



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 Standard	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
	Standard s	K Setting: General Education 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	K Setting: Gen Ed/Co-Teaching/Interventionist 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	K Setting: Interventionist/SSD Classroom Resources: • ELSB (Building with Stories) • Reading Mastery • PALS • ULS • News2You • LETRS Assessments: • FAST • Sight Words • Unit Assessments • QPass
		- Repouted in Towney	Sight Words	

	• LETRS	Unit Assessments	
	Assessments: • FAST • Sight Words • Unit Assessments • QPass	LETRSQPass	

1 Setting: General Education	1 Setting Intervention/Gen Ed
Resources: • Lucy Calkins Writing • Lucy Calkins Reading • Visual Supports • Self-monitoring strategies • Auditory / visual cues • Anita Archer Explicit Instruction in Vocabulary	Resources: • Language for Learning • SIM Fundamentals of sentence writing • LIPS • SIPPS • 6-Minute Solution • Step-up to writing, (sentence andparagraph writing) • Visualizing and Verbalizing
 Concrete/real life examples Manipulatives Repetition/review LETRS 	 LETRS Assessments: FAST Sight Words Unit Assessments

Assessments:

Sight WordsUnit AssessmentsQPassNWEA

FAST

- LETRS
- QPass
- NWEA

1 Setting: Interventionist/SSD Classroom

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

3 Setting: General Education
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

4 Setting: General Education	4 Setting Intervention/Gen Ed	4 Setting: Interventionist/SSE 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 G-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: • Lucy Calkins Writing • Lucy Calkins Reading	Resources:	Classroom
Lucy Calkins Reading	 SIM-ParagraphWriting 	Resources:
	 SIM Fundamentals 	• Wilson
Visual Supports	ofsentence writing	ELSB (Building with Stories)
Self-	Corrective Reading	●ERSB
monitoring	Reading Comprehension	•SIPPS
strategies	SIM Word	Corrective Reading
Auditory/visual cues	MappingStrategy	• PALS
Anita Archer	• LIPS	• ULS
ExplicitInstruction in	• SIPPS	News2You
Vocabulary	• REWARDS	
Concrete/real life	6-MinuteSolution	Assessments:
examples	SIMS Inference Strategy	• FAST
Manipulatives	Step-up to writing, (sentence)	Sight Words
 Repetition/review 	andparagraph writing)	• MAP
	Language for Writing	NWEAUnit Assessments
Assessments:	Visualizing and Verbalizing	DIBELS
• FAST	• LLI	DIBLES
• Sight Words		
• MAP	Assessments:	
• NWEA	• FAST	
Unit AssessmentsDIBELS	Sight Words	
DIBELS	• 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	Resources: SIM-Paragraph Writing SIM Fundamentals of sentence writing Corrective Reading ReadingComprehension SIM Word Mapping Strategy LIPS SIPPS REWARDS G-Minute Solution SIMS Inference Strategy Step-up to writing, (sentence	Resources: • Wilson • ELSB (Building with Stories) • SIPPS • PALS • ULS • News 2 You Assessments: • Fast • NWEA • Unit Assessments
Assessments: • Fast • NWEA • Unit Assessments	andparagraph writing) • Visualizing and Verbalizing Assessments: • Fast • NWEA • Unit Assessments	

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

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

9 Setting: General Education

Resources:

• "The Scarlet Ibis

"The Scarlet Ibis"by James Hurst Student technology

• Student technology-

Chromebook

- Writer's Notebook
- Sources for Webquest
- Memoir Examples
- Mythology Packets
- Course Textbook
- The Odyssey film
- Novella
- www.kellygallagher.org/arti cle-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

9 Setting: General

Education/Co-Teaching/Intervention ist

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

9 Setting: Interventionist/SSD Classroom

Resources:

- Corrective Reading
- Reading Plus
- ULS
- News2You

Assessments:

- Unit Tests
- EOC
- FAST

10 Setting: General Education 10 Setting: General 10 Setting: Interventionist/SSD Education/Co-Teaching/Intervention Classroom Resources: ist • To Kill a Mockingbird Resources: Othello • Corrective Reading Resources: Holt Reader • Reading Plus • IXL Visual Supports • ULS SIM-ParagraphWriting • Self-News2You • SIM Fundamentals monitoring ofsentence writing strategies Corrective Reading Assessments: • Auditory/visual cues Reading Comprehension • Unit Tests Anita Archer • SIM Word Mapping Strategy • EOC ExplicitInstruction in •LIPS FAST Vocabulary • REWARDS NWEA • Concrete/real life • 6-MinuteSolution examples SIMS Inference Strategy Manipulatives •Step-up to writing, (sentence • Repetition/review and paragraph writing) Visualizing and Verbalizing Assessments: Unit Tests **Assessments:** • EOC Unit Tests • FAST • EOC NWEA NWEA • FAST

11 Setting: General Education

Resources: Anchor Readinghttps://aeon.co/essays/can-students -who-are-constantly-on-their-devic e

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"-RalphWaldo Emersonessays
- "Resistance to CivilizedGovernment"-Henry David Thoreau essay
- The Great Gatsby by F.Scott Fitzgerald
- Visual Supports
- Selfmonitoring strategies
- Auditory/visual cues

11 Setting: General

Education/Co-Teaching/Intervention ist

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

11 Setting: Interventionist/SSD Classroom

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/Intervention ist 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:
	• EOC	

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)
	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/Int erventionist Resources: • Touchmath • IXL • Bridges Intervention • Marzano Math Vocabulary Instruction Assessments: • FAST • Unit Assessments • NWEA	K Setting: Interventionist/SSD Classroom Resources:

	Assessments:	
	• FAST	
	 Unit Assessments 	
	NWEA	

1 Setting: General Education 1 Setting: General 1 Setting: Interventionist/SSD Education/Co-Teaching/Int Classroom Resources: erventionist Bridges Resources: Prodigy Equals Math Resources: Visual Supports Early Numeracy Touchmath Self-monitoring • ULS IXL strategies/checklist • Number Worlds Bridges Reteaching Intervention Auditory/visual cues Marzano Assessments: Fluency Strategies With FAST Math Unit Assessments math vocabulary-echo Vocabulary NWEA reading, choral reading, Instruction repeated readings EnVision Math Explicit Vocabulary Program Instruction (Anita Archer) (possible lower • Calculator, multiplication grade level for sheets concept Corrective development) Feedback (Lemov) • Effective Questioning Assessments: Effective and • FAST CumulativeReview • Unit Assessments (Educator's Practice NWEA Guide) • Guided Practice (Marzano) • EnVision Math Program Assessments: FAST Unit Assessments

NWEA

2 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

Assessments:

- FAST
- Unit Assessments
 - NWEA

2 Setting: General

Education/Co-Teaching/Int erventionist

Resources:

- Touchmath
- IXL
- BridgesIntervention
- Marzano

Math

Vocabulary Instruction

EnVision Math

Program

(possiblelower

grade level for concept

development)

Assessments:

- FAST
- Unit Assessments
 - NWEA

2 Setting: Interventionist/SSD Classroom

Resources:

- Equals Math
- Early Numeracy
- ULS
- Number Worlds

Assessments:

- FAST
- Unit Assessments
 - NWEA

3 Setting: General 3 Setting: Interventionist/SSD 3 Setting: General Education Education/Co-Teaching/Int Classroom Resources: erventionist Bridges Resources: Prodigy Equals Math Resources: Visual Supports Early Numeracy Touchmath Self-monitoring • ULS IXL strategies/checklist • Number Worlds Bridges Reteaching Intervention Auditory/visual cues Marzano Assessments: • Fluency Strategies With FAST Math Unit Assessments math vocabulary-echo Vocabulary MAP reading, choral reading, Instruction repeated readings NWEA • EnVision Math Explicit Vocabulary Program Instruction (Anita Archer) (possiblelower • Calculator, multiplication grade level for sheets concept Corrective development) Feedback(Lemov) NUMBRS • Effective Questioning Effective and Assessments: CumulativeReview • FAST (Educator's Practice Unit Assessments Guide) MAP • Guided Practice (Marzano) NWEA • EnVision Math Program NUMBRS Assessments: FAST NWEA

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

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

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

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

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

9 Setting General Education

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

9 Setting:General Education/Co-Teaching/Int erventionist

Resources:

- IXL
- Marzano

Math

Vocabulary

Instruction development)

Assessments:

- Unit Tests
- EOC
- FASTNWEA

9 Setting: Interventionist/SSD Classroom

Resources:

- Equals Math
- ULS

Assessments:

- Unit Tests
- EOC
- FAST
 - NWEA

10 Setting: General Education 10 Setting: General 10 Setting: Interventionist/SSD Education/Co-Teaching/Int Classroom **Resources:** erventionist • CPM (College Preparatory **Resources:** Mathematics) • Equals math Resources: Visual Supports • ULS IXL Self-monitoring Marzano Math strategies/checklist **Assessments:** Vocabulary Reteaching Unit Tests Instruction • Auditory / visual cues • EOC • Fluency strategies with math • FAST vocabulary- echo NWEA Assessments: reading, choral reading, Unit Tests repeated readings • EOC • FAST • Explicit Vocabulary Instruction (Anita Archer) NWEA • 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**

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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

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Grade:	Priority Standards (could come from CASEL or MLS Counseling)	KSetting: General Education Resources:	Tier Two (Intervention) K Setting: General Education/Intervention/Co-Teac hing 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 Freak With Counselor scheduled Behavior Sheet Check And Connect SABR Assessments: SRSS	Tier Three (Remediation) 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

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

1 Setting: General Education/Intervention/Co-Teac hing

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

1 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 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 2 Setting: Intervention/SSD Education/Intervention/Co-Teac Classroom hing Resources: Resources: 3-5ClassroomRules Social work counseling Classroom Routines Resources: Established And Visual Additional Social Skills Sensory Diet Classroom Attention Signals instruction during WIN Unstuck and on Target Allow For Movement Breaks withgeneral education Social Skills Express • Break Space in classroom teacherZones of Brain Wise • Zones of Regulation Regulation Mind-up Mindfulness Social Work Consult Superflex Skill Streaming Sensory Breaks • PEERS Schedules Posted inclassroom • Sensory Room Breaks Classrooms Are Culturally or in sensory room when scheduled responsive needed Regularly Scheduled team Positive Feedback Check in/checkout meetings Active Supervision By • Break Space in buddy • Forced Choice teachers classroom Social stories Student choice Break With Counselor • Reminder Chart • Lessons Are Differentiated scheduled SEB Data Teams for multiple learners Behavior Sheet SEB EPS Data Teams Communication With Families • Check And Connect and students is frequent Overcoming Obstacles SABR • Cougar Code Peace First Second Steps Assessments: Reinforcers **Assessments:** SRSS SRSS Character **EducationAssemblies**

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Assessments

SRSS

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Assessment:

• SRSS

3 Setting: General Education/Intervention/Co-Teac hing

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

3 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

- SRSS
- SEL Survey

Resources:

- 3-5ClassroomRules
- Classroom Routines
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Assessments:

- SRSS
- SEL Survey

4 Setting: General Education/Intervention/Co-Teac

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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

4 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
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- SEB EPS Data Teams
- Overcoming Obstacles
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- SRSS
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5 Setting: General Education **Resources:**

- 3-5ClassroomRules
- Classroom Routines
- Established And Visual Classroom Attention

Signals

- Allow For Movement Breaks
- Break Space in classroom
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- Character

EducationAssemblies

Assessments:

- SRSS
- SEL Survey

5 Setting: General Education/Intervention/Co-Teac

Education/Intervention/Co-Teaching

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

5 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

- SRSS
- SEL Survey

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

SRSS

SEL Survey

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-Teac hing

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
- RegularlyScheduledTeam meetings
- Forced Choice
- Social stories
- Reminder Chart
- SEB Data Teams
- SEB EPS Data Teams
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- Peace First
- 5 is Against the Law
- Be Good People

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Resources:

- 3-5ClassroomRules
- Classroom Routines
- Established And Visual Classroom Attention Signals
- Allow For Movement Breaks
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- Reinforcers

Assessments:

- SRSS
- SEL Survey

8 Setting: General Education/Intervention/Co-Teac hing

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

8 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
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SEL Survey

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SEL Survey

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Resources: 3-5ClassroomRules Classroom Routines Established And Vist Classroom Attention Signals Allow For Movement Break Space in class Zones of Regulation Mindfulness Classrooms Are Cult responsive Positive Feedback Active Supervision B teachers Student choice Lessons Are Differer for multiple learners Communication With and students is frequent Cougar Code Reinforcers Assessments SEL Survey	Education/Intervention/Co-Teaching Resources: 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	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 Sis Against the Law Be Good People SMARTS Assessments SEL Survey
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