



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date: 10/20/2020

School/Department: Vero Beach High School

Action Step (number and description): 2.6 Documentation of school-based problem-solving sessions to incorporate culturally responsive practices into the school's Tier 1 MTSS Framework.

Evidence of Progress Monitoring 10/20/20 No change since last submission 10/09/20.

(Please include narrative/description of the action taken. Where applicable, please include all measurable data.) Vero Beach High School will use MTSS site teams to implement school-based problem solving sessions to incorporate culturally responsive practices into the Tier 1 MTSS framework.

Results of Action Taken: Classroom walkthroughs NEFFS for August/September include observation of CHAMPS visuals and use during instruction. Data collected shows high levels of engagement and positive classroom culture as a result of CHAMPS use during instruction. October focus will include review of EWS (Early Warning System) data and quarterly academic data for African American students to identify barriers (instructional and cultural) that may hinder student success. In addition, specific data points that support the goals of the AAAP provided by SDIRC Office of Strategic Planning and Support Services (10/1/20) will be included with NEFF data to identify equitable classroom practices.

Reflection: EWS data and NEFFs are continuing through October for data collection.



MTSS Agenda 10/5/20

Timeline Draft

- Recommended updates/changes to plan?

Request Form Draft

- Create message for teachers outlining MTSS and request form; exhaust all interventions from the teacher and parent prior to requesting- UPDATE- Responsible person?

Priority Behavior List

- Keller will cross reference with behavior plan list UPDATE:
 - [REDACTED] - Previously had a behavior plan; Plan was dismissed on 01/24/2020
 - [REDACTED] (Behavior classroom) - ESE - Found a plan from 2019 under the ESE tab
 - [REDACTED] - ESE - Has a plan, but it is from 2018

Students of Concern

- [REDACTED] Team needs to discuss Tier...Safety Plan
- [REDACTED] Team needs to review plan created by Ladow
- [REDACTED] Need to start documenting
- Rachel- Parent request-

Data Review-

- EWS Report;
- Review highlighted students for AAAP- What interventions are in place for these students already?

Discussion for next meeting- 10/12 @9am (Griffin will be out)

- School Based Action Plan to incorporate culturally responsive practices into our Tier1 framework

4. Which of the following equitable classroom practices are observed?

- a. Uses equitable proximity with all students.
- b. Uses nonverbal communication that conveys that all students' questions & opinions are important.
- c. Uses cooperative learning structures.
- d. Acknowledges all students' comments, responses, questions, and contributions.
- e. Seeks multiple perspectives.
- f. Uses multiple approaches to consistently monitor students' understanding.
- g. Uses students' real-life experiences to connect school learning to students' lives.
- h. Uses students' real-life experiences to connect school learning to students' lives.
- i. Asks higher-order questions equitably of all students.

5. Which of the following Tier 1 Restorative Practices are observed?

- a. Community building circles / classroom meetings

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- b. Mindfulness activities
 - c. Affective statements/questions
 - d. Collaborative classroom agreements
 - e. Problem solving anchor chart
 - f. Restorative chats/conferencing
 - g. Display of artifacts that support community building
 - h. Social emotional skill building
 - i. Self-reflection activities
 - j. Cooperative learning/team building activities

