Targe

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.

Tier 3: Intensive interventions focused on closing the gap. (1-5% of the student population)				
Academic At 8 Fs in All Subject (s) Care Team Referral and possible 504 or Sped Consideration	Attendance Severe Chronic – Missing 20% or more days of school per year – Approx. 2 months Students 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 Diversionary Conference Home Visit	Behavior At 10 Office Referrals Functional Behavior Assessment Behavior Intervention Plan Consideration for Outside Counseling & Assistance Compass Referral Schedule Change 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.				
At 4 Fs in	Academic n Core Subject(s) – at quarter Care Team Referral by Counselor 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 Conference with Counselor and Parent Set Targeted Goals	Behavior At 5 Office Referrals Counselor Group Targeted Social Skills Group Student Contract Mediation between involved parties Check In/Check Out Set Targeted Goals Care Team Referral by Counselor (possible ESC & BSS Support)	
0	At 2 Fs in Core Subject(s) at quarter Meet with Counselor	Attendance secretary generates a report which shows trigger by percentage absences.		

Tier 1: A coherent and viable core curriculum that embeds ongoing monitoring for all students. (80-90% of the student population)

(60-5070 of the situtent population)
Those interventions with an * MUST be documented.

Academic

- Saeger Planner
- Tracking of Student Data through Common Assessment*
- o Parent Phone Call*
- 6th Grade Transition
- CITW Strategies
- o Differentiated Instruction
- o Timely Grade Reports
- o Students Set and Monitor Goals
- o Conferences

Attendance

Students 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
- Counselors review attendance reports during PLC

Behavior

- Transition Day
- o Code of Conduct Review
- Conferences
- Tracking of Student Data*
- O Conference: Teacher / Student*
- Parent Phone Call*
- Conference: Counselor &/or Administrator /Student*
- Conference: Parent / Teacher / Student*
- o Detention &/or Warning*
- School Wide Expectations Taught & Posted
- Expected Behaviors Recognized & Celebrated
- o Restorative Conferences
- Character Strong Lessons

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