

Faculty Meeting March 13, 2020



1. Thanks For Bee-ing You
2. Housekeeping: Science Early Release, Report Cards, Wear Green 3/17, Chick-Fil-A Night 3/19, Tunnel of Love 3/30, etc.
3. Discipline Committee Updates
4. Data Updates from 2nd Impact Review
As a team next week (put in your weekly agenda):
What students are finding success, who is struggling,
review our next steps, what do you need to help you
prior to FSA?
- Note: Data Impact Review will also be in Buzz today.
5. FSA Reminders
6. March Madness Contest

Notes: _____

Specials

SDIRC School Based Action Plan for Math

School: Citrus Elementary

Date: 3/11/20

Data Findings:					Classroom Observation Findings K-5			
Grade Level Math	FSA 2019	2019-2020 UA	Predicted Proficiency using UA	Predicted Proficiency using teacher data				
3	56%	70 (up from 66)	69-83/116= 59-71% (65)	62	Lesson	Evident Jan/Mar	Partially Evident	Not Evident
4	58%	65 (up from 58)	51-87/109= 47-61% (54)	44	Task	67%/67%	28%/17%	14%/0%
5	55%	70 (up from 67)	63-75/108= 58-69% (63)	64	Questioning	18%/50%	18%/33%	14%/0%
Total	58%		61 Average	56%	Monitoring	10%/50%	38%/50%	44%/0%
					Accountable talk	15%/0%	28%/17%	62%/33%
					Differentiation	5%/0%	13%/33%	71%/67%
							12%/17%	83%/83%

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	Continue as of 3/11	3-5 Grades Unit Assessment Data, Fluency practice completion rate, Go Math, Lesson Plans that all teachers are accountable to uphold and follow, checklists used by teachers for standards mastered	
	Coaching/co-teaching/modeling in K-5 with specific teachers based on grade level i-Ready data/unit assessments and walkthroughs (total=6)	Item specs/standards lesson plans/Think Central/i-Ready Tool Box	Math Coaches/Admin	Continue as of 3/11	Unit Assessment Data/i-Ready data/walkthrough data	
ELO-K-5 Superstar Camp-22 sessions Each grade: K=18, 1=24, 2=13, 4=18, 5=31		Envision Standards Mastery	Various Teachers/Admin	Continue 3/11 - 5/1	FSA Data, unit assessments, comparison of MOY and EOY i-Ready	
Holding students accountable for weekly i-Ready lessons, Fast Math/Xtra Math and unit assessments with conferencing (at least biweekly) and student mastery i-Ready pass-rate checklists Gr. 3-5		Data Reports from baseball card, and other progress monitoring tools	Teachers/Coaches/Admin	Continue as of 3/11 - 5/1	Increased student engagement, and monitoring strategies in classroom observations Teachers will conference with students Coaches will send out bi-weekly emails for reminders and noticings in each of these areas Coaches will review monthly i-Ready pass rates and minutes per class in comparison to the school	
Bottom Quartile Pull-Out Support Grades 3-5 and tiered intervention (46 in grade 3, 25 in grade 4, 34 in grade 5)		i-Ready tool-box, Go Math	Coaches/Teachers for tier 1	Continue as of 3/11	Unit Assessment Data	
Small group push-in support/pull out supports K-2		i-Ready tool-box, Go Math	Coaches/Teachers for Tier 1	Continue as of 3/11	In class performance and report card grades, i-Ready pass rate	

SDIRC School Based Action Plan for Science

School: Citrus Elementary

Date: 3/11/2020

Rationale (summary of data):

Data Findings:		Classroom Observation Findings K-5			
Currently: 5th Grade unit assessment average is at 73 (up 1% since last impact review) Current students showing proficiency based on Science Unit Assessment Data: 59-74/108=55-68% Average =61% Goal: 60 % (up from 49% 2018-2019)			Evident Jan/Mar	Partially Evident	Not Evident
		Lesson	45%/100%	24%/0%	32%/0%
		Task	46%/71%	29%/29%	25%/0%
		Questioning	18%/57%	25%/29%	57%/14%
		Monitoring	9%/43%	48%/14%	43%/43%
		Accountable talk	17%/14%	16%/57%	67%/29%
		Differentiation	0%/0%	50%/0%	50%/100%

Action Steps	Resources Available	Person Responsible	Timeline	Evidence of Implementation	
K-5 th Direct Collaborative Lesson Planning with Science Coach Support K-2=monthly, 3-4=bi-weekly, 5=weekly Science 5 th grade kids close to proficiency, Pull-Out, 4 cycles (22-30 chosen by classroom teacher, using academic performance), Occurs A-D day	School/District Science Coach, Science Item Specs, Curriculum Map	Science Coach/teachers/Admin	Continue as of 3/11	3 rd -5 th Grade Unit Assessment Data, K-5 schedules adhered to, walkthroughs	
Science Day plans will now be discussed/monitored with the Science Coach to ensure to full intent of the standard	Discovery ED, STEM, AIMS Science Item Specs-all teachers given spiral resource	Science Coach/Grade 5 teachers Science Coach/Admin and teachers	Continue as of 3/11	5 th Grade Science Unit Assessment Data	
Science Elective/Special (K-5)	STEM, science item specs Discovery Ed, Science for Us, Item Specs, Curriculum Map	Science Coach	Continue as of 3/11	Science Day plans turned in and standards reflected in lessons for the day	
**Future: Vertical Planning		Science Coach/teachers	All year	Knowledge of standards as evident in unit scores for grades 3-5, and academic vocabulary used in gr K-5	
			May-June	Science Instruction done with fidelity 2020-2021 and all science standards taught in each grade	

SDIRC School Based Action Plan for ELA

School: Citrus Elementary

Date: 3/11/2020

Data Findings:					Classroom Observation Findings K-5			
Grade Level ELA	FSA 2019	2019-2020 UA	Predicted Proficiency using UA (Avg)	Predicted Proficiency using teacher data		Evident	Partially Evident	Not Evident
3	45%	64 (up from 63)	75-85/116= 65-73% (69)	64	Lesson	64%/72%	21%/21%	15%/7%
4	63%	59 (same)	47-60/109= 43-55% (49)	50	Task	38%/72%	47%/21%	15%/7%
5	47%	65 (same)	60-74/108= 56-68% (62)	64	Questioning	21%/43%	43%/21%	36%/36%
					Monitoring	15%/21%	37%/58%	48%/21%
					Accountable talk	11%/21%	25%/21%	64%/58%
Total	52%		60 Average	59%	Differentiation	6%/14%	0%/7%	94%/79%

Action Steps		Resources Available	Person Responsible	Timeline	Evidence of Implementation	
Coaching and Modeling in select K-5 classrooms (total=8) ELO-K-5 Superstar Camp-22 sessions Each grade: K=18, 1=24, 2=13, 4=18, 5=31		Wonders, i-Ready, Item Specs/standards	Literacy Coaches/Admin	Continue as of 3/11	Unit Assessment Data, i-Ready data, walkthroughs	
		Common Core Support Coach 3-5, Becks Vocabulary in Grade 2, Grade K-1 Foundations/LLI	Literacy Coaches/Admin/Teachers	Continue 3/11-5/1	Walkthroughs, data from unit assessments or classroom formatives	
		Sunday, Theater Workshop from the Learning Alliance	Moonshot Coordinator-Mr. Reed	Continue 3/11-4/30	Pre and posttest Sunday	
Moonshot Academy- 3rd Grade Students (37 students) Bottom Quartile Pull-Out Support Grades 3-5 and tiered intervention		LLI, i-Ready (book)	Coaches	progress monitoring	Unit Assessment Averages	
29 Grade 5, 47 grades 3-4 Learning Alliance Interventionist		LLI, Foundations	Deb Bevan	All year	LLI lessons passed, walkthrough data	
Grades 1-3 (55 students)					3-5 Grades Unit Assessment Data, Wonders Teacher Resources, Lesson Plans that all teachers are accountable to uphold and follow	
Direct Collaborative Lesson Planning with Literacy Coaches/Admin with questions planned for whole and small group, and activities for independent centers		School and District ELA Coaches, ELA Item Specs, Curriculum Map	Literacy Coaches/Admin/teachers	ongoing	Next 4-hour collaborative planning: Week of March 16 Checklists used by teachers for standards mastered	
Holding students accountable for weekly i-Ready lessons & unit assessments with conferencing (at least biweekly) and student mastery i-Ready pass rate checklists Gr. 3-5		Data Reports from Baseball card, progress monitoring tools	Teachers and Coaches	Continue as of 3/11	Coaches will send out bi-weekly emails for reminders & notifications in each of these areas, Monthly data chats with Admin, Teachers will conference with students Coaches will review monthly i-Ready pass rates and minutes per class in comparison to the school Increased student engagement, and monitoring strategies in classroom observations	

Grade 1 Weekly Agenda: Week of: March 9-13, 2020 (Due by Friday each week)

Group Norms:

- Everyone's voice is equal
- Be present in the meeting
- Respect each other's opinions
- Hold each other accountable

Team members present

BY SIGNING YOU AGREE WHAT IS ON THIS PAGE TO BE TRUE:

A. Monroe
Kelly Hooten
E. Hooten
A. Jones

A. Bailey

Standards covered in this week's meeting: RL.3.7 RF.3.3

~~Monday~~ Tuesday: Data Chat, Logistics, or Team Planning

Are there any Logistics to discuss? Review Data "Winter Expectations"; Review GLL minutes

We agree and make revisions, if needed. Save the assignments in the Grade 1 Folder for everyone to have easy access.

Review iReady, or Four Square Data and Math Data: Questions to consider for poor scores: Is this a repeat offender? Is he/she in RtI or MTSS? Where there outside factors that affected his/her concentration? Was it this skill/standard that was difficult? What are you doing for guided groups/Tiered instruction for these students? Get suggestions from a few team members/brainstorm ideas

~~Wednesday~~ Wednesday: Math, Grade One

Review/Revise the Scope and Sequence located in the Citrus Staff Folder / Grade 1 / Math Scope and Sequence ~~2018-2019~~

Standard(s) - What will our focus be in Tier One? Continue Chp. 9 Measurement MD.1.2 MD.2.3

Strategies - What strategies will we use to guide instruction? Use non-standard measuring tools

Assessment - What important vocabulary do we want our students to understand? time, hour, minute, length, measurement, longer, shorter, longest

Calendar - What will our focus be for this week? Money (coins), Time (Hour/Half Hour)

Small Group: OL - Measurement Time to Hour & Half Stations

Assessment: No Do we need to make a scale? No

~~Thursday~~ Thursday: ELA, Grade One Unit 5 WK2 - "Kitten's 1st Full Moon"

Review/Revise the Scope and Sequence located in the Citrus Staff Folder / Grade 1 / ELA Scope and Sequence ~~2018-2019~~

RI's RL's - What will our focus be in Tier One? RL.3.7 - Use illustrations and text to gain meaning

What new Vocabulary and Sight Words do we want our students to understand? poor, through, leaps, stretched

Vocab: certain, observe, remained, thoughtful, vast, sight words: another, climb, full, great

Next, we will assign our work for the week.

Stations: listening & respond writing what you do in the moon Teach Sight words sort, stamp, build, in sent. Phonics sort + r Controlled Vowels grammar adjectives

Phonics: R-Controlled Vowels - cr, ir, ur Build read identify, sort, spell

Fluency Passage: Yes - "Kitten's 1st Full Moon" 144 words

Thinking Maps: Flow Map - Sequence Kitten story *Do we need to make a scale? - no -

Tree Map - characters, setting & events from Kitten Story

Circle Map - Brainstorm R-controlled vowel words /er/ir/ur/

Group Norms:

- Everyone's voice is equal
- Be present in the meeting
- Respect each other's opinions
- Hold each other accountable

Team members present

BY SIGNING YOU AGREE WHAT IS ON THIS PAGE TO BE TRUE:

[Signature]
[Signature]
[Signature]

[Signature]
[Signature]
[Signature]

Standards covered in this week's meeting:

Tuesday: Data/Logistics (1-2x meet with Admin/Coaches 1x grade/school issues, 1-2x grade level data)

Name students in your grade who are not moving forward, or students who need enrichment:

What are you doing for guided groups/Tiered instruction for these students?

Get suggestions from a few team members/brainstorm ideas

— Clarified Rhue's science group
A, B, C, D Days

*O'Bee/Demmy will choose 3 students to put in place of Mejias kids

Wednesday: Centers/Guided Groups

Guided groups: How are we differentiating?

List the center that is a review standard: _____

Does everyone agree on the centers? Y or N

Do the centers/guided groups match the rigor of the standard? Y or N

— Shared proficiency data from GLL

Thursday: Thinking Maps(if needed)/Tier One Instruction

Which maps might be applicable for students to choose this week?

What will our focus be in Tier One?

What new vocabulary do we want our students to understand?

Discuss successes and bumps in the road from the previous week. Make suggestions to improve instruction.