

2024-2025 Building Needs Assessment for 2025-2026 Budget Considerations South Middle School (Grades 6-8)



[South Middle School 2022-23 Accountability Report](#) (*link*)

School Improvement - Fundamentals

The four fundamentals are interconnected and associated with actions that each school system must implement so students can meet our state's rigorous standards.

Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
We apply an explicit, systematic, diagnostic, and cumulative approach to teaching literacy that acknowledges the value of both word recognition and oral/written language comprehension as evidenced in all grades and disciplines. ● Phonemic Awareness ● Phonics ● Fluency ● Vocabulary ● Comprehension	We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in preK-12. ● Learning Intentions ● Success Criteria ● Academic Rigor ● Scope & Sequence	We assess students for risk and standards in preK-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement. ● Formatives ● Summatives ● Progress Monitoring ● Screening ● Diagnostic	We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials (HQIM) in preK-12. ● High Expectations ● Culturally Responsive ● Differentiation ● Academic & SEL ● Student Dispositions

Communication Goals – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.
KSA ELA: Decrease % at Level 1	Our school improvement goal is for students to have the communication skills necessary to achieve postsecondary success as measured by a decrease of 13% in the number of students performing at level 1 on the Kansas ELA Assessment, resulting in a decrease from 44.2% to 31.2% by 2027. South Middle School has decreased the number of students scoring at level 1 on the Kansas ELA Assessment by 10.2% from our baseline data in 2021-22.
KSA ELA: Increase % at Level 3 & 4	Our school improvement goal is for students to have the communication skills necessary to achieve postsecondary success as measured by a 10% increase in the number of students performing at level 3 or 4 on the Kansas ELA Assessment, resulting in an increase from 23.2% to 33.2%. South Middle School has increased the number of students scoring at level 3 or 4 by 6.8% from our baseline data in 2021-22.
Complex Communication Rubric: Increase % at Demonstrating Level	South Middle School has a 5.1% increase in students performing at the demonstrating level in the complex communication rubric from 2022-23 to 2023-24.
Other Data	

Communication – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation	We are comfortable with the number of teachers we have for Tier 3 Intensive Reading. We have implemented a Tier 2 reading support structure during advisory, but it would be nice to have that during the school day,	We need to build in more professional development days for teachers to review standards, write curriculum, develop Learning Intentions and Success Criteria and review resources that help best serve student needs. Right now, all of our	We have a balanced assessment system with the type of assessments we have and the data we receive.	We need more resources to help with grammar as the ELA assessment is heavy with grammar. This could be web based or textbook based. It would also be beneficial to have stipends for department chairs who can help with resources and

	which would require additional teachers and a resource to support those students.	professional development time is spent with Visible Learning training.		adopt other types of curriculum for departments.
Educator Evaluation	It would be beneficial for our teachers to have time to observe other teachers, particularly in their content area. Teachers who have been trained in LETRS will need to provide their insight to other teachers in the building and their department.	Administration will continue to conduct our regular classroom walk throughs, focusing on ensuring that Learning Intentions, Success Criteria and standards are taught to students.		The Danielson evaluation rubric is very good; however, it is a lot to document. It would be beneficial to narrow the rubric down and make it simpler and easier to understand for evaluators and evaluatees.
Professional Learning	We would like to see more of our reading and English teachers trained in LETRS as this would help them understand reading struggles and find potential solutions. More of our content area teachers need to be trained in structured literacy and understanding the science of reading and reading comprehension.	We need more time for teachers to collaborate horizontally and vertically on aligning standards and curriculum and ensuring teacher clarity with the Learning Intentions and Success Criteria. We don't have this time built into the school year.	Our teachers need to be trained on analyzing data. We have an abundant amount of data available for teachers; however, it is difficult for teachers to break the data down and interpret the information.	We need to continue our Visible Learning training, strategies and goals as this has made a huge impact on teaching and learning in our building. We need to revisit the other initiatives we have implemented over the years such as Literacy First, Kagan, and Safe and Civil Schools.
Professional Collaboration	We would like to continue common PLCs for our grade level departments, we have improved our structure and expectations and will continue to work on aligning those items. Interdisciplinary teaming would be beneficial to help support student behaviors and allow teachers to	We need to continue our current PLC protocol and ensure that teachers are focusing on data, standards and teacher clarity. Our Special Education staff needs more time to invest in standards alignment as they are currently inundated with IEP	We need protected time during our PLCs, we work hard to not have to pull teachers for substituting duties, but this does occasionally happen. Essentially, we need more substitute teachers available during the school day.	The structured PLC time during the day has been very beneficial and needs to be continued as this allows time for teachers to plan quality instruction in their classrooms. It would also be beneficial for teachers to observe other teachers in action to gain some insight

	provide more student support.	requirements during their PLC time.		on quality instructional strategies.
Tiered System of Support	We need to continue to improve our Tier 1 instruction with reading, writing and speaking. We need to look at expanding our Tier 2 reading program during the school day, which would require a solid resource, time and additional staff.	Our Special Education staff need more support in implementing specialized instruction for our Special Education students. Continue implementation of Tier 3 Intensive Reading and continue developing our Tier 2 reading supports.	We would like to continue our training with iReady and the supports they offer. iReady reading has a lot of tools and resources available to help support more tiered instruction during class time such as small groups, strategies, etc.	We need additional staff and time to expand our Tier 2 instruction for reading. We also need to continue implementing quality instruction to help support our Tier 1 structures, which includes enrichment activities for Tier 1 structures.
Family, Community and Business Partnerships	We used previous ESSER dollars to host an academic open house in which students and families participated in learning activities as well as fun learning games. This turned out to be a celebration of our students, staff and learning. We do not have the funds to support this at this time. We need to help students understand the importance of reading/writing in careers by bringing in professionals to show where the need for strong skills is utilized in the workplace.		It would be beneficial to have funding available to host evenings where we can help parents and guardians understand our assessment system and the types of data that are available for parents and guardians.	

Critical Thinking Goals – Data Review:

	Current State: <i>Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.</i>
KSA Math: Decrease % at Level 1	Our school improvement goal is for students to have the critical thinking skills to achieve postsecondary success as measured by a 12% decrease in the number of students performing at a level 1 on the Kansas Math Assessment, resulting in a decrease from 36.4% to 24.4% by 2027. South Middle School has decreased the number of students scoring at level 1 by 4.4% from our baseline data in 2021-22.
KSA Math: Increase % at Level 3 & 4	Our school improvement goal is for students to have the critical thinking skills to achieve postsecondary success as measured by a 10% increase in the number of students performing at a level 3 or 4 on the Kansas Math Assessment, resulting in an increase from 20.7% to 30.7% by 2027. South Middle School has increased the number of students scoring at levels 3 and 4 by 8.3% from our baseline data in 2021-22.
KSA Science: Decrease % at Level 1	Our school improvement goal is for students to have the critical thinking skills to achieve postsecondary success as measured by a 11% decrease in the number of students performing at a level 1 on the Kansas State Science Assessment, resulting in a decrease from 45.2% to 35.2% by 2027. South Middle School has had an increase in the number of students performing at level 1 by 4.8% from 2021-22.
KSA Science: Increase % at Level 3 & 4	Our school improvement goal is for students to have the critical thinking skills to achieve postsecondary success as measured by a 10% increase in the number of students performing at a level 3 or 4 on the Kansas Science Assessment, resulting in an increase from 22.1% to 32.1%. South Middle School has decreased the number of students scoring at levels 3 and 4 by 1.1% from 2021-22.
Critical Thinking Rubric: Increase % at Demonstrating Level	South Middle School has had an 18.8% increase in the number of students performing at the Demonstrating Level on the SPS Critical Thinking rubric.
Other Data:	

Critical Thinking – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation	We need to find a resource that better fits our 8th grade math curriculum as our state standards in 8th grade are different from the common core. We would like to find a resource that would help to ensure that the 8th grade math standards are covered. Finding qualified and licensed instructors in math and science has proven to be difficult and will continue to be until more teachers are available in the pipeline.	We are currently in the process of adopting a new math series for middle school math. We need to ensure that the resource adoption is aligned to state standards and promotes critical thinking math practices.	We would like to continue IXL as it helps with frequent practice on math standards. This program would also be beneficial for science. iReady has been a helpful assessment that we give three times a school year to demonstrate progress over the course of a school year for students. We would like to see this continued for math.	We need additional resources in the area of science. Over the last two years we have lost the funding to provide Gizmos (online science labs) as well as IXL (extra practice) for students. It would be nice to utilize these resources in the curriculum in concert with the current resource.
Educator Evaluation	Administrators and Instructional coaches will continue classroom walk throughs looking for implementation of Visible Learning to increase instructional rigor.	Evaluators will continue to ensure through the evaluation process that teachers are teaching the approved district curriculum and adopted resources.		Building evaluators need to continue to ensure through the district adopted evaluation system that quality and engaging instruction is occurring in the classrooms.
Professional Learning	Teachers will continue to attend district provided training on Visible Learning and use PLC time to intentionally reflect to improve classroom instruction.	We need to continue supporting our science teachers on their previous resource adoption and application of the new resource for student learning. Some additional training and supports for utilizing iReady math data in	Our teachers need to be trained on analyzing data. We have an abundant amount of data available for teachers, however it is difficult for teachers to break the data down and interpret the information.	Teachers and administrators need to ensure that district-offered trainings are implemented with fidelity in the classrooms. PLCs need to continue writing solid Learning Intentions and Success Criteria that are

		the classroom would be beneficial.		aligned with state standards.
Professional Collaboration		Time built into the school year for teachers to plan horizontally and vertically within our school as well as feeder schools to help ensure standards, curriculum and teacher clarity are aligned within the grade levels. There is currently no time allotted for this except for the summer.	We need more protected time during PLCs to disaggregate formative assessment data and dig deep into standards and lesson planning. This would require more available substitutes so teachers are not being pulled from the PLC meetings.	We would like to provide teachers time to visit other classrooms within the building as well as outside the building to view quality instructional practices.
Tiered System of Support	We need to continue to enhance Tier 1 instruction through the implementation of Visible Learning practices. We also need to ensure implementation of high yield instructional strategies to support thinking for all students. We need to look at a solid Tier 2 math structure to help students performing below grade level.	We need to offer a Math Foundations course for students performing two grades or below in math based on assessment results. This would require additional staffing.	We need more training with the math resources to help implement interventions and strategies to support students with learning gaps.	We need additional staff and time to expand our Tier 2 instruction for math. We also need to continue implementing quality instruction to help support our Tier 1 structures, which includes enrichment activities for Tier 1 structures.
Family, Community and Business Partnerships	We would like to continue our Academic Open House where families participated in learning activities and games associated with reading and math. This was a great celebration for our school in which we unfortunately do not have		I think it would be beneficial to have funding available to host evenings where we can help parents and guardians understand our assessment system and the types of data that are available for parents and guardians.	

	the funds to support at this time.			
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Social-Emotional – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.
Social Emotional Behavior Offenses: Decrease number of offenses	Our school improvement goal is for students to have the social and emotional skills to achieve postsecondary success as measured by a 15% decrease in the number of social and emotional behavior offenses, resulting in a decrease from 717 to 609. South Middle School has seen no increase or decrease in the number of social-emotional behavior offenses from our baseline data in 2021-22 (0.0%)
Chronically Absent: Decrease %	Our school improvement goal is that students will have the social and emotional skills to achieve postsecondary success as measured by a 15% decrease in the number of students who are chronically absent, resulting in a decrease from 28.60% to 13.6% by 2027. South Middle School has seen a 7.85% decrease in the number of students who are chronically absent.
Self-Directed Learning Rubric: Increase % at Demonstrating Level	South Middle School has had a 7.0% increase in the number of students performing at the Demonstrating Level on the SPS Self-Directed Learning Rubric.
Other Data:	

Social-Emotional – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation	Staffing for additional teachers to help with smaller class sizes. Extending the length of summer school and	Implement a balanced SEL curriculum that is suitable for middle school students aligned to State SEL standards.	Currently the only data we have available to measure SEL goals and progress are our behavior referrals and chronic absenteeism rates.	Time to review with staff district initiatives not related to Visible Learning, such as CHAMPS / Safe and Civil Schools, Kagan,

	requiring it for students who do not “pass” the grade according to KSHSAA eligibility standards. The behavior interventionist has been a beneficial position for us. We definitely want to continue to have this position and look at expanding the role of the position to help with other administrative tasks associated with behavior prevention.		It would be beneficial to have an SEL diagnostic screener to help collect behavior data. We will be experimenting with students self-reporting on the self directed learning rubric twice during the school year.	Belonging, etc. Implement a SEL resource that is appropriate and effective for middle school students.
Educator Evaluation	Building evaluators focusing on evaluating CHAMPS / Safe and Civil Schools practices and providing teachers the tools necessary to reinforce positive behaviors in the classroom.			
Professional Learning	Providing teachers professional learning centered around trauma informed practices, brain research and conscious discipline. Continuing to utilize Greenbush services provided by Jennifer Taylor.	Training on implementing effective curriculum for SEL standards and practices. Provide staff training on brain science, trauma informed practices, and how dysregulation impacts student learning.	Professional development for staff to attend to learn about different programs and tools available to assess social and emotional risk and needs.	Teachers need training in how to address SEL needs in the classroom. Provide strategies to teachers in the classroom setting to reduce reliance on counselors and administrators to intervene, they need strategies that can be implemented on the spot in the classroom setting.
Professional Collaboration	Teachers need the opportunity to visit other	Time during the day in which teachers sharing	Interdisciplinary team time where teachers and	Interdisciplinary team time within the school day where

	classrooms where they can observe effective classroom management routines as well as effective instructional strategies. Common “team” time for interdisciplinary core teachers would be valuable. This would allow the opportunity to focus on specific students and behaviors being observed in the classrooms. Novice teachers need more time observing effective classroom management from other teachers.	common students can implement Behavior plans and SIT plans to help students progress towards academic and social goals. This would be done through interdisciplinary teaming. Time during the day in which our behavior interventionist can meet with “teams” to discuss RESET data trends and intervention strategies.	counselors can discuss students, implement student improvement plans and behavior improvement plans and common time to discuss concerns, challenges and positives.	core teachers can meet and discuss students and common SEL issues they are observing from students.
Tiered System of Support	We need common plan time with interdisciplinary core teachers in order to implement behavior plans and SIT plans for struggling students. Provide teachers a greater opportunity to meet and discuss students with SEL needs. Additional staff available who are trained in observing and diagnosing behaviors in the classroom and providing solutions to improve the behavior issues. Expand the Big Brother / Big Sister program, this has been beneficial for several students.	Continue to create impactful SEL lessons based on behavior data and building needs which can be implemented during advisory time. Continue and expand our partnership with Central Kansas Mental Health for case management and therapy during the school day. Implement family counseling services.	Implementing “team” time to help support Tier 2 behavior students. Implementing a SWIS (School Within a School) model to help support Tier 3 behavior students.	Strategies for effectively schooling students with Tier 2 and Tier 3 behavior issues. A SWIS (School Within a School) model for Tier 3 behavior concerning students.

Family, Community and Business Partnerships	Continue to provide supports to local community resources such as CAPS, CKMHC, Circles of the Heartland, Big Brothers / Big Sisters, Health Department. Continue to expand mental health offerings through case management and therapy as this is our biggest need for students and families.		Continue to collect data on belonging, visible learning and strategic plan goals and share with various stakeholders.	
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State Outcomes – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable. (Not all areas are applicable to each building – only complete ones of relevance.)
Civic Engagement	Seventh grade students participate in the Cultural Crawl in downtown Salina, where they are exposed to various arts and activities available throughout the community. The different stations are sponsored by various community entities such as The Salina Art Center, The Smoky Hill Museum, The Garage, etc. This is an eye-opening experience for several of our students. In eighth grade, students develop a civic engagement essay in which they focus on an area of Salina they would like to change, students research and offer alternate solutions for their concern. In eighth grade, students participate in a career fair in the spring. Students will be exposed to different career and technical programs as well as traditional colleges and careers available in the Salina community. This will be the first year we have implemented the career fair. We have created a solid partnership with Big Brothers and Big Sisters of Salina. Older individuals, some high school age, other adults, meet regularly with several of our students to serve as mentors and provide friendship. Each year on Veteran's Day our Student Council works with our advisory classes to write letters and postcards to individuals serving in the military. This school year we implemented a KAY club and our sponsor has done a phenomenal job in organizing the group. Students have attended leadership conferences and served in the local community through various activities such as trash cleanup and visiting the elderly at nursing homes.
Graduation Rate	NA
Postsecondary Effectiveness	We have a good transition process from 8th grade to 9th grade. Our 8th grade counselor meets with the counselors at the high school to discuss the incoming class. 8th graders will also be visiting South High School during the school day for an orientation and to tour the school, this will occur in the spring. In December South High School hosts an enrollment night in which 8th grade students and families learn about the different courses and offerings available in high school.

State Outcomes – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation	Continue to grow our KAY club as students within this club do a lot within the community. Continue to grow our 8th grade Career Fair so students have the opportunity to see future areas that interest them.	Our Social Studies teachers feel that the state standards for History and Social Studies are too broad. If the standards were more defined this would help with the implementation and effectiveness of the curriculum.	Continue having students exposed to Xello as early as 6th grade through the surveys and self-interest assessments. This builds a good foundation as students enter into Career and Life Planning class and start to formulate their own IPS.	More resources and opportunities for students to become involved with more civic themed activities during the school day, whether through Social Studies, History or other courses.
Educator Evaluation				
Professional Learning		It would be beneficial for all staff to be trained on Xello so they are familiar with the IPS platform we utilize as a district. Time would be needed for this endeavor.		Continue with summer academies to help write curriculum, LI and SC in order to deliver quality instruction.
Professional Collaboration	The 8th grade Career Fair will be an exciting event for our 8th grade students. We are still in the planning phases; however, students will be exposed to various institutions and careers that are available in our community. It would be nice to see this opportunity continue to develop over the years.	It would be beneficial for our Career and Life teachers from both LMS and SMS to collaborate more frequently and also involve High School Career Counselors and other High School staff that help implement student Individual Plans of Study.		

Tiered System of Support		Our Tier 2 and 3 students need more dedicated time to review, update and receive one on one instruction in regards to their Individual Plans of Study.		
Family, Community and Business Partnerships				Families are exposed to Xello as early as the 8th grade, we need to continue our 8th grade enrollment evening and potentially schedule nights for 6th and 7th grade families to be introduced to Xello and the Individual Plan of Study process.

Rose Capacities:

Educational Capacities (pursuant to K.S.A 72-3218): How are you ensuring every child in your school is provided at least the following capacities?	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Current state: Oral and written communication skills are embedded in the ELA standards which are taught in our classes. Currently our 6th grade median score is 291 which is three points above the state average, our 7th grade median score is 289 which is 3 points above the state average and our 8th grade median score is 276 which is the same as the state average on the English Language Arts assessment. Desired state: More oral and written communication in all classes is needed. By 2027 our goal is to have 33.19% of our students scoring in Level 3 and 4 on the English state assessment and 29.17% or fewer scoring in Level 1 on the English state assessment.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Current state: Economic, social and political systems are embedded in our social studies/History state standards, which we teach in our social studies and history classes. Our 8th graders also focus on social and political ideas through their five-star leadership program they participate in at the beginning of the school year. Eighth grade students also participate in a civics essay contest in which each student develops an essay indicating an area of our local community that they would like to see differently.

	Desired state: Enhance the current state by bringing in additional community speakers and attending field trips that focus on economic, social and political ideas.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Current state: Our 6th grade social studies curriculum focuses on ancient world civilization and the governmental process that led those societies. In 7th grade, students are exposed to Kansas History, and there is a governmental piece embedded in that curriculum. In the 8th grade, students are exposed to how our federal government operates. Desired state: Continue with current state.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Current state: Students are required to take a full year of Physical Education in the 6th grade and a semester in the 7th and 8th grades. In the 8th grade, students are also exposed to sexual education. We offer many mental wellness supports in our buildings through our relationship with our mental health provider, Central Kansas Mental Health. Qualifying students can receive case management and therapy during the school day. In addition, we have a counselor at each grade level, and a social worker to provide mental wellness support. We have added weightlifting for 8th grade students as an option for Physical Education. This has allowed some students to develop passion for weight training. Desired state: 7th and 8th grade students would benefit from additional physical education and health time including in-school weight lifting training. Family counseling services are a need.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Current state: We offer a robust music program which includes music, band, orchestra and guitar. We also offer art at each grade level as an elective. There are opportunities outside of the school day for students to attend community-based art programs. We also partner with the community to provide an Art Infusion program for students who are interested. Desired state: Continued involvement in the community and the high school arts programs, with collaboration between the arts and core classes. Combining digital literacy into Career & Life Planning would open up an elective for students. Keyboarding would be more beneficial if taught at the elementary level.
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Current state: 8th grade students are required to take Career & Life Planning as a semester class. In this class, students continue to develop their Individual Plans of Study and are exposed to many college and career paths that interest them. We also offer Introduction to Technology Education as a class in which students build projects and are introduced to Computer Aided Drafting. Technology education students take a field trip to Vortex and Salina Technical College. During 6th and 7th grade students are exposed to Individual Plans of Study through XELLO lessons. Desired state: Continue with the current state and expand our technology educational options or make our current Tech Ed program more exploratory.

7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	Current state: SMS students participate in Scholars Bowl, math relays, music competitions and a spelling bee. Desired state: Continue with the current state and add robotics, Science Olympiad and league art contests. Our Drones to School program was popular with several students however the funding is no longer available for that program it would be nice to reinstate it along with some other STEM based clubs or activities.
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Building Barrier Statement:

What are the barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment?
Students need to come to school regulated and ready to learn. Smaller class sizes, additional time for Tier 2 math and reading instruction, leveled classes and continued math and reading interventions are needed to help aid learning. Increased special education funding to target our students with disabilities of whom are currently underperforming on state assessments. In addition, if busing was moved closer than the 2.5-mile cutoff, this could potentially help with absenteeism. Implementing interdisciplinary teams would allow teachers to focus on common students and common behavior issues they are observing in the classroom. This would allow for SIT and Behavior Intervention plans to be implemented with fidelity in the classroom. We need a solution for Tier 3 behavior students and the general education setting and long-term suspension program are not effective. A SWIS (School Within a School) model would be beneficial for these students.