



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date: 11/11/2020

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 sample data from RTI progress monitoring. 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. You will see a data analysis sheet to be used for unit assessments.

**Results of Action
Taken:**

As a result of student testing and data review, students will be identified who need reading interventions, who need a change in reading intervention and/or those ready to move out of an intervention. 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 continue to be reviewed every 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.

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 will be held every 6 weeks to analyze and make any needed adjustments.

Our last MTSS data chat meetings were held November 6th and 7th, Grades K-2 will meet November 13th.

Below are attached evidences from our 3-5 meetings, which will follow the same agenda and process for K-2 on November 13th.

MTSS Data Chats
November 6 and 7, 2020
(K-2 will be meeting 11-13-20)
Reading and Math



- 1) Review Sub group data and performance- African American, Students with Disabilities, Bottom Quartile
 - a. Unit assessment data up to this point
- 2) Review progress monitoring points of current interventions for tier 2 and tier 3
 Positive, Flat or Negative
 Will interventions continue, be adjusted, or is student ready to move out
- 3) Review newly identified students to add to Tier 2
 Review students who need an added Tier 3
 Tier 3 – 20th percentile and below
 Tier 2 – 48th – 20th percentile
 Tier 1 – above 48th percentile
 Discuss any students where we are seeing regression
- 4) New Unit Assessment data analysis sheet to be used for each unit assessment completed
- 5) Identify virtual/transitional students that need to be added to Tier 2 or 3, plan a group for them to join. Plan progress monitoring.

Plan moving forward

- 1) How will we provide supplemental tier 1 and enrichment supports with current social distancing restrictions? Can we begin doing “walk to” interventions in January which will allow us to add in Supplemental tier 1 and enrichment?
- 2) Reminder of Small group guidelines - be sure to implement small group, differentiated instruction
- 3) RTI fidelity Walks - please send us your times for tier 3 interventions

Any questions, concerns or ideas to share:



Below you will see sample data included of how we use our OneDrive spreadsheet to track MTSS/RTI data and monitor student progress.

GRADE LEVEL MTSS- DATA REVIEW MEETING DATE	Intervention Focus/ Curriculum	Progress Monitoring Data Points	Positive or negative response?	ELA Unit Scores	READY Lessons Passed/Comp leted YTD	% Passed YTD	Tiered Instruction Recommendation Keep, Change, remove related to intervention
11/6/2020	Comp- iReady Toolkit	81,62,70		80,67	6 out of 8	75%	
11/6/2020	Vocab- iReady Toolkit	Maze-7,18,15.5,15.5	Flat	42,67	6 out of 8	75%	keep
11/6/2020	Vocab- iReady Toolkit	Maze- 9.5,5.8,3.5	inconsistent	17,0	11 out of 13	85%	keep
11/6/2020	Vocab- iReady Toolkit	Maze- 20.5,28.5,20,17.5	inconsistent	42,67	6 out of 11	55%	keep
11/6/2020	Vocab- iReady Toolkit	Maze-16,10.5,10.5,15.5	flat	64,71	13 out of 17	76%	keep
11/6/2020	Vocab- iReady Toolkit	Maze-15,20,18,14	negative	67,67	11 out of 13	85%	keep, have student physically graph his own progress

GRADE LEVEL MTSS- DATA REVIEW MEETING DATE	Intervention Focus/ Curriculum	Progress Monitoring Data Points	Positive or negative response?	ELA Unit Scores	READY Lessons Passed/Comp leted YTD	% Passed YTD	Tiered Instruction Recommendation Keep, Change, remove related to
11/6/2020	Fundations- Decoding/Encoding			17,0	6 OUT OF 6	100%	T3- change to Phonics for Reading w/Coleman
11/6/2020	Vocab- iReady Toolkit	Maze -15, 8, 18, 22	positive	75,67	9 out of 11	86%	Keep

Sample of our unit assessment data analysis sheet. This has a second page as well to plan instructional next steps based on this data.

Data Review Form

Subject _____	Teacher _____	Next Unit Assessment Date: _____
Grade Level _____	Meeting Date _____	Next Data Review Date: _____

Please bring a laptop to the meeting (each teacher will need a laptop). This will be an interactive meeting working with reports in Unify.

Data analysis and reflection for teachers to consider about data results:

Unit # _____ Assessment

Date Assessed: _____

Standards Assessed: (Main Idea/theme, Force & Motion, etc. -No standard numbers)

Using SCOREBOARD:

What was your overall class average?

What was the district average?

What was the school average?

Considering subgroups, what were the overall percentages of proficiency (70% and above) for each the following student groups?

ALL _____ White _____ Hispanic _____

Black _____ Asian _____ Multi-Racial _____ American Indian _____

SWD _____ ED _____ ELL _____

Identify the lowest performing standard(s)?

Of the lowest performance standards, identify those in the higher reporting categories. (You will need to utilize your test specs for this, we will look at this during our data meeting)

Identify the students who scored below 50% in your lowest standards:	Tier 2 or 3 or N/A?	BQ Yes or No	SWD Yes or No	Race:



Rosewood Magnet School

RTI Data Meetings

Nov. 5, 2020

Sign In Sheet



Name and Signature:	
Karen Zwerner	Karen Zwerner
Crystal Cade	Crystal Cade
Jaime Coleman	Jaime Coleman
Karen Cobb	Karen Cobb
Jessica Celaya	Jessica Celaya
Laura Bradshaw	Laura Bradshaw
NIKI Srigley	Niki Srigley
Sam Siquig	Sam Siquig
Christina Watkins	Christina Watkins
Hillary Williams	Hillary Williams
Deirdre Creech	D Creech
Kelly Palmer	K. Palmer
L. Ross	
J. Norris	
C. Flores	



Rosewood Magnet School

RTI Data Meetings

Nov. 6, 2020

Sign In Sheet



Name and Signature:	
Crystal Cade	Crystal Cade
Karen Cobb	Karen Cobb
Jessica Celaya	Jessica Celaya
Laura Bradshaw	Laura Bradshaw
Christina Watkins	Christina Watkins
Niki Srigley	Niki Srigley
Sam Siquig	Sam Siquig
Devdre Creech	D Creech
J. Norris	
C. Flores	