



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

**Date:** 10/9/2020

**School/Department:** Pelican Island 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 walk through for differentiation on 9/30, the SIP goals were reviewed. They were also reviewed with the leadership team on 10/5 in preparation for impact reviews on 10/8 (see impact review tool on next page)
2. Beachland and Dodgertown, and PIE all reviewed each other's SIPs (see email on next page)
3. The next Data Impact Reviews are scheduled on October 9 with district staff.
4. Budget for SIP to address the achievement gaps shown on next few pages.

\*\* no new updates since submission on 10/9

**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.

# 1. Impact Review Collection Tool

## Impact Review Collection Tool

Teacher Name:		Subjects:	
	Effective Practice:	Observation Evidence:	Results:
School Instructional #1 Goal	Data-driven, differentiated and multi-tiered ELA instruction is our area of focus at PIE. Using ELA data to drive instruction, the core instructional program is aligned to Florida ELA standards through weekly grade level meetings, professional development, monthly data chats, and weekly collaborative ELA planning. ELA pacing guides and test item specifications are utilized to align standards-based instruction, reteach and fidelity of reading instruction. The weekly collaborative planning meetings with coaches present will have a focus on differentiation (specifically targeting small group instruction initially), based on formative assessment results. This will also help increase the achievement of our students with disabilities and African American students.	Use #6	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
School Instructional #2 Goal	Data-driven, differentiated and multi-tiered Math instruction is our area of focus at PIE. Using Math data to drive instruction, the core instructional program is aligned to Florida Math standards through weekly grade level meetings, professional development, monthly data chats, and weekly collaborative Math planning. Math pacing guides and test item specifications are utilized to align standards-based instruction, reteach and fidelity of reading instruction. The weekly collaborative planning meetings with coaches present will have a focus on differentiation (specifically targeting small group instruction initially), based on formative assessment results. This will also help increase the achievement of our students with disabilities and African American students.	Use #6	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
Climate & Environment	During the 2019-2020 school year, of the 53 office discipline referrals (through March 13), 62% of the referrals were assigned to African American students, while only 20% of our student population is African American. Because of this, PIE will be focusing on cultural responsiveness. "Cultural responsiveness is not a practice; it's what informs our practice so we can make better teaching choices for eliciting, engaging, motivating, supporting, and expanding the intellectual capacity of ALL our students (Hammond, 2015). This will help not only reduce ODRs, but also improve academics for our students.	Use #5	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
School Theme	During the 19-20 school year, Pelican Island Elementary refocused our efforts and branded ourselves "A School of Environmental Science." For this reason, we will be focusing on science instruction, with an emphasis on classroom discussion/discourse. "With the ever-increasing complexity in the scientific world, providing a strong foundation through a conceptual understanding of scientific processes, crosscutting concepts, and disciplinary core ideas is essential to supporting learners' progression toward increasing levels of sophistication and application to innovative contexts and problems." (Hattie, Fisher, Frey, & Almarode, 2018)	Can't be observed in walkthroughs	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident

Academic Success	<b>1. Standards Based Instruction:</b> 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.	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
	<b>2. Tasks:</b> 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.	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
	<b>3. Monitoring:</b> 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.	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
Equity, Climate, and Culture	<b>4. Engagement/Participation: (accountable Talk)</b> *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.	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
	<b>5. Culture/Climate:</b> 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.	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
	<b>6. Differentiation:</b> 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.	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident

## 2. Email to show when PIE, DES, and BES reviewed each other's SIPs.



## 3. Budget for students in SIP

Area of Focus	Title	Description	School Name	Amount
Instructional Practices specifically relating to ELA	Services	materials for teachers who will run before- or after school tutoring, remediation, or enrichment for ELA and Math areas of focus	0121 - Pelican Island Elementary School	3000
Instructional Practices specifically relating to ELA	Supplies	materials needed to differentiate instruction (ex. "double meaning" books for ELA and Math areas of focus)	0121 - Pelican Island Elementary School	3000
Culture & Enrichment specifically relating to Equity & Diversity	Supplies	materials needed to support culturally responsive practices (ex. "culturally responsive teaching and the brain" books)	0121 - Pelican Island Elementary School	1500
Instructional Practices specifically relating to ELA	Other Personnel Services	substitutes needed for collaborative planning and professional development (for ELA and Math areas of focus)	0121 - Pelican Island Elementary School	5000
Culture & Enrichment specifically relating to Equity & Diversity	Other Personnel Services	substitutes needed for professional development	0121 - Pelican Island Elementary School	3000