

S.A.T.E.L.L.I.T.E.S

Student Assistance Team's Evaluation of Learning & Linkage to Interventions Towards Educational Success

Philosophy and Goals

The SATELLITES - RTI case management system is a Level 2 intervention that uses a collaborative process that assesses, plans, implements, coordinates, monitors, and evaluates the options and services required to meet the students' educational needs. It is characterized by advocacy, communication, and resource management and promotes quality and effective interventions and outcomes. SATELLITES - RTI also provides an organized, structured process for providing accountability and for moving students through the educational process. The process is based on five basic principles:

- SATELLITES - RTI is a **student centered** rather than a **program centered** approach. It starts with the student and uses the program's processes to help each student achieve his or her goals and to keep all students in compliance with the state's mandates and federal laws.
- Students are capable of taking more **control of their education**. They are capable of solving problems, making decisions, and setting goals. Students should be **actively involved** in all phases of the process- assessment, planning, problem solving, and finding resources. SATELLITES seeks to have students as active participants and not as passive ones.
- The SATELLITES - RTI process should be a **shared partnership** between the student, parents, **Case Manager**, ancillary and other school staff. PLC (Professional Learning Community) strategies will be used to implement appropriate modifications, accommodations and or interventions. Although each partner brings different skills, experiences and expertise, they share in the responsibility for producing progress.
- SATELLITES - RTI focuses on **Prevention and Intervention** – the goal of the system is to quickly intervene at the first sign of academic trouble. Through the use of weekly progress reports the Case Manager/Teacher is provided immediate feedback from classroom teachers. The case manager will immediately coordinate a meeting with the student's treatment team/PLC to develop a plan of action to better support the student.
- SATELLITES - RTI is truly **data driven** - The system primarily focuses on **three pieces of data** that have been identified as the primary barriers to academic success: **academic, behavior, attendance**. The quarterly monitoring of this data leads to data driven decision making that includes, but is not limited to the implementation of programs, interventions, IEP modifications, etc.

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Components and Descriptions

- **Intervention List** – The Case Manager/Teacher is responsible for ensuring the proper implementation of the students' action plan and interventions. In addition, the Case Manager/Teacher will be accountable for the academic success of each student on his/her intervention list.
- **Student Schedule Matrix** – This matrix contains the students' courses, periods, teachers and room numbers of the students on the *intervention list* so that at any time, the Case Manager/Teacher can locate his/her students to disseminate information, do observations, and/or interventions.
- **Student Intervention Team (PLC)** - The team consists of the student, the teacher, the counselor, the principal and if necessary, the parent. The team develops the action plan, determines the interventions and monitors the progress.
- **Student Action Plan** - This tool includes basic identifying information, target behavior(s), present levels of performance, student goals, interventions and progress monitoring results.
- **Intervention Schedule** - This tool assists the Case Manager/Teacher in allocating time towards data preparation, observations, pull-out/small group interventions, parent/teacher conferences, professional development and trainings.
- **Weekly Progress Report** – This form includes the student name, Case Manager/Teacher, subject, ratings for academic information. It also separates the rating of behavioral issues from academic issues so that interventions can be better targeted. There is space for teacher comments and request for a conference if necessary.
- **Service Logs** – This form is used to record anecdotal notes and record keeping for all contact with the student and general education teachers.
- **Communication Log** – This form is used to document contact with anyone on the student's service team, the method of communication and the result of the communication.
- **Student Data** – SATELLITES - RTI is a data driven tool. For that reason, we have identified three areas that are barriers to student success. The data section is used to collect data from the three identified areas: attendance, behavior referrals and report card grades. Interventions are then implemented to support the student in the areas of need.

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Intervention List

[illegible]

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Intervention Schedule

Case Manager: _____

Date: _____

Student Name	Time Slot

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Student Action Plan

Student Name _____ Teacher _____

Subject _____ Date Initiated _____

Present Grade(%): _____

Target Behavior(s):

Interventions

Student Goals	Interventions to Obtain Goals	Person(s) Responsible

Progress Monitoring Results

Week 1	Week 2	Week 3

Evaluation (After Week 3)

- ☐ Based on significant progress, student will be exited from SATELLITES.
- ☐ Based on progress monitoring results, student will continue SATELLITES with instructional interventions as currently identified and implemented for another 3 week cycle.
- ☐ Based on lack of progress, the Student Action Plan will be modified.

Teacher Signature _____ Date _____

Student Signature _____ Date _____

Counselor Signature _____ Date _____

Parent Signature _____ Date _____

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Weekly Progress Report

Student: _____ Case Manager: _____

Teacher: _____ Subject: _____ Week of: _____

Academic

1 – Rarely 2 – Sometimes 3 – Most Of The Time 4 – Always

1. On Time	
2. Prepared For Class	
3. Engaged In The Lesson	
4. Completes Classroom Assignments	
5. Completes Homework Assignments	

Behavior

1 – Rarely 2 – Sometimes 3 – Most Of The Time 4 – Always

1. Follows Classroom Rules	
Accepts Redirection	
3. Manages Time Well – On Task	
4. Attentive	
5. Works Well With Peers	

OTHER BEHAVIORS <i>Circle Those Which Apply</i>					
Cries	Tics	Poorly Organized	Sulks/Pouts	Daydreams	Tense
Overly Sensitive	Clumsy	Poor Fine Motor Coordination	Destructive to Self and/or Property		
ADDITIONAL TEACHER COMMENTS – Request A Conference Yes or No					

Current Grade %: _____

Missing/Incomplete Assignment/s: _____

Teacher Signature

Case Manager

Parent/Guardian

SATELLITES

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Service Logs

Student Name: _____ Case Manager: _____

Entry	
Date:	
Date:	
Date:	
Date:	
Date:	

SATELLITES

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Communication Log

Student's Name

Case Manager

Student ID #

Date Of Contact	In Person	Phone	Note	Mail	Email	Home Visit	Person Contacted	Reason For Contact	Result Of Contact