



Evidence of Progress Monitoring

School District of Indian River County

#SDIRCStrongerTogether

Date: 10/5/2020

School/Department: Oslo Middle

Action Step # and Description: Action Step 1.5 – Achievement Gap Resource Allocation
(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

Explanation of Evidence: Oslo's School Improvement Plan specifically addresses achievement gaps for African American Students through goals #2 and #3. Goal #2 focuses on increasing positive climate and culture through school-wide implementation of PBIS. Goal #3 focuses on differentiation for specifically targeted subgroups, including African-American students. Actions taken include implementation of PBIS including targeted students for tier 2 with check in-check out, social skills groups, restorative justice; before school and after school tutoring, differentiation PD and teacher support.

Results of Action Taken: As a result of these actions, we have already seen positive impacts on climate and culture with decreased discipline referrals compared to last year leading to more time in class. As a result of differentiation PD and implementation, we have seen an increase in teacher awareness and use of differentiation strategies as well as student engagement. We expect to see positive results in Unit Assessment and iReady data.

Reflection: We are proud of the many steps we are taking in collaboration with teachers and staff to make a positive impact on the success of our African American students, and we look forward to the results to be made due to our efforts around positive climate and culture and differentiated instruction.

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OMS AFTER SCHOOL TUTORING PROGRAM

Tutoring is offered for face to face
and virtually through Microsoft Teams
appointments.

Sign up by contacting your
teacher or guidance counselor.

TUESDAY, WEDNESDAY & THURSDAY 2:45-4:30
(AN AFTER SCHOOL BUS IS PROVIDED)

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FREE Afterschool Program



Tuesday – Wednesday-Thursday
Oslo Middle School
480 20th Ave SW, Vero, FL 32962
3:00pm-5:00pm

Feed the Lambs Enrichment Program is now accepting applications for their Afterschool program. The program has two sites located at Oslo Middle School. On September 14th at 6:00 p.m. will be registration & orientation at Oslo Middle School in the cafeteria. **Please bring progress report. There will be a mandatory late fee of \$1.00 a minute if you are not there to pick child at 5:00pm. Your children must have homework or need help in improving grades. If not we will not allowed them to participate in the program.** Tutoring will start on September 15th at Oslo Middle School. **Please be advised that the dates are subject to be change and you will be notified of the changes.**

For more information

Call Kenya May 772 404-9955 or John May 772-501-2617

Availability will be limited to capacity of sites

Prepare All Students for Grade-Level Reading

New tools to help teachers scaffold comprehension and empower every learner to access grade-level texts

Tools for Scaffolding Comprehension

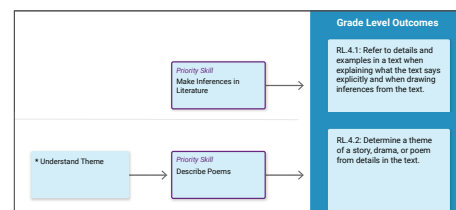
Subject: Reading Grade: 4

Comprehension Progression
Determine which skills best support students as they work toward grade-level comprehension outcomes. Each skill has corresponding Tools for Scaffolding Comprehension resources, all available on this page.

Guide for Scaffolding Comprehension
Get recommendations for addressing unfinished learning. Learn how to use data to plan scaffolded comprehension instruction and differentiate with Tools for Scaffolding Comprehension.

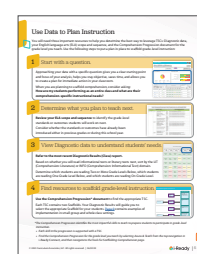
Showing 6 of 6

Standard	Grade Level Outcome	Title	Teacher	Student
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Make Inferences in Informational Texts		
RI.4.2	Determine the main idea of a text and explain how it is supported by key details.	Connect Important Ideas in a Text		
RI.4.2	Summarize the text.	Sequence Ideas to Summarize		
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Describe What Happened and Why		
RI.4.5	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	Describe Text Structures		
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Understand How Point of View Impacts Meaning		



Comprehension Progression

Understand the connection of standards to uncover priority skills that address students' unfinished learning.



Guide for Scaffolding Comprehension

See how to use i-Ready data to scaffold grade-level comprehension work.

TOOLS FOR SCAFFOLDING COMPREHENSION

Sequence Ideas to Summarize

GRADE 4 OUTCOME
Summarize the text.

1 Choose a Level of Support

SCAFFOLD A
Reorganizing Sequence of Information
Recommended for students 2+ grade levels below

SCAFFOLD B
Using Text Structure to Summarize
Recommended for students 1+ grade level below

	MISCONCEPTIONS AND SKILL GAPS	
✓	Students are not yet able to reorganize how writers organize information.	✓
✓	Students are unfamiliar with informational text structures.	✓
	Students are able to recall key details from the text but are not yet able to sequence those ideas in a logical order.	✓

2 Meet the Texts
Review the complexity of the text for the chosen scaffold to anticipate where students may struggle.

TEXT A: *Hydroponic Gardens: The Wave of the Future*
TEXT B: *Eating Out of This World*

Teachers receive **lesson plans** for each priority skill that prepare students for upcoming grade-level instruction.

COMPREHENSION TOOLS
Sequence Ideas to Summarize

NAME: _____

TEXT A
Hydroponic Gardens: The Wave of the Future

DIRECTIONS
Read the text and complete the activities on page 2.

1. Imagine growing juicy strawberries—without soil! Growing them without soil is called hydroponic gardening. Watch a video about hydroponic gardening.

COMPREHENSION TOOLS
Sequence Ideas to Summarize

NAME: _____

TEXT B
Eating Out of This World

DIRECTIONS
Read the text. Then complete the chart on page 4.

1. Astronaut food has changed over the years. In the early days of space exploration, astronauts traveled in small spacecraft, where there was little room for food. Fresh foods in early space travel were not practical. They spoiled, took up too much space, and were too heavy.

First Foods in Space

2. Instead of fresh foods, astronauts ate food that was semi-liquid. It had to be squeezed from a tube or slurped through a straw.

3. Even foods like beef were eaten this way. The semi-liquid food was often described as **implantant**.

4. Astronauts also ate freeze-dried foods. Freeze-dried foods don't

explorations: watch, journey to find something

implantant: semi-liquid; not solid

For each priority skill, **developmentally appropriate texts** are provided for students working at one and two or more grade levels below to support differentiated instruction.

((e-mail to staff))

Below are the results of our Impact Review Walks of 18 classrooms. The numbers indicate the amount of classrooms that the effective practice was either evident, partially evident, or not evident in.

	Effective Practice	Evident	Partially Evident	Not Evident
Success	Standards Based Instruction	8	6	3
	Tasks	4	6	7
	Monitoring	2	4	11
Climate, and Culture	Engagement/Participation	5	4	8
	Culture/Climate	7	7	3
	Differentiation	2	2	13

Here is the rubric with “Look-Fors” that served as a guide during the walk through.

Academic Success	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.	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
	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.	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
	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.	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
Equity, Climate, and Culture	4. Engagement/Participation: *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
	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.	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
	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.	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident

Based on conversations and feedback from the Impact Review Team, here are some conclusions regarding overall progress toward instructional goals at Oslo:

Strengths:

- Attention to standards and essential questions in classrooms
- Culture and Climate is very positive
- Teachers are trying new initiatives
- Students feel safe to ask questions and work on difficult problems

Areas for improvement:

- Pacing needs to be more timely
- Lack of differentiation
- A need for monitoring for understanding rather than just compliance