**Student Assistance Team (SAT) Self-Assessment**

*Rating Scale: 1= Not Yet or Emerging 2=Progressing 3=Excelling*

Indicator 1-Effective Leadership

Data and sources of evidence:

• Copies of school documents that provide awareness of the SAT and its mission

• Copies of district policies /documents relevant to the SAT

• Records of SAT professional development plans or schedules

• Records of SAT recognition

• Copies of school’s EPSS

|  |  |  |  |
| --- | --- | --- | --- |
| 1.1 The administration has ensured that the school has a SAT. | 1 | 2 | 3 |
| 1.2 The administration oversees the SAT and ensures that its procedures align with state rules and guidance, as well as district policy. | 1 | 2 | 3 |
| 1.3 The administration participates in the SAT. | 1 | 2 | 3 |
| 1.4 The administration supports a focus on all students participating in the SAT process as necessary. | 1 | 2 | 3 |
| 1.5 The administration is committed to the SAT as a process to improve  outcomes for students, rather than compliance. | 1 | 2 | 3 |
| 1.6 The administration provides and supports professional development  for the SAT. | 1 | 2 | 3 |
| 1.7 The administration provides the SAT with needed resources (time, space, materials, etc.). | 1 | 2 | 3 |
| 1.8 The administration recognizes accomplishments of the SAT and  individuals that contribute to high SAT performance. | 1 | 2 | 3 |
| 1.9 The administration ensures that the SAT process and its practices  are included and assessed in its continuous improvement process. | 1 | 2 | 3 |
| 1.10 The administration holds the SAT accountable for its work. | 1 | 2 | 3 |

Indicator 2-Core Team Quality and Effective Process

Data and sources of evidence:

• SAT tracking records

• SAT intervention plans

• SAT meeting schedules

• SAT resources and guides

• SAT training records

• Section 504 Plans

• Academic improvement plans

|  |  |  |  |
| --- | --- | --- | --- |
| 2.1 The SAT understands the three-tier model of student intervention and  their role in it. | 1 | 2 | 3 |
| 2.2 The SAT understands and observes confidentiality as required. | 1 | 2 | 3 |
| 2.3 The SAT core team is fully staffed with defined roles. | 1 | 2 | 3 |
| 2.4 The SAT has a regular meeting schedule. | 1 | 2 | 3 |
| 2.5 The SAT meets as scheduled with sufficient time for the number of  referrals and/or follow-up meetings. | 1 | 2 | 3 |
| 2.6 The SAT has identified all resources available for team interventions. | 1 | 2 | 3 |

|  |  |  |  |
| --- | --- | --- | --- |
| 2.7 The SAT notifies in writing referring teachers about upcoming meetings in a timely manner. | 1 | 2 | 3 |
| 2.8 The SAT notifies in writing parents of referred students about upcoming meetings in a timely manner. | 1 | 2 | 3 |
| 2.9 The SAT follows state guidance for conducting the child study process and the further referral process. | 1 | 2 | 3 |
| 2.10 The SAT meeting has an atmosphere where referring teachers and  parents feel welcomed and supported with a problem-solving process. | 1 | 2 | 3 |
| 2.11 SAT Intervention Plans are thorough and clear, addressing the  student's identified or hypothesized needs, as well as plan evaluation and specific follow up. | 1 | 2 | 3 |
| 2.12 Selected interventions are research-based. | 1 | 2 | 3 |
| 2.13 A case manager from the core team is assigned to each SAT Intervention Plan | 1 | 2 | 3 |
| 2.14 The case manager oversees the implementation of the SAT Intervention Plan and works with the student's teachers and parents as necessary. | 1 | 2 | 3 |
| 2.15 The SAT core team is cross trained in its roles as necessary. | 1 | 2 | 3 |
| 2.16 New members of the SAT core team receive mentoring. | 1 | 2 | 3 |
| 2.17 The SAT understands Section 504 and can wear the hat of the 504  Team as required. | 1 | 2 | 3 |
| 2.18 The SAT understands state statutes regarding truancy, retention  and promotion and their role in the process. | 1 | 2 | 3 |
| 2.19 The SAT demonstrates personal accountability for their role in the  school. | 1 | 2 | 3 |
| 2.20 The SAT participates in projects for school and family awareness of  the SAT process. | 1 | 2 | 3 |

Indicator 3-Parent Relationships

Data and sources of evidence:

• Records of documents publicizing and orienting the SAT process to parents

• Invitations to SAT meetings sent to parents

• Documents from PTA and/or parent advisory group meetings

|  |  |  |  |
| --- | --- | --- | --- |
| 3.1 Parents are aware of the SAT and its function. | 1 | 2 | 3 |
| 3.2 Parents know how to request a referral for their child to the SAT if  needed. | 1 | 2 | 3 |
| 3.3 Parent requests for referral to the SAT are responded to in a caring  and timely manner. | 1 | 2 | 3 |
| 3.4 Parents are oriented on what to expect at the SAT meeting. | 1 | 2 | 3 |
| 3.5 Parents feel welcomed at SAT meetings and are encouraged to be  part of the problem-solving process. | 1 | 2 | 3 |
| 3.6 Parent input at the SAT meeting is valued. | 1 | 2 | 3 |
| 3.7 Parents are included in the SAT Intervention Plan, as appropriate | 1 | 2 | 3 |
| 3.8 Parents know when to expect a follow up meeting. | 1 | 2 | 3 |
| 3.9 Parents get a copy of the SAT Intervention Plan and know who to  contact if they have questions about its implementation. | 1 | 2 | 3 |

|  |  |  |  |
| --- | --- | --- | --- |
| 3.10 Students are included in the SAT meeting, as appropriate | 1 | 2 | 3 |
| 3.11 The School Advisory Council, which includes parents and community members, understands the SAT process. | 1 | 2 | 3 |

Indicator 4-School Leadership Team (or group that oversees development of the school's EPSS)

Data and sources of evidence:

• School's EPSS

• Leadership Team documents

|  |  |  |  |
| --- | --- | --- | --- |
| 4.1 The Leadership Team understands the three-tier model of student  invention as the state's Rtl framework and the role of the SAT. | 1 | 2 | 3 |
| 4.2 The Leadership Team views the SAT as a vital and ongoing process to support student proficiency and school improvement. | 1 | 2 | 3 |
| 4.3 A process is in place for the Leadership Team to receive and  analyze data on SAT caseloads. | 1 | 2 | 3 |
| 4.4 The Leadership Team is aware of the process that is in place to  assess SAT effectiveness. | 1 | 2 | 3 |
| 4.5 The Leadership Team reviews the SAT self-assessments and other  data and makes recommendations to the SAT on action plans to guide  improvement. | 1 | 2 | 3 |
| 4.6 The Leadership Team facilitates embedding the SAT Action Plan for improvement into strategies and activities of the school's EPSS and the SAT Action is revised as necessary or quarter1y. | 1 | 2 | 3 |

|  |  |
| --- | --- |
| Item in each indicator that shows the greatest need for improvement | |
| Indicator #1: Effective Leadership  ---- | Indicator #2:Core Team Quality & Process  - -- - |
| Indicator #3: Parent Relationships  ---- | Indicator #4: School Leadership Team  -- |

Discussion Questions (Discuss prior to developing the Action Plan on page 4.)

• What signs of success has your SAT experienced?

• What does your SAT hope to accomplish in the next year?

• What strategies/activities might you use?

• What will you want to stay mindful of or do well?

• How will you ensure that you maintain your focus on improvement?

• How will you know that you accomplished your goal?

**Student Assistance Team (SAT) Self-Assessment**

**Action Plan**

An Approach for Building a High-Performing SAT

School: \_ \_\_\_ Year: \_ \_ Date: SAT Chairperson \_ \_ \_\_ *Directions: Complete one page for each area of need identified from the self-assessment tool. Be sure to also embed this plan into the school's EPSS.*

Item of Concern

Indicator# .\_ which specifies that

Solution (a Strategy or Activity)

Resources Needed

Coordination/Support Needed from Others

Professional Development Needed (specific topics or areas)

Evaluation/Review Timelines

Administrator Responsible for Approving and Overseeing Implementation of this Plan

Signed: Date: