



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

**Date:** 10/20/2020

**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.)**

1.15 High school instructional staff and administrators will identify the specific standards from Unit Assessments in English, Mathematics, Biology, and U.S. History by race to support schools in identifying course concepts / standards that need to be re-taught to improve mastery for African American students and reduce the likelihood of course failures.

**Explanation of**  
**Evidence:**

Several processes are in place to collect data in order to monitor the progress of AA Students. Data chats are scheduled to begin in October which will follow our initial benchmark assessments in core subject areas. In addition to these, several other data processes will begin implementation in October: Quarterly Impact Review Action Plans, Common planning sessions, Instructional Coach facilitating Data Chats, Quarterly Classroom walk through, Documented support of interventions and strategies provided to teachers from principals

**Results of Action**  
**Taken:**

Coaches will be training teachers the week of October 5th to access their student performance data in order to begin tracking students who are low performing and need extra assistance with special emphasis on AA Students. 10/5 Update Coaches are training teachers this week. Impact Review occurred last week with quarterly classroom walkthroughs whereby 40 classrooms were visited for 40 minutes.

**Reflection:**

Extensive data was collected following last week's Impact Review process conducted at VBHS following 40 classroom observations conducted by 8 groups of observers consisting of 34 individuals.

# Impact Review School Summary Documentation

School: Vero Beach High School

Date: September 30, 2020

Participants:

	Effective Practice	Evident	Partially Evident
o	School Instructional Goal #1	12	9
	School Instructional Goal #2	23	11
	Climate and Environment	25	9
	School Theme	21	
	Standards Based Instruction	23	11
	Tasks	20	12
	Monitoring	14	11
c	Engagement/Participation	10	24
	Culture/Climate	26	8
	Differentiation	10	7

Guiding questions to be answered during the whole group debrief.

1. What strengths did you see today that you want to see more of?

- Culture/Climate
- Social Emotional Learning
- Standards Based Instruction

How are you going to develop these strengths and communicate them with your staff?

- Present and discuss findings during the Impact Review to the staff

2. What areas of development did you observe today?

- Differentiation
- Monitoring/Formative Assessments

How will you share this with staff?

- ELA and Math Data Chats with Instructional Coaches
- US History and Biology Data Chats with Department Chair

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

- Yes

SIP Instructional 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 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.

SIP Instructional Goal#2 When teachers facilitate lessons using the Standards Based Instructional Framework, then student engagement increases, positively impacting academic outcomes.

SIP Climate/Environment Goal#3 When teachers incorporate social emotional learning in their classes, students are more likely to feel better connected and supported in the educational environment. School discipline data indicates that minority students are being suspended at higher rates than peers. According to data by Hattie, the school believes that by focusing on social emotional learning, it can have a significant positive impact on equity and diversity, resulting in less out of school suspensions for minority students.

#### Noticings

- Lessons were aligned to posted targets/standards
- Students compliant and well behaved (transitions
- Academic Vocabulary
- Most evident culture and climate/task aligned to standards
- Reading Classes need computers for Achieve 3000

#### Wonderings

- Lessons not on track with district/department pacing
- Many opportunities for quick tweaks- how is differentiation (intentional) being planned for
- How do you know that "ALL" of your students understand the lesson?
- Differentiation and monitoring, how is this done

**Update 10/20/20**

**Data Chats Held with Literacy and Math Coaches**

**Facilitating:**

- How the Instructional Reading Coach can follow up with them (I.e. lesson planning, classroom visit, modeling, analysis of student work, goal setting or other)

## Reading

- All 9<sup>th</sup> & 10<sup>th</sup> grade Reading teachers met with the Instructional Reading Coach for data chats.
  - Teacher data chat folders included:
    - ELA District Unit 1 Assessment Data Per Grade Level
    - District Reading Curriculum Guide
- Data chats focused on:
  - Grade level trends
  - How Reading teachers can support ELA by targeting the standard(s) that students struggled with the most
  - Teacher support needs
- Transitional 9<sup>th</sup> & 10<sup>th</sup> grade Reading teachers met with Nichole Garrick & Jackie Daly (Achieve 3000 rep) for Achieve 3000 diagnostic Level Set data chats on 10/14/20. Our 1 brick & mortar Reading teacher's data chat has been rescheduled due to SAT testing.

## ELA District 1 Unit Assessment

10

Responses

07:51

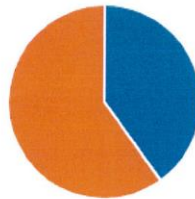
Average time to complete

Active

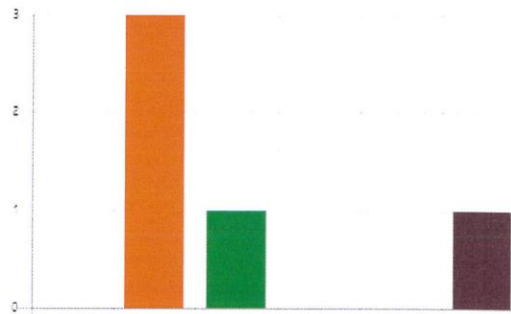
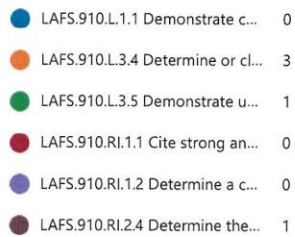
Status

Ideas

1. What grade do you teach?

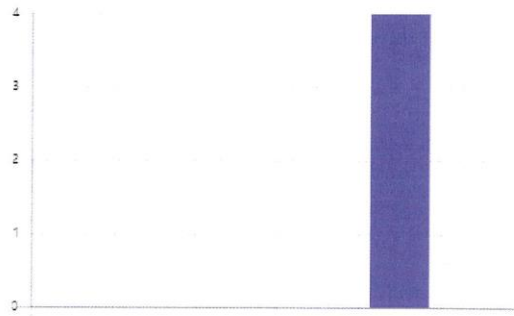


2. Select the standard(s) that your students performed the best on the District's Unit 1 Assessment. (9th)



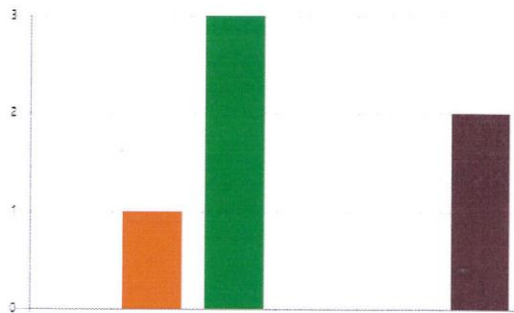
3. Select the standard(s) that your students most need support on per the District's Unit 1 Assessment data? (9th)

<span style="color: blue;">●</span> LAFS.910.L.1.1 Demonstrate c...	0
<span style="color: orange;">●</span> LAFS.910.L.3.4 Determine or cl...	0
<span style="color: green;">●</span> LAFS.910.L.3.5 Demonstrate u...	0
<span style="color: red;">●</span> LAFS.910.RI.1.1 Cite strong an...	0
<span style="color: purple;">●</span> LAFS.910.RI.1.2 Determine a c...	4
<span style="color: brown;">●</span> LAFS.910.RI.2.4 Determine the...	0



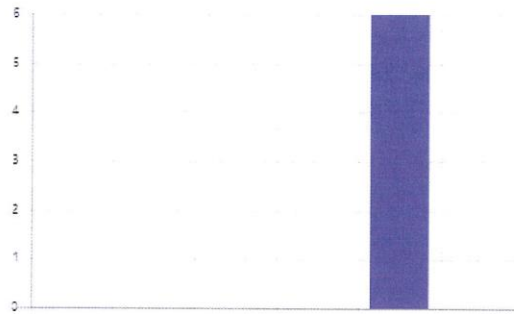
4. Select the standard(s) that your students performed the best on the District's Unit 1 Assessment. (10th)

<span style="color: blue;">●</span> LAFS.910.L.1.1 Demonstrate c...	0
<span style="color: orange;">●</span> LAFS.910.RI.1.2 Determine a c...	1
<span style="color: green;">●</span> LAFS.910.RI.2.5 Analyze in det...	3
<span style="color: red;">●</span> LAFS.910.RI.2.6 Determine an ...	0
<span style="color: purple;">●</span> LAFS.910.RI.3.8 Delineate and ...	0
<span style="color: brown;">●</span> LAFS.910.RI.3.9 Analyze semin...	2



5. Select the standard(s) that your students most need support on per the District's Unit 1 Assessment data? (10th)

<span style="color: blue;">●</span> LAFS.910.L.1.1 Demonstrate c...	0
<span style="color: orange;">●</span> LAFS.910.RI.1.2 Determine a c...	0
<span style="color: green;">●</span> LAFS.RI.2.5 Analyze in detail h...	0
<span style="color: red;">●</span> LAFS.RI.2.6 Determine an auth...	0
<span style="color: purple;">●</span> LAFS.RI.3.8 Delineate and eval...	6
<span style="color: brown;">●</span> LAFS.RI.3.9 Analyze seminal U...	0



6. Why do you feel that your students performed well on the standard(s) you selected as strengths?

10  
Responses

#### Latest Responses

"We have worked daily on language strsnds"

"Students more than likely performed well on this standard because w...

"Perhaps they understood the text presented so could more easily iden...

7. How do you plan to target those standards that need support to foster growth?

10  
Responses

#### Latest Responses

"Repeated practice Differentiate Scaffolding "

"In order to foster growth and strengthen students' abilities to meet st...

"More focused study on rhetoric/argument, logical fallacies in spring"

**African American**

Performance Bands



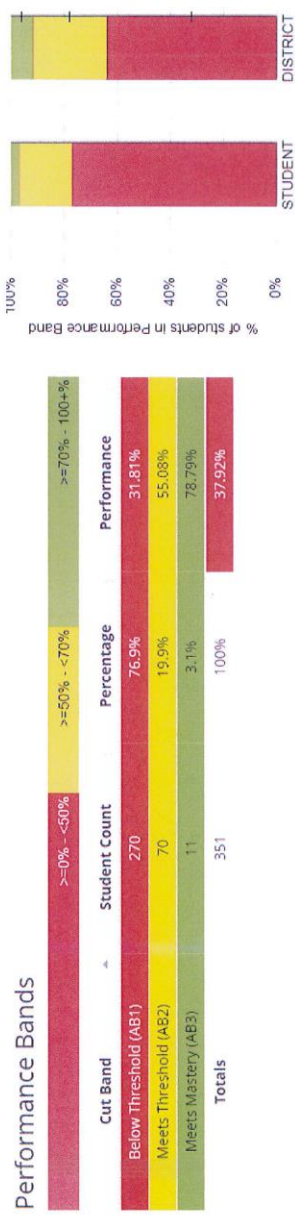
## African American

Attribute	# of Items	% of Students	Average
FL.LAFS.910.L.1.1.a	2	39	4.94%
FL.LAFS.910.L.3.4.a	1	10	87.65%
FL.LAFS.910.L.3.5	1	45	44.44%
FL.LAFS.910.RI.1.1	2	17	43.21%
FL.LAFS.910.RI.1.2	3	60	6.17%
FL.LAFS.910.RI.2.4	2	43	39.51%
FL.LAFS.K12.L.1.1	2	39	4.94%
FL.LAFS.K12.L.3.4	1	10	87.65%
Standard	Depth of Knowledge	Question Interactions	Previous 1 2 Next

Attribute	# of Items	% of Students	Average
FL.LAFS.K12.L.3.5	1	45	44.44%
FL.LAFS.K12.R.1.1	2	17	43.21%
FL.LAFS.K12.R.1.2	2	68	2.47%
FL.LAFS.K12.R.2.4	2	6	39.51%
Standard	Depth of Knowledge	Question Interactions	Previous 1 2 Next

[illegible]

# Entire School Enrolled in Algebra 1 and Algebra 1A



## SWD- Students with Disabilities Enrolled in Algebra 1 and Algebra 1A



### Algebra 1 Unit 1 District Assessment Data for VBHS

#### AA- African American Enrolled in Algebra 1 and Algebra 1A



#### ED- Economically Disadvantaged Enrolled in Algebra 1 and Algebra 1A

