



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

Date: 10/20/2020

School/Department: Citrus 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 1.38 - School Level Data Chat Regression Review - Implement school level data chats between school leadership and teachers that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment. (Due to COVID-19, district-based assessment data will be used.)

Explanation of Evidence: Meeting Agenda

Results of Action Taken: 5th grade discussed with ELA side and Math side those students who were proficient, and now the first unit test does not reflect this. Next steps were discussed and goal setting for students.


Reflection: I am hopeful there will be an increase in scores, where it is warranted. Attached is the Grade 5 list and the agenda from the math side.

Math Collaborative Planning Meeting


Date: 10/12/20

- I. Lesson Plans: We will be planning the details of week 9 and the shell of up to week 13. Please email me a copy of your plans once they are complete.
- II. For this week:
 - 1.) make sure small group plans are differentiated including standard, questions, content, and students
 - 2.) RTI: How is it going? How are the materials working...ANY ADJUSTMENTS needed?
 - 3.) Monitoring Checklist- Great job and Keep It UP! We saw some of these out and being used during the walkthrough
 - 4.) 5th Grade: 3rd grade FSA vs. Unit 1 correlation—hand out data from Garcia and discuss potential and next steps
- IV. Coaching Cycle:

I will be coming in again this week to see Whole Group Math instruction. If a day or time works better for you, please let me know... otherwise, I will just follow your schedule and pop in for a while. Please feel free to put me to work!! 😊 As always, if you need materials, direct instruction ideas, differentiation ideas.... Please reach out. I am here as a resource for you.
- V. Math Minute:




Effective Mathematics Teaching Practices	
Establish mathematics goals to focus learning.	Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.
Implement tasks that promote reasoning and problem solving.	Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.
Use and connect mathematical representations.	Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.
Facilitate meaningful mathematical discourse.	Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.
Pose purposeful questions.	Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.
Build procedural fluency from conceptual understanding.	Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.
Support productive struggle in learning mathematics.	Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.
Elicit and use evidence of student thinking.	Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.



National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. Reston, VA: Author.

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Student Name	Current Grade	State/Local by SubjectFSA - EL	State/Local by SubjectFSA - EL	State/Local by SubjectFSA - Ma	State/Local by SubjectFSA - Ma
	5	305	50	303	60
	5	304	75	280	10
	5	323	83	307	80
	5	315		303	
	5	303	75	326	80
	5	323	100	327	60
	5	311		309	
	5	342	83	329	80
	5	311		317	
	5	312	75	298	80
	5	307	83	287	30
	5	318	75	315	70
	5	308	58	288	30
	5	304		289	
	5	307	83	286	90
	5	301	58	293	60
	5	320		329	
	5	308		296	
	5	314	42	299	70
	5	314	58	321	70
	5	310	67	311	50
	5	316	92	324	70
	5	304		312	
	5	310	92	314	50
	5	310		328	
	5	315	67	321	50
	5	318	75	323	80
	5	310		317	
	5	301	67		20
	5	325	83	331	90
	5	308		314	
	5	303	33	319	40
	5	318		309	
	5	324	83	334	90
	5	300	83	289	
	5	321	92	315	70
	5	312		320	
	5	303		314	
	5	319	83	306	
	5	323	67	316	60
	5	307	67	301	60
	5	311	50	324	90
	5	325		306	
	5	316	75	322	80
	5	308		305	
	5	302	50	302	50
	5	320	75	309	40
	5	306	75	303	80
	5	303	67	304	
	5	308	58	317	60