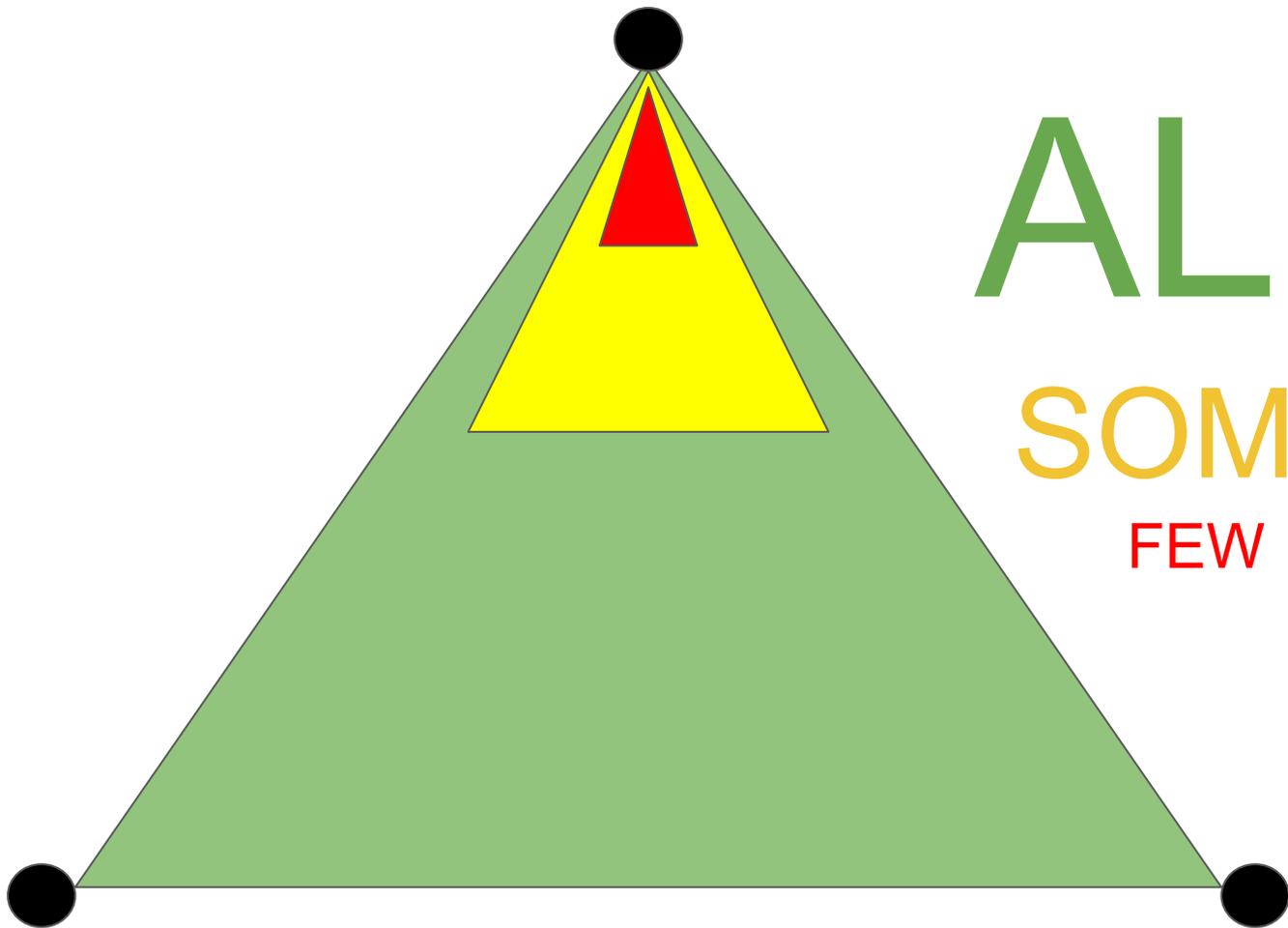
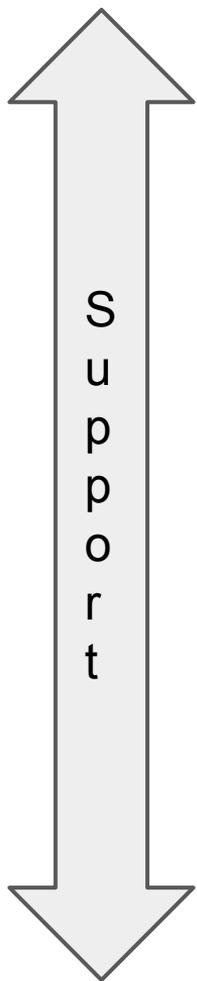


Tier 2 Review

Moore Middle School 2019-2020



ALL

SOME

FEW

Why Tier 2?

Even with Tier 1 interventions in place, some students will show signs of difficulty in complying with the behavioral expectations.

Signs may include behavior management problems in class, tardiness, office referrals, absences, etc.

These students who are at risk of developing more serious behavior problems are then identified to receive Tier 2 interventions and supports.

Interventions are more intensive (i.e., they are stronger and more likely to elicit change) but also may require more resources.

What is Tier 2?

Tier 2 interventions are focused only on those students for whom data suggests are having difficulty. (approximately 5-15% of students)

Examples of Tier 2 interventions for students at risk

- Additional instruction about and examples of appropriate behavior; social skills instruction targeted on their behavior needs.
- Regular behavior monitoring and extra reinforcement for appropriate behavior
- Small group intervention with a clinician for a specific problem (e.g., problem solving, social skills training).
- Assignment of an adult mentor.
- Special efforts to “catch these students behaving well” and to reinforce them when that happens.

Our Criteria

- 2 Level Calls
- 2 PBIS Minor Behavior Data
- 2 Office Referrals
- 2 D/Fs

Level Calls: Clarification of Roles

In reference to level calls

- Ever
- Bob
- Nora
- Abbie
- Shereen
- Gary



Turn to your elbow partner...

1. What positives have you experienced with level calls so far in the past year or two?
2. What is one area of improvement for level calls?

School-Wide Data Points = Minor Behaviors

Minor Behavior Level Details Report

Gender: Female, Male

Ethnicity: AM, AS, BL, HP, PI, WH, 2+, UK

ELL: Y, N SPED: Y, N

Behaviors: 1 entry, 2-5 entries, 5+ entries

Outcome: Out of class movement, In class movement, Conference with administrator, Calm down spot, Call for assistance, Conference with teacher, Evacuation of room/area, No movement, Office, One on one adult support, Other, Remove from activity or area, No Entry

School: 225 - Moore

Grade: 06, 07, 08

Behavior Date: 1/7/2019-1/31/2019

Run on: 2/8/2019 9:25:40 AM

Student Information															# Outcome										
School	Grade	ID	Last Name	First Name	Leave Date	Home Room	Gndr	Ethnicity	Gftd	Ell	Sped	SAT	504	# Entry	Out of Class Mvt	In Class Mvt	Conf w/ Adm	Conf w/ Tchr	Office	Other	No Entry	# Time Out (Min)			
# Total Unique Students: 19 (Grd: 06,07,08; Gender: F,M; Ethnicity: All; ELL: Y,N; SPED: Y,N)									Grand Total: Behavior Level: 1,2,3						35			21	13		1				
225 Moore	07	# Unique Students (Moore): 19									Total:						35			21	13		1		
		249573	Armstrong	Cooper		228	M	White		N	N	N	N		1				1						
		249365	Bliven	Evelyn		228	F	Hispanic		N	Y	N	N		1			1							
		247573	Finney	Cooper		235	M	White		N	N	N	N		1			1							
		250371	Johns	Blake		221	M	White		N	N	N	N		1			1							
		279928	Johns	Tyler		238	M	White	G	N	Y	N	N		3			3							
		244018	Langer	Calvin		228	M	White		N	N	N	N		1				1						
		249433	Langford	Jack		230	M	White		N	Y	N	N		7			6	1						
		408866	LeFevre-Scott	Walker		235	M	Black or African American		N	N	N	N		1				1						
		246881	Mueller	Sterling		228	M	White		N	N	N	N		2				2						
		249149	Sheets	Sawyer		228	M	White		N	N	N	N		2				2						
252072	Smith	Hayden		224	M	White		N	Y	N	N		5			5									

School-Wide Data Points = Referrals

Student Incidents by Ethnicity (AM,AS,BL,HP,PI,WH,2+,UK)

Date: 11/5/2018-1/28/2019

School: 225 - Moore; Grade: 06,07,08

Time: Before 7:00 AM,7:00 AM,8:00 AM,9:00 AM,10:00 AM,11:00 AM,12:00 PM,1:00 PM,2:00 PM,3:00 PM,4:00 PM,5:00 PM,After 5:00 PM

Student Information											Incident Details								
Grade	ID	Last Name	First Name	Home Room	Gndr	Ethnicity	Gftd	ELL	SPED	SAT	504	Leave Date	ID	Role	Date	Time	Location	Violation	Motivation
Grand Total Unique Students (Grade 06,07,08): 8											Grand Total Unique Incidents: 12							Participants: 8 Offenders ; 0 Victims	
07	Total Unique Students: 6										Grade 07 Total Unique Incidents: 10							Participants: 6 Offenders ; 0 Victims	
	250284	Bargen	Nick	236	M	Black or African American		N	N	N	N		Student 250284 Total Incidents: 1						
													7799	Offender	01/16/2019	08:00	Gym/Locker Room	N-Illegal Substance Use or Possession	Other
	249365	Bliven	Evelyn	228	F	Hispanic		N	Y	N	N		Student 249365 Total Incidents: 1						
													6390	Offender	12/05/2018	10:00	Hall	G-Physical Attack/Harm	Other
	251361	Karr	Emmett	221	M	White		N	N	N	Y		Student 251361 Total Incidents: 5						
													4649	Offender	11/05/2018	21:25	Classroom	A-Insubordination/Disrespect	Avoid task or activity
													4699	Offender	11/06/2018	13:45	Classroom	A-Insubordination/Disrespect	Avoid task or activity
																		V-Repeated Rule Violations	Avoid task or activity
													4997	Offender	11/08/2018	14:30	Classroom	A-Insubordination/Disrespect	Obtain adult attention
													4999	Offender	11/09/2018	15:32	Classroom	A-Insubordination/Disrespect	
													6648	Offender	12/07/2018	15:05	Hall	A-Insubordination/Disrespect	Don't know
																		B-Threats/Harassment/Fighting	Don't know
	248643	Lefler	Elise	228	F	White		N	Y	N	N		Student 248643 Total Incidents: 1						
													6127	Offender	11/30/2018	23:45	Hall	A-Insubordination/Disrespect	

School-Wide Data Points = Grades

Report Type: Report For: Student

Ethnicity: Group/Counsel/Admin: Term

Grade: Mark: Sorted E

Navigation: |< < 1 of 5 > >| Refresh 100% Print Save Find | Next

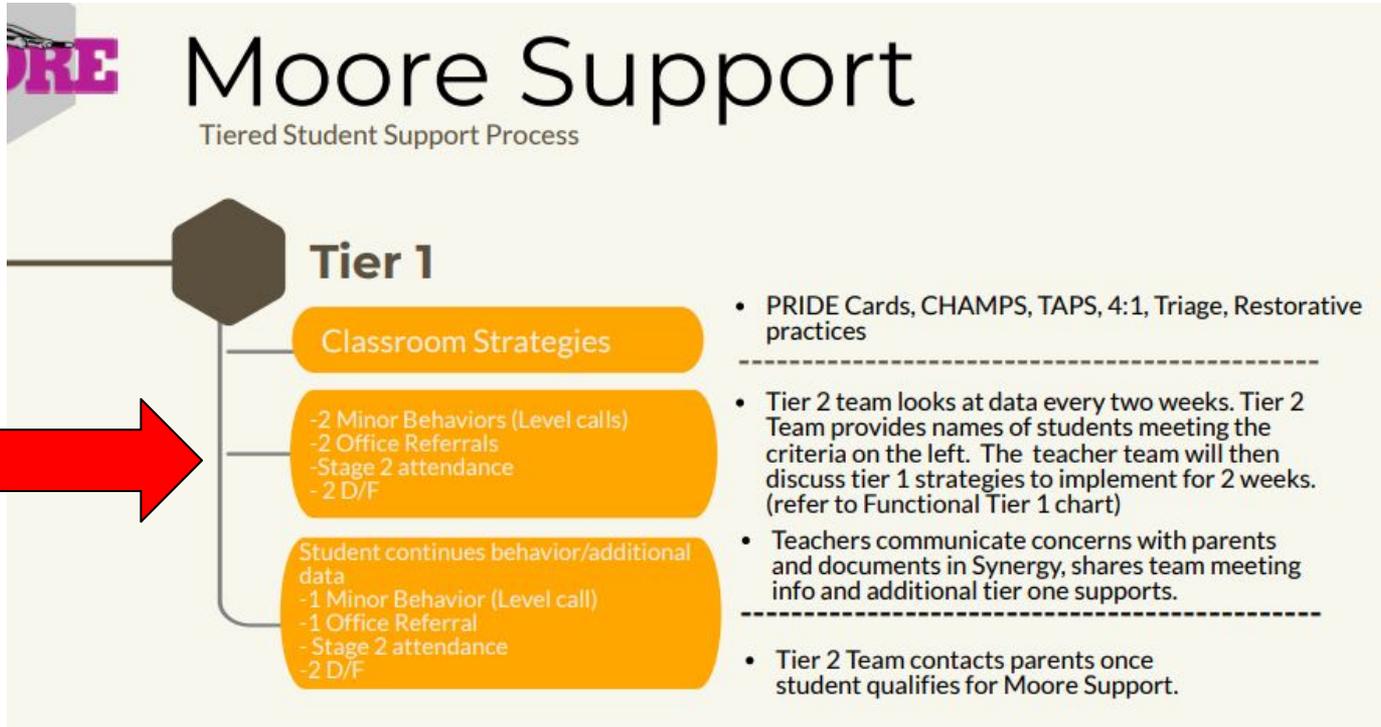
Moore Middle School For All Students
Current Grades from Grade Book by Students

Year: 2018-2019
 Report: U-GB101

(Students highlighted with GREEN color are from home school and take ALTR13 or ALTBRI3)

Term:		MP2						
Cole, Alex P.		256952	Grade: 06	White	Gifted: N SpecialEd: Y		ELL:	
Period	School	Concur	Course Title	Section ID	Teacher	Mark	Wgt %	Missing Assignments
5	Moore		MS MATH COURSE 1 S1	50181-0002	Masin, Michael	D	62.0000	0
Diaz, Kayla B.		418421	Grade: 06	Hispanic	Gifted: N SpecialEd: N		ELL:	
Period	School	Concur	Course Title	Section ID	Teacher	Mark	Wgt %	Missing Assignments
1	Moore		MS MATH COURSE 1 S1	50181-0004	Masin, Michael	D	61.0000	1
2	Moore		DSGN THINKG 6	8012-00003	Holland, Mark	N	59.0000	3
4 to 5	Moore		Hmnties 6 S1	20557-0002	Lautenschlager, Carrie	D	63.0000	0
Giles, ZaRaya K.		286439	Grade: 06	White	Gifted: N SpecialEd: N		ELL:	
Period	School	Concur	Course Title	Section ID	Teacher	Mark	Wgt %	Missing Assignments
5	Moore		MS MATH COURSE 1 S1	50181-0002	Masin, Michael	D+	67.0000	0
Grubbs, Alden M.		255609	Grade: 06	White	Gifted: N SpecialEd: Y		ELL:	
Period	School	Concur	Course Title	Section ID	Teacher	Mark	Wgt %	Missing Assignments
1 to 2	Moore		Hmnties 6 S1	20557-0001	Chappelle, Gregory	D	60.0000	0
4	Moore		SCIENCE 6	65101-0003	Christiancy, Lesa	D+	66.0000	2
5	Moore		MS MATH COURSE 1 S1	50181-0002	Masin, Michael	F	58.0000	0

Criteria for getting on Team Notes



Team Planning for Students

Student Name	Reason (Grades, Behavior, Attendance)	What tier one strategies have we tried?	Which one support are we going to be intentional to use over the next two weeks?	Which Tier 2 intervention?
Student A	Behavior	Positive reinforcement, jobs, wants to get leveled calls to get out of class.	Triage at the beginning of class. Have homework or worksheets printed out - then start to wean him off	
Student B	Behavior	Contact home, moved to new seat with positive peers, clear expectations, timers for tasks, schedule (for whole class)	Specific, clear feedback and expectations	

- It's helpful for us to know what is working and what isn't working
- This table will be added to each team meeting minutes to be discussed at each meeting
- Moore Staff webpage for info (flow chart)/hard copy

[Academic Tier 1 Interventions](#)

[Behavioral Tier 1 Interventions](#)

(The team only fills out the white columns on the table during team meetings)

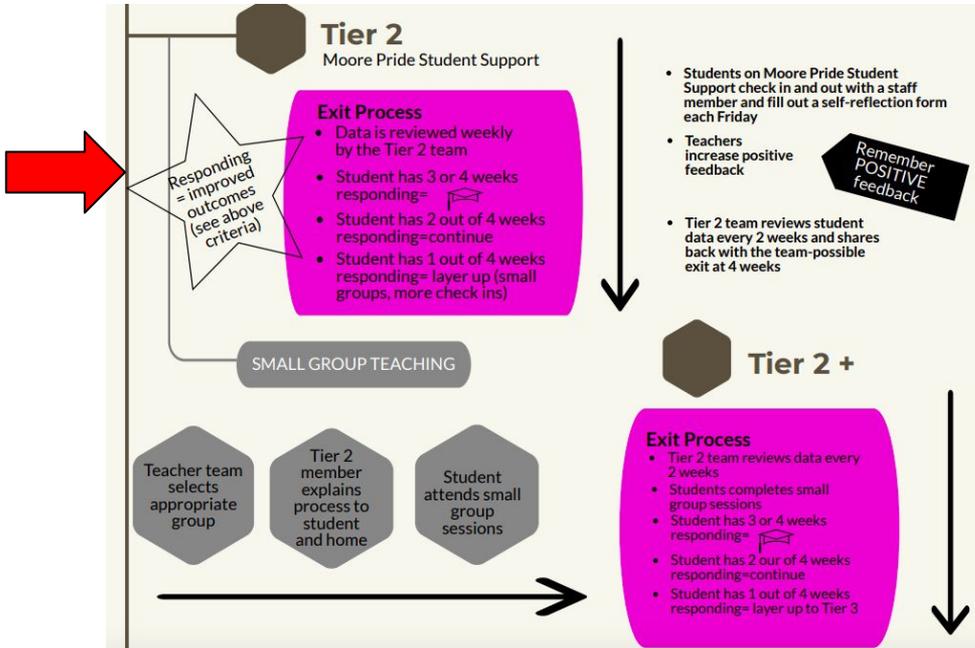
Moore Support

- If we have professional trust in the process, there are 3 things you need to do/know as a classroom teacher:
 - Choose a Tier 1 strategy at team meeting
 - Call home to communicate concern with parent and document in Synergy
 - Increase intentional feedback to students whose names are emailed to you/students who tagged MPSS (CICO)

MPSS (Moore Pride Student Support)

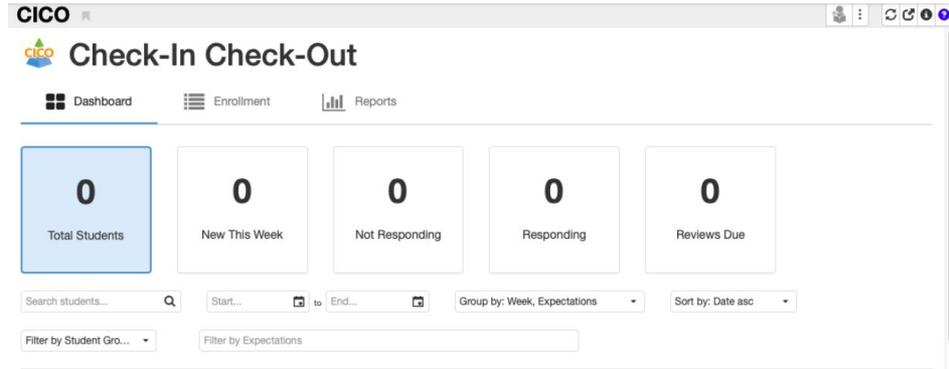
- Team uses specific tier one intervention for 2 weeks and the student still continues to meet the following criteria
 - 1 minor behavior
 - 1 office referral
 - Stage 2 attendance
 - 2 D/F
- Student checks in and out with Ever or another adult in the building
- Self-reflection form every Friday (set goal for following week)
- Teachers increase positive feedback, add feedback on-line

Students on MPSS ... Data Tracker



Data Review:	Data Decision	SAIG	Data Review:	Data Decision	SAIG	Data Review:	Data Decision	SA	
12/3/2018	Responding - 1LC		12/10/2018	Responding - 2D		12/17/2018	Not Responding - 2LC, 2D		
12/3/2018	Responding		12/10/2018	Responding		12/17/2018	Responding		
12/3/2018	Not Responding - 2F, 1D		12/10/2018	Not Responding - 2F, 1D		12/17/2018	Not Responding - 2F, 1D		
12/3/2018	Not Responding - 1F, 1D		12/10/2018	Responding - 1D		12/17/2018	Not Responding - 2D, 1N		
12/3/2018	Responding - 1D		12/10/2018	Responding - 2D		12/17/2018	Responding - All Cs and A		
12/3/2018	Not Responding - 2D		12/10/2018	Not Responding - 2D		12/17/2018	Not Responding - 2D, 1F, 1N		
12/3/2018	Responding - 2D, 1F		12/10/2018	Responding - 1F, 2D		12/17/2018	Not Responding - 3D		
12/3/2018	Responding - 1D, 1F		12/10/2018	Not Responding - 2F, 1D		12/17/2018	Responding - 1D, 1N		
12/3/2018	Responding - 1D, 1F		12/10/2018	Responding - 1F, 1D		12/17/2018	Not Responding - 2D, 1N		
12/3/2018	Responding - 1LC		12/10/2018	Responding - 1LC		12/17/2018	Responding		
12/3/2018	Responding - 1LC		12/10/2018	Responding - 1LC		12/17/2018	Not Responding - Lunch incident and sent home one day		
12/3/2018	Not Responding - 1LC		12/10/2018	Not Responding - 1LC		12/17/2018	Not Responding - Lunch incident and sent home one day		

Data-gathering through Synergy



New to teachers:

- Visual reminder to check in with kids on seating chart
- Quick access to data-entry

Discuss with your tables...

1. How effective do you believe MPSS (CICO) has been at Moore?
2. When Savannah sent out emails with a list of students who were on MPSS, what did you do with that information?
3. What is one area you can improve on this year regarding MPSS?

What happens at Tier 2 meetings?

- Enroll new students who meet criteria
- Send weekly email for students who are on MPSS
- Mark if students are responding or not responding
- Problem solve how to make MPSS more effective
- Check MPSS fidelity

