



Hancock School District

In order to help us more efficiently partner and support all students and teachers, we ask that you fill out the following information prior to our meeting so we can get a sense of the current state within your district. Feel free to state the current state and plans that may be in place for changing that current state.

What is your current status? (these questions have been adapted from the Missouri State Literacy Plan)

What structures are in place in our schools/district for us to share responsibility for student literacy, numeracy and social emotional achievement? (see Tiered Model template)

- LETRS Training
- Student Support Team
- Data i-Ready, Acadience, Sonday System
- i-Ready instruction MA and ELA at the Middle School
- Reading resources
- Reflex Mathematics (ES)
- ST Mathematics (ES)
- MATH shared responsibility with mathematics
 - Pull-out students to be assist with mastery of competencies
 - o i-Ready Mathematics: use this data to inform instruction
- Alternate courses
- PLC & Data Team
- Social Emotional Crisis team at ES
- SEL Curriculum District Wide
- SEL goals at ES
- SEL at the MS Restorative Practices MS SSD take part in the PBIS program
- SEL at HS Care Teams

How do building/district leaders support literacy, numeracy and social emotional instruction across the curriculum and for all students?

- CSIP outlines and supports all instructional improvement initiatives
- Hancock Place SSD Regional Plan is aligned with HPSD CSIP
- Oversee the fidelity of implementation of all literacy, numeracy, and SEL initiatives
- Provide and present program evaluations to measure efficacy of initiatives
- Building and district leaders develop the PD, and curriculum that is shared with SSD
- Structured curriculum development process
- CSIP presented to board on Literacy, Numeracy, & SEL
- Lead district from state and national level

- Professional Growth Plans included
- Restorative practices are being implemented and created with the help of SSD and approved by BOE
- CO puts the structures in place for numeracy, literacy, and SEL
- Data is reviewed for success of program

What supports are in place to sustain evidence-based practices in literacy, numeracy and social emotional development?

- District CSIP mandates evidence-based decision making
- Professional development provided to administrators in the area of John Hattie research for empirical evidence use in instructional decision making
- SSD employs an instructional coach who offers support to SSD and Hancock Place Staff along with one
 on one and group professional development rooted in evidence and data
- Classroom walkthroughs at all grade levels
- Implementation of universal supports at all grade levels
- Evaluative component supports in place
- Professional Growth Plans
- Evaluation of programs
- Supported in CSIP
- Data driven evidence to support the resources, programs and structures in the place.

How does our school/district provide support for all teachers to ensure professional growth in literacy, numeracy and social emotional development?

- BOE supports the district with the allocation of resources.
- District provides time for professional growth in LETRS, Leader in Me, Tuition reimbursement, Targeted PD, Calming Corner, Tiger Tracks
- Math & ELA Interventionist, Intervention and Enrichment classes in MS
- Focused walkthroughs by SSD Administrator and Instructional Coach

How do we ensure our written/taught/learned curriculum is aligned to the Missouri Learning Standards expectations?

- Curriculum development procedures are board approved annually in December
- Curriculum audits are performed to cross walk the local curriculum with the MLS
- Teacher evaluation protocol offers checks and balances during observations for administrators to check for curriculum alignment to the MLS
- Priority standards are explicitly identified and documented for implementation by teachers in classrooms
- Six-year curriculum cycle with development of Priority Expectations that are aligned to the MLS
- Improvement on fidelity of implementation continuous growth

What collaborative structures do we have in place to ensure Missouri Learning Standards expectations are the foundation of the written curriculum?

 Select administrators belong to state curriculum professional organizations where they work together to ensure local curriculum is fully aligned with MLS

- Curriculum cycles are implemented through vertical teaming and content areas with special education and general education committee of teachers
- Staff are identifying the priority standards and creating proficiency scales for each priority standard

What are our processes to write, review, revise and adopt curriculum? How is special education included in this process?

The district has a board approved curriculum development protocol. This protocol is implemented within
a six-year curriculum cycle. Special education staff members are included in the annual cycle
requirements based on the specific needs for that year. Monthly checklists are in place to ensure fidelity
of curriculum development and revision. All new curriculum is presented for Board approval and
adoption in December each year. Detailed and supporting documentation is on file with the Assistant
Superintendent if needed.

How do we ensure instruction within the comprehensive literacy, numeracy and social emotional curriculum meets the needs of each student?

- Differentiation
- Data analysis
- Team meetings
- Care teams
- Sonday System, I/E classes at MS, Reading Recovery, Reading Specialist & Math Interventions pull out students based on data.
- Progress monitoring

How do we select quality resources and provide teachers with the training to implement them effectively? How are Special education teachers included in this process?

- Curriculum based on the standards
- Resources help implementation of the standards.
- Open-Source resources
- Curriculum adoption requires a thorough review with a rubric to determine if it meets the standards and the needs of our student population including those that qualify for special education services
- Utilize current technology software such as Padlet to allow for teachers to electronically collaborate 24/7 as necessary
- SSD teachers are active members of the adoption content area each year

How have we developed an effective and coherent assessment system in our classrooms/buildings/district?

- Extensive training received by several administrators specifically in understanding assessment
- Select administrators teach undergraduate assessment courses at the University level
- Local, State, and Federal assessment
- Assessments are used to inform instruction
- Formative assessments being used throughout the district
- Benchmark diagnostic assessments
- Develop local common assessments and review for validity and reliability

- Assessments are chosen to assess students at the appropriate learning level (ex. MAP-A)
- District is in the process of creating an Instructional and Assessment Advisory committee to continue to inform and train teachers and administrators on current and best practices in the area of grading, assessment, and overall student evaluation

How do we use ongoing classroom formative and summative assessments, district benchmarks and state-required assessments?

- Formative assessments drive instruction
- Summative determines if there was enduring learning
- District Required Assessments (ex; Dyslexia screener)
- State required assessments are summative
- State required data is reviewed each year to determine if there are gaps in the curriculum
- PLC's to review current instructional data for making database changes
- Data dashboard (HS & MS)

How do we determine which assessments to use in our classrooms/ buildings/district?

- Assessment selection follows several different patterns including principal proposals; data demonstrating current assessments are not valid and reliable, etc.
- Naglieri example: Gifted selected this assessment as students were not being identified appropriately. High poverty student assessment need
- Backward design model Evidence of what a student knows
- Building local assessments Leadership teams develop action plans to meet the needs of our students
- Formative assessments in the building
- Dyslexia testing i-Ready & Acadience
- NAEP participation

How do we help all educators become assessment literate?

- Professional learning around assessments the district utilizes
- Two-year mentor program
- Work with mentors
- Presumption cannot be made that educators are coming out of their college programs being assessment literate
 - Quality grading practices must be developed
 - o Formative & Summative assessments developed
- District is in the process of creating an Instructional and Assessment Advisory committee to continue to inform and train teachers and administrators on current and best practices in the area of grading, assessment, and overall student evaluation
- District initiative for all staff to trained to develop Evidence Based Assessments

How do our programs and practices engage families/partners in literacy, numeracy, and social emotional development?

- CSIP goals Family & Community Engagement
- Partners in Education

- Parent & Student nights
- Parents as Teachers Group Connections focus specifically on MELS which include literacy, numeracy, and SEL
- Early childhood events similarly provide parents for evening and weekend activities that align to these former areas

Definitions:

Reading/Literacy Tier One: Core should include: Academic language (vocabulary; inferencing; narrative language); Phonemic Awareness (K-2 until mastered); Phonics; (including advanced phonics); Sight Words; reading connective text (accuracy, fluency, comprehension); Comprehension skills should include activating prior knowledge, predicting, questioning, clarifying or questioning and monitoring; inferencing; retelling and summarizing; identifying and using organizational text structure and encoding of how language works. Assessments: universal screenings to see who may be at risk and monitor progress on grade level -differentiated instruction based on results; benchmarking suggested at least 3 times per year.

Reading/Literacy Tier Two: Provide intensive, systematic instruction on **up to three foundational reading skills** in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20–40 minutes Should be very focused on explicit instruction of foundational skills

Assessment: progress monitor at least monthly to determine progress and need

Reading/Literacy Tier Three: Provide intensive instruction daily that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (increase frequency or intensity from tier 2)

Reading/Literacy/Writing

By June 2022, the percent of students receiving reading services that achieve at or above the 60th Fall to Spring Fast Bridge aReading student growth percentile (SGP) or higher will increase to 52% (a 5% increase from 47% in SY 20.21).

Grade: Priority Standards Reviewed in 2020	Tier One (Universals/C ore)	Tier Two (Intervention)	Tier Three (Remediation)
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	awareness in the	General	General	Special
	reading process	Education	Education	Education
	by:	Resources:		
	- :	11030di 003.	Resources:	Resources:
	a. identifying all	iReady		
	upper- and lower-case	littoudy	Super Kids	Super Kids
	letters	Accelerated	'	
		Reader	Reading	SRA
	b. sequencing	INEauei	Specialist	
	the letters of the	LETRS		Phonics for
	alphabet		Co-teaching	Reading
		Assessments:		110009
	c. demonstrating	A33033IIIGIII3.	Assessments:	Rewards
	that books are	EGSI		
	read left to right,	200.	Acadience	ELSB
	top to bottom	Unit		
	d. demonstrating	Assessments	Locally	Step Up for
	that written	Assessificitis	Developed	Writing
	words are made	Locally	formative and	
	up of different	Developed	summative	Reading
	letters	formative and	Summative	Mastery
			Sonday	indestery
	e. knowing that a	summative		Assessments:
	sentence is		System	
	comprised of a			Fast Bridge
	group of words			3
	separated by			Unit
	spaces			Assessments
	f. demonstrating			7.5555511151116
	one-to-one			
	correspondence			
	between spoken			
	words and			
	written words			
	K.RF.2.A			
	Develop			
	phonemic			
	awareness in the			
	1		1	

reading process		
by:		
a. identifying		
sounds in		
spoken words		
b. producing		
rhymes in		
response to		
spoken words		
•		
c distinguishing		
orally presented		
rhyming pairs of		
words from non-		
rhyming pairs		
d. recognizing		
spoken		
alliteration or		
groups of words		
that begin with		
the same onset		
or initial sound		
e. blending		
spoken onsets		
and rimes to		
form simple		
words		
f. blending		
spoken		
phonemes to		
form one-syllable		
words		
g. isolating the		
initial, medial,		
and final sounds		
in spoken words		
h. segmenting		
spoken words		
into two or three		
phonemes		

 	 	I	I	
	K.RF.3.A Develop phonics in the reading process by: a. producing and writing letter(s) for most short vowel and consonant sounds b. reading high-frequency words c. blending letter sounds to decode simple words recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words K.RF.4.A Read, with support, appropriate texts with purpose and understanding			

Setting:	Catting	Cotting
•	Setting:	Setting:
General	General	Special
Education	Education	Education
Resources:	Resources:	Resources:
iReady	Reading	SRA
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Accelerated		Phonics for
Reader	Co-teaching	Reading
		_
LETRS	Assessments:	Rewards
Assessments:	iReady	ELSB
iReady	Acadience	Step Up for
•		Writing
Unit	Locally	J
Assessments	Developed	Reading
	formative and	Mastery
_	summative	
•		Assessments:
formative and	-	'D 1
summative	System	iReady
		Fast Bridge
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2	Setting:	Setting:	Setting:
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		Small Group	Small Group
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	iReady	LLI	SIPPS
	includy	Super Kids	Spire
	Accelerated	Super Rius	Opile
	Reader	Reading	ELSB
		Specialist	
	LETRS		Step Up for
		Co-teaching	Writing
	Assessments:		
	iReady,	Assessments:	Reading
	ineauy,	iReady	Mastery
	Unit	Ineauy	Assessments:
	Assessments	Locally	Assessifients.
	7.00000	Developed	iReady
	Locally	formative and	
	Developed	summative	Fast Bridge
	formative and		
	summative	Acadience	Unit
		Sonday	
		System	

3	Setting:	Setting:	Setting:
	General	General	Special
	Education	Education	Education
		Small Group	Small Group
	Resources:		
	0	Resources:	Resources:
	Open Court		
	Reading	Open Court	SRA
	Accelerated	Reading	Phonics for
	Reader	Deading	
	Reader	Reading	Reading
	LETRS	Specialist	Rewards
		Co-teaching	Rowardo
	Assessments:		ELSB
		Assessments:	
	iReady		Step Up for
		iReady	Writing
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	11	Acadience	Reading
	Unit	l	Mastery
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		Condox	Fast Bridge
	summative	Sonday	dot bridge
		System	Unit

4	Setting:	Setting:	Setting:
	General	General	Special
	Education	Education	Education
		Small Group	Small Group
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	0	Resources:	Resources:
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	Reading	Open Court	SRA
	iBoody	Reading	Phonics for
	iReady	Dooding	
	Accelerated	Reading	Reading
	Reader	Specialist	Rewards
	Redder	Co-teaching	Newards
	LETRS		ELSB
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		Acadience	Writing
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5	Setting:	Setting:	Setting:
			Special
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	Education	Education	Small Group
	Resources:	Resources:	•
			Resources:
	Open Court	Open Court	
	Reading	Reading	SIPPS
	iReady	Sonday	Spire
		System	
	Accelerated		ELSB
	Reader	Reading	
		Specialist	Step Up for
	LETRS		Writing
	Assessments:	Co-teaching	Dooding
	Assessments:	Assessments:	Reading
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	Unit	Inteday	A33C33IIICITG:
	Assessments	Acadience	iReady
	Locally	Locally	Fast Bridge
	Developed	Developed	
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6	Setting:	Setting:	Setting:
	General	General	Special
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	Writing	No Rea Ink	
	LETRS	Actively Learn	Reading
			Rewards
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		Writing	Step Up for
	Guided		Writing
	Reading	Sonday	
		System	Assessments:
	Individual		
	Texts	Assessments:	iReady
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	iReady	Locally	
		developed	
	Unit	formative and	
	Assessments	summative	
	Locally	Sonday	
	Developed	System	
	formative and		
	summative		

7	Setting:	Setting:	Setting:
	General	General	Special
	Education	Education	Education
		Small Group	Small Group
	Resources:		
	Cton Un to	Resources:	Resources:
	Step Up to	N 5 11 1	D
	Writing	No Red Ink	Phonics for
	No Red ink	Actively Learn	Reading
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	Reading	Writing	Step Up for
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8	Setting:	Setting:	Setting:
	General	General	Special
	Education	Education	Education
		Small Group	Small Group
	Resources:		
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		Writing	Rewards
	Guided		
	Reading	Actively Learn	Step Up for
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	Texts	System	Assessments:
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	iReady	iReady	
	Unit	Locally	
	assessments	developed	
		formative and	
	Locally	summative	
	developed		
	formative and	Sonday	
	summative	System	

9	Setting:	Setting:	Setting:
	General	General	Special
	Education	Education	Education
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10	Setting:	Setting:	Setting:
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	Education	Education	Education
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	Rich	Rich	Writing
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	EOCs	Locally	iReady
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	summative	Assessments	

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11	Setting:	Setting:	Setting:
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	No Red Ink	No Red Ink	04
	Rich	Rich	Step Up to
	Literature	Literature	Writing
	Literature	Literature	Modified texts
	Assessments:	SIMS	Modified texts
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	iReady	Actively Learn	·
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	EOCs	Assessments:	l
	Unit	Locally	iReady
	Assessments	developed	EOCs
	Assessments	assessments	LOGS
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	developed	summative	
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	formative and	EOCs	
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		Unit	
		Assessments	

12	Setting:	Setting:	Setting:
	General	General	Special
	Education	Education	Education
			Small Group
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	Rich	Literature	Step Up to
	Literature	SIMs	Writing
	Literature	SIIVIS	Modified Text
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	developed	Unit	
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	formative and		
	summative		

Definitions:

Math Tier One: Core should include: Academic language (vocabulary) instruction in whole numbers, fractions, ratios, proportions and word problems. Assessments: universal screenings to see who may be at risk and monitor progress on grade level -differentiated instruction based on results; benchmarking suggested at least 3 times per year.

Math Tier Two: Provide intensive, explicit, systematic instruction in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20–40 minutes Should be very focused on explicit instruction of foundational skills such as models of proficient problem solving, verbalization of thought process, guided practice, corrective feedback and calmative review Assessment: progress monitor at least monthly to determine progress and need

Math Tier Three: Provide intensive instruction daily that promotes the development of various components of math proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (increase frequency or intensity from tier 2)

Assessment: progress monitor weekly

Math

Goal: By June 2022, the percent of students receiving services in the area(s) of mathematics will increase their Fast Bridge aMath scores from 45% to 50% student growth percentile or higher as measured by Fast Bridge aMath assessments (a 5% increase from 47% in SY 20.21).

Grade:	Priority Standards - Updated in 2019-20	Tier One (Universals/C ore)	Tier Two (Intervention)	Tier Three (Remediation)
K		Setting: General Education Resources: Ready Math ST Math Assessments: iReady, Unit Assessments Locally developed assessments	Setting: General Education Small Group Resources: Ready Math ST Math Assessments: iReady Unit Assessments	Setting: Special Education Small Group Resources: Focus Math SRA Corrective Math Early Numeracy Unique

	formative and summative	Bridges	Assessments: iReady Fast Bridge
1	Setting: General Education Resources: Ready Math ST Math Reflex Math Assessments: iReady Unit Assessments	Setting: General Education Small Group Resources: Ready Math ST Math Assessments: Bridges iReady Unit Assessments	Setting: Special Education Small group Resources: Ready Math SRA Corrective Math Early Numeracy ULS Assessments: iReady Fast Bridge

2	Setting: General Education Resources: Ready Math	Setting: General Education Small Group Resources: Ready Math	Setting: Special Education Small group Resources: Focus Math
	ST Math Reflex Math Assessments:	ST Math Assessments:	Ready Math SRA Corrective
	iReady Unit Assessments	Bridges iReady Unit Assessments	Math Early Numeracy ULS
			Assessments: iReady Fast Bridge,
3	Setting: General Education Resources: Reflex Math Ready Math ST Math Assessments: iReady	Setting: General Education Small Group Resources: Ready Math ST Math Bridges Assessments:	Setting: Special Education Small group Resources: Ready Math SRA Corrective Math

	Unit Assessments	iReady Unit Assessments	Early Numeracy ULS Assessments: iReady, Fast Bridge,
4	Setting: General Education Resources: Ready Math Reflex Math ST Math Assessments: iReady Unit Assessments	Setting: General Education Small Group Resources: Ready Math ST Math Bridges Assessments: Fast Bridge, iReady Unit Assessments	Setting: Special Education Small Group Resources: Focus Math Corrective Math Assessments: iReady, Fast Bridge,

5	Setting:	Setting:	Setting:
	General	General	Special
	Education	Education	Education
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	Resources:	Oman Group	Oman Group
		Resources:	Resources:
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	OT Moth	Ready Math	
	ST Math	Deldass	Corrective
	Reflex Math	Bridges	Math
	TOTION HIGH	ST Math	Accessments
	Assessments:	o i matii	Assessments:
		Assessments:	iReady
	Ready		
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	Fast Bridge	Unit	
	Unit	Assessments	
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6	Setting:	Setting:	Setting:
	General	General	Special
	Education	Education	Education
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7	Setting:	Setting:	Setting:
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	Ready Math	resources.	Resources.
		iReady	iReady
	McGraw Hill		
	Accessments	Assessments:	Focus Math
	Assessments:	i Doody	Accomenta
	Ready	iReady	Assessments:
		Unit	iReady
	Unit	Assessments	Unit
	Assessments		Assessments
			EOCs
8	Setting:	Setting:	Setting:
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	General	General	Special
	Education	Education,	Education
	Education		_
		Education, Small Group	Education Small Group
	Education	Education,	Education
	Education Resources:	Education, Small Group	Education Small Group
	Education Resources: Access to tech	Education, Small Group Resources: iReady	Education Small Group Resources: iReady
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	Education Resources: Access to tech Ready Math	Education, Small Group Resources: iReady Assessments:	Education Small Group Resources: iReady Focus Math
	Education Resources: Access to tech	Education, Small Group Resources: iReady	Education Small Group Resources: iReady
	Education Resources: Access to tech Ready Math	Education, Small Group Resources: iReady Assessments:	Education Small Group Resources: iReady Focus Math
	Education Resources: Access to tech Ready Math McGraw Hill Assessments:	Education, Small Group Resources: iReady Assessments: iReady	Education Small Group Resources: iReady Focus Math Assessments: iReady
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	Education Resources: Access to tech Ready Math McGraw Hill Assessments: Ready	Education, Small Group Resources: iReady Assessments: iReady Unit	Education Small Group Resources: iReady Focus Math Assessments: iReady
	Education Resources: Access to tech Ready Math McGraw Hill Assessments: Ready Unit	Education, Small Group Resources: iReady Assessments: iReady Unit	Education Small Group Resources: iReady Focus Math Assessments: iReady Unit
	Education Resources: Access to tech Ready Math McGraw Hill Assessments: Ready	Education, Small Group Resources: iReady Assessments: iReady Unit	Education Small Group Resources: iReady Focus Math Assessments: iReady Unit

9	Setting: General Education Resources: USA Test Prep Math XL McGraw Hill Assessments: Unit Assessments USA Test Prep EOCs	Setting: General Education Small Group Resources: USA Test Prep Assessments: USA Test Prep Unit Assessments EOCs	Setting: Special Education Small Group Resources: Transmath Corrective Math Assessments: Unit Assessments EOCs
10	Setting: General Education Resources: USA Test Prep Math XL McGraw Hill Assessments: Unit Assessments USA Test Prep	Setting: General Education Small Group Resources: USA Test Prep Assessments: USA Test Prep Unit Assessments EOCs	Setting: Special Education Small Group Resources: Transmath Assessments: Unit Assessments EOCs

11	Setting: General Education Resources: USA Test Prep Math XL McGraw Hill Assessments: Unit Assessments USA Test Prep	Setting: General Education Small Group Resources: USA Test Prep Assessments: USA Test Prep Unit Assessments EOCs	Setting: Special Education Small Group Resources: SRA Corrective Math Assessments: Unit Assessments EOCs
12	Setting: General Education Resources: USA Test Prep Math XL McGraw Hill Assessments: Unit Assessments USA Test Prep	Setting: General Education Small Group Resources: USA Test Prep Assessments: USA Test Prep Unit Assessments EOCs	Setting: Special Education Small Group Resources: SRA Corrective Math Assessments: Unit Assessments EOCs

Definitions:

Social Emotional Tier One: Core should include four elements: Sequenced: connected and coordinated activities to foster skills development; Active: active forms of learning to help students master new skills and attitudes; Focused: component that emphasizes developing personal and social skills; Explicit: targeting specific social and emotional skills. Assessments: universal screenings to see who may be at risk and monitor progress-differentiated instruction based on results; benchmarking suggested at least 3 times per year.

Social Emotional Tier Two: Provide intensive, explicit, systematic instruction in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20–40 minutes Should be very focused on explicit instruction of foundational social skills

Assessment: progress monitor at least monthly to determine progress and need

Social Emotional Tier Three: Provide intensive instruction daily that promotes the development of various components of social skills competencies to students who show minimal progress after reasonable time in tier 2 small group instruction (increase frequency or intensity from tier 2)

Assessment: progress monitor weekly

Social Emotional:

Goal: By May 2022, all staff will participate in SEL professional development that will increase social communication and emotional regulation skills provided through direct instruction, best practices, as measured by a decrease in the suspension rate of 2.42 to 1.99 (SPP data, county average) or lower.

(could come ore) from CASEL	Grade:	`	Tier One (Universals/C ore)	Tier Two (Intervention)	Tier Three (Remediation)
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		or MLS Counseling)			
Progress Monitoring FBA	K		General Education Resources: Restorative Practices Suite 360 Leader In Me Ron Clark Academy Methodology Assessments: ASQ social emotional	General Education Resources: Restorative Practices Leader In Me Buddy Room Safe Seat Calming Corner Assessments:	Special Education Resources: Restorative Practices Zones of Regulation Calming Corner Strong Kids Brain Wise Calm Classroom PATHS and Emozi Assessments: Behavior data Progress Monitoring

1	Setting: General Education Resources: Restorative Practices Suite 360 Leader In Me Ron Clark Academy Methodology Assessments: ASQ social emotional Suite 360	Setting: General Education Resources: Restorative Practices Leader In Me Buddy Room Safe Seat Calming Corner Assessments: Suite 360	Setting: Special Education Resources: Restorative Practices Zones of Regulation Calming Corner Strong Kids Brain Wise Calm Classroom PATHS and Emozi Assessments: Behavior data Progress Monitoring FBA
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2	Setting:	Setting:	Setting:
	General	General	Special
	Education	Education	Education
	Resources:	Resources:	Resources:
	Restorative	Restorative	Restorative
	Practices	Practices	Practices
	Suite 360		
		Leader In Me	Zones of
	Leader In Me	Buddy Room	Regulation
	Ron Clark	1	Calming
	Academy	Safe Seat	Corner
	Methodology		
	mounously	Calming	Strong Kids
	Assessments:	Corner	
			Brain Wise
	ASQ social	Assessments:	
	emotional	0.11.000	Calm
		Suite 360	Classroom
	Suite 360		
			PATHS and
			Emozi
			Assessments:
			Behavior data
			Progress
			Monitoring

3	Setting:	Setting:	Setting:
	General	General	Special
	Education	Education	Education
	Resources:	Resources:	Resources:
	Restorative	Restorative	Restorative
	Practices Suite 360	Practices	Practices
	Guite 300	Leader In Me	Zones of
	Leader In Me	Buddy Room	Regulation
	Ron Clark	_	Calming
	Academy	Safe Seat	Corner
	Methodology	Calming	Strong Kids
	Assessments:	Corner	
	ASQ social	Assessments:	Brain Wise
	emotional	0 : 000	Calm
		Suite 360	Classroom
	Suite 360		PATHS and
			Emozi
			Assessments:
			Behavior data
			Progress
			Monitoring
			FBA

4		Setting: General Education Resources: Restorative Practices Suite 360 Leader In Me Ron Clark Academy Methodology Assessments: ASQ social emotional Suite 360	Setting: General Education Resources: Restorative Practices Leader In Me Buddy Room Safe Seat Calming Corner Assessments: Suite 360	Setting: Special Education Resources: Restorative Practices Zones of Regulation Calming Corner Strong Kids Brain Wise Calm Classroom PATHS and Emozi Assessments: Behavior data Progress Monitoring FBA
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5		Setting: General Education Resources: Restorative Practices Suite 360 Leader In Me Ron Clark Academy Methodology Assessments: ASQ social emotional Suite 360	Setting: General Education Resources: Restorative Practices Leader In Me Buddy Room Safe Seat Calming Corner Assessments: Suite 360	Setting: Special Education Resources: Restorative Practices Zones of Regulation Calming Corner Strong Kids Brain Wise Calm Classroom PATHS and Emozi Assessments: Behavior data Progress Monitoring FBA
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6		Setting: General Education	Setting: General Education	Setting: Special Education
		Resources:	Resources:	Resources:
		PBIS	PBIS	PBIS
		Suite 360	Suite 360	Calm Classroom
		Restorative Interventionist	Restorative Interventionist	PATHS and Emozi
		Assessments:	Assessments: Suite 360	Assessments:
		Suite 300	Juile 300	Behavior Data
				Progress Monitoring
				FBA
7		Setting: General Education	Setting: General Education	Setting: Special Education
		Resources:	Resources:	Resources:
		PBIS	PBIS	PBIS
		Suite 360	Suite 360	Calm Classroom
		Assessments:	Assessments:	PATHS and
		i l	_	I ATTIO allu
		Suite 360	Suite 360	Emozi
		Suite 360	Suite 360	Emozi Assessments:

			Progress Monitoring FBA
8	Setting: General Education Resources: PBIS Suite 360 Assessments: Suite 360	Setting: General Education Resources: PBIS Suite 360 Assessments: Suite 360	Setting: Special Education Resources: PBIS Calm Classroom PATHS and Emozi Assessments: Behavior Data Progress Monitoring FBA

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9		Setting: General Education	Setting: General Education	Setting: Special Education
		Resources: Character Ed	Resources: Character Ed	Resources: Skill Streaming
		Suite 360 Assessments:	Suite 360 Assessments:	Why Try
		Suite 360	Suite 360	Brain Wise Assessments:
				Behavior data Progress
				Monitoring FBA
10		Setting: General Education Resources:	Setting: General Education Resources:	Setting: Special Education Resources:
		Character Ed Suite 360	Character Ed Suite 360	Skill Streaming Why Try
		Assessments: Suite 360	Assessments: Suite 360	Brain Wise
				Assessments: Behavior data
				Progress Monitoring

			FBA
11	Setting: General Education Resources: Character Ed Suite 360 Assessments: Suite 360	Setting: General Education Resources: Character Ed Suite 360 Assessments: Suite 360	Setting: Special Education Resources: Skill Streaming Why Try Assessments: Behavior data Progress Monitoring FBA
12	Setting: General Education Resources: Character Ed Suite 360	Setting: General Education Resources: Character Ed Suite 360 Assessments:	Setting: Special Education Resources: Skill Streaming Why Try

Assessments: Suite 360	Suite 360	Assessments: Behavior data Progress Monitoring FBA
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