



Current State for Clayton School District

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) How do building/district leaders support literacy, numeracy, and social emotional instruction across the curriculum and for all students? What supports are in place to sustain evidence-based practices in literacy, numeracy, and social emotional development?

The School District has several systems in place to review data and curriculum to support the whole child. Systems such as the Professional Learning Communities (PLCs) and Student Support Teams at the building levels as well as district-wide curriculum and program committees, constantly monitor the success of students and the best practices to support that success. The curriculum review process assures that curriculum and implementation are grounded in evidence-based practices. Social-Emotional Learning is at the forefront of District work. The District Strategic Plan emphasizes social-emotional learning and Counselors work with each other, with Social Workers, with Principals, and with Assistant Superintendent of Student Services to survey students, staff, and families in terms of social-emotional needs. Ongoing improvement is sustained through content professional learning.

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

The School District of Clayton has a rich professional development program. External professional learning for teachers and administrators includes national conferences, local workshops, and site visits. Internal professional learning includes building and content Professional Development sessions, side-by-side coaching, umbrella meetings, departmental meetings, summer institutes, new teacher induction and onboarding/mentor support, Lab Classroom.

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

Observations by Principals and Instructional Coordinators/Coaches, coaching cycles, and PLC meetings in elementary with literacy and math specialists, Department PLCs in secondary by discipline. Elementary report cards incorporate the Missouri Learning Standards as a standards-based report card.

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

Missouri Learning Standards are reviewed as a part of curricular review by Content Coordinators and Committees, along with content specialists.

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

All content areas and programs are on a curricular cycle that includes study, recommendations, implementation, and ongoing evaluation. Special Education is both considered a program that is part of the cycle, as well as a partner to every area as they review.

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

There is a district assessment plan that provides data on curricular progress in reading, math, and SEL (Social and Emotional Learning). The District assessment plan is available on the [School District of Clayton's Board Documents](#). Coordinators and their committees review the data regularly, as well as grade levels and departments to determine instructional decisions based on learner progress.

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?

Quality curricular resources are selected through the curriculum review cycle. Time is guaranteed in the [district calendar](#) for content professional learning to implement and support new curriculum adoptions. This calendar is available on the School District of Clayton's website. Coordinators for each discipline use their curricular review and assessment data to inform the planning of this professional learning time. Staff are surveyed after each event to further guide the implementation of the learning. Special educators are invited to participate in learning based on the courses they teach or support.

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

The District Assessment plan assures alignment across classrooms and the District. District staff can access data from assessments listed on the assessment plan through the Student Information System. Content committees review the data to inform their curriculum review cycle. The Board of Education is informed of the goals and progress based on these data.

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

Teachers and grade level teams rely on these assessments to inform classroom instruction, make decisions about intervention, and develop individualized goals for students.

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

Changes to the assessment plan come from content committee recommendations and are in keeping with DESE guidelines.

How do we help all educators become assessment literate?

Professional learning around assessment is embedded in our professional development each year. We use the model of training leaders (principals, coaches, coordinators) to support teachers.

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

Elementary families learn about instructional practices in weekly newsletters to families as well as share resources during curriculum night and conferences. Secondary families learn about programming during Open House, parent teacher conferences and teacher websites. The District's Parent Education Program organizes a parent speaker series with a focus on equipping parents to support their children's social emotional needs.

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

Grade	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	<p>Uses a variety of strategies to construct the meaning of the text</p> <p>Uses a variety of decoding strategies to read text.</p> <p>Understands and employs the various stages of the writing process, including prewriting, drafting and revision.</p> <p>Organizes and develops an idea across lines and pages.</p>	<p>Setting:</p> <p>Classroom, including whole group (mini lesson), small group, and individual (conferences).</p> <p>Curriculum Resources:</p> <p>Teachers College Units of Study in Reading, Writing, and Phonics. Heggerty.</p> <p>Resources:</p>	<p>Setting:</p> <p>Classroom or Alternative setting. Small group setting. Supported by reading specialist or instructional intern</p> <p>Resources:</p> <p>Intervention plan created specifically for individual students based on classroom and standardized assessment.</p>	<p>Setting:</p> <p>Alternative Setting. Special Education or Reading Specialist.</p> <p>General Education Resources: Intervention plan created specifically for individual students.</p> <p>SSD (Special School District) Resources:</p>

		<p>Classroom libraries, including decodable texts, mentor texts, developmentally appropriate writing paper, graphic organizers, “stop and jot” notes.</p> <p>Assessments:</p> <p>Letter/Word recognition assessments, Teachers College Benchmark, FastBridge, District Writing Assessment.</p>	<p>Resources include LLI, Rime Magic, Guided Reading Plus, Intervention that Works (Dorn), Jan Richardson Word Study, Heggerty, etc.</p> <p>Additional Assessments:</p> <p>Benchmark Assessment System, Observations of Early Literacy Assessment, Heggerty Benchmark Assessments</p>	<p>Early Literacy Skill Builder (ELSB)</p> <p>Reading Mastery</p> <p>LTRS</p> <p>Florida Center for Reading Research (Instructional Routines and Pre-reading learning)</p> <p>Dynamic Learning Maps Professional Modules</p> <p>Assessments:</p> <p>Fastbridge Early Reading</p>
1	<p>Accurately reads and understands grade level texts.</p> <p>Uses a variety of strategies to comprehend the literal meaning of a text.</p> <p>Reads for depth of understanding of a text.</p>	<p>Setting:</p> <p>Classroom, including whole group (mini lesson), small group, and individual (conferences).</p> <p>Curriculum Resources:</p>	<p>Setting:</p> <p>Varies (small group in classroom, alternative setting)</p> <p>Resources:</p> <p>Intervention plan created specifically for individual students based on</p>	<p>Setting:</p> <p>Alternative setting. Reading Specialist and special education</p> <p>General Education Resources: Reading Recovery (reading specialist)</p>

	<p>Reads aloud with fluency, which includes appropriate phrasing, expression, and rate.</p> <p>Understands and employs the various stages of the writing process, including pre-writing, drafting, revision, and editing.</p> <p>Organizes writing so that the reader can follow easily.</p> <p>Incorporates the craft of writing.</p> <p>Understands and applies the conventions of writing: correct grammar, sentence structure, punctuation, and spelling.</p>	<p>Teachers College Units of Study in Reading, Writing, and Phonics. Heggerty.</p> <p>Resources:</p> <p>Classroom libraries, including decodable texts, mentor texts, developmentally appropriate writing paper, graphic organizers, “stop and jot” notes.</p> <p>Assessments:</p> <p>aReading, Teachers College Benchmark, Words Their Way, District Writing Assessment.</p>	<p>classroom and standardized testing. Resources include Leveled Literacy Intervention, Rime Magic, Guided Reading Plus, Intervention that Works (Dorn), Jan Richardson Word Study.</p> <p>Assessments:</p> <p>Benchmark Assessment System, Observations of Early Literacy Assessment, Heggerty Benchmark Assessments</p>	<p>SSD Resources:</p> <p>Early Literacy Skill Builder (ELSB)</p> <p>Reading Mastery</p> <p>LTRS</p> <p>Florida Center for Reading Research (Instructional Routines and Pre-reading learning)</p> <p>Dynamic Learning Maps Professional Modules</p> <p>Reading Mastery</p> <p>Step Up to Writing</p> <p>Assessments</p> <p>Fastbridge</p> <p>Basic Reading Inventory (Jerry Johns)</p>
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<p>2</p>	<p>Accurately reads and understands grade level texts.</p> <p>Uses a variety of strategies to comprehend the literal meaning of a text.</p> <p>Reads for depth of understanding of a text’s themes, message, or arguments.</p> <p>Reads aloud with fluency, which includes appropriate phrasing, expression, and rate.</p> <p>Understand and employ the various stages of the writing process, including pre-writing, drafting, revision, and editing.</p> <p>Organizes writing so that the reader can follow easily.</p> <p>Develops an idea or captures a story by incorporating supporting details.</p> <p>Incorporates the craft of writing.</p>	<p>Setting:</p> <p>Classroom, including whole group (mini lesson), small group, and individual (conferences).</p> <p>Curriculum Resources:</p> <p>Teachers College Units of Study in Reading, Writing.</p> <p>Resources:</p> <p>Classroom libraries, including decodable texts, mentor texts, developmentally appropriate writing paper, graphic organizers, “stop and jot” notes.</p> <p>Assessments:</p> <p>aReading, Teachers College Benchmark, Words Their Way, District Writing Assessment.</p>	<p>Setting:</p> <p>Varies (small group in classroom, alternative setting)</p> <p>Resources:</p> <p>Intervention plan created specifically for individual students based on classroom and standardized testing. Resources include Leveled Literacy Intervention, Rime Magic, Guided Reading Plus, Intervention that Works (Dorn), Jan Richardson Word Study.</p> <p>Assessments:</p> <p>Benchmark Assessment System, Observations of Early Literacy Assessment, Heggerty Benchmark Assessments</p>	<p>Setting:</p> <p>Reading Specialist and special education</p> <p>General Education Resources: Reading Recovery (reading specialist)</p> <p>SSD Resources:</p> <p>Early Literacy Skill Builder (ELSB)</p> <p>LTRS</p> <p>Florida Center for Reading Research (Instructional Routines and Pre-reading learning)</p> <p>Dynamic Learning Maps Professional Modules</p> <p>Reading Mastery</p> <p>Step Up to Writing</p> <p>Wilson</p> <p>Multisensory Approach</p>
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Understands and applies the conventions of writing: correct grammar, sentence structure, punctuation, and spelling.

Assessments

Fastbridge

Basic Reading Inventory
(Jerry Johns)

<p>3</p>	<p>Accurately reads and understands grade level texts.</p> <p>Uses a variety of strategies to comprehend the literal meaning of a text.</p> <p>Reads for depth of understanding of a text’s themes, messages, or arguments.</p> <p>Reads aloud with fluency, which includes appropriate phrasing, expression, and rate.</p> <p>Understands and employs the various stages of the writing process, including prewriting, drafting, revision, and editing.</p> <p>Organizes writing so that the reader can follow easily.</p> <p>Develops an idea or captures a story by incorporating supporting details.</p> <p>Incorporates the craft of writing.</p>	<p>Setting:</p> <p>Classroom, including whole group (mini lesson), small group, and individual (conferences).</p> <p>Curriculum Resources:</p> <p>Teachers College Units of Study in Reading and Writing.</p> <p>Resources:</p> <p>Classroom libraries, including decodable texts, mentor texts, developmentally appropriate writing paper, word processing, graphic organizers, “stop and jot” notes.</p> <p>Assessments:</p> <p>aReading, Teachers College Benchmark, Words Their Way, District Writing Assessment.</p>	<p>Setting:</p> <p>Varies (small group in classroom, alternative setting)</p> <p>Resources:</p> <p>Intervention plan created specifically for individual students based on classroom and standardized testing. Resources include Leveled Literacy Intervention, Rime Magic, Guided Reading Plus, Intervention that Works (Dorn), Jan Richardson Word Study.</p> <p>Assessments:</p> <p>Benchmark Assessment System, Heggerty Benchmark Assessments</p>	<p>Setting:</p> <p>Reading Specialist and special education</p> <p>General Education Resources: Reading Recovery (reading specialist)</p> <p>SSD Resources:</p> <p>Early Literacy Skill Builder (ELSB)</p> <p>LTRS</p> <p>Florida Center for Reading Research (Instructional Routines and Pre-reading learning)</p> <p>Dynamic Learning Maps Professional Modules</p> <p>Reading Mastery</p> <p>Step Up to Writing</p> <p>Wilson</p> <p>Multisensory Approach</p>
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	Understands and applies the conventions of writing: correct grammar, sentence structure, punctuation, and spelling.			Assessments: MAP-A Fastbridge Basic Reading Inventory (Jerry Johns)
4	<p>Accurately reads and understands grade level texts.</p> <p>Uses a variety of strategies to comprehend the literal meaning of a text.</p> <p>Reads for depth of understanding of a text’s themes, message, or arguments.</p> <p>Understands and employs the various stages of the writing process, including prewriting, drafting, revision, and editing.</p> <p>Organizes writing so that the reader can follow easily.</p>	<p>Setting:</p> <p>Classroom, including whole group (mini lesson), small group, and individual (conferences).</p> <p>Curriculum Resources:</p> <p>Teachers College Units of Study in Reading and Writing.</p> <p>Resources:</p> <p>Classroom libraries, including decodable texts, mentor texts, graphic</p>	<p>Setting:</p> <p>Varies (small group in classroom, alternative setting)</p> <p>Resources:</p> <p>Intervention plan created specifically for individual students based on classroom and standardized testing. Resources include Levelled Literacy Intervention, Rime Magic, Guided Reading Plus, Intervention that Works (Dorn), Jan Richardson Word Study.</p>	<p>Setting:</p> <p>Reading Specialist and special education</p> <p>General Education Resources: Reading Recovery (reading specialist)</p> <p>SSD Resources:</p> <p>Early Literacy Skill Builder (ELSB)</p> <p>LTRS</p> <p>Florida Center for Reading Research (Instructional</p>

	<p>Develops an idea or captures a story by incorporating supporting details.</p> <p>Incorporates the craft of writing.</p> <p>Understands and applies the conventions of writing: correct grammar, sentence structure, punctuation, and spelling.</p>	<p>organizers, “stop and jot” notes, word processing.</p> <p>Assessments:</p> <p>aReading, Teachers College Benchmark, Words Their Way, District Writing Assessment.</p>	<p>Assessments:</p> <p>Benchmark Assessment System, Assessment, Heggerty Benchmark Assessments</p>	<p>Routines and Pre-reading learning)</p> <p>Dynamic Learning Maps Professional Modules</p> <p>Reading Mastery</p> <p>Step Up to Writing</p> <p>Wilson</p> <p>Multisensory Approach</p> <p>Corrective Reading</p> <p>Assessments</p> <p>MAP-A</p> <p>Basic Reading Inventory (Jerry Johns)</p> <p>Fastbridge</p>
5	Accurately reads and understands grade level texts.	<p>Setting:</p> <p>Classroom, including whole group (mini lesson),</p>	<p>Setting:</p> <p>Varies (small group in classroom, alternative setting)</p>	<p>Setting:</p> <p>Reading Specialist Class</p> <p>Special Education</p>

	<p>Uses a variety of strategies to comprehend the literal meaning of a text</p> <p>Reads for depth of understanding of a text’s themes, message, or arguments.</p> <p>Reads aloud with fluency, which includes appropriate phrasing, expression, and rate.</p> <p>Understands and employs the various stages of the writing process, including prewriting, drafting, revision, and editing.</p> <p>Organizes writing so that the reader can follow easily.</p> <p>Develops an idea or captures a story by incorporating supporting details.</p> <p>Incorporates the craft of writing.</p>	<p>small group, and individual (conferences).</p> <p>Curriculum Resources:</p> <p>Teachers College Units of Study in Reading and Writing.</p> <p>Resources:</p> <p>Classroom libraries, including decodable texts, mentor texts, word processing, graphic organizers, “stop and jot” notes.</p> <p>Assessments:</p> <p>aReading, Teachers College Benchmark, Words Their Way, District Writing Assessment.</p>	<p>Resources:</p> <p>Intervention plan created specifically for individual students based on classroom and standardized testing. Resources include Leveled Literacy Intervention, Rime Magic, Guided Reading Plus, Intervention that Works (Dorn), Jan Richardson Word Study.</p> <p>Assessments:</p> <p>Benchmark Assessment System, Heggerty Benchmark Assessments</p>	<p>Reading Specialist:</p> <p>Intervention plan built for individual students. (reading specialist)</p> <p>SSD Resources:</p> <p>Early Literacy Skill Builder (ELSB)</p> <p>LTRS</p> <p>Florida Center for Reading Research (Instructional Routines and Pre-reading learning)</p> <p>Dynamic Learning Maps Professional Modules</p> <p>Reading Mastery</p> <p>Step Up to Writing</p> <p>Wilson</p> <p>Multisensory Approach</p> <p>Corrective Reading</p>
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	Understands and applies the conventions of writing: correct grammar, sentence structure, punctuation, and spelling.			Assessments MAP-A Basic Reading Inventory (Jerry Johns) Fastbridge
6	<p>Recognize the empowering nature of reading and writing.</p> <p>Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Analyze how a particular sentence, paragraph, section, or image contributes to meaning.</p> <p>Compare and contrast texts in different genres that address similar themes or topics.</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and</p>	Setting: Literacy classroom Curriculum Resources: Teachers rely on a variety of curriculum resources to develop curriculum. Resources: Authentic Literature Assessments PLC-developed assessments, aReading	Setting: Academic Strategies class, small Group, strategy groups Resources: Authentic literature, including alternative texts Assessments aReading, progress monitoring tools	Setting: Reading Strategies Class Special Education Resources: Unique Learning Systems ELSB Newsela Dynamic Learning Maps Professional Modules Readworks Tarheel Reader Audiobooks/Novels (Adapted Curriculum) REWARDS

	<p>voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.</p> <p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p>			<p>Assessments</p> <p>MAP-A</p> <p>Basic Reading Inventory (Jerry Johns)</p> <p>Fastbridge</p> <p>DRA-3</p>
<p>7</p>	<p>Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.</p> <p>Review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims findings and ideas.</p>	<p>Setting:</p> <p>literacy classroom</p> <p>Curriculum Resources:</p> <p>Teachers rely on a variety of curriculum resources to develop curriculum.</p> <p>Resources:</p> <p>Authentic Literature</p> <p>Assessments</p> <p>PLC-developed assessments, aReading</p>	<p>Setting:</p> <p>Academic Strategies class, small group, strategy groups</p> <p>Curriculum Resources:</p> <p>Teachers rely on a variety of curriculum resources to develop curriculum.</p> <p>Resources:</p> <p>Authentic literature, including alternative texts</p> <p>Assessments</p> <p>aReading, progress monitoring tools</p>	<p>Setting:</p> <p>Reading Strategies Class</p> <p>Special Education</p> <p>Resources:</p> <p>Unique Learning Systems</p> <p>ELSB</p> <p>Newsela</p> <p>Dynamic Learning Maps Professional Modules</p> <p>Readworks</p> <p>Tarheel Reader</p> <p>Audiobooks/Novels (Adapted Curriculum)</p> <p>REWARDS</p>

				Assessments MAP-A JBasic Reading Inventory (Jerry Johns) Fastbridge DRA-3
8	<p>Recognize the empowering nature of reading and writing.</p> <p>Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.</p> <p>Compare and contrast information presented in different mediums/genres and analyze how the techniques unique to each medium contribute to meaning.</p>	Setting: Literacy classroom Curriculum Resources: Teachers rely on a variety of curriculum resources to develop curriculum. Resources: Authentic Literature Assessments PLC-developed assessments, aReading	Setting: Academic Strategies class, small groups, strategy groups Curriculum Resources: Teachers rely on a variety of curriculum resources to develop curriculum. Resources: Authentic literature, including alternative texts Assessments	Setting: Reading Strategies Class Special Education Resources: Unique Learning Systems ELSB Newsela Dynamic Learning Maps Professional Modules Readworks Tarheel Reader Audiobooks/Novels (Adapted Curriculum)

	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.</p> <p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify, or justify their own views in light of evidence presented.</p>		<p>aReading, progress monitoring tools</p>	<p>REWARDS</p> <p>Assessments</p> <p>MAP-A</p> <p>Basic Reading Inventory (Jerry Johns)</p> <p>Fastbridge</p>
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	Plan and deliver appropriate presentations based on the task, audience and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.			
9	<p>Recognize the empowering nature of reading and writing.</p> <p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.</p> <p>Evaluate how effectively two or more texts develop similar ideas/topics.</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and</p>	<p>Setting:</p> <p>English classroom</p> <p>Curriculum Resources:</p> <p>Teachers rely on a variety of curriculum resources to develop curriculum.</p> <p>Resources:</p> <p>Authentic Literature</p> <p>Assessments</p> <p>PLC-developed assessments</p>	<p>Setting:</p> <p>Co-taught English class, Learning Center, Learning Center--Reading, Learning Center--English</p> <p>Curriculum Resources:</p> <p>Teachers rely on a variety of curriculum resources to develop curriculum.</p> <p>Resources:</p> <p>Authentic literature, including alternative texts and audiobooks</p> <p>Assessments</p> <p>aReading, progress monitoring tools</p>	<p>Setting:</p> <p>Special Education English I Academic Reading</p> <p>Resources:</p> <p>Unique Learning Systems ELSB Newsela Dynamic Learning Maps Professional Modules Readworks Audiobooks/Novels Language!</p> <p>Assessments</p> <p>MAP-A</p>

	voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.			Basic Reading Inventory (Jerry Johns) Fastbridge
10	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system</p> <p>Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.</p>	<p>Setting: English classroom</p> <p>Curriculum Resources: Teachers rely on a variety of curriculum resources to develop curriculum.</p> <p>Resources: Authentic Literature</p> <p>Assessments PLC-developed assessments, End of Course Exam, PSAT</p>	<p>Setting: Co-taught English class, Learning Center, Learning Center--Reading, Learning Center--English</p> <p>Curriculum Resources: Teachers rely on a variety of curriculum resources to develop curriculum.</p> <p>Resources: Authentic literature, including alternative texts and audiobooks</p> <p>Assessments aReading, progress monitoring tools</p>	<p>Setting: Special Education English II Academic Reading</p> <p>Resources: Unique Learning Systems ELSB Newsela Dynamic Learning Maps Professional Modules Readworks Audiobooks/Novels Language!</p> <p>Assessments MAP-A</p>

	Plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			Basic Reading Inventory (Jerry Johns) Fastbridge
11	<p>Recognize the empowering nature of reading and writing.</p> <p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matter uncertain.</p> <p>Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.</p> <p>Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.</p>	<p>Setting: Classroom</p> <p>Curriculum Resources: Teachers rely on a variety of curriculum resources to develop curriculum.</p> <p>Student Resources: Authentic Literature</p> <p>Assessments: Teacher and grade-level team developed assessments, ACT</p>	<p>Setting: Co-taught English class, Learning Center, Learning Center--Reading, Learning Center--English</p> <p>Curriculum Resources: Teachers rely on a variety of curriculum resources to develop curriculum.</p> <p>Resources: Authentic literature, including alternative texts and audiobooks</p> <p>Assessments</p>	<p>Setting: Special Education</p> <p>Resources: Unique Learning Systems ELSB Newsela Dynamic Learning Maps Professional Modules Readworks Audiobooks/Novels (Adapted Curriculum)</p> <p>Assessments MAP-A Fastbridge</p>

	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.		Fastbridge, progress monitoring tools, Teacher and grade-level team developed assessments	Basic Reading Inventory (Jerry Johns) Inventory
12	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify, or justify their own views and</p>	<p>Setting: Classroom</p> <p>Curriculum Resources: Teachers rely on a variety of curriculum resources to develop curriculum.</p> <p>Student Resources: Authentic Literature</p> <p>Assessments: Teacher and grade-level team developed assessments, ACT</p>	<p>Setting: Co-taught English class, Learning Center, Learning Center--Reading, Learning Center--English</p> <p>Curriculum Resources: Teachers rely on a variety of curriculum resources to develop curriculum.</p> <p>Student Resources: Authentic Literature</p> <p>Assessments: Teacher and grade-level team developed assessments, progress monitoring tools, Fastbridge</p>	<p>Setting: Special Education Academic Reading English IV</p> <p>Resources: Unique Learning Systems ELSB Newsela Dynamic Learning Maps Professional Modules Readworks Audiobooks/Novels (Adapted Curriculum)</p> <p>Assessments MAP-A</p>

	<p>understanding and make new connections in light of the evidence and reasoning presented.</p> <p>Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.</p>			<p>Basic Reading Inventory (Jerry Johns) Fastbridge</p>
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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	-Know number names and the count sequence to 100 (automaticity). -Understand addition as putting together and subtraction as taking apart and taking from . -Gain foundations for place value by	Setting: general education Resources:	Setting: small group Resources: Math Specialist	Setting: Special Education Resources:

	<p>building, ordering, and comparing numbers to 20.</p> <p>-Count to tell the number of objects up to 20.</p> <p>-Subitize: Recognize without counting the quantity of groups up to 5 objects arranged in common patterns.</p> <p>-Make ten by putting together values of 0-10.</p>	<p>Math In Focus-Singapore Math</p> <p>Assessments:</p> <p>NWEA MAP Growth (K-2)</p> <p>KDG checklist</p> <p>Common District Assessments</p>	<p>Math Interns</p> <p>Assessments</p> <p>NWEA Skills Checklist</p> <p>Common District Assessments</p>	<p>Early Numeracy Attainment</p> <p>Numbers</p> <p>Assessments</p> <p>Fastbridge-Early Numeracy</p> <p>NWEA</p>
1	<p>-Add and subtract w/in 10 (automaticity).</p> <p>-Use place value understanding to compose, decompose, order, and compare numbers to 120.</p> <p>-Develop the meaning of the equal sign by finding missing parts of addition and subtraction equations.</p> <p>-Use place value understanding, the relationship between addition and subtraction and properties of operations to add and subtract.</p>	<p>Setting:</p> <p>general education</p> <p>Resources:</p> <p>Math In Focus-Singapore Math</p> <p>Assessments</p> <p>NWEA MAP Growth (K-2)</p> <p>Common District Assessments</p>	<p>Setting:</p> <p>small group</p> <p>Resources:</p> <p>Math Specialist</p> <p>Math Interns</p> <p>Assessments</p> <p>NWEA Skills Checklist</p> <p>Common District Assessments</p>	<p>Setting:</p> <p>Special Education</p> <p>Resources:</p> <p>Touch Math</p> <p>Early Numeracy Attainment</p> <p>Numbers</p> <p>Assessments</p> <p>Fastbridge</p> <p>NWEA</p>

<p>2</p>	<p>-Know single-digit sums and differences (by memory).</p> <p>-Add and subtract w/in 100 using mental math and pictorial strategies.</p> <p>-Use place value understanding to compare and order numbers within 1,000.</p> <p>-Use place value understanding, properties of addition and subtraction, and the relationship between addition and subtraction for numbers within 1000 to solve problems.</p> <p>-Develop a foundation for multiplication and division through skip counting and partitioning items into equal groups.</p>	<p>Setting: general education</p> <p>Resources: Math In Focus- Singapore Math</p> <p>Assessments NWEA MAP Growth (2-5) Common District Assessments</p>	<p>Setting: small group</p> <p>Resources: Math Specialist Math Interns</p> <p>Assessments NWEA Skills Checklist Common District Assessments</p>	<p>Setting: Special Education</p> <p>Resources: Touch Math Early Numeracy Attainment Math in Practice NUMBERS</p> <p>Assessments Fastbridge NWEA</p>
<p>3</p>	<p>-Know single-digit products and quotients (by memory).</p> <p>-Add and subtract w/in 1,000 using mental math and pictorial strategies.</p> <p>-Use place value understanding to compare and order numbers within 10,000.</p> <p>-Use place value understanding, properties of multiplication and division and the relationship between multiplication and</p>	<p>Setting: general education</p> <p>Resources: Math In Focus- Singapore Math</p> <p>Assessments</p>	<p>Setting: small group</p> <p>Resources: Math Specialist Math Interns</p>	<p>Setting: Special Education</p> <p>Resources: Touch Math Early Numeracy Attainment Math in Practice</p>

	<p>division for numbers within 100 to solve problems.</p> <p>-Solve problems involving the four operations on whole numbers.</p> <p>*Develop understanding of fractions as numbers.</p>	<p>NWEA MAP Growth (2-5)</p> <p>Common District Assessments</p>	<p>Assessments</p> <p>NWEA</p> <p>Common District Assessments</p>	<p>NUMBERS</p> <p>Assessments</p> <p>Fastbridge</p> <p>NWEA</p>
4	<p>-Apply knowledge of products and quotients to find factors and multiples.</p> <p>-Add and subtract w/in 10,000 using mental math and pictorial strategies.</p> <p>-Use place value understanding to compare and order numbers within 1,000,000 and decimals to hundredths.</p> <p>-Use place value understanding and properties of operations to perform all operations with whole numbers within one million and decimals to hundredths.</p> <p>-Solve and justify multi-step problems involving whole numbers, fractions, and decimals.</p> <p>*Compose, decompose, simplify, and create equivalent fractions.</p> <p>*Apply understanding of addition, subtraction, and multiplication of whole</p>	<p>Setting:</p> <p>general education</p> <p>Resources:</p> <p>Math In Focus- Singapore Math</p> <p>Assessments</p> <p>NWEA MAP Growth (2-5)</p> <p>Common District Assessments</p>	<p>Setting:</p> <p>small group</p> <p>Resources:</p> <p>Math Specialist</p> <p>Math Interns</p> <p>Assessments</p> <p>NWEA</p> <p>Common District Assessments</p>	<p>Setting:</p> <p>Special Education</p> <p>Resources:</p> <p>Touch Math</p> <p>Early Numeracy - <i>Attainment</i></p> <p>Numbers</p> <p>Math in Practice</p> <p>Assessments</p> <p>Fastbridge</p> <p>NWEA</p>

	<p>numbers to fractions with denominators.</p> <p>*Understand decimal notation for fractions with denominators that are factors of 10 or 100.</p>			
5	<p>-Perform multi-digit multiplication using mental math and pictorial strategies.</p> <p>-Use place value understanding to compare and order numbers within 1,000,000,000 and decimals to thousandths.</p> <p>-Use place value understanding and properties of operations to perform all operations on whole numbers within one billion and decimals to thousandths.</p> <p>-Solve and justify multi-step problems involving whole numbers, fractions, and decimals.</p> <p>*Use equivalent fractions as a strategy to add and subtract fractions.</p> <p>*Apply understanding of multiplication to multiply fractions by whole numbers and fractions by fractions.</p> <p>*Fluently convert between fractions and decimals for denominators that are factors of 1000.</p>	<p>Setting:</p> <p>General education</p> <p>Resources:</p> <p>Math In Focus- Singapore Math</p> <p>Assessments</p> <p>NWEA MAP Growth (2-5)</p> <p>Common District Assessments</p>	<p>Setting:</p> <p>Small group</p> <p>Resources:</p> <p>Math Specialist Math Interns</p> <p>Assessments</p> <p>NWEA Common District Assessments</p>	<p>Setting:</p> <p>Special Education</p> <p>Resources:</p> <p>Touch Math Early Numeracy - <i>Attainment</i> Numbers Math in Practice</p> <p>Assessments</p> <p>Fastbridge NWEA</p>

<p>6</p>	<p>Students can accurately add, subtract, multiply, and divide with positive rational numbers.</p> <p>Students can fluently convert fractions, decimals, and percents and use these for percent calculations.</p> <p>Students can write and solve 1-step equations with positive rational numbers.</p>	<p>Setting: General education</p> <p>Resources: Math In Focus-Singapore Math</p> <p>Assessments NWEA MAP Growth (6+) Common District Assessments</p>	<p>Setting: Math Strategy Class Co-teaching</p> <p>Resources:</p> <p>Assessments: NWEA Common District Assessments</p>	<p>Setting: Special Education</p> <p>Resources: Unique Learning System (ULS) and News 2 You Touch Math Numbers</p> <p>Assessments Fastbridge NWEA</p>
<p>7</p>	<p>Students can add, subtract, multiply, and divide with positive and negative rational numbers and can square, cube, square root, and cube root with common perfect squares and cubes.</p> <p>Students can represent problems as algebraic expressions and can simplify algebraic and numerical expressions using order of operations.</p> <p>Students can represent problems as equations and inequalities and can solve</p>	<p>Setting: General education</p> <p>Resources: Math In Focus-Singapore Math</p> <p>Assessments NWEA MAP Growth (6+)</p>	<p>Setting: Math Strategy Class Co-teaching</p> <p>Resources:</p> <p>Assessments NWEA Common District Assessments</p>	<p>Setting: Special Education</p> <p>Resources: Unique Learning System (ULS) and News 2 You Touch Math Numbers</p> <p>Assessments Fastbridge</p>

	1- step and 2-step equations and inequalities with rational numbers.	Common District Assessments		NWEA
8		<p>Setting: General education</p> <p>Resources: Math In Focus- Singapore Math</p> <p>Assessments NWEA MAP Growth (6+) Common District Assessments</p>	<p>Setting: Math Strategy Class Co-teaching</p> <p>Resources:</p> <p>Assessments NWEA Common District Assessments</p>	<p>Setting: Special Education</p> <p>Resources: Unique Learning System (ULS) Touch Math Math Skills Builder- Attainment Teaching Math Standards- Attainment Numbers</p> <p>Assessments Fastbridge NWEA</p>
Algebra	Students are able to write and solve linear equations and inequalities and they are able to graph solutions on a number line.	<p>Setting: General education</p> <p>Resources: Glencoe Algebra</p>	<p>Setting: Co-teaching</p> <p>Resources Glencoe Algebra</p>	<p>Setting: Special Education</p> <p>Resources:</p>

	<p>Students can write, graph, and solve one and two variable linear equations in multiple forms.</p> <p>Students can write and solve systems of linear equations</p> <p>Students can add and subtract and multiply polynomials.</p>	<p>Assessments</p> <p>NWEA MAP Algebra</p> <p>Common District Assessments</p>	<p>Assessments</p> <p>NWEA MAP Algebra</p> <p>Common District Assessments</p>	<p>Unique Learning System (ULS)</p> <p>Touch Math</p> <p>Math Skills Builder-Attainment</p> <p>Teaching Math Standards-Attainment</p> <p>Numbers</p> <p>Assessments</p> <p>Fastbridge</p> <p>NWEA</p>
Geometry	<p>Students are able to use right triangle trigonometry to solve for sides and angles</p> <p>Students are able to understand the sufficient and necessary conditions needed to apply theorems appropriately</p>	<p>Setting:</p> <p>General education</p> <p>Resources:</p> <p>Glencoe Geometry</p> <p>Assessments</p> <p>Common District Assessments</p>	<p>Setting:</p> <p>Co-teaching</p> <p>Resources:</p> <p>Glencoe Geometry</p> <p>Assessments</p> <p>Common District Assessments</p>	<p>Setting:</p> <p>Special Education</p> <p>Resources:</p> <p>Unique Learning System (ULS)</p> <p>Touch Math</p> <p>Math Skills Builder-Attainment</p>

				<p>Teaching Math Standards-Attainment</p> <p>Numbers</p> <p>Assessments</p> <p>Fastbridge</p>
Algebra 2	<p>Students possess an understanding of the concept of inverse relationships and operations.</p> <p>Students are able to graph function families using function transformations.</p> <p>Students possess a preliminary understanding of how to solve exponential and logarithmic equations.</p> <p>Students are able to solve quadratic, rational, and polynomial equations</p> <p>Students understand the relationships between trig ratios.</p>	<p>Setting:</p> <p>General education</p> <p>Resources:</p> <p>Glencoe Algebra 2</p> <p>Assessments</p> <p>Common District Assessments</p>	<p>Setting:</p> <p>Co Teaching</p> <p>Resources:</p> <p>Glencoe Algebra 2</p> <p>Assessments</p> <p>Common District Assessments</p>	<p>Setting:</p> <p>Special Education</p> <p>Resources:</p> <p>Unique Learning System (ULS)</p> <p>Touch Math</p> <p>Math Skills Builder-Attainment</p> <p>Teaching Math Standards-Attainment</p> <p>Numbers</p> <p>Assessments</p> <p>Fastbridge</p>

<p>Functions Stats and Trig</p>	<p>Students are able to apply simplifying and solving Techniques (Quadratics, Exp/Log, Rational, Polynomial, Trigonometry)</p> <p>Students are able to solve problems graphically, numerically, and algebraically.</p> <p>Solve and graph trigonometric, exponential, and logarithmic functions including all transformations.</p> <p>Students are able to recognize the patterns of the parent functions/transformations, including trigonometric functions.</p> <p>Students are able to graph all rational functions.</p>	<p>Setting: General education</p> <p>Resources: Algebra & Trigonometry John Coburn</p> <p>Assessments Common District Assessments</p>		<p>Setting: Special Education</p> <p>Resources: Unique Learning System (ULS) Touch Math Math Skills Builder-Attainment Teaching Math Standards-Attainment Numbers</p> <p>Assessments Fastbridge</p>
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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	<p>Identify and follow classroom and school routines.</p> <p>Identify work habits necessary for school success.</p> <p>Identify work habits necessary for school success.</p>	<p>Setting: Classroom</p> <p>Resources: Zones-Captain Restorative Practices-Captain Safe seat-Glenridge</p>	<p>Setting: Classroom</p> <p>Resources: Clayton Social Worker Counselor 1-1 and or small group Lunch Bunch</p>	<p>Setting: Special Education</p> <p>Resources: Superflex Zones Mind Up</p>

	<p>Identify likes and dislikes at home and school.</p> <p>Recognize that all work is important.</p> <p>Identify roles and responsibilities of family members in the world of work.</p> <p>Identify the skills family members use in their work.</p> <p>Identify personal and ethical skills needed to work cooperatively with others in a group at school.</p> <p>Identify helper jobs that are available in the classroom.</p> <p>Identify basic feelings</p> <p>Identify personal roles in the family.</p> <p>Identify character traits needed for different situations.</p>	<p>Buddy room</p> <p>Circles</p> <p>Sensory Supports in hall/class</p> <p>Counseling lessons in class</p> <p>NCADA-outside agency lessons</p> <p>ClayMo</p> <p>Community Teams</p> <p>Assessments:</p>	<p>Outside therapist</p> <p>Check in/Check out</p> <p>Assessments</p>	<p>Problem Solving with Function in Mind</p> <p>Social Worker</p> <p>Think Social</p> <p>Behavior Charts</p> <p>Go Noodle</p> <p>Class DOJO</p> <p>We Thinkers</p> <p>Social Express</p> <p>Social Skills group</p> <p>Assessment</p> <p>FBA/FA-evaluation for students that we need to determine the function to create a BIP</p>
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	<p>Demonstrate how to be a friend.</p> <p>Identify similarities and differences between self and others.</p> <p>Identify feelings of others.</p> <p>Identify safe and healthy choices at home and school.</p> <p>Identify safe/unsafe situations.</p> <p>Identify different life changes or events.</p>			
1	<p>Identify a variety of feelings</p> <p>Identify personal roles in the school.</p> <p>Recognizing personal character traits.</p> <p>Demonstrate the ability to be a friend.</p>	<p>Setting:</p> <p>Classroom</p> <p>Resources:</p> <p>Zones-Captain</p> <p>Restorative Practices-Captain</p> <p>Safe seat-Glenridge</p> <p>Buddy room</p>	<p>Setting:</p> <p>Classroom</p> <p>Resources:</p> <p>Clayton Social Worker</p> <p>Counselor 1-1 and or small group</p> <p>Lunch Bunch</p> <p>Outside therapist</p>	<p>Setting:</p> <p>Special Education</p> <p>Resources:</p> <p>Superflex</p> <p>Zones</p> <p>Mind Up</p> <p>Problem Solving with Function in Mind</p>

	<p>Identify similarities and differences among students within the school community.</p> <p>Express feelings effectively, both verbally and non-verbally.</p> <p>Identify steps of problem solving and decision making for personal safety.</p> <p>Identify personal safety strategies.</p> <p>Recognize the effects of life changes or events related to self.</p>	<p>Circles</p> <p>Sensory Supports in hall/class</p> <p>Counseling lessons in class</p> <p>NCADA-outside agency lessons</p> <p>ClayMo</p> <p>Community Teams</p> <p>Therapy dog-Glenridge</p> <p>Assessments</p>	<p>Check in/Check out</p> <p>Assessments</p>	<p>Social Worker</p> <p>Think Social</p> <p>Behavior Charts</p> <p>Go Noodle</p> <p>Class DOJO</p> <p>We Thinkers</p> <p>Social Express</p> <p>Social Skills group</p> <p>Assessments</p> <p>FBA/FA</p>
<p>2</p>	<p>Express a variety of feelings</p> <p>Identify personal roles in the community.</p> <p>Compare and contrast character traits needed for different situations.</p>	<p>Setting:</p> <p>Classroom</p> <p>Resources:</p> <p>Classroom</p> <p>Zones-Captain</p> <p>Restorative Practices-Captain</p>	<p>Setting:</p> <p>Classroom</p> <p>Resources:</p> <p>Clayton Social Worker</p> <p>Counselor 1-1 and or small group</p> <p>Lunch Bunch</p>	<p>Setting:</p> <p>Special Education</p> <p>Resources:</p> <p>Superflex</p> <p>Zones</p> <p>Mind Up</p> <p>Problem Solving with Function in Mind</p>

	<p>Identify and demonstrate the interpersonal skills needed to make and keep a friend.</p> <p>Identify similarities and differences among families and their traditions.</p> <p>Identify the steps of solving problems and conflicts with others.</p> <p>Practice the steps of problem solving and decision making for personal safety.</p> <p>Apply personal safety strategies as they relate to different situations.</p> <p>Recognize the effects of life changes or events related to self and others.</p>	<p>Safe seat-Glenridge</p> <p>Buddy room</p> <p>Circles</p> <p>Sensory Supports in hall/class</p> <p>Counseling lessons in class</p> <p>NCADA-outside agency</p> <p>ClayMo</p> <p>Community Teams</p> <p>Therapy dog-Glenridge</p> <p>Assessments</p>	<p>Outside therapist</p> <p>Check in/Check out</p> <p>Assessments</p>	<p>Social Worker</p> <p>Think Social</p> <p>Behavior Charts</p> <p>Go Noodle</p> <p>Class DOJO</p> <p>We Thinkers</p> <p>Social Express</p> <p>Social Skills group</p> <p>Assessments</p> <p>FBA/FA</p>
3	<p>Identify positive characteristics and areas for personal growth.</p> <p>Reflect on personal roles at home and at school and identify responsibilities.</p>	<p>Setting:</p> <p>Classroom</p> <p>Resources:</p> <p>Classroom</p>	<p>Setting:</p> <p>Classroom</p> <p>Resources:</p> <p>Clayton Social Worker</p>	<p>Setting:</p> <p>Special Education</p> <p>Resources:</p> <p>Superflex</p>

	<p>Identify the personal characteristics needed to contribute to the classroom.</p> <p>Identify the interpersonal skills necessary to build quality relationships.</p> <p>Recognize and respect the differences between personal culture and other cultures.</p> <p>Apply the steps of solving problems and conflicts with others.</p> <p>Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school.</p> <p>Identify issues that impact personal safety.</p> <p>Identify coping skills for managing life changes or events.</p>	<p>Zones-Captain</p> <p>Restorative Practices-Captain</p> <p>Safe seat-Glenridge</p> <p>Buddy room</p> <p>Circles</p> <p>Sensory Supports in hall/class</p> <p>Counseling lessons in class</p> <p>ClayMo-Glenridge</p> <p>Community Teams-Captain</p> <p>Therapy dog-Glenridge</p> <p>Assessments</p> <p>Panorama SEL Survey</p>	<p>Counselor 1-1 and or small group</p> <p>Superflex-Captain</p> <p>Lunch Bunch</p> <p>Outside therapist</p> <p>Check in/Check out</p> <p>Assessments</p> <p>Panorama SEL Survey</p>	<p>Zones</p> <p>Mind Up</p> <p>Problem Solving with Function in Mind</p> <p>Social Worker</p> <p>Think Social</p> <p>Behavior Charts</p> <p>Go Noodle</p> <p>Class DOJO</p> <p>We Thinkers</p> <p>Social Express</p> <p>Social Skills group</p> <p>Assessments</p> <p>FBA/FA</p> <p>Panorama SEL Survey</p>
4	<p>Recognize positive self-talk and communicate personal thoughts and feelings.</p>	<p>Setting:</p> <p>Classroom</p>	<p>Setting:</p> <p>Classroom</p>	<p>Setting:</p> <p>Special Education</p>

	<p>Reflect on personal roles in the community and identify responsibilities as a community member.</p> <p>Identify the personal characteristics that contribute to the school community.</p> <p>Demonstrate respect for others' personal opinions and ideas.</p> <p>Recognize and respect diverse groups within the school and community.</p> <p>Identify and practice the skills used to compromise in a variety of situations.</p> <p>Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations.</p>	<p>Resources:</p> <p>Classroom</p> <p>Zones-Captain</p> <p>Restorative Practices-Captain</p> <p>Safe seat-Glenridge</p> <p>Buddy room</p> <p>Circles</p> <p>Sensory Supports in hall/class</p> <p>Counseling lessons in class</p> <p>ClayMo-Glenridge</p> <p>Community Teams-Captain</p> <p>Therapy dog-Glenridge</p> <p>Assessments</p> <p>Panorama SEL Survey</p>	<p>Resources:</p> <p>Clayton Social Worker</p> <p>Counselor 1-1 and or small group</p> <p>Lunch Bunch</p> <p>Outside therapist</p> <p>Check in/Check out</p> <p>Assessments</p> <p>Panorama SEL Survey</p>	<p>Resources:</p> <p>Superflex</p> <p>Zones</p> <p>Mind Up</p> <p>Problem Solving with Function in Mind</p> <p>Social Worker</p> <p>Think Social</p> <p>Behavior Charts</p> <p>Go Noodle</p> <p>Class DOJO</p> <p>We Thinkers</p> <p>Social Express</p> <p>Social Skills group</p> <p>Assessments</p> <p>FBA/FA</p> <p>Panorama SEL Survey</p>
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	<p>Describe different types of violence and harassment and identify strategies for intervention.</p> <p>Utilize coping skills for managing life changes or events.</p>			
5	<p>Demonstrate the personal characteristics to maintain a positive self-concept.</p> <p>Develop strategies to balance family, school, and community roles.</p> <p>Demonstrate personal characteristics of a contributing member of the school community.</p> <p>Exhibit mutual respect and compromise in relationships.</p> <p>Demonstrate respect for individuals within diverse groups.</p>	<p>Setting: Classroom</p> <p>Resources: Zones-Captain Restorative Practices-Captain Safe seat-Glenridge Buddy room Circles Sensory Supports in hall/class Counseling lessons in class ClayMo-Glenridge Community Teams-Captain</p>	<p>Setting: Classroom</p> <p>Resources: Clayton Social Worker Counselor 1-1 and or small group Lunch Bunch Outside therapist Check in/Check out</p> <p>Assessments Panorama SEL Survey</p>	<p>Setting: Special Education</p> <p>Resources: Superflex Zones Mind Up Problem Solving with Function in Mind Social Worker Think Social Behavior Charts Go Noodle Class DOJO We Thinkers Social Express</p>

	<p>Review and implement strategies to resolve problems and conflicts successfully.</p> <p>Evaluate peer influence on problem-solving and decision-making skills.</p> <p>Apply personal safety strategies as they relate to violence and harassment.</p> <p>Evaluate various coping skills for managing life changes of events.</p>	<p>Therapy dog-Glenridge</p> <p>Assessments</p> <p>Panorama SEL Survey</p>		<p>Social Skills group</p> <p>Assessments</p> <p>FBA/FA</p> <p>Panorama SEL Survey</p>
6	<p>Identify individual strengths and areas for personal growth and good citizenship.</p> <p>Identify and develop personal planning strategies to manage individual, family, and school responsibilities.</p> <p>Demonstrate skills needed to participate in team building.</p>	<p>Setting:</p> <p>Classroom</p> <p>Resources:</p> <p>Restorative Circles</p> <p>PACK</p> <p>Assessments</p> <p>Panorama SEL Survey</p>	<p>Setting:</p> <p>Classroom/Counseling</p> <p>Resources:</p> <p>Restorative Circles/Classroom</p> <p>Therapy Dog</p> <p>Outside therapists</p> <p>Clayton Social Worker</p> <p>Counselor</p>	<p>Setting:</p> <p>Special Education</p> <p>Resources:</p> <p>Mindfulness</p> <p>Yoga</p> <p>Go Noodle</p> <p>Group Rules</p> <p>Check in/Check out</p> <p>Zones of Regulation</p>

	<p>Identify interpersonal skills needed to maintain quality relationships.</p> <p>Identify and develop strategies to promote acceptance and respect in the school and community.</p> <p>Apply problem-solving and conflict-resolution skills to new challenges.</p> <p>Identify problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations.</p> <p>Identify behaviors that compromise personal safety of self and others.</p> <p>Review and revise strategies to cope with life-changing events.</p>		<p>Assessments:</p> <p>Panorama SEL Survey</p>	<p>Token Economy</p> <p>Problem Solving with Function in Mind</p> <p>Social Worker</p> <p>Assessments</p> <p>FBA/FA</p> <p>Panorama SEL Survey</p>
7	<p>Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept</p>	<p>Setting:</p> <p>Classroom</p>	<p>Setting:</p> <p>Classroom/Counseling</p>	<p>Setting:</p> <p>Special Education</p>

	<p>Apply personal planning strategies to balance individual, family, and school responsibilities.</p> <p>Identify and practice ways to be a contributing group member.</p> <p>Practice effective interpersonal skills in a variety of social situations.</p> <p>Promote acceptance and respect for individual differences.</p> <p>Practice problem-solving and conflict-resolution skills.</p> <p>Utilize effective problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations.</p> <p>Develop strategies to maintain personal safety.</p>	<p>Resources:</p> <p>Restorative Circles</p> <p>PACK</p> <p>Assessments</p> <p>Panorama SEL Survey</p>	<p>Resources:</p> <p>Restorative Circles/Classroom</p> <p>Therapy Dog</p> <p>Outside therapists</p> <p>Clayton Social Worker</p> <p>Counselor</p> <p>Assessments:</p> <p>Panorama SEL Survey</p>	<p>Resources:</p> <p>Mindfulness</p> <p>Yoga</p> <p>Go Noodle</p> <p>Group Rules</p> <p>Check in/Check out</p> <p>Zones of Regulation</p> <p>Token Economy</p> <p>Problem Solving with Function in Mind</p> <p>FBA/FA</p> <p>Social Worker</p> <p>Assessments</p> <p>Panorama SEL Survey</p>
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	Apply coping skills to manage life-changing events.			
8	<p>Identify thoughts and feelings and how they relate to self-concept.</p> <p>Recognize the different roles and responsibilities people play in the family, school, and community, and how those roles and responsibilities are interrelated.</p> <p>Recognize personal ways for the individual to contribute as a member of the school community.</p> <p>Self-assess interpersonal skills that will help maintain quality relationships.</p> <p>Apply strategies that promote acceptance and respect of others within the global community.</p> <p>Exhibit an awareness of personal responsibility in conflict situations.</p>	<p>Setting: Classroom</p> <p>Resources: Restorative Circles PACK</p> <p>Assessments Panorama SEL Survey</p>	<p>Setting: Classroom/Counseling</p> <p>Resources: Restorative Circles/Classroom Therapy Dog Outside therapists Clayton Social Worker Counselor</p> <p>Assessments: Panorama SEL Survey</p>	<p>Setting: Special Education</p> <p>Resources: Mindfulness Yoga Go Noodle Group Rules Check in/Check out Zones of Regulation Token Economy Problem Solving with Function in Mind FBA/FA Social Worker</p> <p>Assessments Panorama SEL Survey</p>

	<p>Recognize peer influence on risk-taking behaviors and consequences.</p> <p>Apply strategies related to personal safety issues.</p> <p>Evaluate coping skills to manage life-changing events.</p>			
9		<p>Setting: Classroom</p> <p>Resources:</p> <p>Assessments Panorama SEL Survey</p>	<p>Setting: Classroom</p> <p>Resources: Teen Connect Clayton Social Worker</p> <p>Assessments Panorama SEL Survey</p>	<p>Setting: Special Education</p> <p>Resources: Quest Social Emotional BJC-Behavioral Health Department of Mental Health</p> <p>Assessments Medical Information FBA</p>

				Panorama SEL Survey
10		Setting: Classroom Resources: Assessments Panorama SEL Survey	Setting: Classroom Resources: Teen Connect Clayton Social Worker Assessments Panorama SEL Survey	Setting: Special Education Resources: Quest Social Emotional BJC-Behavioral Health Department of Mental Health Assessments Medical Information FBA Panorama SEL Survey
11		Setting: Classroom Resources: Assessments	Setting: Classroom Resources: Teen Connect Clayton Social Worker	Setting: Special Education Resources: Quest Social Emotional

		Panorama SEL Survey	Assessments Panorama SEL Survey	BJC-Behavioral Health Department of Mental Health Assessments Medical Information FBA Panorama SEL Survey
12		Setting: Classroom Resources: Assessments Panorama SEL Survey	Setting: Classroom Resources: Teen Connect Clayton Social Worker Assessments Panorama SEL Survey	Setting: Special Education Resources: Quest Social Emotional BJC-Behavioral Health Department of Mental Health Assessments Medical Information FBA

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