

# SREB's Powerful Student Support Practices



SREB

School  
Improvement

# SREB's Powerful Student Support Practices

SREB's Powerful Student Support Practices provide schools and districts with a vision for a comprehensive effort to promote student success. When implemented with fidelity, the practices build students' self-confidence and esteem and increase academic success and career readiness.

Teachers, counselors and leaders may use this document to identify needs, determine actions to address gaps, and/or plan professional learning. Each practice provides a focus area to examine along with sets of common behaviors observed when the practice is implemented. For ease of use, SREB includes examples of students', teachers', counselors', and administrators' behaviors and learning artifacts found in schools that embrace SREB's Powerful Student Support Practices.

Schools, districts and states may use this document to analyze their current systems of student support to determine areas for growth or may have SREB conduct an external review and provide recommendations for professional learning.

SREB has created a [virtual resource library](https://bit.ly/3DVLYIX) (<https://bit.ly/3DVLYIX>) to provide potential resources for teachers, counselors and leaders.

The six focus areas of Powerful Student Support Practices are:

## **I. Comprehensive School Counseling**

Each student participates in a comprehensive counseling program that addresses academic and career development, and mental health and wellness to attain skills for lifetime success.

## **II. Career Literacy and Readiness**

Each student engages in ongoing career awareness and exploration to become career literate and develops a personalized plan for future success.

## **III. Seamless Transitions**

Each student receives appropriate support for a seamless transition between teachers, grade levels, and/or schools. Additional targeted assistance is available for students who enter school during the school year.

## **IV. Systems of Assistance**

Each student has equitable access to accelerated learning opportunities through a schoolwide system of intervention and enrichment programs that target and support individual learning needs.

## **V. Supportive Relationships**

Each student has support through adult mentoring and advocacy, advisory programs, co-extracurricular activities or community partnerships.

## **VI. Aligned Community Resources**

Each student has equitable access to community resources and partnerships that provide wraparound support and services to address individual needs.

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# Comprehensive School Counseling

Each student participates in a comprehensive counseling program that addresses academic and career development, and mental health and wellness to attain skills for lifetime success.

Student Behaviors	Teacher Behaviors	Counselor Behaviors	Administrator Behaviors	Artifacts
<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Actively participates in activities, lessons, programs and projects provided as part of the counseling program</li> <li>Self-assesses and understands the role they play in their growth and development</li> <li>Understands and communicates their sense of self, such as their strengths, interests and challenges</li> <li>Seeks support from adults to address mental and social-emotional well-being</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>Works collaboratively with counselors to integrate curriculum with academic, social, and college- and career-readiness student competencies</li> <li>Works collaboratively with counselors, social workers and school psychologist</li> <li>Refers students to counseling services when appropriate</li> </ul>	<p><b>The counselor:</b></p> <ul style="list-style-type: none"> <li>Implements a comprehensive research-based counseling program such as one using the ASCA National Standards for Students</li> <li>Orients all stakeholders to the school's comprehensive counseling program.</li> <li>Takes an active leadership role in the campus' multi-layered student support team (focus team)</li> <li>Facilitates activities, classroom lessons, schoolwide projects and individual/group counseling</li> <li>Creates a systematic student referral process</li> </ul>	<p><b>The administrator:</b></p> <ul style="list-style-type: none"> <li>Sets expectations for student support and assists in monitoring a comprehensive counseling program</li> <li>Removes barriers that impede the counselor's delivery of a comprehensive counseling program</li> <li>Provides resources, materials and time for the implementation of a comprehensive counseling program</li> <li>Supports and monitors a system for teachers and students to engage in students' mental health and wellness conversations</li> </ul>	<p><b>School artifacts:</b></p> <ul style="list-style-type: none"> <li>Annual Calendar: Schedule classroom lessons and activities with the school counseling program</li> <li>Lesson Plans: Identify activities and classroom lessons delivered that address annual counseling and school goals</li> <li>Student outcome data</li> <li>Needs assessments and surveys (teachers, parents and students)</li> <li>Agenda and notes from annual administrative meeting between school counselor and principal</li> <li>Referral logs</li> </ul>



CLASS SCHEDULE				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8-00h ACTIVITY	8-00h ACTIVITY	8-00h ACTIVITY	8-00h ACTIVITY	8-00h ACTIVITY
9-00h ACTIVITY	9-00h ACTIVITY	9-00h ACTIVITY	9-00h ACTIVITY	9-00h ACTIVITY
10-00h ACTIVITY	10-00h ACTIVITY	10-00h ACTIVITY	10-00h ACTIVITY	10-00h ACTIVITY

LESSON PLAN		
SUBJECT:	TEACHER:	DATE:
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>
You can write here	You can write here	You can write here



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# Career Literacy and Readiness

Each student engages in ongoing career awareness, exploration and preparation to become career literate and develops a personalized plan for future success.

Student Behaviors	Teacher Behaviors	Counselor Behaviors	Administrator Behaviors	Artifacts
<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Learns about and explores citizenship and why we work</li> <li>• Builds career awareness</li> <li>• Understands the difference between jobs, occupations and careers</li> <li>• Explores a wide range of local, regional, national and global career options and learning opportunities</li> <li>• Completes multiple career interest/aptitude surveys to explore and influence career choices</li> <li>• Researches career options and the required level of preparation</li> <li>• Develops short- and long-term goals to inform a personalized plan for future success</li> <li>• Develops skills to understand, interpret, evaluate and make decisions about career-related information</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• Increases knowledge of career options and pathways</li> <li>• Develops students' awareness of how their interests, talents and aspirations play a role in their decision-making and interpersonal relationships</li> <li>• Provides career awareness and exploration activities centered on students' interests, talents and aspirations</li> <li>• Develops activities that help students become responsible citizens</li> <li>• Supports students in understanding and utilizing their interest and aptitude survey results</li> <li>• Provides resources and opportunities for students to explore high-demand regional careers that align with student interests and aptitudes</li> </ul>	<p><b>The counselor:</b></p> <ul style="list-style-type: none"> <li>• Advises students in goal setting</li> <li>• Develops (with a team) a timeline for college and career-readiness activities</li> <li>• Increases knowledge of career options and pathways</li> <li>• Develops and implements education and career exploration activities and events that provide students and parents with opportunities to investigate careers and postsecondary options</li> <li>• Provides students with postsecondary career pathway opportunities and information</li> <li>• Supports students in understanding and utilizing their interest and aptitude survey results</li> <li>• Provides resources and opportunities for students to connect to and experience their career interests</li> </ul>	<p><b>The administrator:</b></p> <ul style="list-style-type: none"> <li>• Sets expectations to connect academic and career information through instruction and activities</li> <li>• Eliminates barriers to students' accessing career awareness and exploration</li> <li>• Increases knowledge of high-demand regional career options and pathways</li> <li>• Equips teachers with the academic and career information they need to help students discover and explore their career interests</li> <li>• Identifies the systems and behaviors through which school, family, community and culture may influence students' career aspirations</li> <li>• Establishes and monitors expectations for staff to support students in understanding and utilizing their interest and aptitude survey results</li> <li>• Develops a system for monitoring students' personalized plans for future success</li> </ul>	<p><b>School artifacts:</b></p> <ul style="list-style-type: none"> <li>• Interest/aptitude surveys</li> <li>• Student digital portfolio</li> <li>• Student personalized plans</li> <li>• Agenda and/or calendar for college and career activities</li> <li>• Business and industry tours and guest speakers</li> <li>• Real-world/service-learning projects</li> </ul>

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# Seamless Transitions

Each student receives appropriate support for a seamless transition between teachers, grade levels, and/or schools. Additional targeted assistance is available for students who enter during the school year.

Student Behaviors	Teacher Behaviors	Counselor Behaviors	Administrator Behaviors	Artifacts
<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Experiences multiple opportunities to learn about the school through onsite visits, virtual learning, guest speakers, and meetings with counselors, teachers and leaders</li> <li>Participates in an induction program and receives ongoing support that includes peer support focused on easing the move into the new school</li> <li>Utilizes class syllabi and behavior contracts to understand teacher expectations</li> <li>Advocates for their personal and academic needs by communicating with teachers and other adults</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>Conducts a comprehensive student survey at the beginning of the year, or when new students enroll, to get to know students</li> <li>Administers formal or informal diagnostic assessments to identify students' content strengths and weaknesses</li> <li>Analyzes data, anecdotal notes, behavioral records and recognitions from students' prior grade or school</li> <li>Provides opportunities for current students to share strategies for success with future students</li> <li>Enlists student organizations to provide support for new students in the school</li> <li>Creates a safe and supportive classroom environment with clear expectations and collaboration with other teachers, when appropriate, to support smooth transitions for students</li> </ul>	<p><b>The counselor:</b></p> <ul style="list-style-type: none"> <li>Collaborates with teachers and administrators to plan student experiences</li> <li>Gathers academic and anecdotal student data to assist teachers and administrators in supporting students</li> <li>Incorporates a systemic transition process for counselors from feeder school to share information with new counselors</li> <li>Provides individual check-ins with identified students based on individual needs</li> <li>Communicates appropriate outside support services to parents, teachers and students</li> </ul>	<p><b>The administrator:</b></p> <ul style="list-style-type: none"> <li>Provides time for teachers to collect and analyze student data and information</li> <li>Establishes and provides opportunities for teachers to develop positive relationships with students at the beginning of the school year</li> <li>Leads the development of a process that systematically assigns, throughout the year, adults to identify and monitor students at risk of failing</li> <li>Implements an induction program for students entering the school for the first time and those enrolling throughout the year</li> <li>Enlists student organizations to provide support for new students in the school</li> <li>Promotes systemic vertical alignment of student supports between schools and grade levels</li> </ul>	<p><b>School artifacts:</b></p> <ul style="list-style-type: none"> <li>Interest survey</li> <li>Diagnostic assessment</li> <li>Schedules for school transition activities</li> <li>Orientation materials for students who transition from school to school at the beginning of the year and for new students who enroll during the school year</li> <li>Orientation sessions</li> <li>Brochures/materials for students new to the school</li> <li>Documentation of peer-to-peer support opportunities</li> </ul>

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# Systems of Assistance

Each student has equitable access to accelerated learning opportunities through a schoolwide system of interventions and enrichments that target and support individual learning needs.

Student Behaviors	Teacher Behaviors	Counselor Behaviors	Administrator Behaviors	Artifacts
<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Regularly participates in assigned intervention or enrichment activities</li> <li>Seeks assistance from teachers when having trouble with a course or assignment</li> <li>Adopts a growth mindset about schoolwork and assignments</li> <li>Completes assignments regularly and on time</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>Uses assessment data to identify students who may need interventions and enrichment</li> <li>Collaborates with colleagues and the schoolwide focus team to determine root causes for performance, monitors progress, and evaluates the effectiveness of instructional strategies</li> <li>Implements and monitors prescribed interventions and enrichments with fidelity and provides feedback to the focus team for continuous improvement</li> <li>Communicates with students and parents about progress</li> </ul>	<p><b>The counselor:</b></p> <ul style="list-style-type: none"> <li>Consistently shares information on available interventions/enrichment opportunities and student progress with students and families</li> <li>Meets regularly with struggling students about their progress and identified interventions</li> <li>Becomes an active member of a schoolwide focus team addressing student supports</li> <li>Collaborates with teachers and facilitates the planning and creation of meaningful and engaging activities for remediation and enrichment</li> </ul>	<p><b>The administrator:</b></p> <ul style="list-style-type: none"> <li>Structures appropriate times and opportunities for student interventions and enrichments during the school day</li> <li>Ensures postsecondary opportunities are available for enrichment (dual credit/dual enrollment)</li> <li>Creates a schoolwide focus team to design and employ a system of tiered interventions and enrichments for students</li> <li>Tasks the focus team to use early warning systems and other structures to identify and monitor students who fall behind their peers</li> <li>Instructs the focus team to provide teachers with identified tiers of intervention groups and research-based strategies and programs to implement</li> <li>Empowers the focus team to provide professional development in instructional strategies for all tier levels, including enrichment</li> <li>Encourages the focus team to engage in a cycle of continuous improvement to ensure the effectiveness of all acceleration options</li> </ul>	<p><b>School artifacts:</b></p> <ul style="list-style-type: none"> <li>Identified tiers of interventions using research-based intervention strategies and enrichments</li> <li>Progress reports and other forms of communication for students and parents</li> <li>Early warning system</li> <li>Roster of students receiving support</li> <li>Dual enrollment and college credit-bearing programs</li> <li>PLC (professional learning community) session minutes</li> <li>Focus team meeting notes</li> </ul>

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# Supportive Relationships

Each student has support through adult mentoring and advocacy, advisory programs, co-extracurricular activities or community partnerships.

Student Behaviors	Teacher Behaviors	Counselor Behaviors	Administrator Behaviors	Artifacts
<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates effective oral and written communication skills in formal and informal settings with adults</li> <li>• Identifies at least one adult other than a family member who provides support for meeting goals</li> <li>• Makes connections beyond the classroom that support their individual growth</li> <li>• Develops positive relationships with adults to support their own personal development</li> <li>• Seeks positive peer relationships through clubs, athletics, fine arts and other school organizations</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• Utilizes effective communication and coaching strategies</li> <li>• Participates actively in all aspects of the schoolwide advocacy program</li> <li>• Understands and promotes the development of authentic student-teacher relationships</li> <li>• Serves as an advocate for students and fosters communication and connection to families and other supportive adults</li> </ul>	<p><b>The counselor:</b></p> <ul style="list-style-type: none"> <li>• Serves as a team member of the schoolwide focus team addressing student support</li> <li>• Provides professional learning for teachers to foster positive relationships with all students</li> <li>• Serves as a resource specialist for developing content for advisement</li> <li>• Utilizes other counselors and community resources to support building advocacy programs at the school</li> <li>• Provides teachers with tools needed to build authentic student-teacher relationships, communicates with parents/families and advocates for students</li> </ul>	<p><b>The administrator:</b></p> <ul style="list-style-type: none"> <li>• Establishes and monitors expectations for staff support of schoolwide student advocacy</li> <li>• Supports a schoolwide focus team to design and implement a system for connecting each student with an adult advocate in the building</li> <li>• Tasks the focus team to explore effective ways to foster communication with students and their families</li> <li>• Supports the focus team in developing a schoolwide system for connecting students and adults and creating activities for advocacy</li> <li>• Encourages the focus team to provide staff with guidelines and professional learning about adult advocacy</li> <li>• Empowers the focus team to create a system to evaluate the effectiveness and continuous improvement of advocacy programs</li> </ul>	<p><b>School artifacts:</b></p> <ul style="list-style-type: none"> <li>• Schedule and/or curriculum used in mentoring and advisements</li> <li>• Schoolwide implementation team notes</li> <li>• Monitoring tool to evaluate the effectiveness of school's efforts to foster supportive relationships</li> <li>• Co-extracurricular club rosters</li> <li>• Activities and events that create connections between students and adults</li> <li>• Student surveys</li> <li>• List of each student's academic, extracurricular activities and adult connections in the building</li> </ul>



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# Aligned Community Resources

Each student has equitable access to community resources and partnerships that provide wraparound support and services to address individual needs.

Student Behaviors	Teacher Behaviors	Counselor Behaviors	Administrator Behaviors	Artifacts
<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Develops skills for self-advocacy and self-management</li> <li>• Uses effective communication skills to express the need for help</li> <li>• Demonstrates self-advocacy and communication skills in developing relationships with community partners</li> <li>• Utilizes community resources available for support</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• Works collaboratively with other school staff to initiate partnerships with families and community</li> <li>• Engages with families from a strength-based perspective (focuses on the positive, rather than the negative)</li> <li>• Identifies and refers students who may need services to the school counselor</li> <li>• Incorporates discussion practices, protocols and strategies that encourage students to verbalize their needs and ask for help</li> </ul>	<p><b>The counselor:</b></p> <ul style="list-style-type: none"> <li>• Identifies students with specific needs that can be addressed with community resources</li> <li>• Identifies and communicates the process of accessing community resources to teachers</li> <li>• Informs the school of available resources in the community</li> <li>• Establishes and cultivates collaborative relationships with all shareholders</li> <li>• Identifies and connects students and families to community resources</li> </ul>	<p><b>The administrator:</b></p> <ul style="list-style-type: none"> <li>• Networks/connects with community members to establish partnerships and identifies equitable resources</li> <li>• Supports and monitors the process by utilizing community resources and communicating with staff</li> <li>• Creates a school culture of collaboration with shareholders</li> <li>• Engages business and community partners in the continuous improvement process of the school</li> <li>• Monitors the application and fidelity of services used to support specific community and student population</li> </ul>	<p><b>School artifacts:</b></p> <ul style="list-style-type: none"> <li>• Digital community resources list, such as phone, email or social media</li> <li>• Parental involvement, events/programs</li> <li>• Student/family resources for participation in community fair</li> <li>• Community festivals/celebration</li> <li>• Community asset mapping that identifies local resources</li> <li>• Tracking system that documents the utilization of community resources and partnerships</li> </ul>



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