

**FULTON CITY SCHOOL DISTRICT  
PYRAMID OF INTERVENTIONS**

BUILDING: Fulton Junior High School

TIER ONE			
TARGETED GROUP : ALL STUDENTS			
	ACADEMICS	BEHAVIOR	ATTENDANCE
COMPONENTS	<ul style="list-style-type: none"> <li>▪ Student Handbook mailed in August</li> <li>▪ Team/Classroom Expectations taught and communicated to families</li> <li>▪ Course Syllabus, including grading procedures, reviewed with students and communicated to families</li> <li>▪ Review academic student data</li> <li>▪ Formative Assessment drives instruction and leads to adjustment in instruction</li> <li>▪ Positive acknowledgement</li> <li>▪ Differentiated/Scaffolded Instruction</li> <li>▪ Effective teaching strategies               <ul style="list-style-type: none"> <li>Brain storming</li> <li>Think Pair Share</li> <li>KWL</li> <li>Graphic organizers</li> <li>Pattern puzzle</li> <li>Framer Model</li> <li>Word Combinations</li> <li>RAFT</li> <li>CEI</li> <li>Close Reading</li> <li>GBAL</li> <li>No Opt out</li> <li>Cold Call</li> <li>Protocols from modules</li> </ul> </li> <li>▪ School Tool Grade Book</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student Handbook mailed in August with behavior matrix</li> <li>▪ Develop and teach Classroom Management Plan/Expectations</li> <li>▪ Develop behavior/participation rubric</li> <li>▪ Initial Teaching of expectations (“Cool Tools”)</li> <li>▪ Point system for addressing behavior infractions</li> <li>▪ Familiarize with Plans (IEPs, BIPs, Success Plans)</li> <li>▪ Parent contact</li> <li>▪ Meet with students</li> <li>▪ Positive acknowledgement of expected behaviors</li> <li>▪ Review SWIS data and previous teacher recommendations</li> <li>District wide positively stated expectations               <ul style="list-style-type: none"> <li>Expected behavior taught directly and regularly</li> <li>Expected behavior modeled by students and adults</li> <li>Expected behavior acknowledged regularly (4 positive reinforcements for each correction)</li> <li>Clearly defined problem behaviors and violations system (Major and Minor</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Student Handbook mailed in August with attendance procedures and Policy</li> <li>▪ Review student attendance data</li> <li>▪ Attendance Incentives (per BOE Policy)</li> <li>▪ Attendance campaign and pledge involving students, teachers, parents, and community</li> <li>▪ VIP Passes</li> <li>▪ Matrix tickets</li> <li>▪ Communication of attendance expectations to all stakeholders</li> <li>▪ Daily attendance reported from 1<sup>st</sup> class</li> <li>▪ Written excuses collected by homeroom teachers daily and turned in to attendance clerk on last school day of the week</li> <li>▪ Bell by bell attendance taken and recorded in School Tool by classroom teacher within first five minutes of each bell, as required by NYS Commissioner’s Regulations               <ul style="list-style-type: none"> <li>Acknowledgement of students who meet attendance expectations</li> <li>Automated voice calling system to notify parents of unexcused absences</li> </ul> </li> <li>▪ Instruction that is engaging, varied</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Schoology</li> <li>▪ Standards-based instruction</li> <li>▪ Guaranteed and viable curriculum as outlined in curriculum maps</li> <li>▪ Learning targets defined and communicated to students/families</li> <li>▪ Instruction that is engaging, varied and relevant</li> <li>▪ Test review and exam preparation</li> <li>▪ Parent/family involvement and communication</li> <li>▪ Use of student agenda/organizational strategies</li> <li>▪ Student goal setting/planning</li> <li>▪ Academic planning and guidance services/6-Year Plan (CCR)</li> <li>▪ VIP Passes</li> <li>▪ High Honor and Honor Roll Recognition</li> <li>▪ Access to Student/Parent Handbook</li> <li>▪ Technology Integration/ 21<sup>st</sup> Century Skills</li> <li>▪ Teaming</li> <li>▪ Cross curricular projects/STREAM</li> <li>▪ Flipped Classrooms</li> <li>▪ Optional afterschool support with Instructional Staff</li> <li>▪ IES (Instructional Enrichment &amp; Support)</li> </ul>	<p>Behavior Infractions)</p> <ul style="list-style-type: none"> <li>Parents and families informed of PBIS principles</li> <li>Instruction that is engaging, varied and relevant</li> <li>Effective classroom management</li> <li>Wide range of extracurricular activities available and encouraged</li> <li>VIP Passes</li> <li>Recognition for exemplary behavior</li> <li>Positive Parent Contact (phone call, email, note, post card, etc.)</li> <li>Active Adult Supervision in the Hallways</li> <li>Rachel’s Challenge</li> <li>Random Act of Kindness week</li> <li>Kindness Assemblies</li> </ul>	<p>and relevant (PBL)</p> <ul style="list-style-type: none"> <li>▪ Wide range of extracurricular activities available and encouraged</li> <li>▪ Academic planning and guidance services</li> <li>▪ Community School</li> </ul>
<p>UNIVERSAL SCREENING</p>	<p>State Assessments Common Assessments/ Benchmark</p>	<p>SWIS Data Point System</p>	<p>School Tool</p>

	Assessments focused on learning targets SRI (Scholastic Reading Inventory) STAR SLO CBM (Curriculum Based Measurements) Formative Assessments Rubrics (Common writing) Summative Assessments Grades and Performance	Data on incentives and acknowledgements Attendance at extracurricular activities Staff observation/Team meetings Parent/family/student feedback	
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PYRAMID OF INTERVENTIONS

<b>TIER TWO</b>			
<b>ACADEMICS</b>			
COMPONENTS			
All of tier one, plus:			
TARGETED GROUP	PROGRAM/SUPPORT	INTERVENTIONIST(S)	PROGRESS MONITORING
<ul style="list-style-type: none"> <li>▪ Students failing one or more core class</li> <li>▪ Students not completing assignments</li> <li>▪ Students not proficient on state exams (Level 1).</li> <li>▪ Students in Tier 2 according to the AIS plan.</li> </ul>	Tier II /Instructional Support SES (Special Education Support) time	Instructional Staff	Work completion 5-Week Progress Reports or Report Cards
	Flexible grouping	Classroom teachers	5-Week Progress Reports or Report Cards
	Individualized or small group support	Classroom teachers	5-Week Progress Reports or Report Cards
	Skills-Based small group support	Classroom teachers	5-Week Progress Reports or Report Cards
	Parent Communication/Meeting	Teachers Counselors School-Home Liaison	Work completion 5-Week Progress Reports or Report Cards
	In-Team	Teachers	Work completion 5-Week Progress Reports or Report Cards
	Make up opportunities	Classroom Teacher Special Education Case Manager Principal	5-Week Progress Reports or Report Cards
	Peer Tutoring	Peer Tutors Assigned by Teacher Counselor Administrator	5-Week Progress Reports or Report Cards
	Individualized or Small Group Support outside the classroom	Counselors School Psychologist Special Education or 504 Case manager	5-Week Progress Reports or Report Cards RTIM (SMART Goals) IEP Goals State Assessments

	AIS classroom monitoring or direct instruction according to AIS plan	Classroom Teachers	AIS providers 5-Week Progress Reports or Report Cards RTIM (SMART Goals) State Assessments
	Mentoring	Community Agencies	
	Community School	School District Community Agencies	

PYRAMID OF INTERVENTIONS

<b>TIER TWO</b>			
<b><i>BEHAVIOR</i></b>			
COMPONENTS All of tier one, plus:			
TARGETED GROUP	PROGRAM/SUPPORT	INTERVENTIONIST(S)	PROGRESS MONITORING
Students with 2-5 major referrals	Team meetings w/ counselor & Administrators	Counselors School-Home Liaison Teachers	Disciplinary Point System Data meetings SWIS data PBIS meetings
	PBIS Re-teaching	Teachers Staff Members Counselors Student School Psychologist School Based Agency Personnel Administrators School Home Liaison School Resource Officer	
	Review data/ data meetings	Administrators School-Home Liaison Counselors Teachers	
	Parent contact and/or conference	Counselors Teachers Administrators Parents Students	
	Behavior contract	Administrators Counselors Teachers Parents Students	
	Hallway restriction	Counselors Teachers Students	

	Incentive Plan	Administrators Teachers Counselors School-Home Liaison Students	
	Success Plan	Counselors School-Home Liaison Psychologist Administrators Parents Students	
	Intervention student/staff meeting/JHIT referral (5 or more major referrals of the same behavior or 50 points)	Teams School-Home Liaison Psychologist Parents Students	
	Voluntary Community Service	Teachers Administrators Students	
	CICO-check in check out	Staff	
	TAB-take a break	staff	
	Skills Group/mediation	Administrators Counselors School- Home Liaison Teachers Staff	
	Schedule change	Counselors School-Home Liaison Psychologist Administrators Parents Students Instructional staff	

PYRAMID OF INTERVENTIONS

<b>TIER TWO</b>			
<b>ATTENDANCE</b>			
<b>COMPONENTS</b>			
All of tier one, plus:			
<b>TARGETED GROUP</b>	<b>PROGRAM/SUPPORT</b>	<b>INTERVENTIONIST(S)</b>	<b>PROGRESS MONITORING</b>
<ul style="list-style-type: none"> <li>▪ Students with attendance rates 80-89%</li> </ul>	Re-teach skills missed	Classroom teachers	School tool
	Contact from teachers	Classroom teachers	
	Contact from school-home liaison	School-Home Liaison	
	IES	Staff	
	Parent meeting	Teachers School-Home Liaison Counselors Administrators School Nurse	
	JHIT Interventions	JHIT	
	Informational letter from principal every 5 wks	Principal	
	Home visit	Administrator School-Home Liaison Counselors	
	Success Plan	Administrators Psychologist School-Home Liaison Counselors Parents Students	
	Referral to outside agencies	Administrator School-Home Liaison Counselors	
Make up opportunities as outlined in Board policy 4760	Classroom Teachers		



PYRAMID OF INTERVENTIONS

<b>TIER THREE</b>			
<b>ACADEMICS</b>			
COMPONENTS			
All of tier one, select components of tier two, plus:			
TARGETED GROUP	PROGRAM/SUPPORT	INTERVENTIONIST(S)	PROGRESS MONITORING
<p>Students failing three or more courses.</p> <p>Students who are significantly behind their cohort group in earning credits towards graduation.</p> <p>Students in Tier 3 according to the AIS plan.</p> <p>Students not proficient on state assessments (Level 1).</p> <p>Students failing to respond to previous interventions</p>	AIS direct instruction according to AIS plan	AIS Teacher Special Education Teacher Classroom Teacher	SRI STAR 5-Week Progress Reports or Report Cards RTIM (SMART Goals) State Assessments
	Individualized support	AIS Teacher Classroom teachers Special Education Teacher	SRI STAR Grades
	Referral to Alternative Education and/or Flexible schedule BOCES After School Tutor @ JH Alternate location Individual or small group setting Distance Learning	Teacher Counselors Administrators/TOSA Alternative Education Tutors	Weekly progress reports 5-Week Progress Reports or Report Cards State Assessments
	Success Plans	Instructional Staff Support Staff	
	Tier 3 WRAP	All Staff and community	

PYRAMID OF INTERVENTIONS

<b>TIER THREE</b>			
<b>BEHAVIOR</b>			
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"> <li>▪ Students with 6 or more major referrals.</li> </ul>	Parent contact/conference	Counselors Teachers Administrators Parents Students	Disciplinary Point System Data meetings SWIS data PBIS meetings
	Incentive system	Teachers Students	
	Skills group	Counselors School-Home Liaison Psychologist	
	CICO “Check-in, check-out”	Designated staff members Students	CICO form
	Success Plan	Counselors School-Home Liaison Psychologist Administrators Parents Students	
	JHIT Interventions/Tier 3 Wrap Process (and follow-up/review)	Teams School-Home Liaison Psychologist Parents Students	Meeting and follow up plan/minutes
	FBA/BIP (and review)	Teachers Psychologist Parents Students	
	In-teaming	Teachers Parents	

		Students	
	ISS-re-teaching	Administrators Parents Students Staff	
	Voluntary Community service	Teachers Administrators Students	
	After school “re-teaching”	Teachers Administrators Students	
	Home visit	Administrators Counselors School-Home Liaison Parents	
	Referral to outside service	Administrators School- Home Liaison Counselors Agencies	
	Schedule change(s)	Counselors Parents Students	
	CSE review	Psychologist Teachers	
	T3 WRAP	Administrators Counselors School- Home Liaison Teachers Parents	
	Safety Plan	Administrators Counselors School- Home Liaison Teachers Parents Staff	
	Alternative education (FJHS/4 <sup>th</sup> St)	Administrators Counselors School- Home Liaison	

		Teachers Parents	
	Petition to court	Administrators Counselors Liaison	
	Informal/Formal Hearing	Administrators Superintendent Parents Students	

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<b>TIER THREE</b>			
<b>ATTENDANCE</b>			
<b>COMPONENTS</b>			
All of tier one, select components of tier two, plus:			
<b>TARGETED GROUP</b>	<b>PROGRAM/SUPPORT</b>	<b>INTERVENTIONIST(S)</b>	<b>PROGRESS MONITORING</b>
<ul style="list-style-type: none"> <li>▪ Students with less than 80% attendance.</li> </ul>	Contact from School-Home Liaison	School-Home Liaison	School tool
	IES time	IES Teacher teachers	School tool
	Parent meeting	Administrators Teachers School-Home Liaison Counselor School Nurse	School tool
	JHIT interventions	JHIT	School tool/JHIT review
	Informational letter from principal every 5 wks	Principal	School tool
	Home visit	Administrators School-Home Liaison Counselors	School tool
	Success plan	Administrators Psychologist Counselors School-Home Liaison Parents Students	School tool
	The “A”-Team-Program to support chronically absent students	Psychologist Counselors School-Home Liaison Administrators	School tool
	Referral to outside agencies	Administrators Counselors School-Home Liaison	School tool
	Incentives	Staff	
	Tier 3 WRAP	All Staff and community	
Community School	All Staff and community		

