



## African American Achievement Plan Evidence of Progress Monitoring

### School District of Indian River County #SDIRCStrongerTogether

**Date:** 11/18/2020

**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/descriptio  
n 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 Reading. 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. As of October 1, 2020, we began servicing students with reading deficiencies in grades 1st and 2nd. These students will be participating in our Moonshot Tutoring and Moonshot Storytime programs which focuses on phonics and reading comprehension. The demographic breakdown for these intervention opportunities include, 38% Black/AA, 38% White, and 24% Hispanic. Students in this program receive Souday phonics instruction along with oral language and comprehension through read aloud opportunities.

**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 intervention. VBE has held intervention planning with all grade levels of September 14th and all students needs Tier 2 and Tier 3 will be placed with a highly qualified teacher. When reflecting on the GEER Grant data, the average beginning ORF for the group of students was 65 WCPM. The average ending ORF for the same group of students was 80 WCPM. Every student in grade 3rd and 5th increased their oral reading fluency rate. When reflecting on beginning and end data for our Rising Kinder students, all students showed an increase in letter identification and sounds. The baseline data showed that the average uppercase identification was 14 letters, lower case identification as 11 letters, and 12 letter sounds. The end of program data revealed, on average, students in the group were able to identify 21 uppercase letters, 21 lowercase letters, and 18 letter sounds. Each student in this group increased their letter and sound recognition. In all, GEER grant students closed their academic gaps and positively impacted their academic achievement.

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

Elizabeth Barth—Reading Interventionist

Students seen daily for 30 minutes

#### **Kindergarten**

At this time, there is no student in Kindergarten that is being pulled for intervention. Based on initial FKLRS data, I-Ready, individual and collective teachers' feedbacks, it has been determined that intervention would optimally start in November-December, once the students have been taught foundational literacy concepts, such as letters & sounds, as well as components of phonological & phonemic awareness.

#### **1<sup>st</sup> Grade**

Most students in these groups are students that have scored at the bottom quartile, on their recent I-Ready Reading Diagnostic. Once letters sounds fluency is obtained by the students currently serviced in this Reading intervention, with one group of student on its way to be proficient by the end of September/beginning of October, we will continue servicing the most struggling students, based on their I-Ready Reading Diagnostic test.

#### **2<sup>nd</sup> Grade**

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

**Table 1—Students' Sociodemographics in Reading Intervention (K-2), September 15<sup>th</sup>, 2020**
