



## **Current State for Hancock Place 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)

- LETRS Training
- Student Support Team
- Data - i-Ready, DIBELS, Sonday System 1
- 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

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
- Soliday 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 & Dibels
- 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

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 Fastbridge aReading student growth percentile (SGP) or higher will increase to 52% (a 5% increase from 47% in SY 20.21).

<b>Grade:</b>	<b>Priority Standards - Reviewed in 2020-21</b>	<b>Tier One (Universals/Core)</b>	<b>Tier Two (Intervention)</b>	<b>Tier Three (Remediation)</b>
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<p>K</p>	<p><b>K.RF.1.A. - Develop print awareness in the reading process by:</b></p> <p><b>a. identifying all upper- and lower-case letters</b></p> <p><b>b. sequencing the letters of the alphabet</b></p> <p><b>c. demonstrating that books are read left to right, top to bottom</b></p> <p><b>d. demonstrating that written words are made up of different letters</b></p> <p><b>e. knowing that a sentence is comprised of a group of words separated by spaces</b></p> <p><b>f. demonstrating one-to-one correspondence between spoken words and written words</b></p> <p><b>K.RF.2.A. - Develop phonemic awareness in the reading process by:</b></p> <p><b>a. identifying sounds in spoken words</b></p>	<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>Super Kids</p> <p>iReady</p> <p>Accelerated Reader</p> <p>LETRS</p> <p><b>Assessment</b></p> <p>iReady,</p> <p>Unit Assessments</p> <p>Locally Developed formative and summative</p>	<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>LLI</p> <p>Super Kids</p> <p>Reading Specialist</p> <p>Co-teaching</p> <p><b>Assessments:</b></p> <p>i Ready</p> <p>Dibels</p> <p>Aimsweb</p> <p>Locally Developed formative and summative</p> <p>Orton Gillingham</p>	<p><b>Setting:</b></p> <p>Special Education</p> <p><b>Resources:</b></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><b>Assessments:</b></p> <p>iReady</p> <p>FastBridge</p> <p>Unit Assessments</p>
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**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><b>Setting:</b> General Education</p> <p><b>Resources:</b> Wonders Reading iReady Accelerated Reader LETRS</p> <p><b>Assessments:</b> iReady, Unit Assessments Locally Developed formative and summative</p>	<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> LLI Reading Specialist Co-teaching</p> <p><b>Assessments:</b> i Ready Dibels Aimsweb Locally Developed formative and summative Orton Gillingham</p>	<p><b>Setting:</b> Special Education</p> <p><b>Resources:</b> SRA Phonics for Reading Rewards ELSB Step Up for Writing Reading Mastery</p> <p><b>Assessments:</b> iReady FastBridge Unit</p>
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2		<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> Wonders Reading Super Kids iReady Accelerated Reader LETRS</p> <p><b>Assessments:</b> iReady, Unit Assessments Locally Developed formative and summative</p>	<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> LLI Super Kids Reading Specialist Co-teaching</p> <p><b>Assessments:</b> i Ready Locally Developed formative and summative Dibels Aimsweb Orton Gillingham</p>	<p><b>Setting:</b> Special Education</p> <p><b>Resources:</b> SIPPS ELSB Step Up for Writing Reading Mastery</p> <p><b>Assessments:</b> iReady FastBridge Unit</p>
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<p><b>3</b></p>		<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> Wonders Reading Open Court Reading iReady Accelerated Reader LETRS</p> <p><b>Assessments:</b> iReady, Unit Assessments Locally Developed formative and summative</p>	<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> LLI Open Court Reading Super Kids Reading Specialist Co-teaching</p> <p><b>Assessments:</b> i Ready Dibels Aimsweb Locally Developed formative and summative Orton Gillingham</p>	<p><b>Setting:</b> Special Education</p> <p><b>Resources:</b> SRA Phonics for Reading Rewards ELSB Step Up for Writing Reading Mastery</p> <p><b>Assessments:</b> iReady FastBridge Unit</p>
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4

**Setting:**

General Education

**Resources:**

Wonders Reading

Open Court  
Reading

Super Kids

iReady

Accelerated Reader

LETRS

**Assessments:**

iReady,

Unit Assessments

Locally Developed  
formative and  
summative

**Setting:**

General  
Education

**Resources:**

LLI

Open Court  
Reading

Super Kids

Reading Specialist

Co-teaching

**Assessments:**

i Ready

Dibels

Locally  
Developed  
formative and  
summative

Aimsweb

Orton Gillingham

**Setting:**

Special  
Education

**Resources:**

SRA

Phonics for  
Reading

Rewards

ELSB

Step Up for  
Writing

Reading Mastery

**Assessments:**

iReady

FastBridge

Unit

5		<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> Wonders Reading Open Court Reading Super Kids iReady Accelerated Reader LETRS</p> <p><b>Assessments:</b> iReady, Unit Assessments Locally Developed formative and summative</p>	<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> LLI Open Court Reading Super Kids Reading Specialist Co-teaching</p> <p><b>Assessments:</b> i Ready Dibels Aimsweb Locally Developed formative and summative</p>	<p><b>Setting:</b> Special Education</p> <p><b>Resources:</b> SIPPS ELSB Step Up for Writing Reading Mastery</p> <p><b>Assessments:</b> iReady FastBridge Unit Sonday System</p>
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6		<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> Step Up to Writing Achieve 3000 No Red Ink Guided Reading Individual texts</p> <p><b>Assessments:</b> iReady Fastbridge Unit assessments Locally Developed formative and summative</p>	<p><b>Setting:</b> General Education</p> <p><b>Small group pull out</b></p> <p><b>Resources:</b> No Red Ink Achieve 3000 Step Up to Writing Sonday System</p> <p><b>Assessments:</b> iReady Fastbridge Locally Developed formative and summative Orton Gillingham</p>	<p><b>Setting:</b> Special Education</p> <p><b>Resources:</b> SRA Phonics for Reading Rewards ELSB Step Up for Writing</p> <p><b>Assessments:</b> iReady Fastbridge</p>
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7		<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>Step Up to Writing</p> <p>No Red ink</p> <p>Achieve 3000</p> <p>Guided Reading</p> <p>Individual texts</p> <p><b>Assessments:</b></p> <p>iReady</p> <p>Fastbridge</p> <p>Unit assessments</p> <p>Locally Developed formative and summative</p>	<p><b>Setting:</b></p> <p>General Education</p> <p>Small group pull out</p> <p><b>Resources:</b></p> <p>No Red Ink</p> <p>Step Up to Writing</p> <p>Achieve 3000</p> <p>Sonday System</p> <p><b>Assessments:</b></p> <p>iReady</p> <p>Fastbridge</p> <p>Locally Developed formative and summative</p> <p>Orton Gillingham</p>	<p><b>Setting:</b></p> <p>Special Education</p> <p><b>Resources:</b></p> <p>SRA</p> <p>Phonics for Reading</p> <p>Rewards</p> <p>ELSB</p> <p>Step Up for Writing</p> <p><b>Assessments:</b></p> <p>iReady</p> <p>Fastbridge</p>
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8

**Setting:**

General Education

**Resources:**

No Red Ink

Step Up to Writing

Achieve 3000

Guided Reading

Individual texts

**Assessments:**

iReady

Fastbridge

Unit assessments

Locally Developed formative and summative

**Setting:**

General Education

Small group pull out

**Resources:**

No Red Ink

Step Up to Writing

Achieve 3000

Sonday System

**Assessments:**

iReady

Fastbridge

Locally Developed formative and summative

Orton Gillingham

**Setting:**

Special Education

**Resources:**

SRA

Phonics for Reading

Rewards

ELSB

Step Up for Writing

**Assessments:**

iReady

Fastbridge

9

**Setting:**

General Education

**Resources:**

Achieve 3000

No Red Ink

Rich Literature

SIM

**Assessments:**

Fastbridge

EOCs

Unit Assessments

Locally developed  
assessments  
formative and  
summative

**Setting:**

General  
Education

**Resources:**

Achieve 3000

No Red Ink

Rich Literature

SIM

**Assessments:**

Locally developed  
assessments  
formative and  
summative

Fastbridge

EOCs

Unit Assessments

**Setting:**

Sped, small  
group

**Resources:**

Step Up to  
Writing,

Modified texts,

Unique

SRA

**Assessments:**

iReady

Fastbridge

EOCs

<p><b>10</b></p>		<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> Achieve 3000 No Red Ink Rich Literature</p> <p><b>Assessments:</b> iReady Fastbridge EOCs Unit Assessments Locally developed assessments formative and summative</p>	<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> Achieve 3000 No Red Ink Rich Literature SIMs</p> <p><b>Assessments:</b> Locally developed assessments formative and summative Fastbridge EOCs Unit Assessments</p>	<p><b>Setting:</b> Sped, small group</p> <p><b>Resources:</b> Step Up to Writing Modified Text SRA Unique</p> <p><b>Assessments:</b> iReady Fastbridge EOCs</p>
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<p>11</p>		<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>No Red Ink</p> <p>Achieve 3000</p> <p>Rich Literature</p> <p><b>Assessments:</b></p> <p>iReady</p> <p>Fastbridge</p> <p>EOCs</p> <p>Unit Assessments</p> <p>Locally developed assessments formative and summative</p>	<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>Achieve 3000</p> <p>No Red Ink</p> <p>Rich Literature</p> <p>SIM Strategies</p> <p><b>Assessments:</b></p> <p>Locally developed assessments formative and summative</p> <p>Fastbridge</p> <p>EOCs</p> <p>Unit Assessments</p>	<p><b>Setting:</b></p> <p>Sped, small group</p> <p><b>Resources:</b></p> <p>SRA</p> <p>Step Up to Writing</p> <p>Modified texts</p> <p>Rewards</p> <p>Unique</p> <p><b>Assessments:</b></p> <p>iReady</p> <p>Fastbridge</p> <p>EOCs</p>
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12		<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> No Red Ink Achieve 3000 Rich Literature</p> <p><b>Assessments:</b> iReady Fastbridge EOCs Unit Assessments Locally developed assessments formative and summative</p>	<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> Rich Literature SIM Strategies</p> <p><b>Assessments:</b> Locally developed assessments formative and summative Fastbridge EOCs Unit Assessments</p>	<p><b>Setting:</b> Sped, small group</p> <p><b>Resources:</b> SRA Step Up to Writing Modified Text Rewards Unique</p> <p><b>Assessments:</b> iReady Fastbridge EOCs</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 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 FastBridge aMath scores from 45% to 50% student growth percentile or higher as measured by FastBridge 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)

<p><b>K</b></p>		<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>Access to tech</p> <p>Ready Math</p> <p>ST Math</p> <p><b>Assessments:</b></p> <p>Ready, Fastbridge, Unit Assessments</p> <p>Locally developed assessments formative and summative</p>	<p><b>Setting:</b></p> <p>General Education Small Group</p> <p><b>Resources:</b></p> <p>Ready Math</p> <p>ST Math</p> <p><b>Assessments:</b></p> <p>Fastbridge, iReady</p> <p>Unit Assessments</p>	<p><b>Setting:</b></p> <p>Sped Small group</p> <p><b>Resources:</b></p> <p>Focus Math</p> <p>SRA Corrective Math</p> <p>Early Numeracy</p> <p>Unique</p> <p><b>Assessments:</b></p> <p>iReady</p> <p>Fastbridge</p>
<p><b>1</b></p>		<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>Access to tech</p> <p>Ready Math</p> <p>ST Math</p> <p><b>Assessments:</b></p> <p>iReady</p>	<p><b>Setting:</b></p> <p>General Education Small Group</p> <p><b>Resources:</b></p> <p>Ready Math</p> <p>ST Math</p> <p><b>Assessments:</b></p> <p>Fastbridge,</p>	<p><b>Setting:</b></p> <p>Sped Small group</p> <p><b>Resources:</b></p> <p>Focus Math</p> <p>Ready Math</p> <p>SRA Corrective Math</p> <p>Early Numeracy</p>

		Fastbridge Unit Assessments	iReady Unit Assessments	ULS <b>Assessments:</b> iReady Fastbridge
2		<b>Setting:</b> General Education <b>Resources:</b> Ready Math ST Math <b>Assessments:</b> Ready Fastbridge Unit Assessments	<b>Setting:</b> General Education Small Group <b>Resources:</b> Ready Math Focus Math ST Math <b>Assessments:</b> Fastbridge, iReady Unit Assessments	<b>Setting:</b> Sped Small group <b>Resources:</b> Focus Math Ready Math SRA Corrective Math Early Numeracy ULS <b>Assessments:</b> iReady Fastbridge,



<p><b>3</b></p>		<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>Ready Math</p> <p>ST Math</p> <p><b>Assessments:</b></p> <p>iReady</p> <p>Fastbridge</p> <p>Unit Assessments</p>	<p><b>Setting:</b></p> <p>General Education Small Group</p> <p><b>Resources:</b></p> <p>Ready Math</p> <p>Focus Math</p> <p>ST Math</p> <p><b>Assessments:</b></p> <p>Fastbridge,</p> <p>iReady</p> <p>Unit Assessments</p>	<p><b>Setting:</b></p> <p>Sped Small group</p> <p><b>Resources:</b></p> <p>Focus Math</p> <p>Ready Math</p> <p>SRA Corrective Math</p> <p>Early Numeracy</p> <p>ULS</p> <p><b>Assessments:</b></p> <p>iReady,</p> <p>Fastbridge,</p>
<p><b>4</b></p>		<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>Ready Math</p> <p>ST Math</p> <p><b>Assessments:</b></p> <p>Ready</p>	<p><b>Setting:</b></p> <p>General Education Small Group</p> <p><b>Resources:</b></p> <p>Ready Math</p> <p>Focus Math</p> <p>ST Math</p>	<p><b>Setting:</b></p> <p>Sped Small group</p> <p><b>Resources:</b></p> <p>Focus Math</p>

		Fastbridge Unit Assessments	<b>Assessments:</b> Fastbridge, iReady Unit Assessments	<b>Assessments:</b> iReady, Fastbridge,
5		<b>Setting:</b> General Education <b>Resources:</b> Ready Math ST Math <b>Assessments:</b> Ready Fastbridge Unit Assessments	<b>Setting:</b> General Education Small Group <b>Resources:</b> Ready Math Focus Math ST Math <b>Assessments:</b> Fastbridge, iReady Unit Assessments	<b>Setting:</b> Sped Small group <b>Resources:</b> Focus Math <b>Assessments:</b> iReady, Fastbridge,

6		<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> Ready Math McGraw Hill</p> <p><b>Assessments:</b> Ready Fastbridge Unit Assessments</p>	<p><b>Setting:</b> General Education Small Group</p> <p><b>Resources:</b> iReady,</p> <p><b>Assessments:</b> Fastbridge iReady Unit Assessments</p>	<p><b>Setting:</b> Special Education Small Group</p> <p><b>Resources:</b> iReady, Focus Math, Ready Math</p> <p><b>Assessments:</b> Fastbridge, iReady, Unit Assessments</p>
7		<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> Ready Math McGraw Hill</p> <p><b>Assessments:</b> Ready Fastbridge Unit Assessments</p>	<p><b>Setting:</b> General Education Small Group</p> <p><b>Resources:</b> iReady</p> <p><b>Assessments:</b> Fastbridge iReady</p>	<p><b>Setting:</b> Sped Small Group</p> <p><b>Resources:</b> iReady, Focus Math</p> <p><b>Assessments:</b> Fastbridge, iReady, Unit Assessments, EOCs</p>

			Unit Assessments	
8		<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>Ready Math McGraw Hill</p> <p><b>Assessments:</b></p> <p>Ready Fastbridge Unit Assessments</p>	<p><b>Setting:</b></p> <p>General Education Small Group</p> <p><b>Resources:</b></p> <p>iReady</p> <p><b>Assessments:</b></p> <p>Fastbridge iReady Unit Assessments</p>	<p><b>Setting:</b></p> <p>Sped Small Group</p> <p><b>Resources:</b></p> <p>iReady, Focus Math</p> <p><b>Assessments:</b></p> <p>Fastbridge, iReady, Unit Assessments</p>
9		<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>USA Test Prep Math XL McGraw Hill</p>	<p><b>Setting:</b></p> <p>General Education Small Group</p> <p><b>Resources:</b></p> <p>USA Test Prep</p> <p><b>Assessments:</b></p> <p>Fastbridge</p>	<p><b>Setting:</b></p> <p>Sped Small group</p> <p><b>Resources:</b></p> <p><b>Transmath</b> SRA Corrective Math</p>

		<b>Assessments:</b> Unit Assessments USA Test Prep EOCs	USA Test Prep Unit Assessments EOCs	<b>Assessments:</b> Fastbridge Unit Assessments EOCs
10		<b>Setting:</b> General Education  <b>Resources:</b> USA Test Prep Math XL McGraw Hill  <b>Assessments:</b> Unit Assessments USA Test Prep	<b>Setting:</b> General Education Small Group  <b>Resources:</b> USA Test Prep  <b>Assessments:</b> Fastbridge USA Test Prep Unit Assessments EOCs	<b>Setting:</b> Sped Small group  <b>Resources:</b> Transmath SRA Corrective Math  <b>Assessments:</b> Fastbridge Unit Assessments EOCs
11		<b>Setting:</b> General Education  <b>Resources:</b> USA Test Prep	<b>Setting:</b> General Education Small Group  <b>Resources:</b> USA Test Prep	<b>Setting:</b> Sped Small group  <b>Resources:</b> Transmath

		Math XL McGraw Hill <b>Assessments:</b> Unit Assessments USA Test Prep	<b>Assessments:</b> Fastbridge USA Test Prep Unit Assessments EOCs	SRA Corrective Math <b>Assessments:</b> Fastbridge Unit Assessments EOCs
12		<b>Setting:</b> General Education <b>Resources:</b> USA Test Prep Math XL McGraw Hill <b>Assessments:</b> Unit Assessments USA Test Prep	<b>Setting:</b> General Education Small Group <b>Resources:</b> USA Test Prep <b>Assessments:</b> Fastbridge USA Test Prep Unit Assessments EOCs	<b>Setting:</b> Sped Small group <b>Resources:</b> Transmath SRA Corrective Math <b>Assessments:</b> Fastbridge 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 or MLS Counseling)	Tier One (Universals/Core )	Tier Two (Intervention)	Tier Three (Remediation)
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**Setting:**

General  
Education

**Resources:**

Suite 360  
  
Leader In Me  
  
Ron Clark  
Academy  
Methodology

**Assessments:**

ASQ social  
emotional

**Setting:**

General  
Education

**Resources:**

Leader In Me  
  
Zones of  
Regulation  
  
Calming Corner

**Assessments:**

FBA

**Setting:**

Special  
Education

**Resources:**

Leader In Me  
  
Zones of  
Regulation  
  
Calming Corner  
  
Strong Kids  
  
Brain Wise  
  
Calm Classroom  
  
PATHS and  
Emozi

**Assessments:**

Behavior data  
  
Progress  
Monitoring  
  
FBA



<p><b>1</b></p>		<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>Suite 360</p> <p>Leader In Me</p> <p>Ron Clark Academy Methodology</p> <p><b>Assessments:</b></p> <p>ASQ social emotional</p>	<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>Leader In Me</p> <p>Zones of Regulation</p> <p>Calming Corner</p> <p><b>Assessments:</b></p> <p>FBA</p>	<p><b>Setting:</b></p> <p>Special Education</p> <p><b>Resources:</b></p> <p>Leader In Me</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><b>Assessments:</b></p> <p>Behavior data</p> <p>Progress Monitoring</p> <p>FBA</p>
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<p>2</p>		<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>Suite 360</p> <p>Leader In Me</p> <p>Ron Clark Academy Methodology</p> <p><b>Assessments:</b></p> <p>ASQ social emotional</p>	<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>Leader In Me</p> <p>Zones of Regulation</p> <p>Calming Corner</p> <p><b>Assessments:</b></p> <p>FBA</p>	<p><b>Setting:</b></p> <p>Special Education</p> <p><b>Resources:</b></p> <p>Leader In Me</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><b>Assessments:</b></p> <p>Behavior data</p> <p>Progress Monitoring</p> <p>FBA</p>
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<p><b>3</b></p>		<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>Suite 360</p> <p>Leader In Me</p> <p>Ron Clark Academy Methodology</p> <p><b>Assessments:</b></p> <p>ASQ social emotional</p>	<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>Leader In Me</p> <p>Zones of Regulation</p> <p>Calming Corner</p> <p><b>Assessments:</b></p> <p>FBA</p>	<p><b>Setting:</b></p> <p>Special Education</p> <p><b>Resources:</b></p> <p>Leader In Me</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><b>Assessments:</b></p> <p>Behavior data</p> <p>Progress Monitoring</p> <p>FBA</p>
<p><b>4</b></p>		<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>Suite 360</p>	<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>Leader In Me</p>	<p><b>Setting:</b></p> <p>Special Education</p> <p><b>Resources:</b></p> <p>Leader In Me</p>

		<p>Leader In Me</p> <p>Ron Clark Academy Methodology</p> <p><b>Assessments:</b></p> <p>ASQ social emotional</p>	<p>Zones of Regulation</p> <p>Calming Corner</p> <p><b>Assessments:</b></p> <p>FBA</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><b>Assessments:</b></p> <p>Behavior data</p> <p>Progress Monitoring</p> <p>FBA</p>
5		<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>Suite 360</p> <p>Leader In Me</p> <p>Ron Clark Academy Methodology</p> <p><b>Assessments:</b></p>	<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>Leader In Me</p> <p>Zones of Regulation</p> <p>Calming Corner</p> <p><b>Assessments:</b></p> <p>FBA</p>	<p><b>Setting:</b></p> <p>Special Education</p> <p><b>Resources:</b></p> <p>Leader In Me</p> <p>Zones of Regulation</p> <p>Calming Corner</p> <p>Strong Kids</p> <p>Brain Wise</p>

		ASQ social emotional		<p>Calm Classroom</p> <p>PATHS and Emozi</p> <p><b>Assessments:</b></p> <p>Behavior data</p> <p>Progress Monitoring</p> <p>FBA</p>
6		<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>PBIS</p> <p>Suite 360</p> <p>Restorative Interventionist</p> <p><b>Assessments:</b></p>	<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>PBIS</p> <p>Suite 360</p> <p>Restorative Interventionist</p> <p><b>Assessments:</b></p>	<p><b>Setting:</b></p> <p>Special Education</p> <p><b>Resources:</b></p> <p>PBIS</p> <p>Skill Streaming</p> <p>Brain Wise</p> <p>Calm Classroom</p> <p>PATHS and Emozi</p> <p><b>Assessments:</b></p> <p>Behavior Data</p> <p>Progress Monitoring</p>

				FBA
7		<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>PBIS</p> <p>Suite 360</p> <p>Restorative Interventionist</p> <p><b>Assessments:</b></p>	<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>PBIS</p> <p>Suite 360</p> <p>Restorative Interventionist</p> <p><b>Assessments:</b></p>	<p><b>Setting:</b></p> <p>Special Education</p> <p><b>Resources:</b></p> <p>PBIS</p> <p>Skill Streaming</p> <p>Brain Wise</p> <p>Calm Classroom</p> <p>PATHS and Emozi</p> <p><b>Assessments:</b></p> <p>Behavior Data</p> <p>Progress Monitoring</p> <p>FBA</p>
8		<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>PBIS</p>	<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>PBIS</p>	<p><b>Setting:</b></p> <p>Special Education</p> <p><b>Resources:</b></p> <p>PBIS</p>

		<p>Suite 360</p> <p>Restorative Interventionist</p> <p><b>Assessments:</b></p>	<p>Suite 360</p> <p>Restorative Interventionist</p> <p><b>Assessments:</b></p>	<p>Skill Streaming</p> <p>Brain Wise</p> <p>Calm Classroom</p> <p>PATHS and Emozi</p> <p><b>Assessments:</b></p> <p>Behavior Data</p> <p>Progress Monitoring</p> <p>FBA</p>
9		<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>Character Ed</p> <p>Suite 360</p> <p><b>Assessments:</b></p>	<p><b>Setting:</b></p> <p>General Education</p> <p><b>Resources:</b></p> <p>Character Ed</p> <p>Suite 360</p> <p><b>Assessments:</b></p>	<p><b>Setting:</b></p> <p>Special Education</p> <p><b>Resources:</b></p> <p>Skill Streaming</p> <p>Why Try</p> <p>Brain Wise</p> <p><b>Assessments:</b></p> <p>Behavior data</p> <p>Progress Monitoring</p> <p>FBA</p>

<p><b>10</b></p>		<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> Character Ed Suite 360</p> <p><b>Assessments:</b></p>	<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> Character Ed Suite 360</p> <p><b>Assessments:</b></p>	<p><b>Setting:</b> Special Education</p> <p><b>Resources:</b> Skill Streaming Why Try Brain Wise</p> <p><b>Assessments:</b> Behavior data Progress Monitoring FBA</p>
<p><b>11</b></p>		<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> Character Ed Suite 360</p> <p><b>Assessments:</b></p>	<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> Character Ed Suite 360</p> <p><b>Assessments:</b></p>	<p><b>Setting:</b> Special Education</p> <p><b>Resources:</b> Skill Streaming Why Try Brain Wise</p> <p><b>Assessments:</b> Behavior data</p>



				Progress Monitoring FBA
12		<b>Setting:</b> General Education  <b>Resources:</b> Character Ed Suite 360  <b>Assessments:</b>	<b>Setting:</b> General Education  <b>Resources:</b> Character Ed Suite 360  <b>Assessments:</b>	<b>Setting:</b> Special Education  <b>Resources:</b> Skill Streaming Why Try Brain Wise  <b>Assessments:</b> Behavior data Progress Monitoring FBA