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

- 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

December

- 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
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
  - 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

February

- 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

March

- 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

April

- 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

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
  o First pass through, look at graph and decide to keep current program or to make a change
  o 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
  o Record decisions about program changes on Aimsweb graphs
  o 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
  o Share ideas with building administration