



1.17 Data Chats on Early Warning Indicators

Narrative

The MTSS team at Osceola Magnet, including the leadership team, meets every Thursday to discuss students. The team directly discusses students with 4, 5 or 6 EWS every month. (These students are also discussed during regular Thursday meetings, but once a month is dedicated directly to those students.) The following are the student notes from the last two meetings, with May 21st in green.

Data

There are less than 10 students with 4, 5 or 6 Early Warning System indicators, therefore specific data will not be indicated. Students of all races were discussed.

Action Plan

The meeting agenda is as follows:

- Review of EWS definition
- Review of students with 4, 5 or 6 EWS indicators
- Summarize prior data/information and action steps for each student
- Share current data/information for each student
- Determine action steps for each student

Attached are examples of individual student notes

In attendance for 5/21/2020: Scott Simpson, Principal; Janice McCord, Assistant Principal; Jill Robb, Behavior Intervention Specialist; Pam Prange, ESE Resource Specialist; Stacy Kastner, ESE Teacher; Jennifer Oseroff, School Psychologist

April 24th, 2020 May 21, 2020

The following students have 4, 5, or 6 Early Warning Sign indicators. The following is how Osceola Magnet is intervening with these students. Four of the students are White; Five of the students are Black.

_____ - Case manager (ESE teacher) has been in frequent contact with parent. _____ is having difficulties behaviorally and not doing any work. Teacher, Behavior Specialist, and Administration is attempting to improve work completion. BIS contacted Sequel counselor who was connect with Mom and _____ to provide support.

_____ - Case Manager has been in frequent contact with parent. _____ is completing assignments. BIS contacted Sequel counselor to check in and provide support. Teacher continues to be in contact with mother and student.

_____ - Behavior Specialist has spoken to mom and DCF case manager. DCF is closing case referring family for wraparound services with Henderson Behavioral. I've been in contact with district attendance officer as Mom was expected at truancy court on March 20, which was cancelled. I met with _____ and teacher assistant to pick up computer for _____. Teacher and teacher assistant have put a plan and reward system in place to motivate _____ to do some schoolwork. Teacher assistant meeting with _____ 2x/week to provide support.

_____ - Behavior Specialist has been in contact with Mom. Picked up and delivered a computer to them on 4/23/20. _____ is already completing assignments. They still have no transportation and are having difficulty walking to the meal trucks. Principal arranged for meal truck to stop in front of house. _____ is completing assignments and mother is staying in contact with teacher.

_____ - Gen Ed teacher is in daily contact with _____. She then reports back to me. He is doing very well and completing all assignments. _____ continues to complete assignments and stays in daily contact with teacher.

_____ - Gen Ed teacher is in daily contact with _____. He is doing very well and completing all assignments. _____ continues to complete assignments and stays in daily contact with teacher.

_____ - Behavior Specialist initially contacted Dad when _____ was non responsive. He does not live with Dad anymore. I am now in daily contact with _____ at Mom's house. He had computer issues. I picked up and delivered a new computer for him on 4/23/20. He basically will only do work when on the phone with BIS. Literacy Coach met with _____ and Behavior Specialist on 4/16-4/17 for an i-Ready technical issue with math lessons. Contacted tech support @ i-Ready, they resolved the issue for student. BIS remained in almost daily contact with _____. Went last week without communicating. Spoke to him today. He said his diagnostic just stopped. BIS reset his diagnostic. He is going to make another attempt.

_____ - Spoke to dad who is giving support at home. They are doing okay. Classroom teacher reached out to ESE teacher who is now providing support through Canvas conferences. _____ is communication regularly with Gen Ed and ESE Teacher. A visit to Oslo middle school is being scheduled

for next week for _____, parents, BIS, and gen ed teacher to help Tristan feel comfortable about next year's transition.

_____ - Initially was in frequent contact with mom about food truck and computer pick up. Regularly checking in with teacher who reports that he is working really hard, accessing lessons, and joining in Canvas conferences! He continues to participate and complete assignments. BIS is reaching out to Oslo Assistant Principal to schedule a meeting for _____. Hope to connect him with a mentor at middle school.