



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.)

1.4 – Targeted Reading Interventions

Data Chats & Plans for Targeted Support for Improved Learning

Ensure that African American students who are not kindergarten ready per the Florida Kindergarten Readiness Screener (FLKRS), or who show a substantial deficiency in reading in grades K-2 per i-Ready, targeted reading intervention as defined by the district reading plan.

Explanation of Evidence: During this agenda, we meet with Literacy Coaches and discussed the results of DIBELS oral reading fluency results that were available on October 1st. Meetings were scheduled to meet with K-5 teachers to arrange targeted reading interventions for Tier 1, Tier 2 and Tier 3 instructional groups.

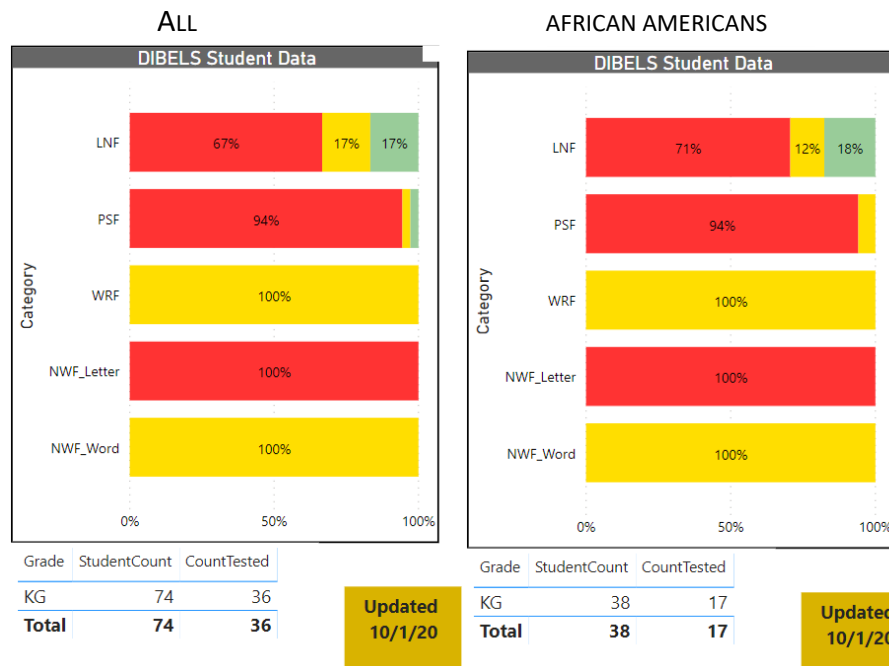
Results of Action Taken: As a result, meetings were scheduled on October 7-8, 2020.

Reflection: The "CountTested" is lower than the "StudentCount" due to students who are participating in remote learning.

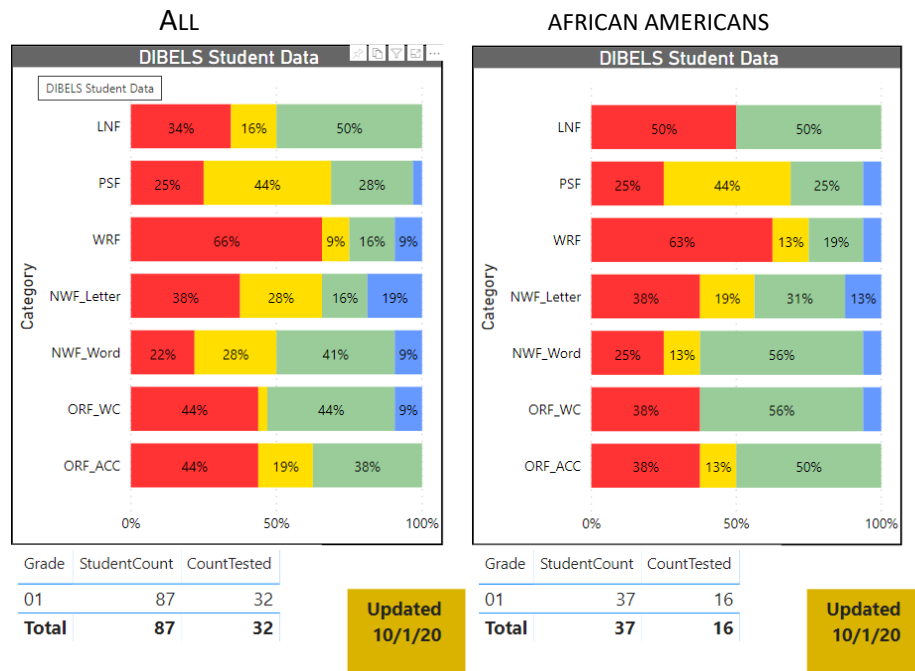
Leadership Team Meeting

October 1, 2020

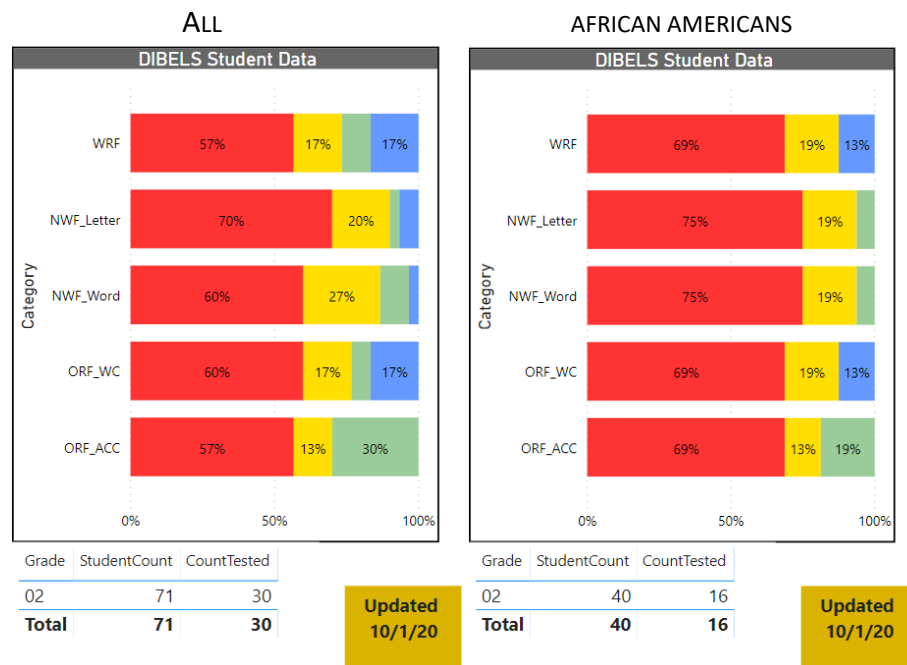
1. Dodger Digest
2. African American Achievement Plan:
 - 1.3 African American History
 - Required Instruction Matrix
 - Social Studies Texts: K-5
 - African American History Resources
 - i. Review Sample Lesson Plans
 - Expectations to meet with and support K-5 teachers with expectations, required curriculum, and resources
3. Power BI Data Dashboard Review (Student Progress Monitoring)
 - Review K-2 Reading Data,
 - i. Schedule meetings to arrange targeted reading interventions
 - K-2 DIBELS Student Data (1-Minute Probes)
 - i. LNF = Letter Naming Fluency
 - ii. PSF = Passage Reading Fluency
 - iii. WRF = Word Reading Fluency
 - iv. NWF_Letter = Non-Sense Words – Letter Sounds
 - v. NWF_Word = Non -Sense Word – Word Naming
 - vi. ORF_WC = Oral Reading Fluency – Words Correct
 - vii. ORF_ACC = Oral Reading Fluency – Accuracy
 - KINDERGARTEN



- FIRST GRADE



- SECOND GRADE



4.

| | | Action Step(s) | Time Frame | Person Responsible for Monitoring Outcome | |
|---|---|--|--------------|---|--------------------|
| | Title | | | Implementation Fidelity | Effectiveness |
| I | Model Planning Model Effective Collaborative Planning Expectations | 1. Instructional Coaches will use the new planning protocol to model effective planning | 1. Each week | 1. Principal | 1. Leadership Team |
| | Address Feedback from the Impact Review: #1) Lessons #2) Tasks | 2. Plan standards-aligned, grade level, rigorous <u>lessons</u> and <u>tasks</u> for whole/small group instruction a. Week 1: Design <u>ELA</u> lessons/tasks b. Week 2: Design <u>Math</u> lessons/tasks c. Week 3: Review student <u>ELA</u> products d. Week 4: Review student <u>Math</u> products | 2. Each week | 2. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers) | 2. Leadership Team |
| | #3) Questioning | 3. Plan/design quality standards-aligned Higher Order Thinking Questions (HOTQs). | 3. Each week | 3. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers) | 3. Leadership Team |
| | #3) Questioning | 4. Plan to <u>release</u> rigorous grade level, standards-aligned <u>tasks to students</u> . (Be the “guide on the side” not the “sage on the stage”.) | 4. Each week | 4. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers) | 4. Leadership Team |
| | #3) Questioning | 5. Plan to use “close reading strategies” such as the deliberate annotation of text. | 5. Each week | 5. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers) | 5. Leadership Team |
| | #4) Monitoring | 6. Plan to use deliberate methods to check for 1) understanding and 2) standards mastery. Plan to answer the following questions, “How do you know when a student is not mastering the standards? What will you do about it?” | 6. Each week | 6. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers) | 6. Leadership Team |
| | #5) Accountable Talk | 7. Plan student discourse opportunities to allow <u>all</u> students to demonstrate their understanding of the standard, including team roles that hold all students accountable. | 7. Each week | 7. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers) | 7. Leadership Team |
| | On/Above Grade Level Students | 8. Include students who are “on” or “above” grade level in enrichment activities | 8. Each week | 8. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers) | 8. Leadership Team |

I. Purpose

- The **purpose** of the Impact Review (IR) process is to foster continuous improvement by examining each school's academic programs and school culture through targeted walkthroughs with school-based teams and district staff.
- The **walkthroughs** are conducted to monitor the use of Effective Practices being implemented to ensure classrooms are providing high-quality, standards-based instruction (Academic Success, Strategic Plan) while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students (Equity, Culture, & Climate, Strategic Plan).
- **After the walkthroughs** are completed **and the overall findings are discussed**, the **school-based teams** will review the information and the effects of this work on the School Improvement Plans.
- **DTE Impact Review Schedule:** Impact Reviews will be conducted three times annually. Each school in the district will participate in the Impact Review process.
 - **IR #1–BOY Data:** 08:00-12:00, **October 1, 2020 (Thursday)**
 - **IR #2–MID Data:** 08:00-12:00, **January 8, 2021 (Friday)**
 - **IR #3–EOY Data:** 08:00-12:00, **February 25, 2021 (Thursday)**
- After the district wide Impact Reviews are conducted, **Data Coms** will be held to synthesize the Impact Review data findings, School Improvement Plans/Action Plans, and current data.
 - **IR #1–BOY Data:** 08:00-12:00, **October 16, 2020 (Friday) @TEC**
 - **IR #2–MID Data:** 08:00-12:00, **January 21, 2021 (Thursday) @TEC**
 - **IR #3–EOY Data:** 08:00-12:00, **March 12, 2021 (Friday) @TEC**
 - **EOYR-FSA Data:** 08:00-12:00, **July 13-17, 2021 (Tuesday – Saturday) @TEC**

II. Walkthrough Team Members

| Curriculum & Instruction | | ACADEMIC SUCCESS | | Student Services | | EQUITY, CULTURE & CLIMATE | |
|-------------------------------------|--|--|--|-----------------------------|--|---------------------------------------|--|
| | | Leadership | | | | Leadership | |
| 1. Anitra Cummings | | 1. Aretha Vernet | | 1. Dr. Sharon Packard | | 1. Kristi Schofield, School Counselor | |
| 2. April Perez | | 2. Kristen Racine | | 2. Robin Bethel | | | |
| 3. Karen Hammler | | 3. Raina Ingram, K-2 Literacy Coach | | 3. Dr. Tracy Crawford | | | |
| 4. Dr. Deborah Long | | 4. Stacey Miller, 3-5 Literacy Coach & IRCEA Rep. | | 4. Dr. Brian McMahon | | | |
| 5. Fran McDonough | | 5. Denise Swanigan, Math Coach | | | | | |
| 6. Dr. Colleen Lord | | 6. Maria Arreola, K-3 Interventionist w/groups | | | | | |
| 7. Leslie Connelly | | 7. Kathryn Whittaker, ESE RS off-campus | | | | | |

III. Next Steps

School based leaders will:

- Revise their SIP plans to reflect any necessary adjustments needed in the action steps.

Should the Impact Review show a need for improvement in an area not covered by the school-based SIP, school leaders will create action plans using the attached template, to improve instruction and develop a system of monitoring those action steps.

I. OPENING

| Time | | Activity | Procedure |
|--------------------|------------------|------------------------------|---|
| 08:00-08:45 | 30-45 minutes | Welcome SIP Review | <ul style="list-style-type: none"> Overview data dashboard Review the components of Phase II & III of the School Improvement Plan Review classroom walkthrough schedule <ul style="list-style-type: none"> Determine priorities in Academic Success (3, 4, 5) and Equity, Climate, & Culture (5, 8, 10) Prioritize visits <ul style="list-style-type: none"> Teachers new to DTE, grade level, or department Teachers prioritized by data Teachers who received the most support last year |
| 08:45-09:00 | 15 minutes | Breakfast/Break | <ul style="list-style-type: none"> Breakfast |
| 09:00-09:05 | 5 minutes | Morning Announcements | <ul style="list-style-type: none"> Pledges, Expectations |
| 09:10-09:30 | 20 minutes | Form Groups/Obtain Materials | <ul style="list-style-type: none"> Obtain Materials, Preview SEL Teacher, Transition |

II. WALKTHROUGH (Classroom Walkthrough Schedule)

| Time | | Activity | Procedure |
|--|------------------|--|--|
| 09:35-09:45 | 10 minutes | Morning Meeting Social/Emotional (Sanford Harmony, Morning Meetings) KG Mackey, 01 DeGreave 03 DeBenedet, 04 Sloan | Walkthrough <ul style="list-style-type: none"> Conduct classroom visitations and collect data with a focus on Effective Practices <ul style="list-style-type: none"> Use the Impact Review Collection Tool Collected information should give a clear picture of: <ul style="list-style-type: none"> the level of implementation the impact on sustaining and improving instructional practices Hallway (Preview: Before entering the classroom) <ul style="list-style-type: none"> DTE: Provide guidance as to what the team would expect to see in the classroom. DTE: Discuss any support that has been provided to teacher being observed Classroom (Observe & Take Notes) <ul style="list-style-type: none"> What is the teacher doing/saying? <ul style="list-style-type: none"> The teacher is standing in front of the room The teacher asks, "What does glare mean?" What are the students doing/saying? <ul style="list-style-type: none"> Three (3) students with their heads down One (1) student responds to the teacher question(s) Where is the teacher in the instructional block? Consider the content standards. Is there evidence of Effective Practices? What is the level of implementation? Hallway (Debrief) <ul style="list-style-type: none"> Share notes on what was observed and heard. Share information on the Effective Practices. <ul style="list-style-type: none"> What was evident? What are the opportunities for improvement? Discuss what additional information is needed, including remaining questions. |
| 09:45-09:50 | 5 minutes | Preview 1st Teacher | |
| 09:50-11:05 | 75 minutes | Classroom Walkthrough | |
| K-5 Schofield Packard Bethel Crawford | | | |
| K, 1, 5 Math/Science Racine Cummings Long | | 3-5 Math/Science Swanigan Perez Lord | |
| K-2 ELA Ingrum McDonough Connelly | | 3-5 ELA Miller Hammler Vernette | |
| See page 3 for classroom walkthrough schedules, by group | | | |

CLASSROOM WALKTHROUGH SCHEDULES

| SCHOFIELD | | |
|-----------------------------|------------|--|
| Packard ★ Bethel ★ Crawford | | |
| 09:35-09:45 | 10 minutes | <u>Morning Meeting: Patterson</u> |
| 09:45-11:00 | 75 minutes | Equity, Culture & Climate Room 110 |
| 11:00-11:15 | 15 minutes | Small Group Debrief, Room 110 |
| 11:10-11:45 | 05 minutes | Whole Group Debrief, Media Center |

| RACINE (K,1,5 Math/Science) | | |
|-----------------------------|------------|-------------------------------------|
| Cummings ★ Long | | |
| 09:35-09:45 | 10 minutes | Visit Morning Mtg: DeGraeve |
| 09:45-09:50 | 5 minutes | Preview #1: KG Math, Lang |
| 09:50-10:10 | 20 minutes | Visit #1: KG Math, Lang |
| 10:10-10:15 | 5 minutes | Preview #2: 05 Science, Rubaszewski |
| 10:15-10:35 | 20 minutes | Visit #2: 05 Science, Rubaszewski |
| 10:35-10:40 | 5 minutes | Preview #3: 01 Math, MacWilliam |
| 10:40-11:00 | 20 minutes | Visit #3: 01 Math, MacWilliam |

| SWANIGAN (3-5 Math) | | |
|---------------------|------------|-----------------------------------|
| Perez ★ Lord | | |
| 09:35-09:45 | 10 minutes | Visit Morning Mtg: DeBenedet |
| 09:45-09:50 | 5 minutes | Preview #1: 03 Math, Reed |
| 09:50-10:10 | 20 minutes | Visit #1: 03 Math, Reed |
| 10:10-10:12 | 2 minutes | Preview #2: 04 Math, Maddalon |
| 10:12-10:27 | 15 minutes | Visit #2: 04 Math, Maddalon |
| 10:27-10:29 | 2 minutes | Preview #3: 05 Math, Patterson |
| 10:29-10:49 | 20 minutes | Visit #3: 05 Math, Patterson |
| 10:49-10:50 | 1 minute | Preview #4: 05 Science, Patterson |
| 10:50-11:05 | 15 minutes | Visit #4: 05 Science, Patterson |

| INGRUM (K-2 ELA) | | |
|----------------------|------------|----------------------------|
| McDonough ★ Connelly | | |
| 09:35-09:45 | 10 minutes | Visit Morning Mtg: Mackey |
| 09:45-09:50 | 5 minutes | Preview #1: KG ELA, Mackey |
| 09:50-10:10 | 20 minutes | Visit #1: KG ELA, Mackey |
| 10:10-10:15 | 5 minutes | Preview #2: 02 ELA, Grapsy |
| 10:15-10:35 | 20 minutes | Visit #2: 02 ELA, Grapsy |
| 10:35-10:40 | 5 minutes | Preview #3: 01 ELA, Runyon |
| 10:40-11:00 | 20 minutes | Visit #3: 01 ELA, Runyon |

| MILLER (4-5) | | |
|--------------------|------------|-------------------------------|
| Hammler ★ Vernetta | | |
| 09:35-09:45 | 10 minutes | Visit Morning Mtg: Sloan |
| 09:45-09:50 | 05 minutes | Preview #1: 03 ELA, DeBenedet |
| 09:50-10:10 | 20 minutes | Visit #1: 03 ELA, DeBenedet |
| 10:10-10:15 | 05 minutes | Preview #2: 04 ELA, Sloan |
| 10:15-10:35 | 20 minutes | Visit #2: 04 ELA, Sloan |
| 10:35-10:40 | 05 minutes | Preview #3: 05 ELA, Zitsch |
| 10:40-11:00 | 20 minutes | Visit #3: 05 ELA, Zitsch |

III. DEBRIEF

| Time | | Activity | Procedure |
|-------------|------------|--|--|
| 11:05-11:35 | 30 minutes | <u>Small Group Debrief</u> Culture ELA Math Science <ul style="list-style-type: none"> • Discuss the next steps <ul style="list-style-type: none"> ○ the level of implementation ○ the impact on sustaining and improving instructional practices | <u>Small Group Debrief</u> <ul style="list-style-type: none"> • Debrief using the Impact Review Collection Tool <ul style="list-style-type: none"> ○ Review the evidence that was collected on <ul style="list-style-type: none"> ▪ the Effective Practices ▪ the level of impact ○ Based on the walkthroughs and the dialogue that has taken place <ul style="list-style-type: none"> ▪ Revisit your Phase III of your SIP ○ What are the next steps that should be implemented to: <ul style="list-style-type: none"> ▪ give the school the greatest return on investment to <ul style="list-style-type: none"> • sustain and improve instructional practices? |
| 11:35-11:45 | 10 minutes | <u>Whole Group Debrief</u> Culture ELA Math Science <ul style="list-style-type: none"> • Each School Walkthrough Team will: <ul style="list-style-type: none"> ○ present their findings aligned to the Effective Practices and ○ discuss possible Action/Implementation Steps. • The principal will ask clarifying questions. • The principal will reflect on the presentations: <ul style="list-style-type: none"> ○ Do you agree with the findings? ○ Does this align with what the School's Leadership team believed were the instructional priorities in their School Improvement Plan? • What refinements do you think are needed? | <u>Whole Group Debrief</u> <ul style="list-style-type: none"> • The principal should invite the IRCEA Union Representative to be a part of the debrief process. • Each School Walkthrough Team will: <ul style="list-style-type: none"> ○ present their findings aligned to the Effective Practices and ○ discuss possible Action/Implementation Steps. • The principal will ask clarifying questions. • The principal will reflect on the presentations: <ul style="list-style-type: none"> ○ Do you agree with the findings? ○ Does this align with what the School's Leadership team believed were the instructional priorities in their School Improvement Plan? ○ What refinements do you think are needed? |

IV. CONCLUSION/IMPLEMENTATION DEVELOPMENT

| Time | | Activity | Procedure |
|---|-------------|---|--|
| 11:45-12:00 10/01/2020 | 15 minutes | Conclusion of Findings | <ul style="list-style-type: none"> The principal will: <ul style="list-style-type: none"> synthesize the findings schoolwide (and by department) give suggestions for Action/Implementation Steps for the Effective practices. |
| 12:00-12:15 | 5 minutes | Break | <ul style="list-style-type: none"> Break |
| 12:15-02:15 10/01/2020 | 120 minutes | School-Based Action Plan Development (e.g. <i>I need Science support.</i>) | <ul style="list-style-type: none"> The team will work together to: <ul style="list-style-type: none"> develop/modify a Quarter 2 School-Based Action Plan that <i>may</i> consist of: <ul style="list-style-type: none"> modifying the SIP to ensure alignment of strategies ensure the action steps contain specific steps that are: <ul style="list-style-type: none"> time-bound based on specific action taken by teacher leaders, transformation coaches, instructional staff and leadership team address the instructional priorities at the school ensure that there is a clear understanding of the Effective Practices and the action/implementation steps that will need to occur to successfully sustain or improve instructional practices. ensure that there is a clear system to monitor the action steps and provide feedback. determine “How will you know that School Improvement Process is successful and sustaining and improving Effective Practices to maximize return on investments?” ensure the School Improvement Process is a topic of every School Leadership Team (SLT) meeting. ensure the School Improvement Plan/Action Plan progress s shared with stakeholders <ul style="list-style-type: none"> ensure a status of the Action/Implementation Steps is provided at faculty meetings, Leadership Meetings, SAC etc. [After the Action Steps are completed] <ul style="list-style-type: none"> evaluate the success of the implementation and adjust if needed. use the Action Steps during walkthroughs and formative classroom data chats to decide on the success of the implementation and the impact on student outcomes. The principal will: <ul style="list-style-type: none"> Upload the Quarter 3 School-Based Action Plan recorded on the electronic SIP template no later than 48 hours after the Impact Review <ul style="list-style-type: none"> [Deadline February 4, 2020, data will be “pulled” for upcoming data reviews] February 7, 2020 Principal Data Review, 8:00-11:00 @TEC |
| | | <p>Based on the shared feedback and findings, the school will:</p> <ul style="list-style-type: none"> be tasked with creating an Action Plan. <ul style="list-style-type: none"> The action steps in the Action Plan should: <ul style="list-style-type: none"> task out the work that will fully sustain and/or improve the Effective Practices. be timebound and be based on the expected action taken by the school’s <ul style="list-style-type: none"> leadership team, teachers, instructional coaches, and staff to address the Effective Practices. The evidence should: <ul style="list-style-type: none"> clearly show evidence of the impact of the action step. The Action Plan will: <ul style="list-style-type: none"> be developed using either of the following methods: <ul style="list-style-type: none"> Revise the SIP or Create and additional Action Plan using the attached template around the Impact Review Effective Practices. be uploaded no later than 48 hours after completing the Impact Review. | |