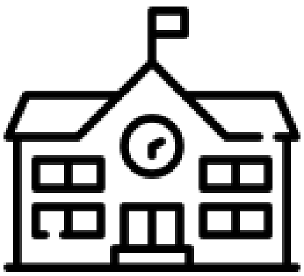
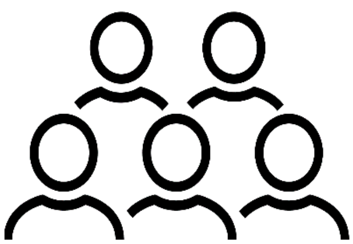
Data Team Meeting Facilitator's Guide

The Richmond County School System employs a data teaming approach to MTSS process to ensure equitable access to services and supports for all children. The three types of data teams are: school level, teacher level, and individual student teams. The charts detail the purpose, cadence, focus of the work, personal and data sources. It is important to note that data teams are assembled to meet the specific needs of the child. It is important that the team configuration is crafted to ensure the appropriate educational professionals are in attendance.



MTSS School Team

Team of 8-10 educational professionals who analyze data sources to identify trends and patterns to aid in the development of school-wide plans and strategies for support of all students.



Content/Grade Level Team

Team of grade level or content area teachers who analyze data sources to include universal screeners, secondary screeners, and progress monitoring artifacts to problem-solve for improvement at the classroom level. Teachers create and implement intervention plans to ensure that students who need additional support and intervention are receiving it and making progress.

Intervention Team

Specialized team that problem-solves for small group or individual student who is not making sufficient progress (Focus is Tiers 2 and 3). The team modifies and revises intervention plans to intensify student supports and interventions. In addition, the team monitors progress of intervention closely in order to make decisions about the next steps in the RtI/SST process.

	Types of Data Teams		
	MTSS School Level Team	**Teacher Team Grade Level/Content Area**	**Intervention Team**
Meeting Cadence	Monthly	Twice Per Month	Weekly or Biweekly Determined by the team
Focus of the Work	Examines Tier 1 core curriculum health, benchmark growth, tier movement, distribution of resources and evolution of structures at the school-wide level. Evaluates the efficacy and fidelity of Tier 2 and Tier 3 interventions and initiatives.	Examines Tier 1 curriculum implementation and student achievement and growth for assigned students. Ensures identified students receive needed interventions and supports. Progress monitors interventions and utilizes data to determine tier movement. Assess data and address specific needs for identified student groups receiving Tier 2 services. *May include implementation of the RtI process	Assess data and address specific needs for identified student groups or individual students receiving Tier 2 services or Tier 3 services. Identify patterns/trends in student growth. Investigate whether Tier 2 or Tier 3 interventions are working. Modify intervention plans for student identified for Tier 2 or Tier 3. Communicate plans and progress parents. RtI/SST
Team Personnel	MTSS Facilitator School Administrator Counselor Instructional Specialist Social Worker School Psychologist Support Staff 8 to 10 members for high level analysis	MTSS Facilitator Instructional Specialist Teachers Interventionist(s)/EIP or REP Support Staff	MTSS Facilitator Administrator School Psychologist Intervention Specialist(s) General Ed. Teacher Counselor/Social Worker Sp. Ed. Teacher Parents (as appropriate)
Data Sources	screener data, benchmark performance data, benchmark growth data, perception data, behavioral/SEL data, grade/content level data and feedback.	screener data, benchmark performance data, benchmark growth data, progress monitoring data, perception data, behavioral/SEL data, student work samples	Screener data, formative and benchmark data, progress monitoring data, student work samples

MTSS School Level Team

The goal of the MTSS School level team is to examine school wide core curriculum health, benchmark growth, tier movement, distribution of resources and evolution of structures.   This team uses a wide lens to ensure that processes and procedures are in place and aligned with the school's improvement plan. During the monthly meeting, the team focuses on one or more agenda items that includes but is not limited to:

- Core curriculum health (Tier 1 instruction)
- Support systems & structures (attendance, school climate/culture, student health, SEL, and wraparound services)
- Tier movement
- Evaluation of the efficacy and fidelity of Tier 1, Tier 2, & Tier 3 interventions
- Evaluation of the quality of intervention delivery
- Evaluation of equitable practices and distribution of resources

The school level team's work is guided by a structured agenda MTSS School Level Team Agenda.docx that focuses on overall schoolwide implementation of supports and interventions

Guiding Questions for School Level Team Meetings

- Do we have less than 75-80% of students identified as at or above grade level expectation or identified measures?
- Does data show inconsistent performance across classrooms or grade levels?
- Does data indicate overall poor attendance, low student engagement, and/or frequent behavior problems for our students?
- Do we have high rates of students (>20%) identified for supplemental support (Tier 2)?
- Do some student groups consistently perform lower than other student groups?
- Is there evidence of low teacher satisfaction or engagement?
- Is our curriculum evidence-based?
- Do all grade/content areas have enough time in the schedule to deliver instruction with fidelity?
- Are all grade/content levels consistently able to cover the essential components of the curriculum?
- Do our screening or common formative assessments identify additional areas of support we need to cover?

Content/Grade Level Team

This meeting is conducted by each grade or content team twice a month from August to May to discuss all students, Tiers of Interventions, and Progress Monitoring. This team also creates and revises plans for intervention. to check in on progress, revise plans, and create new Tier 2 level plans. Possible data sources include but are not limited to RCSS Universal Screener, secondary screeners, Progress Monitoring data, and student work samples. It is important to note that data for student attendance, behavior, and other factors are embedded into the team's work.

The goal of this meeting is to:

1. Ensure students who need additional support are receiving it and making progress;
2. Identify patterns/trends in student growth; and to,
3. Adjust plans and support based on observed trends.
4. Refer to the proposed agenda linked here: Meeting Agenda

In the Grade Level Data Teams/Content Level meeting, the teacher will discuss student academics and intervention plan. Other factors to be considered include behavior, speech concerns, social-emotional, health concerns and attendance.

When discussing academics:

- If 80% or more of the students in the class are below grade level in reading and/or math, the needs of the students should be addressed in Tier 1 instruction. NOTE: The bottom 20% of your class will be placed in the RTI process.
- Complete RtI Data Referral Sheet identifying students who are in the bottom 10%-25% or 2 or more grade levels below in Reading and/or Math on the universal screener as indicated using the Grade Content Meeting Form as a guide.
- Send home the Parent Letter to parents identifying the student.
  - The identified students at the initial meeting will be given interventions for 6-8 weeks. These students will not be flagged in Infinite Campus at this point. The progress monitoring for these students will be checked bi-weekly.
  - The students who did not make adequate progress (80% accuracy as measured by the progress monitoring data) will be referred to the RTI process. The following steps should be taken:
    - Problem Identification Checklist.
    - Invitation Letter. The invitation letter should be sent home at least two weeks prior to the meeting date.

- An initial Tier 2 meeting needs to be scheduled to devise an individual intervention plan for the student using the RtI Meeting Summary Sheet. This meeting will document the intervention the student will receive and how the student's progress will be monitored and how frequently.
- Another meeting will be scheduled in 6-8 weeks to assess how the student is responding to the intervention set in place.

Current Tier 2 students will need to be discussed. Data tracking needs to be done on the RtI Data Referral Sheet

- Individual students who have not met the goal for multiple weeks should be moved to Tier 3.
- Students added to Tier 3 will need...
  - All Tier 2 meeting minutes and notes on RTI Summary Sheet.
  - All Tier 2 strategies and progress monitoring data points.
  - A new personalized plan for the student with more intensive interventions outlined. Consider...
    - Does the intervention need to be changed or modified?
    - Does the intervention need to be longer (Do I need to spend more small group time with the student)?
    - Does the intervention match the identified problem; allow us to assess them appropriately.
- Students who have been identified as having 6 or more unexcused absences need to follow the RCSS Attendance Protocol
- Behavioral Concerns will need to be addressed using the RCSS RtI Behavior Intervention Guide.
- Speech Concerns should be addressed by utilizing the guidance in the RCSS Speech Manual Word|PDF
  - If the baseline data sheet indicates the students has a problem (0%-60% accuracy), an intervention will be provided, and the students will be progress monitored weekly.
  - A meeting will be held (with parent(s)) after baseline data is collected.
  - After 4-6 weeks of data is collected the team [Teacher, AP, Speech Pathologist, School Psychologist, and Parent(s)]

Guiding Questions for Grade or Content Level Team Meetings

- Do teachers have enough time in the schedule to deliver instruction with fidelity?
- Are teachers consistently able to cover the essential components of the curriculum at their grade/content level?
- Are students provided with sufficient opportunities to practice and receive feedback?
- Is differentiation used with consistently and with fidelity in all classrooms?
- Do all teachers consistently use culturally responsive teaching practices?
- Is there a high leverage classroom practice that would better support students' engagement and behavior?
- Do our screening or common formatives identify additional areas of support we need to cover?
- What trends or patterns do we see in student growth?
- Do we have the supports and resources needed to provide effective Tier 1 instruction and supports?

Intervention Team

The purpose for the Intervention Team is to devise, implement, and adjust an intensive intervention plan which may include small groups for students (1-3 students). This section of the facilitator's guide provides a structure and process that teams may use to analyze data, design intensive intervention plans, and adapt or intensify the student's plan. The facilitator, in consultation with the team, should modify the content of the script and agenda times as needed. This process and guide can be used to design the initial intensive intervention plan for a student or group of students who is/are nonresponsive to a validated intervention program or to monitor student progress and intensify the plan when needed.

The intensive intervention meeting materials are intended to support meetings about students who are not responding to their validated intervention program or individualized intervention plan. Prior to scheduling an intensive intervention meeting, the facilitator should check in with the teacher or interventionist working with the student to confirm whether a meeting is necessary based on student response to their current intervention.

- If the student is responding and the teacher has no questions or challenges to raise with the team, then it is not necessary to hold an intensive intervention meeting and the facilitator should check back in 4–6 weeks.
- If the student fails to show adequate progress in the future, then an intensive intervention meeting can be scheduled to review their progress and identify necessary adaptations.

Guiding Questions for Intervention Team Meetings (Focus: Tier 2 & 3)

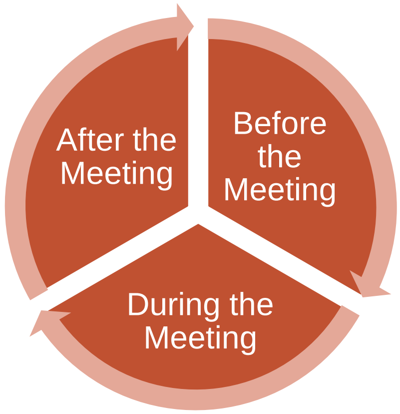
Tier 2:

- How are we identifying students with common needs (skill and level) based on our screening data?
- Does classroom performance/other data verify these groupings?
- How will we create the support plans for these cohorts?
- Do we have the structures and resources we need to provide these supports?
- How will we measure progress and how often?
- Who should work with which small groups for intervention?
- What should we change to support students not making sufficient progress?

Tier 3:

- What is the specific area of challenge for this student?
- Why is the student struggling (hypothesis problem analysis)?
  - What has been tried?
  - What could be impacting success? (attendance, behavior, etc.)
  - What has progress looked like thus far?
- What intervention plan can we create to support the student in the identified area(s)?
  - Where is the student presently performing?
  - What is an appropriate SMART goal for this student? *(Whenever possible, a goal should align with normative averages).*
  - What intervention/program/strategy will we use to work towards the goal?
  - How will we measure progress and how often?
  - Where/when will the support/intervention happen?
  - Who will be responsible for instruction/monitoring/data collection?
  - When will we meet to assess progress?

The Intervention Team meeting is divided into three dimensions.



Before the Meeting

The facilitator is responsible for identifying whether a meeting is needed, ensuring that the meeting has been scheduled and that participants have been invited and are available to attend, identifying participant roles, and reviewing and preparing meeting materials (e.g., agenda, participant guide, student summary information). The team composition may vary based on available staff and student needs.

The key roles and example of potential team members include the following:

Roles	Potential Team Members
▪ **Facilitator:** Explains the purpose of the meeting and keeps the participants on task. ▪ **Referring teacher:** Completes premeeting student summary form, describes the student, and shares student data during the meeting. ▪ **Scribe:** Takes informal notes and tracks brainstorming ideas in a visible space. ▪ **Timekeeper:** Times each section of the meeting and helps the team adhere to the allotted time. ▪ **Note-taker:** Takes formal notes for documentation using a template.	▪ MTSS Facilitator ▪ Referring teacher or intervention provider ▪ Content specialist ▪ Administrator (Principal/AP) ▪ Instructional Coach ▪ School psychologist ▪ Social worker ▪ School Counselor ▪ Special educator ▪ English as a second language teacher ▪ General educator or classroom teacher ▪ Parent (as available and appropriate)

It is important to ensure that the team includes members who have knowledge of the student, expertise in data analysis, expertise in content, and authority to make decisions. If team members cannot attend the meeting (e.g., parents), gather information from them prior to the meeting to help inform the discussions and planning.

Collecting and sharing student information and data are critical activities that must occur before an intensive intervention meeting. It is important that the team get a holistic sense of the student, including relevant background information, current performance and supports, previously attempted intervention(s), and other relevant data. Prior to the meeting, the facilitator should ensure the following:

- The teacher or interventionist has completed the Problem Identification Checklist or compiled sufficient documentation about the student's strengths and areas of concerns, data for analysis and planning, and current and previous interventions and supports. Initially, the facilitator may need to support the referring teacher by compiling this information into a concise, thorough, and accessible format. If the referring teacher has not summarized student information, the facilitator may determine that it is necessary to reschedule the meeting.

- Documentation is accessible to all team members.
- The meeting space, whether virtual or in-person, allows the team to view visual data (e.g.., progress monitoring graphs, data reports) and collaboratively brainstorm during the meeting.

During the Meeting

During the meeting, the facilitator explains the purpose of the meeting and keeps the participants on task. The table that follows can be used to guide the meeting discussions at each step of the meeting.

Step	Who	Time
1. Introduce the meeting and review its purpose During this step, the facilitator sets the stage for an efficient and effective meeting by doing the following: ▪ Briefly welcoming the team and the referring teacher and introducing any new members, if needed. ▪ Explaining that the purpose of the meeting is to analyze student data, develop a hypothesis for why the student is not responding, brainstorm and prioritize evidence-based strategies to intensify the intervention, and create or revise the student's intervention plan. ▪ Reviewing established norms and the agenda for the meeting and assigning team roles if not previously done (see previous section).	Facilitator	2 min.
2. Describe the student and share data The referring teacher will briefly describe the student, summarize relevant student data, describe the current intervention, and share their initial hypothesis based on data. The teacher is intentionally limited to 5 minutes so that the focus of the meeting can be on identifying evidence-based strategies to address the hypothesis and plan for next steps. As a result, the teacher will need to summarize relevant data succinctly. During initial implementation and when educators are new to the teaming process, the facilitator may need to take a more active role prior to the meeting in supporting the teacher in the process. During the meeting, the facilitator may need to do the following: ▪ Prompt the teacher to • identify the student's strengths and areas of concern; • briefly summarize the current intervention plan, relevant prior supports, and any implementation challenges that may have impacted student responsiveness; and • review relevant student data. ▪ Encourage the teacher to provide an objective review guided by data and refrain from "admiring the problem" or recommending the team's response (e.g., he needs special education, she needs a different intervention, we need to move him). ▪ Remind team members to allow the teacher to finish the student data presentation before asking questions or making any comments.	Referring teacher	5 min.

<table>
<tr><th>Step</th><th>Who</th><th>Time</th></tr>
<tr><td>Prior to the end of this step, ask the teacher to briefly share their draft hypothesis. For example, ask, “What are your thoughts about why the student is not responding as expected or engaging in the problem behavior?”</td><td></td><td></td></tr>
<tr><td>3. Ask clarifying questions to create a hypothesis
The team asks clarifying questions and develops a written hypothesis for why the student is not responding as expected (e.g., skill deficit, function of behavior, environment). The facilitator’s primary role is to ensure the team comes to consensus on the hypothesis and avoids offering solutions or next steps prematurely.
Although there are many ways to structure a hypothesis, one suggestion is for the facilitator to use the following question structure when refocusing the team: “Are you thinking that if (what the student needs, such as more practice opportunities), then the student will (behavior we hope to see, such as increase reading accuracy or academic engagement)?”
To support this step, it may be helpful to do the following:
Refer the team to the Clarifying Questions to Create a Hypothesis to Guide Intervention Changes: Question Bank.
Prompt the team to consider the following:
Current intervention plan and contributing behavioral and academic factors
Dimensions of the Taxonomy of Intervention Intensity
Existing data based on the intervention plan
Student needs and performance information
Other contributing factors that may impact sufficient progress such as implementation fidelity data (e.g., review data from Student Intervention Implementation Log or other fidelity data, if available)
Determine whether adequate data are available to develop the hypothesis or identify additional diagnostic data sources that may be necessary to inform the planning process. If it is determined that additional data are necessary to inform the plan, skip Step 4 and develop a plan for collecting additional data and reconvening the meeting after the data are collected.
Redirect the team to focus on variables in the hypothesis statement that can be altered and to avoid including specific interventions or programs in the hypothesis. For example, teams should avoid hypotheses like “If the student received special education, he could improve his reading scores.” Hypothesis statements should support the selection of evidence-based strategies in the next step.</td><td>Team</td><td>5 min.</td></tr>
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Step	Who	Time
4. Review evidence-based strategies for intensification The facilitator guides the team in brainstorming evidence-based strategies to address the written hypothesis. It is recommended that the scribe record the team's responses on a white board or other method, whether through virtual or in-person technology, to facilitate discussion and prioritizing of strategies in Step 5. The facilitator should encourage the team to do the following: ▪ Ensure that all strategies align to the hypothesis developed in Step 3. ▪ Use the dimensions of the Taxonomy of Intervention Intensity to guide potential areas for intensification and refer to the Intensification Strategy Checklist Handout, as needed. ▪ Encourage all team members to participate in the discussion. For those new to the process, the Intensification Strategy Checklist Handout can help them offer potential strategies. ▪ Consider the evidence-base of the strategies being identified. Make note of strategies for which the team should examine the evidence base. ▪ During initial brainstorming, consider all possible adaptations and strategies, not just those "currently available," and discourage the team from evaluating each response (e.g., "That won't work," "We tried that," "We should do that"). ▪ Refer to notes from previous meetings, if needed. ▪ Make sure the scribe records all possible adaptations and strategies that are discussed. While they may not be selected for the student at this time, they may be relevant for future discussions if the student continues to not respond as expected.	Team	8–10 min.
5. Prioritize and plan The team prioritizes which adaptation or strategy may be most effective and should be attempted first, using the chart in the "Intensive Intervention Meeting Note-Taking Template" if needed. Based on that information, the team develops or updates the plan for delivering the intensive intervention. Consider using the Intervention Plan (For Small Groups or Individual Students) to document the student's plan. The facilitator should do the following: ▪ Consider using the following system to categorize, while the scribe records: 1 = Will try right away. 2 = Will consider trying in the future. 3 = Have already attempted. 4 = Need to research further. ▪ Ensure that teacher's input is heard when prioritizing and planning for the intervention. ▪ Ensure that a plan is created that includes • the person responsible for each step or aspect of the plan, • a timeline for each part of the plan, • a clearly defined goal and method for progress monitoring, and • any other next steps needed. ▪ Encourage the team to consider the feasibility of the plan and what supports the teacher needs to implement the plan.	Team	5–7 min.
6. Wrap-up and establish next steps The facilitator establishes a date and time for a follow-up meeting and ensures team members understand their roles and next steps. Before closing the meeting,	Facilitator	3 min.

Step	Who	Time
it is important to clarify how the plan will be communicated to other relevant teachers and the student's parent(s). Consider the following when scheduling the follow-up meeting: ▪ Ensure that there is sufficient time for the plan to be implemented with fidelity and for the teacher to collect at least six to eight data points. For behavior interventions with daily data collection, this may be as soon as 2 weeks. However, for an academic intervention being monitored using a weekly progress monitoring tool, the team may decide to meet again in 6–8 weeks. ▪ If the team determined that they needed to collect additional data prior to revising the plan, the meeting should reconvene as soon as the additional data have been collected, but at least within the 2 weeks to review the additional information and develop a plan for intensification. In addition, the facilitator will ▪ Ensure a plan is in place for how and where the student's plan will be documented and disseminated to teachers and team members. ▪ Ensure that there is a plan to communicate the changes or send a new plan to the parent(s). ▪ Ensure that all team members are clear on their next steps for implementing the plan.		

After the Meeting

After the meeting, the facilitator will follow up on the next steps identified during step 6. Next steps are as follows:

- Ensuring the follow up meeting is scheduled.
- Confirming the plan has been documented and shared with relevant educators and team members.
- Confirming information has been shared with parent(s).
- Checking in with the referring teacher regarding the intervention implementation and data collection.

Data Team Meeting Agenda

(30 minutes)

Note: Teams should modify this sample agenda as needed to fit the student's needs, school schedule, and team structure.

Roles	Potential Team Members
▪ **Facilitator:** Explains the purpose of the meeting and keeps the participants on task. ▪ **Referring teacher:** Completes premeeting student summary form, describes the student, and shares student data during the meeting. ▪ **Scribe:** Takes informal notes and tracks brainstorming ideas in a visible space. ▪ **Timekeeper:** Times each section of the meeting and helps the team adhere to the allotted time. ▪ **Note-taker:** Takes formal notes for documentation using a template.	▪ MTSS Facilitator ▪ Referring teacher or intervention provider ▪ Content specialist ▪ Administrator ▪ Instructional Coach ▪ School psychologist ▪ School counselor ▪ Social worker ▪ Special educator ▪ English as a second language teacher ▪ General educator or classroom teacher ▪ Parent (as available and appropriate)

Step	Who	Time
Complete the Problem Identification Checklist *or other documentation and bring graphed progress monitoring data, implementation data, and other relevant available diagnostic data.*	Referring teacher	Before meeting
1. Introduce the meeting and review its purpose	Facilitator	2 min.
2. Describe the student and share data	Referring teacher	5 min.
3. Ask clarifying questions to create a hypothesis	Team	5 min.
4. Review evidence-based strategies for intensification	Team	8–10 min.
5. Prioritize and plan	Team	5–7 min.
6. Wrap up and establish next steps	Facilitator	3 min.

Data Team Meeting Note-Taking Form

(DATE)

Meeting Attendees	
Facilitator	
Teacher	
Timekeeper	
Scribe	
Note-taker	
Other attendees	

1. Introduce the meeting and review its purpose
Teacher:
Student:
Purpose of meeting:

2. Describe student and share data. If available, link to the information provided in the Problem Identification Checklist and note any changes or additions below. If information is not available in the Student Summary Form or another format, note key information from the discussion below.
Description of student (strengths and area[s] of concern):
Current intervention and supports:
Summary of student data:
Draft hypothesis:
3. Ask clarifying questions to create a hypothesis
Summary of questions and responses:
Revised hypothesis describing factors that are contributing to insufficient progress:

4. Review evidence-based strategies for intensification
Brainstorm of evidence-based strategies and/or adaptations to address student need:
5. Prioritize and plan
Description of student plan. Use the Intervention Plan for Small Groups planning template to document the student plan. Ensure that the plan includes the following information: ▪ Person(s) responsible for delivering intervention, including any adaptations ▪ Materials of curriculum used ▪ Identified adaptations (if relevant) ▪ Group size ▪ Sessions per week ▪ Minutes per session ▪ Additional resources or support needed ▪ Person responsible for collecting progress-monitoring data ▪ Frequency of data collection ▪ Progress monitoring measure or tool ▪ Student goal ▪ Plan to document fidelity Prioritize: 1 = Will try right away 2 = Will consider trying in the future 3 = Have already attempted 4 = Need to research further

Rating	Strategy or Adaptation	Person Responsible	Timeline

Rating	Strategy or Adaptation	Person Responsible	Timeline

6. Wrap up and establish next steps
The team will meet in _____ weeks on (DATE) at (TIME). Where will the plan be documented? How will the plan be distributed to teachers? What is the plan for teacher check-in with the parent?

Intervention Plan For Small Groups

This template is intended to assist with the planning and documentation of dimensions of an intervention for small groups or an individual student within the data-based individualization (DBI) process.

Description of Students

Brief summary of the name, strengths, needs, and current data for an individual student or group of students:

Description of the Intervention

Brief summary of the validated intervention program or platform used as a starting place for DBI:

Description of the validated program/platform and intervention adaptations across the dimensions of the *Taxonomy of Intervention Intensity*. Additional columns may need to be added for adaptations based on student responsiveness.

Dimensions[1]	**Rating**	**Description of Validated Intervention Program**	**Description of Adaptation 1**	**Description of Adaptation 2**	**Description of Adaptation 3**
Strength		*Evidence of effectiveness:*			
Dosage		▪ *Group size:* ▪ *Sessions per week:* ▪ *Length of session:* ▪ *Opportunities to respond:*			
Alignment		*Skills addressed:*			
Attention to Transfer		*Supports for generalization:*			
Comprehensiveness		*Explicit instruction principles included:*			
Behavioral Support (for academic interventions)		*Behavioral supports included:*			
Academic Support (for behavioral interventions)		*Connection to academic instruction:*			

[1] For a complete description of each dimension, access the Taxonomy of Intervention Intensity: Academics and Behavior handout.

Intervention Implementation Logistics

Person(s) responsible for delivering the intervention, including any adaptations	
Additional resources or support needed	
Plan for communication with the parent	
Plan for communication with other relevant staff supporting the student	

Data Collection Plan

Person responsible for collecting progress monitoring data:	
Progress monitoring measure or tool:	
Frequency of progress monitoring data collection:	
How will we know if the intervention is working (is there a clearly defined goal)	*Goal:*
How will we know if the intervention was implemented as intended?	*Fidelity plan:*

Next Steps

The team will meet in _____ weeks on (DATE) at (TIME) to evaluate student progress

Resources

Branch of Minds: Branch of Minds Meeting Tool Kit

National Center on Intensive Intervention