address closing "discipline gaps" and "achievement gaps" with Restorative Practices and Schoolwide PBIS. Once our SIP has been approved, we will order the book entitled, "Culturally Responsive Teaching & the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students". While we wait to receive the books, we will form a Professional Learning Community to review strategies and best practices for equitable classroom. The next step is to compare data collected using the Marzano Learning Map to determine the rate of equitable classroom practices before and after the book study.

Results of Action Taken:

The School Improvement Plan has been updated to include the book "Culturally Responsive Teaching & the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students". We will have scheduled School-Based Team meetings to that will incorporate culturally responsive practices into our Tier 1 MTSS framework during problem-solving sessions.

Reflection:

Although we will start the book study will the "willing", all classrooms will be observed to compare data collected using the Marzano Learning Map to determine the rate of equitable classroom practices before and after the book study.

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*