Date: 10/22/2020

School/Department: Osceola Magnet

Action Step (number and description): 1.4 Monitor elementary school principals to ensure that African American students who are not kindergarten ready per the Florida Kindergarten Readiness Screener (FLKRS), or who show a substantial deficiency in reading in grades K-2 per i-Ready, targeted reading intervention as defined by the district reading plan.

Evidence of Progress Monitoring (Please include narrative/description of the action taken. Where applicable, please include all measurable data.) Teachers will participate in a PD that is aimed to:
Identify any areas of weakness in the 6 foundational reading domains and assign appropriate interventions for RTI.

Results of Action Taken:
- Compare what we have available here at OMES
- Choose resources
- Develop system to implement and monitor
- Schedule follow up
- Next Mtg Scheduled for RTI review on November 5th

Reflection: The PD went very well and resulted in norms, expectations, and fidelity of RTI implementation and monitoring.

Osceola Magnet Elementary

Attendance

- Present
    - K through 5th grade during planning periods
    - Admin, Guidance, Intervention, Coach, LA Reps

- Absent
    - None
- Process

Ensure Placement Definition is set to Beginning of year. This view is used right after diagnostic 1 to determine:

- Beginning of the Year Needs Assessment
- Initial Grouping
- Intervention Groups

The Placement Domains

- Identify any areas of weakness in the 6 foundational reading domains. Example student is struggling with Comprehension of Lit and Informational Text.

Approved RTI / Progress Monitoring Resources

- Compare what we have available here at OMES
- Choose resources
- Develop system to implement and monitor
- Schedule follow up

Establish frequency of Progress monitoring to occur

- 1 x a week for Tier III
- 1 x every 2 weeks for Tier II

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

List any students who scored between the 25th and 50th %ile on the Fall iReady Reading Diagnostic or who scored a LVL 1 or 2 on 3rd Gr ELA FSA

BQ determined by 3rd grade FSA scores

Fifth Grade TEACHER and STUDENTS	REVIEW MEETING DATE	Subgroup: AA, SWD, BQ	Overall Grade Placement Fall	IREADY Scale Score Fall	IREADY Percentile Fall	Area of Concern	Intervention Curriculum	Progress Monitoring Data Points (Whatever you have.)	Tiered Instruction Recommendation Keep, Change, Remove (this gets done at mtg)
BRUCKNER	11/5/2020								
▮▮▮			4	549	43	Vocab., Comp. Lit., Comp. Info.			
▮▮▮		BQ	4	555	48	Vocab., Comp. Lit., Comp. Info.			
▮▮▮			4	573	63	Vocab., Comp. Info.			
▮▮▮			4	574	64	Vocab., Comp. Info.			
▮▮▮		AA, BQ	4	579	68	Vocab., Comp. Info.			
▮▮▮			4	580	68	Vocab., Comp. Info.			
WOODALL	11/5/2020								
▮▮▮		BQ	2	493	13	Phonics, Vocab., Comp. Lit., Comp. Info.			
▮▮▮		BQ	3	497	15	Phonics, Vocab., Comp. Lit., Comp. Info.			
▮▮▮		BQ	3	540	36	Vocab., Comp. Lit., Comp. Info.			
▮▮▮		BQ	4	549	43	Vocab., Comp. Lit., Comp. Info.			
▮▮▮			4	554	47	Vocab.,Comp. Info.			
▮▮▮		BQ	4	557	49	Vocab., Comp. Info.			
EATMAN	11/5/2020								
▮▮▮		?	1	492	13	Phonics, Vocab., Comp. Lit., Comp. Info.			
▮▮▮			3	561	53	Vocab., Comp. Info.			
▮▮▮			4	566	57	Vocab., Comp. Lit., Comp. Info.			
▮▮▮			4	567	58	Vocab., Comp. Lit., Comp. Info.			
▮▮▮		BQ	4	569	60	Vocab., Comp. Lit., Comp. Info.			
CATHCART	11/5/2020								
▮▮▮			2	505	17	Vocab., Comp. Lit., Comp. Info.			
▮▮▮		BQ	2	510	19	Phonics, Vocab., Comp. Lit., Comp. Info.			
▮▮▮		BQ	3	521	25	Phonics, Vocab., Comp. Lit., Comp. Info.			
▮▮▮		BQ	3	540	36	Vocab., Comp. Lit., Comp. Info.			
▮▮▮			4	568	59	Comp. Lit., Comp. Info.			
▮▮▮			4	573	63	Vocab., Comp. Lit., Comp. Info.			

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