Date: 10/9/2020

School/Department: Beachland 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 1.12 - Student Progress Monitoring

Create data review sessions with school principals to review subgroup data,
which includes a discussion on the progress monitoring of African American
students. Plans of action will be implemented after each session.
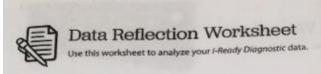
**Explanation of
Evidence:**

School-level, grade-level/content area data chats and agenda   for I-Ready
and Unit 1 assessments have occurred with each grade level

**Results of Action
Taken:**

All K-2 teachers have meet with instructional coach. Grades 3, 4, and 5 have met
with the K-2 instructional coach for researched-based interventions and data
analysis. A plan of action for remediation, reteaching, enrichment, etc., will be
created after each chat based on iReady scores, unit assessments, and classroom
learning walk/impact review data. Attached is a sample grade level reflection
worksheet of scores.

Reflection:

Utilizing data from our data dashboard, Data Com meeting on 10/16, and school
performance levels, identification for RTI and enrichment opportunities continue.

Data Reflection Worworksheet

Use this worksheet to analyze your i-Ready Diagnostic data.

Date: 09/29/2020

☐ Mathematics   ☑ Reading

School, Grade Level, and/or Class: **Kindergarten**

Ask
(Select or create your question.)

What students are below grade level / not kindergarten ready?

	Bright Spots (e.g. higher placement levels, success with a specific domain, more than expected progress toward growth measures)	**Areas for Improvement** (e.g. lower placement levels, struggle with a specific domain, less than expected progress toward growth measures)
Observe (List the grade level(s), class(es), and/or student(s).)	White - 27 Black - 2 Hispanic - 9 Other - 1 A/PI - Ø	W - 26 B - 8 H - 4 O - 5 A/PI - 1 44/83 Tier II
Reflect (List the instructional strategies or plans you've tried and their effect.)	ABC Bootcamp - provided students who know all letter names (lower case / uppercase and sounds)	ABC Bootcamp - provided students who do not know all 26 letters (names and sounds) Differentiation provided through small group
Take Action (Incorporate your action for what you will do and when.)	Enrichment opportunities - iReady Toolbox	Utilize K-3 intervention teacher (HEGGARDY, FUNDATIONS) Sonday, iReady Toolbox, K-Pals

⛵ i-Ready