

# S.I.T.

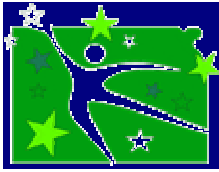
## Student Improvement Team

### Chautauqua County Community Schools

#### Student Improvement Team—Definition and Purpose

- The Student Improvement Team is a problem solving process for **ALL** students and should not be viewed as a process in which to “get through” for Special Education testing or evaluation.
- The Student Improvement Team utilizes a *General Education Problem Solving Process* that will result in effective plans for students who are having difficulties either academically or behaviorally.
- The SIT process includes levels of intensity in the interventions used to help students to be successful:
  - **Level 1** – teacher/classroom interventions with parent/student
  - **Level 2** – SIT Team referral for additional assistance in problem solving – development and implementation of a SIT Plan
  - **Level 3** – Follow-up and monitoring of SIT plan, further recommendations by the team. If the team determines that it may be leaning toward referral for initial evaluation, the school psychologist must be present.
  - **Level 4** – Referral for Initial Evaluation
- Designated persons listed below should complete the forms for all students reviewed by the Student Improvement Team. Interventions should be put into place and monitored, and upon review the team will determine either the success or failure of individual interventions and make further recommendations.

Page Number(s)	Form Name(s)	Completed By
2 – 4	Request for Assistance Checklist Problem Identification/Analysis	Student’s Classroom Teacher(s), Support Staff, and all who work with the student
5	Student Record Review	SIT Facilitator
6 – 7	Student Improvement Plan	SIT Team Participants
8 – 9	Family Information	Parent
10 – 11	Student Information Interview	Facilitator (Interview/Optional)
12	Follow-up	SIT Team Participants (each meeting)
13	Recommendations/Follow-up	SIT Team Participants (at final / transition meeting)



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## Student Record Review

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Gender: Female Male

Existing IEP: Yes No

Ethnicity: White

Black

Hispanic

Asian/Alaskan/Pacific Islander

American Indian

Age Starting School: \_\_\_\_\_ Number of school transfers: \_\_\_\_\_ Attendance: Absent \_\_\_\_\_ Tardy \_\_\_\_\_

Previously referred to the SIT Team: Yes No If "yes", when \_\_\_\_\_

Office Referrals: Violent \_\_\_\_\_ Non-Violent \_\_\_\_\_ Primary language spoken in home \_\_\_\_\_

Suspensions/Expulsions: In-School \_\_\_\_\_ Out School \_\_\_\_\_ Expulsions \_\_\_\_\_

Has the student received any other services (e.g., Title I, At-Risk, After School)? Yes No

If "yes", describe \_\_\_\_\_

### Medical Information

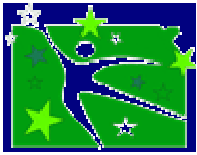
Date of last Hearing screening: \_\_\_\_\_ Results \_\_\_\_\_

Date of last Vision screening: \_\_\_\_\_ Results \_\_\_\_\_

Physical Limitations: \_\_\_\_\_ Chronic Illnesses: \_\_\_\_\_

Medications: \_\_\_\_\_ Medical Procedures: \_\_\_\_\_

Reported accidents/injuries: \_\_\_\_\_



**STUDENT IMPROVEMENT PLAN**  
**Sedan Elementary**

404 N. Sherman  
Sedan, KS 67361  
Ph: (620)725-5611  
Fax: (620)725-5614

Student: \_\_\_\_\_

Date of Referral: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

Initial Plan: \_\_\_\_\_ Revised Plan: \_\_\_\_\_

SIT Case Leader: \_\_\_\_\_

**Strengths and Problem Identification**

Assets:

Concerns:

What is the specific concern selected for intervention?: \_\_\_\_\_

Most students are:

This student is:

**Problem Analysis (Remember: Instruction, Curriculum, Environment, Learner)**

We think \_\_\_\_\_ is occurring because:

List potential hypotheses below:

*Instruction*

*Curriculum*

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

*Environment*

*Learner*

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Which hypotheses seem most likely? Place an \* next to them. Given what you know, does this make sense? (If actions are needed prior to interventions, list and determine who is responsible).

**Intervention Ideas and Selection**

For the first \* hypothesis, \_\_\_\_\_, generate interventions  
(Domain)

Possible Interventions Who/When/Supports

- 1.
- 2.
- 3.
- 4.

For the next \* hypothesis, \_\_\_\_\_, generate interventions  
(Domain)

Possible Interventions Who/When/Supports

- 1.
- 2.
- 3.
- 4.

For the next \* hypothesis, \_\_\_\_\_, generate interventions  
(Domain)

Possible Interventions Who/When/Supports

- 1.
- 2.
- 3.
- 4.

Circle the intervention(s) that have a good chance of working and are manageable. Decide who is responsible, when it will happen, and supports necessary to make it work.

**Expected Outcome**

Based upon the student’s current performance and known peer performance, in \_\_\_\_\_ weeks, how will this student look?  
What will the student be doing?

How will we monitor progress toward this outcome? (what/how often)

Next meeting to review progress will be.



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## Family Information

The purpose of the Student Improvement Team is to design effective interventions to help children succeed in school. You know your child best. Take some time to think about what you know about your child and how that information will help us, as a team, determine what could be done to help your son or daughter. The team respects confidentiality and is not asking you to share information that does not contribute to the development of a good plan for your son or daughter. If you have any questions, or would like to meet with someone prior to the scheduled team time, please contact\_\_\_\_\_.

### Planning Questions

1. What do you see as your child's strengths? What does he or she do best? What is he/she most proud of?

4. In what area(s) could your child use the most improvement? What things does he or she seem to struggle with the most?

3. If we only targeted one area at a time, what do you see as the priority for your son/daughter?

4. When you think about the things your child needs to improve, what could be possible causes that we could change in order to make things better? Think about the following areas:

- Curriculum (examples: the curriculum materials brought home are difficult for your child to read, the materials are too easy and are things your child already knows, there are not many practice items for your child to completely understand what is being taught)

- Instruction (examples: your child tells you he gets lost when the whole class is learning something, your child doesn't understand the things the teacher is teaching)



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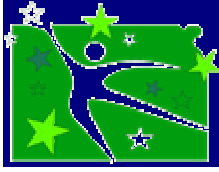
- Environment (examples: your child has difficulty studying when there is lots of noise around, a recent death in the family has been difficult for your child to understand)

- Learner (examples: your child lacks good study skills or is not very organized, your child doesn't seem to notice that she is doing her homework incorrectly)

5. What are things you think would help address the areas your child has difficulty with? In what ways does your child appear to learn best? Are there any arrangements that seem to work best? Are there certain things that motivate your child to learn or participate?

6. If the plan we all develop works, how will things look different for your child? (In other words, how will we know we are successful?)

If your child is involved with other people who could be important to the development of the plan, please invite them to the meeting or ask them some of the above questions for their input. You are welcome to bring a friend or relative to the meeting, just let us know ahead of time.



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## Student Information

The purpose of the Student Improvement Team is to help you succeed in school. You know best what things help you learn and what things do not. We need you to help us decide what we can do to make you more successful in school. The team respects confidentiality and is not asking you to share information that you don't think is needed.

### Planning Questions

1. What are your greatest strengths? What do you do best? What are you most proud of?
2. In what area(s) could you use the most improvement? What things are most difficult for you to do at school?
3. If we only picked one thing to focus on, what would you like to do better that would help you be more successful at school?
4. When you think about what area you need help improving, think about what helps you learn best:
  - Curriculum Are there certain materials/papers/assignments that make learning more or less difficult? (example: true/false tests are often confusing)
  - Instruction What things does your teacher do that makes things more or less difficult? (example: I sometimes don't understand the directions for assignment. When the teacher provides an advanced organizer for notes, I am able to follow her lectures better)



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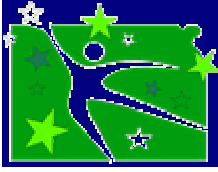
- Environment Are there things about the classroom or where you study at home that make learning more or less difficult? (example: the kids I sit around are people I want to talk to and I find myself talking with them instead of working)
  
- Learner What things do you know about yourself that may offer clues that will help us help you be more successful? (example: not writing down assignments makes it harder for me to remember what homework needs to be completed)

5. What are things you think would help you be more successful at school? Think about things that could help you here at school and when you go home.

6. If the plan we come up with works, how will things be different for you?

7. Would you like to be at the meeting when we develop a plan or would you like someone to meet with you after the meeting to finalize the plan?





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### Recommendations/Follow-up

Student: \_\_\_\_\_ Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ **A. Continue Problem Solving Process/General Education Interventions**

- \_\_\_\_\_ 1. Initial Planning Meeting
- \_\_\_\_\_ 2. General Education Interventions have been successful, continue Student Improvement Plan.
- \_\_\_\_\_ 3. Interventions have not been successful, implement modifications or changes to plan. Next meeting scheduled for \_\_\_\_\_ Qualifies for ELL services: \_\_\_\_\_
- \_\_\_\_\_ 4. Interventions have been successful, student progress in general curriculum, discontinue Student Improvement Plan interventions.

\_\_\_\_\_ **B. Referral / Development of a 504 Accommodation Plan**

- \_\_\_\_\_ 1. Interventions have been successful. Student meets definition of disabled under Section 504 and demonstrates need for an Accommodation Plan.
- \_\_\_\_\_ 2. Interventions have not been successful. Team can document that interventions required are beyond the scope of what can be provided through the problem solving process, student meets definition of disabled under Section 504 and demonstrates need for an Accommodation Plan.

\_\_\_\_\_ **C. Referral for Initial Evaluation for Special Education/Speech-Language Services**

- \_\_\_\_\_ 1. Interventions have been consistently implemented.
  - \_\_\_\_\_ a. Interventions have been successful. However, data indicates the need for intense or sustained resources.
  - \_\_\_\_\_ b. Interventions have not been successful. Data indicates a need for intense or sustained resources.
- \_\_\_\_\_ 2. The team recommends a referral for **SPEECH / LANGUAGE SERVICES**.
- \_\_\_\_\_ 3. The team has convergent data that would indicate the need for a **COMPREHENSIVE EVALUATION**.

### SIT Team Members/Participants

**NAME / POSITION**

**(Check if Agree)**

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