



## **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 do this through combined PD opportunities as well as 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

**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
- 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 staff is involved in the priority standards that are chosen
- 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.
- Curriculum Advisory Committee will begin to get community support
- 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 this year and are set to expand to additional data that includes a K-12 district scorecard.*

**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 a 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)
		<p><b>K Setting:</b> General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Lucy Calkins Writing</li> <li>● Lucy Calkins Reading</li> <li>● Visual Supports</li> <li>● Self-monitoring strategies</li> <li>● Auditory / visual cues</li> <li>● Anita Archer Explicit Instruction in Vocabulary</li> <li>● Concrete/real life examples</li> <li>● Manipulatives</li> <li>● Repetition/review</li> <li>● LETRS</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● FAST</li> <li>● Sight Words</li> <li>● Fountas and Pinnell</li> <li>● Running Records</li> <li>● Unit Assessments</li> </ul>	<p><b>K Setting:</b> Gen Ed/Co-Teaching/Interventionist</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Language for Learning</li> <li>● SIM Fundamentals of sentence writing</li> <li>● Reading Comprehension ● LIPS</li> <li>● SIPPS</li> <li>● 6-Minute Solution</li> <li>● Step-up to writing,(sentence and paragraph writing)</li> <li>● Visualizing and Verbalizing ● LETRS</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● FAST</li> <li>● Sight Words</li> <li>● Fountas and Pinnell</li> <li>● Running Records</li> <li>● Unit Assessments</li> </ul>	<p><b>K Setting:</b> Interventionist/SSD Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● ELSB (Building with Stories)</li> <li>● Reading Mastery</li> <li>● PALS</li> <li>● ULS</li> <li>● News2You</li> <li>● LETRS</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● FAST</li> <li>● Sight Words</li> <li>● Fountas and Pinnell ● Running Records</li> <li>● Unit Assessments</li> </ul>

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		<p><b>8 Setting:</b> General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Visual Supports</li> <li>● Self-monitoring strategies</li> <li>● Auditory / visual cues</li> <li>● Anita Archer Explicit Instruction in Vocabulary</li> <li>● Concrete/real life examples</li> <li>● Manipulatives</li> <li>● Repetition/review</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Fast</li> <li>● NWEA</li> <li>● Unit Assessments</li> </ul>	<p><b>8 Setting:</b> General Education/Co-Teaching/Interventionist</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● SIM-Paragraph Writing</li> <li>● SIM Fundamentals of sentence writing</li> <li>● Corrective Reading Reading Comprehension</li> <li>● SIM Word Mapping Strategy</li> <li>● LIPS</li> <li>● SIPPS</li> <li>● REWARDS</li> <li>● 6-Minute Solution</li> <li>● SIMS Inference Strategy ● Step-up to writing,(sentence and paragraph writing)</li> <li>● Visualizing and Verbalizing</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Fast</li> <li>● NWEA</li> <li>● Unit Assessments</li> </ul>	<p><b>8 Setting:</b> Interventionist/SSD Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Wilson</li> <li>● ELSB (Building with Stories)</li> <li>● PALS</li> <li>● ULS</li> <li>● News 2 You</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Fast</li> <li>● NWEA</li> <li>● Unit Assessments</li> </ul>
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		<p><b>9 Setting:</b>General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●"TheScarlet Ibis"by JamesHurst</li> <li>●Studenttechnology-Chromebook</li> <li>●Writer'sNotebook</li> <li>●SourcesforWebquest</li> <li>●Memoir Examples</li> <li>●MythologyPackets</li> <li>●Course Textbook</li> <li>●<i>TheOdyssey</i>film</li> <li>●Novella</li> <li>●www.kellygallagher.org/arti cle-of-the-week/</li> <li>●Smartboard</li> <li>●RomeoandJulietplayand</li> <li>●Visual Supports</li> <li>●AnitaArcherExplicit Instruction in Vocabulary</li> <li>●Concrete/real life examples</li> <li>●Manipulatives</li> <li>●repetition/review film</li> <li>●Library Databases</li> <li>●Various Novels</li> <li>●Self monitoring strategies</li> <li>●Auditory/visual cues</li> </ul>	<p><b>9 Setting:</b>General Education/Co-Teaching/Intervention ist</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● IXL</li> <li>●SIM-ParagraphWriting</li> <li>●SIMFundamentals of sentence writing</li> <li>●CorrectiveReadingReading Comprehension</li> <li>●SIMWordMappingStrategy ●LIPS</li> <li>●REWARDS</li> <li>●6-MinuteSolution</li> <li>●SIMS InferenceStrategy ●Step-up to writing,(sentence and paragraph writing)</li> <li>●VisualizingandVerbalizing</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●UnitTests</li> <li>●EOC</li> <li>●FAST</li> </ul>	<p><b>9 Setting:</b> Interventionist/SSD Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●CorrectiveReading</li> <li>●ReadingPlus</li> <li>●ULS</li> <li>●News2You</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●UnitTests</li> <li>●EOC</li> <li>●FAST</li> </ul>
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		<p><b>10 Setting:</b>General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●ToKill aMockingbird</li> <li>●Othello</li> <li>●HoltReader</li> <li>●Visual Supports</li> <li>●Self monitoring strategies</li> <li>●Auditory/visual cues</li> <li>●AnitaArcherExplicit Instruction in Vocabulary</li> <li>●Concrete/real life examples</li> <li>●Manipulatives</li> <li>●Repetition/review</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●UnitTests</li> <li>●EOC</li> <li>●FAST</li> </ul>	<p><b>10 Setting:</b>General Education/Co-Teaching/Interventionist</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● IXL</li> <li>●SIM-ParagraphWriting</li> <li>●SIMFundamentals of sentence writing</li> <li>●CorrectiveReadingReading Comprehension</li> <li>●SIMWordMappingStrategy ●LIPS</li> <li>●REWARDS</li> <li>●6-MinuteSolution</li> <li>●SIMS InferenceStrategy ●Step-up to writing,(sentence and paragraph writing)</li> <li>●VisualizingandVerbalizing</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●UnitTests</li> <li>●EOC</li> <li>●FAST</li> </ul>	<p><b>10 Setting:</b> Interventionist/SSD Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●CorrectiveReading</li> <li>●ReadingPlus</li> <li>●ULS</li> <li>●News2You</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●UnitTests</li> <li>●EOC</li> <li>●FAST</li> </ul>
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		<p><b>11 Setting:</b>General Education</p> <p><b>Resources:</b>Anchor Reading-  <a href="https://aeon.co/essays/can-students-who-are-constantly-on-their-devices-actually-learn">https://aeon.co/essays/can-students-who-are-constantly-on-their-devices-actually-learn</a></p> <ul style="list-style-type: none"> <li>● <i>One Flew Over the Cuckoo's Nest</i></li> <li>● <i>The Crucible</i></li> <li>● Poems by Emily Dickinson, Walt Whitman, Langston Hughes and Sylvia Plath</li> <li>● "Rip Van Winkle"- Washington Irving Short story</li> <li>● "Nature" and "Self Reliance"- Ralph Waldo Emerson essays</li> <li>● "Resistance to Civilized Government"- Henry David Thoreau essay</li> <li>● <i>The Great Gatsby</i> by F. Scott Fitzgerald</li> <li>● Visual Supports</li> <li>● Self monitoring strategies</li> <li>● Auditory/visual cues</li> </ul>	<p><b>11 Setting:</b>General Education/Co-Teaching/Interventionist</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● IXL</li> <li>● SIM-Paragraph Writing</li> <li>● SIM Fundamentals of sentence writing</li> <li>● Corrective Reading Reading Comprehension</li> <li>● SIM Word Mapping Strategy ● LIPS</li> <li>● REWARDS</li> <li>● 6-Minute Solution</li> <li>● SIMS Inference Strategy ● Step-up to writing, (sentence and paragraph writing)</li> <li>● Visualizing and Verbalizing</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Unit Tests</li> <li>● EOC</li> <li>● FAST</li> </ul>	<p><b>11 Setting:</b> Interventionist/SSD Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Corrective Reading</li> <li>● Reading Plus</li> <li>● ULS</li> <li>● News2You</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Unit Tests</li> <li>● EOC</li> <li>● FAST</li> </ul>
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		<p><b>12 Setting:</b> General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● The Bedford Reader: Thirteenth Edition</li> <li>● Smart Board</li> <li>● Doc Cam</li> <li>● Visual Supports</li> <li>● Self-monitoring strategies</li> <li>● Auditory / visual cues</li> <li>● Anita Archer Explicit Instruction in Vocabulary</li> <li>● Concrete/real life examples</li> <li>● Manipulatives</li> <li>● Repetition/review</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Unit Tests</li> <li>● EOC</li> <li>● FAST</li> </ul>	<p><b>12 Setting:</b> General Education/Co-Teaching/Interventionist</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● IXL</li> <li>● SIM-Paragraph Writing</li> <li>● SIM Fundamentals of sentence writing</li> <li>● Corrective Reading Reading Comprehension</li> <li>● SIM Word Mapping Strategy ● LIPS</li> <li>● REWARDS</li> <li>● 6-Minute Solution</li> <li>● SIMS Inference Strategy ● Step-up to writing,(sentence and paragraph writing)</li> <li>● Visualizing and Verbalizing</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Unit Tests</li> <li>● EOC</li> <li>● FAST</li> </ul>	<p><b>12 Setting:</b> Interventionist/SSD Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Corrective Reading</li> <li>● Reading Plus</li> <li>● ULS</li> <li>● News 2 You</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Unit Tests</li> <li>● EOC</li> <li>● FAST</li> </ul>
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## 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)
		<p><b>K Setting:</b> General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Bridges</li> <li>● Prodigy</li> <li>● Visual Supports</li> <li>● Self monitoring strategies/checklist</li> <li>● Reteaching</li> <li>● Auditory/visual cues</li> <li>● Fluency Strategies With math vocabulary—echo reading, choral reading, repeated readings</li> <li>● Explicit Vocabulary Instruction (Anita Archer)</li> <li>● Calculator, multiplication sheets</li> <li>● Corrective Feedback (Lemov)</li> <li>● Effective Questioning</li> <li>● Effective and Cumulative Review (Educator's Practice Guide)</li> <li>● Guided Practice (Marzano)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● FAST</li> <li>● Unit Assessments</li> </ul>	<p><b>K Setting:</b> General Education/Co-Teaching/Interventionist</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Touchmath</li> <li>● IXL</li> <li>● Bridges Intervention</li> <li>● Marzano Math Vocabulary Instruction</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● FAST</li> <li>● Unit Assessments</li> </ul>	<p><b>K Setting:</b> Interventionist/SSD Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Equals Math</li> <li>● Early Numeracy</li> <li>● ULS</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● FAST</li> <li>● Unit Assessments</li> </ul>

		<p><b>1 Setting:</b>General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Bridges</li> <li>●Prodigy</li> <li>●Visual Supports</li> <li>●Self monitoring strategies/checklist</li> <li>●Reteaching</li> <li>●Auditory/visual cues</li> <li>●Fluency Strategies With math vocabulary–echo reading, choral reading, repeated readings</li> <li>●ExplicitVocabulary Instruction (Anita Archer)</li> <li>●Calculator, multiplication sheets</li> <li>●CorrectiveFeedback (Lemov)</li> <li>●EffectiveQuestioning</li> <li>●EffectiveandCumulative Review(Educator’s PracticeGuide)</li> <li>●GuidedPractice(Marzano)</li> <li>●EnVisionMathProgram</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●FAST</li> <li>●UnitAssessments</li> </ul>	<p><b>1 Setting:</b>General Education/Co-Teaching/Interventionist</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Touchmath</li> <li>●IXL</li> <li>●Bridges Intervention</li> <li>●MarzanoMath Vocabulary Instruction</li> <li>●EnVisionMath Program(possible lower grade level for concept development)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●FAST</li> <li>●UnitAssessments</li> </ul>	<p><b>1 Setting:</b> Interventionist/SSD Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Equals Math</li> <li>●EarlyNumeracy</li> <li>●ULS</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●FAST</li> <li>●UnitAssessments</li> </ul>
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		<p><b>2Setting:</b>General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Bridges</li> <li>●Prodigy</li> <li>●Visual Supports</li> <li>●Self monitoring strategies/checklist</li> <li>●Reteaching</li> <li>●Auditory/visual cues</li> <li>●Fluency Strategies With math vocabulary–echo reading, choral reading, repeated readings</li> <li>●ExplicitVocabulary Instruction (Anita Archer)</li> <li>●Calculator, multiplication sheets</li> <li>●CorrectiveFeedback (Lemov)</li> <li>●EffectiveQuestioning</li> <li>●EffectiveandCumulative Review(Educator’s PracticeGuide)</li> <li>●GuidedPractice(Marzano)</li> <li>●EnVisionMathProgram</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●FAST</li> <li>●UnitAssessments</li> </ul>	<p><b>2 Setting:</b>General Education/Co-Teaching/Interventionist</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Touchmath</li> <li>●IXL</li> <li>●Bridges Intervention</li> <li>●MarzanoMath Vocabulary Instruction</li> <li>●EnVisionMath Program(possible lower grade level for concept development)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●FAST</li> <li>●UnitAssessments</li> </ul>	<p><b>2 Setting:</b> Interventionist/SSD Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Equals Math</li> <li>●EarlyNumeracy</li> <li>●ULS</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●FAST</li> <li>●UnitAssessments</li> </ul>
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		<p><b>3Setting:</b>General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Bridges</li> <li>●Prodigy</li> <li>●Visual Supports</li> <li>●Self monitoring strategies/checklist</li> <li>●Reteaching</li> <li>●Auditory/visual cues</li> <li>●Fluency Strategies With math vocabulary–echo reading, choral reading, repeated readings</li> <li>●ExplicitVocabulary Instruction (Anita Archer)</li> <li>●Calculator, multiplication sheets</li> <li>●CorrectiveFeedback (Lemov)</li> <li>●EffectiveQuestioning</li> <li>●EffectiveandCumulative Review(Educator’s PracticeGuide)</li> <li>●GuidedPractice(Marzano)</li> <li>●EnVisionMathProgram</li> <li>●NUMBRS</li> </ul> <p><b>Assessments</b> FAST</p>	<p><b>3 Setting:</b>General Education/Co-Teaching/Interventionist</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Touchmath</li> <li>● IXL</li> <li>●Bridges Intervention</li> <li>●MarzanoMath Vocabulary Instruction</li> <li>●EnVisionMath Program(possible lower grade level for concept development)</li> <li>●NUMBRS</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●FAST</li> <li>●UnitAssessments</li> <li>●MAP</li> <li>●NWEA</li> </ul>	<p><b>3 Setting:</b> Interventionist/SSD Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Equals Math</li> <li>●EarlyNumeracy</li> <li>●ULS</li> <li>●NUMBRS</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●FAST</li> <li>●UnitAssessments</li> <li>●MAP</li> <li>●NWEA</li> </ul>
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		<p><b>4 Setting:</b>General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Bridges</li> <li>●Prodigy</li> <li>●Visual Supports</li> <li>●Self monitoring strategies/checklist</li> <li>●Reteaching</li> <li>●Auditory/visual cues</li> <li>●Fluency Strategies With math vocabulary–echo reading, choral reading, repeated readings</li> <li>●ExplicitVocabulary Instruction (Anita Archer)</li> <li>●Calculator, multiplication sheets</li> <li>●CorrectiveFeedback (Lemov)</li> <li>●EffectiveQuestioning</li> <li>●EffectiveandCumulative Review(Educator’s PracticeGuide)</li> <li>●GuidedPractice(Marzano)</li> <li>●EnVisionMathProgram</li> <li>●NUMBRS</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●FAST</li> </ul>	<p><b>4 Setting:</b>General Education/Co-Teaching/Interventionist</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Touchmath</li> <li>●IXL</li> <li>●Bridges Intervention</li> <li>●MarzanoMath Vocabulary Instruction</li> <li>●EnVisionMath Program(possible lower grade level for concept development)</li> <li>●NUMBRS</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●FAST</li> <li>●UnitAssessments ●MAP</li> <li>●NWEA</li> </ul>	<p><b>4 Setting:</b> Interventionist/SSD Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Equals Math</li> <li>●EarlyNumeracy</li> <li>●ULS</li> <li>●NUMBRS</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●FAST</li> <li>●UnitAssessments ●MAP</li> <li>●NWEA</li> </ul>
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		<p><b>5 Setting:</b>General Education</p> <p><b>Resources:</b> ●Bridges  ●Prodigy  ●Visual Supports  ●Self monitoring strategies/checklist  ●Reteaching  ●Auditory/visual cues  ●Fluency Strategies With math vocabulary—echo reading, choral reading, repeated readings  ●ExplicitVocabulary Instruction (Anita Archer)  ●Calculator, multiplication sheets  ●CorrectiveFeedback (Lemov)  ●EffectiveQuestioning  ●EffectiveandCumulative Review(Educator’s PracticeGuide)  ●GuidedPractice(Marzano)  ●EnVisionMathProgram  ●NUMBRS</p> <p><b>Assessments</b></p> <p>●FAST</p>	<p><b>5 Setting:</b>General Education/Co-Teaching/Interventionist</p> <p><b>Resources:</b>  ●Touchmath  ●IXL  ●Bridges Intervention  ●MarzanoMath Vocabulary Instruction  ●EnVisionMath Program(possible lower grade level for concept development)  ●NUMBRS</p> <p><b>Assessments</b>  ●FAST  ●UnitAssessments ●MAP  ●NWEA</p>	<p><b>5 Setting:</b> Interventionist/SSD Classroom</p> <p><b>Resources:</b>  ●Equals Math  ●EarlyNumeracy  ●ULS  ●NUMBRS</p> <p><b>Assessments</b>  ●FAST  ●UnitAssessments  ●MAP  ●NWEA</p>
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		<p><b>6 Setting:</b>General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●CPM(CollegePreparatory Mathematics)</li> <li>●Visual Supports</li> <li>●Self monitoring strategies/checklist</li> <li>●Reteaching</li> <li>●Auditory/visual cues</li> <li>●Fluency Strategies With Math vocabulary–echo reading, choral reading, repeated readings</li> <li>●Explicit Vocabulary Instruction (Anita Archer)</li> <li>●Calculator, multiplication sheets</li> <li>●CorrectiveFeedback (Lemov)</li> <li>●EffectiveQuestioning</li> <li>●EffectiveandCumulative Review(Educator’sPractice Guide)</li> <li>●GuidedPractice(Marzano)</li> <li>●EnVisionMathProgram</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●Fast</li> </ul>	<p><b>6 Setting:</b>General Education/Co-Teaching/Interventionist</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● IXL</li> <li>●MarzanoMath Vocabulary Instruction</li> <li>●EnVisionMath Program(possible lower grade level for concept development)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●Fast</li> <li>●NWEA</li> <li>●UnitAssessments</li> </ul>	<p><b>6 Setting:</b> Interventionist/SSD Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Equals Math</li> <li>●EarlyNumeracy</li> <li>●ULS</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●Fast</li> <li>●NWEA</li> <li>●UnitAssessments</li> </ul>
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		<p><b>7 Setting:</b>General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●CPM(CollegePreparatory Mathematics)</li> <li>●Visual Supports</li> <li>●Self monitoring strategies/checklist</li> <li>●Reteaching</li> <li>●Auditory/visual cues</li> <li>●Fluency Strategies With Math vocabulary–echo reading, choral reading, repeated readings</li> <li>●ExplicitVocabulary Instruction (AnitaArcher)</li> <li>●Calculator, multiplication sheets</li> <li>●CorrectiveFeedback(Lemov)</li> <li>●EffectiveQuestioning</li> <li>●EffectiveandCumulative Review(Educator’sPractice Guide)</li> <li>●GuidedPractice(Marzano)</li> <li>●EnVisionMathProgram</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●Fast</li> <li>●NWEA</li> <li>●UnitAssessments</li> </ul>	<p><b>7 Setting:</b>General Education/Co-Teaching/Interventionist</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● IXL</li> <li>●MarzanoMath Vocabulary Instruction</li> <li>●EnVisionMath Program(possible lower grade level for concept development)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●Fast</li> <li>●NWEA</li> <li>●UnitAssessments</li> </ul>	<p><b>7 Setting:</b> Interventionist/SSD Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Equals Math</li> <li>●EarlyNumeracy</li> <li>●ULS</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●Fast</li> <li>●NWEA</li> <li>●UnitAssessments</li> </ul>
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		<p><b>8 Setting:</b>General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●CPM(CollegePreparatory Mathematics)</li> <li>●Visual Supports</li> <li>●Self monitoring strategies/checklist</li> <li>●Reteaching</li> <li>●Auditory/visual cues</li> <li>●Fluency Strategies With Math vocabulary–echo reading, choral reading, repeated readings</li> <li>●ExplicitVocabulary Instruction (AnitaArcher)</li> <li>●Calculator, multiplication sheets</li> <li>●CorrectiveFeedback(Lemov)</li> <li>●EffectiveQuestioning</li> <li>●EffectiveandCumulative Review(Educator’sPractice Guide)</li> <li>●GuidedPractice(Marzano)</li> <li>●EnVisionMathProgram</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●Fast</li> <li>●NWEA</li> <li>●UnitAssessments</li> </ul>	<p><b>8 Setting:</b>General Education/Co-Teaching/Interventionist</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● IXL</li> <li>●MarzanoMath Vocabulary Instruction</li> <li>●EnVisionMath Program(possible lower grade level for concept development)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●Fast</li> <li>●NWEA</li> <li>●UnitAssessments</li> </ul>	<p><b>8 Setting:</b> Interventionist/SSD Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Equals Math</li> <li>●EarlyNumeracy</li> <li>●ULS</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●Fast</li> <li>●NWEA</li> <li>●UnitAssessments</li> </ul>
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		<p><b>9 Setting General Education</b></p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●CPM(CollegePreparatory Mathematics)</li> <li>●Visual Supports</li> <li>●Self monitoring strategies/checklist</li> <li>●Reteaching</li> <li>●Auditory/visual cues</li> <li>●Fluency Strategies With Math vocabulary–echo reading, choral reading, repeated readings</li> <li>●ExplicitVocabulary Instruction (AnitaArcher)</li> <li>●Calculator, multiplication sheets</li> <li>●CorrectiveFeedback(Lemov)</li> <li>●EffectiveQuestioning</li> <li>●EffectiveandCumulative Review(Educator’sPractice Guide)</li> <li>●GuidedPractice(Marzano)</li> <li>●EnVisionMathProgram</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●UnitTests</li> <li>●EOC</li> <li>●FAST</li> </ul>	<p><b>9 Setting:General Education/Co-Teaching/Interventionist</b></p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● IXL</li> <li>●MarzanoMath Vocabulary Instruction development)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●UnitTests</li> <li>●EOC</li> <li>●FAST</li> </ul>	<p><b>9 Setting: Interventionist/SSD Classroom</b></p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Equals Math</li> <li>●ULS</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●UnitTests</li> <li>●EOC</li> <li>●FAST</li> </ul>
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		<p><b>10 Setting:</b> General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● CPM (College Preparatory Mathematics)</li> <li>● Visual Supports</li> <li>● Self-monitoring strategies/checklist</li> <li>● Reteaching</li> <li>● Auditory / visual cues</li> <li>● Fluency strategies with math vocabulary– echo reading, choral reading, repeated readings</li> <li>● Explicit Vocabulary Instruction (Anita Archer)</li> <li>● Calculator, multiplication sheets</li> <li>● Corrective Feedback (Lemov)</li> <li>● Effective Questioning</li> <li>● Effective and Cumulative Review (Educator’s Practice Guide)</li> <li>● Guided Practice (Marzano)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Unit Tests</li> <li>● EOC</li>   <li>● FAST</li> </ul>	<p><b>10 Setting:</b> General Education/Co-Teaching/Interventionist</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● IXL</li> <li>● Marzano Math Vocabulary Instruction</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Unit Tests</li> <li>● EOC</li> <li>● FAST</li> </ul>	<p><b>10 Setting:</b> Interventionist/SSD Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Equals math</li> <li>● ULS</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Unit Tests</li> <li>● EOC</li> <li>● FAST</li> </ul>
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		<p><b>11 Setting:</b> General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● CPM (College Preparatory Mathematics)</li> <li>● Visual Supports</li> <li>● Self-monitoring strategies/checklist</li> <li>● Reteaching</li> <li>● Auditory / visual cues</li> <li>● Fluency strategies with math vocabulary– echo reading, choral reading, repeated readings</li> <li>● Explicit Vocabulary Instruction (Anita Archer)</li> <li>● Calculator, multiplication sheets</li> <li>● Corrective Feedback (Lemov)</li> <li>● Effective Questioning</li> <li>● Effective and Cumulative Review (Educator’s Practice Guide)</li> <li>● Guided Practice (Marzano)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Unit Tests</li> <li>● EOC</li>   <li>● FAST</li> </ul>	<p><b>11 Setting:</b> General Education/Co-Teaching/Interventionist</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● IXL</li> <li>● Marzano Math Vocabulary Instruction</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Unit Tests</li> <li>● EOC</li> <li>● FAST</li> </ul>	<p><b>11 Setting:</b> Interventionist/SSD Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Equals math</li> <li>● ULS</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Unit Tests</li> <li>● EOC</li> <li>● FAST</li> </ul>
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		<p><b>12 Setting:</b> General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● CPM (College Preparatory Mathematics)</li> <li>● Visual Supports</li> <li>● Self-monitoring strategies/checklist</li> <li>● Reteaching</li> <li>● Auditory / visual cues</li> <li>● Fluency strategies with math vocabulary– echo reading, choral reading, repeated readings</li> <li>● Explicit Vocabulary Instruction (Anita Archer)</li> <li>● Calculator, multiplication sheets</li> <li>● Corrective Feedback (Lemov)</li> <li>● Effective Questioning</li> <li>● Effective and Cumulative Review (Educator’s Practice Guide)</li> <li>● Guided Practice (Marzano)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Unit Tests</li> <li>● EOC</li> <li>● FAST</li> </ul>	<p><b>12 Setting:</b> General Education/Co-Teaching/Interventionist</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● IXL</li> <li>● Marzano Math Vocabulary Instruction</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Unit Tests</li> <li>● EOC</li> <li>● FAST</li> </ul>	<p><b>12 Setting:</b> Interventionist/SSD Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Equals math</li> <li>● ULS</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Unit Tests</li> <li>● EOC</li> <li>● FAST</li> </ul>
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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:**

<b>Grade:</b>	<b>Priority Standards (could come from CASEL or MLS Counseling)</b>	<b>Tier One (Universals/Core)</b>	<b>Tier Two (Intervention)</b>	<b>Tier Three (Remediation)</b>
		<b>K Setting:</b> General Education	<b>K Setting:</b> General	<b>K Setting:</b> Intervention/SSD

		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●3-5ClassroomRules</li> <li>●ClassroomRoutines</li> <li>●Established And Visual Classroom Attention Signals</li> <li>●Allow For Movement Breaks</li> <li>●Break Space in classroom</li> <li>●ZonesofRegulation</li> <li>●Mindfulness</li> <li>●Skill Streaming</li> <li>●SchedulesPosted</li> <li>●Classrooms Are Culturally responsive</li> <li>●Positive Feedback</li> <li>●Active Supervision By teachers</li> <li>●Studentchoice</li> <li>●Lessons Are Differentiated formultiple learners</li> <li>●Communication With Families and students is frequent</li> <li>●CougarCode</li> <li>●SecondSteps</li> <li>●Reinforcers</li> <li>●CharacterEducation Assemblies</li> <li>●CaughtHavingCharacter</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SRSS</li> </ul> <p><b>1 Setting:</b>General</p>	<p>Education/Intervention/Co-Teaching</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Additional Social Skills instruction during WINwith general education teacher</li> <li>ZonesofRegulation</li> <li>●Social WorkConsult</li> <li>●SensoryBreaks in classroom or in sensory room when needed</li> <li>Check in/checkout</li> <li>●Break Space in buddy classroom</li> <li>●Break With Counselor scheduled</li> <li>●BehaviorSheet</li> <li>●Check And Connect</li> <li>●SABR</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SRSS</li> </ul> <p><b>1 Setting:</b>General</p>	<p>Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Social work counseling</li> <li>●Sensory Diet</li> <li>●UnstuckandonTarget</li> <li>●Social SkillsExpress</li> <li>●BrainWise</li> <li>●Mind-up</li> <li>●Superflex</li> <li>●PEERS</li> <li>●Sensory Room Breaks scheduled</li> <li>●RegularlyScheduled Teammeetings</li> <li>●Forced Choice</li> <li>●Social stories</li> <li>●Reminder Chart</li> <li>●SEBDataTeams</li> <li>●SEBEPSTeamDataTeams</li> <li>●OvercomingObstacles</li> <li>●PeaceFirst</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SRSS</li> </ul> <p><b>1 Setting:</b> Intervention/SSD</p>
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		<p><b>Education Resources:</b></p> <ul style="list-style-type: none"> <li>● 3-5 Classroom Rules</li> <li>● Classroom Routines</li> <li>● Established And Visual Classroom Attention Signals</li> <li>● Allow For Movement Breaks</li> <li>● Break Space in classroom</li> <li>● Zones of Regulation</li> <li>● Mindfulness</li> <li>● Skill Streaming</li> <li>● Schedules Posted</li> <li>● Classrooms Are Culturally responsive</li> <li>● Positive Feedback</li> <li>● Active Supervision By teachers</li> <li>● Student choice</li> <li>● Lessons Are Differentiated for multiple learners</li> <li>● Communication With Families and students is frequent</li> <li>● Cougar Code</li> <li>● Second Steps</li> <li>● Reinforcers</li> <li>● Character Education Assemblies</li> <li>● Caught Having Character</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● SRSS</li> </ul> <p><b>2 Setting:</b> General Education</p>	<p>Education/Intervention/Co-Teaching</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Additional Social Skills instruction during WIN with general education teacher</li> <li>● Zones of Regulation</li> <li>● Social Work Consult</li> <li>● Sensory Breaks in classroom in sensory room when needed</li> <li>● Check in/checkout</li> <li>● Break Space in buddy classroom</li> <li>● Break With Counselor scheduled</li> <li>● Behavior Sheet</li> <li>● Check And Connect</li> <li>● SABR</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● SRSS</li> </ul> <p><b>2 Setting:</b> General</p>	<p>Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Social work counseling</li> <li>● Sensory Diet</li> <li>● Unstuck and on Target</li> <li>● Social Skills Express</li> <li>● BrainWise</li> <li>● Mind-up</li> <li>● Superflex</li> <li>● PEERS</li> <li>● Sensory Room Breaks scheduled</li> <li>● Regularly Scheduled Team meetings</li> <li>● Forced Choice</li> <li>● Social stories</li> <li>● Reminder Chart</li> <li>● SEB Data Teams</li> <li>● SEB EPS Data Teams</li> <li>● Overcoming Obstacles</li> <li>● Peace First</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● SRSS</li> </ul> <p><b>2 Setting:</b> Intervention/SSD</p>
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		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●3-5ClassroomRules</li> <li>●ClassroomRoutines</li> <li>●Established And Visual Classroom Attention Signals</li> <li>●Allow For Movement Breaks</li> <li>●Break Space in classroom</li> <li>●ZonesofRegulation</li> <li>●Mindfulness</li> <li>●Skill Streaming</li> <li>●SchedulesPosted</li> <li>●Classrooms Are Culturally responsive</li> <li>●Positive Feedback</li> <li>●Active Supervision By teachers</li> <li>●Studentchoice</li> <li>●Lessons Are Differentiated formultiple learners</li> <li>●Communication With Families and students is frequent</li> <li>●CougarCode</li> <li>●SecondSteps</li> <li>●Reinforcers</li> <li>●CharacterEducation Assemblies</li> <li>●CaughtHavingCharacter</li> </ul> <p><b>Assessments</b>●SRSS</p> <p><b>3Setting:</b>General Education</p>	<p>Education/Intervention/Co-Teaching</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Additional Social Skills instruction during WINwith general education teacher</li> <li>ZonesofRegulation</li> <li>●Social WorkConsult</li> <li>●SensoryBreaks in classroom or in sensory room when needed</li> <li>●Check in/checkout</li> <li>●Break Space in buddy classroom</li> <li>●Break With Counselor scheduled</li> <li>●BehaviorSheet</li> <li>●Check And Connect</li> <li>●SABR</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SRSS</li> </ul> <p><b>3 Setting:</b>General</p>	<p>Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Social work counseling</li> <li>●Sensory Diet</li> <li>●UnstuckandonTarget</li> <li>●Social SkillsExpress</li> <li>●BrainWise</li> <li>●Mind-up</li> <li>●Superflex</li> <li>●PEERS</li> <li>●Sensory Room Breaks scheduled</li> <li>●Regularly Scheduled team meetings</li> <li>●Forced Choice <ul style="list-style-type: none"> <li>●Social stories</li> </ul> </li> <li>●Reminder Chart</li> <li>●SEBDataTeams</li> <li>●SEBEPSTeamDataTeams</li> <li>●OvercomingObstacles</li> <li>●PeaceFirst</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SRSS</li> </ul> <p><b>3 Setting:</b> Intervention/SSD</p>
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		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●3-5ClassroomRules</li> <li>●ClassroomRoutines</li> <li>●Established And Visual Classroom Attention Signals</li> <li>●Allow For Movement Breaks</li> <li>●Break Space in classroom</li> <li>●ZonesofRegulation</li> <li>●Mindfulness</li> <li>●Skill Streaming</li> <li>●SchedulesPosted</li> <li>●Classrooms Are Culturally responsive</li> <li>●Positive Feedback</li> <li>●Active Supervision By teachers</li> <li>●Studentchoice</li> <li>●Lessons Are Differentiated formultiple learners</li> <li>●Communication With Families and students is frequent</li> <li>●CougarCode</li> <li>●SecondSteps</li> <li>●Reinforcers</li> <li>●CharacterEducation Assemblies</li> <li>●CaughtHavingCharacter</li> </ul> <p><b>Assessment -SRSS</b></p> <p><b>4 Setting:</b>General Education</p>	<p>Education/Intervention/Co-Teaching</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●AdditionalSocialSkills instructionduringWINwith general education teacher</li> <li>●ZonesofRegulation</li> <li>●SocialWorkConsult</li> <li>●SensoryBreaksinclassroom or in sensory room when needed</li> <li>●Checkin/checkout</li> <li>●Breakspaceinbuddy classroom</li> <li>●Break With Counselor scheduled</li> <li>●BehaviorSheet</li> <li>●Check And Connect</li> <li>●SABR</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SRSS</li> <li>●SELSurvey</li> </ul> <p><b>4 Setting:</b>General Education/Intervention/Co-Teac</p>	<p>Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Social Work Counseling</li> <li>●Sensory Diet</li> <li>●UnstuckandonTarget</li> <li>●SocialSkillsExpress</li> <li>●BrainWise</li> <li>●Mind-up</li> <li>●Superflex</li> <li>●PEERS</li> <li>●Sensory Room Breaks scheduled</li> <li>●Regularly Scheduled Team meetings</li> <li>●Forced Choice</li> <li>●Social Stories</li> <li>●Reminder Chart</li> <li>●SEBDataTeams</li> <li>●SEBEPSTeams</li> <li>●OvercomingObstacles</li> <li>●PeaceFirst</li> <li>●5 isAgainsttheLaw</li> <li>●WhyTry</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SRSS</li> <li>●SELSurvey</li> </ul> <p><b>4 Setting:</b> Intervention/SSD</p>
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		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●3-5ClassroomRules</li> <li>●ClassroomRoutines</li> <li>●Established And Visual Classroom Attention Signals</li> <li>●Allow For Movement Breaks</li> <li>●Break Space in classroom</li> <li>●ZonesofRegulation</li> <li>●Mindfulness</li> <li>●Skill Streaming</li> <li>●SchedulesPosted</li> <li>●Classrooms Are Culturally responsive</li> <li>●Positive Feedback</li> <li>●Active Supervision By teachers</li> <li>●Studentchoice</li> <li>●Lessons Are Differentiated formultiple learners</li> <li>●Communication With Families and students is frequent</li> <li>●CougarCode</li> <li>●SecondSteps</li> <li>●Reinforcers</li> <li>●CharacterEducation Assemblies</li> <li>●CaughtHavingCharacter</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SRSS ●SELSurvey</li> </ul>	<p>hing</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●AdditionalSocialSkills instructionduringWINwith general education teacher</li> <li>ZonesofRegulation</li> <li>●SocialWorkConsult</li> <li>●SensoryBreaksinclassroom or in sensory room when needed</li> <li>●Checkin/checkout</li> <li>●Breakspaceinbuddy classroom</li> <li>●Break With Counselor scheduled</li> <li>●BehaviorSheet</li> <li>●Check And Connect</li> <li>●SABR</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SRSS</li> <li>●SELSurvey</li> </ul> <p><b>5 Setting:</b>General Education/Intervention/Co-Teac hing</p>	<p>Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Social Work Counseling</li> <li>●Sensory Diet</li> <li>●UnstuckandonTarget</li> <li>●SocialSkillsExpress</li> <li>●BrainWise</li> <li>●Mind-up</li> <li>●Superflex</li> <li>●PEERS</li> <li>●Sensory Room Breaks scheduled</li> <li>●Regularly Scheduled Team meetings</li> <li>●Forced Choice</li> <li>●Social Stories</li> <li>●Reminder Chart</li> <li>●SEBDataTeams</li> <li>●SEBEPsDataTeams</li> <li>●OvercomingObstacles</li> <li>●PeaceFirst</li> <li>●5isAgainststheLaw</li> <li>●WhyTry</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SRSS</li> <li>●SELSurvey</li> </ul> <p><b>5 Setting:</b> Intervention/SSD</p>
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		<p><b>5 Setting:</b>General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●3-5ClassroomRules</li> <li>●ClassroomRoutines</li> <li>●Established And Visual Classroom Attention Signals</li> <li>●Allow For Movement Breaks</li> <li>●Break Space in classroom</li> <li>●ZonesofRegulation</li> <li>●Mindfulness</li> <li>●Skill Streaming</li> <li>●SchedulesPosted</li> <li>●Classrooms Are Culturally responsive</li> <li>●Positive Feedback</li> <li>●Active Supervision By teachers</li> <li>●Studentchoice</li> <li>●Lessons Are Differentiated formultiple learners</li> <li>●Communication With families and students is frequent</li> <li>●CougarCode</li> <li>●SecondSteps</li> <li>●Reinforcers</li> <li>●CharacterEducation Assemblies</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SRSS ●SELSurvey</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Additional Social Skills instruction during WINwith general education teacher</li> <li>ZonesofRegulation</li> <li>●Social WorkConsult</li> <li>●SensoryBreaks in classroom or in sensory room when needed</li> <li>●Check in/checkout</li> <li>●Break Space in budd classroom</li> <li>●Break With Counselor scheduled</li> <li>●BehaviorSheet</li> <li>●Check And Connect</li> <li>●SABR</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SRSS</li> <li>●SELSurvey</li> </ul> <p><b>6 Setting:</b>General Education/Intervention/Co-Teac</p>	<p>Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Social work counseling</li> <li>●Sensory Diet</li> <li>●UnstuckandonTarget</li> <li>●Social SkillsExpress</li> <li>●BrainWise</li> <li>●Mind-up</li> <li>●Superflex</li> <li>●PEERS</li> <li>●Sensory Room Breaks scheduled</li> <li>●Regularly Scheduled team meetings</li> <li>●Forced Choice</li> <li>●Social stories</li> <li>●Reminder Chart</li> <li>●SEBDataTeams</li> <li>●SEBEPDataTeams</li> <li>●OvercomingObstacles</li> <li>●PeaceFirst</li> <li>●5 isAgainsttheLaw</li> <li>●WhyTry</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SRSS</li> <li>●SELSurvey</li> </ul> <p><b>6 Setting:</b> Intervention/SSD</p>
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		<p><b>6 Setting:</b>General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●3-5 Classroom Rules</li> <li>●Classroom Routines</li> <li>●Established And Visual Classroom Attention Signals</li> <li>●Allow For Movement Breaks</li> <li>●Break Space in classroom</li> <li>●Mindfulness</li> <li>●SchedulesPosted</li> <li>●Classrooms Are Culturally responsive</li> <li>●Positive Feedback</li> <li>●Active Supervision By teachers</li> <li>●Student choice</li> <li>●Lessons Are Differentiated for multiple learners</li> <li>●Communication With Families and students is frequent</li> <li>●CougarCode</li> <li>●Reinforcers</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>●SRSS</li> <li>●SELSurvey</li> </ul>	<p>hing</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●ZonesofRegulation</li> <li>●Social WorkConsult</li> <li>●SensoryBreaks in classroom or in sensory room when needed</li> <li>●Check in/checkout</li> <li>●Break Space in buddy classroom</li> <li>●Break With Counselor scheduled</li> <li>●BehaviorSheet</li> <li>●Check And Connect</li> <li>●SABR</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SRSS</li> <li>●SELSurvey</li> </ul> <p><b>7 Setting:</b>General Education/Intervention/Co-Teac</p>	<p>Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Social work counseling</li> <li>●Sensory Diet</li> <li>●Unstuck and onTarget</li> <li>●Social SkillsExpress</li> <li>●BrainWise</li> <li>●Mind-up</li> <li>●Superflex</li> <li>●PEERS</li> <li>●Sensory Room Breaks scheduled</li> <li>●RegularlyScheduled Teammeetings</li> <li>●Forced Choice</li> <li>●Social stories</li> <li>●Reminder Chart</li> <li>●SEBDataTeams</li> <li>●SEBEPDataTeams</li> <li>●OvercomingObstacles</li> <li>●PeaceFirst</li> <li>●5 isAgainsttheLaw ●WhyTry</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SRSS</li> <li>●SELSurvey</li> </ul> <p><b>7 Setting:</b> Intervention/SSD</p>
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		<p><b>7 Setting:</b>General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●3-5ClassroomRules</li> <li>●ClassroomRoutines</li> <li>●Established And Visual Classroom Attention Signals</li> <li>●Allow For Movement breaks</li> <li>●Break Space in classroom</li> <li>●Mindfulness</li> <li>●SchedulesPosted</li> <li>●Classrooms Are Culturally responsive</li> <li>●Positive Feedback</li> <li>●Active Supervision By teachers</li> <li>●Studentchoice</li> <li>●Lessons Are Differentiated formultiple learners</li> <li>●Communication With families and students is frequent</li> <li>●CougarCode</li> <li>●Reinforcers</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>●SRSS</li> <li>●SELSurvey</li> </ul>	<p>hing</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●ZonesofRegulation</li> <li>●Social WorkConsult</li> <li>●SensoryBreaks in classroom or in sensory room when needed</li> <li>●Check in/checkout</li> <li>●Break Space in buddy classroom</li> <li>●Break With Counselor scheduled</li> <li>●BehaviorSheet</li> <li>●Check And Connect</li> <li>●SABR</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SRSS</li> <li>●SELSurvey</li> </ul> <p><b>8 Setting:</b>General Education/Intervention/Co-Teac</p>	<p>Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●social work counseling</li> <li>●sensory diet</li> <li>●UnstuckandonTarget</li> <li>●Social SkillsExpress</li> <li>●BrainWise</li> <li>●Mind-up</li> <li>●Superflex</li> <li>●PEERS</li> <li>●Sensory Room Breaks scheduled</li> <li>●RegularlyScheduled Teammeetings</li> <li>●Forced Choice</li> <li>●Social stories</li> <li>●Reminder Chart</li> <li>●SEBDataTeams</li> <li>●SEBEPSSDataTeams</li> <li>●OvercomingObstacles</li> <li>●PeaceFirst</li> <li>●5 isAgainsttheLaw ●WhyTry</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SRSS</li> <li>●SELSurvey</li> </ul> <p><b>8 Setting:</b> Intervention/SSD</p>
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		<p><b>8 Setting:</b>General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●3-5ClassroomRules</li> <li>●ClassroomRoutines</li> <li>●Established And Visual Classroom Attention Signals</li> <li>●Allow For Movement Breaks</li> <li>●Break Space in classroom</li> <li>●Mindfulness</li> <li>●Schedules Posted</li> <li>●Classrooms Are Culturally responsive</li> <li>●Positive Feedback</li> <li>●Active Supervision By teachers</li> <li>●Studentchoice</li> <li>●Lessons Are Differentiated formultiple learners</li> <li>●Communication With families and students is frequent</li> <li>●CougarCode</li> <li>●Reinforcers</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>●SRSS</li> <li>●SELSurvey</li> </ul>	<p>hing</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Zones of Regulation</li> <li>●Social WorkConsult</li> <li>●SensoryBreaks in classroom or in sensory room when needed</li> <li>●Check in/checkout</li> <li>●Break Space in buddy classroom</li> <li>●Break With Counselor scheduled</li> <li>●BehaviorSheet</li> <li>●Check And Connect</li> <li>●SABR</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SRSS</li> <li>●SELSurvey</li> </ul> <p><b>9 Setting:</b>General Education/Intervention/Co-Teac</p>	<p>Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Social work counseling</li> <li>●Sensory Diet</li> <li>●UnstuckandonTarget</li> <li>●Social SkillsExpress</li> <li>●BrainWise</li> <li>●Mind-up</li> <li>●Superflex</li> <li>●PEERS</li> <li>●Sensory Room Breaks scheduled</li> <li>●RegularlyScheduled Teammeetings</li> <li>●Forced Choice</li> <li>●Social stories</li> <li>●Reminder Chart</li> <li>●SEB Data Teams</li> <li>●SEBEPSSDataTeams</li> <li>●OvercomingObstacles</li> <li>●PeaceFirst</li> <li>●5 isAgainsttheLaw</li> <li>●WhyTry</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SRSS</li> <li>●SELSurvey</li> </ul> <p><b>9 Setting:</b> Intervention/SSD</p>
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		<p><b>9 Setting:</b>General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●3-5ClassroomRules</li> <li>●ClassroomRoutines</li> <li>●Established And Visual Classroom Attention Signals</li> <li>●Allow For Movement Breaks</li> <li>●Break Space in classroom</li> <li>●Mindfulness</li> <li>●SchedulesPosted</li> <li>●Classrooms Are Culturally responsive</li> <li>●Positive Feedback</li> <li>●Active Supervision By teachers</li> <li>●Studentchoice</li> <li>●Lessons Are Differentiated for multiple learners</li> <li>●Communication With Families and students is frequent</li> <li>●CougarCode</li> <li>●Reinforcers</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>●SELSurvey</li> </ul>	<p>hing</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●ZonesofRegulation</li> <li>●Social WorkConsult</li> <li>●SensoryBreaks in classroom or in sensory room when needed</li> <li>●Check in/checkout</li> <li>●Break Space in buddy classroom</li> <li>●Break With Counselor scheduled</li> <li>●BehaviorSheet</li> <li>●Check And Connect</li> <li>●SABR</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SELSurvey</li> </ul> <p><b>10 Setting:</b>General Education/Intervention/Co-Teac</p>	<p>Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Social work counseling</li> <li>●Sensory Diet</li> <li>●UnstuckandonTarget</li> <li>●Social SkillsExpress</li> <li>●BrainWise</li> <li>●Mind-up</li> <li>●Superflex</li> <li>●PEERS</li> <li>●Sensory Room Breaks scheduled</li> <li>●RegularlyScheduled Teammeetings</li> <li>●Forced Choice</li> <li>●Social stories</li> <li>●Reminder Chart</li> <li>●SEBDataTeams</li> <li>●SEBEPSTeams</li> <li>●OvercomingObstacles</li> <li>●PeaceFirst</li> <li>●5 isAgainsttheLaw</li> <li>●WhyTry</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SELSurvey</li> </ul> <p><b>10 Setting:</b> Intervention/SSD</p>
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		<p><b>10 Setting:</b>General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●3-5ClassroomRules</li> <li>●ClassroomRoutines</li> <li>●Established And Visual Classroom Attention Signals</li> <li>●Allow For Movement Breaks</li> <li>●Break Space in classroom</li> <li>●Mindfulness</li> <li>●SchedulesPosted</li> <li>●Classrooms Are Culturally responsive</li> <li>●Positive Feedback</li> <li>●Active Supervision By teachers</li> <li>●Studentchoice</li> <li>●Lessons Are Differentiated formultiple learners</li> <li>●Communication With families and students is frequent</li> <li>●CougarCode</li> <li>●Reinforcers</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>●SELSurvey</li> </ul>	<p>hing</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●ZonesofRegulation</li> <li>●Social WorkConsult</li> <li>●SensoryBreaks in classroom or in sensory room when needed</li> <li>●Check in/checkout</li> <li>●Break Space in buddy classroom</li> <li>●Break With Counselor scheduled</li> <li>●BehaviorSheet</li> <li>●Check And Connect</li> <li>●SABR</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SELSurvey</li> </ul> <p><b>11 Setting:</b>General Education/Intervention/Co-Teac</p>	<p>Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Social work counseling</li> <li>●Sensory Diet</li> <li>●UnstuckandonTarget</li> <li>●Social SkillsExpress</li> <li>●BrainWise</li> <li>●Mind-up</li> <li>●Superflex</li> <li>●PEERS</li> <li>●Sensory Room Breaks scheduled</li> <li>●RegularlyScheduled Teammeetings</li> <li>●Forced Choice</li> <li>●Social stories</li> <li>●Reminder Chart</li> <li>●SEBDataTeams</li> <li>●SEBEPDataTeams</li> <li>●OvercomingObstacles</li> <li>●PeaceFirst</li> <li>●5 isAgainsttheLaw</li> <li>●WhyTry</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SELSurvey</li> </ul> <p><b>11 Setting:</b> Intervention/SSD</p>
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		<p><b>11 Setting:</b>General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●3-5ClassroomRules</li> <li>●ClassroomRoutines</li> <li>●Established And Visual Classroom Attention Signals</li> <li>●Allow For Movement Breaks</li> <li>●Break Space in classroom</li> <li>●ZonesofRegulation</li> <li>●Mindfulness</li> <li>●Skill Streaming</li> <li>●SchedulesPosted</li> <li>●Classrooms Are Culturally responsive</li> <li>●Positive Feedback</li> <li>●Active Supervision By teachers</li> <li>●Studentchoice</li> <li>●Lessons Are Differentiated formultiple learners</li> <li>●Communication With families and students is frequent</li> <li>●CougarCode</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<p>hing</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●ZonesofRegulation</li> <li>●Social WorkConsult</li> <li>●SensoryBreaks in classroom or in sensory room when needed</li> <li>●Check in/checkout</li> <li>●Break Space in buddy classroom</li> <li>●Break With Counselor scheduled</li> <li>●BehaviorSheet</li> <li>●Check And Connect</li> <li>●SABR</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SELSurvey</li> </ul> <p><b>12 Setting:</b>General Education/Intervention/Co-Teac</p>	<p>Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Social work counseling</li> <li>●Sensory Diet</li> <li>●UnstuckandonTarget</li> <li>●Social SkillsExpress</li> <li>●BrainWise</li> <li>●Mind-up</li> <li>●Superflex</li> <li>●PEERS</li> <li>●Sensory Room Breaks scheduled</li> <li>●Regularly Scheduled team meetings</li> <li>●Forced Choice</li> <li>●Social stories</li> <li>●Reminder Chart</li> <li>●SEBDataTeams</li> <li>●SEBEPDataTeams</li> <li>●OvercomingObstacles</li> <li>●PeaceFirst</li> <li>●5 isAgainsttheLaw</li> <li>●WhyTry</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SELSurvey</li> </ul> <p><b>12 Setting:</b> Intervention/SSD</p>
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		<p><b>12 Setting:</b>General Education</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●3-5ClassroomRules</li> <li>●ClassroomRoutines</li> <li>●Established And Visual Classroom Attention Signals</li> <li>●Allow For Movement breaks</li> <li>●Break Space in classroom</li> <li>●ZonesofRegulation</li> <li>●Mindfulness</li> <li>●SchedulesPosted</li> <li>●Classrooms Are Culturally responsive</li> <li>●Positive Feedback</li> <li>●Active Supervision By teachers</li> <li>●Studentchoice</li> <li>●Lessons Are Differentiated formultiple learners</li> <li>●Communication With families and students</li> </ul> <p>is frequent</p> <ul style="list-style-type: none"> <li>●CougarCode</li> <li>●Reinforcers</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SELSurvey</li> </ul>	<p>hing</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Social WorkConsult</li> <li>●SensoryBreaks in classroom or in sensory room when needed</li> <li>●Check in/checkout</li> <li>●Break Space in buddy classroom</li> <li>●Break With Counselor scheduled</li> <li>●BehaviorSheet</li> <li>●Check And Connect</li> <li>●SABR</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SELSurvey</li> </ul>	<p>Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●Social work counseling</li> <li>●Sensory Diet</li> <li>●UnstuckandonTarget</li> <li>●Social SkillsExpress</li> <li>●BrainWise</li> <li>●Mind-up</li> <li>●Superflex</li> <li>●PEERS</li> <li>●Sensory Room Breaks scheduled</li> <li>●RegularlyScheduled Teammeetings</li> <li>●Forced Choice</li> <li>●Social stories</li> <li>●Reminder Chart</li> <li>●SEBDataTeams</li> <li>●SEBEPSTeams</li> <li>●OvercomingObstacles</li> <li>●PeaceFirst</li> <li>●5 isAgainsttheLaw</li> <li>●WhyTry</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>●SELSurvey</li> </ul>
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