



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

Date: 10/11/2020

School/Department: Vero Beach Elementary

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.)

Action Step 1.12- Create data review sessions with school principals to review subgroup data, which includes a discussion on the progress monitoring of African American students. Plans of action will be implemented after each session.

Explanation of Evidence:

Vero Beach Elementary has participated in Impact Reviews and Intervention Data Chats that focus on student needs. Screen shots are a samples from the data reviewed during data sessions.

Results of Action Taken:

As a result of Impact Reviews and Data Chats intervention and enrichment groups have already been formed. Based on the Impact Reviews, VBE will continue to focus on differentiation and inclusionary teaching practices.

Reflection:

At this time, we have just begun our RTI groups, we have begun to implement the feedback from our Impact Reviews. Since both data chats have been within the past few weeks, we do not currently have enough actionable feedback to provide a

comprehensive reflection. We will continue to monitor the effectiveness of our actions.

Vero Beach Elementary
Rti Data Chats

Agenda:

1. Review of Master Schedule- specific focus around Tier 2 and Tier 3 interventions,
2. Review student data from I-Ready, ORF, Running Record, HFW, Dibels data, phonics screeners
3. Student placement in most appropriate skill deficit or needed enrichment opportunities.
4. Materials selected based on student need
5. Progress monitoring tool selected

Staff in Attendance:

Lyndsey Matheny, Principal

Sarah Van Brimmer, Assistant Principal

Jayde Norwood, Math Coach

Ataaba Patterson, Literacy Coach

Sharon Keeley, Literacy Coach

Betty Barth, K-3 Interventionist

All Grade Level Teams

ESE teachers

ESE and ELL Support staff members

Sample Data Sheet attached for RTI Data Chats and Reflection from Impact Review

| Homeroom | Extra | Intervention | Interventionist | SW | ELL | FIXRS PR | Fall Dibels - LNF | Fall Dibels - PSF |
|----------|----------------------------------|--------------|------------------|-----|-----|----------|-------------------|-------------------|
| Martin | | RR | Larkin | Yes | Yes | 8 | 27 | 0 |
| Roberts | | RR | Larkin | Yes | No | 10 | 0 | 0 |
| McCall | | RR | Larkin | Yes | No | 0 | 17 | 0 |
| Martin | | RR | Larkin | Yes | No | 0 | 0 | 1 |
| Vega | | Heggerly - K | Martin | No | Yes | 0 | 25 | 0 |
| Henson | | Heggerly - K | Martin | No | No | 63 | 0 | 0 |
| Henson | | Heggerly - K | Martin | No | No | 15 | 0 | 0 |
| McCall | | Heggerly - K | Martin | No | No | 50 | 16 | 0 |
| Henson | | Heggerly - K | Martin | No | No | 51 | 0 | 4 |
| Roberts | Barth - PA/Letters 10:00 - 10:50 | Heggerly - K | Martin | No | No | 20 | 03 | 0 |
| Martin | | Heggerly - K | Martin | No | No | 75 | 0 | 0 |
| Vega | | Heggerly - K | Martin | No | No | 38 | 01 | 0 |
| Martin | | Heggerly - K | Martin | Yes | No | 21 | 0 | 0 |
| Roberts | | Heggerly - K | Martin | No | No | 0 | 0 | 0 |
| Roberts | | Heggerly - K | Martin | No | No | 15 | 00 | 0 |
| Martin | | Heggerly - K | Martin | Yes | No | 48 | 17 | 0 |
| Vega | | Heggerly - K | Martin | No | No | 82 | 0 | 0 |
| Martin | | Heggerly - K | Martin | No | No | 60 | 0 | 0 |
| Vega | | Heggerly - K | Martin | No | No | 20 | 00 | 0 |
| Vega | | Heggerly - K | Martin | No | No | 46 | 17 | 0 |
| McCall | | Text Talk | McCall w/McCombs | No | Yes | 83 | 30 | 0 |
| Martin | | Text Talk | McCall w/McCombs | No | No | 8 | 27 | 28 |
| Roberts | | Text Talk | McCall w/McCombs | No | No | 65 | 38 | 0 |
| McCall | | Text Talk | McCall w/McCombs | Yes | No | 8 | 18 | 6 |
| McCall | | Text Talk | McCall w/McCombs | No | No | 54 | 49 | 3 |
| McCall | | Text Talk | McCall w/McCombs | Yes | No | 69 | 27 | 7 |
| Martin | | Text Talk | McCall w/McCombs | No | No | 97 | 26 | 28 |
| Henson | | Text Talk | McCall w/McCombs | No | No | 38 | 17 | 0 |
| Roberts | | Text Talk | McCall w/McCombs | No | No | 59 | 48 | 0 |

School: VBE

Date: 9.30.20 @ 8:00am

Participants: Keeler, Matheny, Williams, Connelly, McDonough, Emerson, Perez, Hiser, Hammler, Greto, Packard, Pappalardo, Jacobs, Malts, Cummings

| | Effective Practice | Evident | Partially Evident | Not Evident |
|------------------------------|------------------------------|---------|-------------------|-------------|
| School Goals | School Instructional Goal #1 | | | |
| | School Instructional Goal #2 | | | |
| | Climate and Environment | | | |
| | School Theme | | | |
| Academic Success | Standards Based Instruction | 16 | 2 | |
| | Tasks | 13 | 5 | |
| | Monitoring | 12 | 5 | 1 |
| Equity, Climate, and Culture | Engagement/Participation | 12 | 6 | |
| | Culture/Climate | 9 | 9 | |
| | Differentiation | 9 | 5 | 4 |

Guiding questions to be answered during the whole group debrief.

1. What strengths did you see today that you want to see more of?
How are you going to develop these strengths and communicate them with your staff?
 - a. Standards based instruction
 - b. Monitoring
2. What areas of development did you observe today? How will you share this with staff?
 - a. Differentiation
 - b. Climate and culture

Impact Review School Summary Documentation

School: VBE

Date: 9.30.20 @ 8:00am

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

