

Evidence of Progress Monitoring

School District of Indian River County #SDIRCStrongerTogether

Date: 10/20/2020

School/Departmen Citrus Elementary

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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 1.25 - Universal Screening for Gifted Identification School counselors will implement universal screening for gifted identification for all students prior to 4th grade across all District elementary schools utilizing procedures outlined in the state-approved District plan for increasing underrepresented populations in gifted.

Explanation of Evidence:

As a principal, i-Ready diagnostic scores were given to the school counselor to screen students of all races for gifted.

Results of Action Taken:

Currently, there are 11 students identified as gifted. Eight more have had the process initiated. The attached chart shows the students, the demographics, etc.

Reflection:

It is our hope that we are equitable in our process to identify students into the gifted programs for all underrepresented populations.

| Student Name | ID | Grade | | Virtual / Transitional | Gifted Y/N | Gifted Referral Initiated | ESE | Race | Non- | Black / African American | Hispanic | Multi Racial / Other | Native American / Alaskan Native | - |
|--------------|-------|-------|--------------|---------------------------|---------------|---------------------------------|-----------|---------------------|------------------|--------------------------------|----------|----------------------------|---|------------------|
| | 21805 | 1 3 | Boccia | | | х | | Black, Non-Hispanic | | х | | | | |
| | 20303 | 3 4 | Del Tufo | | | х | | White, Non-Hispanic | х | | | | | |
| | 17175 | 1 5 | Farnsworth | | | х | Υ | Black, Non-Hispanic | | х | | | | |
| | 20400 | 1 4 | Trimm | | Υ | | | White, Non-Hispanic | х | | | | | |
| | 20797 | 1 3 | Demmy | V | Υ | | | Hispanic | | | х | | | |
| | 20303 | 7 4 | Palmer | | Υ | | | White, Non-Hispanic | х | | | | | |
| | 20023 | 5 5 | Durazzo | | Υ | | | Hispanic | | | х | | | |
| | 21678 | 3 2 | Hollander | | Υ | | | White, Non-Hispanic | х | | | | | |
| | 20046 | 1 5 | Durazzo | | | х | | Hispanic | | | х | | | |
| | 21823 | 9 5 | Durazzo | | | х | | Hispanic | | | х | | | |
| | 20376 |) 4 | La Ratondo | | | х | | Black, Non-Hispanic | | х | | | | |
| | 20027 | 3 5 | Reed | | Υ | | | White, Non-Hispanic | х | | | | | |
| | 21343 | 1 2 | Bevan | | Υ | | | White, Non-Hispanic | х | | | | | |
| | 21046 | 2 4 | Simmons-Scot | V | Υ | | | Other | | | | х | | |
| | 21694 | 1 4 | Trimm | Т | Υ | | | Hispanic | | | х | | | |
| | 21001 | 5 3 | Boccia | | | х | | Black, Non-Hispanic | | х | | | | |
| | 20022 | 5 5 | Greenway | | | х | | Hispanic | | | х | | | |
| | 20805 | | Tetreault | | Υ | | | Hispanic | | | х | | | |
| | 20659 | 5 4 | La Ratondo | | Υ | | | White, Non-Hispanic | х | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | Total Gifted | | | Total White / | Total Black / | | Total Multi | Total Native American | Total Asian / |
| | | | | | Total | Referral | | | Non- | _ | Total | Racial / | / Alaskan | |
| tal Students | | | | | Gifted Y | Initiated | Total ESE | | | American | | Other | | Islander |
| | 19 | | | | 11 | | 5% 1 | | | | 37% 7 | 5% 1 | 0 | |
| | 587 | | | | | | 21% 142 | | | | | | <1% 2 | 2% 13 |
| | % | | | | | | <1% | | | <1% | | <1% | | <u> </u> |