



## Maplewood Richmond Heights



### **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)**

Starting with the 2022-2023 school year, MRH hired, with financial support from SSD, a Multi-Tiered Systems of Support Coordinator. The MTSS Coordinator has convened a district-wide MTSS Leadership Team to guide MTSS efforts. A short and long term MTSS plan is being developed.

There are a number of Curriculum Action Teams (CAT) that regularly meet to discuss various topics, including updating/rewriting curriculum, developing assessments, reviewing student data, etc. Some of the CATs include: K-6 Math, K-6 Reading, K-6 Science, K-6 Social Studies, Secondary English, Secondary Math, Specialists, K-12 Social Emotional Learning, etc. CAT membership includes gen ed and special ed staff.

S/E ECC/ELEM: MRH has invested heavily in social emotional supports K-12. Interventionists (highly qualified teachers) focus on restorative practices at ECC and Elementary, which has replaced traditional ISS. Behavior support plans are developed for students with and without disabilities. MRH Interventionists and special education staff work collaboratively to meet student's needs.

S/E SECONDARY: Social Academic Growth Experience (SAGE) at the high school provides intensive services for students with social emotional needs, including students with disabilities, when appropriate. The program currently serves primarily students with anxiety, depression, and internalizing issues who are losing significant instructional time, but who are not disruptive to the learning environment.

The Student Success Center (SSC) serves students in an alternate setting who need a smaller environment to work on credit recovery. The SSC serves students with and without disabilities.

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

There are a number of Curriculum Action Teams (CAT) that regularly meet to discuss various topics, including updating/rewriting curriculum, developing assessments, reviewing student data, etc. Some of the CATs include: K-6 Math, K-6 Reading, K-6 Science, K-6 Social Studies, Secondary English, Secondary Math, Specialists, etc. Each CAT is led by an administrator and one or more teacher leaders. CAT membership includes gen ed and special ed staff.

Principals attend and/or lead MTSS meetings and processes.

At the secondary level, structures are in place for academic support before school (MS- Academic Lab) or both before and after (HS- Academic support before school and Beyond the Bell after school). There are also academic lab courses in English and Math during the regular school day that provide instruction in addition to the core English and Math courses and that are credit bearing.

S/E ECC/ELEM: School counselors provide instruction in classrooms approximately every 3 weeks based on the Missouri School Counseling Guidance standards.

S/E SECONDARY: SAGE offers an EQ class that focuses on social/emotional growth and development and is aligned to CASEL competencies. EQ is offered as an elective course for students who are participating in the SAGE experience. Grades 7 and 8 access Blue Devil Etiquette (BDE), which is a short-term intervention that focuses on restorative practices. Students are assigned to BDE by building administrators.

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

There are a number of Curriculum Action Teams (CAT) that regularly meet to discuss various topics, including updating/rewriting curriculum, developing assessments, reviewing student data, etc. Some of the CATs include: K-6 Math, K-6 Reading, K-6 Science, K-6 Social Studies, Secondary English, Secondary Math, Specialists, K-12 Social Emotional Learning, etc. Each CAT is led by an administrator. CAT membership includes gen ed and special ed staff.

In addition, all staff (gen ed and special ed) participate in joint professional learning opportunities, by building, on PD (Professional Development) days.

MRH has a four-year induction professional learning program for teachers new to the district. This four-year sequence introduces new gen ed staff to the MRH pillars, the building metaphors, various curricula, UBD, CAT processes, inquiry learning, etc. At this time, new SSD (Special School District) staff are not involved in these opportunities because they participate in SSD's Academy program. The AC and the MRH Asst. Superintendent have had initial discussions about possibly providing some access to the MRH induction content to new special ed staff.

Selected general education staff at ECC and Elementary have participated in LETRS training. Selected special ed staff are attending the SSD version of LETRS training. When possible, special education participants are involved in the MRH LETRS follow-up sessions. Staff at ECC have participated in Foundations training and are implementing this research-based reading program.

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

Literacy ECC/ELEM: onboarding trainings for gen ed, K-6 Reading and Writing CAT, coaching for gen ed, PD on PD days; coaching for gen ed and tier 2 literacy interventionists; SSD Literacy Coach provides coaching on an as needed basis

Literacy SECONDARY: onboarding trainings for gen ed, 7-12 English CAT, coaching for gen ed at middle school, PD on PD days; SSD Literacy Coach provides coaching on an as needed basis

Numeracy ECC/ELEM: onboarding trainings for gen ed, math CAT, coaching for gen ed, K-6 collaboratives- for gen ed, PD on PD days, or release time for gen ed; coaching for gen ed and tier 3 math interventionists; SSD Math Coach provides coaching to staff using Number Worlds and to those attending NUMBERS

Numeracy SECONDARY: onboarding trainings for gen ed, 7-12 math CAT PD on PD days, or release time for gen ed; SSD Math Coach provides coaching to staff using Number Worlds and to those attending NUMBERS as well as to co-teaching teams, as needed

S/E ECC/ELEM: All teachers have had training regarding trauma. Most staff are, at minimum, trauma aware.

S/E SECONDARY: Middle school staff have participated in a two-year study of Conscious Discipline. Alternative services staff (SSC, SAGE) have led much of this work.

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

Literacy ECC/ELEM: CAT process and UBD stage 1

Literacy SECONDARY: CAT process and UBD stage 1

Numeracy ECC/ELEM: CAT process and UBD stage 1

Numeracy SECONDARY: CAT process and UBD stage 1

S/E ECC/ELEM: K-6 curriculum development for counselors was intentionally aligned to Guidance Curriculum as well as academic learning standards. The curriculum is housed in ItsLearning.

S/E SECONDARY: The EQ course is aligned to CASEL competencies.

For special ed staff at all grade levels, we write standards-based IEPs (Individualized Education Program). PLAAFP must include gap statements regarding the student's functioning in comparison to grade level standards/expectations.

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

There are a number of Curriculum Action Teams (CAT) that regularly meet to discuss various topics, including updating/rewriting curriculum, developing assessments, reviewing student data, etc. Some of the CATs include: K-6 Math, K-6 Reading, K-6 Science, K-6 Social Studies, Secondary English, Secondary Math, Specialists, K-12 Social Emotional Learning, etc. Each CAT is led by an administrator. CAT membership includes gen ed and special ed staff.

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

There are a number of Curriculum Action Teams (CAT) that regularly meet to discuss various topics, including updating/rewriting curriculum, developing assessments, reviewing student data, etc. Some of the CATs include: K-6 Math, K-6 Reading, K-6 Science, K-6 Social Studies, Secondary English, Secondary Math, Specialists, K-12 Social Emotional Learning, etc. Each CAT is led by an administrator and one or more teacher leaders. CAT membership includes gen ed and special ed staff.

When CAT teams make significant curriculum changes or are proposing a new course, they first present their proposal to the Teaching and Learning Council (district admins, principals, CAT teacher leaders, special ed AC, parents) for feedback. Once TLC approves of the changes then the proposals are presented to the Board of Education for their consideration and approval.

At the secondary level, special ed staff have been engaged in a process to review and revise the courses we offer. For Foundations (replacement) courses that align to gen ed courses, the gen ed course curriculum in itsLearning is the “base” for the special education course. For uniquely special education courses, the curriculum is being written and documented in templates within itsLearning. These courses include:

- MS: Learning Strategies-Academic, Learning Strategies-Social Skills, and Life Skills

- HS: Learning Strategies-English, Learning Strategies-Math, Learning Strategies-Social Skills, and CBVI (Community Based Vocational Instruction)

The district is moving from the itsLearning Learning Management System to the Canvas Learning Management System.

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

In K-6 collaboratives, lessons are tiered (three levels within each lesson).

A variety of data sources are analyzed across the district, including: Star 360, dyslexia screenings, Aspire, ACT, MAP and EOC, Fast Bridge (special ed only), running records, Jerry Johns (some use by special ed), SRI, Panorama.

**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 Action Team structure is in place. All special ed teachers and SLPs are assigned to a CAT. All special ed teachers and SLPs attend MRH professional learning opportunities.

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

CATs are responsible, in part, for overseeing the development of classroom/unit assessments. They also analyze school-wide data sources. MRH uses UBD. UBD stage 2 is about clear and coherent assessments. The district is working to better align its work to the Missouri Learning Standards.

We have a District Assessment Plan that is updated annually and is located:

<https://mo50010802.schoolwires.net/Page/114>

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

Use and analysis of data occurs in grade level teams, CAT meetings, and TLC meetings.

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

This work happens in grade level teams, department meetings, and through the CAT process. MRH's work is guided by UBD principles.

**How do we help all educators become assessment literate?**

MRH is working on this because it has been identified as an area of need.

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

Through Title 1 there is parent outreach annually.

School weekly newsletters and parent/teacher conferences are formats for communication with families. The special education administrator's monthly newsletter informs families of opportunities to learn more about these topics.

## 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 extremely 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**).

Assessment: progress monitor weekly

## Reading/Literacy/Writing

### Goal:

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	R.2.A With assistance, read, infer, and draw conclusions	<b>Setting:</b> In the gen ed classroom during whole group and small group instruction	<b>Setting:</b> In the classroom-targeted small group instruction on identified areas of	<b>Setting: Special ed classroom- instruction</b> for students who are missing multiple skills

	<b>R.3.C With assistance, read, infer, and draw conclusions</b> <b>RF.1.A Develop print awareness in the reading process</b> <b>RF.2.A Develop phonemic awareness in the reading process</b> <b>RF.3.A Develop phonics in the reading process</b>	<b>Resources:</b> Calkins Units of Study in Reading and Writing; Foundations  <b>Assessments:</b> KOF, F & P Letter Recognition, STAR 360 Early Literacy	need; MRH pull-out intervention rooms <b>Resources:</b> LLI, Foundations <b>Assessments:</b> F & P Letter Recognition, STAR 360 Early Literacy	and need intensive <b>remediation</b> <b>Resources:</b> Early Literacy Skills Builder, ERSB, SIPPS, PCI, Handwriting without Tears, Reading A-Z leveled texts, Unique/News2You <b>Assessments:</b> FAST, dyslexia screening, STAR Early Reading
<b>1</b>	<b>R.1.A With assistance, develop and demonstrate reading skills in response to read alouds</b> <b>R.2.A Read, infer, analyze, and draw conclusions</b> <b>RF.3.A Develop phonics in the reading process</b>	<b>Setting:</b> In the classroom during whole group and small group instruction  <b>Resources:</b> Calkins Units of Study in Reading and Writing; Foundations <b>Assessments:</b> STAR 360 Early Literacy- 1st semester; STAR 360- 2nd semester	<b>Setting:</b> In the classroom-targeted small group instruction on identified areas of need; MRH pull-out intervention rooms <b>Resources:</b> LLI, Foundations, SIPPS <b>Assessments:</b> F & P, STAR 360 Early Literacy	<b>Setting:</b> Special ed classroom- instruction for students who are missing multiple skills and need intensive remediation <b>Resources:</b> Early Literacy Skills Builder, ERSB, SIPPS, PCI, Handwriting without Tears, Reading A-Z leveled texts, Unique/News2You <b>Assessments:</b> FAST, dyslexia screening, STAR Early Reading
<b>2</b>	<b>R.1.A Develop and demonstrate reading</b>	<b>Setting:</b> In the classroom during whole	<b>Setting:</b> In the classroom-targeted small group instruction	<b>Setting:</b> Special ed classroom- instruction for students who are

	<p><b>skills in response to text</b>  <b>R.2.A Read, infer, analyze, and draw conclusions</b>  <b>RF.1.A Develop print awareness in the reading process</b>  <b>RF.3.A Develop phonics in the reading process</b>  <b>R.1.B Develop an understanding of vocabulary</b></p>	<p>group and small group instruction</p> <p><b>Resources:</b> Calkins Units of Study in Reading and Writing; Foundations</p> <p><b>Assessments:</b> F &amp; P, STAR 360</p>	<p>on identified areas of need; MRH pull-out intervention rooms</p> <p><b>Resources:</b> LLI, Foundations, SIPPS  <b>Assessments:</b> F &amp; P, STAR 360 Reading</p>	<p>missing multiple skills and need intensive remediation</p> <p><b>Resources:</b> Early Literacy Skills Builder, ERSB, SIPPS, PCI, Handwriting without Tears, Reading A-Z leveled texts, Step Up to Writing, Unique/News2You  <b>Assessments:</b> FAST, dyslexia screening, STAR 360</p>
<b>3</b>	<p><b>R.1.A Develop and demonstrate reading skills in response to text</b>  <b>R.1.B Develop an understanding of vocabulary</b>  <b>R.2.A Read, infer, analyze, and draw conclusions</b>  <b>RF.3.A Develop phonics in the reading process</b>  <b>R.3.B Read, infer, and draw conclusions</b></p>	<p><b>Setting:</b> In the classroom during whole group and small group instruction</p> <p><b>Resources:</b> Calkins Units of Study in Reading and Writing  <b>Assessments:</b> F &amp; P, STAR 360</p>	<p><b>Setting:</b> MRH pull-out intervention rooms  <b>Resources:</b> LLI, SIPPS  <b>Assessments:</b> F &amp; P, STAR 360 Reading</p>	<p><b>Setting:</b> Special ed classroom- instruction for students who are missing multiple skills and need intensive remediation</p> <p><b>Resources:</b> Wilson, Phonics for Reading, Corrective Reading (decoding and comprehension), LANGUAGE!, Step Up to Writing, SIM (Fund of Sentence Writing, Paragraph Writing, Summarizing), Step Up</p>

				to Writing, Unique/News2You <b>Assessments:</b> FAST, STAR 360, running records, data from specific programs, Unique pre and post assessments
<b>4</b>	<b>R.1.A Develop and demonstrate reading skills in response to text</b> <b>R.1.B Develop an understanding of vocabulary</b> <b>R.2.A Read, infer, analyze, and draw conclusions</b> <b>R.3.A Read, infer, and draw conclusions</b> <b>R.3.B Read, infer, and draw conclusions</b> <b>R.3.C Read, infer, and draw conclusions</b> <b>RF.3.A Develop phonics in the reading process</b>	<b>Setting:</b> In the classroom during whole group and small group instruction  <b>Resources:</b> Calkins Units of Study in Reading and Writing <b>Assessments:</b> F & P, STAR 360	<b>Setting:</b> MRH pull-out intervention rooms <b>Resources:</b> LLI, SIPPS <b>Assessments:</b> F & P, STAR 360 Reading	<b>Setting:</b> Special ed classroom- instruction for students who are missing multiple skills and need intensive remediation <b>Resources:</b> Wilson, Phonics for Reading, Corrective Reading (decoding and comprehension), LANGUAGE!, Rewards; Step Up to Writing, SIM (Fund of Sentence Writing, Paragraph Writing, Summarizing), Step Up to Writing, Unique/News2You <b>Assessments:</b> FAST, STAR 360, running records, data from specific programs,

				Unique pre and post assessments
5	<b>R.1.A Develop and demonstrate reading skills in response to text</b> <b>R.1.B Develop an understanding of vocabulary</b> <b>R.2.A Read, infer, analyze, and draw conclusions</b> <b>R.3.A Read, infer, and draw conclusions</b> <b>R.3.B Read, infer, and draw conclusions</b> <b>R.3.C Read, infer, and draw conclusions</b>	<b>Setting:</b> In the classroom during whole group and small group instruction  <b>Resources:</b> Calkins Units of Study in Reading and Writing <b>Assessments:</b> F & P, STAR 360	<b>Setting:</b> MRH pull-out intervention rooms <b>Resources:</b> LLI, SIPPS <b>Assessments:</b> F & P, STAR 360 Reading	<b>Setting:</b> Special ed classroom- instruction for students who are missing multiple skills and need intensive remediation <b>Resources:</b> Wilson, LANGUAGE! Phonics for Reading, Corrective Reading (decoding and comprehension), Language!; Rewards; Step Up to Writing, SIM (Fund of Sentence Writing, Paragraph Writing, Summarizing), Step Up to Writing, Unique/News2You <b>Assessments:</b> FAST, STAR 360, running records, data from specific programs, Unique pre and post assessments
6	<b>RL.1. A Draw conclusions, infer, and analyze by citing textual evidence</b> <b>RL.1. B. Determine the meaning of words and</b>	<b>Setting:</b> In the classroom during whole group and small group instruction	<b>Setting:</b> MRH pull-out intervention rooms <b>Resources:</b> LLI, SIPPS <b>Assessments:</b> F & P, STAR 360 Reading	<b>Setting:</b> Special ed classroom- instruction for students who are missing multiple skills

	<p>phrases as they are used in the text</p> <p><b>RL.1. D</b> Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.</p> <p><b>RL.2. A</b> Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.</p> <p><b>RL.2. B</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>RL.2. D</b> Describe how a particular text's plot unfolds in a series of episodes</p> <p><b>RL.3. B</b> Compare and contrast texts in different genres that address similar themes or topics</p> <p><b>RL.3. C.</b> Explain how plot and conflict reflect historical and/or cultural contexts.</p> <p><b>RI.1. A</b> Draw</p>	<p><b>Resources:</b> Calkins Units of Study in Reading and Writing</p> <p><b>Assessments:</b> F &amp; P, STAR 360</p>		<p>and need intensive remediation</p> <p><b>Resources:</b> Wilson, LANGUAGE!, Phonics for Reading, Corrective Reading (decoding and comprehension), Language!, Rewards; Step Up to Writing, SIM (Fund of Sentence Writing, Paragraph Writing, Summarizing), Step Up to Writing, Unique/News2You</p> <p><b>Assessments:</b> FAST, STAR 360, running records, data from specific programs, Unique pre and post assessments</p>
--	---	---	--	--

	<p>conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.1. B Determine the meaning of words and phrases as they are used in the text</p> <p>RI.1. D Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.</p> <p>RI.2. A. Analyze how a particular sentence, paragraph, section, or image contributes to meaning</p> <p>RI.2. B Explain how an author's point of view or purpose is conveyed in a text.</p> <p>RI.2. D Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.</p> <p>RI.3. B Compare and contrast one author's</p>			
--	---	--	--	--

	presentation of events with that of another.			
7	<p>RI2B-Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.</p> <p>RL2A- Analyze how a text's form or overall structure contributes to meaning</p> <p>RI3B-Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.</p> <p>RI1C-Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).</p>	<p><b>Setting:</b> Gen ed classroom</p> <p><b>Resources:</b> authentic literature, IXL</p> <p><b>Assessments:</b> NWEA</p>	<p><b>Setting:</b> Middle School Literacy 1; MRH Gen Ed Reading intervention room (in place of elective; in addition to tier 1 Comm Arts)</p> <p><b>Resources:</b> LLI, differentiated instruction based on student need</p> <p><b>Assessments:</b> NWEA</p> <p><b>Setting:</b> Special ed service in gen ed co-taught setting</p> <p><b>Resources:</b> MRH curriculum</p> <p><b>Assessment:</b> classroom unit tests, NWEA</p>	<p><b>Setting:</b> Special ed classroom</p> <p><b>Resources:</b> Wilson, LANGUAGE! Live, Rewards, Step Up to Writing, Unique/News2You</p> <p><b>Assessments:</b> FAST, NWEA, running records, Unique pre and post assessments</p>
8	<p>RL3C-Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.</p> <p>RI1A-Draw conclusions,</p>	<p><b>Setting:</b> Gen ed classroom</p> <p><b>Resources:</b> authentic literature, IXL</p> <p><b>Assessments:</b> NWEA</p>	<p><b>Setting:</b> Middle School Literacy 2</p> <p><b>Resources:</b> in process of moving to teacher made materials and curriculum</p> <p><b>Assessments:</b> NWEA</p>	<p><b>Setting:</b> Special ed classroom</p> <p><b>Resources:</b> Wilson, LANGUAGE! Live, Rewards, Step Up to Writing, Unique/News2You</p>

	<p>infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI2D-Evaluate an author's argument, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI2D-Evaluate an author's argument, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI3B-Analyze two or more texts that provide conflicting information on the same topic, and identify where the</p>		<p><b>Setting:</b> Special ed service in gen ed co-taught setting</p> <p><b>Resources:</b> MRH curriculum</p> <p><b>Assessment:</b> classroom unit tests, STAR 360</p>	<p><b>Assessments:</b> FAST, NWEA, running records, Unique pre and post assessments</p>
--	---	--	--	---

	<p>texts disagree on matter of fact or interpretation</p> <p>RL3C-Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.</p>			
9	in process	<p><b>Setting:</b> Gen ed classroom</p> <p><b>Resources:</b> authentic literature, online resources per the teacher</p> <p><b>Assessments:</b> NWEA</p>	<p><b>Setting:</b> Gen ed Literacy Lab class</p> <p><b>Resources:</b> MRH curriculum</p> <p><b>Assessment:</b> classroom unit tests, NWEA</p> <p><b>Setting:</b> Special ed service in gen ed co-taught setting</p> <p><b>Resources:</b> MRH curriculum</p> <p><b>Assessment:</b> classroom unit tests, SRI</p>	<p><b>Setting:</b> Special ed replacement class</p> <p><b>Resources:</b> SIM strategies, MRH curriculum, Unique/News2You</p> <p><b>Assessments:</b> FAST, NWEA, teacher made assessments</p>
10	in process	<p><b>Setting:</b> Gen ed classroom</p> <p><b>Resources:</b> authentic literature, online resources per the teacher</p> <p><b>Assessments:</b> NWEA</p>	<p><b>Setting:</b> Gen ed Literacy Lab class</p> <p><b>Resources:</b> MRH curriculum</p> <p><b>Assessment:</b> classroom unit tests, NWEA</p>	<p><b>Setting:</b> Special ed replacement class</p> <p><b>Resources:</b> MRH curriculum, teacher made resources, Unique/News2You</p>

			<b>Setting:</b> Special ed service in gen ed co-taught setting <b>Resources:</b> MRH curriculum <b>Assessment:</b> classroom unit tests, SRI	<b>Assessments:</b> FAST, NWEA, teacher made assessments
11	in process	<b>Setting:</b> Gen ed classroom <b>Resources:</b> authentic literature, online resources per the teacher <b>Assessments:</b> NWEA	<b>Setting:</b> Gen ed Literacy Lab class <b>Resources:</b> MRH curriculum <b>Assessment:</b> classroom unit tests, NWEA  <b>Setting:</b> Special ed service in gen ed co-taught setting <b>Resources:</b> MRH curriculum <b>Assessment:</b> classroom unit tests, SRI	<b>Setting:</b> Special ed replacement class <b>Resources:</b> MRH curriculum, teacher made resources, Unique/News2You <b>Assessments:</b> FAST, NWEA, teacher made assessments
12	in process	<b>Setting:</b> Gen ed classroom <b>Resources:</b> authentic literature, online resources per the teacher <b>Assessments:</b> NWEA	<b>Setting:</b> Gen ed Literacy Lab class <b>Resources:</b> MRH curriculum <b>Assessment:</b> classroom unit tests, NWEA  <b>Setting:</b> Special ed service in gen ed co-taught setting	<b>Setting:</b> Special ed replacement class <b>Resources:</b> MRH curriculum, teacher made resources, Unique/News2You <b>Assessments:</b> FAST, NWEA, teacher made assessments

			<b>Resources:</b> MRH curriculum <b>Assessment:</b> classroom unit tests, SRI	
--	--	--	--	--

## 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 extremely 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:** Every standard is expected to “have a home.” MRH ensures that all standards are taught. In intervention settings we do prioritize number sense, number and operations, and algebraic thinking (not geometry, measurement, and data)

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
--------	--------------------	-------------------------------	-------------------------	-----------------------------

<b>K</b>	<b>K.NS. A Know number names and count sequence</b> <b>K.NS. B Understand the relationship between numbers and quantities; connect counting to cardinality</b> <b>K.NS.C Compare numbers</b> <b>K.RA. A Understand addition as putting together or adding to and understand subtraction as taking apart or taking from</b>	<b>Setting:</b> Gen ed classroom <b>Resources:</b> Investigations, CFLM-Context for Learning Mathematics <b>Assessments:</b> Unit assessments	<b>Setting:</b> small group, 1:1, extra manipulatives in Gen ed classroom; testing accommodations <b>Resources:</b> Investigations, CFLM-Context for Learning Mathematics  <b>Assessments:</b> Unit assessments	<b>Setting:</b> Special ed classroom <b>Resources:</b> Number Worlds, Touch Math, manipulatives <b>Assessments:</b> FAST, IEP goal data
<b>1</b>	<b>1.NS. A Understand and use numbers up to 100</b> <b>1.NBT.A Understand place value of two-digit numbers</b> <b>1.RA. A Represent and solve problems involving addition and subtraction</b> <b>1.RA. B Understand and apply properties of operations and the relationship between</b>	<b>Setting:</b> Gen ed classroom <b>Resources:</b> Investigations, CFLM-Context for Learning Mathematics Investigations, CLFM, teacher made units <b>Assessments:</b> Unit assessments	<b>Setting:</b> small group, 1:1, extra manipulatives in Gen ed classroom; testing accommodations <b>Resources:</b> CFLM-Context for Learning Mathematics Investigations, CLFM, teacher made units  <b>Assessments:</b> Unit assessments	<b>Setting:</b> Special ed classroom <b>Resources:</b> Number Worlds, Touch Math, manipulatives <b>Assessments:</b> FAST, IEP goal data, STAR 360

	<b>addition and subtraction</b> <b>1.RA.C Add and subtract within 20</b>			
<b>2</b>	<b>2.NBT.A Understand place value of three-digit numbers</b> <b>2.NBT.B Use place value understanding and properties of operations to add and subtract</b> <b>2.NBT.C Represent and solve problems involving addition and subtraction</b> <b>2.RA. A Add and subtract within 20</b> <b>2.RA. B Develop foundations for multiplication and division</b>	<b>Setting:</b> Gen ed classroom <b>Resources:</b> Investigations, CLFM, teacher made units <b>Assessments:</b> Unit Assessments, STAR 360 Benchmark	<b>Setting:</b> small group, 1:1, extra manipulatives in Gen ed classroom; testing accommodations <b>Resources:</b> Investigations, CLFM, teacher made units  <b>Assessments:</b> Unit Assessments, STAR 360 Benchmark	<b>Setting:</b> Special ed classroom <b>Resources:</b> Number Worlds, Touch Math, manipulatives <b>Assessments:</b> FAST, IEP goal data, STAR 360
<b>3</b>	<b>3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic</b> <b>3.NF. A Develop understanding of fractions as numbers</b>	<b>Setting:</b> Gen ed classroom <b>Resources:</b> CFLM, teacher made units <b>Assessments:</b> Unit Assessments, STAR 360 Benchmark	<b>Setting:</b> small group, 1:1, extra manipulatives in Gen ed classroom; testing accommodations <b>Resources:</b> CFLM, teacher made units	<b>Setting:</b> Special ed classroom <b>Resources:</b> Number Worlds, Touch Math, manipulatives, IXL <b>Assessments:</b> FAST, IEP goal data, STAR 360

	<p><b>3.RA. A Represent and solve problems involving multiplication and division</b></p> <p><b>3.RA. B Understand properties of multiplication and the relationship between multiplication and division</b></p> <p><b>3.RA.C Multiply and divide within 100</b></p> <p><b>3.RA. D Use the four operations to solve word problems</b></p> <p><b>3.GM.C Understand concepts of area</b></p> <p><b>3.GM. D Understand concepts of perimeter</b></p>		<p><b>Assessments:</b> Unit Assessments, STAR 360 Benchmark</p>	
<b>4</b>	<p><b>4.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic with numbers up to one million</b></p> <p><b>4.NF. A Extend understanding of fraction equivalence and ordering (Limit</b></p>	<p><b>Setting:</b> Gen ed classroom</p> <p><b>Resources:</b> teacher made, CLFM, Connected Math Project</p> <p><b>Assessments:</b> Unit Assessments, STAR 360 Benchmark, ACT Aspire</p>	<p><b>Setting:</b> small group, 1:1, extra manipulatives in Gen ed classroom; testing accommodations</p> <p><b>Resources:</b> teacher made, CLFM, Connected Math Project</p>	<p><b>Setting:</b> Gen Ed Accelerated math- in separate classroom</p> <p><b>Resources:</b> <b>teacher</b> made, CLFM, Connected Math Project</p> <p><b>Assessments:</b> Unit Assessments, STAR 360 Benchmark, ACT Aspire</p>

	<p>denominators to 2, 3, 4, 5, 6, 8, 10, 12 and 100)</p> <p>4.NF. B Extend understanding of operations on whole numbers to fraction operations</p> <p>4.NF.C Understand decimal notation for fractions and compare decimal fractions (Denominators of 10 or 100)</p> <p>4.RA. A Use the four operations with whole numbers to solve problems</p>		<p><b>Assessments:</b> Unit Assessments, STAR 360 Benchmark, ACT Aspire</p>	<p><b>Setting:</b> Special ed classroom</p> <p><b>Resources:</b> Number Worlds, Touch Math, manipulatives, IXL</p> <p><b>Assessments:</b> FAST, IEP goal data, STAR 360</p>
5	<p>5.NBT.A Use place value system understanding to perform operations with multi-digit whole numbers to billions</p> <p>5.NF. A Understand the relationship between fractions and decimals (denominators that are factors of 100)</p> <p>5.NF. B Perform operations and solve</p>	<p><b>Setting:</b> Gen ed classroom</p> <p><b>Resources:</b> teacher made, CLFM, Connected Math Project</p> <p><b>Assessments:</b> Unit Assessments, STAR 360 Benchmark, ACT Aspire</p>	<p><b>Setting:</b> small group, 1:1, extra manipulatives in Gen ed classroom; testing accommodations</p> <p><b>Resources:</b> teacher made, CLFM, Connected Math Project</p> <p><b>Assessments:</b> Unit Assessments, STAR 360 Benchmark, ACT Aspire</p>	<p><b>Setting:</b> Gen Ed Accelerated math- in separate classroom</p> <p><b>Resources:</b> teacher made, CLFM, Connected Math Project</p> <p><b>Assessments:</b> teacher made, CLFM, Connected Math Project</p>

	problems with fractions and decimals			<b>Setting:</b> Special ed classroom <b>Resources:</b> Number Worlds, Touch Math, manipulatives, IXL <b>Assessments:</b> FAST, IEP goal data, STAR 360
6	<b>6.RP. A Understand and use ratios to solve problems</b> <b>6.NS. A Apply and extend previous understandings of multiplication and division to divide fractions by fractions</b> <b>6.NS. B Compute with non-negative multi-digit numbers, and find common factors and multiples</b> <b>6.NS.C Apply and extend previous understandings of numbers to the system of rational numbers</b> <b>6.EE1.A Apply and extend previous understandings of</b>	<b>Setting:</b> Gen ed classroom <b>Resources:</b> teacher made, CLFM, Connected Math Project <b>Assessments:</b> Unit Assessments, STAR 360 Benchmark, ACT Aspire	<b>Setting:</b> small group, 1:1, extra manipulatives in Gen ed classroom; testing accommodations <b>Resources:</b> teacher made, CLFM, Connected Math Project  <b>Assessments:</b> Unit Assessments, STAR 360 Benchmark, ACT Aspire	<b>Setting:</b> Gen Ed Accelerated math- in separate classroom <b>Resources:</b> teacher made, CLFM, Connected Math Project <b>Assessments:</b> Unit Assessments, STAR 360 Benchmark, ACT Aspire  <b>Setting:</b> Special ed classroom <b>Resources:</b> Number Worlds, Touch Math, manipulatives, IXL <b>Assessments:</b> FAST, IEP goal data, STAR 360

	arithmetic to algebraic expressions 6.EE1.B Reason about and solve one-variable equations and inequalities 6.EE1.C Represent and analyze quantitative relationships between dependent and independent variables			
7	In process	<b>Setting:</b> Gen ed <b>Resources:</b> Connected Mathematics Project, Open Up Ed, teacher made materials, Khan Academy, IXL <b>Assessments:</b> Unit assessments, NWEA, MAP	<b>Setting:</b> Gen Ed Math Lab- small group, additional instruction, and reteaching; After school Academic Lab math support <b>Resources:</b> Connected Mathematics Project, Open Up Ed, teacher made materials, Khan Academy, IXL  <b>Assessments:</b> Unit assessments, NWEA, MAP	<b>Setting:</b> Special ed classroom <b>Resources:</b> Number Worlds, gen ed curriculum (modified), manipulatives, IXL <b>Assessments:</b> individual IEP data, FAST, IXL, NWEA
8	In process	<b>Setting:</b> Gen ed <b>Resources:</b> Connected Mathematics Project, Open Up Ed, teacher	<b>Setting:</b> Gen Ed Math Lab- small group, additional instruction, and reteaching; After	<b>Setting:</b> Special ed classroom <b>Resources:</b> Number Worlds, gen ed

		made materials, Khan Academy, IXL <b>Assessments:</b> Unit assessments, NWEA, MAP	school Academic Lab math support <b>Resources:</b> Connected Mathematics Project, Open Up Ed, teacher made materials, Khan Academy, IXL  <b>Assessments:</b> Unit assessments, NWEA, MAP	curriculum (modified), manipulatives, IXL <b>Assessments:</b> individual IEP data, FAST, IXL, NWEA
<b>9/Algebra 1</b>	<b>In process</b>	<b>Setting:</b> Gen ed <b>Resources:</b> McGraw Hill Algebra 1 text; Gizmos <b>Assessments:</b> Unit assessments, USA Test Prep, NWEA, EOC	<b>Setting:</b> Gen Ed Algebra Lab- reteaching, review, and homework help; Math Study Hall, Beyond the Bell-after school support <b>Resources:</b> McGraw Hill Algebra 1 text; Gizmos <b>Assessments:</b> Unit assessments, USA Test Prep, NWEA, EOC , teacher created assessments	<b>Setting:</b> SSC and SAGE <b>Resources:</b> Odysseyware <b>Assessments:</b> Odysseyware assessments  <b>Setting:</b> Special ed classes <b>Resources:</b> Number Worlds, Access Algebra, Mathlight Pre-Algebra (TPT), Kuta math website <b>Assessments:</b> individual IEP goal data, FAST, NWEA
<b>10/Geometry</b>	<b>In process</b>	<b>Setting:</b> Gen ed	<b>Setting:</b> Gen Ed Geometry Lab	<b>Setting:</b> SSC and SAGE

		<b>Resources:</b> McGraw Hill Geometry <b>Assessments:</b> Unit assessments, USA Test Prep, NWEA, EOC	<b>Resources:</b> reteaching, review, and homework help; Math Study Hall, Beyond the Bell-after school support <b>Assessments:</b> Unit assessments, USA Test Prep, NWEA, EOC	<b>Resources:</b> Odysseyware <b>Assessments:</b> Odysseyware assessments  <b>Setting:</b> Special ed classes <b>Resources:</b> Number Worlds, Geometry Basics (TPT), Kuta math website <b>Assessments:</b> individual IEP goal data, FAST, NWEA
11/Algebra 2	In process	<b>Setting:</b> Gen Ed <b>Resources:</b> no textbook, teacher made lesson and units, flipped classroom <b>Assessments:</b> Unit assessments, NWEA, EOC	<b>Setting:</b> Gen ed targeted math study hall; Beyond the Bell <b>Resources:</b> no textbook, teacher made lesson and units, flipped classroom <b>Assessments:</b> Unit assessments, NWEA , EOC	<b>Setting:</b> SSC and SAGE <b>Resources:</b> Odysseyware <b>Assessments:</b> Odysseyware assessments  <b>Setting:</b> Special ed classes <b>Resources:</b> Number Worlds, Access Algebra, Mathlight Pre-Algebra (TPT), Kuta math website

				<b>Assessments:</b> individual IEP goal data, FAST, NWEA
<b>12- Any math course beyond Algebra 2- Pre-Calculus, AP Calculus 1, AP Calculus 2, Numbers and their Applications to Math and Science (NAMS), Introduction to Statistics, AP Statistics, Honors Algebra 2</b>	<b>In process</b>	<b>Setting:</b> Gen ed <b>Resources:</b> varied <b>Assessments:</b> varied	<b>Setting:</b> none <b>Resources:</b> none <b>Assessments:</b> none	<b>Setting:</b> none <b>Resources:</b> none <b>Assessments:</b> none

## 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 extremely 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:

Grade:	Priority Standards (could come from CASEL or MLS Counseling)	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	Not yet identified	<b>Setting:</b> Gen ed classroom <b>Resources:</b> Second Step, fidgets, safe place, Restorative Classroom Management Classroom universals Class meetings/Circles Small impromptu conferences Cooperative Learning Structures Positive phone calls home Phone calls home for mild/moderate behaviors Positive referrals Whole class reinforcement Home visits	<b>Setting:</b> Gen ed S/E/B intervention room- <b>Resources:</b> Check-in and check-out systems Individual reinforcement systems Team meetings (including family member(s)) Buddy room Social skills group Self-esteem group Oasis tutor Safe place in the therapeutic classroom : fidgets, sensory supports <b>Assessments:</b> data from individual plans	<b>Setting:</b> Gen ed S/E/B intervention room or YIN space <b>Resources:</b> Education plan Therapeutic classroom Individual counseling Youth in Need Monthly team meetings : fidgets, sensory supports, outside agencies <b>Assessments:</b> data from individual plans; Panorama  <b>Setting:</b> Special ed classroom <b>Resources:</b> Zones of Regulation, Superflex, other Social Thinking

		<p>Grade level counseling lessons Safe place in the classroom</p> <p><b>Assessments:</b> qualitative observations</p>	<p><b>Setting:</b> Spec ed social skills services in gen ed classroom (teaching and generalization) <b>Resources:</b> Zones of Regulation <b>Assessment:</b> individual IEP goal achievement</p>	<p>materials, visual supports <b>Assessment:</b> individual IEP goal data, BIP data</p> <p><b>Setting:</b> Special ed SLP room for pragmatics <b>Resources:</b> Zones of Regulation, Superflex, visual supports <b>Assessment:</b> individual IEP goal data</p> <p><b>Setting:</b> Special ed Social Work room <b>Resources:</b> Zones of Regulation, CBT <b>Assessment:</b> individual IEP goal data</p>
1	Not yet identified	<p><b>Setting:</b> Gen ed classroom- <b>Resources:</b> Second Step, Classroom Management Classroom universals Class meetings/Circles Small impromptu conferences Cooperative Learning Structures</p>	<p><b>Setting:</b> Gen ed S/E/B intervention room- <b>Resources:</b> Check-in and check-out systems Individual reinforcement systems Team meetings (including family member(s)) Buddy room Social skills group</p>	<p><b>Setting:</b> Gen ed S/E/B intervention room or YIN space <b>Resources:</b> Education plan Therapeutic classroom Individual counseling Youth in Need Monthly team meetings fidgets, sensory supports, outside agencies</p>

		<p>Positive phone calls home</p> <p>Phone calls home for mild/moderate behaviors</p> <p>Positive referrals</p> <p>Whole class reinforcement</p> <p>Home visits</p> <p>Grade level counseling lessons</p> <p>Safe place in the classroom</p> <p>fidgets, safe place,</p> <p><b>Assessments:</b> qualitative observations</p>	<p>Self-esteem group</p> <p>Oasis tutor</p> <p>Safe place in the therapeutic classroom</p> <p>fidgets, sensory supports</p> <p><b>Assessments:</b> data from individual plans</p> <p><b>Setting:</b> Spec ed social skills services in gen ed classroom (teaching and generalization)</p> <p><b>Resources:</b> Zones of Regulation</p> <p><b>Assessment:</b> individual IEP goal achievement</p>	<p><b>Assessments:</b> data from individual plans; Panorama</p> <p><b>Setting:</b> Special ed classroom</p> <p><b>Resources:</b> Zones of Regulation, Superflex, other Social Thinking materials, visual supports</p> <p><b>Assessment:</b> individual IEP goal data, BIP data</p> <p><b>Setting:</b> Special ed SLP room for pragmatics</p> <p><b>Resources:</b> Zones of Regulation, Superflex, visual supports</p> <p><b>Assessment:</b> individual IEP goal data</p> <p><b>Setting:</b> Special ed Social Work room</p> <p><b>Resources:</b> Zones of Regulation, CBT</p> <p><b>Assessment:</b> individual IEP goal data</p>
--	--	---	--	--

2	Not yet identified	<p><b>Setting:</b> Gen ed classroom-</p> <p><b>Resources:</b> Second Step, Restorative Classroom Management Classroom universals Class meetings/Circles Small impromptu conferences Cooperative Learning Structures Positive phone calls home Phone calls home for mild/moderate behaviors Positive referrals Whole class reinforcement Home visits Grade level counseling lessons Safe place in the classroom fidgets, safe place,</p> <p><b>Assessments:</b> qualitative observations</p>	<p><b>Setting:</b> Gen ed S/E/B intervention room-</p> <p><b>Resources:</b> Check-in and check-out systems Individual reinforcement systems Team meetings (including family member(s)) Buddy room Social skills group Self-esteem group Oasis tutor Safe place in the therapeutic classroom fidgets, sensory supports</p> <p><b>Assessments:</b> data from individual plans</p> <p><b>Setting:</b> Spec ed social skills services in gen ed classroom (teaching and generalization)</p> <p><b>Resources:</b> Zones of Regulation</p> <p><b>Assessment:</b> individual IEP goal achievement</p>	<p><b>Setting:</b> Gen ed S/E/B intervention room or YIN space</p> <p><b>Resources:</b> Education plan Therapeutic classroom Individual counseling Youth in Need Monthly team meetings fidgets, sensory supports, outside agencies</p> <p><b>Assessments:</b> data from individual plans; Panorama</p> <p><b>Setting:</b> Special ed classroom</p> <p><b>Resources:</b> Zones of Regulation, Superflex, other Social Thinking materials, visual supports</p> <p><b>Assessment:</b> individual IEP goal data, BIP data</p> <p><b>Setting:</b> Special ed SLP room for pragmatics</p> <p><b>Resources:</b> Zones of Regulation, Superflex, visual supports</p>
---	--------------------	---	--	--

				<b>Assessment:</b> individual IEP goal data  <b>Setting:</b> Special ed Social Work room <b>Resources:</b> Zones of Regulation, CBT <b>Assessment:</b> individual IEP goal data
3	Not yet identified	<b>Setting:</b> Gen ed classroom-  <b>Resources:</b> Second Step, sensory supports, morning meeting daily, Check in or Check out process; push in support from SEB Interventionist; SEB Interventionist teaches whole class lessons about mindfulness and problem-solving sensory/fidget items; check-in sheets, visuals to assess one's day, chill zone, BrainWise <b>Assessments:</b> qualitative	<b>Setting:</b> Pull-out gen ed setting (3x week small group instruction)- <b>Resources:</b> Reflect, Restore, Re-engage (R3) Zones of Regulation, Mindup curriculum <b>Assessments:</b> Mindup written self-reflection/Exit Slip  <b>Setting:</b> Pull out gen ed <b>Resources:</b> Breakfast Club-students start their morning in small group setting, check-in with adult and set goals for the day  <b>Assessment:</b> check-ins with staff	<b>Setting:</b> Gen ed (ISS) <b>Resources:</b> intervention for students out of the classroom for more than two hours-purpose is to prevent OSS- provided by SEB Interventionist-provides an opportunity for deeper reflection and creating a more individualized student plan; students gradually re-enter their classroom; may be a restorative process to repair harm  <b>Assessments:</b> number/frequency of ISS incidents

		observations, SRSS-IE (pilot)	<p><b>Setting:</b> Gen ed</p> <p><b>Resources:</b> restorative practices- circles, student makes a reentry plan</p> <p><b>Assessments:</b> none</p> <p><b>Setting:</b> Spec ed social skills services in gen ed classroom (teaching and generalization)</p> <p><b>Resources:</b> Zones of Regulation, BrainWise</p> <p><b>Assessment:</b> individual IEP goal achievement</p>	<p><b>Setting:</b> Special ed classroom</p> <p><b>Resources:</b> Zones of Regulation, Superflex, other Social Thinking materials, BrainWise, visual supports, Why Try, SMARTS</p> <p><b>Assessment:</b> individual IEP goal data, BIP data</p> <p><b>Setting:</b> Special ed SLP room</p> <p><b>Resources:</b> instruction for pragmatics; Zones of Regulation, Superflex, visual supports, Everyday Speech</p> <p><b>Assessment:</b> individual IEP goal data</p> <p><b>Setting:</b> Special ed Social Work room</p> <p><b>Resources:</b> Zones of Regulation, CBT</p> <p><b>Assessment:</b> individual IEP goal data</p>
4	Not yet identified	<b>Setting:</b> Gen ed classroom-	<b>Setting:</b> Pull-out gen ed setting (3x week small	<b>Setting:</b> Gen ed (ISS) <b>Resources:</b> provide

		<p><b>Resources:</b> Second Step, sensory supports, morning meeting daily, Check in or Check out process; push in support from SEB Interventionist; SEB Interventionist teaches whole class lessons about mindfulness and problem-solving sensory/fidget items; check-in sheets, visuals to assess one's day, chill zone, BrainWise</p> <p><b>Assessments:</b> qualitative observation, SRSS-IE (pilot)</p>	<p>group instruction)-</p> <p><b>Resources:</b> Reflect, Restore, Reengage (R3) Zones of Regulation, Mindup curriculum</p> <p><b>Assessments:</b> Mindup written self-reflection/Exit Slip</p> <p><b>Setting:</b> Pull out gen ed</p> <p><b>Resources:</b> Breakfast Club-students start their morning in small group setting, check-in with adult and set goals for the day</p> <p><b>Assessment:</b> check-ins with staff</p> <p><b>Setting:</b> Gen ed</p> <p><b>Resources:</b> restorative practices- circles, student makes a reentry plan</p> <p><b>Assessments:</b> none</p> <p><b>Setting:</b> Spec ed social skills services in gen ed classroom (teaching and generalization)</p>	<p>intervention for students out of the classroom for more than two hours- purpose is to prevent OSS- provided by SEB Interventionist- provides an opportunity for deeper reflection and creating a more individualized student plan; students gradually re-enter their classroom; may be a restorative process to repair harm</p> <p><b>Assessments:</b> number/frequency of ISS incidents</p> <p><b>Setting:</b> Special ed classroom</p> <p><b>Resources:</b> Zones of Regulation, Superflex, other Social Thinking materials, BrainWise, visual supports, Why Try, SMARTS</p> <p><b>Assessment:</b> individual IEP goal data, BIP data</p>
--	--	---	---	--

			<b>Resources:</b> Zones of Regulation, BrainWise <b>Assessment:</b> individual IEP goal achievement	<b>Setting:</b> Special ed SLP room <b>Resources:</b> Instruction for pragmatics Zones of Regulation, Superflex, visual supports, Everyday Speech <b>Assessment:</b> individual IEP goal data  <b>Setting:</b> Special ed Social Work room <b>Resources:</b> Zones of Regulation, CBT <b>Assessment:</b> individual IEP goal data
5	Not yet identified	<b>Setting:</b> Gen ed classroom- <b>Resources:</b> Second Step, sensory supports, morning meeting daily, Check in or Check out process; push in support from SEB Interventionist; SEB Interventionist teaches whole class lessons about mindfulness and problem-solving	<b>Setting:</b> Pull-out gen ed setting (3x week small group instruction)- <b>Resources:</b> Reflect, Restore, Re-engage (R3) Zones of Regulation, Mindup curriculum <b>Assessments:</b> Mindup written self-reflection/Exit Slip  <b>Setting:</b> Pull out gen ed	<b>Setting:</b> Gen ed (ISS) <b>Resources:</b> intervention for students out of the classroom for more than two hours- purpose is to prevent OSS- provided by SEB Interventionist- provides an opportunity for deeper reflection and creating a more individualized student plan; students gradually

		<p>sensory/fidget items; check-in sheets, visuals to assess one's day, chill zone, BrainWise</p> <p><b>Assessments:</b> qualitative observations, SRSS-IE (pilot)</p>	<p><b>Resources:</b> Breakfast Club-students start their morning in small group setting, check-in with adult and set goals for the day</p> <p><b>Assessment:</b> check-ins with staff</p> <p><b>Setting:</b> Gen ed</p> <p><b>Resources:</b> Restorative practices- circles, student makes a reentry plan</p> <p><b>Assessments:</b> none</p> <p><b>Setting:</b> Spec ed social skills services in gen ed classroom (teaching and generalization)</p> <p><b>Resources:</b> Zones of Regulation, BrainWise</p> <p><b>Assessment:</b> individual IEP goal achievement</p>	<p>re-enter their classroom; may be a restorative process to repair harm</p> <p><b>Assessments:</b> number/frequency of ISS incidents</p> <p><b>Setting:</b> Special ed classroom</p> <p><b>Resources:</b> Zones of Regulation, Superflex, other Social Thinking materials, BrainWise, visual supports, Why Try, SMARTS</p> <p><b>Assessment:</b> individual IEP goal data, BIP data</p> <p><b>Setting:</b> Special ed SLP room</p> <p><b>Resources:</b> Instruction for pragmatics Zones of Regulation, Superflex, visual supports, Everyday Speech</p> <p><b>Assessment:</b> individual IEP goal data</p> <p><b>Setting:</b> Special ed Social Work room</p>
--	--	---	---	--

				<b>Resources:</b> Zones of Regulation, CBT <b>Assessment:</b> individual IEP goal data
6	Not yet identified	<b>Setting:</b> Gen ed classroom- <b>Resources:</b> Second Step, sensory supports, morning meeting daily, Check in or Check out process; push in support from SEB Interventionist; SEB Interventionist teaches whole class lessons about mindfulness and problem-solving sensory/fidget items; check-in sheets, visuals to assess one's day, chill zone, BrainWise <b>Assessments:</b> qualitative observations, SRSS-IE (pilot)	<b>Setting:</b> Pull-out gen ed setting (3x week small group instruction)- <b>Resources:</b> Reflect, Restore, Re-engage (R3) Zones of Regulation, Mindup curriculum <b>Assessments:</b> Mindup written self-reflection/Exit Slip  <b>Setting:</b> Pull out gen ed <b>Resources: Breakfast Club-</b> students start their morning in small group setting, check-in with adult and set goals for the day <b>Assessment: check-ins</b> with staff  <b>Setting:</b> Gen ed <b>Resources:</b> restorative practices- circles,	<b>Setting:</b> Gen ed (ISS) <b>Resources:</b> Provide intervention for students out of the classroom for more than two hours- purpose is to prevent OSS- provided by SEB Interventionist- provides an opportunity for deeper reflection and creating a more individualized student plan; students gradually re-enter their classroom; may be a restorative process to repair harm <b>Assessments:</b> number/frequency of ISS incidents  <b>Setting:</b> Special ed classroom <b>Resources:</b> Zones of Regulation, Superflex,

			<p>student makes a reentry plan</p> <p><b>Assessments:</b> none</p> <p><b>Setting:</b> Spec ed social skills services in gen ed classroom (teaching and generalization)</p> <p><b>Resources:</b> Zones of Regulation, BrainWise</p> <p><b>Assessment:</b> individual IEP goal achievement</p>	<p>other Social Thinking materials, BrainWise, visual supports, Why Try, SMARTS</p> <p><b>Assessment:</b> individual IEP goal data, BIP data</p> <p><b>Setting:</b> Special ed SLP room</p> <p><b>Resources:</b> Instruction for pragmatics Zones of Regulation, Superflex, visual supports, Everyday Speech</p> <p><b>Assessment:</b> individual IEP goal data</p> <p><b>Setting:</b> Special ed Social Work room</p> <p><b>Resources:</b> Zones of Regulation, CBT</p> <p><b>Assessment:</b> individual IEP goal data</p>
7	Not yet identified	<p><b>Setting:</b> Gen ed</p> <p><b>Resources:</b> Second Step, Conscious Discipline practices; restorative practices; trauma informed lens</p>	<p><b>Setting:</b> MRH gen ed Blue Devil Etiquette (ISS)</p> <p><b>Resources:</b> Conscious Discipline, Restorative practices, trauma-informed practices</p>	<p><b>Setting:</b> Spec Ed Learning Strategies-Social Skills class</p> <p><b>Resources:</b> Why Try, SMARTS, Zones of Regulation</p>

		<b>Assessments:</b> qualitative observations	<b>Assessments:</b> completed think sheets and/or restorative circles  <b>Setting:</b> Spec ed services in gen ed classroom for social skills <b>Resources:</b> none <b>Assessments:</b> individual IEP goal progress	<b>Assessments:</b> individual IEP goal progress, BIP data  <b>Setting:</b> Spec Ed <b>Resources:</b> Language Therapy for pragmatics, video modeling <b>Assessments:</b> individual IEP goal progress  <b>Setting:</b> Spec Ed Social Work Counseling <b>Resources:</b> CBT, ART <b>Assessments:</b> individual IEP goal progress
8	Not yet identified	<b>Setting:</b> Gen ed <b>Resources:</b> Second Step, Conscious Discipline practices; restorative practices; trauma informed lens <b>Assessments:</b> qualitative observations	<b>Setting:</b> MRH gen ed Blue Devil Etiquette (ISS) <b>Resources:</b> Conscious Discipline, Restorative practices, trauma-informed practices <b>Assessments:</b> completed think sheets and/or restorative circles  <b>Setting:</b> Spec ed services in gen ed	<b>Setting:</b> Spec Ed Learning Strategies-Social Skills class <b>Resources:</b> Why Try, SMARTS, Zones of Regulation <b>Assessments:</b> individual IEP goal progress, BIP data  <b>Setting:</b> Spec Ed <b>Resources:</b> Language Therapy for pragmatics video modeling

			<p>classroom for social skills</p> <p><b>Resources:</b> none</p> <p><b>Assessments:</b> individual IEP goal progress</p>	<p><b>Assessments:</b> individual IEP goal progress</p> <p><b>Setting:</b> Spec Ed Social Work Counseling</p> <p><b>Resources:</b> CBT, ART</p> <p><b>Assessments:</b> individual IEP goal progress</p>
9	Not yet identified	<p><b>Setting:</b> Gen ed</p> <p><b>Resources:</b> Conscious Discipline practices; restorative practices; trauma informed lens</p> <p><b>Assessments:</b> qualitative observations</p>	<p><b>Setting:</b> MRH gen ed EQ class</p> <p><b>Resources:</b> CASEL core competencies</p> <p><b>Assessments:</b> completed think sheets</p> <p><b>Setting:</b> MRH gen ed Blue Devil Etiquette (ISS)</p> <p><b>Resources:</b> Conscious Discipline, Restorative practices, trauma-informed practices</p> <p><b>Assessments:</b> completed think sheets and/or restorative circles</p>	<p><b>Setting:</b> MRH gen ed Social Academic Growth Experience (SAGE); EQ course is aligned to ISBE standards (which were developed based on CASEL model)</p> <p><b>Resources:</b> The PREPARE Curriculum: Teaching Prosocial Competencies, Aggression Replacement Training</p> <p><b>Assessments: no formal assessments</b></p> <p><b>Setting:</b> Spec Ed Learning Strategies- Social Skills class (the curriculum for this class is being revised)</p>

				<p><b>Resources:</b> Why Try, SMARTS, Zones of Regulation</p> <p><b>Assessments:</b> individual IEP goal progress, BIP data</p> <p><b>Setting:</b> Spec Ed Language Therapy</p> <p><b>Resources:</b> pragmatics, video modeling</p> <p><b>Assessments:</b> individual IEP goal progress</p> <p><b>Setting:</b> Spec Ed Social Work Counseling</p> <p><b>Resources:</b> CBT, ART</p> <p><b>Assessments:</b> individual IEP goal progress</p>
10	Not yet identified	<p><b>Setting:</b> Gen ed</p> <p><b>Resources:</b> Conscious Discipline practices; restorative practices; trauma informed lens</p> <p><b>Assessments:</b> qualitative observations</p>	<p><b>Setting:</b> MRH gen ed EQ class</p> <p><b>Resources:</b> CASEL core competencies</p> <p><b>Assessments:</b> completed think sheet</p> <p><b>Setting:</b> MRH gen ed Blue Devil Etiquette (ISS)</p>	<p><b>Setting:</b> MRH gen ed Social Academic Growth Experience (SAGE); EQ course is aligned to ISBE standards (which were developed based on CASEL model)</p> <p><b>Resources:</b> The PREPARE Curriculum: Teaching Prosocial Competencies,</p>

			<p><b>Resources:</b> Conscious Discipline, Restorative practices, trauma-informed practices</p> <p><b>Assessments:</b> completed think sheets and/or restorative circles</p>	<p>Aggression Replacement Training</p> <p><b>Assessments:</b> no formal assessments</p> <p><b>Setting:</b> Spec Ed Learning Strategies-Social Skills class (the curriculum for this class is being revised)</p> <p><b>Resources:</b> Why Try, SMARTS, Zones of Regulation</p> <p><b>Assessments:</b> individual IEP goal progress, BIP data</p> <p><b>Setting:</b> Spec Ed Language Therapy</p> <p><b>Resources:</b> pragmatics video modeling</p> <p><b>Assessments:</b> individual IEP goal progress</p> <p><b>Setting:</b> Spec Ed Social Work Counseling</p> <p><b>Resources:</b> CBT, ART</p> <p><b>Assessments:</b> individual IEP goal progress</p>
--	--	--	--	--

11	Not yet identified	<p><b>Setting:</b> Gen ed</p> <p><b>Resources:</b> Conscious Discipline practices; restorative practices; trauma informed lens</p> <p><b>Assessments:</b> qualitative observations</p>	<p><b>Setting:</b> MRH gen ed EQ class</p> <p><b>Resources:</b> CASEL core competencies</p> <p><b>Assessments:</b> completed think sheet</p> <p><b>Setting:</b> MRH gen ed Blue Devil Etiquette (ISS)</p> <p><b>Resources:</b> Conscious Discipline, Restorative practices, trauma-informed practices</p> <p><b>Assessments:</b> completed think sheets and/or restorative circles</p>	<p><b>Setting:</b> MRH gen ed Social Academic Growth Experience (SAGE); EQ course is aligned to ISBE standards (which were developed based on CASEL model)</p> <p><b>Resources:</b> The PREPARE Curriculum: Teaching Prosocial Competencies, Aggression Replacement Training</p> <p><b>Assessments:</b> no formal assessments</p> <p><b>Setting:</b> Spec Ed Learning Strategies- Social Skills class (the curriculum for this class is being revised)</p> <p><b>Resources:</b> Why Try, SMARTS, Zones of Regulation</p> <p><b>Assessments:</b> individual IEP goal progress, BIP data</p> <p><b>Setting:</b> Spec Ed Language Therapy</p>
----	--------------------	--	--	--

				<b>Resources:</b> pragmatics video modeling <b>Assessments:</b> individual IEP goal progress  <b>Setting:</b> Spec Ed Social Work Counseling <b>Resources:</b> CBT, ART <b>Assessments:</b> individual IEP goal progress
12	Not yet identified	<b>Setting:</b> Gen ed <b>Resources:</b> Conscious Discipline practices; restorative practices; trauma informed lens <b>Assessments:</b> qualitative observations	<b>Setting:</b> MRH gen ed EQ class <b>Resources:</b> CASEL core competencies <b>Assessments:</b> completed think sheet  <b>Setting:</b> MRH gen ed Blue Devil Etiquette (ISS) <b>Resources:</b> Conscious Discipline, Restorative practices, trauma-informed practices <b>Assessments:</b> completed think sheets and/or restorative circles	<b>Setting:</b> MRH gen ed Social Academic Growth Experience (SAGE); EQ course is aligned to ISBE standards (which were developed based on CASEL model) <b>Resources:</b> The PREPARE Curriculum: Teaching Prosocial Competencies, Aggression Replacement Training <b>Assessments:</b> no formal assessments  <b>Setting:</b> Spec Ed Learning Strategies- Social Skills class (the curriculum for this class is being revised)

				<p><b>Resources:</b> Why Try, SMARTS, Zones of Regulation</p> <p><b>Assessments:</b> individual IEP goal progress, BIP data</p> <p><b>Setting:</b> Spec Ed Language Therapy</p> <p><b>Resources:</b> pragmatics video modeling</p> <p><b>Assessments:</b> individual IEP goal progress</p> <p><b>Setting:</b> Spec Ed Social Work Counseling</p> <p><b>Resources:</b> CBT, ART</p> <p><b>Assessments:</b> individual IEP goal progress</p>
--	--	--	--	--