



Evidence of Progress Monitoring
School District of Indian River County
#SDIRCStrongerTogether

Date: 10/9/2020

School/Department: Citrus Elementary

Action Step # and Description: 1.5 - Achievement Gap Resource Allocation -
(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.) Ensure that School Improvement Plans for all schools specifically address how school resources are being allocated to address achievement gaps for African American students.
Provide ongoing monitoring and support of each school's implementation of the School Improvement Plans.

Explanation of Evidence: Quarterly reviews of the School Improvement Plan
Quarterly impact review action plan -see attached

Results of Action Taken: During the impact review for the school on September 22, and for the district on October 9, the SIP goals were reviewed. (see impact review tool on next pages).
Budget for SIP to address the achievement gaps shown on next few pages-no new changes since 10-9 submission

Reflection: The SIP is a working document that will be utilized all year to ensure that the work we want to get done, is complete.



Impact Review Tool			
Teacher Name:		Subjects:	
	Effective Practice:	Observation Evidence:	Results:
School Instructional #1 Goal	Using ELA data to drive instruction, the core instruction program is aligned to FL ELA standards through weekly grade level meetings, PD, monthly data meetings, and quarterly collaborative ELA planning. ELA Pacing guides are utilized to align standards-based instruction, reteach and fidelity of reading instruction. The weekly meetings with coaches present will have a focus on differentiation in the weekly lesson plans (centers for one half of the year, and small group and centers for the second half of the year or vice versa), based on formative assessments.	Use #6	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
School Instructional #2 Goal	Using Math data to drive instruction, the core instruction program is aligned to FL Math standards through weekly grade level meetings, PD, monthly data meetings, and quarterly collaborative planning. Math pacing guides are utilized to align standards-based instruction, reteach and fidelity of instruction. The weekly meetings with coaches present will have a focus on the weekly lesson plans and differentiation for centers for the first half of the year, and small group and centers for the second half of the year, based on formative assessments.	Use #6	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
Climate & Environment	<p>Multiple studies have shown that a positive school culture and climate impact student achievement (Fitzgerald, Geraci, & Swanson, 2014; Kocyigit, 2017; MacNeil, Prater, & Busch, 2009; Raappana, 2014).</p> <p>Recent 2019-2020 student referrals (March 11) decreased from 72-67, which suggests a positive trend, however far above our goal of 60 ODR's per year.</p>	Can't be observed in walkthroughs	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
School Theme	Citrus is a a school of community citizenship. Community and parental involvement have been shown to support student achievement in all students, and more specifically on diverse population of students including students with exceptionalities and low socioeconomic status (Haines et al, 2015). To increase community involvement, multiple strategies and actions will be implemented at our school.	Can't be observed in walkthroughs	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident

Academic Success	<p>1. Standards Based Instruction: The lesson reflects the full intent and rigor of the standards.</p> <p>*Teacher engages students in explicit, grade-level instruction aligned with the full intent and rigor of the standards.</p> <p>*The learning target is clearly articulated, linked to standards, embedded in instruction and understood by students.</p>	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
	<p>2. Tasks: The tasks/activities are aligned to the full intent and rigor of the standards.</p> <p>*All student tasks (and evidence of learning) are aligned to the standard at the intended level of complexity.</p> <p>*Students can explain how their current tasks/activities relate to the learning goal.</p>	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
	<p>3. Monitoring: The teacher checks for understanding throughout the lesson to gather information about student learning.</p> <p>*Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students.</p> <p>*Students can describe their status relative to the learning goal.</p>	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
Equity, Climate, and Culture	<p>4. Engagement/Participation: (accountable Talk)</p> <p>*Teacher encourages students to share their thinking with each other related to a standards-aligned task.</p> <p>*Teacher uses probing questions, statements or actions are used to encourage student sharing of thinking.</p> <p>*The teacher incorporates strategies and structures that facilitate participation and access to learning opportunities for all students.</p>	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
	<p>5. Culture/Climate: The classroom environment is safe, respectful, inclusive and supportive.</p> <p>*Classroom interactions reflect high expectations and beliefs about all students' intellectual capabilities and creates a culture of belonging, equity, and accountability for learning.</p> <p>*The teacher uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important.</p> <p>*Teacher encourages all students to see, question, and interpret concepts from a variety of perspectives.</p> <p>*Teacher incorporates students' cultures, and experiences reflected in the classroom environment, curriculum, and/or instruction.</p>	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
	<p>6. Differentiation: Teacher differentiates instruction (content, process, or product) based on student needs.</p> <p>*Teacher differentiates instruction, so each child can access the learning target and progresses towards mastery of the standard.</p>	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident

1. Impact Review Collection Tool (Pages 2-3)

2. District Impact Review walkthrough schedule below

Citrus Elementary Impact Review October 9, 2020

 	Garcia Emerson	Carlsen Rogers Perez	<u>DelTufo</u> Mejia <u>Pappalardo</u>	Rahal Garrick <u>Malits</u>	Keeler McDonough <u>Teske</u>	Swallow Williams Packard Jacobs
9:20						Henderson
9:30	Addis	Malmquist	<u>Railton</u>	Hollander	Bevan	McLaughlin
9:40	Tetreault	Karman	McDonough	Partlow	Archer	<u>Zakarian</u>
9:50	St. Pierre	Boccia	Crumpler	<u>Vanbuskirk</u>	<u>Vanderlaan</u>	Carney
10:00	Wert	<u>Klotzer</u>	Caudill	<u>Pylant</u>	<u>Segroves</u>	
10:10	Clement	Palmer	Jones	<u>Seijo</u>	<u>Trimm</u>	<u>DeCosa</u>
10:20	Monroe	<u>Sandgren</u>	<u>DelTufo</u>	<u>LaRatondo</u>	<u>Rhue</u>	Wishart
10:30	<u>O'Bee</u>	Farnsworth	Geary	Richardson	Guerra (in Bailey's Rm)	PE

9:00 Arrive and Welcome Treats

9:30-10:40 Walkthroughs

11:15 Whole group Debrief and Next Steps

9:45 SIP Review, Data Review, First Impact Review Findings

10:45 Return and Small group debrief

12:00 Dismissal

3. See attached powerpoint for points that were at October 9th including SIP goals.

4. Budget for students in SIP

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III.A
Areas of Focus: Instructional Practice: ELA
\$65,000.00

Using ELA data to drive instruction, the core instruction program is aligned to FL ELA standards through weekly grade level meetings, PD, monthly data meetings, and quarterly collaborative ELA planning. ELA Pacing guides are utilized to align standards-based instruction, reteach and fidelity of reading instruction. The weekly meetings with coaches present will have a focus on differentiation in the weekly lesson plans (centers for one half of the year, and small group and centers for the second half of the year or vice versa), based on formative assessments.

[Jump to Survey Question](#)

Function	Object	School Name	Funding Source	FTE	2020-21
5100-Basic (FEFP K-12)	100-Salaries	Citrus Elementary School	- Funding Source -		22,000.00
Budget Narrative Salaries for teachers who will have after-school or before school tutoring, remediating or enrichment this is for Area					
5100-Basic (FEFP K-12)	510-Supplies	Citrus Elementary School	- Funding Source -		25,000.00
Budget Narrative Materials needed to differentiate instruction in math and ELA					
5100-Basic (FEFP K-12)	790-Miscellaneous Expense	Citrus Elementary School	- Funding Source -		10,000.00
Budget Narrative Buses for Extended Learning Opportunities					
5100-Basic (FEFP K-12)	750-Other Personal Service	Citrus Elementary School	- Funding Source -		8,000.00
Budget Narrative Substitutes needed for Collaborative Planning and PDs					

SDIRC School Based Action Plan for Math

School: Citrus Elementary

Date: 10/9/20

Data Findings OVERALL FOR SCHOOL:

Sept/October	Evident	Partially Evident	Not Evident
SBI	74%/79%	26%/18%	0%/3%
Task	85%/74%	15%/20%	0%/6%
Monitoring	33%/50%	37%/41%	30%/9%
Engagement/Participation (AT)	18%/45%	30%/50%	52%/5%
Culture and Climate	74%/72%	22%/28%	4%/0%
Differentiation	52%/54%	7%/22%	41%/24%

Classroom Observation Findings MATH K-5

March/September/Oct	Evident	Partially Evident	Not Evident
SBI	83%/75%/85%	17%/25%/15%	0%/0%/0
Task	67%/75%/85%	33%/25%/15%	0%/0%/0
Monitoring	50%/25%/43%	17%/38%/43%	33%/37%/14%
Engagement/Participation (AT)	0%/33%/43%	33%/45%/57%	67%/22%/0
Culture and Climate Sept-Oct	67%/71%	33%/29%	0%/0
Differentiation	0%/25%/71%	17%/13%/29%	83%/62%/0%

Action Steps	Resources Available	Person Responsible	Timeline	Evidence of Implementation
Direct Collaborative Lesson Planning with Math Coaches/Admin with questions planned for whole and small group, and activities for independent centers	School and District Math Coaches, Math Item Specs, Curriculum Map	Math Coaches/Admin and teachers	Ongoing	<ul style="list-style-type: none"> Unit Assessment Data (3-5 Grades), Fluency practice completion rate, Go Math, etc. Lesson Plans that all teachers are accountable to uphold and follow, with questions for accountable talk Checklists used by teachers for standards mastered
Coaching/co-teaching/modeling in all K-5 teachers based on grade level i-Ready data/unit assessments and walkthroughs	Item specs/standards lesson plans /i-Ready Tool Box/Coaching Calendars	Math Coaches/Admin	Ongoing	<ul style="list-style-type: none"> Unit Assessment Data i-Ready data walkthrough data Coaching Logs
Monitor work and hold students accountable for accuracy	Checklists, walking and checking for accuracy, giving specific feedback to work, monitor at centers, using data from unify/baseball card/formative assessments	Teachers	Ongoing	<ul style="list-style-type: none"> Teachers reviewing work during planning to check for consistency Checklists for standards taught Differentiated groups as needed- pushing rigor as needed for those who are ready Specific feedback given to students Increased monitoring strategies in observations

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|--|--|--|--|---|
| | | | | <ul style="list-style-type: none">Teachers conference with students
Coaches/Teachers will review monthly i-Ready pass rates, minutes and unit assessments per class and students need to track progress |
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SDIRC School Based Action Plan for ELA

School: Citrus Elementary

Date 10/9/2020

Data Findings:				Classroom Observation Findings ELA K-5			
Data Findings OVERALL FOR SCHOOL:							
Sept/October	Evident	Partially Evident	Not Evident	March/September/Oct	Evident	Partially Evident	Not Evident
SBI	74%/79%	26%/18%	0%/3%	SBI	72%/79%/73%	21%/21%/23%	7%/0%/4%
Task	85%/74%	15%/20%	0%/6%	Task	72%/84%/65%	21%/16%/27%	7%/0%/7%
Monitoring	33%/50%	37%/41%	30%/9%	Monitoring	21%/32%/54%	58%/37%/35%	21%/31%/12%
Engagement/Participation (AT)	18%/45%	30%/50%	52%/5%	Engagement/Participation (AT)	21%/11%/38%	21%/22%/54%	58%/67%/7%
Culture and Climate	74%/72%	22%/28%	4%/0%	Culture and Climate- Sept. to Oct.	72%/77%	22%/23%	6%/0%
Differentiation	52%/54%	7%/22%	41%/24%	Differentiation	14%/58%/46%	7%/5%/54%	79%/37%/0

Action Steps	Resources Available	Person Responsible	Timeline	Evidence of Implementation
Direct Collaborative Lesson Planning with ELA Coaches/Admin with questions planned for whole and small group, and activities for independent centers	School and district Coaches, ELA Item Specs, Curriculum Map	ELA Coaches/Admin and teachers	Ongoing	<ul style="list-style-type: none"> 3-5 Grades Unit Assessment Data, practice completion rate, ORFs, DIBELS, etc. Lesson Plans that all teachers are accountable to uphold and follow, with questions for accountable talk Teacher Checklists for standards mastered
Coaching/co-teaching/modeling in all K-5 teachers based on grade level i-Ready data/unit assessments and walkthroughs	Item specs/standards lesson plans/ i-Ready Tool Box/Coaching Calendars	ELA Coaches/Admin	Ongoing	<ul style="list-style-type: none"> Unit Assessment Data i-Ready data Walkthrough data Coaching Logs
Monitor work and hold students accountable for accuracy	Checklists, walking and checking for accuracy, giving specific feedback to work, monitor at centers, using data from unify/baseball card/formative assessments	Teachers	Ongoing	<ul style="list-style-type: none"> Teachers reviewing work during planning to check for consistency Checklists for standards taught Differentiated groups as needed- pushing rigor as needed for those who are ready Specific feedback given to students Increased monitoring strategies in observations Teachers conference with students Coaches/Teachers will review monthly i-Ready pass rates, minutes and unit assessments per class and students need to track progress

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Positives:

- Teachers do a great job of giving praise
- Clear expectations for all students
- Positive culture and climate
- Standards based instruction and tasks were aligned
- Intentional collaborative planning was evident
- Compliant behaviors were evident
- Clear teacher led small group based on data
- Strong sense of community
- Visible routines

Next Steps:

- Taking differentiation with rigor in mind, enrichment
- Release of independent work tied to concrete representation of mastery, exit tickets, collected center work
- Increase of peer to peer interactions and accountable talk
- Ensure that student work is displayed in classrooms to show all are accepted