

**VBHS Welcomes**  
**Dr. David Moore**  
**Superintendent IRC Schools**



**Vero Beach High School**

**1/6/20**



# Data Dashboard Review **VBHS** Pathway to an "A"

**Vero Beach High School**

1/6/20

School Grade

	ELA	Math	OTHER MS/HS
PRO	56	PRO 50	SCI PRO 67
LG	52	LG 54	HS SS PRO 71
BQ LG	44	BQ LG 47	HS GRAD RATE 93
			MS/HS ACC 67
Total Sum:	601	Percent of Total: 60	School Grade: B

School Grade Scale:

A = 62 percent of total applicable points or higher

B = 54 to 61 percent of total applicable points C = 41 to 53 percent of total applicable points

D = 32 to 40 percent of total applicable points

F = 31 percent of total applicable points or less

# School Improvement Goals

1. **Professional Development** to Improve Classroom Instruction and Climate and Culture. If teachers have the option to choose their own pillar of professional development then it becomes more relevant and meaningful. Each Pillar of study will focus on providing evidenced based instructional strategies that meets the needs of all students including our SWD subgroup.
2. By continuing to focus on providing **Standards Based Instruction** and creating meaningful, personalized and engaging tasks for students, that are aligned to the rigor of the standards, we will increase student achievement in ALL subject areas.

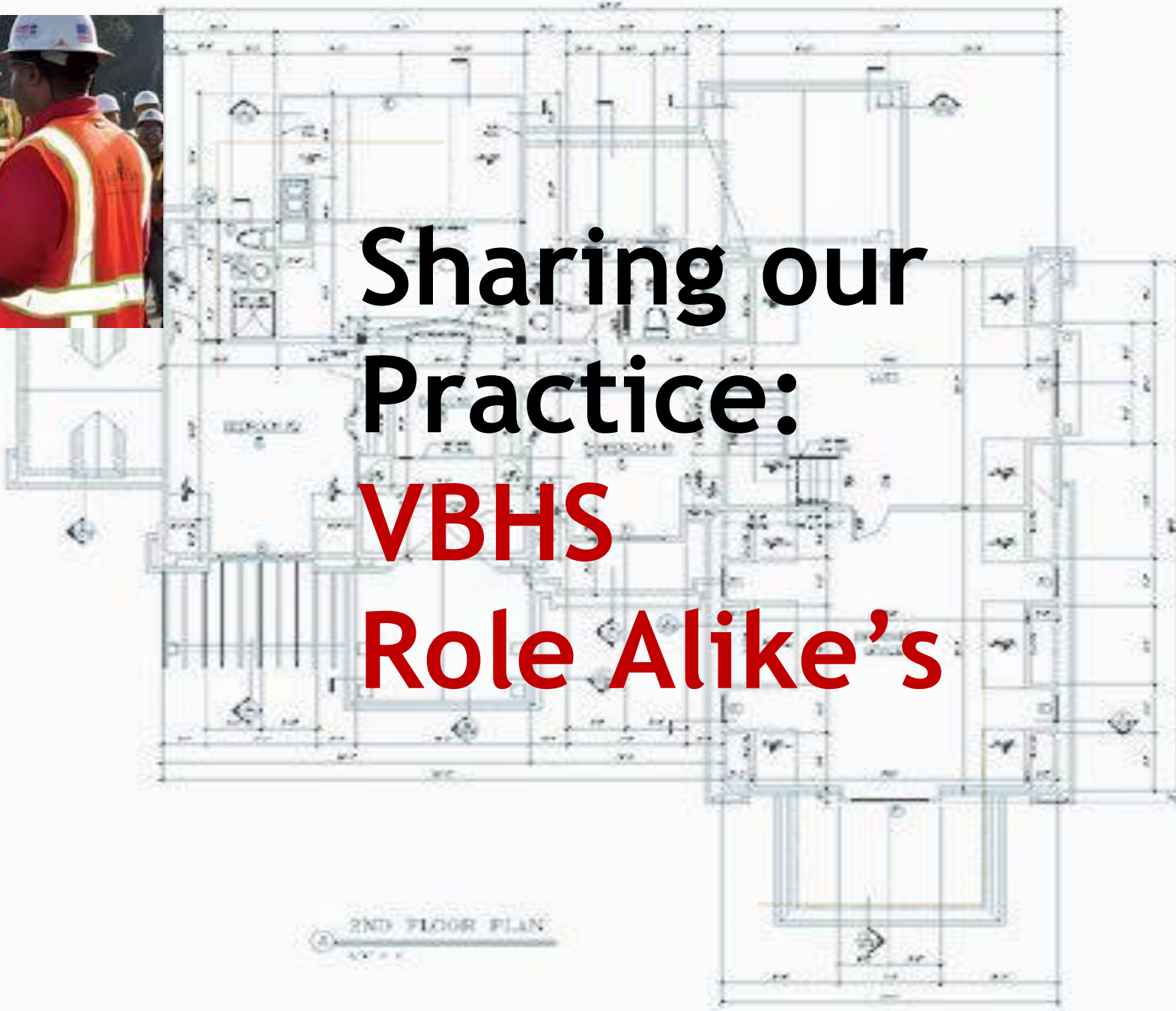
3. Develop and enhance school programs, policies, and environment to improve **climate and culture** among students and staff.



Essential Question:	Score	Indicators (Deconstructing the Standard)
How can learning about others help us learn about ourselves?	<b>4</b> Do	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. (Connect, Design, Create, Prove, Justify, Synthesize, etc.)
<u>Standard(s):</u>  LAFS.910.RI.1.2	<b>3</b>  Mastery of the Standard(s)	<b>Students will be able to:</b>  <i>Students will be able to determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</i>  Performs complex skills: <ul style="list-style-type: none"> <li>○ Provide an objective summary of the text</li> <li>○ Analyze in detail how a central idea emerges and is shaped and refined by specific details</li> <li>○ Analyze in detail the development of a central idea over the course of the text</li> </ul>
<u>Learning Goal:</u>  Students will be able to determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<b>2</b>  Foundational Knowledge	<b>Students will be able to:</b>  <i>Recognizes or recalls specific terminology: determine, provide, development, theme, central idea, summary, analyze, refined</i>  Performs basic skills: <ul style="list-style-type: none"> <li>○ Analyze the relationship of the theme to supporting ideas</li> <li>○ Determine a central idea of a text</li> </ul>
	<b>1</b>  With Help	<b>With help, partial success at 2.0 content.</b>
Daily Learning Targets		Task:
<ul style="list-style-type: none"> <li>○ Analyze the relationship of the theme to supporting ideas</li> <li>○ Determine a central idea of a text</li> </ul>		<b>LOG:</b> Instruct each student to keep a log while reading the biography to include important details about the author's life, interesting incidents, and at least five favorite quotes. [Logs should be collected and reviewed three times during the time allotted for reading the biographies.]  <b>BIO POEMS:</b> Student will write <u>biopoems</u> about their authors (see the How to Write a



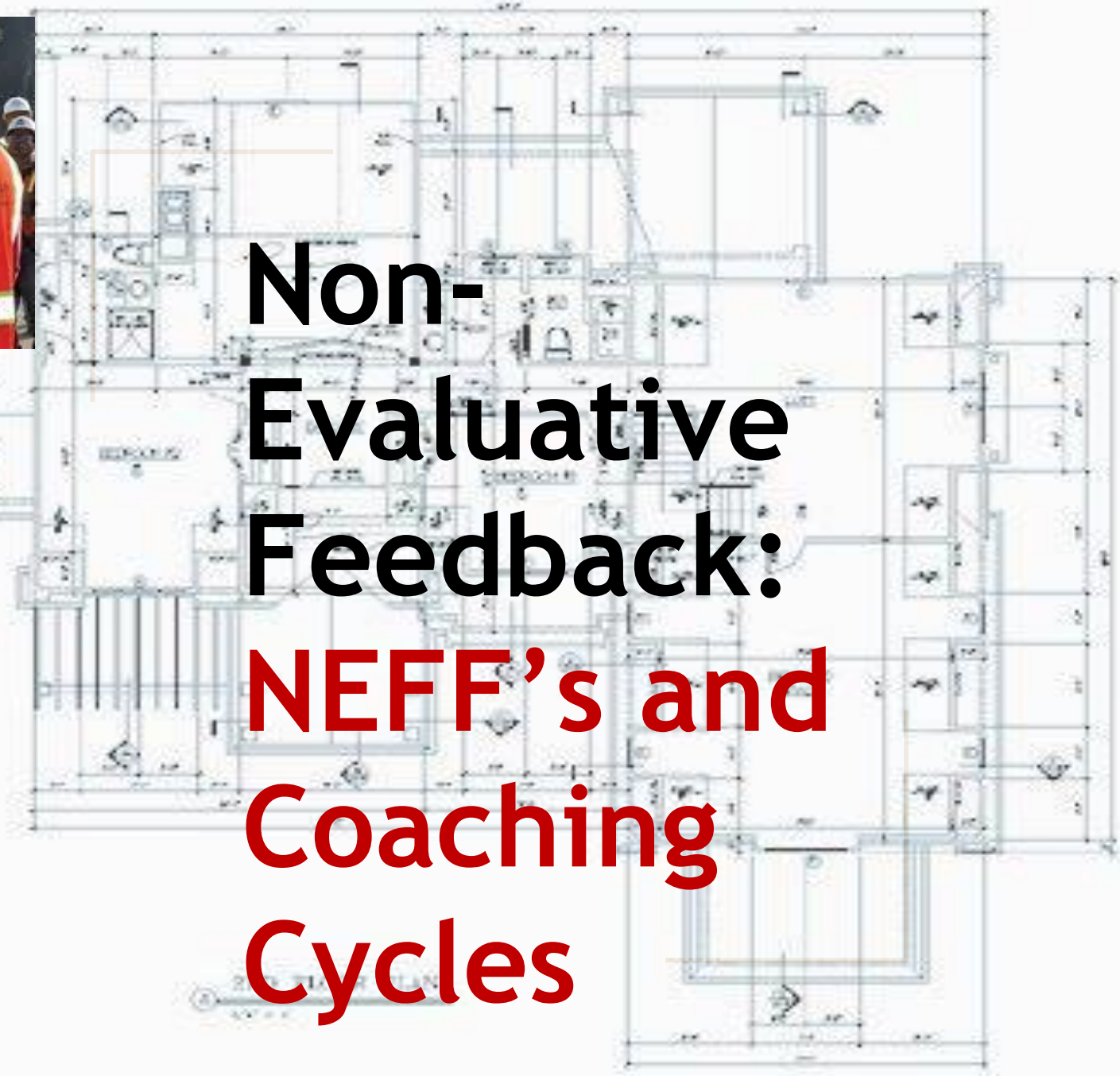
# Sharing our Practice: VBHS Role Alike's







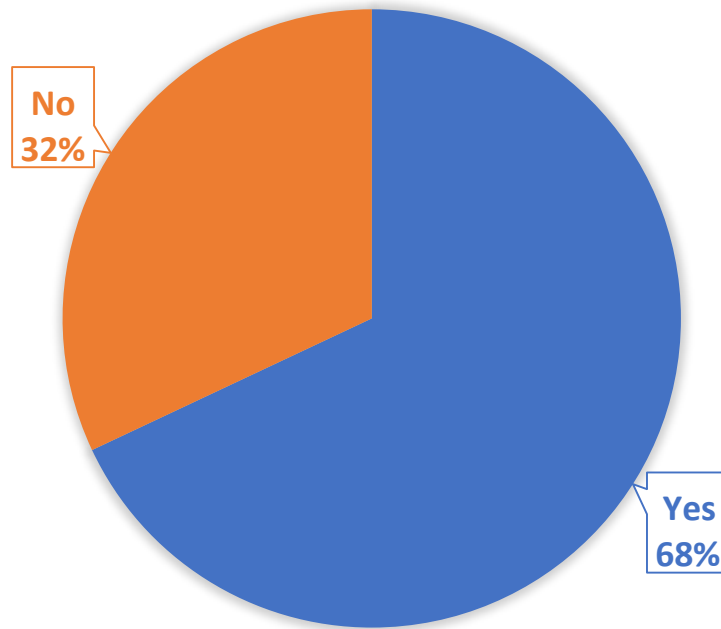
# Non-Evaluative Feedback: NEFF's and Coaching Cycles



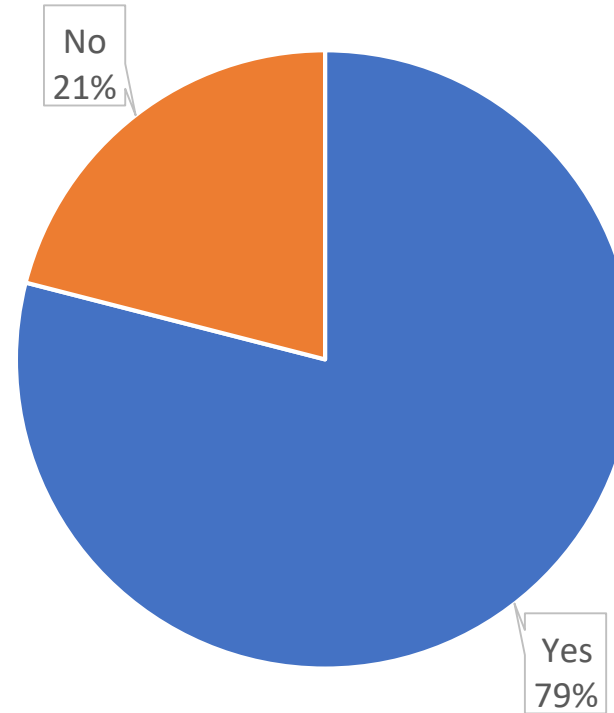


# Learning Goal/Scale Imparted/Posted

October

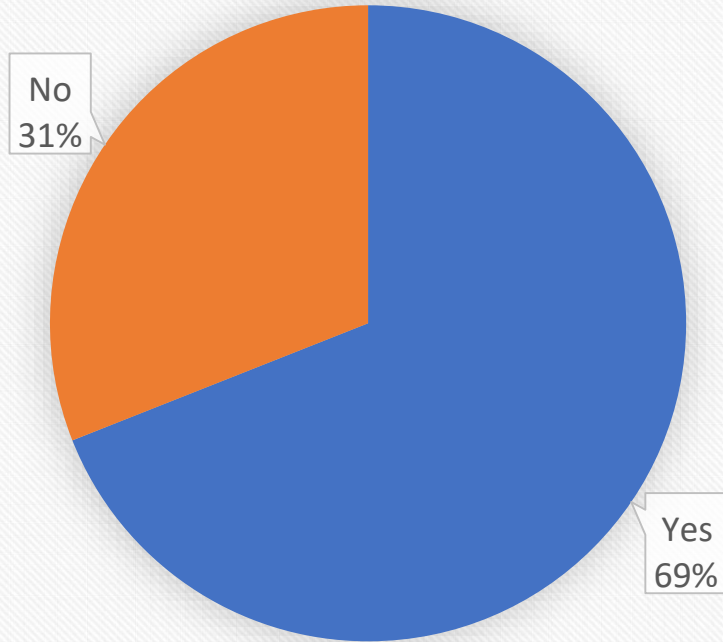


November

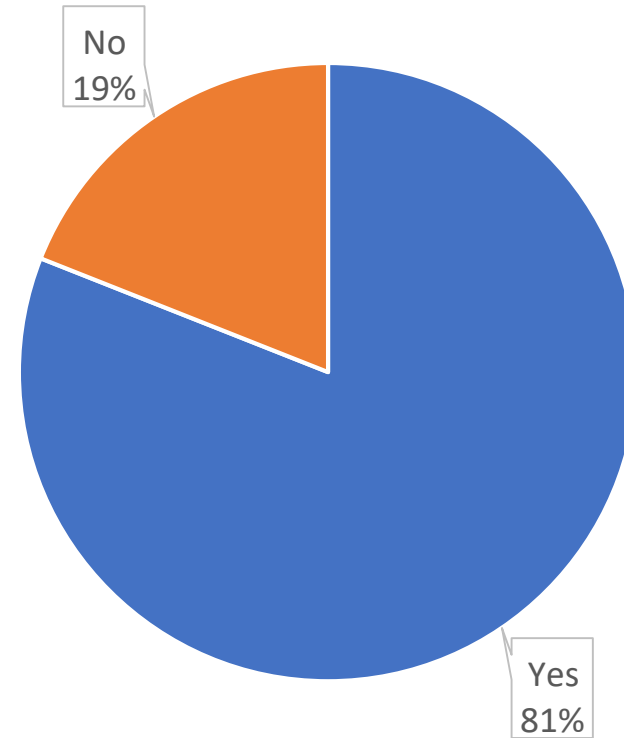


# Daily Learning Target Imparted/Posted

**October**

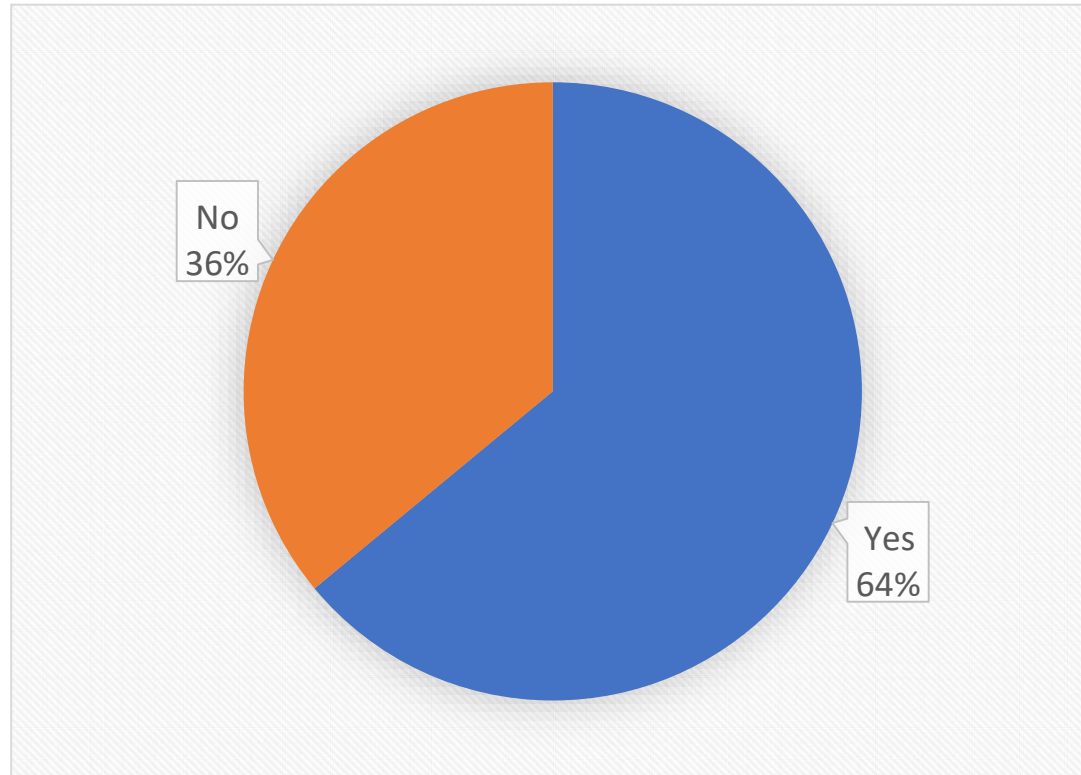


**November**

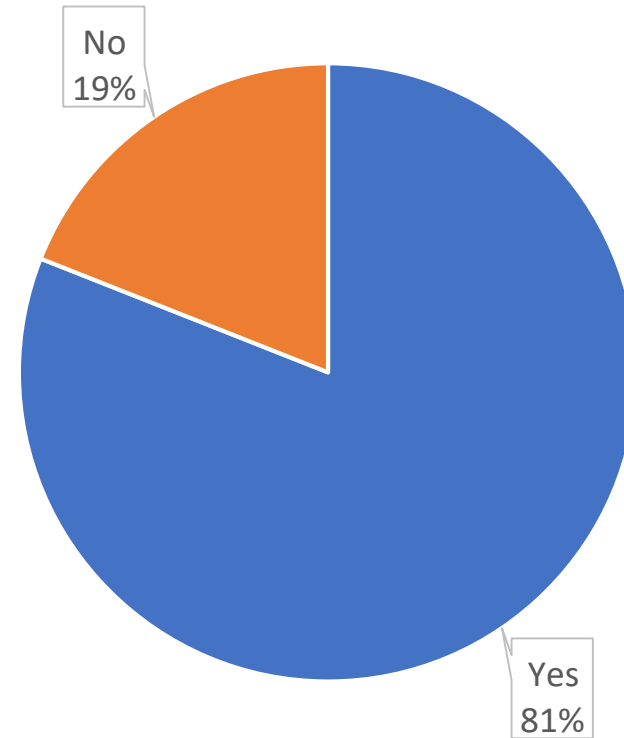


# Task Imparted/Posted

October



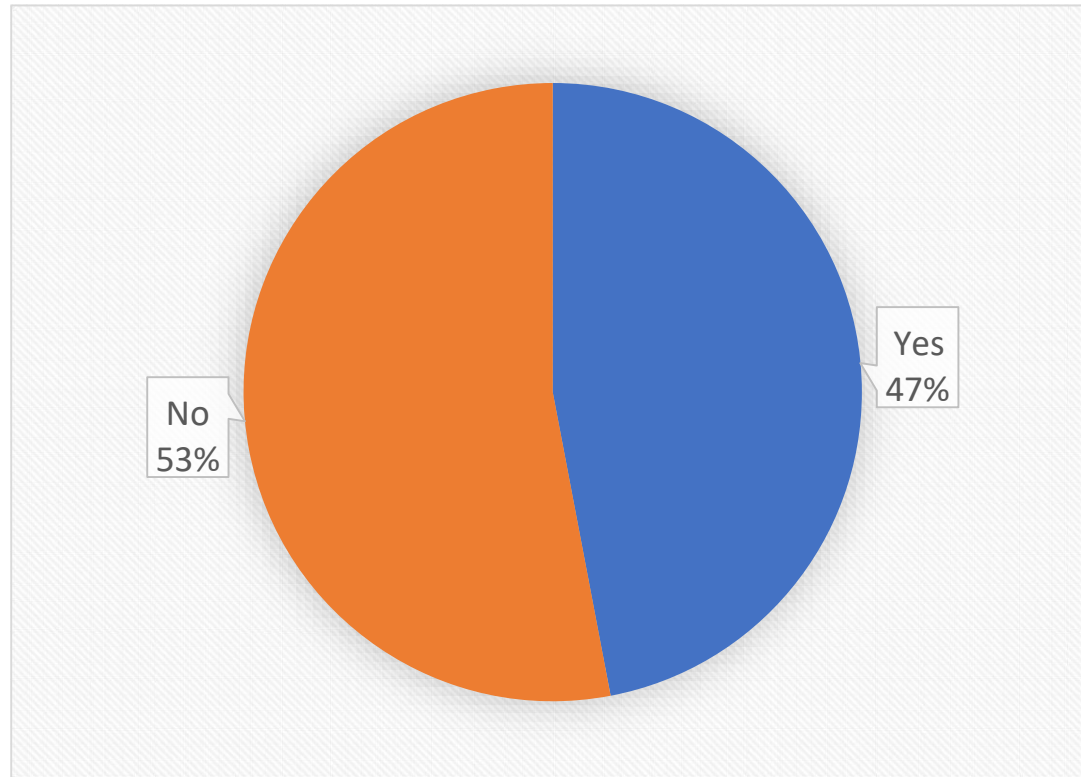
November



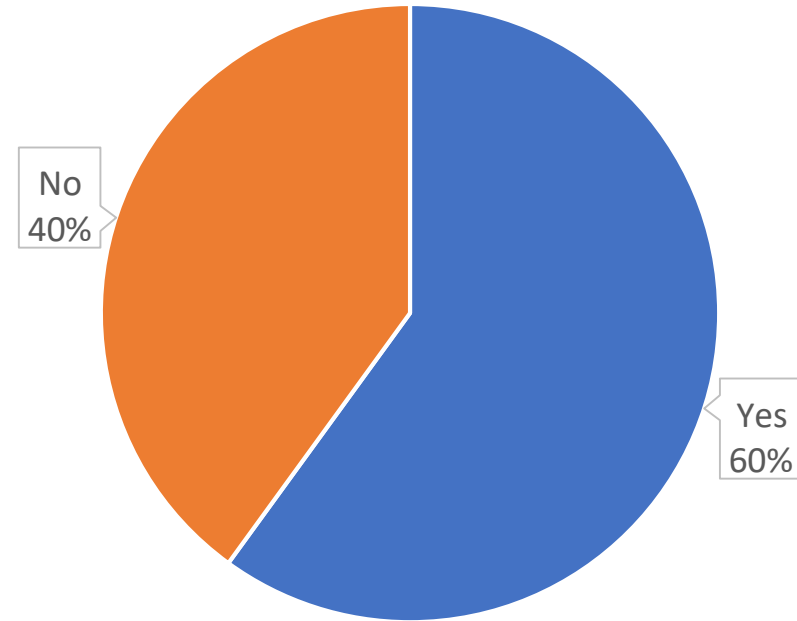


# Task Aligned to Rigor of Learning Target

October

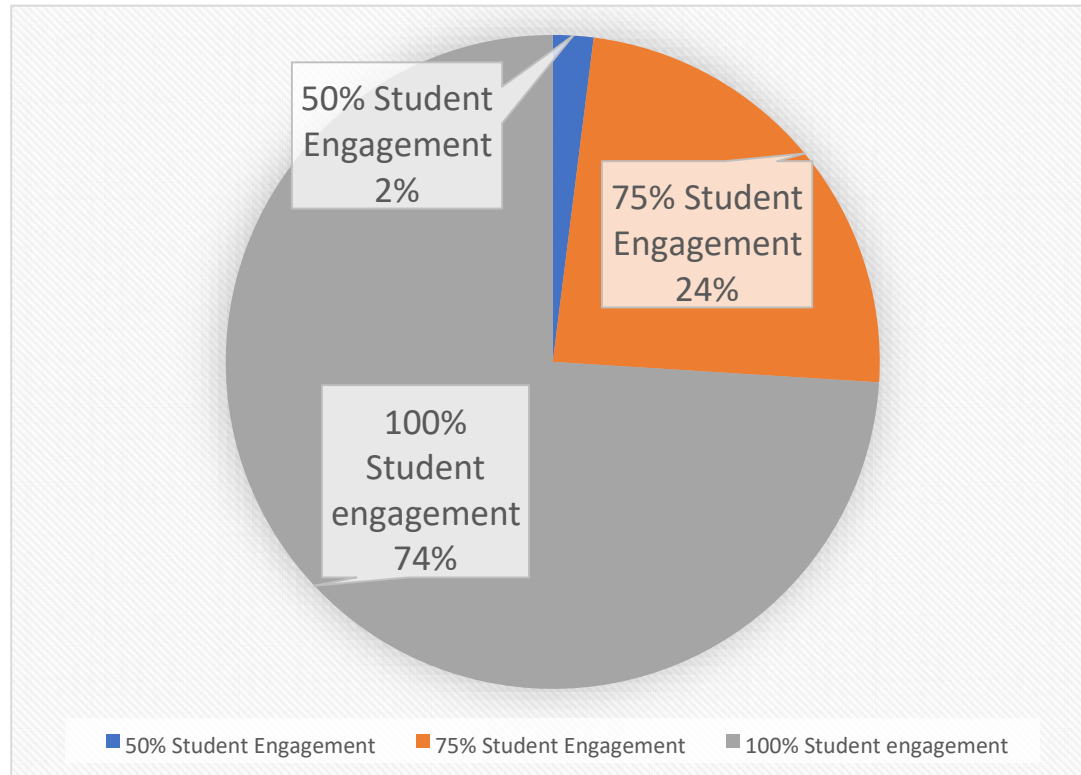


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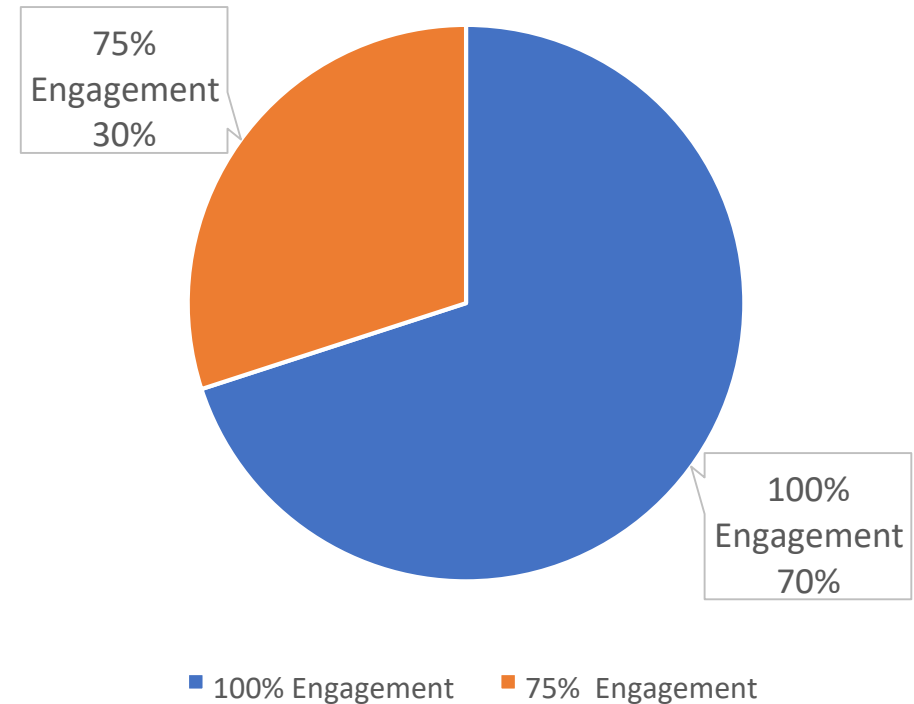


# Student Engagement

## October

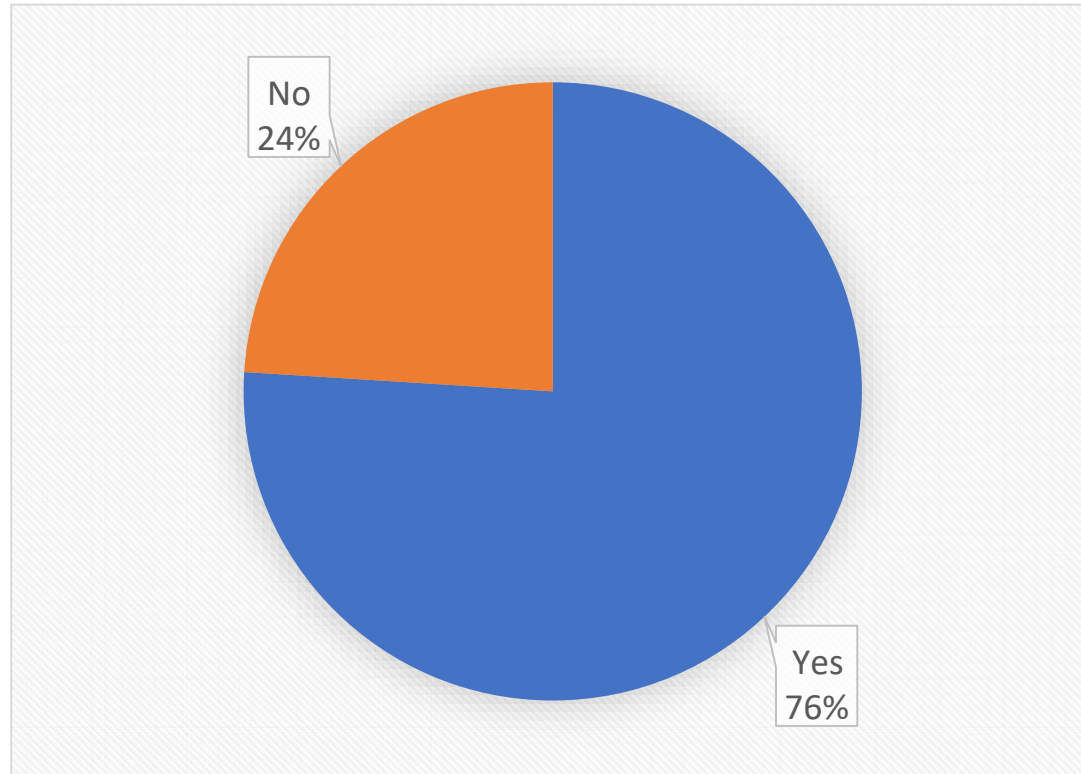


## November

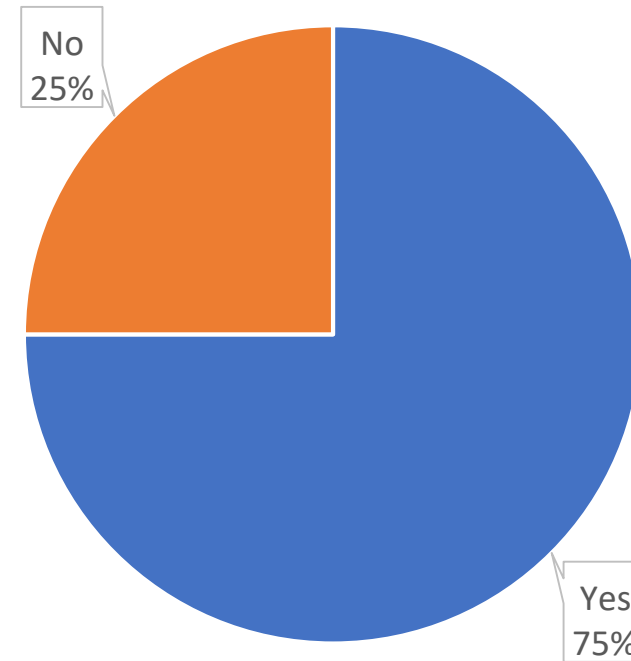


# Positive Classroom Culture

**October**

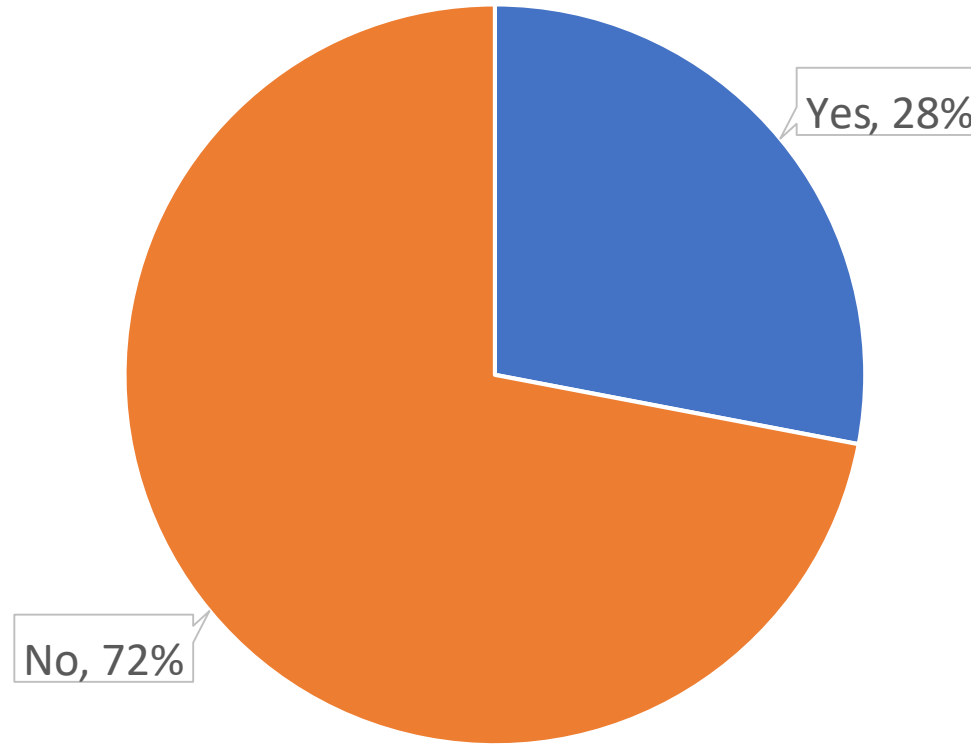


**November**





# Accountable Talk



## VBHS School-Based

# Professional Development

- You may pick the **Pillar** that you find most relevant to your current instructional practice.
- The faculty will nominate ideas/topics to fulfill the last Pillar. Ideas/Topics could include but not limited to:

VBHS Pillars (staff development for teachers to choose from and immerse in)

**2017-19**

**Thinking Maps**

**Higher Order Thinking**

**Making Thinking Visible**

**Project Based Learning**

**2019-20**

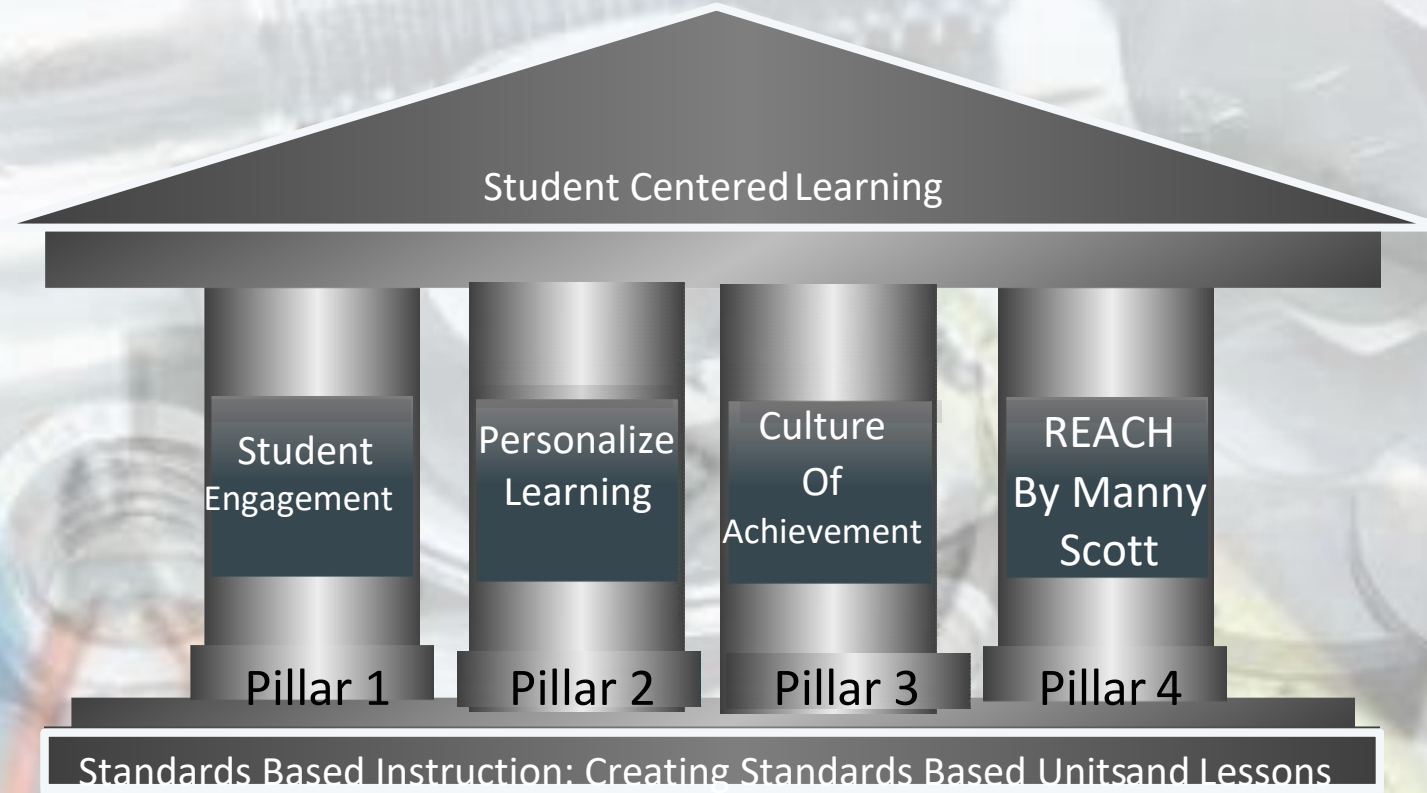
**Student Engagement**

**Personalized Learning**

**Culture of Achievement**

**REACH By Manny Scott**

# School-Based Professional Development:





# Data Dashboard Review

Please refer to the Data Dashboard (hard copy)

Each core subject area has determined realistic strategies to be implemented this school year in order to keep us on our “pathway to an A”.

Non-Core departments are committed to garner and support these strategies in their teaching.

# Grade 9

## FLA Proficiency

Teacher: Yvonne Gittens

Department: English/Reading FLC

Grade Level: 9

Date: November 19, 2019


		FSA ELA		FSA ELA		Unit Assessment #1		Unit Assessment #2	
Assessment Date		May 2018		May 2019		September		October	
Average Score		342 mean scale score		345 mean scale score		53		45%	
% of Students		Black Blue Green	51	Green	58	Green	15	Green	12
		Yellow	27	Yellow	23	Yellow	43	Yellow	35
		Red	22	Red	19	Red	42	Red	53
Standards Achievement	Strong Standards	Language and Editing		Language and Editing		LAFS.K12.L.3.4		LAFS.910.RI.1.3	
	Areas of Improvement	Craft and Structure		Craft and Structure		LAFS.910.L.1.1.a		LAFS.910.L.1.1.b	
% of Students Passing (Total-all classes)		51		58		52.7%		44.6%	
% of VBHS		51		58		52.7%		44.6%	
% for Indian River		51		53		52.2%		43.5%	

\*Utilize Unify. Click on Reports. Select Student Item Analysis to fill out assessment date, average scores, % of students, and standards achievement. Click on Reports again. Select Comparative Results. This will allow you to view district/school data as well as your individual classes' performances.]

# Grade 10 English Proficiency

	FSA ELA 2017-2018		FSA ELA 2018-2019				ELA Unit Assessment #1		ELA Unit Assessment #2		
Assessment Date	May 2018		May 2019				August 2019		Sept/Oct 2019		
Average Score	349		349				51%		48%		
% of Students	Green	50	Green				50	Green	7.1	Green	14.1
	Yellow	28	Yellow				28	Yellow	62.5	Yellow	44.9



								
	Red	21	Red	<div>21</div>	Red	30	Red	40.9

Standard s Achieveme nt	Strong Standards	- languag e and editing -text based writing	-language and editing -text based writing	LAFS.910.RL.2 .4	LAFS.910.RL.2 .5
	Areas of Improveme nt	- knowled ge and ideas - key ideas and details	-key ideas and details -knowledge and ideas	LAFS.K12.RL.1 .1	LAFS.910.RL.1 .1
% of Students Passing (Total-all classes)		50% (659)	50% (712)	52.8% (574)	48.1% (574)
% of VBHS		50%	50%	52.8%	48.1%
% for Indian River		51%	51%	52.4%	47%

# ELA Proficiency/ Action Plan

**2017-18 ELA Proficiency 51**

**2018-19 ELA Proficiency 56**

## **Goal 57**

- Collaborative department planning
- Standards based instruction with rigor
- Incorporate design questions in curriculum content
- Unit Assessment reviews
- Positive reinforcement and encouragement
- Role-Alikes
- Rigor- teaching to the standard
- Focus on Instructional Routines

# ELA Learning Gains / Action Plan

**2017-2018 ELA Learning Gains=49**

**2018-2019 ELA Learning Gains=52**

**Goal 55**

- ELL: Teachers are trained in the use of ELL Strategies and ACCESS Data 2018-19 is compared to FSA ELA Data for Listening, Speaking, Reading, Writing.
- Students below proficiency are identified and provided push in supports where called for, increased monitoring, and After School Tutors (including ELL Tutor) with Transportation provided home.



- After School Tutoring and Transportation
- Fostering a Positive Academic Mindset

## **ELA Lowest Quartile/ Action Plan**

**2017-2018 ELA Lowest 25 Learning Gains: 39**

**2018-2019 ELA Lowest 25 Learning Gains: 44**

**Goal 46**

- Application of reading strategies
- Provide 1-1 tutoring during lunch and after school
- Provide teachers with Specific Lower Quartile Student names, points needed for learning gain and use strategies for differentiation.

- Teachers each targeting 5 (cusp) students with parental involvement and motivation to acquire learning gains, weekly follow-ups
- Data chats: teacher/student 1 on 1 (see next slide)
- Foster a Positive Academic Mindset

# FLC Student- Data Chat 2018-19

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Current Grade: \_\_\_\_\_

Number of Absences: \_\_\_\_\_

Explanation: \_\_\_\_\_

Parent Contact(s): \_\_\_\_\_

Concerns/Interventions:

Missing Assignments:

UNIFY/OLA SCORES:

Achieve 3000 Activity Scores & Lexile growth (if you have a reading class)

Areas of Concern on exams above:

How can my English/reading teacher help, or how can I help myself?

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

# Math- Algebra I Proficiency

		FSA Algebra I EOC		FSA Algebra I EOC		Unit Assessment #1	
Assessment Date		Spring 2018		Spring 2019		First Quarter 2019	
		Average Scale Score 494		Average Scale Score 488		Weighted Average Score 36	
% of Students		Green	47	Green	44	Green	4.38
		Yellow	18	Yellow	13	Yellow	27.58
		Red	35	Red	12	Red	68.04
Standards Achievement	Strong Standards	Algebra and Modeling		Algebra and Modeling		FL.MAFS.912.A-REI.2.3	
	Areas of Improvement	Statistics		Statistics		FL.MAFS.912.A-CED.1.4	
% of Students Passing (Total-all classes)		47		44		4.38	
% of VBHS		47		44		4.38	
% for Indian River		45		39		18.84	



# Math Geometry Proficiency

		FSA Geometry EOC		FSA Geometry EOC		Unit Assessment #1		Unit Assessment #2	
Assessment Date		Spring 2018		Spring 2019		First Quarter 2019		Second Quarter 2019	
Average Score		Average Scale Score 495		Average Scale Score 498		Weighted Average 41		Weighted Average 41	
% of Students		Green	43	Green	50	Green	7.36	Green	4.93
		Yellow	36	Yellow	31	Yellow	26.09	Yellow	33.33
		Red	21	Red	19	Red	66.55	Red	61.74
Standards Achievement	Strong Standards	Congruence, Similarity, and Right Triangle		Congruence, Similarity, and Right Triangle		FL.MAFS.912.G-GPE.2.5		FL.MAFS.912.G-CO.2.8	
	Areas of Improvement	Circles and Geometric Measurement		Modeling With Geometry		FL.MAFS.912.G-CO.4.13		FL.MAFS.912.G-C.1.3	
% of Students Passing (Total-all classes)		43		50		7.36		4.93	
% of VBHS		43		50		7.36		4.93	
% for Indian River		48		48		8.43		5.89	

# Math Proficiency/ Action Plan

**2017-18 Math Proficiency: 45**

**2018-19 Math Proficiency 50**

**Goal 53**

- Collaborative Planning with Algebra and Geometry Teachers
- Focus on Instructional Routines
- Use unit assessment data to shape your instruction (weakness/strengths)
- Meaningful independent practice
- Rigor

# Math Learning Gains/ Action Plan

**2017-18 Math Learning Gains=47**

**2018-19 Math Learning Gains=54**

**Goal 57**

- Teaching strategies to build positive relationships with students
- Fostering a positive academic mindset
- Standards Based Instruction



# Math Lowest 25/ Action Plan

2017-18 Lowest 25 Learning Gains=36

2018-19 Lowest 25 Learning Gains=47

Goal 50

- Provide teachers with Specific Lower Quartile student names and points needed for learning gain and use strategies for differentiation.
- Individual Goal Setting Conferences



- Personal Invitation for Tutoring Sessions
- Direct Instruction with Test Strategies

# US History Proficiency

		US History End of Course Exam 2018		US History End of Course Exam 2019		Unit 1 Assessment		Unit 2 and 3 Assessment	
Assessment Date		May 2018		May 2019		August/September 2019		October 2019	
Average Score		Scale Score- 408		Scale Score- 407		62.8%		55%	
% of Students		Green	38%	Green	37%	Green	28%	Green	18%
		Yellow	35%	Yellow	35%	Yellow	26%	Yellow	34%
		Red	24%	Red	28%	Red	46%	Red	48%
Standards Achievement	Strong Standards	United States Defense of International Peace		United States Defense of International Peace		FL.SS.912.A.2.3: Republican divisions in Reconstruction		FL.SS.912.A.3.5: Identify significant African-American and women inventors of the Industrial Revolution	
	Areas of Improvement	Global Military, Political, and Economic Challenges		Global Military, Political, and Economic Challenges		FL.SS.912.A.2.3: Influence of significant groups and people in Reconstruction.		FL.SS.912.A.3.2: Examples of social, political, and economic causes and consequences of the 2 <sup>nd</sup> Industrial Revolution.	
% of VBHS		75%		71%		63%		55%	
% for Indian River		70%		64%		62%		59%	

**\*\*\*Note:\*\*\***

Scores for Unit assessments are for regular and honors classes only while EOC scores include AP students. AP students have different standards, scope, and sequence but are offered the opportunity to take the EOC in the Spring.

# US History/ Action Plan

**2017-18 EOC SS Achievement 75 2018-19 EOC SS Achievement 71**

**Goal 76**

- Focus on Instructional Routines
- Unit Assessment Student Data Tracking Form- review with students and have them track their scores for each assessment to plot changes over the school year
- Standards Based Instruction with appropriate rigor
- Focus on Social Studies content and academic vocabulary terms
- Focus on visual interpretation of graphs, maps, and political cartoons

- Document analysis in each unit to determine main idea, understanding and point of view
- Teacher collaboration within the subject area

	Biology EOC 2018		Bio Unit Assessment #1				Bio Unit Assessment #2	
Assessment Date	May 2018		Aug				September	
Average Score	Scale score		R50 H 67				R 43 H 62	
% of Students	Green	65%	Green			R7% H17	Green	R0% H13
	Yellow	24%	Yellow			%63	Yellow	11% 36



	Red	11%	 A close-up photograph of various metal fasteners, including hex nuts, bolts, and washers, arranged on a light surface. The word "Red" is printed in black text over the lower-left portion of the image.	67%20	Red	89% 54
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Standards Achievement	Strong Standards	Classification, Heredity, Evolution	17.8, E 7.1	L.18.1
	Areas of Improvement	Molecular and Cell Biology	L.17.20	L.18.12
% of Students Passing (Total-all classes)		65%	R38% H 79%	R11% H 47%
% of VBHS		65%	60%	31%
% for Indian River		65%	R51% H67%	R12% H 44%

# 2019 Biology Data

# Biology/ Action Plan

**2017-18 EOC BIO Achievement 61**

**2018-19 EOC BIO Achievement 67**

**Goal 70**

- Identify applicable sub groups and the students who are in those groups including the ELL-LQ
- Focus on Instructional Routines
- Standards Based Instruction with appropriate rigor
- Focus on Science content and academic vocabulary terms

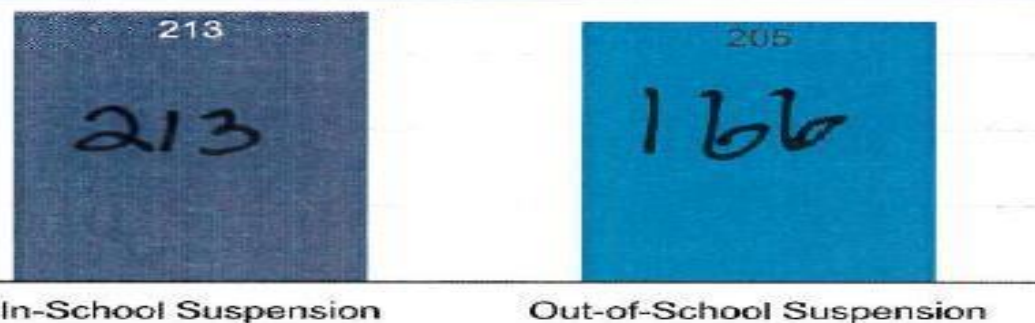
- Focus on visual interpretation of graphs and charts
- Weekly Teacher collaboration within the subject area
- Parent contact with struggling sub group members emphasizing

# Return to Data Dashboard for the following:

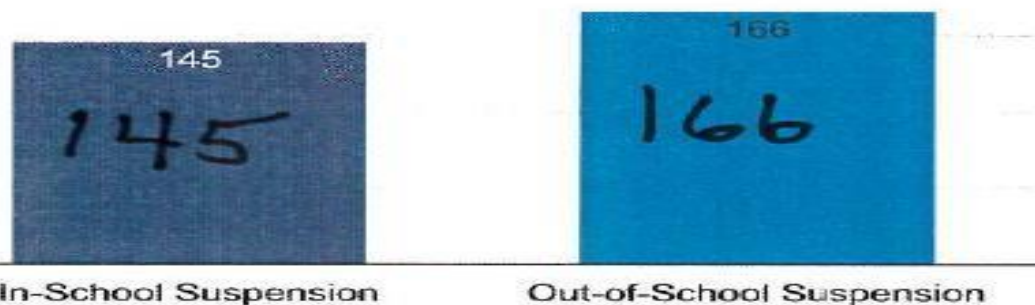
Demographic and Attendance (including student discipline)  
Achieve 3000 and Unit Assessments



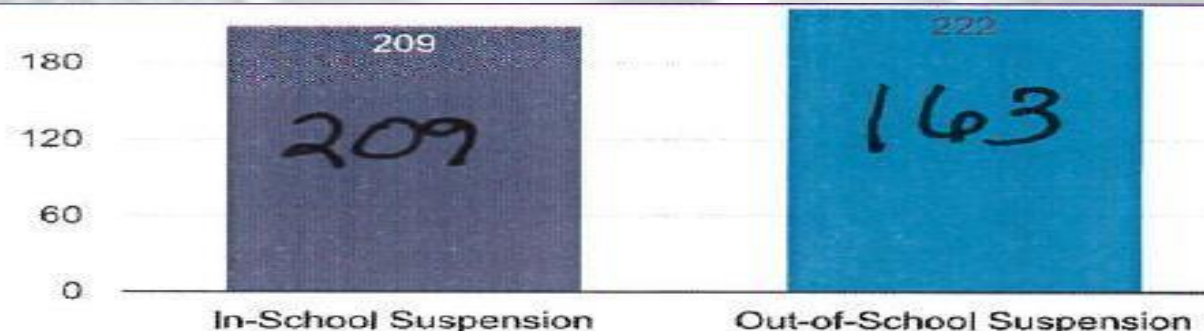
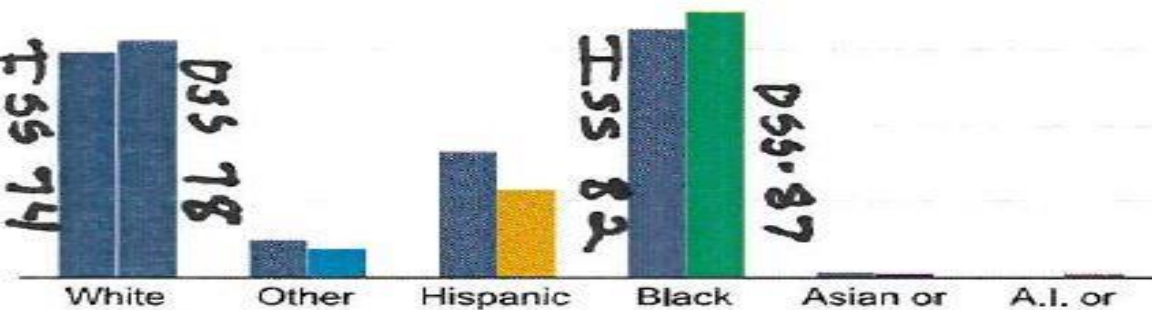
# Student OSS Rates



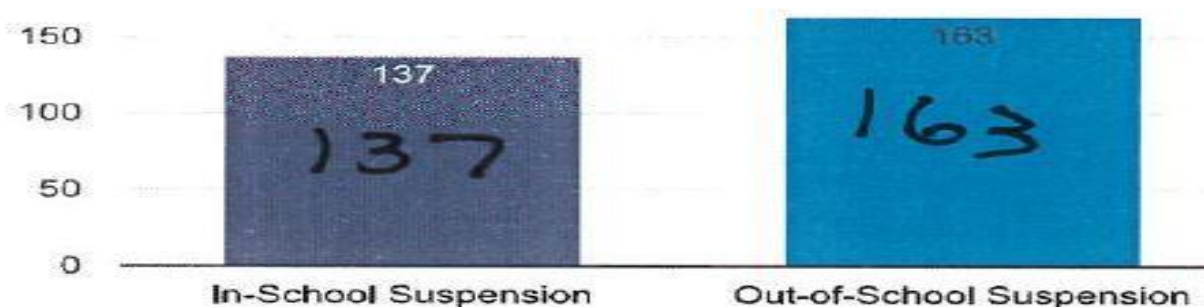
School Suspensions - Students - Current



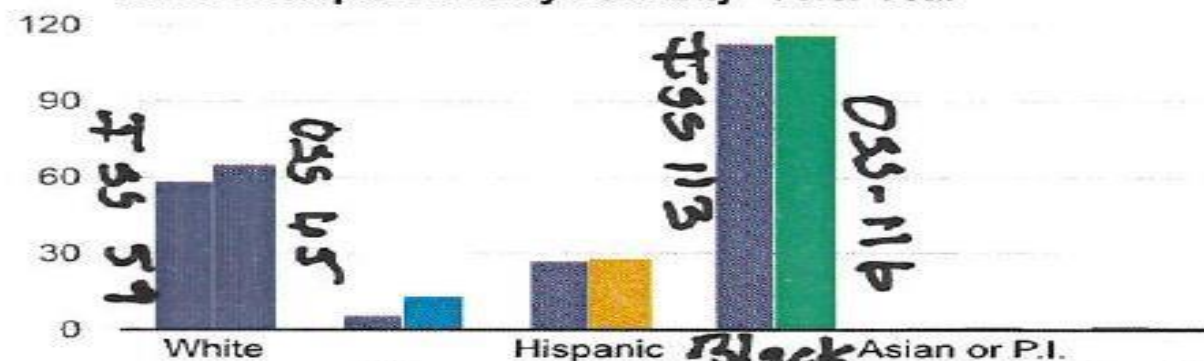
School Suspensions by Ethnicity - Current



School Suspensions - Students - Prior Year



School Suspensions by Ethnicity - Prior Year



# SCHOOL SAFETY

- ALICE Review
- ALICE Video (HS Version)
- Active Drill Drill Monday 12/16, 6<sup>th</sup> P.

# ACTIVE ASSAILANT

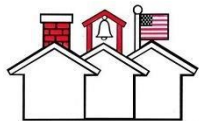


*Educate all students for success.*

# BASIC RESPONSES

## Three Basic Types of Responses

- **Evacuation:** Fires and Fire Drills, Active Assailant, Chemical Spills in the Building, Bomb Threat
- **Lock Down:** Intruder, Active Assailant, Code Red at another facility
- **Shelter-in-Place:** Hazardous spills outside, environmental dangers, missing student, on alert



School District of  
Indian River County

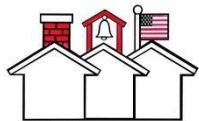
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# RESPONSES

**Evacuation** can mean to evacuate to the school grounds outside or to another location such as a local business or church or another school. **Where would you evacuate from here?**

**Lock Down** means that everybody gets to a specific classroom or office and remains there until notified that it is safe to move about. All activities STOP!

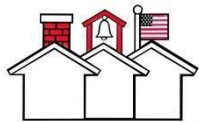
**Shelter-in-Place** is basically a lock down except that the AC may be shut down and doors and windows may need to be



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sealed. Movement may be prohibited between buildings and outdoors.



School District of  
Indian River County  
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FLC Rally Points	Site Location
North	Firestone
South	Citrus Bowl Parking lot
East	Tasty "O"s
West	Boys and Girls club



Main Campus Rally Points	Site Location
North	Citrus Bowl Parking lot
South	Baseball Parking (20 <sup>th</sup> ave field)
East	Heavenly Wings
West	Charles Park

# FOR DRILL ONLY/ TO PRACTICE EVACUATION

- A teacher may determine to evacuate during a drill based on the information provided/received regarding the whereabouts of the threat as declared during the drill.
- If you choose to evacuate during an active assailant drill, **then evacuate to the same location you go for a fire drill.**
- **This is for drills only to keep everyone safely on campus for the drill.**

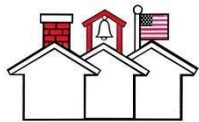


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# ACTIVE ASSAILANT

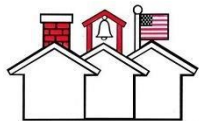
- ALICE —
  - Alert
  - Lockdown
  - Inform
  - Counter
  - Evacuate



*Educate all students for success.*

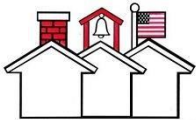
# ACTIVE SHOOTER

**“In any moment of decision, the best thing you can do is the right thing, the next best thing is the wrong thing, and the worst thing you can do is nothing.”**



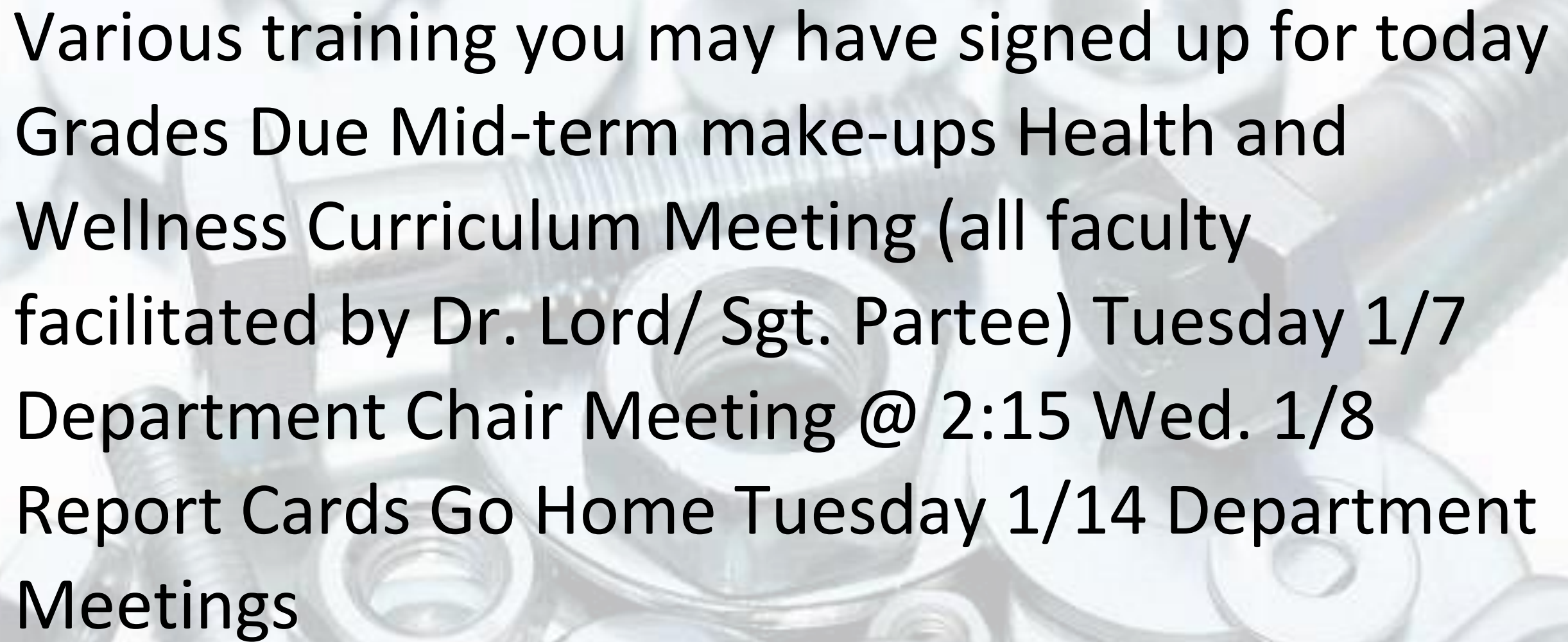
*Educate all students for success.*

# Theodore Roosevelt



*Educate all students for success.*

**Remainder of Today and Beyond:**



Various training you may have signed up for today  
Grades Due Mid-term make-ups Health and  
Wellness Curriculum Meeting (all faculty  
facilitated by Dr. Lord/ Sgt. Partee) Tuesday 1/7  
Department Chair Meeting @ 2:15 Wed. 1/8  
Report Cards Go Home Tuesday 1/14 Department  
Meetings