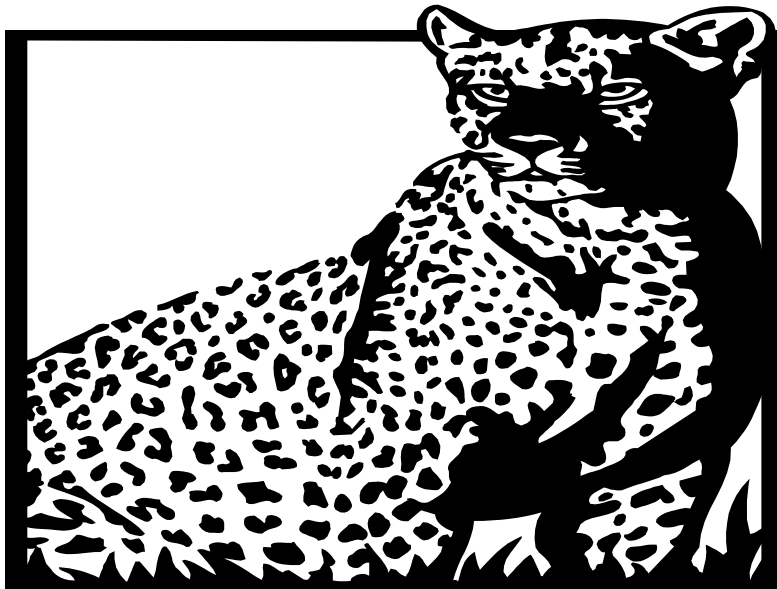


Student Success Team (SST) Handbook

La Entrada School



Student Success Team (SST)

Student Support Structures

La Entrada utilizes two student support structures to maximize student success across all grade levels, 4th – 8th:

The (HST) is a “learning support” umbrella structure that brings together all support service providers at a school site to develop and monitor programs and resources that enhance prevention and intervention efforts contributing to student success. HST focuses on referred students, and coordinates respective programs and services to promote their academic success. In addition, school-wide issues are identified and addressed.

The **Student Success Team (SST)** is a problem solving and coordinating structure that assists students, families and teachers to seek positive solutions for maximizing student potential. The SST is a positive school-wide early identification and early intervention process. Working as a team, the student, parent, teachers and school administrator identify the student's strengths and assets upon which an improvement plan can be designed. The school invites the parent/guardian and student to participate in finding solutions. This process informs individual actions for students, including referral to the formal SST process, and class-wide actions to address issues such as use of class resources, behavior management, classroom modifications, and health education.

Who is on the SST?

- Parent/guardian is always invited
- Students participate as appropriate
- Administrator (Principal/Assistant Principal)
- Classroom Teacher(s)
- On-site resource/support staff
- Resource Specialist - RSP Teacher
- School Counselor
- School Psychologist

The SST Meeting:

The SST always starts with a discussion of a student's strengths/assets, in order to be able to use these assets when developing possible solutions.

The SST gathers background information regarding the student in the areas of school, home/ family and health. The goal of the meeting is to brainstorm solutions to address areas of concern.

A review of interventions and supports that have been put in place in order to address the student's needs; if new action items are discussed, the team members are assigned a responsibility for the action items.

Interventions and new action items are monitored and a follow-up SST meeting is scheduled to review results/outcomes of interventions, make adjustments and continue to strategize positive solutions to ensure student success.

Student Success Team (SST) Steps:

STEP 1

Staff is concerned about a student for one or more of the following reasons listed below (*this concern can come up in a Team Meeting or a parent contacting the counselor*):

- academics
- health
- behavior/emotional issues
- attendance

Staff to complete SST Data Collection Form



STEP 2 – SST Data Collection Form

Please see “Sample Interventions List” page. Please contact appropriate support staff if help is needed for suggestions.

- Interventions occurring in the classroom
- Appropriate accommodations and modifications made for the student
- Teacher differentiates and scaffolds curriculum for the struggling student

Data is collected and observations are made for at least 4 weeks. Data includes:

- Observations
- Student work samples
- List of accommodations/modifications that work for the student
- Counselor/and or support staff will also conduct observations in various classrooms throughout the month and record findings



STEP 3

Counselor collects SST Data Collection Forms from the staff. Counselor will review and report findings to the team (via email). Input is appreciated at this point in order to determine if meeting is warranted.



STEP 4

If an SST is warranted, the counselor will call the parent/guardian to schedule a meeting. Invitations will be sent out to the staff.

SST Data Collection Form

Date: _____

School Site: La Entrada

****CONFIDENTIAL: Please do not leave out for others to read****

Student: (Last, First)	Grade	Gender M F	DOB
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Parent/Caregiver	Languages spoken at home	Telephone Number
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Name of Person Making Request	Your Title Classroom/ Telephone Extension	District Entry Dates
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Student's Strengths

<input type="checkbox"/> Able to problem solve:
<input type="checkbox"/> Articulates feelings/needs:
<input type="checkbox"/> Asks for help:
<input type="checkbox"/> Attentive in class:
<input type="checkbox"/> Cooperates with others:
<input type="checkbox"/> Demonstrates sense of humor:
<input type="checkbox"/> Enjoys math:
<input type="checkbox"/> Enjoys reading:
<input type="checkbox"/> Follows instructions:
<input type="checkbox"/> Helpful to others:
<input type="checkbox"/> Listens well:
<input type="checkbox"/> Makes/maintains friendships:
<input type="checkbox"/> Negotiates/compromises:
<input type="checkbox"/> Participates in class:
<input type="checkbox"/> Regular Attendance:
<input type="checkbox"/> Other:

Student Profile Section (Counselor/SST Team to complete)

Standardized Testing (Two previous years):

Year:	Reading:	Lang:	Math:
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Year:	Reading:	Lang:	Math:
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Support services student is currently receiving:

Homework Center ELD Peer Tutoring ACS Physical Health Math Support ELA support

4/5 Reading Support Summer School

Attendance (How many days of school has this student missed this year):

Other:

PLEASE COMPLETE THE BACK SIDE OF THIS FORM

Your Concerns About Student

Prior Interventions

Please provide details:

✓ Academic:

✓ Attendance:

✓ Emotional/Behavioral:

✓ Family/home:

✓ Physical Health/Medical:

Other:

- Behavioral interventions
- Classroom modifications
- Instructional modifications
- Met with student
- Offered tutoring/after-school program
- Spoken to/met with parent/caregiver
- Other:

Please describe your interventions including length of time tried:

Response to Interventions:

(ATTACH data across 4 weeks such as written work, actual tests, journals, homework logs and samples, attendance records and anything else that represents the issue).

To Be Filled Out By Person Coordinating the SST:

Date Data Collection Forms Processed:

Primary Contact Person:

Action Items Planned:

Will there be an SST Meeting?: **Y N**

If "Yes," date parent/guardian notified:

Who Will Follow-up and when:

Student Success Team (SST)

Team Member Roles and Responsibilities

All team members are active contributors, and the process defines special roles that some members of the team must fill to achieve the greatest positive outcome. Team members may change roles from one SST meeting to the next. However, during any meeting each team member's role must be clearly defined before the meeting begins and then maintained throughout that meeting.

Facilitator

This person facilitates the working of the team but is not necessarily the SST coordinator/leader. The success of the team depends largely on this person, who guides the flow of the meeting and coordinates logistics before and after the meeting. The facilitator directs but does not dominate the SST meetings, eliciting the most helpful contributions of the group and, most important, keeping a positive tone at the meeting. The facilitator directs the process with respect for all members and accommodates the needs of the group. The facilitator reassures and supports the efforts of colleagues, parents, and students.

Recorder

The recorder is responsible for documenting the SST meeting discussion, including students' strengths, concerns, interventions, action items and results. The recorder does this by using the *SST Summary Form* or the *SST Summary Form for Follow-up Meetings*.

Team Member

An effective team member is a positive contributor to the work of the team. The team members participate but do not control the flow of the meeting. Members come prepared with information about the student. Contributions that address difficult problem areas are positive, looking at constructive solutions, rather than characterizing, blaming, or stereotyping. Interventions are linked to the student's strengths.

Parents/Guardians as Team Members

Parents are full-fledged members of the SST, and they are **always** included. At the SST the parent can share the familial perspective and concerns, contribute critical problem-related information from home, and share effective and ineffective home interventions. Many times, the parent can clarify questions for the team and participate in the implementation of strategies developed by the whole team.

Students as Team Members

The student is also an **essential member** of the SST meeting. When the student enters a room and sees that a number of important adults in their life have gathered together on their behalf, a powerful message of caring and a commitment to their success is given. It is important to orient the student to the meeting and explain that they are an equal member of the team and their input is welcomed and important.

Helpful Suggestions for Effective SST Meetings

- Suggest, using concrete examples, to parents/guardians of how they may help/support their child at home
- Brainstorm strategies and interventions utilizing the SST Sample List of Interventions,
- Prioritize concerns and action items; it is better to focus on one problem in depth than to give superficial treatment to many
- Let parents/guardians ask questions; they will likely have something specific to discuss with the team
- Have consent for services forms, release of information forms, and community referrals available at the meeting
- Set a date for a follow-up SST meeting
- End the meeting with a summary of the action plan and a positive comment
- Thank parents/guardians for participating in the SST meeting
- Give copies of completed SST Summary Form to parents and teachers

Sample SST Interventions

Health Strategies

- Hearing screening/exam
- Improve hygiene
- Make sure child wears glasses
- Medication Administration
- Obtain glasses for student
- Refer to School Nurse
- Vision screening/exam

Instructional Strategies and Accommodations/Modifications

- Academic contract
- Chunking of assignments
- Limit the number of problems
- Shorten assignment(s)
- Extended time on assessments
- Take an assessment orally
- Allow previewing of content, concepts and vocabulary
- Allow student to have sample or practice tests
- Ask parent/guardian to structure study time (give them information about long-term assignments)
- Collect homework daily instead of weekly
- Communicate with last year's teacher
- Connect student with Peer Tutoring or Homework Center
- Consider ELL placement
- Cue/maintain eye contact with student when giving directions
- Individual and/or small group instruction
- Give student immediate feedback
- Give student options for presentation (written/oral or illustration/model)
- Homework checklist or folder
- Make sure student stays for after school program
- Manipulative and Visual Prompts
- Move child's seat (preferential seating)
- Provide printed copy of notes
- Provide study guides/questions
- Scaffold work
- Send home unfinished class work
- Supply student with samples of work expected
- Use of headphones to minimize disruptions
- Audio books
- Help provide supplementary materials that student can read "Just Right Book"
- Reduce quantity of material (spelling lists, vocab lists, etc.)
- Provide copy of the notes / student can take a picture of the notes
- Have student take a test in another room

Behavioral Strategies

- After-school program
- Allow student to draw to calm down in class
- Allow student to take a break / get some water
- Build rapport with student (focus on strengths, interests); schedule regular time to talk
- Call home on a bad day for support
- Call home on a good day
- Change antecedent event (event that occurs prior to target behavior)
- Chart/graph student behavior (assess/determine pattern of behavior)

- Clarify consequences with student and follow step consistently
- Is a class change recommended?
- Collaboration with outside sources (e.g., therapist, tutor, after-school program, ACS)
- Concentration game
- Daily check-in with student
- Develop behavior plan
- Give leadership responsibilities/important jobs
- Help parent/guardian set up home reward/management system
- Ignore negative behavior, if possible
- Immediately recognize positive behaviors
- Move student's seat (preferential seating)
- Non-verbal signals between teacher and student
- Offer student choices
- Pair student with older or younger student for structured academic activity, Peer Tutoring
- Provide student time for physical activities/movement
- Refer for other services (ACS)
- Relaxation techniques
- Survey/interview student to determine interests

Attendance Strategies

- Alarm clock for student
- Earlier bedtime
- Help parent to find better transportation to school
- Parent agrees to bring child to school daily
- Parent will make sure child gets on bus in morning
- Parent will wake up earlier to get child to school on-time
- Student will wake up earlier

The action plan created at the SST meeting is only as good as the follow-up practices that ensure its implementation.

Steps for follow-up:

1) Case Management

It is very important to clearly define on the *SST Meeting Summary Form* who is responsible for each “Action Item” and to designate a contact person to monitor the implementation of the plan. This creates an accountability system that is monitored and reviewed when the team comes together again for the Follow-up SST meeting(s).

2) Feedback to Counselor

Provide counselor with feedback in a timely manner after the initial SST meeting.

3) Student/Family Support

Working with students and parents/guardians to be a part of the plan and to undertake actions on their own behalf is an important part of the follow-up. The student and parent have to feel that they have some control over their own goals and plans, and that school staff are their allies, rather than the ones who have all the control. During the SST meeting the parent is an equal partner in developing the action plan.

4) Follow-Up SST Meetings / Ongoing monitoring of student progress

At the end of every initial SST, a follow-up SST meeting date is set, preferably within 4-6 weeks. At the follow-up SST meeting, action items are reviewed and student progress is discussed. The follow-up SST meeting is documented on the *SST Summary Form for Follow-up Meetings*. The action plan may need to be modified and additional interventions may need to be added depending on student progress. Testing may be an option.