**GLCST Meeting Agenda Overview**

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| Review high level grade level data | The GLCST will review student level data for the grade (eg - attendance data; grades; discipline data) for all students in the grade to identify trends. |
| Review new referrals to GLCST and determine next steps | The GLCST will review the referral form, individual student data, and teacher/parent input to understand the current performance and needs of a scholar. Then the team will discuss next steps to address the scholar’s needs. Next steps may include:   * Supporting a general education teacher with tier 1 instructions and/or behavior management * Putting into place a Tier 2 Intervention such as Check-In Check-Out, Social Skills Groups, Check and Connect (School Based Mentor), Lunch Buddies, or Behavior Support Plan |
| Review action plan and progress monitoring data of students currently receiving tier 2 interventions and determine next steps | At a minimum of **once a month,** the GLCST shall review the current data for each student receiving tier 2 interventions to assess the scholar’s current performance, in light of previous performance to determine whether the scholar has made adequate growth. Additionally, the GLCST will use the school’s prompt referral triggers to determine whether the scholar has met any triggers that call for increased interventions and/or a referral to an IEP Team. |
| Review the programmatic efficacy of tier 2 intervention efforts | In addition to reviewing student-level data, the GLCST should regularly review aggregated intervention data for the interventions provided at this grade level. As part of this process, the team will analyze data trends based on intervention groups to identify which groups, if any, are making insufficient progress. While GLCST wants to provide slowly intensifying interventions to those students making insufficient progress, they must simultaneously ensure the interventions provided are effective and conducted with fidelity to protect against the improper identification of students. |