

# 2021 - Academic, Social Emotional, and Behavior Tiers of Instruction and Intervention

## Academic

	Services	Who?	Progress Monitoring
<b>Tier 3</b>	<ul style="list-style-type: none"> <li>Intervention blocks: 47 minutes three days a week using research-based interventions for reading and math</li> <li>Smaller group sizes and narrowing foundational skill focus</li> <li>Math: Ready diagnostic to determine groupings                             <ul style="list-style-type: none"> <li>Ready Teacher Toolbox</li> </ul> </li> <li>Literacy                             <ul style="list-style-type: none"> <li>Comprehension Toolkit</li> <li>Read 180</li> <li>Soar to Success</li> <li>Fluency Protocol w/ SIM Strategies</li> <li>8th Grade- Stars and Cars (Curriculum Associates)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Core teachers, Interventionists</li> </ul>	<ul style="list-style-type: none"> <li>Star Reading and easyCBM math or Star Math</li> <li>Quarterly data dives</li> </ul>
<b>Tier 2</b>	<ul style="list-style-type: none"> <li>Intervention blocks: 47 minutes three days a week using research-based interventions for reading and math</li> <li>Math: Ready diagnostic to determine groupings                             <ul style="list-style-type: none"> <li>Ready Teacher Toolbox</li> </ul> </li> <li>Literacy                             <ul style="list-style-type: none"> <li>Comprehension Toolkit</li> <li>Read 180</li> <li>Soar to Success</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Core teachers, interventionists</li> </ul>	<ul style="list-style-type: none"> <li>Star Reading and easyCBM math</li> <li>Quarterly data dives</li> </ul>
<b>Tier 1</b>	<ul style="list-style-type: none"> <li>Core blocks (97 minutes) of standards based instruction (NC Standards)</li> <li>Assessments: NC Check Ins, CFAs, unit tests, etc</li> <li>Math: Ready Math + supplemental materials</li> <li>ELA: Ready ELA + supplemental materials; SIM strategies, CERs</li> <li>Xtreme Reading</li> <li>Inclusion: iReady Math</li> <li>Building relationships with students</li> </ul>	<ul style="list-style-type: none"> <li>Core teachers</li> </ul>	<ul style="list-style-type: none"> <li>NC Check-In, targeted benchmark screeners</li> <li>PLC</li> </ul>

## Behavior | Social Emotional

	Services	Who?	Progress Monitoring
<b>Tier 3</b>	<ul style="list-style-type: none"> <li>● Individual meetings with school counselor, school psych, or mental health clinician</li> <li>● Targeted peer/social groups with counselors</li> <li>● Targeted instruction that is student-need focused</li> <li>● FBA/BIP can be initiated if needed</li> <li>● Reset Room</li> </ul>	<ul style="list-style-type: none"> <li>● Counselors, school psych, mental health clinician, SSW, MTSSLT, PST, outside agencies, parents</li> </ul>	<ul style="list-style-type: none"> <li>● Team meetings</li> <li>● Self Assessment progress monitoring sheets</li> <li>● Teacher forms based on SRSS indicators</li> <li>● Students complete SDQs</li> </ul>
<b>Tier 2</b>	<p style="text-align: center;"><i>Behavior &amp; Social Emotional</i></p> <ul style="list-style-type: none"> <li>● Data sources: grades, attendance, dashboard, ODRs, SRSS, level 1, 2 cards</li> <li>● Identify pattern of behaviors/problems                             <ul style="list-style-type: none"> <li>○ Create groups of students for lessons (timing: TBD - lunch?)</li> <li>○ CICO (<a href="#">question guide</a>/data collection) for students individually to discuss progress &amp; replacement behaviors</li> <li>○ <a href="#">Monitor</a> student-driven/created goal (yes/no answers)</li> </ul> </li> <li>● Reinforce expectations/skills students need to be successful in identified areas (expectations: behavior   skills: SEL)</li> </ul>	<ul style="list-style-type: none"> <li>● Counselors, SSW, teachers, administrators, parents</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">CICO guide</a></li> <li>● Team meetings</li> <li>● Progress monitoring <a href="#">documentation sheet</a></li> <li>● Other diagnostic tools</li> <li>● Teacher completed forms based on SRSS indicators</li> <li>● Student completed SDQs</li> <li>● Level 1, 2 behavior modification card</li> </ul>
<b>Tier 1</b>	<ul style="list-style-type: none"> <li>● Core behavior matrix and instruction - <a href="#">presentation</a></li> <li>● Social-emotional instruction - EverFi                             <ul style="list-style-type: none"> <li>○ 6 &amp; 7: science/ss classes</li> <li>○ 8: individual PE classes</li> </ul> </li> <li>● Restorative practices - walk and talks, Refocus, etc.</li> <li>● Team's ACHIEVE expectations</li> <li>● Relationships &amp; physiology</li> <li>● Preventative &amp; proactive</li> <li>● Community Resiliency Model (CRM)</li> </ul>	<ul style="list-style-type: none"> <li>● All staff, parents</li> </ul>	<ul style="list-style-type: none"> <li>● Office discipline data</li> <li>● Discipline data summary (DDS)</li> <li>● Student climate survey data</li> <li>● Level 1 behavior modification card</li> <li>● SRSS</li> </ul>