



# *Lee-Hamilton Intermediate*

## **The Eagle Way**

## **MTSS Implementation Manual**

Multi-Tiered Systems of Support  
FFSD Universals & Tiered Interventions of Support

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# Lee-Hamilton Implementation Manual

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# Lee-Hamilton Implementation Manual

It is the goal of Lee-Hamilton to cultivate students who believe in belonging to a community, becoming their best selves, and succeeding academically. In an effort to meet this goal, Lee-Hamilton has adopted a multi-tiered model of support. This model is designed to address our students' academic, behavioral, and social needs using a continuum of supports, including a proactive approach for addressing students' needs in all three areas. We have established systematic screening practices and a continuum of supports, ranging from universal, broad-based strategies to targeted and individualized interventions. The three-tiered model provides for: primary prevention (Tier 1 supports for all), secondary prevention (Tier 2 supports for some), and tertiary interventions and supports (Tier 3 supports for a few). We will create a safe, positive learning environment including the accurate detection of students who need additional support beyond primary (Tier 1) prevention supports. Students will then be provided with additional secondary (Tier 2) and tertiary (Tier 3) evidence-based supports.

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

## Mission and Vision

Ferguson-Florissant School District Vision	All learners graduate believing anything is possible and prepared to realize those possibilities.
Ferguson-Florissant School District Mission	We provide high quality instruction to every student in every neighborhood while prioritizing equity and compassionate relationships.

## Core Values

Student-Centered	We use an equity lens to focus our policies, our actions, and our resources on students' academic, social-emotional, and physical well-being.
Excellence	We have high expectations for all of our students and are relentless about providing high quality, culturally competent teaching and resources to meet those expectations.
Innovation	We ensure our students are ready for a dynamic, ever-changing world by exploring real world issues and promoting curiosity and critical thinking to find innovative solutions.
Relationships	We build relationships across our schools and community to ensure everyone feels welcomed, heard, and involved as agents of positive change to create access and opportunities for students.

## SELT Statement of Purpose

The purpose of the comprehensive model of prevention at Lee-Hamilton is to reach all students with diverse needs by considering the whole child (academically, socially, and behaviorally).

## The Eagle Way

As a Lee-Hamilton Eagle...

I Will Be Responsible, Safe, Cooperative, and Kind.

I Will Persevere.

I Was Born to SOAR!

## Staff-Developed Building Goals

G

### Attendance

Lee-Hamilton Eagles will be success ready by demonstrating regular attendance. Ninety percent of students will attend school every day, all day.



A

### Attitude

Lee-Hamilton will establish a culture focused on learning, characterized by high behavioral expectations for each student. A comprehensive multi-tiered system of support will address the emotional, behavioral, social, and physical needs of each student. As a result, both the Tiered Fidelity Inventory Walkthrough and CT3 Engagement Tracker will indicate 90% success at Tier 1.

L

### Achievement

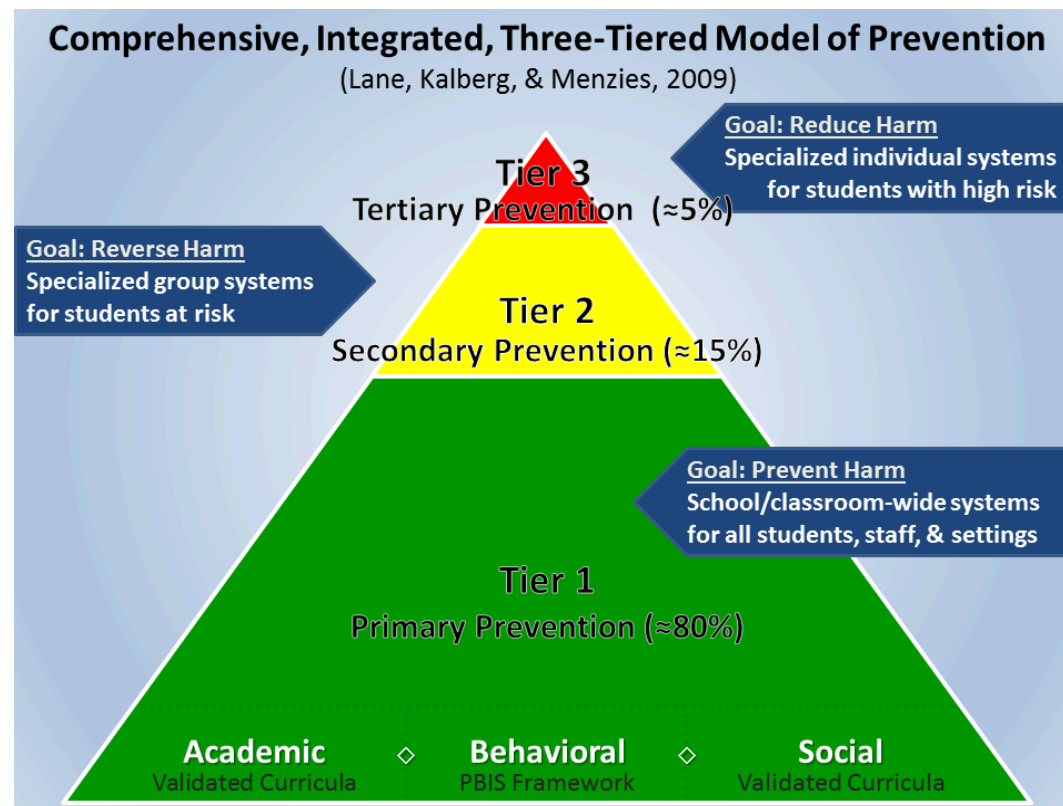
Lee-Hamilton will establish a culture focused on learning, characterized by high academic expectations for each student. A comprehensive multi-tiered system of support will address the academic needs of each student. Through student engagement in rigorous, Tier 1 instruction and Tier 2 and 3 interventions, all students will show at least one year's growth in both reading and math, and/or achievement of a student's yearly IEP goal.

S

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# Overview of the Multi-Tiered System of Support (MTSS) Model of Prevention

Lee-Hamilton has developed a MTSS plan for all students attending grades 3-5. This plan addresses three key components: academics, behavior, and social skills. This plan has both a proactive and reactive behavioral component. Lee-Hamilton's plan was developed in response to information derived from school-wide surveys and student performance measures to determine teachers' expectations and areas of need at Lee-Hamilton Intermediate.



### Three-Tiered Models of Prevention

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

Implementing any new system to improve student outcomes requires an initial investment of time and energy. However, multi-tiered models capitalize on effective instructional and classroom management practices that teachers already use (Lane, Menzies, Ennis, & Bezdek, 2013). One strength of MTSS models is that they involve contribution from all faculty and staff to establish common expectations and procedures in academic, behavioral, and social domains. Then, these changes occur at a systems level. When a school's staff members work collaboratively to identify and implement agreed upon strategies and practices, they create an opportunity to establish a positive school culture.

Moreover, in a MTSS model, school-site faculty and staff *all* have a voice: they individually and collectively contribute to decisions about behavioral expectations taught to all students to support positive behavior and facilitate participation in instruction. In addition – and equally important – faculty and staff determine a shared system for recognizing and reinforcing students’ efforts to reach those expectations. This is a major departure from previous models in which each teacher sets his or her own rules and has sole individual responsibilities for their own students. It is also a shift away from reactive approaches that involve focusing mainly on students’ misbehavior toward an instructional approach to behavior that involves actively looking for and recognizing students’ positive student behaviors using behavior-specific praise. Finally, expecting the entire school staff (e.g., office and custodial personnel, instructional aides, bus drivers) to support school-wide behavioral expectations as well as the school-wide social skills empowers them to participate proactively and positively, while teaching students the full skill sets needed to engage fully in instructional activities (Lane, Menzies, Ennis, & Bezdek, 2013)

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



To address students' social needs, school site personnel may choose to implement a social skills curriculum (Elliott & Gresham, 2007a) or character education program (e.g., Positive Action; Allred, 1983). The focus of the social curriculum is determined by the school's unique needs (e.g., the need to decrease bullying behavior). An evidence-based program should be selected, one with sufficient evidence to suggest that the desired changes will be observed at a given school site provided that the program is implemented with fidelity.

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

this instructional approach to behavior by explicitly teaching school wide expectations for behavior upfront, teachers will devote less time to addressing problem behaviors and may experience less stress (as will students) in the learning environment.

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

**Secondary (Tier 2) prevention.** Secondary (Tier 2) supports are typically offered to small groups of students experiencing similar needs. For example, there might be groups to improve oral reading fluency using repeated readings (Chard, Ketterlin-Geller, Baker, Doabler, & Apichatabutra, 2009), peer-peer interactions using social skills groups (Kalberg, Lane, & Lambert, 2012; Lane, Menzies, Barton-Arwood, Doukas, & Munton, 2005; Miller, Lane, & Wehby, 2005) and anger management groups to improve conflict resolution skills (Kalberg, Lane, & Lambert, 2012). Decisions regarding which students and the types of supports needed are made using systematic screening data in conjunction with other data (e.g., office discipline referrals, absenteeism, and academic progress). Approximately 15% of students are apt to require this level of prevention. Students who do not respond to Tier 2 supports or those exposed to multiple risk factors are likely to require more intensive interventions and supports referred to as Tier 3 or tertiary prevention.

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

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

This model uses a data-driven approach to both prevention and intervention, thereby meeting the increasing demand of data-based decision making. It also aims to respond to learning and behavior problems by capitalizing on currently available resources. Yet, an essential component of this model that is often overlooked is the accurate and early

detection of students who require Tier 2 and Tier 3 supports. Screening tools are used to meet this charge by systematically measuring academic *and* socio-behavioral performance.

### **Systematic Screening within Tiered Models of Prevention**

Screening procedures are essential for effective schoolwide prevention systems. They are the tools for early and accurate detection of students in need across the preK-12 continuum. Age appropriate screening tools should be used at each level of schooling (preschool, elementary, middle, and high school) to address the unique demands at each level. Differences in students' developmental growth mean that they experience different risk factors related to their age. One of the most critical milestones students attain early in their school careers is learning to read. Those who are not proficient readers by fourth grade are likely to struggle academically throughout their school years (Fletcher, Foorman, Boudousquie, Barnes, Schatschneider, & Francis, 2002; Juel, 1988). Middle school students are entering adolescence which can be a time of emotional turmoil which can make it difficult to focus on academic learning. In high school, many demands, interests, and challenges compete with students' ability to complete their required programs. Graduating high school is a gatekeeper of future success and students with behavioral, emotional, and academic challenges are at greatest risk for dropping out (Wagner & Davis, 2006). Screening tools at each level of schooling can help systematically identify those who require more support to ensure school success.

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

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

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

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

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

Please see full articles for a more detailed description.

## Lee-Hamilton Intermediate Primary (Tier 1) Plan (Click to View)



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Lee-Hamilton Intermediate School's MTSS Primary (Tier 1) Plan		
FFSD Mission Statement	We provide high quality instruction to every student in every neighborhood while prioritizing equity and compassionate relationships.	
Purpose Statement	The purpose of the comprehensive model of prevention at Lee-Hamilton is to reach all students with diverse needs by considering the whole child (academically, socially, and behaviorally).	
School-Wide Expectations	As a Lee-Hamilton Eagle... I will be responsible, safe, cooperative, and kind. I will persevere. I was born to soar! *See Expectation Matrix	
<b>Area I: Academics Responsibilities</b>  Students will: <ul style="list-style-type: none"> <li>• Actively participate in lessons</li> <li>• Share their thinking</li> <li>• Work cooperatively with peers and staff</li> <li>• Give their best effort</li> <li>• Persevere through challenges</li> <li>• Advocate for yourself                             <ul style="list-style-type: none"> <li>◦ Ask for help</li> <li>◦ Ask questions</li> <li>◦ Ask for clarification</li> </ul> </li> <li>• Use resources in the classroom</li> <li>• Set, monitor, and measure learning goals as age appropriate</li> <li>• Use text-evidence to support ideas and answers</li> <li>• Read daily in school and independently</li> <li>• Be prepared for learning</li> <li>• Make 1 year's growth in math and reading</li> <li>• Show proficiency in math facts</li> <li>• Monitor your own understanding</li> </ul>	<b>Area II: Behavior Responsibilities</b>  Students will: Follow PBIS expectations <ul style="list-style-type: none"> <li>• Be Responsible</li> <li>• Be Safe</li> <li>• Be Cooperative</li> <li>• Be Kind</li> <li>• Persevere</li> <li>• Be accountable for own actions and the effect on others</li> <li>• Treat others the way you want to be treated</li> <li>• Report unsafe behavior</li> <li>• Be an upstander, rather than a bystander</li> </ul>	<b>Area III: Social Skills Responsibilities</b>  Students will: <ul style="list-style-type: none"> <li>• Treat others as they want to be treated</li> <li>• Consider others' feelings before speaking (empathy)</li> <li>• Offer help when necessary</li> <li>• Contribute to community building</li> <li>• Apply new social skills they have learned</li> <li>• Be considerate of others' personal space</li> <li>• Apply conflict management strategies when necessary</li> <li>• Use socially appropriate manners</li> </ul>

MTSS Primary (Tier 1) Plan 1



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Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
<p>Faculty and Staff will:</p> <p>Teach core programs and/or district standards with fidelity:</p> <ul style="list-style-type: none"> <li>• Balanced Literacy               <ul style="list-style-type: none"> <li>◦ <i>Making Meaning</i> as primary resource K-6</li> <li>◦ Guided Reading &amp; Workshop model Reading/Writing</li> <li>◦ See the District Visual Map for detailed expectation and breakdown</li> </ul> </li> <li>• MO Learning Standards ALL Content Areas grades 3-5               <ul style="list-style-type: none"> <li>◦ Ferg-Flor curriculum sites for resources available</li> </ul> </li> <li>• Math Instruction               <ul style="list-style-type: none"> <li>◦ Eureka Math</li> </ul> </li> <li>• Science Instruction               <ul style="list-style-type: none"> <li>◦ MySci 3-5</li> </ul> </li> <li>• Differentiate instruction based on needs indicated by formal and informal data collection</li> <li>• Create an environment that is safe for all learners to engage in the learning at their level</li> <li>• Communicate with families (email/Dojo/phone)</li> </ul>	<p>Faculty and Staff will:</p> <ul style="list-style-type: none"> <li>• Use Class Dojo as a school wide positive reinforcement tracking system (4:1)</li> <li>• Maintain an open line of communication (email/Dojo/phone) with families regarding student progress/needs</li> <li>• Building Aides will be trained in PBIS with a focus on active supervision</li> <li>• Validate social/cultural norms of home then redirect/pre correct social interactions.</li> <li>• Display &amp; Model PBIS school-wide expectations</li> <li>• Foster a safe environment for all students</li> <li>• Provide praise and reinforcement to students that display school-wide expectations</li> <li>• Implement/Follow the reactive (consequence-based) discipline plan (flow chart) as designed, consistently when infractions of expectations occur</li> <li>• Teach school-wide expectations according to schedule AND as needed for refresher: <i>PBIS daily beginning of semesters/weekly throughout the school year/as needed</i></li> <li>• Conduct, report, and use screening and assessments (see Assessment Schedule)</li> </ul>	<p>Faculty and Staff will:</p> <p>Teach core program(s) with fidelity:</p> <ul style="list-style-type: none"> <li>• <i>Second Step Program</i></li> <li>• Model socially acceptable behaviors.</li> <li>• Validate social/cultural norms of home then redirect/pre correct social interactions.</li> <li>• Conduct, report, and use screening and assessments (see Assessment Schedule)</li> </ul>

MTSS Primary (Tier 1) Plan 2



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<p>Area I: Academics Responsibilities</p> <p>Faculty and Staff will (Continued):</p> <p>Assessments:</p> <ul style="list-style-type: none"><li>• Galileo Benchmarks</li><li>• CFA's Math &amp; Science (per district testing schedule)</li><li>• TCB (per building decision)</li><li>• GLA/MAP</li><li>• Conduct, report, and use screening and assessments (see Assessment Schedule)</li><li>• Time in Minutes for each subject:<ul style="list-style-type: none"><li>o Math: 60 min</li><li>o Reading: 60 min</li><li>o Writing: 45 min</li><li>o Science: 30-40 min</li><li>o Social Studies: 30-40 min</li><li>o PE &amp; Music: 90 min each weekly</li><li>o Library &amp; Art: 60 min each weekly</li></ul></li></ul>		
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Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
<p>Parents will:</p> <ul style="list-style-type: none"><li>• Know their children's strengths and weaknesses to help support them</li><li>• Know the grade level expectations</li><li>• Know the attendance policy of the district and school</li><li>• Read the Student Expectation Code</li><li>• Communicate with staff</li><li>• Get students to school on time and respect the instructional day</li><li>• Support and encourage independent reading</li><li>• Show support in the home for the academic and social expectations at school</li></ul>	<p>Parents will:</p> <ul style="list-style-type: none"><li>• Follow guidelines and procedures as noted in the student handbook</li><li>• Communicate concerns to staff in a calm manner</li><li>• Have an understanding of the PBIS Matrix and the student expectations it represents</li><li>• Support student's goals and celebrate progress</li><li>• Validate social/cultural norms of the School</li><li>• Parents will access their child's Class Dojo weekly</li></ul>	<p>Parents will:</p> <ul style="list-style-type: none"><li>• Support the Second Steps School wide social program</li><li>• Model positive interactions with students and adults at the school</li><li>• Encourage positive interactions and problem solving techniques</li><li>• Support student's goals and celebrate progress</li><li>• Validate social/cultural norms of the school</li></ul>



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Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
<p>Administrators will:</p> <ul style="list-style-type: none"> <li>• Align building goals with District goals</li> <li>• Provide resources for staff to meet needs of students</li> <li>• Follow systemic lesson planning requirements (objective, essential questions, standard, skill)</li> <li>• Monitor that students know learning target and the relevance of skill</li> <li>• Ensure professional learning opportunities are aligned with school and district goals</li> <li>• Ensure resources for students are provided as needed</li> <li>• Monitor key data points for program for students and staff</li> <li>• Monitor rigor, fidelity to powerful practice for continuity</li> <li>• Participate in Data Team/PLC/Staff Meetings</li> <li>• Provide timely appropriate feedback on formal/informal observations and coaching cycle</li> <li>• Provide opportunities for observations inside/outside of building</li> <li>• Communicate academic plan with all stakeholders including: staff, families, community, district level administrators</li> <li>• Reinforce school wide best practices related to introduction (Learning Targets related to standards, formative assessments, blocks with smooth transition)</li> <li>• Communicate with families/staff</li> </ul>	<p>Administrators will:</p> <ul style="list-style-type: none"> <li>• Follow District's SEC (Student Expectation Code) regarding behavior and consequences</li> <li>• Model behavior expectations for students and staff</li> <li>• Acknowledge teachers for reinforcing PBIS with students</li> <li>• Utilize PLC/Staff meetings to ensure fidelity of plan, survey need for resources, problem-solving, and determine professional development needs</li> <li>• Provide structures and strategies for classroom behavior interventions during feedback conversations</li> <li>• Provide support to staff by following the Reactive Plan Flow Chart</li> <li>• Communicate to parents</li> <li>• Coach teachers</li> </ul>	<p>Administrators will:</p> <ul style="list-style-type: none"> <li>• Provide <i>Second Step Curriculum</i> to staff <ul style="list-style-type: none"> <li>◦ Provide training and time to look at curriculum and plan as a grade level</li> <li>◦ Divide Scope and Sequence among grade levels to include specialists and all staff</li> <li>◦ Ensure collaboration with implementing schools (Walnut Grove and/or Johnson Wabash)</li> </ul> </li> <li>• Protect the time the counselor and social worker have to work with classrooms and small groups in social areas that need improvement</li> <li>• Develop and utilize a <i>Crisis Team</i> that can step in during an emotional/social crisis</li> </ul>

MTSS Primary (Tier 1) Plan 5



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Procedures for Teaching
<p>Faculty and Staff:</p> <ul style="list-style-type: none"><li>• Flipgrid (idea share at staff meetings)</li><li>• Provide staff with plan and materials</li><li>• Professional development at the building level and at the district level</li><li>• Teach individual lessons for all areas of the school</li><li>• MTSS session during O-Week</li><li>• Share Lee-Hamilton procedures for PBIS with Bus drivers</li><li>• Weekly PBIS tips/reminders for teachers</li><li>• Matrix in subfolders</li><li>• Share Second Steps skill of the week over announcements</li><li>• Add to handbook</li></ul>
<p>Students:</p> <ul style="list-style-type: none"><li>• Assembly</li><li>• Biteable Video</li><li>• Beginning of year lessons</li><li>• Use lessons provided</li><li>• PBIS video</li><li>• DOJO Store</li><li>• STUCCO made videos</li><li>• Visual aids for procedures</li><li>• Grade level examples/productions for PBIS basics (videos, posters, skits, presentations)</li></ul>



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Parents/ Community:

- PTO meetings: MTSS Update
- Newsletters
- Provide Matrix
- Post manual on school website
- Video on overview of MTSS
- Summer Welcome Home Visits
- Back to School Fair
- Meet the Teacher Night (Information table)
- Social Media



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Procedures for Reinforcing
<p>Faculty and Staff:</p> <ul style="list-style-type: none"><li>• Friday's Finest for STAFF from ADMIN<ul style="list-style-type: none"><li>◦ 20 minute timeout tickets- teachers earn and redeem with 24 hour notice</li></ul></li><li>• Informal positive notes from admin to staff left after classroom walkthroughs</li><li>• Dojo recognition (teachers submit student dojo %'s to Office on Friday afternoon, teacher names will be drawn and announced for recognition)</li><li>• Staff shout-out notes and shared at the end of each staff meeting w/ a drawing for one lucky staff/admin member</li></ul>
<p>Students:</p> <ul style="list-style-type: none"><li>• Friday's Finest</li><li>• Eagle Way Award</li><li>• Most Improved Lunch with the Principal</li><li>• Pizza Patrol - Name drawn monthly from 100% attendance students</li><li>• Present Pop (Attendance)</li><li>• Dojo Store on Mondays at lunch for kids at 90% or above from the week before</li><li>• Monthly PBIS Incentive Activity</li></ul>
<p>Parents/ Community:</p> <ul style="list-style-type: none"><li>• Certificates for parents that teachers could send, similar to a Friday's finest</li><li>• Pizza Patrol</li><li>• Parent Shout Out Board (shared on website and facebook page)</li></ul>



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Procedures for Monitoring			
Student Measures	Academic: Galileo Benchmark Imagine Lang & Lit Imagine Math Writing Samples MAP 3-6 Progress Reports & Report Card Content Area CFAs	Behavior: Attendance Referrals SEL Screener CICO	Social Skills: Attendance Referrals SEL Screener CICO
Program Measures (School-level)	Social Validity: Primary Intervention Rating Scale (PIRS) - teacher completed	Treatment Integrity: PBIS Data Collection Direct Observation TFI	Program Goals: 1. Decrease referrals by 20% 2. Goal (data source)

# Lee-Hamilton Intermediate Expectation Matrix (Click to View)



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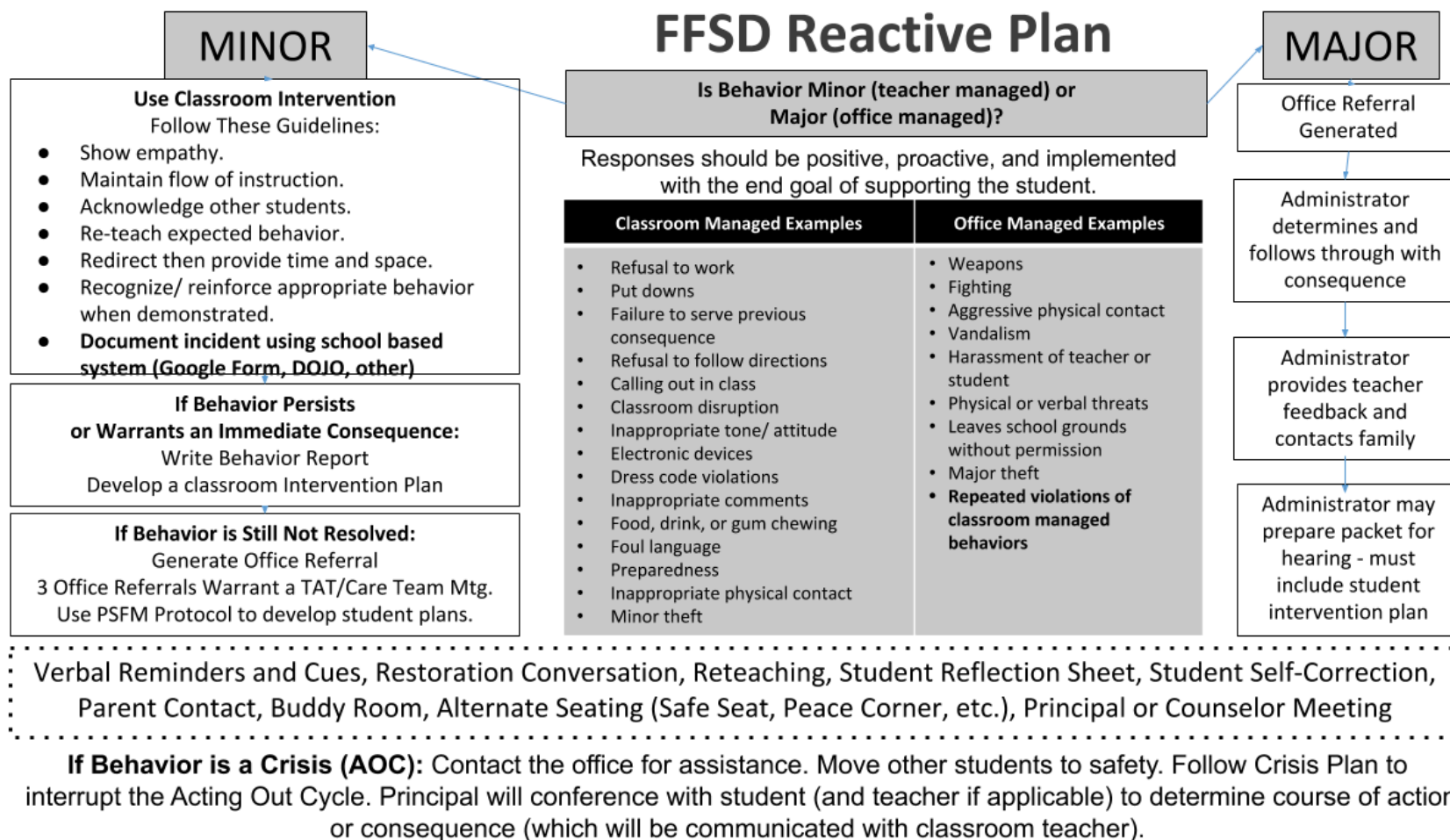
	Classroom	Restroom	Hallway	Playground	Cafeteria	Bus	Assemblies/Gym
<b>I will be... Responsible</b>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Have my supplies/ homework</li> <li>Participate</li> <li>Keep my area clean</li> <li>Take care of classroom supplies</li> </ul>	<ul style="list-style-type: none"> <li>Flush the toilet</li> <li>Wash my hands</li> <li>Put paper towels in the trash</li> </ul>	<ul style="list-style-type: none"> <li>Keep objects and body quiet</li> <li>Go directly to my destination</li> <li>Always have a hall pass</li> </ul>	<ul style="list-style-type: none"> <li>When signaled, line up quietly with my class</li> <li>Give turns</li> </ul>	<ul style="list-style-type: none"> <li>Wait in line quietly</li> <li>Wait to be dismissed</li> <li>Clean my area, dump tray, and return to my seat</li> <li>Appropriately discard trash</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit in an orderly manner</li> <li>Keep track of my belongings</li> <li>Seat to seat, back to back, feet to floor</li> </ul>	<ul style="list-style-type: none"> <li>Raise my hand</li> <li>Sit properly</li> <li>Stay with the assigned adult</li> </ul>
<b>I will be... Safe</b>	<ul style="list-style-type: none"> <li>Walk and move carefully</li> <li>Follow emergency drill procedures</li> </ul>	<ul style="list-style-type: none"> <li>Report problems</li> <li>Wash my hands with soap</li> <li>Use equipment properly</li> </ul>	<ul style="list-style-type: none"> <li>Keep my eyes and head forward</li> <li>Go straight to my destination</li> <li>Walk on the right-hand side of the hall</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment correctly</li> <li>Stay in designated area</li> <li>Use Line Basics</li> </ul>	<ul style="list-style-type: none"> <li>Walk when entering, and exiting</li> <li>Only eat food I've brought or has been served to me</li> <li>Use hand sanitizer</li> </ul>	<ul style="list-style-type: none"> <li>Stay seated while bus is in motion</li> <li>Keep your body/belongings inside the bus</li> <li>Report any incident</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit properly</li> <li>Sit in my assigned area</li> </ul>
<b>I will be... Cooperative</b>	<ul style="list-style-type: none"> <li>Follow directions promptly</li> <li>Be an active listener</li> <li>Share and give turns</li> <li>Solve problems positively</li> <li>Participate in class activities</li> </ul>	<ul style="list-style-type: none"> <li>Keep the facilities clean and put away trash</li> <li>When finished, I will exit promptly and return to class</li> <li>Wait for my turn</li> <li>One person per stall</li> <li>Use sink appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Follow adult directions</li> <li>Stay in a line on the right-hand side</li> <li>Give turns at the drinking fountain</li> <li>Walk at all times</li> </ul>	<ul style="list-style-type: none"> <li>Follow game rules</li> <li>Practice good sportsmanship</li> <li>Respond immediately when teacher/adult calls</li> <li>Invite others to play</li> </ul>	<ul style="list-style-type: none"> <li>Raise my hand if I need assistance</li> <li>Follow directions promptly</li> <li>Eat first, then socialize</li> <li>Keep my food on my tray and my trash in my area</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Sit in assigned seat</li> <li>Food and drink is put away</li> </ul>	<ul style="list-style-type: none"> <li>I will be an engaged audience member</li> </ul>
<b>I will be... Kind</b>	<ul style="list-style-type: none"> <li>Be friendly and helpful</li> <li>Use kind words and actions</li> <li>Treat others as you want to be treated</li> <li>Use positive language</li> </ul>	<ul style="list-style-type: none"> <li>Keep the bathroom tidy</li> <li>Wait patiently</li> </ul>	<ul style="list-style-type: none"> <li>Observe others' personal space</li> <li>Look at displays instead of touching</li> <li>Respect the learning happening in classrooms</li> <li>Wait patiently</li> </ul>	<ul style="list-style-type: none"> <li>Invite others to play</li> <li>Help others in need</li> <li>Give turns</li> <li>Resolve conflicts with kind words</li> </ul>	<ul style="list-style-type: none"> <li>Use polite words</li> <li>Use good manners</li> <li>Be considerate of others' food choices</li> </ul>	<ul style="list-style-type: none"> <li>Show a positive attitude while riding the bus</li> <li>Keep the bus clean</li> </ul>	<ul style="list-style-type: none"> <li>Be respectful to the speaker/performer and others</li> <li>Applaud/respond appropriately</li> </ul>
<b>I will... Persevere</b>	<ul style="list-style-type: none"> <li>Keep trying even if work is difficult</li> <li>Always try my best</li> <li>Ask for help</li> </ul>	<ul style="list-style-type: none"> <li>Stay with my group</li> <li>Speak and act calmly</li> </ul>	<ul style="list-style-type: none"> <li>Be a good example for others by maintaining Line Basics</li> </ul>	<ul style="list-style-type: none"> <li>Allow others to join my game</li> <li>Accept others' skill differences</li> </ul>	<ul style="list-style-type: none"> <li>Maintain voice level and seating arrangement</li> </ul>	<ul style="list-style-type: none"> <li>Maintain voice level and seating arrangement</li> </ul>	<ul style="list-style-type: none"> <li>Maintain voice level and seating arrangement</li> <li>Be a good example by paying attention and being courteous for the duration of the assembly</li> </ul>
<b>Voice Volume</b>	0-2	0-1	0-1	0-3	0-2	0-1	0

# Lee-Hamilton Intermediate Assessment Schedule

Draft Currently Under Review for the 2022-2023 School Year



## Lee-Hamilton Intermediate Reactive Plan: Responding to Problem Behavior (Click to View)



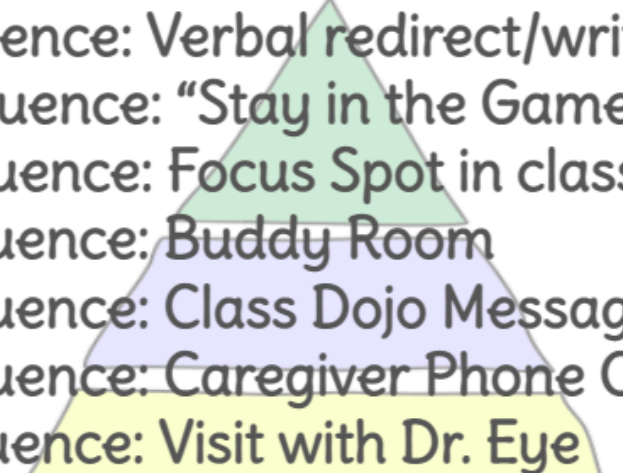
FFSD Student Expectations Code (SEC)

## Lee-Hamilton Intermediate Accountability Hierarchy (Click to View)



### Lee-Hamilton Accountability Hierarchy



- 
- A pyramid diagram with three horizontal layers. The top layer is green, the middle layer is blue, and the bottom layer is yellow. The layers are separated by thin white lines.
- 1st Consequence: Verbal redirect/written warning
  - 2nd Consequence: “Stay in the Game” conversation
  - 3rd Consequence: Focus Spot in classroom
  - 4th Consequence: Buddy Room
  - 5th Consequence: Class Dojo Message
  - 6th Consequence: Caregiver Phone Call and Behavior FYI
  - 7th Consequence: Visit with Dr. Eye

Level 4 or 5 SEC behaviors- immediate referral to principal

Lee-Hamilton Referral Process

# Lee-Hamilton Intermediate Secondary (Tier 2) Intervention Grid



Lee-Hamilton Intermediate  
The Eagle Way

Secondary (Tier 2) Intervention Grid				
Support	Description	School-Wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Check-In/ Check-Out (CICO)	The student is working on 1-2 target behaviors in which the teacher chooses and believes the student needs to work on. He or she works on those skills and if at the end of the day/lesson/class they accomplish those behaviors as assessed on their behavioral report card, then the student gets the reward/ incentive.	2 or more office referrals per quarter or SEL Screener - High Risk	Student Performance: Individualized daily point sheet  Treatment Integrity: Teacher/Mentor check individualized sheets daily  Social Validity: Staff survey	Student maintains 80% for 4 weeks consecutively
Attendance Club	Attendance is monitored weekly by the attendance committee to either reward students meeting their goal or encourage students who have not yet met their goal.	Students who maintain attendance at 90% or above are rewarded per month.  Students below 90%: <input type="checkbox"/> Letters sent home <input type="checkbox"/> Phone calls home <input type="checkbox"/> Student conference <input type="checkbox"/> Parent conference <input type="checkbox"/> Home Visit	Student Performance: Weekly monitored by Attendance Team through Tyler/Plus data  Treatment Integrity: Weekly check of Tyler/Plus data  Social Validity: PBIS committee checks improvement in percentage of attendance	Maintain 90% attendance or higher
Mentoring • Pinocchio • Great Circle	Students participate in a small group or receive one-on-one attention to address social/emotional needs.	Staff referral based on observations or parent request.	Student Performance: Meeting goals determined by the Pinocchio and Great Circle counselor  Treatment Integrity: Communication between Pinocchio and Great Circle counselor and school counselor  Social Validity: Meeting social and behavioral goals determined per student and set by counselors	Exit evaluation as given by Pinocchio/ Great Circle counselor



# Lee-Hamilton Intermediate

## The Eagle Way

Secondary (Tier 2) Intervention Grid				
Support	Description	School-Wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Re-entry Meetings	Students who receive out of school suspensions will meet with the counselor to complete the suspension re-entry form.	Students who receive an out of school suspension.	<p>Student Performance: Completion of necessary skills and or interventions according to the re-entry form.</p> <p>Treatment Integrity: Communication between staff and home.</p> <p>Social Validity: Successful reentry into the general classroom and maintaining a 80% or higher Dojo score.</p>	4 weeks of no out of school suspensions.
Care Team	Care Team meets to discuss a specific student that may have areas of need in academics, behavior, or emotional support. Specific strategies are determined to give additional support. This will occur in conjunction with data teams.	<p>More than 2 grade levels below in any academic area</p> <p>or</p> <p>SEL Screener - High Risk</p>	<p>Student Performance: Change in performance (response to interventions suggested by Care Team) dependent on the specific goal</p> <p>Treatment Integrity: Data collected by teacher (specific to the student's goal)</p> <p>Social Validity: Teacher:IRP-15 Student:CIRP</p>	Maintained growth in target area, alternative plan, or assessments administered as outlined on the Care Team form.
Tutoring <ul style="list-style-type: none"> <li>• Peer tutor</li> <li>• A+ Students</li> <li>• Oasis</li> <li>• After school with teachers</li> </ul>	Students are given additional support to work toward a specific academic goal.	Students are selected for additional support typically in letter or number recognition, reading skills, or other areas of need	<p>Student Performance: Increase in Galileo and/or Imagine reading and/or math levels. Increase in running records level.</p> <p>Treatment Integrity: Classroom teacher checks students' progress weekly.</p> <p>Social Validity: Standard Scores, Imagine Scores, Galileo Scores, and/or running records improve</p>	Growth in specific goals as seen <u>by teacher</u> .



## Lee-Hamilton Intermediate

### The Eagle Way

Secondary (Tier 2) Intervention Grid				
Support	Description	School-Wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Social Skills Group	Students receive small group social skill lessons provided by the counselor or social worker.	Students who are not meeting 80% of his/her goal for CICO or 2 or more referrals based on peer conflicts or Teacher recommendation to prevent referrals.	<p>Student Performance: Students will achieve at least 80% averages on their CICO data sheets.</p> <p>Treatment Integrity: Treatment Integrity Checklist</p> <p>Social Validity: Counselor /Social Worker meets with teachers weekly.</p>	Informal Elementary Social Skills Checklist
Intervention Groups with Specialists	<i>Specialists</i> work with small groups on skills determined by classroom teacher and student needs.	Galileo, Imagine, MAP/GLA, running record data, CFA's, teacher-made assessments, or Data Team/PLC determination	<p>Student Performance: Student performance in targeted <u>area</u> shows improvement.</p> <p>Treatment Integrity: Specialist meets with target students weekly to offer extra support in a small group (work/activity to be determined by teacher)</p> <p>Social Validity: <u>Specialist and teacher meet to discuss student progress.</u></p>	Determined by teacher when academic growth is shown in specific targeted area
Newcomers Club	New students that come to the building will be a member of this club. This club will allow our new students to be productive members of the Lee-Hamilton community. Master expectations of the building and build positive relationships with trusted adults and students.	All students new to Lee-Hamilton	<p>Student Performance: Checklist of expectations students will learn about Lee-Hamilton.</p> <p>Treatment Integrity: Survey new students after two weeks of enrollment to ensure they understand expectations and are connected with peers and adults.</p> <p>Social Validity: Teachers and staff notice a smooth transition for the new student. (No referrals or social concerns, good attendance, scores align with abilities)</p>	After two week period or completion of task

## Lee-Hamilton Intermediate Tertiary (Tier 3) Intervention Grid (Click to View)



*Lee-Hamilton Intermediate*  
**The Eagle Way**

Tertiary (Tier 3) Intervention Grid				
Support	Description	School-Wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Problem Solving with Function in Mind	This process is a team approach that will require time and resources from school staff. Data will need to be used to ensure that interventions are linked to behavioral functions; that interventions that are in place are effective, and if not are modified according to function and student strengths and needs.	Average of 79% or less on Check-In/Check-Out (CICO) goals and/or 4 or more referrals	<p>Student Performance: 80% or more on behavior specific goals</p> <p>Treatment Integrity: Teacher/Mentor check individualized sheets daily</p> <p>Social Validity: Team meets 2 weeks after implementation</p>	Student maintains their goal for 4 weeks

## Helpful Links

- [Lee-Hamilton SELT Folder](#)
- [Second Step Website](#)
- [Second Step Lesson Schedule](#)
- [PBIS World Website](#)
- [Center on PBIS Website](#)
- [Ci3T Website](#)

## Frequently Asked Questions

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

**A:** Yes, teachers will follow the Lee-Hamilton & FFSD Reactive Chart Flow Chart to determine which reactive procedures to use.

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

**A:** Teachers may still use classroom reward systems; however, those systems should be based on “The Eagle Way” characteristics.

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

**A:** Yes, teachers may have a set of classroom expectations that are unique to their classroom in addition to teaching and enforcing schoolwide expectations.

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

**A:** Lee-Hamilton will not be using paper copies of tickets; however, students will receive DOJO points for demonstrating the character traits of “The Eagle Way”. Each staff member at Lee-Hamilton has access to provide students with DOJO points through their individual teachers classroom.



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

**A:** Posters are provided to each classroom teacher. All classrooms and areas at Lee-Hamilton currently have appropriate posters displayed. If you notice a poster is missing, please see Dr. Eye.

**Q:** *Whom do I ask if I have questions about the MTSS plan or am unclear about any procedures?*

**A:** You may direct questions to any member of the SELT team.

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

**A:** All students will be monitored using schoolwide data to identify students in need of additional supports.

**Q:** *What are the benefits of merging our positive behavior interventions and supports and response to intervention into one multi-tiered system of support?*

**A:** Student academic and behavioral successes and/or concerns do not occur independent of one another. MTSS is designed to support staff, students, and families in one comprehensive plan, as opposed to many, to meet every student's needs.

**Q:** *How do I access additional professional learning for academic, behavior, or social skills programs and practices?*

**A:** Opportunities for additional training will be held throughout the year. Please speak with a SELT team member for additional information.

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