



## African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County  
#SDIRCStrongerTogether

**Date:** 9/21/2020

**School/Department:** Vero Beach Elementary

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

**Evidence of Progress Monitoring (Please include narrative/description of the action taken. Where applicable, please include all measurable data.)** Initial Tykes and Teens training around Trauma Informed Care and Implicit Bias (walkthroughs monitor for progress)  
Rtl Data Chat PPT  
Equitable classroom practices observations  
As part of our SIP, ongoing walkthroughs and observations will be completed by administration to see the implementation of these practices.

**Results of Action Taken:** Prior to the school year, staff members participated in Tykes and Teens training around Trauma Informed Care and Implicit Bias. School leadership conducts walkthroughs and provides feedback around what was learned in these trainings as well as monitors for equitable participation in instruction for all students. Furthermore, as a result of implementation of MTSS for students that were retained or needing immediate attention, small groups instruction with Reading Interventionist has already begun. Students that were also in high need academic areas were offered participation in the GEER grant and will also be offered a Moonshot opportunity with a focus on student minorities. Student groups with the school counselor have started for Social Emotional Learning, based on MTSS needs that have been identified from last year and continued for the beginning of this year.

**Reflection:** As school leadership attends collaborative planning sessions and meets with teams to discuss culturally responsive practices, there is a need to incorporate additional district approve resources to be more diverse. Furthermore, teachers will be given a flow chart of how to ensure that students who are struggling are receiving support.

## Tier 1, 2 and 3

### What do I do when a student is struggling?

1. What strategies am I using during TIER 1? (whole group or small group using district curriculum).  
-If more than 70% of your students are not proficient, Tier 1 instruction may need adjustments in strategies (modalities, manipulatives, etc.)
2. After step 1 has been completed, the 30% of the class that is still not proficient in a **specific area** (phonological awareness, number sense, decoding, phonics, etc.) may need a Tier 2 intervention in that specific area. This means you will see that child twice at a small group setting. (First time is Tier 1 small group at grade level. Second time is Tier 2 for a specific deficit. This is a 20/30 minute group of NO MORE than 8). This does not necessarily mean that the student needs to be brought to MTSS. This does mean that you meet with your coach to determine the biggest barrier and set an intervention into place.

#### **This will include:**

- A progress monitoring piece for 6/8 weeks
- A graph that displays data
  - After the 6/8 weeks, ideally, the student should be progressing with implemented Tier 2 instruction.

#### **If a student is STILL NOT progressing in the intervention:**

- Tier 2 instruction may need to be changed
  - OR this might be the time to bring them to MTSS (determined on individual basis)
3. After step 2 has been completed, homeroom teacher will meet with the MTSS team to determine if a Tier 3 intervention is necessary.  
**Tier 3:**
    - This is determined by MTSS team.
    - No more than 1:3 ratio, working on a very specific skill for no more than 10 minutes at a time.
    - This intervention will also last for 6/8 weeks, progress monitored and graphed data (\*parent conference and signature on graphs).
  4. After the Tier 2 and Tier 3 interventions of intensive instruction have been completed, then discussions may be had for additional services (this could be 12 to 14 plus weeks).

All of these things may affect the process of tiered instruction, as well as, qualifications for additional services.

- Attendance
- Vision/hearing
- Behavior
- Attention/focus
- Medical issues

Prior	1st Meet	MTSS Docket	ID#	grad	Instructional Model	Eth	JW	E	A or B					F/U	F	F/Up	F/Up	F/Up
Tier 3	Apr. 21			KG	Roberts	White	Yes	No	A						N/A	Apr. 21	9.28.20	9.28.20
Tier 3				KG	Martin													
Tier 3				KG	Virtual	Black												
Tier 3	Oct. 7			5	Virtual	Hispanic	No	No	B	N	De	N	N/A	Mar. 2	Mar	Apr. 28	9.7.2020	9.7.2020
Tier 3	Oct. 21			5	Virtual	White	No	No	A & B	N	Ja	N	N/A	Mar. 2	Mar	Apr. 28	9.7.2020	9.7.2020
Tier 3				5	Transitional	Hispanic		Yes	A & B									
Tier 3	Oct. 21			4	Transitional	Black	No	No	A & B	D	Fe	N	Feb	N/A	N/A	Apr. 28	9.7.2020	9.7.2020
Tier 3	Oct. 7			4	Virtual	White	Yes	No	A	N	#	N	Feb	N/A	N/A	N/A	12-May	9.21.2020
Tier 3	23-Sep			4	Virtual	Black	No	No	A	N	De	N	N/A	N/A	N/A	N/A	9.14.2020	9.14.2020
Tier 3				4	Virtual													
Tier 3				4	Conway													
Tier 3				4	Conway	Hispanic		Yes	A									
Tier 3				4	Redstone	Hispanic		Yes	A									
Tier 3	16-Sep			3	Reed	Hispanic	No	Yes	A			N	N	Feb. 18	N/A	Apr. 21	9.28.20	9.28.20
Tier 2	Oct. 21			3	Grantham	Hispanic	No	Yes	A	N	N	N	Feb	N/A	N/A	Apr. 21	10.12.20	10.12.20
Tier 3	Oct. 28			2	Transitional	White	No	No	A	N	Ja	N	Feb. 18	N/A	Apr. 28	5-May	9.21.2020	
Tier 3				2	Pound	Hispanic	No	Yes	A									
Tier 3				2	Canevari	Black		Yes	A									
Tier 3	Oct. 21			1	Virtual	Black	No	No	A	N	Ja	Fe	Feb	Mar. 24	N/A	N/A	9.7.2020	9.7.20
Tier 3	9-Sep			1	Virtual	Hispanic	No	No	A	N	Ja	N	Feb	EOY Pre	EOY	EOY	5-May	9.21.2020
Tier 3	Apr. 21			1	Virtual	White	No	No	A						N/A	Apr. 21	9.14.2020	9.14.2020
Tier 3	Apr. 21			1	Mosher	Black	No	No	A						N/A	Apr. 21	9.14.2020	9.14.2020
Tier 3	Dec. 9			1	E. Gonzalez	Hisp.	No	Yes	A	D	N	N	Feb	Mar. 30	N/A	N/A	9.14.2020	9.14.2020