



# Homewood Middle School

2017-2018

## Patriot Pride Implementation Manual

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# Patriot Pride Implementation Manual

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# Homewood Middle School Implementation Manual

It is the goal of Homewood Middle School to support students academically, behaviorally, and socially. In an effort to meet this goal, Homewood Middle School 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 (Tier 1) prevention efforts and then providing these students with additional secondary (Tier 2) and tertiary (Tier 3) evidence-based supports.

This manual is a tool to help describe and explain the Ci3T model of prevention that our Ci3T Leadership Team designed based on: (a) our school's specific needs and goals, and (b) feedback given to our team by our faculty and staff members.

## Mission Statement

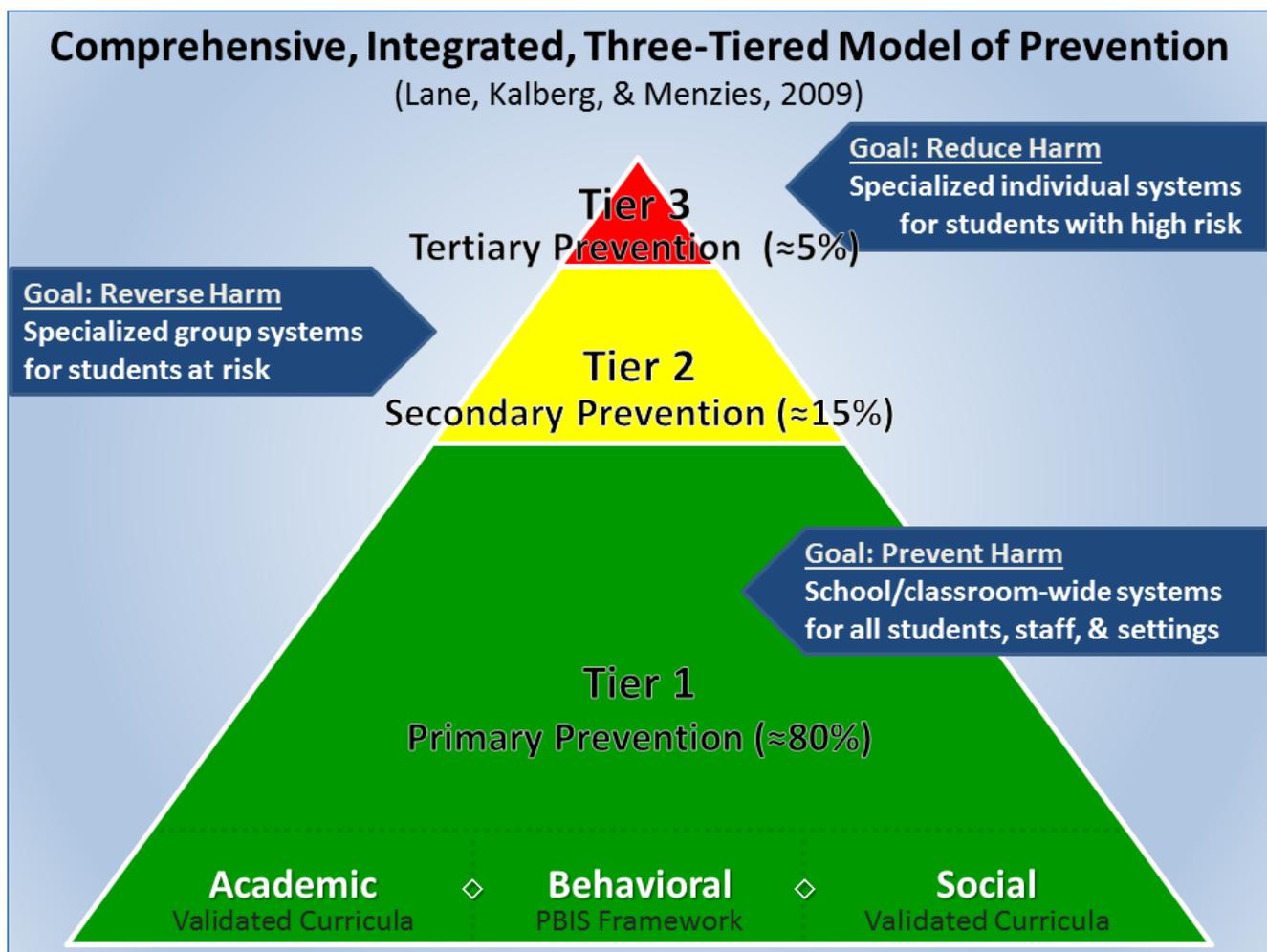
The mission of Homewood City Schools is to educate and empower all students to maximize their unique potential.

## Statement of Purpose

The purpose of the comprehensive, integrated, three-tiered (Ci3T) model of prevention at Homewood Middle School is to cultivate an environment where students learn to accept others, honor differences, and collaborate within our community to achieve our mission. Our school holds students to high academic expectations and provides academic, behavioral, and social support as students strive to achieve those expectations.

# Overview of the Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention

Homewood Middle School has developed a Ci3T plan for all students attending grades 6-8. This plan addresses three key components: academics, behavior, and social skills. This plan has both a proactive and reactive behavioral component. Homewood Middle School's plan was developed in response to information derived from school-wide surveys and student performance measures to determine teachers' expectations and areas of need at Homewood Middle School.



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 behavioral 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 they involve 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 a 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)

**Primary (Tier 1) prevention.** In a Ci3T model, primary (Tier 1) prevention, or the core program, is designed to be 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; Allred, 1983). 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 schoolwide 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 teach 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 schoolwide 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 schoolwide 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 schoolwide, *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 secondary (Tier 2) or tertiary (Tier 3) interventions.

**Secondary (Tier 2) prevention.** Secondary (Tier 2) 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.

**Tertiary (Tier 3) prevention.** Tertiary (Tier 3) 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 Tiered Models of Prevention**

Screener procedures are essential for effective schoolwide 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 (preschool, 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.

Technical Assistance Center on Positive Behavioral Interventions and Supports: <http://www.pbis.org>

Please see the full articles for a more detailed description.

# Homewood Middle School Ci3T Primary (Tier 1) Plan

Homewood Middle School's Ci3T Primary (Tier 1) Plan		
<b>Mission Statement</b>	The mission of Homewood City Schools is to educate and empower all students to maximize their unique potential.	
<b>Purpose Statement</b>	Our purpose is to cultivate an environment where students learn to accept others, honor differences, and collaborate within our community to achieve our mission. Our school holds students to high academic expectations and provides academic, behavioral, and social support as students strive to achieve those expectations.	
<b>School-Wide Expectations</b>	1. Be respectful 2. Be responsible 3. Give best effort *see Expectation Matrix	
<b>Area I: Academics Responsibilities</b>  <b>Students will:</b> <ul style="list-style-type: none"> <li>• Arrive on time and stay all day</li> <li>• Give best effort on all assignments and activities</li> <li>• Bring necessary materials to class</li> <li>• Complete and turn in all assignments</li> <li>• Make up all work when absent</li> <li>• Establish and follow a system to stay organized in all classes (e.g. planner, Google calendar, phone)</li> <li>• Monitor grades on iNow weekly</li> </ul>	<b>Area II: Behavior Responsibilities</b>  <b>Students will:</b> <ul style="list-style-type: none"> <li>• Demonstrate expectations from the expectation matrix</li> <li>• Report unsafe behaviors</li> <li>• Use devices appropriately in all school settings</li> </ul>	<b>Area III: Social Skills Responsibilities</b>  <b>Students will:</b> <ul style="list-style-type: none"> <li>• Participate in Life Skills Training (LST) lessons and discussions</li> <li>• Demonstrate appropriate social interactions with peers and adults</li> <li>• Report inappropriate social interactions to an adult</li> </ul>
<b>Area I: Academics Responsibilities</b>  <b>Faculty and Staff will:</b> <ul style="list-style-type: none"> <li>• Conduct, report, and use screening and assessments (see Assessment Schedule)</li> </ul>	<b>Area II: Behavior Responsibilities</b>  <b>Faculty and Staff will:</b> <ul style="list-style-type: none"> <li>• Display, teach, and model behavior expectations formally and informally</li> </ul>	<b>Area III: Social Skills Responsibilities</b>  <b>Faculty and Staff will:</b> <ul style="list-style-type: none"> <li>• Conduct, report, and use screening and assessments (see Assessment Schedule)</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Teach district-approved learning targets</b></li> <li>• <b>Update iNow weekly</b></li> <li>• <b>Create innovative lessons that include starting and closing activities, differentiation, engaging learning activities, and formative assessments</b></li> <li>• <b>Accommodate students who have unique learning needs</b></li> <li>• <b>Provide instructional support to students who missed instruction</b></li> <li>• <b>Use multiple data sources to determine which students need Tier 2 and Tier 3 interventions</b></li> <li>• <b>Communicate with parents and students regarding academic, social, and behavioral progress</b></li> </ul>	<ul style="list-style-type: none"> <li>• Provide praise and reinforcement to students that meet schoolwide expectations (e.g. tickets)</li> <li>• Implement positive behavioral interventions and supports (<a href="http://www.PBIS.org">www.PBIS.org</a>)</li> <li>• Foster a safe environment for all students</li> <li>• Use multiple data sources to determine which students need Tier II and Tier III interventions</li> <li>• Conduct, report, and use screening and assessments (see Assessment Schedule)</li> <li>• Enforce the HCS Code of Conduct</li> <li>• Implement reactive plan as designed</li> </ul>	<ul style="list-style-type: none"> <li>• Foster and model positive teacher to teacher, teacher to student, and teacher to parent social interactions</li> <li>• Provide behavior-specific praise with PBIS tickets to students demonstrating expected social skills as taught</li> <li>• Designated faculty members will teach Life Skills Training (LST) curriculum during the pre-determined 9-week grading period</li> </ul>
<p style="text-align: center;"><b>Area I: Academics Responsibilities</b></p> <p><b>Parents will:</b></p> <ul style="list-style-type: none"> <li>• <b>Ensure your student is on time and at school all day (e.g. schedule student appointments outside of school hours)</b></li> <li>• <b>Monitor student grades on iNow weekly</b></li> <li>• <b>Communicate with student and teachers regarding grades and behavior, as necessary</b></li> </ul>	<p style="text-align: center;"><b>Area II: Behavior Responsibilities</b></p> <p><b>Parents will:</b></p> <ul style="list-style-type: none"> <li>• Update contact information regularly</li> <li>• Communicate with teachers and administrators, when necessary</li> <li>• Follow district attendance policy</li> <li>• Be familiar with and reinforce the school’s expectation matrix</li> <li>• Support behavior interventions with similar procedures at home</li> <li>• Support the school’s enforcement of HCS’ Code of Conduct</li> </ul>	<p style="text-align: center;"><b>Area III: Social Skills Responsibilities</b></p> <p><b>Parents will:</b></p> <ul style="list-style-type: none"> <li>• Be aware of Life Skills Training lessons being taught at school</li> <li>• At home, model, support, and reinforce the social skills being taught at school</li> <li>• Communicate with teachers early when social skills concerns arise</li> <li>• Seek out parent resources, as needed</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Provide a regular study time and place to support academic expectations</b></li> <li>• <b>Reinforce time management skills as it relates to work completion and academic deadlines</b></li> <li>• <b>Support academic interventions at home</b></li> </ul>	<ul style="list-style-type: none"> <li>• Model positive, prosocial behaviors with adults and children</li> </ul>	
<p style="text-align: center;"><b>Area I: Academics Responsibilities</b></p> <p><b>Administrators will:</b></p> <ul style="list-style-type: none"> <li>• <b>Provide faculty/staff with materials required to provide instruction</b></li> <li>• <b>Consistently support instructional expectations</b></li> <li>• <b>Schedule student access to instruction/support</b></li> <li>• <b>Provide timely, constructive feedback after observations/evaluations</b></li> <li>• <b>Continue with practice of embedded professional development</b></li> <li>• <b>Focus professional development to address school/community needs</b></li> <li>• <b>Protect instructional time/limit extraneous activities</b></li> <li>• <b>Communicate Ci3T expectations to parents/community and arrange for ongoing communication regarding program</b></li> <li>• <b>Encourage and support innovative instruction</b></li> </ul>	<p style="text-align: center;"><b>Area II: Behavior Responsibilities</b></p> <p><b>Administrators will:</b></p> <ul style="list-style-type: none"> <li>• Consistently implement the school-wide primary prevention plan, including the reactive plan components</li> <li>• Model and reinforce behavior expectations with adults and students</li> <li>• Reinforce teachers for reinforcing and monitoring student behavior</li> <li>• Attend team meetings periodically to ensure fidelity and assess needs for resources and professional learning</li> </ul>	<p style="text-align: center;"><b>Area III: Social Skills Responsibilities</b></p> <p><b>Administrators will:</b></p> <ul style="list-style-type: none"> <li>• Monitor implementation of Life Skills Training lessons</li> <li>• Provide necessary resources</li> <li>• Model and reinforce positive, respectful social interactions with adults and students</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Organize and provide school-wide data to staff regularly throughout the year</b></li> <li>• <b>Provide time for staff to review and discuss school-wide data</b></li> <li>• <b>Provide time for faculty and staff to use data to determine Tier 2 and Tier 3 intervention needs for students</b></li> </ul>		
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**Procedures for Teaching**

**Faculty and Staff:**

- **Provide overview and copy of plan in May 2017 of expectations, tickets, etc. during weekly instructional meetings**
  - **Provide copy of plan and additional teaching at faculty meetings, grade level and/or new teacher meetings during pre-planning**
  - **Focus on implementation during embedded time (e.g. IM, PLP time, tech training) during the 2017-18 school year**
  - **Provide substitute teachers with copy of student expectation matrix and instructions for how to reward positive behavior**

**Students:**

- **Location-specific posters throughout the building**
- **General overview by administration during grade level meetings the first week of school**
- **Video explaining the positive reinforcement (tickets) system to show on announcements during the first week of school**
- **Teachers review procedures (Expectation Matrix C), such as how to learn about missing assignments or where to turn in homework, during the first week of school**
- **Student-made videos modeling each setting's expectations to be played on the announcements during the first few weeks of school**
- **Reteach/review expectations after major breaks (Thanksgiving Break, Christmas Break, Spring Break, etc.) and during classroom guidance lessons throughout the year**

**Parents/ Community:**

- **Parent letter including ways parents can support school expectations and student success and a copy of student expectation matrix distributed by peer helpers at Registration**
- **Post HMS Ci3T manual on HMS website, PTO website, HMS social media, and teachers' Schoology courses.**
- **Emails**
- **Present information to parents during the 6<sup>th</sup> grade/new student orientation**
- **Include information on the video played for parents at Open House**

- **Encourage parents/volunteers at school events to report positive behaviors to faculty members by providing them with the same information that we provide substitute teachers**

## Procedures for Reinforcing

### Faculty and Staff:

- When students win a drawing, staff members whose names are on the PBIS tickets are entered into a prize drawing
- Recognize staff who are implementing Ci3T components for academic, behavior, and social domains with fidelity through a separate ticket and prize drawing system
- Example Prizes (Staff Choice)
  - Duty-free lunch
  - Wear jeans for a week
  - Free take-out lunch for a day
  - Free spirit store item

### Students:

- Posters
- Tickets (Patriots Pats):
  - Frequent teacher or team drawings for smaller prizes
    - Examples: lunch outside with a friend, free-seating in class, homework passes, device/music time, etc.
  - School-wide drawing each 9 weeks (4 per grade level) for larger prizes
    - Lunch or dessert at local Edgewood businesses (within walking distance), free spirit store item, etc.
  - Publicize winners on social media with a hashtag and in the school yearbook

### Parents/ Community:

- Publicize parents/local businesses that donate prizes on social media, school/PTO websites, and yearbook
- Publicize winners on social media with a hashtag and in the school yearbook

<b>Procedures for Monitoring</b>			
<p><b>Student Measures</b></p>	<p><b>Academic:</b>  ASPIRE  STAR Reading and Math  Progress Reports  9-week report cards  Course failures</p>	<p><b>Behavior:</b>  SRSS-IE  Attendance  Tardies  Minor behavior referrals  Office discipline referrals  In-school and Out-of-school suspensions  Alternative School placement</p>	<p><b>Social Skills:</b>  SRSS-IE  Office discipline referrals for social infractions  Referrals to counselor  Nurse visits  Parent reporting</p>
<p><b>Program Measures (School-level)</b></p>	<p><b>Social Validity:</b></p> <ul style="list-style-type: none"> <li>• Primary Intervention Rating Scale (PIRS)</li> </ul>	<p><b>Treatment Integrity:</b></p> <ul style="list-style-type: none"> <li>• Schoolwide Evaluation Tool (SET)</li> </ul>	<p><b>Program Goals:</b>  Year 1 Implementation:</p> <ol style="list-style-type: none"> <li>1. Maintain 80% fidelity across treatment integrity measures.</li> <li>2. At least 80% of students in grades 6-8 will meet growth targets in reading and math according to STAR.</li> <li>3. At least 80% of students in grades 6-8 at low risk on the SRSS-IE.</li> </ol>

# Homewood Middle School Expectation Matrix

		<b>Settings</b>					
		<b>Classroom</b>	<b>Hallway</b>	<b>Cafeteria</b>	<b>Bathroom</b>	<b>Bus</b>	<b>Arrival/ Dismissal</b>
	<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Listen and pay attention to the speaker</li> <li>• Cooperate with others</li> <li>• Be truthful</li> <li>• Keep hands and feet to yourself</li> <li>• Use classroom materials for their intended purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Stay calm and controlled</li> <li>• Keep hands and feet to yourself</li> <li>• Be courteous of other classrooms and shared spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and follow instructions the first time asked</li> <li>• Share lunch tables inclusively</li> <li>• Keep food on your plate</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in your own stall</li> <li>• Give others privacy</li> <li>• Keep water in the sink</li> <li>• Keep surfaces and walls clean</li> <li>• Keep hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and follow the bus driver's rules</li> <li>• Remain seated</li> <li>• Use kind words toward the bus driver and others</li> </ul>	<ul style="list-style-type: none"> <li>• Control temper in conflict situations</li> <li>• Respond immediately when adult calls</li> </ul>

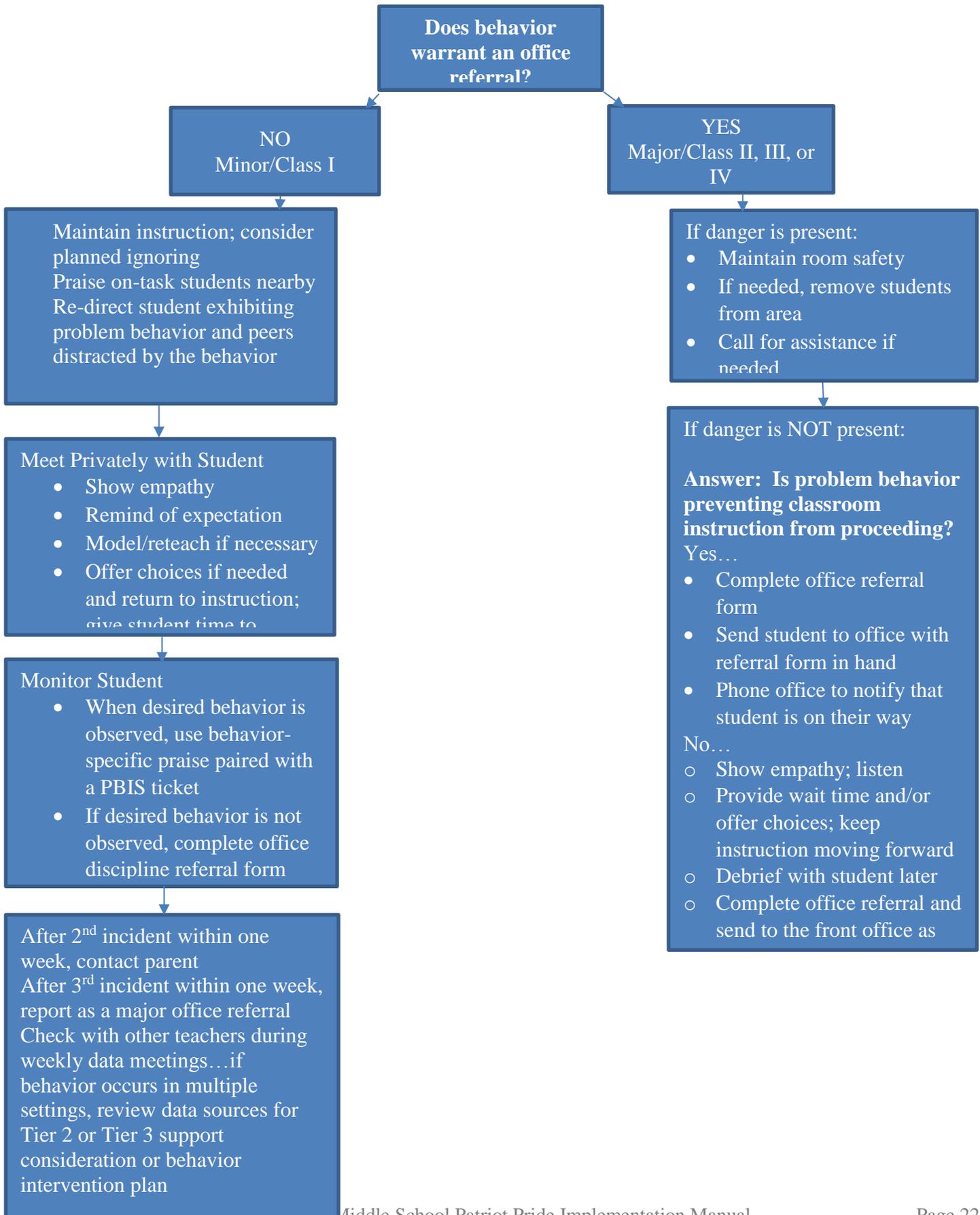
		<b>Settings</b>					
		<b>Classroom</b>	<b>Hallway</b>	<b>Cafeteria</b>	<b>Bathroom</b>	<b>Bus</b>	<b>Arrival/ Dismissal</b>
	<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>• Complete and turn in your own work</li> <li>• Exercise self-control</li> <li>• Use time wisely</li> <li>• Arrive on time and stay all day</li> <li>• Make up work when absent in a timely manner</li> <li>• Come prepared to class with all necessary materials</li> <li>• Use devices as directed by teacher (per BYOD policy)</li> </ul>	<ul style="list-style-type: none"> <li>• Follow instructions given for drills and emergencies</li> <li>• Report unsafe behaviors</li> <li>• Resolve conflict peacefully</li> <li>• Walk</li> <li>• Keep cell phones silenced and put away</li> <li>• Have a pass from a teacher during class time</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up after yourself</li> <li>• Know your lunch number</li> <li>• Sit at assigned table and stay seated</li> <li>• Keep cell phones silenced and put away</li> </ul>	<ul style="list-style-type: none"> <li>• Report any problems to your teacher</li> <li>• Flush the toilet</li> <li>• Wash hands with soap</li> <li>• Return to class promptly</li> <li>• Throw away any trash properly</li> <li>• Keep cell phones out of restrooms</li> <li>• Resolve conflict peacefully</li> </ul>	<ul style="list-style-type: none"> <li>• Remain in seat</li> <li>• Use self-control</li> <li>• Be ready when the bus arrives</li> <li>• Take all personal belongings with you</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive on time to school</li> <li>• Bring to school and take home all necessary materials</li> <li>• Arrive on time to before/after school activities</li> <li>• Go straight to and stay in assigned area</li> <li>• Resolve conflicts peacefully</li> </ul>

<b>Settings</b>							
		<b>Classroom</b>	<b>Hallway</b>	<b>Cafeteria</b>	<b>Bathroom</b>	<b>Bus</b>	<b>Arrival/ Dismissal</b>
	<b>Give your best effort</b>	<ul style="list-style-type: none"> <li>• Complete work to the best of your ability</li> <li>• Participate in class activities</li> <li>• Remain on task</li> <li>• Stay focused on your own work</li> <li>• Try first, then ask for help politely</li> <li>• Be alert and prepared in emergency situations</li> </ul>	<ul style="list-style-type: none"> <li>• Use hallway time appropriately and efficiently</li> <li>• Pay attention to where you are going</li> <li>• Be alert and prepared in emergency situations</li> </ul>	<ul style="list-style-type: none"> <li>• Clear away trash</li> <li>• Keep lunch tables clean</li> <li>• Be alert and prepared in emergency situations</li> </ul>	<ul style="list-style-type: none"> <li>• Be alert and prepared in emergency situations</li> <li>• Keep bathroom tidy</li> </ul>	<ul style="list-style-type: none"> <li>• Be alert and prepared in emergency situations</li> <li>• Stay clear of roadway</li> <li>• Keep hands and feet to yourself</li> <li>• Keep bus clean</li> </ul>	<ul style="list-style-type: none"> <li>• Fulfill before and after school commitments</li> <li>• Be alert and prepared in emergency situations</li> </ul>

# Homewood Middle School Assessment Schedule

Measure	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	as needed
<b>School Demographics</b>												
Student Demographic Information	X					X					X	
<b>Screening Measures</b>												
Academic: STAR	X					X				X		
Academic: Dyslexia Screener	X					X						X
Behavior & Social: SRSS-IE		X				X				X		
<b>Student Outcome Measures - Academic</b>												
Progress Reports		X		X			X		X			
9-Week Report Cards			X			X		X		X		
Course Failures					X					X		
State Testing (ASPIRE, ACCESS, AAA)							X	X	X			
<b>Student Outcome Measures – Behavior and Social Skills</b>												
Attendance	X	X	X	X	X	X	X	X	X	X		X
Tardies	X	X	X	X	X	X	X	X	X	X		X
Minor Behavior Referrals												X
Office Referrals	X	X	X	X	X	X	X	X	X	X		X
In-School and Out-of-School Suspensions												X
Alternative School Placements												X
Counselor Referrals						X						X
Nurse Visits						X						X
Parent Reporting												X
<b>Program Measures</b>												
Social Validity: PIRS										X		
Treatment Integrity: SET							X					

# Reactive Plan: Responding to Problem Behavior



# Homewood Middle School Secondary (Tier 2) Intervention Grid

<b>Secondary (Tier 2) Intervention Grid</b>				
<b>Support</b>	<b>Description</b>	<b>School-wide Data: Entry Criteria</b>	<b>Data to Monitor Progress</b>	<b>Exit Criteria</b>
Vocabulary Journey	<p>Provides students with rigorous vocabulary practice in an interactive, on-line environment.</p> <p>Students work in the program 100 minutes per week and progress is monitored by Language Arts teachers.</p>	<p>(1) STAR Reading: score below benchmark</p> <p>(2) ASPIRE Reading: score “close” or “in need of support</p> <p>(3) Report Card Grades: course failure in Language Arts</p> <p>(4) Teacher recommendation</p>	<p>Student Performance:</p> <ul style="list-style-type: none"> <li>• Minutes spent working in program</li> <li>• Number of words mastered</li> </ul> <p>Treatment Integrity:</p> <ul style="list-style-type: none"> <li>• Language arts teacher monitors progress and amount of time students spend in program monthly</li> </ul>	STAR Reading: score at or above benchmark
VMath Live	<p>Empowers student to master math content at their own pace in a motivating, online environment through lessons and games that address grade level standards.</p> <p>Students work in the program 100 minutes per week and progress is monitored by Math teachers.</p>	<p>(1) STAR Math: score below benchmark</p> <p>(2) ASPIRE Math: score “close” or “in need of support</p> <p>(3) Report Card Grades: course failure in Math</p> <p>(4) Teacher recommendation</p>	<p>Student Performance:</p> <ul style="list-style-type: none"> <li>• Weekly Minutes spent working in program</li> <li>• Pre- and Post-Test Scores for each Module</li> </ul> <p>Treatment Integrity:</p> <ul style="list-style-type: none"> <li>• Math teacher monitors progress and amount of time students spend in program monthly</li> </ul>	<p>STAR Math Reporting score is at or above benchmark on most recent STAR Benchmark</p> <p style="text-align: center;"><b>and</b></p> <p>Currently passing Math Class</p>
Math Tutors	<p>Math tutors provide daily individual and small group reinforcement and re-teaching of 7<sup>th</sup> grade Pre-Algebra concepts.</p>	<ul style="list-style-type: none"> <li>• Teacher recommendation</li> <li>• Student request</li> <li>• Poor academic performance in Math</li> </ul>	<p>Student Performance:</p> <ul style="list-style-type: none"> <li>• Daily performance</li> <li>• Math grades</li> </ul> <p>Treatment Integrity:</p> <p>Tutors provide review and re-teaching opportunities daily</p>	Demonstrates understanding of mathematical concepts being taught

## Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Algebra I Support	A 45-minute elective class that provides daily small group reinforcement and re-teaching of 8 <sup>th</sup> grade Algebra I concepts.	<ul style="list-style-type: none"> <li>Teacher recommendation</li> <li>Poor academic performance in Algebra</li> </ul>	<p>Student Performance:</p> <ul style="list-style-type: none"> <li>Math grades</li> <li>Daily performance</li> </ul> <p>Treatment Integrity:</p> <ul style="list-style-type: none"> <li>Teacher monitors performance and attendance in class.</li> </ul> <p>Social Validity:</p> <ul style="list-style-type: none"> <li>Students and Teacher complete Entrance and Exit Surveys</li> </ul>	Improved performance/passing Algebra course
Saturday School	An opportunity for students to come to school on a Saturday from 7:45-11:30 as a behavioral consequence, or to complete assignments that have not been completed during the school week.	<ul style="list-style-type: none"> <li>Teacher Assigned</li> <li>Student Request</li> <li>Assigned by Administrator</li> </ul>	<p>Student Performance:</p> <ul style="list-style-type: none"> <li>Completion of missing assignments</li> <li>Attendance as assigned</li> </ul> <p>Treatment Integrity:</p> <p>Attendance records maintained by SS teacher</p>	<p>Assignments completed</p> <p>Student adheres to behavioral expectations during the school week.</p>
Lunch Bunch	An opportunity for selected students who struggle socially to eat lunch and practice social skills in a small group setting. Lunch Bunch meets 2-3 days/week.	<ul style="list-style-type: none"> <li>Special Education Plan (IEP/504)</li> <li>Parent/student request</li> <li>Teacher/administrator recommendation</li> </ul>	<p>Student Performance:</p> <ul style="list-style-type: none"> <li>Self-monitoring (sometimes includes a checklist)</li> <li>Conversations</li> </ul> <p>Treatment Integrity:</p> <p>Teacher provides structured conversations and monitors interactions on days the group meets. The teacher also assists students who are struggling with strategies to help self-regulate and encourages appropriate social interactions as needed.</p>	Students are able to successfully self-regulate, self-monitor, and demonstrate appropriate behaviors for interacting with peers and adults.

## Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Counseling Groups/Student Assistance Services	Individual and small group sessions with school counselors and/or district personnel to address a variety of personal/social, academic, and career needs on an as needed basis.	<ul style="list-style-type: none"> <li>• Teacher/administrator recommendation</li> <li>• Parent/student request</li> <li>• Difficulty interacting appropriately with adults and/or peers</li> <li>• Academic performance</li> <li>• Office referrals for discipline and/or attendance</li> </ul>	<p>Student Performance:</p> <ul style="list-style-type: none"> <li>• Student self-monitoring</li> <li>• Pre- and post-assessments, when appropriate</li> <li>• Daily performance in the identified area</li> </ul> <p>Treatment Integrity:</p> <ul style="list-style-type: none"> <li>• Counselor monitors student performance in the identified area(s)</li> <li>• Teachers/parents/administrators monitor and report progress to counselor</li> <li>• Grades</li> <li>• Attendance reports</li> <li>• Discipline reports</li> </ul> <p>Social Validity:</p> <ul style="list-style-type: none"> <li>• Pre- and post-assessments, when appropriate</li> </ul>	<p>Students are able to demonstrate one of more of the following:</p> <ul style="list-style-type: none"> <li>• Ability to communicate/express feelings appropriately</li> <li>• Improved academic performance</li> <li>• Improved discipline and/or attendance</li> </ul>
Check-in/Check-out System with Behavior Checklist	Identified students are paired with a faculty mentor to meet with daily to review progress towards identified goals using a behavior checklist.	<p><b>Behavior</b></p> <ul style="list-style-type: none"> <li>• SRSS-IE score of moderate or high <i>OR</i></li> <li>• 3 or more office discipline referrals in a 9-week period</li> </ul> <p><b>Academic</b></p> <ul style="list-style-type: none"> <li>• 1 or more course failures on report card</li> </ul>	<p>Student Performance:</p> <ul style="list-style-type: none"> <li>• Daily progress reports</li> </ul> <p>Treatment Integrity:</p> <ul style="list-style-type: none"> <li>• Mentor reviews checklist for completion with student daily</li> </ul> <p>Social Validity:</p> <ul style="list-style-type: none"> <li>• Teacher Intervention Rating Profile (IRP-15)</li> <li>• Children's Intervention Rating Profile (CIRP)</li> </ul>	<p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li>• SRSS-IE score of low <i>AND</i></li> <li>• Student demonstrates for a 9-week period: <ul style="list-style-type: none"> <li>○ Achieving goals 80% of the time</li> <li>○ Zero office referrals</li> <li>○ Teachers agree that exiting is appropriate</li> </ul> </li> </ul> <p><b>Academic:</b></p> <ul style="list-style-type: none"> <li>• Student demonstrates for a 9-week period: <ul style="list-style-type: none"> <li>○ Achieving goals 80% of the time</li> <li>○ All passing grades</li> <li>○ Teachers agree that exiting is appropriate</li> </ul> </li> </ul>

## Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Strengthening Families	A family skills training program designed to increase resilience and reduce factors for substance abuse, depression, violent and aggression, delinquency, and school failure.	Referral by counselor or administrator	Student Performance: <ul style="list-style-type: none"> <li>• Student and his/her parent(s) attend 6 sessions with Strengthening Families instructor</li> </ul> Treatment Integrity: <ul style="list-style-type: none"> <li>• Instructor monitors attendance and session progress</li> </ul> Social Validity: Family completes entry and exit survey	Completion of program
POST	A substance abuse, early intervention educational program that provides information, skills, resources, and supports to empower 8 <sup>th</sup> grade students and their family systems.	Referral by counselor or administrator	Student Performance: <ul style="list-style-type: none"> <li>• Student and his/her family attend 6 sessions with POST program instructor</li> </ul> Treatment Integrity: <ul style="list-style-type: none"> <li>• Instructor monitors attendance and session progress</li> </ul> Social Validity: Family completes entry and exit survey	Completion of program

# Homewood Middle School Tertiary (Tier 3) Intervention Grid

<b>Tier 3 (Tertiary) Intervention Grid</b>				
<b>Support</b>	<b>Description</b>	<b>School-wide Data: Entry Criteria</b>	<b>Data to Monitor Progress</b>	<b>Exit Criteria</b>
SPIRE	<p>Provides students with research-based multisensory reading instruction.</p> <p>Students are pulled from elective, social studies, or science to attend 45 minutes/day and progress is monitored by the reading intervention teacher.</p>	<ul style="list-style-type: none"> <li>• Student shows lack of sufficient progress in Tier II reading intervention program <i>OR</i></li> <li>• Diagnosis of Dyslexia <i>OR</i></li> <li>• A failing score on 3 of 4 Dyslexia screeners administered by the school</li> </ul>	<p>Student Performance:</p> <ul style="list-style-type: none"> <li>• Attendance and completion of SPIRE lessons</li> </ul> <p>Treatment Integrity:</p> <ul style="list-style-type: none"> <li>• Intervention teacher monitors attendance and daily progress</li> </ul>	STAR Reading: score at or above benchmark
Language Live	<p>Provides students with research-based reading instruction.</p> <p>Students are pulled from elective, social studies, or science to attend 45 minutes/day and progress is monitored by the reading intervention teacher.</p>	Student shows lack of sufficient progress in Tier II reading intervention program	<p>Student Performance:</p> <ul style="list-style-type: none"> <li>• Attendance and completion of Language Live lessons</li> </ul> <p>Treatment Integrity:</p> <ul style="list-style-type: none"> <li>• Intervention teacher monitors attendance and daily progress</li> </ul>	STAR Reading: score at or above benchmark
Inside Algebra	<p>Delivers explicit conceptually-based instruction and engages at-risk students through a research-based multisensory approach.</p> <p>Students are pulled from elective, social studies, or science to attend 45 minutes/day and progress is monitored by the math intervention teacher.</p>	Algebra I students who show lack of sufficient progress in Tier II math intervention program	<p>Student Performance:</p> <ul style="list-style-type: none"> <li>• Pre- and Post- Test Scores for each concept module</li> <li>• Progress Monitoring with Inside Algebra Report</li> <li>• Class Attendance</li> </ul> <p>Treatment Integrity:</p> <ul style="list-style-type: none"> <li>• Intervention teacher monitors attendance and daily progress</li> </ul>	STAR Math: score at or above benchmark
TransMath	<p>Provides students with a comprehensive math intervention curriculum that teaches the foundational skills necessary for entry into Algebra.</p> <p>Students are pulled from elective, social studies, or science to attend 45 minutes/day and progress is monitored by the math intervention teacher.</p>	6 <sup>th</sup> and 7 <sup>th</sup> grade students who show lack of sufficient progress in Tier II math intervention program	<p>Student Performance:</p> <ul style="list-style-type: none"> <li>• Trans Math Lesson Quiz Scores</li> <li>• Trans Math End-of-Unit Assessment Scores</li> <li>• Trans Math Performance Assessment Scores</li> </ul> <p>Treatment Integrity:</p>	STAR Math: score at or above benchmark

### Tier 3 (Tertiary) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
			<ul style="list-style-type: none"> <li>Intervention teacher monitors attendance and daily progress</li> </ul>	
Coordination of Outside Resources	Counselors provide recommendations and help coordinate community supports for students and their families, based on individual needs.	Referral by counselor or administrator	<p>Student Performance:</p> <ul style="list-style-type: none"> <li>Student and/or family report utilization and benefit from recommendation(s)</li> </ul> <p>Treatment Integrity:</p> <ul style="list-style-type: none"> <li>Counselor monitors improvement in identified area(s) of need</li> </ul>	Identified needs have been met successfully
Individual De-escalation Support 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	<p><i>Following 9 weeks of data using a Tier II behavior checklist...</i></p> <ul style="list-style-type: none"> <li>SRSS-IE score of moderate or high <b>AND</b></li> <li>Student has NOT achieved goals 80% of the time</li> <li>Continued office referrals</li> </ul>	<p>Student Performance:</p> <ul style="list-style-type: none"> <li>Identify a target behavior for the individual student. Include: (a) label for the behavior, (b) definition, © examples, and (d) non examples</li> <li>Set behavioral goal based on baseline performance of the behavior</li> <li>Direct observation of the target behavior with data points graphed for decision making</li> </ul> <p>Treatment Integrity:</p> <ul style="list-style-type: none"> <li>Treatment Integrity Checklist</li> </ul> <p>Social Validity:</p> <ul style="list-style-type: none"> <li>Teacher Intervention Rating Profile (IRP-15)</li> <li>Children's Intervention Rating Profile (CIRP)</li> </ul>	<ul style="list-style-type: none"> <li>SRSS-IE score of low <b>AND</b></li> <li>With 9 weeks of data:                             <ul style="list-style-type: none"> <li>Student has achieved goals 80% of the time</li> <li>Zero office referrals</li> <li>Teachers agree that exiting is appropriate</li> </ul> </li> </ul>

### Tier 3 (Tertiary) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Functional Behavior Assessment/ Behavior Intervention Plan	Teachers and/or students work with district behavior specialist to help students monitor and modify targeted behaviors	<p><i>Following implementation of an individual de-escalation plan...</i></p> <ul style="list-style-type: none"> <li>• SRSS-IE score of moderate or high <i>AND</i></li> <li>• Student has NOT achieved goals 80% of the time</li> <li>• Continued office referrals <i>AND</i></li> <li>• Administrator referral</li> </ul>	<p>Student Performance:</p> <ul style="list-style-type: none"> <li>• Progress reports from teachers and behavior specialist</li> <li>• Number of office referrals</li> <li>• Decrease in the number of problem behaviors</li> </ul> <p>Treatment Integrity:</p> <ul style="list-style-type: none"> <li>• Treatment Integrity Checklist</li> </ul> <p>Social Validity:</p> <ul style="list-style-type: none"> <li>• Teacher Intervention Rating Profile (IRP-15)</li> <li>• Children's Intervention Rating Profile (CIRP)</li> </ul>	<ul style="list-style-type: none"> <li>• SRSS-IE score of low <i>AND</i></li> <li>• With 9 weeks of data: <ul style="list-style-type: none"> <li>○ Zero office referrals</li> <li>○ Reduction in problem behaviors</li> <li>○ Teachers agree that exiting is appropriate</li> </ul> </li> </ul>
Individual counseling/Student Assistance Services	Counselors and/or district personnel meet individually with students to address identified needs and communicate with parent(s)	Referral by faculty or staff member, student, or parent	<p>Student Performance:</p> <ul style="list-style-type: none"> <li>• Student attends scheduled session with counselor</li> </ul> <p>Treatment Integrity:</p> <ul style="list-style-type: none"> <li>• Counselor monitors student progress in identified area of need</li> </ul>	Identified area of need has been met based on feedback from referral source
Behavior Modification through Pathways	Students placed at Pathways Alternative School work to accomplish personal and academic success by addressing learning style and life situation in a structured and disciplined environment equipped with academic and counseling support services.	Administrator referral based on the guidelines set forth in the Homewood City Schools Code of Conduct	<p>Student Performance:</p> <ul style="list-style-type: none"> <li>• Attendance and successful completion of Alternative School program that includes both academic and behavioral goals</li> </ul> <p>Treatment Integrity:</p> <ul style="list-style-type: none"> <li>• Alternative School director monitors attendance and progress towards goals</li> </ul> <p>Social Validity:</p> <ul style="list-style-type: none"> <li>• Entry and Exit meeting with Alternative School</li> </ul>	<p>Successful completion of Alternative School program:</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Passing all academic classes</li> <li>• Completion of level system (for behavior)</li> <li>• Staff Approval</li> </ul>

### Tier 3 (Tertiary) Intervention Grid

<b>Support</b>	<b>Description</b>	<b>School-wide Data: Entry Criteria</b>	<b>Data to Monitor Progress</b>	<b>Exit Criteria</b>
			director, parent(s), and school representative(s)	

## Frequently Asked Questions

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

**A:** Yes!

**Q:** *Can I still use my current classroom reward system (e.g., marble jar, clip-up chart)?*

**A:** Yes!

**Q:** *Can I keep my own classroom rules if I also teach my students the schoolwide expectations?*

**A:** Yes, as long as classroom rules aligned with and do not contradict the schoolwide expectations.

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

**A:** Tickets will be distributed to all faculty and staff at the beginning of the year. If you need extra tickets, they will be available in the front office.

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

**A:** They will be distributed at the beginning of the year.

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

**A:** Students should place tickets in the grade level container or teacher container where they receive their ticket. This could be in the classroom, hallway, lunchroom, or gym.

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

**A:** Ci3T Leadership team members

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

**A:** We have the reactive plan, as well as Tier II and Tier III interventions.

**Q:** *What are the benefits of merging our positive behavior interventions and supports and response to intervention into one comprehensive three-tiered model of prevention?*

**A:** Everyone is doing the same thing and expectations are clear for everyone participating. Often, students do not struggle in just one area (academic, behavior, social) and this model offers support in all three domains.

**Q:** *Whom do I ask if I am unclear about any procedure?*

**A:** Ci3T Leadership team

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