



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)

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. During the 21-22 school year, the SEL (Social and Emotional Learning) CAT will be transitioning to a MTSS CAT. Each CAT is led by an administrator. CAT membership includes gen ed and special ed staff.

The MTSS CAT will be focusing on the creation of common guidelines and structures for reviewing student data measures and providing interventions to students. Within and aligned to those guidelines, each school will refine its intervention structures and processes.

At the secondary level, a draft plan to recommit to best practices in co-teaching has been developed. The plan will include the special education administrator as well as the building principals.

S/E ECC/ELEM: District-wide Curriculum Action Team focused on social emotional support K-12. The group focused on consistent universal support for all students. The group focuses on self-assessments (ex. Panorama) for both students, faculty, and parents. 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, K-12 Social Emotional Learning, etc. During the 21-22 school year, the SEL CAT will be transitioning to a MTSS CAT. Each CAT is led by an administrator. CAT membership includes gen ed and special ed staff.

Principals attend and/or lead RTI 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 are participating 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.

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

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. 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.

The MRH Asst. Superintendent has been conducting a multi-year audit of curriculum at all grade levels and all content areas.

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)

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, FASTbridge (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://www.mrhschools.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	<p>R.2.A With assistance, read, infer, and draw conclusions</p> <p>R.3.C With assistance, read, infer, and draw conclusions</p> <p>RF.1.A Develop print awareness in the reading process</p> <p>RF.2.A Develop phonemic awareness in the reading process</p> <p>RF.3.A Develop phonics in the reading process</p>	<p>Setting: In the gen ed classroom during whole group and small group instruction</p> <p>Resources: Calkins Units of Study in Reading and Writing-effective FY21; Foundations pilot (on hold due to pandemic disruptions)</p> <p>Assessments: Concepts of Print, F & P Letter Recognition, STAR 360 Early Literacy; F & P BAS</p>	<p>Setting: In the classroom-targeted small group instruction on identified areas of need; MRH pull-out intervention rooms</p> <p>Resources: LLI, Foundations</p> <p>Assessments: Concepts of Print, F & P Letter Recognition, STAR 360 Early Literacy</p>	<p>Setting: Special ed classroom- instruction for students who are missing multiple skills and need intensive remediation</p> <p>Resources: Early Literacy Skills Builder, ERSB, SIPPS, ZooPhonics, PCI, Handwriting without Tears, Reading A-Z leveled texts, Unique/News2You</p> <p>Assessments: FAST, dyslexia screening, STAR Early Reading</p>
1	<p>R.1.A With assistance, develop and demonstrate reading skills in response to read alouds</p> <p>R.2.A Read, infer, analyze, and draw conclusions</p> <p>RF.3.A Develop phonics in the reading process</p>	<p>Setting: In the classroom during whole group and small group instruction</p> <p>Resources: Calkins Units of Study in Reading and Writing-effective FY21</p> <p>Assessments: F & P BAS, STAR 360 Early</p>	<p>Setting: In the classroom-targeted small group instruction on identified areas of need; MRH pull-out intervention rooms</p> <p>Resources: LLI, Foundations, SIPPS</p> <p>Assessments: F & P BAS, STAR 360 Early Literacy</p>	<p>Setting: Special ed classroom- instruction for students who are missing multiple skills and need intensive remediation</p> <p>Resources: Early Literacy Skills Builder, ERSB, SIPPS, ZooPhonics, PCI, Handwriting without</p>

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

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

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

				records, data from specific programs, Unique pre and post assessments
6	<p>RL.1. A Draw conclusions, infer, and analyze by citing textual evidence</p> <p>RL.1. B. Determine the meaning of words and phrases as they are used in the text</p> <p>RL.1. D Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.</p> <p>RL.2. A Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.</p> <p>RL.2. B Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.2. D Describe how a particular text's plot unfolds in a series of episodes</p> <p>RL.3. B Compare and</p>	<p>Setting: In the classroom during whole group and small group instruction</p> <p>Resources: Calkins Units of Study in Reading and Writing;</p> <p>Assessments: F & P BAS, STAR 360</p>	<p>Setting: MRH pull-out intervention rooms</p> <p>Resources: LLI, SIPPS</p> <p>Assessments: F & P BAS, STAR 360 Reading</p>	<p>Setting: Special ed classroom- instruction for students who are missing multiple skills and need intensive remediation</p> <p>Resources: 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>Assessments: FAST, STAR 360, running records, data from specific programs, Unique pre and post assessments</p>

	<p>contrast texts in different genres that address similar themes or topics</p> <p>RL.3. C. Explain how plot and conflict reflect historical and/or cultural contexts.</p> <p>RI.1. A Draw 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</p>			
--	--	--	--	--

	<p>or purpose is conveyed in a text. 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. RI.3. B Compare and contrast one author's presentation of events with that of another.</p>			
7	<p>RI2B-Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others. RL2A- Analyze how a text's form or overall structure contributes to meaning RI3B-Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure. RI1C-Interpret visual elements of a text including those from different media and</p>	<p>Setting: Gen ed classroom Resources: authentic literature, IXL Assessments: IXL, STAR 360, choice boards to demonstrate learning</p>	<p>Setting: Middle School Literacy 1; MRH Gen Ed Reading intervention room (in place of elective; in addition to tier 1 Comm Arts) Resources: LLI, differentiated instruction based on student need Assessments: STAR 360, running records, Words Their Way (spelling)</p> <p>Setting: Special ed service in gen ed co-taught setting Resources: MRH curriculum</p>	<p>Setting: Special ed classroom Resources: Wilson, LANGUAGE! Live, Rewards, Step Up to Writing, Unique/News2You Assessments: FAST, STAR 360, running records, Unique pre and post assessments</p>

	draw conclusions from them (when applicable).		Assessment: classroom unit tests, STAR 360	
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, 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</p>	<p>Setting: Gen ed classroom</p> <p>Resources: authentic literature, IXL</p> <p>Assessments: IXL, STAR 360, choice boards to demonstrate learning</p>	<p>Setting: Middle School Literacy 2</p> <p>Resources: in process of moving to teacher made materials and curriculum</p> <p>Assessments: STAR 360, running records</p> <p>Setting: Special ed service in gen ed co-taught setting</p> <p>Resources: MRH curriculum</p> <p>Assessment: classroom unit tests, STAR 360</p>	<p>Setting: Special ed classroom</p> <p>Resources: Wilson, LANGUAGE! Live, Rewards, Step Up to Writing, Unique/News2You</p> <p>Assessments: FAST, STAR 360, running records, Unique pre and post assessments</p>

	<p>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 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>Setting: Gen ed classroom</p> <p>Resources: authentic literature, online resources per the teacher</p> <p>Assessments: SRI</p>	<p>Setting: Gen ed Literacy Lab class</p> <p>Resources: MRH curriculum</p> <p>Assessment: classroom unit tests, SRI</p> <p>Setting: Special ed service in gen ed co-taught setting</p> <p>Resources: MRH curriculum</p>	<p>Setting: Special ed replacement class</p> <p>Resources: SIM strategies, MRH curriculum, Unique/News2You</p> <p>Assessments: FAST, SRI, teacher made assessments, inconsistently use Jerry Johns</p>

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

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

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

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

<p>3</p>	<p>3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic 3.NF. A Develop understanding of fractions as numbers 3.RA. A Represent and solve problems involving multiplication and division 3.RA. B Understand properties of multiplication and the relationship between multiplication and division 3.RA.C Multiply and divide within 100 3.RA. D Use the four operations to solve word problems 3.GM.C Understand concepts of area 3.GM. D Understand concepts of perimeter</p>	<p>Setting: Gen ed classroom Resources: CFLM, teacher made units Assessments: Unit Assessments, STAR 360 Benchmark</p>	<p>Setting: small group, 1:1, extra manipulatives in Gen ed classroom; testing accommodations Resources:CFLM, teacher made units Assessments: Unit Assessments, STAR 360 Benchmark</p>	<p>Setting: Special ed classroom Resources: Number Worlds, Touch Math, manipulatives, IXL Assessments: FAST, IEP goal data, STAR 360</p>
<p>4</p>	<p>4.NBT.A Use place value understanding and properties of</p>	<p>Setting: Gen ed classroom</p>	<p>Setting: small group, 1:1, extra manipulatives in Gen ed classroom;</p>	<p>Setting: Gen Ed Accelerated math- in separate classroom</p>

	<p>operations to perform multi-digit arithmetic with numbers up to one million</p> <p>4.NF. A Extend understanding of fraction equivalence and ordering (Limit 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>Resources: teacher made, CLFM, Connected Math Project</p> <p>Assessments: Unit Assessments, STAR 360 Benchmark, ACT Aspire</p>	<p>testing accommodations</p> <p>Resources: teacher made, CLFM, Connected Math Project</p> <p>Assessments: Unit Assessments, STAR 360 Benchmark, ACT Aspire</p>	<p>Resources: teacher made, CLFM, Connected Math Project</p> <p>Assessments: Unit Assessments, STAR 360 Benchmark, ACT Aspire</p> <p>Setting: Special ed classroom</p> <p>Resources: Number Worlds, Touch Math, manipulatives, IXL</p> <p>Assessments: FAST, IEP goal data, STAR 360</p>
5	<p>5.NBT.A Use place value system understanding to perform operations</p>	<p>Setting: Gen ed classroom</p> <p>Resources: teacher made, CLFM,</p>	<p>Setting: small group, 1:1, extra manipulatives in Gen ed classroom; testing accommodations</p>	<p>Setting: Gen Ed Accelerated math- in separate classroom</p> <p>Resources: teacher made, CLFM,</p>

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

	<p>6.NS.C Apply and extend previous understandings of numbers to the system of rational numbers</p> <p>6.EE.A Apply and extend previous understandings of arithmetic to algebraic expressions</p> <p>6.EE.B Reason about and solve one-variable equations and inequalities</p> <p>6.EE.C Represent and analyze quantitative relationships between dependent and independent variables</p>			<p>Resources: Number Worlds, Touch Math, manipulatives, IXL</p> <p>Assessments: FAST, IEP goal data, STAR 360</p>
7	In process	<p>Setting: Gen ed</p> <p>Resources: Connected Mathematics Project, Open Up Ed, teacher made materials, Khan Academy, IXL</p> <p>Assessments: Unit assessments, STAR 360, ACT Aspire, MAP</p>	<p>Setting: Gen Ed Math Lab- small group, additional instruction, and reteaching; After school Academic Lab math support</p> <p>Resources: Connected Mathematics Project, Open Up Ed, teacher made materials, Khan Academy, IXL</p>	<p>Setting: Special ed classroom</p> <p>Resources: Number Worlds, gen ed curriculum (modified), manipulatives, IXL</p> <p>Assessments: individual IEP data, FAST, IXL, STAR 360</p>

			Assessments: Unit assessments, STAR 360, ACT Aspire, MAP	
8	In process	<p>Setting: Gen ed</p> <p>Resources: Connected Mathematics Project, Open Up Ed, teacher made materials, Khan Academy, IXL</p> <p>Assessments: Unit assessments, STAR 360, ACT Aspire, MAP</p>	<p>Setting: Gen Ed Math Lab- small group, additional instruction, and reteaching; After school Academic Lab math support</p> <p>Resources: Connected Mathematics Project, Open Up Ed, teacher made materials, Khan Academy, IXL</p> <p>Assessments: Unit assessments, STAR 360, ACT Aspire, MAP</p>	<p>Setting: Special ed classroom</p> <p>Resources: Number Worlds, gen ed curriculum (modified), manipulatives, IXL</p> <p>Assessments: individual IEP data, FAST, IXL, STAR 360</p>
9/Algebra 1	In process	<p>Setting: Gen ed</p> <p>Resources: McGraw Hill Algebra 1 text; Gizmos</p> <p>Assessments: Unit assessments, USA Test Prep, ACT Aspire, EOC</p>	<p>Setting: Gen Ed Algebra Lab- reteaching, review, and homework help; Math Study Hall, Beyond the Bell-after school support</p> <p>Resources: McGraw Hill Algebra 1 text; Gizmos</p> <p>Assessments: Unit assessments, USA Test Prep, ACT Aspire, EOC</p>	<p>Setting: SSC and SAGE</p> <p>Resources: Odysseyware</p> <p>Assessments: Odysseyware assessments</p> <p>Setting: Special ed classes</p> <p>Resources: Number Worlds, Access Algebra,</p>

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

				Mathlight Pre-Algebra (TPT), Kuta math website Assessments: individual IEP goal data, FAST
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	In process	Setting: Gen ed Resources: varied Assessments: varied	Setting: none Resources: none Assessments: none	Setting: none Resources: none Assessments: 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	Setting: Gen ed classroom Resources: 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	Setting: Gen ed S/E/B intervention room- Resources: 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	Setting: Gen ed S/E/B intervention room or YIN space Resources: Education plan Therapeutic classroom Individual counseling Youth in Need Monthly team meetings : fidgets, sensory supports, outside agencies Assessments: data from individual plans; Panorama Setting: Special ed classroom

		<p>Whole class reinforcement Home visits Grade level counseling lessons Safe place in the classroom</p> <p>Assessments: qualitative observations, Panorama</p>	<p>Assessments: data from individual plans; Panorama</p> <p>Setting: Spec ed social skills services in gen ed classroom (teaching and generalization)</p> <p>Resources: Zones of Regulation</p> <p>Assessment: individual IEP goal achievement</p>	<p>Resources: Zones of Regulation, Superflex, other Social Thinking materials, visual supports</p> <p>Assessment: individual IEP goal data, BIP data</p> <p>Setting: Special ed SLP room for pragmatics</p> <p>Resources: Zones of Regulation, Superflex, visual supports</p> <p>Assessment: individual IEP goal data</p> <p>Setting: Special ed Social Work room</p> <p>Resources: Zones of Regulation, CBT</p> <p>Assessment: individual IEP goal data</p>
1	Not yet identified	<p>Setting: Gen ed classroom-</p> <p>Resources: Restorative Classroom Classroom Management Classroom universals Class meetings/Circles Small impromptu conferences</p>	<p>Setting: Gen ed S/E/B intervention room-</p> <p>Resources: Check-in and check-out systems Individual reinforcement systems</p>	<p>Setting: Gen ed S/E/B intervention room or YIN space</p> <p>Resources: Education plan Therapeutic classroom Individual counseling Youth in Need Monthly team meetings</p>

		<p>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, Assessments: qualitative observations, Panorama</p>	<p>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 Assessments: data from individual plans; Panorama Setting: Spec ed social skills services in gen ed classroom (teaching and generalization) Resources: Zones of Regulation Assessment: individual IEP goal achievement</p>	<p>fidgets, sensory supports, outside agencies Assessments: data from individual plans; Panorama Setting: Special ed classroom Resources: Zones of Regulation, Superflex, other Social Thinking materials, visual supports Assessment: individual IEP goal data, BIP data Setting: Special ed SLP room for pragmatics Resources: Zones of Regulation, Superflex, visual supports Assessment: individual IEP goal data Setting: Special ed Social Work room Resources: Zones of Regulation, CBT Assessment: individual IEP goal data</p>
--	--	---	---	---

<p>2</p>	<p>Not yet identified</p>	<p>Setting: Gen ed classroom-</p> <p>Resources: Restorative Classroom 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, Assessments: qualitative observations, Panorama</p>	<p>Setting: Gen ed S/E/B intervention room-</p> <p>Resources: 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 Assessments: data from individual plans; Panorama</p> <p>Setting: Spec ed social skills services in gen ed classroom (teaching and generalization) Resources: Zones of Regulation Assessment: individual IEP goal achievement</p>	<p>Setting: Gen ed S/E/B intervention room or YIN space Resources: Education plan Therapeutic classroom Individual counseling Youth in Need Monthly team meetings fidgets, sensory supports, outside agencies Assessments: data from individual plans; Panorama</p> <p>Setting: Special ed classroom Resources: Zones of Regulation, Superflex, other Social Thinking materials, visual supports Assessment: individual IEP goal data, BIP data</p> <p>Setting: Special ed SLP room for pragmatics</p>
-----------------	----------------------------------	---	---	---

				<p>Resources: Zones of Regulation, Superflex, visual supports</p> <p>Assessment: individual IEP goal data</p> <p>Setting: Special ed Social Work room</p> <p>Resources: Zones of Regulation, CBT</p> <p>Assessment: individual IEP goal data</p>
3	Not yet identified	<p>Setting: Gen ed classroom-</p> <p>Resources: 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>Setting: Pull-out gen ed setting (3x week small group instruction)-</p> <p>Resources: Reflect, Restore, Re-engage (R3) Zones of Regulation, Mindup curriculum</p> <p>Assessments: Mindup written self-reflection/Exit Slip</p> <p>Setting: Pull out gen ed</p> <p>Resources: Breakfast Club-students start their morning in small group setting, check-in with adult and set goals for the day</p>	<p>Setting: Gen ed (ISS)</p> <p>Resources: 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>Assessments: qualitative observations, Panorama</p>	<p>Assessment: check-ins with staff</p> <p>Setting: Gen ed</p> <p>Resources: restorative practices- circles, student makes a reentry plan</p> <p>Assessments: none</p> <p>Setting: Spec ed social skills services in gen ed classroom (teaching and generalization)</p> <p>Resources: Zones of Regulation, BrainWise</p> <p>Assessment: individual IEP goal achievement</p>	<p>Assessments: number/frequency of ISS incidents</p> <p>Setting: Special ed classroom</p> <p>Resources: Zones of Regulation, Superflex, other Social Thinking materials, BrainWise, visual supports, Why Try, SMARTS</p> <p>Assessment: individual IEP goal data, BIP data</p> <p>Setting: Special ed SLP room</p> <p>Resources: instruction for pragmatics; Zones of Regulation, Superflex, visual supports, Everyday Speech</p> <p>Assessment: individual IEP goal data</p> <p>Setting: Special ed Social Work room</p> <p>Resources: Zones of Regulation, CBT</p> <p>Assessment: individual IEP goal data</p>
--	--	---	--	---

4	Not yet identified	<p>Setting: Gen ed classroom-</p> <p>Resources: 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>Assessments: qualitative observations, Panorama</p>	<p>Setting: Pull-out gen ed setting (3x week small group instruction)-</p> <p>Resources: Reflect, Restore, Reengage (R3) Zones of Regulation, Mindup curriculum</p> <p>Assessments: Mindup written self-reflection/Exit Slip</p> <p>Setting: Pull out gen ed</p> <p>Resources: Breakfast Club-students start their morning in small group setting, check-in with adult and set goals for the day</p> <p>Assessment: check-ins with staff</p> <p>Setting: Gen ed</p> <p>Resources: restorative practices- circles, student makes a reentry plan</p> <p>Assessments: none</p>	<p>Setting: Gen ed (ISS)</p> <p>Resources: 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</p> <p>Assessments: number/frequency of ISS incidents</p> <p>Setting: Special ed classroom</p> <p>Resources: Zones of Regulation, Superflex, other Social Thinking materials, BrainWise,</p>
---	--------------------	---	--	--

			<p>Setting: Spec ed social skills services in gen ed classroom (teaching and generalization)</p> <p>Resources: Zones of Regulation, BrainWise</p> <p>Assessment: individual IEP goal achievement</p>	<p>visual supports, Why Try, SMARTS</p> <p>Assessment: individual IEP goal data, BIP data</p> <p>Setting: Special ed SLP room</p> <p>Resources: Instruction for pragmatics Zones of Regulation, Superflex, visual supports, Everyday Speech</p> <p>Assessment: individual IEP goal data</p> <p>Setting: Special ed Social Work room</p> <p>Resources: Zones of Regulation, CBT</p> <p>Assessment: individual IEP goal data</p>
5	Not yet identified	<p>Setting: Gen ed classroom-</p> <p>Resources: sensory supports, morning meeting daily, Check in or Check out process; push in support from SEB Interventionist; SEB Interventionist teaches</p>	<p>Setting: Pull-out gen ed setting (3x week small group instruction)-</p> <p>Resources: Reflect, Restore, Re-engage (R3) Zones of Regulation, Mindup curriculum</p>	<p>Setting: Gen ed (ISS)</p> <p>Resources: intervention for students out of the classroom for more than two hours- purpose is to prevent OSS- provided by SEB Interventionist- provides an opportunity</p>

		<p>whole class lessons about mindfulness and problem-solving</p> <p>sensory/fidget items; check-in sheets, visuals to assess one's day, chill zone, BrainWise</p> <p>Assessments: qualitative observations, Panorama</p>	<p>Assessments: Mindup written self-reflection/Exit Slip</p> <p>Setting: Pull out gen ed</p> <p>Resources: Breakfast Club-students start their morning in small group setting, check-in with adult and set goals for the day</p> <p>Assessment: check-ins with staff</p> <p>Setting: Gen ed</p> <p>Resources: Restorative practices- circles, student makes a reentry plan</p> <p>Assessments: none</p> <p>Setting: Spec ed social skills services in gen ed classroom (teaching and generalization)</p> <p>Resources: Zones of Regulation, BrainWise</p>	<p>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>Assessments: number/frequency of ISS incidents</p> <p>Setting: Special ed classroom</p> <p>Resources: Zones of Regulation, Superflex, other Social Thinking materials, BrainWise, visual supports, Why Try, SMARTS</p> <p>Assessment: individual IEP goal data, BIP data</p> <p>Setting: Special ed SLP room</p> <p>Resources: Instruction for pragmatics Zones of Regulation, Superflex, visual supports, Everyday Speech</p>
--	--	--	--	--

			<p>Assessment: individual IEP goal achievement</p>	<p>Assessment: individual IEP goal data</p> <p>Setting: Special ed Social Work room</p> <p>Resources: Zones of Regulation, CBT</p> <p>Assessment: individual IEP goal data</p>
6	Not yet identified	<p>Setting: Gen ed classroom-</p> <p>Resources: 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>Assessments: qualitative observations, Panorama</p>	<p>Setting: Pull-out gen ed setting (3x week small group instruction)-</p> <p>Resources: Reflect, Restore, Re-engage (R3) Zones of Regulation, Mindup curriculum</p> <p>Assessments: Mindup written self-reflection/Exit Slip</p> <p>Setting: Pull out gen ed</p> <p>Resources: Breakfast Club-students start their morning in small group setting, check-in with adult and set goals for the day</p> <p>Assessment: check-ins with staff</p>	<p>Setting: Gen ed (ISS)</p> <p>Resources: 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</p> <p>Assessments: number/frequency of ISS incidents</p>

			<p>Setting: Gen ed</p> <p>Resources: restorative practices- circles, student makes a reentry plan</p> <p>Assessments: none</p> <p>Setting: Spec ed social skills services in gen ed classroom (teaching and generalization)</p> <p>Resources: Zones of Regulation, BrainWise</p> <p>Assessment: individual IEP goal achievement</p>	<p>Setting: Special ed classroom</p> <p>Resources: Zones of Regulation, Superflex, other Social Thinking materials, BrainWise, visual supports, Why Try, SMARTS</p> <p>Assessment: individual IEP goal data, BIP data</p> <p>Setting: Special ed SLP room</p> <p>Resources: Instruction for pragmatics Zones of Regulation, Superflex, visual supports, Everyday Speech</p> <p>Assessment: individual IEP goal data</p> <p>Setting: Special ed Social Work room</p> <p>Resources: Zones of Regulation, CBT</p> <p>Assessment: individual IEP goal data</p>
--	--	--	---	---

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

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

			and/or restorative circles	<p>Setting: Spec Ed Learning Strategies- Social Skills class (the curriculum for this class is being revised)</p> <p>Resources: Why Try, SMARTS, Zones of Regulation</p> <p>Assessments: individual IEP goal progress, BIP data</p> <p>Setting: Spec Ed Language Therapy</p> <p>Resources: pragmatics, video modeling</p> <p>Assessments: individual IEP goal progress</p> <p>Setting: Spec Ed Social Work Counseling</p> <p>Resources: CBT, ART</p> <p>Assessments: individual IEP goal progress</p>
10	Not yet identified	<p>Setting: Gen ed</p> <p>Resources: Conscious Discipline practices; restorative practices; trauma informed lens</p>	<p>Setting: MRH gen ed EQ class</p> <p>Resources: CASEL core competencies</p> <p>Assessments: completed think sheet</p>	<p>Setting: MRH gen ed Social Academic Growth Experience (SAGE); EQ course is aligned to ISBE standards (which were</p>

		<p>Assessments: Panorama</p>	<p>Setting: MRH gen ed Blue Devil Etiquette (ISS) Resources: Conscious Discipline, Restorative practices, trauma-informed practices Assessments: completed think sheets and/or restorative circles</p>	<p>developed based on CASEL model) Resources: The PREPARE Curriculum: Teaching Prosocial Competencies, Aggression Replacement Training Assessments: no formal assessments</p> <p>Setting: Spec Ed Learning Strategies- Social Skills class (the curriculum for this class is being revised) Resources: Why Try, SMARTS, Zones of Regulation Assessments: individual IEP goal progress, BIP data</p> <p>Setting: Spec Ed Language Therapy Resources: pragmatics video modeling Assessments: individual IEP goal progress</p>
--	--	---	---	---

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

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

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