



Hancock School District



In order to help us more efficiently partner and support all students and teachers, we ask that you fill out the following information prior to our meeting so we can get a sense of the current state within your district. Feel free to state the current state and plans that may be in place for changing that current state.

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

What structures are in place in our schools/district for us to share responsibility for student literacy, numeracy and social emotional achievement? (see Tiered Model template)

- LETRS Training
- Student Support Team
- Data - i-Ready, Acadience, Sonday System
- i-Ready instruction MA and ELA at the Middle School
- Reading resources
- Reflex Mathematics (ES)
- ST Mathematics (ES)
- MATH - shared responsibility with mathematics
 - Pull-out students to be assist with mastery of competencies
 - i-Ready Mathematics: use this data to inform instruction
- Alternate courses
- PLC & Data Team
- Social Emotional - Crisis team at ES
- SEL Curriculum District Wide
- SEL goals at ES
- SEL at the MS - Restorative Practices - MS SSD take part in the PBIS program
- SEL at HS - Care Teams

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

- CSIP outlines and supports all instructional improvement initiatives
- Hancock Place SSD Regional Plan is aligned with HPSD CSIP
- Oversee the fidelity of implementation of all literacy, numeracy, and SEL initiatives
- Provide and present program evaluations to measure efficacy of initiatives
- Building and district leaders develop the PD, and curriculum that is shared with SSD
- Structured curriculum development process
- CSIP - presented to board on Literacy, Numeracy, & SEL
- Lead district from state and national level

- Professional Growth Plans included
- Restorative practices are being implemented and created with the help of SSD and approved by BOE
- CO puts the structures in place for numeracy, literacy, and SEL
- Data is reviewed for success of program

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

- District CSIP mandates evidence-based decision making
- Professional development provided to administrators in the area of John Hattie research for empirical evidence use in instructional decision making
- SSD employs an instructional coach who offers support to SSD and Hancock Place Staff along with one on one and group professional development rooted in evidence and data
- Classroom walkthroughs at all grade levels
- Implementation of universal supports at all grade levels
- Evaluative component - supports in place
- Professional Growth Plans
- Evaluation of programs
- Supported in CSIP
- Data driven - evidence to support the resources, programs and structures in the place.

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

- BOE supports the district with the allocation of resources.
- District provides time for professional growth in LETRS, Leader in Me, Tuition reimbursement, Targeted PD, Calming Corner, Tiger Tracks
- Math & ELA Interventionist, Intervention and Enrichment classes in MS
- Focused walkthroughs by SSD Administrator and Instructional Coach

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

- Curriculum development procedures are board approved annually in December
- Curriculum audits are performed to cross walk the local curriculum with the MLS
- Teacher evaluation protocol offers checks and balances during observations for administrators to check for curriculum alignment to the MLS
- Priority standards are explicitly identified and documented for implementation by teachers in classrooms
- Six-year curriculum cycle with development of Priority Expectations that are aligned to the MLS
- Improvement on fidelity of implementation - continuous growth

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

- Select administrators belong to state curriculum professional organizations where they work together to ensure local curriculum is fully aligned with MLS

- Curriculum cycles are implemented through vertical teaming and content areas with special education and general education committee of teachers
- Staff are identifying the priority standards and creating proficiency scales for each priority standard

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

- The district has a board approved curriculum development protocol. This protocol is implemented within a six-year curriculum cycle. Special education staff members are included in the annual cycle requirements based on the specific needs for that year. Monthly checklists are in place to ensure fidelity of curriculum development and revision. All new curriculum is presented for Board approval and adoption in December each year. Detailed and supporting documentation is on file with the Assistant Superintendent if needed.

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

- Differentiation
- Data analysis
- Team meetings
- Care teams
- Sonday System, I/E classes at MS, Reading Recovery, Reading Specialist & Math Interventions pull out students based on data.
- Progress monitoring

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?

- Curriculum based on the standards
- Resources help implementation of the standards.
- Open-Source resources
- Curriculum adoption requires a thorough review with a rubric to determine if it meets the standards and the needs of our student population including those that qualify for special education services
- Utilize current technology software such as Padlet to allow for teachers to electronically collaborate 24/7 as necessary
- SSD teachers are active members of the adoption content area each year

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

- Extensive training received by several administrators specifically in understanding assessment
- Select administrators teach undergraduate assessment courses at the University level
- Local, State, and Federal assessment
- Assessments are used to inform instruction
- Formative assessments being used throughout the district
- Benchmark diagnostic assessments
- Develop local common assessments and review for validity and reliability

- Assessments are chosen to assess students at the appropriate learning level (ex. MAP-A)
- District is in the process of creating an Instructional and Assessment Advisory committee to continue to inform and train teachers and administrators on current and best practices in the area of grading, assessment, and overall student evaluation

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

- Formative assessments drive instruction
- Summative determines if there was enduring learning
- District Required Assessments (ex; Dyslexia screener)
- State required assessments are summative
- State required data is reviewed each year to determine if there are gaps in the curriculum
- PLC's to review current instructional data for making database changes
- Data dashboard (HS & MS)

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

- Assessment selection follows several different patterns including principal proposals; data demonstrating current assessments are not valid and reliable, etc.
- Naglieri example: Gifted selected this assessment as students were not being identified appropriately. High poverty student assessment need
- Backward design model - Evidence of what a student knows
- Building - local assessments - Leadership teams develop action plans to meet the needs of our students
- Formative assessments in the building
- Dyslexia testing - i-Ready & Acadience
- NAEP participation

How do we help all educators become assessment literate?

- Professional learning around assessments the district utilizes
- Two-year mentor program
- Work with mentors
- Presumption cannot be made that educators are coming out of their college programs being assessment literate
 - Quality grading practices must be developed
 - Formative & Summative assessments developed
- District is in the process of creating an Instructional and Assessment Advisory committee to continue to inform and train teachers and administrators on current and best practices in the area of grading, assessment, and overall student evaluation
- District initiative for all staff to trained to develop Evidence Based Assessments

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

- CSIP goals - Family & Community Engagement
- Partners in Education

- Parent & Student nights
- Parents as Teachers Group Connections focus specifically on MELS which include literacy, numeracy, and SEL
- Early childhood events similarly provide parents for evening and weekend activities that align to these former areas

Definitions:

Reading/Literacy Tier One: Core should include: Academic language (vocabulary; inferencing; narrative language); Phonemic Awareness (K-2 until mastered); Phonics; (including advanced phonics); Sight Words; reading connective text (accuracy, fluency, comprehension); Comprehension skills should include activating prior knowledge, predicting, questioning, clarifying or questioning and monitoring; inferencing; retelling and summarizing; identifying and using organizational text structure and encoding of how language works. Assessments: universal screenings to see who may be at risk and monitor progress on grade level -differentiated instruction based on results; benchmarking suggested at least 3 times per year.

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

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

Reading/Literacy Tier Three: Provide **intensive instruction daily that promotes the development of various components of reading proficiency to students** who show minimal progress after reasonable time in tier 2 small group instruction (**increase frequency or intensity from tier 2**)

Reading/Literacy/Writing

By June 2022, the percent of students receiving reading services that achieve at or above the 60th Fall to Spring Fast Bridge aReading student growth percentile (SGP) or higher will increase to 52% (a 5% increase from 47% in SY 20.21).

Grade:	Priority Standards Reviewed in 2020	Tier One (Universals/C ore)	Tier Two (Intervention)	Tier Three (Remediation)

K	<p>K.RF.1.A. - Develop print awareness in the reading process by:</p> <p>a. identifying all upper- and lower-case letters</p> <p>b. sequencing the letters of the alphabet</p> <p>c. demonstrating that books are read left to right, top to bottom</p> <p>d. demonstrating that written words are made up of different letters</p> <p>e. knowing that a sentence is comprised of a group of words separated by spaces</p> <p>f. demonstrating one-to-one correspondence between spoken words and written words</p>	<p>Setting:</p> <p>General Education Resources:</p> <p>iReady</p> <p>Accelerated Reader</p> <p>LETRS</p> <p>Assessments:</p> <p>EGSI</p> <p>Unit Assessments</p> <p>Locally Developed formative and summative</p>	<p>Setting:</p> <p>General Education Resources:</p> <p>Super Kids</p> <p>Reading Specialist</p> <p>Co-teaching</p> <p>Assessments:</p> <p>Acadience</p> <p>Locally Developed formative and summative</p> <p>Sonday System</p>	<p>Setting:</p> <p>Special Education Resources:</p> <p>Super Kids</p> <p>SRA</p> <p>Phonics for Reading</p> <p>Rewards</p> <p>ELSB</p> <p>Step Up for Writing</p> <p>Reading Mastery</p> <p>Assessments:</p> <p>Fast Bridge</p> <p>Unit Assessments</p>
	<p>K.RF.2.A. - Develop phonemic awareness in the</p>			

**reading process
by:**

**a. identifying
sounds in
spoken words**

**b. producing
rhymes in
response to
spoken words**

**c.. distinguishing
orally presented
rhyming pairs of
words from non-
rhyming pairs**

**d. recognizing
spoken
alliteration or
groups of words
that begin with
the same onset
or initial sound**

**e. blending
spoken onsets
and rimes to
form simple
words**

**f. blending
spoken
phonemes to
form one-syllable
words**

**g. isolating the
initial, medial,
and final sounds
in spoken words**

**h. segmenting
spoken words
into two or three
phonemes**

**K.RF.3.A. -
Develop phonics
in the reading
process by:**

**a. producing and
writing letter(s)
for most short
vowel and
consonant
sounds**

**b. reading high-
frequency words**

**c. blending letter
sounds to
decode simple
words
recognizing that
new words can
be created when
letters are
changed, added,
or deleted and
using letter-
sound
knowledge to
write simple
messages and
words**

**K.RF.4.A. - Read,
with support,
appropriate texts
with purpose and
understanding**

1		<p>Setting: General Education</p> <p>Resources:</p> <p>iReady</p> <p>Accelerated Reader</p> <p>LETRS</p> <p>Assessments:</p> <p>iReady</p> <p>Unit Assessments</p> <p>Locally Developed formative and summative</p>	<p>Setting: General Education</p> <p>Resources:</p> <p>Reading Specialist</p> <p>Co-teaching</p> <p>Assessments:</p> <p>iReady</p> <p>Acadience</p> <p>Locally Developed formative and summative</p> <p>Sonday System</p>	<p>Setting: Special Education</p> <p>Resources:</p> <p>SRA</p> <p>Phonics for Reading</p> <p>Rewards</p> <p>ELSB</p> <p>Step Up for Writing</p> <p>Reading Mastery</p> <p>Assessments:</p> <p>iReady</p> <p>Fast Bridge</p> <p>Unit</p>
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2		<p>Setting: General Education</p> <p>Resources:</p> <p>Super Kids</p> <p>iReady</p> <p>Accelerated Reader</p> <p>LETRS</p> <p>Assessments:</p> <p>iReady,</p> <p>Unit Assessments</p> <p>Locally Developed formative and summative</p>	<p>Setting: General Education Small Group</p> <p>Resources:</p> <p>LLI</p> <p>Super Kids</p> <p>Reading Specialist</p> <p>Co-teaching</p> <p>Assessments:</p> <p>iReady</p> <p>Locally Developed formative and summative</p> <p>Acadience</p> <p>Sonday System</p>	<p>Setting: Special Education Small Group</p> <p>Resources:</p> <p>SIPPS</p> <p>Spire</p> <p>ELSB</p> <p>Step Up for Writing</p> <p>Assessments:</p> <p>Reading Mastery</p> <p>Assessments:</p> <p>iReady</p> <p>Fast Bridge</p> <p>Unit</p>
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3		<p>Setting: General Education</p> <p>Resources:</p> <p>Open Court Reading</p> <p>Accelerated Reader</p> <p>LETRS</p> <p>Assessments:</p> <p>iReady</p> <p>Acadience</p> <p>Unit Assessments</p> <p>Locally Developed formative and summative</p>	<p>Setting: General Education Small Group</p> <p>Resources:</p> <p>Open Court Reading</p> <p>Reading Specialist</p> <p>Co-teaching</p> <p>Assessments:</p> <p>iReady</p> <p>Acadience</p> <p>Locally Developed formative and summative</p> <p>Sonday System</p>	<p>Setting: Special Education Small Group</p> <p>Resources:</p> <p>SRA</p> <p>Phonics for Reading</p> <p>Rewards</p> <p>ELSB</p> <p>Step Up for Writing</p> <p>Reading Mastery</p> <p>Assessments:</p> <p>iReady</p> <p>Fast Bridge Unit</p>
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4		<p>Setting: General Education</p> <p>Resources:</p> <p>Open Court Reading</p> <p>iReady</p> <p>Accelerated Reader</p> <p>LETRS</p> <p>Assessments:</p> <p>Acadience</p> <p>iReady</p> <p>Unit Assessments</p> <p>Locally Developed formative and summative</p>	<p>Setting: General Education Small Group</p> <p>Resources:</p> <p>Open Court Reading</p> <p>Reading Specialist</p> <p>Co-teaching</p> <p>Assessments:</p> <p>Acadience</p> <p>iReady</p> <p>Locally Developed formative and summative</p> <p>Sonday System</p>	<p>Setting: Special Education Small Group</p> <p>Resources:</p> <p>SRA</p> <p>Phonics for Reading</p> <p>Rewards</p> <p>ELSB</p> <p>Step Up for Writing</p> <p>Reading Mastery</p> <p>Assessments:</p> <p>iReady</p> <p>Fast Bridge Unit</p>
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5		<p>Setting:</p> <p>General Education</p> <p>Resources:</p> <p>Open Court Reading</p> <p>iReady</p> <p>Accelerated Reader</p> <p>LETRS</p> <p>Assessments:</p> <p>iReady,</p> <p>Unit Assessments</p> <p>Locally Developed formative and summative</p>	<p>Setting:</p> <p>General Education</p> <p>Resources:</p> <p>Open Court Reading</p> <p>Sonday System</p> <p>Reading Specialist</p> <p>Co-teaching</p> <p>Assessments:</p> <p>iReady</p> <p>Acadience</p> <p>Locally Developed formative and summative</p>	<p>Setting:</p> <p>Special Education Small Group</p> <p>Resources:</p> <p>SIPPS</p> <p>Spire</p> <p>ELSB</p> <p>Step Up for Writing</p> <p>Reading Mastery</p> <p>Assessments:</p> <p>iReady</p> <p>Fast Bridge</p> <p>Sonday System</p>
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6		<p>Setting: General Education</p> <p>Resources:</p> <p>Step Up to Writing</p> <p>LETRS</p> <p>No Red Ink</p> <p>Guided Reading</p> <p>Individual Texts</p> <p>Assessments:</p> <p>iReady</p> <p>Unit Assessments</p> <p>Locally Developed formative and summative</p>	<p>Setting: General Education Small Group</p> <p>Resources:</p> <p>No Red Ink</p> <p>Actively Learn</p> <p>Step Up to Writing</p> <p>Sonday System</p> <p>Assessments:</p> <p>iReady</p> <p>Locally developed formative and summative</p> <p>Sonday System</p>	<p>Setting: Special Education Small Group</p> <p>Resources:</p> <p>Phonics for Reading</p> <p>Rewards</p> <p>Step Up for Writing</p> <p>Assessments:</p> <p>iReady</p>
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7		<p>Setting: General Education</p> <p>Resources:</p> <p>Step Up to Writing</p> <p>No Red ink</p> <p>Guided Reading</p> <p>Individual Texts</p> <p>Assessments:</p> <p>iReady</p> <p>Unit assessments</p> <p>Locally developed formative and summative</p>	<p>Setting: General Education Small Group</p> <p>Resources:</p> <p>No Red Ink</p> <p>Actively Learn</p> <p>Step Up to Writing</p> <p>Sonday System</p> <p>Assessments:</p> <p>iReady</p> <p>Locally developed formative and summative</p> <p>Sonday System</p>	<p>Setting: Special Education Small Group</p> <p>Resources:</p> <p>Phonics for Reading</p> <p>Rewards</p> <p>Step Up for Writing</p> <p>Assessments:</p> <p>iReady</p>
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8		<p>Setting: General Education</p> <p>Resources:</p> <p>No Red Ink</p> <p>Step Up to Writing</p> <p>Guided Reading</p> <p>Individual Texts</p> <p>Assessments:</p> <p>iReady</p> <p>Unit assessments</p> <p>Locally developed formative and summative</p>	<p>Setting: General Education Small Group</p> <p>Resources:</p> <p>No Red Ink</p> <p>Step Up to Writing</p> <p>Actively Learn</p> <p>Sonday System</p> <p>Assessments:</p> <p>iReady</p> <p>Locally developed formative and summative</p> <p>Sonday System</p>	<p>Setting: Special Education Small Group</p> <p>Resources:</p> <p>Phonics for Reading</p> <p>Rewards</p> <p>Step Up for Writing</p> <p>Assessments:</p> <p>iReady</p>
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9		Setting: General Education Resources: No Red Ink Rich Literature SIMS Assessments: EOCs Unit Assessments Locally developed assessments formative and summative	Setting: General Education Resources: Actively Learn No Red Ink Rich Literature SIMS Assessments: Locally developed assessments formative and summative EOCs Unit Assessments	Setting: Special Education Small Group Resources: Step Up to Writing Modified texts Unique Assessments: iReady EOCs
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10		Setting: General Education Resources: No Red Ink Rich Literature Assessments: iReady EOCs Unit Assessments Locally developed assessments formative and summative	Setting: General Education Resources: No Red Ink Rich Literature SIMs Assessments: Locally developed assessments formative and summative EOCs Unit Assessments	Setting: Special Education Small Group Resources: Step Up to Writing Modified Text Unique Assessments: iReady EOCs
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11		Setting: General Education Resources: No Red Ink Rich Literature Assessments: iReady EOCs Unit Assessments Locally developed assessments formative and summative	Setting: General Education Resources: No Red Ink Rich Literature SIMS Actively Learn Assessments: Locally developed assessments formative and summative EOCs Unit Assessments	Setting: Special Education Small Group Resources: Step Up to Writing Modified texts Unique Assessments: iReady EOCs
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12		Setting: General Education Resources: No Red Ink Rich Literature Assessments: iReady EOCs Unit Assessments Locally developed assessments formative and summative	Setting: General Education Resources: Rich Literature SIMs Assessments: Locally developed assessments formative and summative EOCs Unit Assessments	Setting: Special Education Small Group Resources: Step Up to Writing Modified Text Unique Assessments: iReady EOCs
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Definitions:

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

Math Tier Two: Provide intensive, explicit, systematic instruction in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20–40 minutes Should be very focused on explicit instruction of foundational skills such as models of proficient problem solving, verbalization of thought process, guided practice, corrective feedback and calmative review

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

Math Tier Three: Provide intensive instruction daily that promotes the development of various components of math proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (increase frequency or intensity from tier 2)

Assessment: progress monitor weekly

Math

Goal: By June 2022, the percent of students receiving services in the area(s) of mathematics will increase their Fast Bridge aMath scores from 45% to 50% student growth percentile or higher as measured by Fast Bridge aMath assessments (a 5% increase from 47% in SY 20.21).

Grade:	Priority Standards - Updated in 2019-20	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K		Setting: General Education Resources: Ready Math ST Math Assessments: iReady, Unit Assessments Locally developed assessments	Setting: General Education Small Group Resources: Ready Math ST Math Assessments: iReady Unit Assessments	Setting: Special Education Small Group Resources: Focus Math SRA Corrective Math Early Numeracy Unique

		formative and summative	Bridges	Assessments: iReady Fast Bridge
1		Setting: General Education Resources: Ready Math ST Math Reflex Math Assessments: iReady Unit Assessments	Setting: General Education Small Group Resources: Ready Math ST Math Assessments: Bridges iReady Unit Assessments	Setting: Special Education Small group Resources: Ready Math SRA Corrective Math Early Numeracy ULS Assessments: iReady Fast Bridge

2		Setting: General Education Resources: Ready Math ST Math Reflex Math Assessments: iReady Unit Assessments	Setting: General Education Small Group Resources: Ready Math ST Math Assessments: Bridges iReady Unit Assessments	Setting: Special Education Small group Resources: Focus Math Ready Math SRA Corrective Math Early Numeracy ULS Assessments: iReady Fast Bridge,
3		Setting: General Education Resources: Reflex Math Ready Math ST Math Assessments: iReady	Setting: General Education Small Group Resources: Ready Math ST Math Bridges Assessments:	Setting: Special Education Small group Resources: Ready Math SRA Corrective Math

		Unit Assessments	iReady Unit Assessments	Early Numeracy ULS Assessments: iReady, Fast Bridge,
4		Setting: General Education Resources: Ready Math Reflex Math ST Math Assessments: iReady Unit Assessments	Setting: General Education Small Group Resources: Ready Math ST Math Bridges Assessments: Fast Bridge, iReady Unit Assessments	Setting: Special Education Small Group Resources: Focus Math Corrective Math Assessments: iReady, Fast Bridge,

5		Setting: General Education Resources: Ready Math ST Math Reflex Math Assessments: Ready Fast Bridge Unit Assessments	Setting: General Education Small Group Resources: Ready Math Bridges ST Math Assessments: iReady Unit Assessments	Setting: Special Education Small Group Resources: Focus Math Corrective Math Assessments: iReady
6		Setting: General Education Resources: Ready Math McGraw Hill Assessments: Ready Unit Assessments	Setting: General Education Small Group Resources: iReady, Assessments: iReady Unit Assessments	Setting: Special Education Small Group Resources: iReady Focus Math Ready Math Assessments: iReady, Unit Assessments

7		Setting: General Education Resources: Ready Math McGraw Hill Assessments: Ready Unit Assessments	Setting: General Education, Small Group Resources: iReady Assessments: iReady Unit Assessments	Setting: Special Education Small Group Resources: iReady Focus Math Assessments: iReady Unit Assessments EOCs
8		Setting: General Education Resources: Access to tech Ready Math McGraw Hill Assessments: Ready Unit Assessments	Setting: General Education, Small Group Resources: iReady Assessments: iReady Unit Assessments	Setting: Special Education Small Group Resources: iReady Focus Math Assessments: iReady Unit Assessments

9		Setting: General Education Resources: USA Test Prep Math XL McGraw Hill Assessments: Unit Assessments USA Test Prep EOCs	Setting: General Education Small Group Resources: USA Test Prep Assessments: USA Test Prep Unit Assessments EOCs	Setting: Special Education Small Group Resources: Transmath Corrective Math Assessments: Unit Assessments EOCs
10		Setting: General Education Resources: USA Test Prep Math XL McGraw Hill Assessments: Unit Assessments USA Test Prep	Setting: General Education Small Group Resources: USA Test Prep Assessments: USA Test Prep Unit Assessments EOCs	Setting: Special Education Small Group Resources: Transmath Assessments: Unit Assessments EOCs

11		Setting: General Education Resources: USA Test Prep Math XL McGraw Hill Assessments: Unit Assessments USA Test Prep	Setting: General Education Small Group Resources: USA Test Prep Assessments: USA Test Prep Unit Assessments EOCs	Setting: Special Education Small Group Resources: SRA Corrective Math Assessments: Unit Assessments EOCs
12		Setting: General Education Resources: USA Test Prep Math XL McGraw Hill Assessments: Unit Assessments USA Test Prep	Setting: General Education Small Group Resources: USA Test Prep Assessments: USA Test Prep Unit Assessments EOCs	Setting: Special Education Small Group Resources: SRA Corrective Math Assessments: Unit Assessments EOCs

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: By May 2022, all staff will participate in SEL professional development that will increase social communication and emotional regulation skills provided through direct instruction, best practices, as measured by a decrease in the suspension rate of 2.42 to 1.99 (SPP data, county average) or lower.

Grade:	Priority Standards (could come from CASEL)	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)

	or MLS Counseling)			
K		Setting: General Education Resources: Restorative Practices Suite 360 Leader In Me Ron Clark Academy Methodology Assessments: ASQ social emotional Suite 360	Setting: General Education Resources: Restorative Practices Leader In Me Buddy Room Safe Seat Calming Corner Assessments: Suite 360	Setting: Special Education Resources: Restorative Practices Zones of Regulation Calming Corner Strong Kids Brain Wise Calm Classroom PATHS and Emozi Assessments: Behavior data Progress Monitoring FBA

1		<p>Setting: General Education</p> <p>Resources:</p> <p>Restorative Practices Suite 360</p> <p>Leader In Me</p> <p>Ron Clark Academy Methodology</p> <p>Assessments:</p> <p>ASQ social emotional Suite 360</p>	<p>Setting: General Education</p> <p>Resources:</p> <p>Restorative Practices</p> <p>Leader In Me</p> <p>Buddy Room</p> <p>Safe Seat</p> <p>Calming Corner</p> <p>Assessments:</p> <p>Suite 360</p>	<p>Setting: Special Education</p> <p>Resources:</p> <p>Restorative Practices</p> <p>Zones of Regulation</p> <p>Calming Corner</p> <p>Strong Kids</p> <p>Brain Wise</p> <p>Calm Classroom</p> <p>PATHS and Emozi</p> <p>Assessments:</p> <p>Behavior data</p> <p>Progress Monitoring</p> <p>FBA</p>
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2		<p>Setting: General Education</p> <p>Resources:</p> <p>Restorative Practices Suite 360</p> <p>Leader In Me</p> <p>Ron Clark Academy Methodology</p> <p>Assessments:</p> <p>ASQ social emotional Suite 360</p>	<p>Setting: General Education</p> <p>Resources:</p> <p>Restorative Practices</p> <p>Leader In Me</p> <p>Buddy Room</p> <p>Safe Seat</p> <p>Calming Corner</p> <p>Assessments:</p> <p>Suite 360</p>	<p>Setting: Special Education</p> <p>Resources:</p> <p>Restorative Practices</p> <p>Zones of Regulation</p> <p>Calming Corner</p> <p>Strong Kids</p> <p>Brain Wise</p> <p>Calm Classroom</p> <p>PATHS and Emozi</p> <p>Assessments:</p> <p>Behavior data</p> <p>Progress Monitoring</p>
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3		<p>Setting: General Education</p> <p>Resources:</p> <p>Restorative Practices Suite 360</p> <p>Leader In Me</p> <p>Ron Clark Academy Methodology</p> <p>Assessments:</p> <p>ASQ social emotional Suite 360</p>	<p>Setting: General Education</p> <p>Resources:</p> <p>Restorative Practices</p> <p>Leader In Me</p> <p>Buddy Room</p> <p>Safe Seat</p> <p>Calming Corner</p> <p>Assessments:</p> <p>Suite 360</p>	<p>Setting: Special Education</p> <p>Resources:</p> <p>Restorative Practices</p> <p>Zones of Regulation</p> <p>Calming Corner</p> <p>Strong Kids</p> <p>Brain Wise</p> <p>Calm Classroom</p> <p>PATHS and Emozi</p> <p>Assessments:</p> <p>Behavior data</p> <p>Progress Monitoring</p> <p>FBA</p>
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4		<p>Setting: General Education</p> <p>Resources:</p> <p>Restorative Practices Suite 360</p> <p>Leader In Me</p> <p>Ron Clark Academy Methodology</p> <p>Assessments:</p> <p>ASQ social emotional Suite 360</p>	<p>Setting: General Education</p> <p>Resources:</p> <p>Restorative Practices</p> <p>Leader In Me</p> <p>Buddy Room</p> <p>Safe Seat</p> <p>Calming Corner</p> <p>Assessments:</p> <p>Suite 360</p>	<p>Setting: Special Education</p> <p>Resources:</p> <p>Restorative Practices</p> <p>Zones of Regulation</p> <p>Calming Corner</p> <p>Strong Kids</p> <p>Brain Wise</p> <p>Calm Classroom</p> <p>PATHS and Emozi</p> <p>Assessments:</p> <p>Behavior data</p> <p>Progress Monitoring</p> <p>FBA</p>
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5		<p>Setting: General Education</p> <p>Resources:</p> <p>Restorative Practices Suite 360</p> <p>Leader In Me</p> <p>Ron Clark Academy Methodology</p> <p>Assessments:</p> <p>ASQ social emotional Suite 360</p>	<p>Setting: General Education</p> <p>Resources:</p> <p>Restorative Practices</p> <p>Leader In Me</p> <p>Buddy Room</p> <p>Safe Seat</p> <p>Calming Corner</p> <p>Assessments:</p> <p>Suite 360</p>	<p>Setting: Special Education</p> <p>Resources:</p> <p>Restorative Practices</p> <p>Zones of Regulation</p> <p>Calming Corner</p> <p>Strong Kids</p> <p>Brain Wise</p> <p>Calm Classroom</p> <p>PATHS and Emozi</p> <p>Assessments:</p> <p>Behavior data</p> <p>Progress Monitoring</p> <p>FBA</p>
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6		Setting: General Education Resources: PBIS Suite 360 Restorative Interventionist Assessments: Suite 360	Setting: General Education Resources: PBIS Suite 360 Restorative Interventionist Assessments: Suite 360	Setting: Special Education Resources: PBIS Calm Classroom PATHS and Emozi Assessments: Behavior Data Progress Monitoring FBA
7		Setting: General Education Resources: PBIS Suite 360 Assessments: Suite 360	Setting: General Education Resources: PBIS Suite 360 Assessments: Suite 360	Setting: Special Education Resources: PBIS Calm Classroom PATHS and Emozi Assessments: Behavior Data

				Progress Monitoring FBA
8		Setting: General Education Resources: PBIS Suite 360 Assessments: Suite 360	Setting: General Education Resources: PBIS Suite 360 Assessments: Suite 360	Setting: Special Education Resources: PBIS Calm Classroom PATHS and Emozi Assessments: Behavior Data Progress Monitoring FBA

9		Setting: General Education Resources: Character Ed Suite 360 Assessments: Suite 360	Setting: General Education Resources: Character Ed Suite 360 Assessments: Suite 360	Setting: Special Education Resources: Skill Streaming Why Try Brain Wise Assessments: Behavior data Progress Monitoring FBA
10		Setting: General Education Resources: Character Ed Suite 360 Assessments: Suite 360	Setting: General Education Resources: Character Ed Suite 360 Assessments: Suite 360	Setting: Special Education Resources: Skill Streaming Why Try Brain Wise Assessments: Behavior data Progress Monitoring

				FBA
11		Setting: General Education Resources: Character Ed Suite 360 Assessments: Suite 360	Setting: General Education Resources: Character Ed Suite 360 Assessments: Suite 360	Setting: Special Education Resources: Skill Streaming Why Try Assessments: Behavior data Progress Monitoring FBA
12		Setting: General Education Resources: Character Ed Suite 360	Setting: General Education Resources: Character Ed Suite 360 Assessments:	Setting: Special Education Resources: Skill Streaming Why Try

		Assessments: Suite 360	Suite 360	Assessments: Behavior data Progress Monitoring FBA
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