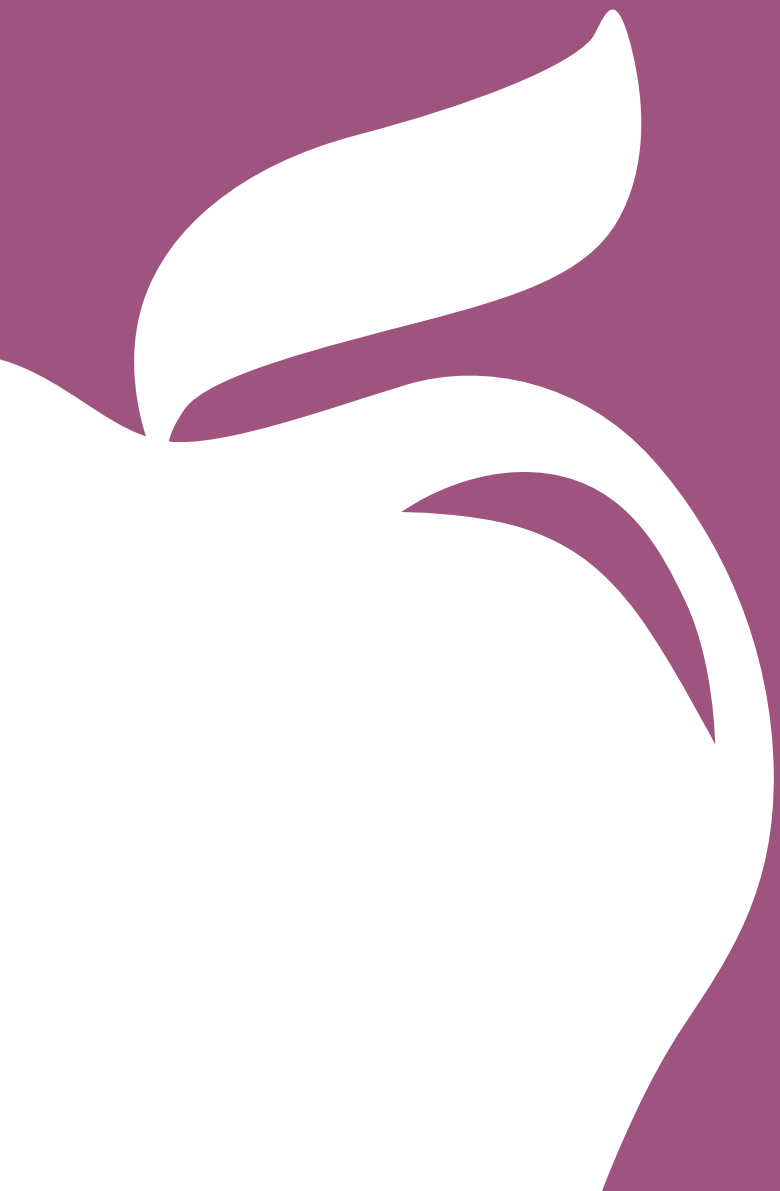
COLUMBUS CITY SCHOOLS

MTSS Administrative Guide



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MTSS Overview

The mission of Columbus City Schools is to ensure each student is highly-educated, prepared for leadership and service, and empowered for success as a citizen in a global community. To achieve this mission CCS will be a world-class model of public education that prepares members of our communities to reach their full potential. The CCS Core Values:

- Support academic achievement, continuous improvement, civic stewardship, and lifelong learning.
- Collaboratively and responsibly governs with integrity.
- Demonstrates compassion, respect, trust and love to each other and those we serve.
- Values community engagement and empowerment, as well as equity and diversity

These values represent the importance of addressing the whole child and are also reflected in Ohio's Strategic Plan that focuses equally on four learning domains.

- **Foundational Skills** – Literacy, Numeracy and Technology
- **Well-Rounded Content** - Social studies, sciences, languages, arts, health, physical education, etc.
- **Leadership & Reasoning Skills** - Problem-solving, design thinking, creativity, information analytics
- **Social Emotional Learning** - Self-awareness & management, social awareness, relationship skills, responsible decision-making

The four equal learning domains challenge, prepare and empower students for success beyond high school by giving them tools to become resilient, lifelong learners.

Columbus City Schools revised MTSS Guidebook is representative of the collective work and voices of teachers, administrators, staff and community members who have provided ideas, insights and feedback throughout the development process. The **Core Instructional Framework** is the foundation for our Multi-Tiered System of Supports (MTSS). This Framework consists of four **"Pillars for Instruction"** that will guide teaching and learning across the district in every classroom every day. A consistently implemented instructional framework in conjunction with standards aligned curricular resources and evidence based strategies ensures each student has equitable access to a Guaranteed and Viable Curriculum and the opportunity to learn grade level standards and beyond.

"A guaranteed and viable curriculum (GVC) ensures that all students have an equal opportunity to learn (OTL). Each student will have access to an effective or highly effective teacher, and access to the same content, knowledge and skills in each section or class."

- What Works in Schools: Translating Research into Practice, Marzano, 2003

What is MTSS?

In Columbus City Schools, MTSS is a comprehensive, multi-tiered, standards-aligned system designed to enable educators to identify the academic and behavioral needs of students. MTSS is an early intervention support process, but also is a framework to monitor and respond to the effectiveness of our instruction and to support professionals from a systems level. The goal of MTSS is to increase student achievement using research-based interventions/programs matched to the instructional needs and level of the student after first assuring that we have offered a guaranteed and viable curriculum at the core instructional level. Guaranteed means that the same great instructional experiences are offered to ALL students regardless of assigned school. Viable means that the instruction teaches what it needs to teach as outlined in the state standards.

MTSS is built upon the premise that **all children can learn and that they can learn at high levels when adults become responsive and intentional at meeting their needs.** It begins with high-quality instruction and universal screening of all children in the classroom. It incorporates daily monitoring of student progress on standards-aligned targets and responding to the students if they are not making progress on core content. This work should guide the instructional decisions to prevent academic failure and provides data that may be used in eligibility decisions for learning disabilities.

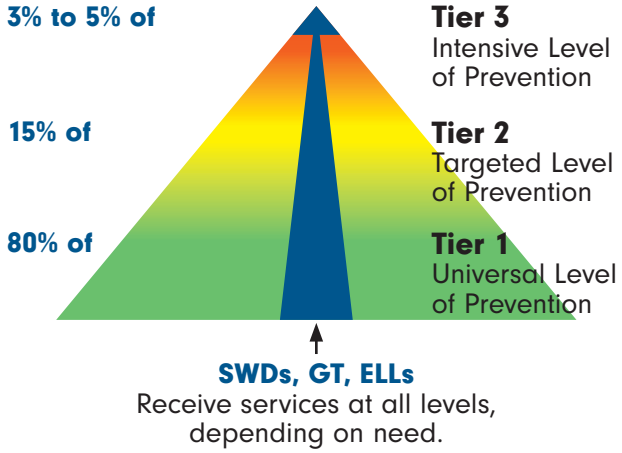
In brief, MTSS is:

- A data-driven model to enable early identification and strategic interventions/programs for students at academic or behavioral risk;
- A multi-level instructional framework aimed at improving instruction in all tier levels for all students;
- An intentional approach to professional development to equip professionals with the updated practice research in the field to meet the diverse needs of students; and
- A collaborative decision-making process among professional educators.

Tier 1: Designed for all learners and meets the needs of 80% of all students.

Students in Tier 1 receive core instruction using the District's curriculum which is aligned to the Ohio State Standards. **In Tier 1:**

- Teachers provide high-quality, differentiated instruction inclusive of necessary scaffolds to help students succeed.



- All students engage with a standards-based core curriculum delivered with fidelity.
- Students demonstrate core competencies and strive to meet or exceed grade-level standards.
- Strategies are used to meet the needs of all students: examples of strategies include small group instruction, use of graphic organizers, interactive charts, as well as other supplemental aids and supports.
- Core instruction is focused on students developing both academic and conative skills to be successful in the academic setting.
- Ongoing progress monitoring is essential to adjust instruction and assess achievement.

Tier 2: Designed to provide strategic, targeted extensions to the core curriculum.

Students in Tier 2 are still striving to make adequate progress in Tier 1 and master grade-level content and skills. **In Tier 2:**

- Students who score below proficient and read or calculate 1-2 levels below grade level.
- Students who demonstrate a need for additional support with behavior and social skills.
- Students receive instruction with a Tier 2 research-based intervention program via the teacher or a specialist.
- Students receive explicit instruction and targeted support with supplemental materials that enhance (not supplant) the core curriculum.
- The supplemental-level intervention programs target academic-level mastery with acceleration into grade-level mastery as well as developing the social skills needed to be successful in the academic setting.
- Ongoing progress monitoring is essential to adjust instruction and assess achievement.

Tier 3: Designed as intense intervention and extensions to meet individual needs.

Students in Tier 3 are still striving to make adequate progress in Tier 1 and 2 and master grade-level content and skills. **In Tier 3:**

- Students who score below proficient and read or calculate 2 or more levels below grade level.
- Students who demonstrate a need for more intensive support with behavior and social skills.
- Students must receive instruction using a Tier 3 research-based intervention program
- The classroom teacher or a specialist must provide individualized, intense instruction using a district approved intervention programs.
- The intensive-level intervention programs target academic-level mastery with acceleration into grade-level mastery as well as developing the social skills needed to be successful in the academic setting.
- Ongoing progress monitoring is essential to adjust instruction and assess achievement.

Understanding Multi-Tiered Systems of Support for English Learners (ELs)

For ELs, instruction and content lessons must consider students' English Language Proficiency to support students in accessing grade level content and modifications must be identified as necessary to allow students exposure to the content and opportunities to demonstrate mastery of grade level standards. English to Speakers of Other Languages (ESOL) instruction is driven by language, but it draws from general education content and does not replace grade level instruction. ESOL instruction is not an intervention but a way to assure the rigorous implementation of limited English proficient students engaging and interacting with the same rich content experiences offered to regular education students. According to the National Center on Response to Intervention (2010), "Rigorous implementation of RTI includes a combination of high quality, culturally and linguistically responsive instruction; assessment; and evidence-based intervention."

Tier 1 Core Instruction

Core instruction for ELs is instruction based on the Ohio State Standards with scaffolding and support according to students' language proficiency levels in all subject areas. ESOL instruction is not considered an intervention. Effective instruction for ELs considers and builds on students' cultural knowledge, home language, background, life experiences, and linguistic proficiencies. It also involves shared ownership by classroom teachers and ESOL teachers. Additional instruction designed at developing language proficiency should be offered according to the assessments used to screen and monitor progress language development.

Tier 2

When an EL falls behind his or her "true peers," a problem-solving protocol should be initiated by the classroom teacher and ESOL teacher collaboratively in order to determine root causes for gaps in learning. The problem-solving protocol must be a collaborative effort between the classroom teacher and ESOL teacher.

Tier 2 supports for ELs may include, but are not limited to:

- More time in Tier 1 core instruction. Tier 2 interventions should not replace ESOL core instruction. Different materials may be used with the goal of meeting grade-level standards
- Small group instruction (3-5) students
- Instruction must continue to be scaffolded, taking into consideration students' language proficiency levels and cultural backgrounds
- May be anchored to both standards and language competencies

Tier 3

ELs who have received Tier 2 research-based interventions without demonstrating significant gains require a team-based, problem-solving approach. Such an approach should address the following questions including, but not limited to:

- Have Tier 2 interventions supplemented core ESOL instruction (without replacing it)?
- Were appropriate scaffolds utilized to deliver instruction?
- Were Tier 2 interventions implemented with fidelity following a plan designed collaboratively by the classroom teacher and ESOL teacher?

References

National Center on Response to Intervention. (2010). Essential components of RTI—A closer look at response to intervention. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention. Retrieved from: http://www.rti4success.org/resource/essential-components-rti-closer-lookresponse-interven

Pillars of Core Instruction

Model for Teacher Planning				
Descriptors	**Key Components**	**Face to Face Delivery**	**Virtual Delivery**	**Alignment to Teacher Standards and OTES 2.0**
Daily learning intentions that are measurable, linked to standards and are clear and articulated to students. **Click here for Planning Guide	Clear and coherent alignment of all lesson components	Communicated and/or displayed in language appropriate for the grade level. This could include but not limited to visual display in words or pictures, and are referenced during instruction.	If using Google Classroom (or other platform) post the weekly or daily objectives under the announcement section	Focus For Learning (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction)
Purposefully incorporate scaffolding into teaching practice (question, prompt, cue, and reteach)	Lessons include: relevance, links to prior knowledge, and transferable knowledge and skills	Use background prompts, process and procedure prompts, reflective prompts, heuristic prompts, visual cues such as highlighting or graphics, verbal cues such as rate, intonation, expression, and emphasis that accompany words, gestures, physical cues, and environmental cues such as charts, word walls, and manipulatives.	Varying methods of delivery/ example formats for building layered understanding (i.e., displaying images/ text on screen; short videos; readings; video of teacher direct instruction; teacher-assigned small group breakout rooms; polls; guided real-time kinesthetic/ visual practice, etc.)	Lesson Delivery (Standard 2: Content; Standard 3: Assessments,Standard 4: Instruction, Standard 5 Learning Environment, Standard 6: Collaboration & Communication)
Success criteria is clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context.	Depth of knowledge present in the standard is evident in student outcomes and tasks	Success criteria are clear and actionable and communicated to students to explain the learning journey. Criteria language should empower the learner to assess their learning. Provide rubrics for students.	Allow students to complete performance task through video recording a presentation or sharing a display/project they created at home.	Focus For Learning (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction) Knowledge of Students Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration & Communication)
Instructional materials and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant.	Learning intentions and success criteria communicated and referenced throughout the lesson	Lessons developed to foster/require active participation and engagement from students; Tasks are challenging but not frustrating, technology is accessible, monitoring and feedback provides progress toward learning intentions. Intentional use of periodic checks for understanding; check-ins specifically reference language from learning intentions to anchor learning; ample opportunities for student dialogue to deepen understanding and guide teacher evaluation of student understanding; incorporating periodic student evaluation of their own learning	Learning objectives are identified and learning activities are clearly integrated. Lesson provides multiple activities that help students develop critical thinking and problem-solving skills. Tasks are challenging but not frustrating.	Focus For Learning (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction) Knowledge of Students Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration & Communication) Lesson Delivery (Standard 2: Content,Standard 3 Assessment, Sytandard 4 Instruction, Standard 5: learning Environment, Standard 6: Collaboration & Communication))
Input is gathered from families, colleagues, and other professionals to get a full picture of students prior knowledge and understanding.	Input from families, colleagues, and other professionals is gathered through multiple means	TBT meetings, conferences, MTSS meetings	Using video conference platforms for TBT meetings, conferences, MTSS meetings, Data collection using digital surveys. Create and incorporate use of protocols and/or standard norms for online environments.	Knowledge Of Students (Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration & Communication)) Professional Responsibilities (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)

Pillars of Core Instruction (cont'd)

Model for Assessment				
Descriptors	**Key Components**	**Face to Face Delivery**	**Virtual Delivery**	**Alignment to Teacher Standards and OTES 2.0**
Use of information from universal screener(s) help teacher make decisions about differentiation and scaffolding of instruction.	Teacher creates and monitors a comprehensive assessment system for students.	Using data collected to determine learning gaps and areas of challenge and strength. This information guides lesson development and scaffolding to support the learnings of all students. Ongoing monitoring is essential to ensure students appropriately move along the continuum of support.	Utilize online assessment and response to instruction data to determine learning gaps and areas of challenge and strength. Monitor student engagement and performance on an ongoing basis to ensure students are responding to instruction and intervention.	Focus For Learning (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction) Assessment of Student Learning (Standard 1: Students,Standard 3: Assessment)
Formative assessment occurs daily and is used to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students.	Students have access to multiple opportunities to demonstrate mastery.	Verbal opportunities, written opportunities, exit tickets, checklists, written summaries, writing prompts, quizzes, common assessments.	Meeting online with students: Kahoot games, typing responses in a private teacher-only view chat box, play Quizlet games together. Online formative assessments: Google Forms used as quizzes, in Google Classroom students can type in responses to a daily/ weekly teacher question.	Assessment Data (Standard 1: Students, Standard 3: Assessment)
Assessment criteria, methods and purposes are transparent and match the learning target.	Teachers gather information from families to ensure a comprehensive and quality picture of the needs of students.	Error analysis, miscues, analyzing misconceptions, discussions, conjectures, evidence of claims, and questions, rubrics are provided in advance with time to clarify expectations and ensure student understanding.	Digital and web based tools are utilized to conduct error analysis, miscues, analyzing misconceptions, discussions, conjectures, evidence of claims, and questions, rubrics are provided in advance with directions for digital access and time to clarify expectations and ensure student understanding.	Focus For Learning (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction) Student Learning (Standard 1: Students, Standard 3: Assessment) Knowledge Of Students (Standard 1: Students, Standard 4: Insytruction, Standard 6: Collaboration & communication))
The teacher provides substantive, specific, and timely feedback of student progress to students and families.	Students monitor own progress towards learning.	Oral feedback, written feedback, and peer feedback. Teacher can work with students one-on-one or in small groups to address a misconception.	Office hours are available to discuss assignments and give specific feedback to students. Videos are prepared by the teacher, Khan Academy, or other source to explain the lesson again for struggling students.	Assessment Of Student Learning (Standard 1, Students, Standard 3: Assessment)
Students assess their own learning in relation to the learning target.	Teachers and students work together to close the gap from where students currently are to the intended learning outcomes.	Use success criteria to help students monitor their learning journey. Have individual meetings/conferences with students. Visual displays for progress monitoring reflect effort, growth, and achievement towards goals.	Provide all teachers in grade bands with a standard student assessment poll. Potential use of VideoAsk or similar tool to allow interactivity/oral response for younger students? Potential use of Wellington Engagement Index for older students?	Assessment Of Student Learning (Standard 1: Studnets, Standard 3: Assessment)

Pillars of Core Instruction (cont'd)

Model for Lesson Delivery with Student Engagement				
Descriptors	**Key Components**	**Face to Face Delivery**	**Virtual Delivery**	**Alignment to Teacher Standards and OTES 2.0**
Class begins with students engaging in activities that provide a "hook" or opening that will put the day's learning into perspective.	Students are engaged with deep learning (character, citizenship, collaboration, communication, creativity, and critical thinking).	"Why do students need to learn this? How can I make this (content, skill, concept) relevant to their lives?" Examples of a hook could be a problem, movie clip, an image, quote, song, passage from a book, mystery box filled with items, teacher demonstration, etc.	Use a video of the teacher asking a thought provoking question about the content they are going to learn. Show a short pre-made video clip to get students interested in the content (video may be a science demonstration). Create a short Google Slide show that pops pictures onto the slide to get the students to start thinking about the subject.	Lesson Delivery (Standard 2: Content; Standard 3: Assessment, 4: Instruction; Standard 5: Learning Environment, Standard 6: 6: Collaboration & Communication)
Students are engaged in learning experiences that are aligned to the learning target. Intentional instructional strategies are implemented that align with the desired outcome and are rigorous.	Teachers design/utilize lesson content that connects to the context and culture of the student body they serve. Student talk reflects discipline-specific habits of thinking and ways of communicating.	Think, pair, share, discourse, problem solving. Students are engaged in self-selected research projects and may choose how (a format) to present the information to the class.	Provide webquest options from which students could choose. Provide guiding research questions for scaffold for students who need them. Provide practice online with public speaking (speaking & listening standards) in online class (small group?). Have students present online.	Lesson Delivery (Standard 2: Content; Standard 3: Assessment, Standard 4: Instruction; Standard 5: Learning Environment, Standard 6: Collaboration & Communication)
The strategic use of differentiation and scaffolding allows all students to access learning based upon the learning intention.	Instructional materials (texts, resources, etc.) are appropriately challenging and supportive.	• Use of questioning. • Elicitation questions • Elaboration questions • Clarification questions • Differentiate the Content, Process, Product, Learning Environment	Use of an online tool such as the Learner Variability Navigator to help create multi-layered differentiated learning experiences (taking into account standards, questioning, social-emotional factors).	Lesson Delivery (Standard 2: Content; Standard 3: Assessment, Standard 4: Instruction,Standard 5: Learning Environment, Standard 6: Collaboration & Communication)
Students have the opportunity to demonstrate ownership of their learning. Students are given the opportunity to develop, test and refine their thinking.	Teacher provides scaffolds and gradually releases responsibility, leading to student independence.	Choice, goal setting both challenge and commitment goals, classroom culture of self-reflection.	Using Google Suite products to share work with a teacher or peers. The teacher or peer partners can use the comment section to give feedback and ask questions. The student has the ownership to make any changes to their thinking.	Lesson Delivery (Standard 2: Content; Standard 3: Assessment, Standard 4: Instruction; Standard 5: Learning Environment, Standard 6: Collaboration & Communication)

Pillars of Core Instruction (cont'd)

Model for Lesson Delivery with Student Engagement				
Descriptors	**Key Components**	**Face to Face Delivery**	**Virtual Delivery**	**Alignment to Teacher Standards and OTES 2.0**
Students are preocessing the content in a meaningful way	Teacher purposefully and intentionally incorporates strategies that assist studnts in processing the content.	Grouping of studnets for strategic teaching. Collaborative learning experiences provided. purposeful questioning and scaffolding provided.	When designing small group instruction, incorporate knowledge of students (disposition, friendship groups, strengths and needs, etc.) when grouping students.	Lesson Delivery (Standard 2: Content; Standard 3: Assessment, Standard 4: Instruction; Standard 5; learning Environment, Standard 6: Collaboration & Communication)
Strategies build on students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning.	Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking.	Teacher makes decisions and utilizes instructional approaches in an intentional and systematic manner to support instructional purpose. Lesson progressions of the standards are planned for students to build on previous learning. Teacher uses a variety of instructional strategies to address individual learning needs	Provide a visual (continuum, infographic) showing learning progressions visually. If possible, provide interactive method for students to check off progressions met as they move through lessons	Lesson Delivery (Standard 2: Content; Standard 3: Assessment, Standard 4: Instruction; Standard 5; learning Environment, Standard 6: Collaboration & Communication)
Intellectual engagement is evident (reading, thinking, writing, problem-solving).	Students' classroom work demonstrates substantive intellectual engagement across levels of cognition (DOK).	• Productive struggle • Discourse • Reflecting and Revising • Intentional Questioning • Evaluating Solutions	Develop protocols for online learning times that includes deliberate quiet reflection/ writing times, wait time. Build format for inviting student-initiated conversations into learning format (making space for students' own tracks of interest beyond responding to teacher inquiries.)	Lesson Delivery (Standard 2: Content; Standard 3: Assessment, Standard 4: Instruction; Standard 5; learning Environment, Standard 6: Collaboration & Communication)
Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in learning.	The teacher provides scaffolds for learning tasks that support the development of the targeted concepts and skills, while gradually releasing responsibility, leading to student independence.	Student engagement is evident through discourse, questioning, journaling, problem solving, formative assessments, assignments/presentations	Students regularly complete virtual assignments on the digital platform, respond to teacher questioning, turn in assignments, and attend check-in times or office hours set by the teacher.	Lesson Delivery (Standard 2: Content; Standard 3: Assessment, Standard 4: Instruction; Standard 5; learning Environment, Standard 6: Collaboration & Communication)

Pillars of Core Instruction (cont'd)

Model for Classroom Environment and Culture				
Descriptors	**Key Components**	**Face to Face Delivery**	**Virtual Delivery**	**Alignment to Teacher Standards and OTES 2.0**
The physical arrangement of the room is conducive to student learning.	Growth Mindset is a prevailing norm for students and teachers.	Create a classroom culture of positive student interaction and student ownership. Flexible furniture, carpet or carpet squares for students to sit on the floor, collaborative areas around the room for groups to work together.	Provide suggestions to families for layout of home learning spaces (several options). Provide feedback for families who would like it, of their spaces through images or video.	Classroom Environment (Standard 1: Students; Standard 5: Learning Environment)
Systems and routines facilitate student responsibility, ownership and independence.	The layout of the learning environment is done with purpose and intention to maximize teaching and learning.	Space for whole group, small group, and individual work space, flexible seating.	Teacher schedules meeting times for whole class interaction, small group support and intervention, and individual support; multiple platforms are utilized for lessons and assignments, e.g., videos, written work, Kahoot, Quizlet, Google forms, etc.	Classroom Environment (Standard 1: Students; Standard 5: Learning Environment)
Classroom environment ensures that time is maximized for learning.	Systems, routines and procedures of the classroom facilitate students learning and independence.	Schedules are posted. Transition time is minimal. Desks are arranged in groups to encourage dialogue, class norms have been established collectively, active listening is taught and modeled.	Use of visual online timers and/or music to signal transitions.	Classroom Environment (Standard 1: Students; Standard 5: Learning Environment)
Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning.	Resources, displays and spaces reflect diversity of the school, classroom and community, and supports an environment that honors all voices while promoting student efficacy.	Student discourse and interactions reflect a culture of mutual respect and encouragement. The relationships (student-teacher and student-student) support student learning.	Develop classroom specific recitations in which groups of students can participate together to build community. Ensure that said recitations are both culturally relevant and provided in writing. Use them to start sessions and reference them as needed to encourage high motivation achievement.	Classroom Environment (Standard 1: Students; Standard 5: Learning Environment) Knowledge Of Students (Standard 1: Students, Standard 4; Instruction, Standard 6: Collaboration & Communication)
Classroom norms encourage risk-taking, collaboration and respect for thinking.	Relationships (teacher - student and student - student) in the classroom foster risk-taking, collaboration, respect for thinking, and community building.	Create classroom norms with students and have a few (not too many) building-wide norms expected to be used in all classrooms, cafeteria, specialists rooms, playground, etc. Teacher/Principal regularly and randomly praise students for effort, growth and achievement.	Have the virtual norms listed on the digital platform where students go to retrieve and turn in assignments. Virtually with students, go over the norms at the beginning of the online meeting. After the first meeting, have a Google Slide appear on the screen that lists the norms during the live meeting. Teacher/ Principal regularly and randomly praise students for effort, growth and achievement.	Classroom Environment (Standard 1: Students; Standard 5: Learning Environment)

Pillars of Core Instruction (cont'd)

Model for Classroom Environment and Culture				
Descriptors	**Key Components**	**Face to Face Delivery**	**Virtual Delivery**	**Alignment to Teacher Standards and OTES 2.0**
Numerous volunteer opportunities and activities are provided for families to support student learning.	Families are welcomed into the school/ classroom to actively engage and participate in facilitating and supporting student learning.	Families are provided a variety of choices to engage through multiple means in classroom and school activities and learning opportunities.	Invite interested family/ community members to deliver some lessons (history, read-alouds, wisdom on navigating challenges, etc.)	Classroom Environment (Standard 1: Students; Standard 5: Learning Environment)
Classroom norms, systems, routines, and beliefs are developed with students and shared with families.	Student expertise, opinions, and ideas are valued and provides input into what happens in the classroom and school.	Family engagement through multiple means (newsletter, email, face to face, phone call) is a priority. Opportunities are available for families to participate in two way communication.	Communicate expectations through a newsletter - a Smores newsletter can be updated continually rather than a Word Document.	Classroom Environment (Standard 1: Students; Standard 5: Learning Environment)

ECE Decision Tree

ALL Students: Tier 1 Instruction, Collect and Monitor Performance Data

- District Diagnostic
- District adopted resources

Determination of Strengths and Weaknesses, Determination of "On-track" or "Not-on-track" Status

- Based upon assessments results, determine strengths and challenges for each individual student.
- Determine level of support needed for each student: Tier 1-Universal, Tier 2- Targeted, or Tier 3- Intensive
- If it is determined that a student in not proficient in literacy and math, move to Tier 2 or Tier 3.

Students Responding to Tier 1 Instruction:

"On" and "Above" Pre-K Standard- Enrichment

- Differentiated, small group and/or individualized instruction
- Monitor progress quarterly

Students Responding to Tier 2 Instruction:

Reassess Needs

- Determine next steps for intervention: continue current intervention and Tier 2 support; adjust Tier 2 support with new interventions; OR move to "on" and "above" Pre-K standard level enrichment

Students NOT Responding to Tier 1 Instruction:

Tier 2 Support

- Plan for additional instruction and interventions: individualized, specific, targeted skills based on assessment results to build phonological awareness, phonics, fluency, vocabulary, and comprehension skills and strategies for reading; foundational number skills and Pre-K standard fluency for math
- Differentiated, small group and/or individualized instruction
- Progress monitor quarterly
- Evaluate data to determine response to intervention

Students NOT Responding to Tier 2 Instruction

- Review progress monitoring data and response to intervention with ECE team
- Adjust current intervention
- Continue Tier 2 support and progress monitoring
- OR move to Tier 3

Students NOT Responding to Tier 1 & Tier 2 Instruction:

Tier 3 Support

- Parent notification of substantial reading/math deficiency and plan for additional instruction and interventions: multisensory, small group, and intensive interventions in phonological awareness, phonics, fluency, vocabulary, and comprehension skills and strategies for reading, and small group, and intensive interventions for math that are aligned to the student's identified areas of deficiency.
- Progress monitor biweekly
- Evaluate data to determine response intervention
- For students NOT responding to Tier 3 supports and intervention: referral back to ECE team for further support.

Pre-K Reading Decision Tree

All students must receive comprehensive grade level core literacy instruction aligned to Ohio's Early Learning Content Standards. Support and interventions must be in addition to and DO NOT take the place of high-quality instruction.

Provide students with Tier 2 or Tier 3 support if assessment data indicates that the student is performing below level according to the learning progressions in literacy, and/or the student is demonstrating intensive literacy needs in core instruction and requires further attention. Explicit and systematic interventions must be provided for students identified as needing Tier 2 or Tier 3 support.

If students are identified as needing Tier 2 or Tier 3 support, then an assessment should be administered to determine the appropriate focus area for progress monitoring and interventions.

- Early Learning Assessment (ELA)
- Informal Letter Identification Assessment
- Big Day Pre-K Curriculum Assessments
- Waterford Early Learning Program Assessments

*All interventions must be accompanied by application to connected text. Skills taught in isolation are not efficiently transferred.

The parent of a student who requires targeted support should be notified of the skill deficit and intervention plan. Parents will be provided with strategies to implement at home to support their child's continued growth.

Phonological Awareness

If a phonological awareness deficit is demonstrated on the assessment, then provide focused interventions. Use assessment results to determine specific target goals for interventions.

Possible Intervention Strategies

- Identify rhyming words
- (Rhyming books/nursery rhymes)
- Break words into syllables (Syllable Counting
- Cards/Cap out syllables)
- Use picture cards to match same initial/medial/final sounds
- Blend sounds
- Play sound substitution games

Continuous Progress Monitoring to Inform Instruction

Letter Identification

If a letter identification deficit is demonstrated on the assessment, then provide focused interventions. Use assessment results to determine specific target goals for interventions.

Possible Intervention Strategies

- Name Puzzles
- Match magnetic letters to an alphabet chart
- Magnetic letter naming (use letters known
- to the child and introduce 1 to 2 unknown letters
- Sensory Letters - build letters out of Play
- Doh or trace letters in a sensory item (i.e. sand)
- Make an alphabet book with common pictures known to child
- Look for letters in environmental print

Continuous Progress Monitoring to Inform Instruction

All students receiving interventions should be progress monitored regularly. If the student is not demonstrating adequate growth, the invention should be modified. Continue to monitor and adjust instruction until students reach proficiency.

Pre-K Math Decision Tree

All students must receive comprehensive grade level core math instruction aligned to Ohio's Early Learning Content Standards. Support and interventions must be in addition to and DO NOT take the place of high-quality instruction.

Provide students with Tier 2 or Tier 3 support if diagnostic data indicates that the student is performing below level according to the learning progressions in math, and/or the student is demonstrating intensive math needs in core instruction and requires further attention. Explicit and systematic interventions must be provided for students identified as needing Tier 2 or Tier 3 support.

If students are identified as needing Tier 2 or Tier 3 support, then an assessment should be administered to determine the appropriate focus area for progress monitoring and interventions.

- Early Learning Assessment (ELA)
- Big Day Pre-K Curriculum Assessments
- Waterford Early Learning Program Assessments

*All interventions must be accompanied by application to connected text. Skills taught in isolation are not efficiently transferred.

The parent of a student who requires targeted support should be notified of the skill deficit and intervention plan. Parents will be provided with strategies to implement at home to support their child's continued growth.

Object Counting

If a deficiency in the ability to understand and work with number words through counting and cardinality is demonstrated on the assessment, then provide focused interventions. Use assessment results to determine specific target goals for interventions.

Possible Intervention Strategies

- Keeping Track Strategy
- Use pictures, objects or manipulatives
- Attach appropriate number of clothespins to match number card
- Stamp number of objects to match number
- Punch appropriate number of holes in card

Continuous Progress Monitoring to Inform Instruction

Numeral Identification

If a deficiency in the ability to understand and work with number words through numbers and operations is demonstrated on the assessment, then provide focused interventions. Use assessment results to determine specific target goals for interventions.

Possible Intervention Strategies

- Number Bingo
- Sand Boxes
- Find and match number cards
- Paint over numbers with Q-tips and other items
- Number tracing
- Number puzzles
- Number word bingo

Continuous Progress Monitoring to Inform Instruction

All students receiving interventions should be progress monitored biweekly. If the student is not demonstrating adequate growth, the invention should be modified. Continue to monitor and adjust instruction until students reach grade level proficiency.

Elementary Decision Tree

All students must receive comprehensive grade level core literacy instruction aligned to Ohio's Early Learning Content Standards. Support and interventions must be in addition to and DO NOT take the place of high-quality instruction.

ALL Students: Tier 1 Instruction, Collect and Monitor Performance Data

- Kindergarten: KRA, District Reading Diagnostic, District Math Diagnostic
- Grades 1-5 District Reading Diagnostic, District Math Diagnostic

Determination of Strengths and Weaknesses, Determination of "On-track" or "Not-on-track" Status

- Based upon assessment results, determine academic strengths and challenges for each individual student
- Determine level of support needed for each student: Tier 1 - Universal (core instruction provided to ALL students), Tier 2 - Targeted Intervention (in addition to Tier 1 instruction), or Tier 3 - Intensive Intervention (in addition to Tier 1 and Tier 2 instruction)
- If it is determined that a student is not proficient in reading or math, move to Tier 2. Students not responding to Tier 2 intervention receive additional Tier 3 intensive intervention.

Students Responding to Tier 1 Instruction:

"On" and "Above" Grade Level – Enrichment

- Differentiated, small group and/or individualized instruction
- Monitor Progress monthly

Students Responding to Tier 2 Instruction:

Reassess Needs

- Determine next steps for intervention: continue current intervention and Tier 2 support; adjust Tier 2 support with new intervention; OR move to "on" and "above" grade level enrichment

Students NOT Responding to Tier 1 Instruction:

Tier 2 Support

- Parent notification of diagnostic status and plan for additional instruction and interventions: individualized, specific, targeted skills based on assessment results:
- ELA - to build phonological awareness, phonics, fluency, vocabulary, and comprehension skills and strategies;
- Math -foundational number skills and grade-level fluency
- Support will be provided through differentiated, small group and/or individualized instruction
- Progress monitor biweekly
- Evaluate data to determineresponse to intervention

Students NOT Responding to Tier 2 Instruction:

MTSS Referral

- Review progress monitoring data and response to intervention with MTSS Team
- Adjust current intervention
- Continue Tier 2 support and progress monitoring OR move to Tier 3 support

Students NOT Responding to Tier 1 and Tier 2 Instruction:

Tier 3 Support

- Parent notification of substantial reading/math deficiency and plan for additional instruction and interventions:
- ELA - multisensory, small group, and intensive interventions in phonological awareness, phonics, fluency, vocabulary, and comprehension skills and strategies
- Math - and small group, and intensive interventions for math that are aligned to the student's identified areas of deficiency
- Progress monitor biweekly and evaluate data to determine response to intervention and modifications to instruction
- For students NOT responding to Tier 3 supports and intervention send referral back to MTSS team for further evaluation

K–2 Reading Decision Tree

Tier 1: All StudentsAll students must receive chigh quality, grade-level, core English Language Arts Instruction aligned to Ohio's Learning Standards. The district provides a ELA Framework and Curriculum Guides that support teachers when planning for instruction and checks for understanding. Support and interventions must be in addition to and DO NOT take the place of high-quality core instruction.

If diagnostic data indicates that a student is performing one or more grade levels below in Reading, and/or the student is demonstrating intensive reading needs in core instruction and requires further attention, then provide them with Tier 2 or Tier 3 support, in addition to Tier 1. Explicit and systematic interventions must be provided for students identified as needing Tier 2 or Tier 3 support.

If students are identified as needing Tier 2 or Tier 3 support on the District diagnostic, additional screeners should be administered to determine the appropriate focus area for interventions.

- Heggerty Phonemic Awareness
- Fundations Deoding Survey and Unit Analysis
- i-Ready Oral Reading Fluency

*All interventions must be accompanied by application to connected text. Skills taught in isolation are not efficiently transferred

The parent of a student that exhibits a specific reading deficiency should be notified of the reading deficit and intervention plan. Parents will be provided with strategies to implement at home to support their child's continued growth.

Phonological Awareness and Letter Identification

If phonological awareness and/or letter identification deficits are demonstrated on the assessment, then provide focused interventions. Use diagnostic results to determine specific target goals for interventions.

Possible Intervention Strategies

Multi-sensory interventions based on skill deficits from the assessment.

- Elkonin Sound Boxes to blend/segment phonemes
- What Did I Say?
- Which Word is Different?
- Phoneme Shuffle
- Heggerty below level or previous lessons
- iReady Next Steps for Instruction
- What Did I say?
- Which Word is Different?

5 Essential Components of Reading

Progress Monitoring Options

- Heggerty Phonemic Awareness
- Fundations Unit Assessments and Progress Monitoring

Phonics and Concepts of Print

If a phonics deficit is demonstrated on the diagnostic assessment, then provide focused interventions. Use diagnostic results to determine specific target goals for interventions.

Possible Intervention Strategies

- Fundations scope and sequence beginning with lowest skill not mastered.
- iReady Next Steps for Instruction
- Elkonin Sound and Spelling Boxes
- Letter/Sound Correspondence
- Read the Word
- Strutural Analysis: Let's Add Word Parts

5 Essential Components of Reading

Fluency

If a fluency deficit is demonstrated on the diagnostic assessment, then provide focused interventions. Use diagnostic results to determine specific target goals for interventions.

Possible Intervention Strategies

- iReady Next Steps for Instruction
- Folding In
- Fluency Development Lessons
- Chunking
- Partner Reading with Comprehension
- The MAPP Approach

5 Essential Components of Reading

Progress Monitoring Options

- iReady Oral Reading Fluency

Progress Monitoring Options

- iReady Growth Monitoring
- Fundations Assessments

All students receiving interventions should be progress monitored biweekly. If the student is not demonstrating adequate growth, the invention should be modified. Continue to monitor and adjust instruction until students reach grade level proficiency.

3–5 Reading Decision Tree

Tier 1: All students must receive chigh quality, grade-level, core English Language Arts Instruction aligned to Ohio's Learning Standards. The district provides a ELA Framework and Curriculum Guides that support teacherswhen planning for instruction and checks for understanding. Support and interventions must be in addition to and DO NOT take the place of high-quality core instruction.

If diagnostic data indicates that a student is performing one or more grade levels below in Reading, and/or the student is demonstrating intensive reading needs in core instruction and requires further attention, then provide them with Tier 2 or Tier 3 support, in addition to Tier 1. Explicit and systematic interventions must be providedfor students identified as needing Tier 2 or Tier 3 support..

If students are identified as needing Tier 2 or Tier 3 support, then a diagnostic assessment should be administered to determine the appropriate focus area for interventions.

- Heggerty Phonemic Awareness (use primary level)
- Fundations Decoding Survey
- iReady Oral Reading Fluency

*All interventions must be accompanied by application to connected text. Skills taught in isolation are not efficiently transferred.

The parent of a student that exhibits a specific reading deficiency should be notified of the reading deficit and intervention plan. Parents will be provided with strategies to implement at home to support their child's continued growth.

Phonics & Fluency

If a phonics or fluency deficit is demonstrated on the diagnostic assessment, then provide focused interventions. Use assessment results to determine specific target goals for interventions.

Possible Intervention Strategies

- iReady Next Steps for Instruction
- Read the Word
- Structural Analysis, :et's Add Word Parts
- Fluency Development Lessons
- Chunking
- Partner Reading with Comprehension
- The MAPP Approach

5 Essential Components of Reading

Progress Monitoring Options

- iReady Oral Reading Fluency
- Foundations Decoding Survey

Vocabulary & Background Knowledge

If a vocabulary deficit is demonstrated on the diagnostic assessment, then provide focused interventions. Use diagnostic results to determine specific target goals for interventions.

Possible Intervention Strategies

- iReady Next Steps for Instruction
- Elaborating Words
- Creating Word Maps
- Learn From Context
- Figures of Speech
- Use Morphology and Word Parts

5 Essential Components of Reading

Progress Monitoring Options

- iReady Growth Monitoring

Comprehension

If a comprehension deficit is demonstrated on the diagnostic assessment, then provide focused interventions. Use diagnostic results to determine specific target goals for interventions.

Possible Intervention Strategies

- iReady Next Steps for Instruction
- Vocabulary
- Listening Comprehension
- Purposeful Reading
- Sentence Level Comprehension
- Schema Story
- Where's the Evidence
- Topic Webs
- 2-Column Note

5 Essential Components of Reading

Progress Monitoring Options

- iReady Growth Monitoring

All students receiving interventions should be progress monitored biweekly. If the student is not demonstrating adequate growth, the invention should be modified. Continue to monitor and adjust instruction until students reach grade level proficiency.

K–1 Math Decision Tree

Tier 1: All StudentsAll students must receive chigh quality, grade-level, core Math Instruction aligned to Ohio's Learning Standards. The district provides a Math Framework and Curriculum Guides that support teachers when planning for instruction and checks for understanding. Support and interventions must be in addition to and DO NOT take the place of high-quality core instruction.

If diagnostic data indicates that a student is performing one or more grade levels below in Math, and/or the student is demonstrating intensive reading needs in core instruction and requires further attention, then provide them with Tier 2 or Tier 3 support, in addition to Tier 1. Explicit and systematic interventions must be provided for students identified as needing Tier 2 or Tier 3 support..

If students are identified as needing Tier 2 or Tier 3 instructional supports, then an analysis of the diagnostic assessment and student work should occur to determine the appropriate focus area for interventions.

- State Diagnostic
- KRA

*All interventions must be accompanied by application to real world context. Skills taught in isolation are not efficiently transferred

The parent of a student that exhibits a specific math deficiency should be notified of the math deficit and intervention plan. Parents will be provided with strategies to implement at home to support their child's continued growth.

Numeracy

If a deficiency in the ability to understand and work with numbers through Counting and Cardinality, Operations and Algebraic Thinking and Number and Operations in Base Ten standards are demonstrated on the assessment, then provide focused interventions. Use diagnostic results to determine specific target goals for interventions.

Possible Intervention Strategies

- Systematic and explicit instructions
- Explicitly state learning intentions and success criteria
- Opportunities to manipulate physical objects and visual representations
- Provide multiple examples or examples of error that students can identify and correct

Progress Monitoring Options

- Classroom based measures
- iReady Growth Monitoring

Possible Intervention Strategies

- Developmental progressions when teaching Number and Operations:
- Subitizing
- Meaningful object counting
- Counting based comparisons of collections
- Number-after knowledge
- Mental comparisons of close or neighboring numbers
- Number-after equals one more
- Number before is one less

Progress Monitoring Options

- Classroom based measures
- iReady Growth Monitoring

Fluency with Numbers

If grade level fluency is not demonstrated, provide additional opportunities for students to build fluency by helping them see the patterns in number and number relationships. Instruction should include mathematical problems in context, use physical objects and visual objects and when appropriate symbolic representation when solving problems rather than rote memorization.

Possible Intervention Strategies

- K Systematic and explicit subitizing activities
- 1st Systematic and explicit instruction and practice on strategies (1.OA.6)
- Use number bonds and part/whole graphic representations
- Incremental rehearsal of math facts

Progress Monitoring Options

- Classroom based measures
- iReady Growth Monitoring

All students receiving interventions should be progress monitored biweekly. If the student is not demonstrating adequate growth, the invention should be modified. Continue to monitor and adjust instruction until students reach grade level proficiency.

2–5 Math Decision Tree

All students must receive high quality grade level core Math instruction aligned to Ohio's Learning Standards. Support and interventions must be in addition to and DO NOT take the place of high-quality core instruction.

Students are identified as needing Tier 2 or Tier 3 instruction, if diagnostic data indicates that the student is performing one or more grade levels below in Math, and/or the student is demonstrating intensive Math needs in core instruction and requires further attention. Explicit and systematic interventions must be provided for students identified as needing Tier 2 or Tier 3 instruction.

If students are identified as needing Tier 2 or Tier 3 instructional supports, then an analysis of the diagnostic assessment and student work should occur to determine the appropriate focus area for interventions.

- iReady Diagnostic
- iReady Growth Monitoring

*All interventions must be accompanied by application to real world context. Skills taught in isolation are not efficiently transferred

The parent of a student that exhibits a specific math deficiency should be notified of the math deficit and intervention plan. Parents will be provided with strategies to implement at home to support their child's continued growth.

Numbers

If a deficiency in the ability to understand and work with numbers through Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations Fractions standards are demonstrated on the assessment, then provide focused interventions. Use diagnostic results to determine specific targeted goals for interventions.

Possible Intervention Strategies

- Systematic and explicit instructions
- Explicitly state learning intentions and success criteria
- Opportunities to manipulate physical objects and visual representations
- Provide multiple examples or examples of error that students can identify and correct

Progress Monitoring Options

- Classroom based measures
- iReady Growth Monitoring

Possible Intervention Strategies 2–5

- Provide students with prompts to help them monitor and reflect during the problem-solving process
- Model how to monitor and reflect on the problem-solving process
- Help students recognize that fractions are numbers and that fractions expand the number system beyond whole numbers through measurement activities and number lines
- Use number lines to improve fractional equivalence
- Number-after equals one more
- Number before is one less

Progress Monitoring Options

- Classroom based measures
- iReady Growth Monitoring

Fluency with Numbers

If grade level fluency is not demonstrated, provide additional opportunities for students to build fluency by helping them see the patterns in number and number relationships. Instruction should include mathematical problems in context, use physical objects and visual objects and when appropriate symbolic representation when solving problems rather than rote memorization.

Possible Intervention Strategies

- 2nd Systematic and explicit instruction and practice on strategies (2.OA.2)
- 3rd – 5th Systematic and explicit instruction & practice on equal groups and sharing equally
- Explicit instruction on the relationship between multiplication and division
- 3rd – 5th Interactive Learning Games

Progress Monitoring Options

- Classroom based measures
- iReady Growth Monitoring

All students receiving interventions should be progress monitored biweekly. If the student is not demonstrating adequate growth, the invention should be modified. Continue to monitor and adjust instruction until students reach grade level proficiency.

Secondary Decision Tree

ALL Students: Tier 1 Instruction, Collect and Monitor Performance Data

- Research-based, standards-aligned, grade/developmentally appropriate core instruction
- Use of learning intentions, success criteria, learning progressions, scaffolding and differentiation. Use of formative instruction to drive instructional adjustments.

Determination of Strengths and Weaknesses, Determination of "On-track" or "Not-on-track" Status

- Based upon diagnostic assessment results, determine strengths and challenges for each individual student.
- Determine level of support needed for each student: Tier 1 - Universal, Tier 2 - Targeted, or Tier 3 - Intensive
- If it is determined that a student in not proficient in literacy and math, move to Tier 2 (one grade level below) or Tier 3 (two or more grade levels below).

Students Responding to Tier 1 Instruction:
"On" and "Above" Grade Level – Enrichment

- Differentiated, small group and/or individualized instruction
- Monitor progress monthly

Students Responding to Tier 2 Instruction:
Reassess Needs

- Determine next steps for intervention: continue current intervention and Tier 2 support; adjust Tier 2 support with new intervention; OR move to "on" and "above" grade level enrichment

Students NOT Responding to Tier 1 Instruction:
Tier 2 Support

- Parent notification of diagnostic status and plan for additional instruction and interventions: individualized, specific, targeted skills based on assessment results
- Differentiated, small group and/or individualized instruction
- Progress monitor biweekly
- Evaluate data to determine response to intervention

Students NOT Responding to Tier 2 Instruction:
MTSS Referral

- Review progress monitoring data and response to intervention with MTSS Team
- Adjust current intervention
- Continue Tier 2 support and progress monitoring OR move to Tier 3 support

Students NOT Responding to Tier 1 & Tier 2 Instruction:
Tier 3 Support

- Parent notification of substantial reading/math deficiency and plan for additional instruction and interventions that are aligned to the student's identified areas of deficiency
- Progress monitor biweekly
- Evaluate data to determine response to intervention
- For students NOT responding to Tier 3 supports and intervention: refer back to MTSS team for further evaluation

6–12 Literacy Decision Tree

All students must receive comprehensive grade-level content instruction aligned to Ohio's Learning Standards. Support and interventions must coincide or be in addition to and DO NOT take the place of high-quality core instruction.

Provide student with Tier 2 and Tier 3 support if diagnostic data indicates that the student is performing one or more grade levels below in reading and writing skills and/or the student is demonstrating intensive reading and writing needs in core instruction and requires further attention. Explicit and systematic interventions must be provided for students identified as needing Tier 2 and Tier 3 Support.

If students are potentially identified as needing Tier 2 or Tier 3 support, then a diagnostic assessment should be administered to determine need and the appropriate focus area for interventions.

- District Diagnostic
- Adoptive Curricular Diagnostic Assessment
- Adopted Curricular Readiness Screener

*All interventions must be accompanied by application to core course instruction. Skills taught in isolation are not efficiently transferred.

The parent of a student that exhibits a specific deficiency should be notified of the deficit and intervention plan. Parents will be provided with strategies to implement at home to support their child's continued growth.

Language Comprehension

- Background Knowledge
- Vocabulary
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Reading Comprehension

- Monitoring Comprehension
- Using Prior Knowledge
- Making Predictions/Inferences
- Questioning
- Recognizing Text Structures
- Summarizing
- Analyzing
- Synthesizing

Word Recognition

- Advanced Word Study
- Phonemic Awareness
- Decoding and Spelling
- Phonics
- Fluency

Progress Monitoring Options

Standards-Based Assessment/Adopted Curricular resource benchmar Assessments

Possible Intervention Strategies

- Explicit Grammar Instruction
- Explicit Vocabulary Instruction
- Explicit Syntax & Sentence Writing
- Intensive Writing
- More Time on Task/Small Group

Possible Intervention Strategies

Comprehension Strategies Instruction

- Chunking
- Cohesion Scaffolds
- Text Annotations
- Build Background Knowledge
- Graphic Organizers
- More Time on Task/Small Group

Possible Intervention Strategies

- Strategic Tutoring
- Advanced Word Study
- Fluency Practice
- Read-Alouds
- More Time on Task/Small Group

Literacy Interventoion Course

College/Career-Ready Literacy

All students receiving interventions should be progress monitored biweekly. If the student is not demonstrating adequate growth, the invention should be modified. Continue to monitor and adjust instruction until students reach grade level proficiency.

6–8 Math Decision Tree

All students must receive comprehensive grade level content instruction aligned to Ohio's Learning Standards. Support and interventions must be in addition to and DO NOT take the place of high-quality core instruction.

Provide student with Tier 2 and Tier 3 support if diagnostic data indicates that the student is performing one or more grade levels below in math skills and/or the student is demonstrating intensive math needs in core instruction and requires further attention. Explicit and systematic interventions must be provided for students identified as needing Tier 2 and Tier 3 Support.

If students are identified as needing Tier 2 or Tier 3 support, then a diagnostic assessment should be administered to determine the appropriate focus area for interventions.

- District diagnostic
- Curriculum resource diagnostic
- Individualized adaptive learning platform

*All interventions must be accompanied by application to core course instruction. Skills taught in isolation are not efficiently transferred.

The parent of a student that exhibits a specific deficiency should be notified of the deficit and intervention plan. Parents will be provided with strategies to implement at home to support their child's continued growth.

Critical Areas of Focus

- Ratios and Proportional Relationships
- The Number System
- Expressions and Equations
- Statistics and Probability
- Geometry

Identify where the student is in the standard progression and design intervention plan to address the gap between where the student is and where they should be in the grade level standard.

Progress Monitoring Options

- Standards Based Assessment
- Individualized adaptive learning platform

Possible Intervention Strategies

- Fluency Building
- Problem-Solving Instruction

Additional Possible Intervention Strategies

- Small group instruction/peer tutoring
- District adopted hands-on resources
- Systematic and expplicit instructions
- Opportunities to manipulate physical objects and visiual representations
- Provide multiple examples of errors that students can identify and correct
- Model how to monitor and reflect on the problem-solving process
- Explicitly state learning intentions and success criteria

Additional Progress Monitoring Options

- District adopted benchmark

All students receiving interventions should be progress monitored biweekly. If the student is not demonstrating adequate growth, the invention should be modified. Continue to monitor and adjust instruction until students reach grade level proficiency.

9–12 Math Decision Tree

All students must receive comprehensive grade level content instruction aligned to Ohio's Learning Standards. Support and interventions must be in addition to and DO NOT take the place of high-quality core instruction.

Provide student with Tier 2 and Tier 3 support if diagnostic data indicates that the student is performing one or more grade levels below in math skills and/or the student is demonstrating intensive math needs in core instruction and requires further attention. Explicit and systematic interventions must be provided for students identified as needing Tier 2 and Tier 3 Support.

If students are identified as needing Tier 2 or Tier 3 support, then a diagnostic assessment should be administered to determine the appropriate focus area for interventions.

- Diagnostic Assessment
- Curriculum resource diagnostic
- Individualized adaptive learning platform

*All interventions must be accompanied by application to core course instruction. Skills taught in isolation are not efficiently transferred

The parent of a student that exhibits a specific deficiency should be notified of the deficit and intervention plan. Parents will be provided with strategies to implement at home to support their child's continued growth.

Algebra I Critical Areas of Focus

- Relationships Between Quantities and Reasoning with Equations
- Linear and Exponential Relationships
- Descriptive Statistics
- Expressions and Equations
- Quadratic Functions and Modeling

Geometry Critical Areas of Focus

- Applications of Probability
- Congruence, Proof and Constructions
- Similarity, Proof and Trigonometry
- Connecting Algebra and Geometry through Coordinates
- Circles with and without Coordinates
- Extending to Three Dimensions

Algebra 2 Critical Areas of Focus

- Inferences and Conclusions from Data
- Polynomials, Rational and Radical Relationships
- Trigonometry of General Triangles and Trigonometric Functions
- Modeling with Functions

Possible Intervention Strategies to add:

- Small group instruction/peer tutoring
- District adopted hands-on resources
- Systematic and explicit instructions
- Opportunities to manipulate physical objects and visual representations
- Provide multiple examples of errors that students can identify and correct
- Model how to monitor and reflect on the problem-solving process
- Explicitly state learning intentions and success criteria

Identify where the student is in the standard progression and design intervention plan to address the gap between where the student is and where they should be in the grade level standard.

Progress Monitoring Options

- Standards Based Assessment
- District approved benchmark

Possible Intervention Strategies

- Fluency Building
- Problem-Solving Instruction

All students receiving interventions should be progress monitored biweekly. If the student is not demonstrating adequate growth, the invention should be modified. Continue to monitor and adjust instruction until students reach grade level proficiency. .

Career Technical Education Decision Tree

All students receive comprehensive instruction that is aligned to Ohio's Career Technical Education Standards. CTE instruction incorporates differentiated practices and builds a bridge between knowledge and action.

Students engage in assessments to determine current knowledge and skill level to support alignment of instruction to meet student needs.

Tier 1 – CTE Core Instructional Practices & Strategies:

- Revisit and review information for students not achieving 70% on assessments
- Re-evaluate and refine teaching strategies
- Focus on positives will working to strengthen areas of need
- Allow for reassessment of learning to promote continue work towards identified goals

Students who do not respond to the standards aligned, differentiated and comprehensive CTE instruction will be reassessed to determine the tiered supports and resources needed to bridge learning gaps and accelerate skill and knowledge development.

Tier 2 – CTE Instructional Practices & Strategies:

- Increase opportunities for instructional supports
- Connect with student support services to assist student in successful attainment of knowledge and skill
- Include SEL supports such as: check, connect & expect
- Assist student with personal SWOT analysis for improvement
- Team concept to support full spectrum of student needs

Tier 3 – CTE Instructional Practices & Strategies

- Higher level of administrative input
- Individualized support for behavioral and educational struggles
- Wrap around supports to improve outcomes for student
- Increase opportunity for student voice and advocacy for their learning

All students receiving interventions should be progress monitored biweekly. If the student is not demonstrating adequate growth, the invention should be modified. Continue to monitor and adjust instruction until students reach grade level proficiency. .

Early Childhood Education SEL PreK Decision Tree

Every PreK student will receive high-quality social emotional learning (SEL) into the school day whs is known to have positive impact on student safety, culture, performance and success. SEL is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Provide students with Tier 2 or 3 support indicates that the studnets is not demonstrating the ODE Early Learning SEL Standards in Social Emotional Development. Explicit and systematic interventions must be matched to the needs of the students and provided for students identified as needing Tier 2 or Tier 3 support. Support to staff will be provided by ECE coordinators and ECE behavior specialists. Interventions will be progress-monitored and next steps determined by need.

ECE Behavior Support Referral Form: https://forms.gle/YBARu86gTFusxJVX6

The following resources and strategies should be foundational in every PreK classroom: Second Step, Youth Yoga Project, Conscious Discipline, CPI Interventions for Verbal Escalation, Visual/Picture Schedules, Calming/Quiet Areas fro Self-Regulation.

Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.
The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and growth potential.

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations effectively managing stress, controlling impulses, and motivating oneself. the ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Social-Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

Responsible Decision Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. the realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyze situations
- Solving Problems
- Evaluating
- Reflecting

Early Childhood Education SEL PreK Decision Tree (continued)

Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Responsible Decision Making
Possible Intervention Strategies: • 4;1 ratio of positive feedback • Visuals for emotional identification • positive self-talk (Second Step Unit 1: Week 4) • Second Step Unit 3: Emotion management	Possible Intervention Strategies: • elf regulation • Explicit Instruction on use of fidgets • Personal token board for gooal setting	Possible Intervention Strategies: • Modeling • Explicity reteach expectations • Social stories • Second Step Unit 4	Possible Intervention Strategies: • One-on-one time with teacher(s) • Second Step Unit 2: Empathy • Peer buddy system	Possible Intervention Strategies: • Token board/ goal setting • Social stories • Visuals fpor decision-making

Progress Monitoring/Data Collection: ABC charts, Frequency & Duration, behavior Incident Reporting (IC), Anecdotal Logs, IEP Progress Reports, etc. Intervention data should be collected/monitored for 2-4 weeks minimum.

Positive Response to Intervention

Continue progress monitoring with current interventions. Modify as needed. Continued support from behavior specialist coordinator, as needed.

No Change in Self regulation Skills

Continue progress monitoring with current interventions, adjust as needed. Use data to begin steps for BIP

Student without IEP/not receiving SpEd Services

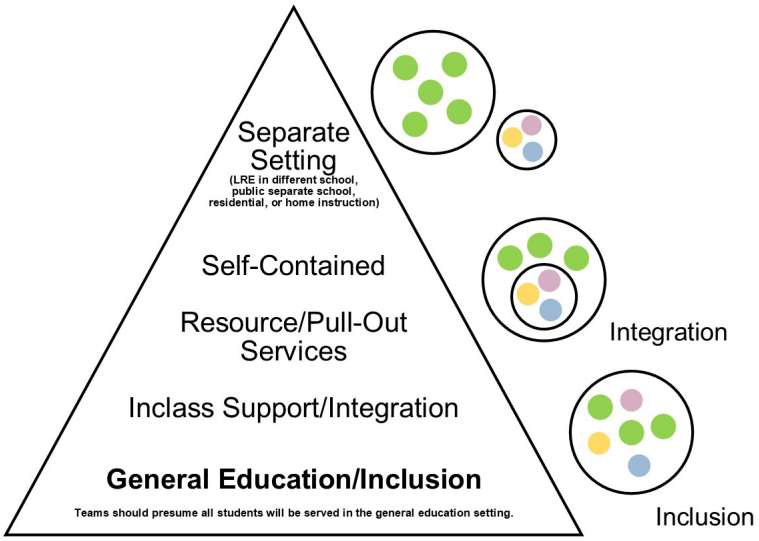
BIP in place with datea monitoring and collection. Move to PIAT process with parent/family permission. See behavioral referral process and classroom concerns form. Continued support from behavior specialist coordinator.

Current Student with IEP

BIP in plae with data monitoring and collections. Discussions with evaluation team regarding transition to schoo-age considerations, as necessary. continued support from behavior specialist coordinator.

Least Restrictive Environment (LRE) Guidance

Least restrictive environment (LRE), as described in the Individuals with Disabilities Act (IDEA), means that a student with a disability should have the opportunity to be educated with nondisabled peers, to the greatest (maximum) extent appropriate. It is important to remember that students with disabilities are general education students first with strengths, weaknesses, and learning needs just like their typical peers. While their needs may be more intense and/or individualized, the IEP team must determine how their needs can best be met, via their LRE, with the goal that the student is in the general education classroom (as much as appropriate).



Special Education is a service, not a place. In order for the IEP team to determine where a student will receive his/her special education services, they must clearly understand the student's learning profile including his/her strengths, needs, and learning preferences. The IEP team must understand:

- How the disability may manifest itself in the general education setting?
- How the disability will impact the student's ability to meet the demands and expectations of the general education setting?

1. Review Data

Collect and/or review the student's identified strengths, needs, and learning characteristics to determine baseline performance. Sources of data can include:

- Evaluation Team Report
- I-Ready Benchmark and/or Progress Monitoring Data
- MTSs response to instruction and intervention progress data

2. Develop Smart IEP Goal(S)

Once the IEP team has an understanding of the student's strengths and needs, they can begin to prioritize those needs and develop S(specific) M(measurable) A(attainable) R(relevant) T (timebound) goals. The team should utilize data reviewed and available to develop each goal, with the understanding that the purpose of each goal is to "close the achievement gap" so the student can fully participate in the general education setting without the need for support or services.

3. Determine Services and Supports Necessary to Meet Each Goal/Adequate Progress

After the IEP goals and objectives are developed, the IEP team then needs to determine what services and supports are necessary for the student to meet their annual goal(s) including specially designed instruction,

Least Restrictive Environment (LRE) Guidance (cont'd)

related services, assistive technology, accommodations, modifications, supports for school personnel, and service(s) to support medical needs.

The IEP team should consider the following when determining services and supports:

- What skills require direct, explicit instruction to maximize the student's strengths and promote skill development?
- How will the services and supports close the skill gap?
- How and when will the student be progress monitored to determine if the gap is closing?

4 LRE Determination

One the IEP team has developed appropriate goals and objectives and determined the services and supports necessary for the student to make progress, they need to discuss the location where the services will be provided. Teams should begin by presuming the student will be served in the general education setting. To assist in this determination, the following questions can be used to facilitate the discussion.

a. Can the student make adequate progress with services and supports provided within thegeneral education setting?

The discussion is required for each individual student based upon their specific areas of need as identified in Section 6 of the IEP. Services/supports that can be provided in the general education setting include specially designed instruction (small group or individual), accommodations, modifications, progress monitoring.

If YES, document the location for services as general education classroom

If NO, proceed to the next question.

b. Can the student make adequate progress with services and supports provided within aseparate location with the school setting? The discussion will include what goal areas require a separate setting and the reasons why a separate setting is necessary. Considerations may include minimal distractions, intensive, implicit strategy use.

If YES, document the location for services as resource room or self-contained classroom.

If NO, proceed to the next question

NOTE: It is possible that a student could have some services provided in the general education setting (including SDI) and some in a different setting within the school.

c. Can the student make adequate progress with services and supports provided within a separate location outside of their neighborhood school setting (separate public school, separate private school, residential facility, home instruction)? Note, these are the most restrictive options along the LRE continuum.

The discussion will include why it is not possible to provide services and supports within the student's current school setting based upon the student's strengths, weaknesses, and learning needs. The team will need to discuss why the current setting won't be appropriate to ensure adequate progress toward goal attainment, even with services, supports, accommodations, modifications, etc. The team will need to discuss the educational benefits, both academic and social, that are available in the proposed location for services as well as any potential harmful effects a more restrictive setting may have on the student.

LRE Decision Tree

1 Review Data

2 Develop SMART IEP Goals

3 Determine Services and Supports to Meet Goals

4 LRE Determination

Questions to consider for each content area

4a Can the student ,make adequate progress with services amnd supports provided within the general educations setting?

- YES → LRE is General Education Classroom (SDI provided in G.E.)
  - → In-class support and integration
  - → Co-teaching/ inclusion
- NO → **4b** Can the studnet make adequate progress with services and supports provided within a seperate location within the school setting (therapy room, resource room, self-contained classroom)?
  - YES → Team will determine which areas student requires a separate setting for IEP services and/or supports.
    - → LRE is in a separate location in the neighborhood school
      - → Resource Room
      - → Self-Contained Classroom
  - NO → **4c** Can the studnet make adequate progress with services/supports provided within a seperate location outside of the neighborhood school?
    - YES → Team will discuss why studnet is not expected to make adequate progress toward goal attainment in neighborhood school and why a separate location is necessary?.
      - → Ensure IEP includes rationale for LRE determination and all necessary supports (including social-emotional)
        - → LRE is in a separate Setting within CCS
          - → Resource Room or Self-Contained Classroom in another building
          - → Separate Public School
    - NO → LRE is in a separate Setting (outside of CCS)
      - → Ensure IEP includes rationale for LRE determination and all necessary supports (including social-emotional)
        - → Resource Room or Sel-Contained Classroom in anoither building
        - → Separate Public School

ESL Decision Tree

All potential English Learners are screened using the Ohio English Language Proficiency Screener. Once identified, students are placed by their language ability, prior schooling, and age.

ESL Tier 1
Elementary: Services Received in Mainstream Class

OELPS/OELPA: Progressing-Trial Mainstream (see ESL Dept. Recommendations Spreadsheet)

Supports:

- OST accommodations for ELs: read text to student, extended time, word-to-word dictionary
- Best teaching practices: directions posted, wait time (in the teacher's speech), student engagement, inclusion of the 4 language domains
- Support Team of Mainstream & ESL teachers to monitor student progress

Secondary: Services Received in Mainstream Class

OELPS/OELPA: Progressing-Trial Mainstream (see ESL Dept. Recommendations Spreadsheet)

Supports:

- OST accommodations for ELs: read text to student, extended time, word-to-word dictionary
- Best teaching practices: directions posted, wait time (in the teacher's speech), student engagement, inclusion of the 4 language domains
- Transition team of Mainstream teachers to offer semi-sheltered classes for students almost ready to mainstream

ESL Tier 2
Elementary: Services Received in Mainstream Class & from ESL Teacher

OELPS/OELPA: Progressing and high Emerging (see ESL Dept. Recommendations Spreadsheet)

Supports:

- Modifications and additional reading and writing support with the Mainstream Teacher
- Small group intervention instruction with ESL teacher in language acquisition, reading, and writing
- Support Team of Mainstream & ESL teachers to monitor student progress

Secondary: Services Received in Sheltered Instruction Courses

OELPS/OELPA: Progressing and high Emerging (see ESL Dept. Recommendations Spreadsheet)

Supports:

- ESL English Class + Mainstream classes (& possible push-in/pull-out support by BIAs where available)
- Sheltered Site Core Instruction (English, Math, Science, Social Studies) + Mainstream Electives (& possible push-in/pull-out support by BIAs where available)
- Transition team of Mainstream teachers to offer semi-sheltered classes for students almost ready to mainstream

ESL Tier 3
Elementary: Services Received in Pull-Out Program with ESL Teacher

OELPS/OELPA: Progressing and Emerging (see ESL Dept. Recommendations Spreadsheet)

Supports:

- Modifications and additional reading and writing support with the Mainstream Teacher
- Small group intervention instruction with ESL teacher in language acquisition, reading, and writing with smallest group size and most frequent contact time

Secondary: Services Received in Sheltered Instruction Courses at Columbus Global Academy

OELPS/OELPA: Emerging & Newcomer/SLIFE

Supports:

- Sheltered Site Instruction in all content areas and Intensive English Language Instruction course
- Small Group Reading Instruction as need is determined.

On-going and yearly monitoring for progress in acquiring the English Language primarily occurs through progress on OELPA. ESL and Classroom teachers make updates to service levels and placement determinations for the following year using OELPA data, progress on other OSTs, and site-based data from MAP, iReady, and other assessment sources.

Gifted & Talented Decision Tree

ALL Students: Tier 1 Instruction, Collect and Monitor Performance Data

- Kaplan's Depth and Complexity Model (Thinking Icons, Thinking Like a Disciplinarian, Universal Themes, and Habits of a Scholar)
- Primary Enrichment Thinking Skills Whole Class Lessons (Grades K-2, participating schools)
- Tiered lessons with differentiated content, process, product, and/or pace

Determination of Strengths and Weaknesses, Determination of "On-level" or "Above level" Status

- Based upon assessments results, including both pre-assessment and ongoing formative assessments, determine strengths for each individual student, including possible gifted identification per state law
- Determine level of support needed for each student: Tier 1-Universal, Tier 2- Targeted, or Tier 3- Intensive
- If it is determined that a student has mastered grade level content or is in need of greater depth or abstractness, move to Tier 2 or Tier 3

Students Formally Identified as Gifted

- Differentiated, Offer placement in formal gifted services aligned to district plan as available for grade level
- Beginning of year placement for gr. 3-12, anytime placement for K-2

(This is separate from movement between Tier 1, 2, and 3. Families may choose to participate or not participate in available services. Tier 1/2/3 interventions may be needed in general education settings or in gifted service settings depending on student needs.)

Students NOT Responding to Tier 2 Instruction: Reassess Needs

- Review progress monitoring data and response to intervention with teaching team
- Adjust current intervention
- Continue Tier 2 support and progress monitoring
- OR move back to Tier 1

Students Needing to Move Beyond Tier 1 Instruction: Tier 2 Support

- Plan for additional instruction and interventions: curriculum compacting, interest-based extensions, differentiated centers, replacement assignments, passion projects
- Differentiated, small group and/or individualized instruction with more difficult or focused content
- Primary Enrichment Thinking Skills small group lessons with PETS specialist (Grades K-2, participating schools)
- Gifted advisory social-emotional lessons
- Progress monitor quarterly
- Evaluate data to determine response to intervention

Students Responding to Tier 2 Instruction: Reassess Needs

Determine next steps for intervention

- Continue current intervention and Tier 2 support
- Adjust Tier 2 support with new interventions

Students Needing to Move Beyond Tier 2 Support: Tier 3 Support

- Plan for additional individualized instruction and interventions: curriculum compacting, interest-based extensions, differentiated centers, replacement assignments, passion projects
- Refer for subject or whole grade academic acceleration (K-12)
- Credit flexibility options (high school courses)
- Refer for gifted assessment if not already identified
- Refer for individual counseling if needed
- Progress monitor quarterly

CCS Intervention Programs

Intervention Name	Department	Grade Level	Reading Focus Area					Math Focus Area		Description	Cost/Contact Information
			PA	P	F	V	C	Content	Fluency		
Fundations*	Teaching & Learning	Pre-K – 1	X	X	X					Fundations is a multisensory, structured, systematic, cumulative, and explicit program. The program focuses on student development by differentiating instruction and actively engaging students in their learning.	Early Childhood Education & Elementary Curriculum
Waterford*	Teaching & Learning	Pre-K	X	X	X		X			The Waterford Early Learning Program is a comprehensive, technology-based early reading, math and science program with integrated assessments, teacher tools, and family & community engagement resources for Pre-K.	Early Childhood
Leveled Literacy Intervention	Teaching & Learning	K – 3	X	X	X	X	X			The Fountas & Pinnell Leveled Literacy Intervention is a short-term intervention that provides daily, intensive, small-group instruction.	$2,900 -$4,950 Contact Heinemann to purchase District Contact: Pam McCray
***I-Ready Reading & Math**	Teaching & Learning	K – 5	X	X		X	X	X	X	**Instructional Groupings:** Teacher-led intervention in which students are grouped based on their instructional needs. The program provides detailed instructional priorities and classroom resources to support differentiated instruction. **Tools for Instruction:** Targeted skills-based lesson plans aligned to students' specific needs	District Contact: Reading -Amber Bernal Math - Marsha Burkholder
Number Worlds*	Teaching & Learning	6 – 8						X		Number Worlds is a teacher-led math intervention program that is built on rigorous state standards to bring math-challenged PreK-8 students up to grade level with Real World Applications. Number Worlds helps struggling learners in Response to Intervention Tiers 2 and 3 achieve math success and quickly brings them up to grade level by intensively targeting the most important standards.	District Contact Steve Hiner
ALEKS*	Teaching & Learning	6 – 12						X	X	ALEKS is an adaptive computer program that assesses the student's needs and provides instruction on topics that students are most ready to learn. Students can be placed in the arithmetic course for their grade level that will provide instruction at a lower level. Students can practice fluency by working in the quick table feature.	District Contact Steve Hiner
Achieve3000*	Teaching & Learning	6 – 9			X	X	X			Achieve3000 is an online, adaptive reading program that assesses the student's Lexile level using a proprietary Levelset diagnostic. Students then read leveled articles and complete related activities, including written responses. Student Lexile levels are adjusted monthly based on student comprehension. Various reporting features allow teachers to instructionally group students or assign specific activities based on real-time classroom data.	Contact Timothy Wangler, Secondary Curriculum Coordinator

*An asterisk indicates a district-funded resource.

**ESL Resources – Reach out to specific department contact to check eligibility as some of the resources are funded through title and grant money.

CCS Intervention Programs (cont'd)

Intervention Name	Department	Grade Level	Reading Focus Area					Math Focus Area		Description	Cost/Contact Information
			PA	P	F	V	C	Content	Fluency		
StudySync Reading Comprehension Diagnostic*	Teaching & Learning	9 – 12				X	X			Students in grades 9-12 will take the diagnostic during the BOY, MOY, and EOY testing windows. This tool allows students to find out their current Lexile score and helps them to set goals for increasing Lexiles.	Secondary Curriculum Digital Resource Contact: Carla Mae Phillips
Stevenson*	Student Support Services	K – 8	X	X		X	X			Stevenson is a multi-sensory approach to phonic and phonemic awareness with imaginative strategies to create a carefully selected sequence of instruction.	District Contact – Special Education Department
S.P.I.R.E	Student Support Services	K – 8	X	X	X	X	X			S.P.I.R.E. is an intensive reading intervention program for struggling readers and non-readers. It integrates phonological awareness with phonics, fluency and vocabulary. It is based on Orton-Gillingham and is structured in 10-step scripted lesson plans.	District Contact – Special Education Department
Touch Math	Student Support Services							X	X	TouchMath is a multisensory math program that makes critical math concepts appealing and accessible for students who struggle to understand grade-level content.	District Contact – Special Education Department
Learning A–Z**	ESL Dept.	K – 5	X	X	X	X	X			Raz-Kids is a resource that provides a library of differentiated books at 29 levels of difficulty. Students can use books to practice reading in school and home. This resource makes it easy to put the right content in every student's hands.	Contact ESL Dept. (ES with ESL sites)
Moving into English	ESL Dept.	K – 5	X	X	X	X	X			Moving into English is an English language development textbook that is theme based incorporating all language domains (Reading, writing, listening, and speaking). Lessons are differentiated based on all language abilities.	Contact ESL Dept.
Rosetta Stone**	ESL Dept.	K – 5	X	X		X	X			Rosetta Stone is a language learning program that focuses on helping language learners thrive in real-world conversations. Through contextualized practice and feedback, Rosetta Stone encourages learners to begin speaking the language from the very first lesson.	Contact ESL Dept. Milot Thaci
OLIP (Online Language Intervention Program)	ESL Dept.	4 – 12	X	X	X	X	X			OLIP is an on-line language intervention program created by the ESL department that incorporates all four language domains which are tested yearly on the OELPA. Activities are geared toward newcomers at the lowest English level. It is best utilized by an instructional assistant in a small group setting.	Contact ESL Dept. Tim Crabtree or Mark Paskert
Reading Horizons Elevate**	ESL Dept.	6 – 12	X	X						Elevate is an interactive reading intervention software program that allows students to improve their reading skills in a self-paced, independent way. It includes ESL enhancements that makes it more accessible to ELL students.	Contact ESL Dept. Milot Thaci
Reading Horizons Discovery**	ESL Dept.	1 – 5	X	X						Discovery is an interactive reading intervention software program that helps build foundational reading skills. It's designed for beginning readers and includes enhancements that makes it more accessible to ELL students.	Contact ESL Dept. Milot Thaci

*An asterisk indicates a district-funded resource.

**ESL Resources – Reach out to specific department contact to check eligibility as some of the resources are funded through title and grant money.

CCS Intervention Programs (cont'd)

Intervention Name	Department	Grade Level	Reading Focus Area					Math Focus Area		Description	Cost/Contact Information
			PA	P	F	V	C	Content	Fluency		
OELPA Practice Activities	ESL Dept.	K – 12	X	X	X	X	X			The Ohio English Language Proficiency Assessment (OELPA) is the state summative test used to determine an English learner's proficiency level and to exit from the English language program. The OELPA is an annual assessment of English proficiency measuring listening, speaking, reading and writing. The OELPA practice activities are provided for each language domain and grade band. These activities are designed to mirror the type and style of OELPA questions and technology design, so that students can practice before taking the test.	Free Resource ESL Dept. Website- "SWRL" icon
Word Heroes**	ESL Dept.	1 – 3				X	X			Word Heroes is an exciting K–2 literacy program from Drs. Isabel Beck and Margaret McKeown. Its powerful combination of vocabulary and comprehension instruction supercharges literacy and language.	Contact ESL Dept. (available in ES with ESL sites)
D.I.G.- Develop- Improve- Grow**	ESL Dept.	Pre-K				X	X			DIG is a core Pre-K program that develops the whole child, inspires big learning across all domains, and grows early learners into confident kindergarten-ready students. It helps build vocabulary and oral language development.	Contact ESL Dept. (available for Pre-K only)
ST Math**	ESL Dept. & Special Education Dept.	K – 9						X	X	ST Math is a web-based math program that teaches math concepts from every grade level curriculum solely through visual representation. With visual learning, students are better equipped to tackle unfamiliar math problems, recognize patterns, and build conceptual understanding. Without language barriers, the problem is accessible to all students, regardless of skill level or language background.	Contact ESL Dept. and Kyra Schloenbach - Director of Special Education

*An asterisk indicates a district-funded resource.

**ESL Resources – Reach out to specific department contact to check eligibility as some of the resources are funded through title and grant money.

K–2 Social-Emotional Decision Tree

Every student will receive high quality social emotional learning within the school day which is known to have a positive impact on student safety, culture, performance and success. Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. ODE has established SEL standards for grades K-12. These provide a continuum of development across five competencies, shown below. Children develop at their own pace and may excel in one set of skills while struggling with another. These standards are meant to be integrated into the regular daily activities in school.

Self-Awareness
Link

A1: Demonstrate an awareness of personal emotions

A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges

A3: Demonstrate awareness of and willingness to seek help for self or others

A4: Demonstrate a sense of personal responsibility, confidence and advocacy

Self-Management
Link

B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development

B2: Set, monitor, adapt and evaluate goals to achieve success in school and life

B3: Persevere through challenges and setbacks in school and life

Social Awareness
Link

C1: Recognize, identify and empathize with the feelings and perspective of others

C2: Demonstrate consideration for and contribute to the well-being of the school, community and world

C3: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures

C4: Read social cues and respond constructively

Relationship Skills
Link

D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups

D2: Develop and maintain positive relationships

D3: Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways

Responsible Decision Making
Link

E1: Develop, implement and model effective decision and critical thinking skills

E2: Identify potential outcomes to help make constructive decisions

E3: Consider the ethical and civic impact of decisions

E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable

Possible Tier 1 Intervention Strategies

Predictable Routines and Procedures	Relationships	Emotional Management	Organizational Skills
Teach School-Wide Expectations Behavioral Expectations	Connection Circles	Feelings Chart	Attendance Lessons
Continuum of Corrective Procedures	Choice Menus	Breathing Strategies	Alternate Seating
Behavior Matrix	Community Building	Draw a Picture or Write in a Journal	Daily Planner
Establish School-wide Reteaching Schedule	Provide Feedback	Acknowledgment and Recognition System	Proximity
Model Appropriate Language	Provide Multiple Opportunities to Respond	Restorative Questions	Clear Concise Directions

K–2 Social-Emotional Decision Tree (cont'd)

Providing students with Tier 2 or Tier 3 support indicates that the student is not demonstrating the SEL grade level standards. Explicit and systematic interventions must be provided and matched to the identified needs of each student.

If students are identified as needing Tier 2 or Tier 3 Social Academic Instructional Group (SAIG) supports, an analysis of data, student work, and observations should occur to determine the function of the behavior and the appropriate focus area for intervention(s).

- Academic
- Behavioral (Office Discipline Referrals)
- Behavior Function Finder
- Attendance
- Social-Emotional (Panorama)

The parent/caregiver of a student that exhibits a specific social emotional skill in need of development; should be notified of the area in need of growth and encouraged to be a part of the intervention plan. Parents should be provided with strategies to support the area of focus at home.

Possible Tier 2 Interventions Strategies: Self-Awareness

- Daily Behavior Form
- Teach Relaxation Techniques
- The Praise Game

Possible Tier 2 Interventions Strategies: Self-Management

- Self-Monitoring
- Check-In/Check-Out
- Rubber Band
- Structured Breaks
- Sensory Tools
- Behavior Contract

Possible Tier 2 Interventions Strategies: Social Awareness

- Relationship Skills
- Conflict Resolution Skills
- Social Skills Lessons
- Teach Coping Skills

Possible Tier 2 Interventions Strategies: Relationship Skills

- Mentoring
- Conflict Resolution
- Relationship Skills
- Peer Tutoring

Possible Tier 2 Interventions Strategies: Responsible Decision Making

- Peer Tutoring
- Non-Verbal Cues and Signals
- Reflection Sheet
- Goal Setting

If students are not responsive to Tier 1 supports, identify the area of need and select appropriate intervention. Consult with the MTSS-IAT Team for guidance.

Progress Monitoring Options

- Tier 2 and 3 intervention should be documented in Infinite Campus on the MTSS-IAT Form.
- School-Wide based measures: Academic, Attendance, Behavioral – ODR (Office Discipline Referrals), Social-Emotional Skills – Panorama

Classroom-Based Measures Options

- Behavior Chart
- Behavior Rating Scales Report Card Maker
- PBIS World Behavior & Intervention Tracking Spreadsheet

Implement & track data for the selected intervention for 4-6 weeks

All students receiving interventions should be progress monitored. If the student is not demonstrating adequate growth, the intervention should be modified. Continue to monitor and adjust intervention supports until students demonstrate developmental progress towards social emotional standards.

Consult with MTSS – IAT to review, modifying or selecting a new intervention; proceed to Tier 3.

3–5 Social-Emotional Decision Tree

Every student will receive high quality social emotional learning within the school day which is known to have a positive impact on student safety, culture, performance and success. Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. ODE has established SEL standards for grades K-12. These provide a continuum of development across five competencies, shown below. Children develop at their own pace and may excel in one set of skills while struggling with another. These standards are meant to be integrated into the regular daily activities in school.

Self-Awareness
Link

A1: Demonstrate an awareness of personal emotions

A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges

A3: Demonstrate awareness of and willingness to seek help for self or others

A4: Demonstrate a sense of personal responsibility, confidence and advocacy

Self-Management
Link

B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development

B2: Set, monitor, adapt and evaluate goals to achieve success in school and life

B3: Persevere through challenges and setbacks in school and life

Social Awareness
Link

C1: Recognize, identify and empathize with the feelings and perspective of others

C2: Demonstrate consideration for and contribute to the well-being of the school, community and world

C3: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures

C4: Read social cues and respond constructively

Relationship Skills
Link

D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups

D2: Develop and maintain positive relationships

D3: Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways

Responsible Decision Making
Link

E1: Develop, implement and model effective decision and critical thinking skills

E2: Identify potential outcomes to help make constructive decisions

E3: Consider the ethical and civic impact of decisions

E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable

Possible Tier 1 Intervention Strategies

Predictable Routines and Procedures	Relationships	Emotional Management	Organizational Skills
Teach School-Wide Expectations Behavioral Expectations	Classroom Discussions	Feelings Chart	Attendance Lessons
Continuum of Corrective Procedures	Choice Menus	Breathing Strategies	Alternate Seating
Behavior Matrix	Community Building	Draw a Picture or Write in a Journal	Daily Planner
Establish School-wide Reteaching Schedule	Provide Feedback	Acknowledgment and Recognition System	Proximity
Model Appropriate Language	Provide Multiple Opportunities to Respond	Reflective Listening	Clear Concise Directions

3–5 Social-Emotional Decision Tree (cont'd)

Providing students with Tier 2 or Tier 3 support indicates that the student is not demonstrating the SEL grade level standards. Explicit and systematic interventions must be provided and matched to the identified needs of each student.

If students are identified as needing Tier 2 or Tier 3 Social Academic Instructional Group (SAIG) supports, an analysis of data, student work, and observations should occur to determine the function of the behavior and the appropriate focus area for intervention(s).

- Academic
- Behavioral (Office Discipline Referrals)
- Behavior Function Finder
- Attendance
- Social-Emotional (Panorama)

The parent/caregiver of a student that exhibits a specific social emotional skill in need of development; should be notified of the area in need of growth and encouraged to be a part of the intervention plan. Parents should be provided with strategies to support the area of focus at home.

Possible Tier 2 Interventions Strategies: Self-Awareness

- Daily Behavior Form
- Mentoring
- Teach Relaxation Techniques

Possible Tier 2 Interventions Strategies: Self-Management

- Self-Monitoring
- Check-In/Check-Out
- Rubber-Band
- Structured Breaks
- Sensory Tools
- Behavior Contract

Possible Tier 2 Interventions Strategies: Social Awareness

- Relationship Skills
- Conflict Resolution Skills
- Social Skills Lessons
- Teach Coping Skills

Possible Tier 2 Interventions Strategies: Relationship Skills

- Mentoring
- Conflict Resolution
- Relationship Skills
- Peer Tutoring

Possible Tier 2 Interventions Strategies: Responsible Decision Making

- Peer Tutoring
- Non-Verbal Cues and Signals
- Reflection Sheet
- Goal Setting

If students are not responsive to Tier 1 supports, identify the area of need and select appropriate intervention. Consult with the MTSS-IAT Team for guidance.

Progress Monitoring Options

- Tier 2 and 3 intervention should be documented in Infinite Campus on the MTSS-IAT Form.
- School-Wide based measures: Academic, Attendance, Behavioral – ODR (Office Discipline Referrals), Social-Emotional Skills – Panorama

Classroom-Based Measures Options

- Behavior Chart
- Behavior Rating Scales Report Card Maker
- PBIS World Behavior & Intervention Tracking Spreadsheet

Implement & track data for the selected intervention for 4–6 weeks

All students receiving interventions should be progress monitored. If the student is not demonstrating adequate growth, the intervention should be modified. Continue to monitor and adjust intervention supports until students demonstrate developmental progress towards social emotional standards.

Consult with MTSS-IAT to review, modifying or selecting a new intervention; proceed to Tier 3.

6–8 Social-Emotional Decision Tree

Every student will receive high quality social emotional learning within the school day which is known to have a positive impact on student safety, culture, performance and success. Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. ODE has established SEL standards for grades K-12. These provide a continuum of development across five competencies, shown below. Children develop at their own pace and may excel in one set of skills while struggling with another. These standards are meant to be integrated into the regular daily activities in school.

Self-Awareness
Link

A1: Demonstrate an awareness of personal emotions

A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges

A3: Demonstrate awareness of and willingness to seek help for self or others

A4: Demonstrate a sense of personal responsibility, confidence and advocacy

Self-Management
Link

B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development

B2: Set, monitor, adapt and evaluate goals to achieve success in school and life

B3: Persevere through challenges and setbacks in school and life

Social Awareness
Link

C1: Recognize, identify and empathize with the feelings and perspective of others

C2: Demonstrate consideration for and contribute to the well-being of the school, community and world

C3: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures

C4: Read social cues and respond constructively

Relationship Skills
Link

D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups

D2: Develop and maintain positive relationships

D3: Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways

Responsible Decision Making
Link

E1: Develop, implement and model effective decision and critical thinking skills

E2: Identify potential outcomes to help make constructive decisions

E3: Consider the ethical and civic impact of decisions

E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable

Possible Tier 1 Intervention Strategies

Predictable Routines and Procedures	Relationships	Emotional Management	Organizational Skills
Teach School-Wide Expectations Behavioral Expectations	Classroom Discussions	Positive Peer Reporting	Attendance Lessons
Continuum of Corrective Procedures	Choice Menus	Organization and Physical Structure	Alternate Seating
Behavior Matrix	Visual Supports	Reflection Centers	Daily Planner
Establish School-wide Reteaching Schedule	Provide Feedback	Acknowledgment and Recognition System	Task Analysis
Model Appropriate Language	Provide Multiple Opportunities to Respond	Modeling	Clear Concise Directions

6–8 Social-Emotional Decision Tree (cont'd)

Providing students with Tier 2 or Tier 3 support indicates that the student is not demonstrating the SEL grade level standards. Explicit and systematic interventions must be provided and matched to the identified needs of each student.

If students are identified as needing Tier 2 or Tier 3 Social Academic Instructional Group (SAIG) supports, an analysis of data, student work, and observations should occur to determine the function of the behavior and the appropriate focus area for intervention(s).

- Academic
- Behavioral (Office Discipline Referrals)
- Behavior Function Finder
- Attendance
- Social-Emotional (Panorama)

The parent/caregiver of a student that exhibits a specific social emotional skill in need of development; should be notified of the area in need of growth and encouraged to be a part of the intervention plan. Parents should be provided with strategies to support the area of focus at home.

Possible Tier 2 Interventions Strategies: Self-Awareness

Teach Relaxation Techniques

De-escalation/ Relaxation Training

Sensory Tools

Sensory Station/Room

Anger Management Training

Possible Tier 2 Interventions Strategies: Self-Management

Organizational/Study Skills

Self-Monitoring

Check-In/Check-Out

Structured Breaks

Behavior Contract

Time Management Training

Possible Tier 2 Interventions Strategies: Social Awareness

Social Skills Lessons

Teach Coping Skills

Behavior Awareness

Study Skills

Possible Tier 2 Interventions Strategies: Relationship Skills

Victims of Bullying Group

Conflict Resolution

Cooperative Discipline

Mentoring

Peer Mediation

Possible Tier 2 Interventions Strategies: Responsible Decision Making

Peer Tutoring

Non-Verbal Cues and Signals

Reflection Sheet

If students are not responsive to Tier 1 supports, identify the area of need and select appropriate intervention. Consult with the MTSS-IAT Team for guidance.

Progress Monitoring Options

- Tier 2 and 3 intervention should be documented in Infinite Campus on the MTSS-IAT Form.
- School-Wide based measures: Academic, Attendance, Behavioral – ODR (Office Discipline Referrals), Social-Emotional Skills – Panorama

Classroom-Based Measures Options

- Behavior Rating Scales Report Card Maker
- Goal Setting
- PBIS World Behavior & Intervention Tracking Spreadsheet

Implement & track data for the selected intervention for 4–6 weeks

All students receiving interventions should be progress monitored. If the student is not demonstrating adequate growth, the intervention should be modified. Continue to monitor and adjust intervention supports until students demonstrate developmental progress towards social emotional standards.

Consult with MTSS-IAT to review, modifying or selecting a new intervention; proceed to Tier 3.

9–12 Social-Emotional Decision Tree

Every student will receive high quality social emotional learning within the school day which is known to have a positive impact on student safety, culture, performance and success. Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. ODE has established SEL standards for grades K-12. These provide a continuum of development across five competencies, shown below. Children develop at their own pace and may excel in one set of skills while struggling with another. These standards are meant to be integrated into the regular daily activities in school.

Self-Awareness
Link

A1: Demonstrate an awareness of personal emotions

A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges

A3: Demonstrate awareness of and willingness to seek help for self or others

A4: Demonstrate a sense of personal responsibility, confidence and advocacy

Self-Management
Link

B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development

B2: Set, monitor, adapt and evaluate goals to achieve success in school and life

B3: Persevere through challenges and setbacks in school and life

Social Awareness
Link

C1: Recognize, identify and empathize with the feelings and perspective of others

C2: Demonstrate consideration for and contribute to the well-being of the school, community and world

C3: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures

C4: Read social cues and respond constructively

Relationship Skills
Link

D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups

D2: Develop and maintain positive relationships

D3: Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways

Responsible Decision Making
Link

E1: Develop, implement and model effective decision and critical thinking skills

E2: Identify potential outcomes to help make constructive decisions

E3: Consider the ethical and civic impact of decisions

E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable

Possible Tier 1 Intervention Strategies

Predictable Routines & Procedures	Relationships	Emotional Management	Organizational Skills
Teach School-Wide Expectations Behavioral Expectations	Classroom Discussions	Positive Peer Reporting	Attendance Lessons
Continuum of Corrective Procedures	Choice Menus	Organization and Physical Structure	Alternate Seating
Behavior Matrix	Visual Supports	Reflection Centers	Daily Planner
Establish School-wide Reteaching Schedule	Provide Feedback	Acknowledgment and Recognition System	Task Analysis
Model Appropriate Language	Provide Multiple Opportunities to Respond	Modeling	Clear Concise Directions

9–12 Social-Emotional Decision Tree (cont'd)

Providing students with Tier 2 or Tier 3 support indicates that the student is not demonstrating the SEL grade level standards. Explicit and systematic interventions must be provided and matched to the identified needs of each student.

If students are identified as needing Tier 2 or Tier 3 Social Academic Instructional Group (SAIG) supports, an analysis of data, student work, and observations should occur to determine the function of the behavior and the appropriate focus area for intervention(s).

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Possible Tier 2 Interventions Strategies: Self-Awareness

- Teach Relaxation Techniques
- De-escalation/ Relaxation Training
- Sensory Tools
- Anger Management Training
- Sensory Station/ Room

Possible Tier 2 Interventions Strategies: Self-Management

- Self-Monitoring
- Check-In/Check-Out
- Structured Breaks
- Class Pass
- Check and Connect

Possible Tier 2 Interventions Strategies: Social Awareness

- Social Skills Lessons
- Social Skills Group
- Teach Coping Skills
- Behavior Awareness
- Study Skills

Possible Tier 2 Interventions Strategies: Relationship Skills

- Victims of Bullying Group
- Conflict Resolution
- Cooperative Discipline
- Mentoring
- Peer Mediation

Possible Tier 2 Interventions Strategies: Responsible Decision Making

- Peer Tutoring
- Non-Verbal Cues and Signals
- Organizational and Study Skills
- Time Management Training

If students are not responsive to Tier 1 supports, identify the area of need and select appropriate intervention. Consult with the MTSS-IAT Team for guidance.

Progress Monitoring Options

- Tier 2 and 3 intervention should be documented in Infinite Campus on the MTSS-IAT Form.
- School-Wide based measures: Academic, Attendance, Behavioral – ODR (Office Discipline Referrals), Social-Emotional Skills – Panorama

Classroom-Based Measures Options

- Behavior Rating Scales Report Card Maker
- Graduation Planner
- Mentoring Log
- PBIS World Behavior & Intervention Tracking Spreadsheet

Implement & track data for the selected intervention for 4–6 weeks

All students receiving interventions should be progress monitored. If the student is not demonstrating adequate growth, the intervention should be modified. Continue to monitor and adjust intervention supports until students demonstrate developmental progress towards social emotional standards.

Consult with MTSS-IAT to review, modifying or selecting a new intervention; proceed to Tier 3.

Behavioral & Social Intervention Guide

Intervention Name	Department	Grade Level	Self Awareness	Self Management	Social Awareness	Relationship Skills	Responsible Decision Making	Description	Cost/Contact Information
Building PBIS Teams **Tier 1**	Building Level PBIS Teams Support provided by District PBIS Coordinators in the Office of Social-Emotional & Student Support Services	Pre-K - 12	X	X	X	X	X	Building level PBIS Teams ensures ALL aspects of Tier I Systems including all 4 core Tier I practices are in place: 1) Develop Clear, Appropriate, and Consistent Expectations. 2) Explicitly Teach Behavior Expectations. 3) Consistently Model & Reinforce Behavior Expectations. 4) Develop Consistent Consequences to Address Disruptive Student Behaviors	Free Resource Contact District PBIS Coordinator
City Year Columbus **Tiers 1 and 2**	cityyear.org/columbus	Pre-K - 12		X	X	X	X	City Year AmeriCorps members serve in schools all day, every day, preparing students with the social, emotional and academic skills and mindsets to succeed in school and in life.	Fee based
Class Dojo **Tier 1**	classdojo.com	Pre-K - 12	X	X	X	X	X	School communication platform that teachers, students, and families use every day to build community by sharing what is being learned in the classroom.	Free Resource
Intervention Central **Tiers 1, 2 and 3**	interventioncentral.org	Pre-K - 12	X	X	X	X	X	Free resource that provides educators with tools to address challenging behavior.	Free Resource
PAX **Tier 1**	goodbehaviorgame.org	Pre-K - 12	X	X	X	X	X	PAX is a set of strategies to help students learn important self-management skills while collaborating to make their classroom a peaceful and productive learning environment.	$449 pp for training and resources PDF Link
PBISApps **Tier 1**	pbisapps.org	Pre-K - 12						Website that provides school climate surveys, Tiered Fidelity Inventory, Self Assessment Survey and other helpful resources for schools to use in implementing PBIS with Fidelity.	Free Resource
PBIS.org **Tiers 1, 2 and 3**	pbis.org	Pre-K - 12	X	X	X	X	X	Free resource that guides educators in implementing PBIS with fidelity and integrity.	Free Resource
PBIS World **Tiers 1, 2 and 3**	www.pbisworld.com	Pre-K - 12	X	X	X	X	X	PBIS World is a website containing links to hundreds of interventions, supports, resources, and data collection tools, all of which are organized into the tier 1 through 3 framework.	Free Resource
Restorative Circles **Tiers 1 and 2**	Office of Social-Emotional & Student Support Services www.iirp.edu	Pre-K - 12	X	X	X	X	X	Circles are versatile restorative practices that can be used proactively, to develop relationships and build community or reactively, to respond to wrongdoing, conflicts and problems.	Contact Kim Saunders, Office of Social-Emotional & Student Support Services

Please Note: This document serves as a guide to identify Interventions and strategies that schools can use to address challenges in each of the 3 Tiers of PBIS, addressing the behavior as well as the Social Emotional Competence. This guide is not exhaustive and may not reflect all programs being used within the district. For additional information regarding opportunities provided by community partners, please visit the CCS Community Engagement Resource Guide.

Behavioral & Social Intervention Guide (cont'd)

Intervention Name	Department	Grade Level	Self Awareness	Self Management	Social Awareness	Relationship Skills	Responsible Decision Making	Description	Cost/Contact Information
Second Step **Tiers 1 and 2**	secondstep.org	Pre-K - 8	X	X	X	X	X	Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments.	$439.00 and up secondstep.org/help/purchasing-options
The Leader In Me **Tier 1**	leaderinme.org	K - 12	X	X	X	X	X	Leader in Me® is a whole-school transformation model and process developed in partnership with educators that empowers students with the leadership and life skills they need to thrive in the 21st century.	$40.00 -$50.00 per student leaderinme.org/faqs/
Anger Management Group **Tier 2**	schoolsocialwork.net/wp-content/uploads/2013/04/Anger-managment-group.pdf	9 - 12	X	X	X	X	X	The group is designed to be implemented with who have been referred due to demonstrating aggressive or disruptive behavior in the school setting	Free Resource Facilitated by a Master's Level School Counselor, School Social Worker or School Psychologist with written parental consent.
CHAMPS	The Ohio Statue University odi.osu.edu/champs	9 - 12	X	X	X	X	X	Program is a comprehensive mentoring program between college single parent students and Columbus area high school teen girls & young women who are parenting or pregnant	Free resource in partnership with The Ohio State University
Coping Cat Group **Tier 2**	workbookpublishing.com/	2 - 8	X	X	X	X	X	School-based, group intervention designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills.	$26.95 Therapist Manual $24.00 per workbook Should be facilitated by a Master's Level School Counselor, School Social Worker or School Psychologist with written parental consent.
Everfi SEL Curriculum **Tier 2 and 3**	ccsoh.us/Page/6741 everfi.com/	2 - 12	X	X	X	X	X	Students go through the online lessons at their own pace and teachers can have them use as much or as little of the lessons and they choose. Each program has pre- & post- assessments for teachers to track student progress.	Free Resource everfi.com/register or contact our local Schools Manager, Michelle Fugate - mfugate@everfi.com (614) 596-9324
FOCUS (Future Opportunities Created for Urban Students) **Tier 2**	Community for New Directions (CND) cndonline.org/home/focus/	9 - 12	X	X	X	X	X	32 week program offered to high school students from around Columbus at CND's East Office, completing an evidence-based curriculum called Winning Futures. Program is provided outside of school, it is not school based.	FREE Resource Program provided off site

Behavioral & Social Intervention Guide (cont'd)

Intervention Name	Department	Grade Level	Self Awareness	Self Management	Social Awareness	Relationship Skills	Responsible Decision Making	Description	Cost/Contact Information
Girls Circle Group **Tier 2**	onecirclefoundation.org/	6 – 12	X	X	X	X	X	The Girls Circle model, a structured support group for girls and youth who identify with female development from 9-18 years, integrates relational theory, resiliency practices, and skills training in a specific format designed to increase positive connection, personal and collective strengths, and competence in girls.	$104.00(Curriculum Guide) and up onecirclefoundation.org/materials.aspx Should be facilitated by a Master's Level School Counselor, School Social Worker or School Psychologist with written parental consent.
Girls on The Run **Tier 2**	girlsontheruncentralohio.org/	3 – 8	X	X	X	X	X	Groups provide opportunities to practice skills that foster healthy relationships. Creative activities that girls learn valuable life skills they can use at school, with friends, and at home.	Sliding fee scale for participants Contact Jessica. sparks@girlsonthrun.org
Grief/Loss Groups **Tier 2**	Cornerstone of Hope cornerstoneofhope.org/columbus/support-groups/	K – 12	X	X	X	X	X	Cornerstone partners with schools to offer in-school grief support groups to students who have experienced the death of a loved one.	Please contact Cornerstone at 614.824.4285.
Grief/Loss Groups **Tier 2**	Ohio Health ohiohealth.com/patients-and-visitors/support/grief-support-groups/	K – 12	X	X	X	X	X	Ohio Health partners with schools to offer in- school grief support groups to students who have experienced the death of a loved one.	FREE Resource Please contact Lauri Yersavich or Christie Echard- McBride at OhioHealth Hospice, 614-566-5377
I Know I Can **Tier 2**	iknowican.org	9 – 12	X	X	X	X	X	One-on-one counseling; Classroom presentations; College planning workshops; Assistance with college and scholarship applications; Fee waivers; and Assistance with completing and submitting the Free Application for Federal Student Aid.	District paid.
Intervention Central **Tiers 1, 2 and 3**	interventioncentral.org/behavioral-intervention-modification		X	X	X	X	X	See description in Tier 1	FREE Resource
ISS – In School Suspension **Tier 2/3**	Columbus City Schools All Middle & High Schools beginning Fall, 2020	K – 12						Reassignment of the student from the classroom to an alternative setting.	District provided.

Behavioral & Social Intervention Guide (cont'd)

Intervention Name	Department	Grade Level	Self Awareness	Self Management	Social Awareness	Relationship Skills	Responsible Decision Making	Description	Cost/Contact Information
Link Crew **Tier 2**	boomerangproject.com	9, 11, & 12	X	X	X	X	X	A high school transition program that welcomes and supports freshmen throughout the first year of high school experience	The cost is $2695 per person, all inclusive, meaning the cost of the training includes room (double occupancy), food, and materials at the three day Basic Training as well as including the cost of a fourth day of training that takes place the following fall, called the Follow Up Conference.
Mentoring Programs **Tier 2**	ccsoh.us/Mentorship.aspx mentorcentralohio.org/find-program/		X	X	X	X	X		Multiple mentoring opportunities are available throughout the city. Most are community partnerships with no cost to the school.
Pregnancy/ Parenting Support Group **Tier 2**	Partnership with The Center for Healthy Families centerforhealthyfamilies.org Partnership with Columbus Metropolitan Libraries columbuslibrary.org		X	X	X	X	X	School Nurses, School Counselors and/ or School Social Workers facilitate groups for pregnant/parenting teens in partnership with community agencies.	Free resources
PEAK Positive Efforts for Adjustments & Knowledge **Tier 2/3**	Columbus City Schools Elementary Schools	Pre-K - 5/6						P.E.A.K. provides opportunities to continue the educational process for class/homework credit and provides positive behavioral support within the school.	District provided
PBIS.org **Tiers 1, 2, and 3**	pbis.org	Pre-K - 12							Free resource
PBIS World **Tiers 1, 2, and 3**	pbisworld.com	Pre-K - 12						Website containing links to hundreds of interventions, supports, resources, and data collection tools, all of which are organized into the tier 1 through 3 framework.	Free resource
Rox – Ruling Our Experiences Group **Tier 2**	rulingourexperiences.com/	5 - 12 Ideally 8 - 9 grade girls	X	X	X	X	X	Evidence based 20 week empowerment program for girls.	$550.00 for one Professional to undergo training And support.
Second Step **Tiers 1 and 2**	secondstep.org/		X	X	X	X	X	See description in Tier 1.	$439.00 and up secondstep.org/help/purchasing-options

Behavioral & Social Intervention Guide (cont'd)

Intervention Name	Department	Grade Level	Self Awareness	Self Management	Social Awareness	Relationship Skills	Responsible Decision Making	Description	Cost/Contact Information
Senior Mentoring Program **Tier 2**	ccsoh.us/Mentorship.aspx	12	X	X	X	X	X	Mentoring program for Seniors in CCS facilitated through the Office of Student Mentoring Initiatives	District provided.
Service Above Self **Tier 2**	columbusrotary.org	6 – 12	X	X	X	X	X	This program promotes and reinforces the link between students' classroom learning and community service activities.	FREE Resource Office@ ColumbusRotary.org
Signs of Suicide (SOS) **Tiers 2 and 3**	nationwidechildrens.org/research/areas-of-research/center-for-innovation-in-pediatric-practice/suicide-prevention-and-research	6 – 12	X	X	X	X	X	The SOS program teaches students, school staff and parents that suicide is preventable by promoting the ACT® message.	FREE Resource Requires support from Building Teachers & Student Support Services professionals. For more information, please contact the Center for Suicide Prevention and Research at SuicidePrevention@ Nationwide Childrens.org or (614) 355-0850.
Success Through Healthy Choices **Tier 2**	columbus.gov/publichealth/programs/Alcohol-and-Drug-Abuse/Success-Through-Healthy-Choices/							Success Through Healthy Choices (SUCCESS) works to break the cycle of high- risk behaviors for substance abuse, HIV and sexually transmitted infections, and teen pregnancy. SUCCESS offers comprehensive sexual education for children ages 14-18.	FREE Resource Please contact Columbus Health Department
Youth Yoga Project	youthyogaproject.net	Pre-K – 12	X	X	X	X	X	A semester or year-long weekly yoga program that teaches PreK-12th grade students to use their breath and body to regulate their mind and nervous system	
Zones of Regulation	zonesofregulation.com	Pre-K – 12	X	X	X	X	X	Framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.	$37.49 for curriculum (and up) socialthinking.com
Everfi **Tier 2 and 3**	ccsoh.us/Page/67 41 everfi.com	2 – 12	X	X	X	X	X	See description in Tier 2.	FREE Resource To get set up, go to www.everfi.com/register or contact our local Schools Manager, Michelle Fugate - mfugate@ everfi.com (614) 596-9324

Behavioral & Social Intervention Guide (cont'd)

Intervention Name	Department	Grade Level	Self Awareness	Self Management	Social Awareness	Relationship Skills	Responsible Decision Making	Description	Cost/Contact Information
FBA Functional Behavior Assessment & BIP Behavior Intervention Plan **Tier 3**	pbisworld.com/tier-2/functional-behavior-assessment-fba/ Google Drive File	K – 12	X	X	X	X	X	A functional behavioral assessment is a process that identifies a specific or target behavior that interferes with a student's education. It attempts to designate the particular behavior, identify the factors that support the behavior, and determine the purpose of the behavior.	No cost, however Educators using the FBA should have training in development and implementation of FBAs.
Intervention Central **Tiers 1, 2 and 3**	interventioncentral.org/behavioral-intervention-modification	Pre-K – 12	X	X	X	X	X	See Tier 1 description	FREE Resource
Mental Health Counseling Referrals	Directions for Youth and Families Columbus Springs Huckleberry House National Youth Advocate Program (NYAP) Nationwide Children's Hospital St. Vincent Family Center Syntero The Buckeye Ranch (TBR) Wellsley Family Services under United Methodist Children's Home (WFS) Youth Advocate Services (YAS)	Pre-K – 12	X	X	X	X	X	Multiple Mental Health agencies exist in Columbus and can provide one on one counseling; family counseling and/or group counseling to our students	Private or public health insurance of the student/family
Nationwide Children's Behavior Health Clinicians on Site	nationwidechildrens.org/specialties/behavioral-health/community-based-services		X	X	X	X	X		
Options for Success **Tier 3**	Columbus City Schools	5 – 12	X	X	X	X	X	Alternative education opportunity in lieu of potential suspension/expulsion. Students receive high, quality lessons daily using a blended instructional model that includes assessment based interventions and enrichment.	District Provided
PBIS.org **Tiers 1, 2 and 3**	pbis.org	Pre-K – 12	X	X	X	X	X	See Tier 1 description	FREE Resource
PBIS World **Tiers 1, 2 and 3**	pbisworld.com	Pre-K – 12	X	X	X	X	X	See Tier 1 description	FREE Resource

Tiered Strategies & Interventions

Tier 1:

It is imperative that all 4 components of School Wide Tier 1 practices are in place across classrooms and common areas.

Breaks

Break, moving position in class

Brain Breaks
www.weareteachers.com/brain-breaks-for-kids/

Have student take frequent breaks or activity

Send student on errand

Snack break

Take a break

Consequences

Avoid power struggles

Call parent or note home

Clear, consistent, and predictable consequences

Do unfinished work during recess or unstructured time

Have student say a nice thing to the student they called a name

Logical consequence

Natural consequences

Office referral

Reflection sheet

Remove from room

Speak in calm and neutral tone

Take away privileges

Character Education

Naviance

Praise

The Praise Game
https://www.pbisworld.com/tier-2/the-praise-game/

Acknowledging positive behavior

5:1 positive to negative

Praise student frequently

Praise when cooperative and well behaved

Praise when good attitude and involvement occur

Praise when on task

Reinforcement (Rewards)

Reinforcements, Simple Reward Systems, & Incentives

Call parent or positive note home
www.pbisworld.com/tier-1/rewards-simple-reward-systems-incentives/

www.pbisworld.com/tier-2/reward-system/

www.pbisrewards.com/

www.classdojo.com/

www.kickboardforschools.com/

Forced Choice Survey
pbisworld.com/tier-3/forced-choice-reinforcement-survey

Additional Strategies

Alternate seating in own space

Alternative modes of completing assignments

Assign a buddy or partner

Assign a classroom job

Break down assignment

Break down directions

Call on student frequently

Clear and concise directions

Color coded folders

Count to 10

Daily planner

Deep breathing

Draw a picture or write in a journal

Encourage interaction with a more self confident student

Engage student

Explain assignment

Explain directions

Frequent eye contact

Frequent home contact

Give choices

Good Behavior Game
www.interventioncentral.org/behavioral-interventions/schoolwide-classroommgmt/good-behavior-game

Have student repeat directions back

Headphones

Helping students with homework

Help student start assignment

Ignore

Individual work space

Listen to music
https://www.youtube.com/watch?v=VB6SIKI8Md0

Model appropriate language

More structured routine

Move to new location in the classroom

Non verbal cues

Organize materials daily

Pause before giving a direction

Provide a container for the student's belongings

Proximity to students

Reassurance

Tiered Strategies & Interventions (cont'd)

Tier 1: (cont'd)

Redirection

Reduce assignment

Reflective listening

Review PBIS expectations and rules

Speak in calm and neutral tone

Speak with student in hallway

Stand while working

Start Commands

Stop, Walk, Talk

Stress ball or fidget

Talk one on one with student

Talk Ticket

Talk to parent

Teach conflict resolution skills

Teach coping skills

Teach organizational skills

Teach relationship skills

Teach relaxation techniques

Teach social skills

Teach substitute words

Touch base with student

Touch student on shoulder

Turn desk around

Use calm neutral tone

Use seating disk

Use timer

VELCRO® brand hook-and-loop fasteners on/under the desk

Visual schedule

Tier 2:

It is important to determine the function of the student behavior before implementing an intervention. Consider use of the Behavior Function Finder (BFF). Parent collaboration is essential.

Alternatives To Suspension
www.pbisworld.com/tier-2/alternatives-to-suspension/

Behavior Contract
www.pbisworld.com/tier-2/behavior-contract/

Check & Connect
drive.google.com/drive/u/0/folders/1xDdMtn21FgLfbcr8yryQfMqvYZPhVeZ2

Check In Check Out (CICO)
www.pbisworld.com/tier-2/check-in-check-out-cico/

drive.google.com/drive/u/0/folders/1JaFGGq9gl9-9mfPzUikQQ-bOu5Bc0cXg

Classroom Management Support
drive.google.com/drive/u/0/folders/1eEaGFcaL50NvGnS-L5L3t1ElRyMle_xl

Counselor Referral
drive.google.com/drive/u/0/folders/1qm-osG6fhHLaYkpGLlw3A5Toti4gAMHA

Daily Behavior Form
drive.google.com/drive/u/0/folders/1GzbplaVr9Lr4ZHsO3-g7Phi0DqCooVA3

drive.google.com/drive/u/0/folders/1RjgrsSdbR9ok9zL2SRbznX0cI9vzAo5F

www.pbisworld.com/data-tracking/

Forced Choice Reinforcement Survey
drive.google.com/drive/u/0/folders/1CulpgLRRdSF3iD8A-hdcdt6AP9Xw_NPt

ISS: Use of PEAK/ISS to reteach behavior, teach strategies for de-escalation, etc.

Mentoring
www.pbisworld.com/tier-3/mentoring/

drive.google.com/drive/u/0/folders/1xDdMtn21FgLfbcr8yryQfMqvYZPhVeZ2

Non-Verbal Cues & Signals
www.pbisworld.com/tier-2/non-verbal-cues-signals/

Organizational Tools
www.pbisworld.com/tier-3/organizational-tools/

PEAK: Use of PEAK/ISS to reteach behavior, teach strategies for de-escalation, etc

Peer Tutoring
www.pbisworld.com/tier-2/peer-tutoring/

Sensory Tools
www.pbisworld.com/tier-3/sensory-tools/

Small Groups: See CCS Behavioral & Social Emotional Intervention Guide for examples.
drive.google.com/file/d/1_yK29IzsEwqIx5W7rhbQVQddarfMx3H3/view?usp=sharing

Structured Breaks
www.pbisworld.com/tier-2/breaks/

Visual Schedules
educationandbehavior.com/using-visual-schedules-2/

drive.google.com/drive/u/0/folders/172pe-gjgnkQDrRJMT3tr7T2MRNUlJf2k

Tiered Strategies & Interventions (cont'd)

Tier 3:

Parent Consent is required for most interventions in Tier 3.

Alternatives To Suspension
www.pbisworld.com/tier-2/alternatives-to-suspension/

Behavior Contract
www.pbisworld.com/tier-2/behavior-contract/

Behavior Intervention Plan (BIP)
www.pbisworld.com/tier-2/behavior-intervention-plan-bip/

Behavior Meetings
www.pbisworld.com/tier-3/behavior-meetings

Return To Learn (after extended suspension, expulsion, hospitalization, residential placement, etc.)
drive.google.com/drive/u/ 0/folders/1dRIKLhGCuKjjJKVLu 27CgXIsHOnyxkhC

Structured Breaks
www.pbisworld.com/tier-2/breaks/

Check In Check Out (CICO)
www.pbisworld.com/tier-2/check-in-check-out-cico/

drive.google.com/drive/u/ 0/folders/1JaFGGq9gl9-9mfPzUi kQQ-bOu5Bc0cXg

****Important to have written release of information signed by parent/guardian**

****Collaboration With Student's Physicians And/Or Mental Health Providers**
www.pbisworld.com/tier-3/collaboration-with-students-physician-and-or-mental-health-provider/

****Counseling Referrals (obtain written parent/guardian consent prior to making a referral)**

Nationwide Children's Hospital *schools with NCH Clinicians in house have their own referral forms
www.nationwidechildrens.org/request-an-appointment?spec=cc2a4833-a750-4f33-9038-a6fc87a7da59

Directions for Youth and Families
dfyf.org/counseling-clinical/

www.buckeyeranch.org/for-referring-agencies/make-a-refe

Counseling referrals can be made to other community partners as well.

Daily Behavior Form
drive.google.com/drive/u/0/folders/1GzbplaVr9Lr4ZHsO3-g7Phi0DqCooVA3

drive.google.com/drive/u/ 0/folders/1RjgrsSdbR9ok9zL2S RbznX0cI9vzAo5F

www.pbisworld.com/data-tracking/

Forced Choice Reinforcement Survey
drive.google.com/drive/u/0/folders/1CulpgLRRdSF3iD8A-hdcdt6AP9Xw_NPt

**Functional Behavior Assessment (FBA)
www.pbisworld.com/tier-2/functional-behavior-assessment-fba/

drive.google.com/drive/u/0/folders/1grMCAIECq7P27LQi3 5jrzAI1C2jtrI0s

Individual & Visual Schedules
www.pbisworld.com/tier-3/individual-visual-schedules/

Mentoring
www.pbisworld.com/tier-3/mentoring/

drive.google.com/drive/u/ 0/folders/1xDdMtn21FgLfbcr8yry QfMqvYZPhVeZ2

Non-Verbal Cues & Signals
www.pbisworld.com/tier-2/non-verbal-cues-signals/

No Passing Time
www.pbisworld.com/tier-3/no-passing-time/

Options For Success

(O4S) is a personalized learning opportunity for students.

The mission for the O4S program is to provide an individualized experience in conjunction with a positive working behavioral plan to assure the realization of success for all students. O4S is a vital avenue for our students who thrive in non-traditional educational environments. O4S is made available to students who would otherwise be subject to immediate expulsion or suspension from the Columbus City Schools, and can defer or eliminate the possibility of expulsion or suspension based upon cooperation and involvement by parent and student. Growth of the program over the past two years has also afforded students grades K-8 the opportunity to participate. This new development permitted 251 students the opportunity to participate in O4S, verses being subject to immediate expulsion or suspension from school.

www.ccsoh.us/Page/1249

Organizational Tools
www.pbisworld.com/tier-3/organizational-tools/

Peer Tutoring
www.pbisworld.com/tier-2

drive.google.com/drive/u/0/

Tiered Strategies & Interventions (cont'd)

Tier 3: (Cont'd)

folders/1XtnxgBssxLp92tdJS_Pb_09uz-BhIGTn

Response To Intervention (RTI)

Please refer to work done on MTSS Decision Tree for Academics
www.interventioncentral.org/

Reward System

www.pbisworld.com/tier-1/rewards-simple-reward-systems-incentives/

www.pbisworld.com/tier-2/reward-system/

Seclusion & Restraint
www.pbisworld.com/tier-3/seclusion-restraint/

education.ohio.gov/Topics/Student-Supports/PBIS-Resources/Policy-

Self Monitoring
www.pbisworld.com/tier-3/no-passing-time/

www.pbisworld.com/data-tracking/

drive.google.com/drive/u/0/folders/1RjgrsSdbR9ok9zL2SRb_znX0cl9vzAo5F

Sensory Tools
www.pbisworld.com/tier-3/sensory-tools/

School Nurse Role

Health assessments and interventions play a critical role in MTSS. School Nurses identify vision, hearing, and other health issues in students that impede school performance, making it possible for students to receive needed referrals, treatments, and enabling them to achieve. Early identification and treatment of mental and physical health issues for students in the MTSS is critical to student success. The School Nurse is an essential member of the MTSS team bringing unique health care and observational expertise in identifying key information that might otherwise go unnoticed.

Tier 1

Vision screening, referral and follow up

Hearing screening, referral and follow up

Identification of current chronic and acute health diagnoses that affect learning

Referrals and links to community partners and programs e.g.

- SBAT (School Based Asthma Therapy)
- Behavioral Health
- SBHC (School Based Health Center)
- Prenatal Care

Data related to numbers of health office visits (5 or more health office visits indicate a student at risk)

Tier 2

Linking parents and students with health care resources for identified health issues or screening deficits

Identification of patterns of health symptoms requiring a health referral

Medication evaluation- adherence and effectiveness

Adherence to Individualized health plans (IHP)

Implementation of health programs

- Teen pregnancy and parenting support
- SBAT program
- Health education

Tier 3

Consultation for the 504, ETR, IEP process

Health evaluation for Multi Factor Evaluation (MFE)

Vision Referral and Follow up for ETR

On-going individualized Health Counseling

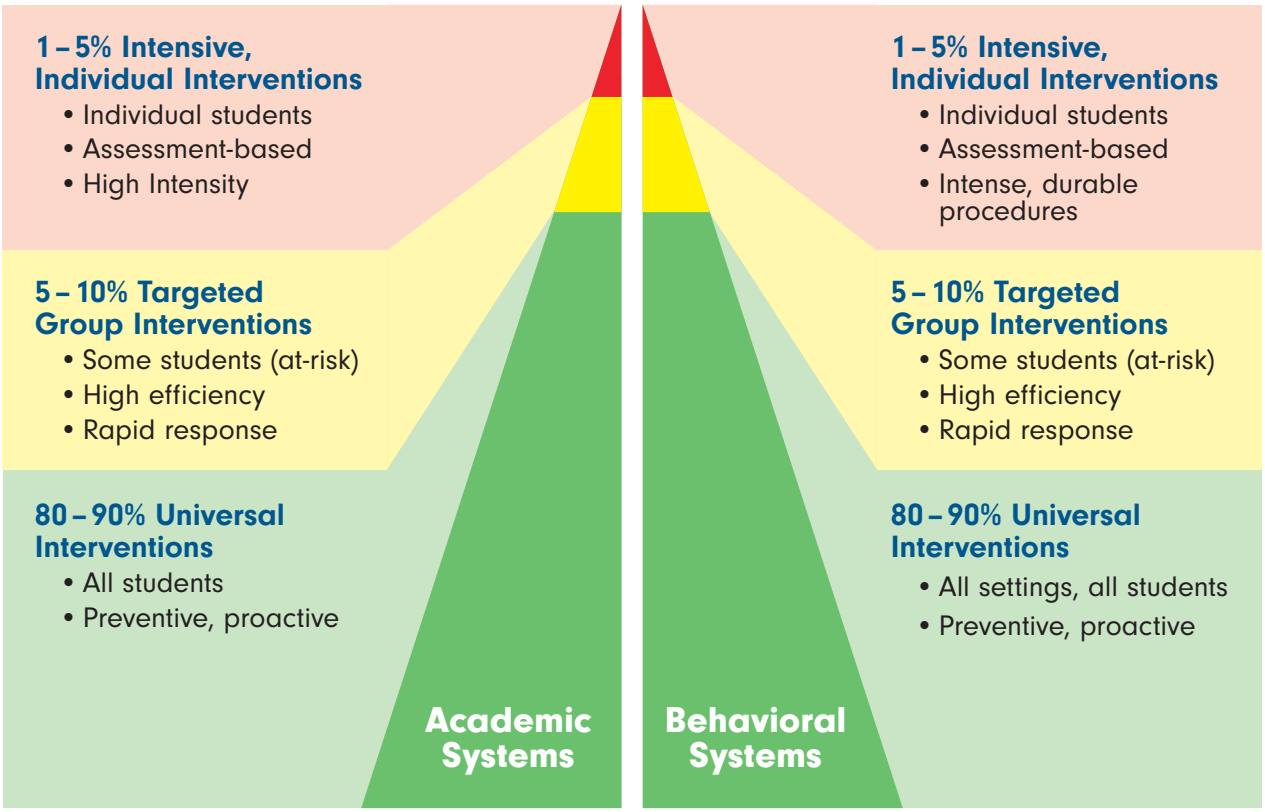
Interventions to address identified need related to Social Determinants of Health (SDOH) e.g.

- Housing
- Food
- Access to health care
- Violence
- Environment

Bringing It All Together

Our district mission is to ensure that "Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community." The words "highly educated," "prepared," "leadership," "service," "citizen," and "community" lay the foundation for the Multi-Tiered System of Support (MTSS). This framework brings together an understanding of our students as citizens in this world. It solidifies their place in the community and provides us the lens to understand our role in providing a high level of academic rigor. It also helps us understand the function of their behavior in order to provide necessary support. Ultimately, successful implementation of MTSS will allow students to become self-aware, manage their emotions, make sound and responsible decisions, build healthy lasting relationships, and become members of our community who are equipped to reach their full potential.

Every student deserves a high-quality social emotional and academic learning experience. This type of environment has a positive impact on student safety, culture, performance, and success. We recognize that each student requires various supports. The MTSS framework provides the structure and outlines a road map of support toward academic, behavioral, and social-emotional skill development. More importantly, it does so in a non-exclusionary manner while reinforcing expectations, accountability and positive student outcomes.



Thank You

The CCS MTSS Guidebook was developed in collaboration with the following:

Academic Services

- Curriculum
- ESL Support Services
- Gifted
- Special Education and Student Support Services
- Social Emotional Learning and Student Support Services
- Health and Community Services
- Professional Learning & Licensure
- Career Technical and Adult Education
- Early Childhood Education

Instructional Design Teams

- Elementary (teachers, administrators, coaches, specialists)
- Secondary (teachers, administrators, coaches, specialists)

Instructional Coaches & Department Chairs

School Leadership

- Area Superintendents
- Administrators
- School Transformation Specialists

Thank you to all who contributed and provided feedback throughout the design and development of this guidebook.

Development of 5-Year Framework

The CCS Academic services team has reviewed state achievement data for the past three years by grade and content area. In consideration of the rate of change and the predicted score for the 2024 – 2025 school year (a regression that is calculated by analyzing the prior rate of change), ambitious goals were established acknowledging the implementation of our robust MTSS Framework, adoption of new curriculum resources for K-12 Math and ELA, in addition to our specialized programming for students with limited English proficiency, gifted learners and students with multiple disabilities. These ambitious goals (see Fig. 1–3) are defined across a five-year time frame with targets identified for one year, three years and five years. These targets exceed the predicted scores that are a reflection of the likely score if all conditions remain static and unchanged.

Fig. 1: Student performance goals on the ELA Ohio State Test

Grade	ELA	Change	**Predicted Score** Prior to adoptions and framework	2021 Goal	2023 Goal	2025 Goal
KRA (On Track)*	49	4	53	50	60	**70**
KRA (demonstrating)*	31	2	31	31	41	**55**
Third	43	7	59	50	60	**70**
Fourth	41	6	60	50	60	**70**
Fifth	47	9	61	55	65	**75**
Sixth	30	6	35	40	50	**65**
Seventh	39	12	55	49	60	**70**
Eighth	33	5	38	43	53	**65**

*Monitoring will be only for district ECE students

Fig. 2: Student performance goals on the Math Ohio State Test

Grade	Math	Change	**Predicted Score** Prior to adoptions and framework	2021 Goal	2023 Goal	2025 Goal
Third	39	-1	50	49	60	**70**
Fourth	48	10	52	55	65	**70**
Fifth	31	-1	30	41	51	**61**
Sixth	30	1	28	40	50	**65**
Seventh	26	1	30	36	46	**60**
Eighth	35	2	38	45	55	**65**

Development of 5-Year Framework (cont'd)

Fig 3: High School End of Course Exam performance goals.

Assessment	Proficient	Change	Predicted Score - Prior to adoptions and framework	2021 Goal	2023 Goal	2025 Goal
Algebra I	47	2	45	34	44	**60**
Geometry	53	-16	25	24	34	**50**
Math I	24	3	30	Shifting to Algebra I and Geometry		
Math II	14	2	17			
Biology	43	1	49	50	63	**70**
ELA I	42	11	60	50	62	75
ELA II	40	7	50	50	60	**75**
American Government	58	25	95	65	78	**85**
US History	53	2	50	60	73	**85**

The goals to be fully realized, will be connected to the district improvement plan and linked to relevant school goals. To ensure implementation and realization of the established ambitious goals a professional development plan has also been designed in alignment with the five year goal timeline (Fig. 4).

Fig. 4: Five Year Frame for Activation - Implementation - Goal Realization

Year	Focus
Year 1 – Activation	Developing collective understanding and shared language regarding frameworks, new resources, platforms, and processes
Year 2 – Strong Implementation	Full Implementation of frameworks, instructional resources, platforms and processes.
Year 3 – Refinement	Analysis of impact and barriers - Solutions/Revisions
Year 4 – Fidelity	Implementation with complete fidelity
Year 5 – Realization	Goals (adult & student outcomes) realized

Included in this appendix are the professional development plans for the first three years of this five year framing from all departments in the Academic Services Office. Intentional, targeted and aligned professional development will support our teachers, staff administrators and families on our journey to realize our five-year goals and our mission to ensure all of our students are highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.

Early Childhood Department 3-Year PD Plan

Year 1

	All Staff	New Staff	SNP	GNP
Licensure/ Health & Safety	CPI, SUTQ, Child Abuse, First Aid/ CPR, Communicable Disease	New Staff Orientation, Mentor Teacher Program	IEP Training/Updates, Mentor Teacher Program	Mentor Teacher Program
Social Emotional Learning (SEL)	Second Step (online) Curriculum Overview, PBIS for Behavior Supports, Youth Yoga Project, Strategies for Calming Students, Conscious Discipline	Visual Strategies, FBAs and BIPs, Mentor Teacher Program	Advanced Tier 3 for SEL, Sensory Strategies, Mentor Teacher Program	Behavior supports , Related Services Support/Sensory Integration Supports/Training, Mentor Teacher Program
Curriculum & Academic Skills	Fundations for Pre-K, Early Literacy, Virtual Classroom Schedules & Planning	Early Learning Assessment (ELA), Ceehive/Transition Checklist, Big Day for Pre-K Curriculum overview , Big Day Curriculum Assessment, Mentor Teacher Program	ECO/COS Training (New Teachers), IEP Training (New Teachers), Differentiating Big Day, Mentor Teacher Program	Differentiated Instruction (academic skills), Mentor Teacher Program
MTSS/PBIS	Tiered Academic Supports and CCS Decision Trees (PBIS Tiers 1 & 2), FBAs and BIPs, Data Collection	PBIS Overview, Mentor Teacher Program	PBIS Tier 3 & Differentiation, Mentor Teacher Program	Data Collection and Reporting, MTSS for ECE, Mentor Teacher Program
Technology	Google Classroom for ECE, Using IC for Data Collection, Small Group Meeting Software (Zoom, Webex, Google Meet), Waterford, Online Math Software	Using Infinite Campus, Ceehive/Transition Checklist, Waterford, Big Day online resources , ELA (Early Learning Assessment), Mentor Teacher Program, Same Goal Training (SNP)	LAMP, Boardmaker, Unique , Mentor Teacher Program	Mentor Teacher Program

Early Childhood Department 3-Year PD Plan (cont'd)

Year 2

	All Staff	New Staff	SNP	GNP
Licensure/ Health & Safety	CPI, SUTQ, Child Abuse, First Aid/ CPR, Communicable Disease	New Staff Orientation, Mentor Teacher Program	IEP Training/Updates, Mentor Teacher Program	Mentor Teacher Program
Social Emotional Learning (SEL)	Second Step for SEL: Improved Learning , Improved Behavior	Visual Strategies, FBAs and BIPs, , Mentor Teacher Program	Sustaining Effective Self-Regulation Practices in the Classroom, Mentor Teacher Program	Understanding Self-Regulation Practices in the GenEd Setting, How Academic Challenges Affect Behavior, Mentor Teacher Program
Curriculum & Academic Skills	Fundations for Pre-K, Sustaining Effective Blended Learning Environments (virtual)	ELA (Early Learning Assessment), Ceehive/ Transition Checklist, Big Day for Pre-K Curriculum overview , Mentor Teacher Program	Mentor Teacher Program Big Day differentiation for 3 year olds	Mentor Teacher Program Extending literacy and Math for Big Day with CML
MTSS/PBIS	Tiered Academic Supports and CCS Decision Trees (PBIS Tiers 2 & 3), FBAs and BIPs, Data Collection for behavioral and academic intervention	PBIS Overview: Tier 1 (foundations), Mentor Teacher Program	PBIS Tier 3 & Differentiation for Cognitive and Behavioral Skills, Mentor Teacher Program, Mentor Teacher Program	PBIS Tier 2 & Intervention/ Differentiation For Cognitive and Behavioral Skills, Mentor Teacher Program
Technology	Using technology to support social emotional wellness, Parent/Educator Communication	Using Infinite Campus, Ceehive/Transition Checklist, Waterford, Big Day online resources , Early Learning Assessment (ELA), Mentor Teacher Program, Same Goal Training (SNP)	Using Technology to Support Intervention, Mentor Teacher Program, Boardmaker Extending Instructional Solutions	Using Technology to Support and Monitor Instruction, Mentor Teacher Program, Boardmaker

Early Childhood Department 3-Year PD Plan (cont'd)

Year 3

	All Staff	New Staff	SNP	GNP
Licensure/ Health & Safety	CPI, SUTQ, Child Abuse, First Aid/ CPR, Communicable Disease	New Staff Orientation, Mentor Teacher Program	IEP Training/Updates, Mentor Teacher Program	Mentor Teacher Program
Social Emotional Learning (SEL)	Second Step for SEL : Child Protection -Working together to keep kids Safe t	Visual Strategies, FBAs and BIPs, Mentor Teacher Program	Supporting Families with Behavioral and Self Management Strategies at Home, Mentor Teacher Program	Sustaining Effective Self-Regulation Practices in the Classroom, Mentor Teacher Program
Curriculum & Academic Skills	Big Day Assessment Refresher Training, ESL strategies for learning , Fundations for Pre-K Small Group Best Practices	Early Learning Assessment (ELA), Ceehive/Transition Checklist, Big Day for Pre-K Curriculum overview , Mentor Teacher Program	Mentor Teacher Program Differentiating Big Day for students 3-5 yrs. old	Mentor Teacher Program IA small group strategies for ESL students
MTSS/PBIS	Tiered Academic Supports and CCS Decision Trees (PBIS Tier 3 & sustaining good practices), FBAs and BIPs, Data Collection	PBIS Overview, Mentor Teacher Program	PBIS Tier 3 & Differentiation, Data Collection for Transitions Mentor Teacher Program	Sustaining effective practices for differentiation and social emotional wellness, Mentor Teacher Program
Technology	Sustaining Effective Blended Learning Environments (virtual)	Using Infinite Campus, Ceehive/Transition Checklist, Waterford, Big Day online resources , Early Learning Assessment (ELA), Mentor Teacher Program, Same Goal Training (SNP)	Advanced Boardmaker, Mentor Teacher Program	Boardmaker for Differentiation and Visual Strategies

Elementary Curriculum PD Plan

Strategic Priority: Academic Performance

Academic Performance: Each of our students reaches their full potential and graduates prepared to attend college, serve in the military, start a business, or enter the workforce.

1. Implement a comprehensive plan to increase our students' development and proficiency in the areas of literacy and numeracy.
2. Consistent increase in student performance on the Ohio State Assessments.

<table>
<tr><th>Year Focus</th><th>Tier</th><th>Administrators & Non School Based Support
Includes anyone who evaluates instructional systems and instruction</th><th>Instructional Support
Includes anyone who supports teachers as they deliver classroom instruction</th><th>Teachers
Includes anyone who delivers instruction</th></tr>
<tr><td></td><td colspan="4">Activation Year – Developing collective understanding and shared language regarding frameworks, new resources, platforms, and processes</td></tr>
<tr><td rowspan="3">Year 1 Activation</td><td colspan="4">Tier 3 – Individualized Interventions for non-responders at Tier 2. Progress Bi-Weekly to ensure growth. Coordinated and Facilitated by the evaluator.</td></tr>
<tr><td colspan="3">Tier 2 – Small group focus for Tier 1 non-responders OR those ready to move beyond Tier 1 (Enrichment, Specialized Instruction i.e. Design Thinking.) May include Staff Meetings, TBT, BLT, Video Conferencing, Webinars, Department meetings, etc.</td><td>Project/Problem Based Learning; Arts Integration, Technology Integration</td></tr>
<tr><td>Tier 1 – Universal for all teachers.</td><td>Summer Activation and September, November, January (Virtual and Face-to-Face)
MTSS Overview and Deeper Dive (Monitoring Implementation of the Core Instructional Framework)
Shared understanding of Revised Literacy and Math Framework, revised Ohio Standards for Science and SS.
Leadership training to develop collective understanding of the New Curriculum Resources in Math and ELA)
Canvas (T1,T2,T3), MasteryConnect - Leadership Kickoff, Core, Online PD
Assessment
Data Dialogue</td><td>Summer Activation and Monthly PD(Virtual and Face-to-Face)
Instructional Coaches & Specialists:
MTSS (Supporting Implementation of the Core Instructional Framework, Standards Based Instruction),
Revised Literacy and Math Frameworks (shared understanding and language); revised Ohio Standards for Science and SS.
Curriculum Resources (ELA & Math adoption and existing resources),
Assessment (Standards Mastery)
Data Dialogue
Coaching, Canvas (T1, T2) Mastery Connect,
Supporting Online Delivery of Instruction
Monthly PD (Virtual and Face-to-Face)
Content Specialists: MTSS, Content Frameworks, Content Specific, Standards Aligned/Rigorous Instruction, Curriculum Resources, Blended Learning, Assessment, Data Dialogue</td><td>Summer Activation and Monthly PD(Virtual and Face-to-Face)
Instructional Coaches & Specialists:
MTSS (Supporting Implementation of the Core Instructional Framework, Standards Based Instruction),
Revised Literacy and Math Frameworks (shared understanding and language); revised Ohio Standards for Science and SS.
Curriculum Resources (ELA & Math adoption and existing resources),
Assessment (Standards Mastery)
Data Dialogue
Coaching, Canvas (T1, T2) Mastery Connect,
Supporting Online Delivery of Instruction
Monthly PD (Virtual and Face-to-Face)
Content Specialists: MTSS, Content Frameworks, Content Specific, Standards Aligned/Rigorous Instruction, Curriculum Resources, Blended Learning, Assessment, Data Dialogue</td></tr>
</table>

Elementary Curriculum PD Plan (cont'd)

<table>
<tr><th>Year Focus</th><th>Tier</th><th>Administrators &
Non School Based Support</th><th>Instructional Support</th><th>Teachers</th></tr>
<tr><td></td><td colspan="4">Implementation Year - Full Implementation of frameworks, instructional resources, platforms and processes.</td></tr>
<tr><td rowspan="3">Year 2
Implementation</td><td colspan="4">Tier 3 – Individualized Interventions for non-responders at Tier 2. Progress Bi-Weekly to ensure growth. Coordinated and Facilitated by the evaluator.</td></tr>
<tr><td colspan="3">Tier 2 – Small group focus for Tier 1 non-responders OR those ready to move beyond Tier 1 (Enrichment, Specialized Instruction i.e. Design Thinking.) May include Staff Meetings, TBT, BLT, Video Conferencing, Webinars, Department meetings, etc.</td><td>Project/Problem Based Learning; Arts Integration, Technology Integration</td></tr>
<tr><td>Tier 1 – Universal for all teachers.</td><td>• MTSS Overview and Deeper Dive (Monitoring and supporting Implementation of the Core Instructional Framework & MTSS process with district TFI)
• Reading Tiered Fidelity Inventory
• Implementation of Revised Literacy and Math Framework, and the revised Ohio State Standards for Science and SS.
• Leadership training to support and monitor implementation New Curriculum Resources in Math and ELA)
• Canvas (T3), Mastery Connect - Data Action Planning, Creating Quality Assessments
• Data Dialogue
• Canvas (T1,T2,T3), Mastery Connect - Data Action Planning, Creating Quality Assessments
• Assessment
• Data Dialogue</td><td>Instructional Coaches & Specialists:
• MTSS (Supporting Implementation of the Core Instructional Framework, Standards Based Instruction),
• Revised Literacy and Math Frameworks (shared understanding and language); and the revised Ohio State Standards for Science and SS.
• Curriculum Resources (ELA & Math adoption and existing resources),
• Reading Tiered Fidelity Inventory
• Tier 2 & 3 interventions and progress monitoring
• Assessment (Standards Mastery)
• Data Dialogue
• Coaching, Canvas (T1, T2) Mastery Connect - Data Action Planning, Creating Quality Assessments
• Supporting Online Delivery of Instruction
Monthly PD (Virtual and Face-to-Face)
• Content Specialists: MTSS, Content Frameworks, Content Specific, Standards Aligned/Rigorous Instruction, Curriculum Resources, Blended Learning, Assessment, Data Dialogue</td><td>• New Teacher Orientation
• MTSS Focus: Full implementation of Core Instructional Framework, Revised Literacy Framework & Math Framework (Inclusive Instruction), Tier 2 & Tier 3 interventions with Progress Monitoring
• Revised Ohio State Standards for Science and SS.
• Full Implementation of ELA & Math Curriculum Resources
• Reading Tiered Fidelity Inventory
• Fundations 2nd grade
• Content Specific PD
• Canvas (T1,T2, T3)
• Mastery Connect - Data Action Planning, Creating Quality Assessments
• Assessments (Standards Mastery)
• Data Dialogue</td></tr>
</table>

Elementary Curriculum PD Plan (cont'd)

Year Focus	Tier	Administrators & Non School Based Support	Instructional Support	Teachers
	Refinement Year - Analysis of impact and barriers - Solutions/Revisions			
Year 3 Refinement	**Tier 3** – Individualized Interventions for non-responders at Tier 2. Progress Bi-Weekly to ensure growth. Coordinated and Facilitated by the evaluator.			
	Tier 2 – Small group focus for Tier 1 non-responders OR those ready to move beyond Tier 1 (Enrichment, Specialized Instruction I.e. Design Thinking.) May include Staff Meetings, TBT, BLT, Video Conferencing, Webinars, Department meetings, etc.			Project/Problem Based Learning; Arts Integration, Technology Integration
	Tier 1 – Universal for all teachers.	• MTSS (Reflection and Review of Implementation of the Core Instructional Framework & MTSS process with district TFI) • Introduction of Reading Tiered Fidelity Inventory • Reflection and Review of implementation of Revised Literacy and Math Framework • Leadership training to support reflection – review & refinement of implementation of the revised Literacy & Math Framework and Curriculum Resources • Canvas, Mastery Connect - Data Action Planning, Creating Quality Assessments • Assessment (Standards Mastery) • Data Dialogue • Activation of new Elementary Science & SS Resources.	**Instructional Coaches & Specialists:** • MTSS (Supporting Implementation of the Core Instructional Framework), Curriculum Resources (New adoption and existing resources), MasteryConnect - Custom Reports, Progress Reports. • Activation of new Elementary Science & SS Resources. **Content Specialists:** • MTSS, Content Frameworks, Content Specific, Standards Aligned/Rigorous Instruction, Curriculum Resources, Blended Learning, Assessment, Data Dialogue	• New Teacher Orientation • MTSS Focus: Reflection and Review of Implementation of Core Instructional Framework, MTSS Process, Revised Literacy Framework & Math Framework (Inclusive Instruction), with district TFI • Tier 2 & Tier 3 interventions with Progress Monitoring • Reflection, Review & Refinement of Full Implementation of ELA & Math Curriculum Resources and frameworks • Reading Tiered Fidelity Inventory • Reflection, Review & Refinement of K-2 Implementation of Systematic, Explicit Phonics Instruction (Fundations) • Content Specific PD • Canvas (T1,T2, T3) • MasteryConnect - Student Portal, Curriculum Map, Item Authorizing • Assessments (Standards Mastery) • Data Dialogue • Activation of new Elementary Science & SS Resources.
Year 4 Fidelity	Implementation with complete fidelity			
Year 5 Realization	Goals: adult & student outcomes realized			

Secondary Curriculum PD Plan

Strategic Priority

Academic Performance: Each of our students reaches their full potential and graduates prepared to attend college, serve in the military, start a business, or enter the workforce.

1. Implement a comprehensive plan to increase our students' development and proficiency in the areas of literacy and numeracy.
2. Increase our high school's graduation rates through high-quality instruction, personalized support, and strong relationships.

<table>
<tr><th>Year Focus</th><th>Tier</th><th>Administrators & Nonschool-Based Support
Includes anyone who evaluates instructional systems and instruction</th><th>Instructional Support
Includes anyone who supports teachers as they deliver classroom instruction</th><th>Teachers
Includes anyone who delivers instruction</th></tr>
<tr><td></td><td colspan="4">Activation Year – Develop collective understanding and shared language regarding frameworks, new resources, platforms, and processes</td></tr>
<tr><td rowspan="3">Year 1 Activation</td><td colspan="4">Tier 3 – Individualized Interventions for non-responders at Tier 2. Monitor progress biweekly to ensure growth. Coordinated and Facilitated by the evaluator.</td></tr>
<tr><td colspan="3">Tier 2 – Small group focus for Tier 1 non-responders OR those ready to move beyond Tier 1 (Enrichment, Specialized Instruction i.e. STEM Learning). May include Staff Meetings, TBT, BLT, Video Conferencing, Webinars, Department meetings, etc.</td><td>STEM Learning Pathway for buildings seeking STEM Designation*</td></tr>
<tr><td>Tier 1 – Universal for all teachers.</td><td>Summer Activation with follow-up as needed(Virtual and Face-to-Face)
MTSS Overview and Deeper Dive (Monitoring Implementation of the Core Instructional Framework)
Leadership training for the New Curriculum Resources in Math and ELA)
Canvas (T1, T2, T3), MasteryConnect -Leadership Kickoff, Core, Online PD
Alignment of course offerings to the Instructional Framework. (Fall, 2020)</td><td>Summer Activation and Monthly PD (Virtual and Face-to-Face)
Instructional Coaches & Specialists: MTSS (Supporting Implementation of the Core Instructional Framework), Curriculum Resources (New adoption and existing resources), Coaching, Canvas (T1, T2, T3), Mastery Connect, Supporting Online Delivery of Instruction
Monthly PD (Virtual and Face-to-Face)
Middle and High School Department Chairs/Content Specialists: MTSS; Content-Specific, Standards-Aligned Rigorous Instruction; Curriculum Resources</td><td>Summer Activation and August, October, February (Virtual and Face-to-Face)
New Teacher Orientation
MTSS Focus: Core Instructional Framework (Introduction, Implementation, Differentiation and Scaffolding)
Curriculum Resource Adoption (Math & ELA)
Content-Specific PD
Canvas (T1 & T2 training)
MasteryConnect - Teacher Bootcamp and Core Training
Online Instruction Delivery</td></tr>
</table>

Secondary Curriculum PD Plan (cont'd)

Year Focus	Tier	Administrators & Nonschool-Based Support	Instructional Support	Teachers
	Implementation Year - Full Implementation of frameworks, instructional resources, platforms and processes.			
Year 2 Implementation	**Tier 3** – Individualized Interventions for non-responders at Tier 2. Monitor progress biweekly to ensure growth. Coordinated and Facilitated by the evaluator.			
	Tier 2 – Small group focus for Tier 1 non-responders OR those ready to move beyond Tier 1. May include Staff Meetings, TBT, BLT, Video Conferencing, Webinars, Department meetings, etc.			STEM Learning Pathway for buildings seeking STEM Designation*
	Tier 1 – Universal for all teachers.	• MTSS Deeper Dive (Monitoring Implementation of the Core Instructional Framework & Tiered interventions) • Leadership training for the New Curriculum Resources in Science and Social Studies • Canvas - Course Design Focus • MasteryConnect - Custom Reports, Progress Reports, Data Action Planning for Leadership	• Instructional Coaches & Specialists: MTSS (Supporting Implementation of the Core Instructional Framework), Curriculum Resources (New adoption and existing resources), MasteryConnect - Custom Reports, Progress Reports • Monthly PD (Virtual and Face-to-Face) • Middle and High School Department Chairs/Content Specialists: MTSS; Content-Specific, Standards-Aligned Rigorous Instruction; Curriculum Resources	• New Teacher Orientation • MTSS Focus: Full implementation of Core Instructional Framework (Inclusive Instruction), Tier 2 & Tier 3 interventions with Progress Monitoring • New Curriculum Resource Adoption (Science & Social Studies) • Content-Specific PD • Canvas • Mastery Connect - Data Action Planning, Creating Quality Assessments

	Refinement Year - Analysis of impact and barriers - Solutions/Revisions			
Year 3 Refinement	**Tier 3** – Individualized Interventions for non-responders at Tier 2. Progress Bi-Weekly to ensure growth. Coordinated and Facilitated by the evaluator.			
	Tier 2 – Small group focus for Tier 1 non-responders OR those ready to move beyond Tier 1. May include Staff Meetings, TBT, BLT, Video Conferencing, Webinars, Department meetings, etc.			STEM Learning Pathway for buildings seeking STEM Designation*
	Tier 1 – Universal for all teachers.	• MTSS (Reflection and Review of Implementation of the Core Instructional Framework & MTSS process with district TFI) • Reflection and Review of implementation of Revised Instructional Framework • Leadership training to support to support reflection – review & refinement of implementation of the revised Core Instructional Framework and Curriculum Resources • Canvas • MasteryConnect - Student and Parent Portal	• Instructional Coaches & Specialists: MTSS (Supporting Implementation of the Core Instructional Framework), Curriculum Resources (New adoption and existing resources), MasteryConnect - Custom Reports, Progress Reports • Monthly PD (Virtual and Face-to-Face) • Middle and High School Department Chairs/Content Specialists: MTSS; Content-Specific, Standards-Aligned Rigorous Instruction; Curriculum Resources	• New Teacher Orientation • MTSS Focus: Reflection and Review of Implementation of Core Instructional Framework, MTSS Process, Revised Instructional Framework (Inclusive Instruction), with district TFI • Tier 2 & Tier 3 interventions with Progress Monitoring • Reflection, Review & Refinement of Full Implementation of Instructional Framework • Content-Specific PD • Canvas • MasteryConnect - Student Portal, Curriculum Map, Item Authorizing
Year 4 Fidelity	Implementation with complete fidelity			
Year 5 Realization	Goals: adult & student outcomes realized			

Division of Higher Education Partnerships

College Credit Plus Five Year Professional Development Projection Plan

	Administrators	CCP Adjuncts	CCP Support Staff
Year 1 Activation	• Establishment of CCP building team • Analyzing/ Understanding CCP Data • Establishing a CCP pathway with 2 & 4 year target goals • Overview of CCP Process/Best Practices/Resources • Identification of primary and secondary CCP University Partner(s) • Strategic CCP placement testing plan	• CCP University orientation • CCP grading procedures and processes • Analyze building level CCP content data • Participation in Adjunct Faculty Professional Learning Community (data sharing discussions with university partners will provide a framework for the ongoing topics throughout the year) with a question and answer design • Introduction to MTSS Framework as it applies to CCP content areas • Support delivery of online college level courses • Support use of university platforms	• CCP Orientation • Introduction to CCP State Guidelines • Best Practices/Processes/ Resources • CCP Building Plan • Supporting CCP students through MTSS process • Support utilization of university resources & support teams • CCP placement testing plan • Developing student recruitment plans
Year 2 Implementation	• Full Implementation of CCP building plan • CCP state updates & revised guidelines • Identification of phase 2 courses aligned to building pathway • Ongoing analysis of CCP data	• Implement Adjunct Faculty Mentoring Program in collaboration with university partners to ensure fidelity of course syllabi, student outcomes, and integration in the college/ university system • Refine institutional support / opportunities for professional development • Implement building level CCP adjunct PLC	• Provide additional support as needed i.e. CCP Orientation, CCP building meetings, etc. • CCP state updates & revised guidelines • Full Implementation of individual student support plans in alignment with building target groups & goals • Implement ongoing university supports in collaboration with university departments • Full implementation of student recruitment plan
Year 3 Refinement	• Refine implementation plan • Refine faculty recruitment plan • Analyze two year CCP data • Refine student recruitment strategy	• Assess Adjunct faculty response to learner needs while delivering college level content and holding learners to college level standards • Refinement - Analysis of impact	• Provide additional support as needed
Year 4 Fidelity	• Collaborate with the institutions in the design, development, implementation, evaluation and sustainment of a CCP Adjunct Faculty institute • Clear identification of adult and student outcome data points	• Collaborate with adjunct faculty across multiple school districts • Participate in CCP Adjunct Faculty Institute • Serve as a district CCP mentor	• Provide additional support as needed
Year 5 Realization	• Faculty and student outcomes are realized • Provide additional support/training as needed	• Faculty and student outcomes are realized • Provide additional support/training as needed	• Student outcomes realized • Provide additional support as needed

Virtual Credit Advancement Program PD Plan

Strategic Priority: Academic Performance

Each of our students reaches their full potential and graduates prepared to attend college, serve in the military, start a business, or enter the workforce.

1. Implement an Online Virtual platform where students can advance credit and also recover credit.
2. Increase in student performance on the Virtual Online platform where they can advance and recover credit.

	Tier	Administrators	VCAP Staff and Teacher Leads	Teachers
	First Year – Learn all facets of the new virtual learning platform			
Year 1 Activation	**Tier 3** – Individualized Plans for students that do not respond to Tier 2 interventions Monitor weekly			
	Tier 2 – Individualized Plans for students that do not respond to Tier 2 interventions Monitor weekly			Project/Problem Based Learning; Technology Integration
	Tier 1 – Universal for all teachers.	• New Platform Training • Ethical and Professionalism Training for Online Learning • MTSS Framework as it applies to the implementation of the Online Learning • Introduction and Overview of District adopted Virtual Online Platform • Leadership training on tools for Administrators • Clever Training and understanding how it works with online learning platforms • Canvas **Online PD** • Assessment • Data and Reports • Analyzing Data • Best Practices • Evaluating Staff online • Communicating online **Online Course basics** • Flex assignments • Creating classes • Adding classes • Adding curriculum • Hiding Curriculum • Hiding assignments • Unlocking tests	• New Platform Training • Ethical and Professionalism Training for Online Learning • MTSS Framework as it applies to the implementation of the Online Learning • Introduction and Overview of District adopted Virtual Online Platform • Depth of Knowledge and complexity to build depth of knowledge • Virtual Learning and Social and Emotional Learning • Leadership training on tools for VCAP Staff and Teacher Leads • Clever Training and understanding how it works with online learning platforms • Canvas Training (T1, T2, T3) **Online PD** • Assessment • Data and Reports • Analyzing Data • Best Practices • Evaluating Staff online • Communicating online **Online Course Basics** • Flex assignments • Creating classes • Adding classes • Adding curriculum • Hiding Curriculum • Unlocking tests	• New Teacher Orientation • New Platform Training • Ethical and Professionalism Training for Online Learning • MTSS Framework as it applies to the implementation of the Online Learning • Introduction and Overview of District adopted Virtual Online Platform • Depth of Knowledge and complexity to build depth of knowledge • Virtual Learning and Social and Emotional Learning • MTSS Focus on Virtual Online Learning and Core Instructional Framework (Introduction, Implementation, Differentiation and Scaffolding) • Develop collective understanding of New Online Curriculum Platform (Understanding Shifts, Scaffolding, Differentiating) • Assessment (Standards Mastery) • Data Dialogue • Shared understanding of New Virtual Platform and Curriculum Resources • Standards Based Instruction • MasteryConnect

Virtual Credit Advancement Program PD Plan (cont'd)

	Tier	Administrators	VCAP Staff and Teacher Leads	Teachers
Year 1 Activation (Continued)	**Tier 1** – Universal for all teachers.		**Creating common Language for online learning;** • Curriculum Resources (New online curriculum adoption and existing resources), • Assessment (Standards Mastery) • Data Dialogue • Coaching • Supporting Online • Delivery of Instruction **Monthly PD (Virtual and Face-to- Face)** • VCAP Staff and Teacher Leads: MTSS, Content Frameworks, Content Specific, Standards Aligned/ Rigorous Instruction, Curriculum Resources, Blended Learning, Assessment, Data Dialogue	• Online Delivery of instruction • Clever Training and understanding how it works with online learning platforms • Canvas Training (T1, T2, T3) **Online PD** • Assessment • Data and Reports • Analyzing Data • Best Practices • Evaluating Staff online • Communicating online **Online Course basics** • Flex assignments • Creating classes • Adding classes • Adding curriculum • Hiding Curriculum • Unlocking tests **Creating common Language for online learning;** • Curriculum Resources (New online curriculum adoption and existing resources), • Assessment (Standards Mastery) • Data Dialogue • Coaching **Supporting Online Delivery of Instruction** • Grading and Routines • Procedures and Expectations • Effective and engaging practices • Delivering instruction and Instructional Events • Diverse Learner techniques • Blended learning • Flipped classroom • Unit recovery • Skills mastery

Virtual Credit Advancement Program PD Plan (cont'd)

	Tier	Administrators	VCAP Staff and Teacher Leads	Teachers
	Implementation Year - Full Implementation of frameworks, instructional resources and platforms.			
Year 2 Implementation	**Tier 3** – Individualized Plans for students that do not respond to Tier 2 interventions Monitor weekly			
	Tier 2 – Small group focus for students that do not respond Tier 1 interventions OR Specialized instruction for students that are ready to move beyond Tier 1; examples could include but not limited to Video conferencing, Webinars, video meeting			Project/Problem Based Learning; Technology Integration
	Tier 1 – Universal for all teachers.	• New Administration Orientation • Provide additional training as needed • Continue to implement MTSS training • MTSS Overview and Deeper Dive (Monitoring Implementation of the Online Learning Platform and Core Instructional Framework & MTSS process with district TFI) • Ongoing analysis of online learning platform • Implement building an Online PLC • Leadership training to support and monitor implementation New Virtual Learning Curriculum Resources • Canvas (T3), Mastery Connect - Data Action Planning, Creating Quality Assessments • Data Dialogue • Canvas (T1,T2,T3), MasteryConnect - Data Action Planning, Creating Quality Assessments • Assessment • Data Dialogue	• New VCAP Staff or Teacher Leads Orientation • Provide additional training as needed • Continue to implement MTSS training • MTSS (Supporting Implementation of the Core Instructional Framework, Standards Based Instruction), • Tier 2 & 3 interventions and progress monitoring • Assessment (Standards Mastery) • Ongoing analysis of online learning platform • Full implementation of Online line learning plan • Ongoing analysis of Online learning platform • Develop remote classroom design • Demonstrate effective use of instructional technology tools for remote learning • Create supplemental, blended or hybrid content deliveries • Utilize a variety of learning management systems to manage content • Apply ADA Compliance • Implement building an Online • PLC • VCAP staff and Teacher Lead training to support and monitor implementation New Virtual Learning Curriculum Resources • Canvas (T3), Mastery Connect - Data Action Planning, Creating Quality Assessments • Data Dialogue	• New Teacher Orientation • Provide additional training as needed • Continue to implement MTSS training • MTSS Focus: Full implementation of Online Learning and Core Instructional Framework, Revised Literacy Framework & Math Framework (Inclusive Instruction), Tier 2 & Tier 3 interventions with Progress Monitoring • Tier 2 & 3 interventions and progress monitoring • Assessment (Standards Mastery) • Ongoing analysis of online learning platform • Implement building an Online PLC • Work with Content Specialists: MTSS, Content Frameworks, Content Specific, Standards Aligned/ Rigorous Instruction, Curriculum Resources, Blended Learning • Content Specific PD • Canvas (T1,T2, T3) • Mastery Connect - Data Action Planning, Creating Quality Assessments • Assessments (Standards Mastery) • Data Dialogue

Virtual Credit Advancement Program PD Plan

Year 2 Implementation (Cont'd)	**Tier 1** – Universal for all teachers.		• Canvas (T1, T2,T3) • Mastery Connect - Data Action Planning, Creating Quality Assessments • Data Dialogue • Coaching, Canvas (T1, T2) Mastery Connect - Data Action Planning, Creating Quality Assessments • Supporting Online Delivery of Instruction • Work with Content Specialists: MTSS, Content Frameworks, Content Specific, Standards Aligned/ Rigorous Instruction, Curriculum Resources, Blended Learning, Assessment, Data Dialogue	

	Tier	Administrators	VCAP Staff and Teacher Leads	Teachers
	Refinement Year - Analysis of impact and barriers - Solutions/Revisions			
Year 3 Refinement	**Tier 3** – Individualized Plans for students that do not respond to Tier 2 interventions. Monitor weekly			
	Tier 2 – Small group focus for students that do not respond Tier 1 interventions OR Specialized instruction for students that are ready to move beyond Tier 1; examples could include but not limited to Video conferencing, Webinars, video meeting			• Project/Problem Based Learning; Technology Integration
	Tier 1 – Universal for all teachers.	• Refine Implementation Plan • Implementation with Fidelity • Provide additional support as needed • MTSS (Reflection and Review of Implementation of the Virtual Online platform and Core Instructional Framework & MTSS process with district TFI) • Leadership training to support reflection – review & refinement of implementation of the Virtual Learning platform and framework and Curriculum Resources • Canvas, Mastery Connect - Data Action Planning, Creating Quality Assessments • Assessment (Standards Mastery) • Data Dialogue	• New Staff training • Refine Implementation Plan • Implementation with Fidelity • Provide additional support as needed • MTSS (Supporting Implementation of the Virtual Online platform and Core Instructional Framework), Curriculum Resources (New adoption and existing resources), MasteryConnect - Custom Reports, Progress Reports. • VCAP staff and Teacher Lead training to support reflection – review & refinement of implementation of the Virtual Learning platform and framework and Curriculum Resources • VCAP staff and Teacher leads: MTSS, Content Frameworks, Content Specific, Standards Aligned/ Rigorous Instruction, Curriculum Resources,	• New Teacher Orientation • Refine Implementation Plan • Implementation with Fidelity • Provide additional support as needed • Tier 2 & Tier 3 interventions with Progress Monitoring • Reflection, Review & Refinement of Full Implementation of Virtual Learning platform and Curriculum Resources and frameworks, Blended Learning, Assessment • Content Specific PD • Canvas (T1, T2, T3) • MasteryConnect - Student Portal, Curriculum Map, Item Authorizing • Assessments (Standards Mastery) • Data Dialogue
Year 4 Fidelity	Implementation with complete fidelity			
Year 5 Realization	Goals: adult & student outcomes realized			

Career-Tech PD Plan

Established Goals	Costs	Identified Group	Rational/Source of Evidence	Year 1	Year 2	Year 3
Improve students receiving CTAG Credit & Certifications	Increase cost for CTAG & Certifications being earned.	Students in CTE Programs	Students in CTE programs are not eligible for CTAG credit or passing certifications. Data gathered for Perkins V Local Needs Assessment.	1. Teachers to receive PD on universal curriculum design. 2. Align curricula to standards and testing. 3. Teachers to identify students through MTSS implementation for supports.	1. Teachers continue to work on improvement to align curriculum. 2. Teachers continue work on retention of students in programs by providing supports. 3. Monitor Data	1. TOSA's to work with teachers in subject area content for professional learning groups to identify ongoing successes and improvement areas. 2. Monitor Data
Improve CTE Teacher pedagogy	Professional Development cost for SREB $66,000.	CTE Teachers	Industry based teachers need support in the transition to the classroom for CTE and understanding the embedding of Ohio CTE standards of curriculum. Students in CTE programs are not successfully meeting requirements CTAG credit or passing certifications	1.Teachers are trained in universal design and differentiated strategies. 2. Teachers receive training in imbedding core instruction aligned to content area/ testing. 3. Teacher learn strategies of PBIS & SEL.	1. Teachers receive PD on designed lesson plans using UDL, imbedding of Core & CTE Standards for content area. 2. Teachers receive PD on advanced levels of PBIS and SEL for implementation in class. 3. Monitor Data	1. TOSA's to work with teachers in subject area content for professional learning groups to identify ongoing successes and improvement areas.
Increase retention of students in CTE programs	No Cost. Result of better instruction, engagement and imbedding core areas.	CTE Students	Second year student retention rate for programs are low. Increase pedagogy and student connectivity to core areas will assist in students retention. Provide increase for social emotional supports to students through encouragement, understanding and accountability strategies.	1. Teachers to receive PD on universal curriculum design. 2. Align curricula to standards and testing. 3. Teachers to identify students through MTSS implementation for supports.	1. Increase student involvement in CTSO's and PBL for CTE classes. 2. Monitor Data	1. TOSA's to work with teachers in subject area content for professional learning groups to identify ongoing successes and improvement areas. 2. Monitor Data
Align curriculum to meet CTE State Standards	Extended Time Cost for teachers to rewrite curriculum	CTE Teachers	Programs lacking skill attainment need extended time to focus on aligning curriculum to CTE State Standards. Identify groups needing Tiers for Canvas: Teachers, TOSA's, Counselors, Coordinators, and Administration	1. Increase teacher knowledge of providing skill attainment indicators. 2. Increase teachers taking aligned testing for cert/ CTAG's.	1. Teachers working to make adjustments in curriculum that align with criteria for student success. 2. Monitor Data	1. TOSA's to work with teachers in subject area content for professional learning groups to identify ongoing successes and improvement areas. 2. Monitor Data
Access and Use of new LMS System and supplemental online systems used for CTE	Costs absorbed by District to establish or Perkins	CTE Teachers	Roll over of chosen online system into LMS adopted by the District and gaining teacher understanding.	1. Provide teachers with an online LMS that provides alignment to Ohio CTE Standards. 2. Provide training for the Canvas and online system for teachers use.	1. Work with teachers on developing a blended classroom model that uses current resources and newly purchased resources for CTE.	1. TOSA's to work with teachers in subject area content for professional learning groups to identify ongoing successes and improvement areas.

Career-Tech PD Plan (cont'd)

Established Goals	Costs	Identified Group	Rational/Source of Evidence	Year 1	Year 2	Year 3
Professional Development for school administration on CTE	No cost. Results of better understanding of requirements for CTE Teachers and programming	School Administration	Many school administrators are trained in understanding of core and electives, CTE is different in what the programs offer to students, what is required of teachers, and the importance of gaining partnerships.	1. Provide administrators an overview of CTE. Includes: Graduation requirements & how CTE assists, Advisory Boards/Partnerships, Program process, Vocabulary of CTE,Critical dates for CTE	2	
Professional Development for Career and Community Resource Counselors	In house and part of SREB information along with community buildings and SEL	CCRC's	Current PD for CCRC's are based in high school General Education information not focusing necessarily on information and practices for Career Tech. The purpose will be do support the needed information for CCRC's that applies directly to their connection with students, CTE staff and school administration and counselors	1. Provide strategies related to CTE Career buildings. 2. Implement community based training and awareness of partnership building. 3. Provide training in SEL to assist students through crisis.		

Professional Learning Activities

Goal #	Initial Activities	Follow Up Activities	Benchmark Dates
1	Increase CTE focused professional development that is relevant to content area, teaching strategies	Teachers will work across the District with SREB having three full days of PD. Teachers will also have coaching sessions with SREB representatives on implementation of new strategies being used and outcomes. Teachers will also attend District provided PD on PBIS, SEL, MTSS.	Beginning date: August 25th, 2020. Intermediate date: October 16, 2020 Ending Date: February 3, 2021
2	Increase student's access to supports services needed for building successful completion of program and gaining certifications/ CTAG credits	Work to create a plan for student engagement with support services needed. Check with CTE Teacher on student improvement. Set up support services workshops for students through virtual access.	Initial Plan completed by July 2020. Check on student access to support services September 2020. Check on student access through virtual workshops October 2020

Professional Development Required by Statute or Regulation

State Mandated Professional Development. Check to verify what is mandated by the state such as CPR, PBIS etc.

Professional Development on a three year cycle because of the fluidity of CTE in programing changing, finances & business environment.

Resources and Justification

Resources	Justification
Contracting with SREB for PD specific to CTE	SREB has an established history in Professional Development pedagogy in CTE
Support Services within CCS	Working with Support Services to assist teachers to assist in identifying students needing supportive services.
Funding	Equity Grant and Perkins Grant to fund costs of additional personnel & PD

Targeted Audience

	Teachers	Students	Administrators	Career & Community Resource Coordinators
1st Year	Professional Development to align curriculum to state standards & EOC Assessments. PD on incorporation of core areas, MTSS process and teaching strategies	Increase student access to support services to prepare for testing and qualifying for CTAG and certifications. Provide additional work groups for students.	PD to establish an better understanding of CTE practices, opportunities and graduation investment. Work to capture 1/2 day PD inclusion for CTE Teachers in Comprehensives. Provide lesson plan information for CTE curricula.	PD on CTE Career building. Changes for graduation requirements and affects on students. Community partnership building. Training in SEL and supports.
2nd Year	PD on continued curriculum work for programs not reaching skill attainment. Continued PD on embedding cores and related teaching strategies.	Incorporation of student supports and mentorships with aligned industry professionals to assist in skill building for students	Continue building relationship with comprehensive in including CTE teachers in PD. Sharing of data for knowledge regarding CTE.	Connections on strategies for continued support of families and students. Training for organizational deadlines, systems, graduation requirements. Wellness piece.
3rd Year	Incorporation of PLC engagement for teachers to share best practices. Account for incoming new teachers into CTE.	Program on constant wrap around for two year programs and intensive for one year programs.	Continue to work with Adminstration on data information, graduation assistance, informed progress of teachers for evaluation.	Provide information on updated changes in graduation. Accessing services for student. Problem resolution for connected groups (i.e.) parents, student, teacher.
Results	Better instruction and classroom practices being used. Identifying students early for assistance and increased engagement of productive class time.	Increased student retention in programs. Increase involvement in CTSO programming. Increased opportunities for certifications and CTAG credits and Web Xams.	Increased collaboration on teacher training and development. Increase in student graduation rates for students in CTE. Better District grading? More positive image for CTE with comprehensives and parents.	Increased performance for CCRC's on time management for due dates. Increased building of partnerships between internal partnership within comprehensives. Continued assistance in reaching graduation for students through CTE.

United Arts & Electives PD Plan

	Administrators	Arts Educators	PE & Health Educators	Support Staff
Year 1 Activation	• MTSS Framework as it applies to the Arts • Arts & PE Quality Instruction Demonstrated: Tools for Administrators • Introduction & Overview of District adopted Arts and PE resources	**Process and Frameworks:** • New teacher orientation • Introduction of MTSS Framework as it applies to the Arts: Tier 1 with Depth of Knowledge and Complexity to build Depth of Knowledge • Arts Education & Social Emotional Learning • Integration of cultural competency to support promotion of diverse and relevant arts instruction and content • Restorative Practices/ Coping Skills **Teaching and Learning:** • Introduction of revised Fine Art Standards; with alignment to content curriculum • Integration of technology, Arts, adopted District platforms and instructional resources • Supporting and Delivering Online Learning • Increasing Virtual Classroom Engagement • Virtual performances and exhibitions related to legal issues • Defining and developing summative/formative assessment for arts content in the virtual environment	**Process and Frameworks:** • New Teacher Orientation • Introduction of MTSS Framework as it applies to PE/Health: Tier 1 with Depth of Knowledge and Complexity to build Depth of Knowledge • PE/Health & Social Emotional Learning • Integration of cultural competency to investigate content specific to inequity in health care and the systematic structures that create the inequity • Restorative Practices/ Coping Skills **Teaching and Learning:** • Standards aligned assessment/goals • Integration of technology, PE adopted District platforms and instructional resources • Supporting and Delivering Online Learning • Increasing Virtual Classroom Engagement	• Introduction of MTSS Framework as it applies to Arts/PE/Health: Tier 1 with Depth of Knowledge and Complexity to build Depth of Knowledge • Supporting Arts & PE Educators through the MTSS process • Introduction and professional development for Canvas, Hoonuit, adopted District learning platforms and instructional resources • Provide virtual,face-to-face, and recorded professional development to buildings and by request • Alignment of revised Fine Arts Standards to District Curriculum in collaboration with identified ODE Team Writers • Standards Aligned District Arts Assessment development in collaboration with Content Team Leaders • Supporting Arts & PE educators with resources and PD to increase engagement in virtual learning
Year 2 Implementation	• Introduction to revised Fine Arts Standards Overview • Introduction of standards aligned District Arts Assessment/Goals and Evidence • Legal issues of music and dramatic work rights for sharing performances virtually	**Process and Frameworks:** • New teacher orientation • Full implementation of instructional resources: MTSS Framework as it applies to the Arts: Tier 2 with depth and complexity and adopted resources Teaching and Learning: • Introduction of standards aligned District Assessment/ Goals • Implementation of learning platforms and resources	**Process and Frameworks:** • New Teacher Orientation • Full implementation of instructional resources: MTSS Framework as it applies to the PE/Health: Tier 2 with depth and complexity and adopted resources **Teaching and Learning:** • Introduction of standards aligned District Assessment/ Goals • Implementation of learning platforms and resources	• Provide additional professional development/ support as needed • Provide additional support and professional development for Canvas, Hoonuit and adopted District learning platforms
Year 3 Refinement	• Provide additional support and professional development as needed	• Refinement - Analysis of impact and barriers; solutions/revisions	• Refinement - Analysis of impact and barriers; solutions/revisions	• Provide additional professional development/ support as needed
Year 4 Fidelity		• Implementation with complete fidelity	• Implementation with complete fidelity	
Year 5 Realization		• Realization - Goals: adult and student outcomes realized	• Realization - Goals: adult and student outcomes realized	

Elementary ESL Department 5-Year PD Plan

	Administrators & Coordinators	ESL Teachers	ESL IA's	Gen. Ed. Teachers	Support Staff
Year 1 Activation	Analyzing/ Understanding OELPA Data/Gap-Closing SIOP Capacity Builder Training	• HMH Into Reading Program - Initial Training • Wilson Fundations - Initial Training • i-Ready • Supporting Online learning - clear expectations and accountability • New to ESL Orientation • Rosetta Stone • Discovery • Supporting ELs through the MTSS process • SWRL & OELPA - supporting • Language acquisition through online platforms	• LLI Training - Initial training and ongoing support • Wilson Fundations- Initial Training • HMH Into Reading Program - Initial Training • SWRL & OELPA - supporting language acquisition through online platforms	• New Teacher Orientation • Supporting English Learners in the Gen Ed. Class • Analyzing/ Understanding OELPA Data/Gap-Closing • SIOP (Some teachers summer cohort) • Restorative Practices/ Coping Skills • Supporting ELs through the MTSS process	• Supporting & Understanding English Language Learners • Teaching Twice-Exceptional Language Learners • Supporting ELs through the MTSS process • Trauma Exposed Children • Suicide Prevention in Immigrant/ Refugee Populations
Year 2 Implementation	OELPA-Monitor & Provide additional support/ training as needed	HMH Into Reading/Wilson Fundations/ i-Ready: Implementation- Full Implementation of instructional resources, process and frameworks • New to ESL Orientation	• LLI/HMH Into Reading/Wilson Fundations: Implementation- Full Implementation of instructional resources, process and frameworks	• New Teacher Orientation • SIOP: All Transition & Support teachers and Buildings with high EL percentage receive building-wide training & follow-up.	• Provide additional support/training as needed
Year 3 Refinement			• LLI/HMH Into Reading/Wilson Fundations/ i-Ready: Refinement- Analysis of impact and barriers - Solutions/ Revisions	• New Teacher Orientation • SIOP: New teachers trained. Continued building-wide training of schools w/ high EL percentage.	
Year 4 Fidelity			• LLI/HMH Into Reading/Wilson Fundations/ i-Ready: Fidelity- Implementation with complete fidelity	• New Teacher Orientation • SIOP: Continue building-wide training & training of new teachers.	
Year 5 Realization			• LLI/HMH Into Reading/Wilson Fundations/ i-Ready: Realization- Goals adult & student outcomes realized	• New Teacher Orientation • SIOP: Continue training of new teachers & complete any remaining high-percentage buildings. Moving forward training should follow the movement of EL population.	

Secondary ESL Department 5-Year PD Plan

	Administrators & Coordinators	ESL Teachers	ESL IA's	Gen. Ed. Teachers	Support Staff
Year 1 Activation	Analyzing/ Understanding OELPA Data/Gap-Closing SIOP Capacity Builder Training	• iLitELL - Initial Training • Wilson Fundations - Initial Training (CGA only) • Supporting Online Learning - clear expectations and accountability • Rosetta Stone • Elevate • Supporting ELs through the MTSS process • SWRL & OELPA - supporting language acquisition through online platforms • SIOP Summer Cohort (ESC of Central Ohio)	• LLI Training - Initial training and ongoing support • Wilson Fundations- Initial Training • OLIP initial training • SWRL & OELPA - • Supporting language acquisition through online platforms	• New Teacher Orientation • Supporting English Learners in the Gen Ed. Class • Analyzing/Understanding • OELPA Data/Gap-Closing • SIOP (some teachers summer cohort) • Restorative Practices/ Coping Skills • Supporting ELs through the MTSS process	• Supporting & Understanding the English Language Learner • Teaching Twice Exceptional Language Learners • Supporting ELs through the MTSS process • Trauma Exposed Children • Suicide Prevention in Immigrant/ Refugee Populations
Year 2 Implementation	OELPA-Monitor & Provide additional support/ training as needed	• iLitELL (& Wilson's Fundations): Implementation- Full Implementation of instructional resources, process and frameworks • SIOP: All Sheltered Site teachers trained & receive follow-up. • SWRL & OELPA - supporting language acquisition through online platforms	• LLI Training - Initial training for new and ongoing support • Wilson Fundations- Initial Training for new and ongoing support • SWRL & OELPA - supporting language acquisition through online platforms • OLIP initial training for new and ongoing support	• New Teacher Orientation • Supporting English Learners in the Gen Ed. Class • SIOP: All Transition & Support teachers and Buildings with high EL percentage receive building-wide training & follow-up.	• Provide additional support/training as needed
Year 3 Refinement		• iLitELL (& Wilson's Fundations): Refinement- Analysis of impact and barriers - Solutions/ Revisions • SIOP: All remaining Middle & High School ESL teachers, new teachers trained. Continued building-wide training of schools w/ high EL percentage. • SWRL & OELPA - supporting language acquisition through online platforms		• New Teacher Orientation • Supporting English Learners in the Gen Ed. Class • SIOP: New teachers trained. Continued building-wide training of schools w/ high EL percentage.	
Year 4 Fidelity		• iLitELL (& Wilson's Fundations): • Fidelity- Implementation with complete fidelity • SIOP: Continue building-wide training & training of new teachers. • SWRL & OELPA - supporting language acquisition through online platforms		• New Teacher Orientation • Supporting English Learners in the Gen Ed. Class • SIOP: Continue building-wide training & training of new teachers.	
Year 5 Realization		• iLitELL (& Wilson's Fundations): • Realization- Goals adult & student outcomes realized • SIOP: Continue training of new teachers & complete any remaining high-percentage buildings. Moving forward training should follow the movement of EL population. • SWRL & OELPA - supporting language acquisition through online platforms		• New Teacher Orientation • Supporting English Learners in the Gen ED. Class • SIOP: Continue training of new teachers & complete any remaining high-percentage buildings. Moving forward training should follow the movement of EL population.	

Special Education PD Plan

Strategic Priority: Academic Performance

Each student will reach his/her full potential and graduate prepared to attend college, serve in the military, start a business, or join the work force.

Established Goals	Cost	Identified Group	Year 1 Activation	Year 2 Implementation	Year 3 Refinement
Increase Math Proficiency scores from 15% to 29%	Curriculum adoption costs for both general and special education	Multiple Disability Teachers High Incidence/ Emotional Disturbed Teachers	Support use and embed classroom based PD	Support use and embed classroom based PD	Reflect use and adjust
	Potential Extended Time Costs	Multiple Disability Teachers High Incidence/ Emotional Disturbed Teachers	Standards aligned IEP goal writing and rigorous instruction classroom (HI, ED, MD)	Standards aligned IEP goal writing and rigorous instruction classroom (HI, ED, MD)	
	Potential Extended Time Costs	High Incidence/ Emotional Disturbed Teachers	Support use and embed classroom based PD, IAs	Support use and embed classroom based PD, IAs	
Increase reading proficiency scores from 18.0% to 26.7%	Curriculum adoption costs for both general and special education	Multiple Disability Teachers High Incidence/ Emotional Disturbed Teachers	Teachers participate in initial training and implementation of core curriculum -HMH- HI/ED -Unique- MD	Support use and embed classroom based PD	Reflect use and adjust
	Potential Extended Time Costs	Special Education Leadership Team, including administrators and coordinators	Provide Standards aligned instruction and DOK professional development to High Incidence & Emotional Disturbed teachers, PTH ISs	Standards aligned IEP goal writing and rigorous instruction classroom (HI, ED, MD)	Standards aligned IEP goal writing and classroom based service delivery for related service providers
	Potential Extended Time Costs	Special Education Leadership Team, including administrators and coordinators	Provide PD on curricular intervention resources	Support use and embed classroom based PD, IAs	Reflect use and adjust
Increase Third Grade Reading Proficiency Rate from 19.5% to 30.0%	Curriculum adoption costs for both general and special education	Teachers in High Incidence and Emotionally Disturbed classrooms	Teachers participate in initial training and implementation of HMH	Support use and embed classroom based PD	Reflect use and adjust
		Special Education Leadership Team, including administrators and coordinators	Provide Standards aligned instruction and DoK professional development to High Incidence & Emotional Disturbed teachers, PTH ISs	Standards aligned IEP goal writing and rigor in the classroom for High Incidence, Emotional Disturbed, and Multiple Disability Teachers	
		Special Education Leadership Team, including administrators and coordinators	Provide additional PD on RIMP Development/ Data Collection for High Incidence, Emotional Disturbed Teachers, and PTH Iss	Provide additional PD on RIMP Development/ Data Collection for High Incidence, Emotional Disturbed Teachers, and PTH Iss	Provide additional PD on RIMP Development/ Data Collection for High Incidence, Emotional Disturbed Teachers, and PTH Iss
Increase consistency of delivery provided to student's in their Least Restrictive Environment	Potential Extended Time Costs	Special Education Leadership Team, including administrators and coordinators, teachers, and assistants	Publish LRE Decision Trees with CCS MTSS Framework Provide PD Special Education Coordinators, Related Service Providers	PD to High Incidence and Emotionally Disturbed Teachers (embed co-teaching PD) Analyze current use and adjust	PD in Multiple Disability Classrooms Analyze current use and adjust

Special Education PD Plan (cont'd)

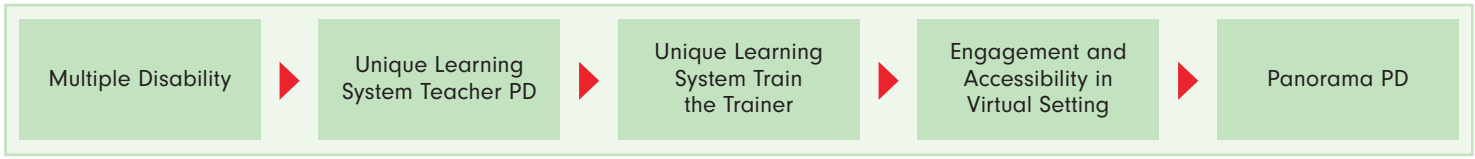
Established Goals	Cost	Identified Group	Year 1 Activation	Year 2 Implementation	Year 3 Refinement
			Co-teaching/Inclusive Setting PD for General Education High Incidence, Emotionally Disturbed Teachers (in virtual and face to face settings)	Co-teaching/inclusive Teaching Model for Tutors, related service providers (for virtual and face to face setting)	Reflect use and adjust
Increase Graduation Standard Requirements. (Graduation standard requirement rate will be set by ODE)	Potential Extended Time Costs	Special Education Leadership Team, Support Services (School Counselors), Secondary Curriculum Leadership	Publish Graduation Decision Tree that can be used to guide graduation pathway specific to needs to special education students.	Provide PD to HS department chairs on changes to high school graduation standards and on the multiple pathways to graduation.	Review for areas needed for additional support and adjust plan

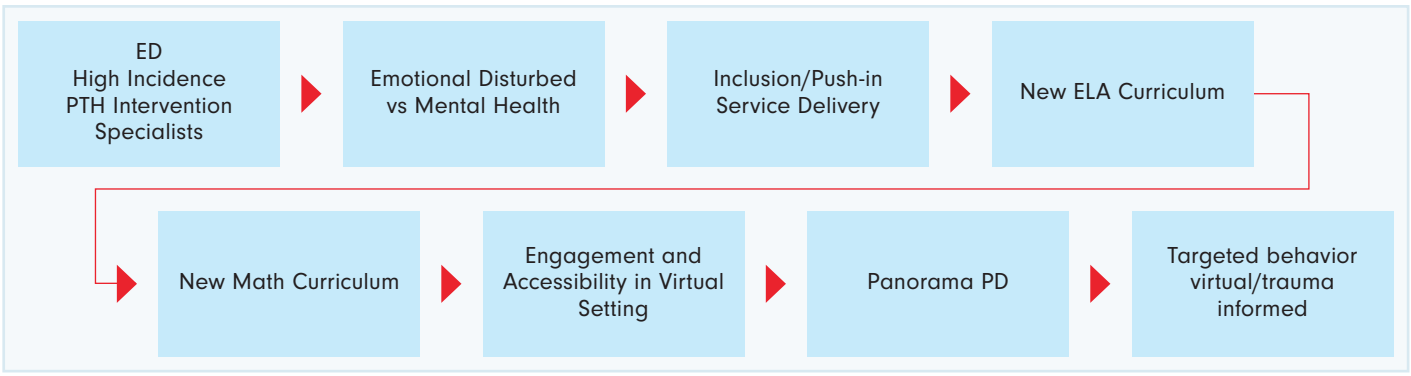
Annual Professional Development	Target Programs	Year 1 Activation	Year 2 Implementation	Year 3 Refinement
MTSS Framework	Special Education Leadership Team, including administrators and coordinators, IAs	Special Education Coordinators Psychologists Related Service Providers Coaches Building Administrators	Teachers in Multiple Disability classrooms Teachers in High Incidence and Emotionally Disturbed classrooms	Analyze trends and provide directed PD
Assessment Preparedness (Accommodations, Accessibility)	Special Education Leadership Team, including administrators and coordinators, IAs	Special Education Coordinators Department Chairs	Special Education Coordinators Related Service Providers	Update Professional Development to support the newest guidance from ODE
The Impact of Bias in Identification of SWDs	Special Education Leadership Team, including administrators and coordinators, IAs	Psychologists Special Education Coordinators Administrative Teams	School-based Teams Review Discipline Data and Direct PD	Analyze trends and provide directed PD
Standards Aligned Goal Writing and Rigorous Instruction	Special Education Leadership Team, including administrators and coordinators	Special Education Coordinators High Incidence and Emotional Disturbed Teachers Tutors	Related Service Providers Multiple Disability Teachers	Analyze trends and provide directed PD
Least Restrictive Environment	Special Education Leadership Team, including administrators and coordinators	Special Education Coordinators Department Chairs Related Service Providers	High Incidence, Emotionally Disturbed, Tutors	Analyze trends and provide directed PD
Whole-Student Support	Special Education Leadership Team, including administrators and coordinators	Related Service Providers- Zones of Regulation Emotional Disturbed Teachers- Panorama	Panorama- Special Education Coordinators, High Incidence Teachers, Tutors	Related Service- Panorama Analyze trends and provide directed PD
Maintain compliance scores of at least 3.75	Special Education Leadership Team, including administrators and coordinators	Publish CCS IEP Guidebook, provide PD to new teachers Update guidance through repositories	CCS IEP Guidebook PD for targeted teams (compliance challenges)	Analyze trends and provide directed PD

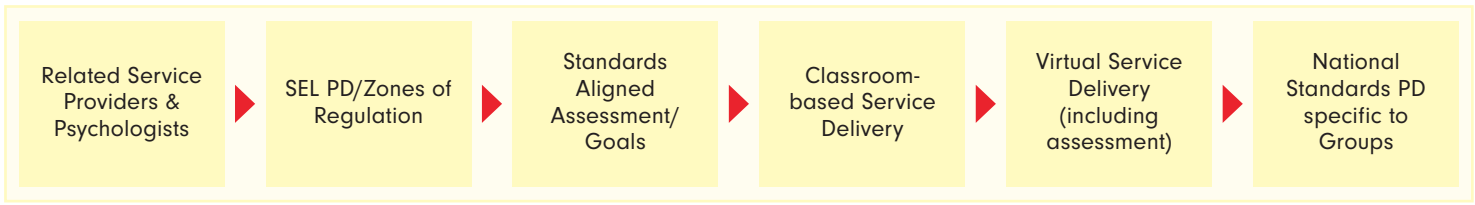
Special Education PD Plan (cont'd)

Professional Development Provided by Special Education Department	Target Audience	Year 1	Year 2	Year 3
Least Restrictive Environment	General Education Teachers Building Administrators	PD on MTSS Framework, Differentiation, and Co-Teaching	PD on data collection through MTSS process, LRE Decision Trees	Review areas of need (specific teams, regional, etc)
Differentiation of Core Instruction	General Education Teachers Building Administrators	Co-teaching/Inclusive Setting PD for General Education High Incidence, Emotionally Disturbed Teachers (in virtual and face to face settings)	Target PD based on areas/regions that need additional PD	Target PD based on areas/regions that need additional PD
Assessment Preparedness (Accommodations, Accessibility)	General Education Teachers Building Administrators	Each year, SPED Coordinators will support the implementation of Accommodations and Accessibility Features		

Program Specific Professional Development







Gifted & Talented PD Plan

Year 1

Month	All District Staff	Gifted Instructional Specialists	Columbus Gifted Academy Staff	AP/IB/Honors/ Cluster Teachers
August	Self-selected professional development topics from the GT Ignite catalog of courses (required for AP, IB, honors,and cluster teachers)			
September		Contractual after school staff meeting: Intro and use of new curriculum materials in core instruction September 8: Building Based PD to reinforce district initiatives	September 8: Building Based PD to reinforce district initiatives	September 8: Building Based PD to reinforce district initiatives
October		October 16: District PD Day: Introduction to MTSS Framework as it applies to gifted; Tier 1 instruction with Depth and Complexity to build depth of knowledge	October 16: District PD Day: Introduction to MTSS Framework as it applies to gifted; Tier 1 instruction with Depth and Complexity to build depth of knowledge	October 16: District PD Day: Introduction to MTSS Framework as it applies to gifted; Tier 1 instruction with Depth and Complexity to build depth of knowledge
November		November 3: Building Based PD to reinforce district initiatives Monitoring visits with feedback	November 3: Building Based PD to reinforce district initiatives Monitoring visits with feedback	November 3: Building Based PD to reinforce district initiatives Monitoring visits with feedback
December		Monitoring visits with feedback	Monitoring visits with feedback	Monitoring visits with feedback
January		Contractual after school staff meeting: Use of assessment resources and data for intervention planning/ acceleration meeting leadership Monitoring visits with feedback	Monitoring visits with feedback	Monitoring visits with feedback
February		February 3: District PD Day: Cultural competency to promote identification and service of gifted learners	February 3: District PD Day: Cultural competency to promote identification and service of gifted learners	February 3: District PD Day as determined by other departments Monitoring visits with feedback
March		March 10: Building Based PD to reinforce district initiatives Monitoring visits with feedback	March 10: Building Based PD to reinforce district initiatives Monitoring visits with feedback	March 10: Building Based PD to reinforce district initiatives Monitoring visits with feedback
April		Monitoring visits with feedback	Monitoring visits with feedback	Monitoring visits with feedback
May				Summer: Year 1/2/3/4 Foundational Gifted PD offerings to fulfill state requirements

Gifted & Talented PD Plan (cont'd)

Year 2

Month	All District Staff	Gifted Instructional Specialists	Columbus Gifted Academy Staff	AP/IB/Honors/ Cluster Teachers
August	Self-selected professional development topics from the GT Ignite catalog of courses (required for AP, IB, honors,and cluster teachers)			Summer: Year 1/2/3/4 Foundational Gifted PD offerings to fulfill state requirements
September		Contractual after school staff meeting: Crafting and assessing WEP goals within the MTSS framework September: Building Based PD to reinforce district initiatives	Building Based PD to reinforce district initiatives; Crafting and assessing WEP	Building Based PD to reinforce district initiatives
October		District PD Day: Tier 2 gifted focus strategies with depth and complexity and adopted curriculum materials	October: District PD Day: Tier 2 gifted focus strategies with depth and complexity and adopted curriculum materials	October: District PD Day: Tier 2 gifted focus strategies with depth and complexity and adopted curriculum materials
November		Building Based PD to reinforce district initiatives Monitoring visits with feedback	Building Based PD to reinforce district initiatives Monitoring visits with feedback	Building Based PD to reinforce district initiatives Monitoring visits with feedback
December		Monitoring visits with feedback	Monitoring visits with feedback	Monitoring visits with feedback
January		Contractual after school staff meeting: Tier 3 interventions for gifted learners Monitoring visits with feedback	Monitoring visits with feedback	Monitoring visits with feedback
February		District PD Day: Designing curriculum and instruction that reflects cultural competency	District PD Day: Designing curriculum and instruction that reflects cultural competency	District PD Day as determined by other departments Monitoring visits with feedback
March		Building Based PD to reinforce district initiatives Monitoring visits with feedback	Building Based PD to reinforce district initiatives Monitoring visits with feedback	Building Based PD to reinforce district initiatives Monitoring visits with feedback
April		Monitoring visits with feedback	Monitoring visits with feedback	Monitoring visits with feedback
May				Summer: Year 1/2/3/4 Foundational Gifted PD offerings to fulfill state requirements

Gifted & Talented PD Plan (cont'd)

Year 3

Month	All District Staff	Gifted Instructional Specialists	Columbus Gifted Academy Staff	AP/IB/Honors/ Cluster Teachers
August	All District Staff: Self-selected professional development topics from the GT Ignite catalog of courses (required for AP, IB, honors,and cluster teachers)			Summer: Year 1/2/3/4 Foundational Gifted PD offerings to fulfill state requirements
September		Contractual after school staff meeting: Refinement of use of adopted curriculum for gifted learners September: Building Based PD to reinforce district initiatives	Building Based PD to reinforce district initiatives	Building Based PD to reinforce district initiatives
October		District PD Day: Problem-based learning with depth and complexity to reach level 4 depth of knowledge; embedding social-emotional support in daily instruction	District PD Day: Problem-based learning with depth and complexity to reach level 4 depth of knowledge; embedding social- emotional support in daily instruction	District PD Day: Problem-based learning with depth and complexity to reach level 4 depth of knowledge; embedding social- emotional support in daily instruction
November		Building Based PD to reinforce district initiatives Monitoring visits with feedback	Building Based PD to reinforce district initiatives Monitoring visits with feedback	Building Based PD to reinforce district initiatives Monitoring visits with feedback
December		Monitoring visits with feedback	Monitoring visits with feedback	Monitoring visits with feedback
January		Contractual after school staff meeting: Refinement of use of social- emotional advisory lessons with gifted learners Monitoring visits with feedback	Monitoring visits with feedback	Monitoring visits with feedback
February		District PD Day: Culturally relevant problem-based learning	District PD Day: Culturally relevant problem-based learning	District PD Day as determined by other departments Monitoring visits with feedback
March		Building Based PD to reinforce district initiatives Monitoring visits with feedback	Building Based PD to reinforce district initiatives Monitoring visits with feedback	Building Based PD to reinforce district initiatives Monitoring visits with feedback
April		Monitoring visits with feedback	Monitoring visits with feedback	Monitoring visits with feedback
May				Summer: Year 1/2/3/4 Foundational Gifted PD offerings to fulfill state requirements

School Counseling Development Plan

	All School Counselors Academic, College & Career, Social-Emotional	**Elementary School Counselors**	**Middle School Counselors**	**High School Counselors**
Year 1 Activation Define and Manage	• Ethics and Professionalism- Covering the ASCA ethical standards • Suicide Prevention- District Process/Best Practices • ASCA Mindsets and Behavior Standards • Multi-Tiered Multi-Domain Systems of Support (MTMDSS) • District MTSS Guidebook/Plan • Social-Emotional Learning Standards and Competencies • Comprehensive School Counseling Plans, Principal-Counselor Agreement • Virtual School Counseling Techniques • School to Prison Pipeline • Trauma Informed Care • Restorative Practices • Panorama - Initial Training • Reentry Plans • Hoonuit - Initial Training (arrangements handled outside of our office) • Canvas- Initial Training (arrangement handled outside of our department) • Contemporary Trends (ongoing)	• Ohio Standards for School Counselors at Elementary Level • Best practices- Classroom Lessons and small groups strategies • Integration of SEL competencies into plan • MTMDSS at Elementary Level • Zones of Regulation and PBIS integration • Tier 2 and Tier 3 Intervention Focus • Continued training on common curriculum tenets **New School Counselors at Elementary Level** Foundational understanding of particular concepts and intensive checking- Orientation and specialized meetings.	• High School Readiness Topics (along with graduation requirements) • Academic and Behavioral interventions- best practices • MTMDSS focus on Middle School • Closing the Gap Support • SEL integration into counseling plan • Programming- Young Scholars, CCP • Success Plans • OSCES at the middle school level-navigating the Ohio Standards • Zones of Regulation and PBIS Integration • Common 6-8 school counseling curriculum **New School Counselors at Middle Level** Foundational understanding of particular concepts and intensive checking- Orientation and specialized meetings	• MTMDSS focus for Secondary Level • Training on Graduation & Post-secondary Pathways • Electronic system training (EMIS/IC/MYAP, etc.) • Best Practices regarding student engagement and systems • Career Exploration • Naviance Platform & extended lessons • Community Partner Exposure for Secondary Level Support • OSCES at the high school level - navigating the Ohio Standards • Common 9-12 school counseling curriculum **New School Counselors at High Level** Foundational understanding of particular concepts and intensive checking - Orientation and specialized meetings
Year 2 Implementation Salience: Deliver	**Comprehensive School Counseling Plan** Academic/College and Career/ Social-Emotional Interventions (Define, Manage, Deliver, Assess) • Implementation/ Deliver - Full Implementation of school counseling plan of core curriculum, direct services (small group, classroom lessons) and indirect services (referrals, consultation, collaboration)	**Elementary Focus** Implementation/ Deliver - Full Implementation of school counseling plan of core curriculum, direct services (small group, classroom lessons) and indirect services (referrals, consultation, collaboration)	**Middle Focus** Implementation/ Deliver - Full Implementation of school counseling plan of core curriculum, direct services (small group, classroom lessons) and indirect services (referrals, consultation, collaboration)	**High Focus** Implementation/ Deliver - Full Implementation of school counseling plan of core curriculum, direct services (small group, classroom lessons) and indirect services (referrals, consultation, collaboration)
Year 3 Refinement Salience: Assess	**Comprehensive School Counseling Plan** Academic/College and Career/ Social-Emotional Interventions (Define, Manage, Deliver, Asses) Refinement- Analysis of impact and barriers - Solutions/Revisions Program Assessment Analysis, School Counselor Competencies Assessment, Results Reports	**Elementary Focus** Academic/College and Career/ Social-Emotional Interventions (Define, Manage, Deliver, Asses) Refinement-Analysis of impact and barriers- Solutions/Revisions Program Assessment Analysis, School Counselor Competencies Assessment, Results Reports	**Middle Focus** Academic/College and Career/ Social-Emotional Interventions (Define, Manage, Deliver, Asses) Refinement-Analysis of impact and barriers - Solutions/Revisions Program Assessment Analysis, School Counselor Competencies Assessment, Results Reports	**High Focus** Academic/College and Career/ Social-Emotional Interventions (Define, Manage, Deliver, Asses) Refinement-Analysis of impact and barriers- Solutions/Revisions Program Assessment Analysis, School Counselor Competencies Assessment, Results Reports

School Counseling Development Plan (cont'd)

	All School Counselors Academic, College & Career, Social-Emotional	**Elementary School Counselors**	**Middle School Counselors**	**High School Counselors**
Year 4 Fidelity Salience: All Four Components	**Comprehensive School Counseling Plan** Academic/College and Career/ Social-Emotional Interventions (Define, Manage, Deliver, Assess) • Fidelity- Implementation with complete fidelity- All four ASCA themes would be utilized completely	**Elementary Focus** Comprehensive School Counseling Plan • Academic/College and Career/ Social-Emotional Interventions (Define, Manage,Deliver, Assess) Fidelity- Implementation with complete fidelity- All four ASCA themes would be utilized completely	**Middle Focus** Comprehensive School Counseling Plan • Academic/College and Career/ Social-Emotional Interventions (Define, Manage, Deliver, Assess) Fidelity- Implementation with complete fidelity- All four ASCA themes would be utilized completely	**High Focus** Comprehensive School Counseling Plan • Academic/College and Career/ Social-Emotional Interventions (Define, Manage, Deliver, Assess) Fidelity- Implementation with complete fidelity- All four ASCA themes would be utilized completely- High Focus
Year 5 Realization Salience: All Four Components	**Comprehensive School Counseling Plan** Academic/College and Career/ Social-Emotional Interventions (Define, Manage, Deliver, Asses) • Realization- Goals adult & student outcomes realized (Perception and Outcome Data)	**Elementary Focus** Comprehensive School Counseling Plan • Realization- Goals adult & student outcomes realized	**Middle Focus** Comprehensive School Counseling Plan • Realization-Goals adult & student outcomes realized	**High Focus** Comprehensive School Counseling Plan • Realization- Goals adult & student outcomes realized

Social-Emotional & Support Services Plan

OFFICE OF SOCIAL EMOTIONAL & STUDENT SUPPORT SERVICES

- 5 year PD Plan-Yrs 4 & 5 will include more in- depth training on topics identified

SY 2020-2021 (Year 1: Office Administration may make adjustments relevant to current need.)	**SY 2021-2022** (Year 2: Office Administration may make adjustments relevant to current need.)	**SY 2022-2023** (Year 3: Office Administration may make adjustments relevant to current need.)
Whole Office PD		
MTSS Framework: PBIS, SEL, Trauma Informed Care, Restorative Practices Policy Review: ODE, CCS, OIP, etc. Technology, Learning & Data Platforms: Panorama, Hoonuit, Canvas, Distance/ Virtual SEL Supports Professionalism Implicit Bias, Professional Boundaries, Ethics, Documentation, Self-Care ESSA & Vulnerable Youth Homeless, Institutionalized & Foster Care	MTSS Framework Deeper Dive: PBIS, Trauma, Restorative, SEL Policy Review & Updates: ODE, CCS, OIP, etc. Technology & Data Platforms: Panorama, Hoonuit, etc. Professionalism: Implicit Bias, Professional Boundaries, Ethics, Documentation, Self-Care ESSA & Vulnerable Youth: Homeless, Institutionalized & Foster Care	MTSS Framework Refresher: PBIS, Trauma, Restorative, SEL Policy Updates: ODE, CCS, Senate Bills Technology,Learning&Data Platforms Topics to be determined Cultural Humility & Implicit Bias
School Social Workers		
Cultural Diversity: Implicit & Explicit Bias, LGBTQIA, Immigrant Services Climate & Culture: MTSS, PBIS Tiers 1-3, Tiered Fidelity Inventory, How to provide tiered support, Trauma Informed Care, Restorative Practices Crisis Intervention: Suicide, Grief/Loss, Domestic Violence/Child Abuse & Neglect Stress Management: Self-Care, Mindfulness, Mental Health topics, Emotional Intelligence	Mental Health Intervention/Strategies: As it relates to ADHD/ODD/Conduct Disorder/Anxiety/Depression, etc., Psychotropic Medications Special Education: Academic Interventions, 504 vs IEP, IEP Process & Codes, IDEA Technology/Data: Aligning Data w/ Interventions, Creating Adhoc Reports, Creating Pivot Tables, IC, Technology Platform Review	Mental Health Refresher: DSM V-Review, Therapeutic Strategy Refresher- Solution Focused, CBT, Motivational Interviewing, etc., Psychotropic Med. Review Community Resources: Basic Needs, Homelessness & Unaccompanied Youth, City-wide resource mapping, etc. Ethics Review: Confidentiality, Documentation, Safety, Professional Boundaries

Social-Emotional & Support Services Plan (cont'd)

SY 2020-2021 (Year 1: Office Administration may make adjustments relevant to current need.)	SY 2021-2022 (Year 2: Office Administration may make adjustments relevant to current need.)	SY 2022-2023 (Year 3: Office Administration may make adjustments relevant to current need.)
District PBIS Coordinators		
MTSS Framework: Academic & Behavior Alignment, PBIS Tiered- Deeper Dives, Trauma Informed Practices Restorative Practices, SEL Data Decision Making: Hoonuit, Ladder of Influence, Panorama, PBIS SST Leadership Series: Adaptive Schools, Cognitive Coaching, District Coordinator Training Series	**MTSS Framework:** Academic & Behavior Alignment, PBIS Tiered- Deeper Dives, Trauma Informed Practices, Restorative Practices, SEL Data & Leadership Series Deeper Dive Hoonuit, Adaptive Schools Refresher, Cognitive Coaching Refresher Mental Health/Behavior Awareness Anxiety, Depression, Grief, ADHD, etc. & medication	**MTSS Framework:** Academic & Behavior Alignment, PBIS Tiered- Deeper Dives, Trauma Informed Practices, Restorative Practices, SEL Data & Leadership Series Deeper Dive Continued State & District Policies: Senate Bill 318. PBIS SST
Social Emotional Learning Practitioners		
MTSS Framework: Academic & Behavior Alignment, PBIS Tier 1,2, 3, Tiered Fidelity Inventory Social Emotional Intervention/Strategies: Trauma Informed Practices, Restorative Practices, SEL-CASEL Competencies, SEL Lesson Integration Leadership Series: Cognitive Coaching, Adaptive Schools, Data Decision Making	MTSS Framework Deeper Dive: Academic & Behavior Collaboration re: integrated alignment of SEL, PBIS Tiered Supports Social Emotional Intervention/Strategies: Trauma Informed Practices TOT Restorative Practices TOT Leadership Series: Professional Development Training Skills, Cultural Competence & Humility, Data Decision Making and presentation.	MTSS Framework Review: Academic/Behavior Alignment, SEL Integration, PBIS Tiered Supports Social Emotional Intervention/Strategies Deeper Dive: Trauma Informed Practices, Restorative Practices, SEL-CASEL Competencies & Integration Data Decision Making- Deeper Dive
PEAK		
MTSS Framework: PBIS-Tier 2, SEL-CASEL competencies, Trauma Informed Care- developing empathy, Reinforce RP Strategies Leadership Development Series: Professionalism, Staff Collaboration, Networking, Self-Care Special Education Students & IDEA: 504 vs IEP, IEP Process, CCS policy & procedures	MTSS Framework Deeper Dive: PBIS-Tier 2, Trauma Informed Care, Restorative Practice & SEL strategy implementation Leadership Development Series Continued: Professionalism, Building Personal Capacity, Self-Care, Staff Collaboration, Resource Mapping Mental Health & Behavior Awareness: Anxiety, Depression, Grief, ADHD, etc. & medication.	MTSS Framework Review: PBIS-Tier 3, Trauma Informed Care Review, Restorative Practice & SEL Strategies Review Leadership Development Series Continued: Professionalism, Emotional Intelligence, Resource Mapping Deeper Dive

Health Services PD Plan

CCS Employees COVID-19

Adapted Clinic Flow: Occupational Health Clinic Staff

School Opening Procedures/Vaccine Admin: School Nurses

School Opening Procedures: Building Staff

Social Distancing Procedures: All Staff

Year 1 Focus:
Maintain safe environment for school return and HS Clinic

Year 2–3 Focus:
Increased awareness of communicable disease prevention beyond COVID-19

School Nurse Mentorship Program

Mentors: skill building communication/ technology

Mentors: Program Evaluation and Publication

New Nurses: Orientation CCS/School Nurse proficiency

New Mentors: Mentoring Framework/ Orientation to role

Year 1 Focus:
Building capacity and proficiency

Year 2 Focus:
Solidifying Mentor Program

Year 3 Focus:
Continued development of proficiencies toward NASN scope and 21st Century Framework

Licensed School Nurses

Leadership series - Brene Brown: Leadership characteristics/values

Data-Hoonuit/IC ad hoc skill building; Considerations for building surveys; critical review of data

Topic based evidence based practice to limit/mitigate student obstacles to learning/ Nursing contact hours

MTSS- Review/ contributions to process/building awareness of LSN role

Year 1 Focus:
Identifying values/leadership styles and characteristics. Developing data skills

Year 2 Focus:
Identifying and supporting leadership initiatives and creating environment for success-leadership opportunities and data driven, evidence based practice

CCS Professional Learning & Licensure 3-Year Plan

Induction

At each stage of an educator's career, whether in a first assignment or moving to a new role, **induction** is organized to provide needed support.

Peer Assistance and Review (PAR)

- Mentoring, support, and coaching
- Topical/content Bi-monthly PD
- Focused, specific PD based on individual needs

Resident Educator Program

- Mentoring and support
- Orientation
- Focused, specific PD based on individual needs

New Teacher/Employee Orientation (August)

IPDP Support Sessions

Leadership

Both formal and informal **leadership** is fostered to create collaborative learning environments that are conducive to growth.

National Board Certified Teacher Candidates

- Support sessions

Master Teacher

Teacher Leader, Computer, Reading, etc. Endorsements

Mentor Teachers for University Student Placements

Assessment Leaders (1st semester)

Course Requester Training

PAR CT Training/Development

Evaluation

Evaluation provides educators with a richer and more detailed view of their performance with a focus on specific strengths and opportunities for improvement.

OTES/OSCES/LSP/OPES

Evaluator Training

- Process and procedures* August & March
- New administrator training

Individual/Building Needs

- Norming of administrative teams
- Rubric, evidence, and communication for teachers
- Feedback
- Support sessions (topics vary)
- Student Learning Objectives

Achieve

Research and standards define our opportunity to ensure continuous improvement and deliver a climate where everyone can **achieve**.

Develop

Professional Learning & Licensure aligns efforts to **develop** our students and staff to their maximum potential.

University Partnerships

- Outreach courses - Fee waivers

Growth Offerings

- Google Summit (Spring)
- Google sessions
- Focused, specific PD based on building and/or individual needs
- Sessions by NBCTs
- Standards-based
- Licensure process
- District initiatives

With the exception of noted events, the professional development represented on this chart is ongoing and recursive in nature to meet the needs of certificated staff in the district in their professional growth.

COLUMBUS
CITY SCHOOLS

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