



# LAWRENCE HIGH SCHOOL CI<sub>3</sub>T PLAN



## Tier 1: School - Wide Support (80%)

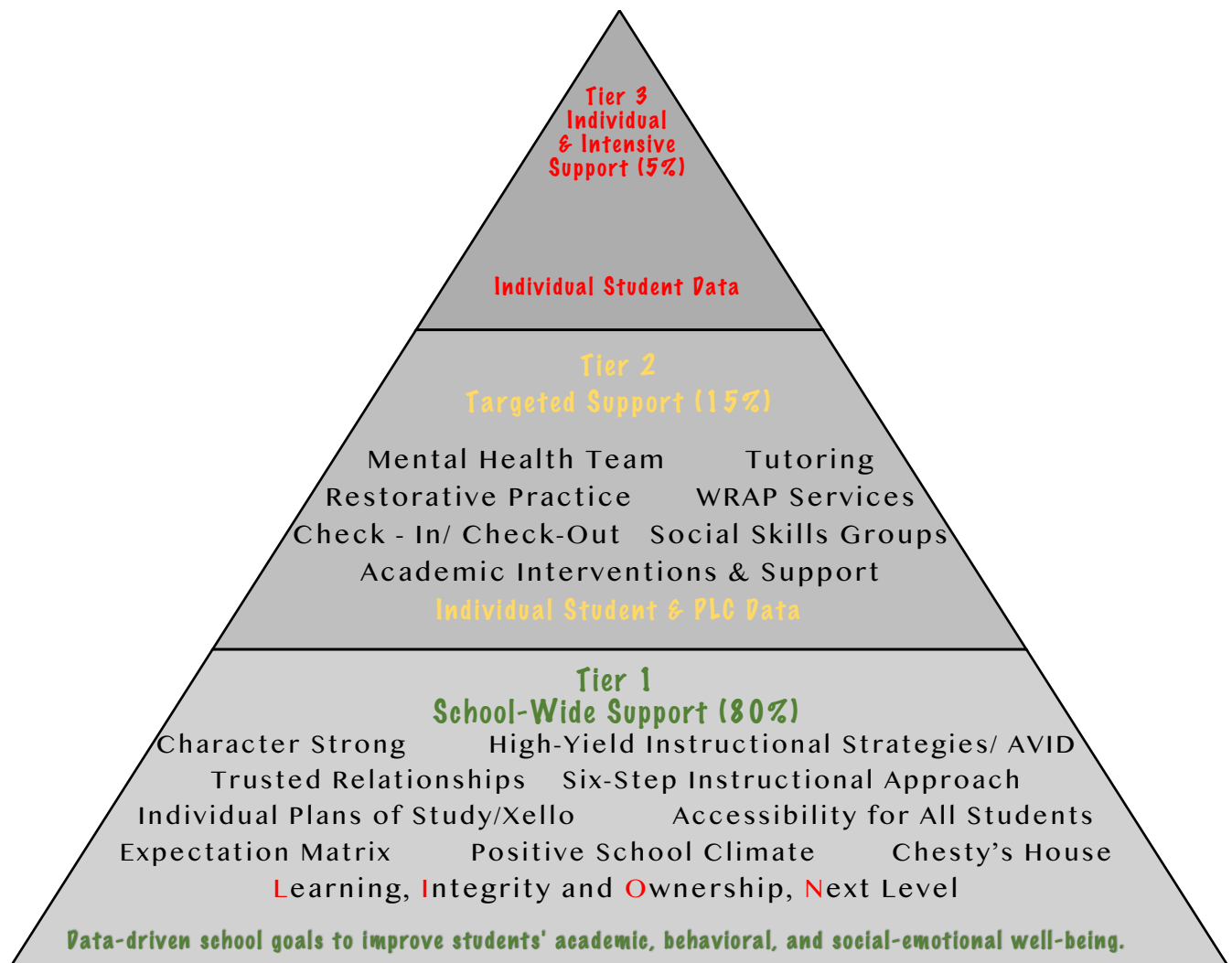
High-Quality Instructional and Behavior Supports for ALL Students

## Tier 2: Targeted Support (15%)

Targeted, Specific Interventions for Some Students

## Tier 3: Individual & Intensive Support (5%)

Intensive, Individualized Interventions for a Few Students



**Tier 1:**  
**School -Wide Support**  
**(80%)**

## Tier 1: School -Wide Support (80%)

Tier 1 Systems, Data and Practices support everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes modeling, teaching, and acknowledging positive social, emotional and behavioral (SEB) skills.

### Tier 1 Core Principles

- Implement the Lawrence High School District Master Cl3T Primary Plan with fidelity
- Effectively teach appropriate social-emotional learning skills to all students
- Intervene early before unwanted behaviors escalate
- Use research-based, scientifically validated interventions whenever possible
- Monitor student progress
- Use data to make decisions

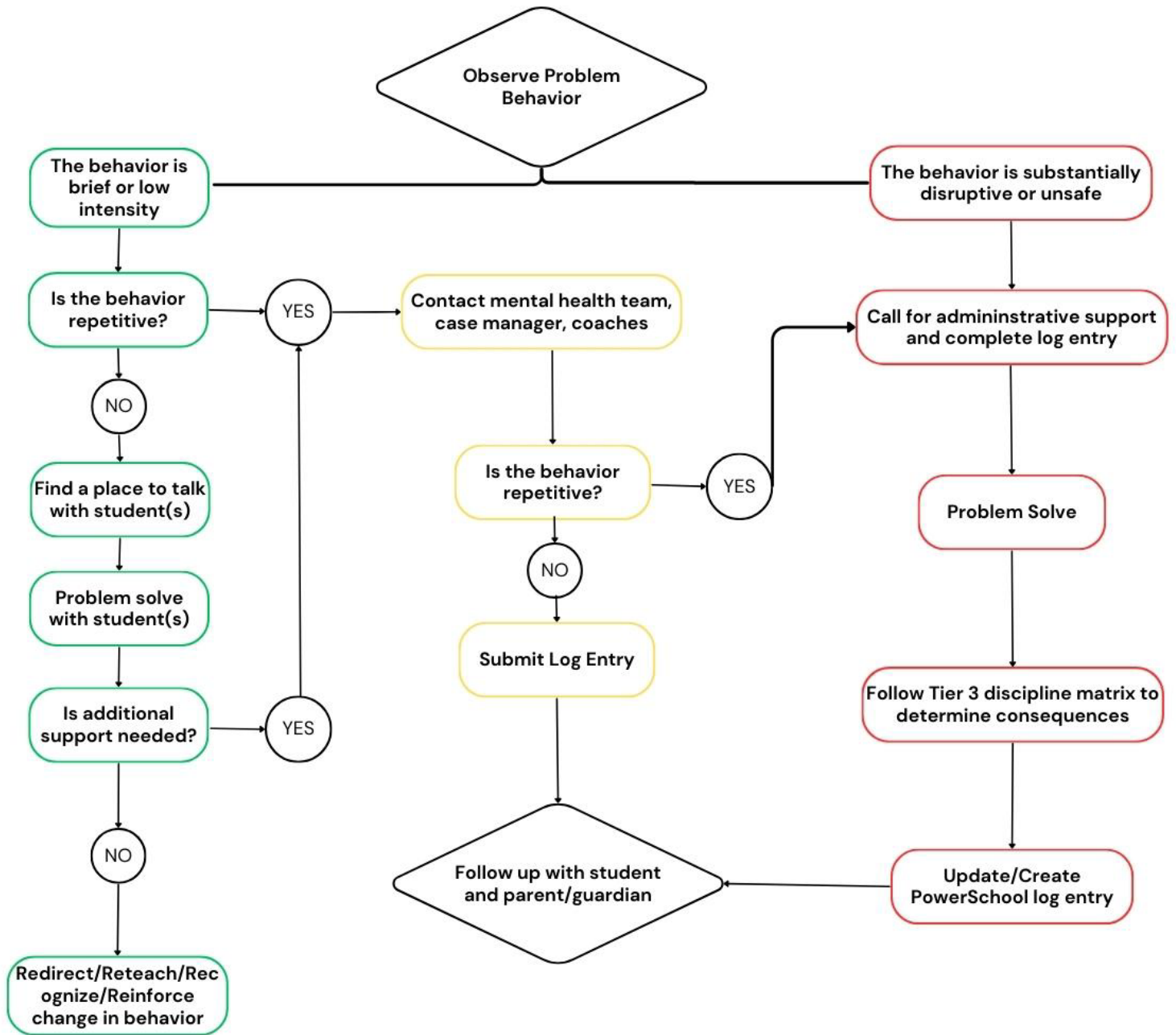
# Tier 1: School -Wide Support (80%)

## Lawrence High School Expectation Matrix

	<b>Learning</b>	<b>Integrity &amp; Ownership</b>	<b>Next Level</b>
<b>Classroom</b>	<p>Complete work with best effort and turn in on time</p> <p>Listen to and follow directions</p> <p>Arrive to class on time</p> <p>Bring required materials</p> <p>Stay engaged in classroom instruction</p>	<p>Engage in non-aggressive, proactive conflict resolution.</p> <p>Advocate for yourself.</p> <p>Demonstrate respect and consideration for the opinions of others</p> <p>Participate in class activities.</p> <p>Respect the learning environment for all.</p>	<p>Cooperate with others and look for opportunities to make others feel welcome.</p> <p>Attempt classroom assignments before asking for help.</p> <p>Be accountable for your actions both positive and negative.</p>
<b>Campus</b>	<p>When using learning pockets, respect the learning environment of others.</p> <p>Use hall passes appropriately</p> <p>Be quiet in halls during class time.</p>	<p>Engage in non-aggressive, proactive conflict resolution.</p> <p>Respect the personal space of others.</p> <p>Demonstrate courtesy for others by not invading their privacy, including through the use of electronic devices in personal spaces. (restroom, locker rooms).</p>	<p>Leave your area better than you found it.</p> <p>Let staff know if an area needs attention.</p> <p>Resolve conflict peacefully.</p> <p>Walk in the halls.</p> <p>Remain in assigned areas during classroom time.</p> <p>Respect hallway traffic flow.</p>
<b>Cafeteria</b>	<p>Report to class on time.</p> <p>Do not bring food back into the classroom.</p>	<p>Be inclusive.</p> <p>Respect cafeteria staff.</p> <p>Clean up after yourself.</p> <p>Eat your lunch during your assigned lunch period.</p> <p>Keep food in designated areas.</p>	<p>Use kind words and polite conversation with others.</p> <p>Avoid food waste by only taking what you need.</p>
<b>Activities</b>	<p>All school rules apply at extracurricular activities.</p>	<p>Demonstrate appropriate audience/spectator behavior towards officials, participants, performers, etc.</p> <p>Leave spaces better than you found them.</p> <p>Represent yourself and Lawrence High positively at all times</p>	<p>Be kind to all visitors on campus.</p> <p>Be actively involved at LHS.</p>
<b>Bus</b>	<p>Follow the rules of the bus.</p>	<p>Respond positively to directions/expectations.</p> <p>Use kind words and actions towards others.</p> <p>Engage in non-aggressive proactive conflict resolution.</p>	<p>Be a positive role model.</p> <p>Leave your area better than you found it</p>
<b>Arrival/Dismissal</b>	<p>Use time before and/or after school to seek academic support.</p>	<p>Follow LHS arrival/dismissal expectations</p>	<p>Enter and exit the building with an academic mindset.</p>
<b>Technology</b>	<p>Use technology to complete assignments and enrich academic success.</p>	<p>Demonstrate consideration for the opinions of others via social media.</p> <p>Photograph and record others with kindness and consent.</p> <p>Follow the district's Acceptable Use Policy for school-provided equipment.</p> <p>Follow school cell phone policy</p>	<p>Demonstrate best effort bell-to-bell without screen/headphone distractions.</p> <p>Arrive prepared with a charged school-issued device.</p>

## Expectation Matrix – 2

## Tier 1: School -Wide Support (80%)



# Tier 1: School -Wide Support (80%)

## Active Supervision

**Active Supervision supports students in meeting expectations by frequently and proactively monitoring during specific settings or times.**

- DETERMINE the activity or transition period that would benefit most from active supervision.
- ENSURE that the routine for activities is familiar and understood by students.
- PROVIDE the CUE or PROMPT to begin activity.
- SCAN and MONITOR.
- Use PROMIXITY, PROMPTS, and NON-VERBAL COMMUNICATION to signal your awareness of students' actions.
- MANAGE infractions and off-task behavior efficiently, privately, and with opportunities for positive interactions.
- At appropriate intervals and at the end of the activity/transition, REINFORCE students' appropriate behavior with positive comments (and/or "I noticed ... " language) and/or gestures.
- Allow students an opportunity to give feedback.

## Character Strong Staff Dare 1 4 At the Door

**Intentionally greet students at your classroom door each day using culturally appropriate greetings**

**Be INTENTIONAL by –**

1. Eye to Eye
  - Intentionally look students in the eye as they are entering your class.
2. Name to Name
  - Learn and correctly pronounce the names of your students and use their names as they enter.
3. Hand to Hand
  - As much as possible, connect with students using handshakes, high fives, fist bumps, elbow bumps, etc. Remember that relationships are crucial and offering kindness might be the only unconditional love your student receives all day.
4. Heart to Heart
  - Connect with your students as human beings each day before they enter as students. Ask questions about their weekend, their hobbies, and how their day is going.

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### Behavior Specific Praise (PSB)

Behavior Specific Praise is a non-intrusive, no-cost way to reinforce desired classroom behaviors and requires minimal effort. This classroom management strategy can increase students' time on task and decrease disruptive behavior. PSB is most effective when delivered consistently and immediately after the behavior.

- EVALUATE current rates of general and behavior specific praise.
- IDENTIFY behaviors to reinforce.
- PRACTICE delivery of PSB.
- OBSERVE student behavior.
- PROVIDE PSB using sincere praise that acknowledges effort not ability.
- MONITOR PSB delivery.
- Seek student input.

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### Instructional Choice (IC)

Instructional Choice (IC) provides students with opportunities to independently select a provided option from two or more possibilities. Using IC can increase students' engagement, decrease disruption, and promote decision-making and other self-determined behaviors.

- **DETERMINE** types of choices you feel comfortable offering and create a menu of choices.
- **USE** the menu to determine which type of choices to add to a particular lesson.
- After choice is built into the lesson, **OFFER** the established choices.
- **ASK** the student to make their choice.
- **PROVIDE** wait time for the student to select their choice.
- **LISTEN** to (or observe) the student's response.
- **PROMPT** the student to make a choice from the available options if the student has not made a choice in the time allotted.
- **REINFORCE** the student's choice, providing them with the option they selected.
- Offer students an opportunity to give feedback on selected choices.



## Tier 1: School -Wide Support (80%)

### Instructional Feedback

This strategy provides precise information for students about academic, social, and behavior performance with the purpose of clarifying misunderstandings, confirming concepts, fine-tuning understandings, and restructuring current schemas.

- IDENTIFY learning goals.
- PROVIDE instruction to meet established goals.
- PROVIDE clear directions and checks for understanding.
- Opportunities for PRACTICE and FEEDBACK are planned.
- IMPLEMENT active supervision and provide instructional feedback.
- PROVIDE time and direction for students to review work or have additional opportunities to practice.
- EVALUATE instructional practices.
- Offer students an opportunity to give feedback on how instructional feedback is being offered.

## Tier 1: School -Wide Support (80%)

### Opportunities to Respond (OTR)

Opportunities to respond is a strategy delivered by the teacher to manage behavior and support instruction that helps students review material, acquire skill fluency, commit information to memory, increase on – task behavior and reduce misbehavior.

- **IDENTIFY** the lesson content to be taught and the instructional objective.
- **POST** and **COMMUNICATE** the instructional objective to students every day.
- **PREPARE** a list of questions, prompts, or cues related to the content.
- **DETERMINE** the modality by which content will be delivered.
- **DETERMINE** the modality by which students will respond.
- **EXPLAIN** to students how the format works and the rationale for using it.
- **CONDUCT** the lesson with a minimum of three opportunities to respond per minute using either single-student or unison responding.
- **RESPOND** to student answers with evaluative and encouraging feedback.
- Offer students an opportunity to give feedback.

## Tier 1: School -Wide Support (80%)

### **Precorrection**

**Precorrection is a simple, proactive strategy that helps solve everyday problems with a minimal amount of planning. It includes visual and verbal prompts delivered shortly before a problem behavior is anticipated in the authentic setting where it usually occurs, followed by strong reinforcement for engaging in expected behavior.**

- **IDENTIFY context and anticipated behaviors.**
- **DETERMINE the expected behaviors.**
- **ADJUST the environment.**
- **PROVIDE opportunities for behavioral rehearsal.**
- **PROVIDE strong reinforcement to students engaging in expected behavior.**
- **DEVELOP a prompting plan to remind students about the expected behavior.**
- **DEVELOP a monitoring plan to determine the effectiveness of the precorrection plan.**
- **Offer students an opportunity to give feedback on this strategy.**

## Tier 1: School -Wide Support (80%)

### Steps to Defusing Disruptive Behavior

**“An Adult’s initial response to challenging behavior can determine whether or not that behavior is defused or escalated.”**

- **IDENTIFY** how you are reacting to the student behavior being exhibited.
- **ASSESS THE SITUATION** and determine "can't do" or "won't do."
- **MAINTAIN** the flow of **INSTRUCTION**.
- **ACKNOWLEDGE** on-task students, making no response to off-task students.
- **REDIRECT** (prompt) students who are struggling using private reminders and **RETEACH** expected behavior.
- **ALLOW TIME** for student to respond to the request and reengage.
- **PRAISE/RECOGNIZE/REINFORCE** changed behavior.

# Tier 1: School -Wide Support (80%)

## **Character Strong Staff Dare**

### **Names are Important**

To start the year, give each student a notecard and ask them to write out their name phonetically and turn it back into you.

- Instead of guessing how to say certain names and having some students experience their name said incorrectly (which may happen to them often!), get it right the first time by being intentional.

### **Teach Like the Floor is on Fire**

Be intentional with movement around the classroom. Instead of addressing misbehavior verbally, start by using proximity.

- Research shows that close to 40-50% of low-level behaviors in a classroom can be dealt with using proximity with students. When we teach like the floor is on fire, we give students a chance to correct their own behavior without the need for verbal correction.

### **Compliment Battle**

Engage in a compliment battle with a student (or multiple students) in your class one day to see who can say more kind things to each other. Provide sample compliments before you start.

- Make it an event! Have an emcee, turn on some music, have a prize or trophy at the end ... maybe even make it a monthly event to see who is the Grand Champion! It's a great opportunity to practice seeing good in your students and role modeling what a great compliment looks like.

### **Purpose Practice**

Find a day to share a 5-10 minute story of why teaching has been meaningful in your life. Talk about why you believe in education, who your favorite teacher was, and/or what you feel most passionate about when it comes to learning.

- When we role model sharing purpose, it helps students wrestle with their own! Purpose is the foundation on which resilience is built and resilient people find more long-term success in life because they have a "why" that fuels them through tough adversity!

## Tier 1: School -Wide Support (80%)

### Character Strong Staff Dare continued...

#### **Theme Song Grand Entrance**

Choose a song that represents each class and play it for them as they walk in. Change the song every few weeks or every quarter based on student suggestions.

- Take it a step further and have them look at the lyrics and explain why that message was intentionally chosen for them.

#### **The Put Up Game**

Give an intentional verbal affirmation to each student in at least 1 of your classes.

- Keep track or you lose track! Set a class roster on your desk and check them off as you go to make sure you get through all of them.

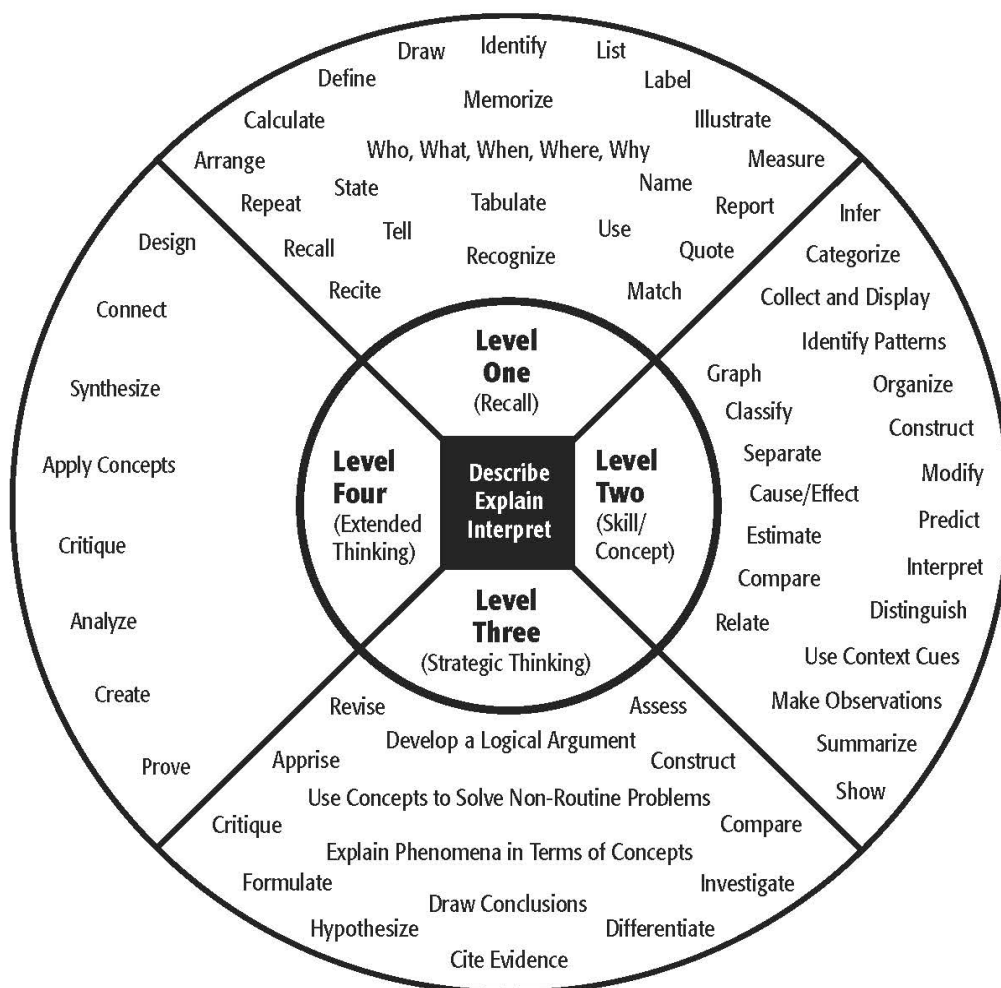
#### **Take 5**

Take time to walk the halls and learn 5 new names this week.

- Choose students you do not know or do not have in class. Then, make sure to keep an eye out for them and use their name when you see them. Try and make contact with all 5 again at least once this week!

# Tier 1: School -Wide Support (80%)

## Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research, University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>








## Tier 1: School -Wide Support (80%)

### The Five Phases of the Focused Note-Taking Process



AVID's focused note-taking process has five phases. It is important to note that while *applying learning* is the last phase of the process, it is essential that it inform the first phase, as the note-taking format should be shaped by the note-taking purpose. When teaching the focused note-taking process, educators need to determine how students will use their notes and set up the format appropriately. It is crucial for educators to model and invite students to engage in this thought process so that note-taking becomes a powerful and portable learning tool students can carry with them throughout their educational experience.

<b>Taking Notes</b> 	<b>Create the notes.</b> Select a note-taking format, set up the notes, and take notes based on an information source (lecture, book, website, article, video, etc.), selecting, paraphrasing, and arranging the information in a manner that meets your note-taking objective.
<b>Processing Notes</b> 	<b>Think about the notes.</b> Revise notes—by underlining, highlighting, circling, chunking, questioning, adding, deleting—to identify, select, sort, organize, and classify main ideas and details. Evaluate the relative importance of information and ideas in the notes.
<b>Connecting Thinking</b> 	<b>Think beyond the notes.</b> Analyze the notes using inquiry to make connections and deepen content knowledge by asking questions and adding your own thinking to create greater understanding, identify gaps or points of confusion, and connect your new learning to what you already know.
<b>Summarizing and Reflecting on Learning</b> 	<b>Think about the notes as a whole.</b> Pull together the most important aspects of your notes and your thinking about them to craft a summary that captures the meaning and importance of the content and reflects on how the learning helps you meet the note-taking objective.
<b>Applying Learning</b> 	<b>Use the notes.</b> Save and revisit your notes as a resource or learning tool to help you apply or demonstrate what you have learned.



# Tier 1: School -Wide Support (80%)



## Writing

### Writing is:

- A tool for communication, reflection, and learning
- Inquiry
- Visible organization of thought
- Communication with authentic audiences

### Students who write:

- Engage frequently, in every content area and classroom
- Cite evidence to support their thinking
- Deepen their understanding of content
- Demonstrate command of academic vocabulary
- Communicate as a content expert
- Communicate their thinking competently and confidently

### AVID supports writing through blended learning experiences including:

- Disciplinary literacy
- Academic language and literacy scaffolds
- Learning-through-writing strategies
- The focused note-taking process
- The writing process in every content area
- Collaboration
- Tutorials, Collaborative Study Groups, and Scholar Groups

## Inquiry

### Inquiry is:

- Uncovering one's understanding
- Critical thinking and questioning
- Exploring a variety of ways to solve problems
- Engaging in thinking, learning, and discussion to inspire innovation

### Students who inquire:

- Analyze and synthesize materials or ideas
- Clarify their own thinking
- Probe others' thinking
- Work through ambiguity
- Solve authentic problems

### AVID supports inquiry through blended learning experiences including:

- Design thinking and problem-based learning
- Computational thinking
- Skilled questioning techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials, Collaborative Study Groups, and Scholar Groups

## Collaboration

### Collaboration is:

- Positive group interactions
- Teamwork with shared responsibility
- Sharing of ideas, information, and opinions

### Students who collaborate:

- Create a safe and supportive physical and philosophical environment
- Work through identified structures and roles to achieve a common goal
- Develop positive interdependence
- Clearly communicate verbally and nonverbally
- Listen effectively to decipher meaning
- Deepen the learning of others through inquiry and active engagement

### AVID supports collaboration through blended learning experiences including:

- Academic language and literacy scaffolds
- Socratic Seminars
- Philosophical Chairs
- Jigsaw, World Café, Reciprocal Teaching, and Numbered Heads
- Synchronous and asynchronous peer editing groups
- Tutorials, Collaborative Study Groups, and Scholar Groups

## Organization

### Organization is:

- Managing materials, time, and self
- Practicing methodical study habits
- Planning and prioritizing school, work, and social tasks
- Engaging in goal-setting, planning, and reflection
- Strategically and intentionally taking responsibility for one's own learning

### Students who organize:

- Self-direct, self-evaluate, self-monitor, and self-advocate to reach academic goals
- Develop and use tools to organize thinking, resources, and time
- Develop and use processes, procedures, and tools to study effectively
- Prepare for rigorous courses and engage fully in instruction

### AVID supports organization through blended learning experiences including:

- Binders, eBinders, calendars, planners, and agendas
- The focused note-taking process
- Graphic organizers
- Project planning and SMART goal-setting
- Tutorials, Collaborative Study Groups, and Scholar Groups

## Reading

### Reading is:

- Making connections between texts, self, and the world
- Navigating and comprehending rigorous texts
- Evaluating information from a variety of formats
- Organizing and applying text-based learning

### Students who read:

- Activate, engage, and extend beyond the text
- Make predictions and create visual images as they read
- Understand text structures
- Question the text and engage in deep inquiry
- Become content experts
- Evaluate sources for accuracy and bias

### AVID supports reading through blended learning experiences including:

- Disciplinary literacy
- Academic language and literacy scaffolds
- Culturally relevant texts
- The critical reading process
- The focused note-taking process
- Vocabulary building
- Summarizing
- Tutorials, Collaborative Study Groups, and Scholar Groups

## Tier 1: School -Wide Support (80%)

**If the student has difficulty BECOMING INTERESTED, you can try....**

- Relating to Previous Experiences
- Reading Aloud a Brief Article or Story to Stimulate Interest
- Seating Student Closer to Teacher
- Making a Positive, Personal Comment Each Time the Student Shows Evidence of Interest
- Telling Stories Which Relate the Lesson to People's Lives

**If the student has difficulty ATTENDING TO THE SPOKEN WORD/  
LISTENING, you can try....**

- Giving Explanations in Small, Distinct Steps
- Providing Written Backup to Oral Directions and Lectures
- Having the Student Repeat Directions
- Providing a Script of Spoken Presentations
- Looking Directly at Student and Using the Zone of Proximity When Giving Directions
- Providing Organizers Including Study Guides, Outlines, Preview Questions, and Vocabulary Previews in Advance
- Alternating Spoken Language with Written and Manipulative Tasks

**If the student has difficulty ATTENDING TO THE WRITTEN  
WORD/READING you can try....**

- Selecting a Text with Less on a Page
- Highlighting Distinctive Features
- Providing Audio Texts
- Requiring Desk to be Clear of Extra Materials
- Introducing Material with the Survey-Question Technique
- Using a Peer to Read Important Material
- Decreasing the Amount of Required Reading
- Finding a Text or Supplemental Material at a Lower Level
- Allowing Extra Time for Reading
- Providing Questions Before the Student is to Read
- Substituting One-Page Summaries or Study Guides that Identify Key Terms and Concepts
- Question the Student Often as They Read
- Helping students set a purpose for reading.
  - No one can remember everything, so it is helpful when teachers explicitly tell students what is most important for them to take away from a nonfiction reading assignment.
- Encouraging students to pause regularly (e.g., every two to four pages) to monitor whether they understand and remember what they just read.
  - All readers get distracted and have to reread. Proficient readers notice the problem more quickly and take steps to repair meaning.

## Tier 1: School -Wide Support (80%)

**If the student has difficulty GETTING STARTED/FOLLOWING DIRECTIONS, you can try....**

Giving Cues to Begin Work

- Giving Work in Smaller Amounts
- Providing Time Suggestions for Each New Task
- Making Sure the Student Has All the Necessary Materials
- Introducing the Assignment Carefully, Making Sure the Student Understands
- Giving a Checklist for Each Step of the Task
- Using a Peer or Peer Tutor to Help Student Get Started
- Using Fewer Words
- Providing Examples
- Presenting Both Auditory and Visual Directions
- Repeating Directions
- Monitoring Closely as Work Begins

**If the student has difficulty STAYING ON TASK, you can try....**

- Providing Checklists
- Reducing Distractions
- Providing Shortened Tasks
- Using Peer Helpers
- Moving the Student to a Less Distracting Area
- Providing a Reward Valued by the Student
- Providing a Timer for Short Work Periods
- Varying Activities Often

**If the student has difficulty TAKING NOTES, you can try....**

- Teaching Students How to Take Cornell Notes
- Providing a Copy of the Notes
- Providing a Partial Outline to Complete during Notetaking
- Trading the Student's Incomplete Notes with Complete Notes
- Allowing the Student to Listen Without Taking Notes and then Giving a Short Oral or Written
- Summary of the Main Points
- Providing a few minutes for students to compare notes with a classmate's notes and fill in missing information.
- Sharing and examining (briefly) exemplary sets of notes.

## Tier 1: School -Wide Support (80%)

### **If the student has difficulty WORKING IN GROUPS, you can try....**

- Providing Direct Instruction About Group Roles and Processes
- Assigning a Specific Task to the Student
- Preparing the Group Members to Include and Help the Student as Needed
- Defining the Task and Listing the Steps
- Linking the Group Task to the Larger Goal
- Team-Building Activities

### **If the student has difficulty WORKING INDEPENDENTLY, you can try....**

- Making Sure the Task is at the Student's Independent Level
- Clarifying the End of the Task
- Giving Precise Directions with Models or Examples as Needed
- Providing a Variety of Types of Work Within the Assignment
- Creating a Greater Distance or Space Between Students' Seats
- Changing Expectations of Perfection Until the Student Understands the Process

### **If the student has difficulty COMPLETING STUDY GUIDES OR WORKSHEETS, you can try....**

- Making Sure the Questions are in the Same Order as the Reading Material
- Selecting or Marking Out Items as Appropriate for the Student
- Highlighting or Underlining Key Words
- Providing a Word Bank
- Breaking the Assignment into Smaller Parts
- Providing Page Numbers from the Text
- Following a Standard Format for Developing Assignments
- Providing Ample Workspace for Visual or Motor Difficulties
- Drawing Dotted Lines Between Problems or Questions

### **If the student has difficulty KEEPING ORGANIZED, you can try....**

- Displaying the Assignments on the Board for Students to Copy
- Helping the Student Develop a Self-Monitoring System for Remembering Assignments
- Checking and Reinforcing the Student for Writing Assignments in a Planner/Calendar
- Making Sure the Work is Completed is Submitted Immediately
- Using Sticky Notes to Help Student Keep Their Place

## Tier 1: School -Wide Support (80%)

**If the student has difficulty COMPLETING WORK ON TIME, you can try....**

- Writing Schedules and Helping the Student Plan their Use of Time
- Reducing the Amount (Assign Only Odd or Even Numbers)
- Allowing More Time (Lecture in Small Segments and Provide Practice Between)
- Developing Checklists
- Using a Timer for Work Time
- Reminding the Student of the Time
- Chunking the Assignment with Several Due Dates
- Helping the Student Maintain a Calendar/Planner
- Seating Students Further Apart
- Giving Choices
- Providing Activity-Based Assignments
- Giving Immediate Feedback on Assignments
- Highlighting or Clustering Similar Problems into Groups
- Cueing or Prompting to Better Estimate Time
- Asking for Parental Support

**If the student has difficulty EXPRESSING THEMSELVES IN WRITING, you can try....**

- Giving Wait Time After Asking a Question
- Asking Short Answer Questions
- Giving Students Time to Prepare an Answer Before Calling on Them
- Encouraging Students to Speak in Small Groups
- Asking Questions at the Depth of Knowledge (DOK) Level 1 (Recall)
- Using Group Techniques (i.e., "Every Student Responds")
- Allowing Alternate Forms of Sharing Such as Written Reports, Drawings, Photos, Art
- Making Sure the Rules for Class Discussion are Clear
- Providing a Prompt (i.e., Starting the Sentence or Giving a Clue)

**If the student has difficulty MAKING CONNECTIONS, you can try....**

- Drawing Arrows on Worksheets or in the Text to Show How Ideas are Related
- Using Strategies to Show the Relationships Between Ideas to Show the Big Picture
- Having Students Relate their Ideas to Personal Experiences During Class Discussions
- Using Graphic Organizers
- Numbering Steps in a Word Problem
- Using Concrete Examples
- Using Real Life Situations

## Tier 1: School -Wide Support (80%)

**If the student has difficulty TAKING TESTS/REMEMBERING, you can try....**

- Allowing More Time
- Reviewing the Directions/Reading the Directions Aloud
- Explaining or Rewording Test Questions
- Allowing the Student to Answer in their Own Words or to Answer Orally
- Providing Vocabulary Lists or Word Banks
- Adding More "White Space" on Tests
- Breaking Long Lists of Matching into More Groups of Short Lists
- Deleting Repeated Words
- Allowing Breaks During Testing
- Using Blanks to Cue Answers
- Limiting the Number of Choices on Multiple Choice Tests
- Allowing the Student to Write on the Test Rather than an Answer Sheet
- Providing a Checklist
- Providing Cues
- Teaching the Use of Acronyms and Mnemonic Devices
- Having the Student Make Notes to Themselves
- Having the Student Verbalize with Practicing

**Tier 2:  
Targeted Support  
(15%)**



## Tier 2: Targeted Support (15%)

### Intervention Grid

Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious unwanted behavior before they start. The support at this level is more focused than Tier 1 and less intensive than Tier 3.

<b>Tier 2 Intervention</b>	<b>Progress Monitoring</b>	<b>Contact Person(s)</b>
Differentiated, Scaffolded, and Targeted Instruction		Classroom Teacher(s), Case Manager, Academic Interventionist
Short, Frequent Work Sessions		Classroom Teacher(s), Case Manager, Academic Interventionist
Small, Same-Ability Work Groups		Classroom Teacher(s), Case Manager, Academic Interventionist
Alternative Activities to Reinforce Curriculum		Classroom Teacher(s), Case Manager, Academic Interventionist
Peer-to Peer Teaching, Reverse Peer-to Peer Teaching		Classroom Teacher(s), Case Manager, Academic Interventionist
Behavior Contract		Classroom Teacher(s), Case Manager, Academic Interventionist
Positive Reinforcement		Classroom Teacher(s), Case Manager, Academic Interventionist
504 Referral/Plan		GEI Team, School Psychologist
Check-in/Check-out	Daily	GEI Team, Social Worker
Check & Connect	Weekly	Counselor, Community Mentor
Social Skills Group	Weekly	Counselor, GEI Team, Social Worker
Classroom Consultation	Weekly	School Psychologist, Mental Health Specialist
Settings-Based Interventions	Weekly	Academic Interventionist(s)
After School Tutoring	Weekly	Counselor, Social Worker
Informal Support Plan	Weekly	GEI Team, Social Worker
Specialized Case Management (pre-truancy)	Weekly	Community Services

#### Screening Process:

- Screening Instrument Scores- FastBridge, SAEBRES/MYSAEBRES
- Attendance
- Grades
- Formative Assessments
- Credit Deficiencies
- Office Discipline Referrals
- Teacher Nominations
- Parent & Support Service Recommendations
- Documented Mental Health Concerns

\*GEI = General Education Intervention



**Tier 3:  
Individual &  
Intensive Support  
(5%)**

## Tier 3: Individual & Intensive Support (5%) Intervention Grid

Tier 3 practices stem from strong foundations in Tier 1 and Tier 2 supports. With both tiers in place, schools are free to organize individualized teams to support students with more intense needs.

<b>Tier 3 Intervention</b>	<b>Progress Monitoring</b>	<b>Contact Person(s)</b>
Small, Same Ability Group Instruction		Classroom Teacher(s), Case Manager, Academic Interventionist
One-on-one instruction		Case Manager, Academic Interventionist
Special Education Referral/Plan		GEI Team
Behavior Intervention Plan (BIP)		GEI Team, Case Manager
Informal Behavior Support Plan	Daily	GEI Team
Individual Counseling to teach skills	Weekly	Academic Interventionist(s)
Group Therapy	Weekly	WRAP Worker
Altered Schedule	Weekly	GEI Team
Extended Semester	Quarterly	Counselor
<p style="text-align: center;"><b>Screening Process:</b></p> <ul style="list-style-type: none"> <li>• Referral from Tier 2</li> <li>• Referral from GEI Team</li> <li>• Parent and/or Student Request</li> <li>• Trauma Screener (Documented Mental Health Concerns)</li> <li>• Attendance</li> <li>• Grades</li> <li>• Formative Assessments</li> <li>• Credit Deficiencies</li> <li>• Office Discipline Referrals</li> <li>• Teacher Nominations</li> <li>• Parent &amp; Support Service Recommendations</li> </ul> <p style="text-align: right;">           *GEI = General Education Intervention            * WRAP – Wellness Recovery Action Plan         </p>		

**Tier 2: Targeted Support (15%)**  
**Tier 3: Individual & Intensive Support (5%)**

## GEI Process

Referral to GEI Team by Staff, Student, or Parent/Guardian for Academic, Behavior, and/or Mental Health Concerns

Academic	Behavior	Social-Emotional Well Being
<p><b>Possible Concerns</b></p> <ul style="list-style-type: none"> <li>• Lack of Engagement</li> <li>• Poor Completion Rate</li> <li>• Low Quiz/Test Scores</li> <li>• Lack of Comprehension</li> <li>• Self-Reported Concerns</li> </ul> <p><b>Possible Interventions</b></p> <ul style="list-style-type: none"> <li>• Communication with Home</li> <li>• Check-ins</li> <li>• Recommend Tutoring</li> <li>• Tier 2 Interventions*</li> <li>• Tier 3 Interventions*</li> <li>• Student Support Plan</li> <li>• 504 Plan Consideration</li> <li>• Special Education Referral</li> <li>• ESOL Referral</li> </ul> <p style="text-align: center;">*Interventions could be provided during Connections Time with a teacher and/or other times with an Academic Interventionist.</p>	<p><b>Possible Concerns</b></p> <ul style="list-style-type: none"> <li>• Attendance <ul style="list-style-type: none"> <li>◦ Skipping Class, Wandering the Halls, Chronic Tardiness</li> </ul> </li> <li>• Drug Abuse <ul style="list-style-type: none"> <li>◦ Alcohol, Drugs, Vaping</li> </ul> </li> <li>• Continuous Disrespect <ul style="list-style-type: none"> <li>◦ Profanity</li> <li>◦ Lack of Participation</li> </ul> </li> </ul> <p><b>Possible Interventions</b></p> <ul style="list-style-type: none"> <li>• Communication with Home</li> <li>• Check-ins</li> <li>• Restorative Practices</li> <li>• Informal Behavior Intervention Plan</li> <li>• Student Success Plan for Attendance</li> <li>• Vaping Education</li> <li>• 504 Plan Consideration</li> <li>• Special Education Referral</li> </ul>	<p><b>Possible Concerns</b></p> <ul style="list-style-type: none"> <li>• Despondent</li> <li>• Lack of Engagement</li> <li>• Overall Sense of Sadness</li> <li>• Untreated Mental Health Concerns</li> <li>• Emotional Dysregulation</li> <li>• Perfectionism</li> <li>• Withdrawn from Others</li> <li>• Self-Reported Concerns</li> </ul> <p><b>Possible Interventions</b></p> <ul style="list-style-type: none"> <li>• Communication with Home</li> <li>• Check-ins</li> <li>• WRAP Referral</li> <li>• Social Skills Groups</li> <li>• 504 Plan Consideration</li> </ul>

