

APPENDIX VI – 64



**2016-17 MTSS Student Support Meeting
Roberts-Naylor K-8**

Date: _____

Student's Name: _____ **Grade:** _____ **Teacher:** _____

PURPOSE: *Identify and track students needing additional support with academic and behavior in order for them to be successful learners at Roberts-Naylor K-8.*

[Suggested Time] Item/Notes

[2 min] Welcome, Purpose, Norms & Sign In: (Mark an X in the left most column to indicate attendance).

	MEETING PARTICIPANT	SCHOOL ROLE	MEETING ROLE
		Referring Classroom Teacher	Data Provider

[2 min] Justification, Prior Performance Data & Supports: MTSS FACILITATOR will share a brief case summary. *Ex. This is a follow up MTSS review for John Doe (Grade 2, Mrs. Sanchez), who has been receiving tier 2 support targeting reading fluency, with the goal of reading 35 words per minute by the end of the first quarter (baseline: 20 wpm May 2016).*

This is an MTSS review for _____

[3 min] Student's Achievement Data & Performance Updates: The REFERRING TEACHER will share updates of the student's achievement data (bring data reports & student work samples), including intervention progress monitoring data. *Ex. Based on Beginning of the year DIBELS ORF data, John read 26 words per minute. Based on his most recent weekly DIBELS progress monitoring ORF, he reads 36 wpm. John has been in small groups 2-3 times per week for fluency and literacy skill practice, and he has had daily access to Success Maker Reading.*

[5 min] Additional Participant Input: Additional participants (ex. PLC, parents, support specialists, etc.) at this meeting offer strategies, accommodations or other support and/or ask clarifying questions about this student's learning. *Ex. Ms. Smith, the Student Support Specialist, reported that she works with John 2 times per week individually to guide fluency practice and to assist with helping him graph his progress per repeated reading attempts. She noted that John gets excited about beating his previous score. She also reported that he is able to answer at least 4 out of 5 verbal questions about the repeated reading.*

[5min] NEXT STEPS (Tier; SMART Goal; Supplemental, Targeted Skill Intervention & Progress Monitoring Plan)

Ex. John will remain on tier 2 academic support targeting fluency, with the goal of reading at least 55 words per minute on the Mid-year DIBELS ORF assessment. John will continue to receive additional small group or individualized support from the teacher and support specialist at least 3 times (cumulative) per week, as well as daily opportunities to practice on Success Maker. The teacher also plans to modify homework by sending a passage and progress graph for repeated reading at home. John's progress will be monitored up to weekly using DIBELS progress monitoring assessments. His case will be reviewed at the end of the second quarter.

Action Item	Person Responsible	By When

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