



EWS/MTSS User Manual for ECATS

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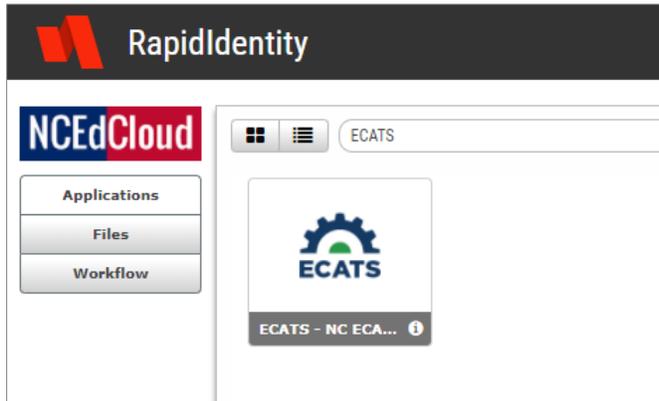
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Introduction/Logging In

1. To login to ECATS, go to the EdCloud/IAM portal and select the icon for ECATS.
2. If you do not have a login to EdCloud/IAM, you need to claim your account. Contact your local data or technical manager to do so.



User Types

To maximize the ECATS MTSS Module LEAs and schools will need to assign user types allowing appropriate permissions to end users. Users have previously been assigned user types for ECATS under the Exceptional Children's Division. These permissions will remain unless changes are made for ECATS MTSS Module functionality. There is not a separate login or separate user account for EC and MTSS. The account is shared between the modules. District MTSS Coordinators/District MTSS Teams should work with their Exceptional Children's Division to ensure proper user types for all users of ECATS.

ECATS has several different user types. The features in the system that the user will see will depend on their user type. You can access a spreadsheet that explains the different ECATS user types and their permissions from the Resources tab on the main menu.

1. It can be found by clicking on the "ECATS Documents" tab.

Resources				Disclaimer/License Agreement	Upload File(s)	Delete/Update Documents	
	Del	Pos	New Pos	File Type Category	Date Uploaded	Uploaded By	File Name
Advanced Reporting (AR)							
ECATS Documents	<input type="checkbox"/>	1	<input type="text"/>	ECATS Documents	09/22/2021	Meredith Bryson	ECATS Resources for Onboarding New EC Staff
EL Documents	<input type="checkbox"/>	2	<input type="text"/>	ECATS Documents	01/30/2022	Meredith Bryson	ECATS Translation Quick Reference Guide
EWS & Intervention Planning Documents	<input type="checkbox"/>	6	<input type="text"/>	ECATS Documents	05/20/2021	Meredith Bryson	ECATS PaperClip Monitoring User Guide
Federal Reporting	<input type="checkbox"/>	7	<input type="text"/>	ECATS Documents	05/11/2021	Beth Burris	ECATS Training Video Suite - Service Documentation Topics - Updated 5.11.21

2. Then select the "ECATS User Type Permissions Spreadsheet" link from the documents on the right.

Resources			Disclaimer/License Agreement			Upload File(s)			Delete/Update Documents		
Federal Reporting	<input type="checkbox"/>	7	ECATS Documents	03/11/2022	Burris	Documentation Topics - Updated 5.11.21					
Gifted Documents	<input type="checkbox"/>	11	ECATS Documents	03/11/2022	Christine Fournier	ECATS Training Webinar Videos- Last Updated 3/11/22					
Health Services	<input type="checkbox"/>	16	ECATS Documents	02/24/2022	Christine Fournier	ECATS User Type Permissions Spreadsheet					
Section 504 Documents	<input type="checkbox"/>	42	ECATS Documents	11/24/2020	Kara DeFilippis	ECATS Standard Reports - Descriptions and Examples					
Service Logging Documents	<input type="checkbox"/>	47	ECATS Documents	10/04/2019	Anne Sherman Miller	Authorized Users Only - Zendesk Manual.pdf					
	<input type="checkbox"/>	48	ECATS Documents	08/09/2018	Ginger	Authorized Users Only - How to Delete					

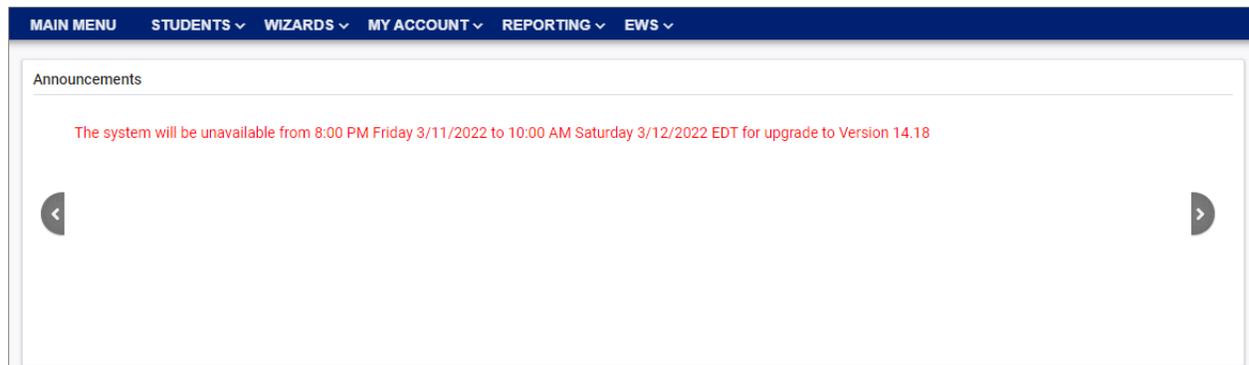
In addition to the resources shown above, team can access the [ECATS MTSS User Type Crosswalk](#). This document has guiding questions for teams to consider as well as some example user type configurations.

Main Menu

The type of user account you have will determine what you see on the Main Menu as well as the blue navigation menu at the top of the window. The Main Menu page has a variety of informational widgets. The widgets related to the EWS/MTSS module are explained in the sections below.

Announcements

The Announcements widget is used by DPI, your LEA, and PCG to post information regarding updates or scheduled site maintenance.



Message Center

The Message Center provides a quick view of any alerts, messages, reminders, or help desk replies. These messages can also be accessed by clicking the “Message Board” link in the top right of the blue website header.

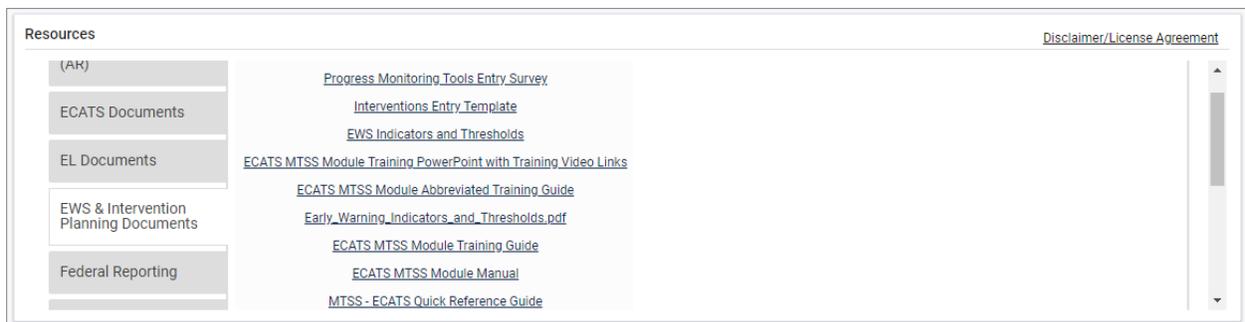
Message Center | Alerts, Action Items and Help Desk

[View All Messages](#)

You Have No New Messages

Resources

The Resources section at the bottom of the Main Menu page houses reference materials and documents.



Resources [Disclaimer/License Agreement](#)

- (AK)
- ECATS Documents
- EL Documents
- EWS & Intervention Planning Documents
- Federal Reporting

[Progress Monitoring Tools Entry Survey](#)

[Interventions Entry Template](#)

[EWS Indicators and Thresholds](#)

[ECATS MTSS Module Training PowerPoint with Training Video Links](#)

[ECATS MTSS Module Abbreviated Training Guide](#)

[Early Warning Indicators and Thresholds.pdf](#)

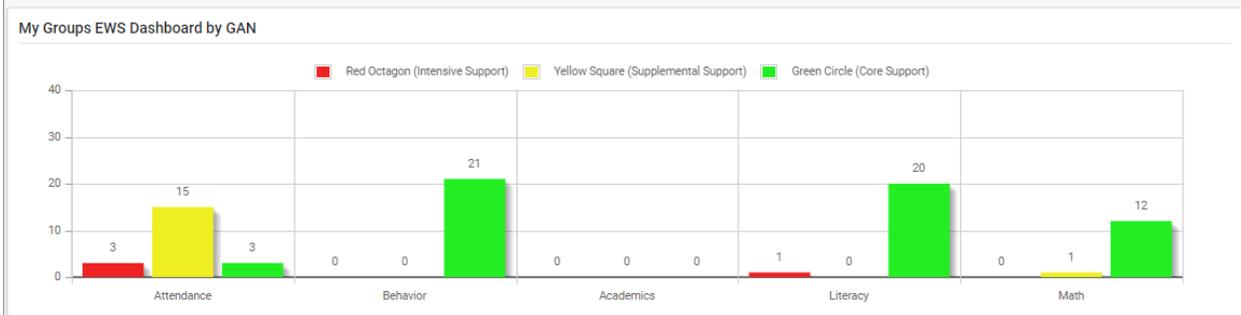
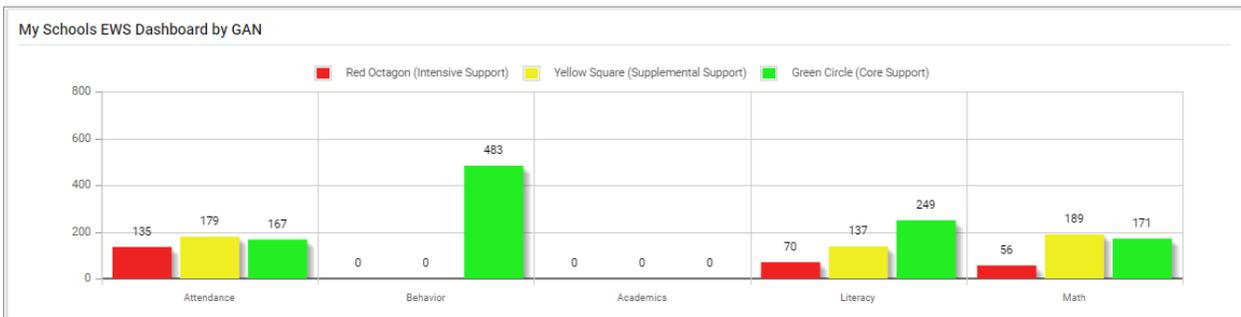
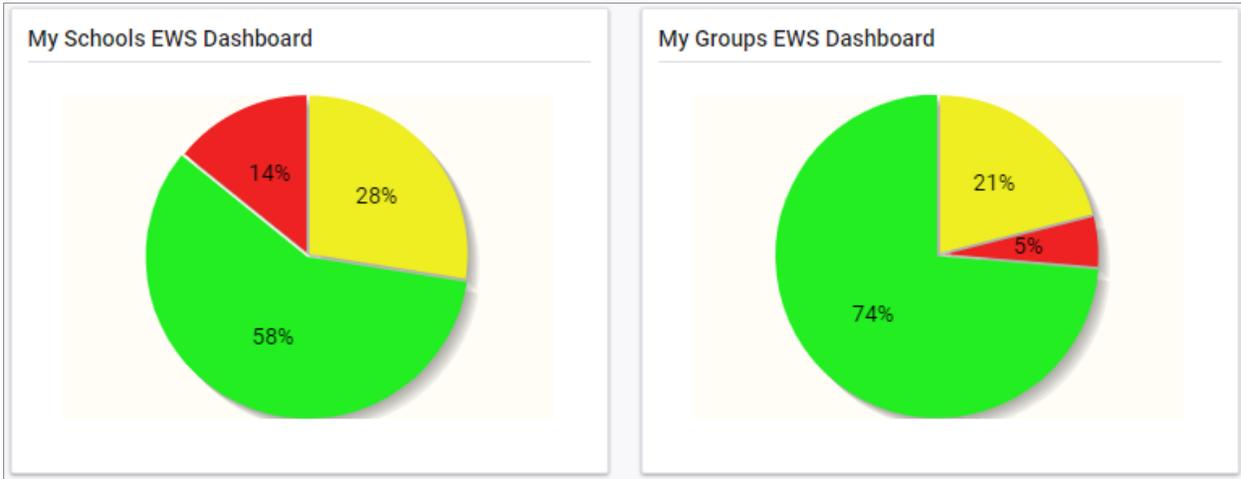
[ECATS MTSS Module Training Guide](#)

[ECATS MTSS Module Manual](#)

[MTSS - ECATS Quick Reference Guide](#)

EWS Specific Widgets

The ECATS MTSS Module includes dashboard widgets to summarize EWS/MTSS Data to allow users to analyze data for either the groups or schools with which they are associated. Below are examples of dashboard widgets by grade level, pie charts, a roll up by showing Indicators by Area of Need, and a bar graph displaying number of students receiving each level of support per Area of Need. The widgets that users see will depend on their role in the LEA (e.g. General Ed Teacher, MTSS Lead, or School Administrator.)



My Grade Levels EWS Dashboard

Grade Level	Attendance	Behavior	Academics	Literacy	Math
Pre-Kindergarten	55%	100%	█	█	█
Kindergarten	26%	100%	█	100%	100%
First Grade	36%	100%	█	80%	20%
Second Grade	29%	100%	█	85%	29%

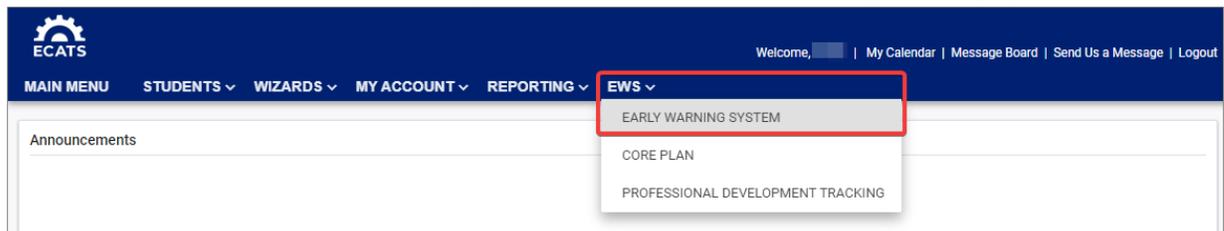
Please note that in the screenshots above and throughout ECATS that different grade levels display different categories of data. “Academics” is used for grades 9-12, while “Literacy” and “Math” is used for grades K-8. “Attendance” and “Behavior” are used for all grades K-12.



Note that the “My Groups Intervention Plans On Track” and the “My Schools Interventions Plans on Track” are blank because the user does not have any plans assigned to them.

Early Warning System Overview

1. Click on the “EWS” Menu Item in the top menu bar, and then select “Early Warning System”.



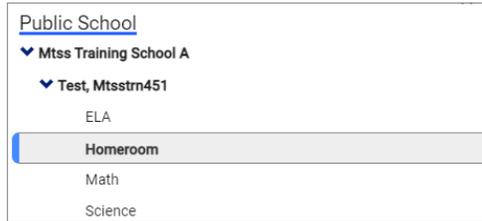
2. Click on the desired Area and School in the **LEFT** Navigation Pane.



3. To get back to the Early Warning System (EWS) view at any time, click the “EWS” menu item. The system will always return you to the last class you were viewing in the EWS view.

Working in Summary View

1. The left Navigation Pane is the way to navigate the EWS. Click on the desired teacher name in the left pane. Classes to which you have access are listed by the Area and School you are associated with. The hierarchy of the system follows is LEA >School>Teacher>Classes.



2. The Summary indicators show the percentage of students at each level that are proficient in the General Area of Need (GAN) indicated based on thresholds set by DPI. In other words, the percentages indicate the number of students in the “green” category. For example, in the screenshot below, 52% of students in Elementary Homeroom-1 are proficient in Math (they have a green indicator in the math column). The percentage is in a yellow square to indicate that at a class level, supplemental support is likely needed because they are below the threshold set by DPI.

Group	Attendance	Behavior	Academics	Literacy	Math
Elementary Homeroom-1	48%	100%		67%	52%

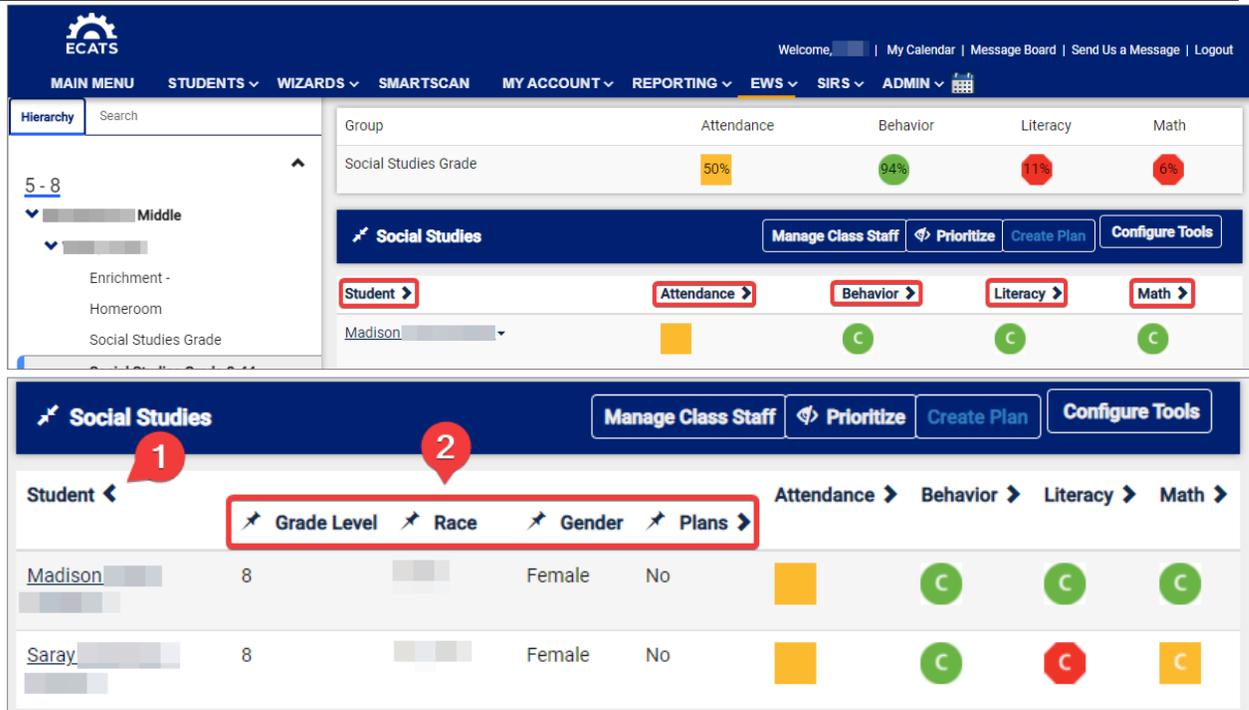
The EWS indicators and thresholds set by DPI can be found in the Resources section on the Main Menu page of ECATS. It can be accessed by clicking on the “EWS & Intervention Planning Documents” section (1) and then on the “EWS Indicators and Thresholds” document (2) as shown in the screenshot below.

Resources				Disclaimer/License Agreement	Upload File(s)	Delete/Update Documents	
ECATS Documents	<input type="checkbox"/>	10		EWS & Intervention Planning Doc	04/05/2021	Kara DeFillippis	FAM-S Quick Reference Guide (PDF)
EL Documents	<input type="checkbox"/>	23		EWS & Intervention Planning Doc	10/07/2020	Kara DeFillippis	Progress Monitoring Tools Entry Survey
EWS & Intervention Planning Documents	<input type="checkbox"/>	24		EWS & Intervention Planning Doc	08/31/2021	John Chappell	Interventions Entry Template
Federal Reporting	<input type="checkbox"/>	31		EWS & Intervention Planning Doc	08/19/2020	Kara DeFillippis	EWS Indicators and Thresholds
Gifted Documents	<input type="checkbox"/>	32		EWS & Intervention Planning Doc	08/13/2020	Beth Burris	ECATS MTSS Module Training PowerPoint with Training Video Links
	<input type="checkbox"/>	33		EWS & Intervention Planning Doc	08/13/2020	Beth Burris	ECATS MTSS Module Abbreviated Training

Class Dashboard View

Expansions and Navigation

1. To view Groups for a class, click on a class in the left-hand data pane.
2. All headings with a “>” next to the column header are expandable, including Student Information as well as all the GANs. Click the arrow (1) to expand the column to view additional data (2).



ECATS | Welcome, [User] | My Calendar | Message Board | Send Us a Message | Logout

MAIN MENU | STUDENTS | WIZARDS | SMARTSCAN | MY ACCOUNT | REPORTING | EWS | SIRS | ADMIN

Hierarchy Search

5 - 8

Middle

Enrichment -

Homeroom

Social Studies Grade

Social Studies Grade

Attendance: 50% | Behavior: 94% | Literacy: 11% | Math: 6%

Social Studies

Manage Class Staff | Prioritize | Create Plan | Configure Tools

Student > Attendance > Behavior > Literacy > Math >

Madison

Grade Level: 8 | Race: [Redacted] | Gender: Female | Plans: No

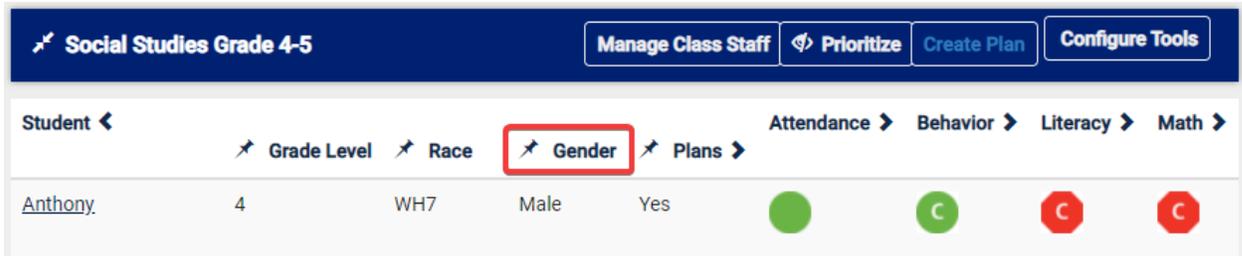
Saray

Grade Level: 8 | Race: [Redacted] | Gender: Female | Plans: No

- When several headers and their expansions are all showing, the EWS view tries to scale the view to fit as much as possible on the screen, but sometimes cannot, due to extensive data or smaller screens. The scroll bar to move left to right is at the bottom of the page. On a touchscreen device, scrolling sideways by dragging will also work to navigate the page.

Sorting, Pinning, and Organization

- Each GAN column can be sorted based on students' data values.
- Clicking a column header will sort the students based on that column, initially in ascending order. Clicking again will sort in descending order and clicking a third time will revert to the default sort (alphabetical by student first name).
- Clicking the pushpin icon on an expansion column header allows you to "pin" that column to show even when collapsed. For example, you can pin the gender column to view all male or female students at a glance.



Social Studies Grade 4-5

Manage Class Staff | Prioritize | Create Plan | Configure Tools

Student < Grade Level Race Gender Plans > Attendance > Behavior > Literacy > Math >

Anthony

4 | WH7 | Male | Yes

Social Studies Grade 4-5 Manage Class Staff Prioritize Create Plan Configure Tools

Student > Gender Attendance > Behavior > Literacy > Math >

Anthony	Male	●	C	C	C
---------	------	--------------------------------------	--------------------------------------	------------------------------------	------------------------------------

4. Clicking the “Prioritize” toggle brings all selected students to the top of the page. This could be useful when going through a class and selecting students for which to plan. You can tell if a student is selected when the row turns green.

MAIN MENU STUDENTS WIZARDS MY ACCOUNT REPORTING ADMIN EWS

Hierarchy Search

21-22 Fifth Grade Manage Staff Prioritize Create Plan Remove Student Add Student

Student >	Attendance >	Behavior >	Literacy >	Math >
Travion	●	C	C	C
Lexi	●	C	C	C
Anderson	■	C	C	C
Andy	■	C	C	C
Gabriel	■	C	C	C

MAIN MENU STUDENTS WIZARDS MY ACCOUNT REPORTING ADMIN EWS

Hierarchy Search

21-22 Fifth Grade Manage Staff Remove Prioritize Create Plan Remove Student Add Student

Student >	Attendance >	Behavior >	Literacy >	Math >
Anderson	■	C	C	C
Gabriel	■	C	C	C
Raniyah	●	C	C	C

EWS Legend

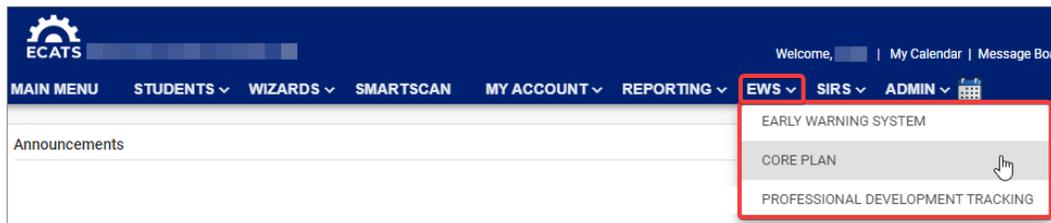
At the bottom of the classroom view you will find a legend that describes what each symbol means.

Symbol	Description
Color/Shape	Risk Level
Red Octagon 	Likely intensive support needed
Yellow Square 	Likely supplemental support needed
Green Circle 	Likely core support only
Gray Pentagon 	EWS data not available
Filled Symbol 	No plan created and finalized
Open Symbol with: 	Plan is created
Letter C,S,I	Tier Core, Supplemental, Intensive
Letter with question mark 	Unable to predict intervention plan progress due to insufficient or discordant data.
Letter with X 	Not on track to meet intervention plan progress goal(s)
Letter with Check 	On track to meet intervention plan progress goal(s)
Yellow Asterisk 	The target date for this plan is coming due
Red Exclamation 	The target date for this plan has passed

Core Planning

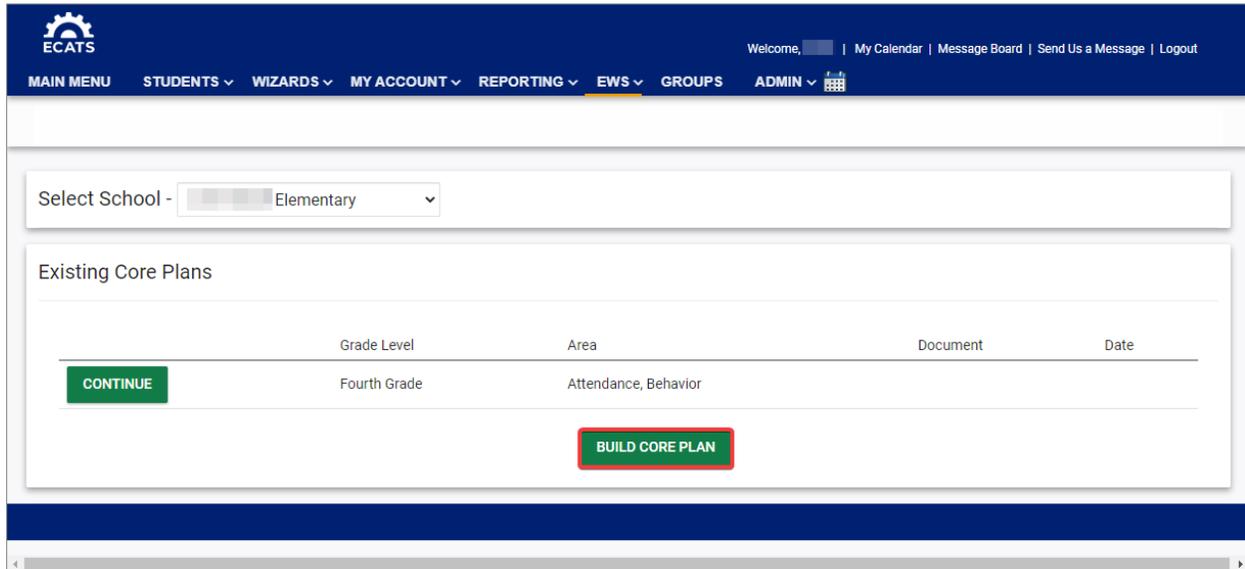
The Core Plan in ECATS can be created at the school or grade level, as opposed to the class level. It has its own page in ECATS but leverages data from the EWS and related sources. It contains processes for plan creation and review. Certain users are also able to generate a document. Please refer to the ECATS User Type Permissions Spreadsheet for information on specific access rights to create and/or access core planning features. Instructions on how to access the spreadsheet can be found in the User Types section of this document.

1. To access the Core Plan, select “Core Plan” from the main menu bar.



2. Select your School

- You may continue or review existing core plans by clicking on the corresponding green button on the left side. If you wish to create a new plan, click on “Build Core Plan.”



ECATS | Welcome, [User] | My Calendar | Message Board | Send Us a Message | Logout

MAIN MENU | STUDENTS | WIZARDS | MY ACCOUNT | REPORTING | **EWS** | GROUPS | ADMIN

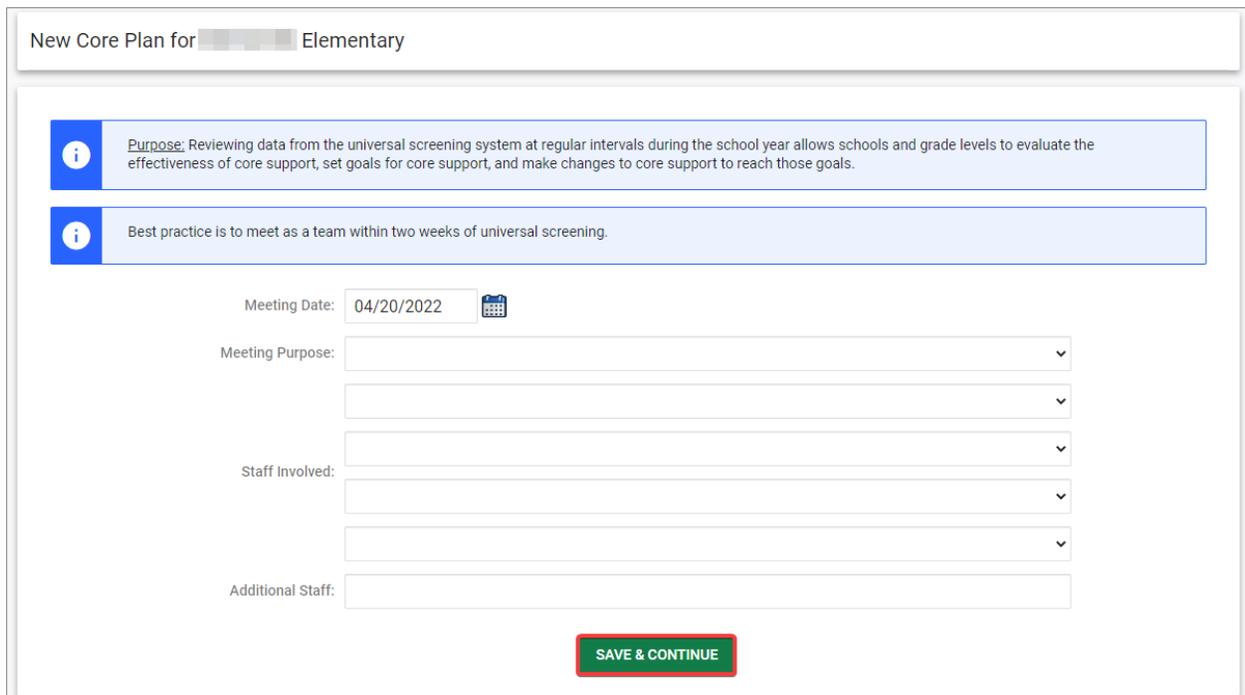
Select School - [Elementary]

Existing Core Plans

	Grade Level	Area	Document	Date
CONTINUE	Fourth Grade	Attendance, Behavior		

BUILD CORE PLAN

- A new page appears. Enter basic information for the plan: Meeting Date, Meeting Purpose, and Staff Involved.



New Core Plan for [Elementary]

i Purpose: Reviewing data from the universal screening system at regular intervals during the school year allows schools and grade levels to evaluate the effectiveness of core support, set goals for core support, and make changes to core support to reach those goals.

i Best practice is to meet as a team within two weeks of universal screening.

Meeting Date: 04/20/2022 

Meeting Purpose:

Staff Involved:

Additional Staff:

SAVE & CONTINUE

- Choose the appropriate grade level(s).

Select Grade Level

Kindergarten Second Grade Third Grade Fourth Grade Fifth Grade

First Grade

Step 1: Problem Identification

Based on screening data, is our core support sufficient for most students at our grade level (80% or more students meeting thresholds)?

- For each grade level selected, a table will appear, showing the percentage of students meeting core expectations for each alert column from the EWS.

Step 1: Problem Identification

Based on screening data, is our core support sufficient for most students at our grade level (80% or more students meeting thresholds)?

Tenth Grade	Current Percentage of students meeting Thresholds	Goals for Percent of students in Green
Attendance	60%	Goal: <input type="text"/> Date: <input type="text"/> 
Behavior	100%	Goal: <input type="text"/> Date: <input type="text"/> 
Academics	64%	Goal: <input type="text"/> Date: <input type="text"/> 

If there is not a Core plan already in place for that alert column and grade level for the school, there will be space to enter a goal target percentage for percentage of students that should be meeting expectations and a target date.

- Click "Save & Continue"

If there is already a Core plan in place, a message will appear letting the user know that they cannot add a target date or goal for that area.

Behavior	100%	There is already a core plan for this grade level and area.
Literacy	64%	There is already a core plan for this grade level and area.

If you have selected more than one grade level to build a core plan for in a specific area, a goal and target date must be filled out for each grade level selected in that alert area. An error message will alert users if this is not done.

!

The following errors have been found on this page:
You must fill out the Goal Percent and Date for each grade level selected if you filled out one.

8. Enter a narrative for each new core plan area that had goal and target information entered on the goal setting page.

Step 2: Problem Analysis

i

Based on screening data, if our core support is not sufficient for most students (80% or more students meeting thresholds), what are actionable reasons (factors within our control as a school) why this data indicates a high number of students at risk? If core support appears sufficient for most students in an area, move to step 3 in order to document your core support.

Tenth Grade	Describe actionable reasons below:
Academics	<input style="width: 90%; height: 20px;" type="text"/>
Attendance	<input style="width: 90%; height: 20px;" type="text"/>

BACK
SAVE & CONTINUE

9. Enter plan implementation (ICE and implementation assistance) and select up to three staff members who will receive plan creation alerts.

Step 3: Plan Implementation

i How will we reach the goals set in Step 1?

Tenth Grade	Environment	Curriculum	Instruction
Academics	<input type="text"/>	<input type="text"/>	<input type="text"/>
Attendance	<input type="text"/>	<input type="text"/>	<input type="text"/>

Implementation Assistance

i What professional development, coaching and/or resources are needed to support your commitments to implement the agreed upon plan?

Staff to Alert:

- Enter up to four review dates. These dates will appear on the “Core Problem Solving” document that is generated in the system. This document is accessed by clicking on the “Document” that us underlined in blue.

Proposed year-long meeting dates for Core Maintenance

<input type="text"/> 	<input type="text"/> 	<input type="text"/> 	<input type="text"/> 
--	--	--	--

- When ready, finalize the plan to create a core plan document.

SAVE

CREATE DRAFT

CREATE FINAL

Plan Review

After creating a core plan, teams will implement and then review the plan based upon dates set (see step 10 above).

- Plan Review is accessed from the Core plan landing page after school selection. Click on “Review” next to the plan you wish to review.

REVIEW

Ninth Grade

Attendance, Behavior, Academics

[Document](#)

12/07/2018

- If there are multiple grade levels on the plan, each grade will appear in its own table. The table will show the current percentage of students meeting expectations and the goal. Users will decide if the goal was met.

Step 4: Plan review (Is it working?)



Does our data meet or exceed our agreed upon goal from the previous meeting (or have we made significant progress towards our goal?)

Ninth Grade	Goals for	
Attendance	92%	Goal: 95 Met: <input type="text"/>
Academics	70%	Goal: 85 Met: <input type="text"/>
Behavior	100%	Goal: 100 Met: <input type="text"/>

- If the goal was met and the user selects yes, a new field will appear where they can detail which aspects of the plan worked. If no, the user must select which implementation strategies were not completed.

Third Grade	Goals for	
Attendance	80%	Goal: 89 Met: Yes <input type="text"/>
Yes- We Met Our Goal		What Worked?
Attendance		<input type="text"/>



If goal was not met, did we implement the strategies we agreed to?

	Environment	Curriculum	Instruction
Attendance	test No <input type="text"/>	test Yes <input type="text"/>	test Yes <input type="text"/>

- The review page reflects the current percentage of students meeting expectations in the core plan area at the time of the review. This value will be stored on the core plan review, once finalized to show growth.
- Once reviewed, the plan is ended, and the grade levels will open back up for a new plan to be created if required.
- Reviewed/Ended plans can be accessed under the Previous Core Plans section by click on the links to the documents underlined and in blue.


Welcome, | [My Calendar](#) | [Message Board](#) | [Send Us a Message](#) | [Logout](#)

MAIN MENU STUDENTS ▾ WIZARDS ▾ SMARTSCAN MY ACCOUNT ▾ REPORTING ▾ EWS ▾ SIRS ▾ ADMIN ▾

Select School - Elementary ▾

Existing Core Plans

	Grade Level	Area	Document	Date
REVIEW	Fifth Grade	Literacy, Math	Document	12/07/2021
REVIEW	Fourth Grade	Literacy, Math	Document	12/07/2021
REVIEW	Second Grade	Literacy	Document	12/07/2021
REVIEW	First Grade	Literacy	Document	12/07/2021

BUILD CORE PLAN

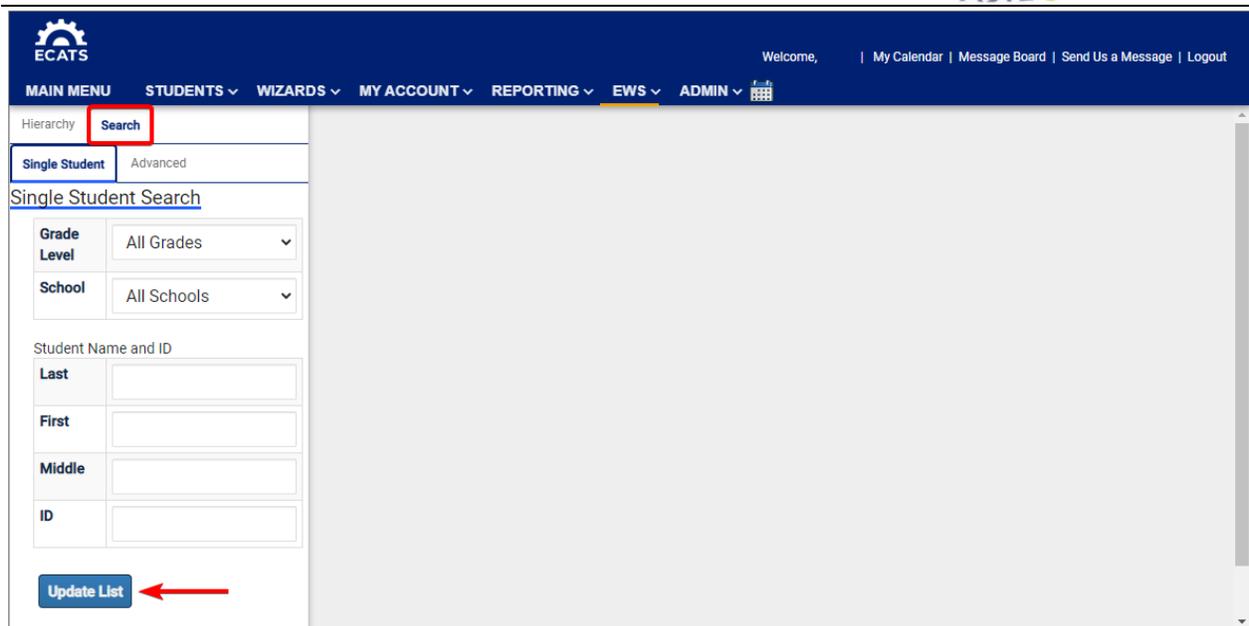
Previous Core Plans

Grade Level	Area	Document	Date Closed
Third Grade	Literacy, Math	Document Review Document	2022-02-28 23:42:00

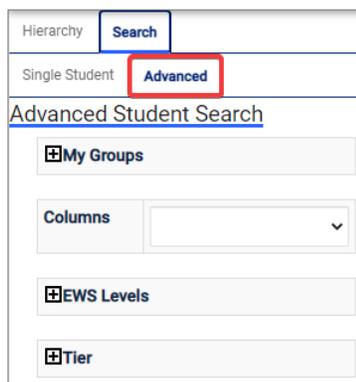
[Single Student Search, Advanced Student Search and Ad Hoc Group Creation](#)

Single Student Search

1. The Single Student Search is a way to quickly find a single student's indicators and compare his/her performance relative to the performance of his/her classes.
2. To use the Single Student Search, click the "Search" tab on the top of the left Navigation Pane. The page loads, and then displays the navigation pane as shown at left. The default search at first is the Single Student search.
3. The drop-down boxes for grade level and School are the first filters available. Use the filters to select the school and grade level desired; the school selection is limited to schools to which you have access.
4. The Student Name and ID fields hold text and only filter on as much information as is entered. For example, if you do not know all of a student's name, the filters will still work. When finished entering name/ID fields, click the "Update List" button at the bottom of the pane to generate results.



Advanced Student Search



1. The Advanced Student Search allows you to select students based on characteristics of their indicators, Intervention Plan, or demographic information. Available filters include: General Area of Need, Specific Area(s) of Need, Intervention Plan Intensity (Supplemental or Intensive), Intervention Plan and On-Track Status, and Student Demographic Information (Race, Grade, Age, Gender, and School).

2. You can use any number of filters in any combination to generate a list of students. If you have access to multiple schools, only the schools to which you have access will be displayed in the list. When finished filtering, click the “Update List” button.

3. To add or edit filters to refine or change the list of students, update the filters on the left Search Pane and click the “Update List” button. 

Ad Hoc Grouping

1. From the list of students in the Advanced Student Search, you can create groups of students across classes and grades that can be used like classes to plan for and progress monitor students. To do so, first conduct an advanced student search, then select students from the list generated by clicking on their names or use the “Select All” button at the top. When the student’s name is selected their row turns green. Click the “Create Group” button on the top right to create a group.

Search Results Update List Create Spreadsheet Report

Prioritize Select All Select None Number of Students in List: 60 Create Group Export Selected

Student >	Attendance >	Behavior >	Literacy >	Math >
[Student Name]	●	C	C	C
[Student Name]	■	C	C	C

- Use the dialog box that appears to name the group and select a manager (either yourself or another user).

Create Group of Selected Students

Name of Group:

CANCEL NEXT

- Assign any other users who may want to access the group in the next dialogue box. The dropdown box on the left (1) lists available users. Once you have selected a user click "ADD" (2). The dropdown box on the right shows the users selected who can be removed by clicking on the "REMOVE" button. Click "Save and Continue" (3).

Select Group Members:

1 2

Possible Managers: ADD Group Managers: REMOVE

Possible Members: ADD Group Members: REMOVE

CANCEL BACK 3 SAVE AND CONTINUE

- Click the appropriate button to either create another group from the search or view the group in the EWS view.

CREATE GROUP AND STAY ON THIS PAGE

CREATE GROUP AND GO TO GROUP PAGE

Ad Hoc Groups appear under the Manager's and Member's name in the EWS on the left navigation pane as shown in the screenshot below.

Hierarchy Search

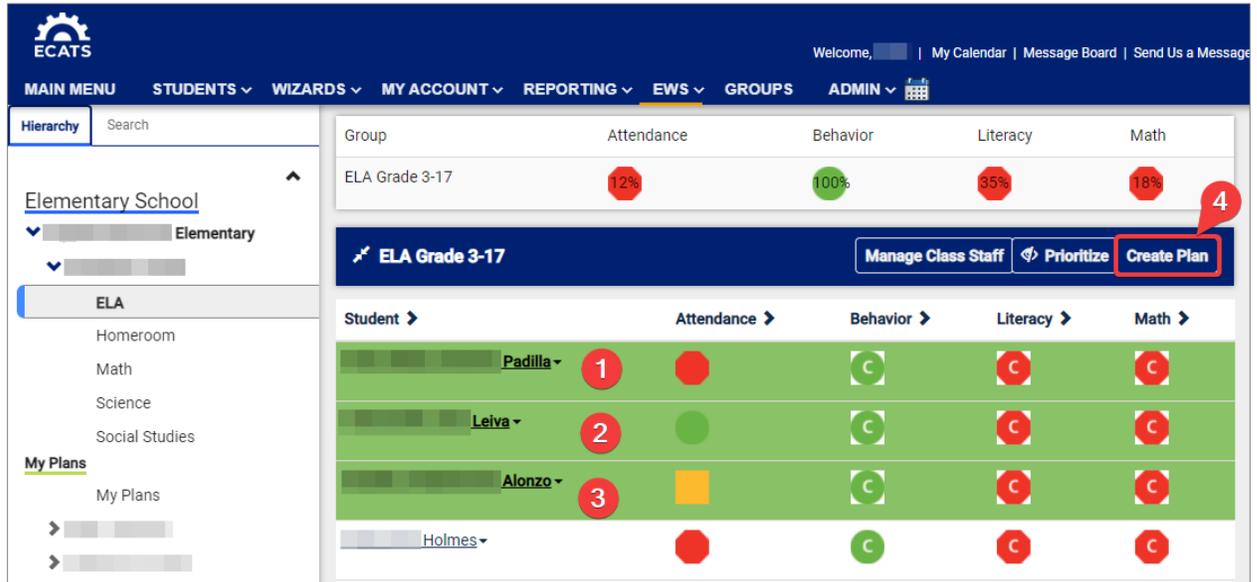
- ▼ Dream Team
 - Elementary School
 - ▼ Dream Team Elementary School
 - ▼ Test, General Ed
 - Elementary Test
 - Ref Site Class
 - Test 1
 - Ad Hoc Groups ←
 - watch group

The permissions that group managers and members have vary by user type. For example, an LEA Admin 4 user can access, edit, and delete any group they have access to regardless of if they are added as a

member or manager. In contrast, a General Education Teacher 1 user type is able to edit the group information, add/remove students for groups they are a member of. They are not able to delete the group unless they are assigned the group manager role. In general, group managers can access, create, edit, and delete their ad-hoc groups. Group members are able to view and add/remove students, but not able to delete the ad-hoc group.

Creating an Intervention Plan

1. Click on “EWS” from the top menu bar.
2. Click on your school and then the name for the class you wish to navigate in the **LEFT** navigation pane.
3. To see the desired class, click on the desired class in the **LEFT** navigation pane, pause a moment for the classes to generate, and (while still working from within the left navigation pane) click the desired class.
4. Select a student or group of students for whom you want to create a plan by clicking in the space next to the student’s name (1-3 in the screenshot below). You can highlight multiple students at once, and to deselect a student, click the green highlighted row once more.



The screenshot shows the ECATS EWS interface. The top navigation bar includes 'MAIN MENU', 'STUDENTS', 'WIZARDS', 'MY ACCOUNT', 'REPORTING', 'EWS', 'GROUPS', and 'ADMIN'. The left navigation pane shows a hierarchy: 'Elementary School' > 'Elementary' > 'ELA'. The main content area displays a table for 'ELA Grade 3-17' with columns for Attendance (12%), Behavior (100%), Literacy (35%), and Math (18%). Below this is a table of students with columns for Student, Attendance, Behavior, Literacy, and Math. The first three rows (Padilla, Leiva, Alonzo) are highlighted in green and numbered 1, 2, and 3 respectively. The 'Create Plan' button is highlighted in red with a callout number 4.

Group	Attendance	Behavior	Literacy	Math
ELA Grade 3-17	12%	100%	35%	18%

Student	Attendance	Behavior	Literacy	Math
Padilla	1	C	C	C
Leiva	2	C	C	C
Alonzo	3	C	C	C
Holmes		C	C	C

5. To create a Supplemental or Intensive Plan for the student or students selected, click the “Create Plan” button (4) in the upper right corner of the **RIGHT** pane (highlighted in red above).

Creating a Supplemental or Intensive Plan

1. Select a General Area of Need from the buttons shown below the Instructions. Plans can be created for the selected student(s) in the areas of Behavior/Social Emotional, Literacy, Math, and Academics (9-12)

Plan Page
 Select General Area of Need (GAN)

i Instructions: Select a General Area of Need to create a plan. For attendance concerns, see behavior/social-emotional.

Behavior/Social-Emotional **Literacy** **Math**

Return to EWS

If a student is already associated with a plan for the GAN selected a warning page will appear (screenshot below) warning the user of the conflict. The warning will indicate for which student the conflict exists and who the manager of the plan is. The user can select to continue the student on their current plan or to end the current plan so they can be associated with the plan being created.

Plan Page

General Area of Need Conflicts

The following student(s) have an existing plan for the General Area of Need Literacy of the Group you chose. For each student please select one of the following:

Dream 1 Super TEST is in the plan creation process for Literacy. General Ed Test is responsible for the plan creation process. Select one of the following two options:

Continue with the current plan.

End the current plan. (This will remove the Student from General Ed Test and allow for a new plan to be created.) Please contact General Ed Test before removing the Student from this user's group.

- The next step in the process is to select the level of support for the plan. The user can select either Supplemental or Intensive.

Plan Page - Literacy
 Select level of support

Supplemental **Intensive**

Return to EWS

- The planning process asks you to justify the plan creation by stating that you have taken the proper problem-solving steps. Select "Yes" (1) to mark that you have taken the proper planning steps and select a Justification for creating the Plan from the drop-down menu (2). There are 2 options to select from. Use the Additional Information text box to specify specific notes about the change in intervention intensity for these students (3). Do not use student names in this box. Click Save and Continue once all justifications are completed (4).

Plan Page - Literacy - Supplemental (52)

Justification for Plan Change

i Select "Yes" to mark that you have taken the proper planning steps, and select a Justification for creating the Plan from the drop-down menu. Use the text box to specify any additional details about the planning process. Click Continue once all justifications are completed.

i Has the team:

- Analyzed the data
- Identified a specific problem
- Created a hypothesis
- Examined the instruction, curriculum, and environment
- Implemented plan with fidelity

Problem Solving*
 Yes No **1**

Justification
 Student(s) needs additional support **2**

Please enter any specific notes about the change in intervention intensity for these students.(Do NOT use student names here!)

3

Character Count: 0

Save and Continue **4**

Return to EWS

- Select the Specific Area(s) of Need for the Plan based on the specific needs of the student(s) included in the plan. These SANs determine the interventions and progress monitoring tools for the plan. No more than two SANs can be selected for a Plan. Select "Save and Continue" once you have selected the SAN(s) for the Plan.

Plan Page - Literacy - Supplemental (52)
Select Specific Area of Need (SAN) for Literacy

i Select no more than two (2) Specific Areas of Need for this plan.

Justification: Student(s) needs additional support

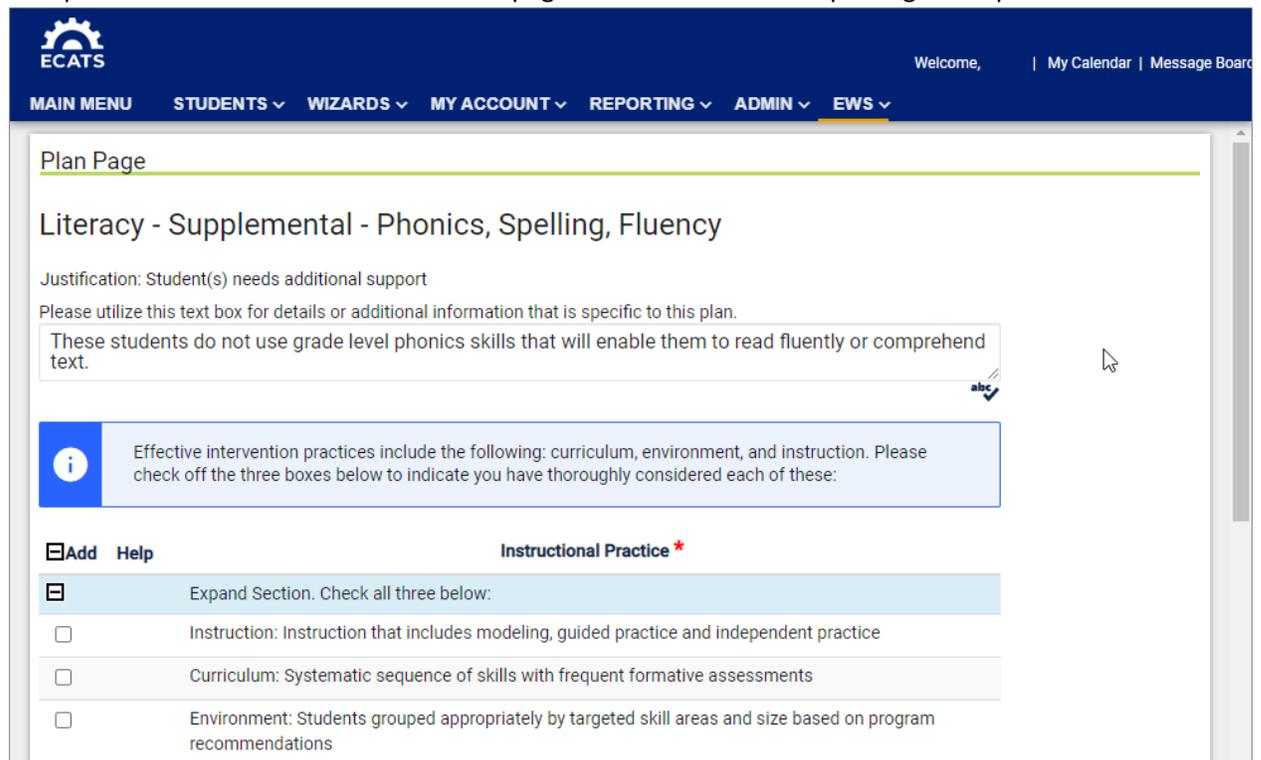
Written Expression (transcription and text generation)
 Phonics, Spelling, Fluency
 Vocabulary, Comprehension

Oral Language
 Listening Comprehension

Save and Continue

Return to EWS

5. The Plan Page is shown in the screenshot below. The top text box allows input to describe the plan. All required elements are marked with a red asterisk (*). You must select each instructional practice as explained in the information box on this page. You have to click the plus sign to expand the section.



ECATS

Welcome, | My Calendar | Message Board

MAIN MENU STUDENTS WIZARDS MY ACCOUNT REPORTING ADMIN **EWS**

Plan Page

Literacy - Supplemental - Phonics, Spelling, Fluency

Justification: Student(s) needs additional support

Please utilize this text box for details or additional information that is specific to this plan.

These students do not use grade level phonics skills that will enable them to read fluently or comprehend text.

i Effective intervention practices include the following: curriculum, environment, and instruction. Please check off the three boxes below to indicate you have thoroughly considered each of these:

Add Help **Instructional Practice ***

+ Expand Section. Check all three below:

Instruction: Instruction that includes modeling, guided practice and independent practice

Curriculum: Systematic sequence of skills with frequent formative assessments

Environment: Students grouped appropriately by targeted skill areas and size based on program recommendations

6. Once Instructional Practices are selected (check the box), you must select the Begin Date for the plan. Enter the date in the field and click "Save Date".

[MAIN MENU](#)
[STUDENTS](#)
[WIZARDS](#)
[MY ACCOUNT](#)
[REPORTING](#)
[ADMIN](#)
[EWS](#)

Environment: Students grouped appropriately by targeted skill areas and size based on program recommendations

A Plan for each Specific Area of Need (SAN) must be completed. Choose the tab below to create a plan.

[Phonics, Spelling, Fluency](#)

Intervention Begin Date *: [Save Date](#)

[Save](#)

[Add SAN](#)

[Return to EWS](#)

- After you have clicked Save Date you will be able to select the Interventions for each SAN. Scroll down to view the Interventions list. Interventions are limited by the selected SAN.

[MAIN MENU](#)
[STUDENTS](#)
[WIZARDS](#)
[MY ACCOUNT](#)
[REPORTING](#)
[ADMIN](#)
[EWS](#)

[Phonics, Spelling, Fluency](#)

Intervention Begin Date *: [Save Date](#)

Interventions*:Select no more than two interventions for this Specific Area of Need.

Add	Help	Intervention *
<input type="checkbox"/>		Elementary: HELPS - Helping Early Literacy with Practice Strategies
<input type="checkbox"/>		Elementary: Letterland Intervention Strand Lessons
<input type="checkbox"/>		Elementary: Letterland Small Group

- Once you select an Intervention, the page prompts you to enter the Intervention Details. Use the fields to enter a description, frequency (___ times per week/month/quarter, etc.), duration and units of duration, the person responsible (e.g., regular education teacher, subject area teacher, intervention teacher, etc.), and the group size. For number of days per week and amount of time, use only a single number, not a range. (i.e., 4 days per week, not 4-5 days per week.) The staff members that are entered as "Person Responsible" are the only ones that will be able to log intervention sessions (see the Logging Interventions section for more information on how to log sessions).

MAIN MENU STUDENTS ▾ WIZARDS ▾ MY ACCOUNT ▾ REPORTING ▾ ADMIN ▾ EWS ▾

Phonics, Spelling, Fluency

Intervention Begin Date *: 08/05/2022 Save Date

Add Help Intervention *

Elementary: HELPS - Helping Early Literacy with Practice Strategies
 Intervention Description

Frequency *: 3 times per week

Duration *: 30 minute(s)

Person Responsible *: Emily

Group Size *: 2

9. Once all intervention details have been entered for all interventions selected, scroll down to select the progress monitoring tools or assessments for the SAN. For the progress monitoring tool selected, enter the target date in the field below the instructions (date by which the student will be expected to achieve the target score). Once the target date is set the date will auto populate for each student in the "Target Date" column in the table below.

MAIN MENU STUDENTS ▾ WIZARDS ▾ SMARTSCAN MY ACCOUNT ▾ REPORTING ▾ EWS ▾ SIRS ▾ ADMIN ▾

DIBELS 8 NWF - WRC / Raw Score

DIBELS 8 NWF - CLS / Raw Score

DIBELS 8 ORF - Words Correct / Raw Score

Exclude Graph

Set the Base Line and Target Values for DIBELS 8 ORF - Words Correct

Instructions: The information entered below will set the aim line on the student's graph. When setting your target date and score, remember that sufficient time is needed to gather multiple progress monitoring data points.

06/30/2022 Set Target Date

Use for On Track

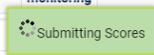
Student	Baseline Date	Baseline Score	Target Date	Target Score	Off grade level progress monitoring
Trenton			06/30/2022		<input type="checkbox"/>

10. Enter the Baseline Date and Baseline Score for each student on the plan. Enter the Target Score for each student. Please note that baseline and target scores must be numerical. Select "Off grade level

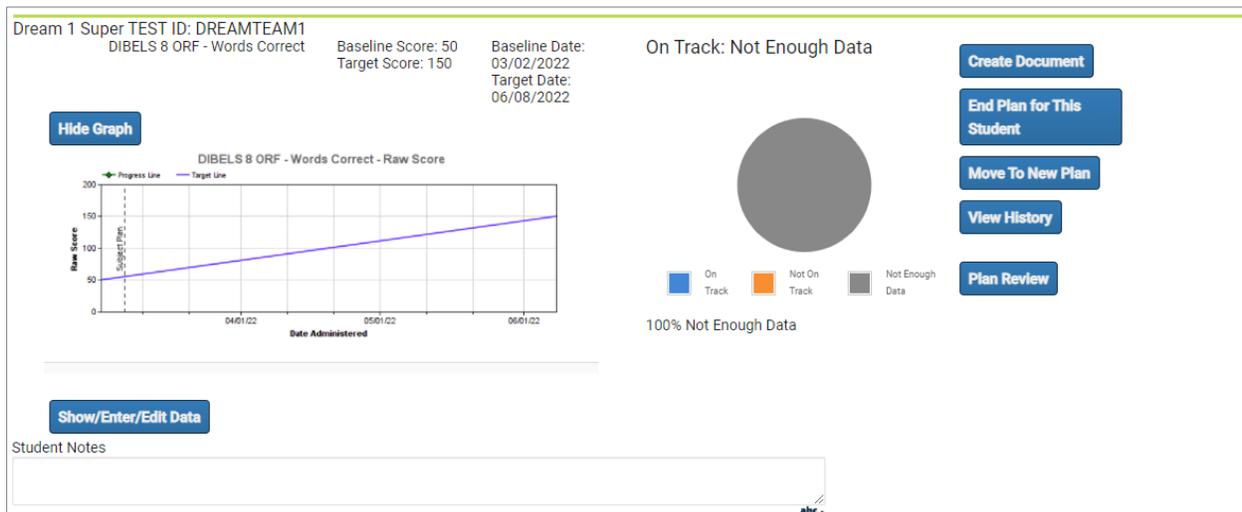
progress monitoring” if the Target Score is not on grade level. Finally, click “Save Changes” to continue.

Student	Baseline Date	Baseline Score	Target Date	Target Score	Off grade level progress monitoring
Dream 1 Super TEST	03/04/2022	89	06/01/2022	150	<input type="checkbox"/>
Dream 2 Super TEST	03/04/2022	80	06/01/2022	150	<input type="checkbox"/>
Dream 3 Super TEST	03/04/2022	85	06/01/2022	120	<input checked="" type="checkbox"/>

After you have clicked “Save Changes” you may get a green notification while the scores are submitted.

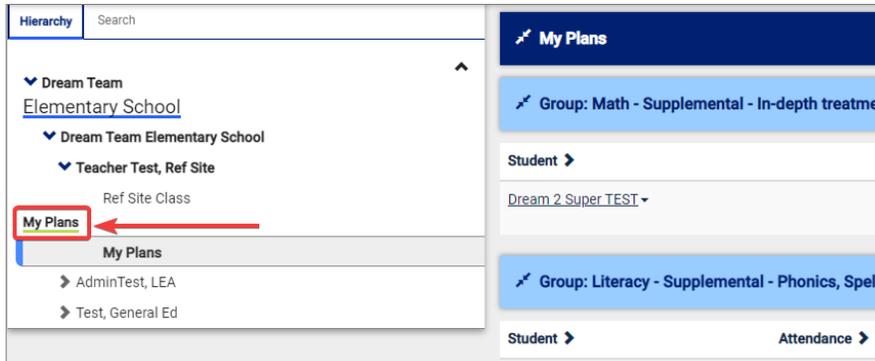


- When you have finished entering Progress Monitoring information, scroll to the bottom of the page and click “Finalize Plan” or “Add SAN” if there is more than one. Wait for a few seconds, and the page will show the active SAN status change to a green box marked **COMPLETE**.
- Repeat steps 7-12 for the second SAN identified (if applicable) by scrolling up to the Plan Start Date field and clicking the tab for the second SAN.
- Once all SANs are completed and marked as COMPLETE, click the “Finalize Plan” button at the bottom of the page to finalize it. Note: the “Finalize Plan” button will not appear until all fields for the plan (Instructional Practices, Intervention, Intervention Start Date, Baseline Date and Score, Target Date and Score, and Progress Monitoring data) are filled out.
- Once the plan is finalized, the plan details and progress logging options appear below the plan details completed in the previous step.

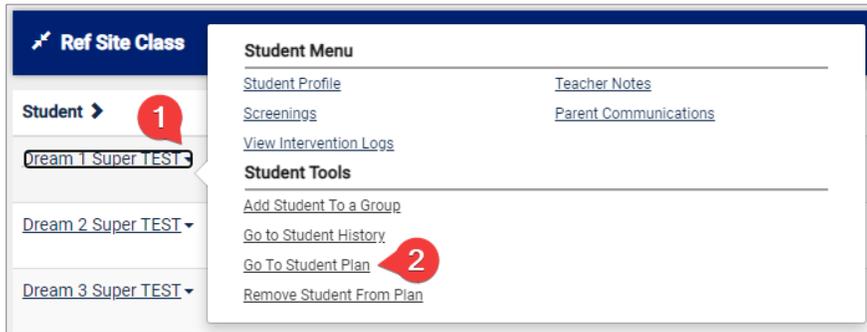


Logging Interventions

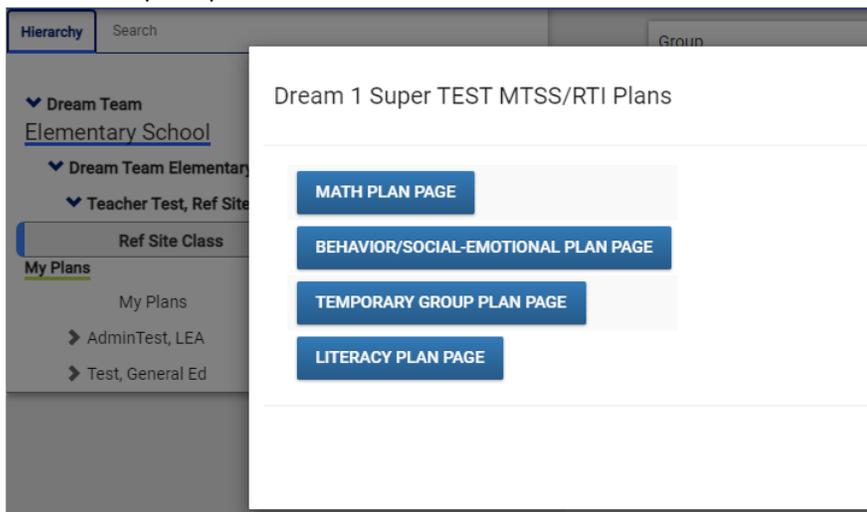
1. From the EWS there are two ways to access a current plan. Users can click on “My Plans” in the Left navigation menu to see all the plans they are associated with. They can select the desired plan in the right navigation pane.



Or the user can click on “Go to Student Plan” from the expansion triangle next to the student’s name.



2. Once the user clicks on “Go To Student Plan” if the student is associated with multiple plans, the user will be prompted to select the desired GAN.



3. After clicking the desired GAN the user will be taken to the plan page. From this page the user can create documents, end the plan, move the students to a new plan, view the history, or begin a plan review. To log interventions for the group, the user may have to scroll up and select the “Log Interventions” button.

Phonics, Spelling, Fluency

Intervention Begin Date*: 03/07/2022 Save Date

Add Help Intervention* Log Interventions

Phonics, Spelling, and Fluency Intervention
 Intervention Description

Frequency*: 3 times per week ▼

Duration*: 15 minute(s) ▼

Person Responsible*: Alexis Test ▼ Test Admin ▼

Group Size*: 3 ▼

Please note that this button will appear for all users but will only function for the user that is listed as the person responsible for delivering the intervention in the Plan.

4. The user is taken to the Intervention Logging Wizard where they may log interventions by filling out the data fields. Data that are required will be highlighted in red until they are completed.

Dream 1 Super TEST

/Plan Info

School: Dream Team Elementary School

Grade: 4

D.O.B: 04/12/2010

Dream 2 Super TEST

Dream 3 Super TEST

Dream 1 Super TEST

New Log Entry Save Clear Form

Intervention Date: Intervention Type:

Duration of Intervention: Hours: Minutes: Group Size:

Intervention(s):

Check All Check None

Phonics, Spelling, and Fluency Intervention

Comments

Save

5. Once all data is entered and the user clicks "Save", a Confirm Log Entry pop-up will appear, asking you to confirm that the data entered is correct. You can also cancel or edit your entry. Click confirm if the entry is correct.

Confirm Log Entry

Dream 1 Super TEST

Intervention Date: 03/01/2022 Intervention Type: Intervention with high priority

Duration of Intervention: 15 Minutes Group Size: 3

Interventions:

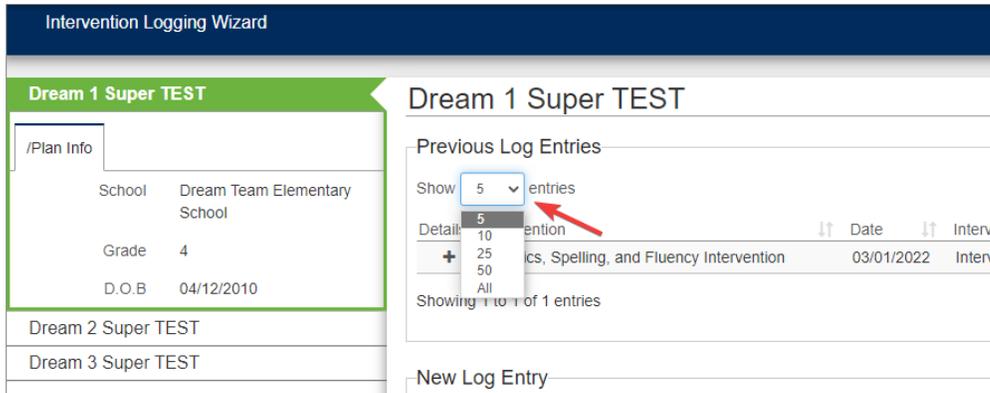
- Phonics, Spelling, and Fluency Intervention 15 Minutes

Comments

Dream 1 Super TEST struggled to sound out simple CVC words today.

Cancel
Edit
Confirm

6. After clicking “Confirm” the user will be taken back to the Intervention Logging Wizard where they may continue to log for the other students in the group.
7. The Intervention logging page will display previous entries. To see more, change the number in the field “Show “X” Entries.



Intervention Logging Wizard

Dream 1 Super TEST

/Plan Info

School	Dream Team Elementary School
Grade	4
D.O.B	04/12/2010

Dream 2 Super TEST

Dream 3 Super TEST

Dream 1 Super TEST

Previous Log Entries

Show 5 entries

Details

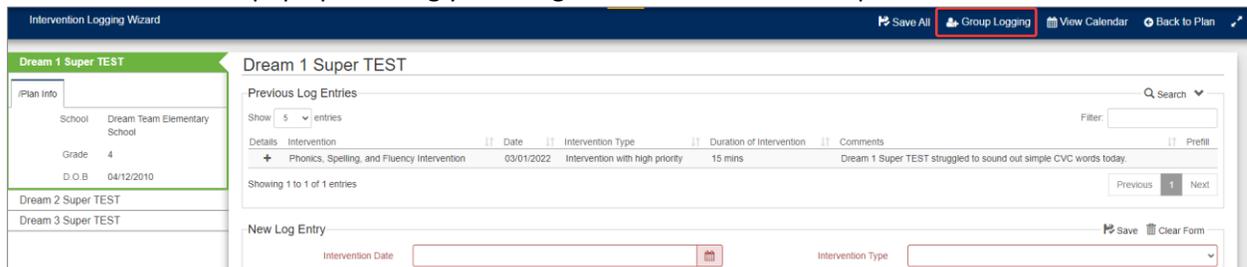
Intervention	Date	Intervention Type
+ Phonics, Spelling, and Fluency Intervention	03/01/2022	Intervention

Showing 1 to 1 of 1 entries

New Log Entry

Group Logging

8. To log interventions for more than one student at a time, click “Group Logging” on the menu bar, and a modal will pop up allowing you to log interventions for a Group.



Intervention Logging Wizard

Save All Group Logging View Calendar Back to Plan

Dream 1 Super TEST

/Plan Info

School	Dream Team Elementary School
Grade	4
D.O.B	04/12/2010

Dream 2 Super TEST

Dream 3 Super TEST

Dream 1 Super TEST

Previous Log Entries

Show 5 entries

Filter: Search

Intervention	Date	Intervention Type	Duration of Intervention	Comments
+ Phonics, Spelling, and Fluency Intervention	03/01/2022	Intervention with high priority	15 mins	Dream 1 Super TEST struggled to sound out simple CVC words today.

Showing 1 to 1 of 1 entries

Previous 1 Next

New Log Entry

Intervention Date

Intervention Type

Save Clear Form

The user will then (1) enter the date the intervention took place, (2) the type of intervention, (3) the duration of the intervention, (4) any comments, (5) check the box for the intervention provided, and (6) click “Apply”.

Select Group Fields X

Intervention Date 1

Intervention Type 2

Duration of Intervention 3

Group Size 4

Comments 4

Intervention(s)

Phonics, Spelling, and Fluency Intervention 5

6

9. From the group logging wizard, once the user clicks “Apply” they will be brought back to the Intervention Logging Wizard where the information they entered in the group logging wizard is populated for each student in the group. The user can scroll down to the bottom of the page and select “Save All”.
10. After clicking “Save All” the user is presented with a pop up to cancel, edit, or confirm the logs. Click “Confirm” to save the logs.

Confirm Log Entry

Dream 1 Super TEST

Intervention Date: 03/04/2022 Intervention Type: Intervention with high priority
 Duration of Intervention: 15 Minutes Group Size: 3

Interventions:

- Phonics, Spelling, and Fluency Intervention 15 Minutes

Comments

Generic comments that apply to all 3 students in the group

Dream 2 Super TEST

Intervention Date: 03/04/2022 Intervention Type: Intervention with high priority
 Duration of Intervention: 15 Minutes Group Size: 3

Interventions:

- Phonics, Spelling, and Fluency Intervention 15 Minutes

Comments

Generic comments that apply to all 3 students in the group

Dream 3 Super TEST

Intervention Date: 03/04/2022 Intervention Type: Intervention with high priority
 Duration of Intervention: 15 Minutes Group Size: 3

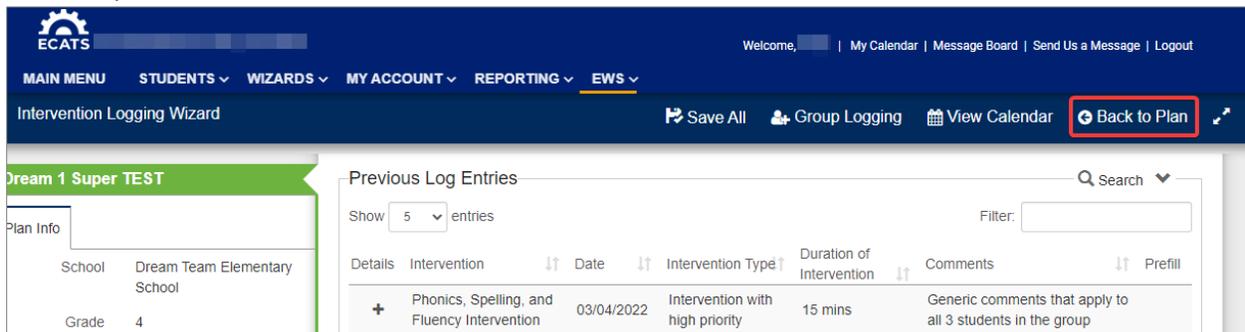
Interventions:

- Phonics, Spelling, and Fluency Intervention 15 Minutes

Comments

Generic comments that apply to all 3 students in the group

11. To return to the Early Warning System view, click on “Back To Plan” or click on Early Warning System in the menu bar.



ECATS Welcome, [User] | My Calendar | Message Board | Send Us a Message | Logout

MAIN MENU STUDENTS WIZARDS MY ACCOUNT REPORTING **EWS**

Intervention Logging Wizard Save All Group Logging View Calendar **Back to Plan**

Dream 1 Super TEST

Plan Info

School	Dream Team Elementary School
Grade	4

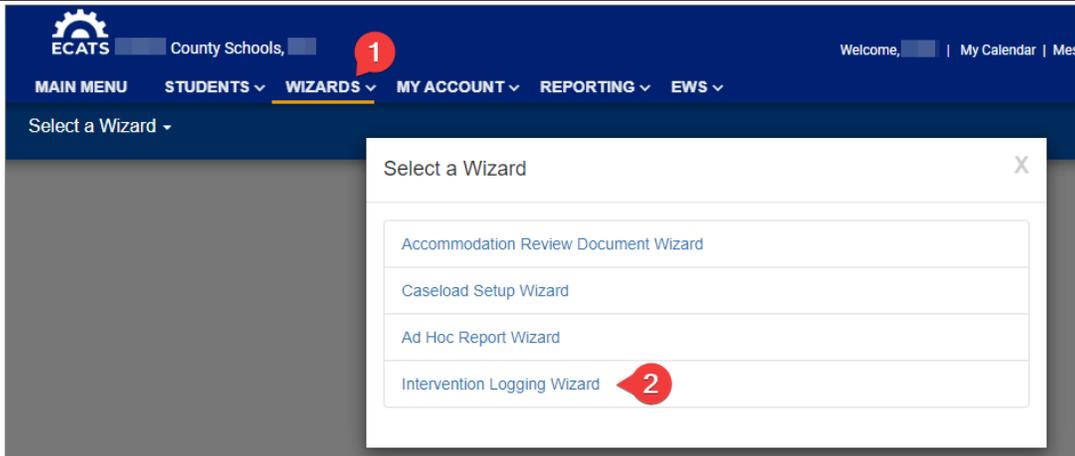
Previous Log Entries

Show 5 entries Filter: []

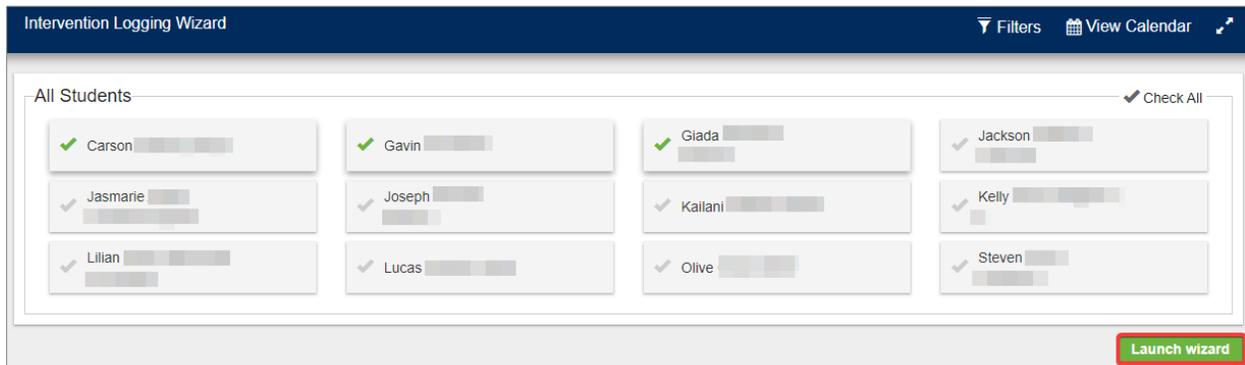
Details	Intervention	Date	Intervention Type	Duration of Intervention	Comments	Prefill
+	Phonics, Spelling, and Fluency Intervention	03/04/2022	Intervention with high priority	15 mins	Generic comments that apply to all 3 students in the group	

Logging Wizard

- Users may also choose to log intervention using the intervention logging wizard. This can be found in the blue navigation menu at the top of the page. Once the user selects (1) “Wizards” from the menu they can select (2) “Intervention Logging Wizard” from the bottom of the pop up menu.



2. After clicking on the wizard, all the students that the user can log interventions for are presented for selection.



3. The user can select the students they wish to log interventions for and then click the “Launch wizard” button. They will be taken to the Intervention Logging Wizard and can follow the Group Logging steps outlined earlier in this manual.

Progress Monitoring

1. Access the plan page as detailed above in the Logging Interventions Section.
2. For each student, you will see the progress monitoring too selected (1), baseline information (2), and progress graph (3). Scroll down to see each individual student in the plan. To enter progress monitoring data, click on the “Show/Enter/Edit Data” button (4).

Madison

1

DIBELS 8 NWF - WRC

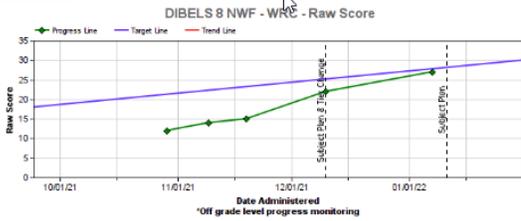
Baseline Score: 18
Target Score: 30

Baseline Date: 09/24/2021
Target Date: 01/31/2022

On Track: Not Enough Data

2

Hide Graph



3



83% Not Enough Data
17% Not On Track

Create Document

End Plan for This Student

Move To New Plan

View History

Plan Review

Show/Enter/Edit Data

4

Student Notes

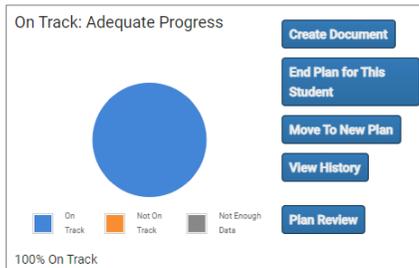


- Enter scores and the corresponding dates in the table and click “Save Scores.” The data entered will add more data points to the graph. A trendline will draw after four (4) data points have been entered, but “On Track” progress will not be calculated until six (6) data points are entered.
- To the right of the graph, you will see several buttons that allow you to perform other actions. These buttons correspond to each individual student, not the whole group. The table below describes the action of each button.

Hide Data

Date	Score	Date	Score
<input type="text"/>	<input type="text"/>	12/21/2021	90
<input type="text"/>	<input type="text"/>	12/10/2021	82
<input type="text"/>	<input type="text"/>	11/30/2021	80
<input type="text"/>	<input type="text"/>	11/12/2021	101
<input type="text"/>	<input type="text"/>	10/29/2021	71
<input type="text"/>	<input type="text"/>	10/15/2021	71

Save Scores



Button	Action
Create Document	Allows users to create the Plan Document.
Exit Plan	This removes the Student from the Plan for the General Area of Need. Student will be reset to the Core Tier. Please ensure the student no longer needs Supplemental or Intensive before exiting from a plan.
Move to New Plan	Allows users to move the student from one plan to another Plan that has already been created. To create a new plan for a different General Area of Need, select the student from the class view and begin the plan process.
View History	Shows pertinent information regarding Plan start date, and Tier modification. A user can also create the MTSS History Document from this page.
Screenings/Observations	Allows users to input Vision, Hearing, Speech/Language and other Observation Data.
Plan Review	Allows users to Review the efficacy of a plan for an individual student.

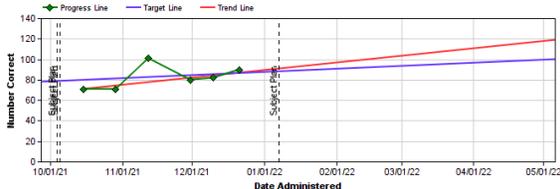
Finalized Plan Actions

The Plan Review allows Intervention Providers to check on the progress and efficacy of a Plan.

- When users click the “Plan Review” button, a modal will appear with four questions.
- Answer the questions for the student selected, not the entire group.
- Select the “Save Plan Review” button to complete the review.

Plan Review

easyCBM Passage Reading Fluency - Number Correct



***Off grade level progress monitoring**

Is the student's trendline indicating they will meet the goal by intervention end date? Yes

Is the student generalizing skills of the intervention to other settings (i.e., general classroom instruction)? Not Enough Information

Are most other students in the same intervention showing a positive response? Yes

Do other measures of student progress (in addition to graphed data) indicate that the student is progressing with the intervention? Yes

RETURN TO PLAN
SAVE PLAN REVIEW

- Based on your answers to the questions, a recommendation will appear under the Plan Review Information on the intervention plan page.

Plan Review Information

Plan Reviewed on: 03/07/2022

Recommendation: Positive Response

Is the student's trendline indicating they will meet the goal by intervention end date? Yes

Is the student generalizing skills of the intervention to other settings (i.e., general classroom instruction)? Yes

Are most other students in the same intervention showing a positive response? Yes

Do other measures of student progress (in addition to graphed data) indicate that the student is progressing with the intervention? Yes

Student Notes

- The date when you performed the Plan Review will also be saved.

Modifying a Plan

- If users wish to modify a plan, scroll down to the bottom of the plan page and click "Modify Plan". This will modify the plan for ALL of the students associated with the plan.

Student

Olive

Modify Plan
End Plan for ALL Students
Return to EWS

- Once the user selects "Modify Plan" they can scroll up to the top of the document and make changes. The following portions of the plan can be changed: Instructional Practice, Intervention, Intervention Frequency/Duration/Provider, and Progress Monitoring tool. Users are not able to modify the area of need or the level of support. If they wish to modify the GAN, SAN, or level of support, a new plan would need to be created.

Phonics, Spelling, Fluency

Intervention Begin Date *: 08/30/2021 Save Date

Add Help Intervention * Log Interventions

Phonics, Spelling, Fluency Test Intervention
Intervention Description
Wilson Foundations

Frequency *: 3 times per week

Duration *: 20 minute(s)

Person Responsible *: Sally Jones
Alexis DPI Administrator

Group Size *: 1

3. Make your changes, and then click “Save” on the bottom of the plan page.

MAIN MENU STUDENTS WIZARDS MY ACCOUNT REPORTING ADMIN EWS

Save Notes

Student
Ethan
Tyriq

Cancel End Plan for ALL Students

Save

Add SAN

Finalize Plan

Return to EWS

4. Click “Finalize Plan” to have the changes take effect.

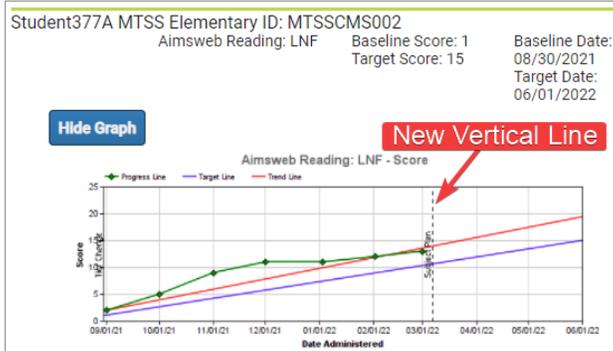
Save

Add SAN

Finalize Plan

Return to EWS

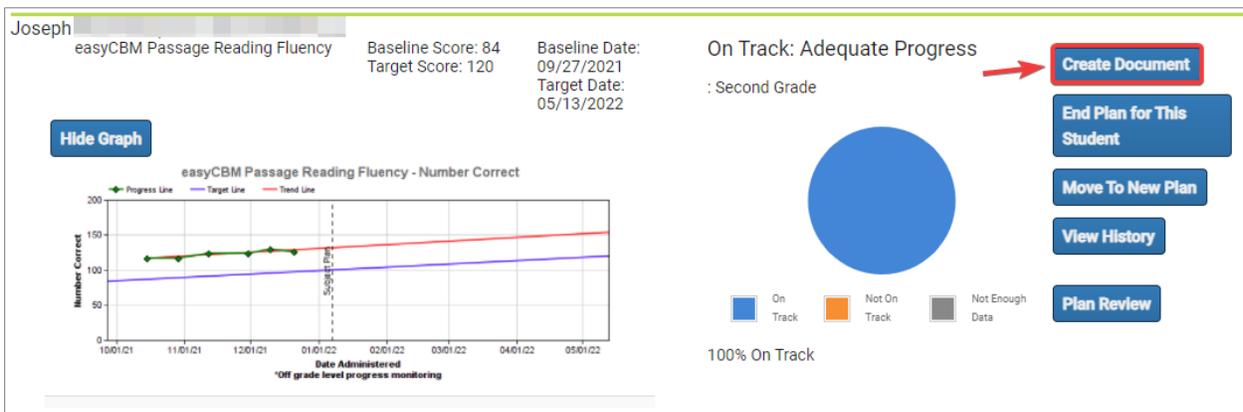
This will effectively make a new plan, as the plan has changed, and a new vertical line will drop on the Progress Monitoring graph.



Creating the Intervention Plan Document

An Intervention Plan Document can be created from the Plan Page. This document will be created as a PDF and can be saved or shared with relevant team members.

1. From the Plan Page, Click on “Create Document” for the student that you need a intervention plan document for.



2. A pop-up window will appear with options to include in the document.

Create Document

Select Plan Components to Print **Select All** **Select None**

If no specific selections are made, then all sections will be printed.

Literacy Phonics, Spelling, Fluency

Math Computational Fluency

Plan Contact for Student?

Team Members for Student Erin Other:

Has the parent/guardian been made aware of the intervention(s) listed?

Are additional changes in intervention plan needed for this individual student?

Describe changes that may be implemented for this student

CANCEL **CREATE DOCUMENT**

- Once you have selected all desired options you can click “Create Document”. The system will generate the document and a green box will appear in the left-hand corner. Click the “Click to Open Document in New Window” button to view the document.

Create Document

Select Plan Components to Print **Select All** **Select None**

If no specific selections are made, then all sections will be printed.

Literacy Math

Phonics, Spelling, Fluency Computational Fluency

Plan Contact for Student?

Team Members for Student Erin Other:

Has the parent/guardian been made aware of the intervention(s) listed?

Are additional changes in intervention plan needed for this individual student?

Describe changes that may be implemented for this student

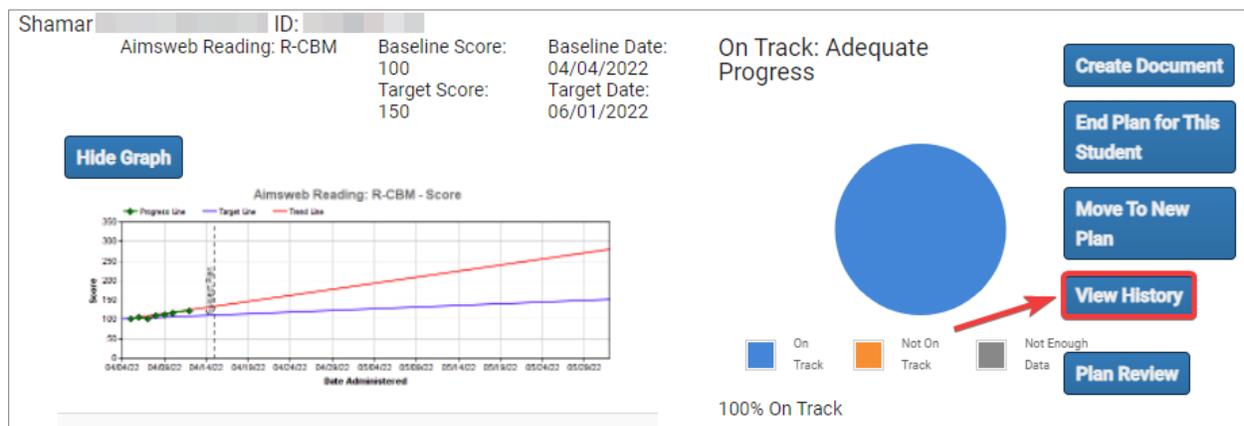
CLICK TO OPEN DOCUMENT IN NEW WINDOW **CANCEL** **CREATE DOCUMENT**

- The system will open a PDF of the document in a new browser window. The document can be printed or saved.
- As with other documents in ECATS, once the Intervention Plan document has been generated, it can be accessed from the individual student’s profile on their “Documents” page.

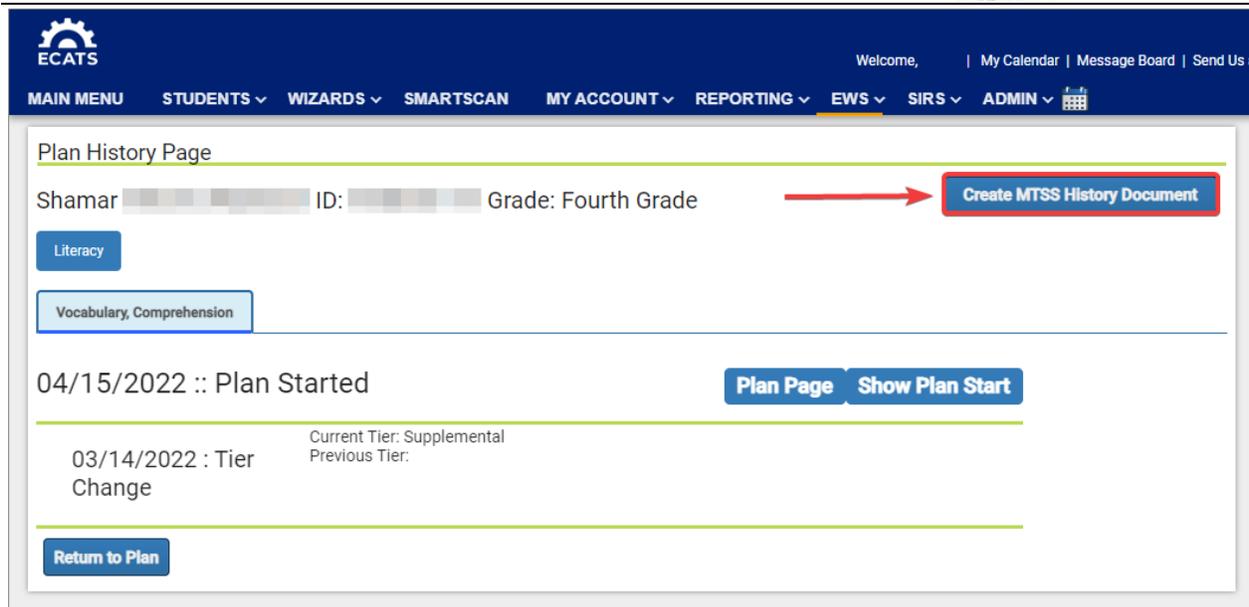
Creating an MTSS History Document

Information about a student's previous intervention plans can be found in the MTSS Student History document at any time.

- To generate a history document, go to the student's finalized intervention plan page and click the “View History” button.



- You will see the Plan History Page for this student. From this page you can see a summary of intervention plans and can go to each plans page. To create the history document, click on the “Create MTSS History Document” button in the top right-hand corner.



Plan History Page

Shamar ID: Grade: Fourth Grade → **Create MTSS History Document**

Literacy

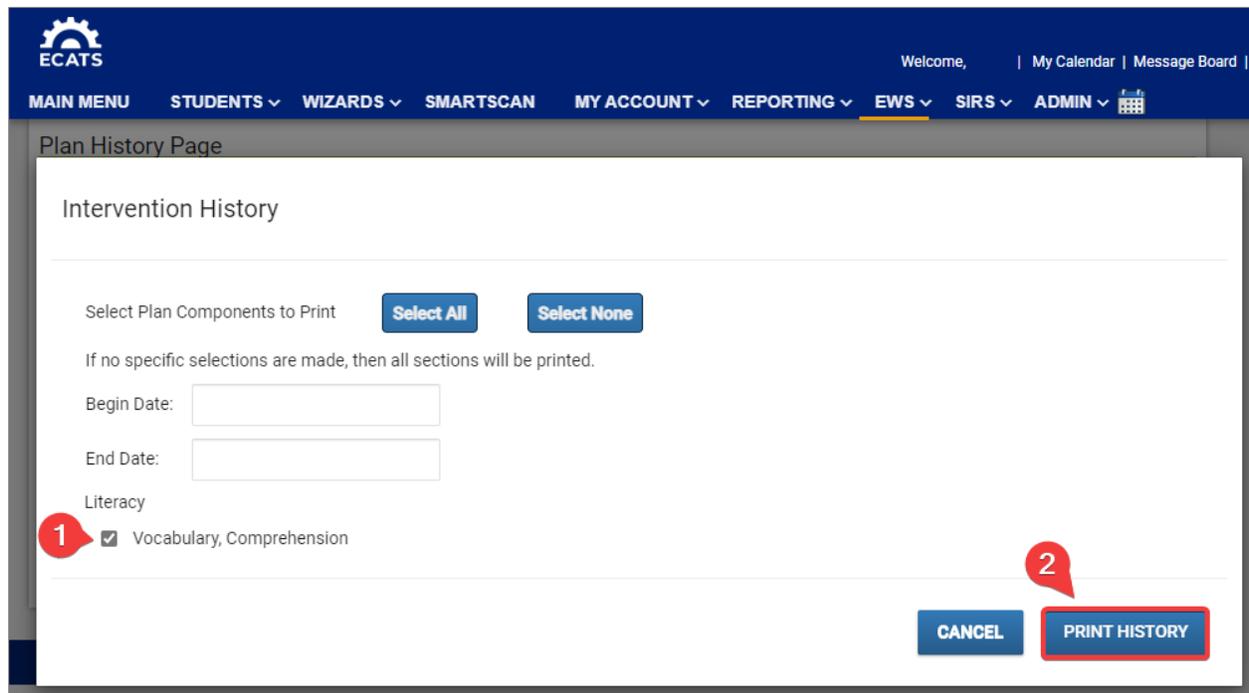
Vocabulary, Comprehension

04/15/2022 :: Plan Started **Plan Page Show Plan Start**

03/14/2022 : Tier Change
Current Tier: Supplemental
Previous Tier:

Return to Plan

3. You will see the Intervention History page. On this page select the components of the plan to print (1), and if desired you can enter the dates you want included in the history document. You can leave the date boxes blank if you want to include the students entire MTSS history. Once you have made your selections you can click the “Print History” button (2) at the bottom right.



Plan History Page

Intervention History

Select Plan Components to Print **Select All Select None**

If no specific selections are made, then all sections will be printed.

Begin Date:

End Date:

Literacy

1 Vocabulary, Comprehension

2 **CANCEL PRINT HISTORY**

4. After clicking the “Print History” button, the system will open a PDF of the document in a new browser window. The document can be printed or saved.

MTSS Plan History

Student: Shamar [REDACTED] DOB: [REDACTED] Student ID #: [REDACTED]	Grade: Fourth Grade School: [REDACTED] Elementary School Telephone: [REDACTED]
--	---

General Area of Need: Literacy
Plan Started - 04/15/2022 to 06/01/2022
Tier: Supplemental
Specific Area(s) of Need: Vocabulary, Comprehension

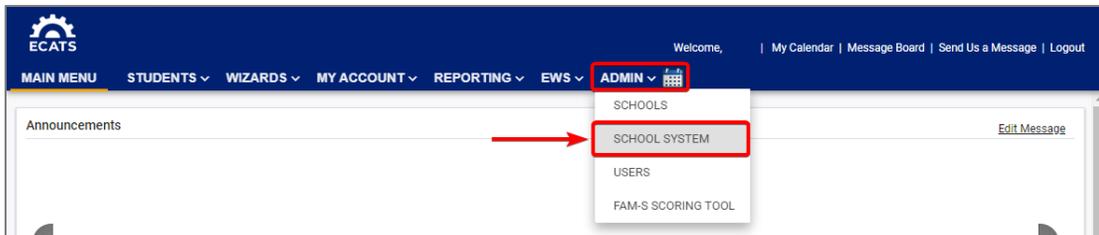
Explanation of Plan: Recent analysis of your student's performance data indicates a need for additional support. This Intervention Plan outlines the supports that will be provided. You are encouraged to contact your child's teacher at [REDACTED] to further discuss this plan.

- As with other documents in ECATS, once the MTSS Plan History document has been generated, it can be accessed from the individual student's profile on their "Documents" page.

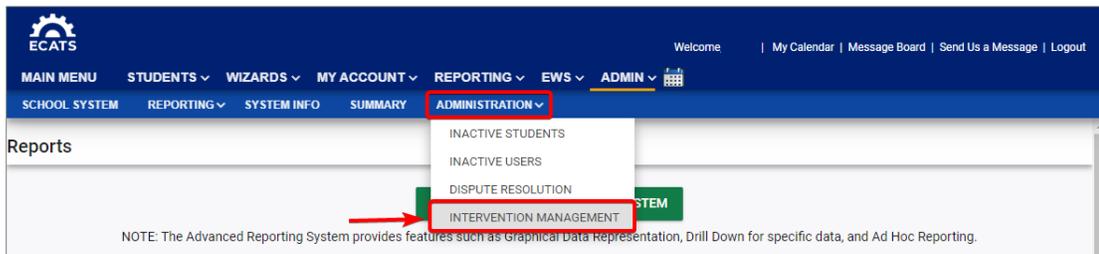
Intervention List Management

Certain user types can manage the lists of interventions that are available in ECATS. For a description of which user types that have access to this feature, please refer to the ECATS User Type Permissions Spreadsheet. Information on how to access the user type permission document can be found in the User Types section. These lists of interventions are no longer managed through submitting a Zendesk ticket to PCG but can be managed locally. The following steps outline how to manage the interventions lists.

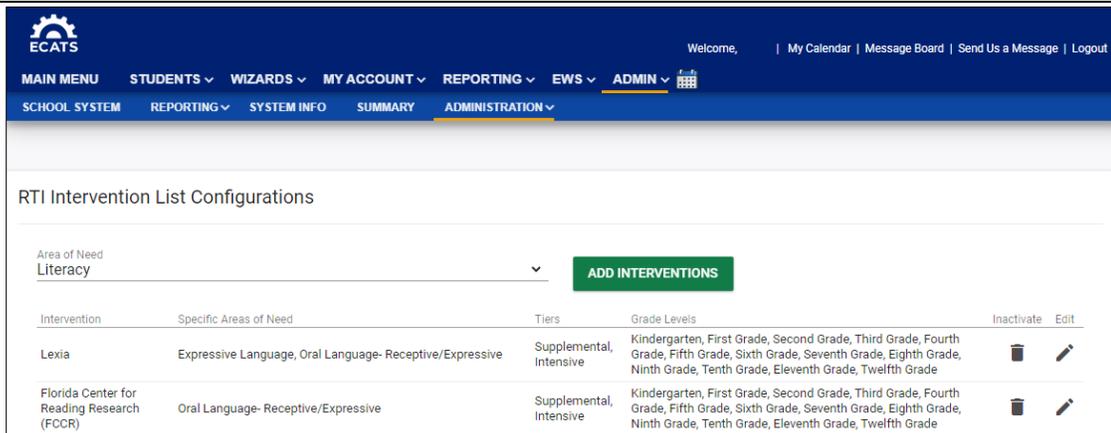
- Navigate to the Intervention Management page by first hovering over the "ADMIN" menu and then selecting "SCHOOL SYSTEM".



- Hover over the "ADMINISTRATION" menu and select "INTERVENTION MANAGEMENT".



- This will take you to the Intervention List Configurations page.



ECATS

Welcome, | My Calendar | Message Board | Send Us a Message | Logout

MAIN MENU STUDENTS WIZARDS MY ACCOUNT REPORTING EWS ADMIN

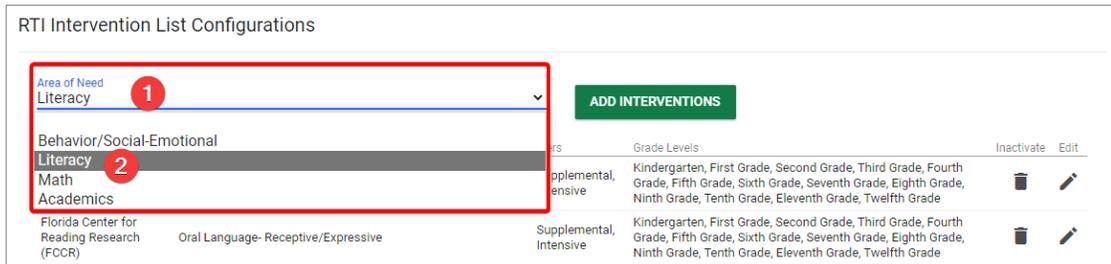
SCHOOL SYSTEM REPORTING SYSTEM INFO SUMMARY ADMINISTRATION

RTI Intervention List Configurations

Area of Need: Literacy ADD INTERVENTIONS

Intervention	Specific Areas of Need	Tiers	Grade Levels	Inactivate	Edit
Lexia	Expressive Language, Oral Language- Receptive/Expressive	Supplemental, Intensive	Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade, Ninth Grade, Tenth Grade, Eleventh Grade, Twelfth Grade		
Florida Center for Reading Research (FCCR)	Oral Language- Receptive/Expressive	Supplemental, Intensive	Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade, Ninth Grade, Tenth Grade, Eleventh Grade, Twelfth Grade		

- From this page, the user can select the Area of Need (GAN) by clicking the area of need (1) and selecting the GAN they wish to edit (2).

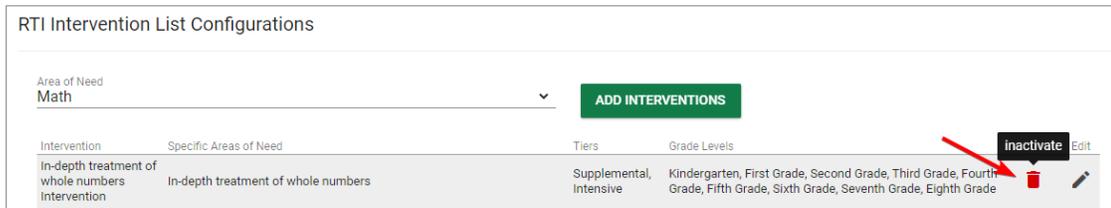


RTI Intervention List Configurations

Area of Need: Literacy ADD INTERVENTIONS

Intervention	Specific Areas of Need	Tiers	Grade Levels	Inactivate	Edit
In-depth treatment of whole numbers Intervention	In-depth treatment of whole numbers	Supplemental, Intensive	Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade, Ninth Grade, Tenth Grade, Eleventh Grade, Twelfth Grade		
Florida Center for Reading Research (FCCR)	Oral Language- Receptive/Expressive	Supplemental, Intensive	Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade, Ninth Grade, Tenth Grade, Eleventh Grade, Twelfth Grade		

- The user can click on the garbage can icon to inactivate the intervention from the list.

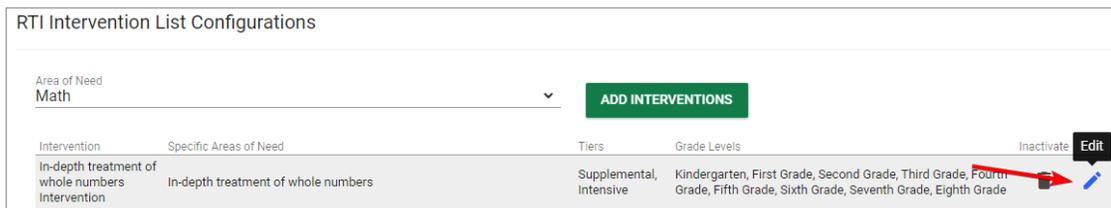


RTI Intervention List Configurations

Area of Need: Math ADD INTERVENTIONS

Intervention	Specific Areas of Need	Tiers	Grade Levels	Inactivate	Edit
In-depth treatment of whole numbers Intervention	In-depth treatment of whole numbers	Supplemental, Intensive	Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade		

- The user can click on the pencil icon to edit the intervention.



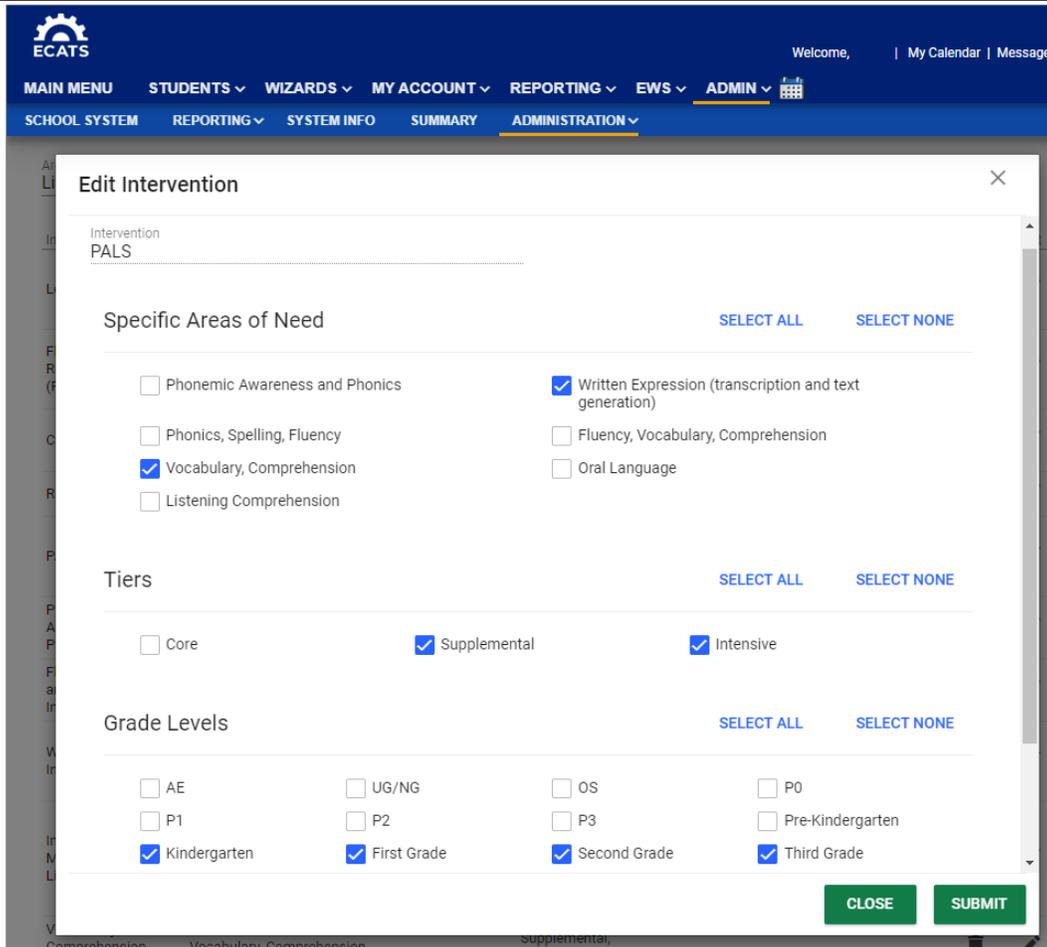
RTI Intervention List Configurations

Area of Need: Math ADD INTERVENTIONS

Intervention	Specific Areas of Need	Tiers	Grade Levels	Inactivate	Edit
In-depth treatment of whole numbers Intervention	In-depth treatment of whole numbers	Supplemental, Intensive	Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade		

Editing An Existing Intervention

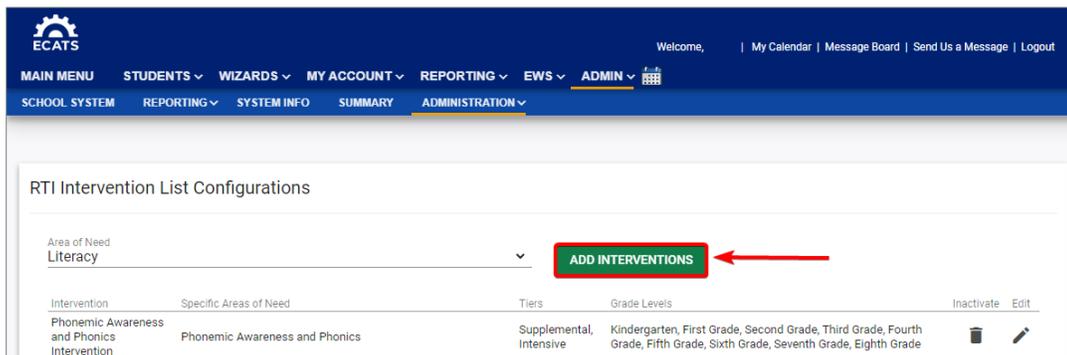
- After the user has selected the pencil icon , the user will be presented with the Edit Intervention Page as shown below.



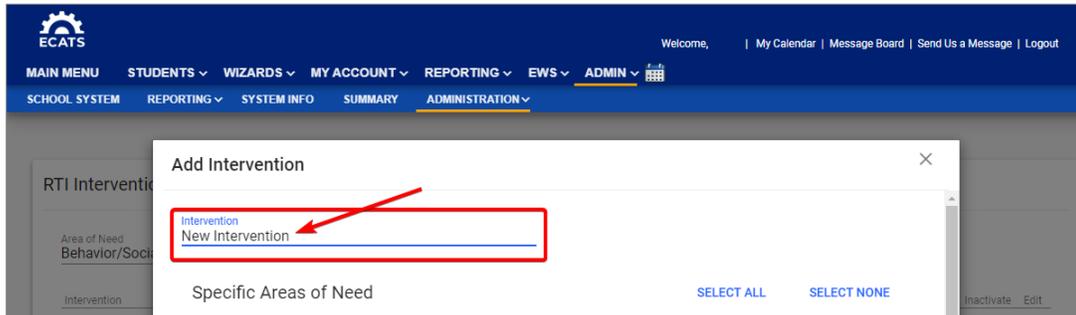
2. The user can edit the Specific Areas of Need, associated Tiers, and Grade Levels by selecting or deselecting the checkboxes on the screen.
3. Once they have made their selections the user will click the “SUBMIT” button to save the changes. If the user does not want to save their changes, they can click the “CLOSE” button.

Adding A New Intervention

1. From the Intervention List Configuration page, the user can click the “ADD INTERVENTIONS” button to begin the process of adding a new intervention to the list. Make sure you have selected the desired GAN prior to clicking on the ADD INTERVENTIONS button.

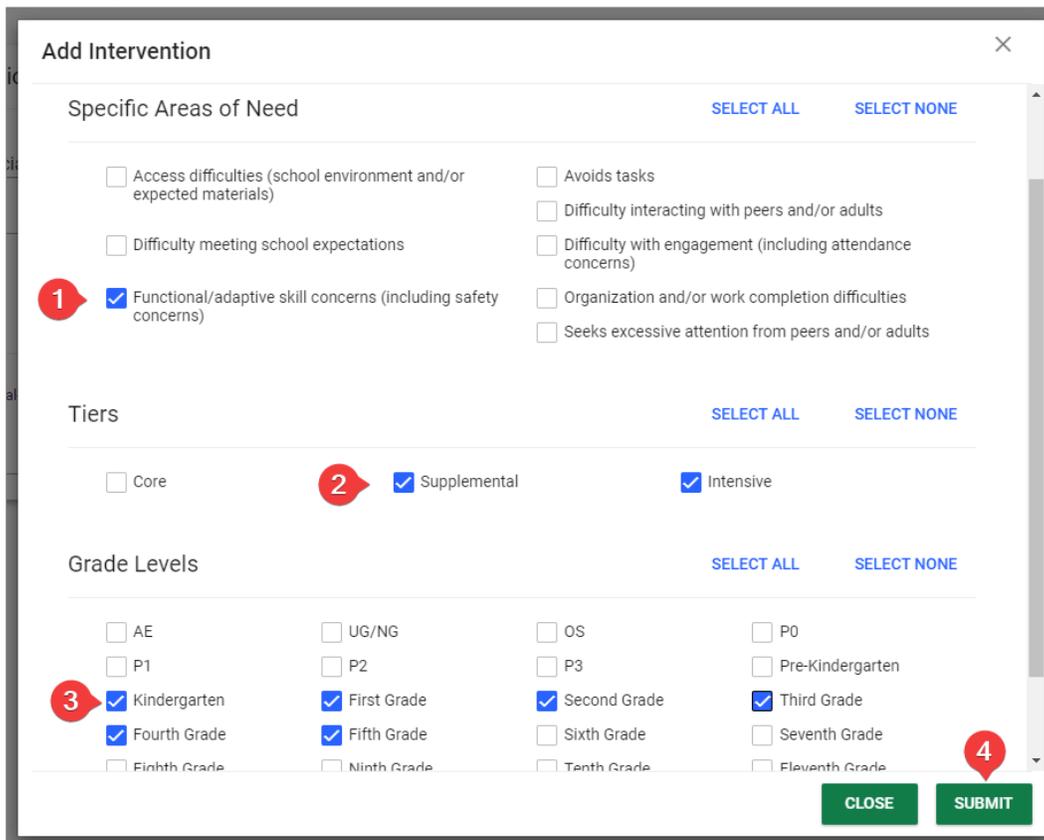


- The user will be presented with the Add Intervention page. Items that are required will be indicated in red until they are completed. The user will enter the name of the intervention at the top of the page, highlighted in the screenshot below



The screenshot shows the 'Add Intervention' form in the ECATS system. The 'Intervention' field is highlighted with a red box and a red arrow pointing to it. The field contains the text 'New Intervention'. Below the field, there are 'SELECT ALL' and 'SELECT NONE' buttons. The form is titled 'Add Intervention' and has a close button (X) in the top right corner.

- The user can next select the applicable Specific Areas of Need (1), applicable Tiers (2), and Grade Levels (3). Once they have made all desired selections, the user should click the “SUBMIT” button (4).



The screenshot shows the 'Add Intervention' form with the following selections:

- Specific Areas of Need:** Functional/adaptive skill concerns (including safety concerns) (1)
- Tiers:** Supplemental (2) and Intensive
- Grade Levels:** Kindergarten (3), First Grade, Second Grade, and Third Grade

At the bottom right, there are 'CLOSE' and 'SUBMIT' buttons (4).

- After clicking “SUBMIT” the user should see the newly added intervention in the list of interventions.

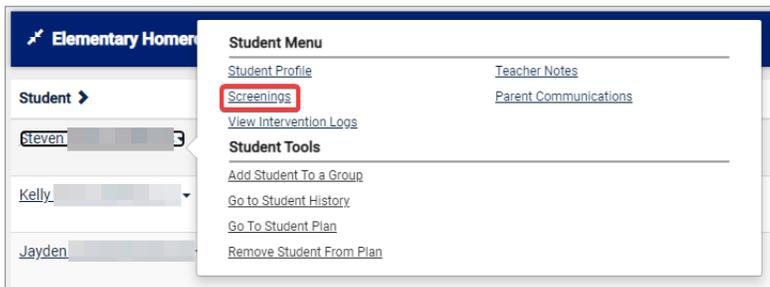
RTI Intervention List Configurations

Area of Need
Behavior/Social-Emotional ADD INTERVENTIONS

Intervention	Specific Areas of Need	Tiers	Grade Levels	Inactivate	Edit
New Intervention	Functional/adaptive skill concerns (including safety concerns)	Supplemental, Intensive	Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade		
Intervention Management	Access difficulties (school environment and/or expected materials), Avoids tasks, Difficulty interacting with peers and/or adults, Difficulty meeting school expectations, Difficulty with engagement (including attendance concerns),	Supplemental,	AE, UG/NG, OS, P0, P1, P2, P3, Pre-Kindergarten, Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade,		

Screenings and Observations

- The Screenings and Observations tool is accessible from the EWS. To access the tool from the EWS, click on the downward arrow next to the student's name. Then, click on Screenings.



The screenshot shows a sidebar with a 'Student' dropdown menu. The dropdown is open, showing a list of student names: Steven, Kelly, and Jayden. A 'Student Menu' is overlaid on the right, containing links for 'Student Profile', 'Teacher Notes', 'Screenings' (highlighted with a red box), 'Parent Communications', 'View Intervention Logs', and 'Student Tools'. Under 'Student Tools', there are links for 'Add Student To a Group', 'Go to Student History', 'Go To Student Plan', and 'Remove Student From Plan'.

- Within this page the user can add hearing, vision, and speech/language screening information, as well as illness/hospitalization information and observations (1). Click the + button to expand the tables, and then click the add screening button and enter the screening information. *Note:* These are existing data only. Consent must be obtained prior to entering this information if not currently available because of mass screening - grade level or school wide screening activities.

Health/Medical Screening Dream 1 Super TEST - DREAMTEAM1 | 04/12/2010
Dream Team Elementary School | TST 3

Hearing Screening ADD HEARING SCREENING

Vision Screening ADD VISION SCREENING

Illness/Hospitalizations ADD ILLNESS/HOSPITALIZATION

Speech/Language Screenings ADD SPEECH/LANGUAGE SCREENING

Observations ADD OBSERVATION

SAVE

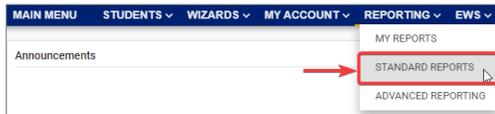
Click the “Save” button (2) to save information added on the page. [Standard Reports](#)

The “Reporting” tab along the top blue menu allows you to run reports, view your reports and create new reports. The type of account that you have will affect the reports that you have access to.

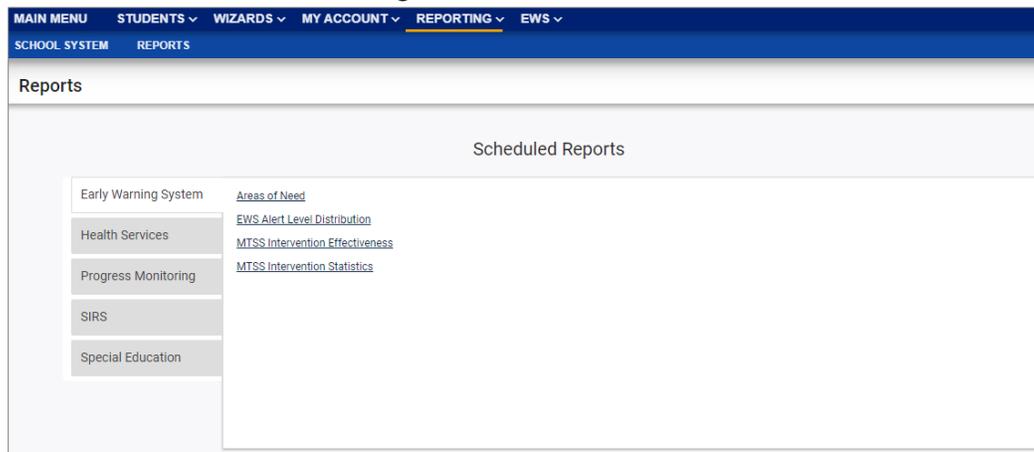


Running a Standard Report:

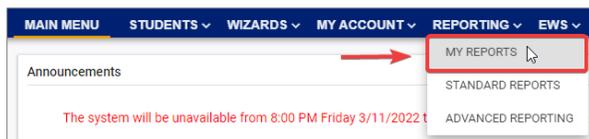
1. From the Main Menu – Click on the “Reporting” tab.
2. Select “Standard Reports” from the drop-down menu.



3. You will see a section for Scheduled Reports. Choose the appropriate tab “Early Warning System” and click on the hyperlink for the desired report to run it. A table describing the standard EWS reports is included at the end of this section. When the report is complete you will receive an email notification. The time required to generate a report is reflective of the amount of data returned and how many other reports are already scheduled to run. Reports with very large amounts of data will run at midnight.



4. After a report has been run you will receive an email letting you know that the report is available. You can find the results by navigating to the “My Reports” link under the “Reporting” tab.



5. Click on the hyperlink to view the report.

Report	Date Created	Created By
Projected/Missed Eligibility Meetings (xls)	03/07/2022	Bill DiPietro
504 Accommodations (xls)	03/07/2022	Chelsea Bridges

EWS Standard Reports Descriptions

Report Name	Description
Areas of Need	A list of students who have an intervention plan – includes school name, grade, GAN, SAN, intervention plan date and tier.
EWS Alert Level Distribution	This report shows the number of students in each alert level for the selected EWS column and group of students. Additionally, it shows the breakdown in each alert level, of whether the plan has been put in place for each student, that each student has a plan, and whether the plan is on track. The group of students will be controlled by reporting filters. Only students with an EWS alert will be included (student with “no data” will be excluded from the group). For a selected group of students that are all members of the same school, a school and district comparison will be shown. If a school is selected the graph will show a district comparison
MTSS Intervention Effectiveness	This report shows the effectiveness of an intervention using percent “On-Track” as the metric. It looks at all plans over a specified data range and computes the percentage of plans that are “On-Track” excluding plans with not enough data. This report is run from a district level.
MTSS Intervention Statistics	This report provides the number of times an intervention has been placed on a plan, and the breakdown of the plan by status: On-Track, Not on Track, and Not Enough Data. Additionally, this report allows users to calculate the average time required for the student to reach On-Track status for a single intervention provider, compared to his or her school, and the entire district.
Support Level Distribution and On-Track Status	This report will show the distribution of students in each support level (supplemental or intensive) for each general area of need as a percent of the total number of students. The distribution will also show the percentage of supplemental and intensive students that have an on-track status.

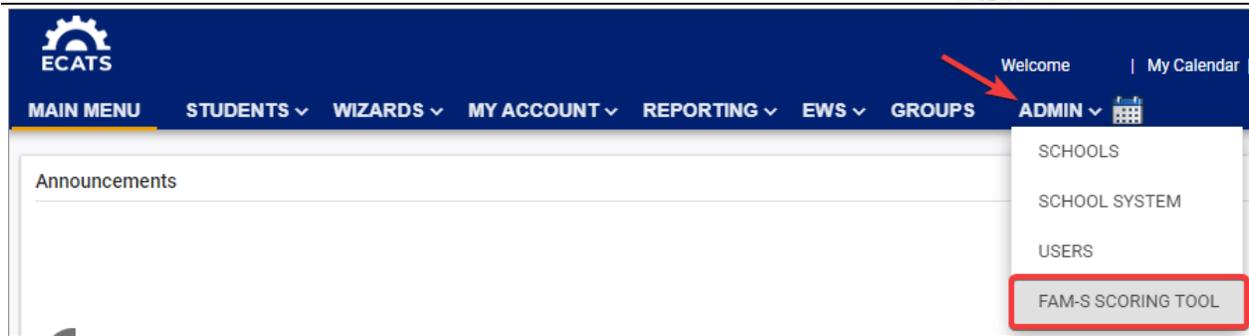
[FAM Data Entry and Reporting](#)

A video demonstrating the process for completing the FAM-S scoring tool can be found [here](#) in the ECATS Training Video Suite.

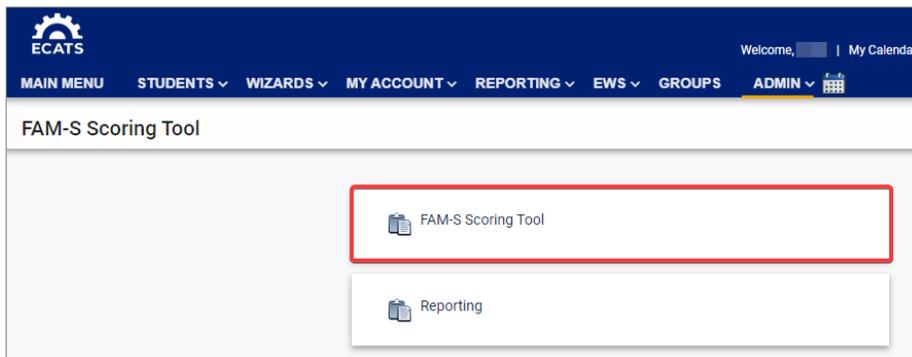
[FAM-S Scoring Tool](#)

The Facilitated Assessment of MTSS – School Level scoring tool, is a scoring platform available to FAM-S facilitators for scoring and reporting the FAM-S through the ECATS platform. For more information about the FAM-S, visit the NC Department of Public Instruction’s [FAM-S page](#) or the [ECATS MTSS site](#).

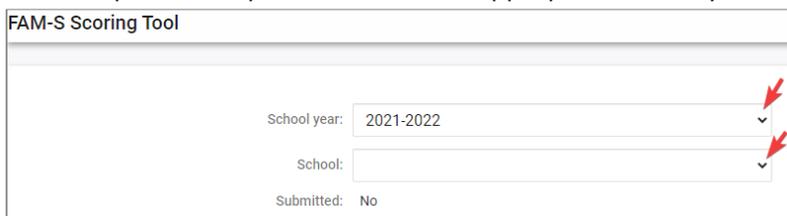
1. To navigate to the FAM-S Scoring Tool page, users will log in to ECATS and find the “ADMIN” tab in the dark blue ECATS Main Menu bar. From the “ADMIN” dropdown, select “FAM-S Scoring Tool.”



2. From here, users can navigate to the scoring tool itself or the reporting feature. Start with the FAM-S Scoring Tool button.

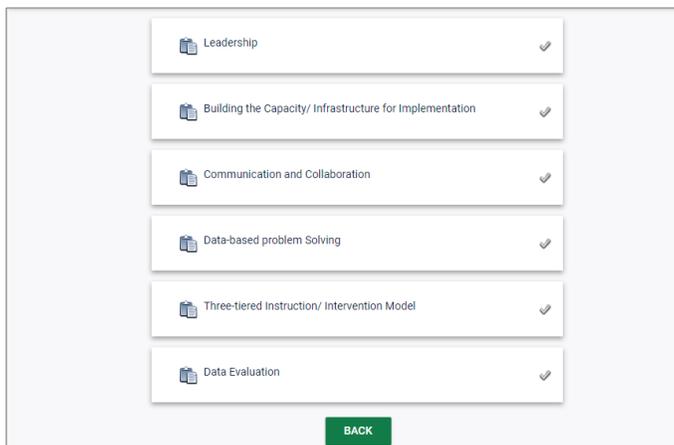


3. In the respective dropdowns, select the appropriate school year and school name.



The screenshot shows the 'FAM-S Scoring Tool' form. It has two dropdown menus: 'School year:' with the value '2021-2022' and 'School:'. Both dropdown menus have red arrows pointing to their respective selection points. Below the dropdowns, it says 'Submitted: No'.

4. The FAM-S includes items organized in 6 critical components. Individual components can be selected and completed in any order.



- When users click on a component, they will see a list of items related to the critical component they have selected.

School Year: 2020-2021
 School: Training School

Critical Component: Leadership

Item	Description	Not Implementing	Emerging/Developing	Operationalizing	Optimizing
1	The principal is actively involved in and facilitates MTSS implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	A leadership team is established that includes 5-7 members, has cross-disciplinary representation, and is responsible for facilitating MTSS implementation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	A linked teaming structure exist that facilitates the implementation of a multi-tiered system of support for attendance, behavior, social-emotional, and academic support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	The leadership team ensures staff are actively engaged in ongoing professional development and coaching necessary to support MTSS implementation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	A plan for MTSS implantation is developed and aligned with or part of the school improvement plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	The leadership team is actively facilitation implementation of MTSS apart of their school improvement planning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BACK
SAVE & CONTINUE >>
SAVE AND EXIT

- The FAM-S facilitator will read each question and select the radio button that corresponds to the rubric description which best describes the answer for the school. Each option carries a value that is used to calculate the overall FAM-S score.
 - Not Implementing = value of 0
 - Emerging/Developing = value of 1
 - Operationalizing = value of 2
 - Optimizing = value of 3
- After completing all items on the page, users may select “SAVE AND CONTINUE” to navigate to the next critical component. If leaving the FAM-S scoring tool, select “SAVE AND EXIT” or “BACK” to navigate back to the FAM-S landing page.
- Once all items in each of the critical component areas has been completed, users may “REVIEW ENTRIES” or “SUBMIT” using the green buttons at the bottom of the page.

BACK
SAVE AND EXIT
REVIEW ENTRIES
SUBMIT

- “REVIEW ENTRIES” will take the user to a non-editable page where they can see all items and responses for each critical component on a single page. The “BACK TO COMPONENT” button will allow users to edit any responses. “SUBMIT” will formally submit the selected scores which will be made viewable at the district level, and the “Submitted” status on the landing page will read “Yes.”

MAIN MENU STUDENTS WIZARDS MY ACCOUNT REPORTING EWS GROUPS ADMIN

FAM-S Scoring Tool

School year: 2021-2022

School: Elementary

Submitted: Yes

Leadership

FAM-S Reporting

- To access the reporting feature for the FAM-S Scoring Tool, again find ADMIN in the dark blue menu bar, and select FAM-S Scoring Tool from the dropdown. Then, select "Reporting."

ECATS Welcome, | My Calendar

MAIN MENU STUDENTS WIZARDS MY ACCOUNT REPORTING EWS GROUPS ADMIN

FAM-S Scoring Tool

FAM-S Scoring Tool

Reporting

- On this page, there are several report options to choose from, some of which depend on whether the tool is being completed at the school-level or LEA-level. Select the checkbox for the school year and the radio button of the report you wish to generate. "PRINT REPORT RESULTS" will open a PDF, while "EXPORT REPORT RESULTS" generates an Excel sheet. The "FAM-S Raw Data District Level" report can only be viewed as an Excel sheet.

Reporting

2019-2020
 2020-2021
 2021-2022

CHECK ALL CHECK NONE

School: (No items available)

Export XLS or PDF Report:
 FAM-S Scoring Summary- School Level
 FAM-S Item Summary- School Level

PRINT REPORT RESULTS EXPORT REPORT RESULTS

Generate Report: FAM-S Raw Data District Level (xls)

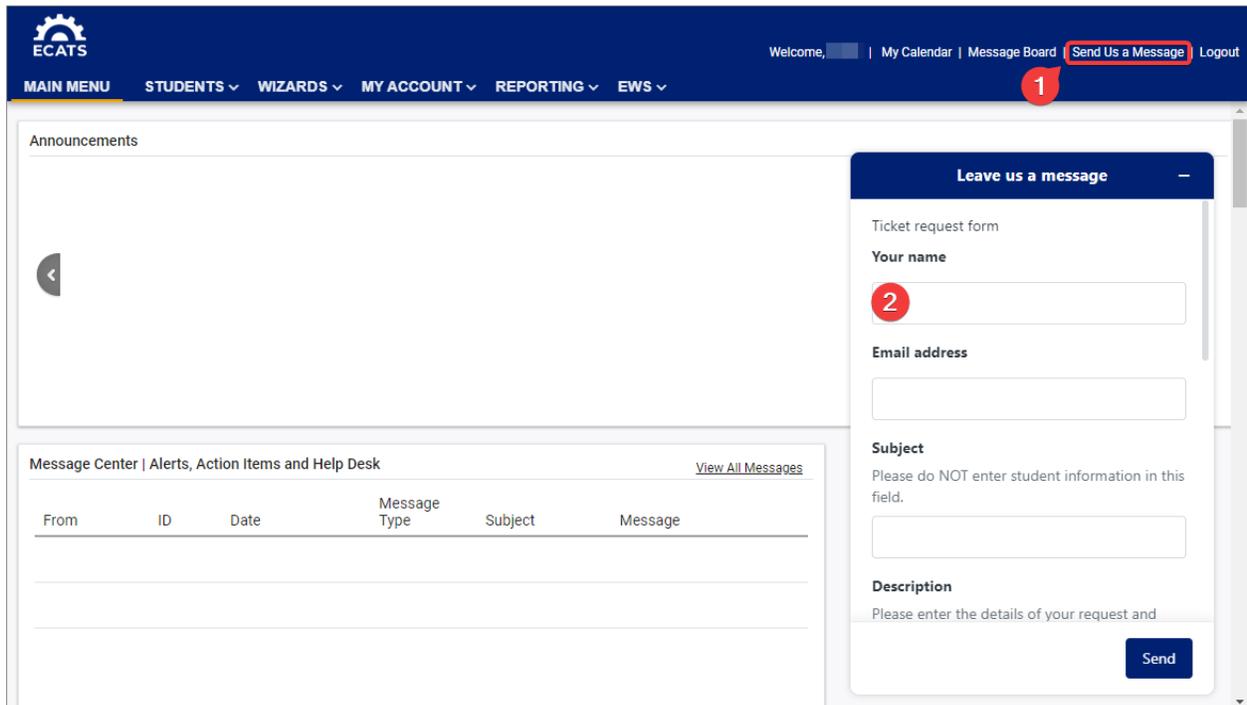
BACK

FAM-S Report Descriptions

Report Name	Description
FAM-S Scoring Summary – School Level	This report generates a table with the implementation percentage for each critical component, and an overall implementation percentage. This report also generates a bar graph.
FAM-S Item Summary – School Level	This report displays the full text of each question by critical component and the rating description.
FAM-S Raw Data – District Level	This report lists each school as a separate row and their ratings for each item. This report can only be opened as an Excel sheet, and users must select the school year and school name criteria they wish to see in the report. Users can also schedule the report to auto-generate at specific intervals using the scheduling box at the bottom of the page.

Questions/Issues/Suggestions

- To inform the Helpdesk of any issue, you can use the ‘*Send Us a Message*’ link (1) on the ECATS Main Menu page. This will prompt a web form to open that you may use to submit a ticket (2). The following User Types are able to send messages: LEA Administrator 4 and LEA Data Manager.



The screenshot shows the ECATS user interface. At the top, there is a navigation bar with the ECATS logo on the left and user information on the right, including 'Welcome, [user]', 'My Calendar', 'Message Board', 'Send Us a Message' (highlighted with a red circle and number 1), and 'Logout'. Below the navigation bar is a main menu with options: MAIN MENU, STUDENTS, WIZARDS, MY ACCOUNT, REPORTING, and EWS. The main content area is divided into two sections. On the left, there is an 'Announcements' section with a back arrow. On the right, there is a 'Leave us a message' form (highlighted with a red circle and number 2) with the following fields: 'Your name' (with a red circle and number 2), 'Email address', 'Subject' (with a note: 'Please do NOT enter student information in this field.'), and 'Description' (with a note: 'Please enter the details of your request and'). A 'Send' button is located at the bottom right of the form. Below the form, there is a 'Message Center | Alerts, Action Items and Help Desk' section with a 'View All Messages' link and a table with columns: From, ID, Date, Message Type, Subject, and Message.

- The user will be prompted to enter the following ticket fields:
 - Your name** – This will auto populate with your name
 - Email address** – This will auto populate with the email set on your ECATS profile – IMPORTANT: this should NOT be changed when submitting a ticket.
 - Subject** - Enter a subject line (*required)

- **Description** – Describe your question/issue (*required)
 - **Module** – Select the module that relates to your ticket – Special Education, Service Documentation, MTSS, etc. (*required)
 - **Student** – Enter in a student name, student ID etc., if applicable
 - **Page Title** – Indicate the page related to your question/issue
 - **Attachment** – Upload attachments to help explain your issue/question
3. Once the Helpdesk responds to your message, you will receive an e-mail (to the address listed within your ECATS profile) informing you that you have a new message. All messages and responses are sent internally within the system.

Reviewing previously submitted tickets

1. Users can access previously submitted tickets and alerts by logging into ECATS and selecting the “Message Board” link.



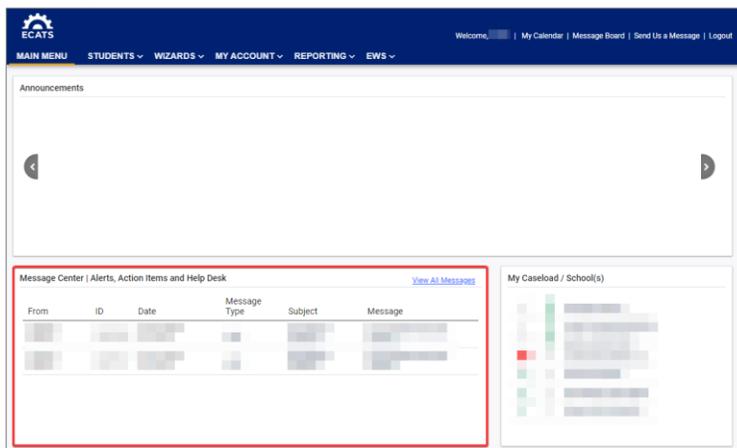
2. The user will be presented with a table of messages and alerts that have been received. The user can click on any of the underlined text to view the message. Once you have read all new messages, you will no longer see the ‘New Mail’ icon on your Main Menu screen.

New Messages							
From	ID	Domain	Date	Message Type	Subject	Message	Age (hr:min)
Help Desk	2708961	General	01/26/2022 09:36:00	Caseload Change	Students Removed from Caseload	The following Students were re...	41 days, 4 hr
Help Desk	2636042	General	12/18/2021 08:56:00	Caseload Change	Students Added to Caseload	The following Students were ad...	80 days, 5 hr

You Have No Previous Messages

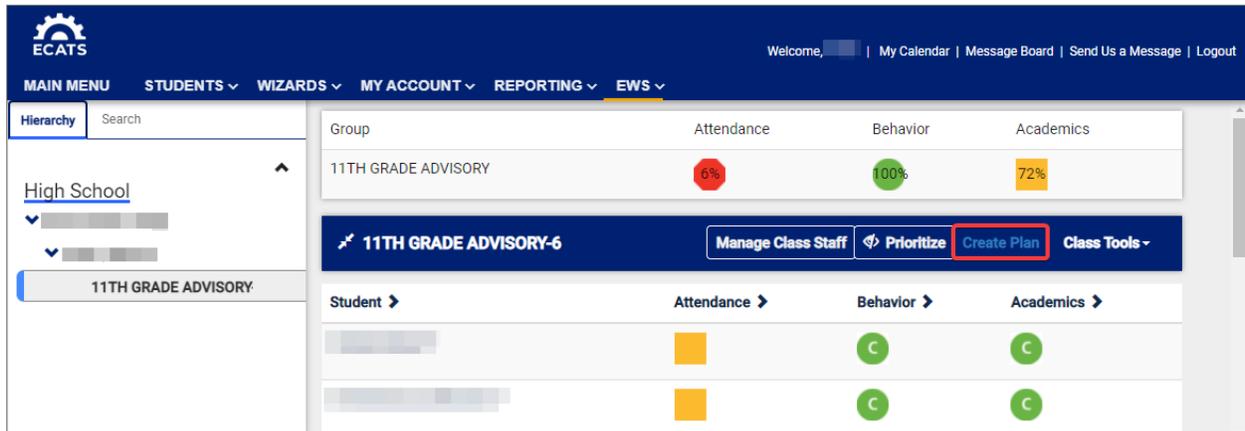
[SEARCH MESSAGES](#)

3. Messages can also be viewed from the Main Menu in the Message Center Widget.



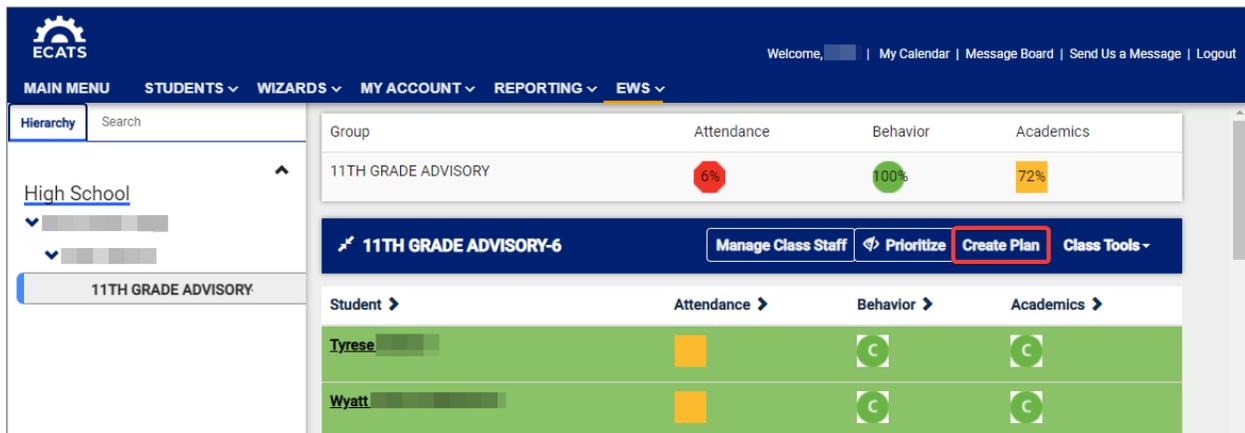
Frequently Asked Questions

1. Question – Why am I unable to see/click the “Create Plan” button?



The screenshot shows the ECATS dashboard for a class named '11TH GRADE ADVISORY-6'. The dashboard includes a navigation menu with 'EWS' selected. The main content area displays a table with columns for 'Group', 'Attendance', 'Behavior', and 'Academics'. Below this is a table for 'Student' with columns for 'Attendance', 'Behavior', and 'Academics'. The 'Create Plan' button is highlighted in red, but it is disabled because no student row is selected.

Answer – In order to select the “Create Plan” button, you must first select the student(s) you want to plan for by clicking their row in the dashboard. Once the row(s) is highlighted green, the color of the text will be white and you will be able to select the “Create Plan” button.

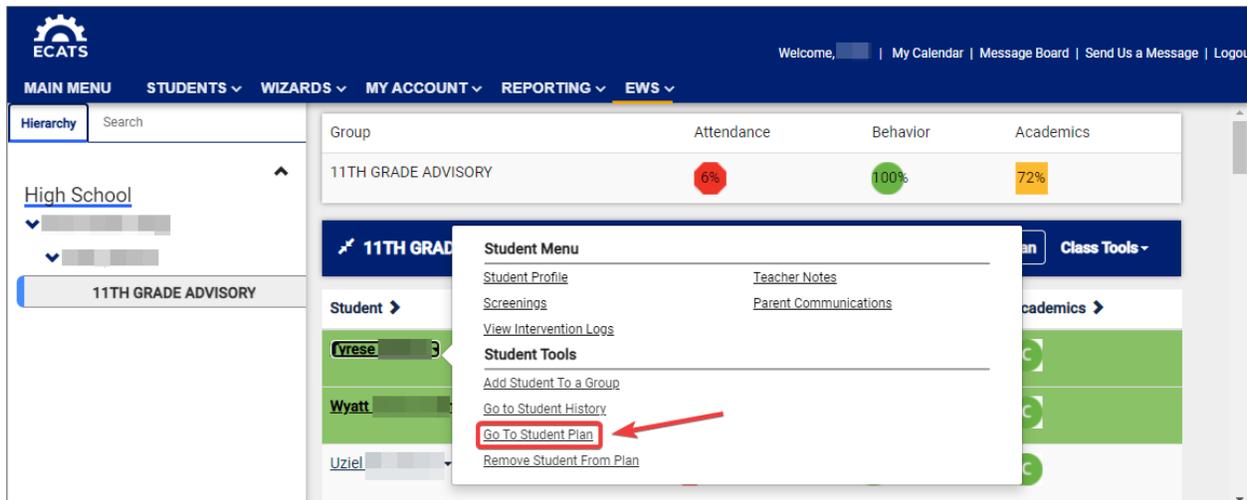


The screenshot shows the ECATS dashboard for the same class. The 'Create Plan' button is now enabled and highlighted in red because the student row for 'Tyrese' is selected. The student row is highlighted in green, and the text in the row is white.

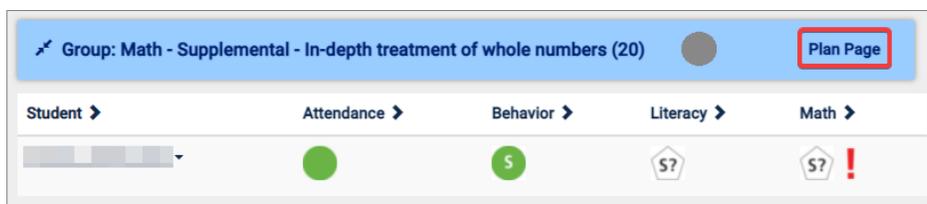
2. Question – I created and finalized a plan for a student. How do I find that plan?

Answer – There are two ways to do this.

- Click the arrow next to the student’s name and select “Go to Student Plan.” The system will then ask you to select which plan (Behavior/Social Emotional, Literacy, Math or Academic) that you would like to view.



- When an individual or group plan is created, that plan shows up beneath the student list in the dashboard. From here, you can select the “Plan Page” link on the far right in order to view the plan. Individual plans will only display, if the “Show Group of One” button is activated.



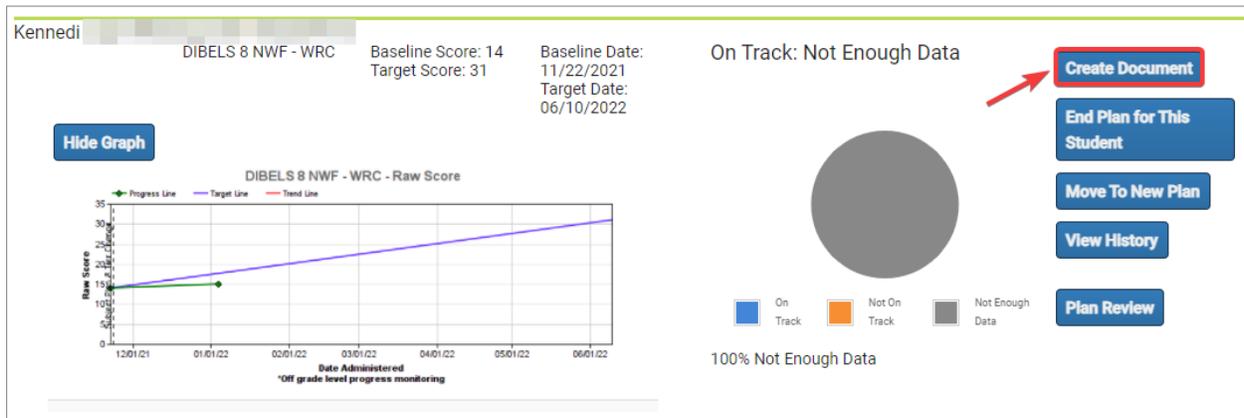
3. Question – Why is the group/plan I made labeled in the dashboard as a temporary group?

Student Name	Literacy	Math	Behavior	Attendance
Student1 Test (MTSS1)	⬡	⬡	⬡	●
Student3 Test (MTSS3)	⬡	⬡	⬡	●

Answer – It is possible you have not completed/finalized the plan. In order to do so, return to the plan by clicking “Plan Page,” complete the remaining fields, and click the “Finalize” button at the bottom of the plan.

4. Question – How do I make an Intervention plan document?

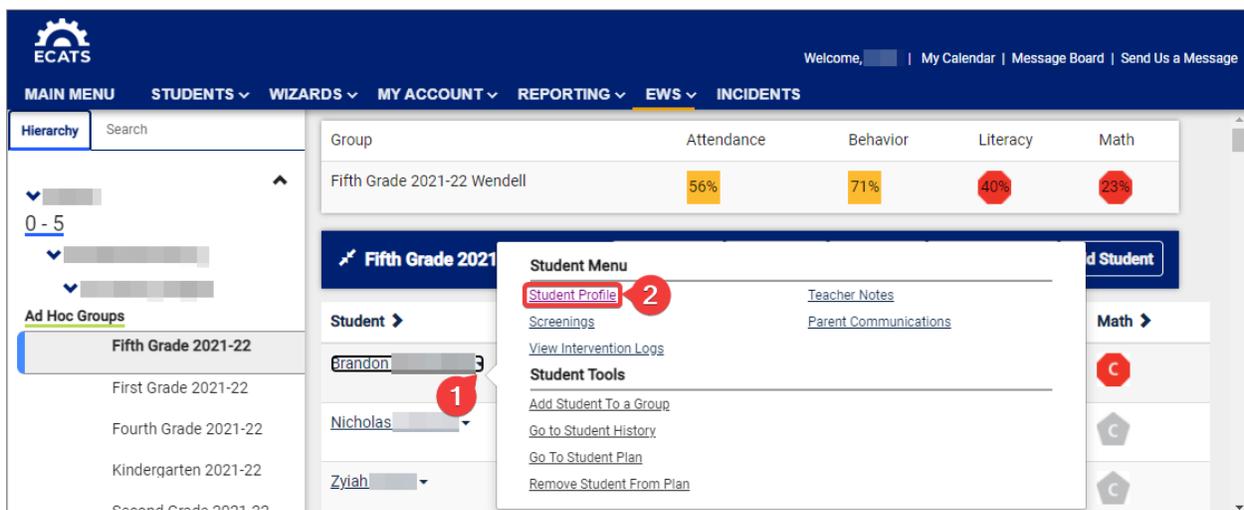
Answer - In order to make an Intervention plan document you must first finalize the student’s plan. After finalizing the plan, return to the plan and select “Create Document.”



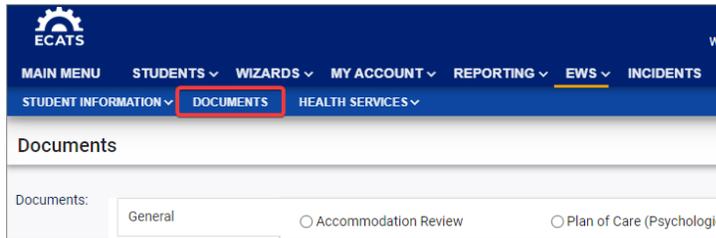
Next, select the plan components to print (General Area of Need) and the Plan Contact, Team members, and answer the questions. Then click “Create Document”. Detailed instruction on creating an intervention plan document is included in the Creating the Intervention Plan Document section earlier in this document.

5. Question – I have created an Intervention plan document for a student. How do I view that document?

Answer: Navigate to the student’s name in the EWS view and select the triangle next to the student’s name. Select “Student Profile” to go to the student information page.



Once on the student information page, select “Documents” from the top navigation menu.

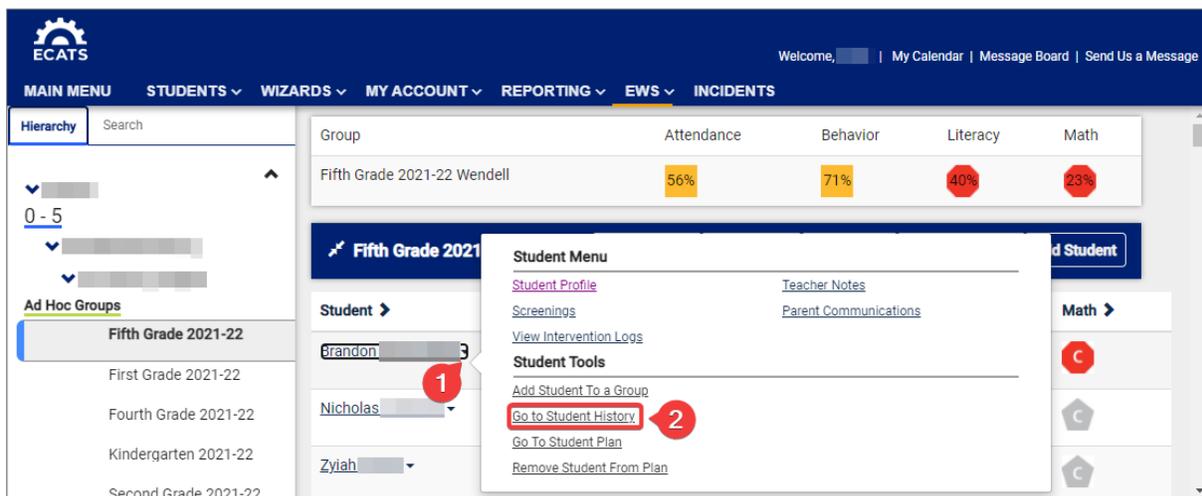


This will take you to the student’s Document page. Scroll to the bottom of the page to see any documents that have been created for the student. Click on the hyperlink to view the document.

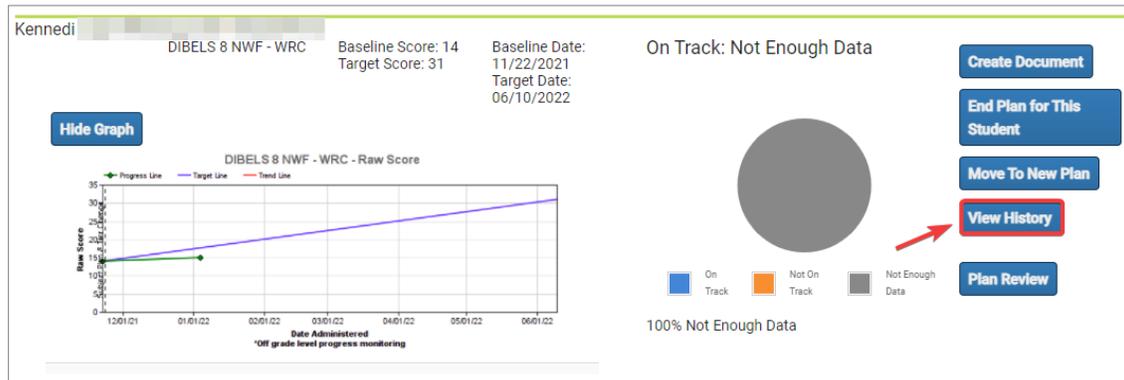
Documents created for Brandon [redacted]					
Doc ID	Date Generated	Generated By	Document		Status
11354562	02/23/2022	Patricia [redacted]	Intervention Plan	PDF	Final
10788400	07/14/2021	Megan [redacted]	Student Incident Document	PDF	Final

6. Question – How do I view a student’s Intervention history in the system?

Answer – Navigate to the student’s name in the EWS view and select the arrow next to the student’s name. Select “Go to Student History” from the Student Tools.



A second way to view the Student History is from the finalized Plan page. Navigate to the finalized page and select the “View History” button.



From the Student History page, you can also create a Student Plan History document. In the upper righthand corner of the Plan History Page, select “Create MTSS History Document.”

Select the components of the plan to print as well as the beginning and end dates of the history (if no specific selections are made, then all sections will be printed). Then select the “Print History” button.



A PDF document will open in a new window with the requested data. It can be saved or printed. Generated documents will also be available to view in the students' Documents tab.

MTSS Plan History

Student: Brandon [redacted]
DOB: [redacted]
Student ID #: [redacted]

Grade: Fifth Grade
School: [redacted] Elementary
School Telephone: [redacted]

General Area of Need: Literacy
Plan Started - 02/23/2022 to 06/03/2022
Tier: Intensive
Specific Area(s) of Need: Phonics, Spelling, Fluency

Explanation of Plan: Recent analysis of your student's performance data indicates a need for additional support. This Intervention Plan outlines the supports that will be provided. You are encouraged to contact your child's teacher at [redacted] to further discuss this plan.

Justification for Plan: Student(s) needs additional support

Teacher: [redacted]

Class/Group: Homeroom-1 / Literacy - Intensive - Phonics, Spelling, Fluency

Instructional Practices:

- Environment: Students grouped appropriately by targeted skill areas and size based on program recommendations
- Curriculum: Systematic sequence of skills with frequent formative assessments
- Instruction: Instruction that includes modeling, guided practice and independent practice