

Topeka High School's

Ci3T Implementation Manual

2019-2020 School Year

| Topeka High School's Ci3T Primary (Tier 1) Plan | | |
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| Mission Statement | Engage Trojans in the highest quality learning. Prepare Trojans for college and career. Inspire Trojans to honor tradition and celebrate diversity. | |
| Motto | You can find it in the halls of Troy. | |
| Purpose Statement | We will support students academically, behaviorally, socially, and emotionally. | |
| School-Wide Expectations | 1. Trojan Best 2. Respect 3. Ownership 4. Your Success *see Expectation Matrix | |
| Area I: Academics Responsibilities Students: <ul style="list-style-type: none"> ● Be in class on time and stay all day ● Provide sufficient evidence of mastery of content standards ● Participate in 240 minutes of weekly ELA instruction and 240 minutes of weekly math instruction (grades 9-11) ● Experience coursework for exposure to STEAM career exploration ● Always put forth best effort ● Exhibit skills of self-advocacy ● Utilize the College and Career Center ● 9th graders participate in LINK Crew activities ● Partner with staff and parents/guardians to ensure success | Area II: Behavior Responsibilities Students: <ul style="list-style-type: none"> ● Meet school-wide expectations stated in the Expectation Matrix ● Take responsibility for own actions and the effect on self and others | Area III: Social Skills Responsibilities Students: <ul style="list-style-type: none"> ● Follow the school-wide expectations stated in the Expectation Matrix ● Actively participate in social skills lessons ● Demonstrate social skills learned in everyday interactions ● Utilize the KU Health Clinic with parent permission when appropriate ● Participate in Restorative Practices |

Some students have pre-identified and guaranteed Tier 2 and Tier 3 interventions as specified by the special education, 504, GEI, gifted, or ELL programs.



| <p align="center">Area I: Academics Responsibilities</p> | <p align="center">Area II: Behavior Responsibilities</p> | <p align="center">Area III: Social Skills Responsibilities</p> |
|---|--|--|
| <p>Faculty and Staff:</p> <ul style="list-style-type: none"> ● Conduct, report, and use screening and assessments (see Assessment Schedule) ● Provide engaging lessons with starting activities and closing activities utilizing WICOR strategies and language based on AVID Schoolwide system ● Teach core programs and/or district standards with fidelity: ELA, minimum of 240 minutes weekly, <i>Holt McDougal Literature, Pearson Writing Coach</i> and Math: minimum of 240 minutes weekly, <i>Eureka Math Algebra 1, Geometry, Algebra 2 (in some cases, students will have specialized curriculum)</i> ● Benchmark progress using Scantron three times per year for reading and math ● Use school-wide data to consider students' Secondary (Tier 2) and Tertiary (Tier 3) needs; use Intervention Grids as a guide ● Use standards-based instruction and grading, using the curriculum design map ● Use formative assessments to plan ● Differentiate instruction for of all students ● Use proactive, evidence-based strategies to support students' active engagement, such as: active supervision, precorrection, instructional choice, increased opportunities to respond, behavior specific praise ● Enter grades in a timely fashion ● Provide timely feedback to students ● Partner with students, parents/guardians, and administration to ensure student success | <p>Faculty and Staff:</p> <ul style="list-style-type: none"> ● Teach TROY expectations and utilize ongoing reteaching strategies ● Implement Positive Behavior Interventions and Supports (PBIS) with fidelity ● Implement and follow reactive plan ● Monitor progress three times per year using the SRSS-IE behavior screener ● Use schoolwide data to consider students' Secondary (Tier 2) and Tertiary (Tier 3) needs; use Intervention Grids as a guide ● Use a positive response to initial indicators of not meeting expectations <ul style="list-style-type: none"> ○ Praise students meeting expectations ○ Redirect students who are struggling ○ Reteach expectations ○ Allow student time to respond to request and re-engage ○ Recognize/reinforce changed behavior | <p>Faculty and Staff:</p> <ul style="list-style-type: none"> ● Teach school-wide social skills program(s) with fidelity: 45-60 minutes per month, <i>Olweus Class Meetings That Matter</i> ● Conduct, report, and use screening and assessments (see Assessment Schedule) ● Use the soft skills (job skills) rubric for data collection and communication with parents/guardians ● Participate in Restorative Practices ● Model appropriate social skills when interacting with students, staff, and parents/guardians |

Some students have pre-identified and guaranteed Tier 2 and Tier 3 interventions as specified by the special education, 504, GEI, gifted, or ELL programs.



| | | |
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| <p style="text-align: center;">Area I: Academics Responsibilities</p> <p>Parents/Guardians will:</p> <ul style="list-style-type: none"> • Regularly review all school communications • Monitor student grades and attendance regularly through the online grading system • Attend parent/teacher conferences • Attend parent engagement events • Support student learning and success • Partner with staff to ensure student success | <p style="text-align: center;">Area II: Behavior Responsibilities</p> <p>Parents/Guardians will:</p> <ul style="list-style-type: none"> • Know and support the behaviors in the Expectation Matrix • Support students in attending school regularly, arriving on time to each class, participating, and staying all day • Ensure the school has updated contact information | <p style="text-align: center;">Area III: Social Skills Responsibilities</p> <p>Parents/Guardians will:</p> <ul style="list-style-type: none"> • Access the school newsletter, website, or ask school staff to learn what social skills are being taught each month • Reinforce and teach social skills at home • Model appropriate social skills when interacting with students and staff • Participate in Restorative Practices when appropriate |
| <p style="text-align: center;">Area I: Academics Responsibilities</p> <p>Administrators will:</p> <ul style="list-style-type: none"> • Ensure all components of core instruction are occurring in each classroom • Regularly review treatment integrity data and share data with faculty and staff • Create a schedule which supports instructional minutes • Ensure Ci3T Leadership Team has efficient access to and reviews data to identify students in need of academic interventions • Provide faculty and staff materials to facilitate instruction • Provide access to professional learning to ensure high fidelity teaching of district programs and curriculum • Support faculty collaboration • Partner with staff, students, and parents/guardians to ensure student success • Coordinate intervention efforts with students • Provide a positive work environment for staff | <p style="text-align: center;">Area II: Behavior Responsibilities</p> <p>Administrators will:</p> <ul style="list-style-type: none"> • Implement the proactive and reactive behavioral components of Positive Behavior Interventions and Supports (PBIS) plan including 5 Star Student and incentive programming • Support consistent implementation of the Reactive Plan • Collect and monitor SRSS-IE data three times per year to inform instruction • Ensure data are accessible and shared with faculty and staff in a timely way for decision making and monitoring progress • Reinforce faculty and staff who implement the Ci3T plan with fidelity • Provide professional learning opportunities for behavior interventions and low-intensity strategies for preventing problem behavior | <p style="text-align: center;">Area III: Social Skills Responsibilities</p> <p>Administrators will:</p> <ul style="list-style-type: none"> • Support staff in the implementation of the social skills program • Provide instructional time in the master schedule for weekly social skills lessons • Monitor treatment integrity for consistent implementation of social skills lessons by all classroom teachers • Provide access to professional learning to ensure high fidelity teaching of district social skills programs and curriculum • Participate in and facilitate Restorative Practices |

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Procedures for Teaching

Students:

- Follow the school-wide expectations stated in the Expectation Matrix
- Actively participate in social skills lessons
- Demonstrate social skills learned in everyday interactions
- Participate in Restorative Practices
- Attend and engage when teachers explicitly teach, reteach, model, and practice the expectations and procedures during the first two weeks of each semester, after each break longer than a weekend, and anytime as needed or indicated by school data (e.g., an increase in office disciplinary referrals)
- Participate when teachers revisit expectations throughout the year
- Participate in core programs and/or district standards including ELA: minimum of 240 minutes weekly, *Holt McDougal Literature*, *Pearson Writing Coach* and Math: minimum of 240 minutes weekly, *Eureka Math Algebra 1*, *Geometry*, *Algebra 2* (in some cases, students will have specialized curriculum)

Faculty and Staff:

- Provide faculty and staff with the Ci3T Implementation Manual and other materials such as posters, lesson plans, tickets, etc. to teach, implement, and support our Ci3T plan
- Provide training of plan and expectations to staff at the beginning of the year, with attention to academic, behavior, and social skills domains
- Provide professional development opportunities to learn and improve low-intensity teaching strategies, classroom instruction, and classroom management
- Explicitly teach, model, and practice the expectations and procedures during the first two weeks of each semester, after each break longer than a weekend, and anytime as needed or indicated by school data (e.g., an increase in office disciplinary referrals)
- Continually visit expectations throughout the year during instruction
- Schedule instructional times during the peak disciplinary referral report times (ensure that staff have ability to recognize triggers)
- Use and display the posters provided in all instructional and non-instructional areas
- Use 5 Star Student app and incentive programming to intermittently reinforce those students demonstrating the expectations
- Involve cafeteria staff, custodial staff, and school resource officers in the training and teaching of these expectations

Parents/Guardians and Community:

- Present implementation plan at August/September Site Council, Back to School Night, PTO, and other meetings as invited
- Create and distribute a parent brochure explaining Ci3T, including the Behavior Expectation Matrix
- Provide updates for parent newsletters that include data from academics, attendance, discipline referrals, SRSS-IE, 5 Star Student points
- Distribute updates at the monthly PTO meetings, during three parent nights, during the two PT conferences, and/or include a blurb in the Trojan Nation, use Parentlink, use translated materials

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Procedures for Reinforcing

Students:

- Participate in providing feedback for reinforcements
- Purchase rewards with 5 Star Student points
- Staff will use points in the 5 Star Student app to facilitate classroom procedures
- Potential reinforcers for students are:
 - Lunch with a faculty member (including therapy dog)
 - Front of the line lunch passes
 - Preferred lunch seating (special place or table)
 - Catered lunch
 - Sports tickets
 - THS spirit wear
 - Star in a Ci3T video production (or Morning Report)
 - VIP parking
 - VIP seating at school events
 - Free drinks from Trojan Cup
 - Use of the dungeon or weight room during designated time
 - Josten raffles (yearbook, graduation gown, etc.)
 - Regal Cinemas gift certificate

Faculty and Staff:

- Time will be allocated for staff training
- Staff who implement Ci3T academic, behavior, and social domain components with fidelity will be reinforced
- Utilize the 5 Star Student app to award points (instead of handing out tickets)
- If a student wins a raffle, the staff member who recognized that student may also be reinforced
- Potential reinforcers for faculty and staff are:
 - Parking spots
 - THS spirit wear
 - Administrator covers classroom for one period
 - Jeans Days (blue jean pin)
 - Public recognition in Trojan Nation or on the Morning Report
 - Free drinks from Trojan Cup
 - Leave at 3:00
 - Catered lunch or breakfast

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Parents/Guardians and Community:

- Parents/guardians who support Ci3T implementation will receive recognition through the school newsletter, website, and student-written thank you notes
- Parents/guardians will be recognized for participating in school activities, such as PTO, Game Night, Chili Feed, Club Carnival
- Potential reinforcers for parents/guardians and community members are:
 - VIP parking
 - THS spirit wear
 - Free drinks from Trojan Cup
 - Free admission to school events
 - VIP seating for school events
 - Josten raffles (yearbook, graduation gown, etc.)

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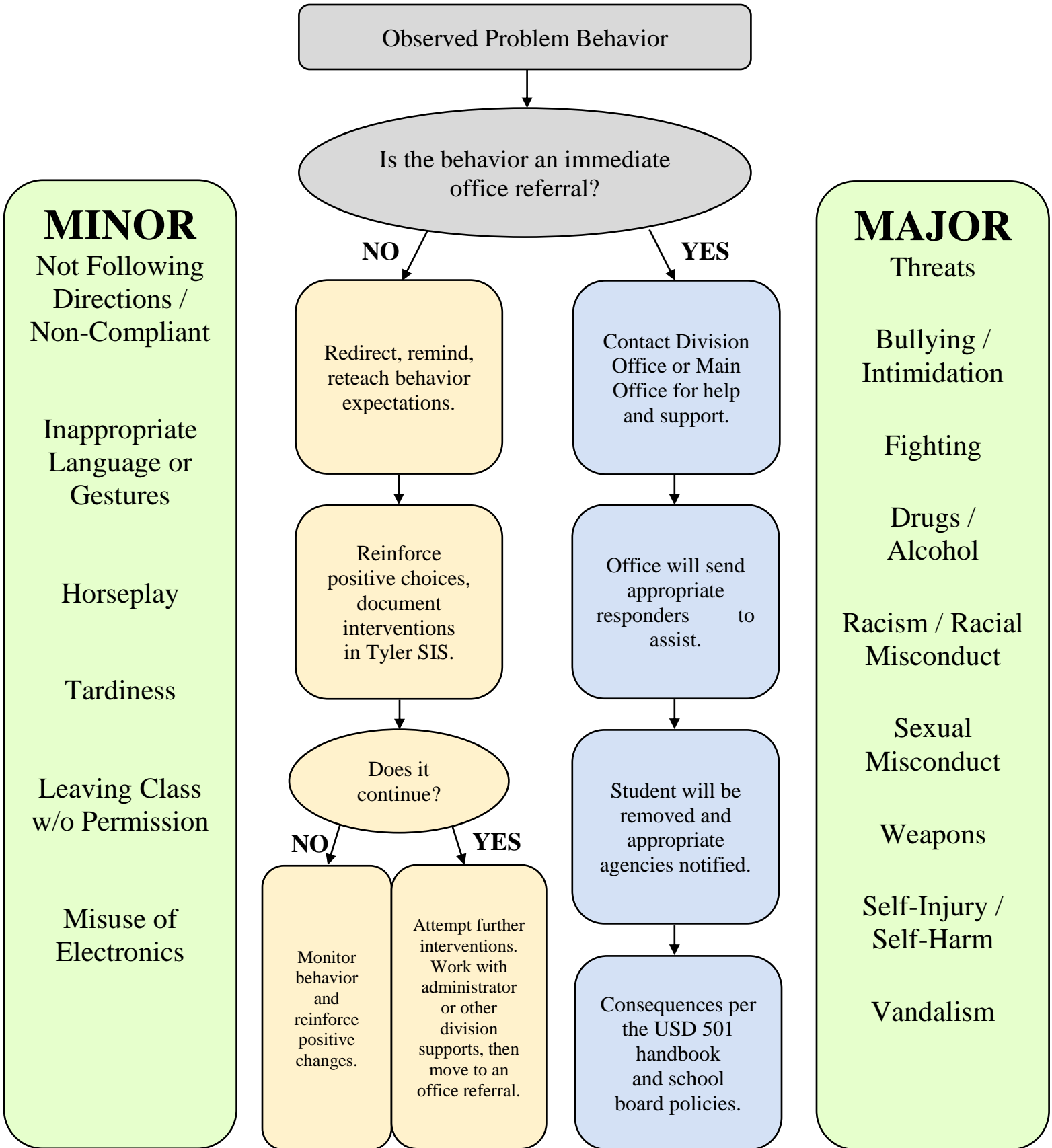


| Procedures for Monitoring | | | |
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| Student Measures | Academics: <ul style="list-style-type: none"> • Scantron Performance Series for grades 9-11 • State Assessments • IEP progress reports • Graduation progress • Course failures • Formative and summative assessment • Course grades • Post-secondary entrance exams (ACT, Accuplacer, ASVAB) | Behavior: <ul style="list-style-type: none"> • Student Risk Screening Scale Internalizing and Externalizing (SRSS-IE) • IEP progress reports • Attendance • Tardies • Office discipline referrals • Suspensions • Visits to the nurse | Social Skills: <ul style="list-style-type: none"> • Student Risk Screening Scale Internalizing and Externalizing (SRSS-IE) • IEP progress reports • Office discipline referrals • Counselor/social worker referrals • Bullying referrals • Visits to the nurse |
| Program Measures (School-level) | Social Validity: All Grade Levels: Primary Intervention Rating Scale (PIRS) | Treatment Integrity: All Grade levels: Ci3T: Teacher Self Report (TSR) Ci3T: Direct Observations Principal Walk-throughs Schoolwide Evaluation Tool (SET) | Program Goals: 85% Graduation Rate 95% Attendance Rate |

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Topeka High School Behavior Intervention Flowchart



| Problem Behaviors | | |
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| Level 1 (teacher managed) <i>Minor behaviors that only impact the student</i> “Teachable Moments” | Level 2 (teacher managed) <i>Minor behaviors that impede learning or safety of others</i> “Problem Solving: Tier 2 & 3” | Level 3 (office managed) <i>Major behaviors that are harmful, illegal, or show disorderly conduct</i> “Behavior Referral” |
| <p>If these are chronic move to Level 2 (chronic = 3 per student per class)</p> <ul style="list-style-type: none"> • Not following directions • Out of seat • Refusing to work • Sleeping • Inappropriate use of technology • Teasing • Name calling • Excessive tardiness | <p>Includes Level 1 chronic behaviors (chronic = 3 per student per class)</p> <ul style="list-style-type: none"> • Consistently not following directions • Throwing things • Touching others’ materials • Poking/touching/shoving • Horseplay • Running • Leaving class without permission • Leaving supervised area • Inappropriate noises • Inappropriate language/gestures • Disrespect to students/staff • Argumentative behaviors • Dress that does not adhere to socially accepted workplace norms • Excessive tardiness | <p>Includes Level 2 chronic behaviors (chronic = 3 of the same behavior or 3 unrelated behaviors in a semester)</p> <ul style="list-style-type: none"> • Refusal to comply with administrative redirection • Spitting on others • Verbal aggression or intimidation to staff/students (including but not limited to racist or homophobic language) • Bullying, harassment, or cyberbullying • Throwing with intent to harm • Aggressive behavior/fighting • Credible threat to do injury to person or property • Destruction of property • Self-injurious behaviors • Disrupting the school environment • Violation of technology use policies • Theft • Sexual misconduct • Use or possession of illegal substances • Possession or use of weapons, or manipulation of items to be weapons |

Response to Problem Behaviors

The consequences below are part of our Positive Behavioral Intervention and Supports (PBIS) framework and intended to help students to be successful in all settings, while protecting their dignity by responding in a calm, respectful manner. As part of our Ci3T philosophy, we take an instructional approach to behavior.

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| <p>Have a clear sequence of expected, taught responses to support students not meeting expectations:</p> <ol style="list-style-type: none"> 1. Show empathy (show concern, assess potential triggers). 2. Maintain flow of instruction. 3. Acknowledge other students who are meeting expectations. 4. <u>Redirect</u> or prompt student who is struggling; provide gentle reminders in private. <u>Reteach</u> expected behavior. 5. Allow time for student to respond to request and re-engage. 6. Recognize and reinforce changed behavior. 7. If student continues behavior with 3 separate incidents, move to Level 2. 8. Document behavior in Tyler SIS. 9. Contact parent/guardian regarding chronic behavior. | <ol style="list-style-type: none"> 1. <u>First level 2 behavior:</u> Follow Steps 1-6 to re-engage student. Student completes Think Sheet. Document behavior in Tyler SIS. 2. <u>Second level 2 behavior:</u> Follow Steps 1-6 to re-engage student. Student completes Think Sheet. Document as second occurrence in Tyler SIS. 3. <u>Third level 2 behavior:</u> Communicate with student and parent/guardian to determine appropriate intervention support. Document as third occurrence in Tyler SIS. 4. If secondary or tertiary supports implemented with fidelity and adequate time do not yield desired outcome, student support plan should be developed. 5. After next set of three incidents in a quarter, document behavior in Tyler SIS. Principal will meet with student and parent/guardian. | <ol style="list-style-type: none"> 1. If major incident or student has third office referral for chronic Level 2 behaviors, contact Division Office. Principal, mental health team member, or other designee will come get the student. 2. If the situation is a crisis, call the Main Office immediately for assistance. 3. Administration will follow up with referring teacher to explain response. 4. Student completes a think sheet to facilitate a behavior interview. Student identifies amends before being reintegrated into class. 5. Document behavior. <p>If concerned about the safety of others:</p> <ol style="list-style-type: none"> 1. Direct students to evacuate the immediate area. 2. Call the Main Office immediately for assistance. 3. Direct students to prepare to leave the room; say something like “We are going on a walk.” 4. Students gather classroom materials and personal belongings. 5. Classroom teacher remains with student in need until another staff person arrives. 6. Other students leave the room as soon as a staff person is available to escort them. 7. Document the incident. |
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****For students with IEP/GEI/504 behavior goals or Behavior Intervention Plan (BIP)****

Teacher response to and documentation of behavior will differ in the following ways:

- Level 1 and Level 2 behaviors that are listed in the BIP will be documented per the IEP, GEI, or 504 plan and do not need to be entered into Tyler SIS, unless support is needed that goes beyond the specific plan.
- Level 1 and Level 2 behaviors that are not listed in the BIP will follow Steps 1-6.
- All Level 3 behaviors will be documented in Tyler SIS.

Topeka High School Expectation Matrix

T = Trojan Best

R = Respect

O = Ownership

Y = Your Success

| | Classroom | Hallway | Auditorium | Cafeteria | Bathroom | Veranda & Outside | Bus | Events & Activities |
|----------|--|---|--|---|--|--|--|---|
| T | <ul style="list-style-type: none"> Be truthful Bring materials to class Arrive on time daily Follow directions | <ul style="list-style-type: none"> Follow instructions given for drills and emergencies Follow the dress code | <ul style="list-style-type: none"> Be a good audience member Appreciate the history of the space | <ul style="list-style-type: none"> Listen to and follow adult requests | <ul style="list-style-type: none"> Practice good hygiene Return to class promptly | <ul style="list-style-type: none"> Listen to and follow adult requests Use crosswalks and lights across 10th Street | <ul style="list-style-type: none"> Listen and follow bus driver rules Remain seated | <ul style="list-style-type: none"> Display good sportsmanship |
| R | <ul style="list-style-type: none"> Respond appropriately to conflict Respect people and property | <ul style="list-style-type: none"> Use hallway time appropriately Appropriate language | <ul style="list-style-type: none"> Keep food and drinks put away Use aisles instead of climbing over seats | <ul style="list-style-type: none"> Be polite Wait your turn | <ul style="list-style-type: none"> Give others privacy Share sink and mirror space | <ul style="list-style-type: none"> Respond appropriately to conflict Appropriate language | <ul style="list-style-type: none"> Respect personal space | <ul style="list-style-type: none"> Respect visitors Respect others' property |
| O | <ul style="list-style-type: none"> Put away electronic devices if asked Clean up after yourself | <ul style="list-style-type: none"> Recognize and walk away from drama No PDA | <ul style="list-style-type: none"> Sit in assigned area with teacher Turn off electronic devices | <ul style="list-style-type: none"> Low volume Clean up after yourself | <ul style="list-style-type: none"> Respond appropriately to conflict Return lost items to the office | <ul style="list-style-type: none"> Recognize and walk away from drama No PDA | <ul style="list-style-type: none"> Clean up after yourself Return lost items to the driver | <ul style="list-style-type: none"> Recognize and walk away from drama Clean up after yourself |
| Y | <ul style="list-style-type: none"> Remain on task Participate and pay attention Complete your work on time and with best effort | <ul style="list-style-type: none"> Display your ID or hall pass if asked Report unsafe behaviors | <ul style="list-style-type: none"> Listen attentively Be on time | <ul style="list-style-type: none"> Keep cafeteria clean and free of graffiti Report unsafe behavior | <ul style="list-style-type: none"> Keep bathroom clean and free of graffiti Report unsafe behaviors | <ul style="list-style-type: none"> Display your ID or hall pass if asked Report unsafe behaviors and unknown visitors | <ul style="list-style-type: none"> Be on time | <ul style="list-style-type: none"> Display your ID or hall pass if asked Listen attentively |

Topeka High School Assessment Schedule

| Measure | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| School Demographics | | | | | | | | | | | |
| Student Demographic Information | X | X | X | X | X | X | X | X | X | X | X |
| Screening Measures | | | | | | | | | | | |
| Scantron Reading (Aug 20 – Oct 12, Dec 4 – Dec 14, Apr 4 – May 23) Grades 9,10,11 | X | X | | | X | | | | | X | |
| Scantron Math (Aug 20 – Oct 12, Dec 4 – Dec 14, Apr 4 – May 23) Grades 9,10,11 | X | X | | | X | | | | | X | |
| SRSS-IE Grades 9,10,11,12 | | X | | | X | | | | X | | |
| Student Outcome Measures - Academic | | | | | | | | | | | |
| ACT Aspire (Oct 16 – Dec 4) Grades 9,10 | | | | X | | | | | | | |
| KELPA (Feb 1 – Mar 8) Active, Monitored, and Exempt ELL students in Grades 9,10,11,12 | | | | | | | X | | | | |
| KAP State Assessment Math (Apr 3 – 26) Grade 10 | | | | | | | | | X | | |
| KAP State Assessment English Language Arts (Apr 3 – 26) Grade 10 | | | | | | | | | X | | |
| KAP State Assessment Science (Apr 3 – 26) Grade 11 | | | | | | | | | X | | |
| KAP State Assessment Social Studies (Apr 3 – Apr 26) Grade 11 | | | | | | | | | X | | |
| District Writing Assessment, Grades 9,10,11 | | X | | | | | | | | | |
| History Document-Based Question (DBQ) Essay (World History, US History, Government classes) | | X | | | | | X | | | | |
| Course Grades | X | X | X | X | X | X | X | X | X | X | X |
| Course Failures | | | | | X | | | | | X | |
| Graduation Rate | | | X | | | | | | | | X |
| ACT (Oct 2, Apr 2) optional for college entrance, Grades 11,12 | | | X | | | | | | X | | |
| Accuplacer optional for technical school and community college entrance, Grades 10,11,12 | | | X | X | X | X | X | X | X | X | |
| ASVAB optional for military enlistment, Grades 11,12 | | | | | | | | | X | | |

Topeka High School Assessment Schedule

| Measure | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Student Outcome Measures – Behavior | | | | | | | | | | | |
| Attendance | X | X | X | X | X | X | X | X | X | X | X |
| Tardies | X | X | X | X | X | X | X | X | X | X | X |
| Office Discipline Referrals | X | X | X | X | X | X | X | X | X | X | X |
| Suspensions | X | X | X | X | X | X | X | X | X | X | X |
| Nurse Referrals | X | X | X | X | X | X | X | X | X | X | X |
| Counselor/Social Worker Referrals | X | X | X | X | X | X | X | X | X | X | X |
| Counselor/Social Worker Visits | X | X | X | X | X | X | X | X | X | X | X |
| Stress Pass Utilization | X | X | X | X | X | X | X | X | X | X | X |
| Participation in Restorative Circles | X | X | X | X | X | X | X | X | X | X | X |
| Utilization of Behavior Emotional Academic and Restorative Services (BEARS) Room | X | X | X | X | X | X | X | X | X | X | X |
| Program Measures | | | | | | | | | | | |
| Social Validity: PIRS | | | | X | | | | X | | | |
| Social Validity: | | | | | | | | | | | |
| Treatment Integrity: SET | | | | X | | | | X | | | |
| Treatment Integrity: CI3T TI: TSR/DO | | | | X | | | | X | | | |

Refer to the current Topeka Public Schools Assessment Calendar.

Topeka High School's Secondary (Tier 2) Intervention Grid

| Support | Description | School-wide Data: Entry Criteria | Data to Monitor Progress | Exit Criteria |
|------------------------------------|---|---|---|--|
| AM/PM Academy | Free academic tutoring for all core subjects. Available before and after school. | Referrals by self, parent, teacher or coach. OR Attendance requested by administrator if student has 3 or more Fs in core subjects. | Tutoring teachers record attendance. Course grades. | Tier 1: As needed. Tier 2: Passing grades in all core subjects. |
| Writing Center | Free assistance with English assignments, college essays, speeches, etc. Available during Trojan Time on Thursdays. | Referrals by self or parent. OR Attendance requested by a teacher. | Writing Center staff records attendance. Course grades and assignment completion. | Tier 1: As needed. Tier 2: Passing grade or completion of assignment. |
| Jobs for America's Graduates (JAG) | Graduation enhancement program designed to assist students with their career and college options. May be taken for up to 8 semesters and counts as an elective. | One or more of the following: Academic: Behind in credits, grade point average of C or below. Behavior: Record of excessive absences, previous disciplinary issues. Social/Emotional: Personal, medical, familial, or environmental barriers that impede education or career goals. May include financial need or minority status. | Course grades and participation in activities. | Completion of one or more semesters. |

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Topeka High School's Secondary (Tier 2) Intervention Grid

| Support | Description | School-wide Data: Entry Criteria | Data to Monitor Progress | Exit Criteria |
|----------------------|--|---|--|---|
| ACT Preparation | Test preparation course taken during the school day for one semester during 11 th or 12 th grade. Counts as an elective toward graduation. | Referrals by self or parent. OR Attendance requested by a teacher. | Course grades and ACT scores. | Completion of one semester. |
| ACT Preparation | Test preparation sessions available periodically during Trojan Time on Thursdays prior to ACT test dates. | Referrals by self or parent. OR Attendance requested by a teacher. | Attendance and ACT scores. | Completion of one or more practice sessions. |
| Check In / Check Out | Three primary components: a scheduled check-in with a school staff member at the beginning of each day, a Daily Progress Note, and a scheduled check-out with the same staff member at the end of the day. | Behavior: (1) SRSS Internalizing Needs Moderate 4-5, SRSS Externalizing Needs High 9-21 OR (2) 2 or more office discipline referrals in a 5-week period OR (3) 2 or more tardies or absences per quarter Academic: (1) 1 or more course failures on progress report OR (2) Targeted for growth for academic learning behaviors | Student Performance: Daily progress reports Treatment Integrity: Coach completes checklist of all BEP steps and whether they were completed each day (percentage of completion computed). Social Validity: Teacher: IRP-15 Student: CIRP | SRSS-E7 score: Low (0-3) SRSS-I5 score: Low (0-1) With 8 weeks of data, student has made their CICO goal 90% of the time and there have not been any office discipline referrals. The teacher is then asked if exiting is appropriate or if CICO should continue. |

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Topeka High School's Secondary (Tier 2) Intervention Grid

| Support | Description | School-wide Data: Entry Criteria | Data to Monitor Progress | Exit Criteria |
|--|--|--|--|--|
| Trojan Mart | Free snacks, hygiene, and school supplies available from Communities in Schools. | Open to all students during passing time or with permission from teacher, pending availability. | Participation log maintained by Communities in Schools staff. | Exit from this program is by student choice. |
| Back Snacks Program (Weekend Food) | Free food for the weekend provided for students on Fridays through Harvesters & Communities in Schools. Students are sent a pass to be dismissed on Fridays at 2:45 to pick up their bag. | Through referral process based on need. | Participation log maintained by Communities in Schools staff. | Exit from this program is by student choice. |
| Cave Expressions | Clothing bank available for students by appointment. | Students make a clothing request through Communities in Schools, another support staff member, or administrator. | Staff record the number of students and the number of items in a data base. | Exit from this program is by student choice. |
| Communities in Schools Case Management | Site coordinator connects students and families with school and community resources to assist in meeting their social, family, academic, physical health, behavioral, and basic needs to enable students to be successful. | Consent form and questionnaire. | Staff monitor progress against established goals using an online data management system. | Students graduate or exit by choice. |

Some students have pre-identified and guaranteed Tier 2 and Tier 3 interventions as specified by the special education, 504, GEI, gifted, or ELL programs.

Topeka High School's Secondary (Tier 2) Intervention Grid

| Support | Description | School-wide Data: Entry Criteria | Data to Monitor Progress | Exit Criteria |
|---|--|--|--|---|
| Social Work Services | Counseling sessions that are made available during the school day on site. | Divisional Consult Team recommendation, student advocacy, parent request. Parent permission and intake process prior to entry. | Agency Criteria | Agency Criteria |
| Migrant Education Program (MEP) | District coordinator connects students and families with school and community resources to assist in meeting their social, family, academic, physical health, behavioral, and basic needs to enable students to be successful. | Parent or guardian is classified as a migrant agricultural worker. | Staff monitor progress against established goals. | Students graduate or exit by choice. |
| Gear Up | Mentoring system available for students in foster care. Weekly meetings on Tuesdays. | Student is in the foster care system. | Staff monitor progress against established goals. | Students graduate or exit foster care. |
| BEARS (Behavior, Emotional, Academic, Restorative, Support) | The BEARS cluster comprises two rooms and an office area that focus on providing supports for students who are unable to be served in the mainstream population and are not being excluded from the school environment. | B -Administrator Placement E -Staff Recommendation, Student/Parent Request, Administrator Placement A -Administrator Placement R -Administrator Placement | BEARS staff monitor the placement criteria and assist administration in determining successful completion. Think Sheet data. | B/R -Completion of the restorative process at the conclusion of the disciplinary placement. E -Emotional situation resolved. A -Placement requirement completed. |

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Topeka High School's Secondary (Tier 2) Intervention Grid

| Support | Description | School-wide Data: Entry Criteria | Data to Monitor Progress | Exit Criteria |
|---|---|--|--|---|
| AVID Elective | College preparation course taken during the school day for up to 8 semesters. Counts as an elective toward graduation. | Students meet one or more of the following criteria: member of under-represented group in college, potential for college success (state assessment data, Scantron data, grades, teacher recommendation, interview), would be first generation in family to attend college, motivation. | Student performance, must maintain C average, must enroll in at least one Honors or AP class per semester. | Students remain in AVID all 4 years unless they have issues with attendance, grades, or attitude. |
| Success Academy | Cohort of up to 25 students who take all core classes together in a separate environment. | Ninth grade student with attendance rate of at least 75% during a semester, 3 or fewer discipline log entries, 3 or more failing grades in one semester, not receiving services under another program. | Course grades, attendance rate, discipline log entries. | Completion of one semester. |
| Academic Support OR Credit Recovery | Students retake an entire failed course under a teacher's supervision using the online curriculum delivery system. This may be a semester-long course taken during the school day OR completed outside of school hours. | Semester grade below 60% for a core subject. | Staff monitor completion progress as well as quiz and test scores throughout the course. | Completion of coursework at 60% or above or end of semester. |
| Unit Recovery | Month-long window for students to retake a portion of a failed course outside of the school day. Students use the online curriculum delivery system independently, but exams are proctored by a teacher. | Semester grade between 52% and 59% and teacher referral. Referral is contingent upon student demonstrating consistent attempts towards mastery of content standards. | Staff monitor completion progress as well as quiz and test scores throughout the course. | Completion of coursework at 60% within identified time window. |

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Topeka High School's Secondary (Tier 2) Intervention Grid

| Support | Description | School-wide Data: Entry Criteria | Data to Monitor Progress | Exit Criteria |
|---------------------------|--|---|---|--|
| Restorative Practices | Collaborative process that ensures all parties involved in a situation have had an opportunity to reflect and follow through with activities that provide closure and an ability to successfully reenter the school environment with a plan for success. | Situational need to engage in relationship repair and the development of a plan for future success. Referral from staff or students. | Completion of pre-RP preparatory work and scheduling of the RP circle. | Successful completion of the restorative circle, and the RP agreement document (when appropriate). |
| Stress / Time Out Pass | For students who need to be able to take a short break from class for behavioral, academic, or social-emotional needs. Students can show a pass that allows them to take a time out and report to room 113A to access a counselor or social worker to talk, rest, debrief, calm down, etc. | SRSS Internalizing Needs: * HIGH – 6-18 SRSS Externalizing Needs: * MOD – 4-8 OR 1 or more course failures on progress report. Targeted for growth for academic learning behaviors. OR 2 or more office discipline referrals (ODR) in a 5-week period OR 3 or more nurse visits per month OR 2 or more absences per quarter | Frequency and duration of visits monitored by the counselor or social worker. | Need for pass subsidies. Think Sheet data. |
| Youth Development Program | A class taught by staff from the Family Service & Guidance Center with curriculum geared toward self-regulation, communication skills, and personal growth. | SRSS-IE scores in the moderate to high category, more than 10% absences or 12 or more tardies in a single class, and four or more course failures. | SRSS-IE | SRSS-IE scores in the low to moderate category. |

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Topeka High School's Tertiary (Tier 3) Intervention Grid

| Support | Description | School-wide Data: Entry Criteria | Data to Monitor Progress | Exit Criteria |
|-----------------------------------|---|--|--|--|
| Literacy Workshop | An individualized reading program to support students in grades 9-10 who are reading significantly below grade level. Reading intervention course taken during the school day for 1-4 semesters. Counts as an English elective toward graduation. | (1) Scantron – Beginning or Developing OR (2) KAP Level 1 or Level 2 OR (3) Lexile Score 700- 1000 | Literacy Workshop assessment and/or Scantron Instructor monitors student record of assignments, formative assessments, and Scantron Self-Reflection Scale | (1) Scantron – Proficient or above OR (2) I LIT G.R.A.D.E. Assessment OR (3) Lexile score of 1200 |
| Numeracy Workshop | An individualized math program to support students who are not proficient in grade-level skills. Students will attend during Trojan Time as need is identified. | (1) Scantron – Beginning or Developing OR (2) KAP Level 1 or Level 2 | Formative assessments and/or Scantron Instructor monitors attendance, student record of assignments, formative assessments, and Scantron Self-Reflection Scale | (1) Mastery on formative assessment OR (2) Scantron – Proficient or above |
| Individualized De-Escalation Plan | An assessment to determine catalyst for student's behavior. | (1) SRSS-IE High Internalizing OR (2) SRSS-IE High Externalizing OR (3) 10-12 Discipline Referrals | Identify a target behavior for student. Include a label for the behavior, definition, examples, and non-examples. Set a behavioral goal based on baseline performance of the behavior. Direct observation of the target behavior with data | (1) Decreased SRSS-IE Internalizing and/or Externalizing score OR (2) Observation data to demonstrate behavior is consistently within expected level. Then transition to maintenance plan and monitor behavior during transition. |

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Topeka High School's Tertiary (Tier 3) Intervention Grid

| Support | Description | School-wide Data: Entry Criteria | Data to Monitor Progress | Exit Criteria |
|--|--|---|--|--|
| | | | points collected for decision making. Treatment Integrity Checklist Self-Reflection Scale | |
| Intensive Individualized Mental Health Support | Student receives one-on-one instruction on de-escalation strategies in order to be successful in the school environment. | (1) SRSS-IE score in the High range OR (2) Discipline referrals – minimum 5 OR (3) Attendance rate below 60% | Discipline Referrals, attendance, frequency of visits. Record of frequency of meetings/support Self-Reflection Scale | (1) SRSS-IE score of Moderate or below OR (2) Decrease in discipline referrals OR (3) Increase in attendance |
| Behavior Contracts | Student enters into an individualized contract for employing strategies to be successful in the school environment | (1) SRSS-IE – High or Moderate range OR (2) Discipline referrals – minimum 5 OR (3) Attendance rate – below 90% OR (4) Tardy rate – 15 per semester OR (5) Failed classes – 4 or more | Identify a target behavior for student. Set a behavioral goal based on baseline performance of the behavior. Direct observation of the target behavior with data points collected for decision making. Treatment Integrity Checklist Self-Reflection Scale | (1) SRSS-IE – Decreased numeric score OR (2) Decrease in discipline referrals OR (3) Attendance rate greater than 90% OR (4) Decreased tardy rate OR (5) Failed classes – 2 or fewer |

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