

MTSS Problem-Solving Team Agenda

March 31, 2020

MTSS Problem-Solving:

- Establishment of MTSS problem-solving sessions using TEAMS
- Discussion of Tier 2 interventions & data review within IPP
- Discussion of Tier 3 interventions & data review within IPP
- Discussion of retention procedures within IPP (see below)
- Discussion of Students with 3+ and 4+ EWS (see below)

Retention: A student not demonstrating proficiency with grade level curriculum in reading, writing, science, and mathematics at any grade may be retained within an intensive program that is different from the previous year's program and considers the student's learning style. When the teacher's classroom assessments, evaluation of the Progress Monitoring Plan and/or performance on statewide assessments indicate a student has not met state and/or local requirements, retention may be recommended to the Principal through the Promotion Review Committee F.S. 1008.25(2)(b).

1.17 School leadership teams will use the Florida Early Warning Indicators as displayed in Unify to develop and support interventions for African American students who are not on track to graduate. Data will include attendance below 90%, one or more suspensions, course failure in ELA or Math, and Level 1 on a statewide assessment.

Implementation Steps:

- School leadership team is responsible for collecting and reporting data regarding Early Warning Indicators for all students and disaggregating the data by ethnicity.
- The principal and grade levels teams use the information during data chats to develop and implement interventions.
- Students with numerous Early Warning Indicators who do not show improvement are presented to the MTSS team.
- Current data:
 - 103 students with 2+ EWS (53% W, 26% B, 13% H, 2% A, 6% M)
 - 12 students with 3+ EWS (33% W, 50% B, 8% H, 0% A, 8% M)
 - 3 students with 4+ EWS (0% W, 100% B, 0% H, 0% A, 0% M)