

Attention Alignment Plan

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Our Purpose

Empower all students to reach their fullest potential, fostering a safe, supportive, and joyful learning environment that prepares them for success in life and instills a passion for lifelong growth.

Our Values

	Belonging	Family	Love	Hope	
Define	Everyone feels noticed, included, and important in the learning community.	We work together to support growth and well-being.	We show care, patience and respect for each other, even when dysregulated.	We feel capable to improve and learning the skills needed to be successful.	
Look Like Feel Like	Greeting each other by name, making sure we each feel seen, a part of the school, and able to participate.	We communicate clearly about routines and how to support each other. We feel like we are on the same team and we all work together.	We remain calm, respond in a predictable way, connect on a personal level and offer frequent praise for effort and engagement. We feel cared for, valued, and supported in meeting high expectations.	We work on the skills needed to grow, celebrate small gains and communicate a belief that we all can grow. We are confident in our ability to get better and that my effort makes a difference.	

Goal

By May, 2027, we will increase the percentage of students who respond to the schoolwide attention signals and follow whole group directions within 5 seconds by implementing a consistent Tier 1 attention routine in all classrooms that:

- Uses a common, salient signal and clear direction structure.
- Explicitly teaches and practices “how to pay attention” as a skill.
- Reduces noise and cognitive load during directions.
- Strengthens teacher-student relationships through positive, trauma-informed interactions.

Rationale, Information, etc.

- Classroom observations and teacher reports indicate a high rate of students not orienting to or following teacher directions, often appearing not to hear prompts at all.
- Research on attention, stress, and executive function suggest that many students’ brains may be overloaded, stressed, or habituated to adult voice, making it difficult to notice and act on directions even when they are not willfully defiant.
- Tier 1 engagement and PBIS literature emphasize that consistent routines, explicit teaching of behavioral expectations, and strong relationships significantly improve attention and on-task behavior.
- A clear schoolwide attention, routine, checklist, and teaching sequence will help teachers know what to do first, document what has been tried, and determine when students may genuinely need Tier 2 support, creating a strong MTSS flow.

Skills Desired

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Staff	Students
- Use a common attention signal and concise direction script (signal → wait → direction → check for understanding). - Explicitly teach, model, and practice attention behaviors (eyes, body, voice, materials) as part of Tier 1 routines. - Use a Tier 1 checklist to plan and document supports before seeking Tier 2 help. - Provide specific, behavior-focused praise and corrective feedback linked to attention routines.	- Orient to the attention signal (stop, look, listen, pause other activity). - Follow one-step and gradually multi-step directions with increasing independence. - Use simple self-regulation strategies (e.g., “stop–think–do,” breathing, self-talk) to shift attention back to the teacher. - Ask for clarification when directions are not understood.

Foundational & Desired Knowledge/Dispositions	
Staff	Students
- Understand the connection between stress, executive function, and attention, and how consistent routines support the brain in noticing adult cues. - Know the schoolwide expectations and language for attention (what we teach in every classroom). - Know how Tier 1 checklists and documentation support valid Tier 2 referrals. - Belief that attention skills are teachable, not just a matter of “good” or “bad” behavior. - Commitment to calm, consistent, relational responses to inattention. - Willingness to use data and reflection to adjust classroom practices.	- Know what “ready to learn” looks like during whole-group instruction. - Know the class/school attention routine steps and why they matter. - Know who to ask and what to do when they miss or don’t understand a direction. - Belief that paying attention helps them succeed and that adults will respond with dignity and reteaching when they struggle. - Growing sense of self-efficacy (“I can get better at this with practice”). - Trust that adult voice is associated with safety, support, and learning, not just correction.

Actions	
Activities/Learning	Processes/Systems
- The following signals will be used school wide: - pause before giving directions, - use one clear signal, - reduce verbal length, - post directions visually, - praise attention quickly and specifically - The “Bee Script” will be practiced at the start of each day with all students (modeling, practice, correction, and reinforcement) and utilized with students as needed. - The following visuals will be present in all spaces on campus: - Students will be given daily practice at the start of the day and after each transition to practice attention using the agreed-upon signals with reference to the visuals.	- Whole staff feedback and brainstorm sessions focused on progress and challenges during one staff meeting each month. - Grade level PLC time with a focus on reviewing the fidelity/outcome data and sharing of strategies.

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Monitoring			
Tool	Who	When	Fidelity/Outcome
Tier 1 checklist (Self-monitoring)	Teachers	Bi-Week	Fidelity
Minor behavior/referral data (noncompliance and not responding to directions)	Tier 1 Team	Monthly	Outcome
Brief student survey (or exit tickets)	Teachers/Counselors	Monthly	Outcome

Goal Supports	
Reinforcing Feedback*	Tier 1 Responsive Intervention
- Adults use behavior-specific praise (e.g. "I noticed how quickly you turned and tracked me when you heard the signal.") - Maintain a class/cafeteria/library <i>run chart</i>, <i>marble jar</i> for whole-group feedback ("We got 70% of students tracking within 5 seconds."). - Weekly, conduct a "class data celebration" that recognizes growth and this is focused on a class attention goal. - Provide recognition to individual students during class meetings as well as to whole-group progress. - During class meetings, have students reflect on progress as a class and, if appropriate, personally.	- Using a calm prompt and brief reteach (e.g. redirection to the classroom visual). - Use brief, in-the-moment Tier 1 responsive supports: proximity, visual cues, quiet check-ins). - Use a pre-prompt for students who may struggle (tap on the shoulder, whisper, or prompt the student to give the attention signal). - Use proactive behavior-specific praise (e.g. "you turned and ..."). - Provide individualized visual cue cards/direction cards assigned to a student needing extra support. Provide stickers/stars on the cards when they have engaged as expected. - Reteach in small groups the routines and provide opportunities for students to practice and model.

Training & Coaching Component (Staff Focused)			
Activity	Who	Resources	Time Frame
Training on attention, brain, and Tier 1 routines	Principal, MTSS coach, Behavior and Counseling Staff	Slide deck on neuroscience of attention and stress; examples of effective attention routines, PBIS matrix, sample checklist	May, 2026
Co-Design of schoolwide attention routines and checklists	MTSS Tier 1 Leadership Team	Current classroom routines, sample routines from PBIS/MTSS resources, alignment template, checklist forms	Summer, 2026
Staff feedback and input into routines, visuals, scripts	MTSS Tier 1 Leadership Team	Alignment template, checklists	Prestart of the Year staff meeting.
Staff practice using routines, visuals, scripts.	MTSS Tier 1 Leadership Team	First staff meeting	August, 2026
Coaching cycles and learning walks	Teachers in partnership with admin and members of MTSS Tier 1 Leadership Team	Checklist	Monthly, 26/27
Midyear Booster PD and Data Review	Principal, MTSS Tier 1 Leadership Team, Staff	Learning walk data, fidelity and outcome data, teacher feedback survey	Midyear, 26/27

Tier 2 Supports

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What	Who
Small-group instruction on attention and self-regulation skills (e.g. practicing “stop-look-listen,” using visual cue cards, role-playing following multi-step directions.	Counseling
Brief daily check-in/check-out (CICO) with focus on attention goals (students set attention goal, teacher rates, student reflects).	Teacher/Counseling
Individualized and visual schedules or personalized cues for students who need more explicit structure to following directions.	Teacher/Counseling

Tier 3 Supports	
What	Who
Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) when significant persistent attention/behavior challenges interfere with learning.	Psychologist/Behaviorist
Coordinating support with psychologist, mental health providers, and family to address underlying trauma, anxiety, ADHD, or other conditions impacting attention and regulation.	Psychologist/Behaviorist
Individualized environmental and instructional adjustments (e.g. seating, assistive technology, modified workload) as appropriate.	Teacher/ Psychologist/Behaviorist