



Kirkwood School District

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

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

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

- Leadership participates in professional development provided by the C & I department
- Classroom walk throughs, teacher observation

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

KSD uses Educlimber as the District warehouse for evidence-based practices. Teachers providing interventions (gen ed and special education) are required to document interventions including names of students, frequency, location, type of intervention, and progress monitoring data through Educlimber. The type of intervention is limited to pre-determined interventions approved by KSD. If a teacher needs support to determine another intervention (not listed) may be appropriate, the teacher contacts the MTSS Coordinator. Interventions are monitored at the building level and District level, including special education.

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

Professional learning opportunities, coaching with SSD (Special School District) and KSD facilitators/interventionists.

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

Curriculum is reviewed and revised on a six-year cycle determined by KSD 10 steps: Steps 1-3: Organization and Design. Step 4: Gathering input, research, plan Step 5: Preliminary Review Step 6: Collect, organize stakeholder feedback data Step 7: Relevant Academic Research Step 8: Summarize Results and Recommendations Step 9: Develop Report to C & I Step 10: Communicate to Relevant Audiences

Training and Support of staff; Special education staff participate in the curriculum review process and training as needed

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

Curriculum revision/review committees including special education staff

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

- See above question

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

• General education teachers, KSD interventionists and special education staff collaborate to determine needs for students and adjust instruction, as necessary.

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?

• KSD in collaboration with SSD determines resources, reviews annually and develops a coordinated professional learning plan for general education and special education

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

KSD has developed a District assessment plan; The District Assessment Plan was created through a committee including Central Office, administrators, curriculum/instruction, school psychologists, teachers, and special education staff.

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

• Building, grade level and District level staff/teams review data - Educlimber warehouses all District student data and allows for Data to be filtered as needed by the team - such as suspensions, assessment, race, gender, tags such as special education etc.

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

KSD Assessment Plan

How do we help all educators become assessment literate?

KSD MTSS Coordinator provides professional learning and ongoing support for each building to interpret assessment data

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

Families are engaged in one way communication - District is interested in pursuing more two-way opportunities

Definitions:

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

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

Reading/Literacy Tier Three (Intensified): 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:

Grade:	Priority Standards	Tier One (Universals)	Tier Two (Supplemental	Tier Three (Intensified
			Instruction)	Instruction)
K	KG ELA	Setting: General Ed	Setting: Push In/Pull	Setting: Push In/Pull
			Out	Out, Alternative
	https://drive.google.co	Resources: Lucy Calkins,		Learning Curriculum
	m/file/d/1nayxEUhtv7L	Sonday, Heggerty	Resources: LLI,	
	TQdT2LLPr-		Fundations, Heggerty,	Resources: ELSB,
	Al7EikRq0EL/view	Assessments: FAST	Sonday System 1, Road	ERSB, SPIRE, SIPPS;
		BRIDGE	to the Code, PALS, FCRR	Sonday, LLI,
				Fundations, PALS
			Assessments: FAST	
			Progress Monitoring,	Assessments: FAST
			Fountas and Pinell	Progress Monitoring
1	1st ELA	Setting: General Ed	Setting: Push In/Pull	Setting: Push In/Pull
			Out	Out, Alternative
	https://drive.google.co	Resources: Lucy Calkins,		Learning Curriculum
	m/file/d/1_KQQ9YKdJV	Sonday, Heggerty	Resources: LLI,	
	qZ6lkB6mivcwRM4Opl		Fundations, Heggerty,	Resources: ELSB,
	UnYS/view	Assessments: FAST	Sonday System 1, Road	ERSB, SPIRE, SIPPS,
		BRIDGE	to the Code, PALS, FCRR	Fundations, Sonday,
				LLI, PALS

			Assessments: FAST Progress Monitoring, Fountas and Pinell	Assessments: FAST Progress Monitoring
2	2nd ELA https://drive.google.co m/file/d/1epZzJrmI8hU 36csXvuhzhZjj- rUv4cnQ/view	Setting: General Ed Resources: Lucy Calkins, Sonday, Heggerty Assessments: FAST BRIDGE	Setting: Push In/Pull Out Resources: LLI, Fundations, Heggerty, Sonday System 1, Road to the Code, Six Minute Solution, PALS, Repeated Reading Assessments: FAST Progress Monitoring, Fountas and Pinell	Setting: Push In/Pull Out, Alternative Learning Curriculum Resources: ELSB, ERSB, SPIRE, SIPPS, Fundations, Sonday, LLI, Heggerty, Six Minute Solution, PALS, Corrective Reading Assessments: FAST Progress Monitoring
3	3rd ELA https://drive.google.co m/file/d/124c0kXA0- qLs8qtY6B2sq9Q_VMY EA7VJ/view	Resources: Lucy Calkins, Sonday, Heggerty Assessments: Fast Bridge	Setting: Push In/Pull Out Resources: LLI, Wilson, Heggerty, Sonday System 1, Road to the Code, Six Minute Solution, PALS, Repeated Reading Assessments: FAST Progress Monitoring, Fountas and Pinell	Setting: Push In/Pull Out, Alternative Learning Curriculum Resources: ELSB, ERSB, SPIRE; SIPPS; Wilson, Sonday, LLI, Heggerty, Six Minute Solution, PALS, Corrective Reading Assessments: FAST Progress Monitoring

4	4th ELA	Setting: General Ed	Setting: Push In/Pull	Setting: Push In/Pull
			Out	Out, Alternative
	https://drive.google.co	Resources: Lucy Calkins,		Learning Curriculum
	m/file/d/1DI4BFoZNPS	Sonday, Heggerty	Resources: LLI, Wilson,	
	wHW9LPIHRxxl3l55ghx		Heggerty, Sonday	Resources: ELSB,
	NaM/view	Assessments: FAST	System 1 or 2, Road to	ERSB, SPIRE, SIPPS,
		BRIDGE	the Code, Six Minute	Wilson, Sonday, LLI,
			Solution, PALS,	Heggerty, Six Minute
			Repeated Reading	Solution, PALS,
				Corrective Reading
			Assessments: FAST	
			Progress Monitoring,	Assessments: FAST
			Fountas and Pinell	Progress Monitoring
5	5th ELA	Setting: General Ed	Setting: Push In/Pull	Setting: Push In/Pull
			Out	Out, Alternative
	https://drive.google.co	Resources: Lucy Calkins,		Learning Curriculum
	m/file/d/15HHmDMxr2	Sonday, Heggerty	Resources: LLI, Wilson,	
	pM-		Heggerty, Sonday	Resources: ELSB,
	p5vD5jLYul2lQalWewa	Assessments: FAST	System 1 or 2, Road to	ERSB, SPIRE; SIPPS,
	3/view	BRIDGE	the Code, Six Minute	Sonday, Wilson, LLI,
			Solution, PALS,	Fundations, Heggerty,
			Repeated Reading	Six Minute Solution,
				PALS, Corrective
			Assessments: FAST	Reading
			Progress Monitoring,	
			Fountas and Pinell	Assessments: FAST
				Progress Monitoring

6	6th ELA	Setting: General	Setting: Push In/Pull	Setting: Push In/Pull
		Education	Out	Out; Alternative
	https://drive.google.co			Learning Curriculum
	m/file/d/1YciWJPaNHF	Resources: Lucy Calkins	Resources: LLI, Wilson,	
	wRC3JJh-	& Teacher/District	Sonday System 1 or 2,	Resources: Wilson,
	wAcmlpHFmKtO4i/vie	Created Materials and	Reading Plus, Lexia	Reading Plus, SIPPS,
	<u>w</u>	Rubrics	Powerup, Six Minute	SPIRE, UNIQUE, ELSB,
			Solution, Repeated	ERSB, Language Live,
		Assessments:	Reading	Six Minute Solution,
		FAST BRIDGE		REWARDS
			Assessments: FAST	
			Progress Monitoring	Assessments: FAST
				Progress Monitoring;
				DLM
7	7th ELA	Setting: General	Setting: Push In/Pull	Setting: Push In/Pull
		Education	Out	Out
	https://drive.google.co			
	m/file/d/1zMeDOGWh	Resources: Lucy Calkins	Resources: LLI, Wilson,	Resources: Wilson,
	1GqRM30LUvVj3VQxni	& Teacher/District	Sonday System 1 or 2,	Reading Plus, SIPPS,
	gHxNBE/view	Created Materials and	Lexia Powerup, Six	SPIRE, UNIQUE, ELSB,
		Rubrics	Minute Solution,	ERSB, Language Live,
			Reading Plus, Repeated	Six Minute Solution,
		Assessments:	Reading	REWARDS
		FAST BRIDGE		
			Assessments: FAST	Assessments: FAST
			Progress Monitoring	Progress Monitoring;
				DLM
8	8th ELA	Setting: General	Setting: Push In/Pull	Setting: Push In/Pull
		Education	Out	Out
	https://drive.google.co			
	m/file/d/1u7JPQHxZ6E			

	- JOTHOD : WOVENED D	D	B 111 \A/21	Bass was Miles
	acl8Tb93zjqyK3VPfGxR	Resources: Lucy Calkins	Resources: LLI, Wilson,	Resources: Wilson,
	xf/view	& Teacher/ District	Sonday System 1 or 2,	Reading Plus, SIPPS,
		Created Materials and	Lexia Powerup, Six	SPIRE, UNIQUE, ERSB,
		Rubrics	Minute Solution,	ELSB <u>.</u> Language Live,
			Reading Plus, Repeated	Six Minute Solution,
		Assessments:	Reading	REWARDS
		FASTBRIDGE		
			Assessments: FAST	Assessments: FAST
			Progress Monitoring	Progress Monitoring;
				DLM
9	High School ELA	Setting: General	Setting: CT/Push In/Pull	Setting: Replacement
		Education	Out	Classes; Alternative
				Learning Curriculum
		Resources: Teacher	Resources: System 1 or	(ALC) classes
		Created Materials	2, Reading Plus, Wilson.	
		based on Curriculum	Lexia	Resources: Reading
		Standards		Plus, Step Up to
			Assessments: Teacher	Writing, Attainment
		Assessments: Common	Made	Teaching to Standards
		Assessments/Rubrics		ELA, Readtopia, News
				2 You, UNIQUE,
				Attainment Pre-ETS
				(CBVI), Wilson,
				REWARDS, Lexia, IXL
				, ,
				Assessments: FAST
				Progress Monitoring,
				Teacher Created;
				Common Assessments
				(Replacement Classes

				only), Early Literacy Checklists
10	High School ELA	Setting: General	Setting: CT/Push In/Pull	Setting: Replacement
		Education	Out	Classes; Alternative
				Learning Curriculum
		Resources: Teacher	Resources: System 1 or	(ALC) classes,
		Created	2, Reading Plus, Wilson,	Community Based
		Materials/Rubrics based	Lexia	Vocational Instruction
		on Curriculum		(CBVI), Wilson
		Standards	Assessments: Teacher	
			Made	Resources: Reading
		Assessments: Common		Plus, Step Up to
		Assessments		Writing, Attainment
				Teaching to Standards
				ELA, Readtopia, News
				2 You, UNIQUE,
				Attainment Pre-ETS
				(CBVI), Wilson, Lexia,
				IXL, REWARDS
				Assessments: FAST
				Progress Monitoring,
				Teacher Created;
				Common Assessments
				(Replacement Classes
				only); Task Analysis
				Checklist, School to
				Work Continuum,
				Early Literacy
				checklists

11	High School ELA	Setting: General	Setting: CT/Push In/Pull	Setting: Replacement
		Education	Out	Classes; Alternative
				Learning Curriculum
		Resources: Teacher	Resources: System 1 or	(ALC) classes,
		Created	2, Reading Plus, Wilson,	Community Based
		Materials/Rubrics based	Lexia	Vocational Instruction
		on Curriculum		(CBVI)
		Standards	Assessments: Teacher	
			Made	Resources: Reading
		Assessments: Common		Plus, Step Up to
		Assessments		Writing; Attainment
				Teaching to Standards
				ELA, Readtopia, News
				2 You, UNIQUE,
				Attainment Pre-ETS
				(CBVI), Wilson,
				REWARDS, Lexia, IXL
				Assessments: FAST
				Progress Monitoring,
				Teacher Created,
				Common Assessments
				(Replacement Classes
				only); Task Analysis
				Checklist, School to
				Work Continuum,
				Early Literacy
				Checklists
12	High School ELA	Setting: General	Setting: CT/Push In/Pull	Setting: Replacement
		Education	Out	Classes; Alternative
				Learning Curriculum

Deservation Teacher	Danassan Contain 4	(ALC) alassas
Resources: Teacher	Resources: System 1 or	(ALC) classes,
Created	2, Reading Plus, Wilson,	Community Based
Materials/Rubrics based	Lexia	Vocational Instruction
on Curriculum		(CBVI),
Standards	Assessments: Teacher	
Assessments: Common	Made	Resources: Reading
Assessments		Plus, Step Up to
		Writing; Attainment
		Teaching to Standards
		ELA, Readtopia, News
		2 You, UNIQUE,
		Attainment Pre-ETS
		(CBVI), Wilson, Lexia,
		IXL. REWARDS
		Assessments: FAST
		Progress Monitoring,
		Teacher Created,
		Common Assessments
		(Replacement Classes
		only), Task Analysis
		Checklist, School to
		Work Continuum,
		Early Literacy Checklist

Definitions:

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

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

explicit instruction of foundational skills such as models of proficient problem solving, verbalization of thought process, guided practice, corrective feedback, and calmative review

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

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

Assessment: progress monitor weekly

Math

Goal:

Grade:	Priority Standards	Tier One	Tier Two (Intervention)	Tier Three
		(Universals/Core)		(Remediation)
K	KG Math	Setting: General Ed	Setting: Push In/Pull	Setting: Push In, Pull
			Out	Out, Alternative
		Resources:		Learning Curriculum
		Investigations/	Resources: Number ID	
		Exemplars	Protocol, Counting	Resources: Early
			Math Concepts,	Numeracy, EQUALS,
		Assessments: Fast	Developing Number	Focus Math,
		Bridge	Concepts, Dreambox,	Touchmath, Number
			Do the Math, Number	Worlds, Focus Math,
			Strings, Bridges	Math Skills Builder,
				Teaching to Standards,
			Assessments: Fast	Bridges
			Bridge	
				Assessments:
				Fast Bridge

1	1st Math	Setting: General Ed	Setting: Push In/Pull	Setting: Push In, Pull
			Out	Out, Alternative
		Resources:		Learning Curriculum
		Investigations/	Resources: Number ID	
		Exemplars	Protocol, Counting	Resources: Early
			Math Concepts,	Numeracy, EQUALS,
		Assessments: Fast	Developing Number	Focus Math,
		Bridge	Concepts, Dreambox,	Touchmath, Number
			Do the Math, Number	Worlds, Focus Math,
			Strings, Bridges	Math Skills Builder,
				Teaching to Standards,
			Assessments: Fast	Bridges
			Bridge	
				Assessments:
				Fast Bridge
2	2nd Math	Setting: General Ed	Setting: Push In/Pull	Setting: Push In, Pull
			Out	Out, Alternative
		Resources:		Learning Curriculum
		Investigations/	Resources: Developing	
		Exemplars	Number Concepts,	Resources: Early
			Connecting Math	Numeracy, EQUALS,
		Assessments: Fast	Concepts, Dreambox,	Focus Math,
		Bridge	Do the Math, Box Facts,	Touchmath, Number
			Number Strings, Bridges	Worlds, Focus Math,
				Math Skills Builder,
			Assessments: Fast	Teaching to Standards,
			Bridge	Bridges
				Assessments:
				Fast Bridge

3	3rd Math	Resources: Investigations/ Exemplars Assessments: Fast Bridge	Setting: Push In/Pull Out Resources: Developing Number Concepts, Connecting Math Concepts, Dreambox, Do the Math, Box Facts, Number Strings, Bridges	Setting: Push In, Pull Out, Alternative Learning Curriculum Resources: Early Numeracy, EQUALS, Focus Math, Touchmath, Number Worlds, Focus Math,
			Assessments: Fast Bridge	Math Skills Builder, Teaching to Standards, Bridges Assessments: Fast Bridge
4	4th Math	Resources: Investigations/ Exemplars Assessments: Fast Bridge	Setting: Push In/Pull Out Resources: Developing Number Concepts, Dreambox, Do the Math, Number Strings, Connecting Math Concepts, Box of Facts, Bridges Assessments: Fast Bridge	Setting: Push In, Pull Out, Alternative Learning Curriculum Resources: Early Numeracy, EQUALS, Focus Math, Touchmath, Number Worlds, Focus Math, Math Skills Builder, Teaching to Standards, Bridges Assessments: Fast Bridge

5	5th Math	Resources: Investigations/ Exemplars Assessments: Fast Bridge	Setting: Push In/Pull Out Resources: Developing Number Concepts, Dreambox, Do the Math, Number Strings, Connecting Math Concepts, Box of Facts, Bridges	Setting: Push In, Pull Out, Alternative Learning Curriculum Resources: Early Numeracy, EQUALS, Focus Math, Touchmath, Number Worlds, Focus Math, Math Skills Builder,
			Assessments: Fast Bridge	Teaching to Standards, Bridges Assessments: Fast Bridge
6	6th Math	Resources: Teacher/District Created Materials	Setting: Push In/Pull Out Resources: IXL, Number Sense Interventions,	Setting: Replacement Classes, Pull Out, Alternative Learning Curriculum
		Assessments: fast Bridge	Developing Number Concepts, Dreambox Assessments: Fast Bridge	Resources: EQUALS, Touchmath, Focus Math, Dreambox; Math Strategies (SSD), Teaching to Standards
				Assessments: Fast Bridge
7	7th Math	Setting: General Ed Resources: Teacher/	Setting: Push In/Pull Out	Setting: Replacement Classes, Pull Out,

		District Created	Resources: IXL, Number	Alternative Learning
		Materials	Sense Interventions,	Curriculum
			Developing Number	
		Assessments:	Concepts, Dreambox	Resources: EQUALS,
		Fast Bridge		Touchmath, Focus
			Assessments: Fast	Math, Dreambox; Math
			Bridge	Strategies (SSD),
				Teaching to Standards
				_
				Assessments:
				Fast Bridge
8	8th Math	Setting: General Ed	Setting: Push In/Pull	Setting: Replacement
			Out	Classes, Pull Out,
		Resources: Teacher/		Alternative Learning
		District Created	Resources: IXL, Number	Curriculum
		Materials	Sense Interventions,	
			Developing Number	Resources: EQUALS,
		Assessments:	Concepts, Dreambox	Touchmath, Focus
		Fast Bridge		Math, Dreambox; Math
			Assessments: Fast	Strategies (SSD),
			Bridge	Teaching to Standards
				Assessments:
				Fast Bridge

9	9-12 Math Standards	Setting: General Education	Setting: CT, Small group math intervention	Setting: Replacement Classes, Alternative Learning Curriculum
		Resources: Teacher Created aligned to	Resources: Leveled Classes,	Classes (ALC)
		standards	Teacher Created Materials; IXL	Resources: IXL, Access Algebra, Teaching to
		Assessments: Common		Standards, Hands on
		Assessments	Assessments: Common	Math, ULS, Ascend
			Assessments	Math
				Assessments: Common
				Assessments
				(replacement classes);
				Teacher Made
				Assessments; Fast
				Bridge, Early math
40	0.42.84-11-01111	Call'an Canada	Callian CT Carellana	checklists
10	9-12 Math Standards	Setting: General Education	Setting: CT, Small group math intervention	Setting: Replacement Classes, Alternative
		Education	math intervention	Learning Curriculum
		Resources: Teacher	Resources: Leveled	Classes (ALC); CBVI
		Created aligned to	Classes; Teacher	Classes (ALO), CDV1
		standards	Created Materials; IXL	Resources: IXL; Access
				Algebra; Teaching to
		Assessments: Common	Assessments: Common	Standards; Hands on
		Assessments	Assessments	Math; ULS; Personal
				Finance Curriculum
				DESE; Practical Money
				Skills, Ascend Math

				Assessments: Common Assessments (replacement classes); Teacher Made Assessments; Fast Bridge, Early Math Checklist
11	9-12 Math Standards	Setting: General Education Resources: Teacher Created aligned to standards Assessments: Common Assessments	Setting: CT, Small group math intervention Resources: Leveled Classes; Teacher Created Materials; IXL Assessments: Common Assessments	Setting: Replacement Classes, Alternative Learning Curriculum Classes (ALC); CBVI Resources: IXL; Access Algebra; Teaching to Standards; Hands on Math; ULS; Personal Finance (DESE); Practical Money Skills, Ascend math Assessments: Common Assessments (replacement classes); Teacher Made Assessments; Fast Bridge, Early Math
12	9-12 Math Standards	Setting: General Education	Setting: CT, Small group math intervention	Checklists Setting: Replacement Classes, Alternative Learning Curriculum Classes (ALC); CBVI

Resources: Teacher	Resources: Leveled	
Created Materials	Classes; Teacher	Resources: IXL; Access
	Created Materials; IXL	Algebra; Teaching to
Assessments: Common		Standards; Hands on
Assessments	Assessments: Common	Math; ULS; Personal
	Assessments	Finance (DESE);
		Practical Money Skills,
		Ascend Math
		Assessments: Teacher
		Made; Curriculum
		Assessments; Fast
		Bridge, Early Math
		Checklist

Definitions:

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

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

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

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

Assessment: progress monitor weekly

Social Emotional:

Goal:

Grade:	Priority Standards (could come from CASEL or MLS Counseling)	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	KG SEB	Setting: General Ed	Setting: Push In/Pull Out	Setting: Pull Out
		Resources: Second		Resources: Zones of
		Steps	Resources: Second Steps, Restorative,	Regulation, Restorative/ Individual/Group
		Assessments: Fast	Group Counseling,	Counseling, Why Try,
		Bridge: Saebers	PSWFM, Zones of	SMARTS, Social
			Regulation	Thinking, FABI;
				Countywide Behavior
			Assessments:	Intervention Team,
			Fast Bridge: Saebers	Brainwise
				Assessments:
				Fast Bridge: Saebers,
				FBA
1	1st SEB	Setting: General Ed	Setting: Push In/Pull	Setting: Pull Out
			Out	_
		Resources: Second		Resources: Zones of
		Steps	Resources: Second	Regulation; Restorative;
			Steps, Restorative,	Individual Counseling;
		Assessments: Fast	Group Counseling,	Group Counseling, Why
		Bridge: Saebers		Try, SMARTS, Social

2	2nd SEB	Setting: General Ed Resources: Second Steps Assessments: Fast Bridge: Saebers	PSWFM, Zones of Regulation Assessments: Fast Bridge: Saebers Setting: Push In/Pull Out Resources: Second Steps, Restorative, Group Counseling, PSwFM, Zones of Regulation Assessments: Fast Bridge: Saebers	Thinking, FABI; Countywide Behavior Intervention Team, Brainwise Assessments: Fast Bridge: Saebers, FBA Setting: Pull Out Resources: Zones of Regulation; Restorative; Individual Counseling; Group Counseling, Why Try, SMARTS, Social Thinking, FABI; Countywide Behavior Intervention Team, Brainwise Assessments: Fast Bridge: Saebers,
				FBA
3	3rd SEB	Setting: General Ed	Setting: Push In/Pull Out	Setting: Pull Out
		Resources: Second		Resources: Zones of
		Steps	Resources: Second	Regulation; Restorative;
			Steps, Restorative,	Individual Counseling;
		Assessments: Fast	Group Counseling,	Group Counseling, Why
		Bridge: Saebers	PSwFm, Zones of	Try, SMARTS, Social
			Regulation	Thinking, FABI;

4	4th SEB	Setting: General Ed	Assessments: Fast Bridge: Saebers Setting: Push In/Pull	Countywide Behavior Intervention Team, Brainwise Assessments: Fast Bridge: Saebers, FBA Setting: Pull Out
		Resources: Second Steps Assessments: Fast Bridge: Saebers	Resources: Second Steps, Restorative, Group Counseling, PSwFM, Zones of Regulation Assessments: Fast Bridge: Saebers	Resources: Zones of Regulation; Restorative; Individual Counseling; Group Counseling, Why Try, SMARTS, Social Thinking, FABI; Countywide Behavior Intervention Team, Brainwise
5	5th SEB	Sottings Conoral Ed	Setting: Push In/Pull	Assessments: Fast Bridge: Saebers, FBA
3	JUI JED	Resources: Second Steps Assessments: Fast Bridge: Saebers	Resources: Second Steps, Restorative, Group Counseling, PSwFM, Zone of Regulation	Resources: Zones of Regulation; Restorative; Individual Counseling; Group Counseling, Why Try, SMARTS, Social Thinking, FABI; Countywide Behavior

			Assessments:	Intervention Team,
			Fast Bridge: Saebers	Brainwise
				Assessments: Fast Bridge: Saebers,
6	C+h CED	Catting: Canaral Ed	Catting: Duch In/Dull	FBA Satting: Bull Out
0	6th SEB	Setting: General Ed	Setting: Push In/Pull Out	Setting: Pull Out
		Resources: Second		Resources: Zones of
		Steps	Resources: Second	Regulation; Restorative;
			Steps, Restorative,	Individual Counseling;
		Assessments: Fast	Group Counseling,	Group Counseling,
		Bridge: Saebers	CASEL, PSwFM	SMARTS, Social
				Thinking, CASEL,
			Assessments:	Brainwise
			Fast Bridge: Saebers	
				Assessments:
				Fast Bridge: Saebers, FBA
7	7th SEB	Setting: General Ed	Setting: Push In/Pull	Setting: Pull Out
			Out	
		Resources: Second		Resources: Zones of
		Steps	Resources: Second	Regulation; Restorative;
			Steps, Restorative,	Individual Counseling;
		Assessments: Fast	Group Counseling,	Group Counseling,
		Bridge: Saebers	CASEL, PSwFM	SMARTS, Social
				Thinking, CASEL,
			Assessments:	Brainwise
			Fast Bridge: Saebers	
				Assessments:

				Fast Bridge: Saebers,
				FBA
8	8th SEB	Setting: General Ed	Setting: Push In/Pull Out	Setting: Pull Out
		Resources: Second		Resources: Zones of
		Steps	Resources: Second	Regulation; Restorative;
			Steps, Restorative,	Individual Counseling;
		Assessments:	Group Counseling,	Group Counseling,
		Fast Bridge: Saebers	CASEL, PSwFM	SMARTS, Social
			Assessments:	Thinking, CASEL,
			Fast Bridge: Saebers	Brainwise
				Assessments: Fast
				Bridge: Saebers, FBA
9	MO Comprehensive	Setting: Gen Ed	Setting: Pioneer	Setting: Special
	School Counseling		Pathways Alternative	Education Classes:
	Standards (Academic	Resources: Teacher	Education; CT	Personal
	Development, Career	Created Materials;		Development/Social
	Development, SEL) &	Restorative Practices;	Resources: Teacher	Communication
	CASEL	Trauma Informed	Created Materials;	(Speech Language
		Practices, Portrait of a	Restorative Practices;	Pathologist)/ Learning
		Pioneer	Trauma Informed	Strategies Class: Study
			Practices	Skills
		Assessments: Fast		
		bridge: Saebers	Assessments: fast	Resources: Teacher
			Bridge: Saebers	Created Materials;
				Restorative Practices;
				Trauma Informed
				Practices; Why Try;
				School Connect, CASEL,
				Brainwise, Dialectical

				Behavior Therapy (DBT), Functional Assessment Behavior Intervention (FABI); Social Thinking; Coaching Executive Functions, SMARTS Assessments: Fast Bridge: Saebers; Individual Behavior Charts/Data; Functional Behavior Assessment (FBA), Social Skills Solutions
10	MO Comprehensive	Setting: Gen Ed	Setting: Pioneer	Setting: Special
	School Counseling	_	Pathways Alternative	Education Classes:
	Standards (Academic	Resources: Teacher	Education; CT	Personal
	Development, Career	Created Materials;	·	Development/Social
	Development, SEL) &	Restorative Practices;	Resources: Teacher	Communication
	CASEL	Trauma Informed	Created Materials;	(Speech Language
		Practices, Portrait of a	Restorative Practices;	Pathologist)/ Learning
		Pioneer	Trauma Informed	Strategies Class: Study
			Practices	Skills,
		Assessments: Fast		
		Bridge: Saebers	Assessments: Fast	Resources: Teacher
			Bridge: Saebers	Created Materials;
				Restorative Practices;
				Trauma Informed
				Practices; Why Try;
				School Connect, CASEL,
				Brainwise, Dialectical

				Behavior Therapy (DBT), Functional Assessment Behavior Intervention (FABI); Social Thinking; Coaching Executive Functions, SMARTS Assessments: FAST BRIDGE: Saebers; Individual Behavior Charts/Data; Functional Behavior Assessment (FBA), Social Skills Solutions
11	MO Comprehensive	Setting: Gen Ed	Setting: Pioneer	Setting: Special
	School Counseling		Pathways Alternative	Education Classes:
	Standards (Academic	Resources: Teacher	Education; CT	Personal
	Development, Career	Created Materials;		Development/Social
	Development, SEL) &	Restorative Practices;	Resources: Teacher	Communication
	CASEL	Trauma Informed	Created Materials;	(Speech Language
		Practices, Portrait of a	Restorative Practices;	Pathologist)/ Learning
		Pioneer	Trauma Informed	Strategies Class: Study
			Practices	Skills
		Assessments: Fast		
		Bridge: Saebers	Assessments: Fast	Resources: Teacher
			Bridge: Saebers	Created Materials;
				Restorative Practices;
				Trauma Informed
				Practices; Why Try;
				School Connect, CASEL,
				Brainwise, Dialectical

12		Camina: Can Ed	C.Miner Diagram	Behavior Therapy (DBT), Functional Assessment Behavior Intervention (FABI); Social Thinking; Coaching Executive Functions, SMARTS Assessments: Fast Bridge: Saebers; Individual Behavior Charts/Data; Functional Behavior Assessment (FBA), Social Skills Solution
12	MO Comprehensive School Counseling	Setting: Gen Ed	Setting: Pioneer	Setting: Special Education Classes:
		Resources: Teacher	Pathways Alternative	Personal
	Standards (Academic		Education; CT	
	Development, Career	Created Materials;	Resources: Teacher	Development/Social Communication
	Development, SEL) & CASEL	Restorative Practices; Trauma Informed		
	CASEL		Created Materials;	(Speech Language
		Practices, Portrait of a Pioneer	Restorative Practices; Trauma Informed	Pathologist)/ Learning
		Pioneer		Strategies Class: Study
		Assessments: FAST	Practices	Skills
		BRIDGE: Saebers	Assessments: FAST	Resources: Teacher
		DKIDGE: Saeners	BRIDGE: Saebers	
			סאוטשב. אפטפוא	Created Materials; Restorative Practices;
				Trauma Informed
				Practices; Why Try;
				School Connect, CASEL,
				Brainwise, Dialectical

	Behavior Therapy (DBT),
	Functional Assessment
	Behavior Intervention
	(FABI); Social Thinking;
	Coaching Executive
	Functions, SMARTS
	Assessments: Fast
	Bridge: Saebers;
	Individual Behavior
	Charts/Data; Functional
	Behavior Assessment
	(FBA), Social Skills
	Solution