



*LANSING USD #469*



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*STUDENT IMPROVEMENT PLAN*

*504 PLAN*

*PREASSESSMENT*

# THE TEACHER COLLABORATION TEAM CONCEPT



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For Developing:

**Student Improvement Plan**

**Preassessment**

**504 Plan**

Although regular classroom teachers can meet the needs of many children with learning and behavior problems within the regular classroom setting, situations arise when teachers need assistance. In such instances, many classroom teachers have few places to turn for help.

The Teacher Collaboration Team (TCT) is a within-building system for supporting classroom teachers on a day-to-day basis. The TCT team is composed of the core subject area teachers, and will be administered by each academic team with administrative assistance. Exploratory/elective teachers will be consulted regularly for their insight. In some instances, a parent and/or the student will be invited to participate in the team meeting.

The TCT's are based on the belief that teachers have the skills and knowledge to effectively teach many students with learning and behavior problems by working together in a problem-solving process.

The system is designed to provide prompt, accessible support to teachers. Teachers bring their problems to their team. The team engages in a structured process of conceptualizing the problem, brainstorming solutions, and planning interventions. Parents, students, and other specialists participate in some cases. A series of follow-up meetings are held to evaluate the student's progress and to plan further interventions. When appropriate, students are referred to special education. The Teacher Collaboration Team Model places the initiative for action squarely in the hands of the regular classroom teachers.

The Teacher Collaboration Team Model has been field tested and evaluated in urban, suburban, and rural areas.

It has been proven effective in the following areas:

\*Helping teachers work with:

- a) Children who have unique learning and behavior patterns, including the gifted.
- b) Children who do not qualify for special education.
- c) Children who are being mainstreamed.

\*Continuously improving teachers' skills in analyzing and solving classroom problems.

\*Decreasing the number of inappropriate referrals to special education.

\*Reducing special education costs.

# PROCEDURAL OUTLINE FOR TEACHER COLLABORATION TEAMS



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## **1. Teacher encounters a problem.**

- a) Attempts to handle it in class routinely
- b) Makes a special effort

## **2. Teacher contacts other teachers and counselors concerning student.**

Student is included on next TCT team agenda

## **3. All teachers in contact with the student and the counselors complete TCT checklists.**

(Optional) Concerned teacher may request an observation of the student prior to TCT meeting

## **4. Team holds TCT problem-solving meeting.**

- a) Team members compare checklists
- b) Team completes collaborative form together
- c) Team reaches consensus regarding problem
- d) Team brainstorms possible interventions
- e) Team generates Student Improvement Plan with measurement system to evaluate progress.  
Cumulative Folder
- f) All teachers receive a copy of the plan

## **5. Team holds follow-up meeting to evaluate effectiveness of intervention within 2 weeks.**

- a) Schedule meeting for parents to attend
- b) Refine the Student Improvement Plan
- c) Conduct information assessment, if necessary
- d) Refer student elsewhere if necessary
- e) Obtain parents' signature on final plan

## **6. Notify next year's counselors and teachers of individual Student-Improvement Plans as soon as class assignments are made.**

## **7. Schedule all students with an individual SIP for a TCT meeting at the beginning of the next year.**

## **8. Review/Develop group plans at the beginning of the year.**

# TCT AGENDA



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I. Compare checklists

II. Complete Team Collaboration Form

III. Reach consensus of the problem

IV. Brainstorm interventions

V. Devise intervention plan

A. Write classroom plan

B. Create system for measuring progress

C. Identify potential barriers

VI. Schedule follow-up meeting (Suggested time: Within 2 weeks)

**OBSERVATION FORM (Optional)**  
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**Date:** \_\_\_\_\_

**Name of student to be observed:** \_\_\_\_\_

**Age:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Team/Teacher:** \_\_\_\_\_

**Area(s) of concern:** \_\_\_\_\_

Describe the activities or teaching strategies being used when the student is successful and when he/she is not being successful.

Successful	Unsuccessful

Observing Teacher \_\_\_\_\_ Date \_\_\_\_\_

Teacher Requesting Observation \_\_\_\_\_

# TEACHER COLLABORATION TEAM CHECKLIST

## CONFIDENTIAL



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

Completed by \_\_\_\_\_

Date \_\_\_\_\_

Student ID # \_\_\_\_\_ Grade \_\_\_\_\_

Return Date \_\_\_\_\_

There is a request for assistance on the above named student. To assist the TCT in assessing the nature of assistance needed, please indicate on the form below any area that you feel is a deficit or strength. Please feel free to make comments where appropriate. You are not being asked to accuse, label, or diagnose. This document MAY become a part of the student's permanent record.

PLEASE CHECK RELEVANT ITEMS AND COMMENT:

### ***I. Instruction/Curriculum Performance Indicators***

#### *Student Deficiencies*

- Decline in performance in target areas
- Not responding to the school improvement strategies: i.e. reading program
- Not completing assignments/projects
- Failing in this subject
- Change in classroom participation
- Inconsistent daily work
- Deterioration of rapport with teachers
- Impaired memory
- Difficulty remembering a sequence of events
- Unsatisfactory score on state assessments
- Doesn't follow verbal directions
- Poor handwriting
- Other: \_\_\_\_\_

#### *Student Assets*

- Participates actively in class
- Works well in teams
- Responds to individualized instructions
- Motivated to do well in school
- Reads for pleasure
- Has the skills to plan ahead and make choices
- Seeks additional assistance
- Performing well
- Is goal oriented
- Perseveres
- Other: \_\_\_\_\_

### ***II. Productivity/Behavior Indicators***

#### *Student Deficiencies*

- Tardiness to class
- Cheating
- Withdrawal; separates from others; loner
- Preoccupied with school success; compulsive over-achievement
- Difficulty in accepting mistakes
- Sleeping in class
- Disruptive in class
- Inattentiveness/daydreaming in class
- Lack of motivation
- Breaking rules
- Destruction of school property
- Disorganized
- Fighting
- Defiance of authority
- Sudden outburst of temper

#### *Student Assets*

- Understands rules and consequences
- Gets along well with peers
- Demonstrates empathy sensitivity
- Initiates access to resources as needed
- Tolerant; accepting of others
- Can resist negative peer pressure
- Optimistic about his/her future
- Seeks to resolve conflict in a non-violent manner
- Involved in music, theater, or other arts
- Involved in sports, clubs and organizations at school
- Acts on pro-social convictions, stands up for his/her convictions
- Tells the truth even when it is not easy
- Impulse control
- Accepts and takes responsibility

TEACHER COLLABORATION TEAM  
CHECKLIST (cont.)  
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**II. Productivity Indicators (cont.)**

*Student Deficiencies*

- Frequent visits to nurse, counselor
- Loses temper easily
- Interrupts or speaks out of turn
- Hyperactivity; nervousness
- Change in friends and/or peer group
- Sudden, unexplained popularity
- Mood swings
- Apparent changes in personal values
- Low affect
- Other students express concern about a possible problem
- Talks freely about alcohol/drug use
- Associates with known drug users
- Frequent trips to restroom
- Other \_\_\_\_\_

*Student Assets*

Other \_\_\_\_\_

**III. Environment Indicators**

*Deficiencies*

- Non-participation in parent-teacher conferences
- Low parental involvement in the school
- Running away from home
- Caretaker other than biological parent(s)
- Isolating self at home
- Short term/sporadic relationships w/ adults
- Vandalism (outside of school)
- Possession of alcohol and/or other drugs
- Any known arrests
- Any known involvement w/ juvenile officers
- Frequent moves (indicated by frequent change in school attendance areas)
- Other \_\_\_\_\_

*Assets*

- Positive family communication
- Parental involvement in school
- Family supports rules and consequences
- Family monitors whereabouts of student
- Both parents and teacher support student to achieve
- Caring neighborhood
- Involved in community service
- Feel safe in school and neighborhood
- Given useful roles in community
- Perceives that adults value him/her
- Feels accepted by peers

# INTERVENTION/STRATEGIES CHECKLIST

Please check and attach documentation of strategies you have employed with student.



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## Environmental Strategies

- Seating change
- Isolation (how often?) \_\_\_\_\_per week
- Change to a different hour/same teacher
- Change to a different teacher

## Organizational Strategies

- Setting time limits for assignments and completion during class
- Questioning at end of each sentence or paragraph to help focus on important information
- Allowing additional time to complete task/take test
- Highlighting main facts in the book
- Organizing a notebook or providing folder to help organize work
- Asking student to repeat back directions

## Motivational Strategies

- Checking papers by showing C's for correct
- Sending home daily progress report
- Immediate reinforcement of correct response
- Keeping graphs and charts of student's progress
- Conferencing with student's parents
- Conferencing with student's other teachers or social worker
- Student reading lesson to aide, peer tutor, or teacher
- Home/school communication system for assignments
- Using tapes of materials the rest of class is reading
- Tape records lectures for at home or school
- Lessons tailored to student interests
- Identification of student strengths
- Brain compatible teaching strategies (specify)

## Presentation Strategies

- Giving assignments both orally and visually and tactile/kinesthetically
- Taping lessons so student can listen again
- Allowing student to have sample/practice test
- Providing legible xeroxed material
- Immediate correction of errors
- Providing advance/graphic organizers
- Providing tests in smaller blocks of questions/wider spaced
- Providing practice in smaller segments (student hands in at end of each segment and gets next)
- Provides modified tests, few questions
- Provides modified tests, simpler material
- Identifying student's learning style and special needs
- Identifying student's intelligence
- Using color to emphasize words, sounds

## Curriculum Strategies

- Providing real world activities
- Providing study guide
- Reducing quantity of material
- Providing instructional materials geared to lower & higher level of basic skills
- Providing high interest material
- Vocabulary words in context
- Providing rubrics

List any other strategies you have used that are not identified here.

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# COUNSELOR'S INFORMATION SHEET

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

### Performance Data:

Indicate whether scores are percentile, NCE, percentage correct, or scale

	Math	Reading	Language	Writing	Science	Social Studies
SAT						
State Assessments						
Building Assessments						
Other						

Attendance Information:

Office Referrals (Discipline) Summary:

Medical History

Hearing screening \_\_\_\_\_ date Results \_\_\_\_\_ Vision screening \_\_\_\_\_ date Results \_\_\_\_\_

Any health problems? \_\_\_\_\_ if yes, explain \_\_\_\_\_

Is the student taking any medication? \_\_\_\_\_ if yes, list \_\_\_\_\_

Comprehensive Evaluation Results (if tested and did not qualify, test scores may be specific and psychologist's recommendations should be attached) This information may be obtained from LCSEC, 730 First Terrace, Lansing, KS 66043; 727-1602; lahrens@lcsec.org.

Students Conference Summary:

Parent Conference Summary:

**TEAM COLLABORATION FORM (OPTIONAL)**  
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Date \_\_\_\_\_

Name of student \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Requested by \_\_\_\_\_

1. Describe what we would like the student to be able to do that he/she does not presently do.

2. Describe what has been done to help the student cope with his/her problems.



# LEAVENWORTH COUNTY SPECIAL EDUCATION COOPERATIVE PREASSESSMENT

Student Name \_\_\_\_\_ DOB \_\_\_\_\_ Referral Date \_\_\_\_\_

LEA# \_\_\_\_\_ Building \_\_\_\_\_

Yes No

Learning experiences which are appropriate for the student's age and ability levels have been presented to the student.

Records of age/ability appropriate interventions tried in the regular classroom with the student named above are **attached**.

Yes No

Potential for learning has not been achieved in the regular education environment.

Records of appropriate pre-assessment interventions and the effect of these interventions on the performance of the student named above are **attached**.

Yes No

A record of the dates the pre-assessment team met, the names and positions of pre-assessment team members and the team recommendations have been completed.

Names and positions of members of the pre-assessment team, dates the pre-assessment team met and the team recommendations for the student named above are attached.

Signature \_\_\_\_\_ Date \_\_\_\_\_  
(Administrator/Designee)





Dear Parents,

Part of our effort to help your child's academic performance is to look at each child's strengths and weaknesses and develop a plan to improve the weak academic areas. In addition, a requirement of the state's accreditation process is for each school to identify students who received an unsatisfactory score (labeled as such by the state) on any state assessment and write a student improvement plan for each of those students.

A team of teachers wrote the attached plan to help insure an increase in achievement. This plan will be reviewed and revised annually until the student improvement team determines your child's academic performance is satisfactory. If you have any questions about this plan or any suggestions for other ways to improve your child's achievement, please call the teacher or principal with those suggestions. Also, let us know if there are any other areas in which you have concerns.

Sincerely,

Donna Bisel Hughes  
Assistant Superintendent