Meeting Attendees: Jenna, Jennifer, Melanie, Mary, John , Craig		
Recent Assessments: STAR Math Universal Screening	**Proficiency Cut Scores: 40 PR**	**Proficiency Levels:**
All students: (Add subgroups as appropriate) All students: 76% **SWD:** 50% **AA:** 72% **Hisp.:** 80%		
Part 1: Strengths/Positive Trends What strengths and/or positive trends are shown in the data? (Content, standards, skills, subgroups, and/or overall trends) All students in Algebra I and Geometry were at or above 70 PR. Only 3 students were under 10 PR (Intensive Intervention/red range), which is far fewer than were in this range on 2018 Fall US. Discuss possible reasons for these strengths/positive trends. Students in Algebra I & Geometry are completing advanced course work and were selected based on strong prior performance. The Math 7 SOL pass rate in Spring 2018 was higher than Spring 2017, indicating more students are entering 8th grade well-prepared for grade-level content.		
Part 2: Needs What areas of need are shown in the data? (Content, standards, skills, subgroups, and/or overall trends) 12 out of the 48 students (25%) who scored under 40 PR were SWD. Proficiency for SWD was 50%. Discuss possible reasons for these areas of need. All 12 of the SWD who scored under 40 PR have a disability which affects math performance. 9 out of 12 of these students failed the Math 7 SOL last year, indicating a need for remediation/re-teaching of previous concepts before grade level skills can be mastered.		
Part 3: Action Steps What will be done to address these areas of need? (List students and corresponding supports as appropriate) 14 of the 18 students who scored under 25 PR (yellow/red range) are currently assigned to EIB for math. The 4 students below scored under 25 PR and are not currently assigned to a math intervention. Based on prior grades and test scores, each of these students has a history of difficulty with math. Teacher 1 will contact counseling to have these students moved into math intervention. Parents will also be notified. Student A Student B Student C Student D For all students in math intervention, teachers will use the STAR and IXL Diagnostic reports to ensure these students are grouped effectively for EIB so that specific areas of need can be addressed. Number & Number Sense and Computation & Estimation will be prioritized as targeted areas for intervention for all students not showing proficiency in these strands. Resources will include VDOE Algebra Remediation Plans and IXL. Progress will be monitored using IXL Diagnostic, VDOE Formative Assessment Items, and STAR PM tests. Additionally, for students with disabilities, the special education teacher will offer/model instructional strategies that will support learning in students with math disabilities. For example, the lead teacher might use Interleaved Solutions (strategy example) to provide structured guided practice during whole group instruction; small group work within the general education classroom will support deficit areas by teaching students how to choose and use an effective graphic organizer and/or strategy (PEMDAS, GERMDAS) to organize and complete the process; also whole group and small group instruction will include targeted vocabulary instruction.		
When will the team reconvene to evaluate progress on Action Steps? Next grade content team/grade level meeting on [Date].		
Other:		

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