



Hope Street Academy

Ci3T

2023-2024
School Year

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We want students to be successful in the classroom and in life. Ci3T is the way that Hope Street sets expectations and provides instruction and support for students to achieve success academically, behaviorally, and socially. Ci3T supports all students.

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Mission Statement

The mission of Hope Street Academy is to empower students to make lifelong contributions within family and community through a flexible and personalized education.

Belief Statements

- Everyone is respected and respects each other.
- We accept responsibility for personal choices.
- We problem solve both academically and personally with guidance.
- Everyone can be successful.
- We capitalize on our strengths and see our mistakes as opportunities for personal growth.

Purpose Statement

The purpose of the comprehensive, integrated, three-tiered (Ci3T) model of prevention at Hope Street Academy is to assist parents and students with engaging in a student's education and realizing that all students have a successful future.

*Learn more in the [Ci3T Informational Brochure](#).

Student Mission

H = Have Respect

S = Stay Responsible

A = Achieve Excellence

*See the [Expectation Matrix](#) for positive behaviors demonstrating the Student Mission.

Tier 1:

Students will:

- Arrive at school on time and stay all day.
- Engage in instructional activities.
- Ask for help and clarification, when needed.
- Complete and turn in work in a timely manner.
- Communicate their interest in post-secondary plans with staff, including the school counselor.
- Participate in college and career-ready activities.

Academic

Parents will:

- Regularly review all school communications.
- Monitor student grades and attendance regularly in Synergy.
- Attend parent/teacher conferences.
- Attend Family Engagement Nights.
- Encourage and reinforce the importance of academic learning and success in preparation for post-secondary plans.

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Tier 1:

Staff will:

- Produce engaging lessons using the lesson plan template and Google Classroom.
- Teach district standards with fidelity using the curriculum design map and adopted resources.
- Design teacher clarity and opportunities for students to interact with and use to self-assess throughout the lesson.
- Use [proactive, evidence-based strategies](#) to support students' active engagement.
- Differentiate instruction to meet the needs of all students.
- Conduct, report, and use assessments to plan instruction ([Schedule](#)).
- Use data to consider students needs for tiered interventions and grids to guide selection.
- Enter grades weekly.
- Contact parents.

Academic

Administration and support staff will:

- Monitor that instructional strategies are occurring in each classroom.
- Create a schedule which supports instructional minutes. (ELA & Math: 240 minutes weekly)
- Ensure staff reviews data to identify students in need of academic interventions.
- Provide faculty and staff materials to facilitate instruction.
- Foster a positive work environment for staff.
- Engage in learning walks with school and district staff to determine next steps for instructional implementation.

Tier 1:

Students will:

- Know the Student Mission:
 - Have Respect
 - Stay Responsible
 - Achieve Excellence
- Model the behaviors in the [Expectation Matrix](#).
- Take responsibility for their own actions and the effect on others.

Behavior

Parents will:

- Know the Student Mission:
 - Have Respect
 - Stay Responsible
 - Achieve Excellence
- Support your student in meeting the behaviors in the [Expectation Matrix](#).
- Support your student in attending school regularly, arriving on time, and staying all day.
- Collaborate with staff to communicate concerns and support proactive and reactive measures.

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Tier 1:

Staff will:

- Know the Student Mission:
 - Have Respect
 - Stay Responsible
 - Achieve Excellence
- Teach, model, and create clear routines; reteach as needed. ([Expectation Matrix](#))
- Reinforce with behavior-specific praise using the [reinforcement system](#).
- Implement positive behavioral interventions and [reactive plan](#) as designed.
- Contact parents.
- Support students based on individual needs, using data and tiered intervention grids to guide selection.
- Learn and reference de-escalation strategies & trauma informed care when responding to students who are struggling.
- Monitor progress three times per year using the SRSS-IE behavior screener.

Behavior

Administration and support staff will:

- Know the Student Mission:
 - Have Respect
 - Stay Responsible
 - Achieve Excellence
- Model school-wide expectations and behaviors with staff and students.
- Support students in meeting the behaviors in the [Expectation Matrix](#).
- Reinforce with behavior-specific praise using the [reinforcement system](#).
- Implement positive behavioral interventions and [reactive plan](#) as designed.
- Communicate concerns with family.
- Work with staff to provide support for students based on individual needs.
- Provide PD on behavior interventions and low-intensity strategies.
- Collect and monitor SRSS-IE data three times per year.

Tier 1:

Students will:

- Model the behaviors listed in the [Expectation Matrix](#).
- Learn positive social skills by actively participating in Olweus activities and then demonstrate these skills.
- Resolve conflicts cooperatively with peers and staff.

Social-Emotional

Parents will:

- Limit contact during the school day as much as possible. In case of emergency, please contact the school office.
- Model appropriate social skills when interacting with students and staff.

[Click to continue this section.](#)

Tier 1:

Staff will:

- Model appropriate social skills when interacting with students, staff, and parents/guardians.
- Teach school-wide social skills program(s) with fidelity: 45-60 minutes per month, *Olweus Class Meetings That Matter* and *Naviance*.
- Monitor progress three times per year using the SRSS-IE behavior screener.
- Support students based on individual needs, using data and tiered intervention grids to guide selection.

Social-Emotional

Administration and support staff will:

- Facilitate the implementation of the social skills programs.
- Provide instructional time in the master schedule for monthly social skills lessons.
- Monitor implementation of social skills lessons by all classroom teachers.
- Work with staff to provide support for students based on individual needs.
- Provide PD on suicide awareness, bullying prevention, and trauma-informed care.

Tier 1:

Students will:

- Attend, engage, and actively participate when teachers explicitly teach, model, and practice the expectations and procedures.
 - 1st day of school → mentioned in principal welcome speech
 - 2nd day of school → overview of Ci3T
 - 2nd week of school → in-depth presentations by setting
 - first week 2nd semester → review of Ci3T
 - As needed after breaks or based on data → review relevant parts
 - Student ambassadors will teach new students who enroll after start of semester .

Procedures for Teaching

Parents will engage with:

- Presentation(s) about the implementation plan at registration, Site Council, parent-teacher conferences and other meetings as invited.
- Ci3T brochure containing the [Expectation Matrix](#).
- Ci3T updates and tips in the school newsletter.
- Ci3T Implementation Manual posted on the school website.

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Tier 1:

Staff will engage with:

- Ci3T Implementation Manual and other materials such as posters, lesson plans, tickets, etc. to teach, implement and support the HSA Ci3T plan.
- Training on staff responsibilities at the beginning of the year, with attention to academic, behavior, and social domains.
- PD opportunities to learn and improve low-intensity teaching strategies, classroom instruction and classroom management.
- Professional learning opportunities to model and practice behavior specific praise with colleagues.

Procedures for Teaching

Staff will be provided:

- Roll out plan for explicitly teaching and practicing the expectations and procedures
 - overview of matrix for 2nd day of school
 - setting presentations for 2nd week of school
 - Reteaching during the first week of 2nd semester and as needed after breaks or based on data.
- Materials to post that support implementation and teaching of the Ci3T plan.

Tier 2 Interventions

Secondary support — also called [Tier 2 interventions](#) — provides more focused academic, behavioral, and/or social interventions for students who require additional supports beyond primary preventions.

Examples are tutoring, flexible scheduling, summer school participation, extended day coursework, on-site child care, behavior contracts and/or self-monitoring plans.

Tier 3 Interventions

Tertiary support — also called [Tier 3 interventions](#) — involves specialized, one-to-one interventions for students who are experiencing intense difficulties academically, behaviorally, or socially.

Examples of these supports are multi-systemic therapy and individualized scheduling to support academic needs.

Links to Ci3T Resources:

[Hope Street Ci3T website](#)

[Ci3T Informational Brochure](#)

[Expectation Matrix](#)

[Monitoring and Assessment Schedule](#)

[Research based strategies](#)

[Reactive Plan](#)

[Reinforcement System](#)

[Tier 2 and Tier 3 interventions](#)



Thank you!

Hope Street Academy Leadership Team

Liam Conroy

Sara Frisbie

Ronnelyn Gomez

April Koontz

Dale Noll

Angela Seamans

Kathy Schnacker

Charles Tripler

Amy Whittaker

