



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 Instruction)	Tier Three (Intensified Instruction)
K	KG ELA https://drive.google.com/file/d/1nayxEUhtv7LTQdT2LLPr-AI7EikRq0EL/view	Setting: General Ed Resources: Lucy Calkins, Sonday, Heggerty Assessments: FAST BRIDGE	Setting: Push In/Pull Out Resources: LLI, Foundations, Heggerty, Sonday System 1, Road to the Code, PALS, FCRR Assessments: FAST Progress Monitoring, Fountas and Pinell	Setting: Push In/Pull Out, Alternative Learning Curriculum Resources: ELSB, ERSB, SPIRE, SIPPS; Sonday, LLI, Foundations, PALS Assessments: FAST Progress Monitoring
1	1st ELA https://drive.google.com/file/d/1_KQQ9YKdJVqZ6lkB6mivcwRM4OpIUnYS/view	Setting: General Ed Resources: Lucy Calkins, Sonday, Heggerty Assessments: FAST BRIDGE	Setting: Push In/Pull Out Resources: LLI, Foundations, Heggerty, Sonday System 1, Road to the Code, PALS, FCRR	Setting: Push In/Pull Out, Alternative Learning Curriculum Resources: ELSB, ERSB, SPIRE, SIPPS, Foundations, Sonday, LLI, PALS

			Assessments: FAST Progress Monitoring , Fountas and Pinell	Assessments: FAST Progress Monitoring
2	<u>2nd ELA</u> <u>https://drive.google.com/file/d/1epZzJrml8hU36csXvuhzhZjj-rUv4cnQ/view</u>	Setting: General Ed Resources: Lucy Calkins, Sonday, Heggerty Assessments: FAST BRIDGE	Setting: Push In/Pull Out Resources: LLI, Foundations, 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, Foundations, Sonday, LLI, Heggerty, Six Minute Solution, PALS, Corrective Reading Assessments: FAST Progress Monitoring
3	<u>3rd ELA</u> <u>https://drive.google.com/file/d/124c0kXA0-qLs8qtY6B2sq9Q_VMYEA7VJ/view</u>	Setting: General Ed 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 https://drive.google.com/file/d/1Dl4BFoZNPSwHW9LPIHRxxl3l55ghxNaM/view	Setting: General Ed Resources: Lucy Calkins, Sonday, Heggerty Assessments: FAST BRIDGE	Setting: Push In/Pull Out Resources: LLI, Wilson, Heggerty, Sonday System 1 or 2, 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
5	5th ELA https://drive.google.com/file/d/15HHmDMxr2pM-p5vD5jLYul2lQalWewa3/view	Setting: General Ed Resources: Lucy Calkins, Sonday, Heggerty Assessments: FAST BRIDGE	Setting: Push In/Pull Out Resources: LLI, Wilson, Heggerty, Sonday System 1 or 2, 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, Sonday, Wilson, LLI, Foundations, Heggerty, Six Minute Solution, PALS, Corrective Reading Assessments: FAST Progress Monitoring

6	<u>6th ELA</u> https://drive.google.com/file/d/1YciWJPaNHFWRC3JJh-wAcmlpHFmKtO4i/view	Setting: General Education Resources: Lucy Calkins & Teacher/District Created Materials and Rubrics Assessments: FAST BRIDGE	Setting: Push In/Pull Out Resources: LLI, Wilson, Sonday System 1 or 2, Reading Plus, Lexia Powerup, Six Minute Solution, Repeated Reading Assessments: FAST Progress Monitoring	Setting: Push In/Pull Out; Alternative Learning Curriculum Resources: Wilson, Reading Plus, SIPPS, SPIRE, UNIQUE, ELSB, ERSB, Language Live, Six Minute Solution, REWARDS Assessments: FAST Progress Monitoring; DLM
7	<u>7th ELA</u> https://drive.google.com/file/d/1zMeDOGW1GqRM30LUvVj3VQxni-gHxNBE/view	Setting: General Education Resources: Lucy Calkins & Teacher/District Created Materials and Rubrics Assessments: FAST BRIDGE	Setting: Push In/Pull Out Resources: LLI, Wilson, Sonday System 1 or 2, Lexia Powerup, Six Minute Solution, Reading Plus, Repeated Reading Assessments: FAST Progress Monitoring	Setting: Push In/Pull Out Resources: Wilson, Reading Plus, SIPPS, SPIRE, UNIQUE, ELSB, ERSB, Language Live, Six Minute Solution, REWARDS Assessments: FAST Progress Monitoring; DLM
8	<u>8th ELA</u> https://drive.google.com/file/d/1u7JPQHxZ6E	Setting: General Education	Setting: Push In/Pull Out	Setting: Push In/Pull Out

	acl8Tb93zjqyK3VPfGxRxf/view	<p>Resources: Lucy Calkins & Teacher/ District Created Materials and Rubrics</p> <p>Assessments: FASTBRIDGE</p>	<p>Resources: LLI, Wilson, Sonday System 1 or 2, Lexia Powerup, Six Minute Solution, Reading Plus, Repeated Reading</p> <p>Assessments: FAST Progress Monitoring</p>	<p>Resources: Wilson, Reading Plus, SIPPS, SPIRE, UNIQUE, ERSB, ELSB, Language Live, Six Minute Solution, REWARDS</p> <p>Assessments: FAST Progress Monitoring; DLM</p>
9	High School ELA	<p>Setting: General Education</p> <p>Resources: Teacher Created Materials based on Curriculum Standards</p> <p>Assessments: Common Assessments/Rubrics</p>	<p>Setting: CT/Push In/Pull Out</p> <p>Resources: System 1 or 2, Reading Plus, Wilson. Lexia</p> <p>Assessments: Teacher Made</p>	<p>Setting: Replacement Classes; Alternative Learning Curriculum (ALC) classes</p> <p>Resources: Reading Plus, Step Up to Writing, Attainment Teaching to Standards ELA, Readtopia, News 2 You, UNIQUE, Attainment Pre-ETS (CBVI), Wilson, REWARDS, Lexia, IXL</p> <p>Assessments: FAST Progress Monitoring, Teacher Created; Common Assessments (Replacement Classes)</p>

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

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

		Resources: Teacher Created Materials/Rubrics based on Curriculum Standards Assessments: Common Assessments	Resources: System 1 or 2, Reading Plus, Wilson, Lexia Assessments: Teacher Made	(ALC) classes, Community Based Vocational Instruction (CBVI), Resources: Reading 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
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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 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 (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	KG Math	Setting: General Ed Resources: Investigations/ Exemplars Assessments: Fast Bridge	Setting: Push In/Pull Out Resources: Number ID Protocol, Counting Math Concepts, Developing Number Concepts, Dreambox, Do the Math, Number Strings, 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

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

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

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

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

9	9-12 Math Standards	<p>Setting: General Education</p> <p>Resources: Teacher Created aligned to standards</p> <p>Assessments: Common Assessments</p>	<p>Setting: CT, Small group math intervention</p> <p>Resources: Leveled Classes, Teacher Created Materials; IXL</p> <p>Assessments: Common Assessments</p>	<p>Setting: Replacement Classes, Alternative Learning Curriculum Classes (ALC)</p> <p>Resources: IXL, Access Algebra, Teaching to Standards, Hands on Math, ULS, Ascend Math</p> <p>Assessments: Common Assessments (replacement classes); Teacher Made Assessments; Fast Bridge, Early math checklists</p>
10	9-12 Math Standards	<p>Setting: General Education</p> <p>Resources: Teacher Created aligned to standards</p> <p>Assessments: Common Assessments</p>	<p>Setting: CT, Small group math intervention</p> <p>Resources: Leveled Classes; Teacher Created Materials; IXL</p> <p>Assessments: Common Assessments</p>	<p>Setting: Replacement Classes, Alternative Learning Curriculum Classes (ALC); CBVI</p> <p>Resources: IXL; Access Algebra; Teaching to Standards; Hands on Math; ULS; Personal Finance Curriculum DESE; Practical Money Skills, Ascend Math</p>

				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 Checklists
12	9-12 Math Standards	Setting: General Education	Setting: CT, Small group math intervention	Setting: Replacement Classes, Alternative Learning Curriculum Classes (ALC); CBVI

		Resources: Teacher Created Materials Assessments: Common Assessments	Resources: Leveled Classes; Teacher Created Materials; IXL Assessments: Common Assessments	Resources: IXL; Access Algebra; Teaching to Standards; Hands on Math; ULS; Personal Finance (DESE); Practical Money Skills, Ascend Math Assessments: Teacher Made; Curriculum Assessments; Fast Bridge, Early Math Checklist
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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 Resources: Second Steps Assessments: Fast Bridge: Saebers	Setting: Push In/Pull Out Resources: Second Steps, Restorative, Group Counseling, PSWFM, Zones of Regulation Assessments: Fast Bridge: Saebers	Setting: Pull Out Resources: Zones of Regulation, Restorative/ Individual/Group Counseling, Why Try, SMARTS, Social Thinking, FABI; Countywide Behavior Intervention Team, Brainwise Assessments: Fast Bridge: Saebers, FBA
1	1st SEB	Setting: General Ed Resources: Second Steps Assessments: Fast Bridge: Saebers	Setting: Push In/Pull Out Resources: Second Steps, Restorative, Group Counseling,	Setting: Pull Out Resources: Zones of Regulation; Restorative; Individual Counseling; Group Counseling, Why Try, SMARTS, Social

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

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

			Assessments: Fast Bridge: Saebers	Intervention Team, Brainwise Assessments: Fast Bridge: Saebers, FBA
6	6th SEB	Setting: General Ed Resources: Second Steps Assessments: Fast Bridge: Saebers	Setting: Push In/Pull Out Resources: Second Steps, Restorative, Group Counseling, CASEL, PSwFM Assessments: Fast Bridge: Saebers	Setting: Pull Out Resources: Zones of Regulation; Restorative; Individual Counseling; Group Counseling, SMARTS, Social Thinking, CASEL, Brainwise Assessments: Fast Bridge: Saebers, FBA
7	7th SEB	Setting: General Ed Resources: Second Steps Assessments: Fast Bridge: Saebers	Setting: Push In/Pull Out Resources: Second Steps, Restorative, Group Counseling, CASEL, PSwFM Assessments: Fast Bridge: Saebers	Setting: Pull Out Resources: Zones of Regulation; Restorative; Individual Counseling; Group Counseling, SMARTS, Social Thinking, CASEL, Brainwise Assessments:

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

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

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

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