

FRAMEWORK TO SELECT STUDENTS FOR TIERED COMMUNITY SCHOOL RESOURCES



Required Elements:

- A team structure with critical school staff is in place to review students with academic, behavioral or attendance issues and discuss appropriate interventions for targeted students.
- Members of this student intervention team should include the following key individuals: school principal/assistant principal, Community School coordinator, guidance counselor, school nurse, AmeriCorps Attendance VISTA, school social service representatives (social worker, outreach worker, MSW intern), and home school visitor (if available through the district). Additional members could include school secretary, family case management providers, mentoring and/or behavioral health providers.
- Team meets monthly to discuss targeted students, select appropriate interventions and monitor student progress (recommended weekly or bi-weekly for larger schools with higher percentage of at-risk students).
- Data is used in determining student-level interventions (with focus on academics, attendance and behavior) and monitor student progress.
- Student's teacher is informed (while respecting confidentiality) on targeted student needs, interventions and progress.
- Team members have a developed plan (aligned with RTII and/or SWPBIS) for connecting targeted students to identified Community School resources (mentors, tutors, after school programs, family case management services).
- In alignment with SWPBIS and RTII, the school will offer tiered supports for students with varying levels of need:
 - well-communicated, school-wide positive behavior expectations and reward system for Tier 1 students;
 - targeted population group sessions (such as social skills, coping with grief, incarcerated parents, etc.) for Tier 2 students;
 - individualized interventions for Tier 3 students who still demonstrate academic, behavioral or attendance needs despite Tier 1 and 2 supports (after school programs, mentors, family case management, behavioral health referrals, attendance or behavior trackers).

Benefits to this team and data-driven approach:

- Critical student information is shared with key staff
- Team discusses intervention strategies
- Progress monitoring
- Significant decreases in the likelihood of students “falling through the cracks”
- Improved student outcomes
- Proactive approach to catch struggling students before manifesting serious issues affecting themselves or others

Targeting Students to Be Discussed by Intervention Team:

Attendance:

Start the school year targeting the list of chronically absent students (students missing 18+ days) from the previous academic year.

Use quarterly attendance data to flag kids throughout the year: students with 3+ absences in the 1st quarter; 6+ absences in the 2nd quarter; 9+ absences in the 3rd quarter.

Monitor targeted individual attendance throughout the school year to track progress.

Behavior:

Start the school year targeting students with frequent ODRs and students with at least one in- or out-of-school suspension from the past school year.

Use quarterly behavioral data to flag students throughout the school year; students with 2+ ODRs (level 2+), and any students with an in- or out-of-school suspension.

Use teacher referrals.

If a behavioral health screening tool is utilized for Tier 2 or 3 students, use this data to assess need and monitor progress (SSIS is a free and effective screening tool).

Academics:

Start the school year with students reading below grade-level proficiency from the year before.

Use available academic measures (dibels, SRI, SRA) to identify students below basic and basic in reading proficiency.

Use teacher referrals.

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