SMS Pyramid Response to Intervention

Each student may move back and forth through each tier depending on the success of necessary interventions. Students may be considered for tier advancement without all bullets being met within a given tier.

	<i>Tier 3:</i> Intensive interventions focused on closing the gap. (1-5% of the student population)			
	Academic At 8 Fs in Core Subject (s) • Specialized Reading Groups (Read 180/System 44) • STAT Referral and possible 504 or Sped Consideration	AttendanceSevere Chronic – Missing 20% or more days of school per year – Approx. 2 monthsStudents that drop below 90% are considered "in the red" and will receive more intensive• Warning of possible DFS involvement• Meeting with principal to revise goal.• Intervention Conference • Home Visit	Behavior At 10 Office Referrals • Functional Behavior Assessment • Behavior Intervention Plan • Consideration for Outside Counseling & Assistance • Social Skills Class	
	Tier 2: Immediate and powerful targeted interventions systematically applied and monitored for any students not achieving. (5-15% of the student population) All of these interventions MUST be documented.			
ense	Academic At 4 Fs in Core Subject(s) – at quarter STAT Initial Meeting Student Contract Set Targeted Goals Specific Differentiated Instruction &/or Accommodations Assigned Tutoring Saturday School	Attendance Chronic – Missing 10% or more days of school per year Students ranging between 90%-94.99% are considered "in the yellow" and will receive a variety of interventions Contact from Principal Conference with Counselor Set Targeted Goals	BehaviorAt 5 Office ReferralsCounselor GroupOffice ReferralTargeted Social Skills GroupStudent ContractSchedule ChangeMediation between involved partiesCheck In/Check OutSet Targeted GoalsCrider Referral	Targeted
Int	 At 2 Fs in Core Subject(s) at quarter Meet with Principal &/or Counselor 	Attendance secretary generates a report which shows trigger by percentage absences.	 At 3 Office Referrals SW-PBS Referral SW-PBS101 with Spartan Shield Coaches 	ted
		e core curriculum that embeds ongoing m (80-90% of the student population) nterventions with an * MUST be documer		
Academic • Tracking of Student Data through Common Assessment* • Parent Contact* • 6 th Grade Transition • CITW Strategies • Differentiated Instruction • Timely Grade Reports • Spartan Time Connections • Conferences • Students Set and Monitor Goals • Tutoring		AttendanceStudents at or above 95% are in "the green" and we will continue to monitor their attendance.• Information sent to all families on importance of attendance• Recognition of all students who maintain 96% or better attendance each quarter• Review of Attendance Expectations and Procedures during Code of Conduct Reviews• Principals and Counselors review attendance reports on a frequent basis	Behavior 6th Grade Transition Code of Conduct Review Conferences Spartan Time Connections Tracking of Student Data* Parent Contact* Conference: Teacher / Stude Conference: Counselor &/or Administrator /Student* Conference: Parent / Teacher Student* Request for SW-PBS* Assist Detention*	r er / stance

- Expected Behaviors Recognized & Celebrated
- Restorative Conferences