



Brentwood 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)

Collaboration at schools for looking at data within PLC/data following benchmark assessments by grade level with interventionist and building administration. Special education teachers attend when invited and/or schedule allows.

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

Elementary principals attend PLC Grade-Level team meetings. It is not possible for elementary special education teachers to attend every grade level PLC meeting, so they attend the ones they are requested to attend or ones they feel they need to be at based on student need.

BMS has a common plan time to alternate grade level PLCs and content area PLCs. Special education teachers are part of these teams.

BHS content area PLCs as well as grade level teams meet every other week during extended advisory to discuss student data and/or curriculum. Extended advisory collaboration time was paused during these PLC teams. Due to the number of special education teachers in the building, each teacher supports 2 PLC teams.

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

SEB - Elementary counselors are focused on doing groups with kids to reach more students. Mark Twain and BMS are Leader in Me schools. BHS is implementing tenants of restorative practice. Tier 2 support consists of the counselor/social worker meeting with individual students on SEB needs as needed. When the counselors deem appropriate, referrals are made to the BSD social worker. Social workers (Brentwood and SSD (Special School District) put interventions in place for SEB needs of individual students. The SSD social worker is beginning to implement The Thinkery program at BMS and BHS. Currently, The Thinkery is open to all students at BMS. The District SEB committee is reviewing the district's SEB needs and implementation of programs.

Literacy and Numeracy - At the elementary level, teachers use NWEA and classroom assessments to group students by ability and skill level/deficit then form small groups targeting skill remediation or enrichment. Intervention programs used are Wilson Foundations, Just Words, and the Souday System. Dreambox is used for supplemental instruction in math. At the start of the 2021-2022 school year, both elementary schools started utilizing interventionist in reading and math in addition to each having a Title 1 teacher for reading, this is a change from grade level teacher assistants.

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

DPDC meets to discuss PD (Professional Development) opportunities in support of district and building goals. Professional development is teacher-driven, in collaboration with the building principal, and planned for the current year on a monthly basis. Opportunity for improvement would be differentiating and prioritizing PD for the needs of varying staff roles Collaboration between Brentwood Administration and SSD Administration occurs to decide PD opportunities that are most appropriate for SSD staff or how PD may be differentiated to meet the specific needs of SSD staff. There is a special education rep on the Brentwood District PDC.

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

Administrative walkthroughs and state/district (NWEA) testing. Alignment to MLS is assured through the curriculum writing/review process (every 5 years). Special education representation is not included in the curriculum writing process during the summer, but SSD staff are invited to attend the curriculum meetings and PLCs which focus on instruction and curriculum differentiation/resources throughout the school year.

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

Curriculum writing/review process (every 5 years), after school curriculum meetings (alignment/vertical conversations), Administrative walkthroughs and work may be continued through PLCs.

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

Curriculum is on a 5-year revolving schedule to revise/rewrite. Teachers write over the summer for their grade level/content area. Special education representation is not included in the curriculum writing process but attend the curriculum meetings and PLCs which focus on instruction and curriculum differentiation/resources throughout the school year.

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

Special education representatives attend the curriculum meetings during the school year and PLCs which focus on instruction and curriculum differentiation/resources. Special education teachers are modifying and adapting materials for students with IEPs (Individualized Education Program) in addition to writing IEPs to address specific individual needs of students.

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?

During each 5-year curriculum cycle, teachers vet materials and recommend instructional materials for the grade/content materials. Special education teachers are included in the process and provide input. Special education staff are included in the training.

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

Assessments discussed through PLCs, curriculum meetings. Assessment plan/schedule is presented to the board in the fall. The assessment committee met several years ago to look at appropriate assessments. There was special ed representation on the committee. Classroom assessments are discussed at the building-level PLCs.

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

Elementary level --elementary PLC teams which include classroom teachers, reading specialists, literacy support specialists, use the assessment data to make decisions about intervention groups. Aimsweb Plus is used with all students' grades K - 3, and as needed grades 4 - 12. Classroom assessments are used to drive the explicit instruction needed for small groups and interventions. It guides the type and frequency of intervention time spent in targeted growth areas. The final step of the process is to take all data and decide on a potential referral for SSD. Assessment data (formative, summative, NWEA) is used when determining suspicion of a disability and submitting a referral.

Secondary level - State assessment data is analyzed every year to determine strengths/weaknesses of the instructional program and used to assist the curriculum writing process to align materials and look at units and programming. NWEA data is currently used in

grades 6 - 12 to evaluate instruction and individual student needs. Assessment data (formative, summative, NWEA) is used when determining suspicion of a disability and submitting a referral.

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

The assessment committee reviewed various assessments five years ago and determined appropriate ones to adopt. Special education representation was included. As a result of the interventionist being added to the instructional team, further evaluation to determine additional needs is being considered.

How do we help all educators become assessment literate?

Assessment is such a daily part of what we do, staff are reviewing data on a regular basis through PLC teams with administrator support. When NWEA was adopted, it included two years of ongoing professional development.

At the elementary level, educators are guided through PLC time where assessments are broken down to determine how the information is used to drive instruction.

Middle school staff engage students in setting goals for NWEA testing and parents are sent home scores after each cycle. Middle school staff were trained in the PLC process last year through Ed Plus.

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

At the elementary level, newsletters that contain SEL (Social and Emotional Learning) information to make home/school connections engage families. Parents are informed and engaged in conversation through PTO meetings on how they can be supported. The mathematics resource incorporates a Home Link to provide parents with the skills to help students at home.

Curriculum night at the beginning of the year. Counselors put together some form of parent information distribution.

At the secondary level we have an open house which highlights curriculum and supports. In fall and spring, we have parent teacher conferences in which individual student progress is discussed.

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: To review student reading data as measured by the TC’s reading level chart with a goal of 90% of students reading at grade level.

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	ELA Missouri Learning Standards for Kindergarten	Setting: Classroom Resources: Units of Study in Reading & Writing and Phonics Assessments: Running Records, Aimswebplus and NWEA Reading 3 x per year; Phonics progress monitoring	Setting: Reading Specialist, Small group/ 1:1 intervention (Push in and/or pull out) Resources: Wilson Foundations or Sunday Assessments: NWEA Reading 3 x per year; DRA2 as needed.	Setting: Reading Specialist or SSD Services Resources: Wilson Foundations, Phonics for Reading, Spire, Sound Sensible, ERSB Assessments: NWEA (3 x year), and FAST
1	ELA Missouri Learning Standards for First Grade	Setting: Classroom Resources: Units of Study in Reading & Writing and Phonics	Setting: Reading Specialist, Small group/ 1:1 intervention (Push in and/or pull out)	Setting: Reading Specialist or SSD Services Resources: Wilson Foundations, Phonics

		Assessments: Running Records, Aimswebplus 3 x per year; Phonics progress monitoring	Resources: Wilson Foundations or Sunday, F & P LLI Assessments: NWEA Reading 3 x per year; DRA2 as needed.	for Reading, Spire, Sound Sensible, ERSB Assessments: NWEA (3 x year), and FAST
2	ELA Missouri Learning Standards for Second Grade	Setting: Classroom Resources: Units of Study in Reading & Writing and Phonics Assessments: Running Records, Aimswebplus 3 x per year; Phonics progress monitoring	Setting: Reading Specialist, Small group/ 1:1 intervention (Push in and/or pull out) Resources: Wilson Foundations or Sunday; F & P LLI Assessments: NWEA Reading 3 x per year; DRA2 as needed.	Setting: Reading Specialist or SSD Services Resources: Wilson Foundations, Phonics for Reading, Corrective Reading, Spire, Sound Sensible, ERSB Assessments: NWEA (3 x year), and FAST
3	ELA Missouri Learning Standards for Third Grade	Setting: Classroom Resources: Units of Study in Reading & Writing; Patterns of Power Assessments: Running Records, Aimswebplus and NWEA Reading 3 x per year; Words Their Way progress monitoring Assessments	Setting: Reading Specialist, Small group/ 1:1 intervention (Push in and/or pull out) Resources: Wilson Foundations or Sunday; F & P LLI Assessments: NWEA Reading 3 x per year; DRA2 as needed.	Setting: Reading Specialist or SSD Services Resources: Wilson Foundations, FCRR activities Assessments: NWEA (3 x year), and FAST
4	ELA Missouri Learning Standards for Fourth Grade	Setting: Classroom	Setting: Reading Specialist, Small group/ 1:1	Setting: Reading Specialist or SSD Services

		<p>Resources: Units of Study in Reading & Writing; Patterns of Power</p> <p>Assessments: Running Records, Aimswebplus 3 x per year as needed; NWEA Reading 3 times per year; Words Their Way progress monitoring</p>	<p>intervention (Push in and/or pull out) Resources: Sunday; Wilson Just Words F & P LLI</p> <p>Assessments: NWEA Reading 3 x per year; DRA2 as needed.</p>	<p>Resources: Sunday; F&P LLI, FCRR activities, Phonics for Reading, Corrective Reading, Spire, Sound Sensible, ERSB</p> <p>Assessments: NWEA (3 x year), and FAST</p>
5	ELA Missouri Learning Standards for Fifth Grade	<p>Setting: Classroom</p> <p>Resources: Units of Study in Reading & Writing; Patterns of Power</p> <p>Assessments: Running Records, Aimswebplus 3 x per year as needed; NWEA Reading 3 times per year; Words Their Way progress monitoring</p>	<p>Setting: Reading Specialist, Small group/ 1:1 intervention (Push in and/or pull out)</p> <p>Resources: Sunday; Wilson Just Words F & P LLI</p> <p>Assessments: NWEA Reading 3 x per year; DRA2 as needed.</p>	<p>Setting: Reading Specialist or SSD Services</p> <p>Resources: Sunday; F&P LLI, FCRR activities, Phonics for Reading, Corrective Reading, Spire, Sound Sensible, ERSB</p> <p>Assessments: NWEA (3 x year), and FAST</p>
6	ELA Missouri Learning Standards for Sixth Grade	<p>Setting: Classroom</p> <p>Resources: Units of Study in Reading & Writing</p> <p>Assessments: NWEA Reading 3 times per year; Aimsweb Plus as needed for Dyslexia Screening.</p>	<p>Setting: Reading Specialist (Literacy Workshop)</p> <p>Resources: XTreme Reading, Wilson Just Words</p> <p>Assessments: NWEA Reading 3 times per year; AimswebPlus as</p>	<p>Setting: Reading Specialist or SSD Services</p> <p>Resources: Wilson, Corrective Reading, Spire</p> <p>Assessments: FAST, NWEA</p>

			needed for Dyslexia Screening.	
7	ELA Missouri Learning Standards for Seventh Grade	<p>Setting: Classroom</p> <p>Resources: Units of Study in Reading & Writing</p> <p>Assessments: NWEA Reading 3 times per year; Aimswebplus as needed for Dyslexia Screening.</p>	<p>Setting: Reading Specialist (Literacy Workshop)</p> <p>Resources: XTreme Reading, Wilson Just Words</p> <p>Assessments: NWEA Reading 3 times per year; Aimswebplus as needed for Dyslexia Screening.</p>	<p>Setting: Reading Specialist or SSD Services</p> <p>Resources: Wilson, Corrective Reading, Spire</p> <p>Assessments: FAST, NWEA</p>
8	ELA Missouri Learning Standards for Eighth Grade	<p>Setting: Classroom</p> <p>Resources: Units of Study in Reading & Writing</p> <p>Assessments: NWEA Reading 3 times per year; Aimswebplus as needed for Dyslexia Screening.</p>	<p>Setting: Reading Specialist (Literacy Workshop)</p> <p>Resources: XTreme Reading, Wilson Just Words</p> <p>Assessments: NWEA Reading 3 times per year; Aimswebplus as needed for Dyslexia Screening.</p>	<p>Setting: Reading Specialist or SSD Services</p> <p>Resources: Wilson, Corrective Reading, Spire</p> <p>Assessments: FAST, NWEA</p>
9	ELA Missouri Learning Standards for Ninth Grade	<p>Setting: Classroom-English I</p> <p>Resources: A variety of literacy supportive genres: short stories, Novels, Plays, Poetry, and Literary Non-fiction.</p>	<p>Setting: Reading Specialist (Academic Literacy and/or Success Skills); After school Tutoring</p>	<p>Setting: Reading Specialist or SSD Services; After school Tutoring</p> <p>Resources: Wilson, ReadWorks NewsELA</p>

		<p>Assessments: Formative class assessments; NWEA Reading 2 x per year; ACT Aspire; and AimswebPlus as needed for Dyslexia Screening</p>	<p>Resources: XTreme Reading, Wilson Just Words</p> <p>Assessments: NWEA Reading 2 times per year; Aimswebplus as needed for Dyslexia Screening.</p>	<p>Readwordify.com</p> <p>Assessments: FAST, NWEA</p>
10	<p>ELA Missouri Learning Standards for Tenth Grade</p>	<p>Setting: Classroom-English II</p> <p>Resources: A variety of literacy supportive genres: short stories, Novels, Plays, Poetry, and Literary Non-fiction.</p> <p>Assessments: Formative class assessments; NWEA Reading 2 x per year; Aimswebplus as needed for Dyslexia Screening.</p>	<p>Setting: Reading Specialist (Academic Literacy and/or Success Skills); After school Tutoring</p> <p>Resources: XTreme Reading, Wilson Just Words</p> <p>Assessments: NWEA Reading 2 times per year; Aimswebplus as needed for Dyslexia Screening.</p>	<p>Setting: Reading Specialist or SSD Services; After school Tutoring</p> <p>Resources: Wilson, ReadWorks NewsELA Readwordify.com</p> <p>Assessments: FAST, NWEA</p>
11	<p>ELA Missouri Learning Standards for Eleventh Grade</p>	<p>Setting: Classroom-English III</p> <p>Resources: A variety of literacy supportive genres: short stories, Novels, Plays, Poetry, and Literary Non-fiction.</p> <p>Assessments: Formative class assessments; Practice ACT, and ACT</p>	<p>Setting: Reading Specialist (Academic Literacy and/or Success Skills); After school Tutoring</p> <p>Resources: XTreme Reading, Wilson</p> <p>Assessments: Practice ACT, ACT</p>	<p>Setting: Reading Specialist or SSD Services; After school Tutoring</p> <p>Resources: Wilson, ReadWorks NewsELA Readwordify.com</p> <p>Assessments: FAST,</p>

12	ELA Missouri Learning Standards for Twelfth Grade	Setting: Classroom-English IV Resources: A variety of literacy supportive genres: short stories, Novels, Plays, Poetry, and Literary Non-fiction. Assessments: Formative class assessments; Optional ACT	Setting: Reading Specialist (Academic Literacy and/or Success Skills); After school Tutoring Resources: XTreme Reading, Wilson Assessments: Optional ACT	Setting: Reading Specialist or SSD Services; After school Tutoring Resources: Wilson, ReadWorks NewsELA Readwordify.com Assessments: FAST
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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 calmativie 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: 1.4 Examine the Math scopes and sequences, and related services, of neighboring, cohort, and exemplary school districts to evaluate the effectiveness of the practices in the Brentwood School District.

1.5 Review relevant data to determine the effectiveness of the secondary math program, identify strengths and areas of improvement, and determine what enhancements are needed in the areas of curriculum, resources, and/or scope and sequence.

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	Mathematics Missouri Learning Standards for Kindergarten	Setting: Classroom Resources: Everyday Math, Dreambox Assessments: NWEA Math 3 x year	Setting: Small group/ 1:1 intervention (push in and/or pull out) Resources: Dreambox Assessments: NWEA Math 3 x year	Setting: SSD Services Resources: Touch Math Visual Supports Assessments: NWEA Math 3 x year, FastBridge
1	Mathematics Missouri Learning Standards for First Grade	Setting: Classroom Resources: Everyday Math, Dreambox Assessments: NWEA Math 3 x year	Setting: Small group/ 1:1 intervention (push in and/or pull out) Resources: Dreambox Assessments: NWEA Math 3 x year	Setting: SSD Services Resources: Touch Math Visual Supports Assessments: NWEA Math 3 x year, FastBridge
2	Mathematics Missouri Learning Standards for Second Grade	Setting: Classroom Resources: Everyday Math, Dreambox Assessments: NWEA Math 3 x year	Setting: Small group/ 1:1 intervention (push in and/or pull out) Resources: Dreambox Assessments: NWEA Math 3 x year	Setting: SSD Services Resources: Touch Math Visual Supports Assessments: NWEA Math 3 x year, FastBridge

3	Mathematics Missouri Learning Standards for Third Grade	Setting: Classroom Resources: Everyday Math, Dreambox Assessments: NWEA Math 3 x year	Setting: Small group/ 1:1 intervention (push in and/or pull out), FastBridge Resources: Dreambox Assessments: NWEA Math 3 x year	Setting: SSD Services Resources: Touch Math Visual Supports Assessments: NWEA Math 3 x year, FastBridge
4	Mathematics Missouri Learning Standards for Fourth Grade	Setting: Classroom Resources: Everyday Math, Dreambox Assessments: NWEA Math 3 x year	Setting: Small group/ 1:1 intervention (push in and/or pull out), FastBridge Resources: Dreambox Assessments: NWEA Math 3 x year	Setting: SSD Services Resources: Touch Math Visual Supports Assessments: NWEA Math 3 x year, FastBridge
5	Mathematics Missouri Learning Standards for Fifth Grade	Setting: Classroom Resources: Everyday Math, Dreambox Assessments: NWEA Math 3 x year	Setting: Small group/ 1:1 intervention (push in and/or pull out), FastBridge Resources: Dreambox Assessments: NWEA Math 3 x year	Setting: SSD Services Resources: Touch Math Visual Supports Assessments: NWEA Math 3 x year, FastBridge
6	Mathematics Missouri Learning Standards for Sixth Grade	Setting: Classroom (Math, Challenge Math) Resources: Connected Math 3 (CMP3), Dreambox	Setting: Classroom (Gen Ed Math Workshop w/TA) Resources: Dreambox	Setting: SSD Services, (Gen ed Math Workshop w/TA), Resources: Dreambox, Khan Academy, Math

		Assessments: NWEA Math 3 x year.	Assessments: NWEA Math 3 x year	Visuals, Quizlet for Vocab, multiplication Chart, number line Assessments: NWEA Math 3 x year, FastBridge
7	Mathematics Missouri Learning Standards for Seventh Grade	Setting: Classroom (Math, Challenge Math) Resources: Connected Math 3 (CMP3), Dreambox Assessments: NWEA Math 3 x year.	Setting: Classroom (Math Workshop w/TA) Resources: Dreambox Assessments: NWEA Math 3 x year	Setting: SSD Services, (Gen Ed Math Workshop w/TA) Resources: Dreambox, Khan Academy, Math Visuals, Quizlet for Vocab, multiplication Chart, number line Assessments: NWEA Math 3 x year, FastBridge
8	Mathematics Missouri Learning Standards for Eighth Grade	Setting: Classroom (Math, Challenge Math, Algebra I) Resources: Connected Math 3 (CMP3) or CME Math 2013 (Algebra I), Dreambox Assessments: NWEA Math 3 x year.	Setting: Classroom (Math Workshop w/TA) Resources: Dreambox Assessments: NWEA Math 3 x year	Setting: SSD Services, (Gen Ed Math Workshop w/TA) Resources: Dreambox, Khan Academy, Math Visuals, Quizlet for Vocab, multiplication Chart, number line Assessments: NWEA Math 3 x year, FastBridge

9	Mathematics Missouri Learning Standards for Ninth Grade	Setting: Classroom (Algebra I, Acc. Algebra I) Resources: CME Math 2013 Assessments: Formative assessments, NWEA Math 2 x year ACT Aspire.	Setting: After school Tutoring Resources: Teacher support Assessments: Formative Test Retakes	Setting: SSD Services, After school Tutoring Resources: Teacher support, Visual support Assessments: Formative Test Retakes
10	Mathematics Missouri Learning Standards for Tenth Grade	Setting: Classroom (Geometry, A. Geometry) Resources: CME Geometry Assessments: Formative assessments, NWEA Math 2 x year, Practice ACT	Setting: After school Tutoring Resources: Teacher support Assessments: Formative Test Retakes, NWEA Math 2 x year, Practice ACT	Setting: SSD Services, After school Tutoring Resources: Teacher support, Visual support Assessments: Formative Test Retakes, NWEA Math 2 x year, Practice ACT
11	Mathematics Missouri Learning Standards for Eleventh Grade	Setting: Classroom (College Prep Algebra, Statistics, Pre-Calculus) Resources: College Algebra, Pre-Calculus, Basic Practice of Statistics Assessments: Formative	Setting: After school Tutoring Resources: Teacher support Assessments: Formative Test Retakes, Practice ACT, and ACT	Setting: SSD Services, After school Tutoring Resources: Teacher support, Visual support Assessments: Formative Test Retakes, Practice ACT, ACT

		assessments, Practice ACT, and ACT		
12	Mathematics Missouri Learning Standards for Twelfth Grade	Setting: Classroom (College Prep Algebra, Statistics, Pre-Calculus, Calculus) Resources: College Algebra, Pre-Calculus, Calculus Early Transcendental, Basic Practice of Statistics Assessments: Formative assessments, Optional ACT	Setting: After school Tutoring Resources: Teacher support Assessments: Formative Test Retakes, Optional ACT	Setting: SSD Services, After school Tutoring Resources: Teacher support, Visual support Assessments: Formative Test Retakes, Optional ACT

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: To find methods to support students with self-regulation and monitoring, and to support staff with overall wellness and self-care.

Social Emotional Trauma Informed Strategic Planning Committee met to discuss universal screeners. Plans to pilot screeners have been put on hold at this time.

Grade:	Priority Standards (could come from CASEL or MLS Counseling)	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	Counseling Missouri Learning Standards for Kindergarten	Setting: Classroom Resources: CI3T, School Counselor Assessments: The Social Emotional Strategic Planning Committee review screeners. Spring 2021 Pilot: BASC-BESS or SSIS-SEL Screeners	Setting: Behavior Counseling 1:1 or small group Resources: Student Support Team (SST) Assessments	Setting: BSD Social Worker & SSD Services Resources: Mindful Kids, Zones of Regulation Assessments
1	Counseling Missouri Learning Standards for First Grade	Setting: Classroom Resources: CI3T, School Counselor Assessments: The Social Emotional Strategic Planning Committee review screeners. Spring	Setting: Behavior Counseling 1:1 or small group Resources: Student Support Team (SST) Assessments	Setting: BSD Social Worker & SSD Services Resources: Mindful Kids, Zones of Regulation Assessments

		2021 Pilot: BASC-BESS or SSIS-SEL Screeners		
2	Counseling Missouri Learning Standards for Second Grade	Setting: Classroom Resources: CI3T, School Counselor Assessments: The Social Emotional Strategic Planning Committee review screeners. Spring 2021 Pilot: BASC-BESS or SSIS-SEL Screeners	Setting: Behavior Counseling 1:1 or small group Resources: Student Support Team (SST) Assessments	Setting: BSD Social Worker & SSD Services Resources: Mindful Kids, Zones of Regulation Assessments
3	Counseling Missouri Learning Standards for Third Grade	Setting: Classroom Resources: CI3T, School Counselor Assessments: The Social Emotional Strategic Planning Committee review screeners. Spring 2021 Pilot: BASC-BESS or SSIS-SEL Screeners	Setting: Behavior Counseling 1:1 or small group Resources: Student Support Team (SST) Assessments	Setting: BSD Social Worker & SSD Services Resources: Mindful Kids, Zones of Regulation, Superflex Assessments
4	Counseling Missouri Learning Standards for Fourth Grade	Setting: Classroom Resources: CI3T, School Counselor Assessments: The Social Emotional	Setting: Behavior Counseling 1:1 or small group Resources: Student Support Team (SST)	Setting: BSD Social Worker & SSD Services Resources: Mindful Kids, Zones of Regulation,

		Strategic Planning Committee review screeners. Spring 2021 Pilot: BASC-BESS or SSIS-SEL Screeners	Assessments	Superflex Assessments
5	Counseling Missouri Learning Standards for Fifth Grade	Setting: Classroom Resources: CI3T, School Counselor Assessments: The Social Emotional Strategic Planning Committee review screeners. Spring 2021 Pilot: BASC-BESS or SSIS-SEL Screeners	Setting: Behavior Counseling 1:1 or small group Resources: Student Support Team (SST) Assessments	Setting: BSD Social Worker & SSD Services Resources: Mindful Kids, Zones of Regulation, Superflex Assessments
6	Counseling Missouri Learning Standards for Sixth Grade	Setting: Classroom Resources: CI3T, Leader in Me, School Counselor Assessments: The Social Emotional Strategic Planning Committee review screeners. Spring 2021 Pilot: BASC-BESS or SSIS-SEL Screeners	Setting: Behavior Counseling 1:1 or small group Resources: Assessments	Setting: SSD Services and BSD Social Worker Resources: 5 is against the Law, Social Thinking, 5-point Scale, The Thinkery Assessments
7	Counseling Missouri Learning Standards for Seventh Grade	Setting: Classroom	Setting: Behavior Counseling 1:1 or small group	Setting: SSD Services and BSD Social Worker

		Resources: Leader in Me, School Counselor Assessments: The Social Emotional Strategic Planning Committee review screeners. Spring 2021 Pilot: BASC-BESS or SSIS-SEL Screeners	Resources: Assessments	Resources: 5 is against the Law, Social Thinking, 5-point Scale, The Thinkery Assessments
8	Counseling Missouri Learning Standards for Eighth Grade	Setting: Classroom Resources: Leader in Me, School Counselor Assessments The Social Emotional Strategic Planning Committee review screeners. Spring 2021 Pilot: BASC-BESS or SSIS-SEL Screeners	Setting: Behavior Counseling 1:1 or small group Resources: Assessments	Setting: SSD Services and BSD Social Worker Resources: 5 is against the Law, Social Thinking, 5-point Scale, The Thinkery Assessments
9	Counseling Missouri Learning Standards for Ninth Grade	Setting: Counselor, Advisory Class Meeting Resources: School Counselor, BSD Social Worker Assessments: The Social Emotional Strategic Planning Committee review screeners. Spring	Setting: Behavior Counseling 1:1 or small group. Resources: Restorative Practice Circles Assessments	Setting: SSD Services and BSD Social Worker Resources: Mindfulness Brain Breaks Zones of Regulation The Thinkery Assessments

		2021 Pilot: BASC-BESS or SSIS-SEL Screeners		
10	Counseling Missouri Learning Standards for Tenth Grade	Setting: Counselor, Advisory Class Meeting Resources: School Counselor, BSD Social Worker Assessments: The Social Emotional Strategic Planning Committee review screeners. Spring 2021 Pilot: BASC-BESS or SSIS-SEL Screeners	Setting: Behavior Counseling 1:1 or small group Resources: Restorative Practice Circles Assessments	Setting: SSD Services and BSD Social Worker Resources: Mindfulness Brain Breaks Zones of Regulation The Thinkery Assessments
11	Counseling Missouri Learning Standards for Eleventh Grade	Setting: Counselor, Advisory Class Meeting Resources: School Counselor, BSD Social Worker Assessments: The Social Emotional Strategic Planning Committee review screeners. Spring 2021 Pilot: BASC-BESS or SSIS-SEL Screeners	Setting: Behavior Counseling 1:1 or small group. Resources: Restorative Practice Circles Assessments	Setting: SSD Services and BSD Social Worker Resources: Mindfulness Brain Breaks Zones of Regulation The Thinkery Assessments

12	Counseling Missouri Learning Standards for Twelfth Grade	Setting: Counselor, Advisory Class Meeting Resources: School Counselor, BSD Social Worker Assessments: The Social Emotional Strategic Planning Committee review screeners. Spring 2021 Pilot: BASC-BESS or SSIS-SEL Screeners	Setting: Behavior Counseling 1:1 or small group Resources Assessments	Setting: SSD Services and BSD Social Worker Resources: Mindfulness Brain Breaks Zones of Regulation The Thinkery Assessments
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