



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date:	9/21/2020
School/Department:	Citrus 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.)	MTSS Agenda Equitable classroom practices observations. As part of our SIP, ongoing walkthroughs and observations will be completed by administration to see the implementation of the these practices.
Results of Action Taken:	As a result of implementation of MTSS for students that were retained or needing immediate attention, small groups instruction with ELA and Math interventionist will begin by the end of the month. 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 were also started for Social Emotional Learning, based on MTSS needs that have been identified from last year and continued for the beginning of this year. Based on admin walkthroughs small group T1 instruction is occurring in 100% of the Gen ed classrooms.
Reflection:	As teachers and students begin small group instruction focusing on literature books, Tier 1 and RTI will also include books with culturally responsive subjects appropriate to the grade level that will increase academic learning as well as cultural sensitivity.

Sept 14, 2020	Student	ID	Grade	Teacher
9:30	██████████	██████	2	Wert
10:00	██████████	██████	4	Trimm
10:30	██████████	██████	4	Simmons-Scott - V
11:00	██████████	██████	3	Tetreault
11:30	██████████	██████	2	Bailey - T
12:00	██████████	██████	2	Bailey - T
12:30	██████████	██████	2	Bailey - T

Sept 14, 2020	ID	Grade	Teacher	Reason / Notes
██████████	██████	2	Wert	I ready – ELA 413, K ORF 3/4 Intervention/ Guerra 5x 30 min Struggling in phonics and number writing Mr. Wert will begin a T2 20 min a day (Wonders) PM – Dibels Attendance and tardiness were an issue last year, Mr. Wert will reach out to parent and document Return Oct 26th
██████████	██████	4	Trimm - T	504 – Hoover will add oral presentations Iready- ELA 521 grade 3 Completing work in T model, SG support with instruction, Teacher will begin T2 Wordly Wise Voc. Return Jan 25 (Palmer)
██████████	██████	4	Simmons-Scott - V	504 Virtual Teacher reports that current ELA grade is 70%, Math grade is currently in the 90% area. Awaiting I ready data
██████████	██████	3	Tetreault	Parent declined retention in 2 nd grade Iready ELA 422 level 1, Math 403 Level1 Dibels – fluency 13 words/minute (at risk, below 20%tile) T3 is being provided by ESE teacher using Sonday level 1. PM with Dibels nonsense words Return Oct. 26
██████████	██████	2	Bailey - T	LY Teacher is providing Lev. 1 Foundations, daily, 20 min Iready – ELA Level K ORF -5/5, DOLCH 17/220 Guerra is providing intervention daily T2 basic Phonics, PM using Dibels Return Oct 26
██████████	██████	2	Bailey - T	B-EBD – medication will be increased Attention continues to be a challenge Iready ELA -469 Grade 1, ORF 33/3, DOLCH 207/220 Independent work not getting finished

		2	Bailey - T	Returning to Brick and Mortar Iready -still not complete ORF 43/6 Teacher has struggled with attentiveness and work completion Mejia will meet with Hollander to initiate T2/3 Return Nov. 16

- If you are unable to attend, please send your parent teacher if you have one.



****Make appointment to meet with Literacy Coach, Math Coach, or Student Support Specialist to review data and determine next steps.****

Preparing for an MTSS Meeting when you have received a Calendar Invite:

You will receive an outlook calendar notice with the date and tentative time when a substitute will come to the room so that you can attend the MTSS meeting in the conference room. Accept the notice so that it will save to your calendar. Schedule a time for yourself so that the following steps can be completed PRIOR to the meeting.

Go to FOCUS

Click SSS tab.

Click manage student on drop down menu.

Enter student name and click search.

Click student name.

Click orange MTSS button.

Next to Tier 2 Documentation of Intervention Response, click View.

Click meeting minutes.

- o If there are some available, review the notes which have already been taken on behalf of the student.
 - o This is important as there is no need to report data which has already been provided.
 - o Pick up where the data pieces have left off. For example, U7 for Foundations unit tests because units 1-6 have already been added to the notes.
- o Click "Blue Add minutes box" at BOTTOM of the page.
- o Enter date and name (under documented by). This is a legal issue.

- o Type date into meeting minutes form and Teacher Data Report (Example: 4/4/17 Teacher Data Report).

Hit enter and then begin typing, in either list or narrative form, the following data pieces:

- o FSA Scores
- o Fluency in Math (addition, subtraction, multiplication, division)
- o Oral Reading Fluency (ORF/Cold Read); enter student WCM as well as goal for the given time of year
- o Results as entered into AIMSWeb
- o iReady Diagnostic and Growth Monitoring
- o Close Read scores
- o Foundations Unit Tests – enter original score and then retest score(s) in parentheses.
 - o Example: U1 80%, U2 86%, U3 65% (80%), etc.

Report Card Grades

Absences

Tardies

Previous Retentions (enter grade level)

PMP (identify subject area)

RTI (with whom, what subject, identify participation level, intervention and data monitoring used)

Include the Problem-ID, according to what your concerns are based on the following:

Answer the following questions in narrative form.

- o Is the problem primarily in academics? If so, what area(s)?
- o What is the primary skill deficit? (examples: reading-phonics; Reading Comprehension; Phonemic Awareness; Math – number sense; basis addition/subtraction; regrouping addition/subtraction)
- o For academic and/or behavioral referrals, what Tier 2 and Tier 3 interventions are you using for the area(s) of concern? How often? By Whom?
- o If an ESOL, ESE, or 504 student, first indicate that, then identify what additional support is provided in the classroom? How often? By whom?
- o Have you conference with the parent and shared data regarding the concern and progress on interventions? On what dates?

o **CLICK SAVE – do this several times to ensure you are saving**

- o Click return to manage student.

o **IF you have any documents to upload**

- o Then Click upload. Select documents from your document folder to be shared with the MTSS team.
- o Upload data/supporting documents for intervention implement. See directions below for completing this step.

How to Upload Graphic Data into FOCUS:

Scan document into copier

Send to school email

Open email attachment

"Save as" to My Documents

Go to FOCUS

Click SSS tab.

Click manage student on drop down menu.

Enter student name and click search.

Click student name.

Click orange MTSS button.

Under Event dropdown, click Tier 2 Documentation of Intervention Response.

Click Initiate.

Click View

Click Uploads

Click Select

Click Documents

Find File

Double Click

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

ESE is not a solution for all students. Once a student qualifies, please keep in mind, they will lose all the additional interventions they have received from you or the coach. ESE is a LAST RESORT for students.