

UMTSS TIER INTERVENTION PLAN

Fast Forward Charter High

SUBJECT	DETERMINATION OF STUDENTS FOR TIER II	DEPARTMENTAL TIER II INTERVENTIONS	EVALUATION OF INTERVENTIONS	DETERMINATION OF STUDENTS FOR TIER III	TIER III LEVELS OF SUPPORT
<p>ART VIDEO MUSIC</p>	<p>Student operates at novice level on projects and/or Earns a D / F grade on an assignment.</p>	<p>Select from this menu of Tier 2 Levels of Support (no priority in order)</p> <ul style="list-style-type: none"> • During work time, review project with a small group. • Pair up the student with outstanding peer tutors. • Teacher demonstrates the skill and re trains the students. • Student center tutor monitors students while they make up missed assignments. • Organize a small group learning session during lunch or after school to 3:05pm. If needed, send project home to be worked on. • Student re makes the project. • Note taking of project outlines. • Students practice, practice, practice to build skills. 	<p>Checking the grade percent of students after intervention has been completed. Progress monitoring at mid-term.</p>	<p><i>Students who meet any of the following criteria are determined for Tier 3:</i></p> <p>Through Midterm D and F reports and mailings, teachers, students and parents will be aware of student’s status.</p> <p>After 2 failed unit tests students will be considered for Tier 3.</p> <p>More than 5 absences.</p> <p>Students that earn a D at the end of the term and continue progressing through the series will start the next class in Tier 3.</p> <p>Students that earn a D or F will be discussed with other teachers during faculty meeting and/or PLC meetings</p>	<p><i>Additional support will be provided. These may include:</i></p> <ol style="list-style-type: none"> 1. Pairing student with peer. 2. Student will be provided with printed copy of lecture notes. 3. Student will be allowed additional time for tests. 4. Teacher may find alternate methods of summative evaluation. <ul style="list-style-type: none"> • Student will be read test questions aloud. • Provide specially designed verbal questions to ascertain student level of understanding. • Students may be provided with a shorter version of evaluation. • Student will be provided with additional time as required.

<p>PE</p>	<p>D or F average on Unit Quizzes/Tests and/or More than 3 absences.</p>	<ul style="list-style-type: none"> • Assignments: Use Bell Ringer time to get help from peer tutor or small group make-up. Before and/or after school time is also available. • Projects: Set up a time for lunch, before or after school to make up or work on. • Quizzes/Tests: Students may retake a test or quiz on their lowest test score. A student must fill out a “Request to Retest” and turn it in with evidence of 3 activities done to show effort and gaining knowledge. • Fitness Tests: Students who miss a fitness test need to schedule a time before or after school with teacher to test. 	<p>Compare percent of D’s and F’s from the date of the Unit test to the following week when students should have their retake tests complete.</p> <p>Weekly grade check.</p>	<p>to be aware of support needed.</p>	<ol style="list-style-type: none"> 5. Student will be tracked and supported by Student Support Center. 6. Create a personalized plan with the student to bring up their grade by discussing assignments, tests, and quizzes. 7. Weekly review of student grades individually with the student. 8. English Essentials will be provided for students that are found with lower skill levels. 9. Consideration for special education services.
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HEALTH	D or F average on Unit Quizzes/Tests	<ul style="list-style-type: none"> • Notes: Go over notes with peer tutors and/or small groups. • Assignments: Use Bell Ringer time to get help from peers or small group make-up. • Projects: Set up a time for lunch, before or after school to make up or work on. • Quizzes/Tests: Fill out a “Request to Retest” and turn it in with evidence of 3 activities done to show effort and gaining knowledge. 	<p>Compare percent of D’s and F’s from the date of the Unit test to the following week when students should have their retake tests complete.</p> <p>Weekly Grade Check.</p>		
SCIENCE	D or F average on Unit Quizzes/Tests	<ul style="list-style-type: none"> • Lecture Notes: Make up missing lecture notes from classroom copy or from group or peers. • Assignments: Use bell Ringer time to get help from peers or work group to make-up missing work. • Quizzes/Tests: Coordinate with teacher to retake failing quizzes/tests when previous steps 	<p>Progress monitoring at mid-term. Checking the percent of students that passed the class at the end of the term.</p>		

		<p>are reviewed to show renewed effort through notes and assignments.</p> <ul style="list-style-type: none"> • Labs: Set up a time for lunch, before or after school to make up or work on labs. 			
MATH	<p>D or F average on unit quizzes or tests and/or Student has 3+ missing assignments and/or Absent for more than 2 days in a row</p>	<ul style="list-style-type: none"> • Have student complete test corrections and/or retake tests • Allow student to redo assignments • Pair with a peer to get class notes and extra help on assignments • Refer students to after school math lab. • Organize small group learning session with teacher aid and/or student center tutor during assignment time. 	<p>Hand out weekly progress reports to compare students' progress from the previous week.</p>		
HISTORY	<p>D or F average on Unit Quizzes/Tests</p>	<ul style="list-style-type: none"> • Pull the student aside and talk to them about their grade and missing assignments. • Use bell ringer or first 10 minutes of class for student to collect and discuss 	<p>Check student grades at midterm.</p> <p>Check student grades at the end of the term.</p> <p>Parent emails to notify parents if</p>		

		<p>missing assignments with their peers.</p> <ul style="list-style-type: none"> • Further discuss with student when they plan to make up work. (Lunch, before school, or after school). 	<p>their student is failing the class.</p>		
ENGLISH	D or F average on Unit Quizzes/Tests	<ul style="list-style-type: none"> • Students are given the opportunity to receive and make up work to improve credit each Friday, at mid-term, and at the end of the term. • Students may copy journal entries/notes from the teacher's in-class resources or the UEN website. • Students who have failed quizzes and tests have the opportunity for retake to check for increased learning. • Strategy options (student center, UEN website material, before-after school tutoring with teacher) are discussed by student and teacher for needed performance improvement. 	<p>Progress monitoring at mid-term. Checking throughout the term for progress and passing percentage.</p>		

		<ul style="list-style-type: none"> • At mid-term and end-of-term students are required to take home a hard copy of their academic progress for parent signature and credit. 			
STUDENT CENTER		<p>Pre-Intervention Plan</p> <ul style="list-style-type: none"> • Beginning of each week a D&F report will be pulled from SIS. • A list of failing students will be emailed and handed to teachers for each class. • Tutors orchestrate with teachers as when to pull students to make up missing assignments – Students are only pulled when it will not hinder their grades any further and there is teacher approval. • Tutors report progress to teacher weekly. • Tutors work with students on missing work while in the Student Support 			<ol style="list-style-type: none"> 1. Students who are referred to SSC will be assigned to a tutor. 2. The tutor will track the student's grades and assignments through SIS. 3. Tutor will meet with the student weekly to: <ul style="list-style-type: none"> • Give them grade print out. • Talk about missing assignments. • Conference with the students and teacher to make a weekly plan of how to catch up. • Train student on ways to be self-sufficient. • Set goals and/or meeting times to work one on one with tutor to get caught up. <p>After intervention:</p> <ol style="list-style-type: none"> 1. Tutor will still monitor grades. 2. Occasionally meet with student to reinforce passing grades.

		<p>Center; teachers may send students to the SSC to get one-on-one instruction.</p> <p>Tier 2 Intervention within Classrooms</p> <ul style="list-style-type: none">• In the cases of classes that are continually building on prior knowledge and have constant instruction regarding new material (such as math and physics) tutors will assist students from within the classrooms.			<ol style="list-style-type: none">3. Tutors report progress to teacher on a weekly and/or daily basis.4. Students will be reevaluated at the end of each term for Tier 3 support.
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