Date: 10/20/2020

School/Department: Sebastian River High

Action Step (number and description):

2.6-Student Action Plans-Documentation of school-based problem-solving sessions to incorporate culturally responsive practices into the school's Tier 1 framework-

- Continue to monitor students weekly needing support- communicate with teachers and guidance for information regarding documented Tier 1 interventions used.
- Send staff Tier 1 interventions list for classroom use.
- Continue to Conduct classroom walk-throughs and check for equitable practices observed.

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

The documentation that is attached will show the weekly Notes/Agenda used for MTSS meetings .

Results of Action Taken:

Administration and the MTSS team will continuously provide teachers with information pertaining to Tier 1 Culturally responsive practices in the classroom setting throughout the year.

Reflection:

We will continue to ensure equitable access is achieved by all students by providing after school opportunities for improvement and recover course failures. Teachers will also receive feedback on equitable practices observed and information on culturally responsive teaching.

SRHS Student Action Plans

SHMS MTSS

09-21-2020

- Introductions
- **Vision**- To provide all students with support needed, which includes academic, behavioral, and social emotional to ensure that they are successful and to maximize their fullest potential
- Roles of Participants
- Procedures (How we will take referrals)

Staff Present: J. Contri, D. Norman, N. Payne, E. Valencia, M. Cama, J. Patsche

Roles:

Facilitator (should not also be the Recorder)

Guides the team through the problem-solving process, ensures active participation of all team members, ensures clarification and summarization occurs, leads team consensus building.

Co-Facilitator - In the absence of the facilitator, fulfills the responsibilities of the facilitator.

Case Manager *Danna Norman*(Tier 3 only)

Intakes documentation for student cases, maintains student case files, intakes and opens student referrals for Tier 3 supports, opens new Tier 3 cases in FOCUS MTSS database, serves as point person for MTSS questions and sends questions to appropriate team members.

Data Manager-Academics

Maintains and supplies student performance and progress monitoring data related to academics to the problem- solving team, coaches, teachers and staff on academic data collection.

Data Manager-Behavior *Jackie Patsche*

Maintains and supplies student performance and progress monitoring data related to behavior to the problem- solving team, coaches, teachers and staff on behavioral data collection.

Meeting Organizer *Nina Payne*

Organizes and maintains calendar for school problem solving efforts (Tier 1, Tier 2, and Tier 3), invites participants to meetings (provides at least 1week prior notice, except in extenuating circumstances).

Evidence-based Classroom Management Strategies

Five Positive, Proactive Strategies for the Classroom

1. **Maximize structure in the classroom**
   a. Predictable routines and procedures for student and staff
   b. Environment elicits appropriate behavior; Minimize crowding and distractions
      - Easy traffic flow
      - Adequate supervision
      - Designate staff and student areas
      - Seating arrangements for various activities (groups, centers, independent work)
2. **Teach, monitor, and reinforce expectations and rules**
   a. Aligned with school-wide expectations
   b. Positively stated
   c. Rules operationally defined
   d. Explicitly taught, modeled, reinforced
   e. Active supervision
3. **Actively engage students**
   a. High rates of opportunities to respond
   b. Link engagement with outcome objectives
   c. Evidence based practices for active engagement
      - Direct Instruction
      - Computer Assisted Instruction
      - Class-wide Peer Tutoring
      - Guided notes
      - Response Cards
4. **Continuum of classroom-implemented strategies to acknowledge appropriate behavior**
   a. Specific and Contingent Praise
   b. Group Contingencies
   c. Behavior Contracts
   d. Token Economies
5. **Continuum of classroom-implemented strategies to respond to inappropriate behavior**
   a. Error Corrections
   b. Differential Reinforcement
   c. Planned ignoring
   d. Time out from reinforcement

To... SRHS, Teachers All

Cc... SRHS, Guidance Personnel SRHS, Administrators All

Bcc...

Subject Tier 1 strategies

Good afternoon. As you know, our goal is to minimize instructional interruptions while maximizing instructional time so that you and your students are able to have a productive learning experience. Please see below for ideas/proven strategies that work. I know that many of you already use them however, it's good to just reflect on how many you already do to ensure that your classroom environment is conducive to learning and how awesome you are. Below are just snippets from a PowerPoint on Tier 1 interventions. Thank you for all you do and have a wonderful weekend.

5. Strategies to respond to inappropriate behavior		
a. Error Corrections	1. Eye contact	7. Planned ignoring
b. Differential Reinforcement	2. Proximity control	8. Self-Monitoring
c. Planned ignoring	3. Active engagement	8. Cool-off pass
d. Time out from reinforcement	4. Remind/reteach expectation and rules	9. Failure to earn reward
	5. Redirect to desired task	10. Change seating
	6. Reward around student	11. Reflection time
		12. Time away from group

Jacqueline Contri, EdS
Assistant Principal
Sebastian River High School
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SHMS MTSS

10-12-2020

Facilitator (should not also be the Recorder)

Co-Facilitator - In the absence of the facilitator, fulfills the responsibilities of the facilitator.

Case Manager *Danna Norman*(Tier 3 only)

Student J. F. # 151423- recommendation- Behavior Plan- (Mom present)

Concern: Student is failing his classes and refuses to listen to authority.

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Data Manager-Behavior *Jackie Patsche*

Maintains and supplies student performance and progress monitoring data related to behavior to the problem- solving team, coaches, teachers and staff on behavioral data collection.

5. **Strategies to respond to inappropriate behavior**
   a. Error Corrections
   b. Differential Reinforcement
   c. Planned ignoring
   d. Time out from reinforcement

1. Eye contact
2. Proximity control
3. Active engagement
4. Remind/reteach expectation and rules
5. Redirect to desired task
6. Reward around student
7. Planned ignoring
8. Self-Monitoring
8. Cool-off pass
9. Failure to earn reward
10. Change seating
11. Reflection time
12. Time away from group

MTSS Weekly Notes/Agenda- Sebastian River High School

Student Name	Grade/ID	Referred By	Notes	Action Items	Person Responsible