

# Raytown Success Academy



Home of the  
Phoenix!

# Demographics

- Kindergarten through 12<sup>th</sup> grade
- District Long-term suspension
- Missouri Options
  - Total population: 152

# Our Staff

Principal  
Mrs. Lori Forte'

- Administrative Intern
- 2 Behavior Interventionists
- 3 Social Workers
- 17 Certified Teachers
- 15 Instructional Assistants
- 2 Food Service Workers
- 1 Security Guard



# Wrap-Around Services

**Wraparound** is a philosophy of care with defined planning process used to build constructive relationships and support networks among students and youth with emotional or behavioral disabilities (EBD) and their families. It is community based, culturally relevant, individualized, strength based, and family centered.

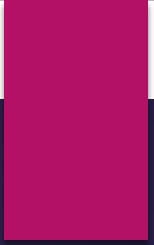
---<https://www.pbis.org/school/tertiary-level/wraparound>

- ❑ Social Emotional Learning
- ❑ Constant and Consistent Triage
- ❑ Structure & Fidelity
- ❑ Supportive Relationships
- ❑ Individualized Intervention

## RSA Outcomes for the 2017-2016 School Year

Name of Intervention	Number of Students Who Participated	Number of Students Who Graduated	Number of Students Who Required More Intensive Support
Check In/Check Out	3	0	3
Small Group Social Skills	23	23	6
Self Monitoring	0	0	0
FBA/BIP Tier 2	45	2	0
FBA/BIP Tier 3	34	3	2

**RSA does not implement the Check & Connect Intervention as a Tier 2 Intervention as it is a part of the wrap around services/interventions we provide to all enrolled students.**



# Challenges of Implementing SWPBIS with Fidelity

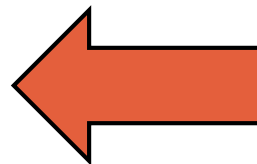
# Our Student Population

## Elementary

- Most of our students have received a prior intervention in our district's school within a school program (SWS).
- We have two multi-level classrooms.
- Many of our students have IEPs with a primary diagnosis of Emotional Disturbance.
- Many of our students are currently have or been in foster care.

## Middle School

- Although we have a number of students who have transitioned from our elementary classrooms, many are being transitioned from traditional schools due to their behaviors.



## High School

- A few of our students have transitioned from our middle school.
- The majority of our students are transitioned from high school due no response to intervention, attendance, mental health, and behavior.
- Many of our students are behind on credits, prior to coming to us.
- Our high school program is uniquely structured.
- Attendance issues/challenges



# Our Student Population

Along with all the other  
problems a typical

educational environment  
endures

Most of our students  
are dealing with  
mental  
illnesses...diagnosed  
and undiagnosed.

All of our students  
are  
At-Risk for not being  
successful in school.

Some are homeless

Many of our parents  
have all but given  
up.

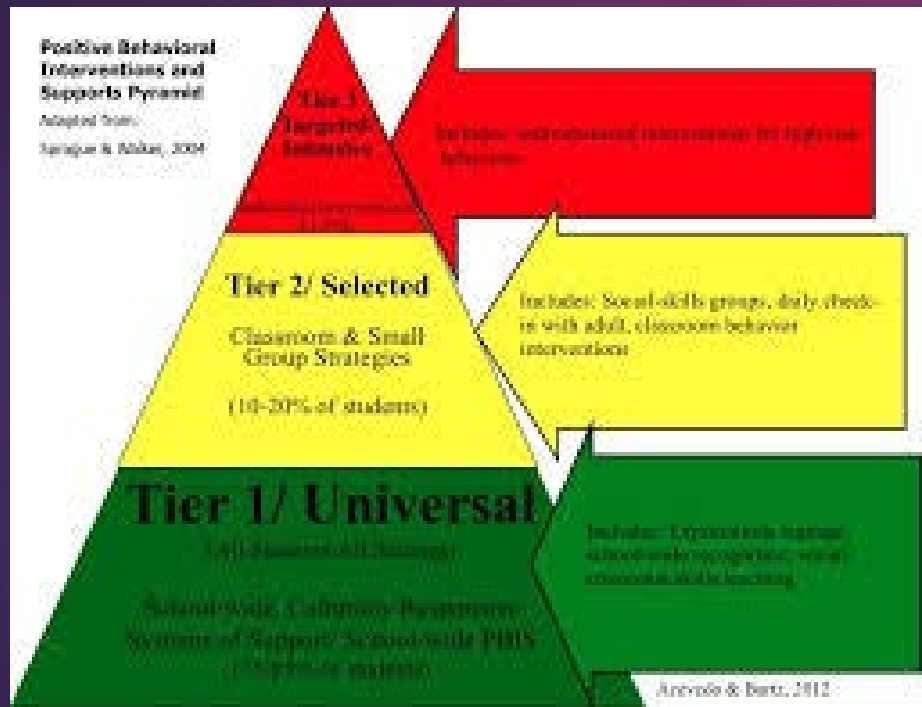
Many of our students  
do not want to be  
here.

Many times, we are  
their last option.

Our environment is  
totally different from  
what they are  
accustomed to.

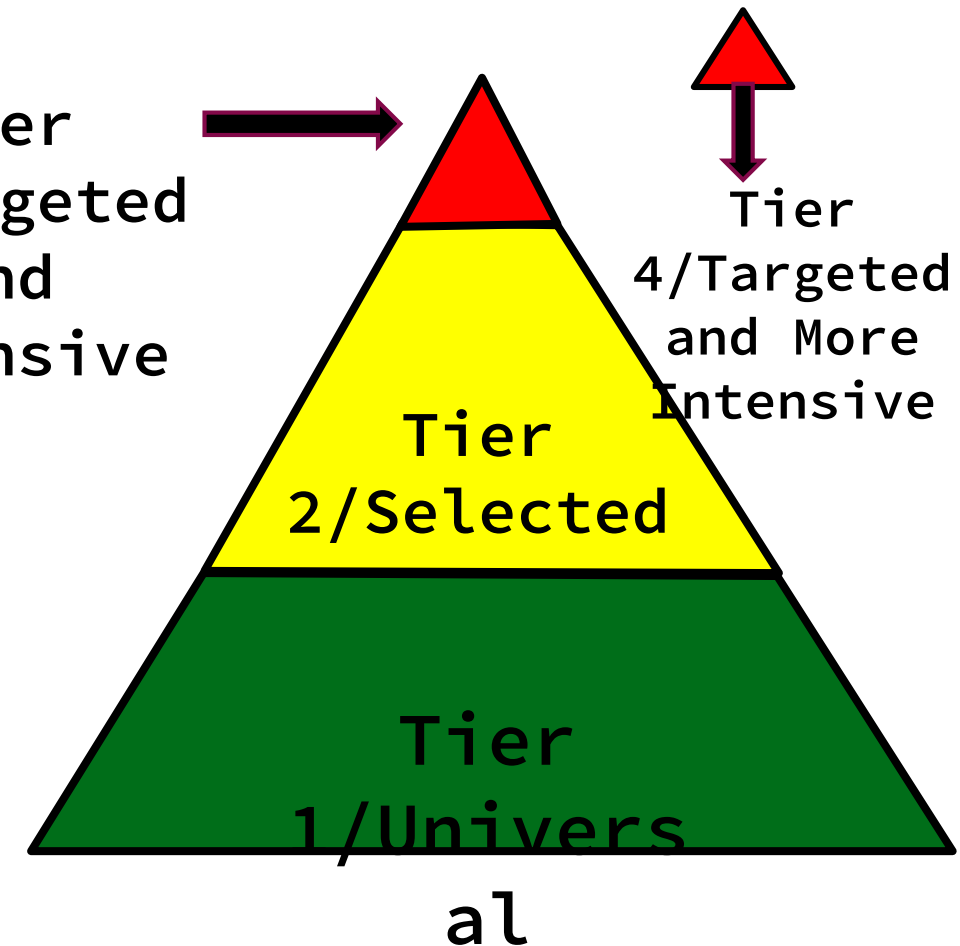


# Tier 1: Universal Support (Systems, Data, Practices)



## RSA's Tiers

Tier  
3/Targeted  
and  
Intensive



# Tier 1: Universal Support

***Every student, Every day!***

Every student and every family goes through indoctrination before arriving at RSA.

## Our Daily Expectations

- ✓ Upon arrival each day, structure and consistency is modeled and expected.
- ✓ During the day, routines are practiced and followed.
- ✓ Upon dismissal each day, structure and consistency is modeled and expected.

# Tier 1: Universal Support

## Expectations

- Be Responsible
- Be Safe
- Be Accountable

Hallway  
Classroom  
Cafeteria  
Bus

Taught once per week, modeled everyday, and expected at all times!

## Social and Emotional Learning

- WhyTry Curriculum
- Taught on Wednesday
- Lesson plans are prepared by teacher

## Interventions

- BIST
- Pro-active
- Consistent
- Progress monitoring
- Differentiate d/

Individualized



# Tier 1: Universal Support

## Interventions

- Universal
- Individualized
- Parent communication
- Monitored for effectiveness /lack of

The  
foundation  
of our  
SWPBIS  
implementation!

## Data-Driven Decision Making

- Administration and Behavior Interventionists monitor data monthly
- Data Decision Rule is met
- Surveys taken by staff
- Changes are determined and

# Tier 1: Universal Support

WE OBSERVE AND PRAISE  
APPROPRIATE  
BEHAVIOR!!!!

# Tier 2: Targeted Support

Most of our students enter RSA on a Tier 3 support plan. Because of our structured environment and wrap around services, those students are placed on Tier 2 support plan. Care team will monitor student behavior and make the necessary interventions that are appropriate for that student at RSA.



# Tier 2: Targeted Support

What happens when the need arises

- ❑ Check-In/Check Out
- ❑ Small Groups with specific topics
- ❑ Environmental Rearrangements
- ❑ Behavior Support

Formal process for identifying students



CARE Team Meetings

- All supports are focused on student need.
- Monitored for effectiveness

# Tier 3: Intensive Support

- ☺ Individualized Behavior Support Plans
- ☺ Focused on teaching and replacing behaviors
- ☺ Collaborative and Comprehensive
- ☺ Written and monitored by the CARE Team
- ☺ Results Driven
- ☺ Data Informed

Formal process for identifying students



CARE Team Meetings

# Tier 4: Extremely Intensive Support

Formal process for identifying students



CARE Team Meetings

- ♥ Functional Behavior Assessment conducted by Tier 3 Team members
- ♥ Intensive Behavior Support Plans with the same focus as Tier 3 plans. however, these plans are more “invasive”.
- ♥ Collaborative and Comprehensive
- ♥ Written and Monitored by CARE Team
- ♥ Results Driven
- ♥ Data Informed
- ♥ Last Resort!





Questions?

# Contact information:

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