



## 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	<p><a href="#">KG ELA</a></p> <p><a href="https://drive.google.com/file/d/1nayxEUhtv7LTQdT2LLPr-AI7EikRq0EL/view">https://drive.google.com/file/d/1nayxEUhtv7LTQdT2LLPr-AI7EikRq0EL/view</a></p>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Lucy Calkins, Sonday, Heggerty</p> <p><b>Assessments:</b> FASTBRIDGE Fountas and Pinell</p>	<p><b>Setting:</b> Push In/Pull Out</p> <p><b>Resources:</b> LLI, Foundations, Heggerty, Sonday System 1, Road to the Code, PALS, FCRR</p> <p><b>Assessments:</b> FAST Progress Monitoring</p>	<p><b>Setting:</b> Push In/Pull Out, Alternative Learning Curriculum</p> <p><b>Resources:</b> ELSB, ERSB, SPIRE, SIPPS; Sonday, LLI, Foundations, Road to the Code, PALS</p> <p><b>Assessments:</b> FAST Progress Monitoring</p>
1	<p><a href="#">1st ELA</a></p> <p><a href="https://drive.google.com/file/d/1_KQQ9YKdJVqZ6IkB6mivcwRM4OpIUnYS/view">https://drive.google.com/file/d/1_KQQ9YKdJVqZ6IkB6mivcwRM4OpIUnYS/view</a></p>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Lucy Calkins, Sonday, Heggerty</p> <p><b>Assessments:</b> FASTBRIDGE Fountas and Pinell</p>	<p><b>Setting:</b> Push In/Pull Out</p> <p><b>Resources:</b> LLI, Foundations, Heggerty, Sonday System 1, Road to the Code, PALS, FCRR</p> <p><b>Assessments:</b> FAST Progress Monitoring</p>	<p><b>Setting:</b> Push In/Pull Out, Alternative Learning Curriculum</p> <p><b>Resources:</b> ELSB, ERSB, SPIRE, SIPPS, Foundations, Sonday, LLI, Road to the Code, PALS</p>

				<b>Assessments:</b> FAST Progress Monitoring
<b>2</b>	<p><b><u>2nd ELA</u></b></p> <p><a href="https://drive.google.com/file/d/1epZzJrml8hU36csXvuhzhZjirUv4cnQ/view">https://drive.google.com/file/d/1epZzJrml8hU36csXvuhzhZjirUv4cnQ/view</a></p>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Lucy Calkins, Sonday, Heggerty</p> <p><b>Assessments:</b> FASTBRIDGE Fountas and Pinell</p>	<p><b>Setting:</b> Push In/Pull Out</p> <p><b>Resources:</b> LLI, Foundations, Heggerty, Sonday System 1, Road to the Code, Six Minute Solution, PALS, Repeated Reading</p> <p><b>Assessments:</b> FAST Progress Monitoring</p>	<p><b>Setting:</b> Push In/Pull Out, Alternative Learning Curriculum</p> <p><b>Resources:</b> ELSB, ERSB, SPIRE, SIPPS, Foundations, Sonday, LLI, Heggerty, Road to the Code, Six Minute Solution, PALS, Corrective Reading</p> <p><b>Assessments:</b> FAST Progress Monitoring</p>
<b>3</b>	<p><b><u>3rd ELA</u></b></p> <p><a href="https://drive.google.com/file/d/124c0kXAO-qLs8qtY6B2sq9Q_VMYEA7VJ/view">https://drive.google.com/file/d/124c0kXAO-qLs8qtY6B2sq9Q_VMYEA7VJ/view</a></p>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Lucy Calkins, Sonday, Heggerty</p> <p><b>Assessments:</b> FASTBRIDGE Fountas and Pinell</p>	<p><b>Setting:</b> Push In/Pull Out</p> <p><b>Resources:</b> LLI, Wilson, Heggerty, Sonday System 1, Road to the Code, Six Minute Solution, PALS, Repeated Reading</p> <p><b>Assessments:</b> FAST Progress Monitoring</p>	<p><b>Setting:</b> Push In/Pull Out, Alternative Learning Curriculum</p> <p><b>Resources:</b> ELSB, ERSB, SPIRE; SIPPS; Wilson, Sonday, LLI, Heggerty, Road to the Code, Six Minute Solution, PALS, Corrective Reading</p> <p><b>Assessments:</b> FAST Progress Monitoring</p>

<p><b>4</b></p>	<p><a href="#">4th ELA</a></p> <p><a href="https://drive.google.com/file/d/1DI4BFoZNPSwHW9LPIHRxxl3I55ghxNaM/view">https://drive.google.com/file/d/1DI4BFoZNPSwHW9LPIHRxxl3I55ghxNaM/view</a></p>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Lucy Calkins, Sunday, Heggerty</p> <p><b>Assessments:</b> FASTBRIDGE Fountas and Pinell</p>	<p><b>Setting:</b> Push In/Pull Out</p> <p><b>Resources:</b> LLI, Wilson, Heggerty, Sunday System 1 or 2, Road to the Code, Six Minute Solution, PALS, Repeated Reading</p> <p><b>Assessments:</b> FAST Progress Monitoring</p>	<p><b>Setting:</b> Push In/Pull Out, Alternative Learning Curriculum</p> <p><b>Resources:</b> ELSB, ERSB, SPIRE, SIPPS, Wilson, Sunday, LLI, Heggerty, Road to the Code, Six Minute Solution, PALS, Corrective Reading</p> <p><b>Assessments:</b> FAST Progress Monitoring</p>
<p><b>5</b></p>	<p><a href="#">5th ELA</a></p> <p><a href="https://drive.google.com/file/d/15HHmDMxr2pM-p5vD5jLYul2lQalWewa3/view">https://drive.google.com/file/d/15HHmDMxr2pM-p5vD5jLYul2lQalWewa3/view</a></p>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Lucy Calkins, Sunday, Heggerty</p> <p><b>Assessments:</b> FASTBRIDGE Fountas and Pinell</p>	<p><b>Setting:</b> Push In/Pull Out</p> <p><b>Resources:</b> LLI, Wilson, Heggerty, Sunday System 1 or 2, Road to the Code, Six Minute Solution, PALS, Repeated Reading</p> <p><b>Assessments:</b> FAST Progress Monitoring</p>	<p><b>Setting:</b> Push In/Pull Out, Alternative Learning Curriculum</p> <p><b>Resources:</b> ELSB, ERSB, SPIRE; SIPPS, Sunday, Wilson, LLI, Foundations, Heggerty, Road to the Code, Six Minute Solution, PALS, Corrective Reading</p> <p><b>Assessments:</b> FAST Progress Monitoring</p>
<p><b>6</b></p>	<p><a href="#">6th ELA</a></p>	<p><b>Setting:</b> General Education</p>	<p><b>Setting:</b> Push In/Pull Out</p>	<p><b>Setting:</b> Push In/Pull Out; Alternative Learning Curriculum</p>

	<a href="https://drive.google.com/file/d/1YciWJPaNHFWRC3JJh-wAcmlpHFmKtO4i/view">https://drive.google.com/file/d/1YciWJPaNHFWRC3JJh-wAcmlpHFmKtO4i/view</a>	<b>Resources:</b> Lucy Calkins & Teacher/District Created Materials and Rubrics  <b>Assessments:</b> FASTBRIDGE	<b>Resources:</b> LLI, Wilson, Soday System 1 or 2, Reading Plus, Lexia Powerup, Six Minute Solution, Repeated Reading  <b>Assessments:</b> FAST Progress Monitoring	<b>Resources:</b> Wilson, Reading Plus, SIPPS, SPIRE, UNIQUE, ELSB, ERSB  <b>Assessments:</b> FAST Progress Monitoring; DLM
7	<b>7th ELA</b>  <a href="https://drive.google.com/file/d/1zMeDOGW1GqRM30LUvVj3VQxni-gHxNBE/view">https://drive.google.com/file/d/1zMeDOGW1GqRM30LUvVj3VQxni-gHxNBE/view</a>	<b>Setting:</b> General Education  <b>Resources:</b> Lucy Calkins & Teacher/District Created Materials and Rubrics  <b>Assessments:</b> FASTBRIDGE	<b>Setting:</b> Push In/Pull Out  <b>Resources:</b> LLI, Wilson, Soday System 1 or 2, Lexia Powerup, Six Minute Solution, Reading Plus, Repeated Reading  <b>Assessments:</b> FAST Progress Monitoring	<b>Setting:</b> Push In/Pull Out  <b>Resources:</b> Wilson, Reading Plus, SIPPS, SPIRE, UNIQUE, ELSB, ERSB  <b>Assessments:</b> FAST Progress Monitoring; DLM
8	<b>8th ELA</b>  <a href="https://drive.google.com/file/d/1u7JPQHxZ6Eacl8Tb93zjqyK3VPfGxRxf/view">https://drive.google.com/file/d/1u7JPQHxZ6Eacl8Tb93zjqyK3VPfGxRxf/view</a>	<b>Setting:</b> General Education  <b>Resources:</b> Lucy Calkins & Teacher/ District Created Materials and Rubrics  <b>Assessments:</b> FASTBRIDGE	<b>Setting:</b> Push In/Pull Out  <b>Resources:</b> LLI, Wilson, Soday System 1 or 2, Lexia Powerup, Six Minute Solution, Reading Plus, Repeated Reading	<b>Setting:</b> Push In/Pull Out  <b>Resources:</b> Wilson, Reading Plus, SIPPS, SPIRE, UNIQUE, ERSB, ELSB

			<b>Assessments:</b> FAST Progress Monitoring	<b>Assessments:</b> FAST Progress Monitoring; DLM
<b>9</b>	<a href="#">High School ELA</a>	<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> Teacher Created Materials based on Curriculum Standards</p> <p><b>Assessments:</b> Common Assessments/Rubrics</p>	<p><b>Setting:</b> CT/Push In/Pull Out</p> <p><b>Resources:</b> Sonday System 1 or 2, Reading Plus, Wilson</p> <p><b>Assessments:</b> Teacher Made</p>	<p><b>Setting:</b> Replacement Classes; Alternative Learning Curriculum (ALC) classes</p> <p><b>Resources:</b> Reading Plus, Step Up to Writing, Attainment Teaching to Standards ELA, Readtopia, News 2 You, UNIQUE, Attainment Pre-ETS (CBVI), Wilson</p> <p><b>Assessments:</b> FAST Progress Monitoring, Teacher Created; Common Assessments (Replacement Classes only)</p>
<b>10</b>	<a href="#">High School ELA</a>	<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> Teacher Created Materials/Rubrics based on Curriculum Standards</p>	<p><b>Setting:</b> CT/Push In/Pull Out</p> <p><b>Resources:</b> Sonday System 1 or 2, Reading Plus, Wilson</p>	<p><b>Setting:</b> Replacement Classes; Alternative Learning Curriculum (ALC) classes, Community Based Vocational Instruction (CBVI), Wilson</p>



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

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

				Common Assessments (Replacement Classes only), Task Analysis Checklist, School to Work Continuum
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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 calmativ 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	<a href="#">KG Math</a>	Setting: General Ed	Setting: Push In/Pull Out	Setting: Push In, Pull Out, Alternative Learning Curriculum

		<p><b>Resources:</b> Investigations/ Exemplars</p> <p><b>Assessments:</b> FASTBRIDGE</p>	<p><b>Resources:</b> Number ID Protocol, Counting Math Concepts, Developing Number Concepts, Dreambox, Do the Math, Number Strings</p> <p><b>Assessments:</b> FASTBRIDGE</p>	<p><b>Resources:</b> Early Numeracy, EQUALS, Focus Math, Touchmath, Number Worlds, Focus Math, Math Skills Builder, Teaching to Standards</p> <p><b>Assessments:</b> FASTBRIDGE</p>
1	<a href="#">1st Math</a>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Investigations/ Exemplars</p> <p><b>Assessments:</b> FASTBRIDGE</p>	<p><b>Setting:</b> Push In/Pull Out</p> <p><b>Resources:</b> Number ID Protocol, Counting Math Concepts, Developing Number Concepts, Dreambox, Do the Math, Number Strings</p> <p><b>Assessments:</b> FASTBRIDGE</p>	<p><b>Setting:</b> Push In, Pull Out, Alternative Learning Curriculum</p> <p><b>Resources:</b> Early Numeracy, EQUALS, Focus Math, Touchmath, Number Worlds, Focus Math, Math Skills Builder, Teaching to Standards</p> <p><b>Assessments:</b> FASTBRIDGE</p>
2	<a href="#">2nd Math</a>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Investigations/ Exemplars</p>	<p><b>Setting:</b> Push In/Pull Out</p> <p><b>Resources:</b> Developing Number Concepts, Connecting Math</p>	<p><b>Setting:</b> Push In, Pull Out, Alternative Learning Curriculum</p> <p><b>Resources:</b> Early Numeracy, EQUALS,</p>

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

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

				FASTBRIDGE
<b>7</b>	<a href="#">7th Math</a>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Teacher/District Created Materials</p> <p><b>Assessments:</b> FASTBRIDGE</p>	<p><b>Setting:</b> Push In/Pull Out</p> <p><b>Resources:</b> IXL, Number Sense Interventions, Developing Number Concepts, Dreambox</p> <p><b>Assessments:</b> FASTBRIDGE</p>	<p><b>Setting:</b> Replacement Classes, Pull Out, Alternative Learning Curriculum</p> <p><b>Resources:</b> EQUALS, Touchmath, Focus Math, Dreambox; Math Strategies (SSD), Teaching to Standards</p> <p><b>Assessments:</b> FASTBRIDGE</p>
<b>8</b>	<a href="#">8th Math</a>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Teacher/District Created Materials</p> <p><b>Assessments:</b> FASTBRIDGE</p>	<p><b>Setting:</b> Push In/Pull Out</p> <p><b>Resources:</b> IXL, Number Sense Interventions, Developing Number Concepts, Dreambox</p> <p><b>Assessments:</b> FASTBRIDGE</p>	<p><b>Setting:</b> Replacement Classes, Pull Out, Alternative Learning Curriculum</p> <p><b>Resources:</b> EQUALS, Touchmath, Focus Math, Dreambox; Math Strategies (SSD), Teaching to Standards</p> <p><b>Assessments:</b> FASTBRIDGE</p>

<p><b>9</b></p>	<p><a href="#"><u>9-12 Math Standards</u></a></p>	<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> Teacher Created aligned to standards</p> <p><b>Assessments:</b> Common Assessments</p>	<p><b>Setting:</b> CT, Small group math intervention</p> <p><b>Resources:</b> Leveled Classes, Teacher Created Materials; IXL</p> <p><b>Assessments:</b> Common Assessments</p>	<p><b>Setting:</b> Replacement Classes, Alternative Learning Curriculum Classes (ALC)</p> <p><b>Resources:</b> IXL, Access Algebra, Teaching to Standards, EQUALS, Hands on Math, ULS</p> <p><b>Assessments:</b> Common Assessments (replacement classes); Teacher Made Assessments; FASTBRIDGE</p>
<p><b>10</b></p>	<p><a href="#"><u>9-12 Math Standards</u></a></p>	<p><b>Setting:</b> General Education</p> <p><b>Resources:</b> Teacher Created aligned to standards</p> <p><b>Assessments:</b> Common Assessments</p>	<p><b>Setting:</b> CT, Small group math intervention</p> <p><b>Resources:</b> Leveled Classes; Teacher Created Materials; IXL</p> <p><b>Assessments:</b> Common Assessments</p>	<p><b>Setting:</b> Replacement Classes, Alternative Learning Curriculum Classes (ALC); CBVI</p> <p><b>Resources:</b> IXL; Access Algebra; Teaching to Standards; EQUALS; Hands on Math; ULS; Personalize Finance Curriculum DESE; Practical Money Skills</p>



				<b>Assessments:</b> Common Assessments (replacement classes); Teacher Made Assessments; FASTBRIDGE
11	<a href="#">9-12 Math Standards</a>	<b>Setting:</b> General Education  <b>Resources:</b> Teacher Created aligned to standards  <b>Assessments:</b> Common Assessments	<b>Setting:</b> CT, Small group math intervention  <b>Resources:</b> Leveled Classes; Teacher Created Materials; IXL  <b>Assessments:</b> Common Assessments	<b>Setting:</b> Replacement Classes, Alternative Learning Curriculum Classes (ALC); CBVI  <b>Resources:</b> IXL; Access Algebra; Teaching to Standards; EQUALS; Hands on Math; ULS; Personal Finance (DESE); Practical Money Skills  <b>Assessments:</b> Common Assessments (replacement classes); Teacher Made Assessments; FASTBRIDGE
12	<a href="#">9-12 Math Standards</a>	<b>Setting:</b> General Education  <b>Resources:</b> Teacher Created Materials	<b>Setting:</b> CT, Small group math intervention  <b>Resources:</b> Leveled Classes; Teacher Created Materials; IXL	<b>Setting:</b> Replacement Classes, Alternative Learning Curriculum Classes (ALC); CBVI

		<b>Assessments:</b> Common Assessments	<b>Assessments:</b> Common Assessments	<b>Resources:</b> IXL; Access Algebra; Teaching to Standards; EQUALS; Hands on Math; ULS; Personal Finance (DESE); Practical Money Skills  <b>Assessments:</b> Teacher Made; Curriculum Assessments; FASTBRIDGE
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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	<a href="#">KG SEB</a>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Second Steps</p> <p><b>Assessments:</b> FASTBRIDGE: Saebbers</p>	<p><b>Setting:</b> Push In/Pull Out</p> <p><b>Resources:</b> Second Steps, Restorative, Group Counseling, PSWFM, Zones of Regulation</p> <p><b>Assessments:</b> FASTBRIDGE: Saebbers</p>	<p><b>Setting:</b> Pull Out</p> <p><b>Resources:</b> Zones of Regulation, Restorative/ Individual/Group Counseling, Why Try, SMARTS, Social Thinking, FABI; Countywide Behavior Intervention Team</p> <p><b>Assessments:</b> FASTBRIDGE: Saebbers, FBA</p>
1	<a href="#">1st SEB</a>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Second Steps</p> <p><b>Assessments:</b> FASTBRIDGE: Saebbers</p>	<p><b>Setting:</b> Push In/Pull Out</p> <p><b>Resources:</b> Second Steps, Restorative, Group Counseling, PSWFM, Zones of Regulation</p> <p><b>Assessments:</b></p>	<p><b>Setting:</b> Pull Out</p> <p><b>Resources:</b> Zones of Regulation; Restorative; Individual Counseling; Group Counseling, Why Try, SMARTS, Social Thinking, FABI; Countywide Behavior Intervention Team</p>

			FASTBRIDGE: Saebbers	<b>Assessments:</b> FASTBRIDGE: Saebbers, FBA
<b>2</b>	<a href="#">2nd SEB</a>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Second Steps</p> <p><b>Assessments:</b> FASTBRIDGE: Saebbers</p>	<p><b>Setting:</b> Push In/Pull Out</p> <p><b>Resources:</b> Second Steps, Restorative, Group Counseling, PSwFM, Zones of Regulation</p> <p><b>Assessments:</b> FASTBRIDGE: Saebbers</p>	<p><b>Setting:</b> Pull Out</p> <p><b>Resources:</b> Zones of Regulation; Restorative; Individual Counseling; Group Counseling, Why Try, SMARTS, Social Thinking, FABI; Countywide Behavior Intervention Team</p> <p><b>Assessments:</b> FASTBRIDGE: Saebbers, FBA</p>
<b>3</b>	<a href="#">3rd SEB</a>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Second Steps</p> <p><b>Assessments:</b> FASTBRIDGE: Saebbers</p>	<p><b>Setting:</b> Push In/Pull Out</p> <p><b>Resources:</b> Second Steps, Restorative, Group Counseling, PSwFm, Zones of Regulation</p> <p><b>Assessments:</b> FASTBRIDGE: Saebbers</p>	<p><b>Setting:</b> Pull Out</p> <p><b>Resources:</b> Zones of Regulation; Restorative; Individual Counseling; Group Counseling, Why Try, SMARTS, Social Thinking, FABI; Countywide Behavior Intervention Team</p> <p><b>Assessments:</b></p>

				FASTBRIDGE: Saebbers, FBA
4	<a href="#">4th SEB</a>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Second Steps</p> <p><b>Assessments:</b> FASTBRIDGE: Saebbers</p>	<p><b>Setting:</b> Push In/Pull Out</p> <p><b>Resources:</b> Second Steps, Restorative, Group Counseling, PSwFM, Zones of Regulation</p> <p><b>Assessments:</b> FASTBRIDGE: Saebbers</p>	<p><b>Setting:</b> Pull Out</p> <p><b>Resources:</b> Zones of Regulation; Restorative; Individual Counseling; Group Counseling, Why Try, SMARTS, Social Thinking, FABI; Countywide Behavior Intervention Team</p> <p><b>Assessments:</b> FASTBRIDGE: Saebbers, FBA</p>
5	<a href="#">5th SEB</a>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Second Steps</p> <p><b>Assessments:</b> FASTBRIDGE: Saebbers</p>	<p><b>Setting:</b> Push In/Pull Out</p> <p><b>Resources:</b> Second Steps, Restorative, Group Counseling, PSwFM, Zone of Regulation</p> <p><b>Assessments:</b> FASTBRIDGE: Saebbers</p>	<p><b>Setting:</b> Pull Out</p> <p><b>Resources:</b> Zones of Regulation; Restorative; Individual Counseling; Group Counseling, Why Try, SMARTS, Social Thinking, FABI; Countywide Behavior Intervention Team</p> <p><b>Assessments:</b> FASTBRIDGE: Saebbers, FBA</p>

6	<a href="#">6th SEB</a>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Second Steps</p> <p><b>Assessments:</b> FASTBRIDGE: Saebers</p>	<p><b>Setting:</b> Push In/Pull Out</p> <p><b>Resources:</b> Second Steps, Restorative, Group Counseling, CASEL, PSwFM</p> <p><b>Assessments:</b> FASTBRIDGE: Saebers</p>	<p><b>Setting:</b> Pull Out</p> <p><b>Resources:</b> Zones of Regulation; Restorative; Individual Counseling; Group Counseling, SMARTS, Social Thinking, CASEL</p> <p><b>Assessments:</b> FASTBRIDGE: Saebers, FBA</p>
7	<a href="#">7th SEB</a>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Second Steps</p> <p><b>Assessments:</b> FASTBRIDGE: Saebers</p>	<p><b>Setting:</b> Push In/Pull Out</p> <p><b>Resources:</b> Second Steps, Restorative, Group Counseling, CASEL, PSwFM</p> <p><b>Assessments:</b> FASTBRIDGE: Saebers</p>	<p><b>Setting:</b> Pull Out</p> <p><b>Resources:</b> Zones of Regulation; Restorative; Individual Counseling; Group Counseling, SMARTS, Social Thinking, CASEL</p> <p><b>Assessments:</b> FASTBRIDGE: Saebers, FBA</p>
8	<a href="#">8th SEB</a>	<p><b>Setting:</b> General Ed</p> <p><b>Resources:</b> Second Steps</p> <p><b>Assessments:</b> FASTBRIDGE: Saebers</p>	<p><b>Setting:</b> Push In/Pull Out</p> <p><b>Resources:</b> Second Steps, Restorative, Group Counseling, CASEL, PSwFM</p>	<p><b>Setting:</b> Pull Out</p> <p><b>Resources:</b> Zones of Regulation; Restorative; Individual Counseling; Group Counseling,</p>

			<b>Assessments:</b> FASTBRIDGE: Saebers	SMARTS, Social Thinking, CASEL  <b>Assessments:</b> FASTBRIDGE: Saebers, FBA
9	<b>Portrait of a Pioneer &amp; CASEL</b>	<b>Setting:</b> Gen Ed  <b>Resources:</b> Teacher Created Materials; Restorative Practices; Trauma Informed Practices  <b>Assessments:</b> FASTBRIDGE: Saebers	<b>Setting:</b> Pioneer Pathways Alternative Education; CT  <b>Resources:</b> Teacher Created Materials; Restorative Practices; Trauma Informed Practices  <b>Assessments:</b> FASTBRIDGE: Saebers	<b>Setting:</b> Special Education Classes: Personal Development/Social Communication (Speech Language Pathologist)/ Learning Strategies Class: Study Skills  <b>Resources:</b> Teacher 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

				<b>Assessments:</b> FASTBRIDGE: Saebers; Individual Behavior Charts/Data; Functional Behavior Assessment (FBA)
10	<b>Portrait of a Pioneer &amp;  CASEL</b>	<b>Setting:</b> Gen Ed  <b>Resources:</b> Teacher Created Materials; Restorative Practices; Trauma Informed Practices  <b>Assessments:</b> FASTBRIDGE: Saebers	<b>Setting:</b> Pioneer Pathways Alternative Education; CT  <b>Resources:</b> Teacher Created Materials; Restorative Practices; Trauma Informed Practices  <b>Assessments:</b> FASTBRIDGE: Saebers	<b>Setting:</b> Special Education Classes: Personal Development/Social Communication (Speech Language Pathologist)/ Learning Strategies Class: Study Skills  <b>Resources:</b> Teacher 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



				<b>Assessments:</b> FASTBRIDGE: Saebers; Individual Behavior Charts/Data; Functional Behavior Assessment (FBA)
11	<b>Portrait of a Pioneer &amp;  CASEL</b>	<b>Setting:</b> Gen Ed  <b>Resources:</b> Teacher Created Materials; Restorative Practices; Trauma Informed Practices  <b>Assessments:</b> FASTBRIDGE: Saebers	<b>Setting:</b> Pioneer Pathways Alternative Education; CT  <b>Resources:</b> Teacher Created Materials; Restorative Practices; Trauma Informed Practices  <b>Assessments:</b> FASTBRIDGE: Saebers	<b>Setting:</b> Special Education Classes: Personal Development/Social Communication (Speech Language Pathologist)/ Learning Strategies Class: Study Skills  <b>Resources:</b> Teacher 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

				<b>Assessments:</b> FASTBRIDGE: Saebers; Individual Behavior Charts/Data; Functional Behavior Assessment (FBA)
12	<b>Portrait of a Pioneer &amp;  CASEL</b>	<b>Setting:</b> Gen Ed  <b>Resources:</b> Teacher Created Materials; Restorative Practices; Trauma Informed Practices  <b>Assessments:</b> FASTBRIDGE: Saebers	<b>Setting:</b> Pioneer Pathways Alternative Education; CT  <b>Resources:</b> Teacher Created Materials; Restorative Practices; Trauma Informed Practices  <b>Assessments:</b> FASTBRIDGE: Saebers	<b>Setting:</b> Special Education Classes: Personal Development/Social Communication (Speech Language Pathologist)/ Learning Strategies Class: Study Skills  <b>Resources:</b> Teacher 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

				<b>Assessments:</b> FASTBRIDGE: Saebers; Individual Behavior Charts/Data; Functional Behavior Assessment (FBA)
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