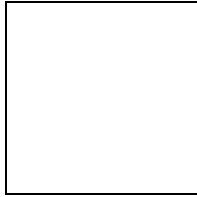


Grade Level Team Meeting Agenda

August

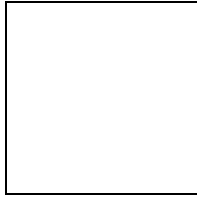
- Plan 1-3 standard intervention options that would address common concerns at this grade level
 - Record these plans as standard treatment protocols
 - Discuss the basis for selecting students for these interventions
 - Discuss logistics of intervention delivery (time, space, people)
 - Discuss plans with building administration
- Discuss what you plan to do this year to challenge your highest skilled students



Grade Level Team Meeting Agenda

September

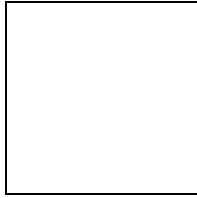
- ❑ Review Fall benchmark data, Fall MAP data, previous Spring MCA II data as available
- ❑ Identify the percentage of students who are falling in each tier based on the assessment data, and record this information (chutes & ladders)
- ❑ Establish an end of year team goal to work toward for the percentage of students you would like to see in each tier based on assessment data
- ❑ Identify the initial list of students who should be monitored more frequently than 3x per year using fluency measures (typically every student scoring below target on fall measures)
- ❑ If the percentage of students in tier 1 is below 80%, discuss grade level wide opportunities to making core program more robust for this cohort (how to best use core instructional time for all students)
- ❑ Plan 1-3 standard intervention options that would address common concerns at this grade level, or refine plans from August
 - Record these plans as standard treatment protocols
 - Discuss the basis for selecting students for these interventions
 - Select students for participation in specific interventions
 - Discuss logistics of intervention delivery (time, space, people)
 - Discuss plans with building administration
- ❑ Discuss what you are doing to challenge your highest skilled students



Grade Level Team Meeting Agenda

October

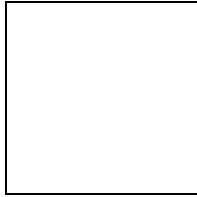
- ❑ Review team goal
- ❑ Confirm that all students below fall targets have progress monitor graphs using fluency measures
- ❑ Review graphs for all students
 - First pass through, look at graph and decide to keep current program or to make a change
 - Second pass through, discuss the program change needs. Share what you know about the student's instructional needs and ideas for making the current program work better for the student.
 - This may be adding or changing participation in a standard intervention, or tweaking an individual program within the regular classroom
 - Record decisions about program changes on Aimsweb graphs
 - Decide if there are students who should be referred to the building level Problem Solving Team
- ❑ Discuss what you are doing to challenge your highest skilled students



Grade Level Team Meeting Agenda

November

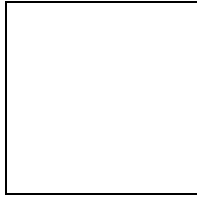
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Grade Level Team Meeting Agenda

December

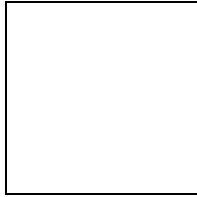
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Grade Level Team Meeting Agenda

January

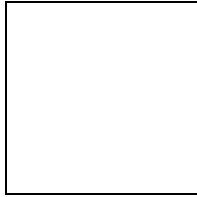
- ❑ Review winter benchmark data and winter MAP data as available
- ❑ Identify the percentage of students who are falling in each tier based on the assessment data, and record this information (chutes & ladders)
- ❑ Review progress toward your end of year team goal
- ❑ Update list of students who should be monitored more frequently than 3x per year using fluency measures based on winter data (typically every student scoring below target)
- ❑ If the percentage of students in tier 1 is below 80%, discuss grade level wide opportunities to making core program more robust for this cohort (how to best use core instructional time for all students)
- ❑ Review graphs for all students
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Grade Level Team Meeting Agenda

February

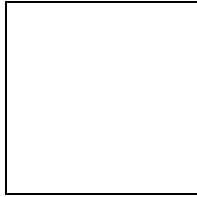
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Grade Level Team Meeting Agenda

March

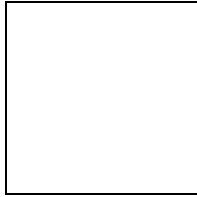
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Grade Level Team Meeting Agenda

April

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Grade Level Team Meeting Agenda

May

- ❑ Review spring benchmark data and spring MAP data as available
- ❑ Identify the percentage of students who are falling in each tier based on the assessment data, and record this information (chutes & ladders)
- ❑ Review progress toward your end of year team goal
- ❑ Review graphs for all students
 - First pass through, look at graph and decide to keep current program or to make a change
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 - This may be adding or changing participation in a standard intervention, or tweaking an individual program within the regular classroom
 - Record decisions about program changes on Aimsweb graphs
 - Decide if there are students who should be referred to the building level Problem Solving Team
- ❑ Planning/discussion about what you want to keep the same or change during next school year for full range of student needs
- ❑ Identify training interests/needs related to new plans
 - Share ideas with building administration