



Phelps-Clifton Springs CSD

# Midlakes

Multi-Tiered Systems of Support (MTSS) Plan

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**Phelps-Clifton Springs Central School District  
Multi-Tiered Systems of Support (MTSS) Plan**

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# Phelps-Clifton Springs Central School District Multi-Tiered Systems of Support (MTSS) Plan

## **Introduction**

Multi-Tiered Systems of Support (MTSS) is a framework for effective team-based problem solving that is data informed, evidence-based, and flexible enough to meet the academic and behavioral needs of all students. This three-tiered framework encompasses best practices from Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS) research and guidance. Tiered-prevention logic emphasizes the following guiding principles (adapted from the PBIS Implementation Blueprint, U.S. Dept. of Education, 2015):

- All students should experience an effective and relevant foundation.
- Implement across the whole school.
- Invest in prevention first.
- Establish a continuum of support tailored to address the needs of ALL students.
- Select and use evidence-based practices.
- Build local capacity with assistance and support.
- Document high fidelity of implementation.
- Decide with data.
- Enhance implementation to be culturally relevant.

Teachers focus attention on student needs as soon as frustration or difficulty is felt and address it beginning at the Kindergarten level. There is a three-tier process that is initiated. This process is led by the building principal. The general education teacher is responsible for the initial identification of student needs and makes up the first tier. The general education teacher is on the front-line and will make attempts and document the attempts of improving the child's academic or behavior needs. With this documentation in hand, the general education teacher can request a building Instructional Support Team (IST) meeting. At the IST meeting, along with parent involvement, suggestions will be made as to how to better match student needs to instruction. The process for documentation of what has been attempted to better educate the student and the timeline for implementation of suggestions and check-up points will be identified at the IST meeting. This is an appropriate opportunity for collaboration, consultation and support for the general education teacher as well as the parent.

If this is not successful in removing the barriers of learning for the student, the second tier looks at supplemental services for the student, in which an intervention teacher will work with the student to teach and build their weak skill areas. The charting of progress and connecting strategies to improved student outcomes is paramount. If this tier service is not enough, a third tier of service is recommended that is even more individualized. Each tier is exhausted and looked at as prereferral strategies for special education services.

For MTSS, a school must first establish its ***Tier One***, or Universal Supports. These take place in the general education setting. Universal supports are the instructional practices that help all students in the school (such as scaffolding/differentiation strategies and common behavior expectations). Once universal supports are in place, staff can use assessment data to determine which students need additional supports. Additional Tier 1 supports are non-negotiable for students who are:

- Not meeting grade level standards
- Receiving Tier Two or Tier Three Services (modifications to the core Tier 1)
- Failing a class, course, or subject area
- Being considered for grade-level retention

***Tier One*** support services will be provided in the general education classroom by the general education teacher. The general education teacher with the directive from the building administration will have responsibility for attempting interventions or academic assistance prior to a building IST meeting regarding a student's area(s) of focus or need. This teacher(s) will also be responsible for the documentation of these attempts at increasing student learning or improving behavior. At any time, the general education teacher, may request ideas for interventions or consult with an intervention specialist, grade level or department team, or professional support staff member for suggestions on how to handle an individual student's needs as

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particular concerns arise. After consultation, the general education teacher has the charge to implement the suggestions to further educate the student. After consistent progress monitoring (typically a minimum of bi-weekly for 6 weeks), an IST referral by the teacher can prompt the team to meet and decide whether the child receives additional interventions at Tier Two. The general education teacher continues to be responsible for interventions/modifications in the classroom; however, additional support will be given to the child at Tier Two. Documentation of progress monitoring will be done within FastBridge, the K-12 assessment system.

At **Tier Two**, the intensity, frequency, and/or duration of support increases. Intervention specialists often work with a student as part of a small group. Specific interventions geared toward a weak skill are implemented and monitored on a specific schedule. Pre and post assessments might be given to further document skill improvement or continued need. Often Tier Two academic services are push-in or on an alternate day basis. Consistent monitoring of student progress and participation in three school-wide screenings (K-8) will assist the building IST Team in the movement of a student among the three tiers. Critical features of Tier 2 Interventions (for academic or behavioral needs) include:

- Small group
- Matched to student need
- Explicit instruction of skills
- Opportunities to practice
- Frequent feedback to students
- Fading supports

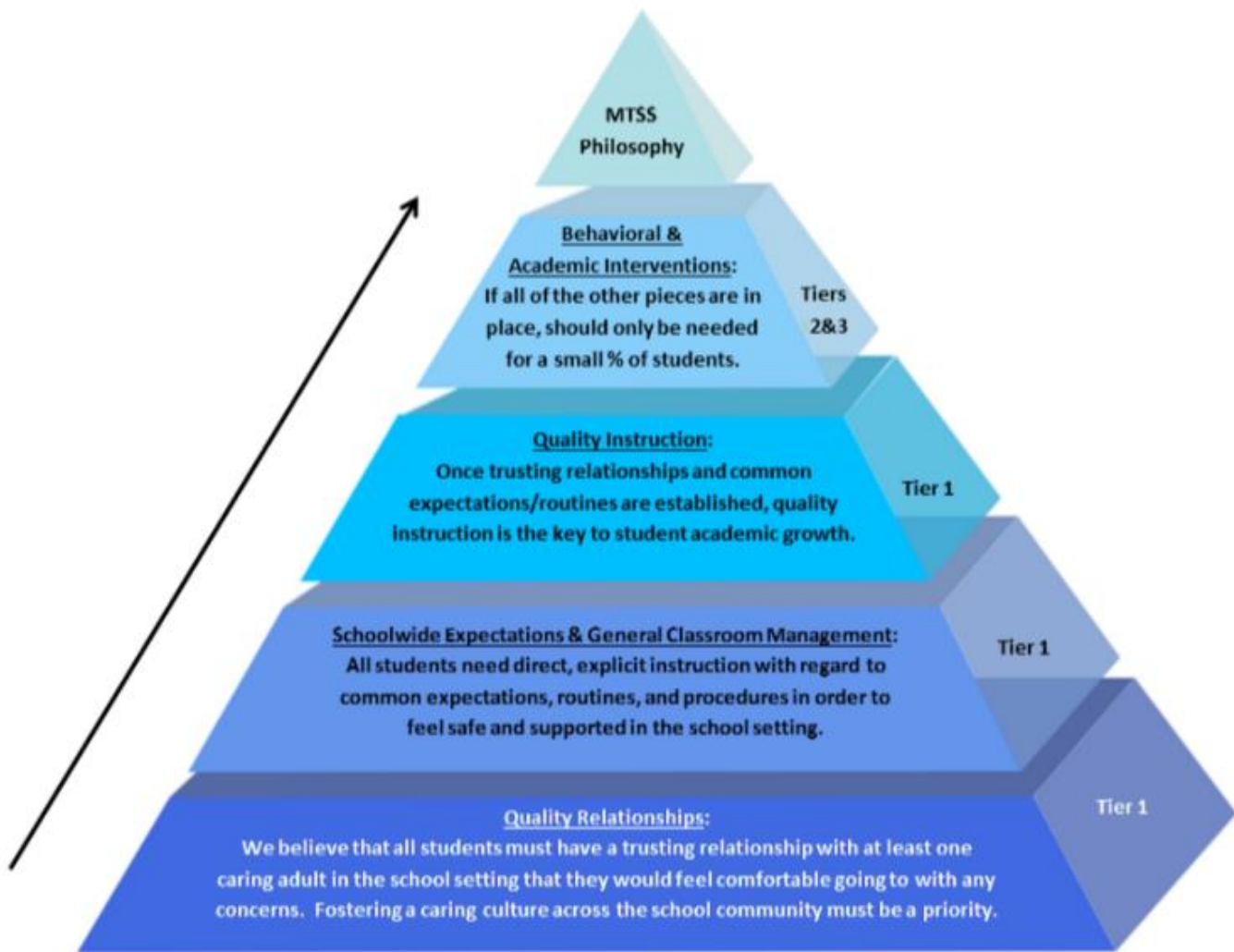
Tier Two services could be a pull-out, alternating day, small group service. This pull-out could be in the interventionist's classroom. Often the intervention specialist will provide services within the general education classroom as well. This would be a push-in model. A combination of services is often provided to a student needing Tier Two services. At a minimum, Tier Two academic interventions should be implemented for at least 6 weeks, at least 2 days per week, and progress monitored every 2-3 weeks. Tier Two can also include behavior interventions such as weekly social skills-focused small groups or brief daily Check-In/Check-Out meetings with a staff member. Progress can be monitored through attendance, discipline referrals, or appropriate other data tracking methods.

Tier Two services can be initiated through a parent or teacher concern as well. The referral will initiate a need for a building IST meeting. When a teacher requests a building IST meeting regarding student needs, he or she must provide the building team with data displaying the child's need for more intensive instruction. This data can be in the form of dates an intervention was attempted and the effect of the intervention on the student's grades, behavior, or skill acquisition. This data as well as a review of records will initiate supplemental services at Tier Two. However, depending on the team discussion, suggestions of strategies that the general education classroom teachers should try before initiating Tier Two services may be the result of the building IST meeting. In this case, the student would remain in Tier One and the general education teacher may consult with the intervention specialist on an as needed basis until further data is collected.

**Tier Three** interventions will again increase in intensity, frequency, and/or duration (number of days and/or minutes) with more specialized instruction given by the intervention specialist or special education teacher. With the recommendation of the building IST and the Principal, the intervention specialist may increase the student's instruction time to daily if this has not already occurred at Tier Two. With regard to behavioral concerns, students at the Tier Three level often have a Functional Behavioral Assessment (FBA) conducted to identify and verify the specific function(s) of the student's behavior(s). This information is used to develop a comprehensive intervention support plan for the student. Instruction is intensely specialized for both academic and behavioral concerns. The intervention specialists as well as the classroom teacher are still working on skill instruction and progress monitoring. However, it is at Tier Three that special education services are often sought. The special education services supplement the intervention specialist's work as well as the regular education teacher's work with the student.

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A referral to special education should have been conducted and the recommendation of the Committee on Special Education (CSE) should be pending or approved prior to the initiation of special education services with a special education teacher (although special education teachers can provide building-level Tier 3 services if their schedule allows). Documentation of Tier 1 and Tier 2 services will be reviewed by CSE in order to determine whether the student has a disability. After a review of records, a trial placement may be granted by the CSE Chairperson pending the completion of the referral process. For more information, please see ***Appendix A: State and Federal Guidelines.***



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## Core Expectations & Resources

Teachers in all classrooms deliver effective instruction to reach the widest range of learners. Instructors include effective elements of direct instruction in their lessons. **Appendix B: Direct Instruction Checklist** summarizes the essential elements of a direct-instruction approach. When preparing lesson plans, instructors can use this resource as a 'pre-flight' checklist to make sure that their lessons reach the widest range of diverse learners. While many lessons might utilize other approaches, such as inquiry-based, when specific skills or concepts need to be explicitly taught, especially for students who are struggling, these strategies are what research says are most effective.

In addition to direct instruction, teachers use frequent formative assessment strategies to track in real time their students' understanding of instructional content. Examples of formative assessment include rich questioning and discussion; comment-only marking that provides feedback without grades; student self-evaluation using rubrics or checklists, etc. Also, instructors employ feedback from formative assessments to reinforce instruction (data-based decision-making to inform instruction).

All teachers have access to the **Appendix C: "If...Then..." Toolkit** of research-based academic-intervention and accommodation ideas to use in assembling their Tier 1/classroom intervention plans. Additionally, professional development regarding strategies for effective questioning, discussion, scaffolding, feedback, and student self-evaluation (rubrics and checklists) will be provided as part of on-going growth opportunities for staff.

Tier 1: Evidence-Based Classroom Management Practices (from MidWest PBIS):

- [Physical Environment](#)
- [Classroom Teaching Matrix](#) (Expectations, Rules, Routines)
  - **Appendix D: Common Expectations Matrix**
- [Active Supervision](#)
- [Encouraging Appropriate Behavior](#)
  - Direct Instruction of expectations, rules, and routines
    - **Appendix E: SEL Benchmarks Curriculum Map**
  - Preventative Prompts
  - Specific Praise for Behavior
  - Individual Reinforcers
  - Class-Wide Group Contingency
- [Continuum of Response Strategies for Inappropriate Behaviors](#)
  - Planned Ignoring
  - Physical Proximity
  - Direct Eye Contact
  - Signal/Non-verbal Cue
  - Praise Others
  - Re-teach
  - Specific Error Correction
  - Provide Choice
  - Conference Individually with Student
  - Restorative Circle
- [Engagement & Multiple Opportunities to Respond](#)

## Phelps-Clifton Springs Central School District Multi-Tiered Systems of Support (MTSS) Plan

### Teams/Responsibilities

#### Tier 1: Building Improvement Teams

The ***building principal*** and a committee of volunteers (which could include teachers, school counselors, social workers, psychologists, paraprofessionals, parents, etc.) will meet regularly to review data and make recommendations for overall school improvement efforts. A data dashboard (Microsoft PowerBI) will be utilized to compile universal screening results, attendance, and discipline data, among other parameters.

#### Tier 2: Grade Level Intervention Teams

The ***building principal*** leads the school building in the efforts of staff to provide MTSS support services. Students will be identified for services based on Universal Screening data as well as other factors (data dashboard). He or she initiates and delegates parental and staff contact regarding the notification of:

- a. beginning services
- b. exiting services
- c. screening and progress monitoring results (FastBridge, IRLA, etc.)

The regular education teachers, intervention specialists and PSO staff are responsible for the delivery of services that are scientifically, research-based with support from the **Director of Curriculum & Instruction**. Documented, continuous progress monitoring should be a best practice of all teachers (e.g., keeping an accurate, up-to-date gradebook, attendance, etc.). Reporting to parents on student progress in intervention programs will be completed by the intervention specialist on a quarterly or trimester basis (aligned with building-level report cards). Copies of parent reports will be uploaded into SchoolTool by the interventionist.

#### Tier 3: Instructional Support Teams

A building level ***Instructional Support Team (IST)*** will establish guidelines for at-risk students, review screening data, make decisions and recommend changes to an individual student's program. This will be accomplished through a review of universal screening scores, progress monitoring data, as well as the IST referral form within SchoolTool [see **Appendix F: IST Referral Form**]. The members of the team will vary with the purpose of the meeting and type of service to be initiated, continued or exited. Possible members may include: principal, assistant principal, dean of students, school counselor, school psychologist, regular education teacher, special education teacher, interventionist, and/or special area teacher and parent(s). Parents will be informed that they have the right to request a special education evaluation when services are not working.

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### Documentation

The Phelps-Clifton Springs Central School District, in order to be in compliance with New York State and Federal regulations, will deliver Academic Intervention Services via a Multi-Tiered System of Supports model. Each building model will differ slightly. There will be congruence among the buildings in the following:

- Communication to parents,
  - Documentation of strategy attempts,
  - Instructional Support Team meeting notes, and
  - Progress reporting (timing aligned with building-level report cards).
- [***See Appendix G: AIS Report Template***]

AIS Responsibilities:

	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b><i>Classroom Teachers</i></b>	<ul style="list-style-type: none"> <li>• Progress monitor before making an IST referral, contact families regarding concerns</li> <li>• Track strategies/activities that go “above and beyond” what is done with majority of class</li> </ul>	<ul style="list-style-type: none"> <li>• Progress monitor in conjunction with intervention providers before making an IST referral</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with intervention providers regarding progress (or lack of) in the classroom</li> </ul>
<b><i>Intervention Provider</i></b>	<ul style="list-style-type: none"> <li>• Support/consult with the classroom teacher for students of high concern, providing strategies and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents prior to initiating services</li> <li>• Progress monitor all students who officially receive AIS at least once every 2-3 weeks</li> <li>• Provide report to parents each marking period</li> <li>• Upload copy of parent report to SchoolTool with start and end dates (or RTIm for related services)</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents regarding change in services (from Tier 2 to 3)</li> <li>• Progress monitor all students at least once every 2 weeks</li> <li>• Provide report to parents each marking period</li> <li>• Upload copy of parent report to SchoolTool with start and end dates (or RTIm for related services)</li> </ul>



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**Universal Screening & Data-Based Decision-Making**

It is the hope that Tier 2 services will begin immediately after a screening, however, it may not always be possible. Therefore, following one to two weeks after a state assessment, universal screening, or IST meeting requesting a change in service, a student with an identified focus area will be enrolled in services at a Tier 1 consult level or a Tier 2/3 intervention specialist level. ***[See Appendix H: MTSS Data Flow Charts]***

Various groups will meet throughout the school year to analyze data within the PowerBI dashboard and make instructional/intervention decisions according to the schedule below:

<b>Approx. Timeline</b>	<b>Purpose</b>	<b>Participants</b>
October, February, June	Review Benchmark data –utilize	K-8 Grade Level teams, including intervention providers  <i>Facilitated by Director of C&amp;I</i>
December, April	Review Academic Progress Monitoring data – adjust interventions if needed, help each other problem solve, discuss vertical alignment and PD needs	Intervention providers only – separate math and reading meetings  <i>Facilitated by Director of C&amp;I</i>
Scheduled as needed	IST meetings to review individual student needs (referrals can be put in SchoolTool under student's User Defined tab)	Referring teacher(s), interventionist(s) working with student, others as needed  <i>Facilitated by Building AP or Dean</i>
Weekly/ Bi-Weekly	Review Progress and adjust interventions as needed, particularly for attendance, discipline, and social-emotional needs	PSO staff Principal (as schedule allows)  <i>Facilitated by Building AP or Dean</i>

**Interventions & Progress Monitoring**

Services are to be provided for students in grades K through 12. These services are to be provided using a three-tiered model designed by building level teams responsible for the delivery of service. Instruction will be matched to the core curriculum learning standards and/or Social Emotional Learning Benchmarks outlined by the New York State Education Department. Criteria for moving among the three-tiers will be delineated by building level teams and will include documented, continuous progress monitoring (within FastBridge for Reading and Math, RTIm for Related Services). Flexibility and individualization are stressed highly at tiers 2 and 3.

In addition, Counseling services will be delivered based on the recommendation of building principal, school counselor, school psychologist or building-based IST. More information can be found in the Phelps-Clifton Springs CSD K-12 Comprehensive School Counseling Program plan.

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**Appendix A: State and Federal Guidelines:**

1. According to an April 2008 New York State Education Department memo, Response to Intervention (RtI) is a multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systematically applied strategies and targeted instruction at the varied levels of instruction. All school districts within New York are encouraged to have RtI programs in place by the year 2012 in order to meet the disability determination criteria set forth in the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA). It is also pursuant to Education Law sections 207, 3208, 3209, 3214, 3602-c, 3713, 4002, 4308, 4355, 4401, 4402, 4403, 4404, 4404-a and 4410.
2. Academic Intervention Services and Response to Intervention Services are general education initiatives. These services are a supplement to the general education instructional support services. The purpose of these initiatives is to assist students in meeting the New York State learning standards and graduation requirements.
3. The Response to Intervention model:
  - Grew out of the 2004 re-authorization of IDEA in order to be parallel with NCLB (2001)
  - Parallels the Part 100 regulations for Academic Intervention Services of New York State
  - Must speak to academic performance as well as behavior implications on performance
  - Provides intervention early
  - Provides a preventative, proactive approach to getting students individualized instruction
  - Is an integrated system that connects general, remedial (AIS) and special education services
  - Builds supports for the dual discrepancy to receive special education services
4. Response to Intervention's connection to special education services are as follows (CSE: Committee on Special Education):
  - CSE cannot rely on any single procedure as the sole criterion for determining a student has a learning disability.
  - CSE ensures the appropriateness of reading and math instruction because RtI/AIS programs and process have been considered and exhausted first. After Tier 2 and 3 are exhausted, an individual evaluation that includes documentation of observation, progress monitoring and parental consent is conducted.
  - CSE must consider or demonstrate that the student was provided appropriate instruction in the regular education setting by highly-qualified personnel and that there has been data-based documentation of repeated assessments of achievement at reasonable intervals.
  - A student can only be identified as learning disabled if the child has not achieved adequately for the student's age or grade level standards in reading and math OR does not make sufficient progress in RtI OR exhibits a pattern of strengths and weaknesses in performance.



# How To: Deliver Direct Instruction in General-Education Classrooms

When teachers must present challenging academic material to struggling learners, they can make that material more accessible and promote faster learning by building assistance directly into instruction. Researchers use several terms to refer to this increased level of student instructional support: direct instruction, explicit instruction, or supported instruction (Rosenshine, 2008).

The checklist below summarizes the essential elements of a direct-instruction approach. When preparing lesson plans, instructors can use this resource as a 'pre-flight' checklist to make sure that their lessons reach the widest range of diverse learners.

1. Increase Access to Instruction	
Instructional Element	Notes
<input type="checkbox"/> <b>Instructional Match.</b> Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).	
<input type="checkbox"/> <b>Content Review at Lesson Start.</b> The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
<input type="checkbox"/> <b>Preview of Lesson Goal(s).</b> At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).	
<input type="checkbox"/> <b>Chunking of New Material.</b> The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).	
2. Provide 'Scaffolding' Support	
Instructional Element	Notes
<input type="checkbox"/> <b>Detailed Explanations &amp; Instructions.</b> Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).	
<input type="checkbox"/> <b>Think-Alouds/Talk-Alouds.</b> When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
<input type="checkbox"/> <b>Work Models.</b> The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).	
<input type="checkbox"/> <b>Active Engagement.</b> The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.	
<input type="checkbox"/> <b>Collaborative Assignments.</b> Students have frequent opportunities to work collaboratively--in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).	
<input type="checkbox"/> <b>Checks for Understanding.</b> The instructor regularly checks for student	



understanding by posing frequent questions to the group (Rosenshine, 2008).	
<input type="checkbox"/> <b>Group Responding.</b> The teacher ensures full class participation and boosts levels of student attention by having all students respond in various ways (e.g., choral responding, response cards, white boards) to instructor questions (Rosenshine, 2008).	
<input type="checkbox"/> <b>High Rate of Student Success.</b> The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettlinger & Seibert, 2002).	
<input type="checkbox"/> <b>Brisk Rate of Instruction.</b> The lesson moves at a brisk rate--sufficient to hold student attention (Carnine, 1976; Gettlinger & Seibert, 2002).	
<input type="checkbox"/> <b>Fix-Up Strategies.</b> Students are taught fix-up strategies (Rosenshine, 2008) for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).	

### 3. Give Timely Performance Feedback

Instructional Element	Notes
<input type="checkbox"/> <b>Regular Feedback.</b> The teacher provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning (Burns, VanDerHeyden, & Boice).	
<input type="checkbox"/> <b>Step-by-Step Checklists.</b> For multi-step cognitive strategies, the teacher creates checklists for students to use to self-monitor performance (Rosenshine, 2008).	

### 4. Provide Opportunities for Review & Practice

Instructional Element	Notes
<input type="checkbox"/> <b>Spacing of Practice Throughout Lesson.</b> The lesson includes practice activities spaced throughout the lesson. (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice) (Burns, VanDerHeyden, & Boice).	
<input type="checkbox"/> <b>Guided Practice.</b> When teaching challenging material, the teacher provides immediate corrective feedback to each student response. When the instructor anticipates the possibility of an incorrect response, that teacher forestalls student error through use of cues, prompts, or hints. The teacher also tracks student responding and ensures sufficient success during supervised lessons before having students practice the new skills or knowledge independently (Burns, VanDerHeyden, & Boice, 2008).	
<input type="checkbox"/> <b>Support for Independent Practice.</b> The teacher ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities (Rosenshine, 2008).	
<input type="checkbox"/> <b>Distributed Practice.</b> The teacher reviews previously taught content one or more times over a period of several weeks or months (Pashler et al., 2007; Rosenshine & Stevens, 1995).	



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## Tier 1 Intervention Suggestions: Reading

"If A Student..., Then..."

Reading Interventions Menu based on Research Compiled by Jennifer Jones |  
www.helloliteracy.blogspot.com

If the student struggles with:	Something to try may be:
phonological awareness skills in the following areas . . .  *rhyming *blending sounds *isolating sounds	-Use P.A.S.T. assessment to identify focus for phonological awareness intervention area -Expose to a variety of poems, rhymes and chants with a lot of rhyme and rhythm -Play "I'm Thinking of a Word"- segmenting sounds of single syllable words -Use Elkonin sound boxes with chips to "push" sounds for single syllable words -Clap the rhythm of names and words to hear syllables, clap words in a sentence -Do an Author Study of Dr. Seuss, especially rhyming books -Use picture cards or sets of objects for initial and final sound isolation, using a pocket chart -Create an anchor chart in the classroom for words that rhyme -Use magnetic letters, especially with CVC words to segment and blend letter sounds -Use the (common core aligned) Hello Literacy phonological awareness curriculum to target PA skills
letter name recognition and/or letter id	-Match upper and lower case letter pairs using magazines, magnetic letters, alphabet stamps -Read a lot of alphabet books from mentor texts and create student-made alphabet books -Locate letters in environmental print/pictures, identify letters in familiar signs -Manipulate letters using a variety of fonts/mediums/sizes/textures/numbers -Read and review Alphabet Chart/Alphabet Song -Identify the similarities and differences between configuration of letters, ie, curves, lines, height
oral reading fluency in one or more of the following areas... * speed * accuracy * expression * phrasing	-Model difference between word by word reading and fluent phrasing -Model a variety of intonations and reading rates -Model what it means to "read" punctuation marks appropriately -Listen to modeled reading by reading books on tape/cd -Practice reading text phrases, ex. "at the lake" "on the bus" Provide opportunities for repeated readings: <ul style="list-style-type: none"> <li>• To record and play back</li> <li>• For a Reader's Theatre performance</li> <li>• Create a Poetry Notebook of familiar poems to read and reread whole group or alone</li> <li>• Shared reading of familiar texts, songs, posters</li> <li>• Practice "choral" reading with teacher or partner</li> </ul>

* prosody * intonation	<ul style="list-style-type: none"> <li>• Practice "echo" reading, the student imitates the teacher's rendition, a sentence at a time</li> </ul> <p>-Find texts with repetition and repeated patterns</p> <p>-Once the student attends to the print, then encourage reading without pointing 1:1 on every word</p> <p>-Push a bookmark across the text from left to right to encourage faster eye movement across page</p> <p>-Provide many opportunities for students to read lots of easier, familiar texts</p> <p>-Re-arrange cut-up sentences in many ways to stress intonation</p> <p>-Check for student understanding of fluency. Ask them:</p> <ul style="list-style-type: none"> <li>• "Tell me what it fluency/fluent/fluently means?"</li> <li>• "What does fluent reading sound like?"</li> </ul> <p>-Students will have "Page Races" to time number of words read in a minute and self-record daily on graph paper</p> <p>-Repeated practice and games with sight words</p> <p>-Implement "Power Reading"-how many books/poems can they read in 10 minutes?</p>
lack of background knowledge and expressive vocabulary for common objects, story language and concepts	<p>-Respond and converse with child in complete sentences and expect complete answers</p> <p>-Provide opportunities for dramatic play in small groups: store, post office, bus, restaurant, etc.</p> <p>-Provide many opportunities for time at the listening station</p> <p>-Read aloud books with playful refrains for shared reading</p> <p>-Create books on topics such as food, recess, friends, labeling the nouns, use simple phrases</p> <p>-During Read-Alouds, think out loud, discuss characters, setting, details in the pictures, connections</p> <p>-Encourage oral participation in class sharing sessions, Morning Meeting and Author's Spotlight</p> <p>-Explicitly teach students how to take an out-loud Picture Walk to preview text</p> <p>-Create an ABC book with magazine cut-outs and clip-art</p> <p>-During writing, have students label all objects in their illustration with one word descriptors</p> <p>-Bring everyday "realia" into the classroom so students can match words they hear with real objects</p>
accurate oral reading of punctuation, and it affects comprehension	<p>-Teach punctuation as road signs, speed bumps and stop signs</p> <p>-Explain explicitly how the author uses punctuation to signal how to read a passage</p> <p>-Demonstrate how a reader's voice changes for punctuation marks and/or quotation marks</p> <p>-Practice intonation with "echo reading": student repeats teacher's rendition of the passage</p> <p>-Reproduce a piece of text, eliminating punctuation; show how punctuation placement affects reading</p>
self-monitoring while reading aloud and	<p>-Consider if the student is reading a book that is "just right" for them, will they be able to access vocabulary and concepts?</p> <p>-Give a strong and supportive book introduction telling the</p>

does not stop and notice when meaning breaks down	<p>gist of the story and let students practice and locate some of the tricky language or phrasing</p> <p>-Teacher should avoid over-monitoring for the student. Allow student to notice when THEY need to correct</p> <p>-Prompt for strategic thinking:</p> <ul style="list-style-type: none"> <li>• "You said...Did that make sense? Read it again to make sense."</li> <li>• "Stop and think about what you read."</li> <li>• "Is that what it said?"</li> <li>• "Try that again."</li> </ul> <p>-Tell the students to look for clues in the pictures and then match the word they think it might be with the first letter of the word and last letter if necessary.</p> <p>-Help student access prior knowledge and use schema to ask, "What do I already know about this topic?" to anticipate content words</p>
text structure and does not self-correct when text does not sound right or make sense	<p>-Highlight moments when the student does stop, then explicitly praise the behavior with: "Good. You noticed that didn't sound right!" and ask them to tell you why they fixed it.</p> <p>-Prompt for rereading by saying:</p> <ul style="list-style-type: none"> <li>• "Read that again and think of a word that would sound right and/or fit there."</li> <li>• "Read that again and try a word that makes sense and matches the picture."</li> <li>• "Let me say what you said....is that how we talk?"</li> </ul> <p>-Give the student a bookmark or sheet of strategies introduced and practiced. Ask students to pick one and try it.</p> <p>-Educate and inform parents (both home parents and parent volunteers) about possible prompts that encourage problem-solving</p>
reading independence and frequently appeals for help; gives up easily	<p>-Don't jump in so quickly to bail students out, give them time to figure out a strategy</p> <p>-Set an expectation that students must initiate some problem-solving before being helped</p> <p>-Prompt for initiation:</p> <ul style="list-style-type: none"> <li>• "Try it."</li> <li>• "Try something."</li> <li>• "Could it be ____ or ____?" supply two choices and when the student answers, ask them why</li> <li>• "What do you know about that word?"</li> <li>• "What can you do when you get stuck?"</li> </ul> <p>-Pick two or three spots for teaching points after text reading to reinforce strategic reading behavior.</p>
plot retelling and does not consistentl	<p>-Model, model, model and practice verbally retelling the beg., middle and end of a familiar story</p> <p>-Give students a retelling framework so they have a visual aid that sequences what to say when retelling</p>



y recall events or details in sequential order	<ul style="list-style-type: none"> <li>-Have students sequence sentence strips or pictures telling a familiar story</li> <li>-Give support of verbal retellings with signal words: first, next, then, finally</li> <li>-During a read-aloud, orally summarize parts of the story "as you go"</li> <li>-Use graphic organizers like Story Maps and Storylines to draw or write events of a story in order</li> </ul>
reading motivation and avoids, resists or shows no interest in reading	<ul style="list-style-type: none"> <li>-Find out students' interest, give out an interest survey, send home parent questionnaire of student interests/hobbies/sports/pastimes/favorites/trips/aspirations/career thoughts</li> <li>-Celebrate successes; comment explicitly and praise reading strategies used and observed</li> <li>-Give students alternate ways to read a text (magazine, website, app, Time for Kids, newspaper)</li> <li>-Help these students with strategies for finding and selecting "just right" books</li> <li>-Set a goal with the student, let them know you are interested in what they are interested in</li> <li>-Instruct at the student's independent level for a period of time to build confidence</li> <li>-Pair the student up with a buddy in a lower grade to add integrity and importance to their goal</li> </ul>
decoding multi-syllabic words	<ul style="list-style-type: none"> <li>-Model how to divide words</li> <li>-Have the student "build" words using more complex rimes like -atch, -ight, -ound</li> <li>-Systematically teach familiarity with common prefixes and suffixes</li> <li>-Have students cut words apart from word strips</li> <li>-Write chunks of words on sticky notes and rearrange with other chunks - <span>pl</span> <span>ay</span> <span>gr</span> <span>ou</span> <span>nd</span></li> </ul>
non-fiction text features, unable to gather important information before, during and after reading	<ul style="list-style-type: none"> <li>-Have students find similar text features in a variety of books to understand how each feature provides the information</li> <li>-Have students create a Non-Fiction Conventions Notebook highlighting many common features of non-fiction: <ul style="list-style-type: none"> <li>• Table of Contents</li> <li>• Headings</li> <li>• Photographs</li> <li>• Captions</li> <li>• Cut-Aways</li> <li>• Diagrams</li> <li>• Maps</li> <li>• Index</li> <li>• Glossary</li> <li>• Pronunciation Guides</li> <li>• Labels</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Comparisons</li> <li>• Close-Ups</li> <li>• Graphs/Charts</li> </ul>
oral retelling due to lack of comprehension on understanding vs. lack of oral language skills	<p>-Analyze the students reading speed, do they read too fast to understand? Are they just word calling? Or are they connecting and interacting with the text?</p> <p>-Use sticky notes while reading to code their thinking/connections/questions</p> <p>-Students write a book recommendation and explain why they did or didn't like the book.</p> <p>-Students discuss the same piece of text in Book Talks and Book Clubs</p> <p>-Model using T-Charts and Venn Diagrams in a Reading Response Log to make thinking visible</p> <p>-Conduct individual reading conferences &amp; ask open-ended, higher order questions about the text</p> <p>-Provide a questioning stem card so students can question each other about the text</p> <p>-Amplified Retellings-get a microphone or Karaoke machine and retell the story "across the room"</p> <p>-Have students draw a picture of their visualization so they remember what they read about...after each paragraph, page or chapter</p>
identifying the main idea	<p>-Link important details together and name the way they connect as the main idea.</p> <p>-Create a GIST statement for text using exactly 10 words, no more, no less.</p> <p>-If chapter titles are not given in a chapter book, for example, it only uses Chapter 1, 2, etc., have students give a short title to each chapter based on the main idea of that chapter</p> <p>-Write a review for the book summarizing the gist of the story and why someone else should read it</p>
understanding vocabulary or terms and concepts this is basic to the text, plot or meaning of the story	<p>-Demonstrate and practice comprehension strategies for inferring meaning from context clues</p> <p>-Directly instruct vocabulary related to the topic or important to the story</p> <p>-Predict vocabulary that you think will be in the story, write them on a sticky note and give yourself a check when you read them in the story</p> <p>-Have students analyze and map important vocabulary from the text using the Frayer Model and include the 4 main components on the concept map: definition, characteristics, example, non-example</p>

Tier 1 Intervention Suggestions: Mathematics “If A Student..., Then...” Classroom Adaptation/Intervention Strategies in Response to Math Challenges	
If the student struggles with:	Something to try may be:
<b>Number sense</b> skills in the following areas . . . * Number Id * Missing Number * Quantity Discrimination * Number Representation * Place Value	- Roll a number cube, call out the number rolled. Children who don't know the number will learn from calling out the number. - Manipulate numbers using a variety of textures (sand, shaving cream etc) - Match word or visual numbers and digits using magazines, task cards etc - Organic number line- on the # line; show different ways to represent the given number - Fill the missing number charts - Number of the day- write the number, make it, trace it, hit it on the door on the way out - Graphic organizers (i.e.- place value chart) - Manipulative (Cubes, Base 10 blocks etc) - <i>Investigation</i> Intervention guide in your math books - Number ID using flashcards - Deck of cards, tell me the number or add/subtract - Find numbers around the room - Missing number line/chart - Compare using cubes - Decompose numbers - Place Value mats - Touch Math ( <a href="http://www.touchmath.com">http://www.touchmath.com</a> )  <b>Baseline</b> - See Kathy Richardson Books (Counting Objects, Changing Numbers, More/Less, Number arrangements, Ten Frames) - Easy CBM - Intervention Central Site
<b>Computation</b> skills in the following areas . . .  * Addition * Subtraction * Multiplication * Division * Mixed Computation Skills	- Manipulatives to add/sub (Cuisenaire Rods, base 10 blocks, money etc) - Make trains to demonstrate addition and subtraction facts - Counter to form arrays that show combining groups - Use of the number line (in notebook) - Act out - <i>Investigation</i> Intervention guide in your math books - Reference sheet (picture associated with steps to solve) - Hands on equations - “Check Box” i.e.- check subtraction with addition - Use 100 board - Read aloud problems - Flashcards/xtramath.org - Sorting/highlighting keywords - Color code operation signs  <b>Baseline</b>

	<ul style="list-style-type: none"> <li>-See Kathy Richardson Books (Combination Trains, Hiding Assessments, Grouping 10's, Two Digit addition and Subtraction)</li> <li>-Easy CBM</li> <li>-Intervention Central Site</li> <li>-Mathematical Reasoning Inventory</li> </ul>
<b>Advanced Computation</b> skills in the following areas . . . * Fractions * Percents * Rounding * Estimating * Exponents	<ul style="list-style-type: none"> <li>-Manipulatives (fraction bars, tiles etc)</li> <li>-<i>Investigation</i> Intervention guide in your math books</li> <li>-Study Island/ Web tutorials</li> <li>-Kahn Academy Videos</li> <li>-Compare fractions on a ruler</li> <li>-Number line and pictures (rounding)</li> <li>-Reference sheet</li> </ul> <p style="text-align: center;"><b>Baseline</b></p> <ul style="list-style-type: none"> <li>-Easy CBM</li> <li>-Intervention Central Site</li> <li>-Mathematical Reasoning Inventory</li> </ul>
<b>Spacial/Geometry</b> skills in the following areas . . . *recognition *attributes	<ul style="list-style-type: none"> <li>-Physically touch the shape</li> <li>-Trace the shape</li> <li>-Vocabulary words- anchor charts</li> <li>-Draw with sidewalk chalk, sand or other gooey substance</li> <li>-<i>Investigation</i> Intervention guide in your math books</li> <li>-Manipulatives- to create shapes, 3d shapes</li> <li>-Videos/Kahn Academy</li> <li>-Graphic Organizers (i.e.- Quad chart)</li> <li>-Real World Pictures</li> <li>-Make a chart or flashcards (word and pictures)</li> <li>-Use geoboard</li> </ul> <p style="text-align: center;"><b>Baseline</b></p> <ul style="list-style-type: none"> <li>-Easy CBM</li> <li>-Intervention Central Site</li> <li>-Mathematical Reasoning Inventory</li> </ul>
<b>Word Problems</b>	<ul style="list-style-type: none"> <li>-Graphic Organizers – can create place mats</li> <li>-Visual Representation with Manipulatives</li> <li>-Acting Out</li> <li>- <i>Investigation</i> Intervention guide in your math books</li> <li>-Color code symbols (if students are overlooking)</li> <li>-Have students “think out loud” with steps</li> <li>-Study “office” with key words</li> <li>-Singapore Math- question into a sentence i.e.- There are ____ cars in each group</li> <li>-Underline keywords</li> </ul> <p style="text-align: center;"><b>Baseline</b></p> <ul style="list-style-type: none"> <li>-Intervention Central Site</li> <li>-Mathematical Reasoning Inventory</li> </ul>

## Tier 1 Intervention Suggestions: OT/PT

If the student struggles with:	Something to try may be:
Letter Reversals	<ul style="list-style-type: none"> <li>-Teaching letters in groups. Example: c,d,g,o,q are the “magic c” letters</li> <li>-use different colors to visualize differences in strokes</li> <li>-trace letters in color-changing markers</li> </ul>
Poor Letter Formation	<ul style="list-style-type: none"> <li>-use adaptive paper or graph paper underlays</li> <li>-use Handwriting Without Tears materials/strategies</li> <li>-tape letter formation models to desktop</li> <li>-practice accurate multisensory formation: in the air with “magic wand” or on ziplock bag with colored glue or hair gel, etc.</li> <li>-trace over letter models with tracing paper</li> </ul>
Poor Spacing	<ul style="list-style-type: none"> <li>-use graph paper-one letter or space per box</li> <li>-use popsicle stick spacers (can decorate)</li> <li>-use non-writing hand index finger</li> <li>-highlight spaces in between words or text the student is copying</li> </ul>
Erases Often or Presses Too Hard	<ul style="list-style-type: none"> <li>-try variety of pens, mechanical pencils, fine pen points with no erasers</li> <li>-encourage structured error repair (do not fix mistakes until a sentence is complete)</li> <li>-allow for spelling errors</li> <li>-write on tracing paper or carbon paper</li> <li>-tape paper to wall and have student stand to write in vertical plane</li> </ul>
Often Does Not Press Hard Enough	<ul style="list-style-type: none"> <li>-put sandpaper under writing paper</li> <li>-have student write with squiggle pen</li> <li>-have student write with markers</li> <li>-try a #1 pencil</li> </ul>
Awkward Grasp	<ul style="list-style-type: none"> <li>-try a very short pencil</li> <li>-try a variety of pencil grips</li> <li>-write on slantboard</li> <li>-use rubberband on wrist and hook on end of pencil to pull down into webspace</li> </ul>
Slow, Labored, or Messy Writing	<ul style="list-style-type: none"> <li>-increase time allowed for completion of work</li> <li>-reduce amount of work</li> </ul>

	<ul style="list-style-type: none"><li>-space work sessions with short breaks</li><li>-set time limits for specific writing tasks</li><li>-accept key word responses vs. complete sentences</li><li>-reduce amount of copying from the board</li><li>-allow student to type or give answers orally</li></ul>
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# If, Then

## An Intervention Guide for Teaching ELLs

### Listening

If your student struggles with understanding conversations in English....

#### Then...

- ☐ use audiobooks as an independent activity.
- ☐ Add voice recording QR codes to worksheets and books.
- ☐ Use music as often as possible.
- ☐ Use TPR.
- ☐ Add in pictures as much as possible! Before your lesson, find a few great images on Google to support your lesson and have them ready to show the students as you are talking.
- ☐ Create an environment where students aren't afraid to admit when they don't understand.

If your student struggles with tracking a conversation

#### Then ...

- ☐ time how long you talk and how often there are breaks for students to interact and engage.
- ☐ Make sure you give a clue or opportunity to build background to help them place in their minds what the conversation is going to be about.
- ☐ Use visuals as you are talking to help students stay on track with the topic.
- ☐ Incorporate podcasts into your lessons to allow students to work on listening and tracking with a conversation. You can provide a way for them to listen and draw, listen and write, or a reflection page after they are finished.

#### Great websites and resources to support:

Super simple songs on Youtube

Vooks.com

Uniteforliteracy.com

Listen and Learn Centers

Blog: 3 Ways to Strengthen the Listening Comprehension of Your Students.

#### Great podcasts to support:

But Why?

Smash Boom Best

Wow in the World



Click on any resource to go directly there.

# If, Then

## An Intervention Guide for Teaching ELLs

### Speaking

If your students are afraid to speak

#### Then...

- ☐ Use games to disguise speaking. Give them a clothespin to clip to their shirt and see who gets the most at the end of class.
- ☐ Reward and encourage when they speak.
- ☐ Provide activities that the students can practice speaking independently which will help build confidence. (Check out the websites below that will record your students online, without putting them on the spot.)
- ☐ Use a teacher vs. students challenge. Every time a student speaks in English, they earn a point, every time they speak in their native language you earn a point and challenge them to earn more points for a prize.
- ☐ Highlight times you make mistakes or take risks to help build a risk-taking classroom.

If your students will not participate in academic conversations

#### Then...

- ☐ model, model, model
- ☐ Use sentence stems to support
- ☐ Provide thinking time so that students can gather thoughts and not be put on the spot.
- ☐ Provide plenty of opportunities for students to talk with one another and confirm ideas. (Use think-pair-share)
- ☐ Provide plenty of opportunities during your lessons for students to be moving, thinking, talking, and applying what they are learning in a way that lowers the affective filter.

Great websites and resources to support:

[www.vocaroo.com](http://www.vocaroo.com)

[www.voki.com](http://www.voki.com)

[www.flipgrid.com](http://www.flipgrid.com)

Monthly Speaking and Writing Cards

Video: Student Strategy Series: Inside/Outside Circles



Click on any resource to go directly there.



# If, Then

## An Intervention Guide for Teaching ELLs

### Reading

If your students struggle with letter sounds/phonics

#### Then...

- ☐ Do activities that the students are consistently hearing the sounds correctly with a picture to train their brain.
- ☐ Practice frequently through games that say the sound and they have to identify it. (There are a lot of free online phonics games that will target this skill.)
- ☐ Frequently incorporate sound sorts, word segmentation sorts with pictures. (Just make sure the pictures are words they are familiar with.)
- ☐ Have students write the sounds they hear when you say the sound aloud.
- ☐ Use manipulatives that they can work with as they learn the sounds (magnetic letters, sound boxes, playdoh, etc.)
- ☐ Clap out sounds to demonstrate segmenting words.

If your students struggles with comprehension due to lack of background knowledge or English vocabulary

#### Then...

- ☐ Use realia to help students connect to the reading before they begin.
- ☐ Frontload vocabulary through pictures.
- ☐ Allow the students to check their understanding of the vocabulary before you read (use a knowledge rating scale.)
- ☐ If possible, provide play or inquiry activities that relate to the reading to help students build experiences and connections to the new vocabulary and topic.
- ☐ If possible, provide high interest articles and passages.
- ☐ Incorporate close reading activities for multiple readings of the same passage.

Great websites and resources to support:

[www.lalilo.com](http://www.lalilo.com)

[www.starfall.com](http://www.starfall.com)

Close Reading Passages for New Readers

Close Reading Passages for Intermediate ELLs

Video: How to make the most out of your guided reading time!

[www.readworks.org](http://www.readworks.org)



Click on any resource to go directly there.

# If, Then

## An Intervention Guide for Teaching ELLs

### Writing

If your student struggles with forming a sentence in English...

#### Then...

- ☐ use pictures to help them pull out vocabulary and form sentences.
- ☐ Use graphic organizers repeatedly as a framework.
- ☐ Color code the parts of the sentence.
- ☐ Play silly sentences and then have them copy the sentence.
- ☐ Provide topics students like to write about to stimulate interest.
- ☐ Provide opportunities to draw ideas first or talk through the sentence first before they begin writing.
- ☐ Have the student say their sentence aloud, and then write highlighted lines on their paper for each word they say. This will help remind them of their sentence and write all the parts.

If your student struggles with expanding on their writing...

#### Then...

- ☐ Use the write around strategy. Students write a sentence then pass it to a peer where they add on. This continues on a few times and students work on expanding ideas and sentences.
- ☐ Do practice activities of providing a simple sentence and having the students add a stronger verb, then add a stronger adjective, then add a detail... etc. The more the students practice, the more their brain will be trained to look for ways to strengthen the sentence.
- ☐ Use graphic organizers that breaks down the process.
- ☐ Provide examples of simple sentences vs. strong sentences.
- ☐ Use mentor texts to demonstrate types of sentences you want your students to write.

Great websites and resources to support:

Writing Windows by Ellevation

Boom Writer

Silly sentences game

Online Sentences Games

Monthly Speaking and Writing Cards



Click on any resource to go directly there.

# WE ARE MIDLAKES!

*The Midlakes Elementary School Community values Respect, Responsibility, Independence, and Kindness*

	RESPECT	RESPONSIBILITY	INDEPENDENT	KINDNESS
<b>IN ALL SETTINGS, WE WILL ...</b>	<ul style="list-style-type: none"> <li>• Use manners</li> <li>• Use appropriate language, tone, and volume</li> <li>• Maintain personal space</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Own our actions</li> <li>• Treat property with care</li> </ul>	<ul style="list-style-type: none"> <li>• Seek to be a leader</li> <li>• Know our strengths</li> <li>• Let others know what we need</li> </ul>	<ul style="list-style-type: none"> <li>• Greet others politely</li> <li>• Help others</li> <li>• Include others</li> </ul>
<b>CLASSROOM</b>	• See classroom specific matrices for classroom rules and routines			
<b>HALLWAY</b>	<ul style="list-style-type: none"> <li>• Use an inside voice level</li> <li>• Stay in our own space</li> </ul>	<ul style="list-style-type: none"> <li>• Walk directly to designated area</li> <li>• Stay to the right of hallway</li> <li>• Keep hallways clean</li> </ul>	<ul style="list-style-type: none"> <li>• Manage time appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wave or appropriate words to show affection towards others</li> </ul>
<b>CAFETERIA</b>	<ul style="list-style-type: none"> <li>• Use an inside voice level</li> <li>• Stay in our own space</li> <li>• Wait patiently in line</li> </ul>	<ul style="list-style-type: none"> <li>• Walk at all times</li> <li>• Leave area cleaner than you found it</li> <li>• Stay in seats until the teacher arrives</li> </ul>	<ul style="list-style-type: none"> <li>• Have a lunch plan</li> <li>• Choose a quiet or social area</li> </ul>	<ul style="list-style-type: none"> <li>• Invite those sitting alone to join</li> </ul>
<b>BATHROOM</b>	<ul style="list-style-type: none"> <li>• Use bathroom safely and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Wash our hands</li> <li>• Only use what we need and keep our bathrooms clean</li> <li>• Report unsafe conditions to an adult</li> </ul>	<ul style="list-style-type: none"> <li>• When done, return to classroom promptly</li> </ul>	<ul style="list-style-type: none"> <li>• Be considerate of others privacy</li> </ul>
<b>BUS</b>	<ul style="list-style-type: none"> <li>• Use an inside voice level</li> <li>• Listen to the driver</li> <li>• Stay seated</li> </ul>	<ul style="list-style-type: none"> <li>• Keep aisle clear and clean</li> <li>• Report unsafe conditions to the driver</li> <li>• Use headphones to listen to music</li> </ul>	<ul style="list-style-type: none"> <li>• Load and unload promptly</li> <li>• Keep track of your belongings</li> <li>• Watch for your stop</li> </ul>	<ul style="list-style-type: none"> <li>• Share seating space</li> <li>• Say hello and goodbye to peers and staff</li> </ul>
<b>PLAYGROUND</b>	<ul style="list-style-type: none"> <li>• Be mindful of space and surroundings</li> </ul>	<ul style="list-style-type: none"> <li>• Keep playgrounds &amp; lawn areas clean</li> <li>• Line up promptly when the signal is given to go inside</li> </ul>	<ul style="list-style-type: none"> <li>• Use equipment and playground area appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns</li> <li>• Ask others to play</li> </ul>
<b>ONLINE</b>	<ul style="list-style-type: none"> <li>• Consider the feelings of others before posting</li> <li>• Stay on topic</li> </ul>	<ul style="list-style-type: none"> <li>• Only use school appropriate/ approved sites and apps</li> <li>• Pause before you post</li> </ul>	<ul style="list-style-type: none"> <li>• Create a positive digital footprint</li> <li>• Re-read messages before posting</li> </ul>	<ul style="list-style-type: none"> <li>• Promote positivity</li> <li>• Support our friends</li> </ul>



## SCHOOLWIDE PBIS EXPECTATION MATRIX



# WE ARE MIDLAKES!

*The Midlakes Middle/High School Community values Respect, Responsibility, Independence, and Kindness*

	RESPECT	RESPONSIBILITY	INDEPENDENT	KINDNESS
IN ALL SETTINGS, WE WILL ...	<ul style="list-style-type: none"> <li>• Use manners</li> <li>• Use appropriate language, tone, and volume</li> <li>• Maintain personal space</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Own our actions</li> <li>• Treat property with care</li> </ul>	<ul style="list-style-type: none"> <li>• Seek to be a leader</li> <li>• Know our strengths</li> <li>• Let others know what we need</li> </ul>	<ul style="list-style-type: none"> <li>• Greet others politely</li> <li>• Help others</li> <li>• Include others</li> </ul>
CLASSROOM	<ul style="list-style-type: none"> <li>• Be an active listener</li> <li>• Accept differing viewpoints</li> <li>• Relate discussions to classroom topics</li> </ul>	<ul style="list-style-type: none"> <li>• Be on time</li> <li>• Be prepared</li> <li>• Stay organized</li> <li>• Complete work in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>• Self-advocate</li> <li>• Use resources and supports</li> <li>• Be an engaged learner</li> <li>• Complete own work</li> </ul>	<ul style="list-style-type: none"> <li>• Self-advocate</li> <li>• Use resources and supports</li> <li>• Be an engaged learner</li> <li>• Complete own work</li> </ul>
HALLWAY	<ul style="list-style-type: none"> <li>• Use an inside voice level</li> <li>• Use a quiet voice</li> <li>• Walk at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Dispose of trash properly</li> <li>• Go directly to destination</li> </ul>	<ul style="list-style-type: none"> <li>• Manage time appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate words to show affection</li> </ul>
CAFETERIA	<ul style="list-style-type: none"> <li>• Use table manners</li> </ul>	<ul style="list-style-type: none"> <li>• Wait patiently in line</li> <li>• Dispose of trash properly</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up your space</li> </ul>	<ul style="list-style-type: none"> <li>• Be polite to cafeteria personnel</li> </ul>
BATHROOM	<ul style="list-style-type: none"> <li>• Use bathroom safely and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Wash our hands</li> <li>• Only use what we need and keep our bathrooms clean</li> <li>• Report unsafe conditions to an adult</li> </ul>	<ul style="list-style-type: none"> <li>• When done, return to classroom promptly</li> </ul>	<ul style="list-style-type: none"> <li>• Be considerate of others privacy</li> </ul>
BUS	<ul style="list-style-type: none"> <li>• Use facility for intended purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Tell an adult of unsafe conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Return to class promptly</li> </ul>	<ul style="list-style-type: none"> <li>• Give others privacy</li> <li>• Be considerate of others</li> </ul>
ONLINE	<ul style="list-style-type: none"> <li>• Be mindful of your impact</li> </ul>	<ul style="list-style-type: none"> <li>• Pause before you post</li> </ul>	<ul style="list-style-type: none"> <li>• Create a positive digital footprint</li> </ul>	<ul style="list-style-type: none"> <li>• Promote positivity</li> <li>• Support your peers with positive messaging/posts</li> </ul>



## Social Emotional Learning Benchmark Goals K-3:

1. Develop self-awareness and self-management skills essential to success in school and in life.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

K-3 Benchmarks	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
1A.1a Recognize and describe emotions and how they are linked to behavior.	<b>T</b>	R	R	R
1A.1b Demonstrate control of impulsive behavior.	A	<b>T</b>	R	R
1B.1a. Describe one's likes, dislikes, needs, wants, strengths, challenges, and opinions.	<b>T-likes, dislikes, needs, &amp; wants</b>	R-likes, dislikes, needs, & wants	<b>T-all</b>	R
1B.1b. Identify family, peer, school, and community strengths and supports.	A	<b>T-functional skills, who can help you?</b>	R-functional skills, who can help you?	<b>T-all</b>
1C.1a. Describe why learning is important in helping students achieve personal goals.	A	R	<b>T</b>	R
1C.1b. Identify goals for personal behavior progress, achievement, or success.	A	<b>T</b>	<b>T</b>	R
2A.1a. Recognize that others may experience situations differently from oneself.		A	<b>T</b>	R
2A.1b. Use listening skills to identify the feelings and perspectives of others.	<b>T-feelings of others</b>	<b>T-perspective of others</b>	<b>T-all</b>	R
2B.1a. Describe the ways that people are similar and different.	A	A	A	<b>T</b>
2B.1b. Describe positive qualities in others.	A	<b>T</b>	R	R
2C.1a. Identify ways to work and play well with others.	<b>T</b>	R	R	R
2C.1b. Demonstrate adaptability and appropriate social behavior at school.	A	<b>T</b>	R	R
2D.1a. Identify problems and conflicts commonly experienced by peers	A	A	<b>T</b>	R
2D.1b. Identify approaches to resolving conflicts constructively.	A	A	<b>T</b>	R
3A.1a. Explain why acts that hurt others are wrong.	<b>T</b>	R	R	R

3A.1b. Identify social norms and safety considerations that guide behavior.	A	A	A	A
3B.1a. Identify a range of decisions that students make at school and at home.		A	A	T
3B.1b. Make positive choices when interacting with classmates.	T	R	R	R
3C.1a. Identify and perform roles that contribute to one's classroom	A	A	A	T
3C.1b. Identify and perform roles that contribute to one's family.		A	A	T

## Social Emotional Learning Benchmark Goals 4-5:

1. Develop self-awareness and self-management skills essential to success in school and in life.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

4-5 Benchmarks	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
1A.2a. Describe a range of emotions and the situations that cause them.	T	
1A.2b. Describe and demonstrate ways to express emotions in a constructive manner	T	R
1A.2c. Demonstrate control of behaviors that interfere with time on task		T
1B.2a. Describe personal strengths/skills and interests that one wants to develop.	T	
1B.2b. Explain how family members, peers, school personnel, and community members can support responsible behavior and school success.		T
1C.2a. Describe the steps in setting and working toward goal achievement.	T	R
1C.2b. Monitor progress on achieving a short-term personal goal.	T	R
2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.	T	
2A.2b. Describe the expressed feelings and perspectives of others.	A	T
2B.2a. Identify differences among, and contributions of, various social and cultural groups		T
2B.2b. Demonstrate how to interact positively with those who are different from oneself.	A	T
2C.2a. Describe approaches for making and keeping friends.	T	
2C.2b. Analyze ways to work effectively in groups.		T
2D.2a. Describe causes and consequences of conflicts.	T	R
2D.2b. Apply constructive approaches in resolving conflicts	A	T
3A.2a. Demonstrate the ability to respect the rights of self and others.	T	R
3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior		T
3B.2a. Identify and apply the steps of systematic decision making.	T	R
3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	T	
3C.2a. Identify and perform roles that contribute to the school community.	T	
3C.2b. Identify and perform roles that contribute to one's local community.	A	T

## SEL Pacing Calendar for Grades 4 &amp; 5

Month	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
September RESPECT	A-2B.2b. Demonstrate how to interact positively with those who are different from oneself. <b>T-3A.2a. Demonstrate the ability to respect the rights of self and others.</b>	R-3A.2a. Demonstrate the ability to respect the rights of self and others. <b>T-1B.2b. Explain how family members, peers, school personnel, and community members can support responsible behavior and school success.</b> <b>T-2B.2b. Demonstrate how to interact positively with those who are different from oneself.</b>
October RESPONSIBILITY	<b>T-1C.2a. Describe the steps in setting and working toward goal achievement.</b> <b>T-1C.2b. Monitor progress on achieving a short-term personal goal.</b>	R-1C.2a. Describe the steps in setting and working toward goal achievement. R-1C.2b. Monitor progress on achieving a short-term personal goal. <b>T-3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.</b>
November GRATITUDE	<b>T-3C.2a. Identify and perform roles that contribute to the school community.</b> A-3C.2b. Identify and perform roles that contribute to one's local community.	<b>T-3C.2b. Identify and perform roles that contribute to one's local community.</b>
December EMPATHY	A-2B.2b. Demonstrate how to interact positively with those who are different from oneself. <b>T-2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.</b> A-2A.2b. Describe the expressed feelings and perspectives of others.	<b>T-2B.2b. Demonstrate how to interact positively with those who are different from oneself.</b> <b>T-2A.2b. Describe the expressed feelings and perspectives of others.</b>
January PERSEVERANCE	<b>T-3B.2a. Identify and apply the steps of systematic decision making.</b>	R-3B.2a. Identify and apply the steps of systematic decision making.
February HONESTY	<b>T-2C.2a. Describe approaches for making and keeping friends.</b> A-3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior	<b>T-2C.2b. Analyze ways to work effectively in groups.</b> <b>T-3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.</b>
March COOPERATION	<b>T-2D.2a. Describe causes and consequences of conflicts.</b> A-2D.2b. Apply constructive approaches in resolving conflicts. A-2B.2b. Demonstrate how to interact positively with those who are different from oneself.	R-2D.2a. Describe causes and consequences of conflicts. <b>T-2D.2b Apply constructive approaches in resolving conflicts.</b> <b>T-2B.2b. Demonstrate how to interact positively with those who are different from oneself.</b>
April COURAGE	<b>T-1A.2a. Describe a range of emotions and the situations that cause them.</b>	R-1A.2b. Describe and demonstrate ways to express emotions in a constructive manner.



	<b>T-1A.2b. Describe and demonstrate ways to express emotions in a constructive manner.</b>	<b>T-1A.2c. Demonstrate control of behaviors that interfere with time on task.</b>
May CREATIVITY	<b>T-1B.2a. Describe personal strengths/skills and interests that one wants to develop.</b>	<b>T-2B.2a. Identify differences among, and contributions of, various social and cultural groups.</b>
June REVIEW	Review others as needed	Review others as needed

## SEL Pacing Calendar for Grades 6-8

\*All skills taught in 6<sup>th</sup>, Monthly “School-wide Themes” in MS 7-8

Month	6 <sup>th</sup> -8 <sup>th</sup> Grade
September RESPECT	2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. 2B.3b. Analyze the effects of taking action to oppose bullying and/or bias based behavior based on individual and group differences. 3A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions. 1B.3b. Analyze how making use of school and community supports and opportunities can help one surmount challenges and contribute to achievement in school and in life
October RESPONSIBILITY	1C.3a. Set a short-term goal and develop a plan for achieving it. 3B.3a. Analyze how decision-making skills have an impact on study habits, academic performance, and interpersonal relationships.
November GRATITUDE	3C.3a. Evaluate one’s participation in efforts to address an identified school need. 3C.3b. Evaluate one’s participation in efforts to address an identified need in one’s local community.
December EMPATHY	2A.3a. Hypothesize others’ feelings and perspectives in a variety of situations and explain the reasons for one’s conjecture. 2A.3b. Analyze how one’s behavior may affect others. 2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. 2B.3b. Analyze the effects of taking action to oppose bullying and/or bias based behavior based on individual and group differences.
January PERSEVERANCE	1A.3a. Analyze factors that create stress or motivate successful performance. 1A.3b. Apply strategies to manage stress and to motivate oneself to constructively address challenges. 1A.3c. Demonstrate the capacity to maintain concentration on a task. 1C.3b. Analyze why one achieved or did not achieve a goal.
February HONESTY	2C.3a. Analyze ways to establish positive relationships with others. 3A.3b. Analyze the reasons for school and societal rules.
March COOPERATION	2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness. 2D.3a. Evaluate strategies for preventing and resolving interpersonal problems. 2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. 2B.3b. Analyze the effects of taking action to oppose bullying and/or bias based behavior based on individual and group differences.
April COURAGE	2D.3b. Define unhealthy peer pressure and evaluate strategies for resisting it. 3B.3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.
May CREATIVITY	1B.3a. Analyze how personal strengths and areas in need of improvement influence choices and outcomes.
June REVIEW	Review others as needed

## SEL Pacing Calendar for Grades 9-12

\*Monthly "School-wide Themes" - Departments embed into curricula where natural connections exist

Month	9 <sup>th</sup> -10 <sup>th</sup> Grade	11 <sup>th</sup> -12 <sup>th</sup> Grade
September RESPECT	<p>3A.4a. Demonstrate personal responsibility in making ethical decisions.</p> <p>3A.4b. Evaluate how social norms and the expectations of different social groups, including dealing with the expectations of those in authority in various settings, influence personal decisions and actions.</p> <p>1A.4b. Generate ways to develop more positive attitudes.</p> <p>2B.4a. Analyze the origins and negative effects of stereotyping and prejudice.</p> <p>2B.4b. Demonstrate respect for individuals from different social and cultural groups.</p>	<p>3A.5a. Apply ethical reasoning to evaluate societal practices.</p> <p>3A.5b. Examine how the norms of different societies and cultures influence their members' decisions and behaviors.</p> <p>1A.5b. Evaluate how expressing more positive attitudes influences others.</p> <p>2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.</p> <p>2B.5b. Evaluate how advocacy for the wellbeing and rights of others contributes to the common good.</p>
October RESPONSIBILITY	<p>1B.4a. Set priorities that build on strengths and identify areas for improvement.</p> <p>3B.4a. Evaluate one's personal abilities to gather information, generate possible solutions, and anticipate the consequences of decisions.</p> <p>3B.4b. Apply decision-making skills to establish responsible interpersonal and intergroup relationships, and work relationships.</p>	<p>1B.5a. Implement a plan to build on a personal strength, meet a personal need, or address a personal challenge.</p> <p>3B.5a. Analyze how present decision-making affects college and career choices.</p> <p>3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships.</p>
November GRATITUDE	<p>1B.4b. Analyze how positive adult role models and support systems contribute to personal growth and achievement in school and in life.</p> <p>3C.4b. Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.</p>	<p>1B.5c. Evaluate how developing interests and "giving back"/filling useful roles support school and life success.</p> <p>3C.5b. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community. Review others as needed</p>
December EMPATHY	<p>2A.4a. Analyze similarities and differences between one's own and others' perspectives.</p> <p>2A.4b. Use communication skills to gain understanding of others' feelings and perspectives.</p> <p>1A.4b. Generate ways to develop more positive attitudes.</p> <p>2B.4a. Analyze the origins and negative effects of stereotyping and prejudice.</p> <p>2B.4b. Demonstrate respect for individuals from different social and cultural groups.</p>	<p>2A.5a. Demonstrate how to express understanding of those who hold different opinions.</p> <p>2A.5b. Demonstrate ways to express empathy for others.</p> <p>1A.5b. Evaluate how expressing more positive attitudes influences others.</p> <p>2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.</p> <p>2B.5b. Evaluate how advocacy for the wellbeing and rights of others contributes to the common good.</p>

January PERSEVERANCE	<p>1C.4a. Identify strategies to make use of resources to overcome obstacles to achieve goals.</p> <p>1C.4b. Apply strategies to overcome obstacles to goal achievement.</p> <p>1A.4c. Demonstrate the capacity to shift one's focus between tasks and maintain concentration on one's goal.</p>	<p>1C.5a. Set a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement.</p> <p>1C.5b. Monitor progress toward achieving a goal and evaluate one's performance against criteria.</p> <p>1A.5c. Demonstrate the ability to adjust one's behavior in response to changes in one's environment or to changes in one's goal(s).</p>
February HONESTY	<p>1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.</p>	<p>1A.5a. Evaluate how expressing one's emotions in different situations affects others.</p>
March COOPERATION	<p>2C.4a. Evaluate the effects of requesting support from and providing support to others.</p> <p>2C.4b. Evaluate one's contribution in groups as a member and leader.</p> <p>1A.4b. Generate ways to develop more positive attitudes.</p> <p>2B.4a. Analyze the origins and negative effects of stereotyping and prejudice.</p> <p>2B.4b. Demonstrate respect for individuals from different social and cultural groups.</p>	<p>2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.</p> <p>2C.5b. Plan, implement, and evaluate one's participation in a group project.</p> <p>1A.5b. Evaluate how expressing more positive attitudes influences others.</p> <p>2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.</p> <p>2B.5b. Evaluate how advocacy for the wellbeing and rights of others contributes to the common good.</p>
April COURAGE	<p>2D.4a. Analyze how active listening, "I" statements and other communication strategies help to resolve conflicts.</p> <p>2D.4b. Analyze how conflict- resolution skills contribute to work within a group.</p>	<p>2D.5a. Evaluate the effects of using collaborative negotiation skills to reach win-win solutions.</p> <p>2D.5b. Evaluate current conflict-resolution skills and plan how to improve them.</p>
May CREATIVITY	<p>3C.4a. Plan, implement, and evaluate one's participation in activities and organizations that improve school culture and climate.</p>	<p>1B.5b. Implement a plan to build on a personal strength to meet a need, or address a challenge facing one's community.</p> <p>3C.5a. Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.</p>
June REVIEW	Review others as needed	Review others as needed

## SchoolTool IST (Intervention Services Team) Referral Form:

1. Once you've found the student in SchoolTool, click on the User Defined tab within the MyHome screen. From the drop-down on the left, choose IST Referral. You can then create a referral by clicking on the green plus sign.

The screenshot shows the 'MyHome' screen in SchoolTool. At the top, there's a 'PERSONAL INFORMATION' header. Below it, a 'QUICK LINKS' section contains a large blue rectangular area. To the right of this area, the number '71342' is displayed. A navigation bar at the top includes tabs for 'MyHome', 'Census', 'Scheduling', 'Medical', 'Discipline', 'Attendance', 'Counseling', and 'Transportation'. A second navigation bar at the bottom includes tabs for 'Accounts', 'Contacts', 'Schedule', 'Attendance', 'Discipline', 'Grades', 'Assessments', 'Assignments', 'Letters', 'User Defined', 'Hours', and 'Notes'. The 'User Defined' tab is highlighted with a red circle. On the left sidebar, under the 'STUDENT' heading, the 'IST Referral' option is also highlighted with a red circle. A green plus sign icon is visible next to the 'IST Referral' text. A 'Show history' link is located at the bottom center of the sidebar.

2. You will now have access to fill in the online IST Referral Form for the selected student. Be sure to enter a start date (it should default to today's date).

The screenshot displays the 'IST Referral' form. At the top, there's a 'STUDENT' header with a dropdown menu showing 'IST Referral'. Below this, the 'Start Date' is set to '8/18/2021' and the 'End Date' is empty. The 'School Year' is set to '2021-2022'. The form contains several sections with checkboxes and dropdown menus. A blue callout box with the text 'Ignore these drop downs' points to a dropdown menu in the 'Physical' section. The sections include: 'Reason for Referral: Check all that apply' (with checkboxes for Academic Reading, Academic Writing, Academic Math, Speech/Language, Attendance, Social-Emotional, Behavior, and Physical); 'Prior to the Meeting' (with checkboxes for Parent notified by classroom teacher and Progress Monitoring Data collected); 'Student Information' (with checkboxes for Retained and Pertinent Health Concerns (Text)); and 'Current Services: Check all that apply' (with checkboxes for IEP, Declassified, 504, Speech, Counseling, and OT/PT).

3. Select all concerns and true statements by placing a checkmark inside the appropriate boxes. Drop-downs may contain a "." and nothing else, as these are placeholders for each section, so you don't need to do anything with them.

4. Scroll down to continue completing the form. You will find some boxes for short response items and some larger boxes for more descriptive responses. You will then notice a Tier 1 Classroom Intervention Plan section where you should fill out a minimum of 1 classroom strategy/intervention that has been tried over at least 6 weeks.

Literacy-AIS: ☐

Math: ☐

Tutoring: ☐

Outside Specialist: ☐

CPSE services: ☐

Other: Please Specify (Text):

Describe student strengths and talents (Text):

Describe specific concerns prompting this referral. Please include any academic, social, emotional, or medical factors that negatively impact the student's performance. (Text):

Tier I Classroom Intervention Plan:  
Please list strategies/ modifications/interventions that have been tried in the classroom. Classroom Interventions/Strategies/Accommodations:

Specific Skill Addressed (Text):

.....:

Classroom Strategy/Intervention 1 (Text):

Date Started 1:

Date Ended 1:

Person Responsible 1 (Text):

Frequency (e.g. 2x20/week) 1 (Text):

Describe Outcome (attach work samples and date) 1 (Text):

5. You can add up to 3 total interventions that have been tried. You can use descriptive boxes to explain where progress monitoring data can be found (such as FastBridge) or attach documentation at the end of the form by choosing a file and clicking upload.

.....:

Classroom Strategy/Intervention 2 (Text):

Date Started 2:

Date Ended 2:

Person Responsible 2 (Text):

Frequency (e.g. 2x20/week) 2 (Text):

Describe Outcome (attach work samples and date) 2 (Text):

.....:

Classroom Strategy/Intervention 3 (Text):

Date Started 3:

Date Ended 3:

Person Responsible 3 (Text):

Frequency (e.g. 2x20/week) 3 (Text):

Describe Outcome (attach work samples and date) 3 (Text):

Attachments:  No file chosen

6. Do not forget to go back up to the top and click on the save icon!

STUDENT

IST Referral

Start Date: 8/18/2021



# INTERVENTION SERVICES REPORT

## PHELPS-CLIFTON SPRINGS CENTRAL SCHOOL DISTRICT

1490 State Route 488, Clifton Springs, NY 14432

PHONE: (315) 548-6420 | FAX: (315) 548-6439

Student Name:

School Year:

Grade Level:

Service Provider:

Service Type:

Frequency:

Referral Reason:

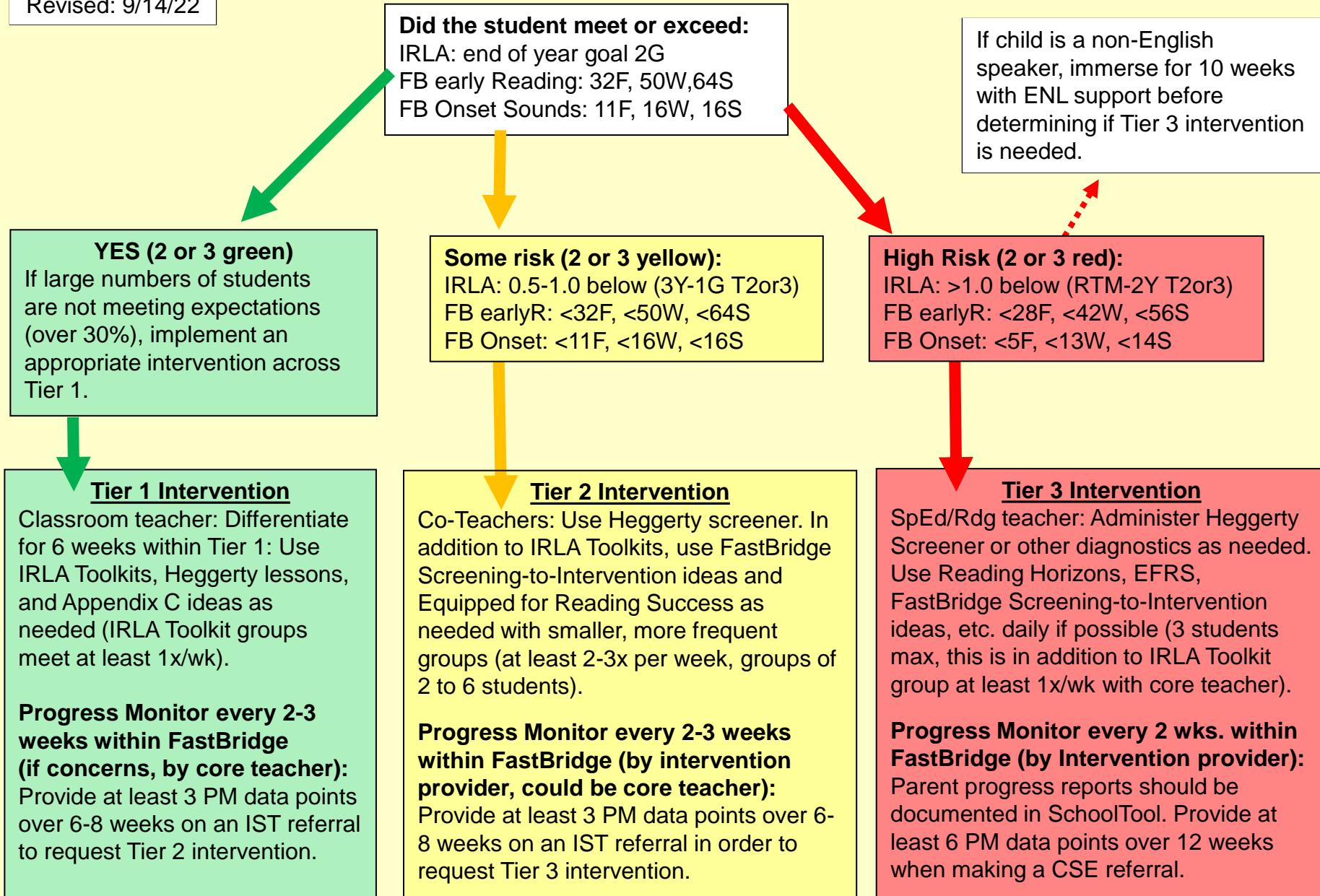
1<sup>st</sup> Trimester:

2<sup>nd</sup> Trimester:

3<sup>rd</sup> Trimester:

# Grade K Reading - MTSS Tier Flow Chart

Revised: 9/14/22





# Grade K Math - MTSS Tier Flow Chart

Revised: 9/14/22

## Did the student meet or exceed:

FB earlyMath: 29 F, 50W, 65S  
FB NIdentification: 12F, 22W, 32S  
FB NSequence: 4F, 7W, 9S  
*Bridges NS?: 14F, 18W, 20S*

If child is a non-English speaker, immerse for 10 weeks with ENL support before determining if Tier 3 intervention is needed.

### YES (2 or 3 green)

If large numbers of students are not meeting expectations (over 30%), implement an appropriate intervention across Tier 1.

### Some risk (2 or 3 yellow):

FB earlyM: <29F, <50W, <65S  
FB NI: <12F, <22W, <32S  
FB NS: <4F, <7W, <9S  
*Bridges NS: <14F, <18W, <20S*

### High Risk (2 or 3 red):

FB earlyM: <18F, <36W, <50S  
FB NI: <5F, <13W, <21S  
FB NS: 0F, <5W, <7S  
*Bridges NS: <10F, <14W, <14S*

### Tier 1 Intervention

Classroom teacher: Differentiate for 6 weeks within Tier 1: Use Appendix C and Great Minds/ Eureka Math Equip resources as needed.

### **Progress Monitor every 2-3 weeks within FastBridge**

**(if concerns, by core teacher):** Provide at least 3 PM data points over 6-8 weeks on an IST referral to request Tier 2 intervention.

### Tier 2 Intervention

Co-Teachers: Use FastBridge Screening-to-Intervention ideas and "K-5 Math" resources as needed with smaller, more frequent groups (at least 2-3x per week, groups of 2 to 6 students).

### **Progress Monitor every 2-3 weeks within FastBridge (by intervention provider, could be core teacher):**

Provide at least 3 PM data points over 6-8 weeks on an IST referral in order to request Tier 3 intervention.

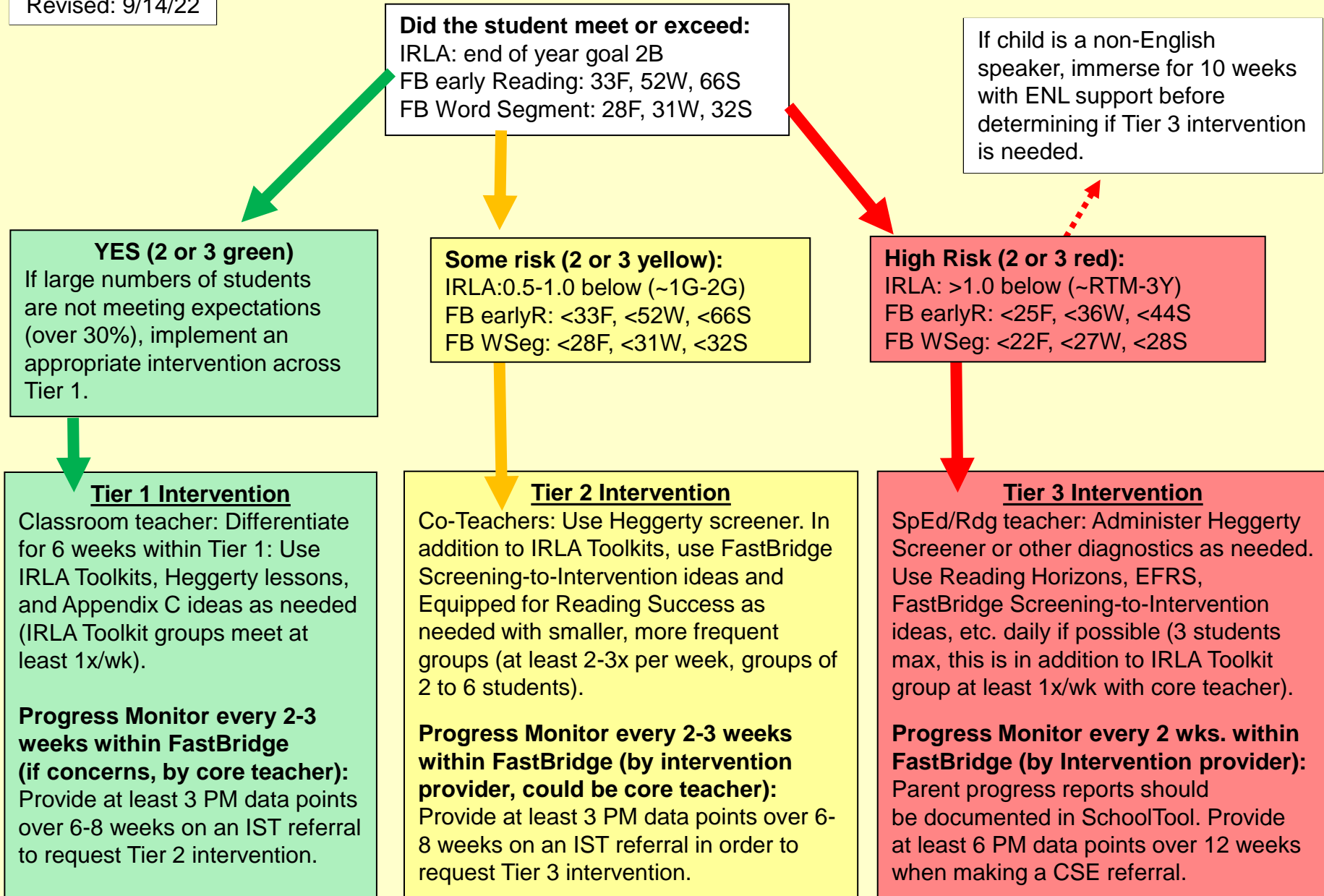
### Tier 3 Intervention

SpEd or Math AIS teacher: Use Number Worlds, Bridges to Intervention, or FastBridge Screening-to-Intervention ideas, etc. daily if schedule allows (3 students max per group).

**Progress Monitor every 2 weeks within FastBridge (by Intervention provider, use other diagnostics as needed):** Parent progress reports should be documented in SchoolTool. Provide at least 6 PM data points over 12 weeks when making a CSE referral.

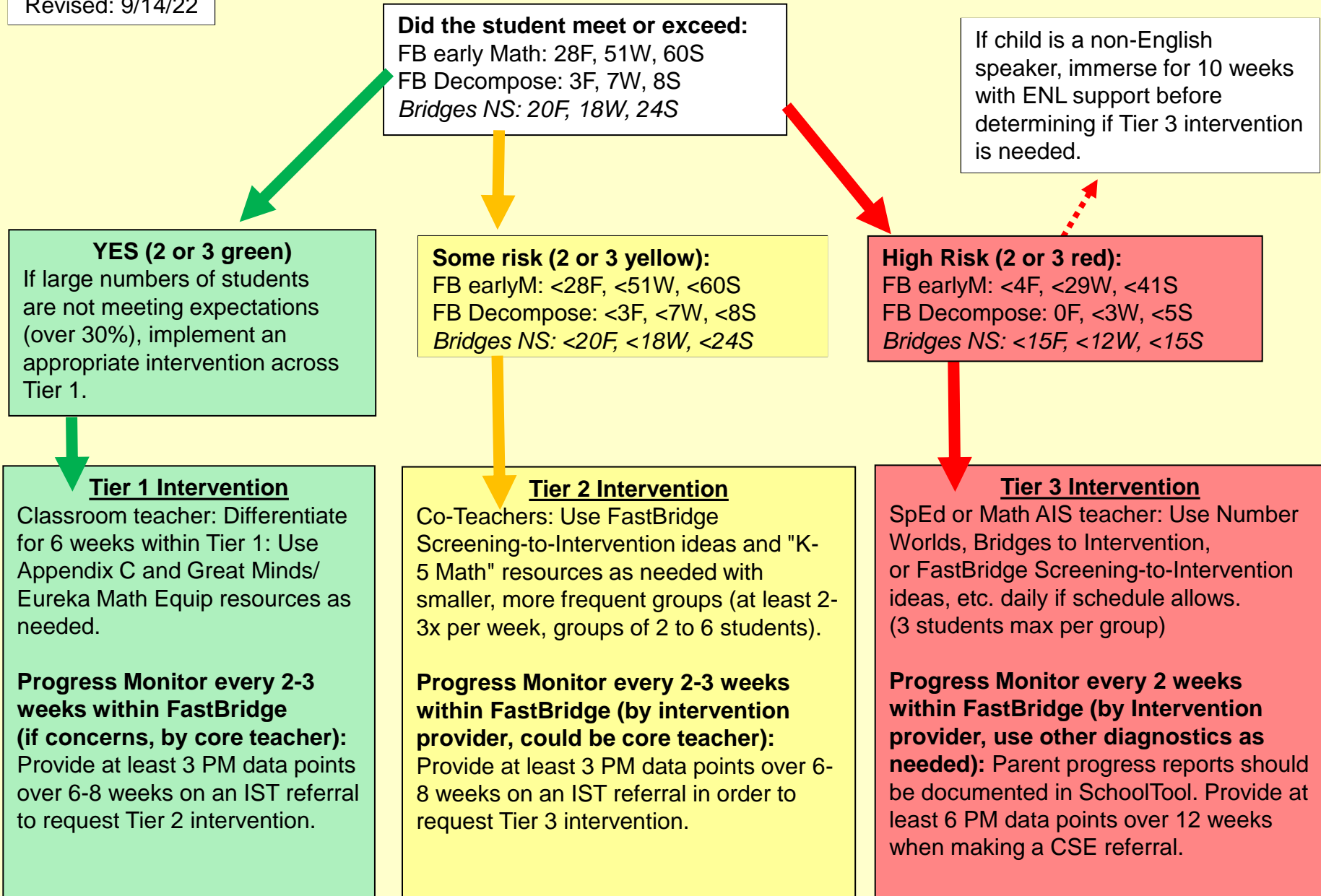
# Grade 1 Reading - MTSS Tier Flow Chart

Revised: 9/14/22



# Grade 1 Math - MTSS Tier Flow Chart

Revised: 9/14/22



# Grade 2 Reading - MTSS Tier Flow Chart

Revised: 9/14/22

Additional  
Progress  
Monitoring options:  
FastBridge Early  
Reading probes

## Did the student meet or exceed:

IRLA: end of year goal 2R  
FB aRdg: 469F, 481W, 490S  
FB CBMR: 56F, 84W, 101S

If child is a non-English  
speaker, immerse for 10 weeks  
with ENL support before  
determining if Tier 3 intervention  
is needed.

## YES (2 or 3 green)

If large numbers of students  
are not meeting expectations  
(over 30%), implement an  
appropriate intervention across  
Tier 1.

## Some risk (2 or 3 yellow):

IRLA: 0.5-1.0 below (~1B-2B)  
FB aRdg: <469F, <481W, <490S  
FB CBMR: <56F, <84W, <101S

## High Risk (2 or 3 red):

IRLA: >1.0 below (~RTM-2G)  
FB aRdg: <445F, <462W, <469S  
FB CBMR: <22F, <46W, <66S

## Tier 1 Intervention

Classroom teacher: Differentiate  
for 6 weeks within Tier 1: Use  
IRLA Toolkits, Appendix C, and  
Equipped for Reading Success  
ideas as needed (IRLA Toolkit  
groups meet at least 1x/wk).

### **Progress Monitor every 2-3 weeks within FastBridge**

**(if concerns, by core teacher):**  
Provide at least 3 PM data points  
over 6-8 weeks on an IST referral  
to request Tier 2 intervention.

## Tier 2 Intervention

Co-Teachers: Use Heggerty "Bridge the  
Gap" placement assessment. In addition  
to IRLA Toolkits, use FastBridge  
Screening-to-Intervention ideas and  
Heggerty lessons as needed with smaller,  
more frequent groups (at least 2-3x per  
week, groups of 2 to 6 students).

### **Progress Monitor every 2-3 weeks within FastBridge (by intervention provider, could be core teacher):**

Provide at least 3 PM data points over 6-  
8 weeks on an IST referral in order to  
request Tier 3 intervention.

## Tier 3 Intervention

SpEd/Rdg teacher: Use Reading  
Horizons, FastBridge Screening-to-  
Intervention ideas, Heggerty, etc. daily if  
schedule allows (3 students max, this is  
in addition to IRLA Toolkit group at least  
1x/wk with classroom teacher)

### **Progress Monitor every 2 wks. within FastBridge (by Intervention provider, administer diagnostics as needed):**

Parent progress reports should be  
documented in SchoolTool. Provide at  
least 6 PM data points over 12 weeks  
when making a CSE referral.

# Grade 2 Math - MTSS Tier Flow Chart

Revised: 9/14/22

Additional  
Progress  
Monitoring options:  
FastBridge Early  
Math probes

**Did the student meet or exceed:**

FB aMath: 197 F, 201 W, 205 S  
FB CBM Auto: 12 F, 25 W, 32 Sp  
*Bridges NS: 20F, 24W, 22S*

If child is a non-English  
speaker, immerse for 10 weeks  
with ENL support before  
determining if Tier 3 intervention  
is needed.

## **YES (2 or 3 green)**

If large numbers of students  
are not meeting expectations  
(over 30%), implement an  
appropriate intervention across  
Tier 1.

### **Tier 1 Intervention**

Classroom teacher: Differentiate  
for 6 weeks within Tier 1: Use  
Appendix C and Great Minds/  
Eureka Math resources as  
needed.

**Progress Monitor every 2-3  
weeks within FastBridge  
(if concerns, by core teacher):**  
Provide at least 3 PM data points  
over 6-8 weeks on an IST referral  
to request Tier 2 intervention.

## **Some risk (2 or 3 yellow):**

FB aMath: <197F, <201W, < 205S  
FB CBM Auto: <12F, <25W, <32S  
*Bridges NS: <20F, <24W, <22S*

### **Tier 2 Intervention**

Co-Teachers: Use FastBridge  
Screening-to-Intervention ideas and "K-5  
Math" as needed with smaller, more  
frequent groups (at least 2-3x per week,  
groups of 2 to 6 students).

**Progress Monitor every 2-3 weeks  
within FastBridge (by intervention  
provider, could be core teacher):**  
Provide at least 3 PM data points over 6-  
8 weeks on an IST referral in order to  
request Tier 3 intervention.

## **High Risk (2 or 3 red):**

FB aMath: <191F, <195W, <197S  
FB CBM Auto: <2F, <10W, <15S  
*Bridges NS: <15F, <17W, <15S*

### **Tier 3 Intervention**

SpEd or Math AIS teacher: Use Number  
Worlds, Bridges to Intervention,  
FastBridge Screening-to-Intervention  
ideas, etc. daily if schedule allows  
(3 students max per group).

**Progress Monitor every 2 weeks  
within FastBridge (by Intervention  
provider, use other diagnostics as  
needed):** Parent progress reports should  
be documented in SchoolTool. Provide at  
least 6 PM data points over 12 weeks  
when making a CSE referral.

# Grade 3 Reading - MTSS Tier Flow Chart

Revised: 9/14/22

Additional  
Progress  
Monitoring options:  
FB AutoReading or  
COMPeEfficiency

## Did the student meet or exceed:

IRLA goal: Wt  
FB aRdg: 490F, 498W, 503S  
FB CBMR: 87F, 110W, 125S

If child is a non-English  
speaker, immerse for 10 weeks  
with ENL support before  
determining if Tier 3 intervention  
is needed.

### YES (2 or 3 green)

If large numbers of students  
are not meeting expectations  
(over 30%), implement an  
appropriate intervention across  
Tier 1.

### Tier 1 Intervention

Classroom teacher: Differentiate  
for 6 weeks within Tier 1: Use  
IRLA Toolkits, Appendix C, and  
Equipped for Reading Success  
ideas as needed (IRLA Toolkit  
groups meet at least 1x/wk).

### **Progress Monitor every 2-3 weeks within FastBridge**

**(if concerns, by core teacher):**  
Provide at least 3 PM data points  
over 6-8 weeks on an IST referral  
to request Tier 2 intervention.

### Some risk (2 or 3 yellow):

IRLA: 0.5-1.0 below (~1R-2R)  
FB aRdg: <490F, <498W, <503S  
FB CBMR: <87F, <110W, <125S

### Tier 2 Intervention

Co-Teachers: In addition to IRLA  
Toolkit groups, use FastBridge Screening  
-to-Intervention ideas and Heggerty  
"Bridge the Gap" as needed with  
smaller, more frequent groups (at least 2-  
3x per week, groups of 2 to 6 students).

### **Progress Monitor every 2-3 weeks within FastBridge (by intervention provider, could be core teacher):**

Provide at least 3 PM data points over 6-  
8 weeks on an IST referral in order to  
request Tier 3 intervention.

### High Risk (2 or 3 red):

IRLA: >1.0 below (~RTM-2B)  
FB aRdg: <468F, <477W, <483S  
FB CBMR: <51F, <75W, <90S

### Tier 3 Intervention

SpEd/Rdg teacher: Use Reading  
Horizons, FastBridge Screening-to-  
Intervention, Heggerty, etc. daily if  
schedule allows (3 students max, this is  
in addition to IRLA Toolkit group at least  
1x/wk with classroom teacher).

### **Progress Monitor every 2 wks. within FastBridge (by Intervention provider, administer diagnostics as needed):**

Parent progress reports should be  
documented in SchoolTool. Provide at  
least 6 PM data points over 12 weeks  
when making a CSE referral.



# Grade 3 Math - MTSS Tier Flow Chart

Revised: 9/14/22

**Did the student meet or exceed:**

FB aMath: 204 F, 207 W, 209 S  
FB CBM Auto: 12 F, 25 W, 32 S  
*Bridges NS: 20F, 23W, 22S*

If child is a non-English speaker, immerse for 10 weeks with ENL support before determining if Tier 3 intervention is needed.

Additional Progress Monitoring option:  
FastBridge  
CBM Math CAP

## **YES (2 or 3 green)**

If large numbers of students are not meeting expectations (over 30%), implement an appropriate intervention across Tier 1.

### **Tier 1 Intervention**

Classroom teacher: Differentiate for 6 weeks within Tier 1: Use Appendix C and Great Minds/ Eureka Math resources as needed.

**Progress Monitor every 2-3 weeks within FastBridge**

**(if concerns, by core teacher):** Provide at least 3 PM data points over 6-8 weeks on an IST referral to request Tier 2 intervention.

## **Some risk (2 or 3 yellow):**

FB aMath: <204F, <207W, < 209S  
FB CBM Auto: <12F, <25W, <32S  
*Bridges NS: <20F, <23W, <22S*

### **Tier 2 Intervention**

Co-Teachers: Use FastBridge Screening-to-Intervention ideas and "K-5 Math" as needed with smaller, more frequent groups (at least 2-3x per week, groups of 2 to 6 students).

**Progress Monitor every 2-3 weeks within FastBridge (by intervention provider, could be core teacher):**

Provide at least 3 PM data points over 6-8 weeks on an IST referral in order to request Tier 3 intervention.

## **High Risk (2 or 3 red):**

FB aMath: <196F, <198W, <201S  
FB CBM Auto: <2F, <10W, <15S  
*Bridges NS: <15F, <16W, <16S*

### **Tier 3 Intervention**

SpEd or Math AIS teacher: Use Number Worlds, Bridgest to Intervention, FastBridge Screening-to-Intervention ideas, etc. daily if schedule allows (3 students max per group).

**Progress Monitor every 2 weeks within FastBridge (by Intervention provider, administer other diagnostics as needed):**

Parent progress reports should be documented in SchoolTool. Provide at least 6 PM data points over 12 weeks when making a CSE referral.

# Grade 4 Reading - MTSS Tier Flow Chart

Revised: 9/14/22

Additional  
Progress  
Monitoring option:  
FastBridge  
COMPeffectivity

**Did the student meet or exceed:**

IRLA goal: Bk  
FB aRdg: 502F, 509W, 513S  
FB AutoR: 502F, 509W, 513S

If child is a non-English  
speaker, immerse for 10 weeks  
with ENL support before  
determining if Tier 3 intervention  
is needed.

**YES (2 or 3 green)**

If large numbers of students  
are not meeting expectations  
(over 30%), implement an  
appropriate intervention across  
Tier 1.

**Tier 1 Intervention**

Classroom teacher: Differentiate  
for 6 weeks within Tier 1: Use  
IRLA Toolkits, Appendix C, and  
Equipped for Reading Success  
ideas as needed (IRLA Toolkit  
groups meet at least 1x/wk).

**Progress Monitor every 2-3  
weeks within FastBridge**

**(if concerns, by core teacher):**  
Provide at least 3 PM data points  
over 6-8 weeks on an IST referral  
to request Tier 2 intervention.

**Some risk (2 or 3 yellow):**

IRLA: 0.5-1.0 below (~Wt)  
FB aRdg: <502F, <509W, <513S  
FB AutoR: <502F, <509W, <513S

**Tier 2 Intervention**

Co-Teachers: In addition to IRLA Toolkit  
groups, use FastBridge Screening-to-  
Intervention ideas and Heggerty "Bridge  
The Gap" as needed with smaller, more  
frequent groups (at least 2-3x per  
week, groups of 2 to 6 students).

**Progress Monitor every 2-3 weeks  
within FastBridge (by intervention  
provider, could be core teacher):**

Provide at least 3 PM data points over 6-  
8 weeks on an IST referral in order to  
request Tier 3 intervention.

**High Risk (2 or 3 red):**

IRLA: >1.0 below (~RTM-2R)  
FB aRdg: <484F, <493W, <496S  
FB AutoR: <484F, <493W, <496S

**Tier 3 Intervention**

SpEd/Rdg teacher: Use Reading  
Horizons, FastBridge Screening-to-  
Intervention ideas, Heggerty, etc. daily if  
schedule allows (3 students max, this is  
in addition to IRLA Toolkit group at least  
1x/wk with classroom or Tier 2 teacher).

**Progress Monitor every 2 wks. within  
FastBridge (by Intervention provider,  
administer diagnostics as needed):**

Parent progress reports should be  
documented in SchoolTool. Provide at  
least 6 PM data points over 12 weeks  
when making a CSE referral.



# Grade 4 Math - MTSS Tier Flow Chart

Revised: 9/14/22

Additional  
Progress  
Monitoring option:  
FastBridge CBM  
Math CAP

## Did the student meet or exceed:

FB aMath: 209 F, 211 W, 213 S  
FB CBM Auto: 12 F, 25 W, 32 S  
*Bridges NS: 18F, 27W, 24S*

If child is a non-English  
speaker, immerse for 10 weeks  
with ENL support before  
determining if Tier 3 intervention  
is needed.

## YES (2 or 3 green)

If large numbers of students  
are not meeting expectations  
(over 30%), implement an  
appropriate intervention across  
Tier 1.

### Tier 1 Intervention

Classroom teacher: Differentiate  
for 6 weeks within Tier 1: Use  
Appendix C and Great Minds/  
Eureka Math resources as  
needed.

### **Progress Monitor every 2-3 weeks within FastBridge**

**(if concerns, by core teacher):**  
Provide at least 3 PM data points  
over 6-8 weeks on an IST referral  
to request Tier 2 intervention.

## Some risk (2 or 3 yellow):

FB aMath: <209F, <211 W, < 213 S  
FB CBM Auto: <12 F, <25 W, <32 S  
*Bridges NS: <18F, <27W, <24S*

### Tier 2 Intervention

Co-Teachers: Use FastBridge  
Screening-to-Intervention ideas and "K-5  
Math" as needed with smaller, more  
frequent groups (at least 2-3x per week,  
groups of 2 to 6 students).

### **Progress Monitor every 2-3 weeks within FastBridge (by intervention provider, could be core teacher):**

Provide at least 3 PM data points over 6-  
8 weeks on an IST referral in order to  
request Tier 3 intervention.

## High Risk (2 or 3 red):

FB aMath: <201F <204 W, <205 S  
FB CBM Auto: <2 F, <10 W, <15 S  
*Bridges NS: <13F, <18W, <16S*

### Tier 3 Intervention

SpEd or Math AIS teacher: Use Number  
Worlds, Bridges to Intervention,  
FastBridge Screening-to-Intervention  
ideas, etc. daily if schedule allows  
(3 students max per group).

### **Progress Monitor every 2 weeks within FastBridge (by Intervention provider, administer other diagnostics as needed):**

Parent  
progress reports should be documented  
in SchoolTool. Provide at least 6 PM data  
points over 12 weeks when making a  
CSE referral.

# Grade 5 Reading - MTSS Tier Flow Chart

Revised: 9/14/22

Additional  
Progress  
Monitoring option:  
FastBridge  
COMPefficiency

**Did the student meet or exceed:**

IRLA goal: Or  
FB aRdg: 513F, 517W, 520S  
FB AutoR: 513F, 517W, 520S

If child is a non-English  
speaker, immerse for 10 weeks  
with ENL support before  
determining if Tier 3 intervention  
is needed.

**YES (2 or 3 green)**

If large numbers of students  
are not meeting expectations  
(over 30%), implement an  
appropriate intervention across  
Tier 1.

**Some risk (2 or 3 yellow):**

IRLA: 0.5-1.0 below (~Bk)  
FB aRdg: <513F, <517W, <520S  
FB AutoR: <513F, <517W, <520S

**High Risk (2 or 3 red):**

IRLA: >1.0 below (~RTM-Wt)  
FB aRdg: <496F, <501W, <504S  
FB AutoR: <496F, <501W, <504S

## **Tier 1 Intervention**

Classroom teacher: Differentiate  
for 6 weeks within Tier 1: Use  
IRLA Toolkits, Appendix C, and  
Equipped for Reading Success  
ideas as needed (IRLA Toolkit  
groups meet at least 1x/wk).

**Progress Monitor every 2-3  
weeks within FastBridge**

**(if concerns, by core teacher):**  
Provide at least 3 PM data points  
over 6-8 weeks on an IST referral  
to request Tier 2 intervention.

## **Tier 2 Intervention**

Co-Teachers: In addition to IRLA Toolkit  
groups, use FastBridge Screening-to-  
Intervention ideas and Heggerty "Bridge  
The Gap" as needed with smaller, more  
frequent groups (at least 2-3x  
per week, groups of 2 to 6 students).

**Progress Monitor every 2-3 weeks  
within FastBridge (by intervention  
provider, could be core teacher):**

Provide at least 3 PM data points over 6-  
8 weeks on an IST referral in order to  
request Tier 3 intervention.

## **Tier 3 Intervention**

SpEd/Rdg teacher: Use Reading Horizons,  
FastBridge Screening-to-Intervention ideas,  
Heggerty, etc. daily if schedule allows (3  
students max, this is in addition to IRLA  
Toolkit group at least 1x/wk with classroom  
or Tier 2 teacher).

**Progress Monitor every 2 wks. within  
FastBridge (by Intervention provider,  
administer diagnostics as needed):**

Parent progress reports should be  
documented in SchoolTool. Provide at least  
6 PM data points over 12 weeks when  
making a CSE referral.

# Grade 5 Math - MTSS Tier Flow Chart

Revised: 9/14/22

## Did the student meet or exceed:

FB aMath: 213 F, 216 W, 218 S  
FB CBM Auto: 12 F, 25 W, 32 Sp  
*Bridges NS: 18F, 23W, 23S*

If child is a non-English speaker, immerse for 10 weeks with ENL support before determining if Tier 3 intervention is needed.

Additional Progress Monitoring option:  
FastBridge CBM  
Math CAP

### YES (2 or 3 green)

If large numbers of students are not meeting expectations (over 30%), implement an appropriate intervention across Tier 1.

### Tier 1 Intervention

Classroom teacher: Differentiate for 6 weeks within Tier 1: Use Appendix C and Great Minds/ Eureka Math resources as needed.

**Progress Monitor every 2-3 weeks within FastBridge (if concerns, by core teacher):** Provide at least 3 PM data points over 6-8 weeks on an IST referral to request Tier 2 intervention.

### Some risk (2 or 3 yellow):

FB aMath: <213 F, <216 W, < 218 S  
FB CBM Auto: <12 F, <25 W, <32 S  
*Bridges NS: <18F, <23W, <23S*

### Tier 2 Intervention

Co-Teachers: Use FastBridge Screening-to-Intervention ideas and "K-5 Math" as needed with smaller, more frequent groups (at least 2-3x per week, groups of 2 to 6 students).

**Progress Monitor every 2-3 weeks within FastBridge (by intervention provider, could be core teacher):** Provide at least 3 PM data points over 6-8 weeks on an IST referral in order to request Tier 3 intervention.

### High Risk (2 or 3 red):

FB aMath: <205 F, <207 W, <208 S  
FB CBM Auto: <2 F, <10 W, <15 S  
*Bridges NS: <13F, <16W, <12S*

### Tier 3 Intervention

SpEd or Math AIS teacher: Use Number Worlds, Bridges to Intervention, FastBridge Screening-to-Intervention ideas, etc. daily if schedule allows (3 students max per group).

**Progress Monitor every 2 weeks within FastBridge (by Intervention provider, administer other diagnostics as needed):** Parent progress reports should be documented in SchoolTool. Provide at least 6 PM data points over 12 weeks when making a CSE referral.

# Grade 6 Reading - MTSS Tier Flow Chart

Revised: 9/14/22

Additional  
Progress  
Monitoring option:  
FastBridge  
COMPefficiency

**Did the student meet or exceed:**  
IRLA goal: Pu (test only AIS/SpEd)  
FB aRdg: 517F, 521W, 524S  
FB AutoR: 517F, 521W, 524S

If child is a non-English  
speaker, immerse for 10 weeks  
with ENL support before  
determining if Tier 3 intervention  
is needed.

**YES (2 or 3 green)**  
If large numbers of students  
are not meeting expectations  
(over 30%), implement an  
appropriate intervention across  
Tier 1.

**Some risk (2 or 3 yellow):**  
IRLA: 0.5-1.0 below (~Or)  
FB aRdg: <517F, <521W, <524S  
FB AutoR: <517F, <521W, <524S

**High Risk (2 or 3 red):**  
IRLA: >1.0 below (~RTM-Bk)  
FB aRdg: <499F, <505W, <508S  
FB AutoR: <499F, <505W, <508S

## Tier 1 Intervention

Classroom teacher: Differentiate  
for 6 weeks within Tier 1: Use  
IRLA Toolkits, Appendix C, and  
Equipped for Reading Success  
ideas as needed (IRLA Toolkit  
groups meet at least 1x/wk).

**Progress Monitor every 2-3  
weeks within FastBridge  
(if concerns, by core teacher):**  
Provide at least 3 PM data points  
over 6-8 weeks on an IST referral  
to request Tier 2 intervention.

## Tier 2 Intervention

Co-Teachers: In addition to IRLA Toolkit  
groups, use FastBridge Screening-to-  
Intervention ideas and Heggerty "Bridge  
The Gap" as needed with smaller, more  
frequent groups (at least 2-  
3x per week, groups of 2 to 6 students).

**Progress Monitor every 2-3 weeks  
within FastBridge (by intervention  
provider, could be core teacher):**  
Provide at least 3 PM data points over 6-  
8 weeks on an IST referral in order to  
request Tier 3 intervention.

## Tier 3 Intervention

SpEd/Rdg teacher: Use Reading Horizons, F  
astBridge Screening-to-Intervention  
ideas, Heggerty, etc. daily if schedule allows  
(3 students max, this is in addition to  
IRLA Toolkit group at least 1x/wk with  
classroom or Tier 2 teacher).

**Progress Monitor every 2 wks. within  
FastBridge (by Intervention provider,  
administer diagnostics as needed):**  
Parent progress reports should be  
documented in SchoolTool. Provide at least 6  
PM data points over 12 weeks when making  
a CSE referral.

# Grade 6 Math - MTSS Tier Flow Chart

Revised: 9/14/22

## Did the student meet or exceed:

FB aMath: 215 F, 219 W, 220 S  
FB CBM Auto: 12 F, 25 W, 32 Sp  
*Module Assessment(s): 75*  
*Grade 5 NYS Math Assessment: 3*

Additional  
Progress  
Monitoring option:  
FastBridge CBM  
Math CAP

If child is a non-English  
speaker, immerse for 10 weeks  
with ENL support before  
determining if Tier 3 intervention  
is needed.

## YES (2 or 3 green)

If large numbers of students  
are not meeting expectations  
(over 30%), implement an  
appropriate intervention across  
Tier 1.

## Some risk (2 or 3 yellow):

FB aMath: <215F, <219 W, < 220 S  
FB CBM Auto: <12 F, <25 W, <32 S  
*Module Assessment(s): <75*  
*Grade 5 NYS Math Assessment: <3*

## High Risk (2 or 3 red):

FB aMath: <206 F, <207 W, <208 S  
FB CBM Auto: <2 F, <10 W, <15 S  
*Module Assessment(s): <65*  
*Grade 5 NYS Assessment: <2*

## Tier 1 Intervention

Classroom teacher: Differentiate  
for 6 weeks within Tier 1: Use  
Appendix C and Great Minds/  
Eureka Math resources as  
needed.

**Progress Monitor every 2-3  
weeks within FastBridge  
(if concerns, by core teacher):**  
Provide at least 3 PM data points  
over 6-8 weeks on an IST referral  
to request Tier 2 intervention.

## Tier 2 Intervention

Co-Teachers: Use FastBridge  
Screening-to-Intervention ideas and "K-5  
Math" as needed with smaller, more  
frequent groups (at least 2-3x per week,  
groups of 2 to 6 students).

**Progress Monitor every 2-3 weeks  
within FastBridge (by intervention  
provider, could be core teacher):**  
Provide at least 3 PM data points over 6-  
8 weeks on an IST referral in order to  
request Tier 3 intervention.

## Tier 3 Intervention

SpEd or Math AIS teacher: Use Number  
Worlds, FastBridge Screening-to-  
Intervention ideas, "Math K-5", etc. daily  
if schedule allows.

**Progress Monitor every 2 weeks  
within FastBridge (by Intervention  
provider, administer other  
diagnostics as needed):**

Parent progress reports should be  
documented in SchoolTool. Provide at  
least 6 PM data points over 12 weeks  
when making a CSE referral.

# Grade 7 Reading - MTSS Tier Flow Chart

Revised: 9/14/22

Additional  
Progress  
Monitoring option:  
FastBridge  
AUTOreading

**Did the student meet or exceed:**

FB aRdg: 524F, 528W, 531S  
FB COMPe: 64  
Course Grade: 70

If child is a non-English  
speaker, immerse for 10 weeks  
with ENL support before  
determining if Tier 3 intervention  
is needed.

**YES (2 or 3 green)**

If large numbers of students  
are not meeting expectations  
(over 30%), implement an  
appropriate intervention across  
Tier 1.

**Some risk (2 or 3 yellow):**

FB aRdg: <524F, <528W, <531S  
FB COMPe: <64  
Course Grade: <70

**High Risk (2 or 3 red):**

FB aRdg: <505F, <511W, <513S  
FB COMPe: <54  
Course Grade: <65

## Tier 1 Intervention

Classroom teacher: Differentiate  
for 6 weeks within Tier 1: Use  
Appendix C and FastBridge  
Intervention ideas as needed.

**Progress Monitor every 2-3  
weeks within FastBridge  
(if concerns, by core teacher):**  
Provide at least 3 PM data points  
over 6-8 weeks to request  
additional reading support  
(such as AIS class or Academic  
Recovery after school).

## Tier 2 Intervention

Co-Teachers: Use FastBridge  
Intervention or StudySync resources and  
**Monitor 5 & 10-Week Course Grade –**  
Academic Recovery Plan if needed.

**Progress Monitor every 2-3 weeks  
within FastBridge (by intervention  
provider, could be core teacher):**  
Provide at least 3 PM data points over 6-  
8 weeks in order to request additional  
reading support (such as AIS class  
and Academic Recovery after school).

## Tier 3 Intervention

SpEd or Reading teacher: Use Reading  
Horizons and IRLA toolkits, etc. daily if  
schedule allows. Monitor Academic  
Recovery Plan if needed.

**Progress Monitor every 2 weeks  
within FastBridge (by Intervention  
provider, administer other diagnostics  
as needed):**  
Parent progress reports should be  
documented in SchoolTool. Provide at  
least 6 PM data points over 12 weeks  
when making a CSE referral.



# Grade 7 Math - MTSS Tier Flow Chart

Revised: 9/14/22

Additional  
Progress  
Monitoring option:  
FastBridge CBM  
MathAutomaticity

**Did the student meet or exceed:**  
FB aMath: 220.3F, 222W, 222.4S  
FB CBM Math CAP: 3.3F, 3.7W, 4.3S  
Course Grade: 70

If child is a non-English  
speaker, immerse for 10 weeks  
with ENL support before  
determining if Tier 3 intervention  
is needed.

**YES (2 or 3 green)**  
If large numbers of students  
are not meeting expectations  
(over 30%), implement an  
appropriate intervention across  
Tier 1.

**Some risk (2 or 3 yellow):**  
FB aMath: <220.3F, <222W, <222.4S  
FB CBM Math CAP: <3.3F, <3.7W, <4.3S  
Course Grade: <70

**High Risk (2 or 3 red):**  
FB aMath: <209.2F, <209.7W, <209.9S  
FB CBM Math CAP: <2.0F, <2.3W, <2.7S  
Course Grade: <65

**Tier 1 Intervention**  
Classroom teacher: Differentiate  
for 6 weeks within Tier 1: Use  
Appendix C and FastBridge  
Intervention ideas as needed.

**Progress Monitor every 2-3  
weeks within FastBridge  
(if concerns, by core teacher):**  
Provide at least 3 PM data points  
over 6-8 weeks to request  
additional math support  
(such as AIS class or Academic  
Recovery after school).

**Tier 2 Intervention**  
Co-Teachers: Use FastBridge  
Intervention ideas and **Monitor 5 & 10-  
Week Course Grade** –Academic  
Recovery Plan if needed.

**Progress Monitor every 2-3 weeks  
within FastBridge (by intervention  
provider, could be core teacher):**  
Provide at least 3 PM data points over 6-  
8 weeks in order to request additional  
math support (such as AIS class  
and Academic Recovery after school).

**Tier 3 Intervention**  
SpEd or Math AIS teacher: Use Number  
Worlds and FastBridge Intervention  
ideas, etc. daily if schedule allows.

**Progress Monitor every 2  
weeks within FastBridge (by  
Intervention provider, administer other  
diagnostics as needed):**  
Parent progress reports should  
be documented in SchoolTool. Provide  
at least 6 PM data points over  
12 weeks when making a CSE referral.

# Grade 8 Reading - MTSS Tier Flow Chart

Revised: 9/14/22

Additional  
Progress  
Monitoring option:  
FastBridge  
AUTOreading

**Did the student meet or exceed:**

FB aRdg: 524F, 528W, 531S  
FB COMPe: 68  
Course Grade: 70

If child is a non-English  
speaker, immerse for 10 weeks  
with ENL support before  
determining if Tier 3 intervention  
is needed.

**YES (2 or 3 green)**

If large numbers of students  
are not meeting expectations  
(over 30%), implement an  
appropriate intervention across  
Tier 1.

**Some risk (2 or 3 yellow):**

FB aRdg: <524F, <528W, <531S  
FB COMPe: <68  
Course Grade: <70

**High Risk (2 or 3 red):**

FB aRdg: <505F, <511W, <513S  
FB COMPe: <60  
Course Grade: <65

## Tier 1 Intervention

Classroom teacher: Differentiate  
for 6 weeks within Tier 1: Use  
Appendix C and FastBridge  
Intervention ideas as needed.

**Progress Monitor every 2-3  
weeks within FastBridge  
(if concerns, by core teacher):**  
Provide at least 3 PM data points  
over 6-8 weeks to request  
additional reading support  
(such as AIS class or Academic  
Recovery after school).

## Tier 2 Intervention

Co-Teachers: Use FastBridge  
Intervention or StudySync resources and  
**Monitor 5 & 10-Week Course Grade –**  
Academic Recovery Plan if needed.

**Progress Monitor every 2-3 weeks  
within FastBridge (by intervention  
provider, could be core teacher):**  
Provide at least 3 PM data points over 6-  
8 weeks in order to request additional  
reading support (such as AIS class  
and Academic Recovery after school).

## Tier 3 Intervention

SpEd or Reading teacher: Use Reading  
Horizons and IRLA toolkits, etc. daily if  
schedule allows. Monitor Academic  
Recovery Plan if needed.

**Progress Monitor every 2 weeks  
within FastBridge (by Intervention  
provider, administer other diagnostics  
as needed):**  
Parent progress reports should be  
documented in SchoolTool. Provide at  
least 6 PM data points over 12 weeks  
when making a CSE referral.



# Grade 8 Math - MTSS Tier Flow Chart

Revised: 9/14/22

Additional  
Progress  
Monitoring option:  
FastBridge CBM  
MathAutomaticity

**Did the student meet or exceed:**  
FB aMath: 222.6F, 223.9W, 224.4S  
FB CBM Math CAP: 3.0F, 3.3W, 4.0S  
Course Grade: 70

If child is a non-English  
speaker, immerse for 10 weeks  
with ENL support before  
determining if Tier 3 intervention  
is needed.

**YES (2 or 3 green)**  
If large numbers of students  
are not meeting expectations  
(over 30%), implement an  
appropriate intervention across  
Tier 1.

**Some risk (2 or 3 yellow):**  
FB aMath: <222.6F, <223.9W, <224.4S  
FB CBM Math CAP: <3.0F, <3.3W, <4.0S  
Course Grade: <70

**High Risk (2 or 3 red):**  
FB aMath: <211.4F, <212.7W, <213.2S  
FB CBM Math CAP: <2.0F/W, <2.3S  
Course Grade: <65

**Tier 1 Intervention**  
Classroom teacher: Differentiate  
for 6 weeks within Tier 1: Use  
Appendix C and FastBridge  
Intervention ideas as needed.

**Progress Monitor every 2-3  
weeks within FastBridge  
(if concerns, by core teacher):**  
Provide at least 3 PM data points  
over 6-8 weeks to request  
additional math support  
(such as AIS class or Academic  
Recovery after school).

**Tier 2 Intervention**  
Co-Teachers: Use FastBridge  
Intervention ideas and **Monitor 5 & 10-  
Week Course Grade** –Academic  
Recovery Plan if needed.

**Progress Monitor every 2-3 weeks  
within FastBridge (by intervention  
provider, could be core teacher):**  
Provide at least 3 PM data points over 6-  
8 weeks in order to request additional  
math support (such as AIS class  
and Academic Recovery after school).

**Tier 3 Intervention**  
SpEd or Math AIS teacher: Use Number  
Worlds and FastBridge Intervention  
ideas, etc. daily if schedule allows.

**Progress Monitor every 2  
weeks within FastBridge (by  
Intervention provider, administer other  
diagnostics as needed):**  
Parent progress reports should  
be documented in SchoolTool. Provide  
at least 6 PM data points over  
12 weeks when making a CSE referral.

# PK-6 Social-Emotional MTSS Tier Flow Chart

Revised: 9/14/22

## Did the student meet expectations?

(My)SAEBRS: 37 for K-1, 35 for 2-6  
Attendance Rate: under 5% absences  
Discipline Referral Rate: under 0.5/wk

If student safety is a concern,  
follow appropriate protocols  
regarding contacting CPS or  
other supports.

### YES (2 or 3 green)

Continue core (Character Strong, temperature checks, etc.) until next regularly scheduled benchmark testing for all students.

### Tier 1 Intervention

Classroom teacher monitors areas of concern and provides a "connection/community". If the area of concern is "high risk" and there is lack of improvement over time, move to Tier 2.

If large numbers of students are not meeting expectations in one area (over 30%), implement an appropriate intervention across Tier 1.

**Progress Monitor:** monthly

### Some risk (2 or 3 yellow):

(My)SAEBRS: <37 K-1, <35 for 2-6  
Attendance Rate: over 5% absences  
Discipline Referral Rate: over 0.5/wk

### Tier 2 Intervention

Target measure(s) not meeting with the following options as appropriate:

- Check in, Check out
- Small, skills-based group
- Restorative practices/Mentoring

**Progress Monitor:** every 2-3 weeks, move to Tier 3 if no improvement after at least 3 data points are collected

### No (0 or 1 green)

An intervention plan may be needed. Social Worker or School Psychologist makes contact with family and teacher(s) as needed to gather more information such as SAEBS.

### High Risk (2 or 3 red):

(My)SAEBRS: <24 for K-1, <25 for 2-6  
Attendance Rate: over 10% absences  
Discipline Referral Rate: over 1/wk

### Tier 3 Intervention

If needed, observe student and collect direct behavior ratings. As needed:

- IST meeting with family involved
- Informal behavior intervention plan
- Individual or small group counseling

**Progress Monitor:** every 1-2 weeks, provide at least 6 data points when making a CSE referral

# 7-12 Social-Emotional MTSS Tier Flow Chart

Revised: 9/14/22

**Did the student meet expectations?**

MySAEBRS: 35

Attendance Rate: under 5% absences

Discipline Referral Rate: under 0.5/wk

If student safety is a concern,  
follow appropriate protocols  
regarding contacting CPS or  
other supports.

**No (0 or 1 green)**

An intervention plan may be needed.  
Social Worker or School Psychologist  
makes contact with family and  
teacher(s) as needed to gather more  
information such as SAEBS.

**YES (2 or 3 green)**  
Continue core (Character Strong,  
temperature checks, Eagle  
Time, etc.) until next regularly  
scheduled benchmark testing for  
all students.

## Tier 1 Intervention

Classroom teachers monitor  
areas of concern and provide a  
"connection/community". If the  
area of concern is "high risk" and  
there is lack of improvement over  
time, move to Tier 2.

If large numbers of students  
are not meeting expectations in  
one area (over 30%), implement  
an appropriate intervention  
across Tier 1 with PSO support.

**Progress Monitor:** monthly

**Some risk (2 or 3 yellow):**

MySAEBRS: <35

Attendance Rate: over 5% absences

Discipline Referral Rate: over 0.5/wk

## Tier 2 Intervention

Target measure(s) not meeting with  
the following options as appropriate:

- Check in, Check out
- Small, skills-based group
- Restorative practices/Mentoring

**Progress Monitor:** every 2-3 weeks,  
move to Tier 3 if no improvement after  
at least 3 data points are collected

**High Risk (2 or 3 red):**

MySAEBRS: <25

Attendance Rate: over 10% absences

Discipline Referral Rate: over 1/wk

## Tier 3 Intervention

If needed, observe student and collect  
direct behavior ratings. As needed:

- Meeting with family involved
- Informal behavior intervention plan
- Individual or small group counseling

**Progress Monitor:** every 1-2 weeks,  
provide at least 6 data points when  
making a CSE referral

## Classroom Practices to Promote Student Behavioral Success and Engagement

**Purpose:** This resource was designed to help educators identify areas of strength and improvement with regard to practices that support students' behavioral success and engagement in school. This tool includes Relational Practices that aim to promote belonging and connection, Proactive Practices that aim to promote a supportive and predictable environment, and Responsive Practices that aim to respond progressively, with empathy, and effectively to student behavior.

**Instructions:** First, rate each of the practices that fall under the three categories. Next, identify areas of strength that could provide mentoring or modeling opportunities for other educators in your building. Last, identify specific practices that represent opportunities for improvement to increase the support students access daily and consistently to promote their behavioral success and engagement in school.

Practice	Item	Rating	If rated a 2 or 3, then what visible evidence is there that this practice is present?
<b>Relational Practices</b>			
<b>Banking Time</b>	<ul style="list-style-type: none"> <li>To what extent do you intentionally connect with each student to deposit into the relationship to cultivate a sense of trust, understanding, &amp; belonging?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	
<b>Positive greetings at the door</b>	<ul style="list-style-type: none"> <li>To what extent do you authentically and positively greet, welcome, and provide encouragement to students each day when transitioning into the classroom?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	
<b>5-to-1 ratio of positive to negative interactions</b>	<ul style="list-style-type: none"> <li>To what extent do you maintain a ratio of 5 positive interactions to every 1 negative interaction with students, especially those who need it the most?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	

Practice	Item	Rating	If rated a 2 or 3, then what visible evidence is there that this practice is present?
<b>Relational Practices</b>			
<b>Indirect compliments through other adults</b>	<ul style="list-style-type: none"> <li>To what extent do you identify something to compliment about what the student said, did, or achieved in class and relay that compliment through another important adult in the student's life?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	
<b>Restoring relationship</b>	<ul style="list-style-type: none"> <li>To what extent do you engage in restorative conversations with students after a negative interaction to repair any harm done to the relationship?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	
<b>Classroom meetings &amp; community building</b>	<ul style="list-style-type: none"> <li>To what extent do you hold classroom meetings with the purpose of building classroom community and a sense of ownership over the learning environment?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	
<b>Positive peer reporting</b>	<ul style="list-style-type: none"> <li>To what extent do you facilitate students recognizing and acknowledging the positive things that each other are saying, doing, and achieving to create a supportive classroom community?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	
<b>Proactive Practices</b>			
<b>Precorrection</b>	<ul style="list-style-type: none"> <li>To what extent are students reminded and encouraged to exhibit the behaviors that will result in success before they begin class or transition from one activity to the next?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	
<b>Behavioral agreements (expectations): established, taught, and posted</b>	<ul style="list-style-type: none"> <li>To what extent have 3-5 positively stated behavioral expectations been established, taught to the students, and posted to prompt and cue them?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	

Practice	Item	Rating	If rated a 2 or 3, then what visible evidence is there that this practice is present?
<b>Proactive Practices</b>			
<b>Choice making</b>	<ul style="list-style-type: none"> <li>To what extent are students provided with opportunities to make choices in the classroom based on their preferences?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	
<b>Opportunities for voice and input</b>	<ul style="list-style-type: none"> <li>To what extent are students provided with opportunities to make positive contributions to the class by helping others, taking the lead on an activity, or being able to share their thoughts or perspectives on class?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	
<b>Opportunities to actively respond and interact with the learning</b>	<ul style="list-style-type: none"> <li>To what extent do students have multiple opportunities to respond by answering questions, engaging in choral responding, or sharing with a peer (pair-share) or in groups?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	
<b>Group motivation system</b>	<ul style="list-style-type: none"> <li>To what extent do you provide access to reinforcing activities, experiences, and items as ways to recognize and motivate students to work collaboratively and stay engaged in their learning?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	
<b>Infusing student cultural identities</b>	<ul style="list-style-type: none"> <li>To what extent do you infuse students' cultural identities into curriculum and instruction and make it visible in the classroom setting?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	
<b>Visual schedule to enhance predictability</b>	<ul style="list-style-type: none"> <li>To what extent do you have a visual schedule that outlines the activities, time length, and expectations for the class or day?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	

Practice	Item	Rating	If rated a 2 or 3, then what visible evidence is there that this practice is present?
<b>Proactive Practices</b>			
<b>First-Then Scheduling</b>	<ul style="list-style-type: none"> <li>To what extent are classroom activities sequenced such that more challenging work or tasks are followed by access to more preferred activities?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	
<b>Neutralizing routines</b>	<ul style="list-style-type: none"> <li>To what extent do you dedicate time for students to engage in routines that neutralize any stress and enable them to get emotionally regulated so they are ready to learn?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	
<b>Safe Space</b>	<ul style="list-style-type: none"> <li>To what extent do you have an identified safe space for students to access if they are upset and need time to calm down to be able to focus on their learning?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	
<b>Responsive Practices</b>			
<b>Praising specific behavior and effort</b>	<ul style="list-style-type: none"> <li>To what extent do students receive recognition/praise for the energy and effort they put into exhibiting specific behaviors that lead to a more positive and supportive environment for all? (praise is genuine, specific, and timely)</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	
<b>Proximity</b>	<ul style="list-style-type: none"> <li>To what extent do you use proximity (getting close to the student) as an initial attempt to correct behavior?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	



Practice	Item	Rating	If rated a 2 or 3, then what visible evidence is there that this practice is present?
<b>Responsive Practices</b>			
<b>Redirections</b>	<ul style="list-style-type: none"> <li>To what extent do you use redirection tactics (making a request that there is a high probability that the student will comply with) when students exhibit behavior that is inconsistent with expectations?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	
<b>Effective prompts</b>	<ul style="list-style-type: none"> <li>To what extent do you use effective verbal prompts that are positively stated, delivered privately and as a statement and not a question, and involves one direction at a time?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	
<b>Teaching to behavior with empathy</b>	<ul style="list-style-type: none"> <li>To what extent do you engage in brief teaching-focused interaction with students in response to behavior?               <ul style="list-style-type: none"> <li>Start with an empathy statement</li> <li>label the behavior of concern,</li> <li>label the desired behavior</li> <li>provide a rationale</li> <li>outline the choices for the student to make and consequences of each choice</li> <li>provides the student with time to think about the choice they want to make</li> <li>reinforces the student for choosing desired behavior or follow through with consequence if behavior of concern continues.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	
<b>Restorative Conferences and Circles</b>	<ul style="list-style-type: none"> <li>To what extent do you have a restorative conference with students after a behavioral incident or organize restorative circles for the classroom to process and address something after it has happened?</li> </ul>	<ul style="list-style-type: none"> <li>0 = Not at all</li> <li>1 = Slight extent</li> <li>2 = Moderate extent</li> <li>3 = Great extent</li> </ul>	