## Response to Intervention Plan

<table>
<thead>
<tr>
<th>Issue</th>
<th>Response #1</th>
<th>Response #2</th>
<th>Response #3</th>
<th>Response #4</th>
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</thead>
<tbody>
<tr>
<td><strong>Attendance Issues</strong></td>
<td>First Absence: Teacher or house representative calls home and reports back to house</td>
<td>Multiple early absences or cuts: Refer to counselor for parent meeting and action/communication plan</td>
<td>Sustained absences: Meeting with administration, counselors, and parents to discuss issues and notify parents of legal issues related to chronic absences</td>
<td>Refer to appropriate CPS authorities</td>
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<td><strong>Cognitive/Learning Issues</strong></td>
<td>Teachers meet to identify specific issues and classroom actions that can be taken (see list on back)</td>
<td>Assign support classes as necessary and recommend tutoring (provide schedule)</td>
<td>Refer to counselor for parent meeting and action/communication plan. Tutoring assigned as well as regular meetings of teachers to discuss issue.</td>
<td>Administration, counselors, teachers, and parent meet to discuss further actions in scheduling and support</td>
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<td><strong>Executive Function Issues</strong></td>
<td>-Organization -Time management -Long term planning</td>
<td>-House intervention -Assign ambassador and continue teacher actions</td>
<td>Chronic Issue: Refer to counselor for parent meeting and action/communication plan</td>
<td>Assign adult mentor for daily meetings</td>
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<td><strong>Homework Issues</strong></td>
<td>First Missing Assignment: Teacher or house representative calls home and reports back to house</td>
<td>Multiple days of missing assignments early: -House intervention -Create tutoring plan -Assign ambassador</td>
<td>Sustained missing assignments: Refer to counselor for parent meeting and action/communication plan.</td>
<td>Assign adult mentor for daily meetings</td>
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<td><strong>Social Emotional: Isolation</strong></td>
<td>First two weeks: Teachers plan to purposefully address in class</td>
<td>Sustained (first quarter) -House intervention -Assign ambassador</td>
<td>Sustained (second quarter): -Refer to counselor who advises teachers and ambassador as appropriate</td>
<td>Sustained (second semester): -Social worker?</td>
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<tr>
<td><strong>Social Emotional: Acting Out/Agression</strong></td>
<td>First two weeks: Teachers plan to purposefully address in class</td>
<td>Sustained (first quarter) -Refer to counselor for parent meeting and action/communication plan -House intervention</td>
<td>Sustained (second quarter): -Refer to regular counseling who advises teacher as appropriate</td>
<td>Sustained (second semester): -Social worker?</td>
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<tr>
<td><strong>Social Emotional: Extreme behavior</strong></td>
<td>-Suicidal -Extreme anger</td>
<td>Refer to counselors immediately</td>
<td>Refer to social worker and/or outside agency.</td>
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**LMSA Freshman Academy**
Instruction/Classroom Interventions:

- Provide preferential seating near teacher
- Provide small group instruction
- Post daily agenda or schedule
- Develop a system for maintaining organization
- Assign or encourage student to seek out peer buddy
- Keep student focused by periodically pointing in their book (or assignment, etc.) to the place you are at in the reading
- Allow student a break (like a “water” break for instance) when they seem to be struggling to maintain focus
- Check for understanding- Question student to be sure the information was received and interpreted clearly and provide feedback as necessary. Ask them to repeat instructions or important information
- Provide instruction and directions in verbal AND written forms
- Use high impact visual aids
- Give multiple concrete examples
- Give advance notice that you will be calling on student
- Embed choices when eliciting information
- Structure thinking processes graphically through outlines, graphs, flow charts and models
- Facilitate note taking by providing outlines with major headings
- Create an index card note system that is visual, they can even be incorporated in a “word wall” that all students could use
- Write down key words on the board to aid in note-taking during sections that are “lecture-based.”
- Guided reading in small groups (in lieu of independent reading)
- Have students assign specific roles when working in groups (Facilitator, time keeper, note taker, etc.)
- Allow student to move around
- Incorporate movement in activities

Assignment/Assessment Interventions

- Break complex tasks or assignments down into small manageable component parts and give a manageable timeline for the assignment
- Shorten assignments
- Accompany assignments with written instructions
- Give student assignments a few days in advance to allow for extra time (in lieu of giving extensions)
- Provide student with weekly syllabus, in advance, of upcoming week’s assignment and lessons.
- Help students create step-by-step directions for assignments (be it as general as how to complete the assignment as a whole or as specific as how to solve a quadratic function)
- Allow student a “note card” of their creation during assessments
- Give the student a study guide for upcoming tests
- Provide the option of extended time on tests if needed
- Arrange for a separate setting during assessments to provide a distraction free environment
- Modify tests by breaking down complex questions that have long answers into several manageable and scaffolded questions and answers
- Make sure assessments are in the same/similar format as classroom activities