



## Evidence of Progress Monitoring

### School District of Indian River County

#SDIRCStrongerTogether

**Date:** 10/20/2020

**School/Department:** Vero Beach High School

**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.)

1.16 School leadership teams will use the Florida Early Warning Indicators as displayed in Unify to develop and support interventions for African American students who are not on track to graduate. Data will include attendance below 90%, one or more suspensions, course failure in ELA or Math, and Level 1 on a statewide assessment.

**Explanation of Evidence:**

At monthly MTSS meetings, the team will identify African American Students who are not on track to graduate. This monitoring is underway as evidenced in the MTSS Meeting agenda. School Counselors attend the MTSS meeting and will be following up on the AA Students academic progress with the students directly as well as with their teachers. Mentoring programs are starting once the students are identified. Evidences will be: School leadership team's monthly data chats/MTSS with action plan. Monitoring data from Unify and Power BI by teachers, school counselor and instructional coaches to create individualized student plans. Providing mentors to students who have been identified on the Early Warning Indicator list

**Results of Action Taken:**

School counselors are beginning to meet with African American students who are not on track to graduate to discuss with them the requirements that need to be met as well as a plan to meet those requirements before March.

**Reflection:**

MTSS will be meeting weekly to discuss supports and interventions for African American students who are not on track to graduate. Power BI as well as other Florida Early Warning Indicator data points will be examined and discussed.

## MTSS Meeting Notes 9/16/20

Keller spoke to Hiller to discuss support options. Student schedule was reviewed and the options of moving to Molton's SAT Prep /Reading class.

1. **Senior Data and tier 2 was reviewed with emphasis on AA Students.**
  - Students with level 1 should be in intervention reading course.
  - Tier 2 – depending on score.
2. **Safety Plan Responsibilities**
  - MTSS team will write safety plans
  - 19-20 safety plans will be review next meeting to evaluate continuation or termination of plan.
  - Fran will monitor student safety plans and track data when she is on campus.
3. **FAB/BIP**
  - 19-20 students with a FAB/BIP that have check in/check out interventions, schedules will be altered to incorporate “learning strategies” as daily check in.
  - Ripple Effects- Use as an intervention for students on Fab/BIP
  - Cross reference Discipline plan students with FAB/BIP students to determine if adding to discipline plan schedule will work.
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4. - Safety Plan , waiting for district email to initiate plan.
5. **Progress report -lowest quartile by grade report. Review progress for AA Students.**
6. Laptop for data entry

## Update 10/20/20

Based upon Florida Early Warning System Indicators, African American students who need interventions are being addressed and provided additional opportunities for remediation.

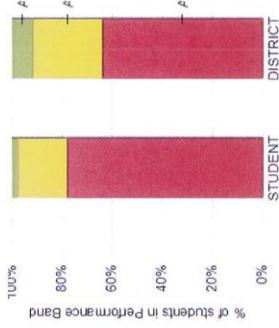
VBHS has secured the A2 grant opportunity and \$ 9000. From the district to provide tutoring opportunities for every subject area 3 days per week with transportation provided. Graduation coach and school counselors are meeting with identified students in order to sign them up for tutoring sessions.

**Algebra 1 Unit 1 District Assessment Data for VBHS**

**AA- African American Enrolled in Algebra 1 and Algebra 1A**

Performance Bands

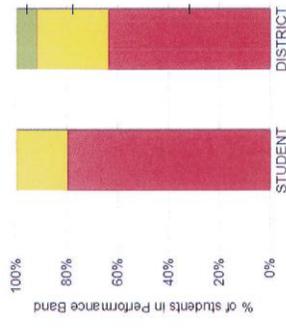
Cut Band	Student Count	Percentage	Performance
>=0% - <50%	71	78%	>=70% - 100+%
Below Threshold (AB1)	18	19.8%	54.63%
Meets Threshold (AB2)	2	2.2%	77.78%
Meets Mastery (AB3)	91	100%	37.3%
Totals			



**ED- Economically Disadvantaged Enrolled in Algebra 1 and Algebra 1A**

Performance Bands

Cut Band	Student Count	Percentage	Performance
>=0% - <50%	8	80%	>=70% - 100+%
Below Threshold (AB1)	2	20%	32.64%
Meets Threshold (AB2)	10	100%	55.56%
Totals			37.22%





### African American

Attribute	# of Items	% of Students	Average
FL.LAFS.910.L.1.1.a	2	39	4.94%
FL.LAFS.910.L.3.4.a	1	10	87.65%
FL.LAFS.910.L.3.5	1	45	44.44%
FL.LAFS.910.RI.1.1	2	17	43.21%
FL.LAFS.910.RI.1.2	3	60	6.17%
FL.LAFS.910.RI.2.4	2	6	39.51%
FL.LAFS.K12.L.1.1	2	39	4.94%
FL.LAFS.K12.L.3.4	1	10	87.65%
<a href="#">Standard</a> <a href="#">Depth of Knowledge</a> <a href="#">Question Interactions</a>			
		Previous	Next

Attribute	# of Items	% of Students	Average
FL.LAFS.K12.L.3.5	1	45	44.44%
FL.LAFS.K12.R.1.1	2	17	43.21%
FL.LAFS.K12.R.1.2	2	68	2.47%
FL.LAFS.K12.R.2.4	2	6	39.51%
<a href="#">Standard</a> <a href="#">Depth of Knowledge</a> <a href="#">Question Interactions</a>			
		Previous	Next

**African American**

Performance Bands

Performance Band	Student Count	Percentage	Performance
>=70% - 100%			
>=50% - <70%			
>=30% - <50%			
<b>Below Threshold (AB1)</b>	<b>43</b>	<b>53.1%</b>	<b>29.3%</b>
<b>Meets Threshold (AB2)</b>	<b>34</b>	<b>42%</b>	<b>53.24%</b>
<b>Meets Mastery (AB3)</b>	<b>4</b>	<b>4.9%</b>	<b>72.5%</b>
<b>Totals</b>	<b>81</b>	<b>100%</b>	<b>41.48%</b>

