



## Evidence of Progress Monitoring

School District of Indian River County

#SDIRCStrongerTogether

**Date:**

Click or tap to enter a date.

**School/Department:**

Choose an item.

**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.)

# Action Step 1.5 - Achievement Gap Resource Allocation - All Schools

**Explanation of  
Evidence:**

Peer Reviews of School Improvement Plans with principals

**Results of Action  
Taken:**

Please see attached email to Dr. Myhre with the date of the TEAMS meeting to review SIPs ( TCE, FELLSMERE and SES) Also see attached Peer Review of SES SIP from Mr. Simpson

**Reflection:**

Click or tap here to enter text.

## #1. Instructional Practice specifically relating to Math

### Area of Focus Description and Rationale:

While the percentage of students meeting Mathematics proficiency in grades 3-5 held steady from 2018 to 2019, school-wide learning gains in Mathematics decreased from 63% to 55% and learning gains for students in the Lowest 25th Percentile decreased from 71% to 41%. Additionally, learning gains across subgroups was inconsistent. Inconsistencies in performance points to a need for improved Tier 1 instruction, as well as increased opportunities for review and remediation. At Sebastian Elementary, students have been exposed to an aligned curriculum that provides instruction within the Conceptual Representational Abstract cycle, but have not been given tools to provide connections between the conceptual and abstract concepts. Given the school-wide performance the past two years, teachers will be provided explicit training of the implementation of research based visual representation into the Mathematics instructional block. This strategy will build student problem solving capacity and provide necessary structures to have a positive impact on performance through all student subgroups.

### Measureable Outcome:

Students will improve from 58% learning achievement to 78% learning achievement measured by FSA.

### Person responsible for monitoring outcome:

Ashley Kohlstedt (ashley.kohlstedt@indianriverschools.org)

### Evidence-based Strategy:

At Sebastian Elementary, teachers will continue to be supported in improving instruction in mathematics to full alignment, depth, and rigor of the math standards. School leadership will support teachers with the implementation of visual representation within systematic and explicit math instruction. Through professional development, coaching cycles and provided opportunity for feedback, the fidelity of core math instruction will improve.

### Rationale for Evidence-based Strategy:

According to Vanderbilt University's IRIS center, "Explicit, systematic instruction involves teaching a specific concept/procedure in a highly structured, carefully sequenced manner". Math researcher Asha K. Jitendra's research states both general education and special needs students develop a deeper understanding of math concepts when taught with visual representations. The use of visual representation in the form of tables, graphs number lines, diagrams, percent bars and schematic diagrams within an explicit and systematic math routine bridges concrete and abstract mathematical ideas and increases problem solving skills. When teachers incorporate research based visual representation strategies as part of a rigorous math routine, students:

- visualize ideas,
- make connections within the Concrete, Representational and Abstract Learning Cycle
- receive opportunities to practice within a scaffolded sequence
- links quantities to the mathematical operations needed to solve problems

### Action Steps to Implement

The assistant principal and math coach will clearly define the components and expectations of the sixty minute math block that follows a guided math format and a tiered system approach for grades K-5.

**Person Responsible** Letitia Whitfield (letitia.whitfield@indianriverschools.org)

2 Sebastian Elementary teachers will participate in ongoing professional development that increases the capacity of effective visual representation implementation within the Concrete Representational Abstract cycle while meeting the criteria of the expectations and components of the 60 minute math block. Teachers will develop thinking maps, think alouds, and discussions that reinforce the use of appropriate visual representation for Tier 1,2 and 3 students. Teachers will work collectively to develop strategies that convert the visually represented information into mathematical notations.

**Person Responsible** Michelle Dunderdale (michelle.dunderdale@indianriverschools.org)

3 Provide all General Education and Exceptional Education teachers with weekly common, collaborative planning time, facilitated by the math coach and supported by administration to build a standards based aligned lesson plan which uses Indian River Public School's Pacing Guide, Curriculum map and Unit Planning Guide. This time will be used to develop and implement an Action Plan that focuses on the purposeful use of visual representation with higher level questioning, formative assessments, tiered instruction and monitoring strategies. This common planning will occur weekly in order to prepare and problem solve for the next instructional cycle.

**Person Responsible** Michelle Dunderdale (michelle.dunderdale@indianriverschools.org)

4 Administration and coaches will conduct weekly learning walks to monitor alignment and progress of grade level Math Action Plans. Learning walks will inform evidence of visual representation, student engagement and data for monthly data discussions while guiding decisions for needed coaching cycles and collaborative planning sessions. Feedback and coaching will be provided to grade level teams and individual teachers regarding implementation of action plans and lessons associated with the professional development.

**Person Responsible** Letitia Whitfield (letitia.whitfield@indianriverschools.org)

5 Student performance data will be monitored weekly by the leadership team with a focus on student achievement and growth across subgroups. The leadership team will analyze the data from Iready, Unit Assessments and Reflex to determine professional development and coaching needs. Student performance data will be used for monthly data talks and problem solving that will provide opportunity to meet individual instructional needs of all students.

**Person Responsible** Ashley Kohlstedt (ashley.kohlstedt@indianriverschools.org)

Suggestion: Delete Action Step #1 (include into #2 which is PD)

## #2. Instructional Practice specifically relating to ELA

**Area of Focus Description and Rationale:**

From the 2018 - 2019 school year FSA data, ELA proficiency decreased from 59% to 53 which is 5 percentage points below the district. The percentage of the bottom 25th percentile that made learning gains decreased from 61% down to 49%. Without the opportunity and ability to read complex text and monitor for growth, a student's entire learning path is hindered. We will focus on using complex text and research based monitoring tools during intervention blocks and Tier 1 instruction.

**Measureable Outcome:**

ELA proficiency will increase from 53% to 65% and the lowest 25th percentile will increase from 49% to 62% for the 2020-2021 school year.

**Person responsible for monitoring outcome:**

Letitia Whitfield (letitia.whitfield@indianriverschools.org)

**Evidence-based Strategy:**

In order to increase the proficiency in ELA, will implement the use of rigorous complex texts across all curriculum areas and monitor student understanding through a variety of evidence based formative assessments. Monitoring is defined as the act of checking for evidence of the desired result of a specific strategy while the strategy is being implemented.

**Rationale for Evidence-based Strategy:**

If teachers monitor student understanding of standards-based lessons, use continuous formative assessment, incorporate accountable talk, and use fluidity of groups to "teach in the moment", student achievement will improve. Monitoring for learning focuses on student learning targets and goals to drive adaptive instruction and empower students to take control of their learning.

### Action Steps to Implement

Coaches and teachers will provide professional development on the benefits of complex texts and effective monitoring strategies which includes student reflection and revision of knowledge, accountable talk, formative assessment and summarizing what they learn. Leadership team will conduct monthly learning walks together to verify monitoring of learning is taking place. Feedback and coaching will be provided to grade level teams and individual teachers regarding implementation of strategies being used for rigorous monitoring.

**Person Responsible**

Sharon Klein (sharsharklein@gmail.com)

Time will be provided to all General Education and Exceptional Education teachers with common, collaborative planning time, facilitated by the ELA coach and supported by administration to build a standards based aligned lesson plan which uses Indian River Public School's Pacing Guide, Curriculum map and Unit Planning Guide. This time will be used to develop and implement an Action Plan that focuses on the purposeful use of complex text with higher level questioning, formative assessments, tiered instruction and embedded monitoring strategies. This common planning will occur weekly in order to prepare and problem solve for the next instructional cycle.

**Person Responsible**

Sharon Klein (sharsharklein@gmail.com)

Student performance data will be monitored weekly by the leadership team with a focus on student proficiency and growth across grade levels. The leadership will analyze the data and determine professional development and coaching needs. Student performance data will be

used for monthly data talks and problem solving that will provide opportunity to meet individual instructional needs of all students.

**Person Responsible** Sharon Klein (sharsharklein@gmail.com)

4 Sebastian Elementary leadership team and teachers will analyze Tier 2 and Tier 3 instructional materials and construct tiered intervention schedules, including Saturday intervention and Rising Kindergarten programs (A2 Interventions), that maximizes resources based on student need and data. We will monitor growth through monthly grade level MTSS meetings and weekly Individual Problem Solving meetings.

**Person Responsible** [no one identified]

What will you do after analyze & monitor? Adjust Feedback

5 Administration and coaches will conduct weekly learning walks to monitor alignment and progress of grade level ELA goals. Learning walks will inform evidence of effective complex text usage across tiers, student monitoring, and student engagement while collecting impact review data which guides decisions for needed coaching cycles and collaborative planning sessions. Feedback and coaching cycles will be provided to grade level teams and individual teachers regarding implementation of action plans and lessons associated with the professional development and student performance.

**Person Responsible** Letitia Whitfield (letitia.whitfield@indianriverschools.org)

just one suggestion  
(U)

### #3. Culture & Environment specifically relating to Social Emotional Learning

**Area of Focus Description and Rationale:**

Sebastian Elementary's Early Warning Systems indicate a need for continued integration for social and emotional supports throughout the school day. Covid-19 has caused students and staff to feel anxious about their safety and a feeling of human disconnection within the school community. As students transition from home to a school setting, Sebastian Elementary will implement a school-wide, systematic Social Emotional Learning program for virtual and traditional students/ adults that will help build the necessary mechanisms to build and sustain relationships. This program will create and foster a safe, caring and equitable learning environment within the school building which extends into student homes.

**Measureable Outcome:**

Sebastian Elementary students and staff will show growth with social emotional well being on the computer based climate survey. This includes students and adults who returned from school closures in March and students and teachers transitioning from a virtual learning model to a traditional learning model.

**Person responsible for monitoring outcome:**

Letitia Whitfield (letitia.whitfield@indianriverschools.org)

**Evidence-based Strategy:**

According to the CASEL organization, "Social Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." Sebastian Elementary will implement a year long Social Emotional program using monthly activities and monitoring resources that include Conscious Discipline strategies, Whole Brain Teaching techniques and planning/monitoring resources from the CASEL organization.

**Rationale for Evidence-based Strategy:**

Effective Social Emotional Learning programs can produce positive short and long term outcomes for students. Infusing social emotional learning strategies across content area will actively involve students in their social and emotional growth, which will transfer to academic gains. Research also supports that effective SEL programs increases graduation rates and the home/family connection.

#### Action Steps to Implement

1 Administer a computer based climate survey to both staff and students in September, November and March. Use data from the survey to implement and monitor SEL strategies and interventions.

**Person Responsible**

Ashley Kohlstedt (ashley.kohlstedt@indianriverschools.org)

2 Instructional coaches will provide Social Emotional professional development, that includes vision and mission of Social Emotional Learning, monthly activities that align with "CASEL", "Whole Brain Teaching" and "Conscious Discipline Brain State Model". Time will be protected during collaborative planning to construct and implement research-based SEL activities. Activities will reinforce and monitor student management of emotion, conflict

resolution and problem solving techniques and protocols that will assist students to build relationships while showing empathy for others.

**Person Responsible** Ashley Kohlstedt (ashley.kohlstedt@indianriverschools.org)

3 Leadership will analyze walk through data, academic performance data, climate surveys, discipline referrals and attendance reports for fidelity and sustainability of Social Emotional Learning protocols. After data analysis, Mr. Adkins will provide specific interventions to address individual student need and SEL strategies for teachers and support staff.

**Person Responsible** Ashley Kohlstedt (ashley.kohlstedt@indianriverschools.org)

4 Sebastian Elementary's faculty and staff will establish high expectations and goal setting strategies with all students. We will develop and implement systems that celebrate academic and social emotional learning successes using: Unify Assessments, Iready, Reflex, Accelerated Reading, and positive behavior initiatives.

**Person Responsible** Ashley Kohlstedt (ashley.kohlstedt@indianriverschools.org)



#### #4. Other specifically relating to Development of The Performing Arts Academy

**Area of Focus Description and Rationale:**

In 2018, according to FSA generated School Data, Sebastian Elementary's ELA, Mathematics and Science achievement scores fell below district and state averages. Only 22 percent of Students with Disabilities (SWD) achieved proficiency in ELA and 33 percent achieved proficiency in Mathematics. 34 percent of Sebastian Elementary's African American students achieved proficiency in ELA and 40 percent achieved proficiency in Mathematics. To promote a positive learning environment, increase student engagement and improve student achievement across modalities and content area, Sebastian Elementary will focus on integrating the Performing Arts, specifically music, drama, and dance, into standards-based Tier 1, 2, and 3 instruction.

**Measureable Outcome:**

To ensure continuity and innovation within the performing arts, teachers at Sebastian Elementary will increase instructional practices that incorporate differentiated instruction through the integration of reader's theater, movement, and dance and a subject area (literacy, math, science, social studies). Measurable outcomes will be measured by classroom walk-through data collections and student growth/ proficiency on Iready diagnostics, Unit Assessments, and running records.

**Person responsible for monitoring outcome:**

Letitia Whitfield (letitia.whitfield@indianriverschools.org)

**Evidence-based Strategy:**

Sebastian Elementary will implement an arts integration approach across all content areas which will:

- 1) develop reading, language, mathematics and science skills
- 2) build cognitive capacity, specifically inferencing, reasoning and problem solving
- 3) promote positive social emotional growth
- 4) nurture student motivation and engagement
- 5) create a learning environment that fosters student and teacher success

**Rationale for Evidence-based Strategy:**

"Research has made connections between the arts and academic achievement, particularly when it comes to three areas: listening to music and spatial-temporal reasoning; learning to play music and spatial reasoning; and classroom drama and verbal skills" (Mason, Steedly, & Thormann, 2005). Based on a broad array of research, an arts-rich curriculum contributes to the academic and social growth of a wide range of learners and will provide opportunity and meet individual instructional needs of Sebastian Elementary's diverse population. Furthermore, with the identification of a Performing Arts School of Choice, Sebastian Elementary will promote teacher innovation, strengthen collaborative planning structures and improve instructional practices. According to Richard Deasy, editor of Critical Links: Learning in the Arts and Student Achievement and Social Development, "Schools integrating the arts into curriculum as part of a comprehensive reform strategy are documenting positive change in school environment and improved student performance."

**Action Steps to Implement**

Update school mission statement to reflect the commitment to implementing initiatives that foster the transformation to a performing arts academy. Communicate mission statement



and rational to all stakeholders including teachers, staff, parents, students and community partners.

**Person Responsible** Letitia Whitfield (letitia.whitfield@indianriverschools.org)

2 Collaborate with all stakeholders to develop a three year plan that collectively identifies goals and action steps that will lead to a comprehensive transformation to a Performing Arts School of Choice. Build and foster relationships with community partners that support Sebastian Elementary's performing arts program.

**Person Responsible** Letitia Whitfield (letitia.whitfield@indianriverschools.org)

3 Administrators and teacher leaders will collaborate with the Director of Instructional Innovation to:

- 1) Write grants to fund drums that create a range of percussion opportunities
- 2) Utilize technology and strategies to promote Sebastian Elementary's performing arts initiatives
- 3) Identify resources that will support the growth of an arts program

**Person Responsible** Ashley Kohlstedt (ashley.kohlstedt@indianriverschools.org)

4 Coaches, administration and teacher leaders will provide professional development on the benefits of integrating reader's theater, movement and music within tiered instruction. Feedback and coaching will be provided to grade level teams and individual teachers regarding implementation of differentiation strategies being used through art integration.

**Person Responsible** Ashley Kohlstedt (ashley.kohlstedt@indianriverschools.org)

5 Administration and coaches will conduct weekly learning walks to monitor implementation and progress of grade level arts integration within Tier 1 instruction. Learning walks will inform evidence of student engagement and data for monthly data discussions while guiding decisions for needed coaching cycles and collaborative planning sessions. Feedback and coaching will be provided to grade level teams and individual teachers regarding implementation of action plans and lessons associated with the professional development.

**Person Responsible** Letitia Whitfield (letitia.whitfield@indianriverschools.org)

6 Student performance data will be monitored weekly by the leadership team with a focus on student achievement and growth across subgroups. The leadership team will analyze the data from Iready, Unit Assessments, Dibels, Running Records and Reflex to determine the correlation between differentiating instruction through art integration and student achievement.

**Person Responsible** [no one identified]

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Also → Will art integration effect student data weekly?

#### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

### Part IV: Positive Culture & Environment



Whitfield, Letitia

Wed 9/23/2020 11:57 AM

To: Myhre, Richard; Echeverria, Ramon; Simpson, Scott

Cc: Baysura, Kelly



Ramon , Scott, and I reviewed each other's SIP plans and then we met in a TEAMS meeting discussion yesterday at 2:45 pm to give feedback.

Letitia Whitfield- Hart

Principal

Sebastian Elementary

772-978-8190

*"Every Child is one Caring Adult away from being a Success Story."*

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**From:** Myhre, Richard <Richard.Myhre@indianriverschools.org>

**Sent:** Monday, September 21, 2020 7:06 AM

**To:** Echeverria, Ramon <Ramon.Echeverria@indianriverschools.org>; Whitfield, Letitia <Letitia.Whitfield@indianriverschools.org>; Simpson, Scott <Scott.Simpson@indianriverschools.org>

**Cc:** Baysura, Kelly <Kelly.Baysura@indianriverschools.org>

**Subject:** FES/SES/TCE Peer Review

Good Morning Principals,

Attached you will find your respective plans as of 6:30pm last night. Please take few moments and read through each other's plans; no doubt you will find that each school has a different style and I'm sure you can all learn from each other!

As mentioned in last Friday's email, there is no particular protocol except for letting me know that you each gave, and received, feedback from your peers. I know that you all have different preferred modes of communication, and I don't think I need to direct that traffic, just let know if I need to help!

Richard Myhre

Assistant Superintendent of Curriculum and Instruction

School District of Indian River County

6500 57th Street

Vero Beach, FL 32967

(772)564-3014

