



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

Date: 10/6/2020

School/Department: Sebastian 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.)

Action Step 1.13 - Data Chats for Improved Student Learning - SPSS, All Schools

**Explanation of
Evidence:** See attached agenda for Data Chats and tow examples of Teacher grouping for Tiers and Interventions and
Enrichment

**Results of Action
Taken:** Administration met wth teachers to review Unit One in Reading and Math. Action Plan is included in Agenda

Reflection: [Click or tap here to enter text.](#)

Agenda and Action Items: Unit 1 ELA and Math Test Data Chat with 3,4,5

PowerPoint and Action Items

Outcomes	By the end of this meeting, we will have: <ul style="list-style-type: none"> Review Unit Test Results Using Unify Scoreboard 			
What		How (Process)	Who	Time
Start up	Review Desired Outcomes & Agenda	<ul style="list-style-type: none"> Present Clarify 	Hart	5 mins.
	<ul style="list-style-type: none"> Review Working Norms Review Roles /Goals 			
Collaborative Process	Leadership Meeting and Unit One Review with ELA and Math Teachers	<ul style="list-style-type: none"> Brainstorm Clarify Barriers Prioritize (N/3) 	Hart and Kohlstedt	20 mins.
	Meeting Evaluation : Results Process/ Relationships	Review Next Steps	Hart	5 mins.

Meeting Roles:

Facilitator: Hart

- Time- Keeper: Kohlstedt
- Scribe (chart paper): Hoyt
- Scribe (computer): Dunderdale
- Process Observer: Klein

Action Items

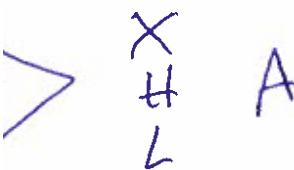
Action Item	Person Responsible	Completion Date	Status
Review Unit One Results With ALL ELA and Math Teachers	Hart	Sept 30 and Oct 1	Complete
<p>All 3-5 Math teachers will begin using one question from the Test Item Specs daily. They can use the question as a pre-test and or do a “Number Talk” around the question.</p> <p>Mrs. Dunderdale will check in with the teachers of 6 of our students who submitted their unit test with it being incomplete. She will also meet with Mr. Post for a one to one data chat.</p> <p>With further conversation around the rigor needed for both Math and ELA the team agreed that purchasing I-Ready consumable books as an additional resource would be a benefit</p>	Dunderdale	Ongoing October	Complete

for students. Dunderdale and Klein will put together the order and get the information to Mrs. Miles-Brown to place the order.			
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Data Meeting: Unit Test

Subject <u>ELA</u> Grade Level <u>3rd</u>	Homeroom Teacher <u>R. Brickles</u> Unit test: # 1
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Data analysis and reflection for teachers to consider about data results:

Identify and list the Questions that your students scored 50% or below on. #4- 36.4% #6- 27.3% #8- 45.5% #9- 0%
Identify and list the standards for those questions #4- RL2.5- Parts of story and build on each other #6- RL2.5- Parts of story and build on each other #8- RI2.4, L3.4- Vocabulary #9- RI2.5- Text features (key words, sidebars, etc.) and search tools to locate information
Identify and List those students who scored less than 50 % on this Unit Test. <div style="text-align: center; font-size: 2em;">  </div>

Tier supports for students in the RED

Student Name	Support given
X	Hoyt (WIN)- Phonics blended
H	Brickles- High Frequency Words After School
L	Brickles (WIN)- Informational Text
A	Hoyt (WIN)- Phonics blended
	Hoyt (WIN)- Phonics blended

Tier supports for students in the yellow

Student Name	Support given
55%) T	Brickles (WIN)- Informational Text
63%) Z	Brickles (WIN)- Vocabulary
%) W	Brickles (WIN)- Vocabulary
(63%) K	Brickles (WIN)- Informational Text

Tier supports for ON or Above Grade Level

Student Name	Support given
C	Brickles (WIN)- Vocabulary
T	Brickles (WIN)- Informational
M	Hoyt (WIN)- Phonics blended
A	Brickles (WIN)- Informational

*Scores conflict with other data

Identify and List those students who scored less than 50 % on this Unit Test.

Student Name	Test Score %	PE/PP
JS	7.7%	1 / 13
NC	15.4%	2 / 13
KM	30.8%	4 / 13
AL	30.8%	4 / 13
TH	30.8%	4 / 13
AU	38.5%	5 / 13
MO	38.5%	5 / 13
HS	46.2%	6 / 13

Tier supports for students in the RED

Student Name	Support given (to be given??)
7	Small group and one-on-one, ESE with Miss S. support
.4	Small group
30.8	Small group
.8	Small group and one-on-one (possible Miss S. support)
3	Small group
: 38.5	Small group
: 38.5	Small group
2	Small group

Small group will be based on standards that students showed weakness in on the Unit Test. The test questions (and other similar to those) will be used to review the standards.

Tier supports for students in the yellow

Student Name	Support given (to be given??)
Gr. 1	<div> <div>69.2% 9 / 13</div> <div>69.2% 9 / 13</div> <div>69.2% 9 / 13</div> <div>69.2% 9 / 13</div> <div>69.2% 9 / 13</div> </div>
Gr. 2	<div> <div>61.5% 8 / 13</div> <div>61.5% 8 / 13</div> <div>61.5% 8 / 13</div> <div>53.8% 7 / 13</div> <div>53.8% 7 / 13</div> <div>53.8% 7 / 13</div> </div>

Pull students and review the Unit 1 test in small groups. Students will have their Unit tests to review so they can determine what errors they made. The errors may have been mathematical in nature, or from not choosing ALL correct answers, etc.

If the errors were mathematical only, then Moby Max standards-based lessons will be assigned for students to get more practice with the concepts after we review the items they missed on the Unit test.

Small group instruction for those lowest scoring in the yellow on the Unit test to review the standards to remediate.

Data Meeting: Unit Test

Subject <u>Math</u>	Homeroom Teacher <u>Preziosi</u>
Grade Level <u>4th</u>	Unit test: <u># 1</u>

Data analysis and reflection for teachers to consider about data results:

Identify and list the Questions that your students scored 50% or below on.	
2) 33.3% How does the number 207 compare to the number 2,070 ? <input type="radio"/> 207 = 2,070 x 10 <input type="radio"/> 207 = 2,070 ÷ 10 <input type="radio"/> 207 = 2,070 + 10 <input type="radio"/> 207 = 2,070 ÷ 100	5) 12.5% Select all of the following that are equal to 41,362. <input type="checkbox"/> 41 thousands, 3 hundreds, 6 tens, 2 ones <input type="checkbox"/> 4 ten-thousands, 13 hundreds, 62 ones <input type="checkbox"/> 4 ten-thousands, 1 thousand, 36 hundreds, 2 ones <input type="checkbox"/> 40 thousands, 10 hundreds, 36 tens, 2 ones <input type="checkbox"/> 40 thousands, 13 hundreds, 60 tens, 2 ones
6) 45.8% Which of the following statements are true? Select all that apply. <input type="checkbox"/> 2,209 > 2,092 <input type="checkbox"/> 1,801 < 1,811 <input type="checkbox"/> 5,377 > 3,775 <input type="checkbox"/> 3,481 < 2,892 <input type="checkbox"/> 1,842 < 1,485	9) 45.8% Alex & Tanya were hiking...Started at 4,690 feet and finished at 6,100 feet. What was the difference in elevation from start to finish? <input type="radio"/> 1,410 feet <input type="radio"/> 1,590 feet <input type="radio"/> 2,590 feet <input type="radio"/> 10,790 feet
10) 45.8% A number sentence is shown. The box stands for a missing digit. $786,293 - 49 \square,890 = 288,403$ What digit should go in the box to make the number sentence true? <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 7 <input type="radio"/> 8	11) 37.5% This week, Ellie read for 45 minutes on Tuesday and 35 minutes on Wednesday. Last week, she read for 120 minutes. How many more minutes did Ellie read last week than this week? 10 minutes 40 minutes 50 minutes 80 minutes

Identify and list the standards for those questions

2) not assigned in Unify, but it goes with **NBT 1.1**: Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to the right.

5 & 6) NBT 1.2: Read and write multi-digit whole numbers using base ten numerals, number names, and expanded form. Compare two multi-digit whole numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of the comparisons.

9 & 10) NBT 2.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.

11) OA 1.3: Solve multi-step word problems posed with whole numbers and having whole number answers using the four operations including problems in which remainders must be interpreted. Represent these problems with an equation using a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Leadership and Coaches Meeting Agenda October 2, 2020				
Outcomes	•			
	What	How (Process)	Who	Time
Start up	Review Desired Outcomes & Agenda	<ul style="list-style-type: none"> • Present • Clarify 	Hart	5 mins.
	<ul style="list-style-type: none"> • Opening • Present for meeting: Klein, Hart, Dunderdale, , Hoyt, Kohlstedt • 			
Collaborative Process Notes	Data Analysis <ul style="list-style-type: none"> • Reviewing the Unit I Math and Reading Scores. 	<ul style="list-style-type: none"> • Brainstorm • Clarify • Prioritize (N/3) 	Hart Kohlstedt	10 mins

Meeting Roles:

- Facilitator: Hart
- Timekeeper: Hart
- Scribe (chart paper):
- Scribe (computer): Dunderdale
- Process Observer: Hoyt

Action Items

Action Item	Person Responsible	Completion Date	Status
<ul style="list-style-type: none"> • Math Grade 3: We will use I ready and daily test item specs. Remediation with struggling students. 	Dunderdale		
Math Grade 5: We will be using I ready and daily test item specs. Coach is working with 1 st year teacher in 5 th grade.	Dunderdale		
<ul style="list-style-type: none"> • Math Grade 4 : We will be using I-ready daily item specs. 	Dunderdale		
<ul style="list-style-type: none"> • Learning Walks to check for fidelity 	Hart/ Kohlstedt		
<ul style="list-style-type: none"> • ELA is low we need to get support for intermediate. 	Hart		