



## Evidence of Progress Monitoring

School District of Indian River County  
#SDIRCStrongerTogether

**Date:** 10/9/2020

**School/Department:** Citrus Elementary

**Action Step #** Action Step 1.12 - Student Progress Monitoring

**and Description:**

**(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)**

Create data review sessions with school principals to review subgroup data, which includes a discussion on the progress monitoring of African American students. Plans of action will be implemented after each session.

**Explanation of Evidence:**

School-level, grade-level/content area data chats and agenda for I-Ready and Unit 1 assessments have occurred with each grade level

**Results of Action Taken:**

All teachers have met with academic coaches to review the data and create next steps. Attached is one grade levels i-Ready diagnostic results in ELA and attached is Grade 5 math Unit 1 data chat. These chats will occur after each diagnostic, unit assessment, or quarterly assessment. A plan of action for remediation, reteaching, enrichment, etc., will be created after each chat.

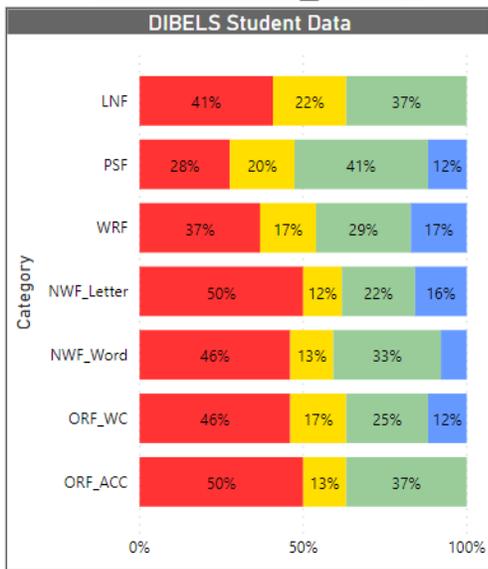
**Reflection:**

It is our goal that once we reflected upon where we were in comparison to other schools, these next steps will be reflected upon and evidenced in an increase in scores, moving forward.

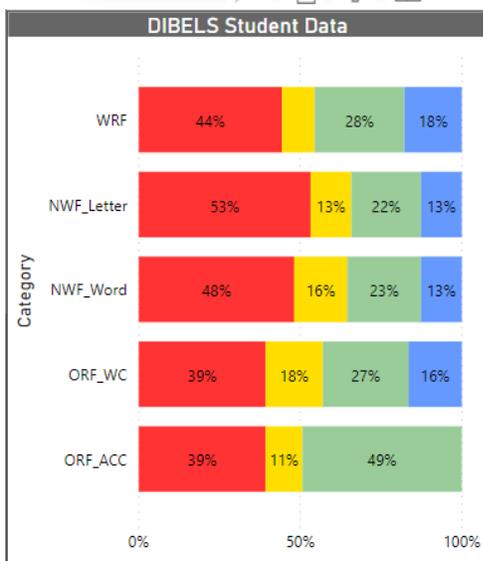
## Citrus K-2 Dibels Whole School

### Citrus K Grade Dibels

### Citrus 1<sup>st</sup> Grade Dibels



### Citrus 2<sup>nd</sup> Grade Dibels



## District Comparison for Dibels

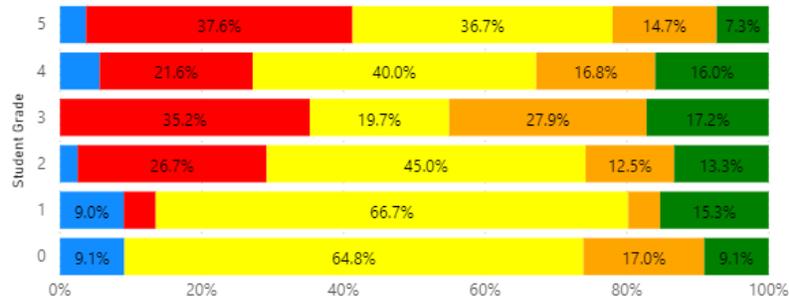
| Schools, Teachers, and Students | Count | Scores | Avg | Progress |
|---------------------------------|-------|--------|-----|----------|
| FL - Indian River               | 7062  | 1983   | 20  | 100%     |
| Beachland Elementary School     | 513   | 187    | 26  | 100%     |
| Citrus Elementary School        | 677   | 183    | 20  | 100%     |
| Dodgertown Elementary School    | 450   | 98     | 16  | 100%     |
| Fellsmere Elementary School     | 571   | 196    | 18  | 100%     |
| Glendale Elementary School      | 528   | 165    | 17  | 100%     |
| Indian River Academy            | 450   | 132    | 19  | 100%     |
| Liberty Magnet School           | 526   | 226    | 25  | 100%     |
| North County Charter School     | 361   | 1      | 40  | 100%     |
| Osceola Magnet School           | 521   | 199    | 25  | 100%     |
| Pelican Island Elementary Schl  | 363   | 113    | 17  | 100%     |
| Rosewood Magnet School          | 532   | 1      | 5   | 100%     |
| Sebastian Elementary School     | 324   | 107    | 17  | 100%     |
| Treasure Coast Elementary Schl  | 660   | 163    | 16  | 100%     |
| Vero Beach Elementary School    | 586   | 212    | 16  | 100%     |

## iReady Results Whole School

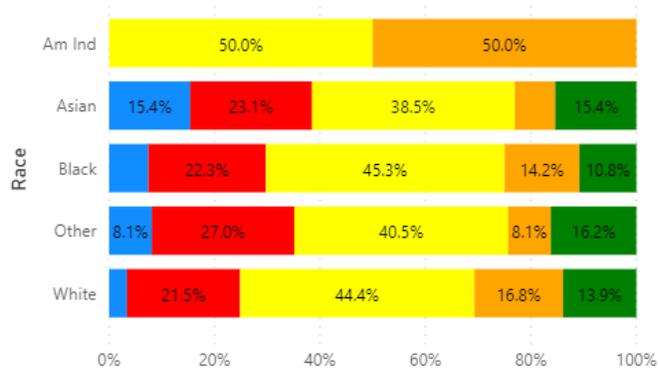


## iReady by Grade

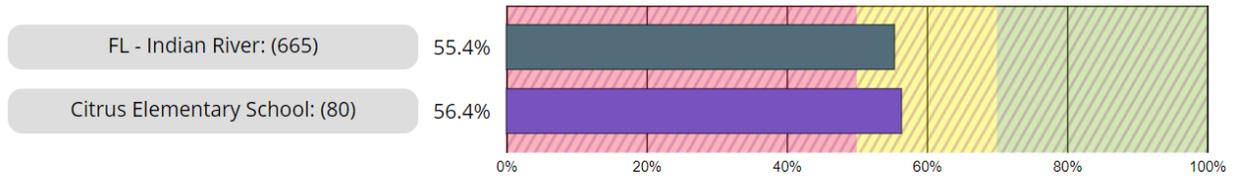
### Fall iReady Reading Placement



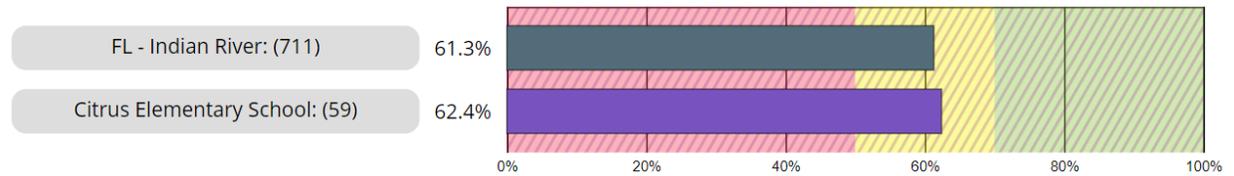
## iReady by Race



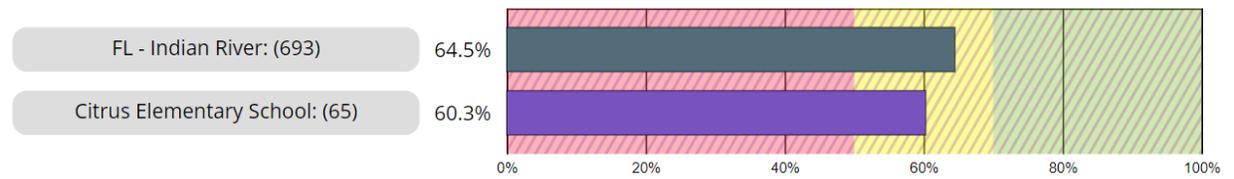
### Unit 1 Grade 3



### Unit 1 Grade 4



### Unit 1 Grade 5



### Unit 1 Grades 3-5 by Elementary Schools

| Schools, Teachers, and Students | Count | Scores | Avg | 100% | Count | Scores | Avg  | 100% | Count | Scores | Avg | 100% |
|---------------------------------|-------|--------|-----|------|-------|--------|------|------|-------|--------|-----|------|
| FL - Indian River               | 7062  | 665    | 55  | 100% | 711   | 61     | 100% | 693  | 64    | 100%   |     |      |
| Beachland Elementary School     | 513   | 56     | 54  | 100% | 62    | 60     | 100% | 47   | 59    | 100%   |     |      |
| Citrus Elementary School        | 677   | 80     | 56  | 100% | 59    | 62     | 100% | 65   | 60    | 100%   |     |      |
| Dodgertown Elementary School    | 450   | 26     | 64  | 100% | 22    | 70     | 100% | 22   | 48    | 100%   |     |      |
| Fellsmere Elementary School     | 571   | 63     | 39  | 100% | 64    | 59     | 100% | 40   | 55    | 100%   |     |      |
| Glendale Elementary School      | 528   | 42     | 52  | 100% | 60    | 54     | 100% | 75   | 63    | 100%   |     |      |
| Indian River Academy            | 450   | 37     | 48  | 100% | 29    | 64     | 100% | 52   | 62    | 100%   |     |      |
| Liberty Magnet School           | 526   | 57     | 61  | 100% | 59    | 64     | 100% | 61   | 74    | 100%   |     |      |
| North County Charter School     | 361   |        |     |      |       |        |      |      |       |        |     |      |
| Osceola Magnet School           | 521   | 53     | 60  | 100% | 62    | 70     | 100% | 51   | 71    | 100%   |     |      |
| Pelican Island Elementary Schl  | 363   | 29     | 67  | 100% | 43    | 60     | 100% | 30   | 66    | 100%   |     |      |
| Rosewood Magnet School          | 532   | 65     | 64  | 100% | 79    | 64     | 100% | 68   | 75    | 100%   |     |      |
| Sebastian Elementary School     | 324   | 32     | 64  | 100% | 47    | 58     | 100% | 26   | 59    | 100%   |     |      |
| Treasure Coast Elementary Schl  | 660   | 80     | 54  | 100% | 84    | 59     | 100% | 116  | 67    | 100%   |     |      |
| Vero Beach Elementary School    | 586   | 45     | 48  | 100% | 41    | 57     | 100% | 40   | 58    | 100%   |     |      |

i-Ready-Grade Level-BOY Grade 1st grade

Aug  
2020

| TIERS | Beginning of the Year-Placement | Mid Year Placement |
|-------|---------------------------------|--------------------|
| 1-G   | 16%                             | X                  |
| 2-Y   | 78%                             | X                  |
| 3-R   | 6%                              | X                  |

| Domain (what percent is below level) | Beginning of Year-BL _____ | Mid Year-BL _____ |
|--------------------------------------|----------------------------|-------------------|
| Phonological Awareness               | 51%                        | X                 |
| Phonics                              | 70%                        | X                 |
| High Frequency Words                 | 69%                        | X                 |
| Vocabulary                           | 76%                        | X                 |
| Literature                           | 77%                        | X                 |
| Informational                        | 70%                        | X                 |

Scores per teacher:

| Teacher Name | Typical Progress-Median and % met | % Students with Improved Placement | On Grade Level Placement |     |     |
|--------------|-----------------------------------|------------------------------------|--------------------------|-----|-----|
|              |                                   |                                    | %G                       | %Y  | %R  |
| Monroe P6    | X                                 | X                                  | 7%                       | 93% |     |
| Monroe P7    | X                                 | X                                  | 8%                       | 92% |     |
| Pylant P3    | X                                 | X                                  | 14%                      | 79% | 7%  |
| Pylant P1    | X                                 | X                                  | 13%                      | 63% | 25% |
| Klotzer      | X                                 | X                                  | 9%                       | 91% |     |

GROUP



# i-Ready Data Analysis



Grade: 1 Overall score for your grade: \_\_\_\_\_ district: \_\_\_\_\_

1. What was done successfully with your students at the grade level?

• Phonological Awareness was the strongest across the grade level.

2. What are your next steps in Tier 1-What is one thing that needs to be strengthened, changed or continued. Explain what you chose and why:

- P.A. should be continued... (we created lessons in previous years)
- Ortho. mapping should be continued
- Strengthen phonics during small group
- Increase sight word practice - use ortho. map homework  
Letter naming
- working on DIBELS data to strengthen Phonics Seg. and progress monitoring every other week.

3. Where did your grade make the most growth?

• No growth yet

4. Did the grade level have any surprises, concerns or "Whoop whoops" from this diagnostic:

lots of concerns - but not surprised.   
 Using our DIBELS data, ss who scored in deep red earned a yellow in i-Ready

Signed:

Becky Pylant *[Signature]*

Kelly Klotzer *[Signature]*



# 1-Ready Data Analysis-Use STANDARD VIEW

Teacher: Klotzer



Level of Proficiency: On Grade Level-GREEN

How many of your students are in this level: 1

List students:

Next steps: Continue reading fluency folder passages and comprehension strategies with higher level text; Introduce vowel team instruction

Level of Proficiency: One level Below -YELLOW

How many of your students are in this level: 10

List students:

Next steps: Continue CVC decoding in real words and non-sense words (including digraphs); Working on LNF, PSF (dibels data) progress monitor every 2 weeks; orthographic mapping of words

Level of Proficiency: Well below grade level, -RED

How many of your students are in this level: 0

List students: N/A

Next steps:

1. Were there any students who had a "hand" signal to show they rushed? 0

If so, how many? 0 What steps need to be taken in the future, if any?

2. What are your students the strongest in? What is the weakest area?

Strongest: Phonological Awareness (7-G, 4-Y, 0-R)

Weakest: High Frequency Words (6-Y, 3-R)

3. What changes, continuing of services, or strengthening of specific skills need to be made to small group Tier 1 or Tier 2 based on the data from this diagnostic. Explain what you chose and why:

Continue Phonemic Awareness and Phonics activities

Increase sight word practice

Orthographic mapping of words



# 1-Ready Data Analysis-Use STANDARD VIEW

Teacher: Pylant



Level of Proficiency: On Grade Level-GREEN

How many of your students are in this level: 11

List students:

Next steps: Continue to work on fluency and Comprehension with AL test

Level of Proficiency: One level Below -YELLOW

How many of your students are in this level: 71

List students:

Next steps: Continue to work on fluency and Comprehension  
This group is a wide range of yellow

Level of Proficiency: Well below grade level, -RED

How many of your students are in this level: 5

List students:

Next steps: continue working on P.A.; HFW, and Phonics skills.  
letters / sounds and progress monitoring every 2 wks.

1. Were there any students who had a "hand" signal to show they rushed? Yes

If so, how many? 1 What steps need to be taken in the future, if any?

Keep checking in with students.

2. What are your students the strongest in? What is the weakest area?

Strongest: Phonological Awareness

Weakest: HFW

3. What changes, continuing of services, or strengthening of specific skills need to be made to small group Tier 1 or Tier 2 based on the data from this diagnostic. Explain what you chose and why:

Continue P.A. and Phonics

Increase sight word practice



# Unit 1 Assessment Data Analysis

Grade: 5 Subject: Math Overall score for your grade: <sup>LV 2<sup>nd</sup> FCA</sup> 56% District: 6<sup>th</sup>

Classroom averages (No names): 51%, 63%, 51%

1. What was done successfully for these standards and your classrooms in general?

NBT 2.5 70% green 13% yellow 15% red

2. Were there any questions that were problematic to many of your students in Math/ELA?

Yes or No

If yes, which number(s): #5, 6, 8, 9 Why do you think this? on 2 + 3, ÷, select all

3. What are your next steps?

Increase fluency through practice, include independent practice on multi-step problems/ select all questions,

4. Is there anything that needs to be strengthened or changed?

Endurance / stamina, pushing + showing work, NBT 2.6! complementing journal use.

Signed:

[Signature] K Richardson  
M. [Signature] MO O'Beir



# Gr 5 Math Unit 1 Test Data Analysis



Teacher: Richardson Overall percentage for your class: 104%

Level of Proficiency: 80 - 100 - above average progress (green)

How many of your students are in this level: 11

Level of Proficiency: 60 - 79 - average progress (yellow)

How many of your students are in this level: 8

Level of Proficiency: 0 - 59 -- below average progress (red)

How many of your students are in this level: 3

List students: \_\_\_\_\_

1. What was done successfully for these standards in Math?

NBT 2.5: fact fluency, cube problems.

2. What are your next steps in Tier 1 to differentiate in small group for those who struggle in Math?

Continue fluency practice, understand division  
topic introduction (what does the remainder mean?)

3. Were there any questions that were problematic to many of your students in Math/ELA?

Yes or No

If yes, which number(s): #5, 6, 8, 9 Why do you think this? Box 2 & 3, ÷ Select all

4. Choose one practice that needs to be strengthened, changed or continued in based on this unit assessment or because of the upcoming FSA. Explain what you chose and why:

FLUENCY & Stamina

ELA/Math/Science Unit 1 Name Reed



Please fill this page as you complete the assessment

1. What does this assessment tell you about the performance of your student on this assignment?

Level of Proficiency: above average progress (green)

# students in this level: 6

Level of Proficiency: average progress (yellow)

# students in this level: 10

Level of Proficiency: below average progress (red)

# students in this level: 9

List students in red:

Jay

2. What standard/concept/vocabulary words need to be revisited?

NBT 2.6 Division

3. How are you targeting the needs of students who are in red and yellow on this assessment?

• What are my biggest priorities going forward (which standards)?

- Practice of basic fluency in Division / Mult.

- Standard Algorithm for Division

4. Look at the questions many did not get correct (write them down so we can compare with team)—did all students choose the same wrong answer? Why or why not?

#9, #5, #6

#5 - remainder = Extra packages

#6 - could have x ad - is  $\frac{1}{2}$  was a problem

#9 - long had to work out multiple problems

5. Choose one practice that needs to be strengthened, changed or continued.

Students need more practice; spiral review use 4-5 min  
small group; i-Ready lesson practice.



# Gr 5 Math Unit 1 Test Data Analysis



Teacher: O'Bee Overall percentage for your class: \_\_\_\_\_

Level of Proficiency: 80 - 100 - above average progress (green)

How many of your students are in this level: 2

Level of Proficiency: ~~80~~ 50 - 79 - average progress (yellow)

How many of your students are in this level: 6

Level of Proficiency: 0 - 59 -- below average progress (red)

How many of your students are in this level: 3

List students: 1

1. What was done successfully for these standards in Math?

Multiplication method was strong for almost all students.

2. What are your next steps in Tier 1 to differentiate in small group for those who struggle in Math?

Review subtraction skills and then review division skills. Regrouping also needs to be revisited.

3. Were there any questions that were problematic to many of your students in Math/ELA?

Yes or No

If yes, which number(s): All division Why do you think this? Unsure how to set up problem

4. Choose one practice that needs to be strengthened, changed or continued in based on this unit assessment or because of the upcoming FSA. Explain what you chose and why:

More word problem examples and practice

ELA/Math/Science Unit 1 Name O'Bee



Please fill this page as you complete the assessment

1. What does this assessment tell you about the performance of your student on this assignment?

Level of Proficiency: above average progress (green)

# students in this level: 2

Level of Proficiency: average progress (yellow)

# students in this level: 6

Level of Proficiency: below average progress (red)

# students in this level: 3

List students in red:

—

2. What standard/concept/vocabulary words need to be revisited?

Subtraction with regrouping, division methods, word problems.

3. How are you targeting the needs of students who are in red and yellow on this assessment?

• What are my biggest priorities going forward (which standards)?

Fluency, practice utilizing notebooks to help remember steps, division practice

4. Look at the questions many did not get correct (write them down so we can compare with team)—did all students choose the same wrong answer? Why or why not?

5, 6, 8, 9 Division or multi-step problems  
Many struggled with subtraction or with setting up the multiple steps.

5. Choose one practice that needs to be strengthened, changed or continued.

Continue working with notebooks.

# 5th grade: Unit 1 Data Analysis

Students: 58

56%

\* KRA 70  
 \* VBE 67  
 \* Dodger 65  
 \* PIE 62  
 \* Fells 61  
 \* Glend 59  
 \* City US 58  
 \* SES 46

31 Districts - MATH-05, UNIT 1  
2023-2021

Add Student Filter

School Type (Elementary) X

| Schools, Teachers, and Students | Count | Score | Avg | %    |
|---------------------------------|-------|-------|-----|------|
| Indian River                    | 7049  | 661   | 67  | 100% |
| Beachland Elementary School     | 612   | 63    | 66  | 100% |
| Genus Elementary School         | 676   | 63    | 66  | 100% |
| Dunbarton Elementary School     | 447   | 63    | 66  | 100% |
| Felshire Elementary School      | 671   | 60    | 64  | 100% |
| Genoa Elementary School         | 627   | 67    | 69  | 100% |
| Indian River Academics          | 451   | 62    | 70  | 100% |
| Liberty Magnet School           | 628   | 64    | 82  | 100% |
| North County Charter School     | 381   |       |     |      |
| Oscola Magnet School            | 621   | 61    | 70  | 100% |
| Palmetto Island Elementary Sch  | 583   | 24    | 62  | 100% |
| Rivewood Magnet School          | 632   | 63    | 62  | 100% |
| Sebastian Elementary School     | 336   | 29    | 46  | 100% |
| Treasure Coast Elementary Sch   | 668   | 118   | 70  | 100% |
| Vero Beach Elementary School    | 630   | 38    | 67  | 100% |



12th of 13 schools

| Attribute         | # of Items | % of Students | Average |
|-------------------|------------|---------------|---------|
| FL.MAFS.5.NBT.2.5 | 4          | 9 8 41        | 70.69%  |
| FL.MAFS.5.NBT.2.6 | 6          | 28 25 5       | 44.25%  |

Standard | Depth of Knowledge | Question Interactions

Previous 1 Next

| Attribute                                  | # of Items | % of Students | Average |
|--|------------|---------------|---------|
| Depth of Knowledge: 1 - Recall             | 1          | 13 45         | 77.59%  |
| Depth of Knowledge: 2 - Skill / Concept    | 2          | 8 25 25       | 43.10%  |
| Depth of Knowledge: 3 - Strategic Thinking | 3          | 13 30 15      | 25.86%  |

Standard | Depth of Knowledge | Question Interactions

Previous 1 Next

This is the percent of students who got the question correct:

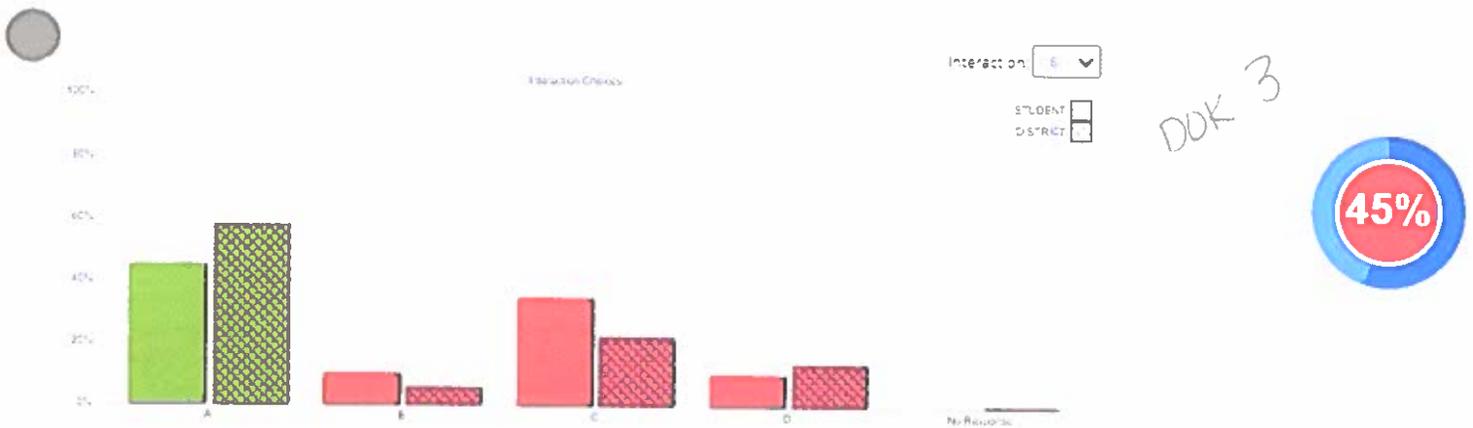
|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1-1     | 1-2     | 1-3     | 1-4     | 1-5     |
| 77.6% ✓ | 70.7% ✓ | 81.0% ✓ | 55.2% ✓ | 25.9% ✓ |
| 1. ⓪    | 2. ⓪    | 3. ⓪    | 4. ⓪    | 5. ⓪    |
| 1-6     | 1-7     | 1-8     | 1-9     | 1-10    |
| 44.8% ✓ | 63.8% ✓ | 46.6% ✓ | 29.3% ✓ | 65.5% ✓ |
| 6. ⓪    | 7. ⓪    | 8. ⓪    | 9. ⓪    | 10. ⓪   |

I am only attaching the questions that had 50% or below.



Each of the 450 guests attending the Honor Roll breakfast gets a muffin. Muffins come in packages of 12. How many packages are needed so there are enough muffins for every guest?

- 44
  - 43
  - 39
  - 38
- a) The first partial quotient is too high and the student added another package to 43.  
 b) The first partial quotient is too high and the student dropped the remainder.  
 c) Correct.  
 d) The quotient is correct but the student did not add another package (dropped the remainder).



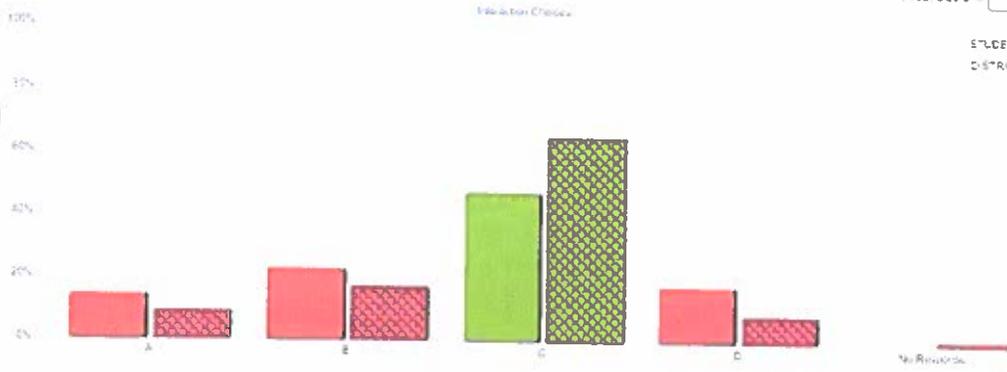
Mrs. Harlow collects school supplies at the beginning of every year to make sure all students have supplies. She has collected 150 folders for her 48 students. If every student must have 3 folders, does she have enough for all her students?

- yes, because 150 divided by 48 equals 3, with some extra folders remaining
- yes, because each student will get 4 folders
- no, because 48 times 3 only equals 144
- no, she will have to purchase some extra folders, because there is a remainder of 6

Interaction: 8

STUDENT: [ ]  
DISTRICT: [ ]

DOK 2



What is the value of the expression?

$3402 \div 12$

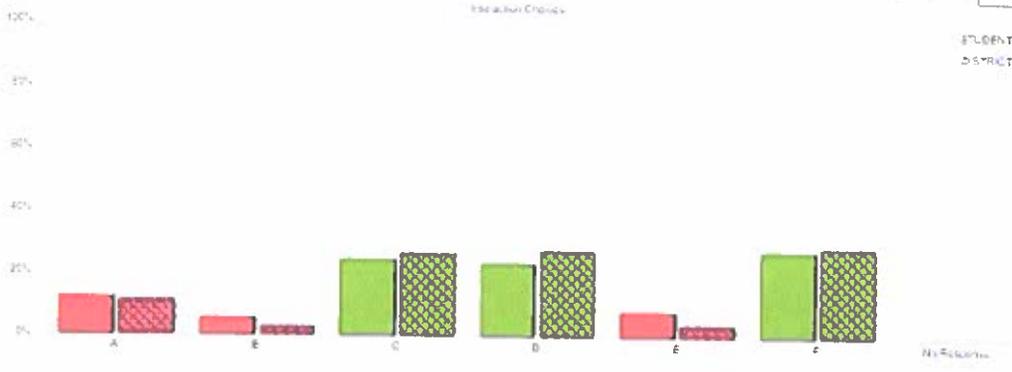
- 200
- 190
- 180
- 100

- a) This is the result of the first digit being too high.
- b) This is the result of a mistake in subtraction.
- c) Correct
- d) This is a result of a mistake in subtraction.

Interaction: 9

STUDENT: [ ]  
DISTRICT: [ ]

DOK 2



Select all the expressions that have a value of 12

- $320 \div 15$
- $326 \div 26$
- $180 \div 16$
- $240 \div 20$
- $480 \div 36$
- $120 \div 10$

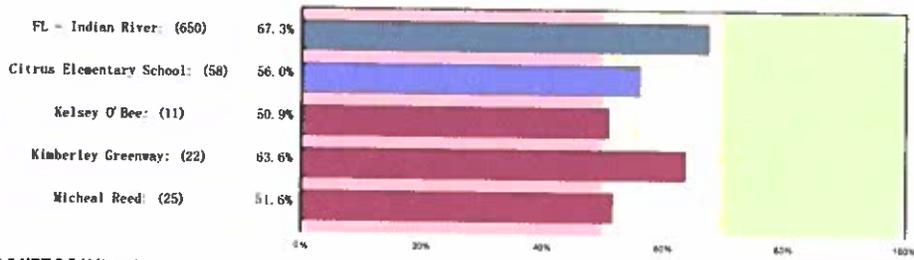
- a)  $18 \times 10 = 180$  and  $18 \times 2 = 36$ . The sum is not 320.
- b)  $25 \times 10 = 250$  and  $25 \times 2 = 50$ . The sum is not 325.
- c) Correct
- d) Correct
- e)  $35 \times 10 = 350$  and  $35 \times 2 = 70$ . The sum is not 480.
- f) Correct

Generated on 2020-9-25

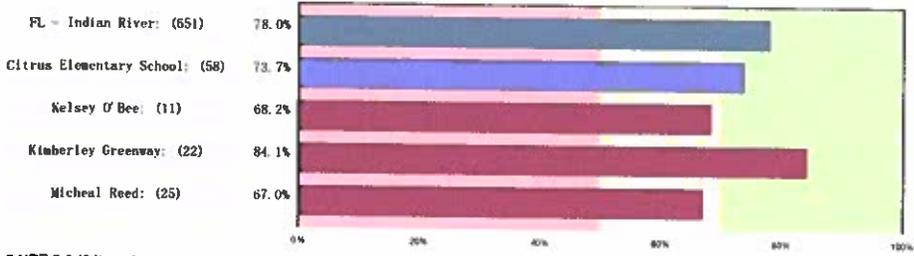
Test(s)

01.DISTRICT.2021.MATH.05.UNIT.1

Test Scores



MAFS.5.NBT.2.5 (4 Items)



MAFS.5.NBT.2.6 (6 Items)

