Affton School District

In order to help us more efficiently partner and support all students and teachers, we ask that you fill out the following information prior to our meeting so we can get a sense of the current state within your district. Feel free to state the current state and plans that may be in place for changing that current state.

What is your current status? (these questions have been adapted from the Missouri State Literacy Plan)

What structures are in place in our schools/district for us to share responsibility for student literacy, numeracy and social emotional achievement? (see Tiered Model template)

- Administrators from SSD and Affton meet to determine shared goals, vision, and mission in student literacy, numeracy, and social emotional achievement.
- We combine PD opportunities, data teams and student support teams.

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

- Consistent curriculum and professional development dedicated to social-emotional wellness. Affton purchases social-emotional curriculum resources and PD as well as intervention tools for levels K-8 (Second Steps).
- 6-12 growing Student Support Teams (SST) for students struggling with growth in these areas - currently inconsistent.
- Increasing the consistency and frequency between district and building data teams is a goal.
- Annually Affton assesses the social-emotional wellness of students and staff via a survey. Data is reviewed by each school leader and at the district admin council. Action plans are made and shared with the Affton BOE as well as the results from the previous years goals at least annually.
- Implementation of professional learning are site based and inconsistent for literacy and numeracy.
- Literacy K-5 and numeracy 6-12 curriculum review cycle begins 2022-2023.
- SSD gap analysis, PD plans, and district goals align with the current state Affton Professional Learning Plan 2023-2024 .

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

- Curriculum resources purchased for writing, reading, phonics and mathematics instruction are based on evidence-based practices.
- Data teams in K-5 for Affton.

- K-12 SSD Data teams.
- Continuing relationship with Teachers College Writing, Teachers College Reading, Bridges, CPM, LETRS, Teacher's College Phonics Instruction.
- Administering the social/emotional survey annually - Second Steps K-8 curriculum.

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

- The current school year has provided professional learning strands connected to Academic Excellence, creative problem solving and social emotional learning. Included in the SEL was a specific emphasis in equity.
- This summer there will be additional opportunities for teachers to teach PD or attend learning.

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

- All IEP goals are SMART and aligned to the Missouri Learning Standards as are the curriculum goals and assessments and reported on in report cards.
- SSD teachers utilize Goalbook Resource for teachers.
- Opportunity for improvement - adding the Missouri Learning Standard in the goal.

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

- All curriculum authored using Google Docs and is aligned to either state or national standards.
- Opportunity for improvement - SSD teachers will be invited when curriculums are written in the summer.
- Progress monitoring in 3-8 through NWEA provides student measures of curriculum progress.

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

- Currently there is an internal spreadsheet with all courses K-12.
- At the time of this document's authorship 100% of Affton's curriculum is board approved.
- Currently unless a course is taught by special education, SSD staff are not involved in the authorship of the curriculum. That will change in future iterations of curriculum improvement.
- With the implementation of the first year of the curriculum development cycle in the 2022-2023 academic year SSD leaders will be integrated into the annual revisions of curriculum. All courses are divided into 4 groups based on department and each content area will have a 4 year revision cycle meaning every 4 years the district curriculum within that department will undergo an update. The size and content contained in that update will be dictated by the executive director in collaboration with district leadership and the board of education.

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

- Student Support Teams and data team meetings K-5.
- Data teams for the district began 21/22 and are set to expand to additional data that includes a K-12 district scorecard.
- NWEA Testing
- Fast Bridge Testing for all students with IEP goals in the areas of literacy and numeracy
- DIBELS literacy screening
- Panorama social-emotional screening

How do we select quality resources and provide teachers with the training to implement them effectively? How are Special education teachers included in this process?

- Prior to large curriculum changes, interested teachers pilot potential curriculums to determine strengths and weaknesses by the school leadership team. The pilots could include SPED teachers when they are co-teaching and/or parts of the intervention resources. A special education teacher is part of the team which allows them to participate in final decisions.
- There is an SSD teacher on teams to discuss changes and provide feedback.

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

- SSD provides feedback and input on the annual District Assessment Program. Changes to the district assessment program, adding or removing assessments to the program, is facilitated by the district administrative council for which an SSD member is a part.

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

- SSD and Affton teachers report these scores during data teams to determine next steps and potential action plans as needed.

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

- SSD provides feedback on the District Assessment Program which is approved by the Affton Board of Education annually. Changes to the district assessment program are made by the admin council and an SSD representative is a part of those meetings *on the District Assessment Program which is approved by the Affton Board of Education annually.*

How do we help all educators become assessment literate?

- Data teaming in SSD K-12.
- K-5 in Affton data teaming.

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

- Beginning in the 20/21 school year family engagement practices were at least two times a year. 20-21 school year - a Newsletter was begun to inform parents of learning opportunities - A PAC was created to engage families and get input - surveys were sent out - Family engagement will continue to be a focus and learning opportunities will be sought from knowledge gained from surveys and PAC on what is needed.
- Currently surveys are provided at least 2 x a year.

Definitions:

Reading/Literacy Tier One: Core should include: Academic language (vocabulary; inferencing; narrative language); Phonemic Awareness (K-2 until mastered); Phonics; (including advanced phonics); Sight words; reading connective text (accuracy, fluency, comprehension); Comprehension skills should include activating prior knowledge, predicting, questioning, clarifying or questioning and monitoring; inferencing; retelling and summarizing; identifying and using organizational text structure and encoding of how language works. Assessments: universal screenings to see who may be at risk and monitor progress on grade level -differentiated instruction based on results; benchmarking suggested at least 3 times per year.

Reading/Literacy Tier Two: Provide intensive, systematic instruction on **up to three foundational reading skills** in small groups to students who score below the benchmark on universal screening. Typically these groups meet between three and five times a week for 20–40 minutes Should be very focused on explicit instruction of foundational skills.
    Assessment: progress monitor at least monthly to determine progress and need.

Reading/Literacy Tier Three: Provide **intensive instruction daily that promotes the development of various components of reading proficiency to students** who show minimal progress after reasonable time in tier 2 small group instruction (**increase frequency or intensity from tier 2**) Assessment: progress monitor weekly.

Reading/Literacy/Writing

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
		K Setting: General Education	**K Setting:** Gen Ed/Co-Teaching/Interventionist	**K Setting:** Interventionist/SSD Classroom
		Resources: ● Lucy Calkins Writing ● Lucy Calkins Reading ● Visual Supports ● Self-monitoring strategies ● Auditory / visual cues ● Anita Archer Explicit Instruction in Vocabulary ● Concrete/real life examples ● Manipulatives ● Repetition/review	**Resources:** ● Language for Learning ● SIM Fundamentals of sentence writing ● Reading Comprehension ● LIPS ● SIPPS ● 6-Minute Solution ● Step-up to writing, (sentence andparagraph writing) ● Visualizing and Verbalizing ● LETRS **Assessments:** ● FAST ● Sight Words	**Resources:** ● ELSB (Building with Stories) ● Reading Mastery ● PALS ● ULS ● News2You ● LETRS **Assessments:** ● FAST ● Sight Words ● Unit Assessments ● **QPass**

| | | ● LETRS

Assessments:
● FAST
● Sight Words
● Unit Assessments
   ● **QPass** | ● Unit Assessments
   ● LETRS
   ● **QPass** | |

		1 Setting: General Education	**1 Setting Intervention/Gen Ed**	**1 Setting:** Interventionist/SSD Classroom

		Resources:
		● Lucy Calkins Writing
		● Lucy Calkins Reading
		● Visual Supports
		● Self-monitoring strategies
		● Auditory / visual cues
		● Anita Archer Explicit Instruction in Vocabulary
		● Concrete/real life examples
		● Manipulatives
		● Repetition/review
		● LETRS
		
		Assessments:
		● FAST
		● Sight Words
		● Unit Assessments
		   ● **QPass**
		   ● **NWEA**
			Resources:
			● Language for Learning
			● SIM Fundamentals of sentence writing
			● LIPS
			● SIPPS
			● 6-Minute Solution
			● Step-up to writing, (sentence andparagraph writing)
			● Visualizing and Verbalizing
			● LETRS
			
			Assessments:
			● FAST
			● Sight Words
			● Unit Assessments
			   ● LETRS
			   ● **QPass**
			   ● **NWEA**
				Resources:
				● ELSB (Building with Stories)
				● Reading Mastery
				● PALS
				● ULS
				● News 2 You
				● LETRS
				
				Assessments:
				● FAST
				● Sight Words
				● Unit Assessments
				   ● **QPass**
				   ● **NWEA**

		2 Setting: General Education	**2 Setting Intervention/Gen Ed**	**2 Setting:** Interventionist/SSD Classroom

		Resources:
		● Lucy Calkins Writing
		● Lucy Calkins Reading
		● Visual Supports
		● Self-monitoring strategies
		● Auditory / visual cues
		● Anita Archer Explicit Instruction in Vocabulary
		● Concrete/real life examples
		● Manipulatives
		● Repetition/review
		● LETRS
		
		Assessments:
		● FAST
		● Sight Words
		● Unit Assessments
		  ● **QPass**
		  ● **NWEA**
			Resources:
			● Language for Learning
			● SIM Fundamentals of sentence writing
			● LIPS
			● SIPPS
			● 6-Minute Solution
			● Step-up to writing, (sentence andparagraph writing)
			● Language for Writing
			● Visualizing and Verbalizing
			● LETRS
			
			Assessments:
			● FAST
			● Sight Words
			● Unit Assessments
			● LETRS
			  ● **QPass**
			  ● **NWEA**
				Resources:
				● Wilson
				● ELSB (Building with Stories)
				● Reading Mastery
				● PALS
				● ULS
				● News 2 You
				● LETRS
				
				Assessments:
				● FAST
				● Sight Words
				● Unit Assessments
				  ● **QPass**
				  ● **NWEA**

		3 Setting: General Education	**3 Setting Intervention/Gen Ed**	**3 Setting:** Interventionist/SSD Classroom

		Resources:
		● Lucy Calkins Writing
		● Lucy Calkins Reading
		● Visual Supports
		● Self-monitoring strategies
		● Auditory / visual cues
		● Anita Archer Explicit Instruction in Vocabulary
		● Concrete/real life examples
		● Manipulatives
		● Repetition/review
		
		Assessments:
		● FAST
		● Sight Words
		   ● DIBELS
		   ● NWEA
			Resources:
			● SIM-Paragraph Writing
			● SIM Fundamentals of sentence writing
			● Corrective Reading Reading Comprehension
			● SIM Word Mapping Strategy
			● LIPS
			● SIPPS
			● 6-Minute Solution
			● SIMS Inference Strategy
			● Step-up to writing, (sentence and paragraph writing)
			● Language for Writing
			● LLI
			● Visualizing and Verbalizing
			
			Assessments:
			● FAST
			● Sight Words
			● MAP
			● NWEA
			● Unit Assessments
			   ● DIBELS
				Resources:
				● Wilson
				● ELSB (Building with Stories)
				●ERSB
				●SIPPS
				●Corrective Reading
				● PALS
				● Language for Learning at instructional level
				● ULS
				● News 2 You
				
				Assessments:
				● FAST
				● Sight Words
				● MAP
				● NWEA
				● Unit Assessments
				   ● DIBELS

4 Setting: General Education	**4 Setting Intervention/Gen Ed**	**4 Setting:** Interventionist/SSD Classroom

Resources:
● Lucy Calkins Writing
● Lucy Calkins Reading
●Visual Supports
●Self-
monitoring
strategies
● Auditory/visual cues
● Anita Archer ExplicitInstruction in Vocabulary
● Concrete/real life examples
● Manipulatives
● Repetition/review
 	
Assessments:
● FAST
● Sight Words
● MAP
● NWEA
● Unit Assessments
   ● DIBELS
	Resources:
	● SIM-ParagraphWriting
	● SIM Fundamentals of sentence writing
	● Corrective Reading Reading Comprehension
	● SIM Word Mapping Strategy
	●LIPS
	● SIPPS
	● REWARDS
	● 6-MinuteSolution
	● SIMS Inference Strategy
	●Step-up to writing, (sentence andparagraph writing)
	● Language for Writing
	● Visualizing and Verbalizing
	   ● LLI
	
	Assessments:
	● FAST
	● Sight Words
	● MAP
	● NWEA
	● Unit Assessments
	   ● DIBELS
		Resources:
		● Wilson
		● ELSB(Building with Stories)
		●ERSB
		●SIPPS
		●Corrective Reading
		● PALS
		● ULS
		● News2You
		
		Assessments:
		● FAST
		● Sight Words
		● MAP
		● NWEA
		● Unit Assessments
		   ● DIBELS

		5 Setting: General Education	**5 Setting Intervention/Gen Ed**	**5 Setting:** Interventionist/SSD Classroom

		Resources:
		● Lucy Calkins Writing
		● Lucy Calkins Reading
		● Visual Supports
		● Self-
		monitoring
		strategies
		● Auditory/visual cues
		● Anita Archer
		ExplicitInstruction in
		Vocabulary
		● Concrete/real life
		examples
		● Manipulatives
		● Repetition/review
		
		Assessments:
		● FAST
		● Sight Words
		● MAP
		● NWEA
		● Unit Assessments
		  ● DIBELS
			Resources:
			● SIM-ParagraphWriting
			● SIM Fundamentals
			ofsentence writing
			● Corrective Reading
			Reading Comprehension
			● SIM Word
			MappingStrategy
			● LIPS
			● SIPPS
			● REWARDS
			● 6-MinuteSolution
			● SIMS Inference Strategy
			● Step-up to writing, (sentence
			andparagraph writing)
			● Language for Writing
			● Visualizing and Verbalizing
			  ● LLI
			
			Assessments:
			● FAST
			● Sight Words
			● MAP
			● NWEA
			● Unit Assessments
			  ● DIBELS
				Resources:
				● Wilson
				● ELSB (Building with Stories)
				●ERSB
				●SIPPS
				●Corrective Reading
				● PALS
				● ULS
				● News2You
				
				Assessments:
				● FAST
				● Sight Words
				● MAP
				● NWEA
				● Unit Assessments
				  ● DIBELS

		6 Setting: General Education	**6 Setting Intervention/Gen Ed**	**6 Setting:** Interventionist/SSD Classroom
		Resources: ● Visual Supports ● Self-monitoring strategies ● Auditory / visual cues ● Anita Archer Explicit Instruction in Vocabulary ● Concrete/real life examples ● Manipulatives ● Repetition/review **Assessments:** ● Fast ● NWEA ● Unit Assessments	**Resources:** ● SIM-Paragraph Writing ● SIM Fundamentals of sentence writing ● Corrective Reading ReadingComprehension ● SIM Word Mapping Strategy ● LIPS ● SIPPS ● REWARDS ● 6-Minute Solution ● SIMS Inference Strategy ● Step-up to writing, (sentence andparagraph writing) ● Visualizing and Verbalizing **Assessments:** ● Fast ● NWEA ● Unit Assessments	**Resources:** ● Wilson ● ELSB (Building with Stories) ●SIPPS ● PALS ● ULS ● News 2 You **Assessments:** ● Fast ● NWEA ● Unit Assessments

		7 Setting: General Education	**7 Setting:** General Education/Co-Teaching/Interventionist	**7 Setting:** Interventionist/SSD Classroom
		Resources: ● Visual Supports ● Self-monitoring strategies ● Auditory / visual cues ● Anita Archer Explicit Instruction in Vocabulary ● Concrete/real life examples ● Manipulatives ● Repetition/review **Assessments:** ● Fast ● NWEA ● Unit Assessments	**Resources:** ● SIM-Paragraph Writing ● SIM Fundamentals of sentence writing ● Corrective Reading ReadingComprehension ● SIM Word Mapping Strategy ● LIPS ● SIPPS ● REWARDS ● 6-Minute Solution ● SIMS Inference Strategy ● Step-up to writing, (sentence and paragraph writing) ● Visualizing and Verbalizing **Assessments:** ● Fast ● NWEA ● Unit Assessments	**Resources:** ● Wilson ● ELSB (Building with Stories) ●SIPPS ● PALS ● ULS ● News 2 You **Assessments:** ● Fast ● NWEA ● Unit Assessments

		8 Setting: General Education	**8 Setting:** General Education/Co-Teaching/Interventionist	**8 Setting:** Interventionist/SSD Classroom
		Resources: ● Visual Supports ● Self-monitoring strategies ● Auditory / visual cues ● Anita Archer Explicit Instruction in Vocabulary ● Concrete/real life examples ● Manipulatives ● Repetition/review **Assessments:** ● Fast ● NWEA ● Unit Assessments	**Resources:** ● SIM-Paragraph Writing ● SIM Fundamentals of sentence writing ● Corrective Reading ReadingComprehension ● SIM Word Mapping Strategy ● LIPS ● SIPPS ● REWARDS ● 6-Minute Solution ● SIMS Inference Strategy ● Step-up to writing, (sentence and paragraph writing) ● Visualizing and Verbalizing **Assessments:** ● Fast ● NWEA ● Unit Assessments	**Resources:** ● Wilson ● ELSB (Building with Stories) ●SIPPS ● PALS ● ULS ● News 2 You **Assessments:** ● Fast ● NWEA ● Unit Assessments

9 **Setting:** General Education	9 **Setting:** General Education/Co-Teaching/Interventionist	9 **Setting:** Interventionist/SSD Classroom
Resources: ● "The Scarlet Ibis "by James Hurst ● Student technology-Chromebook ● Writer's Notebook ● Sources for Webquest ● Memoir Examples ● Mythology Packets ● Course Textbook ● *The Odyssey* film ● Novella ● www.kellygallagher.org/article-of-the-week/ ● Smartboard ● Romeo and Juliet play and ● Visual Supports ● Anita Archer Explicit Instruction in Vocabulary ● Concrete/real life examples ● Manipulatives ● Repetition/review film ● Library Databases ● Various Novels ● Self-monitoring strategies ● Auditory/visual cues	**Resources:** ● IXL ● SIM-ParagraphWriting ● SIM Fundamentals of sentence writing ● Corrective Reading Reading Comprehension ● SIM Word Mapping Strategy 　●LIPS ● REWARDS ● 6-MinuteSolution ● SIMS Inference Strategy ●Step-up to writing, (sentence and paragraph writing) ● Visualizing and Verbalizing **Assessments:** ● Unit Tests ● EOC ● FAST	**Resources:** ● Corrective Reading ● Reading Plus ● ULS ● News2You **Assessments:** ● Unit Tests ● EOC ● FAST

| | | **10 Setting:** General Education

Resources:
● To Kill a Mockingbird
● Othello
● Holt Reade**r**
● Visual Supports
● Self-monitoring strategies
● Auditory/visual cues
● Anita Archer ExplicitInstruction in Vocabulary
● Concrete/real life examples
● Manipulatives
● Repetition/review

Assessments:
● Unit Tests
● EOC
● FAST
   ● NWEA | **10 Setting:** General Education/Co-Teaching/Interventionist

Resources:
● IXL
● SIM-ParagraphWriting
● SIM Fundamentals ofsentence writing
● Corrective Reading Reading Comprehension
● SIM Word Mapping Strategy
●LIPS
● REWARDS
● 6-MinuteSolution
● SIMS Inference Strategy
●Step-up to writing, (sentence and paragraph writing)
● Visualizing and Verbalizing

Assessments:
● Unit Tests
● EOC
   ● NWEA
● FAST | **10 Setting:** Interventionist/SSD Classroom

Resources:
● Corrective Reading
● Reading Plus
● ULS
● News2You

Assessments:
● Unit Tests
● EOC
● FAST
   ● NWEA |

		11 Setting: General Education	**11 Setting:** General Education/Co-Teaching/Interventionist	**11 Setting:** Interventionist/SSD Classroom
		Resources: Anchor Reading- https://aeon.co/essays/can-students-who-are-constantly-on-their-device es-actually-learn ● *One Flew Over theCuckoo's Nest* ● The Crucible ● Poems by Emily Dickinson, Walt Whitman, Langston Hughes and Sylvia Plath ● "Rip VanWinkle"-Washington Irving Short story ● "Nature" and "Self Reliance"-Ralph Waldo Emerson essays ● "Resistance to CivilizedGovernment"-Henry David Thoreau essay ● *The Great Gatsby* by F.Scott Fitzgerald ● Visual Supports ● Self-monitoring strategies ● Auditory/visual cues	**Resources:** ● IXL ● SIM-ParagraphWriting ● SIM Fundamentals of sentence writing ● Corrective Reading Reading Comprehension ● SIM Word Mapping Strategy ●LIPS ● REWARDS ● 6-MinuteSolution ● SIMS Inference Strategy ●Step-up to writing, (sentence and paragraph writing) ● Visualizing and Verbalizing **Assessments:** ● Unit Tests ● EOC ● FAST	**Resources:** ● Corrective Reading ● Reading Plus ● ULS ● News2You **Assessments:** ● Unit Tests ● EOC ● FAST

		12 Setting: General Education
		Resources:
		● The Bedford Reader: Thirteenth Edition
		● Smart Board
		● Doc Cam
		● Visual Supports
		● Self-monitoring strategies
		● Auditory / visual cues
		● Anita Archer Explicit Instruction in Vocabulary
		● Concrete/real life examples
		● Manipulatives
		● Repetition/review
		
		Assessments:
		● Unit Tests
		● EOC
		● FAST
		   ● NWEA
			12 Setting: General Education/Co-Teaching/Interventionist
			
			Resources:
			● IXL
			● SIM-Paragraph Writing
			● SIM Fundamentals of sentence writing
			● Corrective Reading ReadingComprehension
			● SIM Word Mapping Strategy
			● LIPS
			● REWARDS
			● 6-Minute Solution
			● SIMS Inference Strategy
			● Step-up to writing, (sentence and paragraph writing)
			● Visualizing and Verbalizing
			
			Assessments:
			● Unit Tests
			● EOC
			● FAST
			   ● NWEA
				12 Setting: Interventionist/SSD Classroom
				
				Resources:
				● Corrective Reading
				● Reading Plus
				● ULS
				● News 2 You
				
				Assessments:
				● Unit Tests
				● EOC
				● FAST
				   ● NWEA

Definitions:

Math Tier One: Core should include: Academic language (vocabulary) instruction in whole numbers, fractions, ratios, proportions and word problems. Assessments: universal screenings to see who may be at risk and monitor progress on grade

level -differentiated instruction based on results; benchmarking suggested at least 3 times per year.

Math Tier Two: Provide intensive, explicit, systematic instruction in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20–40 minutes Should be very focused on explicit instruction of foundational skills such as models of proficient problem solving, verbalization of thought process, guided practice, corrective feedback and calmative review.
    Assessment: progress monitor at least monthly to determine progress and need.

Math Tier Three: Provide **intensive instruction daily that promotes the development of various components of math proficiency to students** who show minimal progress after reasonable time in tier 2 small group instruction (**increase frequency or intensity from tier 2**) Assessment: progress monitor weekly.

Math

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

		K Setting: General Education
		
		Resources:
		● Bridges
		● Prodigy
		● Visual Supports
		●Self-monitoring strategies/checklist
		● Reteaching
		● Auditory/visual cues
		● Fluency Strategies With math vocabulary–echo reading, choral reading, repeated readings
		● Explicit Vocabulary Instruction (Anita Archer)
		● Calculator, multiplication sheets
		● Corrective Feedback(Lemov)
		● Effective Questioning
		● Effective and CumulativeReview (Educator's Practice Guide)
		● Guided Practice (Marzano)
			K Setting: General Education/Co-Teaching/Interventionist
			
			Resources:
			●Touchmath
			● IXL
			● Bridges Intervention
			● Marzano Math Vocabulary Instruction
			
			Assessments:
			● FAST
			● Unit Assessments
			   ● NWEA
				K Setting: Interventionist/SSD Classroom
				
				Resources:
				● Equals Math
				● Early Numeracy
				● ULS
				● Number Worlds
				
				Assessments:
				● FAST
				● Unit Assessments
				   ● NWEA

		Assessments: ● FAST ● Unit Assessments ● NWEA		

			1 Setting: General Education	1 Setting: General Education/Co-Teaching/Interventionist	1 Setting: Interventionist/SSD Classroom

			Resources:
			● Bridges
			● Prodigy
			● Visual Supports
			● Self-monitoring strategies/checklist
			● Reteaching
			● Auditory/visual cues
			● Fluency Strategies With math vocabulary–echo reading, choral reading, repeated readings
			● Explicit Vocabulary Instruction (Anita Archer)
			● Calculator, multiplication sheets
			● Corrective Feedback (Lemov)
			● Effective Questioning
			● Effective and CumulativeReview (Educator's Practice Guide)
			● Guided Practice (Marzano)
			● EnVision Math Program
			Assessments:
			● FAST
			● Unit Assessments
			    ● NWEA
				Resources:
				● Touchmath
				● IXL
				● Bridges Intervention
				● Marzano Math Vocabulary Instruction
				● EnVision Math Program (possible lower grade level for concept development)
				
				Assessments:
				● FAST
				● Unit Assessments
				    ● NWEA
					Resources:
					● Equals Math
					● Early Numeracy
					● ULS
					● Number Worlds
					
					Assessments:
					● FAST
					● Unit Assessments
					    ● NWEA

			2 Setting: General Education	**2 Setting:** General Education/Co-Teaching/Interventionist	**2 Setting:** Interventionist/SSD Classroom

			Resources:
			● Bridges
			● Prodigy
			● Visual Supports
			● Self-monitoring strategies/checklist
			● Reteaching
			● Auditory/visual cues
			● Fluency Strategies With math vocabulary–echo reading, choral reading, repeated readings
			● Explicit Vocabulary Instruction (Anita Archer)
			● Calculator, multiplication sheets
			● Corrective Feedback(Lemov)
			● Effective Questioning
			● Effective and Cumulative Review (Educator's Practice Guide)
			● Guided Practice (Marzano)
			● EnVision Math Program
			Assessments:
			● FAST
			● Unit Assessments
			   ● NWEA
				Resources:
				● Touchmath
				● IXL
				● Bridges Intervention
				● Marzano Math Vocabulary Instruction
				● EnVision Math Program (possiblelower grade level for concept development)
				
				Assessments:
				● FAST
				● Unit Assessments
				   ● NWEA
					Resources:
					● Equals Math
					● Early Numeracy
					● ULS
					● Number Worlds
					
					Assessments:
					● FAST
					● Unit Assessments
					   ● NWEA

| | | 3 **Setting:** General Education

Resources:
● Bridges
● Prodigy
● Visual Supports
● Self-monitoring strategies/checklist
● Reteaching
● Auditory/visual cues
● Fluency Strategies With math vocabulary–echo reading, choral reading, repeated readings
● Explicit Vocabulary Instruction (Anita Archer)
● Calculator, multiplication sheets
● Corrective Feedback(Lemov)
● Effective Questioning
● Effective and CumulativeReview (Educator's Practice Guide)
● Guided Practice (Marzano)
● EnVision Math Program
● NUMBRS
Assessments:
● FAST
● NWEA | 3 **Setting:** General Education/Co-Teaching/Interventionist

Resources:
●Touchmath
● IXL
● Bridges Intervention
● Marzano Math Vocabulary Instruction
● EnVision Math Program (possiblelower grade level for concept development)
● NUMBRS

Assessments:
● FAST
● Unit Assessments
● MAP
● NWEA | 3 **Setting:** Interventionist/SSD Classroom

Resources:
● Equals Math
● Early Numeracy
● ULS
● Number Worlds

Assessments:
● FAST
● Unit Assessments
● MAP
● NWEA |

		4 Setting: General Education **Resources:** ● Bridges ● Prodigy ● Visual Supports ● Self-monitoring strategies/checklist ● Reteaching ● Auditory/visual cues ● Fluency Strategies With math vocabulary–echo reading, choral reading, repeated readings ● Explicit Vocabulary Instruction (Anita Archer) ● Calculator, multiplication sheets ● Corrective Feedback(Lemov) ● Effective Questioning ● Effective and CumulativeReview (Educator's Practice Guide) ● Guided Practice (Marzano) ● EnVision Math Program ● NUMBRS **Assessments** ● FAST ● NWEA	**4 Setting:** General Education/Co-Teaching/Interventionist **Resources:** ●Touchmath ● IXL ● Bridges Intervention ● Marzano Math Vocabulary Instruction ● EnVision Math Program (possible lower grade level for concept development) ● NUMBRS **Assessments:** ● FAST ● Unit Assessments ● MAP ● NWEA	**4 Setting:** Interventionist/SSD Classroom **Resources:** ● Equals Math ● Early Numeracy ● ULS ● Number Worlds **Assessments:** ● FAST ● Unit Assessments ● MAP ● NWEA

		5 Setting: General Education	5 Setting: General Education/Co-Teaching/Interventionist	5 Setting: Interventionist/SSD Classroom
		Resources: ● Bridges ● Prodigy ● Visual Supports ● Self-monitoring strategies/checklist ● Reteaching ● Auditory/visual cues ● Fluency Strategies With math vocabulary–echo reading, choral reading, repeated readings ● Explicit Vocabulary Instruction (Anita Archer) ● Calculator, multiplication sheets ● Corrective Feedback(Lemov) ● Effective Questioning ● Effective and CumulativeReview (Educator's Practice Guide) ● Guided Practice (Marzano) ● EnVision Math Program ● NUMBRS **Assessments:** ● FAST ● NWEA	**Resources:** ● Touchmath ● IXL ● Bridges Intervention ● Marzano Math Vocabulary Instruction ● EnVision Math Program (possible lower grade level for concept development) ● NUMBRS **Assessments:** ● FAST ● Unit Assessments ● MAP ● NWEA	**Resources:** ● Equals Math ● Early Numeracy ● ULS ● Number Worlds **Assessments:** ● FAST ● Unit Assessments ● MAP ● NWEA

		6 Setting: General Education	6 Setting: General Education/Co-Teaching/Interventionist	6 Setting: Interventionist/SSD Classroom
		Resources: ● CPM (College PreparatoryMathematics) ● Visual Supports ● Self-monitoring strategies/checklist ● Reteaching ● Auditory/visual cues ● Fluency Strategies with Math vocabulary–echo reading, choral reading, repeated readings ● Explicit Vocabulary Instruction (Anita Archer) ● Calculator, multiplication sheets ● Corrective Feedback (Lemov) ● Effective Questioning ● Effective and Cumulative Review (Educator's Practice Guide) ● Guided Practice (Marzano) ● EnVision Math Program **Assessments** ● Fast 　● NWEA	**Resources:** ● IXL ● Marzano Math Vocabulary Instruction ● EnVision Math Program (possible lowergrade level for concept development) **Assessments:** ● Fast ● NWEA ● Unit Assessments	**Resources:** ● Equals Math ● Early Numeracy ● ULS ● Number Worlds **Assessments:** ● Fast ● NWEA ● Unit Assessments

		7 **Setting:** General Education	7 **Setting:** General Education/Co-Teaching/Interventionist	7 **Setting:** Interventionist/SSD Classroom
		Resources: ● CPM (College PreparatoryMathematics) ● Visual Supports ● Self-monitoring strategies/checklist ● Reteaching ● Auditory/visual cues ● Fluency Strategies With Math vocabulary–echo reading, choral reading, repeated readings ● Explicit Vocabulary Instruction(Anita Archer) ● Calculator, multiplication sheets ● Corrective Feedback (Lemov) ● Effective Questioning ● Effective and Cumulative Review (Educator's Practice Guide) ● Guided Practice (Marzano) ● EnVision Math Program **Assessments:** ● Fast ● NWEA ● Unit Assessments	**Resources:** ● IXL ● Marzano Math Vocabulary Instruction ● EnVision Math Program (possible lower grade level for concept development) **Assessments:** ● Fast ● NWEA ● Unit Assessments	**Resources:** ● Equals Math ● Early Numeracy ● ULS ● Number Worlds **Assessments:** ● Fast ● NWEA ● Unit Assessments

			8 Setting: General Education	8 Setting: General Education/Co-Teaching/Interventionist	8 Setting: Interventionist/SSD Classroom
			Resources: ● CPM (College PreparatoryMathematics) ● Visual Supports ● Self-monitoring strategies/checklist ● Reteaching ● Auditory/visual cues ● Fluency Strategies With Math vocabulary–echo reading, choral reading, repeated readings ● Explicit Vocabulary Instruction(Anita Archer) ● Calculator, multiplication sheets ● Corrective Feedback (Lemov) ● Effective Questioning ● Effective and Cumulative Review (Educator's Practice Guide) ● Guided Practice (Marzano) ● EnVision Math Program **Assessments:** ● Fast ● NWEA ● Unit Assessments	**Resources:** ● IXL ● Marzano Math Vocabulary Instruction ● EnVision Math Program (possiblelower grade level for concept development) **Assessments:** ● Fast ● NWEA ● Unit Assessments	**Resources:** ● Equals Math ● Early Numeracy ● ULS ● Number Worlds **Assessments:** ● Fast ● NWEA ● Unit Assessments

		9 Setting General Education	**9 Setting:** General Education/Co-Teaching/Interventionist	**9 Setting:** Interventionist/SSD Classroom

		Resources:
		● CPM (College PreparatoryMathematics)
		● Visual Supports
		● Self-monitoring strategies/checklist
		● Reteaching
		● Auditory/visual cues
		● Fluency Strategies with Math vocabulary–echo reading, choral reading, repeated readings
		● Explicit Vocabulary Instruction(Anita Archer)
		● Calculator, multiplication sheets
		● Corrective Feedback (Lemov)
		● Effective Questioning
		● Effective and Cumulative Review (Educator's PracticeGuide)
		● Guided Practice (Marzano)
		● EnVision Math Program
		
		Assessments:
		● Unit Tests
		● EOC
		   ● NWEA
		   ● FAST
			Resources:
			● IXL
			● Marzano Math Vocabulary Instruction development)
			
			Assessments:
			● Unit Tests
			● EOC
			● FAST
			NWEA
				Resources:
				● Equals Math
				● ULS
				
				Assessments:
				● Unit Tests
				● EOC
				● FAST
				   ● NWEA

		10 Setting: General Education	10 Setting: General Education/Co-Teaching/Interventionist	10 Setting: Interventionist/SSD Classroom

		Resources:
		● CPM (College Preparatory Mathematics)
		● Visual Supports
		● Self-monitoring strategies/checklist
		● Reteaching
		● Auditory / visual cues
		● Fluency strategies with math vocabulary– echo reading, choral reading, repeated readings
		● Explicit Vocabulary Instruction (Anita Archer)
		● Calculator, multiplication sheets
		● Corrective Feedback (Lemov)
		● Effective Questioning
		● Effective and Cumulative Review (Educator's Practice Guide)
		● Guided Practice (Marzano)
		
		Assessments:
		● Unit Tests
		● EOC
		● FAST
		NWEA
			Resources:
			● IXL
			● Marzano Math Vocabulary Instruction
			
			Assessments:
			● Unit Tests
			● EOC
			● FAST
			   ● NWEA
				Resources:
				● Equals math
				● ULS
				
				Assessments:
				● Unit Tests
				● EOC
				● FAST
				   ● NWEA

		11 Setting: General Education	11 Setting: General Education/Co-Teaching/Interventionist	11 Setting: Interventionist/SSD Classroom

		Resources:
		● CPM (College Preparatory Mathematics)
		● Visual Supports
		● Self-monitoring strategies/checklist
		● Reteaching
		● Auditory / visual cues
		● Fluency strategies with math vocabulary– echo reading, choral reading, repeated readings
		● Explicit Vocabulary Instruction (Anita Archer)
		● Calculator, multiplication sheets
		● Corrective Feedback (Lemov)
		● Effective Questioning
		● Effective and Cumulative Review (Educator's Practice Guide)
		● Guided Practice (Marzano)
		
		Assessments:
		● Unit Tests
		● EOC
		● FAST
		   ● NWEA
			Resources:
			● IXL
			● Marzano Math Vocabulary Instruction
			
			Assessments:
			● Unit Tests
			● EOC
			● FAST
			   ● NWEA
				Resources:
				● Equals math
				● ULS
				
				Assessments:
				● Unit Tests
				● EOC
				● FAST
				   ● NWEA

		12 Setting: General Education **Resources:** ● CPM (College Preparatory Mathematics) ● Visual Supports ● Self-monitoring strategies/checklist ● Reteaching ● Auditory / visual cues ● Fluency strategies with math vocabulary– echo reading, choral reading, repeated readings ● Explicit Vocabulary Instruction (Anita Archer) ● Calculator, multiplication sheets ● Corrective Feedback (Lemov) ● Effective Questioning ● Effective and Cumulative Review (Educator's Practice Guide) ● Guided Practice (Marzano) **Assessments:** ● Unit Tests ● EOC ● FAST	**12 Setting:** General Education/Co-Teaching/Interventionist **Resources:** ● IXL ● Marzano Math Vocabulary Instruction **Assessments:** ● Unit Tests ● EOC ● FAST	**12 Setting:** Interventionist/SSD Classroom **Resources:** ● Equals math ● ULS **Assessments:** ● Unit Tests ● EOC ● FAST

Definitions:

Social Emotional Tier One: Core should include four elements: Sequenced: connected and coordinated activities to foster skills development; Active: active forms of learning to help students master new skills and attitudes; Focused: component that emphasizes developing personal and social skills; Explicit: targeting specific social and emotional skills. Assessments: universal screenings to see who may be at risk and monitor progress-differentiated instruction based on results; benchmarking suggested at least 3 times per year.

Social Emotional Tier Two: Provide intensive, explicit, systematic instruction in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20–40 minutes Should be very focused on explicit instruction of foundational social skills.
Assessment: progress monitor at least monthly to determine progress and need.

Social Emotional Tier Three: Provide **intensive instruction daily that promotes the development of various components of social skills competencies to students** who show minimal progress after reasonable time in tier 2 small group instruction (**increase frequency or intensity from tier 2**) Assessment: progress monitor weekly.

Social Emotional

Grade:	Priority Standards (could come from CASEL or MLS Counseling)	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
		KSetting: General Education **Resources:** ● 3-5ClassroomRules ● Classroom Routines ● Established And Visual Classroom Attention Signals ● Allow For Movement Breaks ● Break Space in classroom ● Zones of Regulation ● Mindfulness ● Skill Streaming ● Schedules Posted ● Classrooms Are Culturally responsive ● Positive Feedback ● Active Supervision By teachers ●Student choice ●Lessons Are Differentiated for multiple learners ●Communication With Families and students is frequent ●Cougar Code ●Second Steps ●Reinforcers ● Character Education Assemblies ● Caught Having Character **Assessments:** ● SRSS	**K Setting:** General Education/Intervention/Co-Teaching **Resources:** ● Additional Social Skills instruction during WIN with general education teacherZones of Regulation ● Social Work Consult ● Sensory Breaks inclassroom or in sensory room when needed Check in/checkout ● Break Space in buddy classroom ● Break With Counselor scheduled ● Behavior Sheet ● Check And Connect ● SABR **Assessments:** ● SRSS	**K Setting:** Intervention/SSD Classroom **Resources:** ● Social work counseling ● Sensory Diet ● Unstuck and on Target ● Social Skills Express ● Brain Wise ● Mind-up ● Superflex ● PEERS ● Sensory Room Breaks scheduled ● Regularly Scheduled Team meetings ● Forced Choice ● Social stories ● Reminder Chart ● SEB Data Teams ● SEB EPS Data Teams ● Overcoming Obstacles ● Peace First **Assessments:** ● SRSS

		1 Setting: General Education	**1 Setting:** General Education/Intervention/Co-Teaching	**1 Setting:** Intervention/SSD Classroom
		Resources: ● 3-5ClassroomRules ● Classroom Routines ● Established And Visual Classroom Attention Signals ● Allow For Movement Breaks ● Break Space in classroom ● Zones of Regulation ● Mindfulness ● Skill Streaming ● Schedules Posted ● Classrooms Are Culturally responsive ● Positive Feedback ● Active Supervision By teachers ● Student choice ● Lessons Are Differentiated for multiple learners ● Communication With Families and students is frequent ● Cougar Code ● Second Steps ● Reinforcers ● Character EducationAssemblies ● Caught Having Character **Assessments:** ● SRSS	**Resources:** ● Additional Social Skills instruction during Win with general education teacher Zones of Regulation ● Social Work Consult ● Sensory Breaks inclassroom in sensory room when needed ● Check in/checkout ● Break Space in buddy classroom ● Break With Counselor scheduled ● Behavior Sheet ● Check And Connect ● SABR **Assessments:** ● SRSS	**Resources:** ● Social work counseling ● Sensory Diet ● Unstuck and on Target ● Social Skills Express ● Brain Wise ● Mind-up ● Superflex ● PEERS ● Sensory Room Breaks scheduled ● Regularly Scheduled Teammeetings ● Forced Choice ● Social stories ● Reminder Chart ● SEB Data Teams ● SEB EPS Data Teams ● Overcoming Obstacles ● Peace First **Assessments:** ●SRSS

		2Setting: General Education	**2 Setting:** General Education/Intervention/Co-Teaching	**2 Setting:** Intervention/SSD Classroom
		Resources: ● 3-5ClassroomRules ● Classroom Routines ● Established And Visual Classroom Attention Signals ● Allow For Movement Breaks ● Break Space in classroom ● Zones of Regulation ● Mindfulness ● Skill Streaming ● Schedules Posted ● Classrooms Are Culturally responsive ● Positive Feedback ● Active Supervision By teachers ● Student choice ● Lessons Are Differentiated for multiple learners ● Communication With Families and students is frequent ● Cougar Code ● Second Steps ● Reinforcers ● Character EducationAssemblies ● Caught Having Character **Assessments** ●SRSS	**Resources:** ● Additional Social Skills instruction during WIN withgeneral education teacherZones of Regulation ● Social Work Consult ● Sensory Breaks inclassroom or in sensory room when needed ● Check in/checkout ● Break Space in buddy classroom ● Break With Counselor scheduled ● Behavior Sheet ● Check And Connect ● SABR **Assessments:** ● SRSS	**Resources:** ● Social work counseling ● Sensory Diet ● Unstuck and on Target ● Social Skills Express ● Brain Wise ● Mind-up ● Superflex ● PEERS ● Sensory Room Breaks scheduled ● Regularly Scheduled team meetings ● Forced Choice ● Social stories ● Reminder Chart ● SEB Data Teams ● SEB EPS Data Teams ● Overcoming Obstacles ● Peace First **Assessments:** ●SRSS

		3 **Setting:** General Education	3 **Setting:** General Education/Intervention/Co-Teaching	3 **Setting:** Intervention/SSD Classroom
		Resources: ● 3-5ClassroomRules ● Classroom Routines ● Established And Visual Classroom Attention Signals ● Allow For Movement Breaks ● Break Space in classroom ● Zones of Regulation ● Mindfulness ● Skill Streaming ● Schedules Posted ● Classrooms Are Culturally responsive ● Positive Feedback ● Active Supervision By teachers ● Student choice ● Lessons Are Differentiated for multiple learners ● Communication With Families and students is frequent ● Cougar Code ● Second Steps ● Reinforcers ● Character EducationAssemblies ● Caught Having Character **Assessment:** ● SRSS	**Resources:** ● Additional Social Skills instruction during WIN with general education teacher ● Zones of Regulation ● Social Work Consult ● Sensory Breaks in classroom orin sensory room when needed ● Check-in/check-out ● Break space in classroom ● Break With Counselor scheduled ● Behavior Sheet ● Check And Connect ● SABR **Assessments:** ● SRSS ●SEL Survey	**Resources:** ● Social Work Counseling ● Sensory Diet ● Unstuck and on Target ● Social Skills Express ● Brain Wise ● Mind-up ● Superflex ● PEERS ● Sensory Room Breaks scheduled ● Regularly Scheduled Team meetings ● Forced Choice ● Social Stories ● Reminder Chart ● SEB Data Teams ● SEB EPS Data Teams ● Overcoming Obstacles ● Peace First ● 5 is Against the Law **Assessments:** ● SRSS ● SEL Survey

		4 Setting: General Education	4 Setting: General Education/Intervention/Co-Teaching	4 Setting: Intervention/SSD Classroom
		Resources: ● 3-5ClassroomRules ● Classroom Routines ● Established And Visual Classroom Attention Signals ● Allow For Movement Breaks ● Break Space in classroom ● Zones of Regulation ● Mindfulness ● Skill Streaming ● Schedules Posted ● Classrooms Are Culturally responsive ● Positive Feedback ● Active Supervision By teachers ● Student choice ● Lessons Are Differentiated for multiple learners ● Communication With Families and students is frequent ● Cougar Code ● Second Steps ● Reinforcers ● Character EducationAssemblies ● Caught Having Character **Assessments:** ●SRSS ●SEL Survey	**Resources:** ● Additional Social Skills instruction during WIN with general education teacherZones of Regulation ● Social Work Consult ● Sensory Breaks in classroom or in sensory room when needed ● Check-in/checkout ● Break space in buddy classroom ● Break With Counselor scheduled ● Behavior Sheet ● Check And Connect ● SABR **Assessments:** ●SRSS ● SEL Survey	**Resources:** ● Social Work Counseling ● Sensory Diet ● Unstuck and on Target ● Social Skills Express ● Brain Wise ● Mind-up ● Superflex ● PEERS ● Sensory Room Breaks scheduled ● Regularly Scheduled Team meetings ● Forced Choice ● Social Stories ● Reminder Chart ● SEB Data Teams ● SEB EPS Data Teams ● Overcoming Obstacles ● Peace First ● 5isAgainsttheLaw **Assessments:** ● SRSS ● SEL Survey

		5 Setting: General Education **Resources:**	**5 Setting:** General Education/Intervention/Co-Teaching	**5 Setting:** Intervention/SSD Classroom
		● 3-5ClassroomRules ● Classroom Routines ● Established And Visual Classroom Attention Signals ● Allow For Movement Breaks ● Break Space in classroom ● Zones of Regulation ● Mindfulness ● Skill Streaming ● Schedules Posted ● Classrooms Are Culturally responsive ● Positive Feedback ● Active Supervision By teachers ● Student choice ● Lessons Are Differentiated for multiple learners ● Communication With families and students is frequent ● Cougar Code ● Second Steps ● Reinforcers ● Character EducationAssemblies **Assessments:** ●SRSS ●SEL Survey	**Resources:** ● Additional Social Skills instruction during WIN withgeneral education teacherZones of Regulation ● Social Work Consult ● Sensory Breaks in classroom or in sensory room when needed ● Check in/checkout ● Break Space in buddy classroom ● Break With Counselor Scheduled ● Behavior Sheet ● Check And Connect ● SABR **Assessments:** ●SRSS ●SEL Survey	**Resources:** ● Social work counseling ● Sensory Diet ● Unstuck and on Target ● Social Skills Express ● Brain Wise ● Mind-up ● Superflex ● PEERS ● Sensory Room Breaks scheduled ● Regularly Scheduled team meetings ● Forced Choice ● Social stories ● Reminder Chart ● SEB Data Teams ● SEB EPS Data Teams ● Overcoming Obstacles ● Peace First ● 5 is Against the Law **Assessments:** ●SRSS ●SEL Survey

		6 Setting: General Education **Resources:** ● 3-5 Classroom Rules ● Classroom Routines ● Established And Visual Classroom Attention Signals ● Allow For Movement Breaks ● Break Space in classroom ● Mindfulness ● Schedules Posted ● Classrooms Are Culturally responsive ● Positive Feedback ● Active Supervision By teachers ● Student choice ● Lessons Are Differentiated for multiple learners ● Communication With Families and students is frequent ● Cougar Code ● Reinforcers **Assessments:** ●SRSS ●SEL Survey	**6 Setting:** General Education/Intervention/Co-Teaching **Resources:** ● Zones of Regulation ● Social Work Consult ● Sensory Breaks in classroom or in sensory room when needed ● Check in/checkout ● Break Space in buddy classroom ● Break With Counselor scheduled ● Behavior Sheet ● Check And Connect ● SABR **Assessments:** ●SRSS ●SEL Survey	**6 Setting:** Intervention/SSD Classroom **Resources:** ● Social work counseling ● Sensory Diet ● Unstuck and on Target ● Social Skills Express ● Brain Wise ●Mind-up ● Superflex ● PEERS ● Sensory Room Breaks scheduled ● Regularly ScheduledTeam meetings ● Forced Choice ● Social stories ● Reminder Chart ● SEB Data Teams ● SEB EPS Data Teams ● Overcoming Obstacles ● Peace First ● 5 is Against the Law ● Be Good People **Assessments:** ●SRSS ●SEL Survey

| | | 7 **Setting:** General Education

Resources:
● 3-5ClassroomRules
● Classroom Routines
● Established And Visual Classroom Attention Signals
● Allow For Movement breaks
● Break Space in classroom
● Mindfulness
● Schedules Posted
● Classrooms Are Culturally responsive
● Positive Feedback
● Active Supervision By teachers
● Student choice
● Lessons Are Differentiated for multiple learners
● Communication With families and students is frequent
● Cougar Code
● Reinforcers

Assessments:
● SRSS
● SEL Survey | 7 **Setting:** General Education/Intervention/Co-Teaching

Resources:
● Zones of Regulation
● Social Work Consult
● Sensory Breaks in classroom or in sensory room when needed
● Check in/checkout
● Break Space in buddy classroom
● Break With Counselor scheduled
● Behavior Sheet
● Check And Connect
● SABR

Assessments:
● SRSS
● SEL Survey | 7 **Setting:** Intervention/SSD Classroom

Resources:
● Social work counseling
● Sensory diet
● Unstuck and on Target
● Social Skills Express
● Brain Wise
● Mind-up
● Superflex
● PEERS
● Sensory Room Breaks scheduled
● Regularly ScheduledTeam meetings
● Forced Choice
● Social stories
● Reminder Chart
● SEB Data Teams
● SEB EPS Data Teams
● Overcoming Obstacles
● Peace First
● 5 is Against the Law
● Be Good People

Assessments:
● SRSS
● SEL Survey |

		8 Setting: General Education	**8 Setting:** General Education/Intervention/Co-Teaching	**8 Setting:** Intervention/SSD Classroom
		Resources: ● 3-5ClassroomRules ● Classroom Routines ● Established And Visual Classroom Attention Signals ● Allow For Movement Breaks ● Break Space in classroom ● Mindfulness ● Schedules Posted ● Classrooms Are Culturally responsive ● Positive Feedback ● Active Supervision By teachers ● Student choice ● Lessons Are Differentiated for multiple learners ● Communication With families and students is frequent ● Cougar Code ● Reinforcers **Assessments:** ● SRSS ● SEL Survey	**Resources:** ● Zones of Regulation ● Social Work Consult ● Sensory Breaks in classroom or in sensory room when needed ● Check in/checkout ● Break Space in buddy classroom ● Break With Counselor scheduled ● Behavior Sheet ● Check And Connect ● SABR **Assessments:** ● SRSS ● SEL Survey	**Resources:** ● Social work counseling ● Sensory Diet ● Unstuck and on Target ● Social Skills Express ● Brain Wise ● Mind-up ● Superflex ● PEERS ● Sensory Room Breaks scheduled ● regularly Scheduled Team meetings ● Forced Choice ● Social stories ● Reminder Chart ● SEB Data Teams ● SEB EPS Data Teams ● Overcoming Obstacles ● Peace First ● 5 is Against the Law ● Be Good People **Assessments:** ● SRSS ● SEL Survey

| | | **9 Setting:** General Education

Resources:
● 3-5ClassroomRules
● Classroom Routines
● Established And Visual Classroom Attention Signals
● Allow For Movement Breaks
● Break Space in classroom
● Mindfulness
● Schedules Posted
● Classrooms Are Culturally responsive
● Positive Feedback
● Active Supervision By teachers
● Student choice
● Lessons Are Differentiated for multiple learners
● Communication With Families and students is frequent
● Cougar Code
● Reinforcers

Assessments:
● SEL Survey | **9 Setting:** General Education/Intervention/Co-Teaching

Resources:
● Zones of Regulation
● Social Work Consult
● Sensory Breaks in classroom or in sensory room when needed
● Check in/checkout
● Break Space in buddy classroom
● Break With Counselor scheduled
● Behavior Sheet
● Check And Connect
● SABR

Assessments:
● SEL Survey | **9 Setting:** Intervention/SSD Classroom

Resources:
● Social work counseling
● Sensory Diet
● Unstuck and on Target
● Social Skills Express
● Brain Wise
● Mind-up
● Superflex
● PEERS
● Sensory Room Breaks scheduled
● regularly Scheduled Team meetings
● Forced Choice
● Social stories
● Reminder Chart
● SEB Data Teams
● SEB EPS Data Teams
● Overcoming Obstacles
● Peace First
● 5 is Against the Law
● Be Good People SMARTS

Assessments:
● SEL Survey |

		10 Setting: General Education	**10 Setting:** General Education/Intervention/Co-Teaching	**10 Setting:** Intervention/SSD Classroom
		Resources: ● 3-5ClassroomRules ● Classroom Routines ● Established And Visual Classroom Attention Signals ● Allow For Movement Breaks ● Break Space in classroom ● Mindfulness ● Schedules Posted ● Classrooms Are Culturally responsive ● Positive Feedback ● Active Supervision By teachers ● Student choice ● Lessons Are Differentiated for multiple learners ● Communication With families and students is frequent ● Cougar Code ● Reinforcers **Assessments:** ● SEL Survey	**Resources:** ● Zones of Regulation ●Social Work Consult ● Sensory Breaks in classroom or in sensory room when needed ● Check in/checkout ● Break Space in buddy classroom ● Break With Counselor scheduled ● Behavior Sheet ● Check And Connect ● SABR **Assessments:** ● SEL Survey	**Resources:** ● Social work counseling ● Sensory Diet ● Unstuck and on Target ● Social Skills Express ● Brain Wise ● Mind-up ● Superflex ● PEERS ● Sensory Room Breaks scheduled ● regularly Scheduled Team meetings ● Forced Choice ● Social stories ● Reminder Chart ● SEB Data Teams ● SEB EPS Data Teams ● Overcoming Obstacles ● Peace First ● 5 is Against the Law ● Be Good People SMARTS **Assessments:** ● SEL Survey

			11 Setting: General Education **Resources:** ● 3-5ClassroomRules ● Classroom Routines ● Established And Visual Classroom Attention Signals ● Allow For Movement Breaks ● Break Space in classroom ● Zones of Regulation ● Mindfulness ● Skill Streaming ● Schedules Posted ● Classrooms Are Culturally responsive ● Positive Feedback ● Active Supervision By teachers ● Student choice ● Lessons Are Differentiated for multiple learners ● Communication With families and students is frequent ● Cougar Code **Assessments:** ● SEL Survey	**11 Setting:** General Education/Intervention/Co-Teaching **Resources:** ● Zones of Regulation ● Social Work Consult ● Sensory Breaks in classroom or in sensory room when needed ● Check in/checkout ● Break Space in buddy classroom ● Break With Counselor scheduled ● Behavior Sheet ● Check And Connect ● SABR **Assessments:** ● SEL Survey	**11 Setting:** Intervention/SSD Classroom **Resources:** ● Social work counseling ● Sensory Diet ● Unstuck and on Target ● Social Skills Express ● Brain Wise ● Mind-up ● Superflex ● PEERS ● Sensory Room Breaks scheduled ● Regularly Scheduled team meetings ● Forced Choice ● Social stories ● Reminder Chart ● SEB Data Teams ● SEB EPS Data Teams ● Overcoming Obstacles ● Peace First ● 5 is Against the Law ● Be Good People SMARTS **Assessments:** ●SEL Survey

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