

# Tier 1 High School Practices

Share your practices!

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## Connect

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**compliment a student**

**Greet kids at door**

**Greet them individually by name.**

**morning meetings**

**doing home visits**

**Calling students and encouraging**

**Greet, complement and follow up with the students as they appear in class.**

**Greet**

**Bell Ringers**

We have been using bell ringers to get to know each other better. They had a chance to also flip this and ask me questions they wanted to know about me. It was a fun way for us to engage with one another.

**Check-Ins**

**morning meetings**

**connecting**

Phone calls, home visits

**Class meeting**

**positive greeting**

peer to peer connections

**Opportunities to connect with other students using SEL strategies**

**Call, text, email and Check & Connect with student.**

**Community building activities, ice breakers, check ins.**

**Personalized emails**

**Attendance triage with Counseling to connect with home visits**

**I allow students to message me directly in chat and I share out anonymously so they can comfortably have a voice**

**Messages**

Students are able to directly text at any time of the day, and know I will respond personally.

## **Screen**

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**Kelvin screeners, teacher feedback, attendance engagement**

**Short survey about how kids are doing**

Invitations to wellness small groups

**ask how are you?**

**Peardeck**

Formative assessment and SEL questions

**Intervention Period**

**ineligibility list, absence reports, request for assistance forms**

**Short check in survey for attendance AND follow up from me.**

**Entry tickets**

**Continued use of the SRSS-IE twice a year as we've been using it for 4 years. This year we are using data as a red flag to dig deeper vs. a driver for tier 2 intervention.**

**Check-In Check-Out google form**

Doing intervention plans as student come into our school.

## **Google forms**

**Social Emotional Wellness Polls/checks, in regards to how they feel about my teaching and their learning. Confidence level they rate me and themselves anonymously.**

**At-Risk Identifier**

Google Form (same one all year) that teachers can enter students who seem at-risk (either mental health and/or lack of engagement in distance learning). Alpha-aligned APs follow-up.

**Morning check-ins**

**Wellness Surveys**

All 2nd period teachers posted a wellness survey weekly for us to check in on students.

**Morning meetings**

## **Support**

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**waiting rooms (virtual) for check-ins before class starts**

**Electronic referral as a means of initial support**

**meet with students - virtually and in person**

**Home Contact, available after hours**

**a**

home visits if student is not showing up on zoom/or in person

**Tier 1 classroom support emails to teachers**

## **Restorative circles**

### **Home visits**

Students have an electronic way to ask to see a school counselor and to express their level of need.

### **Make phone calls to home "Check N Connect"**

### **Flexibility**

Allowing students additional time and specific feedback.

### **student support**

creating systems or strengthening systems to support student needs

### **routines**

### **Personal Messages Home**

Sending a simple message, or collecting quotes, or a positive message and sending it as a postcard... Doing this today, and mailing them off tomorrow. My students hold onto things we write and give them. Makes them feel valued, and connected.  
#KnightsRULE

### **Check ins--calls, home visits, etc.**

### **facilitating student listening groups and parent listening groups**

### **Self-Referral for students needing support**

### **Tech Tuesday, Wellness Wednesdays, PBIS message Thursday school wide morning announcements**

### **5 to 1, growth mindset**

## **Community Outreach/Home Visits**

Small, voluntary team has been doing home visits as frequently as possible. Also twice a week visiting two of our largest apartment complexes to distribute meal boxes/do on-site tutoring and troubleshooting.

### **Creating Virtual discussion rooms and small group interventions.**

### **Use of Check and Connect (Monday check in, Friday check out) driven by classroom teachers or aides**

### **Connect to tiered supports (e.g. group therapy, individual therapy), as needed.**

## **Teach**

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SEL lessons

### **half the block teach, half the block support students engaged in the lesson**

### **Mindfulness exercises**

### **SEL lessons (Positivity Project, Character Strong, Second Step)**

### **SEL Lessons on self awareness and self-regulation**

### **Both Synchronous and Asynchronous**

independent work as well as guided.  
Provide thorough instructions

### **engaging strategies and immediate feedback**

### **Podcasts on SEL topics**

## **Support IEP goals and accommodations**

### **Using Go Guardian to encourage students to engage.**

Interns check up on students

### **our attendance person sends us lists of students activities and then we make plans for each students needs**

### **Team Meetings on Attendance, Case Conference, and PBIS tier 1.**

### **following up**

Team work, in monitoring attendance, SEB (students, teachers)

### **celebrate successes**

### **Communication/Participation**

Continuous check in... chat and voice participation. Call on students who are non responsive and remind them to input their answers/input, etc.

### **utilize classkick**

### **SWISSystem and Tier 2/3 Supports**

We have been tracking students through our SWIS Suite System. This has helped us to target students who need additional supports.

## **SEL Lessons**

We were all trained on the SEL Curriculum that we would be implementing and then created lesson centered around these areas based on students needs.

## **SEL Lessons (Second Step)**

## **SEL Lessons**

District used CoVitality survey this year, picked top 3 "areas in need of growth" and are trying to implement weekly lessons for Persistence, Optimism, and Zest. Google Classroom with a bunch of lesson plan ideas so teachers can pick something that fits their class.

Running life skills groups and motivation groups

## **Use of Second Step**

## **Monitor**

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Grades and attendance monitoring

## **Climate surveys**

## **breakout rooms (virtual) to check in**

## **grades, attendance, student engagement data, office discipline referrals**

## **Booster lessons about matrix and SEL, Expect Respect**

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