



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

Date: 11/18/2020

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

Update 10/20/20

Data Chats Held with Literacy and Math Coaches

Facilitating:

- How the Instructional Reading Coach can follow up with them (I.e. lesson planning, classroom visit, modeling, analysis of student work, goal setting or other)

Reading

- All 9th & 10th grade Reading teachers met with the Instructional Reading Coach for data chats.
 - Teacher data chat folders included:
 - ELA District Unit 1 Assessment Data Per Grade Level
 - District Reading Curriculum Guide
- Data chats focused on:
 - Grade level trends
 - How Reading teachers can support ELA by targeting the standard(s) that students struggled with the most
 - Teacher support needs
- Transitional 9th & 10th grade Reading teachers met with Nichole Garrick & Jackie Daly (Achieve 3000 rep) for Achieve 3000 diagnostic Level Set data chats on 10/14/20. Our 1 brick & mortar Reading teacher's data chat has been rescheduled due to SAT testing.

Update 11/18/20

VBHS Data Summary November 2020

1865 Option 1

754 Option 2

325 Option 3

Attendance is registering higher for Options 2 and 3 then it is for Option 1:

Attendance is higher for Transitional 77% and Virtual 76% than it is for brick and mortar 56% in the green (good).

Q1 Grades are concerning especially for those students in Option 2 Edgenuity

Virtual/Edgenuity Overall Students averaged 35% D's and F's whereby 23% of White students had D's and F's, 30% of African American Students had D's and F's, and 28% Hispanic students had D's and F's. While 52% was the average Failure rate for ELA, Science, and SS; 64% was the failure rate for math.

Most all of our L25 are now in school Brick and Mortar

Biology: out of 46 L25 students, 46 are in school 41 are in the red (Low) on the unit assessment 1 and 5 are in the yellow (early progress).

Algebra: 110/121 LQ students are in school, and for Unit Assessment #1 out of 107/121 are in the red and 14/121 are in the yellow.

Geometry 6 LQ students are in Geometry.

Critical need

We currently have 173 students in a double block class of Algebra 1A at the FLC. We are need of an intervention program to move these students.

- 85 of these students earned a level 1 when they took the FSA Math in 7th grade
- 47 of these students earned a level 2 when they took the FSA Math in 7th grade
- 17 of these students earned a level 3 when they took the FSA Math in 7th grade
- 2 of these students earned a level 4 when they took the FSA Math in 7th grade
- 22 of these students have no FSA Math Score for 7th grade

If we do not provide these students in 9th grade with an intervention program that focuses on the mastery of the skills and concepts needed to unlock algebra and advanced mathematics, they will be likely to remain "at risk". Algebra 1 is the gateway to ALL high school mathematics.

We are in touch with 2 companies to get estimates on licensing for these students, and paying for it possibly from our A2 Funds recently received:

- Math 180
- Carnegie Learning: Math Curriculum and Software Solutions

In order to improve academic outcomes moving forward:

By October 26th we brought back 183 students from options 2 and 3, of which 127 of them had at least one F and many had multiple F's.

We worked out a plan with the district to provide Virtual/ Edgenuity students the remainder of Q2 to improve their Q1 Grades by continuing to complete their Q1 assignments.

Due to concern that our students at home are not having as many opportunities to receive preparation instruction and then take the PERT test for a concordant score. Math Coach has reached out to students who are not on campus to get them to come in for PERT help and then retest them,

VBHS submitted a plan to the district for A2 Funding and received \$9000 to help increase learning opportunities for struggling students. We are promoting the opportunities to struggling students and their parents with personal invitations to attend after school tutoring, delivered to the student, calls to the parent, as well as a letter delivered to the home explaining when tutoring sessions are and that we are providing bus transportation home afterwards. We now have tutoring opportunities for every core subject area and for SAT Prep, Peer to Peer Tutoring, Spanish, as well as the opportunity to meet with a school counselor after school hours. Our main campus media center library will now have open study evenings each Wednesday from 5-7pm.

For our Impact Review Held on September 30th 40 classrooms were visited by 30 district and school instructional observers divided into 8 groups and the findings were as follows:

While SBI, Social Emotional, and Culture and Climate had favorable marks overall, areas for immediate development were Engagement, Monitoring, and Differentiation. All findings were shared with faculty as a data chat where development plans were discussed along with our SIP Goals.

- VBHS Will Host Learning Walks on November 12
- VBHS Pillars School Based Staff Development Held also Nov. 12th
- District Meeting for Core Department Chairs November 13th
- District Facilitated (Becky Teske/ Anitra Cummings) Staff Development “Tasks With Purpose and Differentiation” will be held in 2 sessions on November 18th School Based ½ Day
- VBHS has a district STEAM Visit with learning walks on December 8th.
- Impact Review will be held on January 7 with next Data Com on Jan. 21.
- Data Chats are occurring
 - With Coach Facilitation
 - Departmentally
 - With Faculty (principal facilitating)
- In between all of these, we continue to work on our VBHS Instructional Systems

ELA District 1 Unit Assessment

10

Responses

07:51

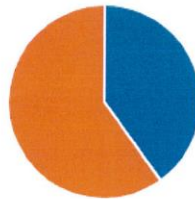
Average time to complete

Active

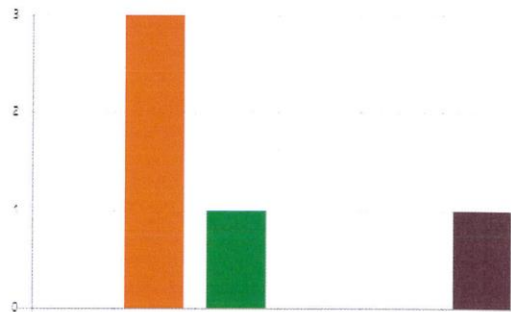
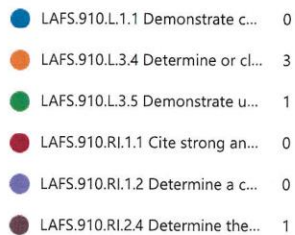
Status

Ideas

1. What grade do you teach?

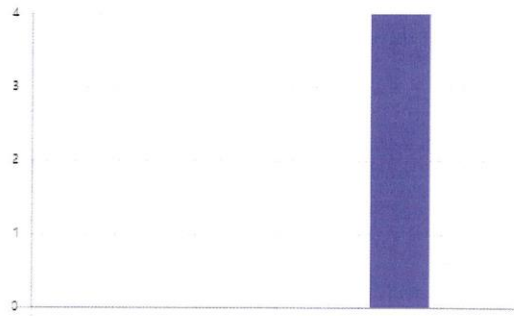


2. Select the standard(s) that your students performed the best on the District's Unit 1 Assessment. (9th)



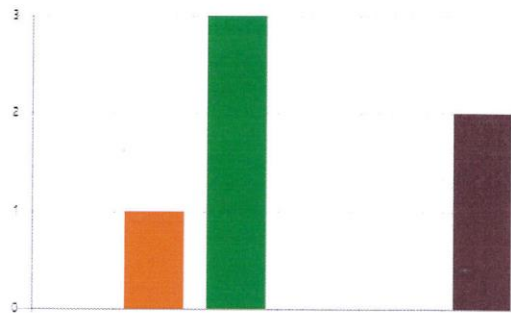
3. Select the standard(s) that your students most need support on per the District's Unit 1 Assessment data? (9th)

● LAFS.910.L.1.1 Demonstrate c...	0
● LAFS.910.L.3.4 Determine or cl...	0
● LAFS.910.L.3.5 Demonstrate u...	0
● LAFS.910.RI.1.1 Cite strong an...	0
● LAFS.910.RI.1.2 Determine a c...	4
● LAFS.910.RI.2.4 Determine the...	0



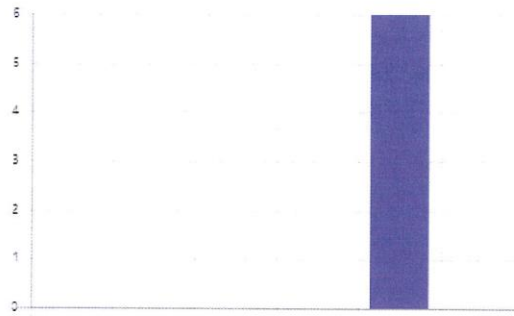
4. Select the standard(s) that your students performed the best on the District's Unit 1 Assessment. (10th)

● LAFS.910.L.1.1 Demonstrate c...	0
● LAFS.910.RI.1.2 Determine a c...	1
● LAFS.910.RI.2.5 Analyze in det...	3
● LAFS.910.RI.2.6 Determine an ...	0
● LAFS.910.RI.3.8 Delineate and ...	0
● LAFS.910.RI.3.9 Analyze semin...	2



5. Select the standard(s) that your students most need support on per the District's Unit 1 Assessment data? (10th)

● LAFS.910.L.1.1 Demonstrate c...	0
● LAFS.910.RI.1.2 Determine a c...	0
● LAFS.RI.2.5 Analyze in detail h...	0
● LAFS.RI.2.6 Determine an auth...	0
● LAFS.RI.3.8 Delineate and eval...	6
● LAFS.RI.3.9 Analyze seminal U...	0



6. Why do you feel that your students performed well on the standard(s) you selected as strengths?

10
Responses

Latest Responses

"We have worked daily on language strsnds"

"Students more than likely performed well on this standard because w...

"Perhaps they understood the text presented so could more easily iden...

7. How do you plan to target those standards that need support to foster growth?

10
Responses

Latest Responses

"Repeated practice Differentiate Scaffolding "

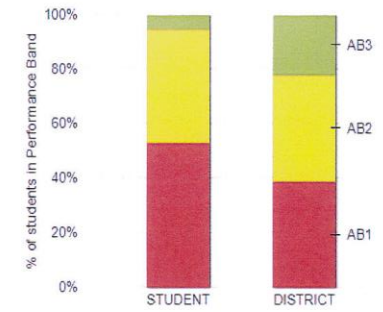
"In order to foster growth and strengthen students' abilities to meet st...

"More focused study on rhetoric/argument, logical fallacies in spring"

African American

Performance Bands

	>=0% - <50%	>=50% - <70%	>=70% - 100+%
Cut Band	Student Count	Percentage	Performance
Below Threshold (AB1)	43	53.1%	29.3%
Meets Threshold (AB2)	34	42%	53.24%
Meets Mastery (AB3)	4	4.9%	72.5%
Totals	81	100%	41.48%



African American

Attribute	# of Items	% of Students		Average
FL.LAFS.910.L.1.1.a	2	39 38	4.94%	28.4%
FL.LAFS.910.L.3.4.a	1	10 71	87.65%	87.65%
FL.LAFS.910.L.3.5	1	45 36	44.44%	44.44%
FL.LAFS.910.RI.1.1	2	17 29 35	43.21%	61.11%
FL.LAFS.910.RI.1.2	3	60 16 5	6.17%	25.93%
FL.LAFS.910.RI.2.4	2	6 43 32	39.51%	66.05%
FL.LAFS.K12.L.1.1	2	39 38	4.94%	28.4%
FL.LAFS.K12.L.3.4	1	10 71	87.65%	87.65%
Standard	Depth of Knowledge	Question Interactions	Previous	1 2 Next

Attribute	# of Items	% of Students		Average
FL.LAFS.K12.L.3.5	1	45 36	44.44%	44.44%
FL.LAFS.K12.R.1.1	2	17 29 35	43.21%	61.11%
FL.LAFS.K12.R.1.2	2	68 11	2.47%	27.57%
FL.LAFS.K12.R.2.4	2	6 43 32	39.51%	66.05%
Standard	Depth of Knowledge	Question Interactions	Previous	1 2 Next

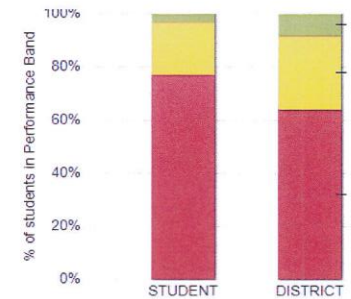
Algebra 1 Unit 1 District Assessment Data for VBHS

https://unify.performancematters.com/core/report/sia/index.jsp?studentFilter=%7B%22q%22%3A%5B%5D%2C%22sort%22%3A%5B%5B%22c_student%24long_name%22%2C%22asc%22%5D%5D%2C%22suppress%22%3A%5B%5D%2C%22filter%22%3A%7B%22tag%22%3A%22All%22%7D%2C%22headers%22%3A%5B%22c_student%24long_name%22%5D%7D&samTestId=3012462&samTestIds=%5B3012462%5D&unifyTestId=1865229&showSections=false

Entire School Enrolled in Algebra 1 and Algebra 1A

Performance Bands

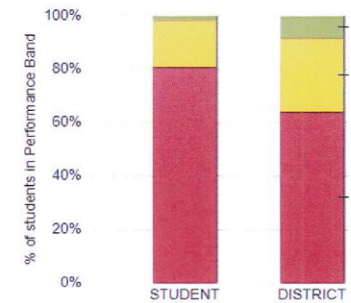
	>=0% - <50%	>=50% - <70%	>=70% - 100+%
Cut Band	Student Count	Percentage	Performance
Below Threshold (AB1)	270	76.9%	31.81%
Meets Threshold (AB2)	70	19.9%	55.08%
Meets Mastery (AB3)	11	3.1%	78.79%
Totals	351	100%	37.92%



SWD- Students with Disabilities Enrolled in Algebra 1 and Algebra 1A

Performance Bands

	>=0% - <50%	>=50% - <70%	>=70% - 100+%
Cut Band	Student Count	Percentage	Performance
Below Threshold (AB1)	54	80.6%	30.04%
Meets Threshold (AB2)	12	17.9%	53.7%
Meets Mastery (AB3)	1	1.5%	72.22%
Totals	67	100%	34.91%

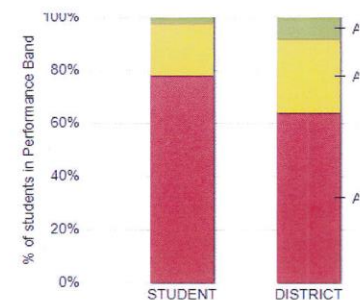


Algebra 1 Unit 1 District Assessment Data for VBHS

AA- African American Enrolled in Algebra 1 and Algebra 1A

Performance Bands

		>=0% - <50%	>=50% - <70%	>=70% - 100+%
Cut Band	Student Count	Percentage	Performance	
Below Threshold (AB1)	71	78%	31.77%	
Meets Threshold (AB2)	18	19.8%	54.63%	
Meets Mastery (AB3)	2	2.2%	77.78%	
Totals	91	100%	37.3%	



ED- Economically Disadvantaged Enrolled in Algebra 1 and Algebra 1A

Performance Bands

		>=0% - <50%	>=50% - <70%	>=70% - 100+%
Cut Band	Student Count	Percentage	Performance	
Below Threshold (AB1)	8	80%	32.64%	
Meets Threshold (AB2)	2	20%	55.56%	
Totals	10	100%	37.22%	

