



Current State for Ferguson-Florissant 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)

District-wide structures include professional development days delivered by district curriculum coordinators focused on supporting all teachers with core curriculum. District Leadership Walks are conducted throughout the year to monitor the instructional practices and provide coaching opportunities for principals. School-wide structures include instructional leadership teams (ILT), who plan and lead the professional learning for the building. The ILT determines a problem of practice and enters into a cycle of professional learning. Teachers receive input training on how to implement a practice in their classroom, a safe practice time for teachers to experiment with the new practice, collaborative planning time to look at student work, and targeted learning walks to look for evidence of implementation. In addition, schools work with district data specialists using the Nancy Love Data Process to analyze data, set SMART goals, and create a FIRME Action Plan in order to monitor growth for all students. On the instructional side, we also utilize PLCs for review of student data, assessment, curriculum, etc. Teachers receive an additional 20 hours of professional development in literacy, numeracy and/or science during mandatory PD days throughout the year. Additionally, curriculum specialists conduct lesson studies, reverse lesson studies, and additional training during the school year at the building level to address any additional concerns and or provide additional support. There are also many after school sessions for teachers to attend by content area, specifically for literacy and numeracy and we do additional training for principals and coaches to continue building their foundation so they are better able to provide feedback and direction for their teachers.

In addition to the academic structures in place, district-wide structures, for social-emotional learning, include monthly Ci3T Core meetings, a PLC, where competencies are reviewed as well as data analyzed to improve processes and to review the impact of SEL practice on student outcomes. School-wide structures for social-emotional learning at the building level include leadership teams i.e. SELT, where goals are established and progress monitored and advisory/designated class time where social-emotional learning curricula is implemented.

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

This year's focus has been on the implementation of the core for literacy and numeracy. At the elementary level there are opportunities for cross curricular practice of skills related to foundational reading and accessing text, as well as opportunities to practice strategies across contents. As the core is more deeply embedded, we will build additional opportunities for cross-curricular integration at all grade levels. However, all FFSD teachers have been deeply trained around close reading, academic conversations, and argumentative writing within all content areas. These practices are reviewed and embedded as part of the curriculum implementation as appropriate.

In addition, social-emotional learning is supported through the integration of skills, under the auspice of SEL competencies, through core instruction. Professional development is provided to principals for SEL as a means to provide look-fors for curriculum implementation.

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

The support that is in place to sustain the implementation of core curriculum includes the following: Ongoing professional development, district and building level PLCs, district funding, and goals developed, with action steps, progress monitored to determine changes in practice. In addition, we also utilize PLCs for review of student data, assessment, curriculum, etc. Teachers receive an additional 20 hours of professional development in literacy, numeracy and/or science during mandatory PD days throughout the year. Additionally, curriculum specialists conduct lesson studies, reverse lesson studies, and additional training during the school year at the building level to address any additional concerns and or provide additional support. There are also many after school sessions for teachers to attend by content area, specifically for literacy and numeracy and we do additional training for principals and coaches to continue building their foundation so they are better able to provide feedback and direction for their teachers. Because students need to be emotionally ready to access the curricula, the supports that are in place to sustain the implementation of social-emotional learning curricula includes the following: Ongoing professional development, district and building level PLCs i.e. SELT and Ci3T Core, district funding, and goals developed, with action steps, progress monitored monthly to determine changes in practice.

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

On the instructional side, we also utilize PLCs and data teams for review of student data, assessment, curriculum, etc. Teachers receive an additional 20 hours of professional development in literacy, numeracy and/or science during mandatory PD days throughout the year. Additionally, curriculum specialists conduct lesson studies, reverse lesson studies, and additional training during the school year at the building level to address any additional concerns and or provide additional support. There are also many after school sessions for teachers to attend by content area, specifically for literacy and numeracy and we do additional training for principals and coaches to continue building their foundation, so they are better able to provide feedback and direction for their teachers. In addition, feedback and coaching regarding the implementation of core curriculum is provided to teachers to build their capacity.

As a means to support teachers with the implementation of social-emotional learning curricula, professional development and webinars are provided to teachers. Feedback and coaching regarding the implementation of SEL curricula is provided to teachers to build their capacity.

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

Curriculum Coordinators and teachers vet all resources by checking their alignment to the Missouri Learning Standards. Only those resources and curriculum that are tightly aligned to the standards are in front of our teachers and students. Additionally, curriculum specialists in FFSD review all K-12 curriculums regularly to ensure alignment to Missouri Learning Standards. This is done at least three times per year and includes a review of the MLS, MAP Blueprint for all tested grade levels and courses, and a review of item specifications. In addition to these components, pacing guides are reviewed to ensure that instructional time is proportionate to the testing blueprint, so teachers are able to prioritize instruction based on the most important standards identified by DESE. Additionally, principals are trained around curriculum resources and MLS so that they are able to provide constructive feedback to teachers around implementation of core instruction on a regular basis.

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

Curriculum Coordinators and teachers vet all resources by checking their alignment to the Missouri Learning Standards. The PreK-12 Content specific committees collaborate with the curriculum coordinators to ensure that the curriculum is appropriate and aligned to the Missouri Learning Standards. After this committee has provided feedback, the curriculum coordinator takes it to the Curriculum Advisory Committee (CAC). Only those resources and curriculum that are tightly aligned to the standards are in front of our teachers and students. Also, teachers (including special education teachers) meet weekly in PLCs to review student achievement data. During this time, they are able to make mid-course corrections based on student performance. Additionally, teachers have an additional 20 hours of ongoing professional development during district PD days, where they are trained more deeply on the MLS and again have collaboration time within a grade band to prioritize learning based on student performance both individually and across the district.

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

Based on the MLS, identified priority standards, assessment blueprints (as appropriate) and the aligned curriculum (book/program/etc.), curriculum specialists front load the entire curriculum. It is then presented to teachers for feedback and adjustments. Assessments are developed in the same fashion and adjusted based on feedback and student performance data. Teachers are intimately trained on the curriculum during district PD days and throughout the summer to ensure best practice, attention to fidelity, and intentionality are addressed in ongoing fashion. Based on student performance and teacher feedback, as well as changes at the state level, curriculum is adjusted each year, if not during the school year to meet various learner needs. Further, curriculum specialists use an adapted version of the EQUIP Rubric for reviewing local and new curriculum resources prior to launching to staff. Upon review of materials, those passing an initial review are released to teachers, including our SSD teachers, for review. This happens in a number of ways including the Pre-K 12 Committee, Materials and Curriculum Review Open House, Vendor presentations, and monthly Curriculum Advisory Council Meetings.

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

Assurance that SEL instruction meets the needs of all students is ensured by analysis of data at the district and building level. In addition, building level administrators conduct observations of SEL curricula and provide feedback and coaching to classroom teachers. This same practice is consistent for numeracy and literacy. In addition, the teacher evaluation explicitly requires evaluation of implementation of core curriculum for all students individually and during whole group instructional time.

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?

All curriculum products are vetted by curriculum coordinators for standard alignment and implementation of standards. Once the highly aligned curriculum products are identified, those products are then made available to teachers to review and consider for adoption. All teachers, including special education teachers are invited and encouraged to participate. Once the teachers have had an opportunity to review, teachers (all teachers) are invited and encouraged to vote on the resource that best fits their needs. Teachers are also trained on the implementation of the quality resource chosen by providing time during the summer, after school, and during ILT professional development time. All teachers including special education teachers are included in the training.

Currently, curriculum specialists use an adapted version of the EQUIP Rubric for reviewing local and new curriculum resources prior to launching to staff. Upon review of materials, those passing an initial review are released to teachers, including our SSD teachers, for review. This happens in a number of ways including the Pre-K 12 Committee, Materials and Curriculum Review Open House, Vendor presentations, and monthly Curriculum Advisory Council Meetings. Once we have chosen an aligned resource/written curriculum and it is approved, we invite teachers to participate in professional development through our mandatory district PD days (5-6 times/year for up to 20 hours or more) or during the summer. These training sessions during the year are required and extended to ALL FFSD staff, including our SSD teachers. Summer training is always voluntary for all FFSD and always open to SSD staff as well.

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

The current assessment system the district has chosen is Galileo and it is used in grades K-12 to assess literacy, numeracy, social studies and science and is aligned to the Missouri Learning Standards. The benchmark assessment is administered four times a year and the teachers analyze the assessment data to monitor student growth. The assessment systems also allow for accommodations for students with IEPs such as text-to-speech.

On a large scale we are in our first year of implementation with the Imagine Learning (Galileo) Assessment in the core areas for students in grades 2-12. This assessment mimics the GLAs and EOCs and is given four times/year. This data is used during the data team process and teachers are able to make additional formative assessments based on student performance as students progress through content throughout the school year. Galileo is a new system, and we are currently working to continue supporting schools in using the data, since in previous years, they only had STAR data to use for planning. As a result of the aforementioned changes, teachers are receiving consistent feedback about individual student performance relative to mastery and acquisition of grade level content.

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

Schools work with district data specialists using the Nancy Love Data Process to analyze data, set SMART goals, and create a FIRME Action Plan in order to monitor growth for all students.

On a large scale we are in our first year of implementation with the Imagine Learning (Galileo) Assessment in the core areas for students in grades 2-12. This assessment mimics the GLAs and EOCs and is given four times/year. This data is used during the data team process and teachers are able to make additional formative assessments based on student performance as students progress through content throughout the school year. Galileo is a new system, and we are currently working to continue supporting schools in using the data, since in previous years, they only had STAR data to use for planning. As a result of the aforementioned changes, teachers are receiving consistent feedback about individual student performance relative to mastery and acquisition of grade level content.

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

Benchmark (Imagine Learning/Galileo) and Unit/Summative assessments are developed at the district level. Formative assessments are developed at the building level, through the PLC structure, and are based on student performance on benchmark and other informal assessments teachers create within their classrooms.

How do we help all educators become assessment literate?

Assessment literacy is an area of growth and staff are receiving professional development to address this gap. Because we have made a change in our assessment system, we need to do some retooling around assessment literacy for educators and creating assessment capable learners. However, ongoing professional development led by curriculum coordinators, assessment vendors, and district data strategists help to support the development of the capacity of educators so that they become assessment literate.

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

The social-emotional learning curricula, adopted by the district, includes several resources to engage parents. Parents have access to newsletters, home links, and activities that they can utilize with their children. In addition, the district's website includes resources for parents. On the core side, we communicate with families via teachers and principals through conferences, email, building level newsletters, etc. In the coming year, we plan to publish our curricular documents to make them more accessible to families.

Definitions:

Reading/Literacy Tier One: Core should include: Academic language (vocabulary; inferencing; narrative language); Phonemic Awareness (K-2 until mastered); Phonics; (including advanced phonics); Sight words; reading connective text (accuracy, fluency, comprehension); Comprehension skills should include activating prior knowledge, predicting, questioning, clarifying or questioning and monitoring; inferencing; retelling and summarizing; identifying and using organizational text structure and encoding of how language works.

Assessments: universal screenings to see who may be at risk and monitor progress on grade level -differentiated instruction based on results; benchmarking suggested at least 3 times per year.

Reading/Literacy Tier Two: Provide intensive, systematic instruction on **up to three foundational reading skills** in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20–40 minutes Should be very focused on explicit instruction of foundational skill.

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: Understanding (Accreditation & Achievement) Maintain accreditation (70% or higher) and support student achievement by focusing on MSIP 5 and MAP scores, subgroup achievement, attendance, graduation rates and college career readiness.

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Core Intervention - SEG/SES)	Tier Three (Remediation - SEG/SES)
K	K.R.1.A-C, K.R.2.A-C K.R.3.A-C, K.SL.1.A, K.RF.1.A, K.RF.3.A, K.RF.4.A, K.2L.1.A, K.W.1.A-D, K.W.3.A, K.W.2.A	Setting: Classroom Resources: Making Meaning, Being a Reader Assessments: Individual/Class assessments Making Meaning, Being a Reader Mastery Tests, TEEL, TCBs	Setting: Classroom - Small Group Resources: Imagine Lang./Lit, SIPPs, Special Education Teacher, Reading Intervention Specialist, Reading A-Z, Reading Specialist, Step Up To Writing Assessments: SIPPS Mastery Tests, Galileo, Fast Bridge * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: Reading Intervention Specialist, Special Education Teacher, ELSB, UNIQUE, SPIRE, ERSB Assessments: Mastery Tests, Galileo, Jerry Johns, Teacher College Benchmark, Fast Bridge * varies by intervention
1	1.R.1.A-C, 1.R.2.A-C	Setting: Classroom	Setting: Classroom - Small Group	Setting: Classroom - SES/GES (pull-out)

	1.R.3.A-C, 1.SL.1.A, 1.RF.1.A, 1.RF.3.A, 1.RF.4.A, 1.2L.1.A, 1.W.1.A-D, 1.W.3.A, 1.W.2.A	Resources: Making Meaning, Being a Reader, SIPPS Assessments: Individual/Class assessments Making Meaning, Being a Reader Mastery Tests, TEEL, TCBs, Galileo	Resources: Imagine Lang./Lit, SIPPs, Special Education Teacher, Reading Intervention Specialist, Reading A-Z, Reading Specialist, Step Up to Writing, Reading, SIPPS Extension SPIRE, Step Up to Writing Assessments: SIPPS Mastery Tests, Galileo, Fast Bridge * varies by intervention	Resources: Reading Intervention Specialist, Special Education Teacher, ELSB, UNIQUE, ERSB, SPIRE, Assessments: Mastery Tests, Galileo, Jerry Johns, Teacher College Benchmark, Fast Bridge * varies by intervention
2	2.R.1.A-C, 2.R.2.A-C 2.R.3.A-C, 2.SL.1.A, 2.RF.1.A, 2.RF.3.A, 2.2L.1.A, 2.W.1.A-D, 2.W.3.A, 2.W.2.A	Setting: Classroom Resources: Making Meaning, Being a Reader, SIPPS Assessments: Individual/Class assessments Making Meaning, Being a Reader Mastery Tests, TEEL, TCBs	Setting: Classroom - Small Group Resources: Imagine Lang./Lit, SIPPs, Reading A-Z, SIPPS extension SPIRE, Step Up to Writing Assessments: SIPPS Mastery Tests, Galileo * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: Reading Intervention Specialist, Special Education Teacher, ELSB, UNIQUE, ERSB, Assessments: Mastery Tests, Galileo, Jerry Johns, Teacher College Benchmark, Fast Bridge * varies by intervention
3	3.R.1.A-C, 3.R.2.A-C 3.R.3.A-C, 3.SL.1.A, 3.W.1.A-D, 3.W.3.A, 3.W.2.A	Setting: Classroom Resources: Being A Reader, Making Meaning, SIPPS	Setting: Classroom - Small Group Resources: Imagine Lang./Lit, SIPPs, Corrective Reading,	Setting: Classroom - SES/GES (pull-out) Resources: Reading Intervention Specialist, Special Education

		Assessments: Individual/Class assessments Making Meaning, Galileo, TCBs	Reading A-Z, SIPPS, SIPPS extension SPIRE, Step Up to Writing Assessments: SIPPS Mastery Tests, Being a Reader Mastery Tests, Galileo * varies by intervention	Teacher, ELSB, UNIQUE, ERSB, Corrective Reading, Expressive Writing Assessments: Tests, Galileo, Jerry Johns, Teacher College Benchmark, Fast Bridge * varies by intervention
4	4.R.1.A-C, 4.R.2.A-C 4.R.3.A-C, 4.W.1.A-D, 4.W.3.A, 4.W.2.A, 4.SL.1.A	Setting: Classroom Resources: Being A Reader, Making Meaning, SIPPS Assessments: Individual/Class assessments Making Meaning, Galileo, TCBs	Setting: Classroom - Small Group Resources: Imagine Lang./Lit, SIPPs, Being a Reader, Corrective Reading, Reading A-Z, SIPPS extension SPIRE, Step Up to Writing Assessments: SIPPS Mastery Tests, Being a Reader Mastery Tests, Galileo * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: Reading Intervention Specialist, Special Education Teacher, ELSB, UNIQUE, ERSB, Corrective Reading, Expressive Writing Assessments: Tests, Galileo, Jerry Johns, Teacher College Benchmark, Fast Bridge * varies by intervention
5	5.R.1.A-C, 5.R.2.A-C 5.R.3.A-C, 5.SL.1.A	Setting: Classroom Resources: Being A Reader, Making Meaning, SIPPS Assessments: Individual/Class assessments Making Meaning, Galileo, TCBs	Setting: Classroom - Small Group Resources: Imagine Lang./Lit, SIPPs, Being a Reader, Corrective Reading, Reading A-Z, SIPPS extension SPIRE, Step Up to Writing	Setting: Classroom - SES/GES (pull-out) Resources: Reading Intervention Specialist, Special Education Teacher, ELSB, UNIQUE, ERSB, Corrective Reading, Expressive Writing

			Assessments: SIPPS Mastery Tests, Galileo * varies by intervention	Assessments: Tests, Galileo, Jerry Johns, Teacher College Benchmark, Fast Bridge * varies by intervention
6	6.RL.1.A-D, 6.RL.2.A-D, 6.RL.3.A-D, 6.RI.1.A-D, 6.RI.2.A-D, 6.RI.3.A-D, 6.W.1.A, 6.W.2.A, 6.W.3.A	Setting: Classroom Resources: Pearson myPerspective Assessments: Unit Tests (Galileo)	Setting: Classroom - Small Group Resources: Systems 44/Read 180, Reading A- Z Assessments: Phonics Inventory, Reading Inventory, Galileo * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: Corrective Reading, Us Short Stories, Readworks, News 2 U, UNIQUE Language Assessments: Tests, Galileo, Jerry Johns, Teacher College Benchmark, Fast Bridge * varies by intervention
7	7.RL.1.A-D, 7.RL.2.A-D, 7.RL.3.A-D, 7.RI.1.A-D, 7.RI.2.A-D, 7.RI.3.A-D, 7.W.1.A, 7.W.2.A, 7.W.3.A	Setting: Classroom Resources: Pearson myPerspective Assessments: Unit Tests (Galileo)	Setting: Classroom - Small Group Resources: Systems 44/Read 180, Flocabulary, Corrective Reading Step up to Writing, Unique Learning Systems, News To You, Boardmaker, Symbolstix Assessments: Phonics Inventory, Reading Inventory, Galileo * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: Language ! News to U., Unique Learning Systems, Symbolstix, Attainment, Boardmaker Assessments: Tests, Galileo, Jerry Johns, Teacher College Benchmark, Fast Bridge * varies by intervention

8	8.RL.1.A-D, 8.RL.2.A-D, 8.RL.3.A-D, 8.RI.1.A-D, 8.RI.2.A-D, 8.RI.3.A-D, 8.W.1.A, 8.W.2.A, 8.W.3.A	Setting: Classroom Resources: Pearson myPerspective Assessments: Unit Tests (Galileo)	Setting: Classroom - Small Group Resources: Systems 44/Read 180, Flocabulary, Unique, News to U, Corrective Reading, Boardmaker Assessments: Phonics Inventory, Reading Inventory, Galileo * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: Language ! News to U., Unique Learning Systems, Symbolstix, Attainment, Boardmaker, Assessments: Tests, Galileo, Jerry Johns, Teacher College Benchmark, Fast Bridge * varies by intervention
9	9.RL.1.A-D, 9.RL.2.A-D, 9.RL.3.A-D, 9.RI.1.A-D, 9.RI.2.A-D, 9.RI.3.A-D, 9.W.1.A, 9.W.2.A, 9.W.3.A	Setting: Classroom Resources: Pearson my Perspective, Bluford Literature Series, Imagine, Comprehensive Literacy Assessments: Unit Tests (Galileo)	Setting: Classroom - Small Group Resources: Imagine Reading, Saddlebrooks Literature Series, Help for Vocabulary, Language ! Assessments: Topic Tests, Galileo * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: Corrective Reading, Help for Vocabulary, No Glamour Language, Attainment Curriculum, SSD Life Skills Curriculum, N2Y, Unique Learning Assessments: Tests, Galileo, Jerry Johns, Teacher College Benchmark, Fast Bridge * varies by intervention
10	10.RL.1.A-D,10.RL.2.A-D, 10.RL.3.A-D,10.RI.1.A-D, 10.RI.2.A-D,10.RI.3.A-D, 10.W.1.A,10.W.2.A, 10.W.3.A	Setting: Classroom Resources: Pearson my Perspective, Bluford Series, Imagine, Comprehensive Literacy	Setting: Classroom - Small Group Resources: Imagine Reading, Saddlebrooks Literature Series, Help for Vocabulary, Language !	Setting: Classroom - SES/GES (pull-out) Resources: Corrective Reading, Help for Vocabulary, No Glamour Language, Attainment Curriculum, SSD Life Skills

		Assessments: Unit Tests (Galileo)	Assessments: Topic Tests, Galileo * varies by intervention	Curriculum, N2Y, Unique Learning Assessments: Tests, Galileo, Jerry Johns, Teacher College Benchmark, Fast Bridge * varies by intervention
11	11.RL.1.A-D,11.RL.2.A-D, 11.RL.3.A-D,11.RI.1.A-D, 11.RI.2.A-D,11.RI.3.A-D, 11.W.1.A,11.W.2.A, 11.W.3.A	Setting: Classroom Resources: Holt McDougal Assessments: Unit Tests (Galileo)	Setting: Classroom - Small Group Resources: Imagine Reading, Saddlebrooks Literature Series, Help for Vocabulary, Language ! Assessments: Topic Tests, Galileo * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: Corrective Reading, Help for Vocabulary, No Glamour Language, Attainment Curriculum, SSD Life Skills Curriculum, N2Y, Unique Learning Assessments: Tests, Galileo, Jerry Johns, Teacher College Benchmark, Fast Bridge * varies by intervention
12	12.RL.1.A-D,12.RL.2.A-D, 12.RL.3.A-D,12.RI.1.A-D, 12.RI.2.A-D,12.RI.3.A-D, 12.W.1.A,12.W.2.A, 12.W.3.A	Setting: Classroom Resources: Holt McDougal, Bluford Series, Imagine, Comprehensive Literacy Assessments: Unit Tests (Galileo)	Setting: Classroom - Small Group Resources: Imagine Reading, Saddlebrooks Literature Series, Help for Vocabulary, Language ! Assessments: Topic Tests, Galileo	Setting: Classroom - SES/GES (pull-out) Resources: Corrective Reading, Help for Vocabulary, No Glamour Language, Attainment Curriculum, SSD Life Skills Curriculum, Edmentum, N2Y, Unique Learning Assessments: Tests, Galileo, Jerry Johns,

			* varies by intervention	Teacher College Benchmark, Fast Bridge * varies by intervention
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Definitions:

Math Tier One: Core should include: Academic language (vocabulary) instruction in whole numbers, fractions, ratios, proportions and word problems. Assessments: universal screenings to see who may be at risk and monitor progress on grade level -differentiated instruction based on results; benchmarking suggested at least 3 times per year.

Math Tier Two: Provide intensive, explicit, systematic instruction in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20–40 minutes Should be very focused on explicit instruction of foundational skills such as models of proficient problem solving, verbalization of thought process, guided practice, corrective feedback and cumulative 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: Understanding (Accreditation & Achievement) Maintain accreditation (70% or higher) and support student achievement by focusing on MSIP 5 and MAP scores, subgroup achievement, attendance, graduation rates and college career readiness.

Grade:	Priority Standards (Organized by Cluster)	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	K.NS.A, K.NS.B, K.NS.C, K.NBT.A, K.RA.A,	Setting: Classroom Resources: Eureka Math Assessments: Topic Tests, Gailileo	Setting: Classroom - Small Group Resources: Imagine Math, Numeracy, Touch Math, Assessments: Imagine Math, Fast Bridge * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: Unique, Early Numeracy, Touch Math, Assessments: Fast Bridge * varies by intervention

1	1.NS.A, 1.NBT.A, 1.NBT.B, 1.RA.A, 1.RA.B, 1.RA.C, 1.GM.B	Setting: Classroom Resources: Eureka Math Assessments: Topic Tests, Galileo	Setting: Classroom - Small Group Resources: Imagine Math, Early Numeracy, Assessments: Imagine Math, Fast Bridge * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: Unique, Early Numeracy, Touch Math Assessments: Fast Bridge * varies by intervention
2	2.NBT.A, 2.NBT.B, 2.NBT.C, 2.RA.A, 2.GM.B, 2.GM.C	Setting: Classroom Resources: Eureka Math Assessments: Topic Tests, Galileo	Setting: Classroom - Small Group Resources: Imagine Math, Early Numeracy, Assessments: Imagine Math, Fast Bridge * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: Early Numeracy, Unique, Touch Math Assessments: Fast Bridge * varies by intervention
3	3.NBT.A, 3.NF.A, 3.RA.A, 3.RA.B, 3.RA.C, 3.RA.D, 3.GM.B, 3.GM.C	Setting: Classroom Resources: Eureka Math Assessments: Topic Tests, Galileo	Setting: Classroom - Small Group Resources: Imagine Math, Focus Math Assessments: Imagine Math, Fast Bridge	Setting: Classroom - SES/GES (pull-out) Resources: Unique Math, Corrective Math Assessments: Fast Bridge * varies by intervention
4	4.NBT.A, 4.NF.A, 4.NF.B, 4.NF.C, 4.RA.A	Setting: Classroom Resources: Eureka Math Assessments: Topic Tests, Galileo	Setting: Classroom - Small Group Resources: Imagine Math, Focus Math Assessments: Imagine Math, Fast bridge	Setting: Classroom - SES/GES (pull-out) Resources: Unique Math, Corrective Math Assessments: Fast Bridge * varies by intervention

5	5.NBT.A, 5.NF.A, 5.NF.B, 5.GM.B, 5.GM.D	Setting: Classroom Resources: Eureka Math Assessments: Topic Tests, Galileo	Setting: Classroom - Small Group Resources: Imagine Math, Focus Math Assessments: Imagine Math, Fast Bridge	Setting: Classroom - SES/GES (pull-out) Resources: Unique Math, Corrective Math Assessments: Fast Bridge * varies by intervention
6	6.RP.A, 6.NS.A, 6.NS.C, 6.EE1.A, 6.EE1.B, 6.EE1.C, 6.GM.A	Setting: Classroom Resources: Glencoe Math, Course 1 Assessments: Unit Tests (Galileo)	Setting: Classroom - Small Group Resources: Imagine Math, IXL Assessments: Imagine Math, Fast Bridge	Setting: Classroom - SES/GES (pull-out) Resources: Unique, Moby Max, IXL Assessments: Fast Bridge * varies by intervention
7	7.RP.A, 7.NS.A, 7.EE1.A, 7.EE1.B, 7.DSP.A, 7.DSP.C	Setting: Classroom Resources: Glencoe Math, Course 2 Assessments: Unit Tests (Galileo)	Setting: Classroom - Small Group Resources: Imagine Math, IXL Assessments: Imagine Math, Fast Bridge	Setting: Classroom - SES/GES (pull-out) Resources: Unique, Moby Max, IXL Assessments: Fast Bridge * varies by intervention
8	8.EE1.A, 8.EE1.B, 8.EE1.C, 8.GM.A, 8.GM.B, 8.F.A, 8.F.B	Setting: Classroom Resources: Glencoe Math, Course 3 Assessments: Unit Tests (Galileo)	Setting: Classroom - Small Group Resources: Imagine Math, IXL Assessments: Imagine Math, Fast Bridge	Setting: Classroom - SES/GES (pull-out) Resources: Unique, Moby Max, IXL Assessments: Fast Bridge * varies by intervention

Algebra I	A1.NQ.A.2, A1.SSE.A.1, A1.SSE.A.2, A1.SSE.A.3, A1.CED.A.1, A1.CED.A.2, A1.REI.A.2, A1.REI.B.3, A1.APR.A.1, A1.IF.A.1, A1.IF.B.3, A1.IF.B.5, A1.IF.C.7, A1.DS.A.1, A1.DS.A.2, A1.DS.A.5a,	Setting: Classroom Resources: Glencoe Algebra I, IXL Assessments: Unit Tests (Galileo)	Setting: Classroom - Small Group Resources: Imagine Math, Adapted and modified worksheets Assessments: Imagine Math	Setting: Classroom - SES/GES (pull-out) Resources: adapted, modified worksheets, Edmentum (ATCOP), Corrective Math, Touch Math, Attainment Curriculum, SSD Life Skills Curriculum Assessments: * varies by intervention
Geometry	G.GPE.A.1, G.GPE.A.2, G.GPE.B.4, G.CO.A.2, G.CO.A.3, G.CO.A.4, G.CO.B.6, G.CO.B.7, G.CO.C.8, G.COC.9, G.CO.C.10, G.SRT.B.4, G.SRT.C.7, G.GMD.A.2, G.GMD.B.3, G.GMD.B.4, G.C.A.2, G.CP.A.1, G.CP.A.5	Setting: Classroom Resources: Big Ideas Math: Geometry, IXL Assessments: Unit Tests (Galileo)	Setting: Classroom - Small Group Resources: Imagine Math, Adapted and modified worksheets Assessments: Imagine Math	Setting: Classroom - SES/GES (pull-out) Resources: adapted, modified worksheets, Edmentum (ATCOP), Corrective Math, Touch Math, Attainment Curriculum, SSD Life Skills Curriculum Assessments: * varies by intervention
Algebra II	A2.NQ.A.1, A2.NQ.A.2, A2.NQ.A.4, A2.REI.A.1, A2.REI.A.2, A2.REI.B.3, A2.IF.A.1, A2.IF.A.2, A2.BF.A.1, A2.BF.A.3, A2.FM.A.1, A2.APR.A.3, A2.SSE.A.1, A2.SSE.A.2, A2.SSE.A.3, A2.SSE.A.4, A2.DS.A.6, A2.DS.B.8, A2.DS.B.9, A2.SRT.C.7	Setting: Classroom Resources: Glencoe Algebra II, IXL Assessments: Unit Tests (Galileo)	Setting: Classroom - Small Group Resources: Imagine Math, Adapted and modified worksheets Assessments: Imagine Math	Setting: Classroom - SES/GES (pull-out) Resources: adapted, modified worksheets, Edmentum (ATCOP), Corrective Math, Touch Math, Attainment Curriculum, SSD Life Skills Curriculum Assessments: * varies by intervention

Definitions:

Social Emotional Tier One: Core should include four elements: Sequenced: connected and coordinated activities to foster skills development; Active: active forms of learning to help students master new skills and attitudes; Focused: component that emphasizes developing personal and social skills; Explicit: targeting specific social and emotional skills. Assessments: universal screenings to see who may be at risk and monitor progress-differentiated instruction based on results; benchmarking suggested at least 3 times per year.

Social Emotional Tier Two: Provide intensive, explicit, systematic instruction in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20–40 minutes Should be very focused on explicit instruction of foundational social skills.

Assessment: progress monitor at least monthly to determine progress and need

Social Emotional Tier Three: Provide **intensive instruction daily that promotes the development of various components of social skills competencies to students** who show minimal progress after reasonable time in tier 2 small group instruction (**increase frequency or intensity from tier 2**).

Assessment: progress monitor weekly

Social Emotional:

Goal: Decorum (School Climate): Promote a school climate conducive to learning through district-wide implementation of Positive Behavioral interventions & Supports (PBIS), reduction of classroom disruptions and discipline incidents, and parent and teacher surveys to monitor progress and gain feedback.

Grade:	Priority Standards (could come from CASEL or MLS Counseling)	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	GLE: SE.1.A, SE.1.B, & SE.1.C CASEL: self-management, self-awareness, social-awareness, responsible decision making, & relationship skills	Setting: Classroom Resources: Second Step Assessments: SRSS	Setting: Small Group Resources: Zones of Regulations, Superflex, Brainwise, Social Skills Solutions Assessments: * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: SuperFlex, Brainwise, Social Express, Social Skills Solutions, Zones of Regulation Assessments: * varies by intervention

1	GLE: SE.1.A, SE.1.B, & SE.1.C CASEL: self-management, self-awareness, social-awareness, responsible decision making, & relationship skills	Setting: Classroom Resources: Second Step Assessments: SRSS	Setting: Small Group Resources: SuperFlex, Brainwise, Social Express, Zones of Regulations Assessments: * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: SuperFlex, Brainwise, Social Express, Social Skills Solutions, Zones of Regulation Assessments: * varies by intervention
2	GLE: SE.1.A, SE.1.B, & SE.1.C CASEL: self-management, self-awareness, social-awareness, responsible decision making, & relationship skills	Setting: Classroom Resources: Second Step Assessments: SRSS	Setting: Small Group Resources: SuperFlex, Brainwise, Social Express, Social Skills Solutions, Zones of Regulation Assessments: * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: Zones of Regulation, Incredible Flexible You Assessments: * varies by intervention
3	GLE: SE.1.A, SE.1.B, & SE.1.C CASEL: self-management, self-awareness, social-awareness, responsible decision making, & relationship skills	Setting: Classroom Resources: Second Step Assessments: SRSS	Setting: Small Group Resources: SuperFlex, Brainwise, Social Express Assessments: * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: Zones of Regulation, Social Express, Zones of Regulation, Incredible Flexible You Assessments: * varies by intervention
4	GLE: SE.1.A, SE.1.B, & SE.1.C CASEL: self-management, self-awareness, social-awareness, responsible decision making, & relationship skills	Setting: Classroom Resources: Second Step Assessments: SRSS	Setting: Small Group Resources: SuperFlex, Brainwise, Social Express Assessments: * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: Zones of Regulation, Social Express, Zones of Regulation, Incredible Flexible You Assessments:

				* varies by intervention
5	GLE: SE.1.A, SE.1.B, & SE.1.C CASEL: self-management, self-awareness, social-awareness, responsible decision making, & relationship skills	Setting: Classroom Resources: Second Step Assessments: SRSS	Setting: Small Group Resources: SuperFlex, Brainwise, Social Express Assessments: * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: Zones of Regulation, Social Express, Incredible Flexible You Assessments: * varies by intervention
6	GLE: SE.1.A, SE.1.B, SE.1.C, SE.2.B, SE.2C CASEL: self-management, self-awareness, social-awareness, responsible decision making, & relationship skills	Setting: Advisory Resources: 7 Mindsets, My Perspectives Assessments: SRSS	Setting: Small Group Resources: Zones of Regulation, Strong Kids Assessments: * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: Zones of Regulation, Strong Kids Assessments: * varies by intervention
7	GLE: SE.1.A, SE.1.B, SE.1.C, SE.2.B, SE.2C CASEL: self-management, self-awareness, social-awareness, responsible decision making, & relationship skills	Setting: Advisory Resources: 7 Mindsets, My Perspectives Assessments: SRSS	Setting: Small Group Resources: Zones of Regulation Assessments: * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: Zones of Regulation, Strong Kids Assessments: * varies by intervention
8	GLE: SE.1.A, SE.1.B, SE.1.C, SE.2.B, SE.2C CASEL: self-management, self-awareness, social-awareness, responsible decision making, & relationship skills	Setting: Advisory Resources: 7 Mindsets, My Perspectives Assessments: SRSS	Setting: Small Group Resources: Zones of Regulation Assessments: * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: Zones of Regulation, Strong Kids Assessments: * varies by intervention
9	GLE: SE.2.B, SE.2C	Setting: Advisory	Setting: Small Group	Setting: Classroom - SES/GES (pull-out)

	CASEL: self-management, self-awareness, social-awareness, responsible decision making, & relationship skills	Resources: 7 Mindsets, Thinking Feeling and Behaving Assessments: SRSS	Resources: Social Skills Activities for Secondary Students with Special Needs Assessments	Resources: Social Skills Activities for Secondary Students with Special Needs and Zones of Regulations, Spotlight on Social Skills, Say and Do for Autism and Pervasive Development Assessments: * varies by intervention
10	GLE: SE.2.A, SE.2.B, SE.2C CASEL: self-management, self-awareness, social-awareness, responsible decision making, & relationship skills	Setting: Advisory Resources: 7 Mindsets, Thinking Feeling and Behaving Assessments: SRSS	Setting: Small Group Resources: Social Skills Activities for Secondary Students with Special Needs Assessments: * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: Social Skills Activities for Secondary Students with Special Needs and Zones of Regulations, Spotlight on Social Skills, Say and Do for Autism and Pervasive Development Assessments: * varies by intervention
11	GLE: SE.2.A, SE.2.B, SE.2C CASEL: self-management, self-awareness, social-awareness, responsible decision making, & relationship skills	Setting: Advisory Resources: 7 Mindsets, Thinking Feeling and Behaving Assessments: SRSS	Setting: Small Group Resources: Social Skills Activities for Secondary Students with Special Needs Assessments: * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: Social Skills Activities for Secondary Students with Special Needs and Zones of Regulations, Spotlight on Social Skills, Say and Do for Autism and Pervasive Development Assessments:

				* varies by intervention
12	GLE: SE.2.A & SE.2C CASEL: self-management, self-awareness, social-awareness, responsible decision making, & relationship skills	Setting: Advisory Resources: 7 Mindsets, Thinking Feeling and Behaving Assessments: SRSS	Setting: Small Group Resources: Social Skills Activities for Secondary Students with Special Needs Assessments: * varies by intervention	Setting: Classroom - SES/GES (pull-out) Resources: Social Skills Activities for Secondary Students with Special Needs and Zones of Regulations, Spotlight on Social Skills, Say and Do for Autism and Pervasive Development Assessments: * varies by intervention