



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

Date: 10/20/2020

School/Department: Dodgertown 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

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**Explanation of
Evidence:**

Dodgertown Elementary School participated in the SDIRC Impact Review on Thursday, October 1, 2020. The School Improvement Plan was reviewed. Classes were observed by teams of district and school administrators. An Action Plan is required after each Impact Review to address achievement gap concerns and resource allocation.

**Results of Action
Taken:**

As a result of participating in the SDIRC beginning of year Impact Review, Dodgertown Elementary's Leadership Team met and created an action plan to address any gaps in achievement. And, the "Hacking School Discipline" resource is no longer a necessary expense since the SDIRC has online rights to this resource.

Reflection:

So far, we have attempted to access the online resource to no avail. We will reach out again before purchasing "Hacking School Discipline".

	Title	Action Step(s)	Time Frame	Person Responsible for Monitoring Outcome	
				Implementation Fidelity	Effectiveness
I	Model Planning Model Effective Collaborative Planning Expectations	1. Instructional Coaches will use the new planning protocol to model effective planning	1. Each week	1. Principal	1. Leadership Team
	Address Feedback from the Impact Review: #1) Lessons #2) Tasks	2. Plan standards-aligned, grade level, rigorous <u>lessons</u> and <u>tasks</u> for whole/small group instruction a. Week 1: Design <u>ELA</u> lessons/tasks b. Week 2: Design <u>Math</u> lessons/tasks c. Week 3: Review student <u>ELA</u> products d. Week 4: Review student <u>Math</u> products	2. Each week	2. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers)	2. Leadership Team
	#3) Questioning	3. Plan/design quality standards-aligned Higher Order Thinking Questions (HOTQs).	3. Each week	3. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers)	3. Leadership Team
	#3) Questioning	4. Plan to <u>release</u> rigorous grade level, standards-aligned <u>tasks to students</u> . (Be the “guide on the side” not the “sage on the stage”.)	4. Each week	4. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers)	4. Leadership Team
	#3) Questioning	5. Plan to use “close reading strategies” such as the deliberate annotation of text.	5. Each week	5. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers)	5. Leadership Team
	#4) Monitoring	6. Plan to use deliberate methods to check for 1) understanding and 2) standards mastery. Plan to answer the following questions, “How do you know when a student is not mastering the standards? What will you do about it?”	6. Each week	6. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers)	6. Leadership Team
	#5) Accountable Talk	7. Plan student discourse opportunities to allow <u>all</u> students to demonstrate their understanding of the standard, including team roles that hold all students accountable.	7. Each week	7. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers)	7. Leadership Team
	On/Above Grade Level Students	8. Include students who are “on” or “above” grade level in enrichment activities	8. Each week	8. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers)	8. Leadership Team