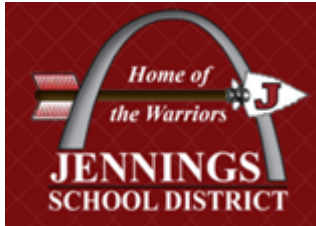


JENNINGS SCHOOL DISTRICT



Jennings School District



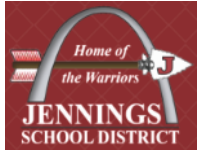
What is your current status? (These questions have been adapted from the Missouri State Literacy Plan)

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)

- Push-in at elementary
- Co-Teaching at MS/HS level
- Crosswalks and alignment of programs and curricular supports
- Data/Professional Learning Committee meetings
- Designated intervention time in building to support literacy (Elementary, JJH, & at JHS-Stop, Drop, & Read for 20 minutes on Thursdays)
- SSD (Special School District) staff supports General Education curricula with differentiation in co-taught settings
- SSD staff implements supplemental programs to build skills in literacy/numeracy
- Elementary schools use the CARE Team process to identify students needing interventions; JJH has two 30-minute intervention periods daily to focus on literacy and/or numeracy skills
- K-8 students are screened for Dyslexia

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

- Aligning curricular supports (Sipps, Step up)
- Purchase and supply program materials and supplies
- Ensure staff are provided with professional learning opportunities



JENNINGS SCHOOL DISTRICT

- Monitor quality instruction in the areas of literacy and numeracy

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

- District Leadership Team, Literacy facilitator and Director completes routine walkthroughs per the region plan and to provide feedback (fidelity checks) --follow-ups occur in the form of coaching
- General Education- Instructional facilitator supports co-teachers and provides professional development to ensure co-teaching partnership
- SSD providing PD (Professional Development) for Reading and math strategies GE and SE

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

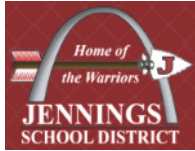
- Training and PD
- Supports are provided utilizing our Instructional Coach and literacy facilitator
- Instructional Walkthroughs
- Professional learning opportunities
- Data Team meetings support to evaluate data to drive instruction and determine student success.
- SSD- Reading, math, and instructional strategies (Student Growth Plan/Educator Growth Plan)
- Allow SSD to share at Professional Development
- Program supports (General Education is beginning to adopt ULS/SIPPS/SUTW, etc.)

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

- Staff are expected to utilize programs and/or support programs that are aligned to the MLS

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

- PLCs



JENNINGS SCHOOL DISTRICT

- Grade Level Meetings (vertical alignment)
- Data teams

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

- The partner district has a curriculum committee that consists of various stakeholders.
- Special educators are not assigned to the committee for representation; however, SSD administrators have been included in planning conversations (to develop look-fors)

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

- Differentiation of GE curriculum and instruction
- Modifications/accommodations per the student's IEP (Individualized Education Program)
- Provide instruction that correlates to the student's learning style

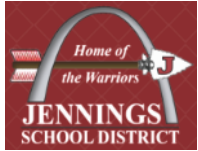
How do we select quality resources and provide teachers with the training to implement them effectively? How are Special education teachers included in this process?

- Both GE and SE- Enlist the expertise of facilitators. Choose research-based programs, (1) provide professional learning, (2) ongoing coaching, (3) feedback regarding implementation/fidelity
- SE is represented on various committees, including the curriculum committee.

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

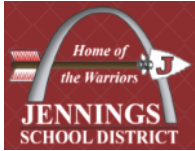
- The district has implemented the use of common formative assessments and benchmarks utilizing Galileo.
- There is a committee, and it has representation from multiple levels.

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



JENNINGS SCHOOL DISTRICT

- Assessments are ultimately utilized to drive instruction for teachers to help to ensure students achieve targeted standards-based learning goals within a set time frame.
- Through our SSD data team process, staff analyze assessment data to make instructional adjustments.



JENNINGS SCHOOL DISTRICT

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

- District-directed

How do we help all educators become assessment literate?

- GE- Supports from district data coordinator
- GE and SE- Leadership facilitates regular conversations surrounding assessment and analyzing data through PLC and data team process
- SE- Training, follow up, AC and Data leader supports, data team processes.

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

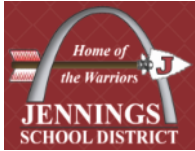
- Literacy, Math, and Curriculum Night at schools during the school year
- Open House
- Back to School Jamboree

Definitions:

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

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

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



JENNINGS SCHOOL DISTRICT

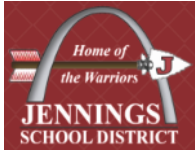
Reading/Literacy Tier Three: Provide intensive instruction daily that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (increase frequency or intensity from tier 2)

Assessment: progress monitor weekly

Reading/Literacy/Writing

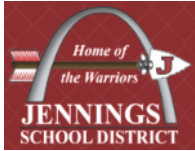
Goal: Understanding (Accreditation & Achievement) Maintain accreditation (70% or higher) and support student achievement by focusing on MSIP 5 and MAP scores, subgroup achievement, attendance, graduation rates and college career readiness.

Grade	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)		Tier Three (Remediation)	
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: General Education Resources: Engage NY ELA (K-8) 6 Traits of Writing (K-9) CR Success Reading A to Z Flocabulary Assessments: Individual/Class assessments, <i>Galileo</i>	Setting: General Education GE/SSD Push-In (Tier 1) Resources: <i>Drop Everything & Learn: DEAL Time (GE); FAST READING (CR SUCCESS); SIPPS; eSpark; IXL; Learning A to Z (RAZ KIDS)</i> Assessments: Individual/Class assessments, <i>Galileo</i>	Setting: SSD Resource (SSD Tier 2) Resources: SIPPS; Step Up to Writing Assessments: <i>Galileo; Fastbridge; Early Literacy; aReading; CBM-R</i>	Setting: General Education GE/SSD Push-In Resources: <i>Tutoring group-prepare for the day Reading interventionist</i> Assessments: <i>Galileo; varies by intervention</i>	Setting: SSD Self Contained +Tier 2 Resources: Unique Learning Systems (ULS) & News2U; Early Literacy Skills Builder (ELSB) Assistive Technology Assessments: <i>Fastbridge; Early Literacy ULS</i>
1	1.R.1.A-C, 1.R.2.A-C 1.R.3.A-C, 1. SL.1.A, 1RF.1.A, 1. RF.3.A, 1.	Setting: General Education Resources: Engage NY ELA (K-8) 6 Traits of Writing	Setting: General Education GE/SSD Push-In (Tier 1)	Setting: SSD Resource (SSD Tier 2)	Setting: General Education GE/SSD Push-In	Setting: SSD Self Contained +Tier 2



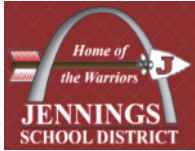
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	RF.4.A, 1.2L.1.A, 1.W.1.A-D, 1.W.3.A, 1.W.2.A	(K-9) CR Success Reading A to Z Flocabulary Assessments: Individual/Class assessments, <i>Galileo</i>	Resources: <i>Drop Everything & Learn: DEAL Time (GE); FAST READING (CR SUCCESS); SIPPS; eSpark; IXL; Learning A to Z (RAZ KIDS)</i> Assessments: Individual/Class assessments, <i>Galileo</i>	Resources: SIPPS; Step Up to Writing Assessments: <i>Galileo; Fastbridge; Early Literacy; aReading; CBM-R</i>	Resources: Tutoring group- <i>prepare for the day Reading interventionist</i> Assessments: <i>Galileo; varies by intervention</i>	Resources: Unique Learning Systems (ULS) & News2U; Early Literacy Skills Builder (ELSB) Assistive Technology Assessments: <i>Fastbridge; Early Literacy ULS</i>
2	2.R.1.A-C, 2.R.2.A-C 2.R.3.A-C, 2. SL.1.A, 2RF.1.A, 2. RF.3.A, 2.2L.1.A, 2.W.1.A-D, 2.W.3.A, 2.W.2.A	Setting: General Education Resources: Engage NY ELA (K-8) 6 Traits of Writing (K-9) CR Success Reading A to Z Flocabulary Assessments: Individual/Class assessments, <i>Galileo</i>	Setting: General Education GE/SSD Push-In (Tier 1) Resources: <i>Drop Everything & Learn: DEAL Time (GE); FAST READING (CR SUCCESS); SIPPS; eSpark; IXL; Learning A to Z (RAZ KIDS)</i> Assessments: Individual/Class assessments, <i>Galileo</i>	Setting: SSD Resource (SSD Tier 2) Resources: SIPPS; Step Up to Writing Assessments: <i>Galileo; Fastbridge; Early Literacy; aReading; CBM-R</i>	Setting: General Education GE/SSD Push-In Resources: Tutoring group- <i>prepare for the day Reading interventionist</i> Assessments: <i>Galileo; varies by intervention</i>	Setting: SSD Self Contained +Tier 2 Resources: Unique Learning Systems (ULS) & News2U; Early Literacy Skills Builder (ELSB) Assistive Technology Assessments: <i>Fastbridge; Early Literacy ULS</i>
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: General Education Resources: Engage NY; ELA (K-8;) 6 Traits of Writing (K-9); Reading A to Z; CR; Success Flocabulary	Setting: General Education GE/SSD Push-In (Tier 1) Resources: DEAL Time (GE)	Setting: SSD Resource (SSD Tier 2) Resources: SIPPS Step up to Writing	Setting: General Education GE/SSD Push-In Resources: Tutoring group-	Setting: SSD Self Contained +Tier 2 Resources: Unique Learning Systems



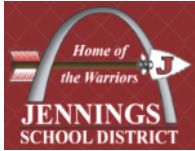
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		Assessments: Individual/Class assessments, Galileo	Guided Reading; IIXL; Common Lit; Small Group Reading A-Z; MAP boot Camp Assessments: Individual/Class assessments; Galileo	Assessments: Fastbridge - Early Literacy; aReading; CBM-R	prepare for the day Reading interventionist Assessments: Individual/Class assessments, Galileo	(ULS) & News2U; Early Literacy Skills Builder (ELSB) Assistive Technology Assessments: Fastbridge - Early Literacy; aReading; CBM-R
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: General Education Resources: Engage NY; ELA (K-8); 6 Traits of Writing (K-9); Reading A to Z; CR; Success Flocabulary Assessments: Individual/Class assessments, Galileo	Setting: General Education GE/SSD Push-In (Tier 1) Resources: DEAL Time (GE) Guided Reading; IIXL; Common Lit; Small Group Reading A-Z; MAP boot Camp Assessments: Individual/Class assessments; Galileo	Setting: SSD Resource (SSD Tier 2) Resources: SIPPS Step up to Writing Assessments: Fastbridge - Early Literacy; aReading; CBM-R	Setting: General Education GE/SSD Push-In Resources: Tutoring group-prepare for the day Reading interventionist Assessments: Individual/Class assessments, Galileo	Setting: SSD Self Contained +Tier 2 Resources: Unique Learning Systems (ULS) & News2U; Early Literacy Skills Builder (ELSB) Assistive Technology Assessments: Fastbridge - Early Literacy; aReading; CBM-R
5	5.R.1.A-C, 5.R.2.A-C 5.R.3.A-C, 5. SL.1.A	Setting: General Education Resources: Engage NY; ELA (K-8); 6 Traits of Writing (K-9); Reading A to Z; CR; Success Flocabulary Assessments: Individual/Class assessments, Galileo	Setting: General Education GE/SSD Push-In (Tier 1) Resources: DEAL Time (GE) Guided Reading; IIXL; Common Lit; Small Group	Setting: SSD Resource (SSD Tier 2) Resources: SIPPS Step up to Writing Assessments: Fastbridge - Early Literacy; aReading; CBM-R	Setting: General Education GE/SSD Push-In Resources: Tutoring group-prepare for the day Reading interventionist Assessments:	Setting: SSD Self Contained +Tier 2 Resources: Unique Learning Systems (ULS) & News2U; Early Literacy Skills Builder (ELSB) Assistive Technology



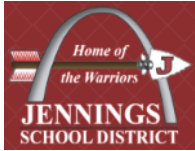
JENNINGS SCHOOL DISTRICT

			Reading A-Z; MAP boot Camp Assessments: Individual/Class assessments; Galileo		Individual/Class assessments, Galileo	Assessments: Fastbridge - Early Literacy; aReading; CBM-R
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: General Education Resources: Engage NY; ELA (K-8); 6 Traits of Writing (K-9); Reading A to Z; CR; Success Flocabulary Assessments: Individual/Class assessments, Galileo	Setting: General Education GE/SSD Push-In (Tier 1) Resources: DEAL Time (GE) Guided Reading; IIXL; Common Lit; Small Group Reading A-Z; MAP boot Camp Assessments: Individual/Class assessments; Galileo	Setting: SSD Resource (SSD Tier 2) Resources: SIPPS Step up to Writing Assessments: Fastbridge - Early Literacy; aReading; CBM-R	Setting: General Education GE/SSD Push-In Resources: Tutoring group-prepare for the day Reading interventionist Assessments: Individual/Class assessments, Galileo	Setting: SSD Self Contained +Tier 2 Resources: Unique Learning Systems (ULS) & News2U; Early Literacy Skills Builder (ELSB) Assessments: Assistive Technology Fastbridge - Early Literacy; aReading; CBM-R
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: General Education Resources: Engage NY ELA (K-8) 6 Traits of Writing (K-9) Assessments: Individual/Class assessments, Galileo	Setting: General Education GE/SSD Push-In (Tier 1) Resources: Assessments: Individual/Class assessments; Galileo	Setting: SSD Resource (SSD Tier 2) Resources: SIPPS Step up to Writing Assessments: Fastbridge - Early Literacy; aReading; CBM-R	Setting: General Education GE/SSD Push-In Resources: Youth empowerment; Language Live; Intervention Time Assessments: Individual/Class assessments, Galileo	Setting: SSD Self Contained +Tier 2 Resources: Unique Learning Systems (ULS) & News2U; Early Literacy Skills Builder (ELSB) Assessments: Assistive Technology Fastbridge - Early



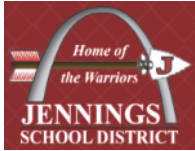
JENNINGS SCHOOL DISTRICT

						Literacy; aReading; CBM-R
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: General Education Resources: <i>Engage NY ELA (K-8) 6 Traits of Writing (K-9)</i> Assessments: Individual/Class assessments, Galileo	Setting: General Education GE/SSD Push-In /Co-Teaching (Tier 1) Resources: Reading A to Z (7th and 8th) Assessments: Individual/Class assessments; Galileo	Setting: Modified (SSD Tier 2) Resources: Language! Step up to writing Assessments: Fastbridge - Early Literacy; aReading; CBM-R	Setting: General Education GE/SSD Push-In Resources: Youth empowerment; Language Live; Intervention Time Assessments: Individual/Class assessments, Galileo	Setting: SSD Self Contained +Tier 2 Resources: Unique Learning Systems (ULS) & News2U; Early Literacy Skills Builder (ELSB) Assessments: Assistive Technology Fastbridge - Early Literacy; aReading; CBM-R; ULS
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: General Education Resources: 6 Traits of Writing; Stop Drop & Read; ACT; Do Now Vocab (BBC); Differentiation of Core; Do Now; Mini Lessons; Conferring; IXL - Vocabulary Assessments: Individual/Class assessments, Galileo	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resources: Scaffolding; Gap Course; ACT Prep Assessments: Individual/Class assessments; Galileo	Setting: Modified (SSD Tier 2) Resources: SIPPS Step up to Writing Assessments: Fastbridge - Early Literacy; aReading; CBM-R	Setting: General Education GE/SSD Push-In Resources: After school ACT prep Saturdays 2 times/month; Language Live Assessments: Individual/Class assessments, Galileo	Setting: SSD Self Contained +Tier 2 Resources: Unique Learning Systems (ULS) & News2U; Early Literacy Skills Builder (ELSB) Assessments: Assistive Technology Fastbridge - Early Literacy; aReading; CBM-R



JENNINGS SCHOOL DISTRICT

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: General Education Resources: 6 Traits of Writing; Stop Drop & Read; ACT; Do Now Vocab (BBC); Differentiation of Core; Do Now; Mini Lessons; Conferring; IXL - Vocabulary Assessments: Individual/Class assessments, Galileo	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resources: Scaffolding; Gap Course; ACT Prep Assessments: Individual/Class assessments; Galileo	Setting: Modified (SSD Tier 2) Resources: SIPPS Step up to Writing Assessments: Fastbridge - Early Literacy; aReading; CBM-R	Setting: General Education GE/SSD Push-In Resources: Language Live; After school ACT prep Saturdays 2 times/month Assessments: Individual/Class assessments, Galileo	Setting: SSD Self Contained +Tier 2 Resources: Unique Learning Systems (ULS) & News2U; Early Literacy Skills Builder (ELSB) Assessments: Assistive Technology Fastbridge - Early Literacy; aReading; CBM-R
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: General Education Resources: 6 Traits of Writing; Stop Drop & Read; ACT; Do Now Vocab (BBC); Differentiation of Core; Do Now; Mini Lessons; Conferring; IXL - Vocabulary Assessments: Individual/Class assessments, Galileo	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resources: Scaffolding; Gap Course; ACT Prep Assessments: Individual/Class assessments; Galileo	Setting: Modified (SSD Tier 2) Resources: SIPPS Step up to Writing Assessments: Fastbridge - Early Literacy; aReading; CBM-R	Setting: General Education GE/SSD Push-In Resources: After school ACT prep Saturdays 2 times/month Assessments: Individual/Class assessments, Galileo	Setting: SSD Self Contained +Tier 2 Resources: Unique Learning Systems (ULS) & News2U; Early Literacy Skills Builder (ELSB) Assessments: Assistive Technology Fastbridge - Early Literacy; aReading; CBM-R
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.	Setting: General Education Resources: 6 Traits of Writing; Stop Drop & Read; ACT; Do Now Vocab	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1)	Setting: Modified (SSD Tier 2) Resources: SIPPS Step up to Writing	Setting: General Education GE/SSD Push-In	Setting: SSD Self Contained +Tier 2



JENNINGS SCHOOL DISTRICT

	A-D, 12.W.1.A,12.W.2.A, 12.W.3.A	(BBC); Differentiation of Core; Do Now; Mini Lessons; Conferring; IXL - Vocabulary Assessments: Individual/Class assessments, Galileo	Resources: Scaffolding; Gap Course; ACT Prep Assessments: Individual/Class assessments; Galileo	Assessments: Fastbridge - Early Literacy; aReading; CBM-R	Resources: After school ACT prep Saturdays 2 times/month Assessments: Individual/Class assessments, Galileo	Resources: Unique Learning Systems (ULS) & News2U; Early Literacy Skills Builder (ELSB) Assistive Technology Assessments: Fastbridge - Early Literacy; aReading; CBM-R
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Definitions:

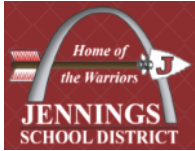
Math Tier One: Core should include: Academic language (vocabulary) instruction in whole numbers, fractions, ratios, proportions, and word problems. Assessments: universal screenings to see who may be at risk and monitor progress on grade level -differentiated instruction based on results; benchmarking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

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

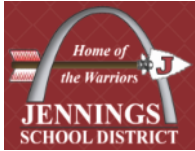
Math



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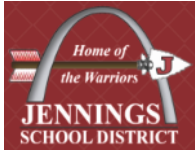
Goal: Understanding (Accreditation & Achievement) Maintain accreditation (70% or higher) and support student achievement by focusing on MSIP 5 and MAP scores, subgroup achievement, attendance, graduation rates and college career readiness.

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: General Education Resources: Engage NY; Math (K-8); Envision Math (2-6); Manipulatives; Small group guided math; Differentiation; PLC; coaching support Assessments: Individual/Class assessments, Galileo	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resource: Guided math groups... Moving Forward Math- (math solutions) DEAL Time Assessments: Individual/Class assessments; Galileo	Setting: Modified (SSD Tier 2) Resources: Focus Math; Goal Book Math Strategies Assessments: Fastbridge - Early Numeracy; aMath; CBM-M; Math CAP	Setting: General Education GE/SSD Push-In Resources: After school ACT prep Saturdays 2 times/month Assessments: Individual/Class assessments, Galileo	Setting: SSD Self Contained +Tier 2 Resources: Unique Learning Systems (ULS); Assistive Technology Assessments: Fastbridge - Early Numeracy; aMath; CBM-M; Math CAP
1	1.NS. A, 1.NBT.A, 1.NBT.B, 1.RA. A, 1.RA. B, 1.RA.C, 1.GM. B	Setting: General Education Resources: Engage NY; Math (K-8); Envision Math (2-6); Manipulatives; Small group guided math; Differentiation; PLC; coaching support Assessments: Individual/Class assessments, Galileo	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resource: Guided math groups... Moving Forward Math- (math solutions)	Setting: Modified (SSD Tier 2) Resources: Focus Math; Goal Book Math Strategies Assessments: Fastbridge - Early Numeracy; aMath; CBM-M; Math CAP	Setting: General Education GE/SSD Push-In Resources: After school ACT prep Saturdays 2 times/month Assessments: Individual/Class	Setting: SSD Self Contained +Tier 2 Resources: Unique Learning Systems (ULS); Assistive Technology Assessments: Fastbridge - Early



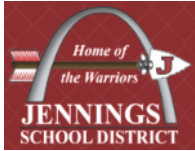
JENNINGS SCHOOL DISTRICT

			DEAL Time Assessments: Individual/Class assessments; Galileo		assessments, Galileo	Numeracy; aMath; CBM-M; Math CAP
2	2.NBT.A, 2.NBT.B, 2.NBT.C, 2.RA.A, 2. GM. B, 2.GM.C	Setting: General Education Resources: Engage NY; Math (K-8); Envision Math (2-6); Manipulatives; Small group guided math; Differentiation; PLC; coaching support Assessments: Individual/Class assessments, Galileo	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resource: Guided math groups. Moving Forward Math- (math solutions); DEAL Time Assessments: Individual/Class assessments; Galileo	Setting: Modified (SSD Tier 2) Resources: Focus Math; Goal Book Math Strategies Assessments: Fastbridge - Early Numeracy; aMath; CBM-M; Math CAP	Setting: General Education GE/SSD Push-In Resources: After School ACT Prep; Saturday (2x monthly) Assessments: Individual/Class assessments, Galileo	Setting: SSD Self Contained +Tier 2 Resources: Unique Learning Systems (ULS); Assistive Technology Assessments: Fastbridge - Early Numeracy; aMath; CBM-M; Math CAP
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: General Education Resources: Engage NY Math (K-8); Envision Math (2-6); Manipulatives; Small group guided math; Differentiation; PLC; coaching support Assessments: Individual/Class assessments, Galileo	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resource: Guided Math Groups; Moving Forward Math (Math Solutions); Person Success (Envision); Reteaching – IXL; Splash Math; Kahn Academy; DEAL Time	Setting: Modified (SSD Tier 2) Resources: Focus Math; Goal Book Math Strategies Assessments: Fastbridge - Early Numeracy; aMath; CBM-M; Math CAP	Setting: General Education GE/SSD Push-In Resources: After School ACT Prep; Saturday (2x monthly) Assessments: Individual/Class assessments, Galileo	Setting: SSD Self Contained +Tier 2 Resources: Unique Learning Systems (ULS); Assistive Technology; Equals Math Assessments: Fastbridge - Early Numeracy; aMath; CBM-M; Math CAP



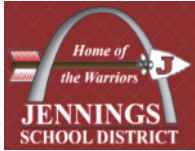
JENNINGS SCHOOL DISTRICT

			Assessments: Individual/Class assessments; Galileo			
4	4.NBT.A, 4.NF. A, 4.NF. B, 4.NF.C, 4.RA. A	Setting: General Education Resources: Engage NY Math (K-8); Envision Math (2-6); Manipulatives; Small group guided math; Differentiation; PLC; coaching support Assessments: Individual/Class assessments, Galileo	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resource: Guided Math Groups; Moving Forward Math (Math Solutions); Person Success (Envision); Reteaching – IXL; Splash Math; Kahn Academy; DEAL Time Assessments: Individual/Class assessments; Galileo	Setting: Modified (SSD Tier 2) Resources: Focus Math; Goal Book Math Strategies Assessments: Fastbridge - Early Numeracy; aMath; CBM-M; Math CAP	Setting: General Education GE/SSD Push-In Resources: After School ACT Prep; Saturday (2x monthly) Assessments: Individual/Class assessments, Galileo	Setting: SSD Self Contained +Tier 2 Resources: Unique Learning Systems (ULS); Assistive Technology; Equals Math Assessments: Fastbridge - Early Numeracy; aMath; CBM-M; Math CAP
5	5.NBT.A, 5.NF. A, 5.NF. B, 5.GM. B, 5.GM. D	Setting: General Education Resources: Engage NY Math (K-8); Envision Math (2-6); Manipulatives; Small group guided math; Differentiation; PLC; coaching support Assessments: Individual/Class assessments, Galileo	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resource: Numeracy Link (5 th Grade); Guided Math Groups; Moving Forward Math (Math Solutions); Person Success (Envision);	Setting: Modified (SSD Tier 2) Resources: Focus Math; Goal Book Math Strategies Assessments: Fastbridge - Early Numeracy; aMath; CBM-M; Math CAP	Setting: General Education GE/SSD Push-In Resources: After School ACT Prep; Saturday (2x monthly) Assessments: Individual/Class assessments, Galileo	Setting: SSD Self Contained +Tier 2 Resources: Unique Learning Systems (ULS); Assistive Technology; Equals Math Assessments: Fastbridge - Early



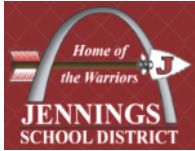
JENNINGS SCHOOL DISTRICT

			<p>Reteaching – IXL; Splash Math; Kahn Academy; DEAL Time</p> <p>Assessments: Individual/Class assessments; Galileo</p>			Numeracy; aMath; CBM-M; Math CAP
6	<p>6.RP. A, 6.NS. A, 6.NS.C, 6.EE1.A, 6.EE1.B, 6.EE1.C, 6.GM. A</p>	<p>Setting: General Education</p> <p>Resources: Engage NY Math (K-8); Envision Math (2-6); Manipulatives; Small group guided math; Differentiation; PLC; coaching support</p> <p>Assessments: Individual/Class assessments, Galileo</p>	<p>Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1)</p> <p>Resource: Guided Math Groups; Moving Forward Math (Math Solutions); Person Success (Envision); Reteaching – IXL; Splash Math; Kahn Academy; DEAL Time</p> <p>Assessments: Individual/Class assessments; Galileo</p>	<p>Setting: Modified (SSD Tier 2)</p> <p>Resources: Focus Math; Goal Book Math Strategies</p> <p>Assessments: Fastbridge - Early Numeracy; aMath; CBM-M; Math CAP</p>	<p>Setting: General Education GE/SSD Push-In</p> <p>Resources: After School Tutoring; Saturday (2x monthly); Edgenuity (E2020). Adapted & Modified Activities</p> <p>Assessments: Individual/Class assessments, Galileo</p>	<p>Setting: SSD Self Contained +Tier 2</p> <p>Resources: Unique Learning Systems (ULS); Assistive Technology; Equals Math; Attainment Curriculum; SSD Life Skills Curriculum</p> <p>Assessments: Fastbridge - Early Numeracy; aMath; CBM-M; Math CAP</p> <p>* varies by intervention</p>
7	<p>7.RP. A, 7.NS. A, 7.EE1.A, 7.EE1.B, 7.DSP.A, 7.DSP.C</p>	<p>Setting: General Education</p> <p>Resources: Engage NY Math (K-8); Small group guided math; Differentiation; PLC; coaching support</p>	<p>Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1)</p> <p>Resource: Guided Math Groups; Numbers World;</p>	<p>Setting: Modified (SSD Tier 2)</p> <p>Resources: Goal Book Math Strategies; Adapted & Modified Curriculum/Activities</p>	<p>Setting: General Education GE/SSD Push-In</p> <p>Resources: After School Tutoring; Saturday (2x</p>	<p>Setting: SSD Self Contained +Tier 2</p> <p>Resources: Unique Learning Systems (ULS); Assistive Technology; Equals</p>



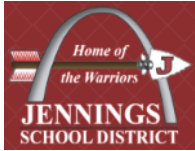
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		<p>Assessments: Individual/Class assessments, Galileo</p>	<p>Moving Forward Math (Math Solutions); Person Success (Envision); Reteaching – IXL; Splash Math; Kahn Academy; DEAL Time Assessments: Individual/Class assessments; Galileo</p>	<p>Assessments: Fastbridge - aMath; CBM-M; Math CAP</p>	<p>monthly); Edgenuity (E2020). Adapted & Modified Activities Assessments: Individual/Class assessments, Galileo</p>	<p>Math; Attainment Curriculum; SSD Life Skills Curriculum Assessments: Fastbridge - Early Numeracy; aMath; CBM-M; Math CAP * varies by intervention</p>
8	<p>8.EE1.A, 8.EE1.B, 8.EE1.C, 8.GM.A, 8.GM. B, 8.F.A, 8.F.B</p>	<p>Setting: General Education Resources: Engage NY Math (K-8); Small group guided math; Differentiation; PLC; coaching support Assessments: Individual/Class assessments, Galileo</p>	<p>Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resource: Guided Math Groups; Moving Forward Math (Math Solutions); Person Success (Envision); Reteaching – IXL; Splash Math; Kahn Academy; DEAL Time Assessments: Individual/Class assessments; Galileo</p>	<p>Setting: Modified (SSD Tier 2) Resources: Goal Book Math Strategies; Adapted & Modified Curriculum/Activities Assessments: Fastbridge - aMath; CBM-M; Math CAP</p>	<p>Setting: General Education GE/SSD Push-In Resources: After School Tutoring; Saturday (2x monthly); Edgenuity (E2020). Adapted & Modified Activities Assessments: Individual/Class assessments, Galileo</p>	<p>Setting: SSD Self Contained +Tier 2 Resources: Unique Learning Systems (ULS); Assistive Technology; Equals Math; Attainment Curriculum; SSD Life Skills Curriculum Assessments: Fastbridge - Early Numeracy; aMath; CBM-M; Math CAP * varies by intervention</p>



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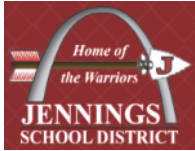
Algebra I	A1. NQ.A.2, A1.SSE. A.1, A1.SSE. A.2, A1.SSE. A.3, A1.CED. A.1, A1.CED. A.2, A1.REI. A.2, A1.REI. B.3, A1.APR. A.1, A1. IF.A.1, A1. IF.B.3, A1. IF.B.5, A1. IF.C.7, A1.DS.A.1, A1.DS.A.2, A1.DS. A.5a,	Setting: General Education Resources: IXL – Kahn Academy, Small group guided math; Differentiation – Algebra I; PLC; coaching support Assessments: Individual/Class/Unit assessments, Galileo	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resource: Guided Math Groups; Adapted & Modified Math Activities; Reteaching – IXL; Splash Math; Kahn Academy Assessments: Individual/Class assessments; Galileo	Setting: Modified (SSD Tier 2) Resources: Goal Book Math Strategies; Edgenuity (E2020); Adapted & Modified Curriculum/Activities Assessments: Fastbridge - aMath; CBM-M; Math CAP	Setting: General Education GE/SSD Push-In Resources: Edgenuity (E2020); After School ACT Prep; Saturday (2x monthly); Adapted & Modified Curriculum Activities Assessments: Individual/Class assessments, Galileo	Setting: SSD Self Contained +Tier 2 Resources: Unique Learning Systems (ULS); Assistive Technology; Equals Math; Attainment Curriculum; SSD Life Skills Curriculum Assessments: Fastbridge - Early Numeracy; aMath; CBM-M; Math CAP * 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,	Setting: General Education Resources: IXL – Kahn Academy, Small group guided math; Differentiation – Geometry; PLC; coaching support Assessments: Individual/Class/Unit assessments, Galileo	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resource: Guided Math Groups; Adapted & Modified Math Activities; Reteaching – IXL; Splash Math; Kahn Academy	Setting: Modified (SSD Tier 2) Resources: Goal Book Math Strategies; Edgenuity (E2020); Adapted & Modified Curriculum/Activities Assessments: Fastbridge - aMath; CBM-M; Math CAP	Setting: General Education GE/SSD Push-In Resources: Edgenuity (E2020); After School ACT Prep; Saturday (2x monthly); Adapted & Modified Curriculum Activities	Setting: SSD Self Contained +Tier 2 Resources: Unique Learning Systems (ULS); Assistive Technology; Equals Math; Attainment Curriculum; SSD Life Skills Curriculum Assessments: Fastbridge - Early



JENNINGS SCHOOL DISTRICT

	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		Assessments: Individual/Class assessments; Galileo		Assessments: Individual/Class assessments, Galileo	Numeracy; aMath; CBM-M; Math CAP * 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.4, A.6, A2.DS.B.8, A2.DS.B.9, A2.SRT.C.7	Setting: General Education Resources: IXL – Kahn Academy, Small group guided math; Differentiation – Algebra II; PLC; coaching support Assessments: Individual/Class/Unit assessments, Galileo	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resource: Guided Math Groups; Adapted & Modified Math Activities; Reteaching – IXL; Splash Math; Kahn Academy Assessments: Individual/Class assessments; Galileo	Setting: Modified (SSD Tier 2) Resources: Goal Book Math Strategies; Edgenuity (E2020); Adapted & Modified Curriculum/Activities Assessments: Fastbridge - aMath; CBM-M; Math CAP	Setting: General Education GE/SSD Push-In Resources: Edgenuity (E2020); After School ACT Prep; Saturday (2x monthly); Adapted & Modified Curriculum Activities Assessments: Individual/Class assessments, Galileo	Setting: SSD Self Contained +Tier 2 Resources: Unique Learning Systems (ULS); Assistive Technology; Equals Math; Attainment Curriculum; SSD Life Skills Curriculum Assessments: Fastbridge - Early Numeracy; aMath; CBM-M; Math CAP * varies by intervention

Definitions:



JENNINGS SCHOOL DISTRICT

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

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

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

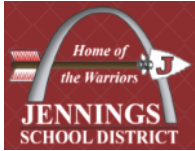
Social Emotional Tier Three: Provide **intensive instruction daily that promotes the development of various components of social skills competencies to students** who show minimal progress after reasonable time in tier 2 small group instruction (**increase frequency or intensity from tier 2**)

Assessment: progress monitor weekly

Social Emotional:

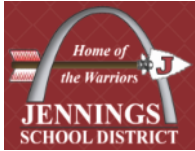
Goal: Decorum (School Climate): Promote a school climate conducive to learning through district-wide implementation of Positive Behavioral interventions & Supports (PBIS), reduction of classroom disruptions and discipline incidents, and parent and teacher surveys to monitor progress and gain feedback.

Grade:	Priority Standards (could come from CASEL or MLS Counseling)	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
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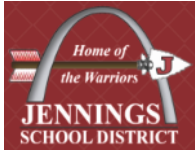
JENNINGS SCHOOL DISTRICT

K	GLE: SE.1.A, SE.1.B, & SE.1.C CASEL: self-management, self-awareness, social-awareness, responsible decision making, & relationship skills	Setting: General Education Resources: PBIS; Critical 6 Universals; Restorative Practices – Community Circles, Kickboard, Sensory Supports Assessments: Attendance & Discipline Data	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resource: Trauma Informed Interventions; Restorative Practices; Kickboard; Small Group Counseling; Problem Solving with Function in Mind; Outside Agencies Assessments: Attendance & Discipline Data	Setting: Modified (SSD Tier 2) Resources: Critical 6 Universals; Problem-Solving with Function in Mind; Social Work Therapy; Social Skills Instruction; Zones of Regulations; Social Stories; Small Group Instruction Assessments: Attendance Data, IEP Goal Data & Discipline Data	Setting: General Education GE/SSD Push-In Resources: Counselor; Outside Agencies Assessments: Attendance & Discipline Data	Setting: SSD Self Contained +Tier 2 Resources: Critical 6 Universals; Functional Behavior Assessment (Behavior Intervention Plan); SSD Social Work Services/ Therapy; Social Skills Instruction; Zones of Regulations; Social Stories; Small Group Instruction Assessments: Attendance Data, IEP Goal Data & Discipline Data * varies by intervention
1	GLE: SE.1.A, SE.1.B, & SE.1.C CASEL: self-management, self-awareness,	Setting: General Education Resources: PBIS; Critical 6 Universals; Restorative Practices – Community Circles, Kickboard, Sensory Supports	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resource: Trauma Informed Interventions;	Setting: Modified (SSD Tier 2) Resources: Critical 6 Universals; Problem-Solving with Function in Mind; Social Work	Setting: General Education GE/SSD Push-In Resources: Counselor; Outside Agencies	Setting: SSD Self Contained +Tier 2 Resources: Critical 6 Universals; Functional Behavior Assessment



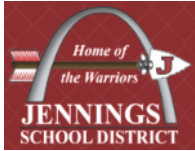
JENNINGS SCHOOL DISTRICT

	responsible decision making, & relationship skills	Assessments: Attendance & Discipline Data	Restorative Practices; Kickboard; Small Group Counseling; Problem Solving with Function in Mind; Outside Agencies Assessments: Attendance & Discipline Data	Therapy; Social Skills Instruction; Zones of Regulations; Social Stories; Small Group Instruction Assessments: Attendance Data, IEP Goal Data & Discipline Data	Assessments: Attendance & Discipline Data	(Behavior Intervention Plan); SSD Social Work Services/ Therapy; Social Skills Instruction; Zones of Regulations; Social Stories; Small Group Instruction Assessments: Attendance Data, IEP Goal Data & Discipline Data * 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: General Education Resources: PBIS; Critical 6 Universals; Restorative Practices – Community Circles, Kickboard, Sensory Supports Assessments: Attendance & Discipline Data	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resource: Trauma Informed Interventions; Restorative Practices; Kickboard; Small Group Counseling; Problem Solving with Function in	Setting: Modified (SSD Tier 2) Resources: Critical 6 Universals; Problem-Solving with Function in Mind; Social Work Therapy; Social Skills Instruction; Zones of Regulations; Social Stories; Small Group Instruction Assessments: Attendance Data,	Setting: General Education GE/SSD Push-In Resources: Counselor; Outside Agencies Assessments: Attendance & Discipline Data	Setting: SSD Self Contained +Tier 2 Resources: Critical 6 Universals; Functional Behavior Assessment (Behavior Intervention Plan); SSD Social Work Services/Therapy; Social Skills Instruction; Zones of Regulations; Social



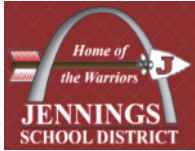
JENNINGS SCHOOL DISTRICT

			Mind; Outside Agencies Assessments: Attendance & Discipline Data	IEP Goal Data & Discipline Data		Stories; Small Group Instruction Assessments: Attendance Data, IEP Goal Data & Discipline Data * 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: General Education Resources: PBIS; Critical 6 Universals; Restorative Practices – Community Circles, Kickboard, Sensory Supports Assessments: Attendance & Discipline Data	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resource: Trauma Informed Interventions; Restorative Practices; Kickboard; Small Group Counseling; Problem Solving with Function in Mind; Outside Agencies Assessments: Attendance & Discipline Data	Setting: Modified (SSD Tier 2) Resources: Critical 6 Universals; Problem-Solving with Function in Mind; Social Work Therapy; Social Skills Instruction; Zones of Regulations; Social Stories; Small Group Instruction Assessments: Attendance Data, IEP Goal Data & Discipline Data	Setting: General Education GE/SSD Push-In Resources: Counselor; Outside Agencies Assessments: Attendance & Discipline Data	Setting: SSD Self Contained +Tier 2 Resources: Critical 6 Universals; Functional Behavior Assessment (Behavior Intervention Plan); SSD Social Work Services/ Therapy; Social Skills Instruction; Zones of Regulations; Social Stories; Small Group Instruction Assessments: Attendance Data, IEP Goal Data & Discipline Data



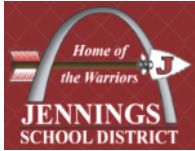
JENNINGS SCHOOL DISTRICT

						* 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: General Education Resources: PBIS; Critical 6 Universals; Restorative Practices – Community Circles, Kickboard, Sensory Supports Assessments: Attendance & Discipline Data	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resource: Trauma Informed Interventions; Restorative Practices; Kickboard; Small Group Counseling; Problem Solving with Function in Mind; Outside Agencies Assessments: Attendance & Discipline Data	Setting: Modified (SSD Tier 2) Resources: Critical 6 Universals; Problem-Solving with Function in Mind; Social Work Therapy; Social Skills Instruction; Zones of Regulations; Social Stories; Small Group Instruction Assessments: Attendance Data, IEP Goal Data & Discipline Data	Setting: General Education GE/SSD Push-In Resources: Counselor; Outside Agencies Assessments: Attendance & Discipline Data	Setting: SSD Self Contained +Tier 2 Resources: Critical 6 Universals; Functional Behavior Assessment (Behavior Intervention Plan); SSD Social Work Services/Therapy; Social Skills Instruction; Zones of Regulations; Social Stories; Small Group Instruction Assessments: Attendance Data, IEP Goal Data & Discipline Data * varies by intervention
5	GLE: SE.1.A, SE.1.B, & SE.1.C CASEL: self-management, self-	Setting: General Education Resources: PBIS; Critical 6 Universals; Restorative Practices – Community	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1)	Setting: Modified (SSD Tier 2) Resources: Critical 6 Universals;	Setting: General Education GE/SSD Push-In Resources:	Setting: SSD Self Contained +Tier 2



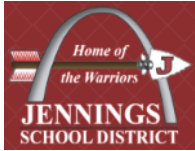
JENNINGS SCHOOL DISTRICT

	awareness, social-awareness, responsible decision making, & relationship skills	Circles, Kickboard, Sensory Supports Assessments: Attendance & Discipline Data	Resource: Trauma Informed Interventions; Restorative Practices; Kickboard; Small Group Counseling; Problem Solving with Function in Mind; Outside Agencies Assessments: Attendance & Discipline Data	Problem-Solving with Function in Mind; Social Work Therapy; Social Skills Instruction; Zones of Regulations; Social Stories; Small Group Instruction Assessments: Attendance Data, IEP Goal Data & Discipline Data	Counselor; Outside Agencies Assessments: Attendance & Discipline Data	Resources: Critical 6 Universals; Functional Behavior Assessment (Behavior Intervention Plan); SSD Social Work Service/Therapy; Social Skills Instruction; Zones of Regulations; Social Stories Assessments: Attendance Data, IEP Goal Data & Discipline Data * 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: General Education Resources: PBIS; Critical 6 Universals; Restorative Practices – Community Circles, Kickboard, Sensory Supports Assessments: Attendance & Discipline Data	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resource: Trauma Informed Interventions; Restorative Practices; Kickboard; Small Group Counseling;	Setting: Modified (SSD Tier 2) Resources: Critical 6 Universals; Problem-Solving with Function in Mind; Social Work Therapy; Social Skills Instruction; Zones of Regulations; Social Stories; Small Group	Setting: General Education GE/SSD Push-In Resources: Counselor; Outside Agencies Assessments: Attendance & Discipline Data	Setting: SSD Self Contained +Tier 2 Resources: Critical 6 Universals; Functional Behavior Assessment (Behavior Intervention Plan); SSD Social Work Services/Therapy;



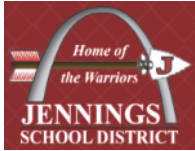
JENNINGS SCHOOL DISTRICT

			<p>Problem Solving with Function in Mind; Outside Agencies</p> <p>Assessments: Attendance & Discipline Data</p>	<p>Instruction</p> <p>Assessments: Attendance Data, IEP Goal Data & Discipline Data</p>		<p>Social Skills Instruction; Zones of Regulations</p> <p>Assessments: Attendance Data, IEP Goal Data & Discipline Data</p> <p>* varies by intervention</p>
7	<p>GLE: SE.1.A, SE.1.B, SE.1.C, SE.2.B, SE.2C</p> <p>CASEL: self-management, self-awareness, social-awareness, responsible decision making, & relationship skills</p>	<p>Setting: General Education</p> <p>Resources: Social Skills/Transition Class (1st quarter for every 7th grade student); Daily Intervention Time; Critical 6 Universals; Restorative Practices – Community Circles</p> <p>Assessments: Attendance & Discipline Data</p>	<p>Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1)</p> <p>Resource: Trauma Informed Interventions; Restorative Practices; Small Group Counseling; Problem Solving with Function in Mind; Outside Agencies</p> <p>Assessments: Attendance & Discipline Data</p>	<p>Setting: Modified (SSD Tier 2)</p> <p>Resources: Critical 6 Universals; Problem-Solving with Function in Mind; Social Work Therapy; Social Skills Instruction; Zones of Regulations; Social Stories; Small Group Instruction</p> <p>Assessments: Attendance Data, IEP Goal Data & Discipline Data</p>	<p>Setting: General Education GE/SSD Push-In</p> <p>Resources: Counselor; Outside Agencies</p> <p>Assessments: Attendance & Discipline Data</p>	<p>Setting: SSD Self Contained +Tier 2</p> <p>Resources: Critical 6 Universals; Functional Behavior Assessment (Behavior Intervention Plan); SSD Social Work Services/Therapy; Social Skills Instruction</p> <p>Assessments: Attendance Data, IEP Goal Data & Discipline Data</p>



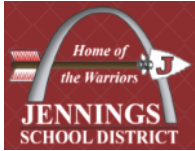
JENNINGS SCHOOL DISTRICT

						* 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: General Education Resources: Daily Intervention Time; Critical 6 Universals; Restorative Practices – Community Circles Assessments: Attendance & Discipline Data	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resource: Trauma Informed Interventions; Restorative Practices; Small Group Counseling; Problem Solving with Function in Mind; Outside Agencies Assessments: Attendance & Discipline Data	Setting: Modified (SSD Tier 2) Resources: Critical 6 Universals; Problem-Solving with Function in Mind; Social Work Therapy; Social Skills Instruction; Zones of Regulations; Social Stories; Small Group Instruction Assessments: Attendance Data, IEP Goal Data & Discipline Data	Setting: General Education GE/SSD Push-In Resources: Counselor; Outside Agencies Assessments: Attendance & Discipline Data	Setting: SSD Self Contained +Tier 2 Resources: Critical 6 Universals; Functional Behavior Assessment (Behavior Intervention Plan); SSD Social Work Services/Therapy; Social Skills Instruction Assessments: Attendance Data, IEP Goal Data & Discipline Data * varies by intervention
9	GLE: SE.2.B, SE.2C CASEL: self-management, self-awareness, social-awareness, responsible decision	Setting: General Education Resources: Warrior Way Accountability, Academics & Behavior Character Ed Lessons; Freshman Orientation; Critical 6 Universals; Restorative	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resource: Critical 6 Universals; Restorative	Setting: Modified (SSD Tier 2) Resources: Critical 6 Universals; Restorative Practices; Referral to Spot Clinic;	Setting: General Education GE/SSD Push-In Resources: Counselor; Outside Agencies	Setting: SSD Self Contained +Tier 2 Resources: Critical 6 Universals; Functional Behavior Assessment



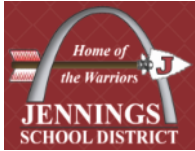
JENNINGS SCHOOL DISTRICT

	making, & relationship skills	Practices; Referral to Spot Clinic; Guidance Counselor (small group/individual/push-In Support Services); Problem Solving with Function in Mind Assessments: Attendance & Discipline Data	Practices; Referral to Spot Clinic; Guidance Counselor (small group/individual/push-In Support Services); Problem Solving with Function in Mind Assessments: Attendance & Discipline Data	Guidance Counselor (small group/individual/push-In Support Services); Outside Agencies; Problem Solving with Function in Mind Assessments: Attendance Data, IEP Goal Data & Discipline Data	Assessments: Attendance & Discipline Data	(Behavior Intervention Plan); SSD Social Work Therapy; Social Skills Instruction Assessments: Attendance Data, IEP Goal Data & Discipline Data * 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: General Education Resources: Warrior Way Accountability, Academics & Behavior Character Ed Lessons; Critical 6 Universals; Restorative Practices; Referral to Spot Clinic; Guidance Counselor (small group/individual/push-In Support Services); Problem Solving with Function in Mind Assessments: Attendance & Discipline Data	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resource: Critical 6 Universals; Restorative Practices; Referral to Spot Clinic; Guidance Counselor (small group/individual/push-In Support Services); Problem Solving with Function in Mind	Setting: Modified (SSD Tier 2) Resources: Critical 6 Universals; Restorative Practices; Referral to Spot Clinic; Guidance Counselor (small group/individual/push-In Support Services); Outside Agencies; Problem Solving with Function in Mind Assessments: Attendance Data,	Setting: General Education GE/SSD Push-In Resources: Counselor; Outside Agencies Assessments: Attendance & Discipline Data	Setting: SSD Self Contained +Tier 2 Resources: Critical 6 Universals; Functional Behavior Assessment (Behavior Intervention Plan); SSD Social Work Therapy; Social Skills Instruction Assessments: Attendance Data, IEP Goal Data & Discipline Data



JENNINGS SCHOOL DISTRICT

			Assessments: Attendance & Discipline Data	IEP Goal Data & Discipline Data		* 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: General Education Resources: Warrior Way Accountability, Academics & Behavior Character Ed Lessons; Critical 6 Universals; Restorative Practices; Referral to Spot Clinic; Guidance Counselor (small group/individual/push-In Support Services); Problem Solving with Function in Mind Assessments: Attendance & Discipline Data	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resource: Critical 6 Universals; Restorative Practices; Referral to Spot Clinic; Guidance Counselor (small group/individual/push-In Support Services); Problem Solving with Function in Mind Assessments: Attendance & Discipline Data	Setting: Modified (SSD Tier 2) Resources: Critical 6 Universals; Restorative Practices; Referral to Spot Clinic; Guidance Counselor (small group/individual/push-In Support Services); Outside Agencies; Problem Solving with Function in Mind Assessments: Attendance Data, IEP Goal Data & Discipline Data	Setting: General Education GE/SSD Push-In Resources: Counselor; Outside Agencies Assessments: Attendance & Discipline Data	Setting: SSD Self Contained +Tier 2 Resources: Critical 6 Universals; Functional Behavior Assessment (Behavior Intervention Plan); SSD Social Work Therapy; Social Skills Instruction Assessments: Attendance Data, IEP Goal Data & Discipline Data * varies by intervention
12	GLE: SE.2.A & SE.2C CASEL: self-management, self-awareness, social-awareness, responsible decision	Setting: General Education Resources: Warrior Way Accountability, Academics & Behavior Character Ed Lessons; Critical 6 Universals; Restorative Practices; Referral to Spot Clinic; Guidance Counselor	Setting: General Education GE/SSD Push-In/Co-Teaching (Tier 1) Resource: Critical 6 Universals; Restorative Practices; Referral	Setting: Modified (SSD Tier 2) Resources: Critical 6 Universals; Restorative Practices; Referral to Spot Clinic; Guidance Counselor	Setting: General Education GE/SSD Push-In Resources: Counselor; Outside Agencies	Setting: SSD Self Contained +Tier 2 Resources: Critical 6 Universals; Functional Behavior Assessment (Behavior



JENNINGS SCHOOL DISTRICT

	making, & relationship skills	(small group/individual/ push-In Support Services); Problem Solving with Function in Mind Assessments: Attendance & Discipline Data	to Spot Clinic; Guidance Counselor (small group/individual/ push-In Support Services); Problem Solving with Function in Mind Assessments: Attendance & Discipline Data	(small group/individual/ push-In Support Services); Outside Agencies; Problem Solving with Function in Mind Assessments: Attendance Data, IEP Goal Data & Discipline Data	Assessments: Attendance & Discipline Data	Intervention Plan); SSD Social Work Therapy; Social Skills Instruction Assessments: Attendance Data, IEP Goal Data & Discipline Data * varies by intervention
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