



## African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County  
#SDIRCStrongerTogether

**Date:** 11/11/2020

**School/Department:** Rosewood Elementary

**Action Step (number and description):** 2.6 - MTSS frameworks – Discipline

**Evidence of Progress Monitoring (Please include narrative/description of the action taken. Where applicable, please include all measurable 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. Current behavior data is shared at each monthly PBIS meeting. We progress monitor behavior data to ensure we do not see over-representation of any one subgroup.

**Results of Action Taken:** As a result behavior data is monitored regularly and interventions are checked for fidelity and impact. Teachers know a process to follow for all tiers of behavior support. We did identify some areas where we may need to seek alternate interventions and clarify the process for tier 3 behavior interventions in coordination with the district.

**Reflection:** 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.

Action Step 2.6 MTSS Framework - Discipline

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. We look for trends in referrals/discipline concerns.

Our last PBIS meeting was held October 15<sup>th</sup>, 2020. Discipline data was shared.

**PBS TEAM MEETING AGENDA**

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

Next Meeting (Date, time, location)

Learning Lab on from November 19<sup>th</sup> 7:45am- 8:15am

Agenda Item	Time	Notes
1) Things that have gone well	7:45 – 7:50	Teachers will share successes
2) Data Review	7:50 – 8:00	Review Data: Radio Calls -Students in Tiered Behavior Instruction -ODRs -Suspension rates - suspension rates by race/ethnicity including African Americans -Attendance
3.) New Items to Discuss	8:00- 8:10	Start PIC for fall and show team the PBIS website
3) Team Reports/ Concerns	8:10-8:15	Discuss any students brought to the team

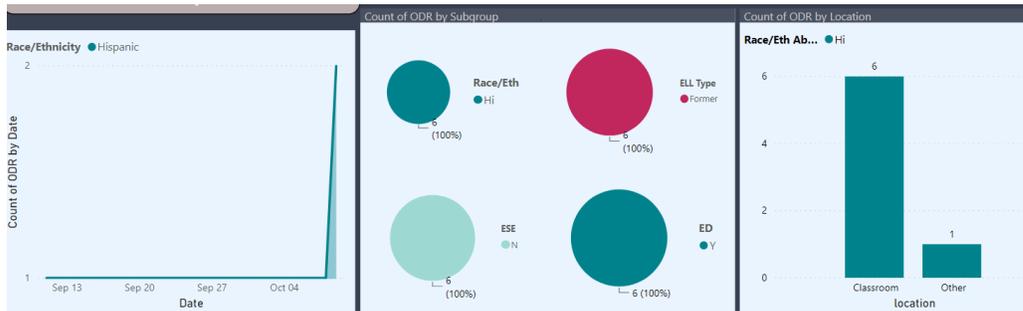
**Benchmarks of Quality Critical Elements:** PBIS Team, Faculty Commitment, Effective Discipline, Data Entry & Analysis, Expectations and Rules, Reward/Recognition Program, Lesson Plans for Teaching, Implementation Planning, Classroom PBS Systems, Evaluation

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?

Our next PBIS/Discipline Committee Meeting will be held November 19<sup>th</sup>. We will be reviewing the below discipline data. Showing a total of 7 referrals and 8 minor infractions. Each area has data with less than 10 students.

Tier 2 and Tier 3 behavior plans and strategies are being implemented with support of district behavior analysts and technicians.





Rosewood: October OSS & ISS data

*"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.*

*"Composition" is the percent of events assigned to students of a particular race.*

District Name: Indian River School Name (if applicable): Rosewood

Guiding Question 1: Are outcomes equitable for all student groups?

For information only: This section can be interpreted as "removals per student" (enrolled)

Guiding Question 2: How big are the disparities?

For information only: This section can be interpreted as "percentage of removals received by students"

Time Period for this Data:	Number by Race/Ethnicity					Ratio				Rate				Composition Difference				Composition					
	ENROLLED	ISS EVENTS	OSS EVENTS	EXP EVENTS	TOTAL ISS, OSS, & EXP EVENTS	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	EXP	All Removals	
October																							
White	339	0	0	0	0	63.0%	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	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	N/A	N/A	
African American/Black	107	0	0	0	0	19.3%	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	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	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	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	N/A	N/A	
Multi Racial	17	0	0	0	0	3.2%	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	N/A	N/A	
<b>Totals</b>	<b>538</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100.0%</b>																	

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.)

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.