



Evidence of Progress Monitoring

School District of Indian River County

#SDIRCStrongerTogether

Date: 10/9/2020

School/Department: Vero Beach High School

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.)

1.15 High school instructional staff and administrators will identify the specific standards from Unit Assessments in English, Mathematics, Biology, and U.S. History by race to support schools in identifying course concepts / standards that need to be re-taught to improve mastery for African American students and reduce the likelihood of course failures.

Explanation of Evidence:

Several processes are in place to collect data in order to monitor the progress of AA Students. Data chats are scheduled to begin in October which will follow our initial benchmark assessments in core subject areas. In addition to these, several other data processes will begin implementation in October: Quarterly Impact Review Action Plans, Common planning sessions, Instructional Coach facilitating Data Chats, Quarterly Classroom walk through, Documented support of interventions and strategies provided to teachers from principals

Results of Action Taken:

Coaches will be training teachers the week of October 5th to access their student performance data in order to begin tracking students who are low performing and need extra assistance with special emphasis on AA Students. 10/5 Update Coaches are training teachers this week. Impact Review occurred last week with quarterly classroom walkthroughs whereby 40 classrooms were visited for 40 minutes.

Reflection:

Extensive data was collected following last week's Impact Review process conducted at VBHS following 40 classroom observations conducted by 8 groups of observers consisting of 34 individuals.

Impact Review School Summary Documentation

School: Vero Beach High School

Date: September 30, 2020

Participants:

| | Effective Practice | Evident | Partially Evident |
|---|------------------------------|---------|-------------------|
| O | School Instructional Goal #1 | 12 | 9 |
| | School Instructional Goal #2 | 23 | 11 |
| | Climate and Environment | 25 | 9 |
| | School Theme | 21 | |
| | Standards Based Instruction | 23 | 11 |
| | Tasks | 20 | 12 |
| | Monitoring | 14 | 11 |
| C | Engagement/Participation | 10 | 24 |
| | Culture/Climate | 26 | 8 |
| | Differentiation | 10 | 7 |

Guiding questions to be answered during the whole group debrief.

1 . What strengths did you see today that you want to see more of?

- Culture/Climate
- Social Emotional Learning
- Standards Based Instruction

How are you going to develop these strengths and communicate them with your staff?

- Present and discuss findings during the Impact Review to the staff

2. What areas of development did you observe today?

- Differentiation
- Monitoring/Formative Assessments

How will you share this with staff?

- ELA and Math Data Chats with Instructional Coaches
- US History and Biology Data Chats with Department Chair

3. Are the strengths and areas of development identified in the learning walks consistent with the priorities in the school improvement plan?

- Yes

SIP Instructional Goal#1 Through instructional coaching, teachers will improve routine and systematic formative assessment data to adjust curriculum and differentiate instruction to meet the needs of all students. Emphasis will be placed on the school's SWD subgroup identified in section II part D of this document as falling below the 41 percent threshold. Through improving questioning and monitoring techniques, teachers will be able to increase student engagement and differentiate instruction to meet the needs of all students in the classroom. The data reviewed and included in this SIP indicates that there are learning gaps among VBHS's sub-groups. In theory, by focusing instruction on the monitoring and engaging students from these specific sub-groups, the school should be able to accelerate learning gains.

SIP Instructional Goal#2 When teachers facilitate lessons using the Standards Based Instructional Framework, then student engagement increases, positively impacting academic outcomes.

SIP Climate/Environment Goal#3 When teachers incorporate social emotional learning in their classes, students are more likely to feel better connected and supported in the educational environment. School discipline data indicates that minority students are being suspended at higher rates than peers. According to data by Hattie, the school believes that by focusing on social emotional learning, it can have a significant positive impact on equity and diversity, resulting in less out of school suspensions for minority students.

Noticings

- Lessons were aligned to posted targets/standards
- Students compliant and well behaved (transitions
- Academic Vocabulary
- Most evident culture and climate/task aligned to standards
- Reading Classes need computers for Achieve 3000

Wonderings

- Lessons not on track with district/department pacing
- Many opportunities for quick tweaks- how is differentiation (intentional) being planned for
- How do you know that “ALL” of your students understand the lesson?
- Differentiation and monitoring, how is this done