



## BAYLESS SCHOOL DISTRICT



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

1. **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)**

#### **BEHAVIORAL**

##### *DISTRICT-WIDE*

- Referrals to outside agencies for social/emotional support/counseling (Lutheran Family, Preferred, CHADDS, etc.)
- Teachers complete Panorama SEL (Social and Emotional Learning) (Social and Emotional Learning) survey as a screener for potential social/emotional/behavioral problems. They review this data at a grade-level meeting, which frequently has an SSD (Special School District) teacher rep

##### *Bayless Elementary School*

- Uses a tiered intervention model for behavior (SSD is represented on each tier)- school psych's attend Tier 3 meetings; identify students through office referral data and SEB relevant data
- Initiate FBA's for selecting Tier 3 students- specifically ones that are not responding to interventions
- Problem-solving with function in mind is initiated on select students that do not respond to Tier 1 students- interventions may include self-monitoring and Check In Check Out (CICO)
- Referrals for students with SEB concerns are made to Careteam by the classroom teachers (Special Education staff frequent these meetings)- School Psych's and other team members help develop interventions and plans
- If interventions are designed at Care Team or Problem Solving with Function meetings, sometimes SSD staff will help provide materials and supports
- Counselors have been running small groups this year (mindfulness, family changes, a girls, and friendship group)

- The SEB program was created last year to support students in crisis. The program has reduced counselors' responsive services and allowed them more time with other students. The program has also reduced the number of suspension days for students participating in the program. The program will continue next year

*Bayless Junior High School*

- Check In Check Out (CICO) for students identified through Panorama SEL survey and office referrals
- Problem-solving with function in mind is initiated on select students that do not respond to Tier 1 and 2- interventions include self-monitoring and CICO
- A social skills class was created last year
- Mindful Minutes are included in every morning's announcements.
- Counselors have prepared and shared advisory lessons to support SEL

*Bayless High School*

- Student Intervention Team as needed (members-counselors, social worker, admin, SSD teacher, school psychologist) and service/behavior plans are developed
- A social skills class was created last year. Students participating in the program are showing growth on IEP (Individualized Education Program) goals and days of suspension have been reduced. The class will continue next year

**ACADEMICS:**

*DISTRICT-WIDE*

- EL students receive push-in and pull-out services by the English Language Interventionist based on ACCESS testing or English Language Proficiency

*Bayless Elementary School*

- SRI and I-Ready screening used to determine need and placement
- Reading interventions provided to students through a Balanced Literacy Model
- Academic concerns are referred to careteam as a request made by teachers and special education professionals are included  
Students not responding to proposed interventions are referred for special education evaluation
- Data is collected through Fastbridge by reading specialist on students for K-5
- Pull out reading, writing, and math services for students with IEP.

### *Bayless Junior High School*

- Core program with supplemental programming for students as identified through assessments
- ELA and Math Intervention Advisory groups created based on SRI and I-Ready
- After school tutoring Mon, Tues, Thurs with bus service
- Co-taught ELA, Math, and Science for students with IEPs (Individualized Education Program) (Individualized Education Program)
- Replacement ELA and Math for students with IEPs
- Reading Intervention courses at various levels--SIPPS, REWARDS, Corrective Reading, ELSB
- Learning Strategies course for study skills and academic support for students with IEPs

### *Bayless High School*

- Student Intervention Team--meets bi-weekly to review students with Fs or teacher recommendation. Possible interventions offered include mandatory tutoring, SSD referral, observations, schedule changes, additional data gathering, etc.
- After school tutoring with bus service
- Co taught ELA, Math, and Science for students with IEPs
- Replacement ELA, Math, and Science for students with IEPs
- Learning Strategies course for study skills and academic support for students with IEPs

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

### **DISTRICT-WIDE**

#### *Bayless Elementary School*

- Principals attend Care Teams, joint reviews, Review of Existing Data Meetings (REDS), and other problem-solving meetings
- Principals participate in Tier 2 and 3 meetings
- Principals support 1, 2, 3 Wellness, the adopted SEL program and Second Steps

#### *Bayless Junior High School*

- Teachers are compensated for after school tutoring in math and ELA and bus services are provided

- Principals attend IEP meetings, parent meetings and student-led conferences upon request
- Principals review CERCA and Read 180 data monthly
- Principals participate and facilitate PBIS initiatives
- Principals support CT training and best practice by providing collaborative time on PD (Professional Development) days and after school meetings
- Principals support Second Steps implementation

*Bayless High School*

- Teachers are compensated for after school tutoring in math and ELA and bus services are provided
- Administrators--Principal, Assistant Principals and Athletic Director attend Student Intervention Team meetings

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

SEB- intervention includes CICO, self-monitoring, sensory supports, and staff is trained and supported by counselors in SEB interventions

Literacy- uses a Balanced Literacy Model- Bayless has multiple reading specialists per grade level at the elementary level

Numeracy- no interventions provided, IXL is used at the High School for math instruction

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

*DISTRICT-WIDE*

- Monthly PD days for teachers
- Wednesday meetings to professionally develop teachers in all academic areas
- School Counselors and administrators are beginning to be trained in NCI (non-violent crisis intervention)

*BJH and BHS*

- Summer Institute for Co-teaching ELA and Math teams
- On-going CT coaching and support from SSD Instructional Coach and Bayless Instructional Coach

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

*BES*

- Standards based grading

*BJHS*

- Follows standards to develop curriculum

*BHS*

- Follows standards to develop curriculum

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

*DISTRICT-WIDE*

- Curriculum chairs lead the revision process in conjunction with Assistant Superintendent of Curriculum, Instruction, and Assessment.
- A curriculum template based upon Rigorous Curriculum Design (RCD) is utilized. Priority and supporting standards are identified and serve as the foundation of grade-level curriculum

*BES*

- SSD teachers serve on content area cohorts and attend grade level meetings to continuously revise and update scope and sequences.

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

*DISTRICT-WIDE*

- Curriculum chairs lead the revision process in conjunction with Assistant Superintendent of Curriculum, Instruction, and Assessment

*BHS and BJHS*

- Secondary special education teachers transferred Goalbook Interventions into the secondary ELA Curriculum and made general modifications and accommodations guidance for courses

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

*DISTRICT-WIDE*

- Data collection through Fastbridge, SEB data collection, and iReady to identify students who are at risk of not meeting state standards

*BHS*

- Student Intervention Team meetings adjust to each student's needs

*BES*

- SEL Tier 2 and 3 meetings, care teams, and problem solving with function meetings we are able to adjust supports based on individual student needs
- Academic-care team for additional ideas, or reading specialists and EL will also adjust services as needed

*BJH*

- Counselors, Principal and SSD AC meet weekly to review student progress and reports on Panorama for Student Intervention Team

**7. 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?**

*DISTRICT-WIDE*

- Curriculum Chairs review and departments review and evaluate curriculum
- Special Education teachers are frequently consulted
- Special Education teachers are invited to participate in training

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

*DISTRICT-WIDE*

- Fastbridge and I-Ready data
- Panorama is used currently for behavior data

*BHS*

- SRI for reading level

*BJHS*

- SRI for reading level

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

*DISTRICT-WIDE*

- Formative and summative assessments are built into curriculum and reviewed by Curriculum Chairs
- SSD data teams to review data and problem behaviors specific to Special Educations students

*BHS*

- SRI levels are discussed when students are brought to the Student Intervention Team

*BJH*

- Data is compared and analyzed during team meetings

*BES*

- Data (I Ready, Fastbridge, and other classroom data) is compared and contrasted during careteams

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

*DISTRICT-WIDE*

- Assistant Superintendent works with admin to decide which assessments to use by using the Bayless School District Assessment Plan

**11. How do we help all educators become assessment literate?**

*SSD*

- School Psychologists also work with SSD teachers during the data team process which is scheduled monthly
- Consultation with Effective Practice Specialists (EPS) and facilitators

*DISTRICT-WIDE*

- Bayless provided several training sessions for all staff regarding iReady features, implementation, etc.
- Bayless provided counselors and staff with Panorama at the beginning of the year and ongoing

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

*DISTRICT-WIDE*

- Parent-teacher conference and Student-led conferences are expected and regularly
- Parent access to grades through Infinite Campus parent portal
- Parent Square communication for practice and updates
- Literacy night and math night for families have been impacted by COVID restrictions

**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 extremely 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

Goal:

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	<a href="#">ELA Priority Standards</a>	<p><b>Setting:</b> General Education Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● myView</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● FASTBridge Sweep Dyslexia Screener</li> <li>● Speed DIAL</li> <li>● myView</li> <li>● Running Records</li> <li>● i-Ready</li> </ul>	<p><b>Setting:</b> General Education OR small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Phonics First</li> <li>● LLI</li> <li>● National Geographic Reach Program</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● FASTBridge aReading</li> </ul>	<p><b>Setting:</b> Small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● ELSB</li> <li>● K-PALS</li> <li>● SIPPS</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● Essential Skills Assessment</li> <li>● FASTBridge aReading</li> </ul>

1	<a href="#">ELA Priority Standards</a>	<p><b>Setting:</b> General Education Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● myView</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● FASTBridge</li> <li>● Running Records</li> <li>● i-Ready</li> </ul>	<p><b>Setting:</b> General Education OR small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Reading Recovery</li> <li>● Phonics First</li> <li>● LLI</li> <li>● National Geographic Reach Program</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● FASTBridge aReading</li> </ul>	<p><b>Setting:</b> Small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● ELSB</li> <li>● PALS</li> <li>● ULS</li> <li>● SIPPS</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● FASTBridge aReading</li> <li>● Essential Skills Assessment</li> </ul>
2	<a href="#">ELA Priority Standards</a>	<p><b>Setting:</b> General Education Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● myView</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● FASTBridge</li> <li>● myView</li> <li>● Running Records</li> <li>● i-Ready</li> </ul>	<p><b>Setting:</b> General Education OR small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Phonics First</li> <li>● LLI</li> <li>● National Geographic Reach Program</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● FASTBridge aReading</li> </ul>	<p><b>Setting:</b> Small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● ELSB</li> <li>● SIPPS</li> <li>● ULS</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● FASTBridge aReading</li> <li>● Essential Skills Assessment</li> </ul>
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10	<a href="#">ELA Priority Standards</a>	<b>Setting: General Education Classroom</b>  <b>Resources:</b> <ul style="list-style-type: none"> <li>● Locally Developed Curriculum</li> <li>● Springboard</li> <li>● Gateway Writing Project</li> <li>● Writing and Research Handbook</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>● Reading Inventory</li> <li>● i-Ready</li> <li>● Local Assessments</li> </ul>	<b>Setting:</b> General Education OR small group settings (gen ed intervention or SPED)  <b>Resources:</b> <ul style="list-style-type: none"> <li>● National Geographic Edge Program</li> <li>● Literature Support Class</li> <li>● Reading Specialist Reading/Writing Support Class</li> <li>● Co-Taught Classes</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>● Reading Inventory</li> <li>● i-Ready</li> <li>● Local Assessments</li> </ul>	<b>Setting:</b> Small group settings (gen ed intervention or SPED)  <b>Resources:</b> <ul style="list-style-type: none"> <li>● Corrective Reading</li> <li>● SIM Strategies</li> <li>● News ELA</li> <li>● Language!</li> <li>● ULS</li> <li>● Daily Oral Language</li> <li>● Step up to Writing</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>● Reading Inventory</li> <li>● i-Ready</li> <li>● Local Assessments</li> </ul>
11	<a href="#">ELA Priority Standards</a>	<b>Setting: General Education Classroom</b>	<b>Setting:</b> General Education OR small group settings (gen ed intervention or SPED)	<b>Setting:</b> Small group settings (gen ed intervention or SPED)  <b>Resources:</b>

		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Locally Developed Curriculum</li> <li>● Gateway Writing Project</li> <li>● Writing and Research Handbook</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Reading Inventory</li> <li>● i-Ready</li> <li>● Local Assessments</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● National Geographic Edge Program</li> <li>● Literature Support Class</li> <li>● Reading Specialist Reading/Writing Support Class</li> <li>● Co-Taught Classes</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Reading Inventory</li> <li>● i-Ready</li> <li>● Local Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Corrective Reading</li> <li>● SIM Strategies</li> <li>● News ELA</li> <li>● Language!</li> <li>● ULS</li> <li>● Daily Oral Language</li> <li>● Step up to Writing</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Reading Inventory</li> <li>● i-Ready</li> <li>● Local Assessments</li> </ul>
12	<a href="#">ELA Priority Standards</a>	<p><b>Setting: General</b> Education Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Locally Developed Curriculum</li> <li>● Gateway Writing Project</li> <li>● Writing and Research Handbook</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Reading Inventory</li> <li>● i-Ready</li> <li>● Local Assessments</li> </ul>	<p><b>Setting: General</b> Education OR small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● National Geographic Edge Program</li> <li>● Literature Support Class</li> <li>● Reading Specialist Reading/Writing Support Class</li> <li>● Co-Taught Classes</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Reading Inventory</li> </ul>	<p><b>Setting:</b> Small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Corrective Reading</li> <li>● SIM Strategies</li> <li>● News ELA</li> <li>● Language!</li> <li>● ULS</li> <li>● Daily Oral Language</li> <li>● Step up to Writing</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Reading Inventory</li> <li>● i-Ready</li> <li>● Local Assessments</li> </ul>



			<ul style="list-style-type: none"> <li>● i-Ready</li> <li>● Local Assessments</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 extremely 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**

**Goal:**

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	<a href="#">Math Priority Standards</a>	<p><b>Setting:</b> General Education Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Ready Classroom Math</li> <li>● Math Academy PD</li> <li>● Elementary Math Specialist Cohort</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● i-Ready</li> </ul>	<p><b>Setting:</b> General Education OR small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Ready Toolbox Mini-Lessons i-Ready online adaptive instruction</li> <li>● Touch Math</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● FASTBridge aMath</li> </ul>	<p><b>Setting:</b> Small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Early Numeracy</li> <li>● SIM</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● FASTBridge aMath</li> </ul>
1	<a href="#">Math Priority Standards</a>	<p><b>Setting:</b> General Education Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Ready Classroom Math</li> <li>● Math Academy PD</li> <li>● Elementary Math Specialist Cohort</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● i-Ready</li> </ul>	<p><b>Setting:</b> General Education OR small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Ready Toolbox Mini-Lessons</li> <li>● i-Ready online adaptive instruction</li> <li>● Touch Math</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● FASTBridge aMath</li> </ul>	<p><b>Setting:</b> Small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Early Numeracy</li> <li>● SIM</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● FASTBridge aMath</li> </ul>
2	<a href="#">Math Priority Standards</a>	<p><b>Setting:</b> General Education Classroom</p>	<p><b>Setting:</b> General Education OR small group settings (gen ed intervention or SPED)</p>	<p><b>Setting:</b> Small group settings (gen ed intervention or SPED)</p>

		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Ready Classroom Math</li> <li>● Math Academy PD</li> <li>● Elementary Math Specialist Cohort</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● i-Ready</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Ready Toolbox Mini-Lessons</li> <li>● i-Ready online adaptive instruction</li> <li>● Touch Math</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● FASTBridge aMath</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Early Numeracy</li> <li>● ULS</li> <li>● Focus Math</li> <li>● SIM</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● FASTBridge aMath</li> </ul>
3	<a href="#">Math Priority Standards</a>	<p><b>Setting: General</b> Education Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Ready Classroom Math</li> <li>● Math Academy PD</li> <li>● Elementary Math Specialist Cohort</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● i-Ready</li> </ul>	<p><b>Setting: General</b> Education OR small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Ready Toolbox Mini-Lessons</li> <li>● i-Ready online adaptive instruction</li> <li>● Touch Math</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● FASTBridge aMath</li> </ul>	<p><b>Setting:</b> Small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● i-Ready adaptive instruction</li> <li>● ULS</li> <li>● Focus Math</li> <li>● SIM</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● FASTBridge aMath</li> <li>● i-Ready</li> </ul>
4	<a href="#">Math Priority Standards</a>	<p><b>Setting: General</b> Education Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Ready Classroom Math</li> </ul>	<p><b>Setting: General</b> Education OR small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Ready Toolbox Mini-Lessons</li> </ul>	<p><b>Setting:</b> Small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● i-Ready adaptive instruction</li> </ul>

		<ul style="list-style-type: none"> <li>• Math Academy PD</li> <li>• Elementary Math Specialist Cohort</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• i-Ready</li> </ul>	<ul style="list-style-type: none"> <li>• i-Ready online adaptive instruction</li> <li>• Touch Math</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• FASTBridge aMath</li> <li>• i-Ready</li> </ul>	<ul style="list-style-type: none"> <li>• ULS</li> <li>• Focus Math</li> <li>• SIM</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• FASTBridge aMath</li> <li>• i-Ready</li> </ul>
5	<a href="#">Math Priority Standards</a>	<p><b>Setting:</b> General Education Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Ready Classroom Math</li> <li>• Math Academy PD</li> <li>• Elementary Math Specialist Cohort</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• i-Ready</li> </ul>	<p><b>Setting:</b> General Education OR small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Ready Toolbox Mini-Lessons</li> <li>• i-Ready online adaptive instruction</li> <li>• Touch Math</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• FASTBridge aMath</li> </ul>	<p><b>Setting:</b> Small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• i-Ready adaptive instruction</li> <li>• ULS</li> <li>• SIM</li> <li>• Focus Math</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• FASTBridge aMath</li> </ul>
6	<a href="#">Math Priority Standards</a>	<p><b>Setting:</b> General Education Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Ready Classroom Math, IXL</li> <li>• Major curriculum revision</li> <li>• Math Academy PD</li> </ul>	<p><b>Setting:</b> General Education OR small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Ready Toolbox Mini-Lessons</li> <li>• i-Ready online adaptive instruction</li> <li>• Co-Taught Classes</li> </ul>	<p><b>Setting:</b> Small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• i-Ready adaptive instruction</li> <li>• Basic Math</li> <li>• ULS</li> </ul>

		<ul style="list-style-type: none"> <li>Elementary Math Specialist Cohort</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>i-Ready</li> </ul>	<ul style="list-style-type: none"> <li>Touch Math</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>FASTBridge aMath</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>FASTBridge aMath</li> </ul>
7	<a href="#">Math Priority Standards</a>	<p><b>Setting:</b> General Education Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Ready Classroom Math, IXL</li> <li>Major curriculum revision</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>i-Ready</li> </ul>	<p><b>Setting:</b> General Education OR small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Ready Toolbox Mini-Lessons</li> <li>i-Ready online adaptive instruction</li> <li>Touch Math</li> <li>Co-Taught Classes</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>FASTBridge aMath</li> </ul>	<p><b>Setting:</b> Small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>i-Ready adaptive instruction</li> <li>Ready Math</li> <li>Basic Math</li> <li>ULS</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>FASTBridge aMath</li> </ul>
8	<a href="#">Math Priority Standards</a>	<p><b>Setting:</b> General Education Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Ready Classroom Math, IXL</li> <li>Major curriculum revision</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>i-Ready</li> </ul>	<p><b>Setting:</b> General Education Classroom OR small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Ready Toolbox Mini-Lessons</li> <li>i-Ready online adaptive instruction</li> <li>Touch Math</li> <li>Co-Taught Classes</li> </ul>	<p><b>Setting:</b> Small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>i-Ready adaptive instruction</li> <li>Ready Math</li> <li>Basic Math</li> <li>ULS</li> </ul> <p><b>Assessments:</b></p>

			<b>Assessments:</b> <ul style="list-style-type: none"> <li>● FASTBridge aMath</li> </ul>	<ul style="list-style-type: none"> <li>● FASTBridge aMath</li> </ul>
9	<a href="#">Math Priority Standards</a>	<b>Setting:</b> General Education Classroom  <b>Resources:</b> <ul style="list-style-type: none"> <li>● Locally developed curriculum</li> <li>● Major curriculum revision</li> <li>● IXL</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>● i-Ready</li> <li>● Locally Developed</li> </ul>	<b>Setting:</b> General Education Classroom OR small group settings (gen ed intervention or SPED)  <b>Resources:</b> <ul style="list-style-type: none"> <li>● IXL</li> <li>● Khan Academy</li> <li>● Touch Math</li> <li>● Co-Taught Classes</li> <li>● Algebra Support</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>● i-Ready</li> <li>● Locally Developed</li> </ul>	<b>Setting:</b> Small group settings (gen ed intervention or SPED)  <b>Resources:</b> <ul style="list-style-type: none"> <li>● Ready Math</li> <li>● ACCESS Algebra</li> <li>● ACCESS Geometry</li> <li>● ULS</li> <li>● Teaching to Standards</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>● i-Ready</li> <li>● Locally Developed</li> </ul>
10	<a href="#">Math Priority Standards</a>	<b>Setting:</b> General Education Classroom  <b>Resources:</b> <ul style="list-style-type: none"> <li>● Locally developed curriculum</li> <li>● Major curriculum revision</li> <li>● IXL</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>● i-Ready</li> </ul>	<b>Setting:</b> General Education OR small group settings (gen ed intervention or SPED)  <b>Resources:</b> <ul style="list-style-type: none"> <li>● IXL</li> <li>● Khan Academy</li> <li>● Touch Math</li> <li>● Co-Taught Classes</li> <li>● Algebra Support Class</li> </ul> <b>Assessments:</b>	<b>Setting:</b> Small group settings (gen ed intervention or SPED)  <b>Resources:</b> <ul style="list-style-type: none"> <li>● Ready Math</li> <li>● ACCESS Algebra</li> <li>● ACCESS Geometry</li> <li>● ULS</li> <li>● Teaching to Standards</li> </ul>

		<ul style="list-style-type: none"> <li>Locally Developed</li> </ul>	<ul style="list-style-type: none"> <li>i-Ready</li> <li>Locally Developed</li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>i-Ready</li> <li>Locally Developed</li> </ul>
11	<a href="#">Math Priority Standards</a>	<b>Setting:</b> General Education Classroom  <b>Resources:</b> <ul style="list-style-type: none"> <li>Locally developed curriculum</li> <li>Major curriculum revision</li> <li>IXL</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>i-Ready</li> <li>Locally developed</li> </ul>	<b>Setting:</b> General Education OR small group settings (gen ed intervention or SPED)  <b>Resources:</b> <ul style="list-style-type: none"> <li>IXL</li> <li>Khan Academy</li> <li>Touch Math</li> <li>Co-Taught Classes</li> <li>Algebra Support Class</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>i-Ready</li> <li>Locally developed</li> </ul>	<b>Setting:</b> Small group settings (gen ed intervention or SPED)  <b>Resources:</b> <ul style="list-style-type: none"> <li>Ready Math</li> <li>ACCESS Algebra</li> <li>ACCESS Geometry</li> <li>ULS</li> <li>Teaching to Standards</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>i-Ready</li> <li>Locally developed</li> </ul>
12	Vary by course:  College Algebra--standards set by partner university for dual-credit	<b>Setting:</b> General Education Classroom  <b>Resources:</b> <ul style="list-style-type: none"> <li>Locally developed curriculum</li> </ul>	<b>Setting:</b> General Education OR small group settings (gen ed intervention or SPED)  <b>Resources:</b> <ul style="list-style-type: none"> <li>IXL</li> <li>Khan Academy</li> <li>Touch Math</li> </ul>	<b>Setting:</b> Small group settings (gen ed intervention or SPED)  <b>Resources:</b> <ul style="list-style-type: none"> <li>Ready Math</li> <li>ACCESS Algebra</li> </ul>

	AP Calculus--set by College Board	<ul style="list-style-type: none"> <li>● Major curriculum revision</li> <li>● IXL</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● i-Ready</li> <li>● Locally developed</li> </ul>	<ul style="list-style-type: none"> <li>● Co-Taught Classes</li> <li>● Algebra Support Class</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● i-Ready</li> <li>● Locally developed</li> </ul>	<ul style="list-style-type: none"> <li>● ACCESS Geometry</li> <li>● ULS</li> <li>● Teaching to Standards</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● i-Ready</li> <li>● Locally developed</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 extremely 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:

Goal:

Grade:	Priority Standards (could come from CASEL or MLS Counseling)	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	CASEL Core Competencies	<p><b>Setting: General</b> Education Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● 1-2-3 Wellness</li> <li>● Second Steps</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<p><b>Setting: General</b> Education OR small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Zones of Regulation</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<p><b>Setting: Small</b> group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Superflex</li> <li>● Why Try</li> <li>● Everyday Speech</li> <li>● Better Attitudes and Skills in Children</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>
1	CASEL Core Competencies	<p><b>Setting: General</b> Education Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● 1-2-3 Wellness</li> <li>● Second Steps</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<p><b>Setting: General</b> Education OR small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Zones of Regulation</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<p><b>Setting: Small</b> group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Superflex</li> <li>● Why Try</li> <li>● Everyday Speech</li> </ul>

				<ul style="list-style-type: none"> <li>● Better Attitudes and Skills in Children</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>
<b>2</b>	CASEL Core Competencies	<p><b>Setting: General</b> Education Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● 1-2-3 Wellness</li> <li>● Second Steps</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<p><b>Setting: General</b> Education OR small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Zones of Regulation</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<p><b>Setting: Small</b> group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Mighty Moe</li> <li>● Mindfulness Strategies</li> <li>● Model Me Kids</li> <li>● Why Try</li> <li>● Everyday Speech</li> <li>● Superflex</li> <li>● Better Attitudes and Skills in Children</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>
<b>3</b>	CASEL Core Competencies	<p><b>Setting: General</b> Education Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● 1-2-3 Wellness</li> <li>● Second Steps</li> </ul>	<p><b>Setting: General</b> Education OR small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p>	<p><b>Setting: Small</b> group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Mighty Moe</li> </ul>

		<b>Assessments:</b> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<ul style="list-style-type: none"> <li>● Zones of Regulation</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<ul style="list-style-type: none"> <li>● Mindfulness Strategies</li> <li>● Model Me Kids</li> <li>● Why Try</li> <li>● Everyday Speech</li> <li>● Superflex</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>
4	CASEL Core Competencies	<b>Setting: General</b> Education Classroom  <b>Resources:</b> <ul style="list-style-type: none"> <li>● 1-2-3 Wellness</li> <li>● Second Steps</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<b>Setting: General</b> Education OR small group settings (gen ed intervention or SPED)  <b>Resources:</b> <ul style="list-style-type: none"> <li>● Zones of Regulation</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<b>Setting: Small</b> group settings (gen ed intervention or SPED)  <b>Resources:</b> <ul style="list-style-type: none"> <li>● Mighty Moe</li> <li>● Mindfulness Strategies</li> <li>● Model Me Kids</li> <li>● Why Try</li> <li>● Everyday Speech</li> <li>● Superflex</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>
5	CASEL Core Competencies	<b>Setting: General</b> Education Classroom  <b>Resources:</b> <ul style="list-style-type: none"> <li>● 1-2-3 Wellness</li> <li>● Second Steps</li> </ul> <b>Assessments:</b>	<b>Setting: General</b> Education OR small group settings (gen ed intervention or SPED)  <b>Resources:</b> <ul style="list-style-type: none"> <li>● Zones of Regulation</li> </ul> <b>Assessments:</b>	<b>Setting: Small</b> group settings (gen ed intervention or SPED)  <b>Resources:</b> <ul style="list-style-type: none"> <li>● Mighty Moe</li> <li>● Mindfulness Strategies</li> </ul>

		<ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<ul style="list-style-type: none"> <li>● Model Me Kids</li> <li>● Why Try</li> <li>● Everyday Speech</li> <li>● Superflex</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>
<b>6</b>	CASEL Core Competencies	<p><b>Setting: General</b> Education Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Missouri Post-Secondary Success Project</li> <li>● 1-2-3 Wellness</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<p><b>Setting: General</b> Education OR small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Zones of Regulation</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<p><b>Setting: Small</b> group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Why Try</li> <li>● Emozi</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>
<b>7</b>	CASEL Core Competencies	<p><b>Setting: General</b> Education Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Missouri Post-Secondary Success Project</li> <li>● 1-2-3 Wellness</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<p><b>Setting: General</b> Education OR small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Zones of Regulation</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<p><b>Setting: Small</b> group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Why Try</li> <li>● Emozi</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>

8	CASEL Core Competencies	<b>Setting: General</b> Education Classroom <b>Resources:</b> <ul style="list-style-type: none"> <li>● Missouri Post-Secondary Success Project</li> <li>● 1-2-3 Wellness</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<b>Setting: General</b> Education OR small group settings (gen ed intervention or SPED) <b>Resources:</b> <ul style="list-style-type: none"> <li>● Zones of Regulation</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<b>Setting: Small</b> group settings (gen ed intervention or SPED) <b>Resources:</b> <ul style="list-style-type: none"> <li>● Why Try</li> <li>● Emozi</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>
9	CASEL Core Competencies	<b>Setting: General</b> Education Classroom <b>Resources:</b> <ul style="list-style-type: none"> <li>● Missouri Post-Secondary Success Project</li> <li>● 1-2-3 Wellness</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<b>Setting: General</b> Education OR small group settings (gen ed intervention or SPED) <b>Resources:</b> <ul style="list-style-type: none"> <li>● Zones of Regulation</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<b>Setting: Small</b> group settings (gen ed intervention or SPED) <b>Resources:</b> <ul style="list-style-type: none"> <li>● Why Try</li> <li>● School Connect</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>
10	CASEL Core Competencies	<b>Setting: General</b> Education Classroom <b>Resources:</b> <ul style="list-style-type: none"> <li>● Missouri Post-Secondary Success Project</li> <li>● 1-2-3 Wellness</li> </ul> <b>Assessments:</b>	<b>Setting: General</b> Education OR small group settings (gen ed intervention or SPED) <b>Resources:</b> <ul style="list-style-type: none"> <li>● Zones of Regulation</li> </ul> <b>Assessments:</b>	<b>Setting: Small</b> group settings (gen ed intervention or SPED) <b>Resources:</b> <ul style="list-style-type: none"> <li>● Why Try</li> <li>● School Connect</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>

		<ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	
<b>11</b>	CASEL Core Competencies	<p><b>Setting: General</b> Education Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Missouri Post-Secondary Success Project</li> <li>● 1-2-3 Wellness</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<p><b>Setting: General</b> Education OR small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Zones of Regulation</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<p><b>Setting: Small</b> group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Why Try</li> <li>● School Connect</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>
<b>12</b>	CASEL Core Competencies	<p><b>Setting: General</b> Education Classroom</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Missouri Post-Secondary Success Project</li> <li>● 1-2-3 Wellness</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<p><b>Setting: General</b> Education OR small group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Zones of Regulation</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>	<p><b>Setting: Small</b> group settings (gen ed intervention or SPED)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Why Try</li> <li>● School Connect</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● SEL Survey</li> </ul>