



Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date: 10/9/2020

School/Department: Vero Beach High School

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.)

1.12 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:

VBHS Data review sessions will take place during department chair meetings every second Tuesday of the month. Sub group data, and progress monitoring of African American students and plans of action will be established and reviewed. On 9/30 VBHS hosted quarter 1 Impact Review with 20 VBHS Instructional staff and 14 school district leaders and instructional staff to complete 15 minute observation of 40 classrooms. Data collection was taken by each observer within each group (8 groups). Within the Data collection tool, there are 3 areas that are tied to equity; engagement/participation, Culture/climate, and differentiation. This classroom learning visit process (Impact Review) will meet with the new Datacom process of reporting our unit assessment outcomes etc. for continued observation, strategy, and problem solving, in the coming weeks, based on the data and findings. For this 1st Q Impact Review, the idea is to take the trends gathered by the observing walkthrough groups and either adjust our SIP based on what is discovered, or to start independent initiatives as needed.

Results of Action
Taken:

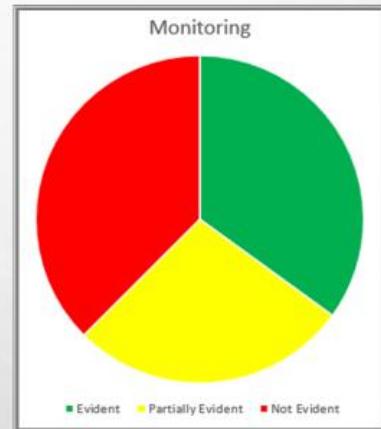
Some noteworthy trends stood out immediately and are worth sharing: The work we have accomplished on the Standards Based Instructional Framework was consistently marked by the observing groups as evident in classrooms, and is to be particularly commended as it evidences our progress with our SIP Goal #2: When teachers facilitate lessons using the Standards Based Instructional Framework, then student engagement increases, positively impacting academic outcomes. The areas identified for follow-up and next steps were “questioning/monitoring” (which we had identified last Spring) as well as “differentiation” (new).

Reflection:

With this as a starting point for this school year, it was determined during the share out discussion that we will adjust our SIP goal #1 to include differentiation. This will be followed up with staff development on differentiation, since we have not had the training before as an entire faculty. Adjusted SIP Goal #1: Through instructional coaching, teachers will improve routine and systematic formative assessment data to adjust curriculum and differentiate instruction to meet the needs of all students. Emphasis will be placed on the school's SWD subgroup identified in section II part D of this document as falling below the 41 percent threshold. Through improving questioning and monitoring questioning, monitoring, and differentiation techniques, teachers will be able to increase student engagement and differentiate instruction to meet the needs of all students in the classroom. The data reviewed and included in this SIP indicates that there are learning gaps among VBHS's sub-groups. In theory, by focusing instruction on the monitoring and engaging students from these specific sub-groups, the school should be able to accelerate learning gains. *It was also noted in the whole group discussion that these instructional practices also directly correlate to equity and diversity in the classroom whereby effective questioning, monitoring, and differentiation ensure that we are reaching all students through our teaching and learning opportunities provided to our students, which is also noted in our SIP Goal #1. See data tables attached:

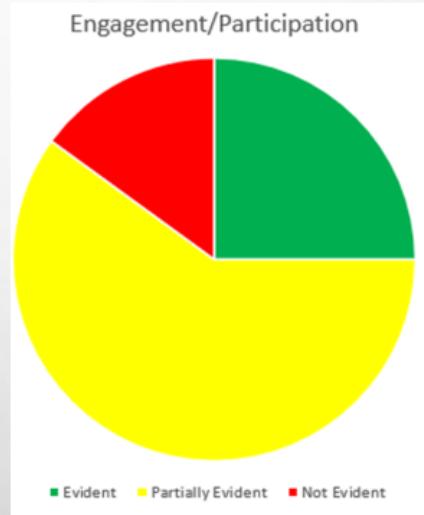
MONITORING

- 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.



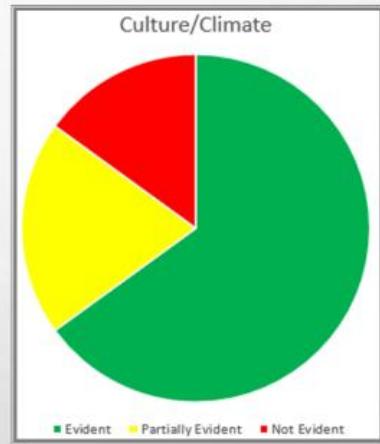
ENGAGEMENT/PARTICIPATION

- 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 AND THINKING.
- THE TEACHER INCORPORATES STRATEGIES AND STRUCTURES THAT FACILITATE PARTICIPATION AND ACCESS TO LEARNING OPPORTUNITIES FOR ALL STUDENTS.



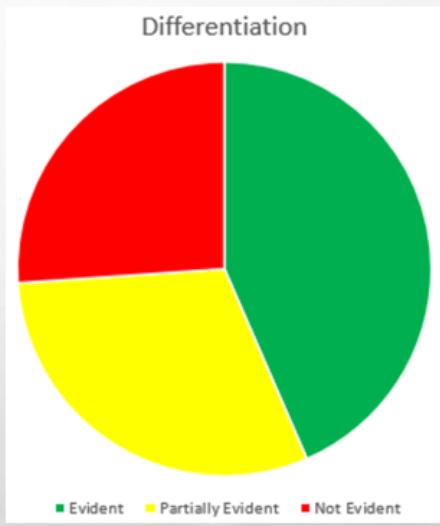
CULTURE/CLIMATE

- 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.



DIFFERENTIATION

- TEACHER DIFFERENTIATES INSTRUCTION (CONTENT, PROCESS, OR PRODUCT) BASED ON STUDENT NEEDS.
- TEACHER DIFFERENTIATES INSTRUCTION, SO EACH CHILD CAN ACCESS THE LEARNING TARGET AND PROGRESS TOWARDS MASTERY OF THE STANDARD.



TAKEAWAYS

STRENGTHS

- CULTURE & CLIMATE (SIP 3)
- SOCIAL EMOTIONAL LEARNING (SIP 3)
- STANDARDS BASED INSTRUCTION (SIP 2)

AREAS FOR GROWTH

- DIFFERENTIATION (SIP 1)
- FORMATIVE ASSESSMENTS & MONITORING (SIP 1)