



## African American Achievement Plan Evidence of Progress Monitoring

### School District of Indian River County #SDIRCStrongerTogether

**Date:** 10/11/2020

**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/description 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 has held all Intervention Planning Meetings and students have been placed in groups based upon academic deficits.

## African American Plan for Reading Intervention at Vero Beach Elementary School

Elizabeth Barth—Reading Interventionist

Students seen daily for 30 minutes

### 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	

### 2<sup>nd</sup> 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	

## Rising K Grant

						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				

## GEER Grant

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			

## Sample of Data Chat Spreadsheet

	Extra	Interventionist	PA	Phonic	LNF	PSF	NWF - CL	NWF - Word	ORF - WC
Text Talk		Gonzalez	409	413	33	46	30	6	56
Foundations	Barth - T2	Barth 12:30 - 1:00	415	352	47	28	34	5	27
Text Talk		Gonzalez	421	493					
Foundations			448	418	32	23	21	6	14
Text Talk		Gonzalez	542	525	28	10	36	10	100
Foundations			448	385	32	27	12	0	18
Foundations			401	375	34	7	23	0	6
Foundations			347	361	54	17	36	0	17
Foundations			329	370	37	18	27	3	9
Foundations	Barth - T2	Barth 12:30 - 1:00	398	344	37	19	26	4	18
Heggerty	Barth - T3 10:30 - 11:00	Kachele	363	345	22	19	11	0	9
Heggerty		Kachele	394	367	19	13	15	0	0
Foundations			386	350	38	22	44	15	17
Foundations			483	508	48	52	46	1	14
Heggerty		Kachele	434	530	20	11	11	0	0
Foundations	Moonshot - Sunday		340	394	27	16	13	0	5
RR		Larkin	420	344					
Text Talk		Gonzalez	468	391	43	38	27	5	21
Foundations			421	446	26	8	28	8	11
RR		Larkin	379	401	35	7	16	2	9
Foundations	Barth - T3 10:30 - 11:00		378	341	21	8	21	1	0
Foundations			393	376	53	22	36	12	21
Foundations	Barth - T2	Barth 12:30 - 1:00	386	327	16	22	4	0	0
Foundations			376	371	42	13	37	0	63
Text Talk		Gonzalez	483	467	45	36	37	2	31
Text Talk		Gonzalez	483	430	49	24	27	2	35
Foundations			448	491	24	23	19	0	6
Foundations			384	383	28	29	23	5	9
Foundations			416	357	18	22	12	1	0
Foundations			380	397	19	24	10	0	
Text Talk		Gonzalez	483	450	55	31	46	11	50