

**1.20** - Monitor identified students for course failures, concordant scores for ELA and Algebra 1, GPA, and advanced coursework.

**Narrative**

As we made the switch to online learning during Covid-19, we intensified our monitoring of grades for all students. Prior to the start of recording grades, we surveyed our teachers to determine who had access to technology and the internet. We addressed those barriers first. As we progressed through the quarter, we provided teachers with data on their grade distribution, both by teacher and by course. We addressed teachers who had a high percentage of failing grades for the 4<sup>th</sup> nine weeks. We alerted them early on to which students were in danger of potential semester failure based on the newly adopted Student Progression Plan, and we updated that list every two weeks. We asked for students “of concern” to be shared with administration for consideration in MTSS. Administration required that contact be made with parents/guardians of students in danger of failure, and that the contact method and summary be noted in FOCUS (our student information system) under Student Documentation. We encouraged teachers to work together, along with our school counselors, ESOL Resource Teacher, Resource Specialist, ESE Support Facilitators, and administrators to provide services and supports to enable student success. We involved confidential office staff in assisting with making calls to students who were unresponsive, enlisted the help of our bilingual office staff in making connections to Hispanic speaking families, and often made contact at night and on weekends to meet the needs of our students. We have practiced and encouraged our staff to exercise compassion and grace throughout this pandemic, and have on several occasions through MTSS, referred students to our homeless liaison, psychological services, and more.

**Data**

**% of courses with F’s for 4<sup>th</sup> Quarter**

4/27 (Progress Report)	20.6%
5/5	22.4%
5/14	23.2%
5/21	18.8%

**Action Plan:**

We created a School Based Action Plan for Remote Learning to reduce the number of F’s. See attached plan. We anticipate less than 20 semester course failures for the second semester.

# School Based Action Plan for Remote Learning & iReady

School: Sebastian River Middle School

Date: May 17, 2020

## Rationale (summary of data):

### Data Findings:

Percentage of African American students receiving a progress report: 100%

Percentage of African American students with "F": 24.9%

Comparison to other demographic groups: Asian Less than 10, Hispanic 24.7%, Other 22.3%, White 16.9%

Number of students non-responsive to remote learning: We have one Hospital Homebound student that is recorded as NR. All other students or student's parent has been contacted at least once by school staff.

### Other data:

Strategy: Decrease the number of F's for each subgroup to reflect no more than 5% average of course failures in any subgroup.

Action Steps	Person Responsible	Timeline	Monitoring & Evidence of Implementation
Family Outreach- continue to contact student's parent/guardian with F's and problem solve with families/students.	Individual Teacher, School Counselors, MTSS Team, Administrators, Support Staff	Ongoing through May 29	A reduction of F's in each teacher's class roster percentage to 5% or less in each subgroup. Pull gradebook grades for each teacher after 4 pm on 5/21. Parent contact documented in FOCUS.
Share F reports again with teachers for Progress Reports (completed on 4/27) and our weekly reports pulled since progress report.	Mr. Racine and Ms. Holmes	May 17 <sup>th</sup> and May 21 <sup>st</sup>	Faculty Meeting Agenda 5/17 & 5/21, individual e-mail with percentages to each teacher (5/17), compare all data points of grades (3 <sup>rd</sup> qtr, Progress Report, 5/5 grade report, 5/14 grade report, 5/21 grade report, and final grades report.
Individual Teacher Discussions	Mr. Racine, Ms. Holmes, Mr. Thimmer	Ongoing through May 29	Conduct weekly phone conversations with teachers recording a high percentage of F's in our Weekly Report. Weekly Grade Reports sent to teachers. Teacher follow up e-mails.

<p>Share list of interventions and ideas for grading that we created with input from various teachers at SRMS. Discuss how the list of interventions can be applied when grading is supported by compassion and grace.</p>	<p>Mr. Thimmer and Mr. Racine</p>	<p>May 12, May 15</p>	<p>Faculty Meeting Agenda 5/17. Two pages of interventions and ideas emailed to teachers on 5/15.</p>
<p>Increase i-Ready participation through a Yearbook Giveaway of 21 yearbooks. Names will be entered for lessons completed and completion of the Reading and Math Diagnostic.</p>	<p>Reading, ELA, Math, Teachers, Mr. Racine</p>	<p>May 18-29</p>	<p>Names of students receiving a yearbook. Weekly Progress Monitoring Report/Power BI. An increase in participation and completion of assignments in iReady of 15%.</p>