



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

Date: 10/9/2020

School/Department: Sebastian River High

Action Step #
and Description: 1.13 – Student Progress Monitoring
(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

Explanation of Evidence: This document details the items utilized during our school's Impact Review Session with district level personnel. During this session data was review of student progress in core areas and school improvement areas. Also during session Administration and district representatives completed classroom walkthroughs and focused on areas within the district's strategic plan and SRHS school improvement plan. Small and whole group discussion were done to discuss observations and areas of needed improvement. After Impact Review Session a summary of session capturing data from walk through.

Results of Action Taken: As a review of the impact review school administration will make adjustments to upcoming Professional Development to address areas of needs and direct needed support to classrooms and core areas of concern.

Reflection: The Sebastian River High School Leadership Team has agreed to share this information within their departments. It was also agreed that we will continue follow up training for teachers and staff members who need more specific and targeted support.

Impact Review Agenda for SRHS



Impact Review Walk Through Schedule



Walk-Through Schedule



Time	Group 1	Group 2	Group 3	Group 4	Time	Group 5	Time	Group 6
8:35 – 8:50	Cornacione W205	Divers M204	Fitzgordon W112	Flores V109	8:35 – 8:45	Selvas W104	8:45 – 8:55	Selvas W104
9:01 – 9:16	Emmons W217	Kulp M205	Hofer W116	Kassir V114	9:10 – 9:20	Learning Strategies C211	9:20 – 9:30	Learning Strategies C211
9:21 – 9:36	Z. Gohrke W217	Jurik M104	Rickert W117	Geer V116	9:45 – 9:55	Hofer W116	9:55 – 10:05	Hofer W116
9:41 – 9:56	Platt W203	Hall M107	Davis V112	Hulse W113	10:10 – 10:20	Rickert W117	10:20 – 10:30	Rickert W117
10:01 – 10:16	Howder W204	Lunny G101	Colon M208	Wolff F215	10:40 – 10:50	Media Center	10:50 – 11:00	Media Center
10:21 – 10:36	Hallert V102	L. Infanzon F105	Gollher M108	C. Taylor G209	11:05 – 11:15	Media Center	11:15 – 11:25	Media Center
10:40 – 11:00 (Small Group Debrief)	Media Center	Media Center	Media Center	Media Center	11:45 – 12:00	Media Center	11:45 – 12:00	Media Center
11:05 – 11:45 (Whole Group Debrief)	Media Center	Media Center	Media Center	Media Center				
11:45 – 12:00 Findings & Conclusion	Media Center	Media Center	Media Center	Media Center				

"Thank you Cards"

Please leave one card per classroom with one positive comment for our teachers.



Impact Review Collection Tool

Teacher Name:	Subjects:
Effective Practice:	Observation Evidence:
<p>Classroom Instruction</p> <p>Linking Daily Learning Targets focused on a scaffolded approach to rigorous standard-based instruction. Teacher will use "I can" statements to address the topic for each day's lesson. These daily learning targets will be utilized to share instruction into digestible bites.</p> <p>Continuous monitoring of student data by student/teacher through formative and summative assessments captured on a common form. Shared Report to guide instruction and ensure increase student achievement through collaborative planning.</p> <p>Identify will eliminate the opportunity gap that exists for lower performing students by providing high expectations as well as grade-level appropriate instruction for all. Through the implementation of equitable practices, we will remove academic barriers and encourage growth mindset in all spaces.</p> <p>SDS will increase the representation of all students, specifically minority students, in advanced curriculum and industry certification courses (IB, AP, Dual Enrollment, CTE). This goal will over arch several years and we have 100% of seniors graduate with at least one AP, IB, Dual Enrollment, or CTE credit.</p>	<p>Results:</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident</p> <p><input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident</p>
Academic Success	<p>A. 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."</p> <p>A. 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."</p> <p>A. 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."</p>
Equity, Climate, and Culture	<p>A. 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 conversations and access to learning opportunities for all students."</p> <p>A. 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 say, question, and interpret concepts from a variety of perspectives." "Teacher incorporates students' cultures, and experiences reflected in the classroom environment, curriculum, and/or instruction."</p> <p>A. 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."</p>

Impact Review Data Collection Tool

Impact Review School Summary

Impact Review School Summary Documentation

School: Sebastian River High School
Date: October 19, 2020

Participants: Myhre, Lord, Beckham, Garrick, Rogers, Teske, L. Walker, Crawford

	Effective Practice	Evident	Partially Evident	Not Evident
School Goals	School Instructional Goal #1			
	School Instructional Goal #2			
	Climate and Environment			
	School Theme			
Academic Success	Standards Based Instruction	16	12	2
	Tasks	14	9	7
	Monitoring	6	11	13
Equity, Climate, and Culture	Engagement/Participation	9	12	9
	Culture/Climate	11	13	6
	Differentiation	4	7	19

Guiding questions to be answered during the whole group debrief.

1. What strengths did you see today that you want to see more of?
How are you going to develop these strengths and communicate them with your staff?

The strengths observed were standards-based instruction and task. The administrative team of SRHS would like to see learning goals and targets used more as a "learning tool". These strengths will

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be conveyed and developed through reviewing the "Display, Discuss, and Do" process with teachers.

2. What areas of development did you observe today? How will you share this with staff?

The areas of development observed were engagement/participation and differentiation. The administrative team of SRHS will establish this expectation through collaborative planning.

3. Are the strengths and areas of development identified in the learning walks consistent with the priorities in the school improvement plan? Yes
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