Caldwell County Schools Meeting Structure Descriptions

**Foundational Core Meeting**

Addresses ALL Students
(Expectation of 80% at or above grade level)
Meeting occurs monthly
Attention is devoted to LARGER data trends
(grade level, total school)
Primary documentation of decisions/actions is through minutes of meetings

**Supplemental Support Meeting**

Addresses students in need of support in addition to foundational core instruction
(Expectation of no more than 20% of group membership)
Meeting occurs four times per year
(grading periods)
Attention is directed to small-group data trends
Actions are documented through development of SMART goals (e.g., PEPs)

**Intensive Support Meeting**

Addresses students in need of support in addition to foundational core instruction and supplemental support
(Expectation of no more than 5-7% of group membership)
Meeting occurs quarterly

**Essential Elements of “Foundational Core”**

Received by All Students
Instruction = Core Curriculum with Differentiation
Instruction = whole group, small group and independent “discovery” learning
L n t l b c h = 60 min / 3 days per week
Mathematics block = 60 min / 3 days per week
School-wide behavior plan
Benchmark assessment = 3 times per year
Progress Monitoring = 1 time per grading period
Monitored through “instructional rounds”

**Essential Elements of “Supplemental Support”**

Received by “small groups” of students
Groups designed to allow for change in instructional technique, increased time, and focus on deficit skills or strategies
Optimal group size = three to five students
Progress of the small group is monitored
If 75% of the group fail to make adequate progress, engage in “TIPS” review

**Essential Elements of “Intensive Support”**

Optimal group size = one to three students
Daily instruction sessions
Length of session is dependent upon the skills being targeted
Progress of group and individual data is monitored on an ongoing basis
Progress monitoring is intensive in frequency and may include enhanced assessment tools

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