

LEAH WISDOM, TAMMY BECKER, BILL DEWITT

CI3T: COMPREHENSIVE,
INTEGRATED, THREE-TIERED MODEL
OF PREVENTION

COMPREHENSIVE, INTEGRATED, THREE-TIERED MODEL OF PREVENTION

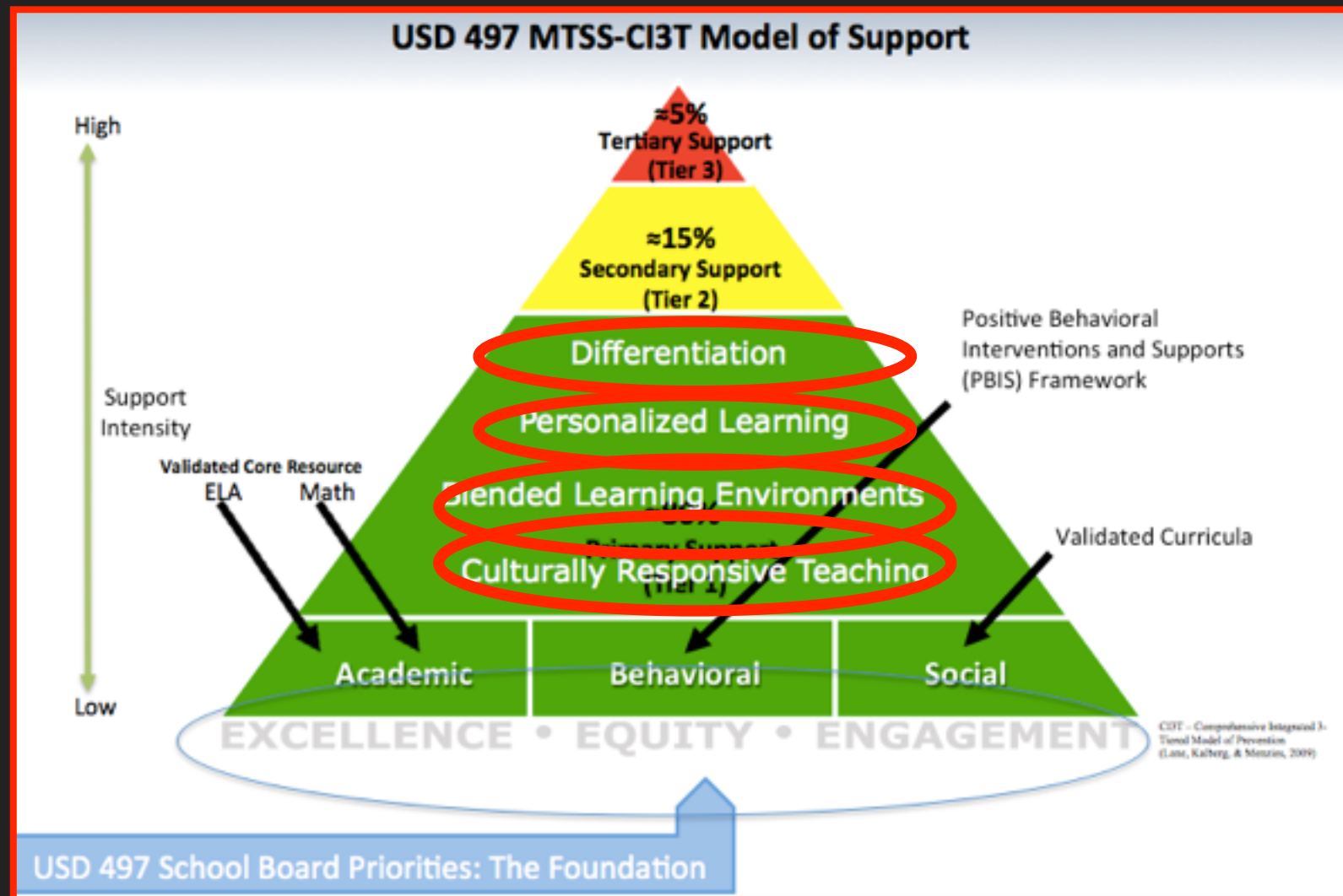
BOARD GOAL

- ▶ Enhance programming and supports to meet the varied academic, social, emotional, and behavioral needs of each student
- ▶ Implement and institutionalize the Ci3T system of supports for all students in all schools



COMPREHENSIVE, INTEGRATED, THREE-TIERED MODEL OF PREVENTION

- ▶ All students, All the time
- ▶ Whole child focus
- ▶ All teachers teaching to high standards
- ▶ Intervening early, preventing failure
- ▶ Tiered, graduated system of support
- ▶ Ongoing monitoring of effectiveness
- ▶ Ensuring transparency
- ▶ Positive, empowering culture
- ▶ Stakeholder input is integral



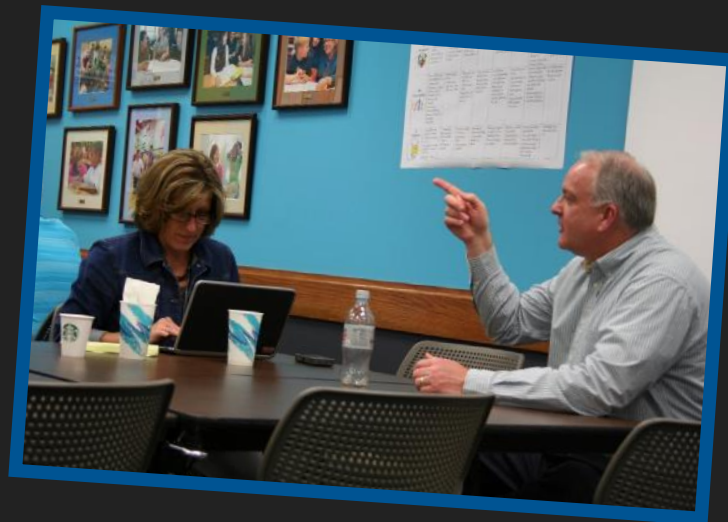
COMPREHENSIVE, INTEGRATED, THREE-TIERED MODEL OF PREVENTION

- ▶ DECIDE
- ▶ TEACH
- ▶ KEEP TRACK
- ▶ MAKE CHANGES

Adaptive and Responsive

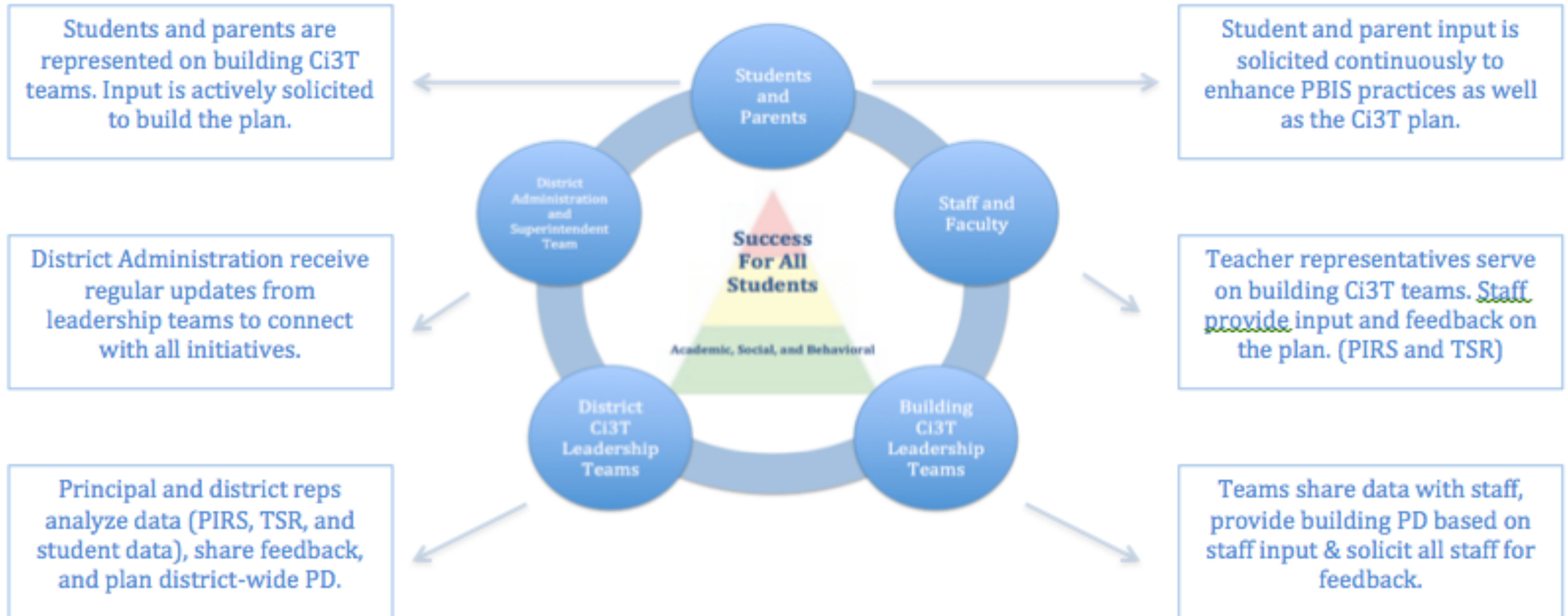
INSTITUTIONALIZATION

- ▶ Empowering Culture
- ▶ Professional Development
- ▶ Leadership



Ci3T Communication Structure

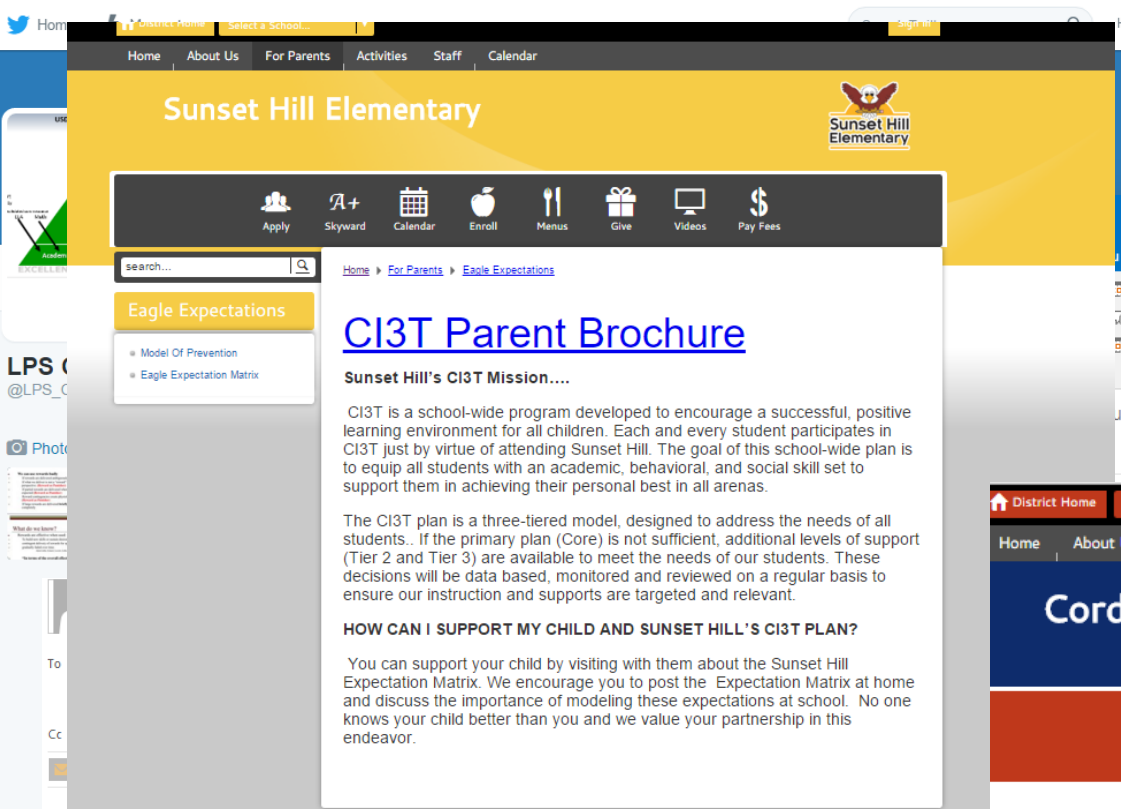
Stakeholder feedback is embedded into the structure of our Ci3T framework, it is a critical component and drives refinements and enhancements to building Ci3T plans, as well as drives the development of building and district-wide supports necessary to build capacity.



DECIDE—TEACH—KEEP TRACK—MAKE CHANGES

Communicate, Communicate, Communicate

COMPREHENSIVE, INTEGRATED, THREE-TIERED MODEL OF PREVENTION



Sunset Hill Elementary

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Eagle Expectations

- Model Of Prevention
- Eagle Expectation Matrix

CI3T Parent Brochure

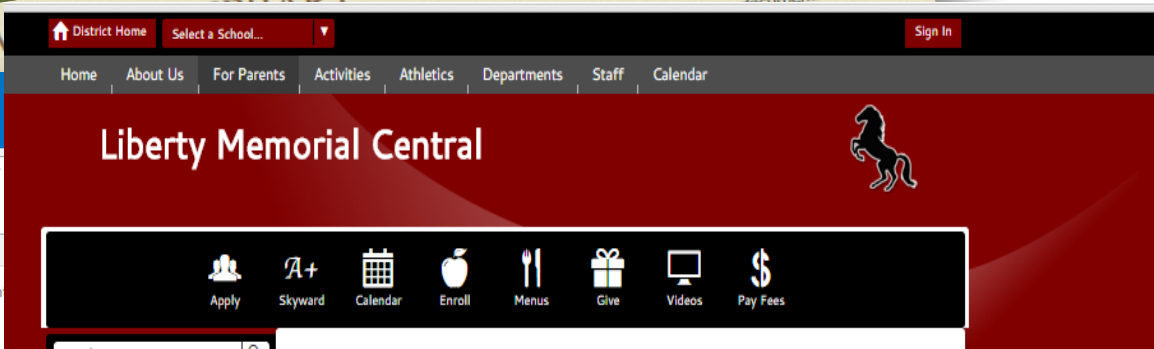
Sunset Hill's CI3T Mission....

CI3T is a school-wide program developed to encourage a successful, positive learning environment for all children. Each and every student participates in CI3T just by virtue of attending Sunset Hill. The goal of this school-wide plan is to equip all students with an academic, behavioral, and social skill set to support them in achieving their personal best in all arenas.

The CI3T plan is a three-tiered model, designed to address the needs of all students.. If the primary plan (Core) is not sufficient, additional levels of support (Tier 2 and Tier 3) are available to meet the needs of our students. These decisions will be data based, monitored and reviewed on a regular basis to ensure our instruction and supports are targeted and relevant.

HOW CAN I SUPPORT MY CHILD AND SUNSET HILL'S CI3T PLAN?

You can support your child by visiting with them about the Sunset Hill Expectation Matrix. We encourage you to post the Expectation Matrix at home and discuss the importance of modeling these expectations at school. No one knows your child better than you and we value your partnership in this endeavor.



Liberty Memorial Central

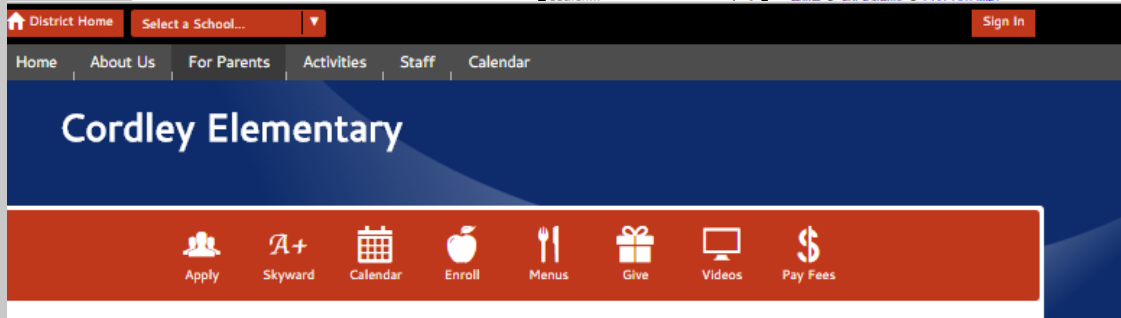
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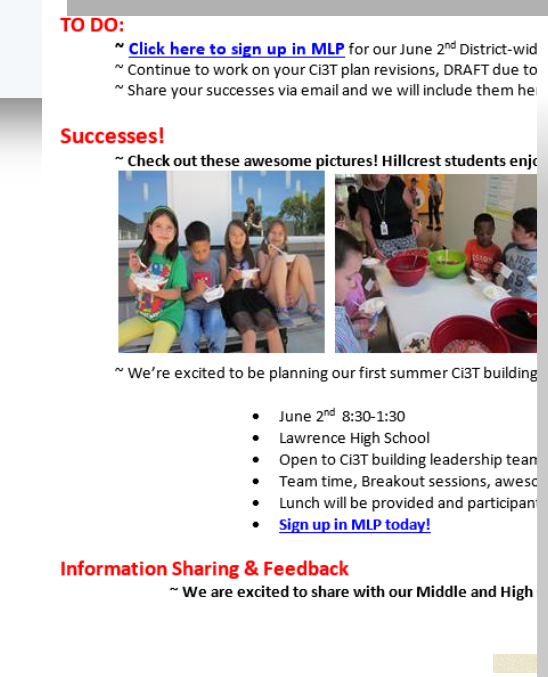
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CORDLEY CARE




TO DO:

- ~ [Click here to sign up in MLP](#) for our June 2nd District-wide
- ~ Continue to work on your CI3T plan revisions, DRAFT due to
- ~ Share your successes via email and we will include them here

Successes!

- ~ Check out these awesome pictures! Hillcrest students enjoy

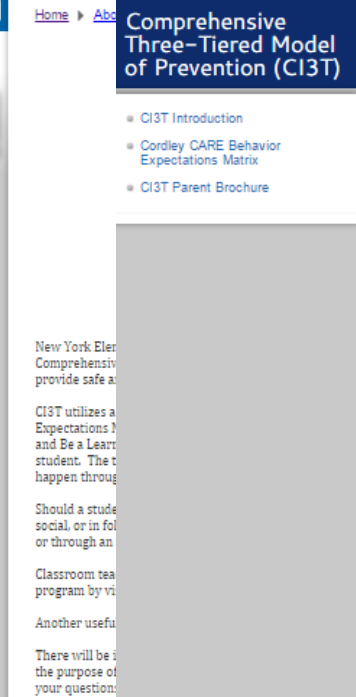


~ We're excited to be planning our first summer CI3T building

- June 2nd 8:30-1:30
- Lawrence High School
- Open to CI3T building leadership team
- Team time, Breakout sessions, awesc
- Lunch will be provided and participant
- [Sign up in MLP today!](#)

Information Sharing & Feedback

- ~ We are excited to share with our Middle and High



Comprehensive Three-Tiered Model of Prevention (CI3T)

- CI3T Introduction
- Cordley CARE Behavior Expectations Matrix
- CI3T Parent Brochure

Home > About Us > Positive Action

search...

Home

Comprehensive Three-Tiered Model of Prevention (CI3T)

As the school year begins, we are excited to introduce new and returning families of Cordley to our new Comprehensive Integrated Three-tiered (CI3T) model of prevention! Our faculty and staff are committed to the district goals of Excellence, Equity, and Engagement. It is our belief that our commitment to students and our community will show in our CI3T plan. In order to maximize the plan's effectiveness, we are providing parents and the greater community with information regarding our CI3T plan. We hope that you will hear more details about this plan from our students! Please do not hesitate to contact Cordley faculty and staff if you have any questions and/or comments.

What is a CI3T plan?

A comprehensive, integrated, three-tiered model of prevention has as its base a school-wide primary prevention component. Each and every student participates just by virtue of attending our school. The goal of this school-wide plan is to equip students with meaningful academic, behavior, and social skillsets that will support successful school and life outcomes. This plan is also designed to create positive change within the school environment.

If the primary plan is not sufficient to meet some student's needs, additional levels of support are planned. For example, some students may benefit from small focus groups (secondary support) whereas others may benefit most from individualized

Middle School announced the beginning of creating, teaching, and reinforcing expectations. Since this program's start, our school has seen a decrease in negative behaviors.

We introduce another part of our continual Comprehensive Integrated Three-Tiered model of prevention. As part of this new program, our school is creating an ongoing educational center for lifelong learning. In the community, it is important to include all students. We will focus on helping you understand the

...ut positive change within the school environment. Every student participates in the prevention program to support students according to their needs. Through an accessible and clear system of expectations, the CI3T program has been teaching students to practice these expectations and to introduce a social skill curriculum. Academically, we will continue to be data-driven and to include all students who need strengthen in certain

...an may not work for some. We will track progress, such as routine monitoring of students who arise needing greater support. We will place them in the kind of support that can be small group interventions. The support provided refers to that will be available to all students

...icated to providing a safe, engaging environment for the potential of each individual, and stressing the importance of

[Link](#)

COMPREHENSIVE, INTEGRATED, THREE-TIERED MODEL OF PREVENTION

Procedures for Monitoring			
Student Measures	Academic: <ul style="list-style-type: none">• State Assessments• Formative Assessment• AIMSweb or DIBELS• 3rd -5th Report Card• Unit Assessments• Attendance	Behavior: <ul style="list-style-type: none">• Behavior Screeners: SRSS-IE (Student Risk Screening Scale – Internal/External)• SSBD (Systematic Screening for Behavior Disorders)• Office Referrals• Suspensions• Attendance	Social Skills: <ul style="list-style-type: none">• Behavior Screeners: SRSS-IE (Student Risk Screening Scale – Internal/External)• Counselor/Outside agency referrals
Program Measures	Social Validity: <ul style="list-style-type: none">• Primary Intervention Rating Scale (PIRS; 2x per year)	Treatment Integrity: <ul style="list-style-type: none">• Schoolwide Evaluation• Provide professional learning in response to social validity data• Outside observer-completed checklist	Program Goals: <ul style="list-style-type: none">• Why are you doing this? Insert specific objectives with data sources?

COMPREHENSIVE, INTEGRATED, THREE-TIERED MODEL OF PREVENTION

School: Deerfield Elementary School

County: Douglas

Primary Intervention Rating Scale: Implementation Educator Survey – Elementary School Level

Thank you for providing your views about the **Comprehensive, Integrated, Three-Tiered (CI3T) Model of Prevention** being implemented at your school. The purpose of this survey is to obtain information that will aid in determining the effectiveness and usefulness of the **CI3T primary prevention plan components (Tier 1 Efforts)** which are intended to be used by all educators (faculty and staff). Please think about the current school year, read the following statements regarding the CI3T plan developed by your school-site team, and choose the response which best describes your agreement or disagreement with each statement.

If you refer to your primary plan as something different (Tier 1 or Universal), substitute that term when you see "primary plan" in the items below.

Scale: 1 = Strongly Disagree – 6 = Strongly Agree	Fall 2014 n = 13 Mean (SD)	Spring 2015 n = 19 Mean (SD)	Fall 2015 n = 17 Mean (SD)	Spring 2016 n = Mean (SD)
1. The primary plan is acceptable for this school.	4.92 (1.04)	4.47 (0.90)	5.24 (0.56)	
2. Most educators find the primary plan appropriate.	4.77 (0.83)	4.16 (0.90)	5.06 (0.66)	
3. The primary plan should prove effective in meeting the stated purpose(s).	4.92 (0.86)	4.42 (0.84)	5.24 (0.66)	
4. I would suggest the use of a primary plan to other educators.	4.69 (0.95)	4.21 (0.98)	5.06 (0.75)	
5. The primary plan is appropriate to meet the school's needs and mission.	5.00 (0.82)	4.06 (1.06)	5.18 (0.64)	
6. Most educators find the primary plan suitable for the described purpose(s) and mission.	4.62 (0.96)	4.16 (0.90)	4.88 (0.86)	
7. I am willing to use the primary plan in this school setting.	4.92 (0.86)	4.95 (0.85)	5.35 (0.49)	
8. This primary plan will not result in negative side effects for the students.	4.54 (1.39)	4.05 (1.03)	4.94 (0.83)	
9. This primary plan is appropriate for a variety of students.	4.62 (1.19)	4.37 (1.01)	5.06 (0.75)	
10. This primary plan is consistent with those I have used in other school settings.	4.54 (1.20)	4.42 (0.90)	4.65 (1.11)	
11. The primary plan components are a fair way to fulfill the plan's purposes.	5.00 (0.71)	4.42 (1.07)	5.18 (0.64)	
12. The primary plan is reasonable to meet the stated purpose(s).	5.00 (0.82)	4.63 (0.68)	5.18 (0.64)	
13. I like the procedures used in the primary plan.	4.54 (1.27)	4.16 (1.17)	4.82 (0.95)	
14. The primary plan is a good way to meet the specified purpose(s).	4.77 (0.93)	4.58 (0.77)	4.94 (0.90)	
15. The primary plan's monitoring procedures are manageable.	4.38 (1.04)	4.26 (0.87)	4.88 (0.99)	
16. The primary plan's monitoring procedures give the necessary information to evaluate the plan.	4.77 (1.01)	4.16 (1.01)	4.94 (0.90)	
17. Overall, this primary plan is beneficial for this age group of students.	4.77 (0.93)	4.26 (0.87)	5.00 (0.71)	
Total: This percentage represents the level of agreement with the plan according to respondents.	79.19% (14.65)	72.55% (11.46)	83.91% (10.85)	

Examine
mean
scores

Open-Ended Questions:

1. A) What do you feel is most beneficial about this primary plan's components (Tier 1 efforts)?
B) What is the least beneficial part?

- Giving positive feedback to kids when they are following the rules / / Getting proper support/training/ for those kids who don't care about the Tier 1 interventions/gold slips
- at the beginning of the year it is great, but i spend a lot of time trying to get them to my age group. / / The kids who are doing the right thing tend to be the ones who are not following the rules.
- The gold slips. Some students seem to respond to them more than others.
- Articulating the expectations in language suitable for the age group of the students.
- What is most beneficial is that all teachers are using the same language to increase positive behavior.
- Beneficial: we are encouraging the use of positive reinforcement. / Least: I am concerned that we are teaching kids to be greedy with promises of goldslips, gum, candy and other prizes in exchange for good behavior.
- Most: reaches a large number of the student body. / Least: it takes a lot of time to teach the littlest of kids
- Most - When used consistently, the students respond well. / Least - Tier 1 doesn't work for our outliers, and I sometimes have to use other strategies.
- Everyone throughout the building knows the expectations.
- It is more consistent in the school setting and students know the expectations no matter where they are. They sometimes seem to lose interest in the ticket program.
- A) The giving of gold slips for specific behaviors / B) not of least beneficial part
- That is applies to most of the students in my class. The least beneficial is that it doesn't apply to all students.
- I like the emphasis on positive reinforcement and reteaching. I don't like the complete lack of consequences for misbehavior - there should be a better balance between the two.
- For most students the positive focus works very well and is easy to manage. The least beneficial is that some kids aren't effected by just one type of reward.
- The most beneficial part of the primary prevention plan is the organization of each behavior and how it explicitly describes the different types each person's responsibilities.

Look for common
themes throughout
comments

2. Do you think that your and your students' participation in this CI3T plan will cause your students' behavior, social, and/or learning problems to improve? Why or why not? or If so, how?

- For mild behavior problems....it's great / / For the more serious behavior problems, it's a year and a half into the program, getting ideas for how to handle them.
- with some yes, others no, by 5th grade there are more students who are not following the rules.
- For some yes. I have seen that some student who was not following the rules prior without getting a gold slip.
- I believe that I have seen improvement in behavior. The students know the expectations and thrive in the program.
- I think it will improve because I am reinforcing the positive behavior.
- Probably—I'm passing out lots of goldslips and the students are responding well.
- Yes, the consistency is what helps build trust. As the program grows, it is needed less and less.
- Yes - I have seen it happen over the last couple of years. I have seen students who were not following the rules, the behaviors definitely improve and they are responding appropriately and according to our primary plan.
- yes, it teaches students how to behave in situations throughout the building.
- Sometimes yes and sometimes no. I have see it work for many students to improve their behavior temporarily. I do feel like we are sometimes "Bribing" them to behave to earn tickets. Once earned, some students tend to revert back to previous behavior.
- Yes, it focuses on the positive rather than the negative

Highlight
successes!

COMPREHENSIVE, INTEGRATED, THREE-TIERED MODEL OF PREVENTION

HILLCREST Elementary Primary Intervention Plan

Mission Statement	Hillcrest is a community working together to provide a challenging, meaningful education for all children, in a safe and stimulating environment where diversity is welcomed and learning is celebrated.
Purpose Statement	To implement strong proactive social and behavioral support systems that mirror the effective academic support system already in place.
School-Wide Expectations	<p>Have Respect I will respect others, myself and my school.</p> <p>Act Responsibly I will act responsibly as I follow directions. I will have integrity at all times.</p> <p>Work Together I will do my best work every day as I cooperate with my classmates to listen, think, solve problems, read and write.</p> <p>Kindness Counts I will always be kind. I will not bully others. I will be a friend to everyone.</p> <p>Soar to Success I will try to soar like a hawk every day as I work to reach my learning goals.</p>

Area I: Academics Responsibilities

Students will:

- Complete work on time with their best effort.
- Actively participate in class activities and be persistent.
- Participate in
 - 80-90 minutes of Math using Math Expressions materials
 - 120-125 minutes of English Language Arts using Reading Street materials
 - 50 minutes of Writing using the Units of Study & RS Grammar writing curricula.
- Bring all materials, including daily planners (Gr. 3-5).

Area II: Behavior Responsibilities

Students will:

- Meet "HAWKS" school-wide expectations stated in the expectation matrix.
- Use appropriate strategies as part of behavior expectations and Positive Action, to prevent or minimize triggers and agitation as part of the de-escalation cycle.
- Use time wisely.
- Respect school property and personal space.
- Take responsibility for own actions and the effect on others.
- Tell an adult about any unsafe behaviors.

Area III: Social Skills Responsibilities

Students will:

- Follow the Hillcrest "HAWKS" school-wide expectations listed in the expectation matrix.
- Participate in weekly Positive Action lessons
- Cooperate with others, use kind words and actions.
- Listen politely, and resolve conflicts peacefully by using Stop, Walk, and Talk.

Area I: Academics Responsibilities

Faculty and Staff will:

- Implement core instructional programs.
 - 80-90 minutes of Math using Math Expressions materials
 - 120-125 minutes of English Language Arts using Reading Street materials
 - 50 minutes of Writing using the Units of Study & RS Grammar curriculum.
 - Incorporate established Kagan Cooperative Learning structures into daily lessons.
- Through Personalized Learning, adapt instruction to meet the individual needs of each student so he/she can experience success.
- Provide engaging lessons addressing the KCCR standards.
- Use proactive evidence-based strategies to support students being academically engaged.
 - Active supervision
 - Behavior Specific Praise
 - Precorrection
 - Instructional choice
 - Increased opportunities to respond
 - Instructional feedback
 - Use of Visual supports
 - Kagan Structures
- Benchmark three times a year for Reading and Math.
- Conduct regular progress monitoring with identified students.
- Use schoolwide data to consider students' Tier 2 and Tier 3 needs – Use the intervention grids to guide the selection of intervention strategy.
- Provide meaningful and appropriate practice opportunities in order to meet individual academic goals.
- Provide an environment that promotes active learning.
- Collaborate regularly with colleagues (at least one time a week as a full team).
- Strive to meet with 100% of families during early visits and parent conferences.
- Maintain regular communication with parents about curricular focus by using Schoolwires.
- **Expand at least on curricular unit with a focus on materials, activities, and strategies that support Culturally Relevant Teaching (CRT)**
- **Implement Project Based Learning opportunities at least once a trimester**
- **Ties to our Equity work**

Area II: Behavior Responsibilities

Faculty and Staff will:

- Implement the Positive Behavioral Interventions and Supports (PBIS) component of C3T plan with fidelity.
- Teach and reteach expectations (August, November, January, March)
- Display and model school-wide expectations.
- Show consistent expectations with each student.
- Provide behavior specific praise and positive reinforcement to students who display school-wide expectations during both academic and transition times.
- Demonstrate professional behavior and a positive attitude.
- Foster a safe environment for all students
- Use positive response to initial indicators of not meeting expectations:
 - Praise students meeting expectations first
 - Redirect student who is struggling
 - Reteach expectations
 - Follow Reactive plan for responding to repeated difficulties.
- Use proactive strategies to prevent, deescalate, and address crisis situations, such as:
 - Using Positive Response & Proactive interventions (e.g. use of behavior specific praise, redirect)
 - Prevention (e.g. precorrection, respond to students exhibiting expected behaviors first,
 - Reduce anxiety (e.g. establish a positive, productive, safe classroom environment; behavior momentum)
- Implement the reactive plan consistently and with fidelity.
 - Follow guidelines on matrix
 - Enter behavior data on Skyward on same day as incident
 - Communicate with parents about problem solving worksheets
- Administer the SRSS-IE behavioral screener, three times a year.
- **Regularly look at ODR data by race and gender and implement tier 2 supports to better meet student needs.**
- **Use culturally relevant management techniques to meet the needs of all students.**

Area III: Social Skills Responsibilities

Faculty and Staff will:

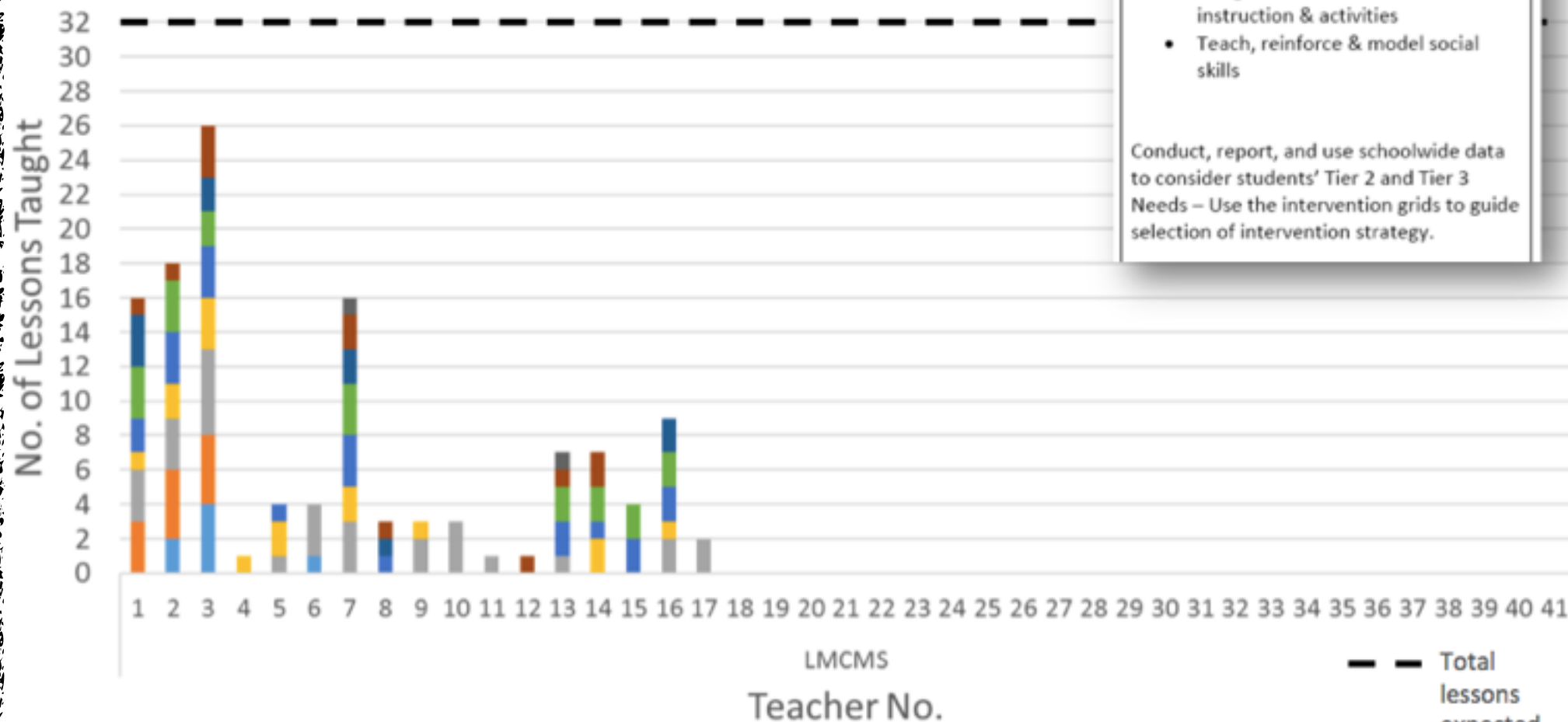
- Teach weekly Positive Action lessons and monitor treatment integrity.
- Conduct 10-15 minute weekly class meetings to foster community building.
- Model social skills expected of students.
- Provide tickets paired with behavior specific praise when students meet expectations.
- Respect and value the uniqueness of each child and his or her family by teaching our students to use the Four Agreements and the Compass.
- **Post Four Agreements & Compass poster in all classrooms.**
- Maintain open lines of communication with students and parents/guardians. Strive to meet with 100% of families during early visits.
- Seek ways to involve parents in the school program.

Middle Schools

Liberty Memorial Central

2015-2016 Connect with Kids Lessons by Teacher

No. of Lessons Taught



Area III: Social Skills Responsibilities



Faculty and Staff:

- Teach core program(s) with fidelity: Connect with Kids.
4 Lessons/month, once/week for 20 minutes during advisory time (subject to change per district recommendation)
- Integrate social skills into academic instruction & activities
- Teach, reinforce & model social skills

Conduct, report, and use schoolwide data to consider students' Tier 2 and Tier 3 Needs – Use the intervention grids to guide selection of intervention strategy.

Screening Time Point

Low Risk (0-3) Moderate (4-8) High (9-21)

Screening Time Point

Low Risk (0-3) Moderate (4-8) High (9-21)

COMPREHENSIVE, INTEGRATED, THREE-TIERED MODEL OF PREVENTION

Did it happen?

What does this data tell us about our school?

What does this data tell us about our class or grade level?

What does this tell us about individual students?

Working with your screening data: Reviewing, Reflecting and Refining Practices

Questions/ Notes

Did all teachers completed the screening within the window?

REVIEWING

Were all students were screened? If not, why?

What procedures are in place to ensure screening is completed?

Grade/ Department level Behavior Screening Data

What shifts in risk do you see in your *grade level* fall screening data over time?

How has your Ci3T Leadership Team used your *class or grade level* screening data over the past year?

How has your Ci3T Leadership Team responded to *grade level* screening data?

How and when have your grade or department level teams reviewed *grade level* screening data?

How have your grade or department level teams responded to *grade level* screening data?

What are your plans for the current year to review summary data at the grade or department level?
ACTION:

What are your goals related to current *grade level* screening data?
ACTION:

REFLECTING

How has your Ci3T Leadership Team responded to *schoolwide* screening data?

How has your Ci3T Leadership Team responded to *schoolwide* screening data and staff?

How has your Ci3T Leadership Team responded to *schoolwide* screening data professional learning, if so what type and how often?

What other data were used to inform response efforts at the schoolwide level and how are they organized for use?

Questions/ Notes

Individual Student Level Screening Data

What shifts in risk do you see in your *individual student* level data fall screening data over time?

How has your Ci3T Leadership Team used your *individual student* screening data over the past year?

How has your Ci3T Leadership Team responded to *individual student* needs detected by screening data?

How has your Ci3T Leadership Team tracked/ monitored/ documented responses at the *individual student* level?

How and when have your teachers/ grade or department level teams reviewed *individual student* screening data?

How have your teachers/ grade or department level teams responded to *individual student* needs detected by screening data?

How have your teachers/ grade or department teams tracked/ monitored/ documented responses at the *individual student* level?

REFLECTING

COMPREHENSIVE, INTEGRATED, THREE-TIERED MODEL OF PREVENTION

Course failure	Tardies	Absences	Missing homework	Discipline	Screening Scores
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S	GY	Gr	DE	*Course Fail	*Tardies CY	*SRSS-I Pri	*SRSS-I Pri	*SRSS-I Pri	*SRSS-E Fa	*SRSS-E Wi	*SRSS-E Sp	*Missing Hor	*Absences C	*OSS CY	*ISS CY	*OSS Days
A	2023	06	009		5				LOW	LOW	LOW	4	5	0	0	
A	2021	08	009		12				LOW	LOW	LOW	6	6			
A	2020	09	060											0	0	
A	2018	11	001	Y					LOW		LOW	3	9	0	0	
A	2026	03	021						LOW		LOW		1	0	0	
A	2024	05	021						LOW		LOW		2			
A	2024	05	027						LOW		LOW		1			
A	2019	10	001		1				LOW		LOW	0	10	0	0	
A	2020	09	001		0				LOW		LOW	9	12	0	0	
A	2008	GD	090													
A	2011	GD	090													
A	2024	05	017		0	LOW	MODERATE	MODERATE	LOW	LOW	LOW		2			
A	2027	02	017		0	LOW	LOW		LOW	LOW			2	0	0	
A	2022	07	007	Y	18				HIGH	LOW	MODERATE	9	3	1	0	1
A	2027	02	016		0	LOW			LOW	MODERATE	MODERATE		1	0	0	
A	2018	11	002		6				LOW	LOW	LOW	26	9	0	0	
A	2017	12	001	Y	21						LOW	28	51	0	0	
A	2021	08	007		3				HIGH	LOW	LOW	6	9			
A	2024	05	017		0	LOW	LOW	LOW	LOW	LOW	LOW		6			
A	2023	06	007		18				LOW			9	6	0	0	
A	2028	01	023		0	LOW			LOW				8	0	0	
A	2026	03	023		1	LOW			LOW				4	0	0	
A	2026	03	023		1	LOW			LOW				4	0	0	
A	2023	06	007	Y	7				LOW			7	14	0	0	
A	2024	05	023		4	LOW	MODERATE	LOW	LOW	LOW	LOW		3			
A	2029	K	023		2								10	0	0	
A	2018	11	002	Y	2				LOW			11	11	0	0	
A	2028	01	023		10	MODERATE	LOW	LOW	LOW	MODERATE	MODERATE		4	0	0	
A	2026	03	023		0	MODERATE	LOW	LOW	LOW	LOW	MODERATE		1	0	0	
A	2022	07	009		2				LOW			1		0	0	
..	----	---	---													

MAP

State
Assessment

ODR

COMPREHENSIVE, INTEGRATED, THREE-TIERED MODEL OF PREVENTION

MOVING AHEAD...

- ▶ On-boarding new staff and Principals
- ▶ Building Capacity for all
- ▶ Monitoring communication structure
- ▶ Enhancing CRT implementation
- ▶ Considering multiple data sources

