Implementing Comprehensive, Integrated, Three-Tiered (Ci3T) Models: Setting Up for Success

Ci3T Implementation: Session 1

Welcome, School Teams!

- We are excited to welcome you to the first session of the Ci3T implementation professional learning series.
- Your dedication to helping all students succeed in academics, behavior, and social skills is appreciated!

Agenda

- Welcome
- Scheduling for Success
- Implementing Your Primary (Tier 1) Prevention Efforts
- Preparing for Treatment Integrity and Social Validity Data Collection: Part 1 (sneak preview!)
- Wrapping Up and Moving Forward
- Professional Learning Opportunities
Log on to dropbox.com
OPEN:
• IM18 CI3T Leadership Team Meeting Agenda TEMPLATE

1. Click the file to start a preview
2. Click “Open” in the top right corner, which allows multiple people to edit together online

Using Dropbox

As you work on documents from Dropbox today:
• Edit files in Word Online for simultaneous collaboration with your team
• Copy and rename files so your school initials are at the beginning and today's date are at the end of the file name.
  • XXES IM18 CI3T Leadership Team Meeting Agenda YYYY MM DD.docx

Welcome
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

**Goal:** Reduce Harm
Specialized individual systems for students with high risk

**Goal:** Reverse Harm
Specialized group systems for students at risk

**Goal:** Prevent Harm
School/classroom-wide systems for all students, staff, & settings

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**Primary (Tier 1) Prevention**

- All students are eligible for participation (Lane, Robertson et al., 2006)
- Approximately 80% of students respond to this level (Gresham, Sugai, Horner, Quinn, & McInerney, 1998; Sugai & Horner, 2006)
- Examples of Primary Prevention
  - Validated literacy curricula
  - Violence prevention
  - Conflict resolution programs
  - Anti-bullying programs
  - Schoolwide social skills instruction
  - Character education programs

Sources:

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**Secondary (Tier 2) Prevention**

- Students for whom primary prevention is insufficient, 10-15% of students
- Focused intervention to address academic, behavior, or social concerns:
  - Acquisition (can’t do)
  - Fluency (trouble doing)
  - Performance (won’t do)
- Examples of Secondary Prevention
  - Small group instruction in anger management
  - Reading comprehension strategies

Tertiary (Tier 3) Prevention

- Students with the most intensive learning, behavioral, and/or social needs, 5-7% of students
- Intensive individualized interventions
- Examples of Tertiary Prevention
  - Functional assessment-based interventions (Umbreit, Ferro, Liaupsin, & Lane, 2007)
  - Multisystemic therapy program (MST; Schoenwald, Brown, & Henggeler, 2000)


Comprehensive, Integrated, Three-Tiered Model of Prevention

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Specialized group systems for students at risk

Goal: Prevent Harm
School/classroom-wide systems for all students, staff, and settings

Academic Component

- Coordinated instruction within and across grade levels
- Instruction linked to College and Career-Ready Standards, early learning standards, state, or district standards
- Benchmarking student progress to inform instruction
- Progress monitoring for students identified for secondary (Tier 2) and tertiary (Tier 3) supports

Social Component: Identifying a Validated Curriculum

- Violence Prevention
  - Second Step Violence Prevention (www.cfchildren.org)
- Character Education
  - Positive Action (www.positiveaction.net)
  - Caring School Community (www.characterplus.org)
- Social Skills
  - Social Skills Improvement System: Classwide Intervention Program (Elliott & Gresham, 2007)


Social Component: Examples of Schoolwide Programs

- Connect With Kids (connectwithkids.com)
  - A curricula using real stories presented through documentary-style videos, non-fiction books, teaching guides and patent resources.
  - Customizable units are:
    - Attendance and achievement
    - Bullying and violence prevention
    - Character and life skills
    - Digital citizenship
    - Alcohol and drug prevention
    - Health and wellness

- Positive Action (www.positiveaction.net)
  - Improves academics, behavior, and character
  - Curriculum-based approach
  - Effectively increases positive behaviors and decreases negative behaviors
  - 6-7 units per grade
  - Optional components:
    - Site-wide climate development
    - Drug education
    - Bullying and conflict resolution
    - Counseling, parent, and family education
    - Community/coalition components

Behavioral Component: Positive Behavioral Interventions and Supports (PBIS)

- A Framework, Not a Curriculum
  - Establish, clarify, and define expectations
  - Teach all students the expectations, planned and implemented by all adults in the school
  - Give opportunities to practice
  - Reinforce students consistently, facilitate success
  - Consider rules, routines, and physical arrangements
  - Monitor the plan using school-wide data to identify students who need more support
  - Monitor student progress

Establish, Clarify, Define Expectations

Respect
- Follow directions
- Use kind words and actions
- Control your temper
- Cooperate with others
- Use an inside voice
- Use a quiet voice
- Walk on the right side of the hallway
- Keep hands to yourself
- Use manners
- Listen to and follow adult requests
- Respect other people's personal space
- Follow the rules of the game
- Use the restroom and then return to class
- Stay in your own bathroom stall
- Little talking
- Use kind words towards the bus driver and other students
- Listen to and follow the bus driver's rules

Responsibility
- Arrive to class on time
- Remain in school for the whole day
- Bring your required materials
- Turn in finished work
- Exercise self-control
- Keep hands to yourself
- Walk in the hallway
- Stay in line with your class
- Make your choices quickly
- Eat your own food
- Choose a seat and stick with it
- Clean up after yourself
- Play approved games
- Use equipment appropriately
- Return equipment when you are done
- Line up when the bell rings
- Flush toilet
- Wash hands with soap
- Throw away any trash properly
- Report any problems to your teacher
- Talk quietly with others
- Listen to and follow the bus driver's rules
- Remain in seat after you enter the bus
- Use self-control

Best Effort
- Participate in class activities
- Complete work with best effort
- Ask for help politely
- Walk quietly
- Walk directly to next location
- Use your table manners
- Use an inside voice
- Include others in your games
- Be active
- Follow the rules of the game
- Take care of your business quickly
- Keep bathroom tidy
- Listen to and follow the bus driver's rules
- Keep hands and feet to self

Establish, Clarify, Define Expectations

Validated Curricula PBIS Framework (Lane, Kalberg, & Menzies, 2009)

Comprehensive, Integrated, Three-Tiered Model of Prevention

Tier 1: Primary Prevention (~100%)
- Academic
- Behavioral
- Social

Tier 2: Secondary Prevention (~15%)
- Comprehensive, Integrated, Three-Tiered Model of Prevention
- Academic
- Behavioral
- Social

Tier 3: Tertiary Prevention (~5%)
### Ci3T Implementation Manual Primary (Tier 1) Plan

#### Long-range Planning: The Importance of Planning Ahead

**What are ALL students accessing?**

**Ci3T Exemplar - Elementary**

**What do I need to know?**

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**Scheduling for Success**

- Long-range Planning: The Importance of Planning Ahead
- Organizing your Ci3T Team
- Conducting Effective Meetings
- Communicating with Your Stakeholders
Long-range Planning:
The Importance of Planning Ahead

Keeping the values that lead our mission statement in mind:

- Where are we and how are we doing as of today?
- Establish clear and explicit objectives: Mission-based
- Prioritize objectives
- Establish timelines, due dates, and persons responsible for each objective with regular check-ins

School Ci3T Implementation Calendar

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Scheduling Your Ci3T Leadership Team Meetings

[Image of a calendar and scheduling tool]
Organizing your Ci3T Team

- Administrator(s)
- General education teachers representative of your school
  - Elementary: a lower-grades and an upper-grades teacher
  - Secondary: a teacher from each grade level or department
- Special education teacher(s)
- Support staff
  - e.g., counselor, psychologist, social worker
- Parent representative(s)
- Student representative(s) such as from student council

Conducting Effective Meetings

Using your Ci3T Meeting Agenda

- Meeting logistics
  - Date, time, who is present, who is absent
  - Next meeting date/time/location/roles
  - Discussion points for current meeting
- Procedural Checklist
- Record of discussion according to key Ci3T features
  - Procedures for teaching, reinforcing and monitoring
    - Academics
    - Behavior
    - Social skills
  - Data (student level, program level, Ci3T reports)
Using your Ci3T Meeting Agenda

• Meeting logistics
  - Date, time, who is present, who is absent
  - Next meeting date/time/location/roles
  - Discussion points for current meeting

• Procedural Checklist
  - Record of discussion according to key Ci3T features
    - Procedures for teaching, reinforcing, and monitoring
      - Academics
      - Behavior
      - Social skills
      - Data (student level, program level, Ci3T reports)

Primary Prevention:
Academics, Behavior, and Social Skills

Procedures for Teaching, Reinforcing, and Monitoring
Secondary and Tertiary Prevention Discussions

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**Predictability**

Assign roles

**Let’s talk!**
- Explore IM18 Ci3T Leadership Team Meeting Agenda
- Schedule Ci3T Leadership Team meetings
- Schedule faculty and staff meetings
- Assign responsibilities
  - Facilitator
  - Minute taker
  - Data analyst
  - Active team member
  - Administrator
Communicating with Your Stakeholders

- How will you share data and Ci3T Leadership Team updates with stakeholders?
  - Faculty and staff
    - Include plans for sharing updates with cafeteria, custodial, transportation, office, paraeducators, itinerant related service providers, and others
  - District leaders
  - Students
  - Parents
  - Community
    - Consider dedicating space on school website to give parents and community members access to updates

Implementing Your Primary (Tier 1) Prevention Efforts

Rolling out Tier 1
Implementing Procedures

Rolling out Tier 1

- What were your successes?
- What feedback did you receive from stakeholders?
- How closely did your rollout follow your kickoff plans?
- What changes would you make for spring review and for rolling out the plan next fall?
Ci3T Exemplar - Elementary

Rolling out at Tier 1: Academics
- Teaching
- Reinforcing
- Monitoring

Ci3T Primary Plan: Faculty and Staff Roles and Responsibilities
Rolling out at Tier 1: Academics

- Reviewing Roles & Responsibilities
  - What do I need to know?
- Procedures for Teaching
  - How am I doing with using low-intensity supports?
- Procedures for Reinforcing
  - How have I been reinforcing students for meeting expectations?
- Procedures for Monitoring
  - How am I doing with implementation?
- Questions & Considerations?

SCHOOL NAME Assessment Schedule

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Professional Learning

- Learn Innovation
- Modern Curriculum
- Develop High-Performing Organizations
- Manager: What You Need to Know
- Team: Become an Expert
- High-Performing Organizations
- Leadership
- Collaboration in Region 1
- Mentoring
- Professional Development
- Self-Assessment
- Strategic Planning
- Instructional Improvement
- Use this Tool to Establish Your Plan for Managing the Learning Curve
Let's talk... and make plans!

- Reviewing Roles & Responsibilities
  - What do I need to know?
- Procedures for Teaching
  - How am I doing with using low-intensity supports?
- Procedures for Reinforcing
  - How have I been reinforcing students for meeting expectations?
- Procedures for Monitoring
  - How am I doing with implementation?
- Questions & Considerations?

Rolling out at Tier 1:

Behavior

Teaching

Reinforcing

Monitoring
Ci3T Primary Plan: Faculty and Staff Roles and Responsibilities

Rolling out at Tier 1: Behavior

- Reviewing Roles & Responsibilities
  - What do I need to know?
- Procedures for Teaching
  - How am I doing with teaching expectations for specific settings?
- Procedures for Reinforcing
  - How have I been reinforcing students for meeting expectations?
- Procedures for Monitoring
  - How am I doing with implementation?
- Questions & Considerations?
Rolling out at Tier 1: Social

Teaching
Reinforcing
Monitoring

Ci3T Primary Plan: Faculty and Staff Roles and Responsibilities

Rolling out at Tier 1: Social Skills

- Reviewing Roles & Responsibilities
  - What do I need to know?
- Procedures for Teaching
  - How am I doing with teaching the validated social skills curriculum?
- Procedures for Reinforcing
  - How have I been reinforcing students for meeting expectations?
- Procedures for Monitoring
  - How am I doing with implementation?
- Questions & Considerations?
Treatment Integrity: Tracking Lessons Taught

- Let's talk... and make plans!
  - Reviewing Roles & Responsibilities
    - What do I need to know?
  - Procedures for Teaching
    - How am I doing with teaching expectations for specific settings?
    - How am I doing with teaching the validated social skills curriculum?
  - Procedures for Reinforcing
    - How have I been reinforcing students for meeting expectations?
  - Procedures for Monitoring
    - How am I doing with implementation?
  - Questions & Considerations?

Implementing Procedures

- Procedures for Teaching
- Procedures for Reinforcing
- Procedures for Monitoring
A Look at Tier 1...

Teaching
Reinforcing
Monitoring

Procedures for Teaching

Faculty and Staff:
Rotation stations

Students:
Daily announcements

Parents/Community:
Back to school night

Middle School Kickoff: https://youtu.be/b4swsa_knYE

Lincoln Lion PRIDE!

Be Responsible
Procedures for Reinforcing

Faculty and Staff:

Students:
- ROAR station
- Parking spaces

Parents/ Community:

Ci3T Ticket Examples

- Lincoln Elementary School
- Lincoln Preschool
- Coolidge Middle School
- Panther Pride Fiersa High School

1. Do faculty and staff have access to the plan?
2. How did you roll out your plan?
3. How did you teach roles and responsibilities to each stakeholder? • How will you review and reteach the plan?
4. How are behavior-specific praise and tickets being used in your school?
5. What types of reinforcers are most meaningful to your students?

Write any action items in your IM18 agenda
Review your Ci3T Implementation Manual
1. How will you continue to teach and reinforce faculty and students?
2. How do you plan to re-teach expectations?
3. How do you plan to adjust reinforcement rates?
4. How will you involve your student leaders?

Write any action items in your IM18 agenda

A Look at Tier 1 ...
Teaching
Reinforcing
Monitoring

Essential Components of Primary Prevention Efforts

- Social Validity
- Treatment Integrity
- Systematic Screening
  - Academic
  - Behavior

Critical information for school and district teams
Monitoring Your Plan

Essential Components of Primary Prevention Efforts

Social Validity

Treatment Integrity

Systematic Screening

Academic

Behavior

Ci3T Primary Plan
Procedures for Monitoring: Elementary

Procedures for Monitoring

Social Validity:
- Changes in pupil performance
- Behavior data

Behavioral:
- Student risk screening scales
- Data analysis
- Goals and objectives

Social Validity:
- Changes in pupil performance
- Behavior data

Behavioral:
- Student risk screening scales
- Data analysis
- Goals and objectives

Notes:
- We do not advise any specific curriculum or program.
- We encourage Ci3T Leadership Teams and Districts to select and review evidence to inform their decision making.
Why monitor implementation?

### Social Validity & Treatment Integrity

Schools will receive fall and spring reports outlining:

1. Faculty and staff opinions about the Ci3T plan at the start of the year and after it has been implemented for the majority of the school year.
2. Degree to which the practices of your Ci3T plan are being implemented.
Social Validity

• Used during training and implementation
• AFTER the person has had an opportunity to learn about the plan

Treatment Integrity
“Tiered Fidelity Inventory” and “Schoolwide Evaluation Tool Interview and Observation Form” are products developed as part of the U.S. Department of Education’s Office of Special Education Programs National Technical Assistance Center on Positive Behavioral Interventions and Supports.

Let’s talk... Procedures for Monitoring

- How will you know what faculty and staff think about Tier 1 efforts?
- How will you know if Tier 1 is happening?
- How will you know how students are responding?
- What resources are needed to support our faculty and staff in Tier 1 implementation?
- What can our Ci3T leadership team provide?
Preparing for Treatment Integrity and Social Validity Data Collection: Part 1

sneak preview!

Wrapping Up and Moving Forward
Upcoming Professional Development

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Ci3T Team Implementation Support

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<td>Planning for the Year Ahead</td>
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Let’s talk... Looking at Future Session
1. Review agendas
2. Consider who will attend future session
Comprehensive, Integrated, Three-Tiered Model of Prevention

Goal: Reduce Harm
- Specialized individual systems for students with high risk

Goal: Reverse Harm
- Specialized group systems for students at risk

Goal: Prevent Harm
- School/classroom-wide systems for all students, staff, & settings

Academic ◇ Behavioral ◇ Social

Goals for this Implementation Year

- Establish effective Ci3T leadership structures
- Gain a deeper understanding of Ci3T models of prevention
- Implement your school's plan with high fidelity
- Collect and use social validity and treatment integrity data to monitor Ci3T plan implementation
- Collect student academic and behavioral outcome data to inform Ci3T implementation efforts
- Share data with all stakeholders regularly (e.g., monthly, quarterly)
- Identify areas of additional professional learning for faculty and staff and support faculty and staff access to professional learning
- Address any barriers to implementing your Ci3T model
Let’s talk... and make plans!
1. What did I learn?
2. How will I take this information back to my faculty, staff, and parents?

Please Take a Minute to Get Organized
Please stay until all materials are organized.

• Team Materials:
  o Save all documents with your school initials at the beginning and the date at the end of the file name.
    • XXX IM18 GJ3T Leadership Team Meeting Agenda YYYY MM DD.docx
  o Save to your school’s Dropbox folder
  o Clearly identify the person(s) on your team in charge of each action item listed on the agenda.

Thank you!

Wrap Up and Preview
Today’s Review
• Gained an understanding of
  o long-range planning
  o conducting effective meetings
  o communicating with stakeholders
• Reviewed rollout of and implementation procedures for
  o teaching, reinforcing, and monitoring the academic, behavior, and social skills components of your Ci3T model of prevention

Next Session Preview
• Prepare to collect social validity and treatment integrity data
• Use screening data to inform instruction at Tier 1, Tier 2, and Tier 3
• Communication with all stakeholders:
  o District
  o Ci3T Leadership Team
  o Faculty and staff
  o Students, parents, community
Homework

- Consider sending calendar invites for each action item due date on your agenda
- Send the agenda to team members in a week-before reminder email to give time to finish action items

**At your next CI3T Leadership Team meeting:**
- Use [IM18 CI3T Leadership Team Meeting Agenda](#) to conduct an effective meeting with
  - clearly defined roles and responsibilities of team members
  - action items, persons responsible, and due dates

**At your next faculty meeting:**
- Share successes
- Review implementation procedures