



VBHS Pathway to an "A"

Vero Beach High School

11/22/19

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

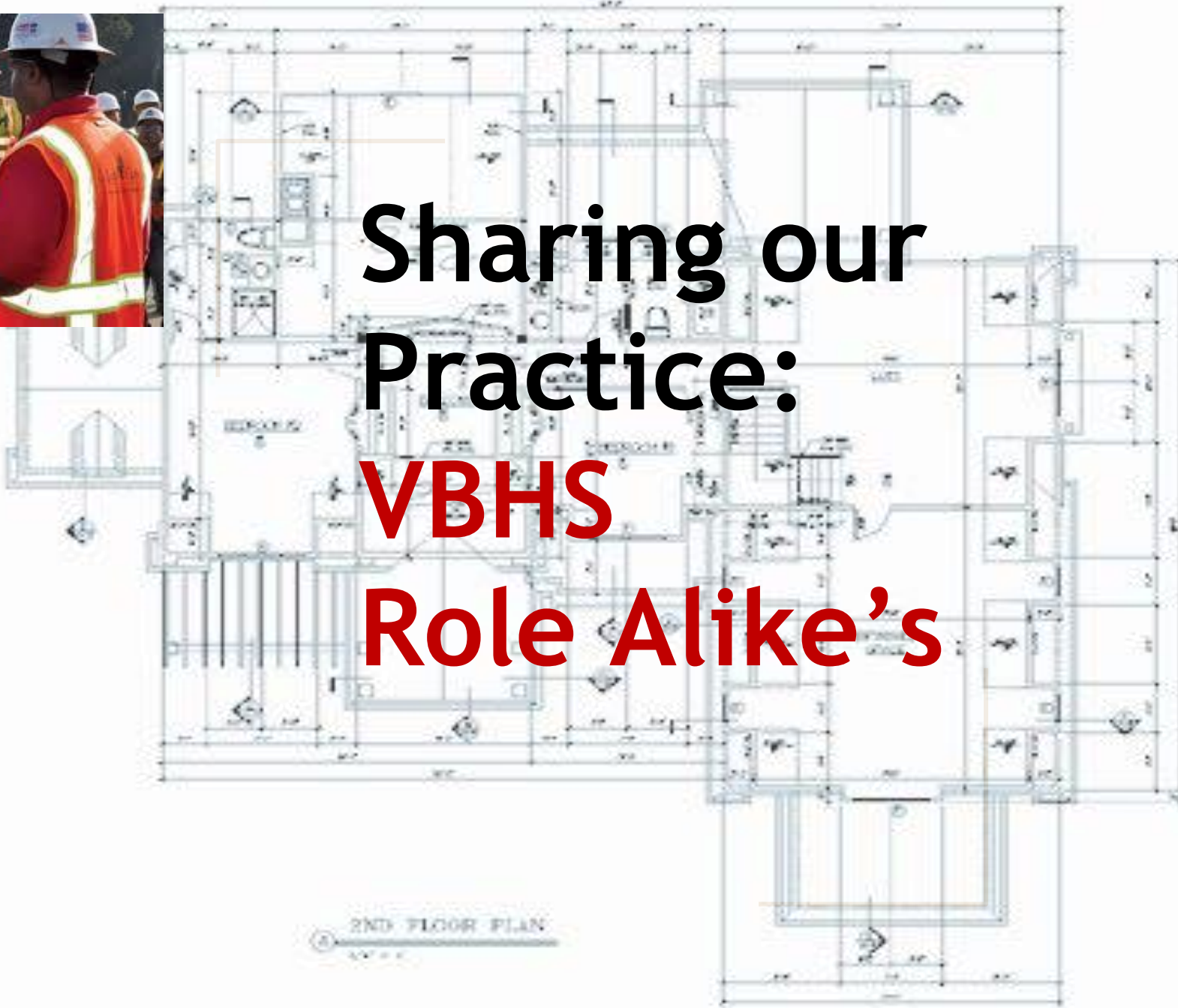
School Improvement Goals

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?	4 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	3 Mastery of the Standard(s)	Students will be able to: <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"> ○ Provide an objective summary of the text ○ Analyze in detail how a central idea emerges and is shaped and refined by specific details ○ Analyze in detail the development of a central idea over the course of the text
<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.	2 Foundational Knowledge	Students will be able to: <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"> ○ Analyze the relationship of the theme to supporting ideas ○ Determine a central idea of a text
	1 With Help	With help, partial success at 2.0 content.
Daily Learning Targets		Task:
<ul style="list-style-type: none"> ○ Analyze the relationship of the theme to supporting ideas ○ Determine a central idea of a text 		LOG: 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.] BIO POEMS: Student will write <u>biopoems</u> about their authors (see the How to Write a



Sharing our Practice: VBHS Role Alike's





Role Alike - Within Your Department

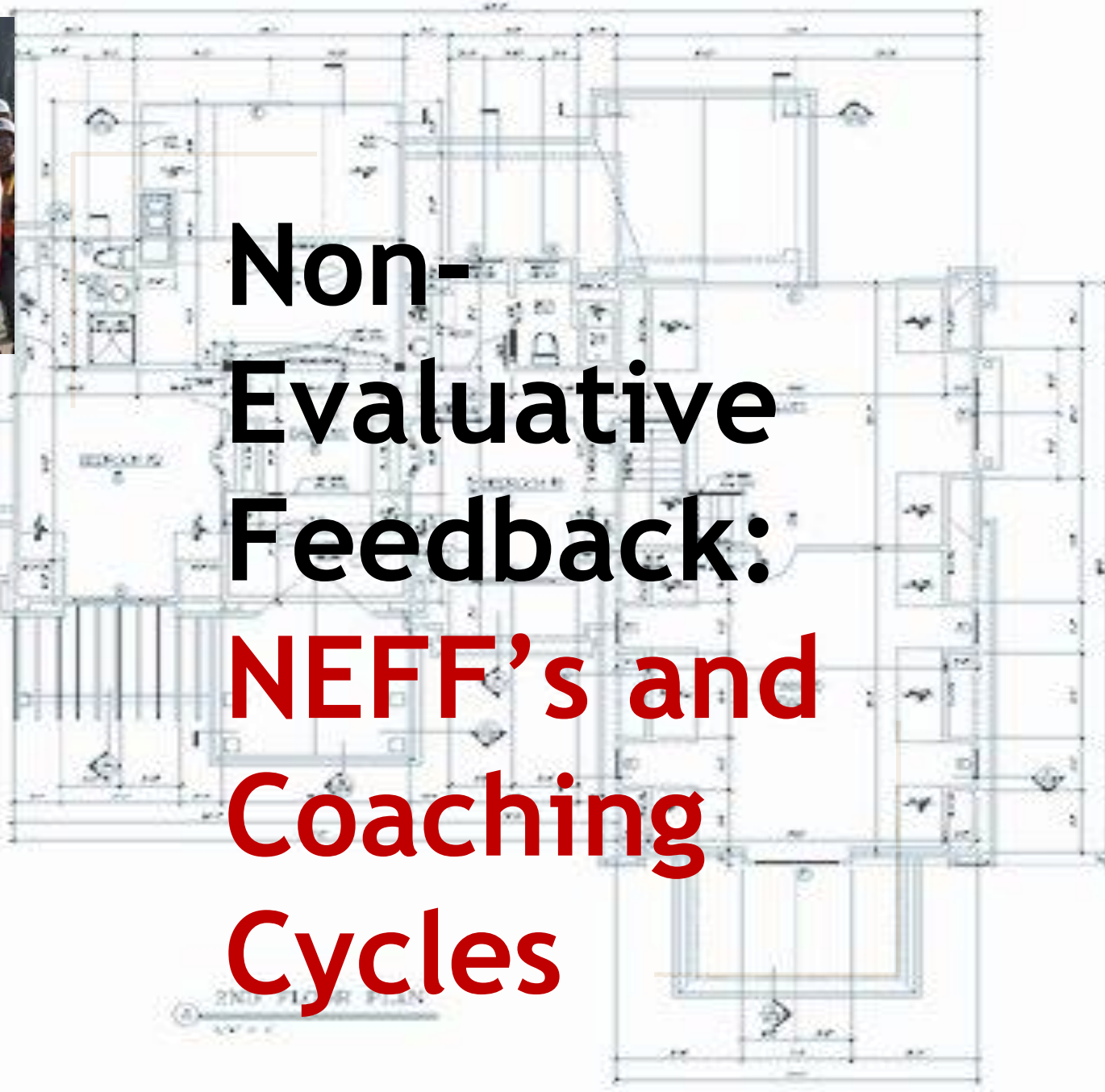
(Dept. Chair will do first Role Alike as example to follow)

Department meetings will have role alike presentation by individual teachers (timed 10 minutes each).

- **Present student data points (which points to share will be specifically outlined)**
- **Present Standard, learning goal, targets, and scales using VBHS Common Board/ Placemat.**
- **Discuss tasks and how they are aligned to the learning target.**



Non-Evaluative Feedback: NEFF's and Coaching Cycles



Vero Beach High School
Non-Evaluative Feedback Form

Visit By: _____ Date: _____

Teacher: _____ Period: _____

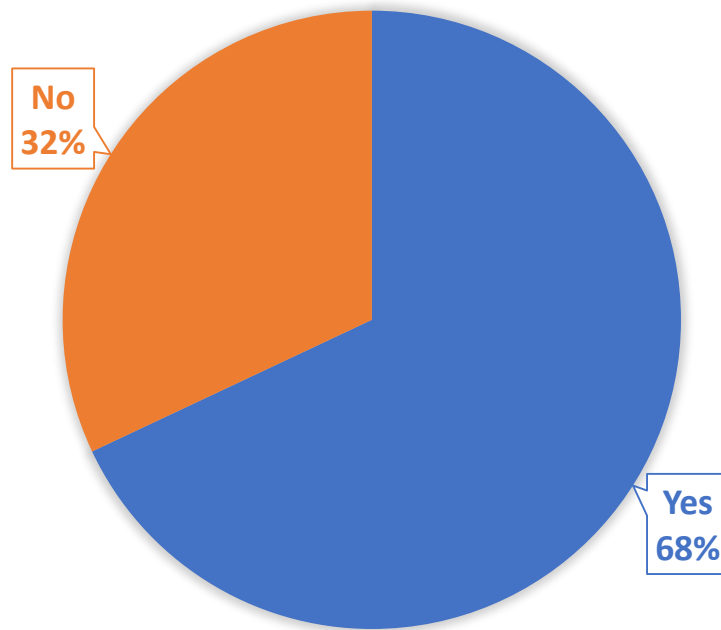
- ☐ Learning Goal and Scale Posted (Standard Based)
- ☐ Daily Learning Target Posted (Standard Based)
- ☐ Task Posted
- ☐ Task Aligned to Rigor of Daily Learning Target
- ☐ Student Engagement- <25%, 25%, 50%, 75%, 100% ✓
- ☐ Positive Classroom Culture

Noticings

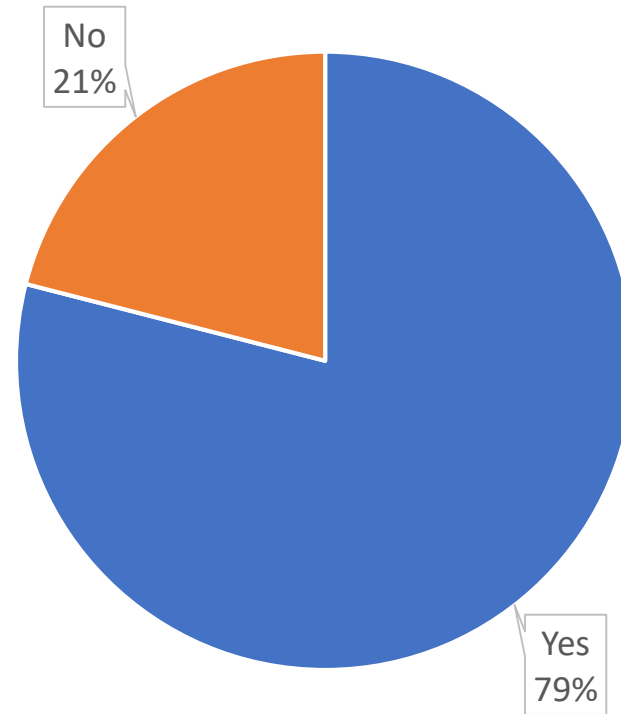
Wonderings

Learning Goal/Scale Posted

October

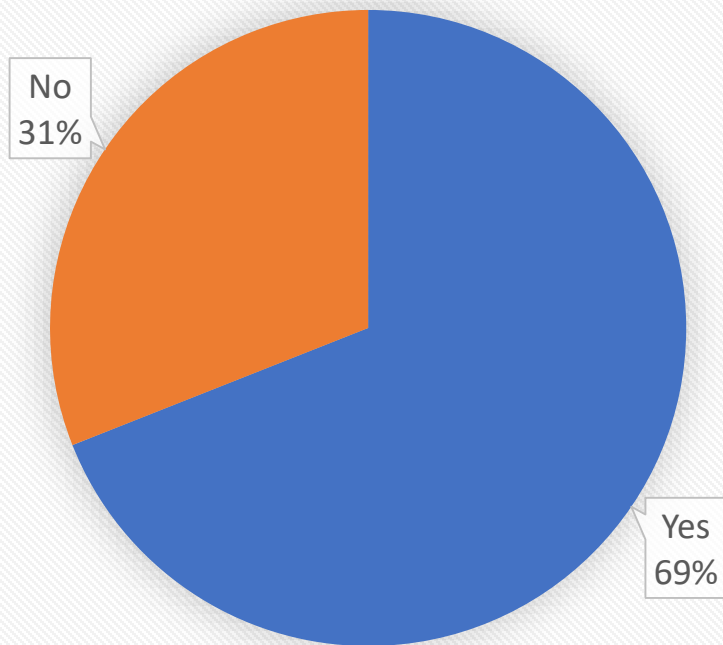


November

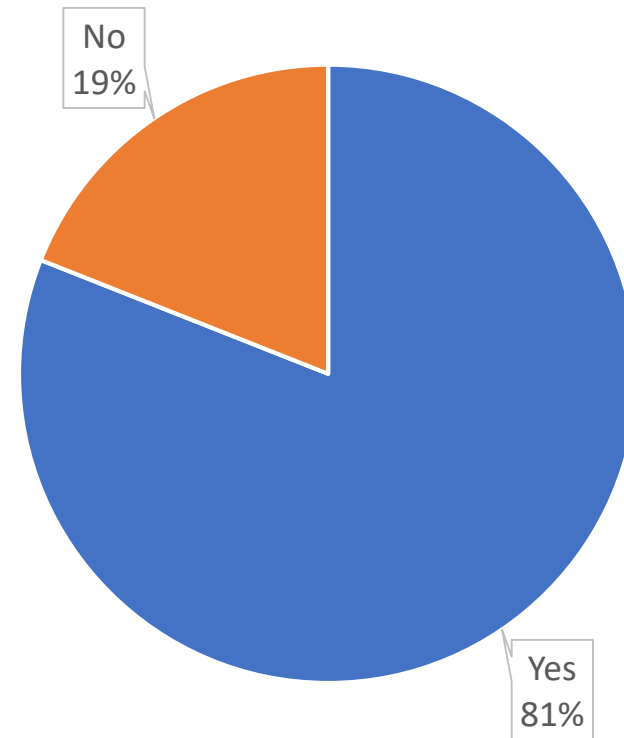


Daily Learning Target Posted

October

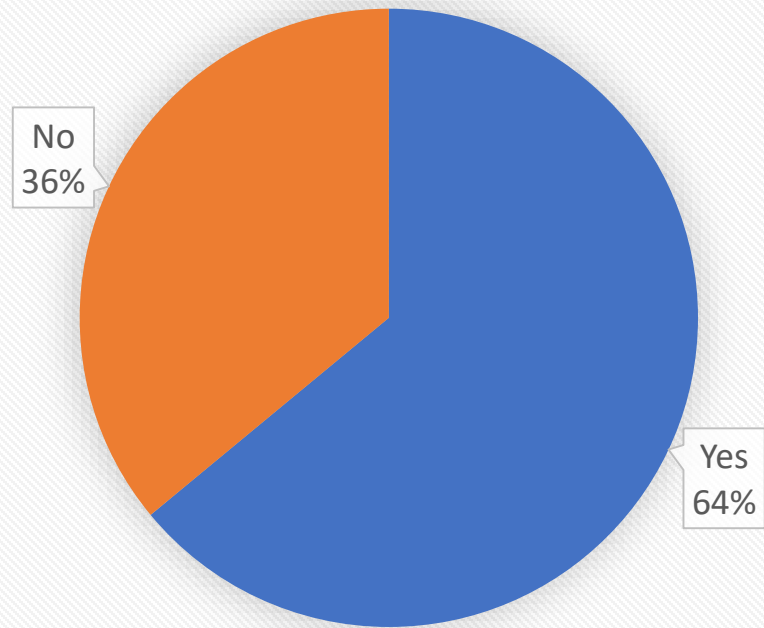


November

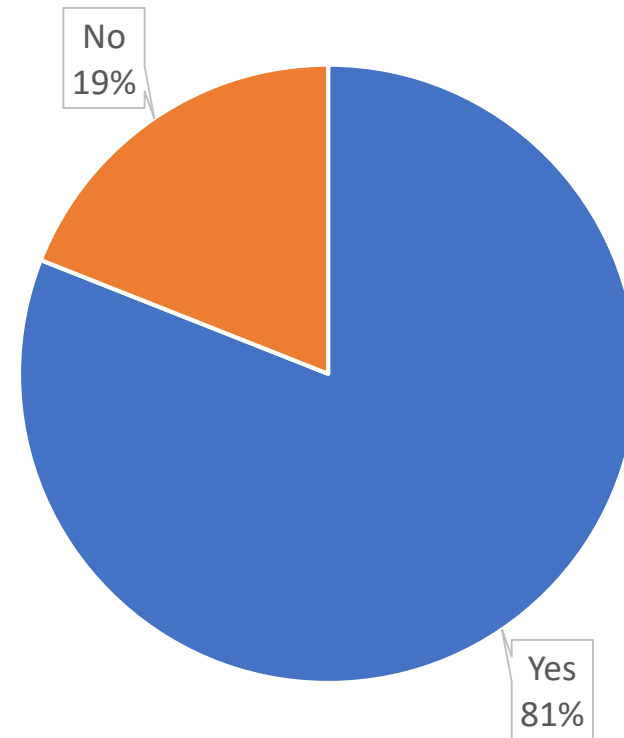


Task Posted

October

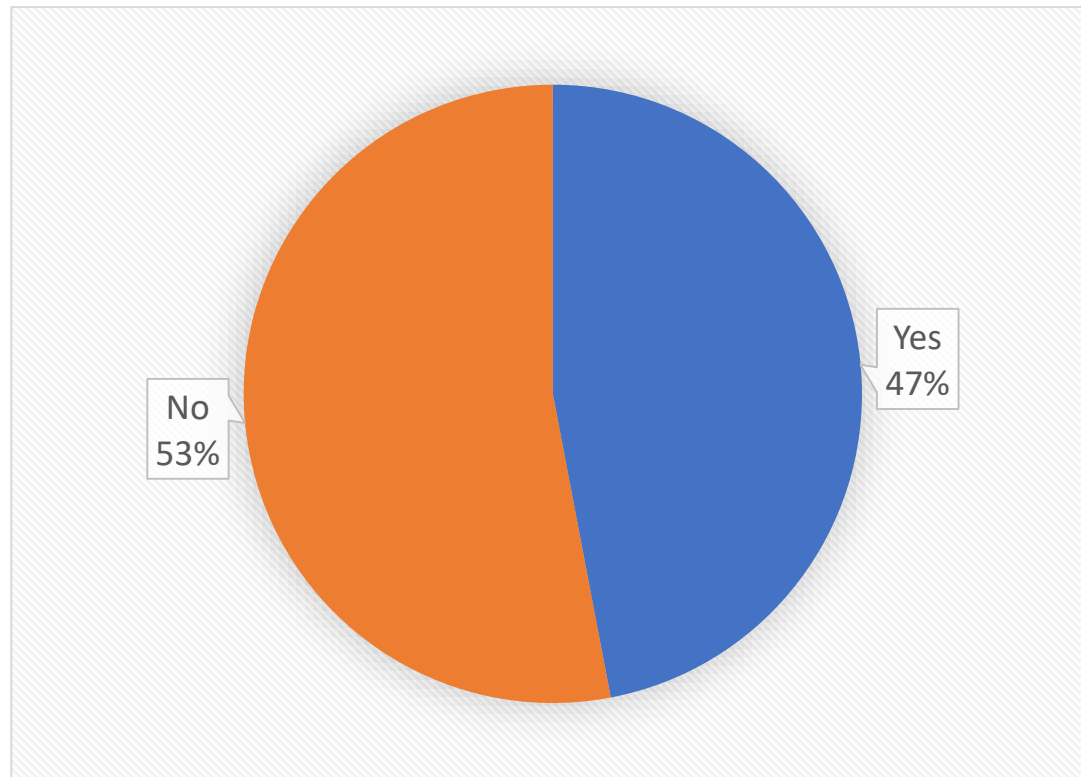


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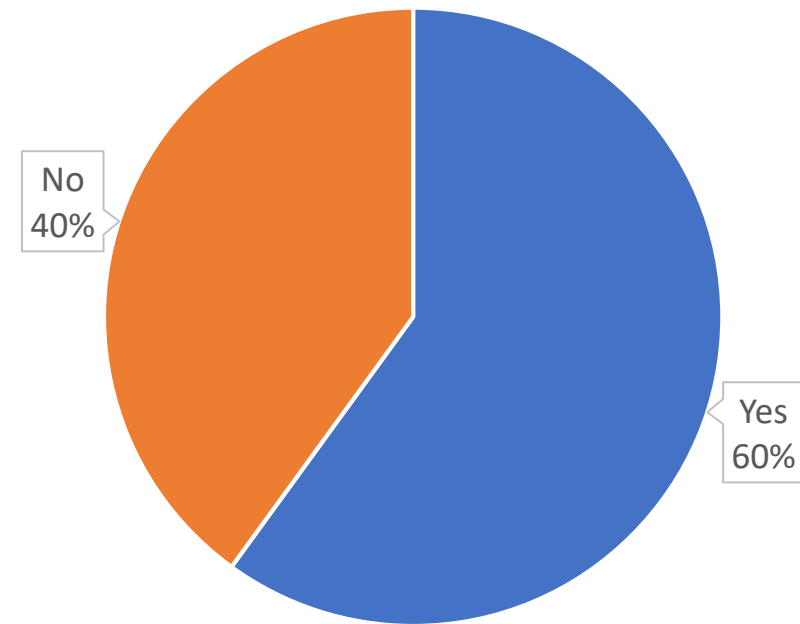


Task Aligned to Rigor of Learning Target

October

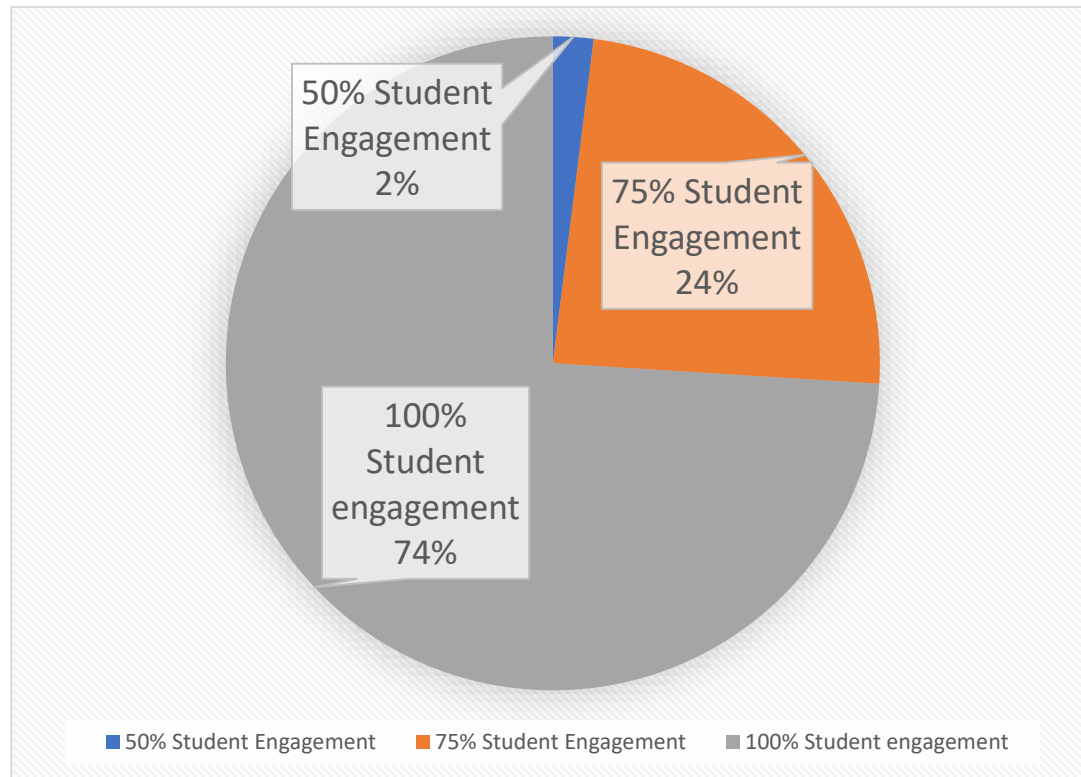


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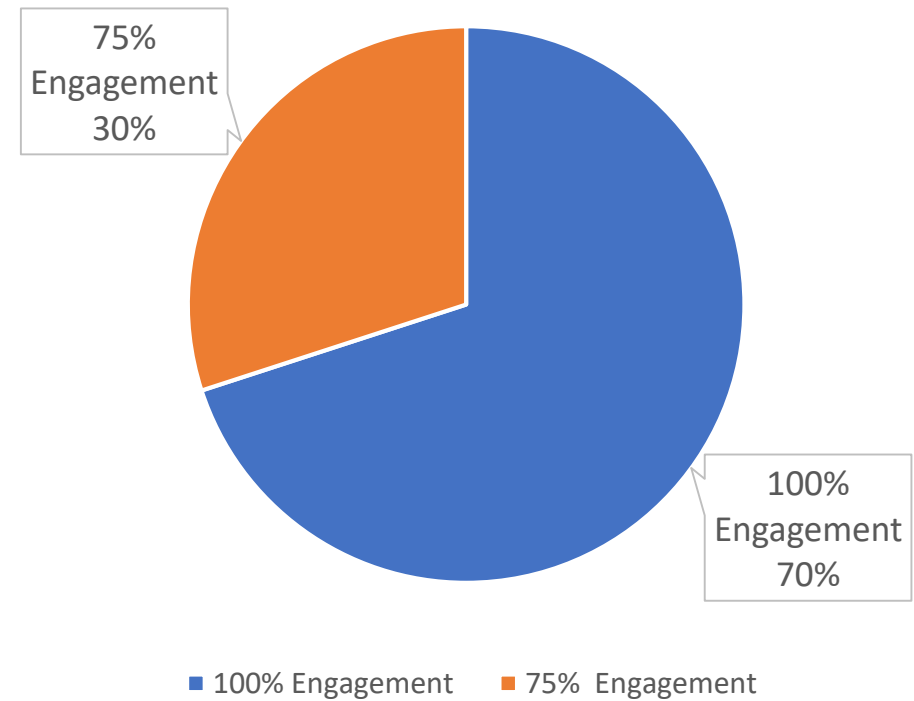


Student Engagement

October

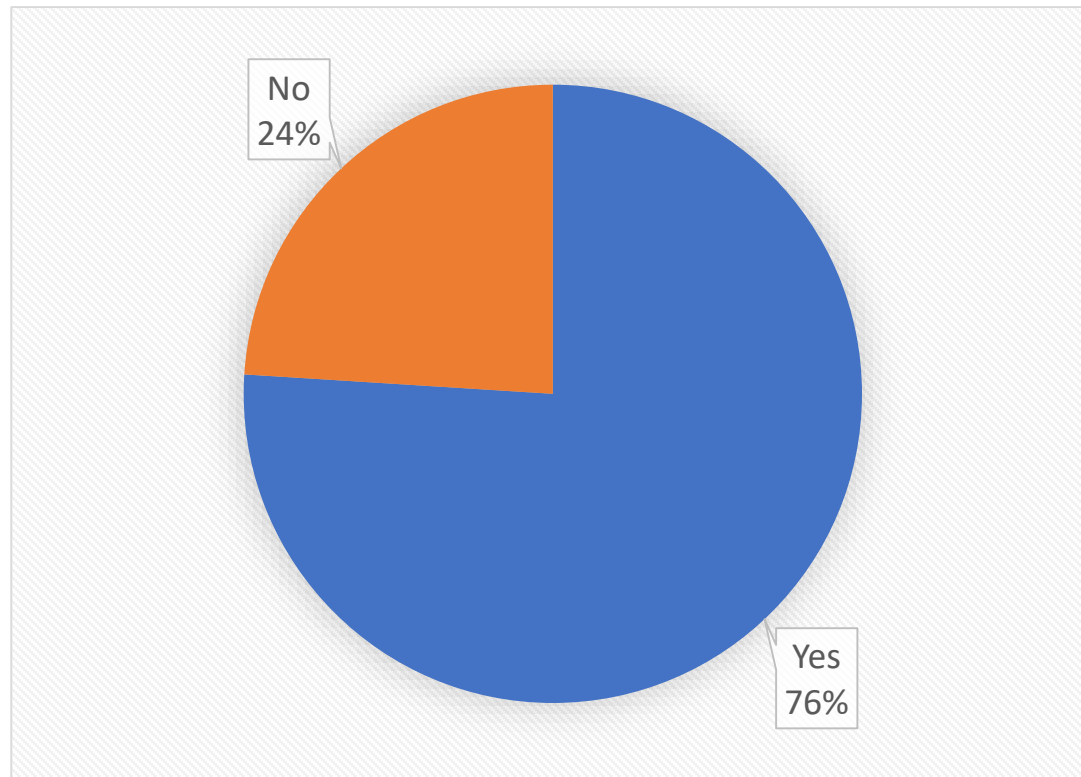


November

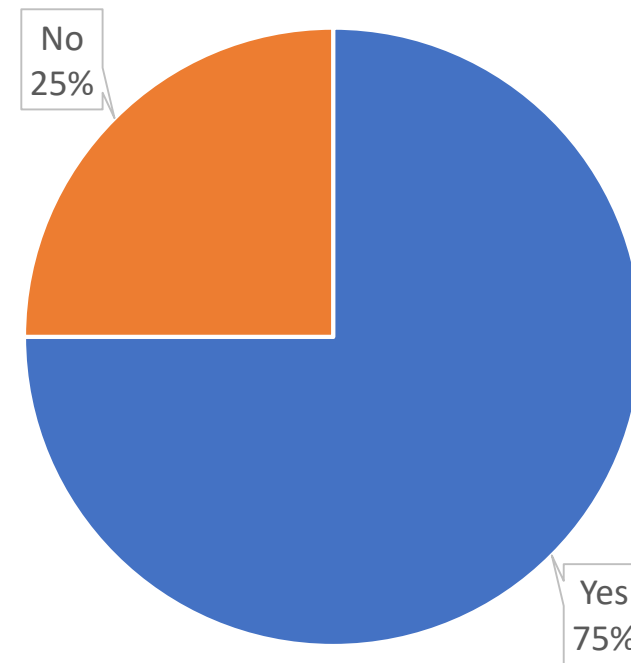


Positive Classroom Culture

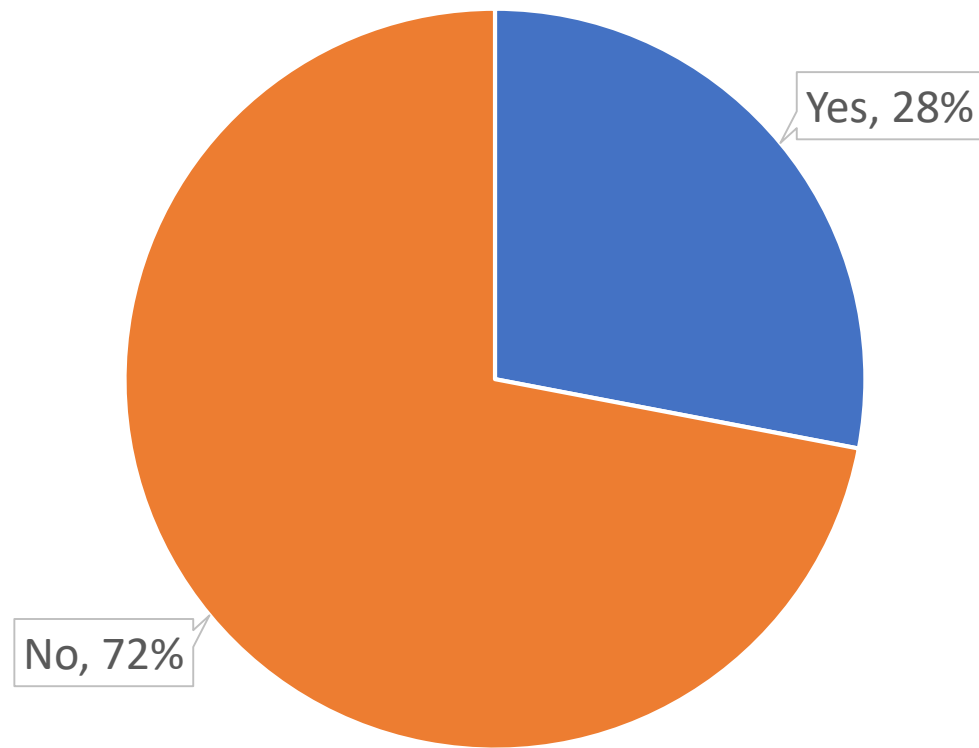
October



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

Curricular Pathways To Success: Staff Development

INPUT:

SURVEYED TEACHERS ABOUT THEIR NEEDS IN PROFESSIONAL
DEVELOPMENT

CULTURE:

ESTABLISHING A CULTURE OF COOPERATION TOWARDS COMMON GOALS
WHEREBY TEACHERS HELP FACILITATE OUR PD SESSIONS

INTELLECTUAL STIMULATION:

ASSURING THAT WHAT WE FOCUS ON IS RESEARCH BASED/VETTED

CURRICULAR PATHWAYS TO SUCCESS: STAFF DEVELOPMENT

INPUT:

SURVEYED TEACHERS ABOUT THEIR NEEDS IN PROFESSIONAL DEVELOPMENT

CULTURE:

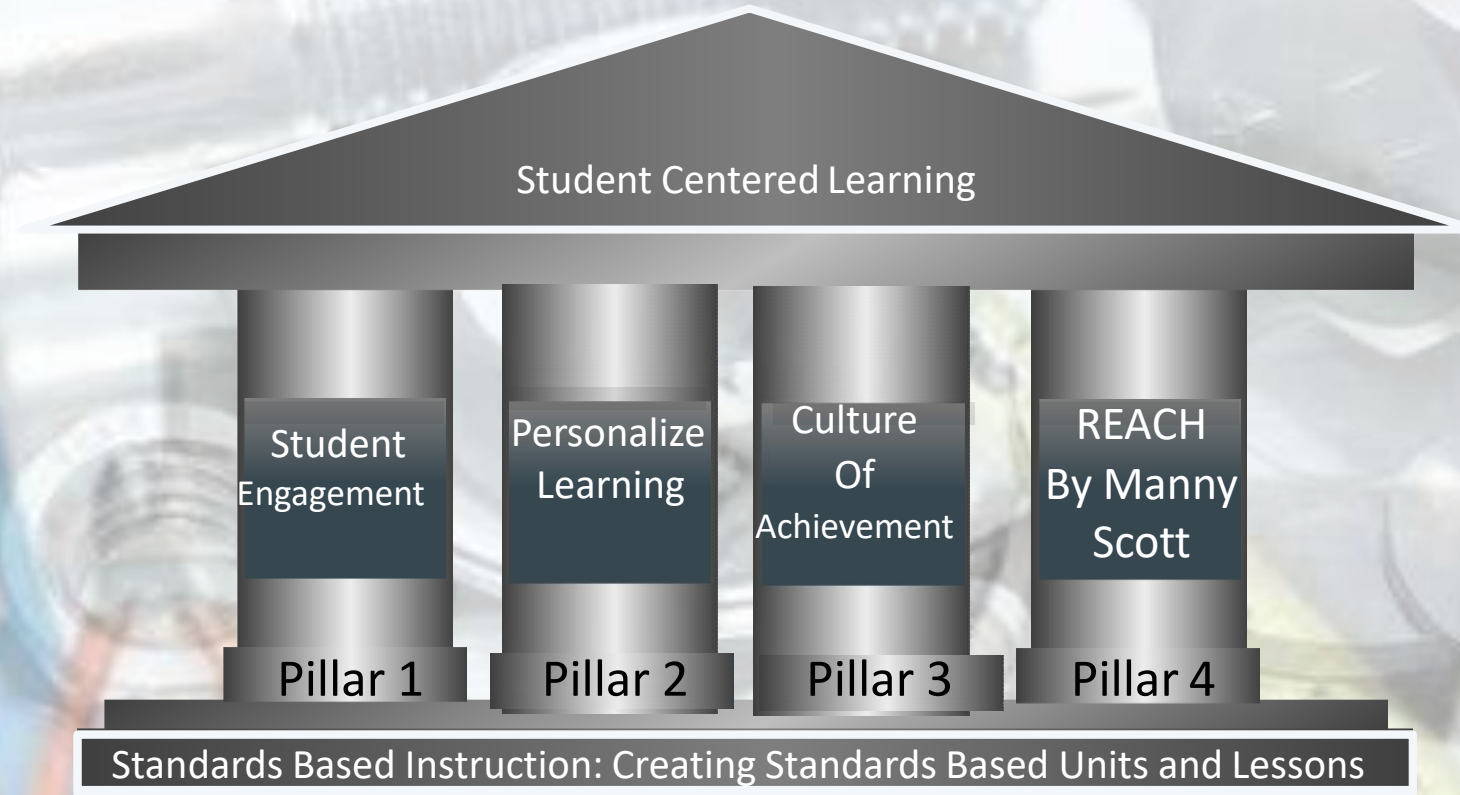
ESTABLISHING A CULTURE OF COOPERATION TOWARDS COMMON GOALS

WHEREBY TEACHERS HELP FACILITATE OUR PD SESSIONS

INTELLECTUAL STIMULATION:

ASSURING THAT WHAT WE FOCUS ON IS RESEARCH BASED/VETTED

School-Based Professional Development:



Grade 9 ELA 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 9 English Proficiency

2017-18 ELA Proficiency 51

2018-19 ELA Proficiency 56

Targeted Groups: ESE, ELL, ED, AA, BQ

- Collaborative department planning
- Standards based instruction with rigor
- Incorporate design questions in curriculum content
- Unit Assessment reviews
- Positive reinforcement and encouragement

ELA Learning Gains 9th Grade Action Plan

2017-2018 ELA Learning Gains=49

2018-2019 ELA Learning Gains=52

Targeted Groups: ESE, ELL, ED, African American, BQ

- Collaborative department planning
- 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.

ELA Lowest Quartile 9th Grade Action Plan

2017-2018 ELA Lowest 25 Learning Gains: 39

2018-2019 ELA Lowest 25 Learning Gains: 44

Targeted Groups: ESE, ELL, ED, African American, BQ

- Application of reading strategies
- Provide 1-1 tutoring during lunch and after school
- Positive reinforcement and encouragement
- 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

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	21	Red	30	Red	40.9
Standards Achievement	Strong Standards	-language and editing -text based writing		-language and editing -text based writing		LAFS.910.RL.2.4		LAFS.910.RL.2.5	
	Areas of Improvement	-knowledge 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 10th Grade Action Plan

2017-18 ELA Proficiency 51

2018-19 ELA Proficiency 56

Targeted Groups: ESE, ELL, ED, African American, LQ

- Data chats: teacher/student 1 on 1
- Standards Based Instruction
- Collaborative Planning
- Role-Alikes
- Rigor- teaching to the standard
- Focus on Instructional Routines

ELA Learning Gains 10th Grade Action Plan

2017-2018 ELA Learning Gains=49

2018-2019 ELA Learning Gains=52

Targeted Groups: ESE, ELL, ED, African American, LQ

- After School Tutoring and Transportation
- Fostering a Positive Academic Mindset
- 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, and Writing (Flip Charts.)
- 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.

ELA Lowest Quartile 10th Grade Action Plan

2017-2018 ELA Lowest 25 Learning Gains: 39

2018-2019 ELA Lowest 25 Learning Gains: 44

Targeted Groups: ESE, ELL, ED, African American, LQ

- Data chats: teacher/student 1 on 1 (see next slide)
- Provide teachers with Specific Lower Quartile student names and points needed for learning gain and use strategies for differentiation.
- 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

Targeted Groups: ESE, ED, ELL, AA, LQ

- 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

Targeted Groups: ESE, ED, ELL, AA, LQ

- 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

Targeted Groups: ESE, ED, ELL, AA, LQ

- 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 nd 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.

Action Plan US History

Targeted Groups: ESE, ED, ELL, AA, LQ

2017-18 EOC SS Achievement 75

2018-19 EOC SS Achievement 70

- 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

2019 Biology Data

		Biology EOC 2018		Bio Unit Assessment #1		Bio Unit Assessment #2		Unit Assessment #3	
Assessment Date		May 2018		Aug		September		October	
Average Score		Scale score		R50 H 67		R 43 H 62		R 43 H 62	
% of Students		Green	65%	Green	R7% H17	Green	R0% H13	Green	R 0% H13
		Yellow	24%	Yellow	31 % 63	Yellow	11% 36	Yellow	11% 42
		Red	11%	Red	67% 20	Red	89% 54	Red	89% 45
Standards Achievement	Strong Standards	Classification, Heredity, Evolution		L.17.8, E 7.1		L.18.1		L14.1 , L 14.4	
	Areas of Improvement	Molecular and Cell Biology		L.17.20		L.18.12		L. 16.6	
% of Students Passing (Total-all classes)		65%		R38% H 79%		R11% H 47%		R11% H 55	
% of VBHS		65%		60%		31%		37%	
% for Indian River		65%		R51% H67%		R12% H 44%		R 18% H 58	

Action Plan for Focused Sub Groups Biology

Targeted Groups: ESE, ED, ELL, AA, LQ

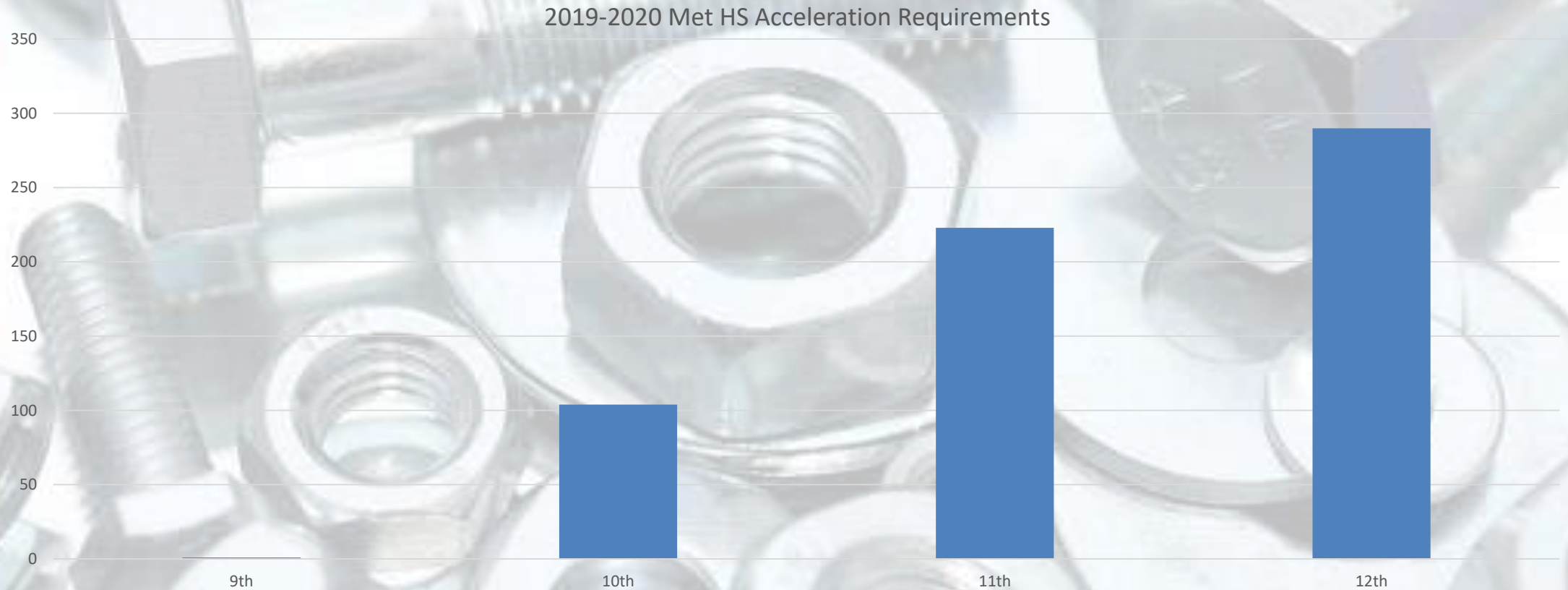
- Identify applicable sub groups and the students who are in those groups including the ELL-LQ
- Focus on Instructional Routines
- Standards Based Instruction with appropriate rigor
- Focus on Science content and academic vocabulary terms
- Focus on visual interpretation of graphs and charts
- Weekly Teacher collaboration within the subject area
- Parent contact with struggling sub group members emphasizing tutoring opportunities both at VBHS and IRSC

ESSA Federal Index/ School Grade- Every Student Succeeds Act

Percent Tested	School Grade 2018	ESSA Category (TS&I or CS&I)	Federal Percent of Points Index - All Students	Overall Federal Percent of Points Below 41%	Graduation Rate at or Below 67%	Total Number of Subgroups Missing the Target	Subgroups Below 41% in the Current Year	Charter School	Title I	Alternative, ESE Center, or DUJ School	Feeder	School Type	Percent of Minority Students	Percent of Economically Disadvantaged Students
95	B	TS&I	54	NO	NO	3	Black, Students with Disabilities, English Language Learners	NO	NO	K-12 General Education		03	44.2	51.2

Percent Tested	School Grade 2019	ESSA Category (TS&I or CS&I)	Federal Percent of Points Index - All Students	Overall Federal Percent of Points Below 41%	Graduation Rate at or Below 67%	Total Number of Subgroups Missing the Target	Subgroups Below 41% in the Current Year	Charter School	Title I	Alternative, ESE Center, or DUJ School	Feeder	School Type	Percent of Minority Students	Percent of Economically Disadvantaged Students
96	B	TS&I	59	NO	NO	1	Students with Disabilities	NO	NO	K-12 General Education		03	45.3	48

HS Acceleration 2019-2020



Student Attendance

Follow link for 2018 vs. 2019 attendance comparison:

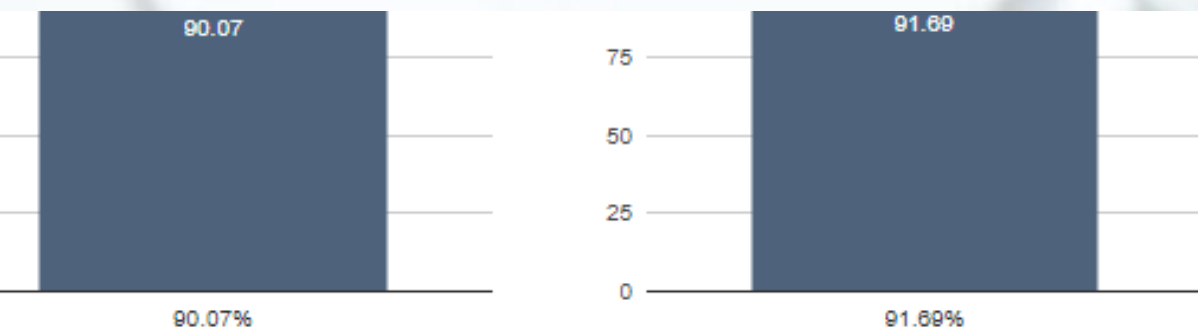
https://sdirc.focusschoolsoftware.com/focus/Modules.php?modname=misc/Portal.php&portal_page_id=54&portal_profile=10

Points of Interest:

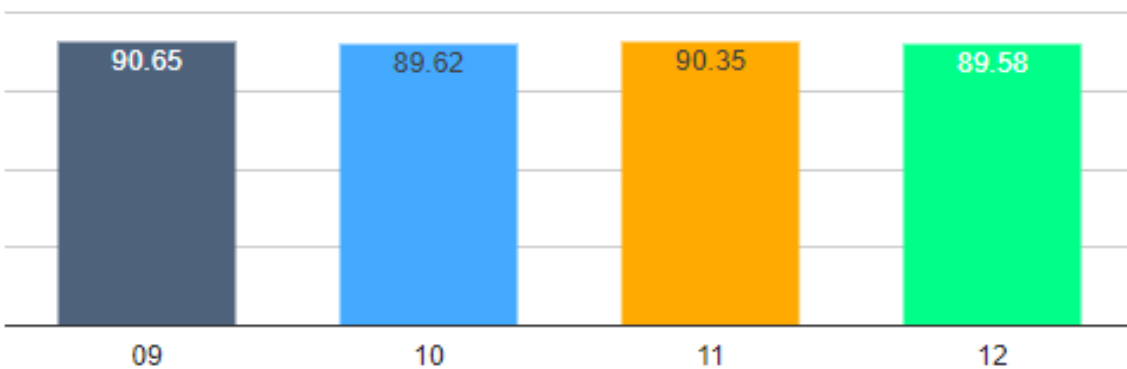
1. Overall, attendance is down 1.68%
2. Biggest difference is this year's Freshman cohort
3. American-Indian, Asian attendance is slightly up. All other ethnicities slightly down.

Wondering: What impact did Hurricane Dorian have on 2019-2020 attendance?

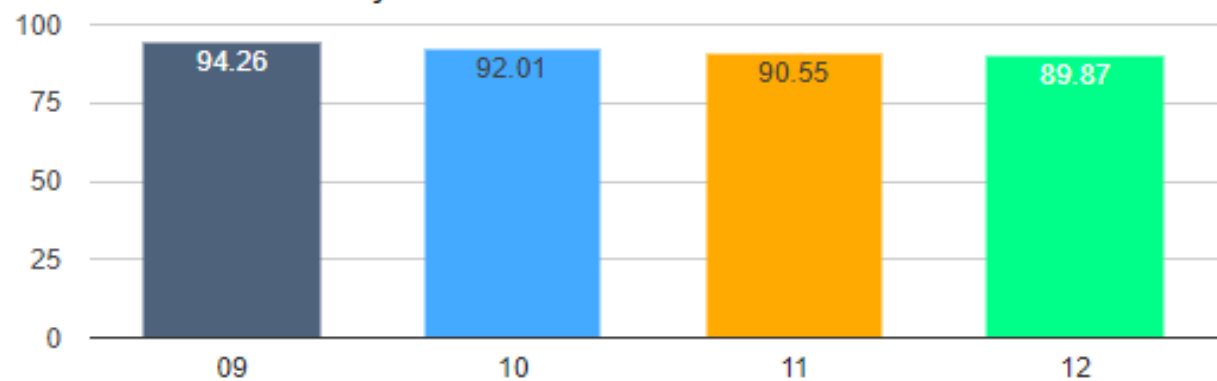
Student Attendance



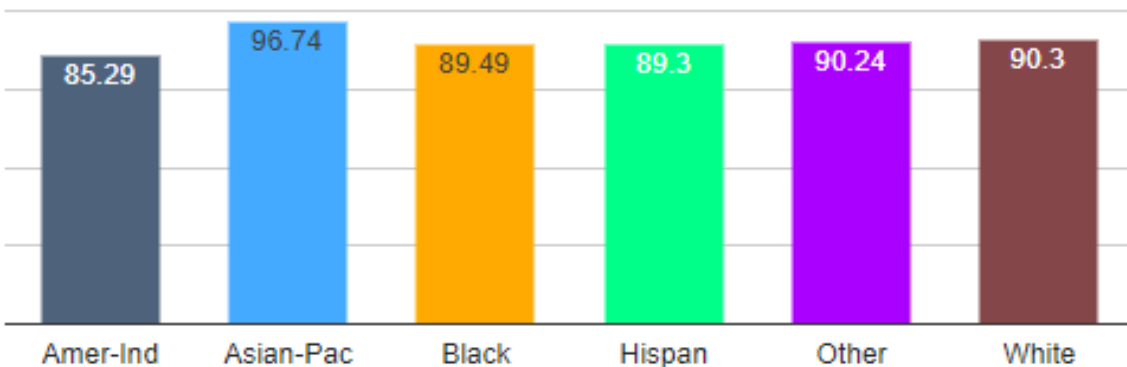
School Attendance by Grade - Current



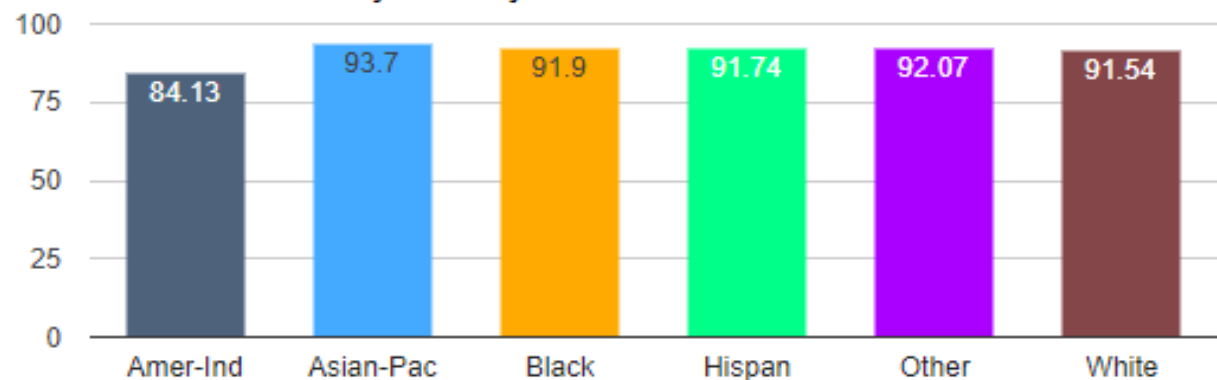
School Attendance by Grade - Prior Year



School Attendance by Ethnicity - Current



School Attendance by Ethnicity - Prior Year



Interventions for Poor Attendance

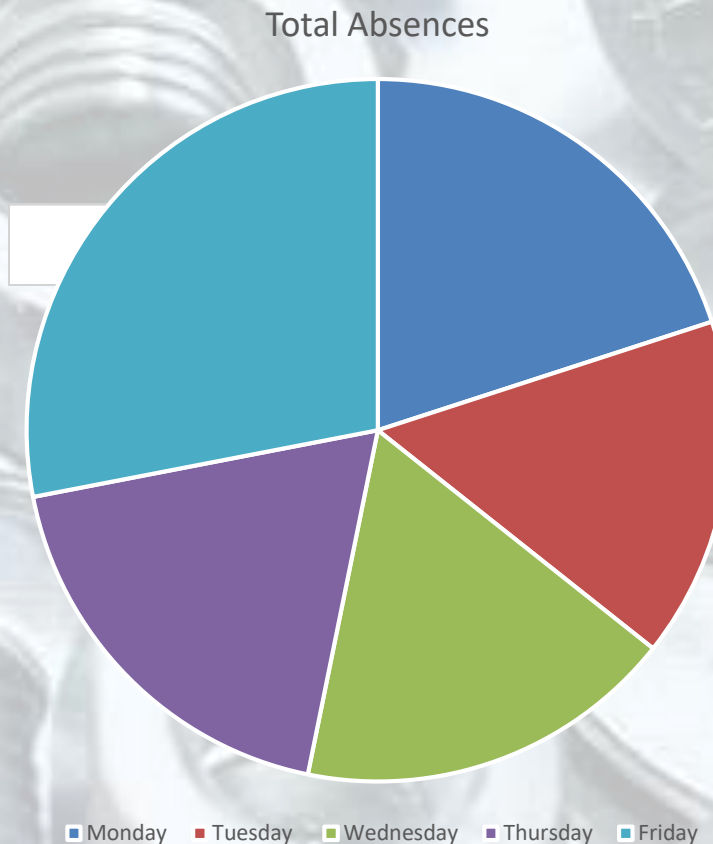
- Home visits were conducted after the tenth day.
- Phone calls home by teachers, guidance and administration
- Referrals about attendance concerns sent to Eric Seymour and Fran Privette
- Behavior/Attendance agreement in place for some students
- Scheduling options/flexibility provided to support home situations
- VBHS 90% Attendance Policy
- PBIS Rewards for good attendance/ Praise Phone calls home by teachers, guidance, administration, PBIS Team
- Counseling sessions with graduation coach, guidance, and/or administration

Teacher Attendance

Days of the Week Report 9/18/19-11/18/19

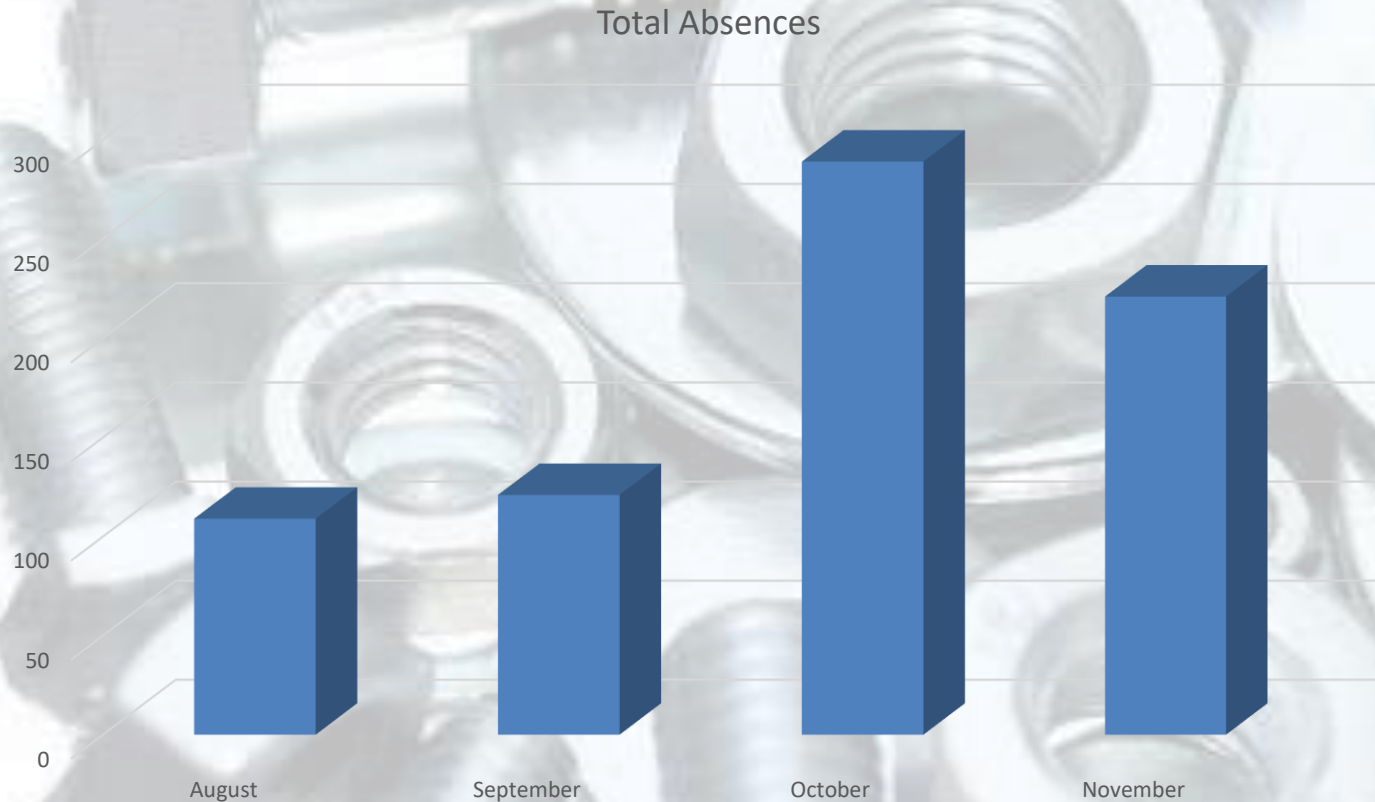
Monday: 20%
Tuesday: 16%
Wednesday: 17%
Thursday: 19%
Friday: 28%

*Note: 154 unfilled vacancies.



Teacher Attendance

Absences by Month



Student OSS Rates

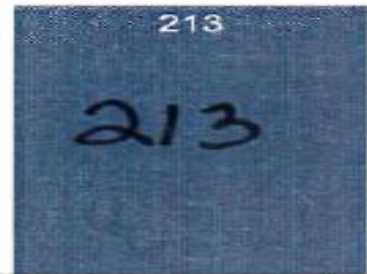
Follow the link for 2018 vs. 2019 suspension comparison:

https://sdirc.focusschoolsoftware.com/focus/Modules.php?modname=misc/Portal.php&portal_page_id=53&portal_profile=10

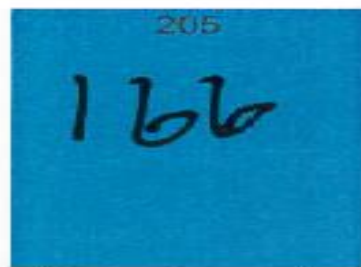
Points of Interest:

1. Total amount of suspensions is down
2. School is continuing to reinforce RJ and ALTOSS
3. Early analysis does indicate that the high level of awareness of suspension among ethnic groups is creating more balance.

Student OSS Rates

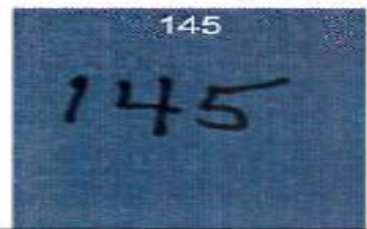


In-School Suspension

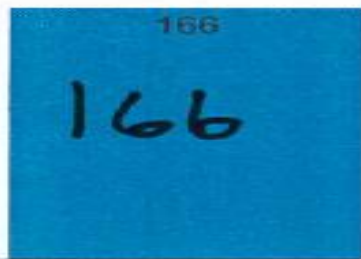


Out-of-School Suspension

School Suspensions - Students - Current

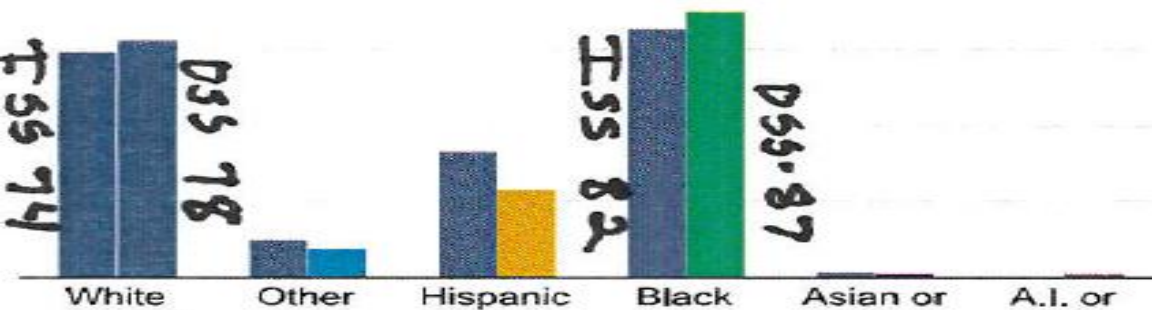


In-School Suspension

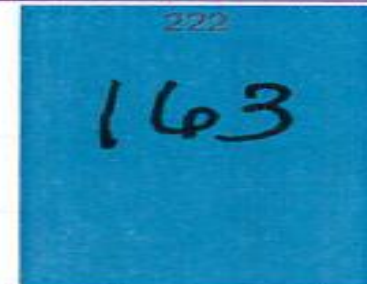


Out-of-School Suspension

School Suspensions by Ethnicity - Current



In-School Suspension



Out-of-School Suspension

School Suspensions - Students - Prior Year

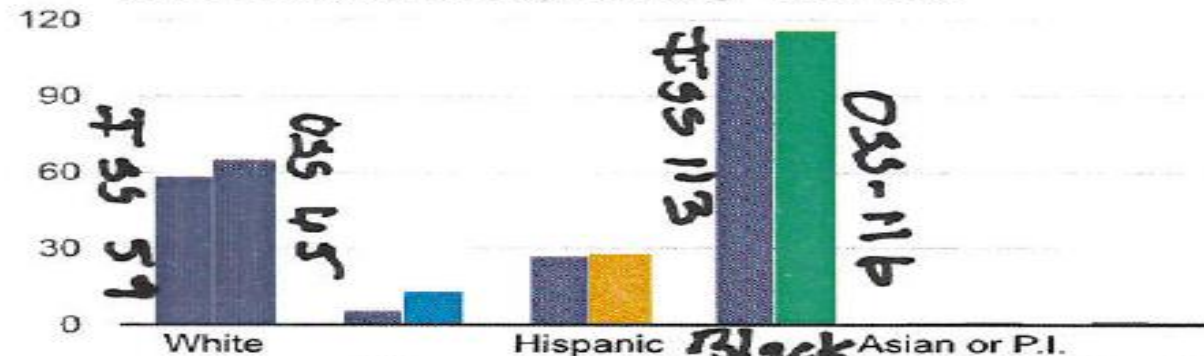


In-School Suspension



Out-of-School Suspension

School Suspensions by Ethnicity - Prior Year



HS Graduation Rate 2018 vs. 2019

2017-18 93.1%

2018-2019

Graduation Rate 94.1 % (678/720)

Of the 42 students that did not graduate, 22 (52 %) were issued a Certificate of Completion. The only barrier remaining to a high school diploma for these students was the FSA ELA 10th Grade Writing and Reading Assessment, or a concordant.

2019-2020

693 students currently enrolled

106 are currently missing a passing score on the FSA ELA 10th Grade Writing and Reading Assessment, or concordant. 82 students are currently missing a passing score on the Algebra 1 EOC Assessment, or concordant (does not include PERT data from 11/19 and 11/20).

HS Graduation Rate 2018 vs 2019

Steps currently being taken to increase graduation rate:

- Counselors and Graduation Coach are meeting with Seniors
- PERT test scheduled for November, February, May; Algebra I EOC Retake scheduled for December, February. Graduation Coach working with Math Department to schedule tutoring prior to testing
- FSA ELA Grade 10 Writing/Reading Retake scheduled for February/March
- Early data from Fall SAT testing was extremely positive, with more than 50% of test takers meeting the concordant. VBHS would like permission to test Seniors that still need the ELA Concordant on March 4th. After meeting with Graduation Coach, we are proposing that seniors testing on March 4 take the Non-College Reportable version of the test
- Graduation Coach meeting with and signing up students for additional ACT/SAT tests on Saturdays, and helping ED students that have exhausted waivers with funding
- ALS is currently being offered during the school day, and Thursdays after school with transportation provided
- Tutoring is offered after school five days a week



SAC Meeting 11/12/19:

HS Graduation Rate (2018 vs 2019 overall)

2018-2019

Of the 720 students in this cohort, there were:

Forty-two students that did not graduate. Twenty-two of them, 52 percent, were issued a certificate of completion. The only barrier to these students graduating was the FSA ELA 10th Grade Writing and Reading Assessment, or a concordant for that test.

678 students that graduated with a high school diploma, resulting in a graduation rate of 94.3 percent.

2019-2020

Current enrollment numbers reflect 693 students in the cohort. Barriers to graduation include:

176 students, 25 percent, are missing a passing score on the FSA ELA 10th Grade Writing and Reading Assessment.

82 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.

Counselors have been and will continue to meet with Seniors for “graduation checks”
ALS is being offered after school on Thursdays, with provided transportation, to help students recover credits and improve GPA.

Chris Rahal 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 PERT test during the winter testing window.

Student scheduling is foremost focused on ensuring graduation for every student.

Graduation requirements are scheduled and monitored closely.

“Tribe Tutoring” in place (last 3 school years consistently) where advanced students tutor any/all students needing help after school Monday- Friday.

Funds are requested from SAC to provide after school transportation for students being tutored or working on course recovery (last 5 years consistently).

C2G (Commit to Graduate) VBHS Administrative initiative in place (last 6 years consistently) whereby this school year on November 11th, an international motivation speaker has been hired to provide 2 assemblies to speak to students about commitment to graduation and beyond.

Freshmen class will sign their C2G Banner at the event adding their signature along with the entire class to the Class of 2023 C2G Banner for display on campus along with the other 3 current classes, until graduation day for their cohort where it will become part of their graduation ceremony, same as we do for all classes/cohorts.

C2G AT VBHS

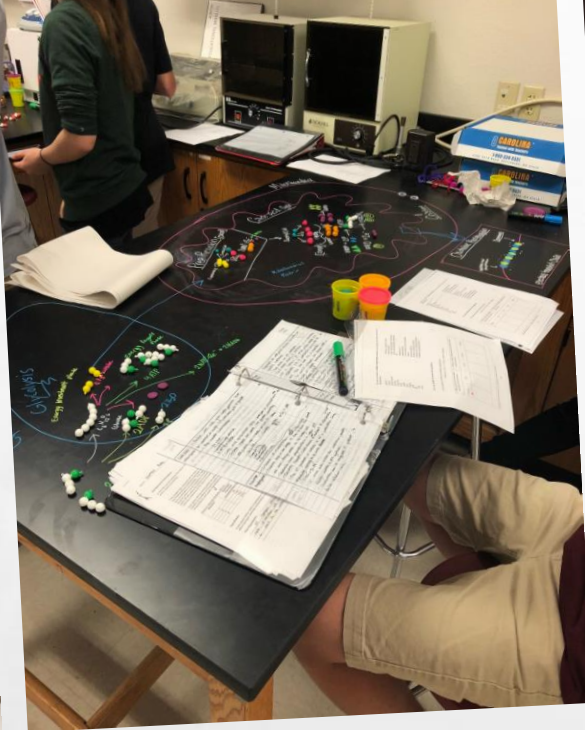
Commitment to Graduate



Graduation Initiatives Include: Grade specific assemblies, motivational speakers, and our annual career and college expo

OUTREACH: ADVOCATING FOR VBHS WITH SCHOOL AND COMMUNITY AT LARGE

- **DAD'S DAY BREAKFAST IN SEPTEMBER: INVITED DADS TO BRING THEIR STUDENT TO SCHOOL AND ENJOY BREAKFAST**
- **CITY OF VERO CENTENNIAL CELEBRATION VERO'S 100TH/ BAND SHOW/ HOSTED KICKOFF**
- **UNITED WAY: DAY OF CARING WITH STUDENT AND STAFF VOLUNTEERS**
- **CHAMBER OF COMMERCE LEADERSHIP TOURS OF VBHS**
- **MIDDLE SCHOOL NIGHTS: VBHS ADMIN. BROUGHT OUR ORIENTATION ON THE ROAD TO OUR FEEDER SCHOOLS**
- **AP NIGHT: TO PROVIDE INFORMATION ON ADVANCED CURRICULUM**
- **CAREER AND COLLEGE EXPO AT GYAC (MINORITY COMMUNITY OUTREACH)**
- **ART CLUB/HUMANE SOCIETY**



**BUILDING 21ST CENTURY LEARNERS IN AND
OUT OF THE CLASSROOM**

Vero Beach High School
Non-Evaluative Feedback Form

Visit By: _____ Date: _____
Teacher: _____ Period: _____

☐ Learning Goal and Scale Posted (Standard Based)
☐ Daily Learning Target Posted (Standard Based)
☐ Task Posted
☐ Task Aligned to Rigor of Daily Learning Target
☐ Student Engagement- <25%, 25%, 50%, 75%, 100%
☐ Positive Classroom Culture

Noticings

Wonderings



- STANDARDS BASED INSTRUCTION
- 21ST CENTURY LEARNING
- PROFESSIONAL DEVELOPMENT GEARED TOWARD 21ST CENTURY SKILLS
 - HIGHER ORDER THINKING, THINKING MAPS, MAKING THINKING VISIBLE, PROJECT AND PROBLEM BASED LEARNING, AND STANDARDS BASED INSTRUCTION
- COMMON BOARDS
- NON-EVALUATIVE LEARNING WALKS (WALK-THROUGHS OF CLASSROOMS)
- "ROLE ALIKE'S" AS DEPARTMENTAL PLC'S

<https://www.youtube.com/watch?v=vIKly3WnFzE>

OUR SCHOOL TEAM'S FOCUS OVER THE PAST THREE YEARS