

**FULTON CITY SCHOOL DISTRICT
PYRAMID OF INTERVENTIONS**

BUILDING: G. Ray Bodley High School
(8-22-11)

TIER ONE

TARGETED GROUP: ALL STUDENTS

	ACADEMICS	BEHAVIOR	ATTENDANCE
COMPONENTS	<ul style="list-style-type: none"> • Standards-based instruction • Guaranteed and viable curriculum as outlined in curriculum maps • Learning targets defined and communicated to students/families • Instruction that is engaging, varied and relevant • Formative/summative assessment that leads to adjustment in instruction • Regents review and exam preparation • Differentiated instruction • Parent/family involvement and communication • Use of student agenda/organizational strategies • Student goal setting/planning • Academic planning and guidance services/4-Year Plan • Freshmen First • VIP Passes • High Honor and Honor Roll Recognition • Access to MyGradebook.com • Access to Student/Parent Handbook • Technology Integration • Teaming (Ninth Grade) • Cross curricular projects 	<ul style="list-style-type: none"> • District wide positively stated expectations • Expected behavior taught directly and regularly • Expected behavior modeled by students and adults • Expected behavior acknowledged regularly (4 positive reinforcements for each correction) • Clearly defined problem behaviors and violations system (Major and Minor Behavior Infractions) • Parents and families informed of PBIS principles • Instruction that is engaging, varied and relevant • Effective classroom management • Wide range of extracurricular activities available and encouraged • VIP Passes • Recognition for exemplary behavior • Positive Parent Contact (phone call, email, note, post card, etc.) • Active Adult Supervision in the Hallways Between Bells 	<ul style="list-style-type: none"> • Communication of attendance expectations to all stakeholders • Attendance campaign and pledge involving students, teachers, parents, and community • Daily attendance reported from homeroom • Written excuses collected by homeroom teachers daily and turned in to attendance clerk on last school day of the week • Bell by bell attendance taken and recorded in SIS by classroom teacher within first five minutes of each bell, as required by NYS Commissioner’s Regulations • Acknowledgement of students who meet attendance expectations • Automated voice calling system to notify parents of unexcused absences • Instruction that is engaging, varied and relevant • Wide range of extracurricular activities available and encouraged • Academic planning and guidance services • VIP Passes • Homeroom teachers will collect written excuses daily and turn in to attendance clerk on the last day of the school week.

	<ul style="list-style-type: none"> • Positive Acknowledgement for Academic Achievement/Improvement • Positive Parent Contact (phone call, email, note, post card, etc.) 		
UNIVERSAL SCREENING	<ul style="list-style-type: none"> ▪ SRI (Scholastic Reading Inventory) ▪ CBM (Curriculum Based Measurements) ▪ Common Assessments ▪ Formative Assessments ▪ Rubrics ▪ Summative Assessments ▪ NYS Assessments ▪ Grades and Performance ▪ Benchmark Assessments 	<ul style="list-style-type: none"> ▪ SWIS Data ▪ Reinforcement/acknowledgement data ▪ Attendance at extracurricular activities ▪ Staff observation ▪ Parent/family/student feedback 	<ul style="list-style-type: none"> ▪ Attendance List ▪ SIS data

TIER TWO**ACADEMICS****COMPONENTS**

All of tier one, plus appropriately selected interventions listed below

TARGETED GROUP Based on 5-week Review of Data	PROGRAM/SUPPORT	INTERVENTIONIST(S) One or More of the Following:	PROGRESS MONITORING One or More of the Following:
<ul style="list-style-type: none"> • Students failing one or more courses. • Students not proficient on state exams (Level 2). • Students in Tier 2 according to the AIS plan. • Students who are behind their cohort group in earning credits towards graduation. 	Parent Contact Parent Conference	<ul style="list-style-type: none"> ▪ Classroom Teacher(s) ▪ Special Education Case Manager ▪ Guidance Counselor ▪ Administrators 	<ul style="list-style-type: none"> • 5-Week Progress Reports or Report Cards
	Make up opportunities	<ul style="list-style-type: none"> ▪ Classroom Teacher(s) ▪ Department Chair ▪ Principal 	<ul style="list-style-type: none"> • 5-Week Progress Reports or Report Cards
	Basic and Essential Grouping	<ul style="list-style-type: none"> ▪ Classroom Teacher(s) ▪ Special Education Teacher/Case Manager ▪ Department Chair 	<ul style="list-style-type: none"> • 5-Week Progress Reports or Report Cards • RTIM (SMART Goals) • IEP Goals • State Assessments
	Guided Study Hall	<ul style="list-style-type: none"> ▪ Assigned Study Hall Teachers 	<ul style="list-style-type: none"> • 5-Week Progress Reports or Report Cards
	Peer Tutoring	<ul style="list-style-type: none"> ▪ Peer Tutors Assigned by Guidance Counselors and Honor Society Advisor 	<ul style="list-style-type: none"> • 5-Week Progress Reports or Report Cards
	Individualized or Small Group Support	<ul style="list-style-type: none"> ▪ Classroom Teachers ▪ Guidance Counselors ▪ School Psychologist ▪ Special Education Counselors ▪ Special Education or 504 Case Managers 	<ul style="list-style-type: none"> • 5-Week Progress Reports or Report Cards • RTIM (SMART Goals) • IEP Goals • State Assessments
	Weekly checklist to parents (student brings home on the last day of the school week)	<ul style="list-style-type: none"> ▪ Classroom Teacher(s) ▪ Special Education Teachers ▪ Guidance Counselors ▪ Administrators 	<ul style="list-style-type: none"> • 5-Week Progress Reports or Report Cards

	AIS classroom monitoring or direct instruction according to AIS plan	<ul style="list-style-type: none"> ▪ Classroom Teachers ▪ AIS providers 	<ul style="list-style-type: none"> • 5-Week Progress Reports or Report Cards • RTIM (SMART Goals) • State Assessments
	Marking Period Grade Recovery	<ul style="list-style-type: none"> ▪ Teacher ▪ Administrators ▪ Department Chair ▪ Counselors ▪ Director of Student Support Programs 	<ul style="list-style-type: none"> • Quarterly progress report
	Summer School	<ul style="list-style-type: none"> ▪ Teacher ▪ Administrators ▪ Department Chair ▪ Counselors 	<ul style="list-style-type: none"> • End of the year or semester progress report

TIER TWO***BEHAVIOR*****COMPONENTS**

All of tier one, plus appropriately selected interventions listed below:

TARGETED GROUP Based on SWIS Data	PROGRAM/SUPPORT	INTERVENTIONIST(S) One or More of the Following:	PROGRESS MONITORING One or More of the Following:
<ul style="list-style-type: none"> • Students with two to five major referrals. • Students with suspected social, emotional, or substance abuse issues. 	PBIS Re-teaching	<ul style="list-style-type: none"> ▪ Teachers ▪ Staff Members ▪ Counselors ▪ Student ▪ School Psychologist ▪ School Based Agency Personnel ▪ Administrators ▪ School Home Liaison ▪ School Resource Officer 	<ul style="list-style-type: none"> • Weekly checklist to parent (student brings home on the last day of the school that week) • 5-week review of SWIS data • Individual goals monitoring
	Parent Contact	<ul style="list-style-type: none"> ▪ Teachers ▪ Counselors ▪ Administrators ▪ School Home Liaison ▪ Student 	
	Parent Conference	<ul style="list-style-type: none"> ▪ Teachers ▪ School Home Liaison ▪ Counselors ▪ Administrators ▪ Student 	
	Behavior Contract	<ul style="list-style-type: none"> ▪ Teachers ▪ Counselors ▪ Administrators ▪ School Home Liaison ▪ Parents ▪ Student 	
	Pass Restriction	<ul style="list-style-type: none"> ▪ Administrators ▪ Teachers 	
	Success Plan	<ul style="list-style-type: none"> ▪ School Home Liaison 	

		<ul style="list-style-type: none"> ▪ Counselors ▪ Administrators ▪ Psychologist ▪ Parents ▪ Student 	
	Mediation	<ul style="list-style-type: none"> ▪ Teachers ▪ Counselors ▪ Student ▪ Vice Principals ▪ Principal ▪ School Home Liaison ▪ School Resource Officer 	
	Principal's Conference	<ul style="list-style-type: none"> ▪ Counselors ▪ Administrators ▪ Parents ▪ Student 	
	Principal's Re-entry Hearing	<ul style="list-style-type: none"> ▪ Administrators ▪ Parents ▪ Student 	
	Student Concerns Committee Review	<ul style="list-style-type: none"> ▪ School Home Liaison ▪ Administrators ▪ School Psychologist ▪ Counselors ▪ School Based Agency Personnel 	
	Individual/Small Group Counseling Session	<ul style="list-style-type: none"> ▪ Teachers ▪ Staff Members ▪ School Home Liaison ▪ Administrators ▪ School Psychologist ▪ Counselors ▪ School Based Agency Personnel 	
	Check and Connect	<ul style="list-style-type: none"> ▪ Assigned Personnel 	

TIER TWO***ATTENDANCE*****COMPONENTS**

All of tier one, plus appropriately selected interventions listed below:

TARGETED GROUP	PROGRAM/SUPPORT	INTERVENTIONIST(S) One or More of the Following:	PROGRESS MONITORING One or More of the Following:
<ul style="list-style-type: none"> Students with school attendance rates 80-89%. 	Personal Call to Parent as outlined in building procedures	<ul style="list-style-type: none"> Teacher Guidance Counselor 	<ul style="list-style-type: none"> Continued daily Attendance Reporting by homeroom 5-week review of SWIS data Individual goals monitoring At the end of each 5 weeks after the first marking period.
	Letter to Parent regarding class absences generated by attendance clerk	<ul style="list-style-type: none"> Principal Attendance clerk 	
	Attendance policy notification letters to parents	<ul style="list-style-type: none"> Principal 	
	Make up opportunities as outlined in Board policy 4760	<ul style="list-style-type: none"> Classroom Teachers 	
	Required academic intervention sessions	<ul style="list-style-type: none"> Department chairs Administrators 	

TIER THREE**ACADEMICS****COMPONENTS**

All of tier one, select components of tier two, plus:

TARGETED GROUP	PROGRAM/SUPPORT	INTERVENTIONIST(S) One or More of the Following:	PROGRESS MONITORING One or More of the Following:
<ul style="list-style-type: none"> • Students failing three or more courses. • Students who are significantly behind their cohort group in earning credits towards graduation. • Students in Tier 3 according to the AIS plan. • Students not proficient on state assessments (Level 1). • Students failing to respond to previous interventions. 	Referral to BIT	<ul style="list-style-type: none"> ▪ Teacher 	
	Referral to Alternative Education	<ul style="list-style-type: none"> ▪ Teacher ▪ Counselors ▪ Administrators ▪ Alternative Education Tutors 	<ul style="list-style-type: none"> • Weekly progress reports • 5-Week Progress Reports or Report Cards • State Assessments
	AIS direct instruction according to AIS plan	<ul style="list-style-type: none"> ▪ Classroom Teachers ▪ AIS providers 	<ul style="list-style-type: none"> • 5-Week Progress Reports or Report Cards • RTIM (SMART Goals) • State Assessments
	Required Course Credit Recovery	<ul style="list-style-type: none"> ▪ Teacher ▪ Administrators ▪ Department Chair ▪ Counselors ▪ Director of Student Support Programs 	<ul style="list-style-type: none"> • End of the year or semester progress report
	Individualized Education Plan	<ul style="list-style-type: none"> ▪ Special Education Case Managers ▪ Classroom Teachers ▪ Special Education Teachers ▪ School Psychologist ▪ Counselors 	<ul style="list-style-type: none"> • Annual Review • IEP Goals and Quarterly Progress Reports • 5-Week Progress Reports or Report Cards • RTIM (SMART Goals) • State Assessments

TIER THREE

BEHAVIOR

COMPONENTS

All of tier one, select components of tier two, plus:

TARGETED GROUP	PROGRAM/SUPPORT	INTERVENTIONIST(S)	PROGRESS MONITORING
<ul style="list-style-type: none"> • Students with six or more major referrals. • Students failing to respond to previous interventions. • Students with suspected social, emotional, or substance abuse issues. 	Behavior Plan	<ul style="list-style-type: none"> ▪ Administrators ▪ Teacher ▪ School Home Liaison ▪ Counselors ▪ Case Managers ▪ School Psychologist 	<ul style="list-style-type: none"> ▪ Weekly checklist to parent (student brings home on the last day of the school that week) ▪ 5-week review of SWIS data ▪ Individual goals monitoring ▪ BIP Data Review
	Behavior Intervention Plan (FBA/BIP)	<ul style="list-style-type: none"> ▪ Teacher ▪ Special Education Teacher ▪ Case Managers ▪ School Personnel ▪ Counselors ▪ School Home Liaison ▪ Parent ▪ Administrators ▪ School Psychologist 	
	Referral to BIT	<ul style="list-style-type: none"> ▪ Teacher ▪ School Personnel ▪ Counselors ▪ School Home Liaison ▪ Parent ▪ Data Review Team 	
	Outside Agency Referral	<ul style="list-style-type: none"> ▪ Teacher ▪ School Personnel ▪ Counselors ▪ School Home Liaison ▪ Case Managers ▪ Administrators ▪ School Psychologist 	
	PINS Petition	<ul style="list-style-type: none"> ▪ Administrators 	

		<ul style="list-style-type: none"> ▪ School Home Liaison 	
	Individualized PBIS Re-teaching	<ul style="list-style-type: none"> ▪ Teachers ▪ Staff Members ▪ Counselors ▪ Student ▪ School Psychologist ▪ School Based Agency Personnel ▪ Administrators ▪ School Home Liaison ▪ School Resource Officer 	

**TIER THREE
ATTENDANCE**

COMPONENTS

All of tier one, select components of tier two, plus:

TARGETED GROUP	PROGRAM/SUPPORT	INTERVENTIONIST(S)	PROGRESS MONITORING
<ul style="list-style-type: none"> • Students with less than 80% attendance. • Students failing to respond to previous interventions. 	Home Visit	<ul style="list-style-type: none"> ▪ School Home Liaison ▪ Counselors ▪ Administrators 	<ul style="list-style-type: none"> ▪ Continued daily Attendance Reporting by homeroom ▪ 5-week review of SWIS data ▪ 5-week review of SIS data ▪ Individual goals monitoring at the end of each 5 weeks after the first marking period.
	Success Plan	<ul style="list-style-type: none"> ▪ School Home Liaison ▪ Counselors ▪ Administrators ▪ Psychologist ▪ Parents ▪ Student 	
	Referral to BIT	<ul style="list-style-type: none"> ▪ Teacher ▪ School Personnel ▪ Counselors ▪ School Home Liaison ▪ Parent ▪ Data Review Team 	
	Referral to Alternative Education	<ul style="list-style-type: none"> ▪ Building Intervention Team ▪ Counselors ▪ Administrators 	
	PINS Petition	<ul style="list-style-type: none"> ▪ School Home Liaison ▪ Counselors ▪ Administrators 	

	Outside Agency Referral	<ul style="list-style-type: none">▪ Teacher▪ School Personnel▪ Counselors▪ School Home Liaison▪ Case Managers▪ Administrators▪ School Psychologist	
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