

Beaver Dam Unified School District

School Intervention Team (SIT); Observational Feedback for Consideration

Date:	10/10/22
School:	Prairie View Elementary

Please keep in mind that observational information is based on what has been observed at this singular meeting and not an overall judgment of the SIT.

Essential Functions of the SIT		
Identify students needing intensive support (Tier II/III SEL & Behavior; Tier III Academic) using relevant data.	Determine specific interventions and establish intervention goals for each student, prioritizing resources based on greatest needs.	Establish and utilize a process for staff to be able to refer students to the SIT for review.
Regularly monitor intervention success student by student using relevant data.	Make intervention adjustments (entrance, exit, intensity) based on need during and at the conclusion of intervention cycles.	Assess effectiveness of interventions offered to learn, celebrate, and adjust as needed.

SIT Look-Fors		
Indicator	Observation	Notes
Time/Location: SIT met at the predetermined time and location.	<input checked="" type="checkbox"/> Evident	
	<input type="checkbox"/> Partially Evident	
	<input type="checkbox"/> Not Evident	
Membership: Necessary members were present for the meeting.	<input checked="" type="checkbox"/> Evident	
	<input type="checkbox"/> Partially Evident	
	<input type="checkbox"/> Not Evident	
Agenda/Procedure: An agenda was established or a clear procedure was in place to conduct the meeting.	<input checked="" type="checkbox"/> Evident	
	<input type="checkbox"/> Partially Evident	
	<input type="checkbox"/> Not Evident	
Norms: The team had established norms to support the efficiency of the meeting; These were followed.	<input type="checkbox"/> Evident	There were times that people talked over others. In addition, points were made or decisions were made and members continued to want to share examples or stories.
	<input checked="" type="checkbox"/> Partially Evident	
	<input type="checkbox"/> Not Evident	
Essential Functions: The meeting was focused on the essential functions of the SIT.	<input checked="" type="checkbox"/> Evident	See highlighted function above.
	<input type="checkbox"/> Partially Evident	
	<input type="checkbox"/> Not Evident	
Data: Clear and relevant data was used to report progress and make decisions.	<input checked="" type="checkbox"/> Evident	Data was clearly connected to student learning and collected. In some cases "I feel" was referenced to report progress or make decisions, but data was then produced.
	<input type="checkbox"/> Partially Evident	
	<input type="checkbox"/> Not Evident	

Roles: Those at the meeting understood their roles, came prepared, and contributed to the meeting.	<input type="checkbox"/>	Evident	Some contributions were restated information or added anecdotal information not relevant to the topic.
	<input checked="" type="checkbox"/>	Partially Evident	
	<input type="checkbox"/>	Not Evident	
Organization: Data and information was organized in a manner to allow for easy access and readability.	<input checked="" type="checkbox"/>	Evident	
	<input type="checkbox"/>	Partially Evident	
	<input type="checkbox"/>	Not Evident	
Record Keeping: Information discussed at the meeting, including action steps and timelines, was kept in meeting notes.	<input checked="" type="checkbox"/>	Evident	
	<input type="checkbox"/>	Partially Evident	
	<input type="checkbox"/>	Not Evident	
Efficiency: The team meeting was conducted in a manner that met the objectives and was a good use of time for those involved and the students served.	<input checked="" type="checkbox"/>	Evident	
	<input type="checkbox"/>	Partially Evident	
	<input type="checkbox"/>	Not Evident	
Team Mindset: The team meeting was focused on solutions to support all students achieving at grade level or higher.	<input type="checkbox"/>	Evident	The team was structured to support students performing at grade level, but there were also conversations about factors outside the team's control.
	<input checked="" type="checkbox"/>	Partially Evident	
	<input type="checkbox"/>	Not Evident	

REFLECTIONS	
Gloves	Grows
<ul style="list-style-type: none"> It was evident that people at the table were familiar with students. The team used names and timelines for action steps determined. Data was collected for monitoring. 	<ul style="list-style-type: none"> Norms or other such strategies could be used to support more solution-focused and efficient dialogue.
Reflection Questions	
<ul style="list-style-type: none"> As you plan groups for intervention (academic), how does the team ensure that needs are consistent across the group? Example: Are we grouping students for "math" or for computation? Is the team using multiple data points to make intervention decisions? 	