

# School District of Indian River County African American Achievement Plan 2020 -2021 Assurances of Implementation of Action Steps



In August 2020, the School District of Indian River County initiated the implementation of the 2020-2021 African American Achievement Plan. To review and ensure compliance with progress of action steps associated with the African American Achievement Plan, the District provides quarterly updates related to action steps accomplished and quarterly outcomes. Following the first quarter of implementation of the African American Achievement Plan, it became clear that increased time and effort should be invested in action step implementation in comparison with compliance activities. As such, the system associated with submitting evidence of the implementation of action steps was analyzed and revised to maximize the allocation of human capital and resources towards supporting students and staff in eliminating the achievement gap.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the African American Achievement Plan. Documentation requirements have been designed to honor the full intent of the developed African American Achievement Plan while optimizing the efficiency and effectiveness of outlined actionable steps.

To support ongoing accountability of action step implementation, documentation, and progress the following assurances have been verified by the principal of each school:

- Action steps included within the 2020-2021 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan.
- Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request.
- Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.

These assurances have been reviewed and verified on: 3/19/2021 CB

#### **Quarterly Reflection**

(Please summarize any reflections based upon action step implementation for the quarter. What are areas of progress or opportunities for growth? What are next steps based upon work accomplished?)

We have been holding unit assessment data chats in which we identify students that have been struggling with specific standards....we then re-teach and reassess those specific standards to determine mastery. This approach has been working well and we will continue to implement this strategy through the school year.

We have strategically identified students in  $3^{rd} - 5^{th}$  that are not receiving supports and have now shifted our reading coach from a pure coaching model to a hybrid model in which she works with a large number of students.

We have been varying the teaching approaches to accommodate diverse learning styles and language proficiency and have been able to bridge cultural differences through effective communication. This has allowed us to show the students how differences among their peers and them make for better learning.

Next Steps will be to continue working with the AA students that receive RTI in T2 or a T3 model and monitoring consistently for fidelity and rigor.



# SDIRC School Data Chats & Impact Reviews – Elementary Component: African American Achievement Plan 2020 – 2021



Date of Impact Review: 3/10/2021

School: Osceola Magnet

**Action Steps:** 1.4, 1.5, 1.25, 2.6

# **Action Step 1.4**

Date(s) of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-2	1/21, 2/18, 3/11 RTI Data Chats					
	Kindergarten First Second			ond		
	# % # % # %			%		
African American Students Receiving Interventions for Substantial Reading Deficiencies	4	5%	14	17%	15	18%

#### **Action Step 1.5**

Action Step 1.5	T			
Date of Quarterly Review of School Improvement Plan	1/19-2/16-3/16			
Does the School Improvement Plan Continue to Address	oxtimesYes $oxtimes$ No If no, what modifications will be made to address the			
the Achievement Gap for African American Students?	achievement gap?			
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews)	After the most recent impact walk OMES had sought out and received another round of funding through A2 to address the deficiency of our Math BG students. Through this process we were able to service an additional 84 students between 4th and 5th grade. We are monitoring through fidelity walks during our RTI blocks.  We have been having consistent monthly RTI Data Chats, for K-5 and reviewing student trends and moving students out of RTI and also brining some students into RTI.  We have been holding unit assessment data chats in which we identify students that have been struggling with specific standards we then re-teach and reassess those specific standards to determine mastery.  As of the return from the last Datacom we have strategically identified students in 3rd – 5th that are not receiving supports and have now shifted our reading coach from a pure coaching model to a hybrid model in which she works with a large number of students.  Barriers that are still present are Time, Human Resources, Virtual and Transitional still out (3rd V-6/T-3: 4th V-5/T4:5th V-3/T5			

# Action Step 1.25

	1/5/2021
	1/8/2021
Data(s) of Manitaring of Ciftad Saragnings	1/12/2021
Date(s) of Monitoring of Gifted Screenings	1/13/2021
	2/10/2021
	2/11/2021

# **Action Step 2.6**

Action Step 2.6	
Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	2/4/2021
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Vary teaching approaches to accommodate diverse learning styles and language proficiency  Initiate cooperative learning groups  Vary teaching strategies  Use cooperative learning especially for material new to the students  Assign independent work after students are familiar with concept  Assign students research projects that focus on issues or concepts that apply to their own community or cultural group  Provide various options for completing an assignment  Bridge cultural differences through effective communication  Teach and talk to students about differences between individuals (Tied into Unity Week)  Show how differences among the students make for better learning



# SDIRC DataCom – Elementary Component: African American Achievement Plan 2020 – 2021



**Date of DataCom:** 3/10/2021 **School:** Osceola Magnet

**Action Steps:** 1.12, 1.16, 1.37, 1.38

#### Action Steps 1.12, 1,16 & 1.37

Date(s) of School Level Review(s) of Performance, Progress, & Regression of African American Students	1/12/2021, 2/9/2021, 3/9/2021
Review Conducted of Academic Performance & Regression of African American Students	⊠Yes □No
Summary of Action Steps / Plan based upon Review of Performance & Regression of African American Students (based upon District & School Level Reviews)	Calculate and discuss the overall percentage of test scores per teacher Cover the 2-3 lowest performing standards Identify the standards in the highest reporting categories Identify specific questions associated with highest reporting categories Chalk talk for specific questions identified as highest reporting categories Brainstorm possible barriers and solutions Brainstorm possible solutions Develop a strategy to close the gaps

# **Action Step 1.38**

	Third		Fourth		Fifth	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA	2	11%	3	15.7%	1	6%





# SDIRC Quarterly Update Additional Action Steps – Elementary Component: African American Achievement Plan 2020 – 2021

Last Date of Review: 3/19/2021

School: Osceola Magnet

Action Steps: 1.3, 1.6, 1.11, 1.30, 2.5, 2.9, 4.31

#### **Action Step 1.3**

Date(s) of Walk-Through to Observe Implementation of African American History Teachings	1/7, 1/21, 2/11, 2/25, 3/11
Summary of Observation(s)	Observation resulted in AAA Matrix being seen as vertically integrated into plans that integrated the required teachings into the Social Studies instructional blocks.  We need to continue to vary teaching strategies associated specifically to:  • Assign students research projects that focus on issues or concepts that apply to their own community or cultural group  Bridge cultural differences through effective communication

#### **Action Step 1.6**

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Extended day 3D Printing Club Tinker Cad 3D Printing Club				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	3	1	3	1	1
Total Percentage Breakdown of Participants by Race/Ethnicity	33%	11%	33%	11%	11%

<sup>\*</sup>Attach evidence of a parent work or extended learning activity for students.

FAB LAB FRIDAYS
Science Jesthodomy- Equinection and Abhathmatics.
STEAM After School Glub
Learn to create your own 3D printed
objects!

#### WHE

**December 4, 11, January 8, 15, 22, and 29 (6 weeks) 3:20pm – 4:30pm** 

#### WHERE

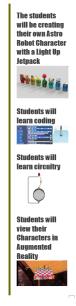
# Fab Lab/ Computer Lab

Osceola Magnet Elementary School

#### WHAT

Students will learn how to create 30 models and how to use our new 30 printer to actually print them out!

Mechanical Engineering: 3D Model Building and 3D Printing Godling: Automate 3D model Creation Electrical Engineering: Lights and Circuits Augmented Reality: Characters can be viewed virtually in a real-world setting



# Action Step 1.11

Date of Student Committee Meeting	N/A
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	Due to COVID we currently only offer FAB Lab as a club and ensured that we enrolled a diverse population.

# Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Honor Roll, Most Growth Lunch, Principles Challenge participants				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	148	31	72	14	7
Total Percentage Breakdown of Participants by Race/Ethnicity	28%	6%	14%	3%	1%

# **Action Step 2.5**

Timeframe of Reported Out-of-School Suspensions 1/15,	/21-Present
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Select one:

 $\square$  All out-of-school suspensions were pre-approved by a principal supervisor.

# **Action Step 2.9**

	Number of Mentors	Number of Mentees
Students Participating in Peer Mentorship Program	10	14

# Action Step 4.31

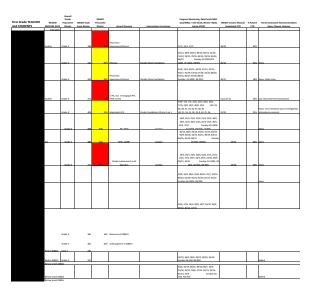
	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	0	0

Kindergaten 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	Data Points LNF= Fall- 25, Winter-37, Spring- 42 PSF= Fall-15, Winter-43, Spring-53	Tiered Instruction Recommendation Keep, Change, Remove	
	1/14, 2/18, 3/11	AA	Emerging K	314	13%	Phonics	Double Dose Fundations		Refer to Core Team	
	1/14, 2/18, 3/11		Emerging K	353	65%		2	Phonemic Awareness/ P	Heggerty/Fundation 3, 8,	15
	1/14, 2/18, 3/11									
	1/14, 2/18, 3/11		Emerging K	319	18%	Phonics	Double Dose Fundations			
	1/14, 2/18, 3/11		Emerging K	318	17%	Phonics	Double Dose Fundations			
	1/14, 2/18, 3/11	AA	Emerging K	305	8%					
	1/14, 2/18, 3/11		Emerging K	284	1%	Phonics	Double Dose Fundations			
	1/14, 2/18, 3/11		Emerging K	320	18%					
	1/14, 2/18, 3/11		Emerging K	311	11%					
	1/14, 2/18, 3/11	AA								
	1/14, 2/18, 3/11	AA	Emerging K	317	16%	Phonics	Double Dose Fundations			

indergaten EACHER and FUDENTS	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 LNF= Fall-25, Winter-37, Spring-42 PSF= Fall-15, Winter-43, Spring-53	Tiered Instruction Recommendation Keep, Change, Remove	
										+
		44	Emaraina K	344	22%	Phonics HEW VOC	Double Dose	LNF-9, 26, 24, 23, 25, 17, 22, 28, 29, 26, 34, 24	keen	T
			Early K	378	57%	PH, Phonics	Double Dose Fundations	LNF-13, 18, 24, 16, 20, 28, 27, 31, 32, 25, 44, 30	keep	Г
			Early K	383	61%	Phonics, HFW,	Double Dose Fundations	LNF-4, 5, 15, 26, 19, 20, 25, 28, 32, 34	keep	
										_
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		SWD	Emerging K	326	9%	Emerging K all Areas	Double Dose Fundations	LNF-11, 16, 10	keep- attendance issue	
			Emeraina K	340		Phonics, HFW	Double Dose Fundations	LNF-3, 3, 4, 8, 5, 14, 13, 13, 10, 18, 23	keep-refer to core team	Г
			Emeraina K	331		Emerging K all Areas	Double Dose Fundations	LNF-8, 16, 16, 18, 17, 12, 19, 24, 25, 27	keep	
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			Early K	377	56%	Phonics, HFW	Double Dose Fundations	LNF-11, 14, 15, 13, 14, 26, 33, 31, 36, 25	keep	
			Emeraina K	332		Emerging K all areas	Double Dose Fundations	LNF-22, 21, 27, 17, 18, 33, 32, 24, 36, 40	keep	
		SWD	Emerging K	329		Phonics, HFW, VOC	Double Dose Fundations	LNF-2, 2, 3, 0, 3, 0, 1, 5, 6. 18. 13	keep and add academic soals to EP	Г
			Emerging K	358	36%	PA. Phomics, HFW	Double Dose Fundations	LNF-9, 17, 16, 19, 13, 16, 27, 21, 27, 30, 29	keep	
				1				28, 37, 27, 32, 32, 27, 32	l       —	Г
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		1	Emerging K	346		Phonics, HFW	Double Dose Fundations	LNF-13, 42, 37, 31, 46, 47, 47	keep	ı

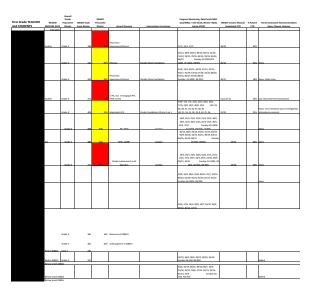
indergaten EACHER and TUDENTS	REVIEW MEETING DATE	Subgroup : AA, SWD, BQ	Overall Grade Placement Winter	IREADY Scale Score Winter	IREADY Percentile Winter	Area of Concern	Winter Sight Words	Intervention Curriculum	Progress Monitoring Data Points LNF = Fall-25, Winter- 37, Spring-42 PSF = Fall- 15, Winter-43, Spring-53	Tiered Instruction Recomm endation Keep, Change, Remove	
		44	Fmoreine K	344		Phonics, HPW, VOC		Double Dose Fundations	LNF-9, 26, 24, 23, 25, 17, 22, 28, 29, 26, 34, 24		
		AA	Emerging K	344	225	Phonics, HFW, VDC	<del>                                     </del>	Fundations Double Dose	22, 28, 29, 26, 34, 24 LNF-13, 18, 24, 16, 20, 28,		
			Early K	378	57%	PH, Phonics		Fundations	27. 31. 32. 25. 44. 30		
			Larry A	370	31.00	FIL FILLIELS	_	Double Dose	LNF-4, 5, 15, 26, 19, 20, 25,		
			Early K	383	61%	Phonics, HPW.	I	Fundations	28, 32, 34		
								Double Dose			
	Gurklis	SWD	Emerging K	326		Emerging K all Areas		Fundations	LNF-11, 16, 10		
								Double Dose	LNF-3, 3, 4, 8, 5, 14, 13, 13,		
			Emerging K	340		Phonics, HFW		Fundations	10, 18, 23		
								Double Dose	LNF-8, 16, 16, 18, 17, 12,		
			Emerging K	331	12%	Emerging K all Areas		Fundations	19, 24, 25, 27		
								Double Dose	INF-11, 14, 15, 13, 14, 26,		
			Early K	377	56%	Phonics, HFW		Fundations	33. 31. 36. 25		
								Double Dose	LNF-22, 21, 27, 17, 18, 33,		
			Emerging K	332		Emerging K all areas	I	Fundations	32. 24. 36. 40		
								Double Dose	LNF-2, 2, 3, 0, 3, 0, 1, 5, 6,		
		SWD	Emerging K	329		Phonics, HFW, VOC		Fundations	18. 13		
							1 -	Double Dose	LNF-9, 17, 16, 19, 13, 16,		
			Emerging K	358		P.A. Phonics, HFW		Fundations	27, 21, 27, 30, 29		
			Emerging K	343		Phonics, HFW			28, 37, 27, 32, 32, 27, 32		
			Emerging K	315	5%	Emerging K all Areas	_		INF-1, 2, 14, 19		
								1			
								Double Dose	LNF-13, 42, 37, 31, 46, 47,		
			Emerging K	346		Phonics, HFW	1	Fundations	47	1	

First Grade TEACHER and STUDENTS	MUSTING DATE	Overall Grade Placement Fall	MANDY Sole Soon Full	Persentil	Area of Concern	Intervention Continuium	Progress Mandaring Data Points NWF (CSI/WWC) = Fall-67/SI, Window 78/28, Surine 97/28	Passed/ Completed YTD	% Passed	Tered testruction Recommendation Keep, Change, Remove			
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Grade IEER and ENTS	MINTW MINTWO DATE 6/1/2011	Salgrasp AA 1992 RO	Overall Gode Placement Winter	MEADY hale have Weden	MILADY Pensentil a Winter	WIN YOU PLAN NEWS FEECOND GOALS	PHO (HENN SEVE) SCIEDA VIR DESPE	SEPRO (NEWS SHE) MODRAS	Avea of Concern	Safernee Ellen Cuerkouluna	Progress Monthsing Esta-Points 1987 (CAN/MONT) + air diff, Wonter-Talyd, Santon 50/23	Timed Induction Recommendation Keep, Change, Remove (This does all stills)
	even	MIN	Stade 5		175		34		ZA Zhouss	sonlar	NWF-18/1, 18/1, 13/0, 16/0, 24/4, 13/1, 26/8, 16/1, 26/4, 18/8, 16/7, 17/20, 66/12, 18/10, 16/12, 16/6 Southly 19-2006, 83-605, 18-705, 83-905, 16-705, 86- 605	
		MIN	Grade E	ar.	12%	**	н		ZA, Phonesis	bonday	NVAP-28/1, 28/7, 24/5, 32/6, 54/6, 12/2, 21/6, 24/5, 27/2, 29/7, 24/6, 25/5, 29/30, 30/6, 39/13, 31/12 30-800, 56-800, 86-600	
			Dode X		42%		**	26	PA Phones you Come	Sinday	46/18, 38/19, 48/18, 48/14, 58/14, 52/20, 54/28, 78/29, 78/29, 88/28, 78/22, 88/29, 88/29 Sonday St-0001, 38- 901, 40-2026, 41-726	
			Grade E	200	105	٠	345	5.7	PA. Phones	Standers Fluency Intervention, Sondar/Tier III	DIBLES WANK, 29, 24, 51, 29 (Winter 17, Spring 25) NWA-30/6, 36/6, 28/6, 19/6, 60/12, 29/7, 54/24, 66/22, 62/28, 79/29, 50/29, 65/21, 51/26 Springer 16 (2005, 86-89).	
	num.	44 700	Contag				95	21				
			Sode 5		12%	c	127	20		Stonders Fluency Intervention	31/52, 30/6, 64/51, 16/54, 16/54, 68/58, 50/6, 62/52, 68/52, 56/52, 68/54, 68/52, 68/54, 68/54, 68/52, 50/634, 65-9316, 65 500 50. 500. 500. 500.	
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		MTIS.	Dod+E		10%	A		15		Sonday	NWP-38/9, 21/9, 29/9, 35/4, 23/4, 29/8, 28/0, 18/4, 23/9, 20/4, 29/4, 29/8, 38/5, 22/4, 23/9, 50/6039/83- 2020, 83-2020, 18-2020, 18-4030	
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		AA AFTIN		C)			238	15		tools	NWF-36/5, 27/6, 26/6, 80/9, 26/7, 94/12, 36/9, 58/32, 80/34, 67/35 Scotlant Williams	
				an		Α.	34			tonday	NWF-85/10, 86/6, 26/6, 89/12, 89/10, 85/10 Senday 45-2001, 48-805, NWF-85/6, 85/7, 41/14, 25/7, 49/12, 82/6,	
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	Outili Outili	MAD, AA.		375 365		-	10					
	Quikits	SWD		382		¢	12	15				

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			Sode 5		12%	c	127	20		Stonders Fluency Intervention	31/52, 30/6, 64/51, 16/54, 16/54, 68/58, 50/6, 62/52, 68/52, 56/52, 68/54, 68/52, 68/54, 68/54, 68/52, 50/634, 65-9316, 65 500 50. 500. 500. 500.	
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		180 MIN	Qualex		EN.	33		7		bonday	301 Strate - NAMP 7/5; 7/5; 34(5), 32(5), 20(5), 34(6), 37(5), 28(5), 28(5), 28(5), 539-51, 55, 58, 59, 8, 30, 31, 30 537-53, 32, 32, 38, 37, 38, 30 500, 82-55, 56-500, 88-30	
		MTIS.	Dod+E		10%	A		15		Sonday	NWP-38/9, 21/9, 29/9, 35/4, 23/4, 29/8, 28/0, 18/4, 23/9, 20/4, 29/4, 29/8, 38/5, 22/4, 23/9, 50/6039/83- 2020, 83-2020, 18-2020, 18-4030	
			Qualet	401	28%	٠	540	v		Mondes Pluescy Intervention bonday	DIRECT WORK, 30, 26, 26, 26 (Winter LT, Spring 20) NVAP-12/8, 22(6, 67)24, 67)24, 52(74, 56)24, 52(74, 56)24, 52(74, 56)24, 52(74, 56)24, 52(74, 56)24, 52(74, 56)24, 52(74, 56)24, 52(74, 56)2	
		ACC.		429		٠	9	6		Sonday	NVAP-ROYS, 41/10, ROYSE, ROYSE, 677, ROYS, ROYSE, 60/10, ROYSE, ROYSE, ROYSE, ROYSE, 60/10, ROYSE, ROYSE, ROYSE, 60/10, ROYSE, ROYSE,	
		AA AFTIN		C)			238	15		tools	NWF-36/5, 27/6, 26/6, 80/9, 26/7, 94/12, 36/9, 58/32, 80/34, 67/35 Scotlant Williams	
				an		Α.	34			tonday	NWF-85/10, 86/6, 26/6, 89/12, 89/10, 85/10 Senday 45-2001, 48-805, NWF-85/6, 85/7, 41/14, 25/7, 49/12, 82/6,	
				401		-	85	26 0		tonday	NAM-1076, 1027, 42714, 2027, 40212, 1026, 1028-1026, 20276, 10276	
	Outili Outili	MAD, AA.		375 365		-	10					
	Quikits	SWD		382		¢	12	15				

econd Grade EACHER and TUDENTS	REVIEW MEETING DATE	Overall Grade Placement Fall	IREADY Scale Score Fall	IREADY Percentile Fall	Typical Growth Score	Area of Concern	Intervention Curriculum	Progress Monitoring Data Points NWF (CLS/WPC) = Fall-86/25, Winter- 2007/36, Spring-117/29	Tiered Instructi on Recomm endution Keep, Change, Remove
	11/5/2020								
		Grade K	401	13%		Phonemic Aware	mess/ Phonics	14/2, 29/12, 56/7, 45/15, 45/16, 53/16	
		Grade K	404	14%		Phonics			keep
		Grade K	412	19%				37/5. 41/10. 48/15. 47/15. 49/16. 56/1	
		Grade K	419	24%	458	Phonics		39/11, 44/13, 45/12, 48/16, 50/15, 59/1	•
	ush???	Grade K	408						Refer to Core Team
		Grade K	429	17%	453	Phonemic Awar	Hemerty/Fundations 200	39/9, 29/5, 44/12, 41/12, 39/9, 49/11	keep
		Grade K	429	17%		Phonemic Awars			keep
		Grade K Grade K	418	24%		Phonemic Awar Phonemic	Heggerty/Fundations		keep keep
	22.013		423	200	-	Piuliu			AND THE PROPERTY OF THE PROPER
		Grade K	405	15%	449	Phonemic Awar	Heggerty/Tundations	28/11 44/11 48/14 37/9 47/11 42/10 33	Refer to Core Team
		Grade K	417	23					

Second Grade  TACKER and												
Control   Cont	TEACHER and		Grade Placement	Scale Score	Percentile	DIBELS			Area of Concern		(CLS/WRC) = Fall-86/25, Winter-103/36,	Recommendation Keep, Change,
Control   Cont	lensen	1/21/2021										
Control 2	Katie Vasiliu		Grade 1	454	26%	51/14	45	101	Phonics, Comp			
Control   Cont		Gurklis	Grade K	414					Phonics, HFW			
Earlies				454	27%	68/23						remove
March   Marc		Contin			710	ne in	11					
100, 101, 101, 101, 101, 101, 101, 101		uu en			11%	47/0	10			Sounday	52/10, 45/12, 59/12, 53/10, 63/15, 63/18, 65/19 Sonday-53-85%, R3-85%, 56-65%, R6-	keen
April   Apri					26%	66/20		26			39/9, 46/11, 51/12, 49/9, 44/10, 64/18, 70/16, 57/11, 66/16, 62/15, 61/19, 71/21, 59/19, 92/24, 82/24, 91/30, 98/32, 82/23 Sonday,53-60%, R1-95%, 56-90%, R6-	keen
Contact   1.00			united a	722	200				FINANCE PAGES COMP	2011087		MIN.
Billion		1/21/2021										
Street, 1 422 30 407 50 50 50 50 50 50 50 50 50 50 50 50 50			Grade 1	426					Phonics, HFW	Sonday		remove
Control   Cont		Gurklis			15N 15N	43/7	18 21	32		Sonday	40/11, 42/10, 43/13, 42/11, 34/8 Sonday-S3-90%, R3-95%, S6-90%, R6-	
\$100 A \$1.0 A \$1												
\$100 A \$1.0 A \$1												
200   200		1/21/2021										
\$\text{State}\$ \tag{2.5} \tag{3.5} \			Grade K	411	20%	45/20	20	58	Phonics Vocab, Comp	Sonday	32/8, 41/10, 39/10, 39/11, 51/13, 38/9, 41/11, 56/16, 63/20, 54/16, 54/15, 62/17 Sonday-S3-100%, R3-90%, S6-90%, R5-	keep and in MTSS
MICH 25 (1971), 2071, 2071, 2073, 20			Grade 1	479	42%	73/24	31	67	Phonics, Voc. Comp	Sonday	132/38, 103/34, 103/34, 100/35 Sonday-S3-100%, R3-95%, S6-100%, R6-	keep
State   1		1/21/2021										
### 1975   1976			Grade 1	447	25%	59/16	25	50	Phonics. Voc. HFW	Sonday	64/17, 78/24, 82/25, 71/21, 61/15 Sonday-S1-95%, R1-90%, 56-95%, R6-	keep
903.5. 50/0. 5.7/16. 80/23 Notes 10 2070. 52/26. 1.7/16. 80/23 Added 10 2070. 52/2070.			Grade 1	449	26N	90/29	26	62	Phonics, Voc	Sanday	107/34 , 137/48, 110/34, 126/40 Sonday-S3-95%, R3-100%, S6-100%, R6-	keep
Teste											60/15, 59/16, 75/16, 88/23	added
101 101 101 101 101 101 101 101 101 101												
		Testa	Grade 1	431	19%	38/17	27					

												Tiered
												Instructio
												n
												Recomme
Second Grade		Overall	READY					Winter				ndation
	REVIEW	Grade	Scale	IREADY		Winter	Winter	Sight			Progress Monitoring Data Points NWF	Keep,
TEACHER and	MEETING		Score	Percentil	Winter DIBELS	DIBELS	DIBELS	Words		Intervention	(CLS/WRC) = Fall-86/25, Winter-103/36, Spring	Change,
STUDENTS	DATE	t Winter	Winter	e Winter	NWF-WRC	WRF	OFF	Gost:240	Area of Concern	Curriculum	117/39	Remove
	Gurklis	Grade 1	454	25%	51/14	an.	101	208	Phonics, Comp			
	Gurklis	Grade K	414	11%			24	156	Phonics, HFW			
	Gunda				21/6		20					
		Grade 1	454	27%	68/23			268	Phonics, Voc, Comp			
	Gurklis	Grade 1	442			25			Phonics, Comp			
											36/4, 51/10, 46/7, 48/9, 55/10, 53/9, 52/10,	
											45/12, 59/12, 53/10, 63/15, 63/18, 65/19	
											Sonday-53-85%, R3-85%, S6-65%, R6-80%, S9-	
		Grade K	418			19		144	Phonics, HFW, Comp	Sonday	65%, R9-85%, 512-80%, R12-95%	
											39/9, 46/11, 51/12, 49/9, 44/10, 64/18, 70/16,	
											57/11, 66/16, 62/15, 61/19, 71/21, 59/19,	
											91/24, 82/24, 91/30, 98/32, 82/23	
											Sonday-53-90%, R3-95%, 56-90%, R5-90%, 59-	
		Grade 1	452	25%	66/20			173	Phonics Vocab, Comp	Sonday	60%, 89-90%	keep
	Gurklis	Grade 1	426	18%	15/1	16		184	Phonics, HFW	Sonday		
											20/5, 35/9, 36/11, 42/12, 22/4, 39/9, 40/11,	
											42/10, 43/13, 42/11, 34/8, 49/16, 49/12,	
											62/18, 51/16, 48/13 Sonday-53-90%, R3-	
											95%, 56-90%, R6-90%, 59-75%, R9-75%, 125-	
		Grade 1	422			18			Phonics, HFW	Sonday	90% 128-90%	
	Gurklis	Grade 1	422					184	Comp, Phonics, Vac			
	Gurklis	Grade 1	422					249	Phonics, PA, Voc			
											28/11, 44/11, 48/14, 37/9, 47/11, 42/10, 32/8,	
											28/11, 44/11, 48/14, 37/9, 47/11, 42/10, 32/8, 41/20, 39/10, 39/11, 51/13, 38/9, 41/11,	
											41/30, 39/10, 39/11, 51/13, 38/9, 41/11, 56/16, 63/20, 54/16, 54/15, 62/17	
											Sonday-S3-100%, R3-90%, S6-90%, R6-85%, S9-	
		Grade K	411	10%		10		255	Phonics Vocab, Comp	Sonday	301689-53-100%, R3-90%, S6-90%, R6-85%, S9- 80%, R980%, S12-80%, R12-905	
		Grade A.	411	10%	45/10	13	-	255	Priories vecab, Comp	sonday	80%, K980%, 512-80%, K12-905	_
											67/18. 81/24. 80/22. 82/26. 114/38. 132/38.	
											103/34, 103/34, 100/35	
											Sonday-53-100%, R3-95%, S6-100%, R6-95%, S9-	
		Grade 1	479	42%	VALCE	31	9/	/43	Phonics, Voc. Comp	Sonday	100%, R9-100%, 125-90%, 128-95%	-
												-
											56/17, 54/11, 51/13, 54/13, 59/19, 64/17,	-
	1							1		l	78/24, 82/25, 71/21, 54/15	
								ı		l	Sonday-S3-95%, R3-90%, S6-95%, R6-90%, S9-	
		Grade 1	447		59/16			224	Phonics, Voc. HFW	Sounday	Sonday-53-95%, R3-90%, S6-95%, R6-90%, S9- 95%, R9-80%, 125-100%, 12R-85%	
		urauë i	447	255	39/10		_	***	PHONES, NO. IPW	ALCOHOL:	22.0. N.PHON. 22.PHON. 120-05%	$\vdash$
	1									l	52/16. 63/19. 66/20. 81/26. 90/31. 107/34 .	
										l	52/16, 63/19, 66/20, 81/26, 90/31, 107/34 , 137/48, 120/34, 126/40	
										l	Sonday-53-95%, R3-100%, 56-100%, R6-100%,	
	1	Grade 1	449	26%	00/20	-	67	277	Phonics, Voc	Sonday	S8-85%, R9-80%, 12s-70%, 12R-100%	
		unsuff 1	412	2506		-	***		PHILADEA, 1965	ACCOUNTY.	APRICA, REPROS. 441-1075, 128-1005	
										l	45/15, 56/14, 58/17, 60/14, 47/12, 60/15,	
										l	59/16. 75/16. 88/23	
		Grade 1	474	19%	46/11	23		201		Sonday	Sonday-59-80%, R9-80%, 125-85%, 128-95%	
			- 7/3	300								
								l		l		
								l		l		
	Gurklis	Grade 1	431		38/12	17						

Second Grade TEACHER and STUDENTS	REVIEW MEETING DATE	Overall Grade Placement Fall	IREADY Scale Score Fall	IREADY Percentile Fall	Typical Growth Score	Area of Concern	Intervention Corriculum	Progress Monitoring Data Points NWF (CLS/WRC) = Fall-86/25, Winter- 203/36, Spring-117/39	Tiered Instructi on Recomm endation Keep, Change, Remove
	11/5/2020								
		Grade K	401	13%			reness/ Phonics	14/2, 29/12, 56/7, 45/15, 45/16, 53/16	
		Grade K Grade K	404	14%		Phonics	Fundations		keep
				19%		Phonics	Fundations	37/5. 41/10. 48/15. 47/15. 49/16. 56/1	
		Grade K	419	24%	458	Phonics		39/11, 44/13, 45/12, 48/16, 50/15, 59/1	9
	rush???	Grade K	408						Refer to Core Team
		Grade K	409	17%	453	Phonemic Awa	r Hennerty/Fundations 300	39/9, 29/5, 64/12, 43/12, 33/9, 49/11	keep
	Pierre	Grade K	429	17%	453	Phonemic Awa	reness/ Phonics	20/5, 35/9, 36/11, 42/12, 22/4, 39/9	keep
		Grade K	418	24%			r Heggerty/Fundations		keep
	Gurklis	Grade K	413	20%	457	Phonics			keep
		Grade K	405	15%	449	Phonemic Awa	r Heggerty/Fundations	28/11 44/11 48/14 37/9 47/11 42/10 33	Refer to Core Team
		Grade K	417	23					

								ı	ı		
Second Grade TEACHER and STUDENTS	REVIEW MEETING DATE	Overall Grade Placement Winter	IREADY Scale Score Winter	IREADY Percentile Winter	Winter DIRELS NWF-WRC	Winter DISELS WISF	Winter DIBELS ORF	Area of Concern	Intervention Curriculum	Progress Monitoring Data Points NWF (CLS/WRC) = Fail-86/25, Winter-101/36, Spring-117/29	Tiered Instruction Recommendation Keep, Change, Remove
	1/21/2021										
	Gurklis	Grade 1	454	26N		45		Phonics, Comp			
	Gurklis	Grade K	414					Phonics, HFW			
		Grade 1	454	27%	68/23			Phonics, Vac, Comp			remove
	Gurklis	Grade 1	442			25		Phonics, Comp			
		Grade E	418					Phonics, HEW, Comp	Sanday	36/4, 51/10, 46/7, 48/9, 55/10, 53/9, 52/10, 45/12, 59/12, 53/10, 63/15, 63/18, 65/19 5orday-53-4556, R3-8556, 56-6556, R6- 8056, 53-6556, R9-8556	
		Grade s.			3//2					39/9, 46/11, 51/12, 49/9, 44/10, 64/18, 70/16, 57/11, 66/16, 62/15, 61/19, 71/21, 59/19, 92/24, 82/24, 91/30, 98/32, 82/23 Sonday-53-60%, R1-95%, 56-90%, R6-	
		Grade 1	452	26%	66/20	12	26	Phonics Vocab, Comp.	Sonday	90%, 59-60%, R9-90%	keep
	1/21/2021		-								
	1/21/2021	Grade 1	426					Phonics, HFW	Sonday		remove
								Pilatia. 19 W		20/5, 35/9, 36/11, 42/12, 22/4, 19/9, 40/11, 42/10, 43/13, 42/11, 34/8 Sonday-S3-90%, R3-95%, S6-90%, R6-	1 Williams
		Grade 1	422	15%	43/7	18	32	Phonics, HFW	Sonday	90%, 59-75%, 89-75%	keep-Gurklis?
	Gurklis	Grade 1	422			21		Comp, Phonics, Voc			minutes? add math?
	Gurklis	Grade 1	422	15%	35/3	35	51	Phonics, PA, Voc			
	1/21/2021										
		Grade K	411	10%	45/10	29	51	Phonics Vocab, Comp	Sonday	28/11, 44/11, 48/14, 37/9, 47/11, 42/10, 32/8, 41/10, 39/10, 39/11, 51/13, 38/9, 41/11, 54/16, 63/20, 54/15, 54/15, 62/17 Sorday-S-10/8, 5-50/5, 86-505, 86-505, 93-305, 9305, 9305, 9305, 9305, 9305, 9305, 9305, 9305, 9305	keep and in MTSS
		Grade 1	479	42N	73/24	31	<b>6</b> 7	Phonics, Voc. Come	Senday	67/18, 81/24, 80/22, 82/26, 314/38, 332/38, 103/34, 103/34, 100/35 Sonday-53-300%, 83-95%, 56-100%, 86- 95%, 59-200%, 89-100%	keep
	1/21/2021										
		Grade 1	447	25X	59/16	15	50	Phonics. Voc. HPW	Sonday	56/17, 54/11, 51/13, 54/13, 59/19, 64/17, 78/24, 82/25, 71/21, 61/15 Sonday-S3-95%, R3-90%, 56-95%, R6- 90%, 59-95%, R9-80%	keep
		Grade 1	449	26%	90/29	25	52	Phonics, Voc	Senday	52/16, 63/19, 66/20, 81/26, 90/31, 207/34, 137/48, 110/34, 126/40 Sonday-S3-95%, R3-100%, 56-100%, R6- 100%, S8-85%, R9-80%	keep
										45/15, 56/14, 58/17, 60/14, 47/12, 60/15, 59/16, 75/16, 88/23 Sonder-SP-80%, R9-80%	added
	Tests										
	Testa	Grade 1	431	19%	18/12	17	31				
	<b> </b>		_								
			l								

		Overall	MEADY					Winter				Instru n Recom
nd Grade CHER and DENTS	REVIEW MEETING DATE	Grade Placemen t Winter	Scale Score Winter	IREADY Percentil e Winter	Winter DIBELS NWF-WRC	Winter DIBELS WRF	Winter DISELS OFF	Winter Sight Words Goal:240	Area of Concern	Intervention	Progress Monitoring Data Points NWF (CLS/WRC) = Fall-86/25, Winter-103/36, Spring	Kee
JEN 15	DATE 18-Feb	t Winter	Winter	e Winter	NWF-WRC	WRS	OSS	Gost 240	Area of Concern	Curriculum	117/19	Rem
	25760											
		Grade 1	454	25%	51/14	45	101	298	Phonics, Comp			
		Grade K	414	11%	31/8	18	26	156	Phonics, HFW			_
		Grade 1	454	27%	68/23	21	47	268	Phonics, Voc., Comp			_
		Grade 1	442	23%	16/9	25	51	277	Phonics, Comp			-
		Grade K	418	13%	47/9	19	41	144	Phonics, HFW, Comp	Sonday	36/4, 51/10, 46/7, 48/9, 55/10, 53/9, 52/10, 45/12, 59/12, 53/10, 63/15, 63/18, 65/19 5onday-53-85%, R3-85%, 56-85%, R5-80%, 52- 65%, R9-85%, 512-85%, R12-95%	
											39/9, 46/11, 51/12, 49/9, 44/10, 64/18, 70/16, 57/11, 66/16, 62/15, 61/19, 71/21, 59/19, 91/24, 82/24, 91/30, 98/32, 82/23 Sonday-53-60%, 83-95%, 56-90%, 95-90%, 59-	
		Grade 1	452	26%	66/20	12	26	173	Phonics Vocab, Comp	Sonday	60%, 89-90%	keep
	_			_			_	_				+-
	Gurklis	Grade 1	426	100	15/1	16	51	154	Phonics, HFW	Sonday		+-
			120	-					PINALES, THE	2000	20/5, 35/9, 36/11, 42/12, 22/4, 39/9, 40/11, 42/20, 43/13, 42/11, 34/8, 49/26, 49/12, 62/18, 51/16, 48/13 Sonday-S1-80%, R3- 95%, 56-80%, R6-90%, 59-75%, R9-75%, 125-	
		Grade 1	422	15%		18	32		Phonics, HFW	Sonday	90%, 128-90%	
	Gurklis	Grade 1	422	15%				184	Comp, Phonics, Voc			
	Gurklis	Grade 1	422	15%	35/3	15	51	249	Phonics, PA, Voc			-
												-
		Grade K	411	20%	45/10	29	58	255	Phonics Vocab, Comp	Sonday	28/11, 64/11, 48/14, 37/9, 47/11, 42/10, 32/8, 41/20, 39/10, 39/11, 51/13, 38/8, 41/11, 58/36, 63/20, 54/16, 54/15, 62/17 Sonday-S-10/08, R-905, Sc 50K, R-85K, 59- 80K, R980K, 512-80K, R12-905	
		Grade 1	479		71/24				Phonics, Voc. Comp	Sonday	67/18, 81/24, 80/22, 82/26, 114/38, 112/38, 203/34, 103/34, 100/35 Sonday-53-100%, 83-95%, 56-100%, 86-95%, 59 300%, 83-300%, 125-90%, 126-95%	
		Grade 1	447	25%	59/16	16	50	224	Phonics, Voc. HFW	Sonday	56/17, 54/11, 51/13, 54/13, 59/19, 64/17, 78/24, 82/25, 71/21, 61/15 Sonday-53-95%, R3-95%, 56-95%, R5-90%, 59- 95%, R3-80%, 125-200%, 12R-85%	
		Grade 1	449	26%	an/ra	76	62	771	Phonics, Voc	Sounday	52/16, 63/19, 66/20, 81/26, 90/31, 107/34, 137/48, 120/34, 126/40 Sonday-53-95%, R3-100%, 56-100%, R6-100%, 58-85%, R9-80%, 12x-70%, 128-100%	
		Grade 1	474	19%	46/11	23	41	293		Sonday	45/15, 56/14, 58/17, 60/14, 47/12, 60/15, 59/16, 75/16, 88/23 Sanday-S9-80%, R9-80%, 125-85%, 128-95%	
												L
	Gurklis	Grade 1	431	19%	18/12	17	33					F
	-			_			-	_	l	-		+
	-			-			-	-				+
_	l						l					t
_												Т