

Utilizing Student Success Teams to Support RTI

*Supporting At-Risk Students Through the
Development of Individual Action Plans*

A TurnAround Schools Exceptional System



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BEGIN WITH THE END IN MIND



What are you doing as a school to identify, monitor progress, and support at risk students in a systemic way?

What are the strengths of your model?

What are the weaknesses?

What is your ultimate hope for this process?

Write down one "idea" that you can take back to your school as you look for better ways to support at-risk students.

Response to Intervention at Los Pen



NEU Intervention Model



Academic System

Behavioral System

Intensive, Individual Interventions

Increased Group Time
Smaller Teacher/Student Ratios,
Possible Referral to IAT
Possible Participation in SST

Intensive, Individual Interventions

Behavior Intervention Plan
Possible Referral to IAT
Possible Participation in SST

Targeted Group Interventions

Small, Same Ability Groups
Increased Progress Monitoring/Assessments
Increased Instructional Time
Possible Participation in SST

Targeted Group Interventions

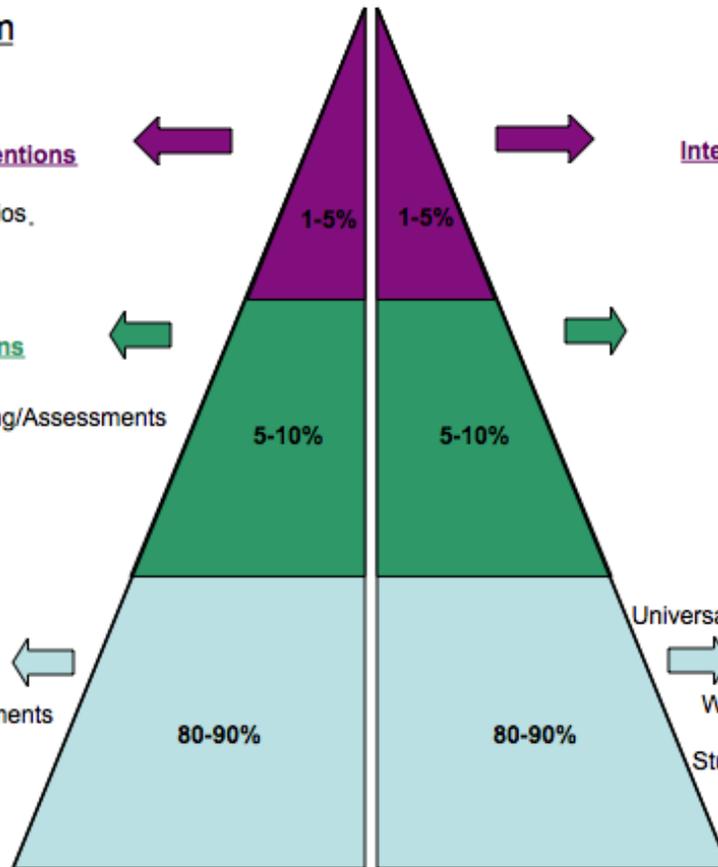
Referral to Counseling
Possible Participation in SST
Behavior Contract
Admin Connections/Check-ins

Universal Interventions

Core Curriculum
Classroom Interventions
Differentiation of Instruction
Progress Monitoring/Assessments
Master Schedule
Articulation

Universal Interventions

Code of Conduct/School Rules
Universal Classroom Management Plans
Morning Meetings
Visual Schedule
Whole Class Social Skills Lessons
Staff Development
Student Service Recess Alternative



Referral to the Student Success team is in Tier Two and Tier Three of the Response to Intervention Model.

Student Success Teams



Student Success Teams are made up of several staff members. They represent a wide range of grade levels / departments and share unique gifts that make the team versatile. These gifts help to address the very specific needs of each at-risk student served throughout the SST process. Success, not “hoop jumping” is the primary focus of the team.

SST Team Roles:

SST Coordinator: Acts as the “hub” for all info. Forms, database and scheduling all go through the Coordinator.

SST Facilitator: While there is one “coordinator” there are several “facilitators”. Facilitators are assigned to conduct SST meetings based on their gifts.

Classroom Teacher: Referring teachers need to attend the SST, find a colleague to attend, and fill out all forms.

Additional Support: Principal, AP, TOSA, Literacy Specialist and Counselor all act as additional support when needed. The RSP teacher and School Psych do not participate.

Parent: Parents are a crucial part of this process.

SST Process: *Step by Step*



1. All students are referred to the Student Success Team via the SST Checklist and Meeting Notes.
2. Each referral is addressed at a monthly “SST Facilitator’s Meeting”
3. Facilitators are assigned individual cases and the SST facilitator sends out Meeting Notices to teacher and parent. Each facilitator manages an individual caseload throughout the year.
4. Facilitators conduct SST meetings within a classroom and focus on the development of action plans that include meaningful interventions.
5. SST follow-up meetings are scheduled as necessary (usually 6 weeks after initial meeting). Check-up forms are used in each follow-up meeting.
6. Each monthly facilitator meeting begins with a brief discussion on action plans for students who have been through the process. Success is tracked through the SST and/or school database.

NEU Student Success Team Process

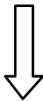
Initial SST
Current Assessment Profile and
Progress Monitoring (from Cathy)



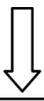
SST 2 Follow-Up within 6 to 8 Weeks
Current Assessment Profile and
Progress Monitoring
Complete Language Survey (as appropriate,
in SST meeting)

SUCCESS

**LIMITED
SUCCESS**



Monitor
Review progress after
next assessments
Schedule meetings as needed



SST 3+ Follow-Up within 6 to 8 Weeks
Current Assessment Profile and
Progress Monitoring



Continue to monitor
students and review progress
at each grade level

SUCCESS

**LIMITED
SUCCESS**



Progress Monitoring

- Refer to grade level progress monitoring form based on Articulation meetings
- Submit completed form to Cathy by due date

Steps to Possible IAT
(Classroom Teacher)

1. Review all past and current data
2. Administer and review assessments
3. Share results with Keri
4. Keri will consult with Arlene
5. Keri will discuss next steps with referring teacher and facilitator

If student DNQ or is not tested,
continue with limited success path

2011-2012 SST Referral Checklist

Student _____

Teacher _____

- Discuss possible interventions with your team and try them for at least 6 weeks.
- Talk with last year's teacher if appropriate.
- Conference with parents about specific concerns (*i.e. The SST meeting should not be the first time you meet with the parent.*)

Date of conference(s) _____

- Fill out SST Form
 - Student Data
 - Area(s) of concern
 - Strengths
 - Background Information
 - Classroom Interventions – Tier I (Page 2 of the SST form)
 - Classroom Interventions – Tier II (Page 2 of the SST form). Tier II interventions include:
 - o Before and/or after school support
 - o Literacy Teacher support
 - o ELL support
 - o Student Services Support

- Request current Assessment Profile Data from Cathy
 - Most recent progress monitoring report within two weeks of the scheduled SST

SST Objective:

- Place completed SST forms in SST mailbox in Staffroom. (SST Referral Checklist, Assessment Profile, and Progress Monitoring) Email the Student Success Team Form to Fran.

A meeting date and facilitator will be assigned at the next SST Facilitator's meeting.

SST Meetings are in the AM and PM unless special arrangements are made ahead of time.

I am available in the AM ___ / PM ___.

Dates that I am **NOT** available for in the next two months are:

**2011-2012 LOS PENASQUITOS ELEMENTARY
STUDENT SUCCESS TEAM FORM**

Confidential

Student:		Birth date:	Parent(s):
Teacher:		Age:	Grade:
Referral Date:		Referred by:	Parent Phone:
Meeting Date:	Facilitator:	Persons present:	
Previous SST Dates:		ELL: <input type="checkbox"/> Yes <input type="checkbox"/> No	Vision pass: <input type="checkbox"/> Yes <input type="checkbox"/> No
Mark the area(s) of concern: <input type="checkbox"/> Academic <input type="checkbox"/> Behavioral <input type="checkbox"/> Language			Hearing pass: <input type="checkbox"/> Yes <input type="checkbox"/> No

Identify Student Strengths (check all that apply)		
<input type="checkbox"/> Academic Skills <input type="checkbox"/> Artistic <input type="checkbox"/> Attentive <input type="checkbox"/> Compassionate <input type="checkbox"/> Courteous <input type="checkbox"/> Confident <input type="checkbox"/> Cooperative <input type="checkbox"/> Coordination Skills	<input type="checkbox"/> Creative <input type="checkbox"/> Enthusiastic <input type="checkbox"/> Hard Worker <input type="checkbox"/> Highly Articulate <input type="checkbox"/> Leadership Skills <input type="checkbox"/> Likes School <input type="checkbox"/> Listens Effectively <input type="checkbox"/> Optimistic	<input type="checkbox"/> Patience <input type="checkbox"/> Physical Strength <input type="checkbox"/> Positive Social Skills <input type="checkbox"/> Sense of Humor <input type="checkbox"/> Tries/Attempts Tasks <input type="checkbox"/> Other <input type="checkbox"/> Other <input type="checkbox"/> Other
Background Information:		

SST Action Plan	Responsible Person/Timeline

Tentative Follow-up Date _____

Interventions – Tier I			
	Modifications	Time Period	Results (comments)
<input type="checkbox"/>	Visual Schedule (individual)		
<input type="checkbox"/>	Seating change Near teacher/next to buddy		
<input type="checkbox"/>	Modified assignments		
<input type="checkbox"/>	Individualized instruction daily: teacher/aide/volunteer		
<input type="checkbox"/>	Behavior contract		
<input type="checkbox"/>	Work contract		
<input type="checkbox"/>	Break tasks/assignments into smaller tasks		
<input type="checkbox"/>	Small group instruction		
<input type="checkbox"/>	Reduce distractions Space or work dividers		
<input type="checkbox"/>	Daily or Weekly Progress reports		
<input type="checkbox"/>	Notes sent home Daily/Weekly		
<input type="checkbox"/>	Parent Conference		
<input type="checkbox"/>	Student/Teacher conference		
<input type="checkbox"/>	Use of student interests (earn rewards, utilize strengths)		
<input type="checkbox"/>	Adapt teaching to student learning styles (visual, auditory, tactile, kinesthetic)		
<input type="checkbox"/>	Other		

Supplemental Interventions – Tier II				
Intervention	Pretest/Placement	Duration	Post-test	Person

SST Meeting Notice



Dear _____,

The Student Success Team is made up of several teachers and support staff in an effort to find the best possible ways to support students at Los Pen. These meetings are designed to take a proactive approach to supporting students through the development of Action Plans. Your child's teacher has requested that we conduct an SST meeting with you in the coming weeks. We have scheduled the SST meeting on the date and time listed below.

Because parents play a very important role in this meeting, it is our hope that you make every effort to attend. In the event that you cannot attend, please call us at 672-3600 to reschedule. As you make your plans, please note that each meeting lasts approximately 30-45 minutes.

Thank you,

SST Facilitator

Date and Time of Meeting: _____

Location of Meeting: _____

(return the bottom portion to your child's classroom teacher.)

 Yes, I can attend the SST meeting for my child on this date.

No, I can't attend, please call me at _____ to reschedule.

My name is _____

My child's name is _____ Rm# _____

SST Meeting Notice

RESCHEDULED

Dear _____,

We are rescheduling our Student Success Team meeting with you regarding your child _____. We have rescheduled the meeting for the date and time listed below. Please fill out the bottom section to confirm whether or not you will be able to attend this meeting. Please note that in the event you cannot attend, the meeting will still be conducted. The meeting will last approximately 30-45 minutes.

Thank you,

SST Facilitator

Date and Time of Meeting: _____

Location of Meeting: _____

(Please keep this top portion as a reminder and return the bottom portion to your child's classroom teacher.)

 Yes, I can attend the SST meeting for my child on this date.

No, I can't attend, please call me at _____ to reschedule.

My name is _____

My child's name is _____ Rm# _____

My phone number is _____

**2011-2012 LOS PENASQUITOS ELEMENTARY
STUDENT SUCCESS TEAM
FOLLOW-UP MEETING NOTES**

Name:			Birth Date:	Age:	Parents:
SST 1 Date:	SST 2 Date:	SST 3 Date:	SST 4 Date:	Facilitator:	
Persons Present:					

Previous Action Plan	Results
	<input type="checkbox"/> Progress Monitoring: Current Results Attached
New Action Plan	Persons Responsible
<p>Next Meeting:</p>	<p>Student Signature: Parent Signature: Teacher Signature:</p>

SST Facilitator Guidelines

Adapted from work by Janet Malone of PUSD

Specific Guidelines for the Facilitator

- Begin by:
 - ▶ Introducing yourself at the beginning of the session,
 - ▶ Define your role and purpose of the meeting
 - ▶ Make explicit agreements with the group regarding time
- Listen, paraphrase, clarify, and reflect group members' comments
- Be an energizer
- Set a positive tone
- Keep the group moving on the problem/discussion
- Listen closely and watch that group members are listening to each other
- Encourage each individual to contribute and join the conversation
- Protect group members from personal criticism; prevent focusing on personalities by concentrating people's attention on the issues at hand
- Respect silence
- Intervene appropriately
- Elicits clarity regarding meeting follow-up

Facilitator Non-Verbal Behaviors

- Active listening
- Voice
- Eye contact
- Attentiveness
- Facial expressions
- Silence
- Body language
- Distracting habits
- Dress

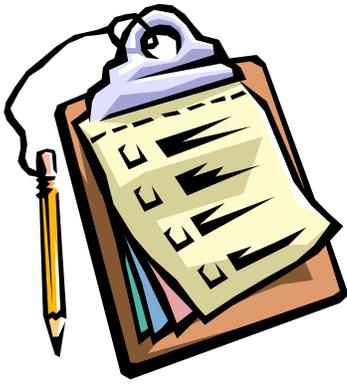


STRATEGIES FOR FACILITATORS



Facilitators are responsible for developing action plans that lead to success. They need to utilize the strengths of the team in order to create individual student success that has yet to be discovered. Some strategies that can be used to achieve this success are:

1. Stay positive and display a _____ attitude.
2. Begin with _____ .
3. Do your _____.
4. Be sure to be _____ to the parents.
5. If you can't get it done in _____ , it was not a successful meeting.
6. Hold _____ members accountable for tasks assigned.
7. Remember, the _____ has the greatest influence.
8. Close by _____ ,
_____, and _____ .



Intervention Inventory



Generate a list of current interventions. Are they working? If so, how do you know they are working?



Identify your greatest academic and social needs for students.



Choose one need at a time and develop results driven, data specific interventions.



Make a list of interventions that take place **before**, **during**, and **after** school. Create interventions supported by money, time and volunteer partnerships.

	<i>Before School</i>	<i>During School</i>	<i>After School</i>
 Money			
 Time			
 Volunteer Partnerships			

SAT



SST

SAT	SST
<ul style="list-style-type: none">• One person facilitates• SAT members generally attend most if not all meetings• Coordinator is the Facilitator• SAT meetings start by discussing background info• Often acts as a hoop to jump through on the way to Spec. Ed. Testing• Assembly of the willing• Monthly Commitment: 6 hours	<ul style="list-style-type: none">• Several people facilitate• SST members share the responsibility by working as case managers• Coordinator is the organizer• SST meetings begin with review, bulk of time is spent on the Action Plan• Develops successful Action Plans during every meeting• Represents all grades/departments• Monthly Commitment: 2 hours

Los Penasquitos Elementary Criteria for Grade Level Acceleration

The following data will serve as a guide to be used to assess a student's readiness for grade level acceleration. This process is intended to utilize a systematic and defensible way to generate recommendations and guidelines to ensure that we make a well educated and appropriate placement decision for the rare student who demonstrates not only exceptionally high academic ability, but who also has the capacity to process greater amounts of information and knowledge than she/he is able to acquire in their present learning environment and grade level.

- Completion of AdvSST Teacher referral form (see attached), including parent meeting;
 - All differentiated opportunities exhausted for child, including grade level team meetings to support student's learning (Dates of team meetings: _____);
 - Differentiated curriculum at other grade level (or using other grade level enrichment) implemented for a period of no less than 3-6 months;
 - Iowa Acceleration Scale (IAS) score of at least 60. Score MUST be in the "excellent candidate" range for acceleration.
- (Includes analysis of following key information: Assessment of Ability; Assessment of Aptitude; Assessment of Achievement; School and Academic Factors; Developmental; Factors; Interpersonal Skills; Attitude and Support; Parental Survey);
- MAP scores that are at least in the proficient level two grade levels above current grade level in all subjects;
 - Scores of 4s on all core subjects on report card;
 - If applicable, CST scores in all subjects in the advanced range;
 - If possible, opportunity to experience other grade level (i.e. participate in subject matter learning in other grade);
 - Assessment Committee evaluation and support for acceleration (Site GATE Coordinator is to be part of committee for these meetings). Committee must agree that acceleration is appropriate. (Dates of Assessment Committee meetings: _____);
 - Strong parental involvement and support for acceleration, including assessment committee meeting with parents;
 - Student support of acceleration;
 - Plan to support student integration into next grade level; and
 - Strong communication and involvement with district officials during process, specifically district GATE officials (Tracy Liu and others as available).

Los Pen
Check List For
AdvSST Process

Discuss possible **differentiation strategies** with your team and try them for at least **4-6** weeks.

Talk with last year's teacher, grade level team, next grade level team, principal, etc.

Review cum for previous **differentiation and acceleration strategies used with student**

Conference with parents **regarding advanced skills and progress; get a feel for what they see at home and prior experience**

Date of conference _____

Fill out teacher referral forms.
1) **AdvSST** Teacher Referral Form
2) Return checklist and referral
to **Principal**

AdvSST Objective: (What would you consider **the best plan for this student**)

A meeting date and facilitator will be designated after all forms are returned.



AdvSST Meeting Notice

Dear parent(s) of _____,

The Los Penasquitos Elementary School Assessment Committee has scheduled an Advanced Student Success Team meeting with you to discuss a possible acceleration plan for your son/daughter. The date and time is listed below. Please fill out the bottom section of this letter to confirm your attendance. The meeting will last approximately 45-60 minutes.

Additionally, if you could fill out the attached rating scale prior to the meeting it will help us in our discussion.

Thank You,

Deanne McLaughlin and LPES AdvSST Team

Date and Time of Meeting: _____

Location of Meeting: _____

(Please keep this top portion as a reminder and return the bottom portion to school.)

Student's Name _____

Date and Time of Meeting: _____

Location of Meeting: _____

Yes, I can attend the AdvSST meeting for my child on this date.

No, I cannot attend the AdvSST meeting for my child at the established time and I would like to reschedule.

My name is _____

Parent Signature _____

