



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

Date: 9/21/2020

School/Department: Alternative Center for Education

Action Step # and Description: 2.6_ACE_ MTSS Framework - HCO, C&I, SPSS, All Schools_092120
(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

Explanation of Evidence: All teachers were introduced to the Culturally Responsive Teaching book which will be imbedded in our Tier 1 system of supports. We will strategize all supports to enhance student learning among our African-American students. The MTSS team will meet on Tuesdays to discuss ways to provide interventions that will services our African-American students' needs.

Results of Action Taken: The results of our actions and recommendations from the MTSS team will provide the necessary data to prove whether or not these interventions will work. Also the implementation of these tier 1 and 2 interventions will be implemented by the classroom teacher, which will determine if African-American student's academic needs are being met with fidelity.

The Reflection: The Cultural Responsive Teaching book will help guide teachers and administrators to build an equitable classroom environment. It will help students and teachers build healthy relationships and ensure the success of the overall school environment.

MTSS Notes

August 25, 2020

- Responsibilities
 - Notetaker- Ms.Tory
 - Pulling data for discipline, academic, IEP etc- Mr. Smith
 - Pulling behavior plans- Mrs. Joseph
 - Behavior modification tracker (point sheets)- Ms. Bradley
- Tier 1 Supports
 - Mental Health handbook pages 6, 7, 8 for reference
 - Social skills
 - Restorative practices
 - Curriculum
 - After school tutoring (Tuesdays/Thursdays)
 - PBIS
 - Point sheets
 - Winners Walk Tall
 - Reflection Room
 - Edgenuity
 - Respite pass
- Tier 2 Supports
 - School psychologists
 - BIS
 - FBA/BIPs
 - Modified scheduled
 - Intensive reading
 - Small group instruction
 - Ripple Effects
 - Restorative practices
- Tier 3 Supports
 - Mental health referral (D. Williams)
 - 504s and IEPs
 - Private agency counseling
- Determining level of support and intervention type for behavior
 - Level 1/2 behaviors should be handled in class with suggested interventions in Code of Conduct
 - Level 3-5 behaviors should require administrative intervention
 - Staff presentation needed
- Students with early warning indicators
 - C. Jones (academic)
 - W. Monroe (behavior)
 - I. Brown (academic/behavior)

- B. Harvey (academic/behavior; has not attempted assignments in the past two years)
 - Mr. B will research the current levels of support the previously mentioned students are currently receiving
- Will meet every Tuesday

In attendance

Mr. Brown

Mrs. Joseph

Mr. B

Mr. Smith

Ms. Bradley

Ms. Gaines

Ms. Tory