

LINKS:

[PIT Student Schedule](#)

[PIT Paperwork](#)

[CM Watchlist '14-'15](#)

**PIT Meeting 6/3/15
7:45-10:00 - Conference Room**

Norms:

- 1) We will be prepared, on time, and engaged for the duration of the meeting agenda.
- 2) We will be active participants by listening, contributing, and presuming positive intentions while avoiding unexpected behavior (sidebar, checking emails, etc.). If small breaks are needed, it is stated to the group.
- 3) We will take care of each other by helping each other communicate effectively and support all roles within the team (parents/teachers)
- 4) We will collectively make decisions, clarify with ALL team members, and support the decision that is made.
- 5) We will respect confidentiality and model this for others because it's what's best for kids (teachers and team members).

Roles:

- Liaison 1st- Team Member 1
- Liaison 2nd - Team Member 2
- Liaison 3rd - Team Member 3
- Liaison 4th -Team Member 4
- Liaison 5th - Team Member 5
- Liaison Specials - Team Member 6
- Time Keeper - Team Member 4
- Recorder - Team Member 6
- Knocker - Team Member 2
- Summarizer - Team Member 1
- Purpose Facilitator - Team Member 3

Materials:

- Computer
- Calendar

Agenda Item	Time	Facilitator	Minutes
Tier 3 Student RtI Review Intended Outcome: Review progress in academic tiered interventions and make sure we have documentation to share with WL	7:45	Team Member 5	<p>-Rate of improvement is relatively flat, previously was above goal. Student does display some off-task behaviors-like story telling or fidgeting. She can find mistakes in her work, when she goes back and reviews her work. She has skills in addition and subtraction, division is most difficult for her. She has a strength in geometry. She worked on multiplication flashcards since our last meeting, she is in a group 2 times per week with one other student and 1:1 one time per week with math specialist, and worked in the classroom 1:1 with classroom teacher and in small groups as part of classroom instructions.</p> <p>Student does well with info text (info. text is a strength for her), uses visuals to help construct meaning, working on synthesizing information in both info text and literature and slowing down when reading to increase</p>

			<p>her accuracy. She does well with a stair step approach to text (balancing instructional and complex levels of text). Inferential questions are challenging for her. They are more difficult for her in literature than info. text (info. text is easier). She does a nice job answering questions in complete sentences. Student benefits from a pre-teach, teach, re-teach model- this helps him to have knowledge prior to a whole class lesson. Student benefits from practicing decoding words that will come up in a text prior to reading the selection. Student benefits from discussing vocabulary prior to reading the selection. Student benefits from visuals for vocabulary building.</p> <p>1:1 with Reading Specialist, in Team Read (guided reading) with Reading Specialist, MagicRime 1 time per week in the classroom with classroom teacher.</p>
<p>Tier 3 Student RtI Review Intended Outcome: Get super clear on paperwork/information we want to share with mom/new school before the family moves :(</p>	<p>8:15</p>	<p>Team Member 5</p>	<p>Purpose: Be clear on current plan for Student and suggestions moving forward (for next school or 5th grade teacher).</p> <p>Student has been involved in a Biliteracy program for the last 3 educational years. In general, language has improved tremendously this year according to the classroom teacher. The teacher notes literacy is still an area to grow.</p> <p>In the area of reading, 2x a week in small group with other Tier 2 students. 1x a week one on one. During “English guided reading” - Student meets with the reading specialist. The team has noticed a shift in the effort that he applies to learning (hypotheses were brainstormed: could be attributed to the move). “Spanish guided reading” - Student can show increased comprehension in Spanish reading even though reading level is consistent with English literacy development. He meets 4 days a week with 2 other students.</p> <p>Will be attending Biliteracy Summer School.</p> <p>In the area of math, Student receives support 2x a week with a bilingual math coach during the intervention period of the day. Has made growth in computation. Still needs support with language laden problems.</p>

<p>Tier 3 Student RtI Review</p> <p>Intended Outcome: Review progress in academic tiered interventions and make sure next year's teacher is aware of student needs.</p>	<p>8:45</p>	<p>Team Member 5</p>	<p>Student has been in a Biliteracy academic program for the last 5 academic years.</p> <p>Current Math Support: Student is in intervention with the Math Coach 2x a week with 2 other students during the intervention block. Progress in the area of computation is above the goal line which is set at the 25th%tile. However, progress is inconsistent, therefore, more time is needed to collect consistent data prior to Tier 2 dismissal. He is currently working to acquire basic multiplication facts. Addition fluency has improved substantially as well. The recommendation is to continue Tier 2 support based on spring universal screening scores.</p> <p>Current Reading Support: 2x a week with one other student, intervention is delivered by an instructional aide. Student will continue Tier 2 level of support when the school year starts. He is not consistently meeting the goal as indicated by AIMSWEB and CBM, however, is close to the 25th%tile indicating exit from Tiered Support.</p> <p>No longer is identified LEP based on 2015 ACCESS.</p>
<p>Tier 3 Student RtI Review</p> <p>Intended Outcome: Review progress in academic tiered interventions and make sure next year's teacher is aware of student needs.</p>	<p>9:15</p>	<p>Team Member 5</p>	<p>Current Literacy Support: 2 days a week with one other student. Consider who is in the group with Student. Appears to be less competitive with girls than boys.</p> <p>Current Math Support: 1:1 with math aide, 2x a week. Ending the year on a positive note in math given observational data from the last 6 weeks.</p> <p>Notes:</p> <ul style="list-style-type: none"> -Beginning of the day is hard for Student to be present in school. -Authentic assessments are more successful than formal assessments. -5th grade teacher is considering graphing progress on assessments. -Suggestion - chart on iPad in view only format. -Connect all learning to previous learning, this is when he is the most successful in acquiring new skills. -In general, Student is a child that strategies

			<p>need to be switched for because they become old or routine (similar for adults during intervention as well).</p> <p>-Loves others! Loves adults, loves kids!</p> <p>-Talk to mom every day at the start of the year then wane that need. Student very much tries to please his mom as often as possible. Teacher uses Google Voice to be able to text with parents and has found this to be very successful.</p>
<p>Share Out Whip (Grade level and any pressing caseload updates)</p> <p><u>**Remember to e-mail Meg with updates that need to be agenda items!**</u></p>	<p>9:45</p> <p>Read this week please! :)</p>		<p>5th - Student's transition morning to Twin was a SUCCESS!</p>
<p>Next Week</p>			<p>No meeting next week due to end of the school year!</p>

Meeting adjourns at 10:00