

ECISD Multi-Tiered System of Support Model

ACADEMICS

BEHAVIOR

5%
Tier III
Intensive individual interventions

- Individualized research-based interventions from EC approved list
- Individualized
- 75-150 minute weekly small group interventions
- Homogeneous grouping
- Frequent progress monitoring
- Document in Eduphoria

- Competing Behavior Pathway
- Daily Social Skills teaching appropriate behaviors
- Individualized Daily Behavior Report Cards
- Check-in/Check-out
- Functional-Based Interventions

10%
Tier II
Targeted small-group intervention

- Specialized research-based interventions from EC approved list
- 60-90 minute weekly small group interventions
- Homogeneous grouping
- Frequent progress monitoring
- Document in Eduphoria

- Weekly social skills teaching school-wide expectations
- Standardized Daily Behavior Report Cards
- Check-in/Check-out
- Frequent progress monitoring

85%
Tier I
Research-based core instruction and interventions
Proactive & Preventative

- ECISD Curriculum
- District-wide instructional models
- Differentiation of instruction
- Whole group, small group, and individual instruction to support all learning needs
- Universal screening

- School-Wide Expectation Matrix and teaching
- Aligned acknowledgement systems
- Behavior violations flowchart
- Quality classroom management and routines
- Access to coaching support
- Universal screening
- SEL embedded in daily academic lesson plans

ECISD SEL Model

Why				
In ECISD, we believe that academics and behavior go hand in hand to create a positive environment for staff and students. Our goal is to integrate Academics and Social Emotional Learning to meet the needs of all learners.				
What				
Behavior Expectations	Social and Emotional Learning Competency	Definition	Skills found within this competency	What this could look like embedded in ECISD Instruction
Be Safe Be Respectful Be Responsible	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 a "growth mindset."	Identifying emotions Accurate self-perception Recognizing strengths Self-confidence Self-efficacy	Welcoming Activity Example: "How are you feeling about what we learned about fractions yesterday?" Engaging Pedagogy Example: "How am I contributing with my partner to complete our task?" Optimistic Closure Example: "What is 1 thing you feel really good about and 1 thing you are still confused about?"
	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	Welcoming Activity Example: "By the end of the day you hope to _____ (fill in the blank)." Engaging Pedagogy Example: "How on track from a 1 to 3 are you towards achieving your personal goal?" Optimistic Closure Example: "Self-monitoring or reflect on your daily progress of the personal goal you set?"
	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 Analyzing situations Solving problems Evaluating Reflecting Ethical responsibility Perspective taking	Welcoming Activity Example: "How will show responsibility during this lesson?" Engaging Pedagogy Example: How have your actions in today's lesson shown responsible decision making? Optimistic Closure Example: "Celebrate something responsible that one of your peers or the team did during today's lesson?"
	Relationships Skills	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.	Communication Social engagement Relationship-building Teamwork	Welcoming Activity Example: "How will you practice good listening today?" Engaging Pedagogy Example: "What is one strategy you use when it is difficult to listen to others?" Optimistic Closure Example: "What positive effects did you witness as a part of your listening?"
	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 for others Appreciating diversity Respect for others	Welcoming Activity Example: "How will you show respect in the lab today?" Engaging Pedagogy Example: "How are you staying attuned to your partner's needs as you are working together in the lab?" Optimistic Closure Example: "How did you change your personal behavior based on your partner's needs?"

How					
Practice		Definition	What this looks like in ECISD		Content Connections
			Creating Conditions for Adult Learning	Creating Conditions for Student Learning	
CASEL's 3 Signature Practices for SEL	Welcoming Activity	Setting the Tone; Greeting for Inclusion	Greetings Check-in activity Writing Prompts/Partner Discussions Community Building	Greetings Circle Time Community Building Interactive "do nows", "bell-ringers" Morning Meeting Writing Prompts/Partner Discussions Visual/Image quick write Anticipatory Set QSSSA	<p>Literacy: Connection (mini lesson) Compliment (writing conference) SSR (reading conference)</p> <p>Math: Warm-Up/Success Starter Access Prior Knowledge</p> <p>Science/Social Studies: Engage</p> <p>Electives: Mid-workout Checkpoint</p>
	Engaging Pedagogy	Sense Making, Transitions, Brain Breaks, Active Listening	Turn & Talk Think-Pair-Share Brain Break - Stand & Stretch Cooperative Learning Groups Opportunities for Interaction	Turn & Talk Think-Pair-Share Brain Break - Stand & Stretch Cooperative Learning Groups Opportunities for Interaction Double Entry Reading Logs Socratic Seminars Debates Project Based Learning	<p>Literacy: Integration of Reading and Writing Talk Read Talk Write Before, During, After Reading Strategies Metacognition</p> <p>Math: Groups of All Sizes Stations/Guided Math Checks for Understandings</p> <p>Science/Social Studies:</p> <p>Electives: Check-In</p>
	Optimistic Closure	Reflections and Looking Forward	Ticket-out the door Reflection Looking forward Appreciative note Reflective questions	Ticket-out the door Reflection Looking forward Appreciative note Reflective questions	<p>Literacy: Checks for Understanding Rate your learning for the day Journal Writing</p> <p>Math: Wrap Up/Closure Activity Check for Understanding "You do" reflection</p> <p>Science/Social Studies:</p> <p>Electives:</p>