

Student Name Student Name: Liam Patterson Date of birth: 12/26/11 Grade: 1 Teacher: Harras

Grade-Level Team Meeting Notes-Tier One

Date of Meeting: 1-23-19

Strengths:

Happy, enjoys being at school, makes friends easily

Imaginative, good number sense

Background Info: : preschool IEP-speech- tested out 4/2017, 2 preschool, lives with parents and younger sister;

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

Data:

Accommodations, modifications & interventions tried prior to today's meeting:

Intervention:

- Began intervention group with Carla Nov. 2018 30 min 5x/week
- Additional intervention group (95% group) beginning Jan. 2019; 20 min 5x/week
- Proximal seating on carpet and in desk
- READ plan, conversation with parents about academic concerns, also about behavior concerns (lack of focus, easily frustrated, easily angered from simple redirections).

Team brainstorming for new accommodations, modifications & interventions:







- Needs Lexia account/log in, begin doing in class daily
- Need Ibbly to do screener, give more info about what types of intervention happened last year.

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

Date of meeting:

Student response to previous accommodations, modifications & interventions:

Student Data Update:

Liam Patterson		Kindergarten (2017-2018)			Grade 1 (2018-2019)		
		BOY	MOY	EOY	BOY	MOY	EOY
DIBELS Next®	Comp. Score	11	15	15	15	15	15
Burst® Reading Assessment	Status						
Assessment							
FSF	Score	8	31				
	Goal	10	30				
LNF	Score	3	39	68	35		
	Goal	N/A	N/A	N/A	N/A		
PSF	Score		16	51	42		
	Goal		20	40	40		
NWF (CLS)	Score		48	56	41	44	67
	Goal		17	28	27	43	58
NWF (WWR)	Score		0	0	0	11	7
	Goal		N/A	N/A	1	8	13
DORF (Fluency)	Score					9	14
	Goal					23	47
DORF (Accuracy)	Score					56	70

Tier Two Intervention Planning

Date of meeting:

Specific Skill Needed & Measurable Goal:

Research-Based Intervention Strategy:

Staff Responsible:

Progress Monitoring Tool:	Staff Responsible:
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Additional Accommodations/Modifications:
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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)
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NOTES:

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