



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date: 9/21/2020

School/Department: Osceola Magnet

**Action Step
(number and
description):** 2.6 MTSS Framework

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

Met with MTSS Core Team and:
Created a process that is Less confusing for staff and parents when everything is handled by one team and the parent does not have to continually come back for meetings with two different teams

Results of Action Taken:

- 1) Student who already receives ESE services with academic goals needs re-evaluation because we suspect another disability
- 2) Resource specialist holds re-evaluation review meeting where re-evaluation is initiated and Steps 1-3 on Tier 3 paperwork are completed. ESE teacher will be responsible for tracking intervention (based on academic goal).
- 3) Re-evaluation is completed (assessments + interventions)
- 4) Parent is invited to meeting to review intervention progress, complete Step 4 on Tier 3 paperwork, review evaluation results, and determine eligibility

Reflection: The meeting resulted in a system that has clearly defined roles and should streamline the MTSS Process.

Osceola Magnet Elementary

Tier 1 to Tier III Progression Problem Solving Meeting Agenda

SEPTEMBER 14, 2020

Roles and Responsibilities

Job for Tier 3 Problem Solving Team	Name
Facilitator/Co-Facilitator	AP/Admin
Note Taker	SLP
Data Manager T2 to T3	Coach
Data Manager T3	Resource Specialists
Scheduler	Coach
Parent Contact (Half Sheets Prior to Meeting and During Meeting)	Coach
Teacher Exit Ticket (Half Sheet during Meeting)	ESE Primary
Teacher Intervention Support (K-2)	Coach/Interventionalists
Teacher Intervention Support (3-5)	Coach-Materials/ESE Primary Support

Tracking Interventions for Students Under Re-Evaluation with Academic Goals

How We Did it Last Year

- 1) Student who already receives ESE services with academic goals needs re-evaluation because we suspect another disability
- 2) Resource specialist holds re-evaluation review meeting where re-evaluation is initiated
- 3) Student is referred to Tier 3 Problem Solving Team where an intervention to track is identified
- 4) Tier 3 problem solving team meets after 6-8 weeks to review progress and may determine more meetings are necessary based on the data
- 5) Re-evaluation is completed (assessments + interventions)
- 6) Parent is invited to meeting to review evaluation results and determine eligibility

Proposal for This Year

- 1) Student who already receives ESE services with academic goals needs re-evaluation because we suspect another disability
- 2) Resource specialist holds re-evaluation review meeting where re-evaluation is initiated and Steps 1-3 on Tier 3 paperwork are completed. ESE teacher will be responsible for tracking intervention (based on academic goal).
- 3) Re-evaluation is completed (assessments + interventions)
- 4) Parent is invited to meeting to review intervention progress, complete Step 4 on Tier 3 paperwork, review evaluation results, and determine eligibility

Reason: Less confusing for staff and parents when everything is handled by one team and the parent does not have to continually come back for meetings with two different teams

Next Week: Jennifer at a conference on Wednesday

Teachers will effectively analyze and break down data to accurately reflect the need to support student achievement.