



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County #SDIRCStrongerTogether

Date: 9/21/2020

School/Department: Vero Beach Elementary

**Action Step
(number and
description):**

1.4 Targeted Reading Interventions

Monitor elementary school principals to ensure that African American students who are not kindergarten ready per the Florida Kindergarten Readiness Screener (FLKRS), or who show a substantial deficiency in reading in grades K-2 per i-Ready, targeted reading intervention as defined by the district reading plan.

**Evidence of Progress
Monitoring
(Please include
narrative/descriptio
n of the action
taken. Where
applicable, please
include all
measurable data.)**

Number and percentage of qualified students receiving targeted reading interventions is attached on the next page. Beginning in August, data from FLKRS (for K), classroom assessments and i-Ready was analyzed, and discussed with K-3 interventionist. Those needing intensive reading intervention are given interventions as needed. We will look at K-3, and disaggregate data of students show substantial deficits in reading based on these measures: AA=22%W= 45% H=27% O=6% Intensive Interventions include: double dose of letters/sounds/phonological awareness/phonics activities, using comprehensive program district approved Heggarty and Phonics for Ready. Students will work with either classroom teacher, interventionist, ELL assistant for LY students and/or working with ESE resource teacher if a child has an IEP and goals are not being met. Interventions will use research- and evidence-based strategies utilizing the classroom teacher and the reading interventionist for tiered instruction focusing on letters, sounds, phonological awareness, phonics, orthographic mapping, vocabulary, and fluency, and comprehension. A student with an IEP will receive services from the resource teacher based on IEP Goals.

**Results of Action
Taken:**

When needed, referrals for problem solving with the MTSS team take place to analyze progress and the biggest barrier to create an intervention that is progress monitored. When a Tier 2 or Tier 3 intervention is created, it will be progress monitored and then data is reviewed to discuss progress.

Reflection:

At this time, the i-Ready beginning of the year diagnostic and norm-referenced screening, roughly 21% of the total school population is showing a need for Intensive invention. VBE is holding intervention planning with grade levels beginning the week

of September 14th and all students needs Tier 2 and Tier 3 will be placed with a highly qualified teacher.

African American Plan for Reading Intervention at Vero Beach Elementary School

Elizabeth Barth—Reading Interventionist

Students seen daily for 30 minutes

Kindergarten

At this time, there is no student in Kindergarten that is being pulled for intervention. Based on initial FKLRS data, I-Ready, individual and collective teachers' feedbacks, it has been determined that intervention would optimally start in November-December, once the students have been taught foundational literacy concepts, such as letters & sounds, as well as components of phonological & phonemic awareness.

1st Grade

Most students in these groups are students that have scored at the bottom quartile, on their recent I-Ready Reading Diagnostic. Once letters sounds fluency is obtained by the students currently serviced in this Reading intervention, with one group of student on its way to be proficient by the end of September/beginning of October, we will continue servicing the most struggling students, based on their I-Ready Reading Diagnostic test.

2nd Grade

Overall Sociodemographics for K-2 Students Receiving Reading Intervention

Table 1—Students' Sociodemographics in Reading Intervention (K-2), September 15th, 2020

Student Name	Race/Ethnicity	Grade Level	Interventionist	Homeroom Teacher	Dismissal	Entry ORF	Mid ORF	Final ORF
	w	3	Borchardt	Reed	After Care	87		
	w	3	Borchardt	Borchardt	Car	61		
	w	3	my	Reed	Bus			
	w	3	Borchardt	Reed	Bus	40		
	b	3	Borchardt	Grantham	Car			
	b	3	Borchardt	Borchardt	Car	109		
	his	5	Berwick	Wade	Car	50		
	b	5	Berwick	Wade	Bus	114		
	his	5	Berwick	Rochon	Car			
	his	5	Berwick	Rochon	Car			

						Beg - UC	Beg - LC	Beg - Sounds				
	b	K	Mosher	McCall	Bus	2	0	0				
	b	K	Mosher	Martin	Car	25	19	13				
	b	K	Mosher	Martin	Bus	1	0	0				
	his	K	Mosher	Vega	Bus	5	8	12				
	b	K	Mosher	McCall	Bus	26	16	23				

Kindergarten...

10:00-10:15	
10:00-10:15	
10:15-10:30	
10:15-10:30	

1st Grade...

10:30-11:00	
10:30-11:00	
10:30-11:00	
1:30-2:00	
1:30-2:00	
1:30-2:00	
1:30-2:00	
1:30-2:00	
1:30-2:00	

2nd Grade...

11:40-12:05	
11:40-12:05	
11:40-12:05	
11:40-12:05	
12:05-12:30	
12:05-12:30	
12:05-12:30	
12:05-12:30	
12:05-12:30	
2:30-3:00	
2:30-3:00	
2:30-3:00	
2:30-3:00	

3rd Grade...

9:30-10:00	
9:30-10:00	
9:30-10:00	
8:55-9:30	
8:55-9:30	
8:55-9:30	
8:55-9:30	
2:00-2:30	
2:00-2:30	
2:00-2:30	
11:10-11:40	
11:10-11:40	
11:10-11:40	
11:10-11:40	