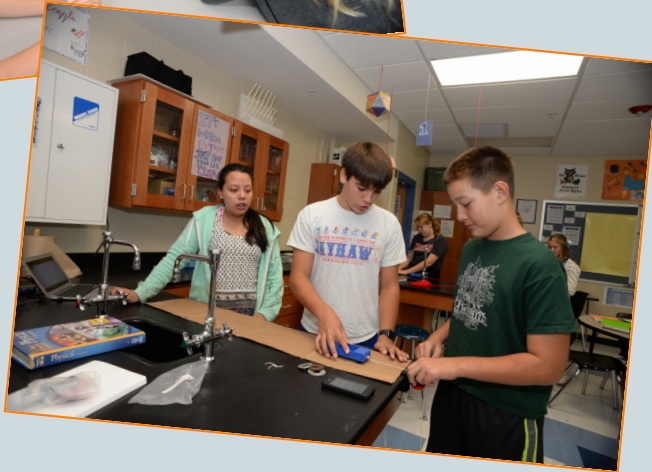


# Board of Education Report

Ci3T

June 2016



LEAH WISDOM

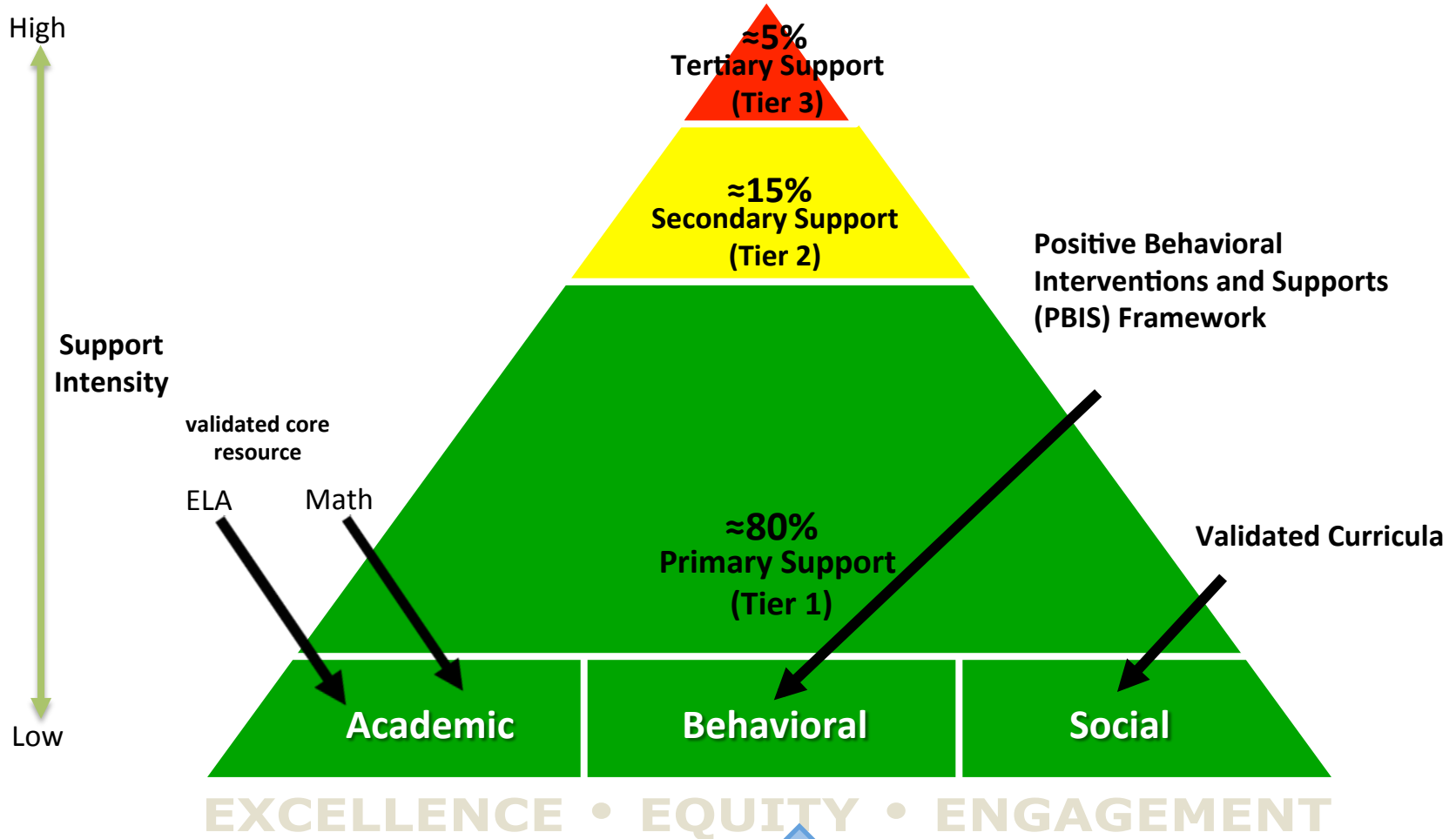
# Board Goal: Excellence



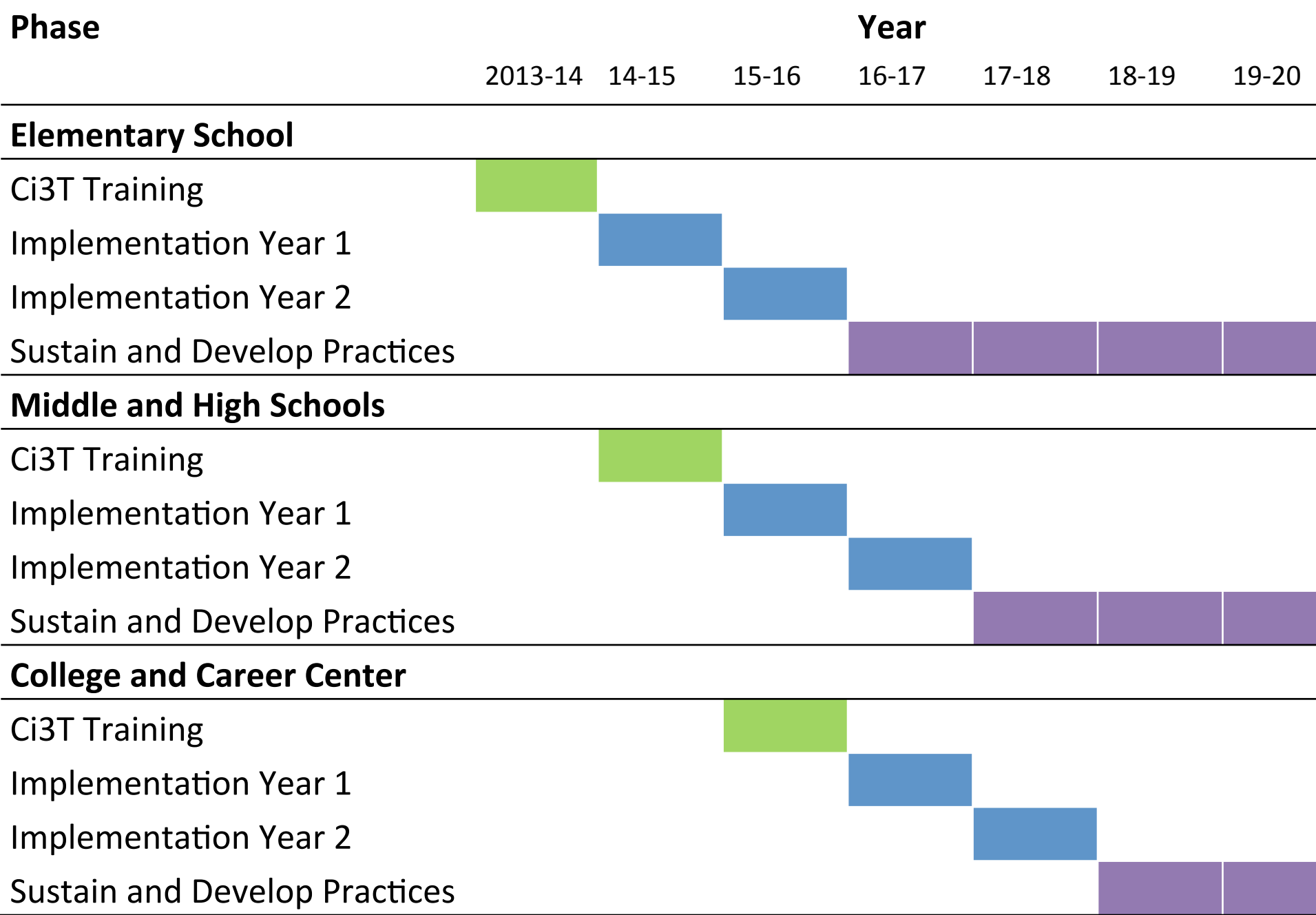
1. Develop and align district expectations for curriculum and instruction to raise the achievement of all students.
  - Support the institutionalization of the Ci3T initiative in all schools

# USD 497 MTSS-CI3T Model of Support

CI3T – Comprehensive Integrated 3-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009).



# Lawrence Public Schools ... Ci3T Training & Implementation





# Implementation Science

Adapted from Fixsen & Blasé, 2005

## Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

## Installation

- Let's make sure we're ready to implement (capacity infrastructure)

## Initial Implementation

- Let's give it a try & evaluate (demonstration)

## Full Implementation

- That worked, let's do it for real (investment)

## Sustainability & Continuous Regeneration

- Let's make it our way of doing business (institutionalized use)





# West Middle School School Year 2015-2016 Implementation Manual

Comprehensive, Integrated, Three-Tiered  
Model of Prevention

Prairie Park Elementary School

Comprehensive, Integrated, Three-Tiered  
Model of Prevention

Staff Implementation Manual



## Prairie Park CI3T Team

Staci Ahlvers, classroom teacher  
Michele Haider-Markel, classroom teacher  
Terri Johnson, school counselor  
Jasmine Rustemeyer, classroom teacher  
Mike Martin, P.E. teacher  
Stephanie Katzer, classroom teacher  
Kathy Humpert, classroom teacher  
Lynn Brandt, SPED/Autism teacher  
Kristin Hase, Learning Coach  
David Williams, Principal

**R.O.A.R.**

2015-2016 Edition

Kathleen Lane, PhD, University of Kansas, Project Director  
Eric Commons, KU Site Liaison  
Emily Cantwell, KU Project Coordinator

Be Responsible



Self-Control  
Trustworthy  
Optimistic  
Motivated  
Prepared

# Liberty Memorial Central Middle School School Year 2015-2016 Implementation Manual

Comprehensive, Integrated, Three-Tiered (CI3T)  
Model of Prevention

Liberty Memorial Central Middle School Leadership Team Members:  
Jeff Harkin  
Laura Leonard  
Amy Brown  
Devin Heath  
Kiya Bland  
Molly Fuller  
Janna Kepler  
Brooke Zeyer  
Megan Richardson



# South Middle School 2015-2016 Implementation Manual

Multi-Tiered System of Support: Comprehensive,  
Integrated, Three-Tiered (MTSS: CI3T)  
Model of Prevention

Plan Designed by South Middle School Leadership Team Members:  
Jennifer Bessolo  
Lynn Harrod  
Marc Conover  
Chris Davis  
Laura Hochman  
Tara Zelvy  
John Gorman  
Lori Stithem  
Amy Gottschamer



# Quail Run Elementary School Year 2015-2016 Implementation Manual

Comprehensive, Integrated, Three-Tiered (CI3T)  
Model of Prevention

# Ci3T Primary Plan: Roles and Responsibilities

_____ School's Ci3T Primary Plan			
<b>Mission Statement</b>			
<b>Purpose Statement</b>			
<b>School-Wide Expectations</b>		1. 2. 3. *see Expectation Matrix	
<b>Area I: Academics Responsibilities</b>		<b>Area II: Behavior Responsibilities</b>	
<b>Students:</b>		<b>Students:</b>	
<b>Area I: Academics Responsibilities</b>		<b>Area II: Behavior Responsibilities</b>	
<b>Faculty and Staff:</b>		<b>Faculty and Staff:</b>	
Teach core programs with fidelity: (1) <i>List programs</i> (2)		Teach setting lessons according to school schedule: (1) <i>List programs</i> (2)	
<b>Area III: Social Skills Responsibilities</b>		<b>Area III: Social Skills Responsibilities</b>	
<b>Students:</b>		<b>Students:</b>	
<b>Faculty and Staff:</b>		<b>Faculty and Staff:</b>	
Teach core program(s) with fidelity: (1) <i>List programs</i> (2)		Teach core program(s) with fidelity: (1) <i>List programs</i> (2)	
and assessments (see Assessment Schedule)		assessments (see Assessment Schedule)	

all stakeholder groups

## Responsibilities

### Faculty and Staff will:

- Use district mandated curriculum and instructional resources in the classroom.
  - Math - 90 minutes

## Responsibilities

### Faculty and Staff will:

- Implement the Positive Behavioral Interventions and Supports (PBIS) framework

## Faculty and Staff will:

- Teach weekly Positive Action lessons
- Grade 16

# Ci3T Primary Plan: Procedures for Teaching

# Ci3T Primary Plan: Procedures for Reinforcing

# Ci3T Primary Plan: Procedures for Monitoring

- Provide consistent expectations with each student.

- Provide behavior specific praise and positive reinforcement to students who display school-appropriate behaviors during both academic and non-academic activities.

- Foster a safe and positive learning environment
- Implement the reactive plan consistently with fidelity.
- Use a positive response to initial indicators of not meeting expectations:
  - Praise students meeting expectations first
  - Redirect student who are struggling
  - Reteach expectations
  - Allow student to correct behavior

- Use schoolwide data to consider students' Tier 2 and Tier 3 Needs – Use the intervention grids to guide selection of intervention strategy.
- Follow guidelines on flow chart
  - Enter behavior data on Skyward on same day as incident
  - Communicate with parents about problem solving worksheets

- One 20 minute lesson per week teacher lead
- One 45 minute lesson every other week co-taught by teacher and counselor  
(See appendix for specific lessons for each grade level)

Model social skills expected of students.  
Use behavior specific feedback

- Maintain open lines of communication with students and parents/guardians.
- Seek ways to involve parents/guardians in the process.



# Ci3T Teams and Implementation



Kirsten Wondra | Principal | Pinckney Elementary School



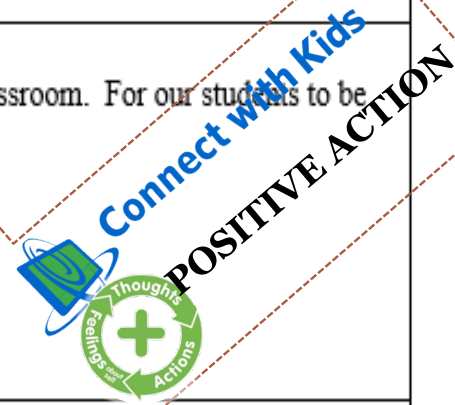
## Southwest Middle School's MTSS: CI3T Plan

### Primary Prevention

<b>Mission Statement</b>	Southwest Middle School seeks to provide a challenging academic environment, a nurturing and safe climate, and a bridge to the community. Our firm commitment is that through the teamwork of students, staff, parents, and community, all students will become responsible citizens who demonstrate respect for themselves and others.	
<b>Purpose Statement</b>	At Southwest Middle School we support positive behavior through teaching clear and consistent expectations in order to maximize student academic achievement and encourage an environment that is intellectually, physically, emotionally and socially safe. We will build a school-wide community that cultivates purposeful, intentional and empathetic learners who are prepared for the 21st Century.	
<b>Expectations</b>	<p><b>Best (Effort) Expectations</b> for our students in and out of the classroom. For our students to be successful, we must provide school-wide expectations for:</p> <p>At Southwest Middle School, we expect our students to:</p> <p>their Bulldog Way</p> <p>responsibility</p> <p>actions</p> <p>es</p> <p>gement</p> <p>see Expectation Matrix</p>	
<b>Area I: Academics Responsibilities</b>  <b>Students:</b> <ul style="list-style-type: none"> <li>● Attendance</li> <li>● Arrive on time</li> <li>● Bring all materials to class</li> <li>● Meet school-wide expectations (BRAVE)</li> <li>● Make up work when absent</li> </ul>	<b>Area II: Behavior Responsibilities</b>  <b>Students:</b> <ul style="list-style-type: none"> <li>● Follow expectations in the Expectations Matrix (Bulldog Way)</li> <li>● Take responsibility for own actions and</li> <li>● Tell an adult about any unsafe behaviors</li> </ul>	<b>Area III: Social Skills Responsibilities</b>  <b>Students:</b> <ul style="list-style-type: none"> <li>● Self-Determination</li> <li>● Meet school-wide expectations as presented by staff</li> <li>● Participate in social skills lessons as prescribed by the adopted curriculum</li> </ul>

**District & State Standards High Quality Instruction**

**Positive Behavior Interventions and Supports (PBIS)**

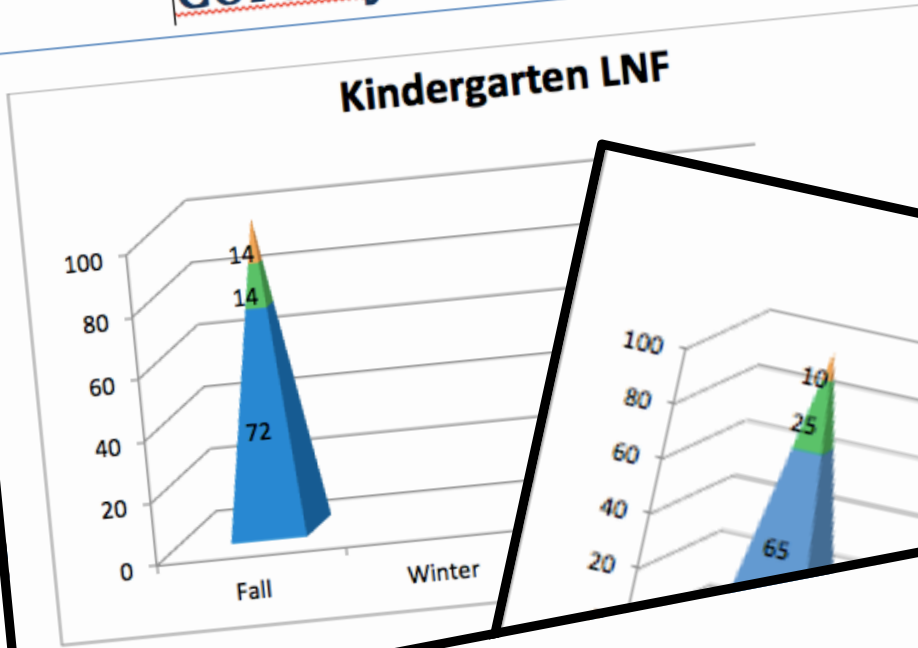


# Ci3T Rollout and PBIS



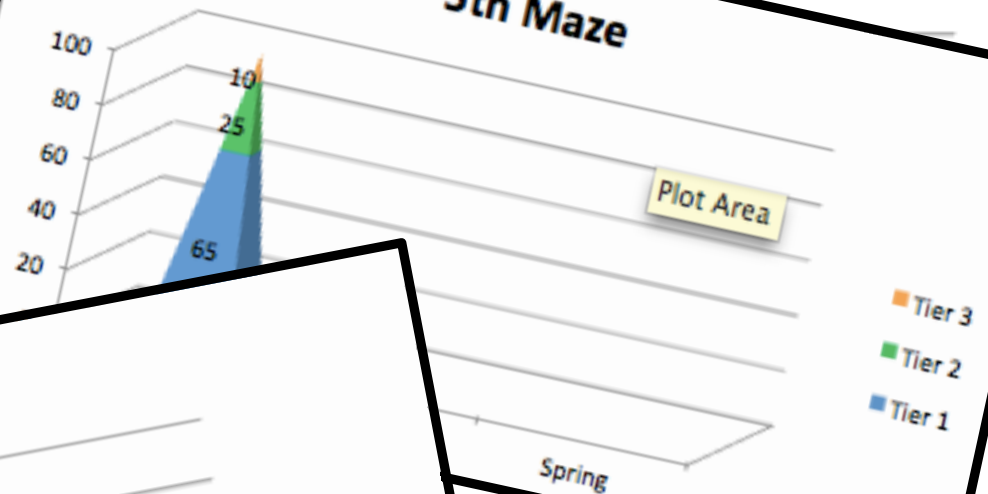
# Cordley Elementary

## Kindergarten LNF



Students

## 5th Maze

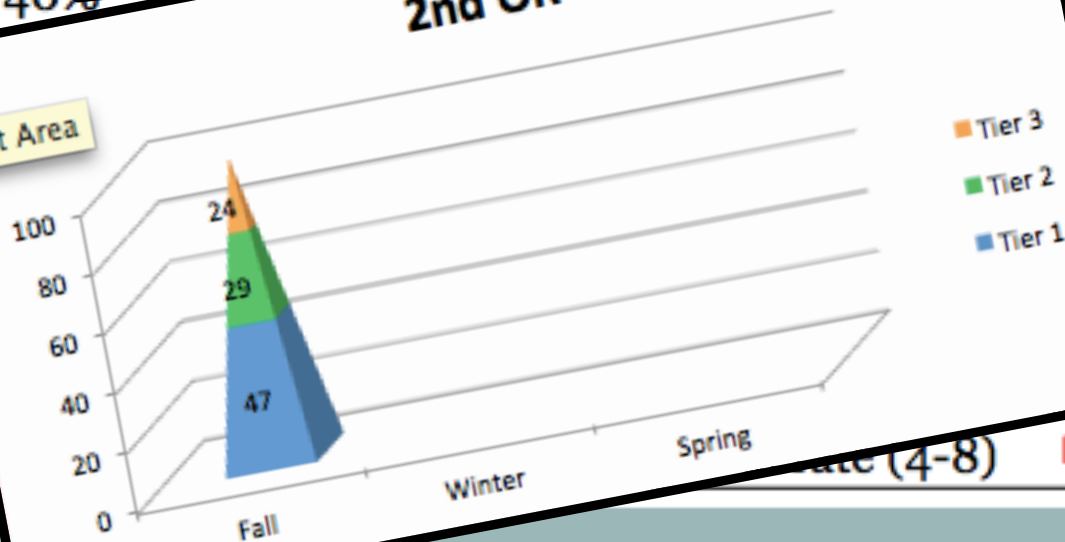


Plot Area

- Tier 3
- Tier 2
- Tier 1

## 2nd OR

Chart Area



- Tier 3
- Tier 2
- Tier 1

School F17

ate (4-8)

High (9-21)



# Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

~5%  
Tertiary Prevention (Tier 3)

~15%  
Secondary Prevention (Tier 2)

**Secondary Intervention Grid**

Support	Description	Schoolwide Data Entry Criteria	Data to Monitor Progress	Exit Criteria
<b>Homework Club</b>	Students who need support in one or more academic content areas meet with tutors/teachers two afternoons per week after school for 30-min sessions to work on targeted academic skills areas.	<b>Academic:</b> -Students failing two or more classes as determined by progress reports <b>Behavior:</b> -Learning behaviors targeted for growth on progress reports	<b>Student measures:</b> -Weekly progress reports for all subject areas homework completion <b>Treatment integrity:</b> -Tutors keep records of attendance including activities attempted/ completed during club time <b>Social validity:</b> -Student completed survey	Passing grades AND all assignments completed at next grading period
<b>REP (Check-In, Check-Out)</b>	Participating students check in and out daily on target behaviors. Students report that the feedback on the individualized goals.			
<b>Lunch Bunch Social Skills Club</b>	Identified students receive 40-min. 5x/week social skills instruction. The teacher leads the club, including modeling and opportunities to practice with student participants. Specific skill sets corresponding to academic behaviors from the SSID Classroom Instruction.	<b>Academic:</b> -SSID-IE moderate to high risk -Failing assignments >10% in a class AND/or -Poor work completion on report card (needs improvement)	<b>Treatment integrity:</b> Counselor keeps record of attendance including topics of discussion and level of participation by each student <b>Social validity:</b> -Student completed survey	referrals -Completion of curriculum lessons
<b>Instructional Choice</b>	Instructional choice includes interventions that allow students to choose the order in which tasks are completed (task order), choose between two activities (either/or), or choose between materials used to complete a task. It increases on-task behavior and can decrease problem behavior.	<b>Behavior:</b> -SSID-IE moderate to high risk <b>Academic:</b> -Failing assignments >10% in a class AND -Poor work completion on report card (needs improvement)	<b>Student measures:</b> -Academic engaged time -Percentage of work completed -On-task accuracy <b>Treatment integrity:</b> -Component checklist <b>Social validity:</b> -Student completed survey	Student scores in low risk on SSID-IE -Students missing <5% of assignments and satisfactory on report card
<b>Behavior Contracts</b>	A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to or delivery of a specific reward. Contracts may involve administrator, teacher, parent, and student.	<b>Behavior:</b> -SSID-IE moderate to high risk <b>Academic:</b> -Failing assignments >10% in a class AND -Poor work completion on report card (needs improvement)	<b>Student measures:</b> -On-task completion OR -Other behavior addressed in contract <b>Treatment integrity:</b> -Component checklist <b>Social validity:</b> -Student completed survey	Successful completion of behavior contract
<b>Self-monitoring</b>	Strategies in which students monitor and record their academic production (completion/accuracy) and on-task behavior each day to improve academic performance (completion/accuracy), academic behavior, or other target behavior.	<b>Behavior:</b> -SSID-IE moderate to high risk <b>Academic:</b> -Failing assignments >10% in a class AND -Poor work completion on report card (needs improvement)	<b>Student measures:</b> -On-task completion AND -Accuracy in the academic area of concern <b>Treatment integrity:</b> -Component checklist <b>Social validity:</b> -Student completed survey	Passing grades on progress report or report card in the academic area of concern

## Secondary (Tier 2) Intervention Grids

~80%  
Primary Prevention (Tier 1)

Behavioral

Social

# Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

≈5%  
Tertiary Prevention (Tier 3)

## Tertiary (Tier 3) Intervention Grids

### Secondary Prevention (Tier 2)

#### Tertiary Intervention

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress:	Exit Criteria
<b>Functional Assessment-Based Intervention</b>	A functional assessment is completed to develop an individualized intervention plan. Functional assessment: review of student records; interviews: teacher, parent, student; and direct observation of the target behavior. SSIS Rating System Functional assessment information is placed in the function matrix (Umbreit, Ferro, Liaupins, & Lane, 2007). The Decision Model (Umbreit et al., 2007) is used to determine the method of the intervention. Intervention components: (A) antecedent adjustments, (R) reinforcement, and (E) extinction.	Academic Progress Report with 2 or more areas of concern OR Below grade level in reading or math AND Behavior: - More than six office discipline referrals in the previous school year AND/OR - SRSS-IE High Risk	Student measures: Data on target and/or replacement behaviors are collected daily. Treatment integrity: Treatment integrity is assessed and data are graphed to determine effect of the intervention. Component checklist for A-R-E intervention tactics completed daily with 25% of sessions observed by another educator. Social validity: Pre- and post-surveys: teacher (IRP-15) and student (CIRP)	The behavioral objective is established based on current levels of performance and expected levels of behavior. Students exit support when goals are achieved and maintained for three consecutive data points. Maintenance data are collected to ensure behavior maintains without intervention.
<b>Lindamood Phoneme</b>	Individual instruction with reading specialist: 30 min per class 5 days per week	Academic reading with proficiency at 2 or more grade levels below or treatment stable with	Student measures: AIMweb Reading CBM, weekly progress toward end of year grade level	Reading on grade level or making progress as to predict meeting end of year grade level goal

0%  
Prevention (Tier 1)

Effective  
Teams

# Communication and Continuous Improvement

Ci3T District  
Leadership Team

College & Career



Ci3T School  
Leadership Team

Ci3T School  
Leadership Team

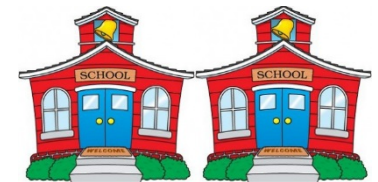
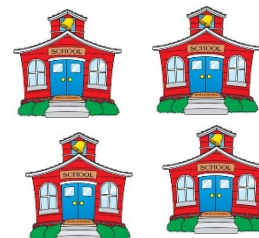
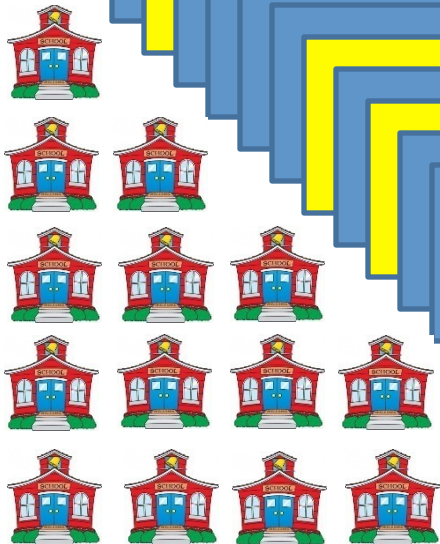
Ci3T School  
Leadership Team

Ci3T School  
Leadership Team

Middle

High

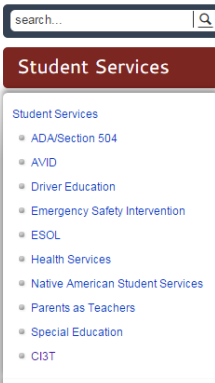
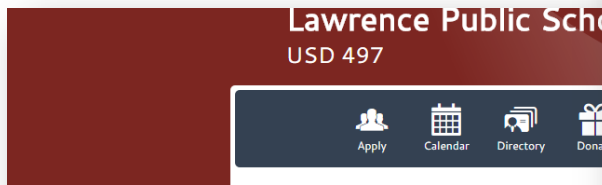
Elementary



# Ci3T Team Member



# District Communication with Stakeholders

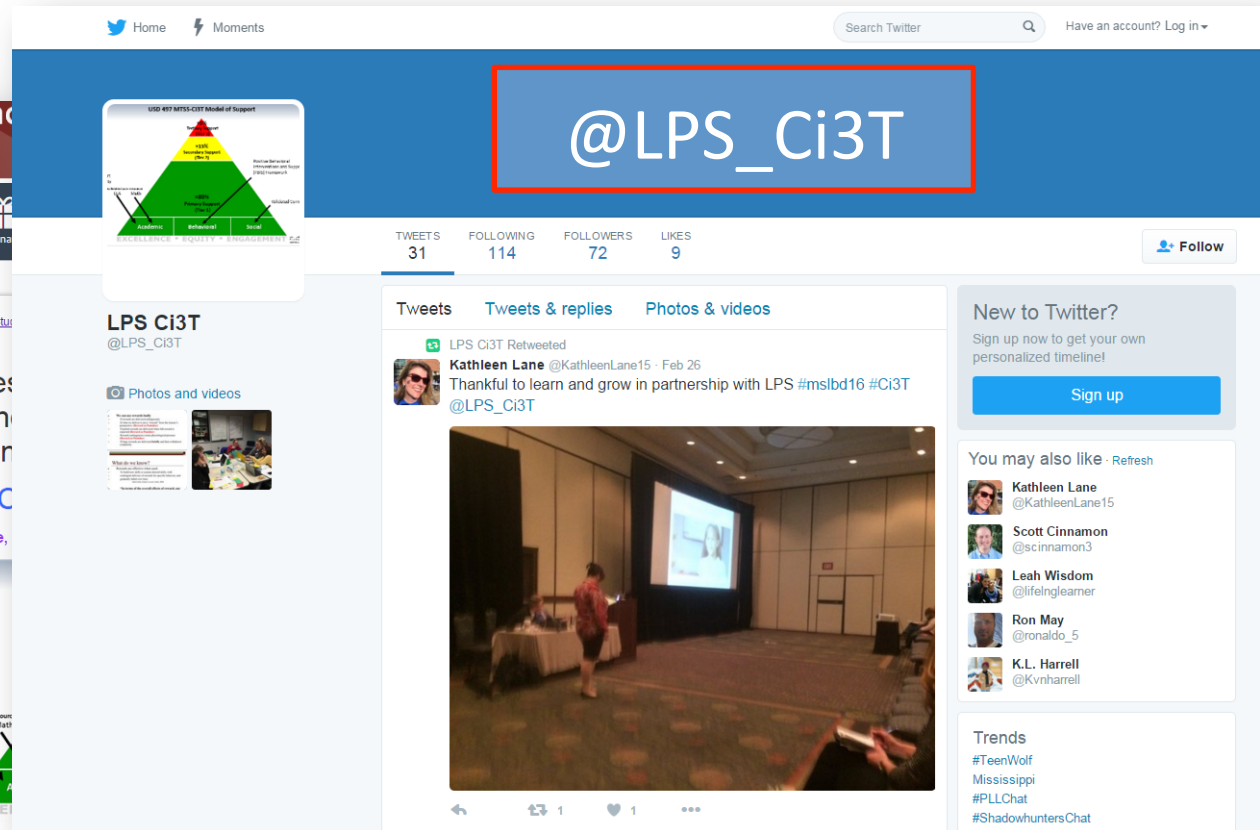


How does  
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all studen  
What is C  
Comprehensive,



The Comprehensive, Integrated, Three-Tiered Model of Prevention (Ci3T) is a school-wide, small group, and individual plan that assesses students throughout their school years to identify an support academic, behavior, and social skills components. Unlike other modes of prevention, the Ci3T Model helps schools develop a school-wide primary prevention plan that all students receive just by attending that school, in addition to secondary and tertiary supports.

The three levels of support are:



**TO DO:**

- ~ Don't Miss Out!! Ci3T Professional Learnings
- ~ Aimsweb and MAP are under
- ~ The SRSS screening window is
- ~ Our FIRST 1/2 day Ci3T team session:
  - September 29th 8:15-11:30
  - September 29th 12:30-3:30
  - September 30th 8:00-11:30

**TO DO:**

- ~ Enjoy the beginning of the year
- ~ Set up your SRSS screening
- ~ Share the attached professional learning
- ~ Be sure all member of your Ci3T team

**Information Sharing & Feedback**

~ We are excited to share with our Middle and High school colleagues, that your feedback is being heard by Connect With Kids, they are working this summer to update many of their videos, particularly the "Digital Citizenship" videos and more!

~ Remember, the power is NOT in the ticket, the power is in the behavior specific praise. Click here to learn more about how you can use this tool to revist staff expectations with entire staff, consider the part Learning, Empower sessions!

**TO DO:**

- ~ Share back your treatment integrity and social validity data with staff, this will be super helpful as you consider your next steps!
- ~ Follow @LPS\_Ci3T on twitter; and tag with your exciting Ci3T news, events and professional learning!

**Thank you for all you do to support students and staff!**

**Successes!**

- Your Ci3T roll outs have been phenomenal
- Check out this awesome Ci3T roll out video

<http://youtu.be/BRQ1xpeB5kc>

**TO DO:**

- ~ Click here to sign up in MLP for our June 2nd District-wide Ci3T building leadership team meeting! We need a head count as we plan for lunch, please sign up by May 26th! Check out the attached TOP TEN Reasons you should attend! ☺
- ~ Continue to work on your Ci3T plan revisions, DRAFT due to Leah Wisdom by May 30th!
- ~ Share your successes via email and we will include them here!

**Successes!**

- ~ Check out these awesome pictures! Hillcrest students enjoying their last Ci3T ticket party for the year! Students could exchange tickets for ice cream and then spend additional tickets for toppings!! Great work Hillcrest Hawks!

~ We're excited to be planning our first summer Ci3T building leadership team meeting, an opportunity for all teams to be together! [Click here to watch a short video](#) for more information! Or, here's the gist:

- June 2nd 8:30-1:30
- Lawrence High School
- Open to Ci3T building leadership team members
- Team time, Breakout sessions, awesome reinforcers
- Lunch will be provided and participants will be compensated
- [Sign up in MLP today!](#)



# Lawrence Public Schools

USD 497

## Parents & Students Directory

- A
  - A - Z, Documents & Forms
  - Acceptable Use Policy
  - ADA/Section 504 Compliance
  - Adult Education Services
  - Affidavit of Residency Information
  - After-School Programs
  - Annual Notices
  - Asbestos
  - Assessments
  - AVID
- B
  - Before- and After-School Programs
  - Blackboard
  - Blended Learning
  - Bond Construction
  - Boundaries
  - Budget Information
  - Busing
- C
  - Calendars, 2015-2016
  - Calendars, 2016-2017
  - Career and Technical Education
  - ConfabulLarryum, Lawrence's Festival of Creativity
- Enrollment of New Students
- Equity
- F
  - Farm to School
  - Fee Payment
  - FERPA
  - Fine Arts Resources
  - Flu Guide for Parents
  - Food Services
  - Forms, A-Z
  - Friends of Education - School Volunteers
- H
  - Health Services
  - High School Course Descriptions & Planning Guide
  - Human Sexuality Curriculum Resources
- I
  - Inclement Weather Procedures
- K
  - Kansans Can
  - Kansas College & Career Ready Standards (Common Core)
  - K-Fit
  - Kindergarten Roundup
- L
  - Lawrence Education Achievement Partners (LEAP)
- Non-Discrimination Policy
- O
  - Outlook
  - Outstanding
- P
  - Parents as Teachers
  - Parents as Teachers
  - Partners
  - Positive Behavior Interventions and Supports (PBIS) Framework
  - Public
- R
  - Report Card
  - Return
- S
  - Safety
  - School
  - School
  - School
  - Science
  - Share
  - Site
  - Skyward Family Access

Student Services

# Lawrence Public Schools

USD 497



search...

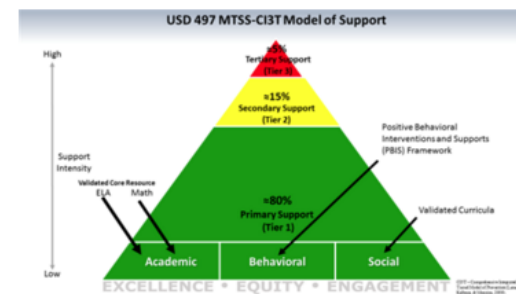
## Student Services

- Student Services
  - ADA/Section 504
  - AVID
  - Driver Education
  - Emergency Safety Intervention
  - ESOL
  - Health Services
  - Native American Student Services
  - Parents as Teachers
  - Physical Education
  - CI3T**

How does Lawrence Public Schools meet the various needs of all students?

## What is CI3T?

Comprehensive, Integrated, Three-Tiered (CI3T) Model of Prevention



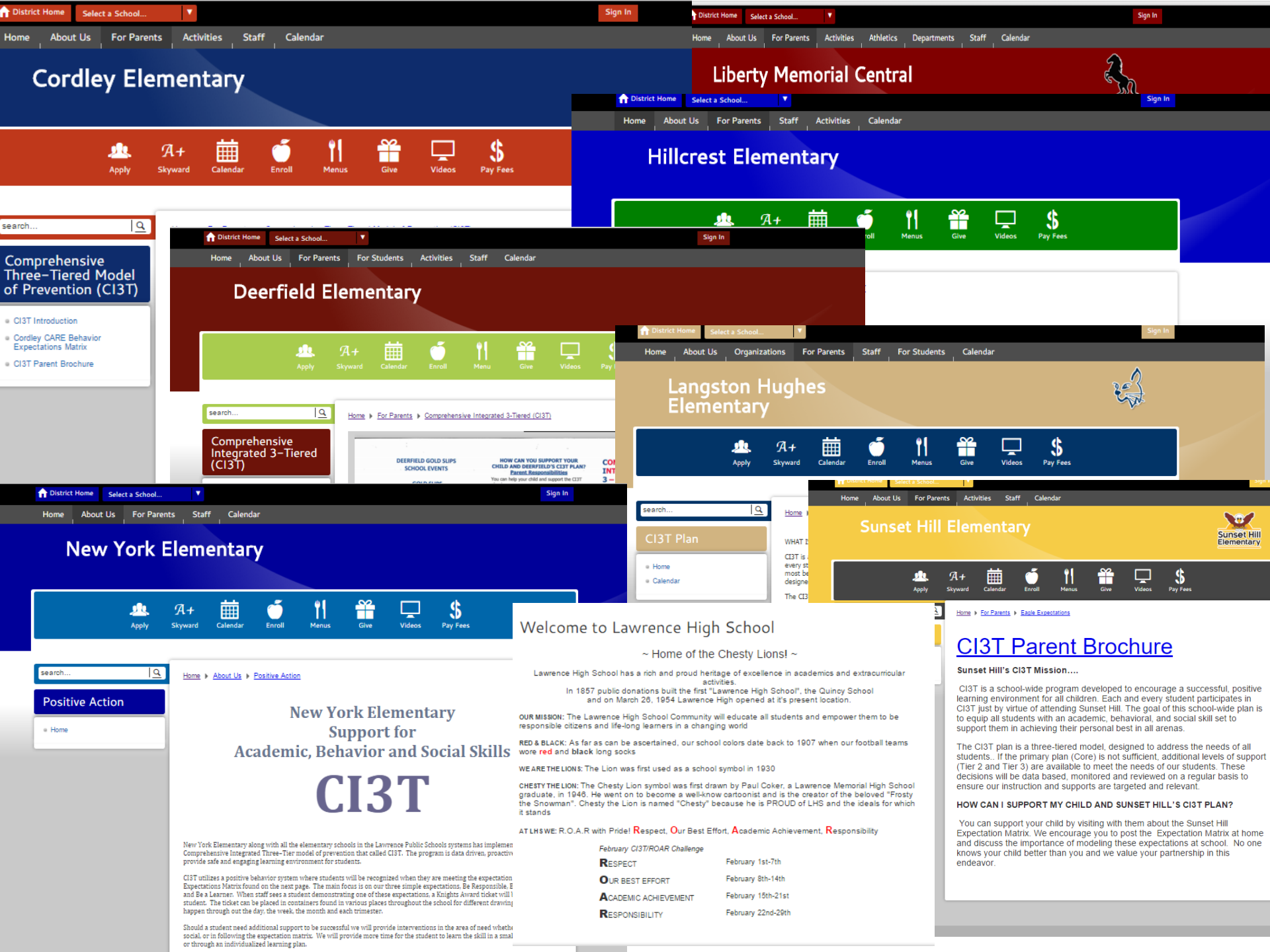
The Comprehensive, Integrated, Three-Tiered Model of Prevention (CI3T) is a school-wide, small group, and individual plan that assesses students throughout their school years to identify an support academic, behavior, and social skills components. Unlike other modes of prevention, the CI3T Model helps schools develop a school-wide primary prevention plan that all students receive just by attending that school, in addition to secondary and tertiary supports.

The three levels of support are:

- Primary Support is designed as preventative and includes academic, social, and behavioral supports for all students.
- Secondary Support is offered to small groups of students experiencing similar needs and is individualized for intensive support.

Students come to school with a wide range of academic, behavioral, and social strengths and needs. To serve these students well, schools need a carefully crafted plan aligning

Student Services





# Challenges



- Implementation with fidelity
- Focusing on the whole child
- Social Skills Curriculum Scheduling at the High Schools
- Identifying concerns and feedback through the established structure