**School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total School Population (as of Oct. 1st):\_\_\_\_\_\_\_\_**

**The Systems/Interventions Tracking Tool** is a tool to report to the faculty each trimester the overall progress of students on secondary and tertiary interventions and assist school teams (Tier I and Tier II/III) in reflecting on and action planning to improve their school’s typical responses to challenging student behavior. By recording and reflecting on this data, teams can identify trends such as suspension rates or out of district placement for students and can find related systems-level challenges (i.e. excessive special education testing for students who do not qualify for support). This tool can be used to achieve more proactive systems responses, including use of proactive interventions. The purpose of the Systems/ Interventions Tracking Tool is to progress monitor the effectiveness of MBI interventions by comparing the number of students supported by an intervention to the number of students responding to that intervention (ex. if 40 out of 50 students are responding to CICO, then CICO is operating with 80% effectiveness). For each of the intervention categories, for the beginning of the year and each trimester, record the total number of students being supported by that intervention and the number of students responding to that intervention. Note: Numbers in each box should not be added together across the rows or down the columns.

**Directions:** Tier II/III Facilitator or Administrator gathers data points listed on the tool and/or organizes overall efforts to have the data brought to the team meeting. Data should be used at least each trimester with faculty, Tier I and Tier II/III team(s) including Special Education Teacher/Administrator. Data should be discussed in aggregate, without naming individual students. If data indicates students are identified for Tier III support because of their contribution to the data, names should be listed and given to the appropriate person for support. No individual student planning should occur at this meeting.

**Secondary Systems**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Systems/Interventions | Check-in Check-out (CICO) | Social/Academic Instructional Groups | Meaningful Work | Check & Connect/Mentoring | Brief FBA/BIP(Functional BehaviorAssessment/Behavior Intervention Planning)  | Other Support |
| # Students Participating | # Students Responding | # Students Participating | # Students Responding | # Students Participating | # Students Responding | # Students Participating | # Students Responding | # Students Participating | # Students Responding | # Students Participating | # Students Responding |
| Date: |  |  |  |  |  |  |  |  |  |  |  |  |
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**Data-based Decision-rules for defining “response to intervention”**: Please list below your data-based decision-rule/s to determine student ‘response’ for each of the levels of intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to Check-in Check-out (CICO)/ Individualized CICO:

Responding to Social/Academic Instructional Groups:

Responding to Meaningful Work:

Responding to Check & Connect /Mentoring:

Responding to Brief FBA/BIP:

Responding to Other Support (define support provided) :

**Tertiary Systems**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Systems/Interventions | Individual Counseling | Complex FBA/BIP | CSCT | Renew | Wraparound Support | Students tested for Special Education (initial evaluations only) | Special Education Process |
| # Students Participating | # Students Responding | # Students Participating | # Students Responding | # Students Participating | # Students Responding | # Students Participating | # Students Responding | # Students Participating | # Students Responding | # Students Eligible | # Students Not Eligible | Academic | Behavior |
| Date: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Date: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**Educational Environment**

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| --- | --- | --- | --- | --- | --- | --- |
| Systems/ Interventions  | Reading Interventions | Math Interventions | With IEP removed from regular classroom less than 21% of the day | With IEP removed from regular classroom greater than 60% of the day | Served in public, private separate school, residential environment or home | Moved to less restrictive environment or exiting Special Education  |
| # Students Participating | # Students Responding | # Students Participating | # Students Responding | # Students Participating | # Students Responding | # Students Participating | # Students Responding | # Students Participating | # Students Responding | # Students Participating | # Students Responding |
| Date: |  |  |  |  |  |  |  |  |  |  |  |  |
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**Suspension/Expulsion**

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| --- | --- | --- | --- | --- |
| Systems/Interventions | Suspended on only 1 occasion | Suspended on 2 or more separate occasions | Expulsion | General Education placed in separate setting  |
| # Students ISS | # Students OSS | # Students ISS | # Students OSS | # Students Hearing in progress | # Students Expelled | # Students At-Risk | # Students Placed |
| Date: |  |  |  |  |  |  |  |  |
| Date: |  |  |  |  |  |  |  |  |
| Date: |  |  |  |  |  |  |  |  |
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**Definitions of Interventions:**

**CICO – Check-in Check-out & Individualized CICO**: Students check-in with designated CICO Facilitator/s before the beginning and at the end of each school-day to receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed, basic school supplies. At the end of each class period, classroom teachers provide students positive behavioral feedback, based on the school-wide expectations, on a Daily Progress Report Card (DPR). Individualized CICO has most of the same features as the generic CICO but includes some fairly simple individualizations (i.e. change in location of CICO, addition of more Check-ins, etc.) without creating individual student goals or goal lines.

**S/AIG – Social/Academic Instructional Groups**: Students are supported in a small group for direct instruction of academic skill deficits or school-wide expectations and/or replacement behaviors, including structured practice and direct feedback. Intervention leads to generalization most effectively when students are given opportunities in the classroom for transference of newly learned skills taught during group.

**Check & Connect / Mentoring**: Individual mentoring with adult mentor for behavior and/or academics creating individual student goals or goal. Mentoring involves one adult meeting with one or more students at a time, one or more times per week, to provide pre-corrects and a positive connection with the school through a supportive relationship. Check & Connect is a comprehensive intervention with an adult mentor to work with the student and family for a minimum of two years to foster school completion with academic and social competence.

**Brief FBA/BIP** **– Functional Behavior Assessment/Behavior Intervention Plan**: Brief behavior intervention plans are developed for one student at a time, based on a brief assessment of function of behavior by the Tier 2 generic problem-solving team. Brief Tier 2 behavior intervention plans address only one behavior, typically only in one setting. Interventions are chosen or designed based on student’s strengths, assessed function of behavior and skills-deficits.

**Complex FBA/BIP – Functional Behavior Assessment/Behavior Intervention Plan:** An individualized team is created specifically for one student at a time (includes family, community, and relevant school-based adults) to assess student’s strengths, skills-deficits, and function of behavior, as well as to develop a comprehensive intervention plan. Plan addresses multiple settings and /or behaviors.

**CSCT – Comprehensive School and Community Treatment:** Mental health paid providers outside of the school.

**Renew:** A structured process for school-to-career transition planning and individualized wraparound for youth with emotional and behavioral challenges.

**Wraparound (Wrap):** An identified team facilitator engages a child and their family in developing a unique team to support student success at home, school and in the community. Facilitator arranges for frequent team meetings to develop, refine, and progress-monitor interventions and supports that address multiple life domains across settings (home, school, and community). Plans include highly individualized interventions and supports designed based on student strengths and big needs (quality of life indicators) identified by student, family, and other team members.

**Educational Environment:**

**Special Education Process:**

 **Academic** –Special education evaluation process initiated due to primarily academic/learning challenges.

 **Behavior** -Special education evaluation process initiated due to primarily behavioral/social challenges.

**Special Education Setting:**

 **In District** – Student’s classroom not in assigned home school based on residency, but still within home school district.

 **Out of District** – Student’s classroom exists out of the assigned home school district.

**Suspensions:**

 **ISS** – In-School Suspension

 **OSS** –Out-of-School Suspension

**Separate Setting Placement:**

 **At-risk** – Student is at risk of being placed in a separate setting (“Safe School” or alternative to Suspension).

 **Placed** – Student has already been placed in a separate setting.

**WORKSHEET**

The Worksheet is to be used only when there is more than one type of intervention being offered for a systems/intervention category (i.e. two different Social Instructional Groups). Record data for each separate type/name of intervention on the worksheet page, then combine those numbers for the aggregate report on page 1. For example, the worksheet can record that Pro-social Skills Group has 40 out of 50 students responding and the Solution-finding Group has 30 out of 50 students responding and this would result in a report on page 1 S/AIG of: 100 students receiving and 70 students responding.

**Social/Academic Instructional Groups**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group 1 Name: | Group 2 Name: | Group 3 Name: | Group 4 Name: | Group 5 Name: | Total for S/AI Groups: |
| #Students Participating | #StudentsResponding  | #Students Participating | #StudentsResponding | #Students Participating | #StudentsResponding | #Students Participating | #StudentsResponding | #Students Participating | #StudentsResponding | #Students Participating | #StudentsResponding |
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Data-based Decision-rule/s for defining “response to intervention”:

Responding to Group 1:

Responding to Group 2:

Responding to Group 3:

Responding to Group 4:

Responding to Group 5:

**Individualized CICO, Check & Connect, & Mentoring**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Type/ Name 1: | Type/ Name 2: | Type/ Name 3:: | Type/ Name 4: | Type/ Name 5: | Total for 3rd Type of Tier 2 Interventions: |
| #Students Participating | #StudentsResponding  | #Students Participating | #StudentsResponding | #Students Participating | #StudentsResponding | #Students Participating | #StudentsResponding | #Students Participating | #StudentsResponding | #Students Participating | #StudentsResponding |
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Data-based Decision-rule/s for defining “response to intervention”:

Responding to Type 1:

Responding to Type 2:

Responding to Type 3:

Responding to Type 4:

Responding to Type 5:

**Academic Interventions for Reading and Math**

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| --- | --- | --- | --- | --- | --- |
| Type/ Name 1: | Type/ Name 2: | Type/ Name 3: | Type/ Name 4: | Type/ Name 5: | Total for 3rd Type of Tier 2 Interventions: |
| #Students Participating | #StudentsResponding  | #Students Participating | #StudentsResponding | #Students Participating | #StudentsResponding | #Students Participating | #StudentsResponding | #Students Participating | #StudentsResponding | #Students Participating | #StudentsResponding |
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Data-based Decision-rule/s for defining “response to intervention”:

Responding to Type 1:

Responding to Type 2:

Responding to Type 3:

Responding to Type 4:

Responding to Type 5:

**Examples of Definitions for Response:**

**Responding to Check-in Check-out (CICO**), **Individualized CICO**: After 4 weeks, student has earned 80% or more of their Daily Progress Report (DPR) points with no new office discipline referrals (ODR’s).

**Responding to Social/Academic Instructional Groups**: After 6 weeks of the academic skills instructional group, student has earned 80% or more of their Daily Progress Report (DPR) points, has had no new office discipline referrals, and is passing all classes.

**Responding to Check & Connect and/or Mentoring**: After 10 weeks of mentoring, student has not received any new office discipline referrals, is passing all academic core classes, and has improved daily attendance by at least 50%.

**Responding to Brief Function-based Interventions**: After four weeks, student has no new office discipline referrals and a 50% reduction in the identified problem behavior. In addition, student earns 80% of DPR points, and increase grades and attendance by 75%.