



Langston Hughes Elementary School

School Year 2019-2020

Implementation Manual

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

Plan Designed by Langston Hughes Elementary School Leadership Team Members:

*Jackie Mickel
Laura Oyler
Brenda Hatesohl
Kim Ashley
Kim Jennings*

*Catherine Glidewell
Shelbi Spicer
Jama Mustain
Kerri Czarnecki
Anna Doolittle*

Table of Contents

	PAGE
Langston Hughes Elementary Implementation Manual.....	3
Mission Statement.....	3
Statement of Purpose.....	3
Overview of the Ci3T Model of Prevention.....	4
Langston Hughes Elementary Primary Plan	9
Procedures for Teaching.....	12
Procedures for Reinforcing.....	13
Procedures for Monitoring.....	14
School Improvement Goals from Ci3T, BLT, and E-TEAM.....	15
Expectation Matrix	18
Behavior Specific Phrase Examples	19
Expectations for Correcting Behavior.....	20
Individual and Classroom Reward Choices.....	21
Reactive Plan and Discipline Procedures.....	22
Procedures for Entering Discipline Referrals on PowerSchool	24
Natural/Logical Consequences Examples for the Classroom	29
Secondary Intervention Grid	30
Tertiary Intervention Grid.....	42
Assessment Schedule	49
Frequently Asked Questions.....	50
References	51

Langston Hughes Elementary Implementation Manual

Langston Hughes Elementary has adopted a comprehensive, integrated, three-tiered (CI3T) model of prevention (Lane, Oakes, & Menzies, 2010). This CI3T model is designed to address our students' academic, behavioral, and social needs using a continuum of supports, including a proactive approach for addressing students' needs in all three areas. We have established systematic screening practices and a continuum of supports, ranging from universal, broad-based strategies to targeted and individualized interventions. The three-tiered model provides for: primary prevention (Tier 1 supports for all), secondary prevention (Tier 2 supports for some), and tertiary interventions and supports (Tier 3 supports for a few). The goal is to create a safe, positive learning environment including the accurate detection of students who need additional support beyond primary prevention efforts and then providing these students with additional secondary and tertiary supports that are also evidenced-based.

This manual is a tool to help describe and explain the CI3T model of prevention that our school team designed based upon: (a) our school's specific needs and goals, and (b) feedback given to our team by our faculty and staff members.

Mission Statement

Langston Hughes, as a Professional Learning Community, will successfully teach all learners!

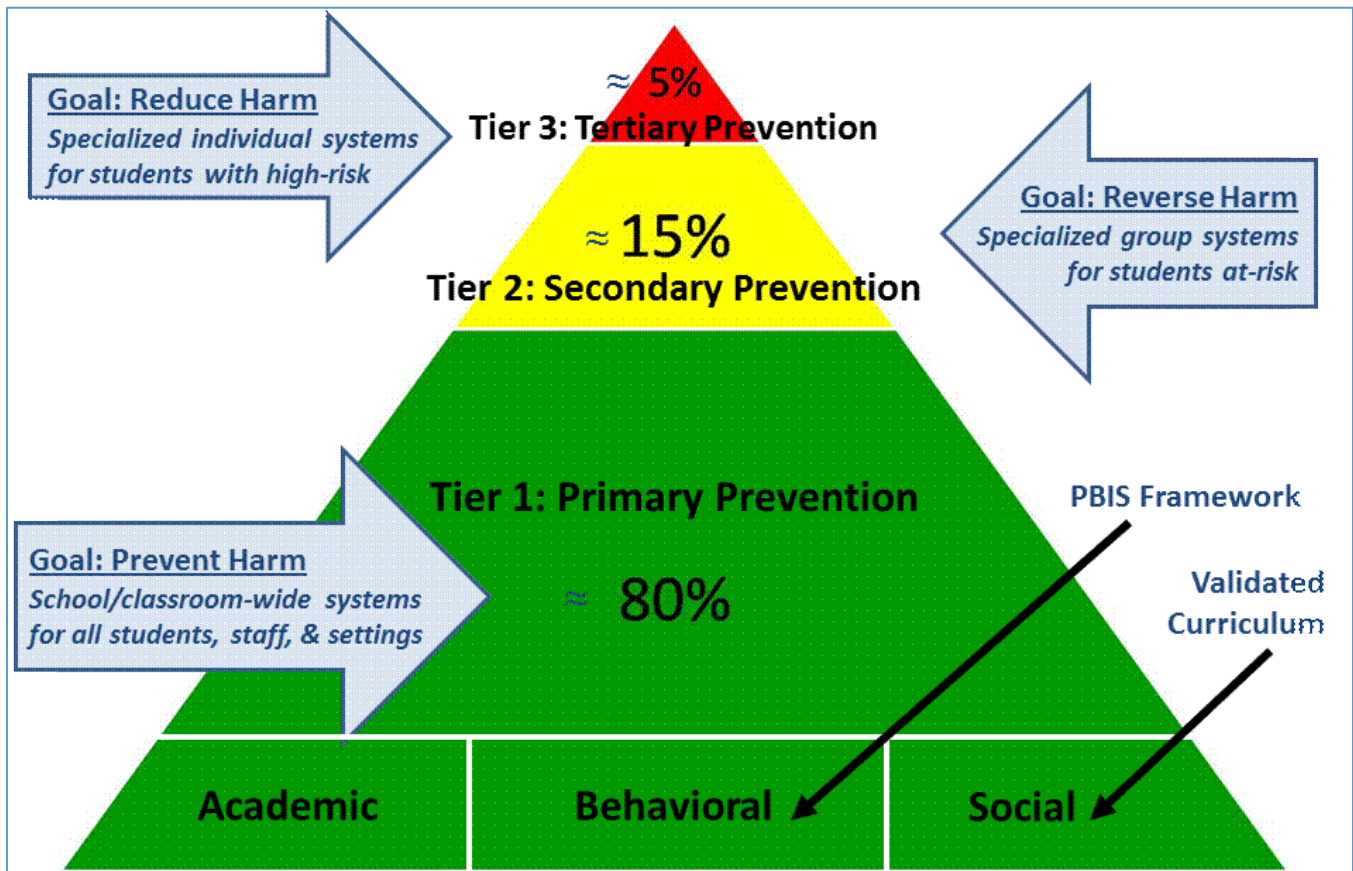
USD 497 Mission Statement: Lawrence USD 497 is a learning community committed to ensuring educational equity and excellence so that students of all races and backgrounds achieve at high levels and graduate prepared for success in college, careers and life in a diverse and rapidly changing world.

Statement of Purpose

The purpose of the comprehensive three-tiered plan at Langston Hughes Elementary is to implement school-wide common expectations in the areas of academics, behavior, and social skills.

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

Langston Hughes Elementary has developed a CI₃T plan for all students attending grades K-5. This plan addresses three key components: academics, behavior, and social skills. This plan has both a proactive and reactive behavioral component. Langston Hughes Elementary School's plan was developed in response to information derived from school-wide surveys and academic assessments to determine teachers' expectations and areas of need at Langston Hughes Elementary.



CI₃T Model of Prevention (Lane, Kalberg, & Menzies, 2009)

Three-Tiered Models of Prevention

There are three-tiered models of prevention used in schools today including response-to-intervention (RTI; Gresham, 2002; Sugai, Horner, & Gresham, 2002), positive behavior interventions and supports (PBIS;

Lewis & Sugai, 1999; Sugai & Horner, 2002), as well as other tiered systems. While these models aim to identify and serve students proactively with increasingly intensive levels of support, the models differ in their area of focus (RTI mainly on academic skills and PBIS mainly on behavior). Some educators advocate for the use of a comprehensive, integrated, three-tiered (CI3T) model of prevention that combines the areas of academic, behavioral, and social skills to meet students' multiple needs given that problems in these three areas are likely to manifest concurrently (Lane & Wehby, 2002; Lane, Kalberg, & Menzies, 2009; Lane, Oakes, Menzies, & Harris, 2013; Walker et al., 2004). A comprehensive, integrated, three-tiered model can address each area through screening procedures to identify students who have multiple needs.

Implementing any new system to improve student outcomes requires an initial investment of time and energy. However, multi-tiered models capitalize on effective instructional and classroom management practices that teachers already use (Lane, Menzies, Ennis, & Bezdek, 2013). One strength of CI3T models is that it involves contribution from all faculty and staff to establish common expectations and procedures in academic, behavioral, and social domains. Then, these changes occur at a systems level. When school's staff members work collaboratively to identify and implement agreed upon strategies and practices, they create an opportunity to establish a positive school culture. Moreover, in a CI3T model, school-site faculty and staff *all* have a voice: they individually and collectively contribute to decisions about behavioral expectations taught to all students to support positive behavior and facilitate participation in instruction. In addition – and equally important – faculty and staff determine a shared system for recognizing and reinforcing students' efforts to reach those expectations. This is a major departure from previous models in which each teacher sets his or her own rules and has sole individual responsibilities for their own students. It is also a shift away from reactive approaches that involved focusing mainly on students' misbehavior toward an instructional approach to behavior that involves actively looking for and recognizing students' positive student behaviors using behavior specific praise. Finally, expecting the entire school staff (e.g., office and custodial personnel, instructional aides, bus drivers) to support school-wide behavioral expectations as well as the school-wide social skills empowers them to participate proactively and positively, while teaching students the full skill sets needed to engage fully in instructional activities (Lane, Menzies, Ennis, & Bezdek, 2013)

Tier 1: Primary prevention. In a CI3T model, the first tier (also referred to as primary prevention or the core program) is designed as preventative and includes academic, social, and behavioral components for all students. The academic component consists of the school or district chosen validated academic curriculum based on state standards and requires that all teachers deliver effective instruction.

To address students' social needs, school site personnel may choose to implement a social skills curriculum (Elliott & Gresham, 2007a) or character education program (e.g., Positive Action; 2008). The focus of the social curriculum is determined by the school's unique needs (e.g., the need to decrease bullying behavior). An evidence-based program should be selected, one with sufficient evidence to suggest that the desired changes will be observed at a given school site provided that the program is implemented with fidelity.

Finally, the behavioral component is a positive behavior interventions and support framework in which school site personnel establish 3-5 school wide expectations for student conduct (e.g., Be respectful, Be responsible, and Be prepared to give best effort). The critical component here is that school staff explicitly teaches all students the expectations which are operationally defined for each key setting in the building (e.g., classroom, hallways, cafeteria). Next, students have multiple practice opportunities where teachers model the expectations and then coach students on how to demonstrate them. Students demonstrating expectations are reinforced with behavior-specific praise. Some schools develop elaborate PBIS reinforcement plans that include school assemblies and tangible rewards, others implement on a smaller scale making decisions based on beliefs and resources. In either case, the important factor is that all students are directly taught and provided reinforcement for demonstrating the school wide expectations. The overall goal is to provide students with a behavioral repertoire that allows time for teaching and learning. Thus, teachers gain additional time to teach the academic and social skill or character development programs constituting the primary plan. Investing time in this instructional approach to behavior by explicitly teaching school wide expectations for behavior upfront, teachers will devote less time to addressing problem behaviors and may experience less stress (as will students) in the learning environment.

Implementing these three areas of foci school wide, *all* students are supported behaviorally, socially, and academically. Eighty percent of students are expected to respond satisfactorily and not require further intervention (Sugai & Horner, 2006). However, to determine which students need more intensive support, systematic screenings are conducted. The screenings will identify students for Tier 2 (secondary) or Tier 3 (tertiary) interventions.

Tier 2: Secondary prevention. Secondary supports are typically offered to small groups of students experiencing similar needs. For example, there might be groups to improve oral reading fluency using repeated readings (Chard, Ketterlin-Geller, Baker, Doabler, & Apichatabutra, 2009), peer-peer interactions using social skills groups (Kalberg, Lane, & Lambert, 2012; Lane, Menzies, Barton-Arwood, Doukas, & Munton, 2005; Miller, Lane, & Wehby, 2005) and anger management groups to improve conflict resolution skills

(Kalberg, Lane, & Lambert, 2012). Decisions regarding which students and the types of supports needed are made using systematic screening data in conjunction with other data (e.g., office discipline referrals, absenteeism, and academic progress). Approximately 15% of students are apt to require this level of prevention. Students who do not respond to Tier 2 supports or those exposed to multiple risk factors are likely to require more intensive interventions and supports referred to as Tier 3 or tertiary prevention.

Tier 3: Tertiary prevention. Tertiary supports are the most intensive supports and are most often individualized. Examples include individualized reading programs (e.g., Scott Foresman Early Reading Intervention, Pearson Education, 2010), functional assessment-based interventions (Kern & Manz, 2004; Umbreit, Ferro, Liaupsin, & Lane, 2007), and intensive family supports (e.g., First Step to Success, Walker, Stiller et al., 1997). Tier 3 is typically reserved for students who experience multiple risk factors or for whom previous intervention efforts have been insufficient. Students may be immediately identified for tertiary intervention or may proceed through the tiers of increasing levels of intervention offered while responsiveness is closely monitored.

Tier 2 and 3 interventions are designed to meet the students' specific characteristics and learning needs whether they are behavioral, social, academic, or combined. In these more intensive levels, students are monitored to determine whether they are responding to the intervention. School site personnel use this information to make instructional decisions regarding the continued need for the intervention, a change in the intervention or support, or a discontinuation of additional supports because the remediation has been successful.

This model uses a data-driven approach to both prevention and intervention, thereby meeting the increasing demand of data-based decision making. It also aims to respond to learning and behavior problems by capitalizing on currently available resources. Yet, an essential component of this model that is often overlooked is the accurate and early detection of students who require Tier 2 and Tier 3 supports. Screening tools are used to meet this charge by systematically measuring academic *and* socio-behavioral performance.

Systematic Screening within Three-Tiered Models

Screeners procedures are essential for effective school wide prevention systems. They are the tools for early and accurate detection of students in need across the preK-12 continuum. Age appropriate screening tools should be used at each level of schooling (elementary, middle, and high school) to address the unique demands at each level. Differences in students' developmental growth mean that they experience different risk factors related to their age. One of the most critical milestones students attain early in their school careers

is learning to read. Those who are not proficient readers by fourth grade are likely to struggle academically throughout their school years (Fletcher, Foorman, Boudousquie, Barnes, Schatschneider, & Francis, 2002; Juel, 1988). Middle school students are entering adolescence, which can be a time of emotional turmoil, which can make it difficult to focus on academic learning. In high school, many demands, interests, and challenges compete with students' ability to complete their required programs. Graduating high school is a gatekeeper of future success and students with behavioral, emotional, and academic challenges are at greatest risk for dropping out (Wagner & Davis, 2006). Screening tools at each level of schooling can help systematically identify those who require more support to ensure school success.

In sum, systematic screening procedures are necessary at all school levels, particularly as the behavioral, social, and academic demands change. It is imperative that a systematic approach be used in order to avoid missing students who would benefit from additional supports within the context of integrated three-tiered models of prevention.

Adapted from Lane, K. L., Oakes, W. P., & Menzies, H. M. (2010). Systematic screenings to prevent the development of learning and behavior problems: Considerations for practitioners, researchers, and policy makers. *Journal of Disability Policy Studies*, 21, 160-172.

Lane, K. L., Oakes, W. P., Menzies, H. M., & Harris, P. J. (2013). Developing comprehensive, integrated, three-tiered models to prevent and manage learning and behavior. In T. Cole, H. Daniels, & J. Visser (Eds.). *The Routledge international companion to emotional and behavioural difficulties problems* (pp. 177-183). New York, NY: Routledge.

Lane, K. L., Menzies, H. M., Ennis, R. P., & Bezdek, J. (2013). Schoolwide systems to promote positive behaviors and facilitate instruction. *Journal of Curriculum and Instruction*, 7, 6-31.

Please see the full articles for a more detailed description.

Langston Hughes Elementary School's Primary Plan

Langston Hughes Elementary School's MTSS: CI3T Plan

Langston Hughes Elementary School’s MTSS: CI3T Plan		
Mission Statement	Langston Hughes, as a Professional Learning Community, will successfully teach all learners.	
Purpose Statement	The purpose of the comprehensive three-tiered plan at Langston Hughes Elementary is to implement school-wide common expectations in the areas of academics, behavior, and social skills.	
School-Wide Expectations	1. Ready 2. Responsible 3. Respectful *see Expectation Matrix	
<div>Area I: Academics Responsibilities</div> <div>Faculty and Staff will:</div> <div>-Provide engaging lessons, linked to KCCRS standards.</div> <div>-Through Personalized Learning, adapt instruction to meet the individual needs of each student.</div> <div>-Curriculum and Instruction expectations are articulated in a clear manner, providing equal access for all students to content with necessary support and personalization.</div> <div>-Staff will utilize the culturally relevant rubric to critically examine lesson resources.</div> <div>-Attend high quality professional development opportunities and be prepared to support students in accessing content and increase the use of low-intensity strategies with fidelity. Examples of such strategies include:</div> <div><div>o Instructional Choice</div><div>o Instructional Feedback</div><div>o Increased Opportunities to Respond</div><div>o Active Supervision</div><div>o Behavior Specific Praise</div><div>o Pre-correction</div><div>o Kagan strategies</div></div> <div>-Attend high quality professional development opportunities to expand knowledge and skills in the area of culturally relevant teaching.</div> <div>-Culturally Responsive Teaching practices.</div> <div>-Include starter and closing activities as part of lesson plan.</div> <div>-Support students who miss instruction.</div> <div>-Engage in positive teacher-teacher and teacher-student interactions.</div> <div>145 minutes of language arts instruction (Reading Street)</div>	<div>Area II: Behavior Responsibilities</div> <div>Faculty and Staff will:</div> <div>-Display Positive Behavior and Intervention Supports that are school-wide expectations.</div> <div>-Model school-wide expectations and refer to them regularly in daily interactions, with students and parents.</div> <div>-Teach school-wide behaviors.</div> <div>-Have clearly articulated, high expectations for all students, supporting equal access to positive, productive school climates that support instruction.</div> <div>-Use the Courageous Conversations protocol, to regularly engage students in discussions about race.</div> <div>-Use proactive strategies to prevent, deescalate, and address crisis situations, such as:</div> <div><div>o Using Positive Responses and Proactive Interventions (BSP, redirect)</div><div>o Prevention (precorrection, respond to students exhibiting expected behaviors first)</div><div>o Reduce anxiety (establish a positive, productive, safe classroom environment, behavior momentum)</div></div> <div>-Provide praise and reinforcement to students who display school-wide expectations using the positive behavior and intervention support system.</div> <div>-Use a positive response to initial indicators of not meeting expectations:</div> <div><div>o Praise students meeting expectations first</div><div>o Redirect student who are struggling</div><div>o Reteach expectations</div></div>	<div>Area III: Social Skills Responsibilities</div> <div>Faculty and Staff will:</div> <div>-Teach and support Positive Action curriculum through the 22 lessons that take 15-20 minutes to teach (30 minutes monthly) and provide multiple opportunities to implement the skills.</div> <div>-Teach the 15 counselor lessons from Positive Action.</div> <div>-Conduct morning meetings to support social skills.</div> <div>-Model social skills in the school-wide plan.</div> <div>-Provide tickets paired with behavior specific praise when students meet expectations.</div> <div>-Teachers let parents know of lesson content in newsletter (Positive Action).</div> <div>-Make sure students understand the Buddy Bench.</div> <div>-Grade level plan for active supervision for playground.</div> <div>-Post Four Agreements and compass poster in all classrooms.</div> <div>-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.</div> <div>-Follow the school bully prevention plan.</div> <div>-Maintain open lines of communication with students and parents/guardians. Strive to meet with 100% of families during early visits.</div> <div>-Seek ways to involve parents in the school social skills program.</div> <div>-Attend high quality professional learning that challenges current and promotes new thinking about social learning and situations from an equity lens.</div> <div>-Complete the Trauma Informed Care Professional</div>

Updated: 5/30/2016

<p>90 minutes for math instruction (Math Expressions) 40 minutes for social studies and science standards</p> <ul style="list-style-type: none"> -Conduct morning meetings to support academic goals. -Review and select curricular materials and activities with an equity lens. Provide feedback to the C3T Leadership Team when issues are identified. -Conduct, report, and use screening and assessments. -Benchmark 3 times a year for Reading and Math. -Conduct regular process monitoring with identified students. -Use schoolwide data sources to make decisions regarding need for Tier 2 and/or 3 supports. -Use the intervention grids to guide the selection of intervention strategy (SSP). -Monitor student access to supports and progress, and decision making (continue, end and monitor that progress in maintained, add, or change support). 	<ul style="list-style-type: none"> - Follow Reactive plan for responding to repeated difficulties. -Use district management system for office discipline referrals; provide timely, complete, and accurate information using the referral form. -Regularly monitor ODR data by race and gender and implement tier 2 supports, making changes when necessary. -Administer the SRSS-IE behavioral screener three times a year. -Use resources consistent with the national PBIS center's recommendations: PBIS framework and provide links for accessing information: http://www.pbis.org/ and http://www.ci3t.org/ -Attend high quality professional development opportunities to increase use of Proactive/Culturally responsive management techniques to meet the needs of all students. -Examine students' access to reinforcement for various subgroups (gender, race, disability, language status, etc.) -Foster a safe environment for all students 	<p>Development during the 2018-2019 school year.</p>
<p>Area I: Academics Responsibilities</p> <p>Students will:</p> <ul style="list-style-type: none"> -Bring materials to class -Turn in completed work -Complete work giving their best effort -Engage in all learning activities as directed by teachers 	<p>Area II: Behavior Responsibilities</p> <p>Students will:</p> <ul style="list-style-type: none"> -Demonstrate expectations from our matrix in all settings <ul style="list-style-type: none"> ➤ Be Responsible ➤ Be Respectful ➤ Be Ready -Report unsafe behaviors -Use the compass and 4 agreements to engage in courageous conversations 	<p>Area III: Social Skills Responsibilities</p> <p>Students will:</p> <ul style="list-style-type: none"> -Participate in Positive Action lessons -Engage, apply and model social skills with peers and adults -Students will note in some way the lesson that they learned that week to share with families -Utilize and help students that use the Buddy Bench at recess time -Learn to use the compass and 4 agreements -Follow school-wide expectations as listed on the expectation matrix

<p style="text-align: center;">Area I: Academics Responsibilities</p> <p>Families will:</p> <ul style="list-style-type: none"> -Provide a place, materials, and assistance to complete homework. -Follow attendance policies. -Communicate with schools as requested (e.g., review progress notes, notes to school). -Encourage students to give best effort. -Share student profile (learning style, interest, strength, areas for growth and cultural background, etc.) -Use school resources to stay informed and support their child. -Communicate when in need of different kind of access to information. -Regularly review all school communications. 	<p style="text-align: center;">Area II: Behavior Responsibilities</p> <p>Families will:</p> <ul style="list-style-type: none"> -Post expectation matrix at home. -Communicate with teachers and administrators when necessary. -Review and support proactive and reactive disciplinary components. -Practice behavior expectations in other environments for generalization and reinforcement of skill. -Share student profile (learning style, interest, strength, areas for growth and cultural background, etc.) -Use school resources to stay informed and support their child. -Communicate when in need of different kind of access to information. 	<p style="text-align: center;">Area III: Social Skills Responsibilities</p> <p>Families will:</p> <ul style="list-style-type: none"> -Post expectation matrix at home. -Support social skills program (Positive Action). -Practice social skills expectations in other environments for generalization and reinforcement of skill. -Beginning of year, let kids know the functions of the Buddy Bench. -Share student profile (learning style, interest, strength, areas for growth and cultural background, etc.) -Use school resources to stay informed and support their child. -Communicate when in need of different kind of access to information. -Access information on curriculum and target skills.
<p style="text-align: center;">Area I: Academics Responsibilities</p> <p>Administrators will:</p> <ul style="list-style-type: none"> -Provide faculty and staff with materials and professional development so they are prepared to support students in accessing content. -Monitor consistent implementation of the curriculum. -Provide ongoing professional learning for staff in academic areas -Provide ongoing support for the GEI process and monitor data to identify students meeting tier 2 and 3 criteria. -Provide support as needed for testing. -Monitor student-level data and implementation data (treatment integrity, social validity, dosage of social skills lessons). -Monitor disaggregated data to identify and address issues of disproportionate academic outcomes. -Provide accessible communication with parents about major academic changes, school-wide and in the district. -Have ongoing communication with students about expectations and ways to achieve them. 	<p style="text-align: center;">Area II: Behavior Responsibilities</p> <p>Administrators will:</p> <ul style="list-style-type: none"> -Implement the proactive and reactive behavioral components of the school wide plan. -Provide ongoing support for the GEI process. -Provide support as needed for screenings. -Share SRSS-IE data 3 times per year. -Work with district equity facilitators to develop and provide sample lessons to teach students about the compass and agreements. -Ensure that staff, including classified, are prepared (provided information and resources) to support schoolwide expectations. -Work with district staff to develop a walk-through tool with emphasis on PBIS and Equity instructional practices. -Monitor and ensure that all faculty and staff have an understanding of and access to professional learning in using the Reactive Plan and discipline data collection system. -Collect and track ODR data and attendance by race and gender and guide staff I implementing tier 2/3 supports to better meet student needs. 	<p style="text-align: center;">Area III: Social Skills Responsibilities</p> <p>Administrators will:</p> <ul style="list-style-type: none"> -Model and cultivate positive relationships with staff and families. -Monitor consistent implementation of the Positive Action Curriculum and that those teaching the lessons have adequate professional learning for high fidelity implementation as well as access to focus skills and language. -Provide instructional time for monthly social skills lessons -Monitor that curriculum units/focus skills, and parent resources are posted on the website with the beginning of each new skill/unit. -Provide ongoing support for the SIT process. -Provide support as needed for screenings. -Share SRSS-IE data 3 times per year. -Monitor disaggregated data to identify and address issues of disproportionate social skill outcomes. -Ensure that positive action and equity work is communicated to parents through classroom communication.

Procedures for Teaching

Faculty and Staff:

Review changes in implementation manual at the beginning of the year with all staff and provide a copy for them to support effective implementation and equal access for all students in all domains.

Make faculty and staff aware of professional learning opportunities available throughout the year to support implementation and sustainability of Ci3T.

Continued learning at faculty meetings that increase staff's understanding of the plan, implementation of our Ci3T plan, staff development on proactive strategies, and review of data.

Continued support using AIMSweb.

Teaching expectations to students for each area.

All staff will attend the 2-day Beyond Diversity Training as directed by the building Principal.

All Staff will have the materials for teaching and using the Ci3T Primary plan including the Compass, Four Agreements, Courageous Conversations, social skills.

Matrixes posted in appropriate areas.

Students:

Students will be taught the expectations, as well as the Compass and the 4 Agreements at the beginning of the year and throughout the year to build their skillset and to take a proactive approach to ensuring expectations are taught and understood.

Students will have learning opportunities during academic activities to apply and receive feedback on taught social skills and expectations in addition to academic content.

Students will have access to re-teaching and feedback (including behavior specific praise) for expectations and social skills.

Students will show the expectations that they have been taught throughout the school.

Parents/ Community:

The Ci3T Implementation Manual: calendar of social skills lesson; information about the compass and 4 agreements will be posted on the school website with additional resources available on the district website.

Parents will be given information on how to access information, resources and programs mentioned in this plan.

Share with parents at Back to School night about the plan.

Parents will receive one student handbook encompassing Ci3T practices (e.g., proactive and reactive plans, social skills, equity practices).

Multiple ways of accessing information, available in languages represented at the school site.

Provide parents an opportunity to share student profile information to classroom teacher (learning style, interests, strengths, areas for growth and cultural background).

Procedures for Reinforcing

Faculty and Staff:

When staff observes students displaying school-wide expectations, staff will provide behavior specific verbal praise paired with a Bobcat Buck. Teachers have pre-determined menus available for students to pick reward. Teachers have pre-determined menus for class wide rewards as well for when the class container is full. The classroom container will then go into a grade level container and when full, the grade level will have a reward as a grade level. Each beginning of trimester, students will buy to the trimester activities with a set amount for each grade level. All staff will have bucks to give to students. Staff will recognize each other with positive praise and other reinforcers. Staff efforts and implementation will be recognized by administrators. Staff will have at least 3 opportunities to review schoolwide aggregated data on progress with indicators of implementation, social validity, and student outcomes. Looking at data and having conversations about changes that need to occur if a procedure is not working well.

Students:

Students will keep track of tickets. Students will keep track of what they have picked from the menu. Students will be able to bank tickets throughout that school year. Students will have equitable access to the schoolwide reinforcement system. Staff, with the C3Tleadership team, will have a plan to regularly solicit input from a diverse student group to create reinforcers that are both meaningful and valued by students and culturally relevant. Students will have access to a variety of valued and culturally relevant reinforcers.

Parents/ Community:

Communicate with students about what the student has bought with tickets. Keep informed about how student likes the reinforcers and communicate if a particular reinforce is highly motivating/aversive to a student. Teachers will communicate with parents regarding positive classroom experiences with students.

Procedures for Monitoring			
Student Measures	Academic: Progress Reports Writing Assessments Curriculum-based measures (running records/pre-post math tests) State assessments AIMS MAPS SIT documentation	Behavior: Behavior screenings Office discipline referrals Minor incident form on skyward Attendance Classroom data GEI documentation New teachers will be given a preview of the screener to know what behaviors are rated and how to rate students. Behavior screening data collected and shared back with staff 3 times during academic year. Behavior data will be analyzed in a disaggregated manner to look for and address disproportionalities and according to SIP goals.	Social Skills: Behavior screenings Office discipline referrals Minor incident form on skyward Counseling referrals Classroom data SIT documentation Positive Action treatment integrity SRSS-IE data will be analyzed in a disaggregated manner to look for and address disproportionalities.
Program Measures (School-level)	Social Validity: October (PRIS) March (PRIS)	Treatment Integrity: October (SET, CI ₃ T) March (SET, CI ₃ T)	Program Goals: 80% implementation school wide with fidelity 50% participation in the Social Validity feedback opportunities SIP Goals (see pages 15-17)

GOAL AREA: Relationships - Students
CI3T

GOAL: As a building we do not have evidence to support implementation of policies for encouraging and empowering students. As a building, we will be focusing on the Relationship pillar, student component with the criteria of student involvement and empowerment from the KESA rubric. By the end of the 2021-2022 school year, teachers will perform at the Modeling level. Teachers will cultivate learning experiences to provide opportunities for ongoing student involvement and positive relationships with peers, teachers, families, and community. Explicit instruction in social skill development, learner behaviors, and identifying learner strengths and areas for growth will foster a climate where all students are empowered and show self-efficacy. Evidence will be collected through trimester data review, bi-annual student survey, and monthly staff collaboration documents.

Building-Level Action Steps	Person Responsible	Timeline	Resources Needed	Evidence of Completion/ Measuring Success
Create survey to measure student self-efficacy, empowerment and positive relationships	Ci3t Team	End of September 2018	KU Survey Google Form QR Code Cards	Student Survey
Administer survey to measure student self-efficacy, empowerment and positive relationships -Identify students by their internalizing behaviors tier score (1,2,3)	Classroom Teachers	Within 1 Month SRSS-IE Screener	Ci3t Team Survey QR Code Cards SRSS-IE Data	Completed Survey Data Review by Grade Level
Create Morning Meetings Framework <ul style="list-style-type: none"> Greeting, Sharing, Activity, Morning Message Using the 4 agreements Using the protocol & compass Conversation about race (once a month/once a trimester?) 	Ci3t Team E-Team	Beginning of the 2018-2019 School Year	Morning Meeting Book Morning Meeting Framework Greeting and Activities Cards Morning Meeting Information Video	Morning Meeting Framework
Daily Morning Meetings	All Classroom Teachers Support staff will assist classroom teachers	Daily	Framework Greeting and Activities Cards Responsive Classroom	Monthly Collaboration Document
Provide Professional Development Over The Elements of Personalized Learning	Ci3t Team	Once a Trimester	Personalized Learning Map	Agenda Items for Staff Meetings
Sharing & Posting of Ci3t expectations---at home. In our plan				

GOAL AREA: Relevance - Instruction (PBL, Kagan) BLT

GOAL: As a building we rate ourselves at the implementation level in the Instructional component: Student Learning on the Relevance pillar from the KESA rubric. By the end of 2021-2022 school year, teachers will perform at the Modeling level. Teachers will utilize Kagan Structures, Project Based Learning, and Personalized Learning Model to cultivate an authentic learning environment in order to develop the attributes of a college and career ready student. Evidence will be collected through teacher monthly collaboration documents.

Building-Level Action Steps	Person Responsible	Timeline	Resources Needed	Evidence of Completion/ Measuring Success
Staff obtain PBL coaching	Staff Members	Current staff members: Year 2 New staff members: By the end of their first year in the building	PBL Coaching Materials Jackie Mickel and Sara Gormley will provide opportunities Katie Perez ESSDACK	Attendance or record of coaching
Design and implement a minimum of one PBL by trimester	Classroom teachers Support staff will support at least one grade level per trimester	End of Year 2	Collaboration Time PBL Padlet Bie.org Continued PBL Coaching	Student projects
Staff reflection after completion of PBL activity(ies)	Grade level teams/Classroom Teachers	Minimum of once a trimester	Staff Reflection Sheet	Staff Reflection
Implement authentic learning experiences (Kagan Structures, PBL, and Personalized Learning) for students	Classroom teachers Support staff will support	Once a week	Staff Reflection Sheet	Staff Reflection Sheet
Staff will review culturally relevant rubric using authentic learning experiences to ensure to increase personal capacity.	E-Team	Once a trimester	Current Culturally Relevant Rubric Native American Rubric	Exit Ticket Reflection

Updated: 5/30/2016

GOAL AREA: Relationships- Evaluation of Family Engagement. E-TEAM

GOAL: As a building we rate ourselves as having no/limited evidence for systemic family engagement. By the end of 2021-2022 school year, staff will demonstrate multiple means to gauge families' needs at the district, school, and board of education levels. Staff will accomplish this through open dialogues, meetings, community gatherings, questionnaires, surveys and/or other tools to assess progress and performance in family engagement. Staff will analyze and distribute data from annual parent survey and monthly collaboration document.

Building-Level Action Steps	Person Responsible	Timeline	Resources Needed	Evidence of Completion/ Measuring Success
Beginning of the year- Listening Conferences	All teachers	First 2 weeks of the school year	Plan Time Discussion Questions Parent Document	Attendance Log
PASS Meetings	E-Team	Once per trimester	Agenda Notes	Attendance Log Notes
Evaluate and implement feedback from PASS meetings	E-Team All staff	Once per trimester	Agenda Notes	Documentation Log of action items determined from PASS meetings
Evaluate family engagement activities ensuring equitable opportunities for involvement and access to information Such As: <ul style="list-style-type: none"> ● Curriculum Nights ● Family Engagement Events ● PASS <ul style="list-style-type: none"> ○ Potluck ● P/T conferences ● PTO ● SITE ● STUCO 	E-Team Classroom teachers	6 weeks prior to activity	6 conditions 4 agreements Selecting Culturally Relevant Material Rubric **this will need to updated once new rubric is released** E-Team	Completed Equitable Access Rubric
School Wide Survey	E-Team	Yearly	Survey Questions	Results from the survey
Reaching out to families at least once month to monitor and address questions and concerns	Classroom teachers	Monthly	Sample communication tools	Staff reflection sheet
Family Engagement Suggestion "Box"	E-Team BLT Ci3t staff	ongoing	Weblink/email Suggestion box in the office	Meeting notes with follow-up items

	Expectations for School Settings								
	Cafeteria	Recess	Hallway	Arrival/Dismissal	Bus	Bathrooms	Water fountain	Classroom BGC	Technology
R E A D Y	<ul style="list-style-type: none"> • Eat during time • Wait for dismissal • Pick up materials and throw away • Come in and move to appropriate space 	<ul style="list-style-type: none"> • Wear weather appropriate clothes • Line up quietly and promptly • Be ready for directions after whistle 	<ul style="list-style-type: none"> • Face forward single file right side • Quiet in line • Have supplies ready 	<ul style="list-style-type: none"> • Be ready to get out of car in zone • Exit/Enter car on curb side • Walk to your class and be on time • Go to designated line/zone • Pack up and check you have materials 	<ul style="list-style-type: none"> • Be ready to get on/off the bus • Go to designated area 	<ul style="list-style-type: none"> • Go at the designated time • Efficient use of time • Use assigned bathroom 	<ul style="list-style-type: none"> • Be ready for your turn • Be quick and courteous 	<ul style="list-style-type: none"> • Have materials ready • Have body ready to learn • Be ready to listen 	<ul style="list-style-type: none"> • Log on and log off devices when directed by teachers • Know log in information or know where to find it • Ready body and space • Clean hands • Clean desk/area • No eating or drinking when using technology
R E S P E C T F U L	<ul style="list-style-type: none"> • Say name clearly • Sit and stay at assigned seat • Keep conversations at your table • Keep your food to yourself • Keep your area clean • Treat everyone respectfully 	<ul style="list-style-type: none"> • Include all • Share equipment and use it appropriately • Follow/ agree on rules for the games • Walk to and from recess • Use appropriate words 	<ul style="list-style-type: none"> • Stay in line • Keep voices and shoes quiet • Yield to oncoming traffic • Keep hands to self 	<ul style="list-style-type: none"> • Stay in your space • Sit in line/give others their personal space • Treat everyone with respect • Use quiet voices while in line • Exit the building calmly 	<ul style="list-style-type: none"> • Stay in your personal space • Use kind words • Follow the directions of the bus driver 	<ul style="list-style-type: none"> • Use restroom quietly • Wash your hands • Give others privacy and hands to self • One person in a stall at a time 	<ul style="list-style-type: none"> • Wait your turn • Give others personal space • Keep water in mouth • Keep mouth off of the fountain 	<ul style="list-style-type: none"> • Listen to teacher • Raise hand to share • Work on tasks • Use kind words 	<ul style="list-style-type: none"> • Use appropriate volume • Put device back in correct spot • Logoff properly when finished with device • Shark Attack or Apples Down when directed by the teacher • Help others when they ask for help
R E S P O N S I B L E	<ul style="list-style-type: none"> • Enter/exit calmly • Maintain an appropriate noise level • Handle food and utensils responsibly • Obtain permission to leave 	<ul style="list-style-type: none"> • Bring in things you take out • Pay attention to surroundings/boundaries • Help others when needed 	<ul style="list-style-type: none"> • Move directly to your destination 	<ul style="list-style-type: none"> • Walk in an orderly manner • Arrive to school at the appropriate time • Keep electronic devices off and away • Exit the correct door • Go directly to your destination/zone • Tell an adult when you are leaving the grounds 	<ul style="list-style-type: none"> • Let staff know when you are not riding the bus • Maintain appropriate noise level • Keep your materials within your space • Stay seated on bus 	<ul style="list-style-type: none"> • Put paper towels in the trash • Throw toilet paper in toilet • Flush 	<ul style="list-style-type: none"> • Keep water in the water fountain 	<ul style="list-style-type: none"> • Keep area clean • Turn in work • Help others • Give your best effort 	<ul style="list-style-type: none"> • Carry with two hands • Be on appropriate programs • Make sure device is ready for the next user • Put device away in correct spot • Plug in device when finished • When necessary: • Clean exterior and keyboard • Ask for the monitor to be cleaned • Notify the teacher if the device is not working

	Behavior Specific Phrase Examples for Expectations for School Settings							
	Cafeteria	Recess	Hallway	Arrival/Dismissal	Bus	Bathrooms	Water fountain	Classroom BGC
R E A D Y	Nice job coming in and going right to a table	<ul style="list-style-type: none"> • Thanks for being in line and ready to go inside 	<ul style="list-style-type: none"> • Nice job lining up quietly • Thank you for waiting quietly 	<ul style="list-style-type: none"> • You did a super job coming in ready to learn 	<ul style="list-style-type: none"> • I see that you are ready to go 	<ul style="list-style-type: none"> • Great job getting right back to work 	<ul style="list-style-type: none"> • Thanks for being quick and courteous 	<ul style="list-style-type: none"> • Thanks for having an organized desk ready to learn
R E S P E C T F U L	<ul style="list-style-type: none"> • You are staying quiet and in your space 	<ul style="list-style-type: none"> • You are being a good friend 	<ul style="list-style-type: none"> • Thank you for lining up quietly • I noticed you are being kind offering to hold the door 	<ul style="list-style-type: none"> • Great job helping your friend pack up their stuff 	<ul style="list-style-type: none"> • Thanks for using kind words 	<ul style="list-style-type: none"> • Thank you for using quiet voices in the restroom 	<ul style="list-style-type: none"> • Thank you for waiting your turn quietly 	<ul style="list-style-type: none"> • Thanks for raising your hand • Great job getting to work • You are doing a nice job working
R E S P O N S I B L E	<ul style="list-style-type: none"> • Thank you for being quiet while waiting to leave 	<ul style="list-style-type: none"> • Thank you for taking turns and waiting patiently 	<ul style="list-style-type: none"> • I noticed you are in a straight line 	<ul style="list-style-type: none"> • Your area is very clean and organized 	<ul style="list-style-type: none"> • Great job using a quiet voice 	<ul style="list-style-type: none"> • Great job making sure your paper towels go in the trash 	<ul style="list-style-type: none"> • You are keeping the water fountain space clean 	<ul style="list-style-type: none"> • I see you are giving your best effort • Thanks for turning that assignment in right away

Expectations for Correcting Behavior

Acknowledgement Guidelines

Adult behavior when providing corrections is:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

The continuum of strategies to respond to inappropriate behavior:

Correction Technique	Words/actions an adult can use
Prompt	Provide verbal and/or visual cue.
Redirect	Restate the matrix expectation/behavior.
Reteach	State and demonstrate the matrix expectation/behavior. Have student demonstrate. Provide immediate feedback.
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective.
Conference	<p>When conferencing with a student, staff should:</p> <ol style="list-style-type: none">1. Be positive and private2. Use a quiet voice3. Describe the problem4. Describe the alternative (what the student should do instead)5. Tell why alternative is better6. Have the student practice (student should tell and/or show)7. Provide feedback

Individual and Class Reward Menu Choices

Stuffed animal day	Sit with a friend in class
Lunch with Della	Extra snack
Line leader	King/Queen for a day
Sit with a friend at lunch	Wear slippers
Lunch in the classroom	No homework pass
Choose your seat for a day	Write with a pen
Chew gum	Flashlight reading or math
Story selector	Bring a toy to school
Free choice time	Logic puzzles
Listen to music while you work	Pick your own partner pass
Extra recess	Dismiss quiet tables to line up
Eat snack outside	Book party
Gum day/candy day	Read a book to Della
Teacher reads and students free draw	Skip morning work
Calendar leader	Heads up, seven up
Class comedian	Make a snack after school with a teacher
Show and tell/share a talent or joke	Wear sunglasses in the classroom
Lunch with the teacher	Be the Simon Says leader
Teacher's helper	Tell the class a story
Treasure chest	Wear a crown for a day
Read a book to your class	Della visits your class
Nice note home	Video during lunch
Arts and craft time/free drawing time	Special supply cup for the day
Video in the classroom	Take a toy out to recess
Dance party	Class auction
Popcorn party	Name in the class newsletter
Sit at the teacher's desk	Pick a helper job
Pajama day	Teacher call home
Hat day	Help the custodian
Sidewalk chalk	Play minute to win it games
Bring a board game to class	Work in the pod
No shoes in the classroom	Nap day
Choose your seat at lunch	Themed party
Teacher will help you organize your desk	Teach the class
Work outside	Bring a drink to school
New pencil	Candy party
Teacher chair for the day	Lunch in the pod with a friend
Brain break	Lunch in the classroom with a friend
Bubbles	Drink party
Starburst	Hot cocoa party
Help in the office	Picnic style lunch
Sit on a stool for a day or special chair	Ice cream float party
Extra center time	Smoothie party
Choose your table at lunch	Backwards day
Free technology time	Themed shirt day
Free/extra reading time	Camping day
Read a book to another class/student	Spend time with the class pet
Class knockout or kickball	Take care of class pet

Matrix of Inappropriate Behaviors

Level 1 Behaviors that only IMPACT THE STUDENT "Teachable Moments"	Level 2 Minor behaviors that impede LEARNING or SAFETY <small>(teacher managed)</small> "Problem Solving: Tier 2 & 3"	Level 3 Major behaviors that are HARMFUL or ILLEGAL <small>(office managed)</small> "Behavior Referral"
*Codes for Skyward are in parenthesis next to each Minor and Major behavior, use these codes to enter behavior in PowerSchool **Consider developmentally appropriate expectations, cultural needs, time of year, and individualized behavior expectations (IEP, SSP, BIP)		
If these become chronic, move to level 2 <small>(chronic=3 in a day)</small> <ul style="list-style-type: none"> • Breaking pencils • Crawling on floor • Distracting behaviors • Leaning in chair • Mimicking behaviors • No homework • Not doing classwork • Not following directions • Not in line • Not listening • Not prepared • Not taking responsibility for actions • Out of seat • Playing with things • Refusing to work • Sleeping • Talking out • Touching others' materials • Whining 	Chronic Level 1 Behaviors <small>(chronic =3 in a day)</small> <ul style="list-style-type: none"> • Argumentative behaviors (INS) • Cheating (ACM) • Climbing in bathroom/Looking under stalls (BEH) • Consistently not following directions (CUM) • Constant talking (DBH) • Crawling on the floor (negatively impacts learning) (DBH) • Destruction of property (VPP, VSH) • Disrespect to others (DBH) • Inappropriate language/gestures(OBH) • Inappropriate noises (DBH) • Inappropriate physical contact (poking/touching, pushing/shoving)(BEH) • Inappropriate use of playground equipment (BEH) • Leaving supervised area (BEH) • Lying (LIE) • Passing notes (DBH) • Play fighting (BEH) • Spitting on others (BEH) • Stealing (STE) • Tantrums (BEH) • Teasing (BEH) • Throwing things (BEH) • Visiting/talking (DBH) 	Chronic Level 2 Behaviors <small>(chronic =3 in a day)</small> <ul style="list-style-type: none"> • Actions that cause harm (PHY, DBH) • Biting (BIT) • Bullying (BUC, BUP, BUR, BUV) • Credible threat to do injury to person or property (STH, THR, THO) • Fighting (FGT) • Forgery (FRG) • Harassment (HAH, HAI, HAS) • Illegal Substances <ul style="list-style-type: none"> • Alcohol(ALO, ALP, ALR, ALS, ALU) • Drug (DPP, DRR, IDU) • Marijuana (MAP) • Tobacco (TOO, TOP, TOR, TOS, TOU) • Inappropriate computer use (ICU) • Intimidation (INT) • Punching (AST) • Sexual behaviors (OBH, HAS) • Stealing-Major (STE) • Throwing things (BEH) • Vandalizing (VPP, VSH) • Self-Injurious behaviors (BEH) • Weapons (WPD, WPN, WPO, WPP, WPS, WPU)
Next Steps: (Problem Solving) The consequences below are intended to support students to be successful in all settings, while protecting their dignity by responding in a respectful manner. As part of our PBIS philosophy, we take an instructional approach to behavior.		
Have a clear sequence of expected responses to support students not meeting expectation: <ol style="list-style-type: none"> 1. Quick assessment of student performance: ask, "can student(s) do what's being asked of them during instruction?" 2. Maintain flow of instruction 3. Acknowledge other students who are meeting expectation 4. Redirect (prompt) student(s) who are struggling: provide gentle reminders in private. Reteach expected behavior. 5. Allow student time to respond to request and re-engage 6. Recognize/reinforce changed behavior If student continues behavior with 3 separate incidents, move to level 2	Over the course of a trimester <ul style="list-style-type: none"> • Record Skyward form, mark "minor" • First minor behavior: follow steps 1-6 to re-engage • Second minor behavior: follow steps 1-6 to re-engage • Third minor behavior: Set up meeting with student and parent to determine a support for student using the intervention grids. Complete form on Skyward, mark as "major," code CWR • If secondary or tertiary supports implemented with fidelity and adequate time, do not yield desired outcome(s), student support plan should be developed. • After next set of three incidents in a trimester, Skyward form completed and principal may meet with student and parent. Record incident in Skyward, code CUM. 	<ul style="list-style-type: none"> • If major incident or student has second office referral for chronic level 2 behaviors, fill out electronic Skyward office referral form, office will receive notification and principal or designee will come get the student. • If the situation is a crisis, call the office immediately for assistance • Administration will follow up with referring teacher to explain response, also recorded on Skyward form
SPED Students with behavior goal/specific Behavior Intervention Plan: Teacher Response: <ul style="list-style-type: none"> • Behaviors that are specific to the BIP will be document per the IEP and do not need to be entered into Skyward, UNLESS support is needed that goes beyond their specific plan or it is a Level 3 Behavior • All Level 3 behaviors will be entered into Skyward, Behaviors OUTSIDE of the BIP will follow STEPS 1-5 Office Response: <ul style="list-style-type: none"> • All behaviors that are specific to the BIP will remain as "Referrals" UNLESS support is needed that goes beyond what is outlined in the BIP. • If this is the case, change "Referral" to "Offense" and add action 		

Langston Elementary Student Behavior Management Flow Chart

Teacher managed

Office managed

Level 1 – Minor behaviors that only impact the student Teachable Moments until it becomes chronic (chronic=3 in a day)

Is the behavior a level two (teacher managed) or level three (office managed)?

1st Minor Behavior
Follow steps 1-6 to re-engage

Record incident in Skyward

2nd Minor Behavior
Follow steps 1-6 to re-engage

Record incident in Skyward

3rd Minor Behavior
Meeting with parent & student to consider Tier 2 Supports

Record Incident Major incident form in Skyward (documentation only)

Continued Incidents

Record incidents
Complete 2nd Major Skyward form after three additional inappropriate behaviors
Principal meets w/ student

Level 2 Teacher Managed Minor behaviors that interfere with LEARNING or SAFETY	Level 3 Office Managed Major behaviors that are HARMFUL or ILLEGAL
Chronic Level 1 Behaviors (3) <ul style="list-style-type: none"> Argumentative behaviors (INS) Cheating (ACM) Climbing in bathroom/Looking under stalls (BEH) Consistently not following directions (CUM) Constant talking (DBH) Crawling on the floor (negatively impacts learning) (DBH) Destruction of property (VPP, VSH) Disrespect to others (DBH) Inappropriate language/gestures (OBH) Inappropriate noises (DBH) Inappropriate physical contact (poking/touching, pushing/shoving) (BEH) Inappropriate use of playground equipment (BEH) Leaving supervised area (BEH) Lying (LIE) Passing notes (DBH) Play fighting (BEH) Spitting on others (BEH) Stealing (STE) Tantrums (BEH) Teasing (BEH) Throwing things (BEH) Visiting/talking (DBH) 	Chronic Level 2 Behaviors (3) <ul style="list-style-type: none"> Actions that cause harm (PHY, DBH) Biting (BIT) Bullying (BUC, BUP, BUR, BUV) Credible threat to do injury to person or property (STH, THR, THO) Fighting (FGT) Forgery (FRG) Harassment (HAH, HAI, HAS) Illegal Substances Alcohol (ALO, ALP, ALR, ALS, ALU) Drug (DPP, DRR, IDU) Marijuana (MAP) Tobacco (TOO, TOP, TOR, TOS, TOU) Inappropriate computer use (ICU) Intimidation (INT) Punching (AST) Sexual behaviors (OBH, HAS) Stealing-Major (STE) Throwing things (BEH) Vandalizing (VPP, VSH) Self-Injurious behaviors (BEH) Weapons (WPD, WPN, WPO, WPP, WPS, WPU)

Is it a Crisis?
Imminent harm to self or others

Yes

No

Call the office

A Mandt trained staff member will be notified to respond

Complete office referral form and send to office

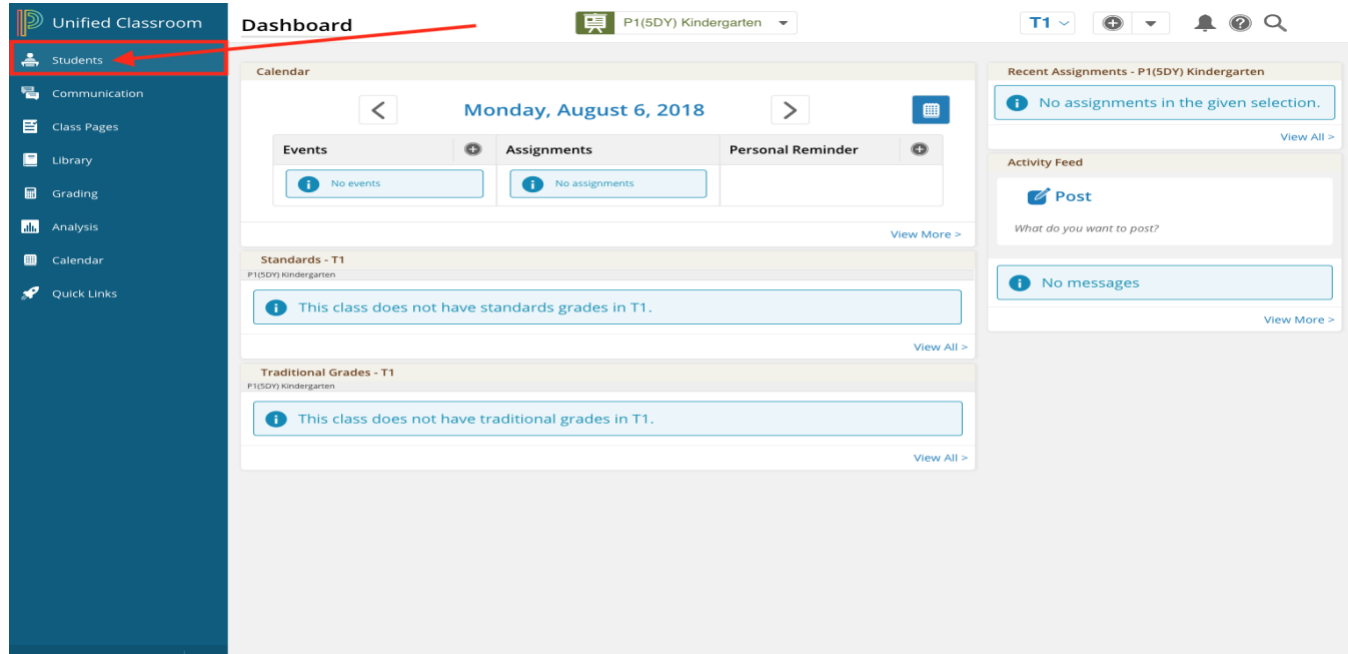
Administrator will come to classroom to get student when available

Principal will determine course of action or consequence

Principal follows up with teacher

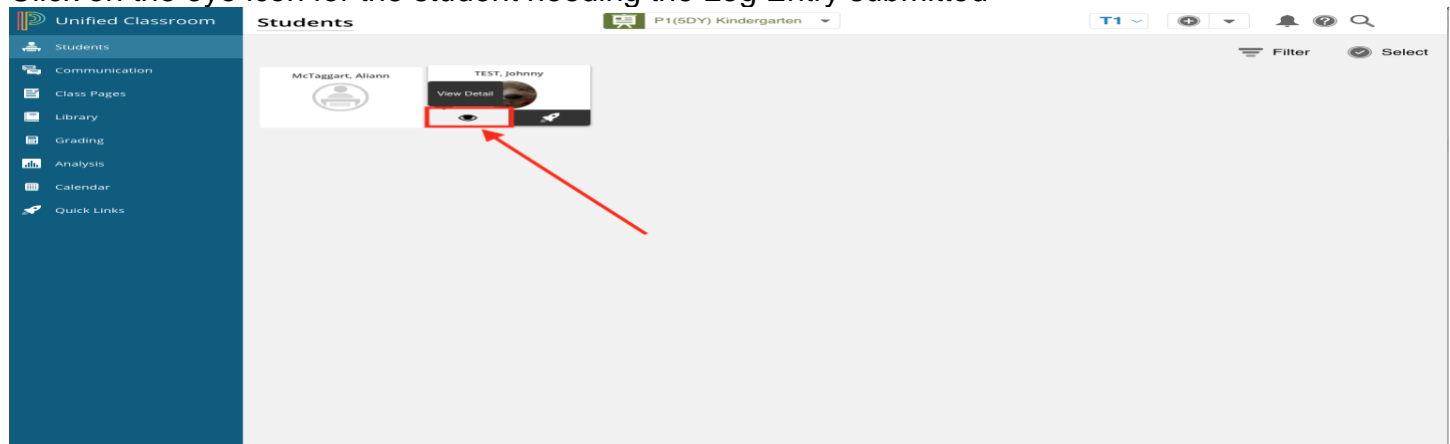
Procedures for Entering Discipline Referrals on PowerSchool

Click **Students**



The screenshot shows the PowerSchool Unified Classroom interface. On the left is a dark blue sidebar with the 'Unified Classroom' header and a list of navigation links: Students, Communication, Class Pages, Library, Grading, Analysis, Calendar, and Quick Links. The 'Students' link is highlighted with a red box and a red arrow points to it from the text 'Click Students'. The main content area is titled 'Dashboard' and shows a calendar for 'Monday, August 6, 2018'. It includes sections for 'Events', 'Assignments', and 'Personal Reminder', all showing 'No events' or 'No assignments'. Below these are sections for 'Standards - T1' and 'Traditional Grades - T1', both indicating that the class does not have standards or traditional grades in T1. On the right side, there are sections for 'Recent Assignments - P1(5DY) Kindergarten' (showing 'No assignments in the given selection.'), 'Activity Feed' (with a 'Post' button), and 'No messages'.

Click on the eye icon for the student needing the Log Entry submitted



The screenshot shows the 'Students' page in the PowerSchool Unified Classroom. The sidebar on the left is the same as in the previous screenshot. The main content area is titled 'Students' and shows a list of students. Two student cards are visible: 'McTaggart, Aliann' and 'TEST, Johnny'. The 'TEST, Johnny' card has a red box around the eye icon, and a red arrow points to it from the text 'Click on the eye icon for the student needing the Log Entry submitted'. The 'TEST, Johnny' card also has a 'View Detail' button. At the top right of the student list, there are 'Filter' and 'Select' buttons.

Click on the **Quick Links** tab

The screenshot shows the 'Student Detail' page for a student named 'TEST, Johnny'. The 'Quick Links' tab is highlighted with a red box, and a red arrow points to it. The page displays a 'Class Overview' for 'P1(SDY) Kindergarten' with metrics for Absences, Tardies, Incomplete, Late, and Missing. Below this is a 'Recent Assignments' section with a message: 'No assignments in the given selection.' To the right, there is a 'Standards Progress - T1' section with a progress bar and a message: 'There are no standards associated with T1 class.'

Click **Submit Log Entry**

The screenshot shows the 'Student Detail' page for 'TEST, Johnny' with the 'Quick Links' tab selected. A red arrow points to the 'Submit Log Entry' link, which is highlighted with a red box. The page is divided into two main sections: 'PowerTeacher' and 'Learning'. The 'PowerTeacher' section contains a grid of links including 'Gradebook Assignments', 'Standards Grades', 'Demographics', 'QLU - Traditional', 'QLU - Standards', 'Comment Log', 'Cumulative Grade Info', 'Graduation Plan Progress', 'Meeting Attendance', 'Net Access Summary', 'Single Student Print a Report', 'Recommendations', 'Schedule', 'Student Photo', 'Submit Log Entry', and 'Teacher Comments'. The 'Learning' section contains a link for 'Student e-Portfolio'.

Fill out Log Entry form. Modify date/time to be the date/time of incident.

Select appropriate **Log Type** from drop-down menu

PowerSchool


Welcome, Kirsten Wondra | Help | Sign Out


School: Broken Arrow Elementary Term: 18-19 Trimester 1

Submit Log Entry

TEST, Johnny 0 100

Submit Log Entry

Incident Date  10:56 AM

Log Type 

Subtype

Title

Log Entry

Incident Location Please Select



Intervention Please Select

Attempted by Teacher

Log History

Submit

Legend

Icons  - Time Entry (15 minute interval) |  - Date Entry

Log Type Dropdown Menu:

- Attendance
- Guidance Notes
- Intervention-MNR
- Mental Health
- ☒ Office Referral-MJR
- Parent Contact

Select appropriate **Subtype** from drop-down menu



Submit Log Entry

Submit Log Entry

TEST, Johnny 0 100 BROK

Incident Date	08/06/2018	Time	10:56 AM
Log Type	Office Referral-MJR		
Subtype	<ul style="list-style-type: none"> Academic Misconduct Bullying/Harassment Classroom Behavior Disrespect to Staff Dress Code Drugs/Alcohol Fighting Hallway Behavior PDA Profanity Refusing Directions Skipping Class Tardies (excessive) Theft Tobacco Vandalism 		
Title			
Log Entry			
Incident Location			
Intervention	Please Select		
Attempted by Teacher			
Log History			

Submit

Legend

Icons - Time Entry (15 minute interval) | - Date Entry

Enter **Title** and **Log Entry** (description)
Select appropriate **Incident Location** from drop-down menu



Submit Log Entry

Submit Log Entry

TEST, Johnny 0 100 BROK

Incident Date	08/06/2018	Time	10:56 AM
Log Type	Office Referral-MJR		
Subtype	Academic Misconduct		
Title	cheating		
Log Entry	Caught Johnny looking over the shoulder of his neighbor on his state assessment.		
Incident Location	<ul style="list-style-type: none"> Please Select Assembly Bus Cafeteria Classroom Hallway Playground Restroom School Sponsored Off-Campus Activity 		
Intervention			
Attempted by Teacher			
Log History			

Submit

Legend

Icons - Time Entry (15 minute interval) | - Date Entry

Select appropriate **Intervention Attempted by Teacher** from drop-down menu

PowerSchool

Welcome, Kirsten Wondra | Help | Sign Out

School: Broken Arrow Elementary Term: 18-19 Trimester 1

Submit Log Entry

TEST, Johnny 0 100 BROK

Submit Log Entry

Incident Date: 08/06/2018 Time: 10:56 AM

Log Type: Office Referral-MJR

Subtype: Academic Misconduct

Title: cheating

Log Entry: Caught Johnny looking over the shoulder of his neighbor on his state assessment.

Incident Location: Classroom

Intervention Attempted by Teacher

- ✓ Please Select
- Parent/Guardian Contact
- Lunch Detention
- After School Detention
- Other (please describe in Log Entry field)
- ATTENDANCE SECRETARY REFERRAL
- MENTAL HEALTH TEAM REFERRAL
- DIRECT OFFICE REFERRAL

Log History

When form is complete, click [Submit](#)

Legend

Icons - Time Entry (15 minute interval) - Date Entry

Once Log Entry is submitted, it will take you to the **Log Entries** screen where you will see your submitted log.

PowerSchool

Welcome, Kirsten Wondra | Help | Sign Out

School: Broken Arrow Elementary Term: 18-19 Trimester 1

Log Entries

TEST, Johnny 0 100 BROK

Log Entries

New

Search:

Date	Log Type	Subtype	Author	Subject	Description
08/06/2018	Office Referral-MJR	Academic Misconduct	Wondra, Kirsten	cheating	Caught Johnny looking over the shoulder of his neighbor on his state assessment.
08/06/2018	Parent Contact	In Person	Norris, Michael W	Attendance Issues	Met with parents and counselor.

Natural/Logical Consequences to Use in the Classroom

Behavior	low intensity strategy	natural/logical consequences
Blurting out	Pre-correction Behavior specific praise Proximity control Opportunities to respond	Removal from space/friends Writing answers down instead of “getting” to respond verbally
Good use of class time	Check in/check out Explicit instructions Instructional choice	Miss out of a preferred activity Make up the time in a buddy room
Hands to self	Behavior contract Sensory breaks/fidgets Social Stories Transition warning Stand next to teacher in line/proximity control Model student picks another peer	Miss out on an open seating Removal from space/friends Work alone-not w/partner Structured time out/time alone Away from peers
Not finishing homework	Homework slips with students names, random drawing Check in/check out Collect work at various intervals Work folder Store work in crate by teacher Red/yellow/green system	Miss out on a preferred activity Finish work in a buddy room Make work homework and follow through with parent
Work completion	Check in/Check out Timer Instructional choice Red/yellow/green	Miss out on preferred activity Make it a homework item “Office” space/Different seat/buddy room Email parents
Non-compliance	Instructional choice Check in/check out Pre-correction Explicit directions Behavior specific praise Pre plan logical consequence	Give a warning Removal from space/friends Buddy room Loss of choice Loss of privilege “You break it-you fix it” Email parent

Tier 2 Intervention Matrix

Behavior and Social Supports Tier 2				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Social/Emotional/Behavioral				
Direct Behavior Rating (DBR); also known as Daily Behavior Report	<p>DBR is completed daily by teacher or other school staff during daily observation periods and shared with parents or guardians each day. DBR can be used to monitor one or several target behaviors, such as academic engagement or respect, or can be aligned to schoolwide expectations. At the conclusion of each observation period, the teacher indicates the degree to which the student displayed each behavior, conferences briefly with the student, and sends the form home to parents/guardians to sign.</p> <p>Access free training and resources at UConn's DBR site and at ci3t.org/pl.</p>	<p>At least one of the following:</p> <ul style="list-style-type: none"> • SRSS-E7 score: Moderate (4-8) • SRSS-I5 score: Moderate (2-3) • 2 or more Office Discipline Referrals (ODRs) over 5-week period <p style="text-align: center;">AND/OR</p> <p>Progress report: Targeted for growth for academic learning behaviors</p>	<p>Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs).</p> <p>Treatment Integrity:</p> <ul style="list-style-type: none"> • DBR treatment integrity checklist (click here for example form with built-in checklist) <p>Social Validity:</p> <ul style="list-style-type: none"> • Student CIRP Checklist • Teacher IRP-15 Checklist 	<p>At least one of the following:</p> <p>SRSS-E7 - Low (0-3)</p> <p>SRSS-I5 - Low (0-1)</p> <p>No ODRs over 8-week period</p>
Social-Emotional Skill Groups	<p>Counselors and/or social workers and/or teachers will explicitly teach small groups of 3-5 students in instruction focused on social skills students are not yet able to perform. Lessons will last between 25-40 min. and take</p>	<p>At least one of the following:</p> <ul style="list-style-type: none"> • SRSS-E7 score: Moderate (4-8) • SRSS-I5 score: Moderate (2-3) • 2 or more Office Discipline Referrals (ODRs) related to social 	<p>Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs).</p> <p>Treatment Integrity:</p> <ul style="list-style-type: none"> • Group attendance 	<p>At least one of the following:</p> <p>Completion of lesson sequence related to targeted skills</p> <p>Evidence that student can successfully perform the skill</p>

	<p>place 2-3 days per week.</p> <p>Obtain permission from parents to have teachers complete a detailed rating scale (e.g., Social Skills Improvement System Rating Scale, Gresham & Elliott, 2008) to determine acquisition (can't do) and performance (won't do) challenges. Lessons taught will target specific skills needed for students in groups (customized) to be successful at school. Programs available include the Positive Action Counselor's Kit.</p>	<p>skill challenge</p> <p>AND</p> <p>Evidence of teacher adherence to Ci3T Tier 1 plan including implementing PBIS and Positive Action with fidelity.</p>	<ul style="list-style-type: none"> Lesson checklist (click here for example) <p>Social Validity:</p> <ul style="list-style-type: none"> Student CIRP Checklist Teacher IRP-15 Checklist 	<p>with consistency as evidenced by observations, improvement on DBR)</p> <p>SRSS-E7 - Low (0-3)</p> <p>SRSS-I5 - Low (0-1)</p>
Check-in / Check-out (CICO)	<p>Participating students check in and out with a mentor each day on targeted goals. During check-in, students receive a daily progress report that they take to each class for feedback on their progress meeting the school-wide Ci3T expectations.</p> <p>See CICO tab on ci3t.org/pl for more detailed description, supporting documents, and links to other organizations with comprehensive CICO resources.</p>	<p>At least one of the following:</p> <ul style="list-style-type: none"> SRSS-E7 score: Moderate (4-8) SRSS-I5 score: Moderate (2-3) 2 or more Office Discipline Referrals (ODRs) in a 5-week period <p>AND/OR</p> <ul style="list-style-type: none"> Progress report: Targeted for growth for academic learning behaviors 	<p>Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs).</p> <p>Student Performance:</p> <ul style="list-style-type: none"> Behavior Progress Reports (click here for a progress report tracker) <p>Treatment integrity:</p> <ul style="list-style-type: none"> Mentor completes treatment integrity checklist (see example) <p>Social Validity:</p> <ul style="list-style-type: none"> Student CIRP Checklist Teacher IRP-15 Checklist 	<p>At least one of the following:</p> <p>SRSS-E7 - Low (0-3)</p> <p>SRSS-I5 - Low (0-1)</p> <p>Met CICO goal on 90% of days over 8 weeks</p> <p>No ODRs over an 8-week period</p>

Visual Supports	<p>Teacher provides visual supports to the student in a structured fashion to illustrate schedules, sequences, or expected behaviors. Visual supports may illustrate a schedule of events or sequence of behaviors necessary to complete a task or routine successfully. Instruction and prompts are provided to the student to help them learn to use the visual supports. Visuals may also be used to accompany verbal prompts to illustrate what expectations look like. Provide positive reinforcement to the student when using visual supports as expected.</p>	<p>At least one of the following:</p> <ul style="list-style-type: none"> • SRSS-E7 score: Moderate (4-8) • SRSS-I5 score: Moderate (2-3) • 2 or more Office Discipline Referrals (ODRs) in a 5-week period <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> • Progress report: Targeted for growth for academic learning behaviors 	<p>Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs).</p> <p>Student Performance:</p> <ul style="list-style-type: none"> • Target behavior defined in the behavior contract (click here for measurement resources) • Grades in academic area of concern <p>Treatment integrity:</p> <ul style="list-style-type: none"> • Treatment integrity checklist (see example) <p>Social Validity:</p> <ul style="list-style-type: none"> • Student CIRP Checklist Teacher IRP-15 Checklist 	<p>At least one of the following:</p> <p>SRSS-E7 - Low (0-3)</p> <p>SRSS-I5 - Low (0-1)</p> <p>No ODRs over 8-week period</p> <p>Improved rate of desired behaviors as indicated by direct measures of behavior.</p>
Self-monitoring Zones of Regulation	<p>Strategy implemented by student and teacher to improve academic performance (completion/accuracy), academic behavior, or other target behavior.</p> <p>See self-monitoring tab on ci3t.org for more detailed description, supporting documents, and resource guide.</p>	<p>At least one of the following:</p> <ul style="list-style-type: none"> • SRSS-E7 score: Moderate (4-8) • SRSS-I5 score: Moderate (2-3) • 2 or more Office Discipline Referrals (ODRs) in a 5-week period <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> • AIMSweb: intensive or strategic level (math or reading) <p>Progress report: Targeted for growth for academic learning behaviors</p>	<p>Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs).</p> <p>Student Performance:</p> <ul style="list-style-type: none"> • Work completion and accuracy in the academic area of concern • Grades in academic area of concern • Direct measures of target behavior, such as academic engagement (click here for measurement) 	<p>At least one of the following:</p> <p>SRSS-E7 - Low (0-3)</p> <p>SRSS-I5 - Low (0-1)</p> <p>No ODRs over 8-week period</p> <p style="text-align: center;">AND/OR</p> <p>Progress report: Passing all courses</p>

			resources) Treatment integrity: <ul style="list-style-type: none"> • Treatment integrity checklist (see example) Social Validity: <ul style="list-style-type: none"> • Student CIRP Checklist (can be adapted for MS/HS students) • Teacher IRP-15 Checklist 	
Instructional Choice	<p>Within- and across-task choices offered during instruction (e.g., language arts assignments, math lessons, etc.)</p> <p>See Instructional Choice tab on ci3t.org for more detailed description, supporting documents, and resource guide.</p>	<p>At least one of the following:</p> <ul style="list-style-type: none"> • SRSS-E7 score: Moderate (4-8) • SRSS-I5 score: Moderate (2-3) <p>AND/OR</p> <p>At least one of the following:</p> <ul style="list-style-type: none"> • AIMSweb: intensive or strategic level (math or reading) • Progress report: Targeted for growth for academic learning behaviors <p>Gradebook: 2+ incomplete assignments</p>	<p>Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs).</p> <p>Student Performance:</p> <ul style="list-style-type: none"> • Target behavior defined in the behavior contract (click here for measurement resources) • Grades in academic area of concern <p>Student Performance:</p> <ul style="list-style-type: none"> • Academic engaged time (click here for measurement resources) • Percentage of work completed <p>Treatment Integrity:</p> <ul style="list-style-type: none"> • Treatment integrity checklist (click here for example form) <p>Social Validity:</p>	<p>At least one of the following:</p> <p>SRSS-E7 - Low (0-3)</p> <p>SRSS-I5 - Low (0-1)</p> <p>AND/OR</p> <p>Progress Reports: Five consecutive weeks of daily academic engagement 80% or better and work completion at 90% or better.</p>

			<ul style="list-style-type: none"> • Student CIRP Checklist • Teacher IRP-15 Checklist 	
Behavior Specific Praise	<p>Behavior specific praise refers to praise statements that explicitly reference the particular behavior for which the student is being recognized with increased frequency.</p> <p>See Behavior Specific Praise tab on ci3t.org for more detailed description, supporting documents, and resource guide.</p>	<p>One or more of the following:</p> <ul style="list-style-type: none"> • Behavior: <ul style="list-style-type: none"> • “SRSS-E7: Moderate (4-8) • “SRSS-I5: Moderate (2-3) • “SRSS-E7: High (9-21) • “SRSS-I5: High (4-15) • “Ranking of 1, 2, or 3 on the Motivation to Learn subscale of SSiS-PSG <ul style="list-style-type: none"> • “2 or more ODRs within a grading period • AND/OR • Academic: <ul style="list-style-type: none"> • “Two of more missing assignments within a grading period • “AIMSweb: intensive or strategic level (math or 	<p>Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs).</p> <p>Treatment integrity</p> <ul style="list-style-type: none"> • ·Implementation checklist • ·Treatment integrity checklist <p>Social validity</p> <ul style="list-style-type: none"> • ·IRP-15 (teacher) • ·Student-completed survey 	<p>·0-1 ODRs in a grading period and</p> <p>·Zero missing assignments in a grading period and</p> <p>·SRSS-E7: Low (0-3)</p> <p>·SRSS-I5: Low (0-1) or</p> <p>·Ranking of 4 or 5 on the Motivation to Learn subscale of SSiS-PSG</p>

		<ul style="list-style-type: none"> reading) • "Progress report: Targeted for Growth for academic learning behaviors 		
Structured Breaks and/or Sensory Breaks	<p>Materials & activities for students who need sensory release or a structured break. Sensory break given to students in room using fidget or other sensory equipment (e.g. headphones, dimmer lighting, squeeze balls or velcro on tables, timed breaks with visual or timer to support sensory/ individual need)</p> <p>Provided by Classroom Teacher, Resource Staff, Para</p>	Sensory screener from OT, classroom behavior observations	<p>Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs).</p> <p>Check in/ Checkout pre-post break.</p> <p>Treatment integrity</p> <p>Social Validity</p>	<p>May not exit if this is what student needs to be successful.</p> <p>Student may be able to better identify when they need to go and go less frequently, or use sensory object less frequently.</p>
Teacher and/or Student initiated break	<p>Materials & activities for students who need release or a structured break..</p> <p>Provided by Classroom Teacher, Resource Staff, Para</p>	classroom behavior observations	<p>Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs).</p> <p>Check in/ Checkout pre-post break.</p> <p>Treatment integrity</p> <p>Social Validity</p>	<p>May not exit if this is what student needs to be successful.</p> <p>Student may be able to better identify when they need to go and go less frequently, or use sensory object less frequently.</p>

<p>Calming Strategies</p>	<p>Explicit instruction given to a small group of 3-4 students will meet once a week for 20 minutes in a designated room. The focus of the group is to work on strategies for: relaxation, meditation, positive thinking, attitude, hope and emotional regulation skills. This group may include student models. Invited with parent or guardian permission.</p>	<p>SRSS-IE data; moderate or high risk Or Frequent nurse visits; greater than 5 visits in a trimester Or Attendance: frequent absence; more than 4 in a trimester Or Parent or guardian referral And Parent/guardian permission provided</p>	<p>Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs). One or more of the following options: 1.Nurse visits 2.Attendance 3.Teacher feedback of progress on behavior of concern (e.g. anxiety, anger, avoidance.) 4.Self-monitoring of behavior of concern 5.Scaling questions for student to track level of anxiety</p> <p><u>Treatment Integrity-</u> Component checklist for lessons taught (student attendance and participation)</p> <p><u>Social Validity-</u> Teacher-completed rating scale and opened-ended questions</p> <p>Student-Completed rating scale and open-ended questions</p>	<p>Score “low” on SRSS-IE</p> <p>Feedback form- three consecutive weeks with low levels of target behavior reported</p> <p>Administrator or teacher report of target behavior</p> <p>Feedback from parent or guardian related to target behavior</p>
----------------------------------	--	--	---	--

Positive Action Small Groups to Support Calming Strategies	<p>Explicit instruction with small groups of 3-4 students once a week for 15-20 minutes in a designated area/room- Lessons to be addressed: <u>Positive Action Lessons:</u> Lesson 30, Unit 5- Lightening up Lesson 1-6, Unit 1- Hope Lesson 33-36, Unit 6- Hope (and other Positive Action topics as identified/needed)</p>	<p>SRSS-IE Data moderate or high Or Frequent nurse visits: greater than 5 visits in a trimester Or Attendance: frequent absence; more than 4 in a trimester Or Parent or guardian referral And Parent/guardian permission required</p>	<p>Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs). One or more of the following options: 1.Nurse visits 2.Attendance 3.Teacher feedback form feedback of progress on behavior of concern (e.g.anxiety, anger, avoidance) 4.Self-reporting or monitoring scale 5.Scaling questions for student to track level of anxiety</p> <p><u>Treatment Integrity</u> Component checklist for lessons taught (student attendance and participation)</p> <p><u>Social Validity</u> Teacher-completed rating scale and open-ended questions</p> <p>Student-completed rating scale and open-ended questions</p>	<p>Score “low” on SRSS-IE Feedback form- three consecutive weeks with low levels of target behavior reported</p> <p>Administrator or teacher report of target behavior</p> <p>Feedback from parent or guardian related to target behavior</p>
---	--	--	---	---

Buddy Rooms	<p>Student and/or teacher determines when a break is needed from the classroom setting and alternative placement is made for a specified duration of time</p> <p>Each classroom will have a buddy classroom and a back-up buddy room.</p>	<ul style="list-style-type: none"> When the student's behavior warrants an alternative setting because regular instruction can no longer continue. i.e. 3 or more interruptions that prevent learning from occurring A student can also determine that an alternate setting is needed to regain emotional control or work completion 	<p>Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs).</p> <p>Data monitored and collected by teacher</p> <p><u>Treatment Integrity</u>- Student participation and attendance</p> <p>Student and Teacher feedback on effectiveness</p> <p><u>Social Validity</u>- Teacher-completed rating scale and open-ended questions</p>	<p>Develop student plan if multiple infractions occur</p> <p>When the objective is completed – work, calmed down, regained regulatory behavior, etc.</p>
Precorrection	<p>Plan to modify teacher behavior and environmental contexts where problem behaviors are likely to occur by providing supports, prompts, and reinforcement for appropriate student behavior, preventing problem behaviors from occurring</p> <p>See pre correction tab on ci3t.org for more detailed description, supporting documents, and resource guide.</p>	<p>One or more of the following:</p> <p>Behavior</p> <ul style="list-style-type: none"> SRSS-E7: Moderate (4-8) SRSS-I5: Moderate (2-3) SRSS-E7: High (9-21) SRSS- I5: High (4-15) 2 or more office discipline referrals per day in a class <p>___ AND ___ OR</p> <p>Academic</p> <ul style="list-style-type: none"> Consistent, predictable pattern of academic errors 	<p>Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs).</p> <p>Student Performance</p> <p>direct measure of student behavior targeted for improvement</p> <p>Treatment integrity</p> <p>implementation checklist treatment integrity checklist</p> <p>Social validity</p> <p>IRP-15 (teacher) student-completed survey</p>	<p>Meets targeted behavior criterion for 3 consecutive weeks</p> <p>Two consecutive weeks of zero discipline referrals during target time / activity and</p> <ul style="list-style-type: none"> SRSS-E7: low risk (0-3) SRSS- I5: low risk (0-1)

Calming box/Safe spot	A designated place in the supervised learning area for a student to use to regain self-control reflecting on their actions.	Student/Adult Request And/Or <ul style="list-style-type: none"> When the student's behavior warrants an alternative setting because regular instruction can no longer continue. i.e.: 3 or more interruptions that prevent learning from occurring 	Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs). <u>Treatment Integrity-</u> Component checklist for lessons taught (student attendance and participation) <u>Social Validity-</u> Teacher-completed rating scale and opened-ended questions Student-Completed rating scale and open-ended questions	Score "low" on SRSS-IE Feedback form- three consecutive weeks with low levels of target behavior reported Administrator or teacher report of target behavior
Math				
Targeted Skill Instruction: Math <ul style="list-style-type: none"> Numbers and Operations Base Ten Geometry Measurement/Data Operations and Algebraic Thinking Number and Operations- Fractions Resources: <ul style="list-style-type: none"> <i>-Hands-on Standards</i> <i>-Ground Works</i> <i>-Illustrative Mathematics</i> <i>-Math Intervention Skill group</i> 	Using the district's assessment framework , student's skill focus is identified. Staff will provide scaffolded instruction to a small group of students to strive for concept proficiency.	At least two of the following: <ul style="list-style-type: none"> MAP Specific Instructional Areas (Refer to Assessment Framework Proficiency Levels) AIMSWeb (Refer to Assessment Framework Proficiency levels) Math Expressions Quick Quizzes Pre/Post Standard Tests Student Work 	AIMSWeb Progress Monitoring Formative Assessments- post test, exit ticket, quick quiz, etc. Student work samples	At least two of the following: MAP Growth (Refer to Assessment Framework Proficiency Levels) AIMSWeb progress monitoring reaches successful/average criteria per grade level for 3 consecutive opportunities. Post Tests Formative Assessments

		Samples Informal Assessments		
ELA				
Targeted Skill Instruction: Reading <i>RAZ-Kids</i> <i>LLI (Leveled Literacy Intervention)</i> <i>Reading Intervention Skills group (FCRR.org, Sounds in Action, etc)</i> <i>Sonday</i>	<p>Phonological Awareness is a skill that allows kids to recognize and work with the sounds of spoken language.</p> <p>Raz-Kids is an online teaching product that provides comprehensive leveled reading resources for students. Kids access their leveled text through an interactive learning portal designed to keep them motivated and engaged.</p> <p>The Florida Center for Reading Research (FCRR) is a multidisciplinary research center at Florida State University. FCRR explores all aspects of reading research—basic research into literacy-related skills for typically developing readers and those who struggle, studies of effective prevention and intervention, and psychometric work on formative assessment.</p> <p>Reading Street RTI-RtI, commonly known as Response to Intervention or Response to Instruction, is an educational framework that aligns assessment and instruction to student need. It uses assessment to tier students according to need, aligns instruction to those needs, and closely monitors students' response to instruction to make necessary and timely adjustments.</p> <p>LLI: Intervention, that provides</p>	<p>At least two of the following:</p> <ul style="list-style-type: none"> • MAP Specific Instructional Areas (Refer to Assessment Framework Proficiency Levels) • AIMSWeb (Refer to Assessment Framework Proficiency levels) • PAST Assessment http://www.specialconnections.ku.edu/~specconn/page/instruction/ra/case/caseb/pdf/caseb_scene1_2.pdf • RAZ kids Phonological Awareness Assessment <p>Informal Assessments</p>	<p>AIMSWeb Progress Monitoring (PS)</p> <p>Formative Assessments</p>	

	<p>daily, intensive, small-group instruction, which supplements classroom literacy teaching. LLI provides leveled books (F&P levels) and fast-paced, systematically designed lessons.</p> <p>Sounds in Action provides the tools classroom teachers need to determine which children lack the phonological awareness skills needed to become successful readers as well as to pinpoint deficiencies and address various needs. The book's unique features include the following: a comprehensive assessment that measures children's phonological awareness skills; specific activities for each of the skills measured in the assessment; a progress-report sheet for documenting where children are on the phonological awareness skills sequence; and many activities designed to strengthen the connection between phonological awareness and phonics.</p>			
--	--	--	--	--

Tier 3 Intervention Matrix

Behavior and Social Supports Tier 3				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Check in/check out with assistance	Students will be given a checklist for expectations for check in and check out.	Less than 30% of assignments either handed in or handed in not completed in a 2-week period. Targeted area of growth on report card on completes work in a timely manner.	Use of checklists Checklist for treatment integrity Survey questions for social validity	Student is able to successfully check self in and out daily and is handing in 90% of assignments over a 2-week period. Making progress on successful learner behavior of completing work in a timely manner on the report card.
Tailored instruction	Instruction that is tailored to the specific skills that the student needs and is specific to skill deficits in one content area.	AIMS web less than 10%ile MAP 2 SD below mean F&P 1 ½ to 2 year behind grade level.	AIMS web progress monitoring	AIMS web progress monitoring above the 25%ile Within a half year of the grade level target.
Tutoring	Individual instruction to review/preview skills to be taught or work on specific skills that student needs outside of the classroom.	AIMS web less than 10%ile MAP 2 SD below mean F&P 1 ½ to 2 year behind grade level.	AIMS web progress monitoring	AIMS web progress monitoring above the 25%ile Within a half year of the grade level target.
Modified content/instruction	When the student is not able to complete tasks in one or more content areas at grade level and the material needs to be changed in order for them to gain the information or complete the task.	AIMS web less than 10%ile MAP 2 SD below mean F&P 1 ½ to 2 year behind grade level. Student not being able to complete an assignment with 50% accuracy during a two week period on own due to difficulty of assignment.	AIMS web progress monitoring Student's ability to complete assignments on own	AIMS web progress monitoring above the 25%ile Within a half year of the grade level target. Student is able to complete assignments with 90% accuracy independently.

Structured breaks	A break for the student that has a purpose (i.e. downtime, a reinforcing activity, time with a specific adult/peer). These breaks will be scheduled.	Student on task percentage less than 40%. SRSS-IE-high category	Data showing on task behavior. Checklist for treatment integrity Survey questions for social validity	Student is able to independently use fidget/break to maintain focus in the classroom and on task percentage is 80%. SRSS-IE-low category
One on one group to support behavior/social skills	Once the student needs have been identified and it has been determined that small group is not meeting the student's needs or individual group is needed to meet the goals set for the student to attain.	Data shows less than 50% success with skills/attaining goal in small group setting. SRSS-IE-high category	Data showing an increase in the skill/behavior that is targeted. Checklist for treatment integrity Survey questions for social validity	Skill has been attained and the student is able to demonstrate the skill on 3 different occasions outside of the one on one group setting.
Social story with home support	A social story that outlines the behavior desired for the student to display. There would be a component that would be sent home so that the family could also support the behaviors desired based on the social story.	Data of identified social skill deficit based on noted social behavior SRSS-IE -high category	Data demonstrating identified social skills in small group setting/social stories group is practiced successfully. An increase in the targeted social skill. Checklist for treatment integrity Survey questions for social validity	Student is able to successfully demonstrate the social skill across 2 different natural social settings. Parent input noted that there was an increase in the appropriate social skill in the home environment. SRSS-IE low category
Individual and visual schedules	When a student needs the prompts and support of an individualized schedule because the classroom schedule does not meet their needs.	Data of student not making successful transitions with 3 or more unsuccessful transitions in a day. SRSS-IE-high category	Data of increase in student making transitions. Checklist for treatment integrity Survey questions for social validity	Student uses schedule to successfully make transitions throughout the day. SRSS-IE-low category

Structured time out	When a student needs a time out to take time away from an activity or person, the procedure will be documented in a plan so that the time out is consistent and the student has expectations of how to return back to the activity/environment.	Data that behavior plan/contract has not been successful in changing behavior (criteria has not been met in time frame set). 2 ODRs with specific documentation of removal from classroom based on behavior.	Data of decrease in behavior based on use of time out. Checklist for treatment integrity Survey questions for social validity	No ODRs for behavior targeted and student meeting growth on behavior plan/contract that was determined at the beginning of the plan.
Behavior intervention plan	A specific plan that outlines the 1-2 targeted behaviors that the student is working on as well the procedure that is in place	Data collected through 2 observations that are targeting a specific behavior that impedes the student's learning or social growth. Data on previous behavior plans have shown little or no growth. SRSS-IE-high category	Data showing a decrease in the undesired behavior to a specific percentage determined at the beginning/change of the plan. Checklist for treatment integrity Survey questions for social validity	Student is able to demonstrate the replacement behavior by meeting the criteria set on the behavior plan. SRSS-IE-low category
Individualized De-escalation Plan	Ongoing strategy involving identifying specific student characteristics for each phase of the De-escalation cycles and implementing appropriate and evidence-based adult responses to managing student acting out behavior.	Behavior: <input type="checkbox"/> SRSS-E7 score: High (9-21) <input type="checkbox"/> SRSS-I5 score: High (4-15 – elementary only; under development for middle and high schools) <i>or</i> <input type="checkbox"/> 6 or more office discipline referrals (ODR)	Identify a target behavior for the individual student. Include: (a) label for the behavior, (b) definition, (c) examples, and (d) non examples Set behavioral goal based on baseline performance of the behavior. Direct observation of the target behavior with data points graphed for decision making. Social Validity: Teacher: IRP-15 Student: CIRP Treatment Integrity: Procedural & treatment integrity checklist	SRSS-E7 score: Low (1-3) SRSS-I5 score: Low (1-2) Observation data demonstrate behavior is consistently within expected level (per goal; three consecutive data points) – then transition to maintenance plan and monitor behavior during transition.

Functional Assessment-Based Intervention	<p>FABIs are interventions based on the function of the target behavior, as determined by the functional assessment and determined with the aid of the <i>Function Matrix</i>. The <i>Function-Based Intervention Decision Model</i> is used to determine the intervention focus, including: Method 1: Teach the replacement behavior; Method 2: Improve the environment; Method 3: Adjust the contingencies; and a combination of Method 1 and Method 2. A package intervention is designed and implemented, including antecedent adjustments, reinforcement adjustments, and extinction procedures directly linked to the function of the target behavior.</p>	<p>One or more of the following:</p> <p>Behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-I5: High (4-15) <input type="checkbox"/> SSiS-PSG Ranking of 1, 2, or 3 on the Motivation to Learn <input type="checkbox"/> Office discipline referrals (ODRs) 6 or more within a grading period <p style="text-align: center;"><i>AND/OR</i></p> <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress report: 1 or more course failures <input type="checkbox"/> Missing Assignments: 5 or more within a grading period <p>AIMSweb: intensive level (math or reading)</p>	<p>Student behavior targeted for improvement (e.g., target or replacement behavior) using direct observation</p> <p>Treatment integrity</p> <ul style="list-style-type: none"> • FABI Step checklists • Treatment integrity checklist <p>Social validity</p> <ul style="list-style-type: none"> • IRP-15 (teacher) • CIRP (student) 	<p>The FABI will be faded once a functional relation is demonstrated using a validated single-case research design (e.g., withdrawal) and:</p> <ul style="list-style-type: none"> • Behavior objective for the student is met (See Behavior Intervention Plan [BIP]).
--	--	--	---	--

Reading Supports Tier 3				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Phonics	Letter symbol recognition, onset and rime, beginning, middle, end sounds, digraphs, diphthongs, etc.	AIMS at risk range MAP 2 SD below and low RIT score on Foundational Skills and Vocabulary F&P low on decoding portion	AIMS progress monitoring Running records Pre/post test of specific skills Checklist for treatment integrity Survey questions for social validity	Improved progress on AIMS progress monitoring (sustained scores above the 25%ile) Running record 90% Post test progress 80% on specific skill probed
Phonemic Awareness	The teaching of the sounds that are associated with reading (map it and tap it, block tracking, segmenting and blending).	AIMS at risk range MAP 2 SD below F&P low on decoding portion Low PAST score by missing 2 or more in a skill set.	AIMS progress monitoring Running Records Pre/post test of specific skills Checklist for treatment integrity Survey questions for social validity	Improved progress on AIMS progress monitoring (sustained scores above the 25%ile) Running record 90% Post test progress 80% on specific skill probed
Vocabulary	Explicit teaching of the meaning of words (vocab webs, etc.) PWIM	AIMS at risk range on MAZE MAP 2 SD below and low RIT on Foundational Skills and Vocabulary F&P low on vocabulary portion	AIMS progress monitoring Running records Pre/post test of specific skills	Improved progress on AIMS progress monitoring (sustained scores above the 25%ile) Running record 90% Post test progress 80% on specific skill probed
Fluency	Modeled reading of fluent readers, listening to reading,	AIMS at risk range on OR MAP 2 SD below F&P low on decoding portion	AIMS progress monitoring Running Records Pre/post test of specific skills	Improved progress on AIMS progress monitoring (sustained scores above the 25%ile) Running record 90% Post test progress 80% on specific skill probed

Comprehension	Understanding the meaning of text.	AIMS at risk range on MAZE MAP 2 SD below and low RIT on Literature and/or Informational Text F&P low on vocabulary portion	AIMS progress monitoring Running records Pre/post test of specific skills	Improved progress on AIMS progress monitoring (sustained scores above the 25%ile) Running record 90% Post test progress 80% on specific skill probed
---------------	------------------------------------	---	---	--

Math Supports Tier 3

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Operations and Algebraic Thinking	Developing an aptitude for performing mathematical operations and instituting algebraic thinking.	AIMS at risk range on concepts and applications MAP 2 SD below and low RIT on algebra	Pre/post test of specific skills	Improved progress on AIMS progress monitoring (sustained scores above the 25%ile) Post test progress 80% on specific skill probed
Numbers and Operations in Base 10	Representing, comparing, and calculating with numbers in base ten.	AIMS at risk range on computation MAP 2 SD below and low RIT on numbers and operation	AIMS progress monitoring Pre/post test of specific skills	Improved progress on AIMS progress monitoring (sustained scores above the 25%ile) Post test progress 80% on specific skill probed
Measurement and Data	Measurement is comparison of objects using attributes and numbers. Data is the analysis of numbers or information.	AIMS at risk range on concepts and applications MAP 2 SD below and low RIT on measurement and data	Pre/post test of specific skills	Improved progress on AIMS progress monitoring (sustained scores above the 25%ile) Post test progress 80% on specific skill probed
Geometry	The ability to identify and analyze shapes, their attributes, and properties.	AIMS at risk range on concepts and applications MAP 2 SD below and low RIT on geometry	Pre/post test of specific skills	Improved progress on AIMS progress monitoring (sustained scores above the 25%ile) Post test progress 80% on specific skill probed
Mathematical Practices	Understanding the vocabulary used in math and being able to problem solve a problem using mathematical knowledge.	AIMS at risk range on concepts and applications MAP 2 SD below and low RIT on numbers and operations	Pre/post test of specific skills	Improved progress on AIMS progress monitoring (sustained scores above the 25%ile) Post test progress 80% on specific skill probed

Langston Hughes Elementary School's Monthly Assessment Schedule

Measure	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
School Demographics											
Student Demographic Information		X									
Screening Measures											
Behavior Screeners: SRSS-IE			10/2		12/4				4/1		
Academic Screeners: MAPs		9/3-9/20							4/27-5/15	4/27-5/15	
Academic Screeners: AIMS		8/26-9/13			12/2-12/20						
Student Outcome Measures - Academic											
State Assessment								X	X		
Fountas and Pinnell	Optional										
Running Records	X	X	X	X	X	X	X	X	X	X	
Pre/Post testing for math units	X	X	X	X	X	X	X	X	X	X	
Student Outcome Measures - Behavior											
ODR	X	X	X	X	X	X	X	X	X	X	
Attendance	X	X	X	X	X	X	X	X	X	X	
Program Measures											
Social Validity - PIRS				X				X			
School wide Evaluation Tool (SET)				X				X			
CI3T Treatment Integrity				X				X			

Frequently Asked Questions

Q: *Do I still use my reactive procedures (i.e. pull a card, complete an office discipline referral form) if a student misbehaves?*

A: No. You will need to use the reactive plan that the district has adopted. Please see the plan that is included.

Q: *Where do I get tickets to hand out?*

A: Tickets will be supplied to all staff. Tickets will be housed in the office for teachers to pick as they need more.

Q: *Where can I find posters to put in my room?*

A: Posters are housed in the office. If there aren't any that you need, let a Ci3T member know so we can re-order.

Q: *Where should I instruct students to place their tickets?*

A: Teachers will decide how to house student tickets in their classrooms.

Q: *Whom do I ask if I have questions about the Ci3T plan?*

A: You may ask anyone on the Ci3T Team: Catherine Glidewell, Sara Gormley, Shelbi Spicer, Jama Mustain, Kylie Booth, Kim Ashley, Kerri Czarnecki, Anna Doolittle, Kim Jennings, Jackie Mickel.

Q: *What about the students who do not respond to the positive behavior interventions and supports ticket system?*

A: These are students that might need Tier 2 and Tier 3 interventions. Some interventions are included in our matrix for interventions.

References

- Chard, D. J., Ketterlin-Geller, L. R., Baker, S. K., Doabler, C., & Apichatabutra, C. (2009). Repeated reading interventions for students with learning disabilities: Status of the evidence. *Exceptional Children, 75*, 263–281.
- Elliott, S. N., & Gresham, F. M. (2007a). Social Skills Improvement System: Classwide intervention program guide. Bloomington, MN: Pearson Assessments.
- Fletcher, J. M., Foorman, B. R., Boudousquie, A., Barnes, M., Schatschneider, C., & Francis, D. J. (2002). Assessment of reading and learning disabilities: A research-based, treatment-oriented approach. *Journal of School Psychology, 40*, 27–63.
- Gresham, F. M. (2002). Responsiveness to intervention: An alternative approach to learning disabilities. In R. Bradley, L. Danielson, & D. Hallahan (Eds.), *Identification of learning disabilities: Research to practice* (pp. 467-519). Mahwah, NJ: Lawrence Erlbaum.
- Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology, 80*, 437–447.
- Kalberg, J. R., Lane, K. L., & Lambert, W. (2012). The utility of conflict resolution and social skills interventions with middle school students at risk for antisocial behavior: A methodological illustration. *Remedial and Special Education, 33*(1), 23-38. doi: 10.1177/0741932510362514
- Kern, L., & Manz, P. (2004). A look at current validity issues of school-wide behavior support. *Behavioral Disorders, 30*(1), 47-59.
- Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach*. New York, NY: Guilford.
- Lane, K. L., Menzies, H., Barton-Arwood, S. M., Doukas, G. L., & Munton, S. M. (2005). Designing, implementing, and evaluating social skills interventions for elementary students: Step-by-step procedures based on actual school-based investigations. *Preventing School Failure, 49*, 18-26.
- Lane, K. L., Menzies, H. M., Ennis, R. P., & Bezdek, J. (2013). Schoolwide systems to promote positive behaviors and facilitate instruction. *Journal of Curriculum and Instruction, 7*, 6-31.
- Lane, K. L., Oakes, W. P., & Menzies, H. M. (2010). Systematic screenings to prevent the development of learning and behavior problems: Considerations for practitioners, researchers, and policy makers. *Journal of Disability Policy Studies, 21*, 160-172.

- Lane, K. L., Oakes, W. P., Menzies, H. M., & Harris, P. J. (2013). Developing comprehensive, integrated, three-tiered models to prevent and manage learning and behavior. In T. Cole, H. Daniels, & J. Visser (Eds.). *The Routledge international companion to emotional and behavioural difficulties problems* (p. 177 – 183). New York, NY: Routledge.
- Lane, K. L., & Wehby, J. (2002). Addressing antisocial behavior in the schools: A call for action. *Academic Exchange Quarterly*, 6, 4–9.
- Lewis, T. J., & Sugai, G. (1999). Effective behavior support: A systems approach to proactive school-wide management. *Focus on Exceptional Children*, 31, 1–24.
- Miller, M. J., Lane, K. L., & Wehby, J. (2005). Social skills instruction for students with high incidence disabilities: An effective, efficient approach for addressing acquisition deficits. *Preventing School Failure*, 49, 27–40.
- Pearson Education (Ed.). (2010). *Scott Foresman Early Reading Intervention*. Glenview, IL: Author.
- Positive Action. (2008). *Positive Action: Positive development for schools, families and communities*. Twin Falls, ID: Author.
- Sugai, G., & Horner, R. (2002). The evolution of discipline practices: Schoolwide positive behavior supports. *Child & Family Behavior Therapy*, 24, 23–50.
- Sugai, G., & Horner, R. H. (2006). A promising approach for expanding and sustaining school-wide positive behavior support. *School Psychology Review*, 35, 245–260.
- Sugai, G., Horner, R., & Gresham, S. (2002). Behaviorally effective school environments. In M. R. Shinn, H. M. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. pp. 315–350). Washington, DC: National Association of School Psychologists.
- Umbreit, J., Ferro, J., Liaupsin, C., & Lane, K. (2007). *Functional behavioral assessment and function-based intervention: An effective, practical approach*. Upper Saddle River, NJ: Prentice Hall.
- Wagner, M., & Davis, M. (2006). How are we preparing students with emotional disturbances for the transition to young adulthood? Findings from the National Longitudinal Transition Study–2. *Journal of Emotional and Behavioral Disorders*, 14, 86–98.
- Walker, H., Stiller, B., Golly, A., Kavanagh, K., Severson, H., & Feil, E. (1997). *First Step to Success: Helping young children overcome antisocial behavior (an early intervention program for grades K-3)*. Longmont, CO: Sopris West.
- Walker, H. M., Ramsey, E., & Gresham, F. M. (2004). *Antisocial behavior in school: Evidence-based practices* (2nd ed.). Belmont, CA: Wadsworth.