

Governing Board Academic Committee Meeting Minutes
October 27th, 2023 8:00

Title 1 Leadership Data Review
MTSS/RTI Process and Procedures Reviewed

Governing Board Academic Committee Members

Regina Rahimi	Chair
Kevin Wall	Principal
Dr. Kolman	AP Safety
James Shehane	AP MTSS/RTI
Paul Vogel	AP PBIS
Jennifer Darke	AP Title 1

The Oglethorpe Charter School Academic Committee met on Friday, October 27th.

Mr. Wall reported: As stated in our first Academic Committee meeting, we did an administrative restructuring this school year with our Assistant Principals assigning them each to one teaching team and giving them the responsibility of 4 big picture important frameworks that are required to be implemented (Title 1, Safety, MTSS/RTI, and PBIS). At the most recent Title 1 Leadership meeting, the Assistant Principals and other key teachers reported the data on academics, safety, MTSS/RTI, and PBIS. Please see the PowerPoint associated with this meeting that is attached. Note: The leadership meeting was facilitated by Jennifer Darke, and it was recorded via MS Teams with the district Title 1 coordinator in attendance (Bettina Tate).

Mr. Wall reported: Mr. Shehane is responsible for MTSS/RTI. He is required to attend district-level training and provide training to the entire teaching faculty about the processes and procedures that must be used. When he explained how the MTSS/RTI process works at Oglethorpe, he received feedback that our processes and procedures were a model for all schools to try and follow. We have many key classroom people who are vital players in the MTSS/RTI process. Susan Heard (remedial reading) works with students identified through diagnostic testing, teacher recommendations, and parent recommendations. Nicole

Campbell (remedial math) uses the same identification process as Susan Heard. Susan Carlile (remedial math and remedial reading) also uses the same identification process. The MTSS (multi-tiered student support system) focuses on both academics and behavior. Students are placed in tiers and provided interventions to help improve academically and behaviorally. Oglethorpe will be using a new platform (Ripple Effects) to help with the behavioral component of MTSS. Progress monitoring is a heavy focus for the MTSS process. In our remedial classes, the goal is to get the students caught up to grade level and get them back into a more enjoyable related arts class. The goal for those students experiencing behavioral issues is to simply get them to behave acceptably. Please see the Power PowerPoint associated with MTSS/RTI.



Leadership Meeting 2023-2024

Tuesday, 10/10/23

AGENDA

- Presenting '23 Carry Forward and '24 Budget
- SIP Goals Reminder
- PBIS Data (Paul Vogel)
- Behavior Support Data (Jay Shehane)
- Ripple Effects (Jay Shehane)
- Edulastic (Jay Shehane)
- Quizizz (Jay Shehane)
- Reading Plus (Susan Heard)
- Data for Math Remediation (Nicole Campbell)
- Safety PREP Plan (Jennifer Kolman)
- Feedback/Questions

Budget

23' Carry Forward-

Chenning Bete Pamphlets for the Parent Center

Quiziz

Ripple Effects

Office Supplies (keyboards and headphones too)

24' Budget-

5 Teacher Salaries

Office Supplies

Test Resources for Parents

Banner

SIP Goals

2023 – 2024 OCS

School Improvement/Title I Goals

1. OCS will increase student achievement and raise GMAS scores at developing and higher in the areas of Reading/ELA by 5%. Reading from 48% to 53% and ELA from 50% to 55%.
2. OCS will increase students earning developing or higher on the Mathematics EOG (GMAS) by 5% from 54.7% to 59.7% overall.
3. OCS will decrease the number of ISS days served this school year by 5%. From 328 to 311.

PBIS

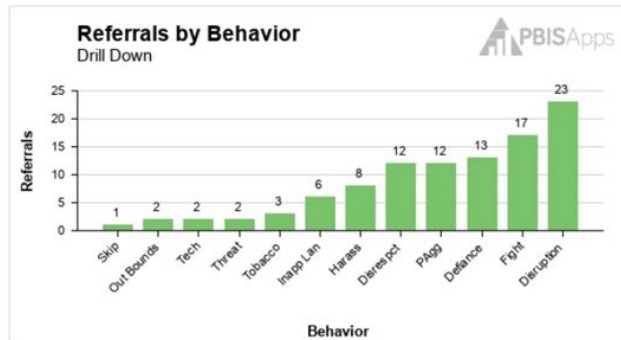
- We had a PBIS dress down day last month
- This month we have a hat & air head candy day
- Student's are purchasing monthly "rewards" using their scholar dollars in the kickboard app.
- The following slides will show: primary behaviors, locations, and perceived motivation for Aug & Sept based on school ODR data.
- The team reviews this data monthly and facilitates action plans systematically throughout the year.

Aug & Sept: Primary Behaviors



Oglethorpe
Charter School
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2023, 8:03:16 AM

Swis Drill Down Report Behavior



Report Options

Included in Dataset:

School Year - 2023-24
Date Range - 8/1/23 - 8/31/23

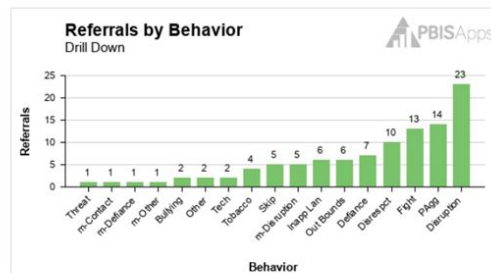
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Charter School
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Swis Drill Down Report Behavior



Report Options

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Date Range - 9/1/23 - 9/30/23

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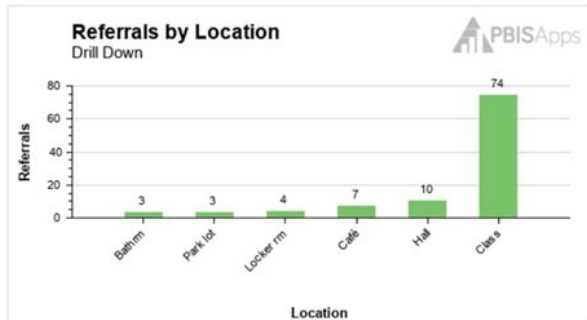
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Aug & Sept Primary Behavior Location



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Charter School
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Swis Drill Down Report Location



Report Options

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Date Range - 8/1/23 - 8/31/23

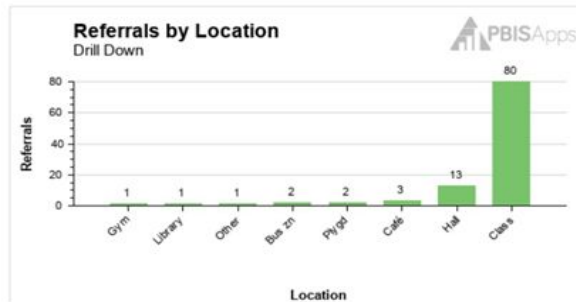
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Swis Drill Down Report Location



Report Options

Included in Dataset:
School Year - 2023-24
Date Range - 9/1/23 - 9/30/23

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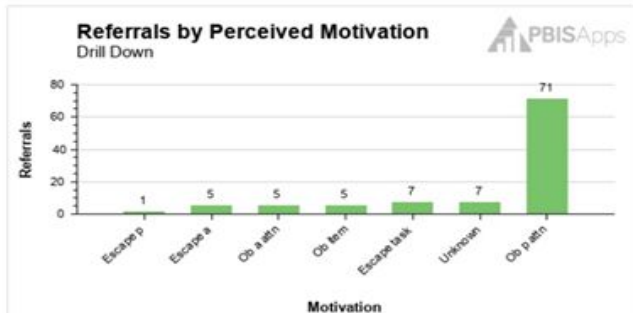
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August & September: Perceived Motivation



Oglethorpe
Charter School
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Swis Drill Down Report Perceived Motivation



Report Options

Included in Dataset:
School Year - 2023-24
Date Range - 8/1/23 - 8/31/23

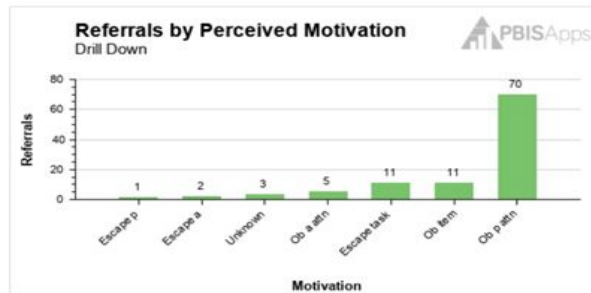
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Charter School
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Swis Drill Down Report Perceived Motivation



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Behavior Support



Unified Classroom
Behavior Support

- OCS has added **PowerSchool Behavior Support** as a resource for teachers and administrators this year.
- The goal is to provide timely data on behavior issues and trends and to streamline the discipline process at OCS by eliminating as much paperwork as possible.
- Teachers are required to use the app to document positive and negative behaviors as well as create Office Disciplinary Referrals.
- At present, all teachers have been trained on the platform and are using it to varying degrees.

Behavior Support

Student Behavior Averages

53

Average Behaviors
per student

77%

Average %
Positivity Ratio

\$109

Average Dollars
per student

0.53

Average Referrals
per student

Top Positive

PBIS Attribute: R... **536**

Being prepared **526**

PBIS Attribute: R... **517**

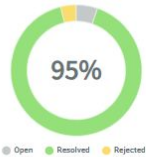
Top Other

Class disruption **2514**

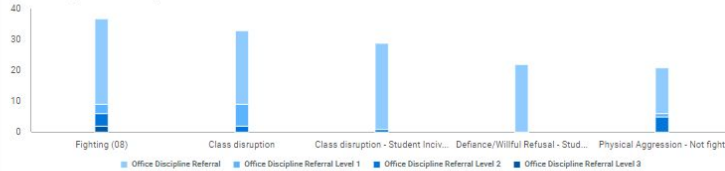
Off task **1239**

Out of uniform **660**

Office Discipline Referral Management



Office Discipline Referral by Behavior



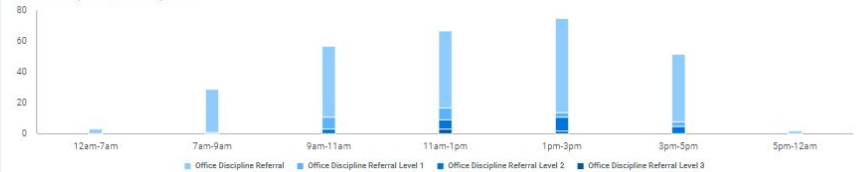
Office Discipline Referral by Grade



Office Discipline Referral by Location



Office Discipline Referral by Time



Behavior Support Data Summary/Conclusions

- Hallway incidents have significantly declined since last year.
 - The majority of negative behaviors are now classroom related.
 - The majority of negative behaviors involve classroom disruptions.
 - Behaviors and ODRs are distributed fairly evenly across grade level teams.
- Need to increase our focus on classroom management training for teachers.

Ripple Effects



- Ripple Effects for Teens is a comprehensive Intervention System used across tiers and settings for students in grades 6-12. This flexible, personalized program can be student-directed, educator-directed or a hybrid of the two. With over 400 lessons to build core SEL skills, address presenting behaviors and their root causes, RE Teens has built-in privacy safeguards that allow students to probe complicated issues freely yet confidentially.
- Ripple Effects is A CASEL-designated program and National Dropout Prevention Center Model Program, RE Teens is an evidence-based, research proven program. Students who use RE teens show improved grades, higher empathy scores, and lower drop-out rates. Ripple Effects can be used as part of a PBIS/RTI framework, ISS, Special Education, Alternative Education, or as an academic support.
- Our Ripple Effects license has just recently been activated and students and staff have been on-boarded.
- This Quarter we will begin using Ripple Effects with our counselors and as an added intervention for students with ongoing behavior issues.
- Plan also includes adding Pull-Out sessions during students' Related Arts classes to provide targeted interventions with Ripple Effects.

Edulastic



- Edulastic is a web-based assignment and assessment tool with item banks aligned to the Georgia Standards of Excellence.
- We have purchased a school-wide license for the program, which just became active.
- Teachers will be using Edulastic during Q2 and beyond to administer regular formative assessments tied to Georgia Standards.
- Grade level teams will be meeting bi-weekly as data teams to discuss student progress and needed interventions using data from Edulastic.
- Some teachers have already been using Edulastic, but the school-wide license provides additional testing options, more test security and the ability to share and analyze test data across the school.

Edulastic Usage

Active Teachers

13

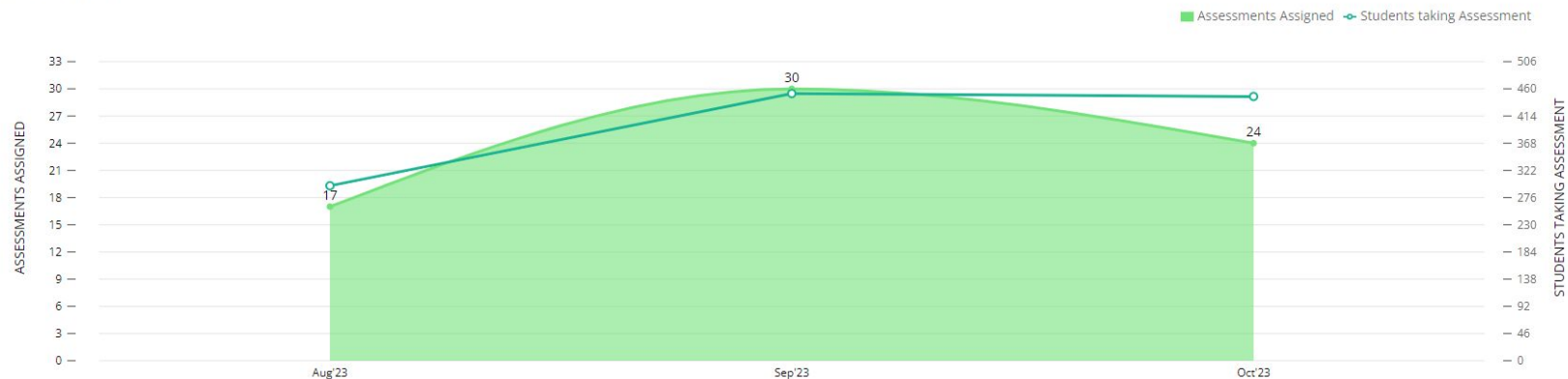
Active Students

462

Assessments Assigned

68

Activity Timeline



- Quizizz is an online, “gamified”, interactive assessment tool. We have purchased a school-wide license to make this available for all teachers.
- It is designed to boost students’ confidence with inclusive assessment and practice.
 - Provides many different question types (including released items from state tests)
 - Provides for Retakes, Redemption Questions, and real-time feedback to drive self-regulation
 - Allows for Adaptive Learning, Read Aloud, and more ways to meet students’ needs
- Aids in data-driven instruction and differentiation
 - Provides standards-based reports to identify gaps
 - Allows teachers to instantly customize lessons with built-in assessments
 - Includes embedded video and audio for UDL and Flipped Teaching
- Provides access to 30M+ customizable activities, a shared library, co-teaching, and privacy controls

Quizizz Usage

- School Wide license became active at the beginning of October.
- At present we have 35 active users.

Oglethorpe Charter School

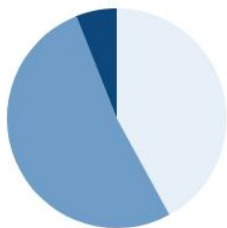
Current School Year

1 Aug 2023 - 9 Oct 2023

100,555









Questions Answered

How Quizizz is used at Oglethorpe Charter School



All-Time Distribution

- 42% Independent Learning
- 52% Classroom Activities
- 6% Test Mode

Teacher Name	Activities Hosted?	Active Students
 Renita Graves SCHOOL LEAD Social Studies, Geography, History • School	146	159
 Nicole Dillon English • School	57	142
 angela.willis.22377 Social Studies, Geography, Arts, Fun, Professional Development • School	31	157
 Gretchen Simpson Mathematics • School	25	114
 John Callen Social Studies, Business, Fun • School	19	130
 Courtney Verdree Mathematics • School	18	151
 Monica Roland Mathematics • School	17	138
 Christopher Thompson Mathematics • School	13	42

Reading Plus (Dreambox)

6th Grade

214,170 Total Words Read 12 word/minute gain

162,010 Total Words Read at a Comprehension Level of 80% and above .5 year gain

7th Grade

478,854 Total Words Read 34 word/minute gain

408,502 Total Words Read at a Comprehension Level of 80% and above .75 year gain

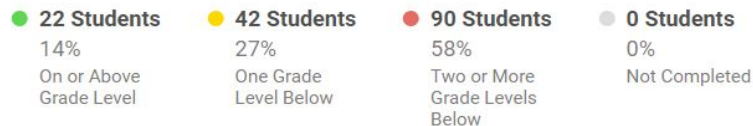
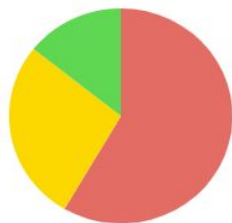
8th Grade

360,443 Total Words Read 27 word/minute gain

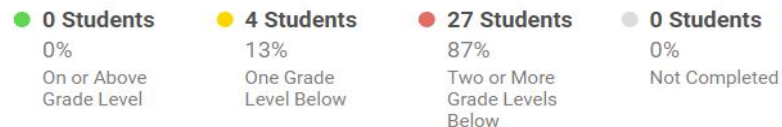
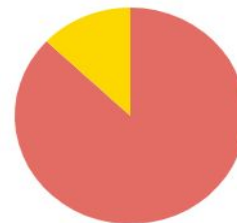
285,001 Total Words Read at a Comprehension Level of 80% and above .95 year gain

Math Remediation (6th Grade Fall Diagnostic)

Overall Placement



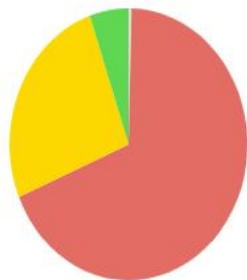
Overall Placement



Serving 20% of the 6th grade population

Math Remediation (7th Grade Fall Diagnostic)

Overall Placement



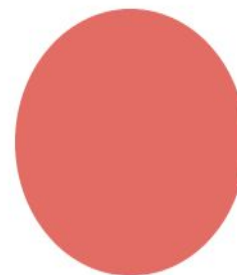
● **14 Students**
5%
On or Above
Grade Level

● **69 Students**
26%
One Grade
Level Below

● **181 Students**
68%
Two or More
Grade Levels
Below

● **1 Student**
0%
Not Completed

Overall Placement



● **0 Students**
0%
On or Above
Grade Level

● **0 Students**
0%
One Grade
Level Below

● **31 Students**
100%
Two or More
Grade Levels
Below

● **0 Students**
0%
Not Completed

Serving 12% of the 7th grade population

Math Remediation (8th Grade Fall Diagnostic)

Overall Placement



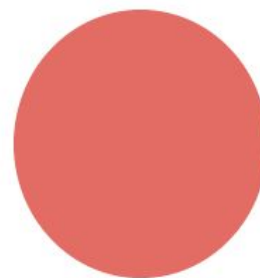
7 Students
5%
On or Above
Grade Level

31 Students
21%
One Grade
Level Below

107 Students
74%
Two or More
Grade Levels
Below

0 Students
0%
Not Completed

Overall Placement



0 Students
0%
On or Above
Grade Level

0 Students
0%
One Grade
Level Below

24 Students
100%
Two or More
Grade Levels
Below

0 Students
0%
Not Completed

Serving 17% of the 6th grade population

Math Remediation

(Resources/Strategies/Interventions/Requirements)

Requirements

- GMAS/I-Ready assessment data (performing below grade level)
- Teacher recommendation
- Parent/student request
- Students are able to test out each semester (at least 1 grade level below, passing math, parent agreement)

Interventions

- Remedial instruction
- Differentiated curriculum and instruction
- Small Group
- One-on-One Instruction

Strategies

- “Building Thinking Classrooms”
- Student -centered
- Increase engagement, math talk, exploration, and student accountability
- Questioning strategies

Resources

- I Ready (Teacher Toolbox) -45 minutes & 2 passed assignments/weekly
- Maneuvering the Middle Intervention -Pre-assess/Small Group
- EasyCBM (Progress Monitoring)

Think Safety First: OCS PREP Plan



- I. **Prevention Plan** – We are nearing the time in which SCCPSS requires each school to conduct several critical incident tabletop and functional exercises. Throughout the school year we will review what students, teachers, faculty and staff should know and be able to do.
- II. **Responsiveness Plan** – We will provide timely and accurate dissemination of information to all internal and external stakeholders about critical incidents that affect teaching and learning opportunities throughout the school day.
- III. **Educational Plan** – We teach your students, faculty and staff what they should know and do during a critical incident to preserve continuity of learning at high levels and minimize injuries as well as maintain a high level of mental wellness.
- IV. **Physical Space Plan** – We take pride in maintaining the safety and security of teachers, faculty and staff from the start of the school day until students are picked up by their parent(s) or guardian(s).

Think Safety First: OCS PREP Plan



ZERO TOLERANCE:

- A. **Bullying of Any Type** (i.e., cyberbully, harassment, verbal, physical). Contact your child's grade level team counselor - Mrs. Mcaleer - 6th and 7th grade traditional and Mrs. Lakisha Mack - 7th Grade Looping and 8th Grade Traditional.
- B. **Chronic Disruption to Teaching and Learning Opportunities** - GLT AP's / Mr. Wall, Principal
- C. **Unsafe Behavior During Drills** (i.e, Functional Exercise Drill - 09/14/2023) - Contact your grade level team AP if you wish to opt out. Dr. Kolman - 6th Grade, Mr. Vogel - 7th grade traditional, Mr. Shehane - 7th Grade Looping and Mrs. Darke - 8th grade.

Tribunal Hearing - After reasonable and logical interventions have been attempted without success, a request will be made for your child to be expelled from OCS.

Dr. Jennifer.Kolman@sccpss.com 912-313-3951

Think Safety First: OCS PREP Plan



TERRORISTIC THREATS

- ANY THREAT OR RUMOR TO CAUSE HARM TO STUDENTS, TEACHERS, FACULTY, STAFF, OR ADMINISTRATION WILL BE TAKEN SERIOUSLY AND IMMEDIATE INVESTIGATION WILL BE CONDUCTED BY THE PRINCIPAL AND/OR DESIGNEES TO DETERMINE IF DISCIPLINARY ACTION WILL BE TAKEN.
- PLEASE HELP US ENCOURAGE YOUR STUDENT TO SAY SOMETHING IF THEY HEAR OR SEE SOMETHING. ALL INFORMATION WILL BE KEPT CONFIDENTIAL.

Think Safety First: OCS PREP Plan Continued....



RANDOM ADMINISTRATIVE INSPECTiONS (RAIs)

- RAI'S ARE CONDUCTED WEEKLY FOR THE SAFETY AND WELFARE OF OUR STUDENTS, STAFF, AND VISITORS.
- STUDENTS ARE REQUIRED TO LOCK THEIR CELLS PHONES AND AIRPODS WITH THEIR HOMEROOM TEACHER UPON ENTERING CAMPUS.
- IF STUDENTS ARE CHRONIC OFFENDERS ADMIN WILL CONFISCATE CELL PHONES LOCKED IN MAIN OFFICE FOR A PERIOD OF 1-9 WEEKS.
- ALL STUDENTS ARE ENCOURAGED TO VOLUNTARILY PLACE ANY UNAUTHORIZED ITEMS IN THE AMNESTY BOX. SEE HANDBOOK FOR MORE DETAILS.
- UNAUTHORIZED ITEMS FOUND IN STUDENTS' POSSESSION WILL BE CONFISCATED AND WILL BE SUBJECT TO SEVERE ADMINISTRATIVE CONSEQUENCES.

QUESTIONS/COMMENTS





MTSS/RTI 2023-2024

Multi-Tiered System of Supports/Response to Intervention

Titan MTSS Team

MTSS Coordinator: Susan Carlile

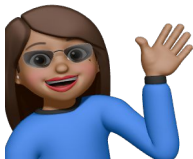


MTSS Administrator: James Shehane



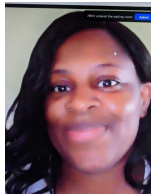
6 Looping-Nicole Dillon

6 Traditional-Gretchen Simpson



8th-Renita Graves

7th Grade-Mr. Vogel



**Math Remediation-
Nicole Campbell**

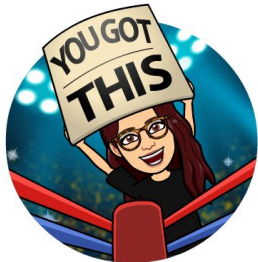


**Reading Remediation-
Susan Heard**



MTSS/RTI Coordinator: Susan Carlile

- Oversee the overall RTI process
- Schedule and facilitate ALL Tier 3 meetings and invite team members and parents
- Manage “Fast Track” procedures with the psychologist when parents request evaluations
- Provide teacher support with PowerSchool Special Programs, interventions, and progress monitoring
- Liaison between teachers and RTI Teacher Specialist, DSS, Psychologist, Behavior Interventionists, etc.
- Communicate to teachers, district expectations on the implementation of the RTI process with RTI
- Oversee tier movement
- May finalize intervention plans in PowerSchool Special Programs
- Communicate RTI needs to school administration
- Monitor PowerSchool Special Programs for transfer students that are at Tiers 2 and 3



MTSS/RTI Grade Level Team Leader Roles and Responsibilities

- Collaborate with MTSS/ RTI Coordinator regularly
- **IMMEDIATELY** notify MTSS Coordinator (Ms. Carlile) & Mr. Shehane of Parent request for evaluation (24 hour contact with parent required). CC: Ms. Mack and Ms. Kobek.
- Facilitate all grade level behavior Tier 2 meetings
- Guide team through the stages of the problem-solving process during Outcomes meetings
- Check for agreement between team members on important discussion points during meetings
- Maintain focus and order during meetings
- Liaison between team teachers and school MTSS/RTI Coordinator
- Finalize RTI documents for team as needed



Titan MTSS/RTI Procedures

- **Academic Tier 2 & Tier 3** are enrolled in OCS Skills/Remediation classes

Carlile(Reading &/or both Math), Heard(Reading), Campbell(Math)

PM data will be uploaded into easyCBM and Ms. Carlile will update Intervention plan Progress monitoring as necessary.

Academic Interventions and progress monitoring for Tier 2 and Tier 3 MTSS are served through OCS Skills/Remediation classes

***IMPORTANT NOTE:** Tier 3 meetings require IN-PERSON meetings, as well as WEEKLY Progress monitoring! Tier 2 behavior require monthly progress monitoring.



Titan MTSS/RTI Procedures

- Behavior Tier 2 & Tier 3 are MTSS Team Leaders' responsibilities. Please keep Ms. Carlile & Mr. Shehane up to speed on Tier 3
- Meetings will be scheduled and invites will be sent via outlook calendar. As you serve as the team MTSS/RTI leader, please respond to invites ASAP so accommodations can be made if your class may need coverage while you attend the scheduled Tier 3 meetings.,

***IMPORTANT NOTE:** Tier 3 meetings require IN-PERSON meetings, as well as WEEKLY Progress monitoring! Tier 2 behavior require monthly progress monitoring.



Titan MTSS/RTI Procedures

- Behaviors can be tracked using the Behavior Support App
- “Ripple Effects” is available for students needing interventions.
- We will be setting up an additional Behavior Support class during RA for students needing focused interventions.

Behavior MTSS/RTI

RTI Procedures Checklist (Behavior Concerns)

Student Name: _____ School Year: _____

Tier	Documents	Process Checklist
1	<ul style="list-style-type: none"> Behavior Screener Data Office Referrals Attendance Records PSRs, etc. 	<ul style="list-style-type: none"> Develop a schoolwide system of Tier 1 behavior support Develop a schoolwide system of requirements for students to move between tiers. Requirements should include several sources of information. Students who exhibit behavior that impedes their learning or the learning of others and have not responded to schoolwide behavior management procedures may be referred to Tier 2.
2	<ul style="list-style-type: none"> Tier 2 Notification Parent Consent for Screening Intervention Plan 	<ul style="list-style-type: none"> Create Tier 2 Parent Notification Letter and Parent Consent for Screening forms in PowerSchool Special Programs. Print and send home: FINALIZE Tier 2 Parent Notification Letter. The Parent Consent for Screening should be signed by the parent/guardian and returned to the school. Upon receipt of the SIGNED Parent Consent for Screening form, provide it to the school nurse for completion. Upon return of the SIGNED and COMPLETED Parent Consent for Screening form, scan and attach it to the Intervention Plan. Create Tier 2 Intervention Plan in PowerSchool Special Programs (do NOT wait until return and completion of the Parent Consent for Screening form). The Intervention Plan should be set to REVIEW status as soon as it is completed and interventions begin. Every 4 weeks, the Grade Level Tier 2 team should review the student's data to determine if the student is or is not making sufficient progress towards the goal(s) and make data-based decisions accordingly. Utilize the Tier 2 Outcomes Decisions Guidelines and complete the Outcomes Page of the Intervention Plan accordingly. If the student receives appropriate intervention(s) with fidelity and makes inadequate progress towards goals, the student may be considered for referral to Tier 3, if the team has diligently problem-solved and considered the whole child. Follow the Tier 2 Outcomes Decisions Guidelines. Teacher(s) should assure that all Tier 2 documents and information are current and correct in PowerSchool Special Programs.
3	<ul style="list-style-type: none"> Tier 3 Referral Tier 3 Parent Invitation Letter Student Background Information Form Intervention Plan Student Observation Form Functional Behavior Assessment (FBA) Interviews: <ul style="list-style-type: none"> Student Parent Teacher 	<ul style="list-style-type: none"> Teacher should complete the Tier 3/SST Referral Form in PowerSchool Special Programs and email the MTSS/RTI Coordinator that the student is being referred. MTSS/RTI Coordinator will verify that all information and documents are in order from Tiers 1 & 2 in order to approve the Tier 3 referral. MTSS/RTI Coordinator will create and send out the Initial Tier 3/SST Parent Invitation Letter, Student Background Information, and Parent Interview Questionnaire. Invite all appropriate school representatives (teacher, interventionists, administrator, and any other appropriate parties) via an Outlook calendar invite. Teacher should create a DRAFT Tier 3 Intervention Plan in preparation for the upcoming meeting. Prior to the Initial Tier 3 meeting the teacher will complete the Teacher Interview Questionnaire and ensure the student completes the Student Interview Questionnaire. The coordinator will arrange for a student observation to be conducted and documented on the Tier 3 Student Observation form by appointed school-based personnel and being the Tier 3 FUBA (Functional Behavior Assessment). These tools will be used to create the behavior goal in the Intervention Plan.

		<ul style="list-style-type: none"> MTSS/RTI Coordinator will verify the SIGNED Parent Invitation and attach to the Tier 3 Invitation Letter in PowerSchool Special Programs and FINALIZE the letter. MTSS/RTI Coordinator should ensure that the Outcomes Page in the Tier 2 Intervention Plan, including all minutes of the initial Tier 3 meeting is completed. Teacher should complete the Tier 3 Intervention Plan and set to REVIEW status to begin implementation. MTSS/RTI coordinator ensures that the Tier 2 Intervention Plan is FINALIZED along with any other related documents. Tier 3 meetings should be held every 4 weeks with appropriate SST members to review data and make outcomes decisions. When data indicates continued lack of progress towards goals (after sufficient weeks of intensified/individualized focused interventions at Tier 3 and appropriate problem-solving) the coordinator may choose to consult with the MTSS teacher specialist and/or psychologist about a possible referral for evaluation. Once all required documents are available and the team (including the school psychologist) determines that a psychological evaluation is warranted, a Tier 3 meeting should be coordinated with the psychologist and scheduled by the MTSS/RTI Coordinator to facilitate the signing of the Consent to Evaluate. Parent must be present. The psychologist will provide and explain Parent Rights and obtain all appropriate signatures and forms. General education teacher(s) will continue to provide the Tier 3 intervention(s), progress monitor weekly and maintain the current Intervention Plan in PowerSchool Special Programs. Changes to the Intervention Plan and data format should NOT be made during the evaluation process. Be sure to check the "Refer for Evaluation" box on the Outcomes Page and follow instructions. Upon completion of the evaluation, the psychologist will invite the MTSS/RTI Coordinator to the upcoming eligibility meeting. MTSS/RTI Coordinator should prepare to complete outcomes meeting during the eligibility meeting. If the student is found eligible for a disability category, the MTSS/RTI Coordinator or General Education Teacher will finalize all related RTI documents as soon as the Eligibility Form is completed and finalized by the psychologist/SPED teacher/SLP AND the IEP has been finalized by the SPED staff. If the student is found ineligible for a disability category, the Tier 3/SST Team should discuss appropriate options for any additional support or services to help the student be successful (i.e., 504 plan, continued interventions, after school programs, additional tutorials, etc.). The Tier 3 Intervention Plan and all other required documents should be maintained according to the recommendations from the psychological report, eligibility report, and team discussion.
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Behavior MTSS/RTI

- As behavior MTSS/RTI intervention plans are developed, please make sure that academic as well as RA teachers are involved in the data collection process! Make sure data collection sheets are shared with all teachers and data is input into PSSP as necessary (Tier 2=once a month, Tier 3=weekly)
- Behavior MTSS/RTI progress monitoring and data input into PSSP is the responsibility of MTSS/RTI Team leaders
- Tier 2 meetings are held during grade level MTSS meetings and outcomes are updated by MTSS team leader
- Tier 3 meetings must be conducted IN PERSON and include parent, Ms. Carlile(MTSS/RTI Coordinator), Mrs. Kobek(Psychologist), Mr. Shehane(AP/MTSS Administrator), Mrs. Mack(Counselor), Mrs. Shehane(ECST), and Program Manager

Progress Monitoring Schedules for Tiers

Tier 2

Collect progress monitoring monthly and hold an Outcomes Meeting after four weeks of intervention.

Initial Meeting to Develop Plan	Establish Baseline	PROVIDE INTERVENTION (per determined schedule in plan)	Progress Monitor (ONCE during four weeks)	Hold Outcomes Meeting (after four weeks)	Complete Outcomes Page (use data-based decisions)
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Tier 3

Tier 3 continues with reviews in 4-week cycles. If student is still **NOT** successful, the Tier 3 team should consider consulting appropriate staff members such as MTSS Teacher Specialist, DSS, Psychologist, etc. to help problem-solve.

	Baseline	Data Point 1	Data Point 2	Data Point 3	Data Point 4	Data Point 5	Data Point 6	Data Point 7	Data Point 8
Progress Monitor									

Use data-based decisions to complete Outcomes page

Tier 2 & Tier 3 Outcomes (refer to handout)

TIER 2 OUTCOMES DECISIONS GUIDELINES

RETURN TO TIER 1	REMAIN IN TIER 2	REMAIN IN TIER 2	REMAIN IN TIER 2	REMAIN IN TIER 2	REFER TO TIER 3
<p><u>All Goals Met</u></p> <p>1. Complete the Outcomes page Check box: "Move Back to Tier 1"</p> <p>2. Enter SAME date in the "Most Current Meeting Date" box and the "Next Meeting Outcomes Date" box.</p> <p>3. Enter Participants, comments pertaining to decision</p> <p>4. Print, Sign, Scan, Attach Signature Page to the Intervention Plan</p> <p>5. Notify your RTI Coordinator via email that student is being dismissed</p> <p>6. RTI Coordinator approves of dismissal, completes the RTI Dismissal Letter, prints, signs, sends to parent, and finalizes the letter</p> <p>7. Finalize plan and all RTI documents</p>	<p><u>Continue Interventions</u></p> <p>1. Complete the Outcomes page Check box: "Progress Being Made—Continue Intervention"</p> <p>2. Enter Meeting Date, Next Meeting Date, Participants, decision, and comments</p> <p>3. Return to Intervention Plan and Extended Dates for 4 more weeks on <u>Goal Page</u> (Extended End Date only)</p> <p>4. Continue interventions and progress monitoring</p>	<p><u>Goal Met/Add New Goal for Next Skill</u></p> <p>1. Complete the Outcomes page Check box: "Goal Met/Add New Goal for Next Skill"</p> <p>2. Enter Meeting Date, Next Meeting Date, Decision, Participants, and comments</p> <p>3. Return to Intervention Plan and <u>ADD</u> New Goal Page</p>	<p><u>Change Interventions</u></p> <p>1. Complete the Outcomes page—Check box: "Insufficient Progress, Change Intervention"</p> <p>2. Enter Meeting Date, Next Meeting Date, Decision, Participants, and comments</p> <p>3. Return to Intervention Plan and enter Extended Date on Goal Page AND</p> <p>4. Add name of new intervention Strategy in the box "Strategy/Intervention Label" located in the progress monitoring section on the same row with the next PM data point</p>	<p><u>Change Goal or Progress Monitoring Tool</u></p> <p>1. Complete the Outcomes page Check box: "Insufficient Progress, Change Goal or Progress Monitoring Tool"</p> <p>2. Enter Meeting Date, Next Meeting Date, Decision, Participants, and comments</p> <p>3. Return to Intervention Plan and <u>ADD</u> New Goal Page</p>	<p><u>Insufficient Progress After Multiple Strategies</u></p> <p>1. Complete the Outcomes page Check box: "Insufficient Progress after Multiple Strategies"</p> <p>2. Enter Meeting Date, Next Meeting Date, Decision, and Minutes regarding this critical decision</p> <p>3. Print, Sign, Scan, Attach signature page to the Intervention Plan</p> <p>4. Return to Intervention Plan and Extended Dates for 4 more weeks on Goal Pages</p> <p>5. Complete the Tier 3/ST Referral Form in PowerSchool Special Programs and send email to RTI Coordinator</p> <p>6. Continue Interventions at Tier 2 and progress monitor until initial Tier 3 Meeting</p> <p>7. Teacher create DRAFT Tier 3 Intervention Plan</p> <p>8. When student has a <u>new</u> HW Screening and has been approved for Tier 3 at meeting with RTI Coordinator, Finalize Tier 2 plan and implement Tier 3 Intervention Plan as agreed by Team</p>

Note: Remember to uncheck previous box when selecting a new outcome but keep previous meeting minutes.

TIER 3 OUTCOMES DECISIONS GUIDELINES

RETURN TO TIER 1	Return to Tier 2 from Tier 3	REMAIN IN TIER 3	REMAIN IN TIER 3	REMAIN IN TIER 3	REMAIN IN TIER 3	REFER FOR Psychological EVALUATION	Found Eligible for SPED
<p><u>All Goals Met</u></p> <p>1. Complete the Outcomes page Check box: "Move Back to Tier 1"</p> <p>2. Enter SAME date in the "Most Current Meeting Date" box and the "Next Meeting Outcomes Date" box.</p> <p>3. Enter Participants, comments pertaining to decision</p> <p>4. Print, Sign, Scan, Attach Signature Page to the Intervention Plan</p> <p>5. RTI Coordinator approves of dismissal, completes the RTI Dismissal Letter, prints, signs, sends to parent, and finalizes the letter</p> <p>6. Finalize Intervention Plan and all RTI documents</p>	<p><u>Sufficient Progress made, Tier 2 Goal Met</u></p> <p>1. Complete Outcomes Page. Check box: "Tier 3 Goal Met, Move Back to Tier 2"</p> <p>2. Enter same date in Current Meeting Date and Next Meeting Date boxes</p> <p>3. Enter participants, decision, and comments</p> <p>4. Print, Sign, Scan, Attach Signature Page to the Intervention Plan</p> <p>5. Create new Tier 2 Intervention Plan</p> <p>6. Finalize Tier 3 Intervention Plan</p>	<p><u>Progress Being Made, Continue Interventions and Extended End Date</u></p> <p>1. Complete the Outcomes page Check box: "Progress Being Made—Continue Intervention"</p> <p>2. Enter Meeting Date, Next Meeting Date, Decision, and comments</p> <p>3. Return to Intervention Plan and Extended Dates for 4 more weeks on <u>Goal Page</u> (Extended End Date only)</p> <p>4. Continue Interventions and progress monitoring</p>	<p><u>Goal Met/Add New Goal for Next Skill</u></p> <p>1. Complete the Outcomes page Check box: "Goal Met/Add New Goal for Next Skill"</p> <p>2. Enter Meeting Date, Next Meeting Date, Decision, Participants, and comments</p> <p>3. Return to Intervention Plan and <u>ADD</u> New Goal Page</p>	<p><u>Insufficient Progress, Change Interventions</u></p> <p>1. Complete the Outcomes page Check box: "Insufficient Progress, Change Intervention"</p> <p>2. Enter Meeting Date, Next Meeting Date, Decision, Participants, and comments</p> <p>3. Return to Intervention Plan and enter Extended Date on Goal Page AND</p> <p>4. Add name of new intervention Strategy in the box "Strategy/Intervention Label" located in the progress monitoring section on the same row with the next PM data point</p>	<p><u>Insufficient Progress, Change Goal or Progress Monitoring Tool</u></p> <p>1. Complete the Outcomes page Check box: "Insufficient Progress, Change Goal or Progress Monitoring Tool"</p> <p>2. Enter Meeting Date, Next Meeting Date, Decision and comments</p> <p>3. Return to Intervention Plan and <u>ADD</u> New Goal Page</p>	<p>1. Set up Follow Up Tier 3 Meeting</p> <p>2. Invite OSS or School Psychologist to attend</p> <p>3. Complete the Outcomes Page: Check both boxes "Refer for Evaluation" AND "Remain in Tier 3 Continue and Extend End Dates"</p> <p>5. Enter Meeting Date, Next Meeting Date, Participants Names and Comments</p> <p>6. Print, Sign, Scan, and Attach Signature Page to Intervention Plan</p> <p>7. Return to Intervention Plan and Extended End Dates on All current Goal Pages</p> <p>8. Continue Interventions and Progress Monitoring until Eligibility Meeting (Do not change progress monitoring methods during evaluation period)</p>	<p>1. At Eligibility Meeting all required SPED documents will be completed by the SPED Teacher and/or School Psychologist</p> <p>2. Complete the Outcomes page: Check box "Found Eligible for SPED"</p> <p>3. Enter SAME date in both the "Current Meeting Date" and "Next Meeting Date" boxes</p> <p>4. Enter the name of participants and comments in the minutes section</p> <p>5. Print signature page, sign, scan and attach to the intervention plan</p> <p>6. RTI Coordinator/ General Education Teacher should finalize all RTI documents as soon as the Eligibility Form AND IEP is finalized by the SPED Teacher</p>

Note: Remember to uncheck previous box when selecting a new outcome but keep previous meeting minutes.

T-E-A-M



W-O-R-K



Teamwork Makes the Dream Work! OCS Titans Rock!