INTERVENTIONS
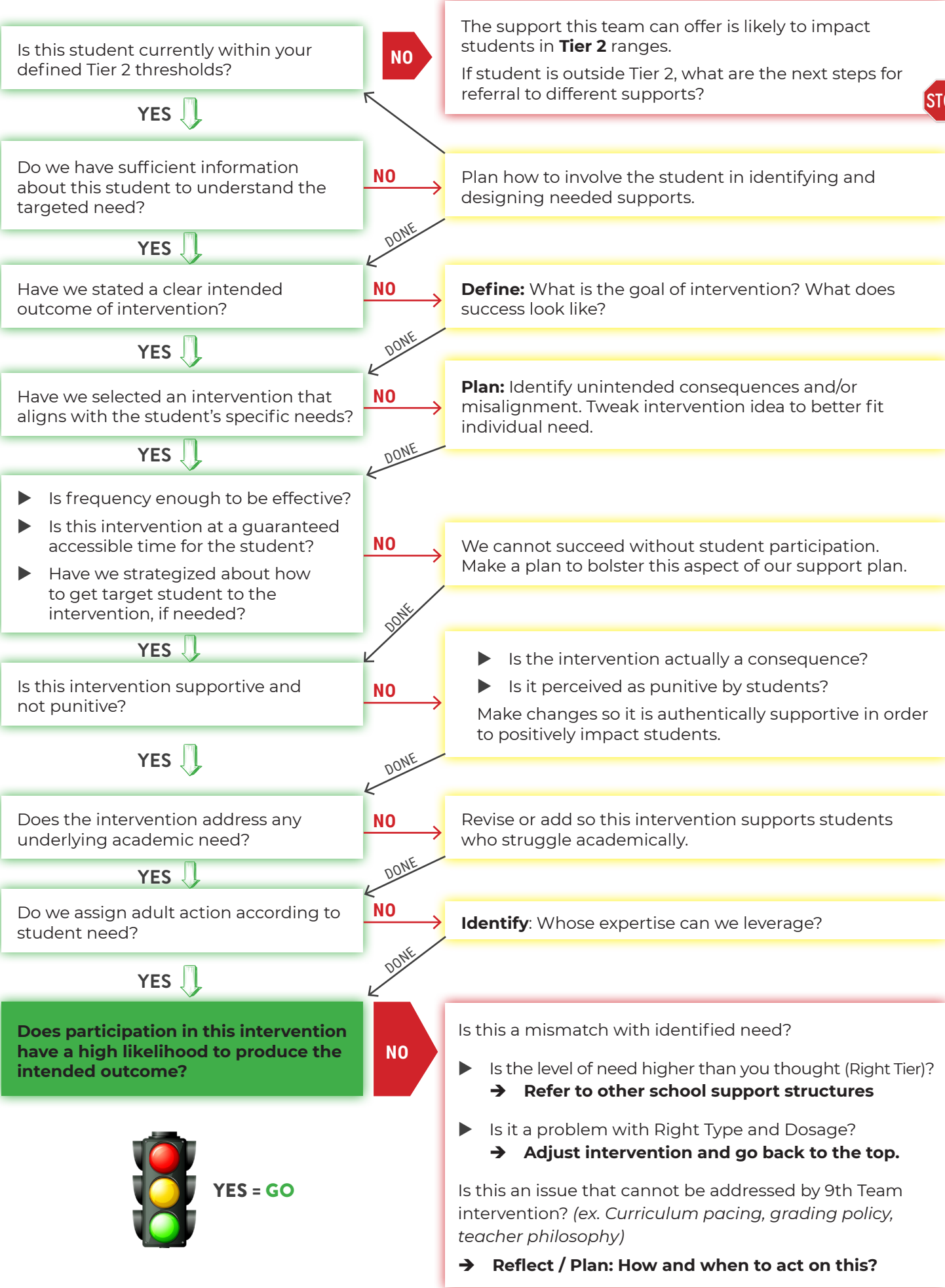7.3   BACK TO ROADMAP

ESTABLISH DATA-DRIVEN INTERVENTION AND REFERRAL SYSTEMS AND PROCESSES
▶ **ARTICULATE CLEAR REFERRAL PROCESSES AND PROTOCOLS**

INTERVENTION DEVELOPMENT FLOW CHART

1. The primary identified need is: ACADEMIC / COMPETENCY-BASED / SOCIO-EMOTIONAL / BEHAVIORAL
2. The Key Performance Indicator we are acting on is: _____
3. The intended outcome of intervention is: _____

Is this student currently within your defined Tier 2 thresholds?

NO → The support this team can offer is likely to impact students in **Tier 2** ranges.
If student is outside Tier 2, what are the next steps for referral to different supports? **STOP**

YES ⬇

Do we have sufficient information about this student to understand the targeted need?

NO → Plan how to involve the student in identifying and designing needed supports.

DONE

YES ⬇

Have we stated a clear intended outcome of intervention?

NO → **Define:** What is the goal of intervention? What does success look like?

DONE

YES ⬇

Have we selected an intervention that aligns with the student's specific needs?

NO → **Plan:** Identify unintended consequences and/or misalignment. Tweak intervention idea to better fit individual need.

DONE

YES ⬇

▶ Is frequency enough to be effective?
▶ Is this intervention at a guaranteed accessible time for the student?
▶ Have we strategized about how to get target student to the intervention, if needed?

NO → We cannot succeed without student participation. Make a plan to bolster this aspect of our support plan.

DONE

YES ⬇

Is this intervention supportive and not punitive?

NO → ▶ Is the intervention actually a consequence?
▶ Is it perceived as punitive by students?
Make changes so it is authentically supportive in order to positively impact students.

DONE

YES ⬇

Does the intervention address any underlying academic need?

NO → Revise or add so this intervention supports students who struggle academically.

DONE

YES ⬇

Do we assign adult action according to student need?

NO → **Identify:** Whose expertise can we leverage?

DONE

YES ⬇

Does participation in this intervention have a high likelihood to produce the intended outcome?

NO → Is this a mismatch with identified need?

▶ Is the level of need higher than you thought (Right Tier)?
➔ **Refer to other school support structures**

▶ Is it a problem with Right Type and Dosage?
➔ **Adjust intervention and go back to the top.**

Is this an issue that cannot be addressed by 9th Team intervention? *(ex. Curriculum pacing, grading policy, teacher philosophy)*

➔ **Reflect / Plan: How and when to act on this?**

YES = GO

YES	ESSENTIAL TRACKING ELEMENT	RELATED CONSIDERATIONS
◯	Our tracking includes students' names and dates	
◯	We name the intervention	*Best Practice:* *Include the intended outcome*
◯	We name the Key Performance Indicator (KPI) that the intervention addresses	
◯	We include current grades in targeted courses	*Best Practice:* *Express grade averages as a percentage, not a letter*
◯	We track student participation in the intervention (i.e. contact dates, tutoring attendance, office hour visits, etc.)	▶ *Who is responsible for tracking student participation?* ▶ *Do they know what to track? If not, who is responsible for communicating to them?* ▶ *How do they provide student participation data to the team and when/how frequently?*
◯	We specify dates we will review progress on the primary KPI impacted by the intervention	*Best Practice:* *Meeting agendas budget time to review progress and tweak interventions, OR Teams conduct separate meetings to review and tweak*
◯	We will have at least 2 check points in a 10-week period to allow for course correction	*Best Practice:* ▶ *Express grade average as a percentage* ▶ *Express attendance in cumulative absences and tardies*
◯	We assign each student a staff member as Champion	*A Staff Champion acts like a case manager. He/she might:* ▶ *Help coordinate the intervention logistics* ▶ *Communicate with staff, student and family about the intervention and progress* ▶ *Ensure the student follow up occurs* ▶ *Facilitate the report out for a student*

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