



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County

#SDIRCStrongerTogether

Date: 9/19/2020

School/Department: Rosewood Elementary

**Action Step
(number and
description):** 2.6

**Evidence of Progress
Monitoring
(Please include
narrative/description
of the action taken.
Where applicable,
please include all
measurable data.)**

You will find our current scheduled meetings for RTI academics and behavior. We are beginning our first rounds of MTSS data chats as grade levels are beginning to finish the iReady diagnostic. This will be completed by September 25th, 2020. Our MTSS team meets every 6 weeks to review ELA and Math data. Our discipline committee meets monthly and refers any needs to our RTI B team to review interventions and monitor data every 6 weeks based on start of implementation. You will also see examples of the data discussed during MTSS meetings for academics, interventions identified and follow that will occur. For behavior you will see the training shared with teachers in preplanning regarding tier 1 social emotional learning, tier 2 and 3 behavior interventions and the flow chart of how behaviors should be supported. You will see the Sanford Harmony schedule for August to support tier 1 social emotional learning and how we progress monitor behavior data to ensure we do not see over-representation of any one subgroup.

**Results of Action
Taken:**

As a result academic and behavior data is monitored regularly and interventions are checked for fidelity and impact. Teachers know a process to follow for all tiers of academic and behavior support. We did identify some areas where we may need to seek alternate interventions. We are just starting these data meetings so we will continue to learn more and change our plans of instruction, intervention and supports as we finalize these data chats.

Reflection:

Academics - We will begin to determine tier 2 and tier 3 reading and math groups as well as who will support them. We will identify appropriate interventions and begin implementation of tiered intervention instruction within the classrooms. We will monitor for fidelity to the interventions and for consistent implementation. We will continue to monitor subgroup data and watch for any gaps.
Behavior - We are seeing more consistent presentation of Tier 1 social emotional learning curriculum with Sanford Harmony being implemented school wide. Teachers are more aware of the overall school wide behavior data what intervention supports are available.



Indicator 2.6 MTSS Framework

Our MTSS team meets every 6 weeks to evaluate academic data. Our discipline committee meets monthly to review discipline data and then information is referred to the RTI B team to review as needed, then monitor every 6 weeks.

Our first round of academic MTSS review began 9/14 and will continue through the week of 9/21.

We are reviewing math and reading iReady diagnostic data to determine needed tier 2 and tier 3 interventions.

Below are some examples of the data chat sheets we use to monitor progress.

BQ determined based on bottom 20 iReady scale scores on 9/14/20					
ELA BQ: Y or N	Ethnicity	Teacher's Name	iREADY Scale Score	Lowest Domain on iREADY (from left to right)	Next Steps from iREADY
Y	W		448	Comprehension: Literature (should be phonics)	Teach asking and answering questions about key ideas and details.
	AA		422	Phonics	CCVC L blend R blends, Long A, O, I
	O		412	Phonics	1 to 1 letter sound correspondence
	W		440	Phonics	CCVC L blend R blends, Long A, O, I
	W		438	Comprehension: Literature	Teach asking and answering questions about key ideas and details.

	% mid year or above Grade Level	% Early -On Grade Level	% one Grade Level below	% two Grade Levels below	% three or more Grade Levels below	Total students completed
Grade Level Data	34%	38%	19%	8%	1%	79/84
	27	30	15	6		
Subgroup Data						
AA	8%	46%	15%	23%	0%	12 out of 13
SWD	27%	9%	18%	36%	9%	11
BQ	0%	0%	66%	29%	5%	21

Our first PBIS/Discipline committee meeting is scheduled for September 24th, 2020



PBS TEAM MEETING AGENDA

Date: September 24, 2020 Time: 7:45am-8:15am Facilitator: Megan Nesper

Next Meeting (Date, time, location)

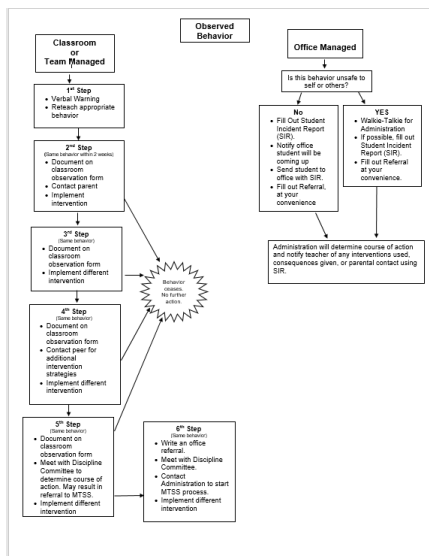
Learning Lab on October 15, 2020 from 7:45am- 8:15am

Agenda Item	Time	Notes
1) Things that have gone well	7:45 – 7:50	Teachers will share successes
2) Follow-Up items from last meeting	7:50 – 8:00	Sanford Harmony/ Rule Poster/ Paw Print Program Questions and Answers
3.) Data Review	8:00- 8:10	Review Data: Radio Calls -Students in Tiered Behavior Instruction -ODRs -suspension rates - suspension rates by race/ethnicity including African Americans -Attendance
3) Team Reports/ Concerns	8:10-8:15	Discuss any students brought to the team

Benchmarks of Quality Critical Elements: PBS Team, Faculty Commitment, Effective Discipline, Data Entry & Analysis, Expectations and Rules, Reward/Recognition Program, Lesson Plans for Teaching, Implementation Planning, Classroom PBS Systems, Evaluation

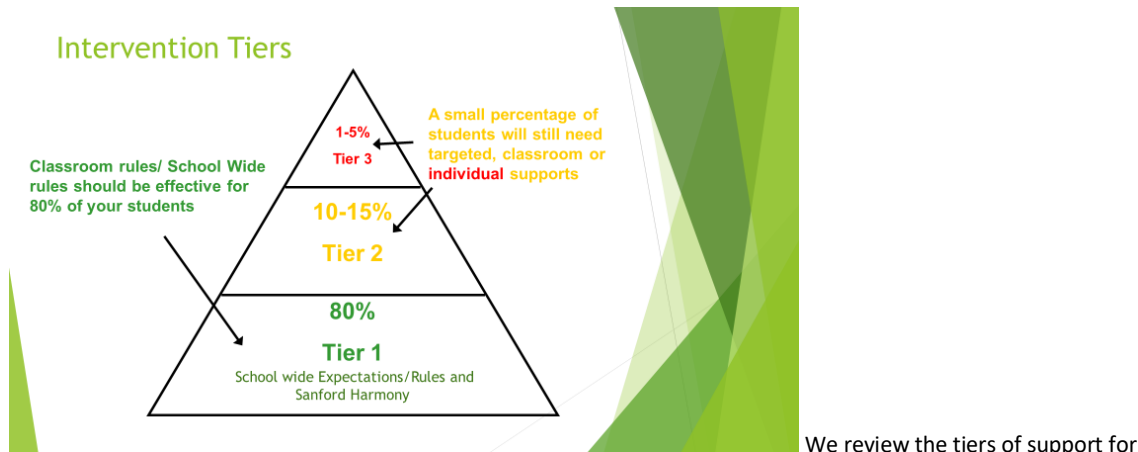
4) Communications with Staff, Students and Families/Community as appropriate (Update your Action Plan with these items)			
What will be shared?	How will it be shared?	When will it be shared?	Who is responsible?

We work with our guidance counselor, administration, PBIS coach and Discipline committee to review processes for handling discipline concerns within the classroom and the progression that should be followed prior to any out of school suspensions. (Such as identifying Level 1, 2,3, and 4 behaviors and appropriate interventions and consequences to use for each, as well as what should be classroom managed versus office managed.)



This information is shared in our beginning of the year faculty meeting from our discipline committee and monthly at discipline committee meetings.

We work with our guidance counselor, PBIS coach, administration and resource specialist to develop, implement and monitor tier 2 and tier 3 behavior plans for any individual students needing further behavior supports beyond our tier 1 system of Sanford Harmony. The MTSS process for behavior is reviewed with teachers during preplanning. (August 2020)



We review the tiers of support for behaviors with teachers in our preplanning presentation (August 2020) from our PBIS/Discipline committee. This reminds teachers of the process for interventions and how it follows the same format as tiered interventions for academics.

All teachers utilize Sanford Harmony as Tier 1 Social Emotional Learning curriculum within their classrooms. They were given a monthly schedule to utilize at the beginning of the year.

August					
Unit 1: Diversity & Inclusion					
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
1.1 Getting to Know Each Other – Students discuss the value of getting to know all of their classmates, and play a game in which they share about themselves with their peers.	1.1 Getting to Know Each Other – Students learn the value of getting to know all of their peers. They have opportunities to gain comfort in sharing about themselves and to listen to and learn about others as they share.	1.1 Getting to Know Each Other – Students learn the value of getting to know all of their peers. They have opportunities to gain comfort in sharing about themselves and to listen to and learn about others as they share.	1.1 Who We Are – Students are provided with the opportunity to get to know one another by sharing items of importance with their classmates.	1.1 Who We Are – Students are provided with the opportunity to get to know one another by sharing items of importance with their classmates.	1.1 Who We Are – Students are provided with the opportunity to get to know one another by sharing items of importance with their classmates.
1.2 Discovering Commonalities – Students discuss how talking and spending time with their peers can help them find things in common with one another, and then have an opportunity to find things that they have in common with a buddy.	1.2 Discovering Commonalities – Students learn that talking and playing with different peers can help them find things in common with one another. They have opportunities to discover what they have in common with many of their peers.	1.2 Discovering Commonalities – Students learn that talking and playing with different peers can help them find things in common with one another. They have opportunities to discover what they have in common with many of their peers.	1.2 The Things We Have in Common – Students play the 'Commonalities' game to identify similarities that they have with a peer in their classroom.	1.2 The Things We Have in Common – Students play the 'Commonalities' game to identify similarities that they have with a peer in their classroom.	1.2 The Things We Have in Common – Students play the 'Commonalities' game to identify similarities that they have with a peer in their classroom.
1.3 Learning from Diversity – Students discuss how everyone is different in some ways and that this makes each person unique and interesting, and then work with a buddy to create a collage that reflects many different things about each of them.	1.3 Learning from Diversity – Students learn that everyone can be different in some ways and that this makes each person unique and interesting. They discuss the value of diversity and how they can learn new things from others.	1.3 Learning from Diversity – Students learn that everyone can be different in some ways and that this makes each person unique and interesting. They discuss the value of diversity and how they can learn new things from others.	1.3 Learn Something New – Students learn to appreciate and value differences by teaching and learning new skills from each other.	1.3 Learn Something New – Students learn to appreciate and value differences by teaching and learning new skills from each other.	1.3 Learn Something New – Students learn to appreciate and value differences by teaching and learning new skills from each other.
1.4 Building Community – Students discuss what it means to belong to a community, and then work together to create a representation of their classroom community.	1.4 Building Community – Students learn what it means to belong to a community. They discuss the things that make their classroom a community and together create a representation of this community.	1.4 Building Community – Students learn what it means to belong to a community. They discuss the things that make their classroom a community and together create a representation of this community.	1.4 Classroom Identity – Students develop a common classroom identity by working together to develop a classroom name and motto.	1.4 Classroom Identity – Students develop a common classroom identity by working together to develop a classroom name and motto.	1.4 Classroom Identity – Students develop a common classroom identity by working together to develop a classroom name and motto.

** Bonus Start of School Rule: Rule 21: Follow specific classroom protocols**

Rule 25: Greet visitors and make them feel welcomed

Rule 23: Know others' names and greet them in the hall by name

Rule 26: Do not save seats

Rule 13: Follow along when we read together in class

Provided to teachers August 2020

Sanford Harmony

[Link to Sanford Harmony Files](#)

► <https://youtu.be/OISbru7RZLY>

► Sanford Harmony has 5 focus themes:

- Diversity and Inclusion (August)
- Empathy & Critical Thinking (September & October)
- Communication (November & December)
- Problem Solving (January & February)
- Peer Relationships (March & April)

Go to website and register for a free account.

<https://www.sanfordharmony.org/wp-login.php?action=register>

All needed materials are in the common folder.

Our discipline committee meets monthly and reviews the PBIS Equity Profile regularly to monitor for any areas of concern and make sure equitable practices within discipline are occurring.



Fill in the information for all of the red boxes. The rest of your school's information will calculate automatically.

FLPBIS Equity Profile

"Ratio" is the group's rate of a disciplinary event divided by the rate for all other students; 1.0 is equal.

"Rate" is the total number of ISS events for a group, divided by the number of students enrolled from that group.

"Composition Difference" is the difference between the group's percentage of enrollment and the group's composition; Positive values suggest disproportionality.

For information only; This section can be interpreted as "removal percentage" (overall).

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District Name: School Name (if applicable):		Guiding Question 1: Are outcomes equitable for all student groups?										Guiding Question 2: How big are the disparities?									
Indian River		Rosewood					Ratio					Rate					Composition Difference				
Time Period for this Data:	Number by Race/Ethnicity					Group's Percent of Students	ISS Ratio	OSS Ratio	EXP Ratio	RISK VALUE	ISS Rate	OSS Rate	EXP Rate	Overall Removal Rate	ISS	OSS	EXP	All Removals	ISS	OSS	
	ENROLLED	ISS EVENTS	OSS EVENTS	EXP EVENTS	TOTAL ISS, OSS, & EXP EVENTS																
August																					
White	340	0	0	0	0	43.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Hispanic/Latino	62	0	0	0	0	11.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
African American/Black	108	0	0	0	0	29.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Amer. Indian/Alaskan Native	0	0	0	0	0	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Asian	13	0	0	0	0	2.4%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Nat. Haw./Pacif. Isl.	0	0	0	0	0	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Multi Racial	17	0	0	0	0	3.1%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Totals	540	0	0	0	0	100.0%															