



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

**Date:** 11/18/2020

**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.)**

1.16 School leadership teams will use the Florida Early Warning Indicators as displayed in Unify to develop and support interventions for African American students who are not on track to graduate. Data will include attendance below 90%, one or more suspensions, course failure in ELA or Math, and Level 1 on a statewide assessment.

**Explanation of Evidence:**

At monthly MTSS meetings, the team will identify African American Students who are not on track to graduate. This monitoring is underway as evidenced in the MTSS Meeting agenda. School Counselors attend the MTSS meeting and will be following up on the AA Students academic progress with the students directly as well as with their teachers. Mentoring programs are starting once the students are identified. Evidences will be: School leadership team's monthly data chats/MTSS with action plan. Monitoring data from Unify and Power BI by teachers, school counselor and instructional coaches to create individualized student plans. Providing mentors to students who have been identified on the Early Warning Indicator list

**Results of Action Taken:**

School counselors are beginning to meet with African American students who are not on track to graduate to discuss with them the requirements that need to be met as well as a plan to meet those requirements before March.

**Reflection:**

MTSS will be meeting weekly to discuss supports and interventions for African American students who are not on track to graduate. Power BI as well as other Florida Early Warning Indicator data points will be examined and discussed.

## MTSS Meeting Notes 9/16/20

Keller spoke to Hiller to discuss support options. Student schedule was reviewed and the options of moving to Molton's SAT Prep /Reading class.

### **1. Senior Data and tier 2 was reviewed with emphasis on AA Students.**

- Students with level 1 should be in intervention reading course.
- Tier 2 – depending on score.

### **2. Safety Plan Responsibilities**

- MTSS team will write safety plans
- 19-20 safety plans will be review next meeting to evaluate continuation or termination of plan.
- Fran will monitor student safety plans and track data when she is on campus.

### **3. FAB/BIP**

- 19-20 students with a FAB/BIP that have check in/check out interventions, schedules will be altered to incorporate “learning strategies” as daily check in.
  - Ripple Effects- Use as an intervention for students on Fab/BIP
  - Cross reference Discipline plan students with FAB/BIP students to determine if adding to discipline plan schedule will work.
  -
4. - Safety Plan , waiting for district email to initiate plan.

**5. Progress report** -lowest quartile by grade report.  
Review progress for AA Students.

6. Laptop for data entry

Update 10/20/20

Based upon Florida Early Warning System Indicators, African American students who need interventions are being addressed and provided additional opportunities for remediation.

VBHS has secured the A2 grant opportunity and \$ 9000. From the district to provide tutoring opportunities for every subject area 3 days per week with transportation provided. Graduation coach and school counselors are

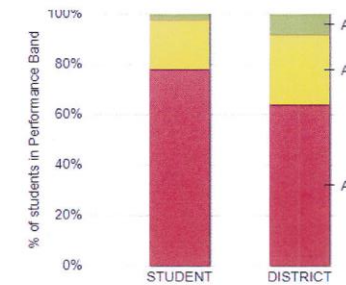
meeting with identified students in order to sign them up for tutoring sessions.

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

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

##### Performance Bands

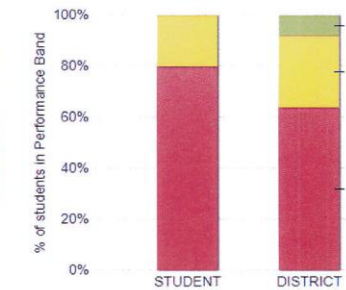
	>=0% - <50%		>=50% - <70%		>=70% - 100+%	
Cut Band	Student Count	Percentage	Performance			
Below Threshold (AB1)	71	78%	31.77%			
Meets Threshold (AB2)	18	19.8%	54.63%			
Meets Mastery (AB3)	2	2.2%	77.78%			
Totals	91	100%	37.3%			



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

##### Performance Bands

	>=0% - <50%		>=50% - <70%		>=70% - 100+%	
Cut Band	Student Count	Percentage	Performance			
Below Threshold (AB1)	8	80%	32.64%			
Meets Threshold (AB2)	2	20%	55.56%			
Totals	10	100%	37.22%			



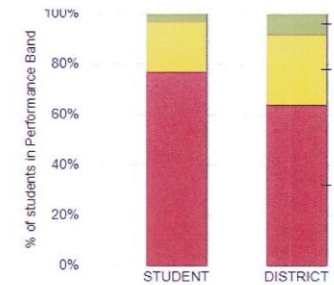
### Algebra 1 Unit 1 District Assessment Data for VBHS

[https://unify.performancematters.com/core/report/sia/index.jsp?studentFilter=%7B%22q%22%3A%5B%5D%2C%22sort%22%3A%5B%5B%22c\\_student%24long\\_name%22%2C%22asc%22%5D%5D%2C%22suppress%22%3A%5B%5D%2C%22filter%22%3A%7B%22tag%22%3A%22All%22%7D%2C%22headers%22%3A%5B%22c\\_student%24long\\_name%22%5D%7D&samTestId=3012462&samTestIds=%5B3012462%5D&unifyTestId=1865229&showSections=false](https://unify.performancematters.com/core/report/sia/index.jsp?studentFilter=%7B%22q%22%3A%5B%5D%2C%22sort%22%3A%5B%5B%22c_student%24long_name%22%2C%22asc%22%5D%5D%2C%22suppress%22%3A%5B%5D%2C%22filter%22%3A%7B%22tag%22%3A%22All%22%7D%2C%22headers%22%3A%5B%22c_student%24long_name%22%5D%7D&samTestId=3012462&samTestIds=%5B3012462%5D&unifyTestId=1865229&showSections=false)

### Entire School Enrolled in Algebra 1 and Algebra 1A

#### Performance Bands

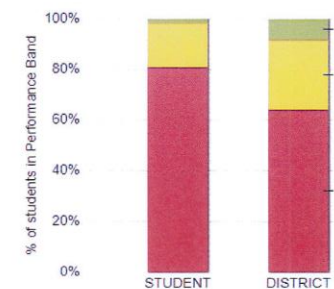
		>=0% - <50%	>=50% - <70%	>=70% - 100+%
Cut Band	Student Count	Percentage	Performance	
Below Threshold (AB1)	270	76.9%	31.81%	
Meets Threshold (AB2)	70	19.9%	55.08%	
Meets Mastery (AB3)	11	3.1%	78.79%	
Totals	351	100%	37.92%	



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

#### Performance Bands

		>=0% - <50%	>=50% - <70%	>=70% - 100+%
Cut Band	Student Count	Percentage	Performance	
Below Threshold (AB1)	54	80.6%	30.04%	
Meets Threshold (AB2)	12	17.9%	53.7%	
Meets Mastery (AB3)	1	1.5%	72.22%	
Totals	67	100%	34.91%	



Attendance is higher for Transitional 77% and Virtual 76% than it is for brick and mortar 56% in the green (good).

**Behavior 1865 students on campus:**

This time last year we had 42 ISS and we currently have 52 ISS this year.

Last year we had 35 OSS and this year we have 2 OSS (white) with 16 assigned to (4 white and 12 AA) Alternative to OSS/ ALTOSS.

**Q1 Grades are concerning especially for those students in Option 2 Edgenuity**

Virtual/Edgenuity Overall Students averaged 35% D's and F's whereby 23% of White students had D's and F's, 30% of African American Students had D's and F's, and 28% Hispanic students had D's and F's. While 52% was the average Failure rate for ELA, Science, and SS; 64% was the failure rate for math.

Most all of our L25 are now in school Brick and Mortar

Biology: out of 46 L25 students, 46 are in school 41 are in the red (Low) on the unit assessment 1 and 5 are in the yellow (early progress).

Algebra: 110/121 LQ students are in school, and for Unit Assessment #1 out of 107/121 are in the red and 14/121 are in the yellow.

Geometry 6 LQ students are in Geometry.

**VBHS Graduation Rate is at 95.76 whereby white students were at 96%, African American Students 95% improved from 88%, and Hispanic at 97. While our rate has risen over the past 5 years 82, 89, 91, 93, 96, we have concerns that we did not have state assessments as part of the equation last school year, and rates could decline if we are not proactive today.**

**For our 2017-18 Cohort of current Seniors**

VBHS's yearly goal is to graduate 100 percent of its students.

Perpetual monitoring and adjustment of graduation rate by specific cohort.

The most current data on graduation rate for the 2017-2018 cohort are below.

Current enrollment numbers reflect 735 students in the cohort. Barriers to graduation include:

- 139 students are missing a passing score on the FSA ELA 10th Grade Writing and Reading Assessment.
- 72 students are missing a passing score on the Algebra 1 EOC Assessment.

These numbers are almost identical to the previous years' cohort at this point in the school year

**Graduation Coach Reporting: Plan of Action**

In its pursuit of graduating 100 percent of this years' students, VBHS will implement the following steps:

- Counselors have been and will continue to meet with Seniors for "graduation checks" I piggyback off these checks when I meet with students and go over all requirements to graduate as well as any questions or concerns, they may have

- At the DEC 18<sup>th</sup> deadline, I will meet with guidance to come up with a plan of action in enrolling students who did not successfully complete virtual classes in Edgenuity for immediate course recovery
- I inform students that Tutoring is offered after school 5 days a week with provided transportation on Monday/Wednesday/Thursday, to help students recover credits and improve GPA.
- I will continue to assist students in signing up for SAT/ACT opportunities and inform students regarding waivers for these tests. Additionally, the school will provide funding to low income students that have exhausted all waivers for these examinations.
- The school will provide students an opportunity to take the Algebra 1 EOC and multiple opportunities to PERT test during the winter testing window with an Algebra “Boot Camp” prior to taking the exam.
- I will continue to work with Ms. Mary Hiller (who has done an amazing job), and the Math Department to provide tutoring prior to the PERT test.
- I will also continue working with Dawn Molton who is providing tutoring for SAT/ACT PREP after school

## **In order to improve academic outcomes moving forward:**

By October 26<sup>th</sup> we brought back 183 students from options 2 and 3, of which 127 of them had at least one F and many had multiple F’s.

We worked out a plan with the district to provide Virtual/ Edgenuity students the remainder of Q2 to improve their Q1 Grades by continuing to complete their Q1 assignments.

Due to concern that our students at home are not having as many opportunities to receive preparation instruction and then take the PERT test for a concordant score. Math Coach has reached out to students who are not on campus to get them to come in for PERT help and then retest them,

VBHS submitted a plan to the district for A2 Funding and received \$9000 to help increase learning opportunities for struggling students. We are promoting the opportunities to struggling students and their parents with personal invitations to attend after school tutoring, delivered to the student, calls to the parent, as well as a letter delivered to the home explaining when tutoring sessions are and that we are providing bus transportation home afterwards. We now have tutoring opportunities for every core subject area and for SAT Prep, Peer to Peer Tutoring, Spanish, as well as the opportunity to meet with a school counselor after school hours. Our main campus media center library will now have open study evenings each Wednesday from 5-7pm.

For our Impact Review Held on September 30<sup>th</sup> 40 classrooms were visited by 30 district and school instructional observers divided into 8 groups and the findings were as follows:

While SBI, Social Emotional, and Culture and Climate had favorable marks overall, areas for immediate development were Engagement, Monitoring, and



Differentiation. All findings were share with faculty as a data chat where development plans were discussed along with our SIP Goals.

- VBHS Will Host Learning Walks on November 12
- VBHS Pillars School Based Staff Development Held also Nov. 12th
- District Meeting for Core Department Chairs November 13<sup>th</sup>
- District Facilitated (Becky Teske/ Anitra Cummings) Staff Development “Tasks With Purpose and Differentiation” will be held in 2 sessions on November 18<sup>th</sup> School Based ½ Day
- VBHS has a district STEAM Visit with learning walks on December 8<sup>th</sup>.
- Impact Review will be held on January 7 with next Data Com on Jan. 21.
- Data Chats are occurring
  - With Coach Facilitation
  - Departmentally
  - With Faculty (principal facilitating)
- In between all of these, we continue to work our VBHS Instructional Systems

### **VBHS Systems for Improved Instruction**

#### **SIP Goals:**

- Instructional Coaching
- Standards Based Instructional Framework
- Culture and Environment
- Student Engagement Through Steam

#### **VBHS NEFF’s (76 Classrooms 9/21-10/2):**

- Daily learning Target
- Learning Goal and Scale
- Tasks aligned to the rigor of the standard
- Student Engagement
- Positive Classroom Culture
- Accountable Student Talk

#### **VBHS Pillars (Staff Development Model)**

- Manny Scott R.E.A.C.H.
- Personalized Learning
- Subjects Matter
- Climate and Culture
- New Teacher (STAR)
- Innovation VBHS STEAM

#### **VBHS Role Alike’s (Departmental sharing and feedback on instructional practice)**

- Present your student data takeaways
- Present an exemplar lesson you taught along with your common board
- Fill out and submit new Role Alike Data Form

1. What data instrument did you use to decide which standard(s) needed to be retaught?
2. What standards do your students need more support to develop mastery?
3. Why do you think your students need more support with this standard?
4. Please attach the file that you will use with your students to increase their development of the standard?
5. How will you know if your students master the standard?