

FHMS Pyramid Response to Intervention

Our goal is to support student’s’ social-emotional-behavioral learning by fostering these five components:

Self-Awareness **Social Awareness** **Responsible Decision Making**
Self-Management **Relationship Skills**

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

Academic	Attendance	Behavior
<ul style="list-style-type: none"> ● Grade Level Website ● Homework Help ● PLC Collaboration ● Grade Posting (IC) ● Parent Communication D/F ● CCC Character Education ● Goal Setting ● Reading Strategies ● 6th Grade WEB mentor ● Clubs ● Individual Parent Teacher Conferences ● Universal Assessments in Math and ELA ● P/T Conferences ● Drop In ● CITW Strategies ● Standard - Aligned Curriculum ● Priorities Standards ● Character Expectations Rubrics 	<p style="text-align: center;"><i>Student's at or above 95% are "in the green" will continue to monitor their attendance</i></p> <ul style="list-style-type: none"> ● Information sent to all families on importance of attendance ● Recognition of all students with perfect attendance twice a year ● Review of attendance expectations and procedures during Code of Conduct meetings 	<ul style="list-style-type: none"> ● Build Relationships ● School-Wide Behavior Expectations Rubric Posted ● Classroom Expectations ● Positive Reinforcement for all Students ● Hallway Supervision ● 6th Grade Transition ● New student orientation ● Grade Level Meetings ● Code Of Conduct Meetings ● Character Connection Lessons ● Classroom Behavior Interventions ● Conference with Teacher/Student ● Parent Contact

Tier 2: Immediate and powerful targeted interventions systematically applied and monitored for any students not achieving (5-15% of the student population)

<p style="text-align: center;">Academic</p> <ul style="list-style-type: none"> ● Tutoring Options ● CCC Teacher Mentor ● Guided Study Class ● Success Classes ● STAT Referral/Process ● Student Contact ● Math 180 ● Read 180/System 44 ● Small Group Counseling ● KU Writing ● Speech Intervention ● ELA Intervention Support ● In-School Academic Support ● Guidance Responsive Service 	<p style="text-align: center;">Attendance</p> <p style="text-align: center;"><i>Student's ranging between 90%-94.99% are considered "in the yellow" will receive a variety of interventions</i></p> <ul style="list-style-type: none"> ● Conference with Parent/Student/Admin. ● Conference with Counselor ● District Attendance Email ● Possible call to the DJO ● Possible SRO involvement 	<p style="text-align: center;">Behavior</p> <ul style="list-style-type: none"> ● Student conference with counselor ● Student Observation ● Office Referral ● Reflective Sheet ● Conference with Administrator ● Conference with Parent/Teacher/Student ● Detention ● Consistent Consequences for Problem Behaviors ● Identify Trusting Adult ● Increased Academic Support ● Schedule Change

Tier 3: Intensive interventions focused on closing the gap. (1-5% of the student population)

<p style="text-align: center;">Academic</p> <ul style="list-style-type: none"> ● 504 ● Resource class ● Spectra (Gifted) ● Special Education (IEP referral) ● IEP 	<p style="text-align: center;">Attendance</p> <p style="text-align: center;"><i>Students that drop below 90% are considered "in the red" will receive more intensive interventions</i></p> <ul style="list-style-type: none"> ● District attendance letter is sent to parents quarterly ● DJO involvement ● Meeting with principal ● Intervention conference ● Call to Family Services ● SRO involvement ● Following year, a before school meeting with the principal 	<p style="text-align: center;">Behavior</p> <ul style="list-style-type: none"> ● Student Contract ● Functional Behavior Assessment ● Behavior Intervention Plan ● Resource Referrals Outside of the School Community ● Social Skills Class ● Check-in ● Behavior Related 504 plan ● Behavior Related IEP ● Crider Counselor ● Preferred Family Healthcare Counselor ● Educational Support Counselor

*Zins, J., Elias, M. "Social and Emotional Learning".