



## African American Achievement Plan Evidence of Progress Monitoring

### School District of Indian River County #SDIRCStrongerTogether

**Date:** 9/21/2020

**School/Department:** Pelican Island 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.)**

Currently, 15 kindergarteners are receiving interventions through our Rising K after school program. They are working with reading endorsed staff (teacher, interventionist, or literacy coach) to fill deficits based off initial data. Additionally, our interventionist begins working with students as we meet on them for MTSS. This caseload will continue to grow as the year progresses and the need increases, based on data. During the week of September 29th, data chats are scheduled with each grade level, our literacy coach, our interventionist, and administration to review and update Tier 2 and 3 intervention groups, as well as reflect on our Tier 1 practices to ensure we are meeting the needs of all students. Data from FLKRS, classroom assessments, DIBELs, and iReady will be analyzed and discussed. Those needing intensive reading intervention will be scheduled for interventions as needed. Students will work with either a classroom teacher, interventionist, or ESE teacher or ESE teacher assistant 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 iReady beginning of the year diagnostic is showing many students need interventions and that Tier 1 instruction must be intentional and thoroughly planned. I hope to see an increase of scores at the mid-year level, once these are all in place and students are used to the structure of school again.

**African American Plan for Reading Intervention at Pelican Island Elementary School**

Jody Houston – Reading Interventionist – September 18<sup>th</sup>, 2020

**Kindergarten**

At this time, 15 Kindergarten students are receiving interventions through our Rising K program. During our data chats and collaborative planning the week of September 29, initial FKLRS data, I-Ready, DIBELS, and individual and collective teachers’ feedback will be used to determine what other students need interventions, and what needs to be an intentional focus of Tier 1 instruction. Initial data shows that students need more time to master foundational literacy concepts, such as letters and sounds, as well as components of phonological and phonemic awareness.

**1<sup>st</sup> – 2<sup>nd</sup> Grade**

At this time, our Interventionist is completing screeners and collecting baseline data for our primary students. During our data chats and collaborative planning the week of September 29, initial I-Ready and DIBELS data, as well as individual and collective teachers’ feedback, will be used to determine what students need interventions, and what needs to be an intentional focus of Tier 1 instruction. Initial data shows that students need more time to master components of phonological and phonemic awareness, as well as phonics.

**Overall Sociodemographics for K-2 Students Receiving Reading Intervention**

The following table shows the overall sociodemographic data for our K-2 students receiving reading interventions. Of the 15 Kindergarteners receiving interventions, 67% are African-American (10 students), and 33% are White, Non-Hispanic (5 students). After the data chats during the week of September 29, we are planning to have 50 students served by our interventionist, in addition to students being served during our RtI block.

**Table 1—Students’ Sociodemographics in Reading Intervention (K-2), September 18<sup>th</sup>, 2020**

Ethnicity	Number of Students	Percentage
White, Non-Hispanic	5	33%
African American	10	67%