

Student Name:    Haden Bishop    Date of birth:                    Grade:    K    Teacher:    Ricks   

## Grade-Level Team Meeting Notes-Tier One

Date of Meeting:

Strengths: Happy, great friend to others, loves Math

Background Info:

Specific Concern(s):  X Basic Reading Skills     Reading Fluency     Reading Comprehension     Behavior     Organization  
 Written Expression     Listening Comprehension     Math Computation     Math Problem Solving     Oral Expression

Data: August Data: knew 2 uppercase letters/knew 1 lowercase letter/knew 0 sounds

September Data: knew 3 uppercase letters/knew 1 lowercase letter/knew 0 sounds

Report card data November: knew 24 upper, 19 lower, 18 sounds

Dibels-September: FSF-19/LNF-2/Composite-21 (yellow)

Dibel Mid-Year- FSF-36/LNF-18/PS-15/NW-12/Composite-81(red)

DRA December- Level 1

Accommodations, modifications & interventions tried prior to today's meeting: We are playing more hands-on letter games throughout the morning during guided reading group and during centers. He started going to Carla on September 19th.

MORE DATA: 5/07/18

Spring DRA level-2    Dibels Scores: LNF-31, PS-46, NSW-26---Composite-103(yellow)

Team brainstorming for new accommodations, modifications & interventions:

## Follow Up Grade-Level Team Meeting (or Data Meeting)

Date of meeting:

Student response to previous accommodations, modifications & interventions:

Student Data Update:

## Tier Two Intervention Planning

Date of meeting:

Specific Skill Needed & Measurable Goal:

Research-Based Intervention Strategy:

Staff Responsible:

Progress Monitoring Tool:

Staff Responsible:

Additional Accommodations/Modifications:

Does the student need to be brought to the MTSS team? \_\_\_Yes \_\_\_No

If yes, teacher brings this form to a MTSS consultant (K-2 academic: Carla, 3-5 academic: Melissa, K-5 behavior: Christie)

## **NOTES:**

**\*\*Date and color code as needed\*\***