



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

Date: 10/9/2020

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.)

1.5 - Achievement Gap Resource Allocation -
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

Results of Action Taken:

1. During the impact review for the school on September 22, the SIP goals were reviewed. (see impact review tool on next pages).
2. In addition, Glendale, VBE, and IRA all reviewed each other's SIP during a conference TEAMS meeting on September 22. (See Calendar on next pages)
3. The next Data Impact Reviews are scheduled on October 9 with district staff. (sample PP slides attached)
4. Budget for SIP to address the achievement gaps shown on next few pages.

Reflection:

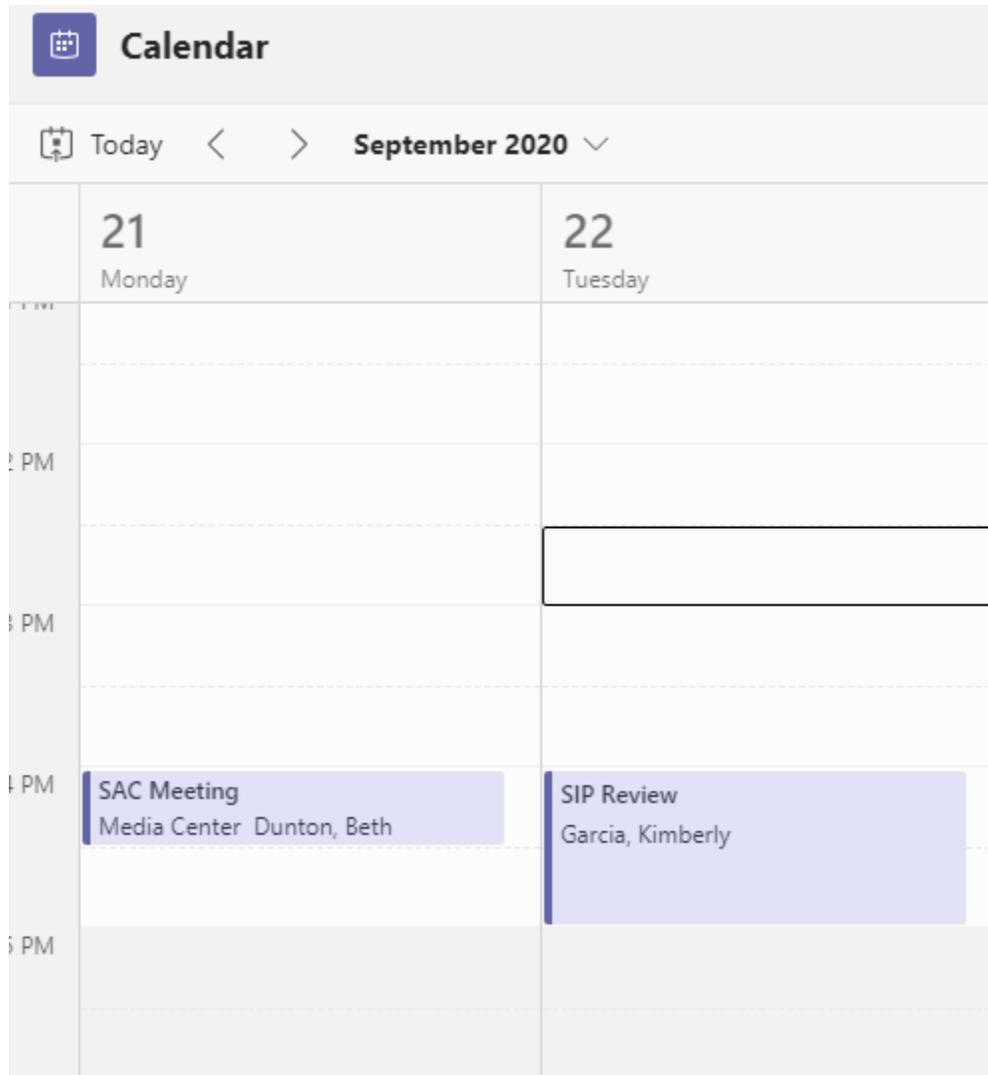
The SIP is a working document that will be utilized all year to ensure that the work we want to get done, is complete.

Impact Review Tool		Subjects:	
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 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. *Teacher engages students in explicit, grade-level instruction aligned with the full intent and rigor of the standards. *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. *All student tasks (and evidence of learning) are aligned to the standard at the intended level of complexity. *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. *Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students. *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) *Teacher encourages students to share their thinking with each other related to a standards-aligned task. *Teacher uses probing questions, statements or actions are used to encourage student sharing of thinking. *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. *Classroom interactions reflect high expectations and beliefs about all students' intellectual capabilities and creates a culture of belonging, equity, and accountability for learning. *The teacher uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important. *Teacher encourages all students to see, question, and interpret concepts from a variety of perspectives. *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. *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

2. Calendar to show when Glendale, VBE and IRA reviewed the SIP on TEAMS.



3. See powerpoint for points that will be discussed at October 9th including SIP goals.

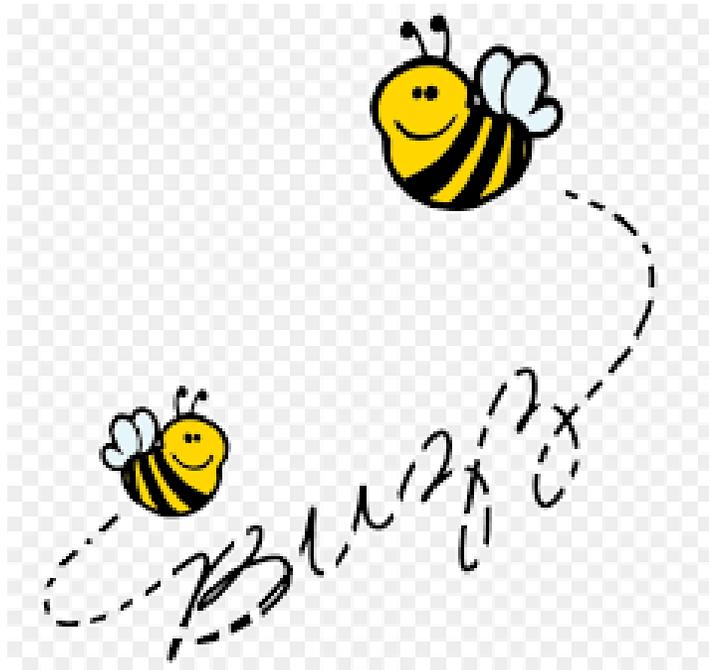
4. Budget for students in SIP

1 [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					



CITRUS ELEMENTARY

DATA 20-21

The Hive...Where we all BEE-Long!

SIP GOALS #1-#2- ELA AND MATH

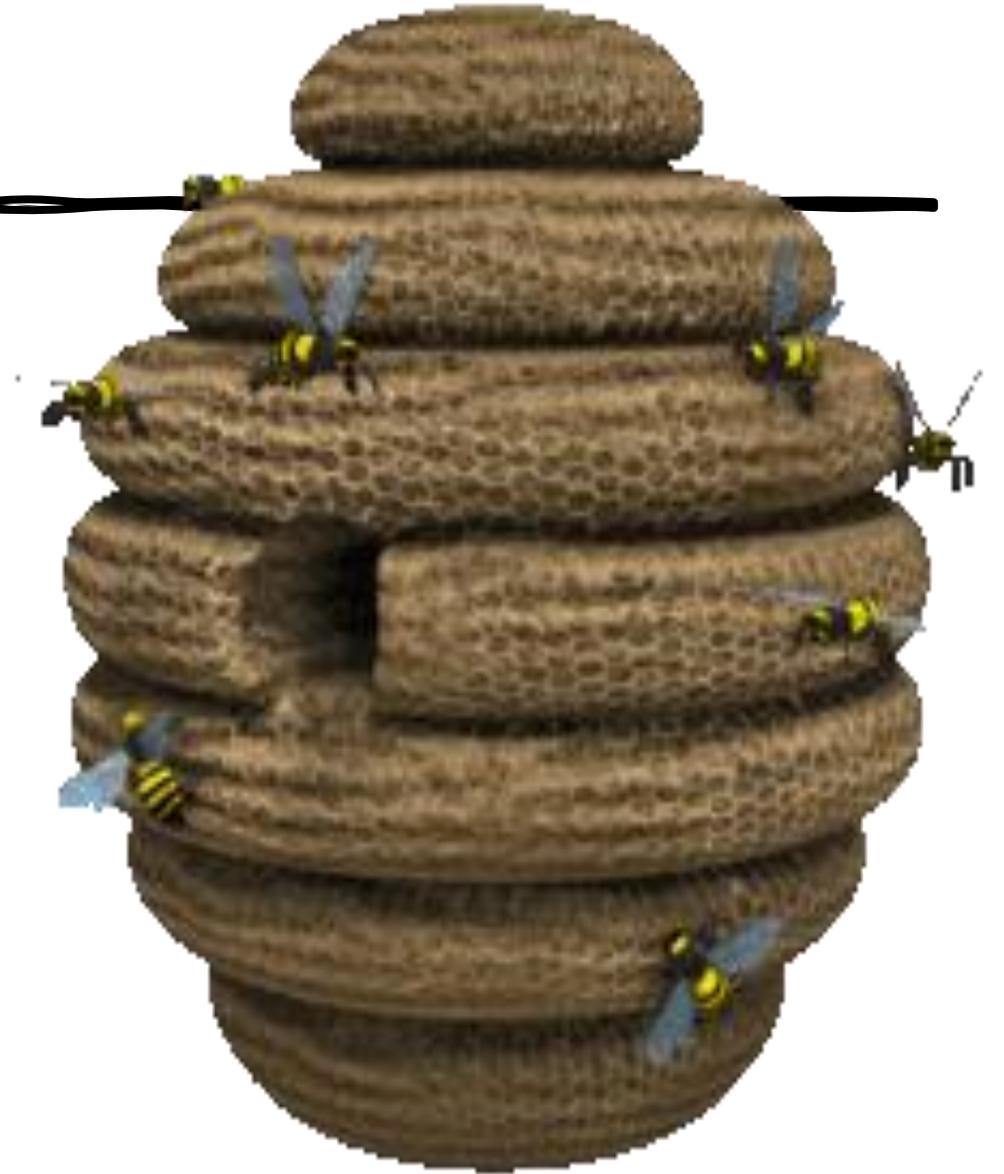


- Using ELA and Math data to drive instruction, the core instruction program is aligned to FL ELA standards through weekly grade level meetings, PD, monthly data meetings, and quarterly collaborative ELA planning. ELA Pacing guides are utilized to align standards-based instruction, reteach and fidelity 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.

SIP GOAL #3

Multiple studies have shown that a positive school culture and climate impact student achievement (Fitzgerald, Geraci, & Swanson, 2014; Koc yigit, 2017; Mac Neil, Prater, & Busch, 2009; Raappana, 2014).

Recent 2019-2020 student referrals (March 11)



DISCIPLINE DATA THUS FAR





Citrus Stingers

SCHOOL OF COMMUNITY
CITIZENSHIP



**SIP GOAL #4: WORKING TOGETHER, TO BUILD A BETTER COMMUNITY ...
WHERE WE ALL BEE-LONG!**

- Citrus is 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.
- 1. Community Partnerships and Field Trips
- 2. Community Outreach Projects
- 3. Genius Hour
- 4. Expand Existing Programs

ACADEMIC DATA 2020-2021



	EL A School Range/ Average	EL A Distri ct Avera ge	Math Scho ol Rang e/ Avera ge	Math Distri ct Avera ge
Grade 3	49-66/56	55	64-72/69	65
Grade 4	60.4-63.8/62	61	57-63/60.7	61
Grade 5	61-63/62	66.5	51-63.6/56	67.8

ACADEMIC DATA 2020-2021



SDIRC School Based Action Plan for ELA

School: Citrus Elementary

Date: 9/22/2020

Data Findings: Data Findings OVERALL FOR SCHOOL:				Classroom Observation Findings ELA K-5			
	Evident	Partially Evident	Not Evident	March/September	Evident	Partially Evident	Not Evident
SBI	74%	26%	0%	SBI	72%/79%	21%/21%	7%/0%
Task	85%	15%	0%	Task	72%/84%	21%/16%	7%/0%
Monitoring	33%	37%	30%	Monitoring	21%/32%	58%/37%	21%/31%
Engagement/Participation (AT)	18%	30%	52%	Engagement/Participation (AT)	21%/11%	21%/22%	58%/67%
Culture and Climate	74%	22%	4%	Culture and Climate	72%	22%	6%
Differentiation	52%	7%	41%	Differentiation	14%/58%	7%/5%	79%/37%

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"> Checklists for standards taught Differentiated groups as needed 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

SDIRC School Based Action Plan for Math

School: Citrus Elementary

Date: 9/22/20

Data Findings OVERALL FOR SCHOOL:				Classroom Observation Findings MATH K-5			
	Evident	Partially Evident	Not Evident		Evident	Partially Evident	Not Evident
SBI	74%	26%	0%	March/September			
Task	85%	15%	0%	SBI	83%/75%	17%/25%	0%/0%
Monitoring	33%	37%	30%	Task	67%/75%	33%/25%	0%/0%
Engagement/Participation (AT)	18%	30%	52%	Monitoring	50%/25%	17%/38%	33%/37%
Culture and Climate	74%	22%	4%	Engagement/Participation (AT)	0%/33%	33%/45%	67%/22%
Differentiation	52%	7%	41%	Culture and Climate	67%	33%	0%
				Differentiation	0%/25%	17%/13%	83%/62%

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"> Checklists for standards taught Differentiated groups as needed 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



TODAY'S SCHEDULE

- 9:15 Bathroom Break
- 9:30 Walkthroughs
- 10:40 Return and Small Group Debrief
- 11:15 Whole Group Findings