



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

**Date:** 10/9/2020

**School/Department:** Sebastian River Middle

**Action Step # and Description:** 1.5 Achievement Gap Resource Allocation  
(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

**Explanation of Evidence:** Our first Impact Review was held on October 6, and the agenda is attached, as is the data collection tool and a one-page summary of our proposed School Improvement Plan Areas of Focus. Our SIP does include, as Area of Focus 1, Instructional Practice specifically related to ELA, the goal of increasing achievement of our lowest quartile students, and nearly half of our black students fall into our lowest quartile. Another Area of Focus related to the Impact Review is Culture and Environment specifically relating to Social Emotional Learning. The budget for our SIP is also included, showing where financial resources are allocated. School Improvement funds are dedicated to items such as bus transportation for after school tutoring which directly impacts these students and their academic achievement.

**Results of Action Taken:** Based on the results of the Impact Review, it was determined that many of our classrooms do not adequately represent our black and Hispanic students in terms of posters, decorations, books, and other visual resources. Now having been made aware of this, we will be more deliberate in our selections of posters and other materials, and be intentional with what is posted in the classrooms. We will distribute a needs assessment to our teachers in our next newsletter which will have the teachers themselves look at their classrooms and identify whether all races are represented.

**Reflection:** We are in the process of developing and implementing our action plan at this time, and are confident that after the teachers are made aware, just as we were, that they will be very willing to incorporate students' cultures into their classrooms.

# Agenda

## Impact Review Schedule

Sebastian River Middle School

October 6, 2020

Time	Activity	Notes
8:05 – 8:35	Review of Protocol, SIP & Data	30 min. <i>608 start</i>
8:35-9:50	Classroom Walkthroughs	75 min.
9:50-10:00	Bathroom/Transition	10 min.
10:00-10:45	Classroom Walkthroughs	45 min.
10:45-11:15	Small Group Debrief	30 min.
11:15 – 11:45	Whole Group Debrief	30 min.
11:45 – 12:00	Conclusion & Clarification	15 min.
12:00-1:00	Lunch	<u>150 min.</u>
1:00-2:45	Action Plan/SIP Update—SRMS Team	105 min.

	Period	ELA Holmes, Baysura, Long	Reading Kurrus Lord, Garrick	Math/Science Racine, Rogers, Wright	Soc.St/Science Ward, Teske, McMahon	SEL 1 Walker, Packard, Williams, Ksten.
8:35- 9:55	2nd	606 906 505	615 601 516 513	617 903 902	604 602 511A 907	609 PE Band 1001
9:58 - 10:48	3rd	515 913 603	605 911 902	610 607 509	514 706 910	904 905 Choir 1003



# Data Collection Tool

## Impact Review Collection Tool

Teacher Name:		Subjects:	
	Effective Practice:	Observation Evidence:	Results:
School Instructional #1 Goal			<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
School Instructional #2 Goal			<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
Climate & Environment			<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
School Theme			<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
Academic Success	<b>1. Standards Based Instruction:</b> The lesson reflects the full intent and rigor of the standards. *Teacher engages students in explicit, grade-level instruction aligned with the full intent and rigor of the standards. *The learning target is clearly articulated, linked to standards, embedded in instruction and understood by students.		<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
	<b>2. Tasks:</b> The tasks/activities are aligned to the full intent and rigor of the standards. *All student tasks (and evidence of learning) are aligned to the standard at the intended level of complexity. *Students can explain how their current tasks/activities relate to the learning goal.		<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
	<b>3. Monitoring:</b> The teacher checks for understanding throughout the lesson to gather information about student learning. *Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students. *Students can describe their status relative to the learning goal.		<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
Equity, Climate, and Culture	<b>4. Engagement/Participation:</b> *Teacher encourages students to share their thinking with each other related to a standards-aligned task. *Teacher uses probing questions, statements or actions are used to encourage student sharing of thinking. *The teacher incorporates strategies and structures that facilitate participation and access to learning opportunities for all students.		<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
	<b>5. Culture/Climate:</b> The classroom environment is safe, respectful, inclusive and supportive. *Classroom interactions reflect high expectations and beliefs about all students' intellectual capabilities and creates a culture of belonging, equity, and accountability for learning. *The teacher uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important. *Teacher encourages all students to see, question, and interpret concepts from a variety of perspectives. *Teacher incorporates students' cultures, and experiences reflected in the classroom environment, curriculum, and/or instruction.		<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
	<b>6. Differentiation:</b> Teacher differentiates instruction (content, process, or product) based on student needs. *Teacher differentiates instruction, so each child can access the learning target and progresses towards mastery of the standard.		<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident



**AREA OF FOCUS 1: Instructional practice specifically related to ELA**

*We will increase the learning gains of our lowest quartile students and encourage continued progress and growth in all students through teacher development in the High Five Reading Strategies.*

To accomplish this goal, we will:

- Strengthen literacy development across the content areas by incorporating the use of five specific, evidence-based strategies in every class by every teacher. The strategies are: Activating Background Knowledge, Questioning, Analyzing Text Structure, Visualization, and Summarizing.
- Provide literacy interventions for struggling readers and writers.
- Support teachers to improve instruction. Provide continued support through the Coaching Cycle to monitor needs of all teachers and students. Coaching involves a continuous cycle of observation, data collection, goal-setting, learning, collaborative planning, and reflection.

**AREA OF FOCUS 2: Instructional practice specifically relating to Differentiation**

*We will improve our planning process using assessments and data to differentiate instruction.*

To accomplish this goal, we will:

- Professional Development for Formative Assessments
- Focus on Instructional Routines in the Block Schedule
- Use data to drive planning and instruction based on individual student needs to close the achievement gap

**AREA OF FOCUS 3: Culture & Environment specifically relating to Social Emotional Learning**

*We will provide ongoing professional development to staff to empower students to develop self efficacy and resiliency which will ultimately improve academic performance, reduce behavior problems and emotional distress, and improve interactive social behavior.*

To accomplish this goal, we will use

- Culturally Responsive teaching, which makes meaningful connections between what students learn in school and their cultures, languages and life experiences.
- Trauma Informed teaching, which encourages teachers to put the focus on building relationships with students
- PBIS (Positive Behavior Interventions & Supports), affirming students when they make good choices
- Implicit Bias training, in which teachers learn to recognize unconscious attitudes and beliefs
- Youth Mental Health First Aid

**AREA OF FOCUS 4: School Theme**

*As part of our recent IB MYP re-authorization last spring, we were advised to address our teacher collaborative planning practices to include interdisciplinary as well as vertical and horizontal articulation.*

To accomplish this goal we will use:

- Collaborative Planning was one of three areas to address as a result of our last evaluation. Grade level and subject area lesson planning and meeting agendas will clearly identify how the MYP Matters to be Addressed are being met for Collaborative Planning. Agendas will be collected monthly from October through March and reviewed by IB Coaches for feedback.



## SIP Budget

Sebastian River Middle School has created a Focus Area in Section III which addresses Positive Culture and Climate in greater depth than required in this section; please reference that section of the plan for this information.

### Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

### Part V: Budget

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$0.00</b>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Differentiation</b>				<b>\$1,285.50</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1110	510-Supplies	0171 - Sebastian River Middle School	School Improvement Funds	1.0	\$1,285.50
			<i>Notes: Purchase the book, Teaching with The Instructional Cha-Chas, by LeAnn Nickelsen. Book incorporates 4 magic steps that double the speed of learning through formative assessments. It will assist the teachers in developing their skills of reteaching focus through checks and change.</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Other: School Theme</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1110	140-Substitute Teachers	0171 - Sebastian River Middle School	School Improvement Funds		\$1,500.00
			<i>Notes: Substitutes to provide planning time for teachers to adapt Unit planners into Interdisciplinary plans for each grade level.</i>			
<b>Total:</b>						<b>\$2,785.50</b>