Date: 10/7/2020

School/Department: Rosewood Elementary

Action Step (number and description): 1.4 Targeted Reading Interventions

Evidence of Progress Monitoring (Please include narrative/description of the action taken. Where applicable, please include all measurable data.)

You will find our recent data chat agenda with information about what was discussed as well as data from our initial iReady diagnostic and FLKRS assessments. You will see information about how we will address tier 2 and tier 3 interventions for students falling below the identified cut scores in both assessments.

Results of Action Taken:

As a result of student testing and data review, students will be identified who need reading interventions. After students are identified, the intervention focus, curriculum to be used, and provider of the intervention will be identified and provided. Implementation of interventions will be monitored for fidelity and impact on student learning. Data meetings will be held every 6 weeks for updates and adjustments based on the data.
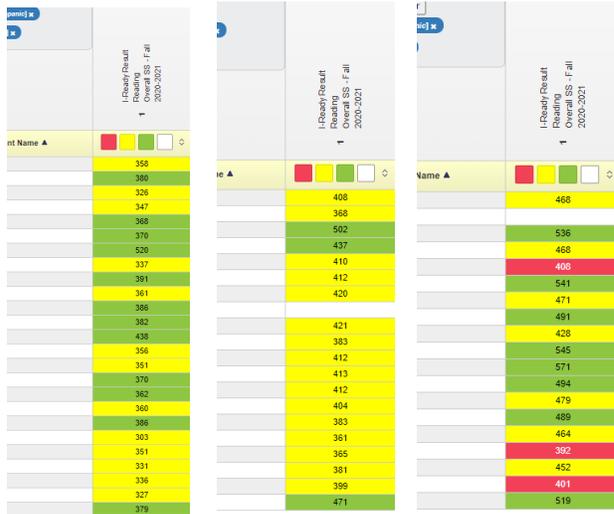
Reflection:

Students will begin receiving interventions and the progress of those students will be monitored through weekly or bi-weekly progress monitoring assessments. Students response to the interventions will be reviewed after 6-8 weeks to determine next instructional steps.

Action Step 1.4 Targeting Reading Interventions K-2

FLKRS data showed that out of our 25 African American students 11 were performing below the level considered to be on grade level.

Iready – initial diagnostic results showed:

K – 7 out of 25 scored in the tier 2 range and 2 scored in the tier 3 range (tier 3 students will also receive tier 2 interventions.)

1st - 4 out of 20 scored in the tier 2 range and 1 scored in the tier 3 range (tier 3 students will also receive tier 2 interventions.)

2nd - 5 out of 19 scored in the tier 2 range and 3 scored in the tier 3 range (tier 3 students will also receive tier 2 interventions.)

All students identified have been placed in tiered interventions, will be progress monitored weekly for tier 3 or bi-weekly for tier 2 for impact of tiered interventions on academic performance. Data meetings well be held every 6 weeks to analyze and make any needed adjustments.

MTSS Data Chats
September 22, 2020
(3-5 also met on Sept. 15 to discuss reading)

1) Schedule of meetings for the year
   a. Will meet to review RTI data every 6 weeks

2) Cut Scores update
   Reading and Math   *(3-5 discussed reading last week so we will be doing just a quick update of the adjusted reading cut scores in iReady, a quick check on the identified interventions, and then moving into the math data.)*
   Tier 3 – 20th percentile and below
   Tier 2 – 48th – 20th percentile
   Tier 1 – above 48th percentile

3) Review subgroup data - African American, Students with Disabilities, Bottom Quartile
   Discuss any trends noted in these subgroups
   Identify main areas of need
   Correlate focused interventions based on the needs

   Discuss focused interventions - tier 2 and tier 3
   Clarify how many minutes and days per week for each tier
   Which intervention will be used and who will be delivering it
   How will it be progress monitored

4) How will we provide supplemental tier 1 and enrichment supports with current social distancing restrictions?

5) Small group guidelines - be sure to implement small group, differentiated instruction

6) RTI fidelity Walks

7) Impact Reviews
   Our campus Oct. 13th 8:00-12:00

8) Recognition Committee (keeps these groups in mind, how do we recognize their efforts and growth throughout the year.

Any questions, concerns or ideas to share: