



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County

#SDIRCStrongerTogether

Date: 9/21/2020

School/Department: Beachland 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, Sample MTSS worksheet of classroom practices and observations

**Results of Action
Taken:** MTSS meeting are conducted weekly to discuss students with academic, attendance, and/or behavioral concerns. School-based action plans will be created for students who are in Tier III for academics, attendance, and/or 10+ office discipline referrals.

Reflection: At this time, we are utilizing 2019-2020 data to make informed decisions about monitoring for students who posed concerns last year. Proactive approaches are in place to ensure a smooth transition for the 2020-2021 school year, this includes specific teacher placement, preferential seating, communication with parent/families, and referral to school counselor. As iReady and unit assessments are completed, student action plans will be created based on data.

MTSS
September 22, 2020

Student Monitoring:

Student 1 - Student recently prescribed medication - still adjusting dosage, currently going home at 1p

Student 2 - Student has not mastered any letters, numbers, or sounds

Review of Data for each student:

*iReady

*FLKRS (if applicable)

*Attendance

*Minor Incidents/ODRs

Team Input:

Notes:



Student Name:

Student ID:

Gender: F

Grade: 04

Campus: Beachland Elementary School

DOB: 09/15/2010

Parent:

Address:

Phone:

**Indian River Multi-Tiered System of Supports
Student-Focused Problem Solving Worksheet (Tier 3, Steps 1-3)**

Initial Meeting Date:

SAMPLE

Notes and General Description of Presenting Problem

is a very hard working student who loves to come to school. She is a very strong auditory learner with a vocabulary on or above grade level. requires multiple repetitions in order to retain information.

11/5/1 continues to be a hardworking student who enjoys school. auditory learning is still her strong point and her vocabulary continues to be on or above grade level.
Teacher will start a math intervention with student.

1/15/20 e made progress in reading. Now needs a math intervention in the classroom. Continue to keep her in Moonshot.

Step 1: PROBLEM IDENTIFICATION

Guiding question: What is the problem?

Student's Current Performance Level

Level J in LLI iReady Reading Fall 27th%tile Winter 465 30th%tile
iReady Math Fall 11th%tile Winter 411 35th%tile Easy CBM: 7/12, 10/12, 7/12
ORF 39/7, 39/13, 27/7, 38/8, 53/7, 51/6, 57/5, 60/6, 60/6 wcpm
iReady Reading Diagnostic 511 54%ile I- Ready Math 407 -22nd%tile
Unify ELA Unit 1 12.5%, Unit 2 100%, Unit 3 36.4%
2019-2020 I ready Winter 502 - 52nd%tile Math Fall 20th%tile Math Winter 12%tile
ELA Unify 13, 100, 36, 73, 50 Unify Math 30, 25, 50, 23, 56 Math Probe 9/16 -25th

Student's Expected/ Benchmark Performance Level

I- Ready Benchmark = 25%-75%
Unify = 50%
Wonders Unit Tests = 70%
ORF = 65

Identified Replacement Behavior or Target Skill

(measurable, observable, reportable)

If given Foundations and LLI 5 days a week for 30 minutes each iReady. will be able to score on grade level on Unit Tests and

Student ID:

Student Name:

Step 2: PROBLEM ANALYSIS

Guiding question: *Why is the problem occurring?*

Relevant Considerations/Barriers to Learning

Instruction:

Small group instruction is beneficial for

339MAR

Curriculum:

has difficulty accessing grade level curriculum.

Environment:

Learner:

Prioritize Barriers:

Hypothesis Statement

If **Intervention** is implemented, **prioritized barrier** will be reduced, and student will **expected performance level**.

receives Tier 3 instruction in reading, she will make gains in the general education classroom.

Student ID:

Student Name:

Step 3: INTERVENTION DESIGN/IMPLEMENTATION

Guiding question: What are we going to do about the problem?

Intervention Plan

Who is responsible? Pitz

When will it occur? daily

What will occur?

Tier 2 = LLI 5 x a week

Tier 3 = Foundations 5 x a week

Moonshot

Support Plan

Who is responsible? Gabbard

When will it occur? monthly

What will occur?

curriculum support
informal conversations

Fidelity Monitoring

Who is responsible? Del Tufo

When will it occur? monthly

What will occur?

walk-throughs and observations

Progress Monitoring

Who is responsible? Gabbard

When will it occur? weekly

What will occur?

Tier 2 and 3 Progress Monitor = ORF and Easy CBM

Student ID:

Student Name:

Parent Follow-Up

Save & Validate

Date plan will be shared with parent/guardian: 09/27

Person responsible: Mrs. Pitz

Plan Evaluation Follow-Up

Date for response to instruction/intervention meeting:

Person responsible for scheduling meeting: Del Tufo

Name	Position	Present
Ralph Schroder	school psychologist	<input type="radio"/> Yes <input type="radio"/> No
Mrs. Pitz	teacher	<input type="radio"/> Yes <input type="radio"/> No
Susan Del Tufo	Asst. Principal	<input type="radio"/> Yes <input type="radio"/> No
Jennifer Gabbard	Reading Coach	<input type="radio"/> Yes <input type="radio"/> No
Derek Weintraub	BIS	<input type="radio"/> Yes <input type="radio"/> No
Vienna Young	ESE teacher	<input type="radio"/> Yes <input type="radio"/> No

Action Item Requested	Person Responsible	Due Date	Completed
continue Tier 2 and Tier 3 instr	Pitz	09/04/2019	
Continue PM for Tier 2 and 3	Pitz	09/04/2019	
Meet back early next year	Del Tufo	09/04/2019	
		Date	
		Date	
		Date	
		Date	
		Date	

Student ID:

Student Name: