



Ladue School District



In order to help us more efficiently partner and support all students and teachers, we ask that you fill out the following information prior to our meeting so we can get a sense of the current state within your district. Feel free to state the current state and plans that may be in place for changing that current state.

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)

- *MTSS/RTI---SST (Student Support Teams)
- *Grade Level PLC---
- * Social Emotional Behavioral (SEB) Team
- * Reading and Math Specialists
- * Instructional Coaches

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

*The Curriculum and Instruction Department, (Asst Superintendent of C&I, ELA and Social Studies Curriculum Coordinator, STEM Coordinators, Gifted Coordinator, Diversity Equity and Inclusion Coordinator, Assessment Specialist, Instructional Coaches (K-12) is responsible for the development and maintenance of all educational programming and curriculum throughout the Ladue Schools. Other responsibilities include: Research and implementation of new programming, Professional development and educational alignment tools, Intervention programs and Gifted programming, assessments, curriculum and acceleration programs. There are monthly curriculum data team meetings by school attended by special education coordinators, coaches, building leadership, and curriculum coordinators.

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

*MTSS/RTI: Tiered Interventions (Reading, Math, and Social Emotional Learning).

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

*Professional Development/Learning, Grade level PLCs, Support from District Coordinators and Instructional Coaches

* Part of the district evaluation tool

* Content meetings (K-4); Department meetings (5-12)

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

The written/taught/learned curriculum is aligned to the MLS through the curriculum writing process. The district has also established priority standards (K-12) in core content areas.

*The Curriculum and Instruction Department believes that quality curriculum and instruction should provide the following characteristics:

- Student Led Inquiry
- Equitable experiences and opportunities for all students
- Opportunities for students to demonstrate complexity of thought (solve real world problems)
- Common but creative experiences, using the standards as guideposts
- Honor the voices and stories of our students
- Provide every student the opportunity to learn something new every day

These values are at the core of all of our work and provide the guideposts for all of our decisions in regards to curriculum, instruction and assessment.

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

*Curriculum Committees are in place and supported by Assistant Superintendent of C&I, District Curriculum Coordinators, Teachers, and other Stakeholders

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

*Curriculum process documents (vision template, unit template, scope and sequence and curriculum checklist)

* Curriculum checklist uses the curriculum vision document. This document is used to develop, review, and revise curriculum. Special education is represented on this committee of stakeholders.

Curriculum Checklist

☐ **Curriculum Vision Document** (Less of this.... More of this...)

☐ **Goals for Graduates** (Philosophy-here is what we will accomplish)

A. Social Studies Example:

- a. Social studies in the Ladue School District strives to prepare the next generation of engaged and informed citizens who are contributing members of an interdependent world through:
 - i. critical and reflective thinking
 - ii. personal and civic decisions based on multiple perspectives
 - iii. skills necessary for lifelong learning and adaptability in a changing world
 - iv. civil discourse
 - v. social responsibility

☐ **Power Standards** (Leverage, Endurance, Success in School)

☐ **Unit Scope and Sequence** (top document that leads to everything else)

☐ **Unit Template:** outlines essential understandings, skills and knowledge that all students will master.

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

*Curriculum process documents how needs are met (vision template, unit template, scope and sequence and curriculum checklist) As far as ensuring this process is followed, expectations are set at the District level and the building level by individual principals are directly responsible for ensuring those expectations are followed. There are no systems of accountability outlined.

* Reviewing benchmark data with PLCs to determine student achievement and next steps for meeting student needs

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?

*The C&I Department Coordinators meet with the Assistant Superintendent of C&I to outline the process for selection of resources and recommendations for related professional learning. Special education teachers are included in the curriculum writing process for collaborative teaching. This includes research and investigation of quality resources and outlining the professional learning required for fidelity of implementation

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

*The district continues to analyze the amount of time currently used for formative and summative assessments compared to the instructional value of the assessments for planning effective instruction. There were some changes made prior to the 2019/2020 school year to be assessed.

* Utilization of NWEA and Fast Bridge assessments

* Addition of a District Assessment Specialist

* Comprehensive assessment plan

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

*Gathering accurate student data and using that information to quickly adapt and adjust instruction. Structures to support data review and analysis: PLCs, Special Ed Data Teams, Building Student Support Teams.

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

*Assessments are aligned to the Priority Standards

*Use of the MTSS committee to review/revise the Assessment Plan but we talk about what the correct assessments are as part of the C&I department planning. For classroom assessments, we are currently building common formatives into our new curriculums but prior to that there was no guidance on classroom assessments district-wide.

- * Assessments have been added to meet state dyslexia guidance

How do we help all educators become assessment literate?

- * Support from Assessment Specialist
- * Data review meetings
- * Creation of a framework for PLCs to use data
- * Professional Development
- * Classroom Walkthroughs/Observations and Feedback
- * Collaboration/Support from District Specialists
- * Curriculum data meetings to support principals in becoming assessment literate to support teachers

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

- * Curriculum Nights: Teachers present on curriculum, essential learning, and expectations for students. Special education staff are included in how special education supports the general education curriculum.
- * Committees to include Parents, (i.e. Diversity, Equity, and Inclusion and C&I Board Advisory)

Definitions:

Reading/Literacy Tier One: Core should include: Academic language (vocabulary; inferencing; narrative language); Phonemic Awareness (K-2 until mastered); Phonics; (including advanced phonics);

Sight Words; reading connective text (accuracy, fluency, comprehension); Comprehension skills should include activating prior knowledge, predicting, questioning, clarifying or questioning and monitoring; inferencing; retelling and summarizing; identifying and using organizational text structure and encoding of how language works. Assessments: universal screenings to see who may be at risk and monitor progress on

grade level -differentiated instruction based on results; benchmarking suggested at least 3 times per year.

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

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

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

Assessment: progress monitor weekly

Reading/Literacy/Writing

K-5 ELA MO Learning Standards

Goal:

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K K-4 may be changing in the area resources and the removal of F&P - follow up at spring break	K-5 ELA MO Learning Standards	Setting: In the classroom during whole group and small group instruction. Resources: Grade Level PLC Lucy Calkins Units of Study (reading, writing, and phonics)	Setting: In the classroom-targeted small group instruction on identified areas of need. Resources: Lucy Calkins Grade Level PLC Student Support Team	Setting: Pull out for students who are missing multiple skills and need intensive remediation. Resources: Leveled Learning Intervention (K-12) Foundations

		<p>Michael Heggerty's Phonemic Awareness (K-2)</p> <p>Assessments: Fountas & Pinnell (F&P) Fast Bridge Early Reading Composite (K-1) Fast Bridge aReading(K-1)</p>	<p>Assessments: Fast Bridge</p>	<p>Language for Learning (Language)</p> <p>Early Literacy Skills Builder (ELSB)</p> <p>Early Reading Skills Builder (ERSB) News 2 You Unique Learning</p> <p>Assessments: F&P Fast Bridge</p>
1	<p><u>K-5 ELA MO Learning Standards</u></p>	<p>Setting: In the classroom during whole group and small group instruction.</p> <p>Resources: Grade Level PLC Lucy Calkins</p> <p>Assessments: F&P Unit Assessment</p>	<p>Setting: In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources: Lucy Calkins Grade Level PLC Student Support Team</p> <p>Assessments: F&P Fast Bridge</p>	<p>Setting: Pull out and/or Push-In instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources: Foundations Language for Learning (Language)</p> <p>Early Literacy Skills Builder(ELSB)</p> <p>Early Reading Skills Builder (ESRB)</p>

		Formative Assessments	Unit Assessment Formative Assessments	News 2 You Unique Learning Assessments: F&P Fast Bridge
2	<u>K-5 ELA MO Learning Standards</u>	<p>Setting: In the classroom during whole group and small group instruction.</p> <p>Resources: Grade Level PLC Lucy Calkins</p> <p>Assessments: F&P Unit Assessment Formative Assessments</p>	<p>Setting: In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources: Lucy Calkins Grade Level PLC Student Support Team</p> <p>Assessments: F&P Fast Bridge Unit Assessment Formative Assessments</p>	<p>Setting: Pull out and/or Push-In instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources: Foundations Reading Mastery Wilson Reading System Step Up to Writing SIPPS Language for Learning (Language) Early Literacy Skills Builder (ELSB) Early Reading Skills Builder (ESRB) News 2 You Unique Learning</p>

				Assessments: F&P NWEA Fast Bridge
3	K-5 ELA MO Learning Standards	Setting: In the classroom during whole group and small group instruction. Resources: Grade Level PLC Lucy Calkins Assessments: F&P NWEA Unit Assessment Formative Assessments	Setting: In the classroom-targeted small group instruction on identified areas of need. Resources: Lucy Calkins Grade Level PLC Student Support Team Assessments: F&P NWEA Unit Assessment Formative Assessments	Setting: Pull out and/or Push-In instruction for students who are missing multiple skills and need intensive remediation. Resources: Reading Mastery Wilson Reading System Corrective Reading Step Up to Writing SIPPS Phonics for Reading Early Literacy Skills Builder (ELSB) Early Reading Skills Builder (ERSB) News 2 You Unique Learning

				Assessments: F&P NWEA Fast Bridge
4	K-5 ELA MO Learning Standards	Setting: In the classroom during whole group and small group instruction. Resources: Grade Level PLC Lucy Calkins Assessments: F&P NWEA Unit Assessment Formative Assessments	Setting: In the classroom-targeted small group instruction on identified areas of need. Resources: Lucy Calkins Grade Level PLC Student Support Team Reading Plus Assessments: F&P NWEA Fast Bridge Unit Assessment Formative Assessments	Setting: Pull out and/or Push-In instruction for students who are missing multiple skills and need intensive remediation. Resources: REWARDS(Supplemental) Reading Plus Reading Mastery Wilson Reading System Corrective Reading Step Up to Writing SIPPS Phonics for Reading Early Literacy Skills Builder (ELSB) Early Reading Skills Builder (ESRB) News 2 You Unique Learning

				Assessments: F&P NWEA Fast Bridge
5	K-5 ELA MO Learning Standards	Setting: In the classroom during whole group and small group instruction. Resources: Grade Level PLC Lucy Calkins Assessments: F&P NWEA Unit Assessment Formative Assessments Fast Bridge (fluency)	Setting: In the classroom-targeted small group instruction on identified areas of need. Resources: Lucy Calkins Wilson Reading REWARDS Grade Level PLC Student Support Team Assessments: F&P NWEA Fast Bridge Unit Assessment Formative Assessments	Setting: Pull out and/or Push-In instruction for students who are missing multiple skills and need intensive remediation. Resources: REWARDS(Supplemental) Reading Mastery Wilson Reading System Corrective Reading Step Up to Writing REWARDS SIPPS Phonics for Reading Early Literacy Skills Builder (ELSB) Early Reading Skills Builder (ESRB) News 2 You Unique Learning Lexia

				Assessments: F&P NWEA Fast Bridge
6	6-12 English Language Arts Grade-Level Expectations	<p>Setting: In the classroom during whole group and small group instruction.</p> <p>Resources: Grade Level PLC Lucy Calkins</p> <p>Assessments: NWEA</p>	<p>Setting: In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources: Lucy Calkins- Modified Workshop 1 & 2 Student Support Team</p> <p>Assessments: F&P (Tier 2) NWEA Fast Bridge Unit Assessment Formative Assessments</p> <p>Assessments: NWEA Fast Bridge</p>	<p>Setting: Pull out and/or Push-In instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources: Reading Mastery Wilson Reading System REWARDS SIPPS Early Reading Skills Builder (ESRB) News 2 You Unique Learning LLI</p> <p>Assessment: NWEA Fast Bridge</p>

7	6-12 English Language Arts Grade-Level Expectations	<p>Setting: In the classroom during whole group and small group instruction.</p> <p>Resources: Lucy Calkins</p> <p>Assessments: NWEA</p>	<p>Setting: In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources: Lucy Calkins- Modified Workshop 1 & 2</p> <p>Assessments: NWEA Fast Bridge Unit Assessment Formative Assessments</p>	<p>Setting: Pull out and/or Push-In instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources: Wilson Reading System SIPPS REWARDS Early Reading Skills Builder (ESRB) News 2 You Unique Learning LLI</p> <p>Assessments: NWEA Fast Bridge</p>
8	6-12 English Language Arts Grade-Level Expectations	<p>Setting: In the classroom during whole group and small group instruction.</p>	<p>Setting: In the classroom-targeted small group instruction</p>	<p>Setting: Pull out and/or Push-In instruction for students who are missing</p>

		<p>Resources: Lucy Calkins</p> <p>Assessments: NWEA</p>	<p>on identified areas of need.</p> <p>Resources: Lucy Calkins- Modified Workshop 1 & 2</p> <p>Assessments: NWEA Fast Bridge Unit Assessment Formative Assessments</p>	<p>multiple skills and need intensive remediation.</p> <p>Resources: Wilson Reading System Lucy Calkins- Modified Workshop 1 & 2 REWARDS SIPPS</p> <p>Early Reading Skills Builder (ESRB) News 2 You Unique Learning LLI</p> <p>Assessments: NWEA Fast Bridge</p>
9	6-12 English Language Arts Grade-Level Expectations	<p>Setting: In the classroom during whole group and small group instruction.</p> <p>Resources: -Topic, Content, Quote, Evidence (TCQE) Writing Model outlining</p>	<p>Setting: In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources: -TCQE Writing Model</p> <p>Assessments:</p>	<p>Setting: Pull out and/or Push-In instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources: -TCQE Writing Model modified using</p>

		<p>expectations for writing at each level.</p> <p>Assessments: Grade level assessment NWEA</p>	Grade level assessments	<p>essential learning targets</p> <p>Assessments Grade level assessments Fast Bridge</p>
10	6-12 English Language Arts Grade-Level Expectations	<p>Setting: In the classroom during whole group and small group instruction.</p> <p>Resources: -TCQE Writing Model outlining expectations for writing at each level.</p> <p>Assessments: Grade level assessment</p>	<p>Setting: In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources: -TCQE Writing Model</p> <p>Assessments: Grade level Assessments NWEA</p>	<p>Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources: -TCQE Writing Model modified using essential learning targets</p> <p>Assessments: Grade level assessments</p>
11	6-12 English Language Arts Grade-Level Expectations	<p>Setting: In the classroom during whole group and small group instruction.</p> <p>Resources: -TCQE Writing Model outlining expectations for writing at each level</p>	<p>Setting: In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources: -TCQE Writing Model</p>	<p>Setting: Pull out and/or Push-In instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources:</p>

		Assessments: Grade level assessment	Assessments: Grade level Assessments	-TCQE Writing Model modified using essential learning targets Assessments: Grade level assessments
12	6-12 English Language Arts Grade-Level Expectations	Setting: In the classroom during whole group and small group instruction. Resources: -TCQE Writing Model outlining expectations for writing at each level Assessments: Grade level assessment	Setting: In the classroom-targeted small group instruction on identified areas of need. Resources: -TCQE Writing Model Assessments: Grade level Assessments	Setting: Pull out and/or Push-In instruction for students who are missing multiple skills and need intensive remediation. . Resources: -TCQE Writing Model modified using essential learning targets Assessments: Grade level assessments

Definitions:

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

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

K-5 Math MO Learning Standards

Common Core State Standards for Mathematics

Goal:

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	Kdg Missouri Learning Standards (MLS) https://dese.mo.gov/sites/default/files/cur-math-crosswalk-ma-grk.pdf	Setting: In the classroom during the whole group and small group instruction. Resources: Math in Focus	Setting: In the classroom targeted small group instruction on identified areas of need. Resources: Required resources used	Setting: Pull out and/or Push-In instruction for students who are missing multiple skills and need intensive remediation.

		<p>Pacing Guides Think Central Ed-Your Friend</p> <p>Assessments: Quarterly Math in Focus (MIF) Assessment Fast Bridge</p>	<p>Math in Focus Pacing Guides Think Central Bridges (K-4)</p> <p>Grade Level PLC Student Support Team</p> <p>Assessments: Quarterly MIF Assessment</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Connecting Math Concepts • Touch Math • Early Numeracy (Attainment) • Unique Learning Systems • Bridges (K-4) <p>Assessments: Fast Bridge Key Math</p>
1	<p>Grade 1 MLS https://dese.mo.gov/sites/default/files/cur-mis-crosswalk-ma-gr1.pdf</p>	<p>Setting: In the classroom during the whole group and small group instruction.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Math in Focus • Pacing Guides • Think Central • Ed-Your Friend <p>Assessments: Quarterly MIF Assessment Fast Bridge</p>	<p>Setting: In the classroom targeted small group instruction on identified areas of need.</p> <p>Resources: Required Math in Focus Pacing Guides Think Central Grade Level PLC Student Support Team Bridges</p> <p>Assessment Fast Bridge</p>	<p>Setting: Pull out and/or Push-In instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Connecting Math Concepts • Touch Math • Early Numeracy (Attainment) • Unique Learning System • Bridges <p>Assessments:</p>

				Fast Bridge
2	Grade 2 MLS https://dese.mo.gov/sites/default/files/cur-math-crosswalk-ma-gr2.pdf	<p>Setting: In the classroom during the whole group and small group instruction.</p> <p>Resources: Math in Focus Pacing Guides Think Central Ed-Your Friend</p> <p>Assessments: Quarterly MIF Assessment</p>	<p>Setting: In the classroom targeted small group instruction on identified areas of need.</p> <p>Resources: Math in Focus Pacing Guides Think Central Grade Level PLC Student Support Team Bridges</p> <p>Assessments: Quarterly MIF Assessment</p> <p>Fast Bridge</p>	<p>Setting: Pull out and/or Push-In instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources: Math in Focus (Modified)Connecting Math Concepts Touch Math Early Numeracy (Attainment) Unique Learning System Bridges</p> <p>Assessments: Fast Bridge</p>
3	Grade 3 MLS https://dese.mo.gov/sites/default/files/cur-math-crosswalk-ma-gr3.pdf	<p>Setting: In the classroom during the whole group and small group instruction.</p> <p>Resources: Math In Focus</p>	<p>Setting: In the classroom targeted small group instruction on identified areas of need.</p> <p>Resources: Math in Focus</p>	<p>Setting: Pull out and/or Push-In instruction for students who are missing multiple skills and need intensive remediation.</p>

		<p>Pacing Guides Think Central Ed-Your Friend</p> <p>Assessments: Quarterly MIF Assessment NWEA</p>	<p>Pacing Guides Think Central Grade Level PLC Student Support Team Bridges</p> <p>Assessments: Quarterly MIF Assessment NWEA Fast Bridge</p>	<p>Resources: Math in Focus(Modified) Connecting Math Concepts Touch Math Early Numeracy (Attainment) Unique Learning System Bridges</p> <p>Assessments: NWEA Fast Bridge</p>
4	<p><u>Grade 4</u> <u>MLS</u> <u>https://dese.mo.gov/sites/default/files/cur-math-crosswalk-ma-gr4.pdf</u></p>	<p>Setting: In the classroom during the whole group and small group instruction.</p> <p>Resources: Math In Focus Pacing Guides Think Central Ed-Your Friend</p> <p>Assessments: Quarterly MIF Assessment NWEA</p>	<p>Setting: In the classroom targeted small group instruction on identified areas of need.</p> <p>Resources: Math in Focus Pacing Guides Think Central Grade Level PLC Student Support Team Bridges</p> <p>Assessments: Quarterly MIF Assessment</p>	<p>Setting: Pull out and/or Push-In instruction for students who are missing multiple skills and need intensive</p> <p>Resources: remediation.</p> <p>Math in Focus(Modified) Connecting Math Concepts Early Numeracy (Attainment) Unique Learning System Bridges</p>

			NWEA Fast Bridge	Assessments: NWEA Fast Bridge
5	Grade 5 MLS https://dese.mo.gov/sites/default/files/cur-mis-crosswalk-ma-gr5.pdf	<p>Setting: In the classroom during the whole group and small group instruction.</p> <p>Resources: Math In Focus Pacing Guides Think Central Ed-Your Friend</p> <p>Assessments: Quarterly MIF Assessment NWEA</p>	<p>Setting: In the classroom targeted small group instruction on identified areas of need.</p> <p>Resources: Math in Focus Pacing Guides Think Central Grade Level PLC Student Support Team</p> <p>Assessments: Quarterly MIF Assessment NWEA Fast Bridge</p>	<p>Setting: Pull out and/or Push-In instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources: Math in Focus(Modified) Connecting Math Concepts Early Numeracy (Attainment) Unique Learning System</p> <p>Assessments: NWEA Fast Bridge</p>
6	6th MO Learning Standards	<p>Setting: In the classroom during the whole group and small group instruction.</p>	<p>Setting: In the classroom targeted small group instruction on identified areas of need.</p>	<p>Setting: Pull out and/or Push-In instruction for students who are missing multiple skills</p>

		Resources: Big Ideas Math Mathematics 6 Assessments: NWEA	Resources: Big Ideas Math Grade Level PLC Student Support Team Gen Ed teachers provide in class interventions Math Interventionist Assessments: NWEA Key Math	and need intensive remediation. Resources: Modified Math Curriculum Life Skills Math/Essential Skills Math Interventionist Support Moby Max Assessments: NWEA Fast Bridge Key Math
7	7th MO Learning Standards	Setting: In the classroom during the whole group and small group instruction. Resources: Big Ideas Math Mathematics 7 Assessments: NWEA	Setting: In the classroom targeted small group instruction on identified areas of need. Resources: Required resources used Big Ideas Math Grade Level PLC Student Support Team	Setting: Pull out and/or Push-In instruction for students who are missing multiple skills and need intensive remediation. Resources: Moby Max Modified Math Curriculum Life Skills Math/Essential Skills Assessments:

			<p>GE teachers provide interventions in class Math Interventionist Co-taught Math</p> <p>Assessments: NWEA Key Math</p>	<p>NWEA Fast Bridge Key Math</p>
8	8th MO Learning Standards	<p>Setting: In the classroom during the whole group and small group instruction.</p> <p>Resources: Big Ideas Math Mathematics 8</p> <p>Assessments: NWEA</p>	<p>Setting: In the classroom targeted small group instruction on identified areas of need.</p> <p>Resources: Co-taught Math Big Ideas Math GE teachers provide interventions in class Math Interventionist</p> <p>Assessments: NWEA Key Math</p>	<p>Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources: Modified Math Curriculum Life Skills Math/Essential Skills Moby Max Math Interventionist Support</p> <p>Assessments: NWEA Key Math</p>
9	High School Mathematic Flowchart	<p>Setting: In the classroom during the whole group and small group instruction.</p>	<p>Setting: In the classroom targeted small group instruction on identified areas of need.</p>	<p>Setting: Pull out and/or Push-In instruction for students who are missing multiple skills</p>

	crosswalked with MO Learning Standards	Resources: Big Ideas Math Teacher developed curriculum based on MLS Assessments: Grade level assessment NWEA (content based)	Resources: Big Ideas Math Fundamentals of Applied Math/Topics in Algebra Math Interventionist (Co-taught Math) Assessments: Grade level assessments Key Math	and need intensive remediation. Resources: Modified Math Curriculum Life Skills Math/Essential Skills Math Interventionist Support Course Assessments: Key Math
10	High School Mathematic Flowchart crosswalked with MO Learning Standards	Setting: In the classroom during the whole group and small group instruction. Resources: Big Ideas Math Assessments: Grade level assessment NWEA (content based)	Setting: In the classroom targeted small group instruction on identified areas of need. Resources: Big Ideas Math Fundamentals of Applied Math/Topics in Algebra Math Interventionist Co-taught math Assessments: Grade level assessment	Setting: Pull out and/or Push-In instruction for students who are missing multiple skills and need intensive remediation. Resources: Modified Math Curriculum Life Skills Math/Essential Skills Math Interventionist Support Course
11	High School Mathematic Flowchart crosswalked with MO Learning Standards	Setting: In the classroom during the whole group and small group instruction.	Setting: In the classroom targeted small group instruction on identified areas of need.	Setting: Pull out and/or Push-In instruction for students who are missing multiple skills

		Resources: Big Ideas Math Assessments: Grade level assessment NWEA (content based)	Resources: Big Ideas Math Fundamentals of Applied Math/Topics in Algebra Math Interventionist Co-curriculum (Co-taught) Assessments: Grade level assessment	and need intensive remediation. Resources: Modified Math Curriculum Life Skills Math/Essential Skills Math Interventionist Support Course
12	12th grade MO Learning Standards	Setting: In the classroom during the whole group and small group instruction. Resources: Big Ideas Math Assessments: Grade level assessment	Setting: In the classroom targeted small group instruction on identified areas of need. Resources: Big Ideas Math Fundamentals of Applied Math/Topics in Algebra Math Interventionist Co-curriculum (Co-taught) Assessments: Grade level assessment	Setting: Pull out and/or Push-In instruction for students who are missing multiple skills and need intensive remediation. . Resources: Modified Math Curriculum Life Skills Math/Essential Skills Math Interventionist Support Course

Definitions:

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

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

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

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

Assessment: progress monitor weekly

Social Emotional:

Goal:

Grade:	Priority Standards (could come from CASEL or MLS Counseling)	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	Missouri Comprehensive Guidance and Counseling Social/Emotional Development Curriculum Index	Setting: In the classroom during whole group and small group instruction. Resources:	Setting: In the classroom-targeted small group instruction on identified areas of need. Resources:	Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation. Resources:

	CASEL Target Areas: Goals, Benchmarks, and Teaching resources	School-wide expectations Zones of Regulation Restorative Practices *Second Step Assessments: SAEBRS	small group--i.e. Friendship group, Lunch groups, etc. School-wide expectations Zones of Regulation Restorative Practices SEB EPS (problem-solve with building teams) Assessments: SAEBRS	School-wide expectations Zones of Regulation Casel teaching resources Restorative Practices SEB EPS Assessments: Casel “target area” Resources based on Progress towards IEP goals
1	Missouri Comprehensive Guidance and Counseling Social/Emotional Development Curriculum Index CASEL Target Areas: Goals, Benchmarks, and Teaching resources	Setting: In the classroom during whole group and small group instruction. Resources: School-wide expectations Zones of Regulation Restorative Practices Second Step Assessments: SAEBRS	Setting: In the classroom-targeted small group instruction on identified areas of need. Resources: Gen Ed (small group--i.e. Friendship group, Lunchgroups, etc. School-wide expectations Zones of Regulation Restorative Practices	Setting: Pull out instructions for students who are missing multiple skills and need intensive remediation. Resources: School-wide expectations Zones of Regulation Casel teaching resources Restorative Practices SEB EPS Assessments:

			<p>SEB EPS (problem-solve with building teams)</p> <p>Assessments: SAEBRS</p>	<p>Casel Resources “target area” Resources based on Progress towards IEP goals</p>
2	<p>Missouri Comprehensive Guidance and Counseling Social/Emotional Development Curriculum Index</p> <p>CASEL Target Areas: Goals, Benchmarks, and Teaching resources</p>	<p>Setting: In the classroom during whole group and small group instruction.</p> <p>Resources: School-wide expectations Zones of Regulation Restorative Practices Second Step</p> <p>Assessments: SAEBRS</p>	<p>Setting: In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources: small group--i.e. Friendship group, Lunch groups, etc. School-wide expectations Zones of Regulation Restorative Practices SEB EPS (problem-solve with building teams)</p> <p>Assessments: SAEBRS</p>	<p>Setting: Pull out instructions for students who are missing multiple skills and need intensive remediation.</p> <p>Resources: School-wide expectations Zones of Regulation Casel teaching resources Restorative Practices SEB EPS</p> <p>Assessments: Casel Resources “target area” resources based on Progress towards IEP goals</p>
3	<p>Missouri Comprehensive Guidance and</p>	<p>Setting: In the classroom during whole group and small group instruction.</p>	<p>Setting: In the classroom-targeted small group instruction on identified areas of need.</p>	<p>Setting: Pull out instructions for students who are missing multiple skills and need intensive remediation.</p>

	Counseling Social/Emotional Development Curriculum Index CASEL Target Areas: Goals, Benchmarks, and Teaching resources	Resources: School-wide expectations Zones of Regulation Restorative Practices Second Step Assessments: SAEBRS	Resources: small group--i.e. Friendship group, Lunch groups, etc. School-wide expectations Zones of Regulation Restorative Practices SEB EPS (problem-solve with building teams) Assessments: SAEBRS	Resources: School-wide expectations Zones of Regulation Casel teaching resources SEB EPS Restorative Practices Assessments: Casel Resources “target area” resources based on Progress towards IEPgoals
4	Missouri Comprehensive Guidance and Counseling Social/Emotional Development Curriculum Index CASEL Target Areas: Goals, Benchmarks, and Teaching resources	Setting: In the classroom during whole group and small group instruction. Resources: School-wide expectations Zones of Regulation Restorative Practices Second Step Assessments:	Setting: In the classroom-targeted small group instruction on identified areas of need. Resources: small group--i.e. Friendship group, Lunch groups, etc. School-wide expectations Zones of Regulation Restorative Practices	Setting: Pull out instructions for students who are missing multiple skills and need intensive remediation. Resources: School-wide expectations Zones of Regulation Casel teaching resources SEB EPS Restorative Practices

		SAEBRS	SEB EPS (problem-solve with building teams) Assessments: SAEBRS	Assessments: Casel Resources “target area” resources based on Progress towards IEP goals
5	Missouri Comprehensive Guidance and Counseling Social/Emotional Development Curriculum Index CASEL Target Areas: Goals, Benchmarks, and Teaching resources	Setting: In the classroom during whole group and small group instruction. Resources: School-wide expectations Zones of Regulation Restorative Practices Second Step Assessments: SAEBRS	Setting: In the classroom-targeted small group instruction on identified areas of need. Resources: small group--i.e. Friendship group, Lunch groups, etc. School-wide expectations Zones of Regulation Restorative Practices SEB EPS (problem-solve with building teams) Assessments: SAEBRS	Setting: Pull out instructions for students who are missing multiple skills and need intensive remediation. Resources: School-wide expectations Zones of Regulation Casel teaching resources SEB EPS Restorative Practices Assessments: Casel Resources “target area” resources based on Progress towards IEP goals
6	Missouri Comprehensive Guidance and Counseling Social/Emotional	Setting: In the classroom during whole group and small group instruction.	Setting: In the classroom-targeted small group instruction on identified areas of need.	Setting: Pull out instructions for students who are missing multiple skills and need intensive remediation.

	Development Curriculum Index CASEL Target Areas: Goals, Benchmarks, and Teaching resources	Resources: School-wide expectations Restorative Practices National Council for Alcohol and Drug Abuse Communities Healing Adolscents Depression and Suicide Safe Connections Missouri Eating Disorders Association Character Strong Curriculum Assessments: SAEBRS	Resources: small group--i.e. Friendship group, Lunch groups, etc. School Wide expectations, Annie's HOPE Communities Healing Adolscents Depression and Suicide, LEAP Assessments: SAEBRS	Resources: School-wide expectations Zones of Regulation Why Try Casel teaching resources Restorative Practices Assessments: Casel "target area" resources based on Progress towards IEP goals
7	Missouri Comprehensive Guidance and Counseling Social/Emotional Development Curriculum Index	Setting: In the classroom during whole group and small group instruction. Resources: School-wide expectations	Setting: In the classroom-targeted small group instruction on identified areas of need. Resources:	Setting: Pull out instructions for students who are missing multiple skills and need intensive remediation. Resources: School-wide expectations

	CASEL Target Areas: Goals, Benchmarks, and Teaching resources	Restorative Practices National Council for Alcohol and Drug Abuse Communities Healing Adolscents Depression and Suicide Safe Connections, Missouri Eating Disorders Association Character Strong Curriculum Assessments	small group--i.e. Friendship group, Lunch groups, etc. School Wide expectations Annie's HOPE Communities Healing Adolscents Depression and Suicide LEAP Assessments:	Zones of Regulation Why Try Casel teaching resources Restorative Practices Assessments: Casel "target area" resources based on Progress towards IEP goals
8	Missouri Comprehensive Guidance and Counseling Social/Emotional Development Curriculum Index	Setting: In the classroom during whole group and small group instruction. Resources: School-wide expectations Restorative Practices National Council for Alcohol and Drug Abuse	Setting: In the classroom-targeted small group instruction on identified areas of need. Resources: School Wide expectations Annie's HOPE	Setting: Pull out instructions for students who are missing multiple skills and need intensive remediation. Resources: School-wide expectations Zones of Regulation Why Try Casel teaching resources

	CASEL Target Areas: Goals, Benchmarks, and Teaching resources	<p>Communities Healing Adolscents Depression and Suicide,</p> <p>Safe Connections</p> <p>Missouri Eating Disorders Association</p> <p>Character Strong Curriculum</p> <p>Assessments</p>	<p>Communities Healing Adolscents Depression and Suicide</p> <p>LEAP</p> <p>Assessments:</p>	<p>Restorative Practices</p> <p>Assessments:</p> <p>Casel “target area” resources based on Progress towards IEP goals</p>
9	<p>Missouri Comprehensive Guidance and Counseling Social/Emotional Development Curriculum Index</p> <p>CASEL Target Areas: Goals, Benchmarks, and Teaching resources</p>	<p>Setting: In the classroom during whole group and small group instruction.</p> <p>Resources:</p> <p>School-wide expectations</p> <p>Missouri Mental Health Survey</p> <p>Assessments: None</p>	<p>Setting: In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources:</p> <p>LEAD</p> <p>Assessments: None</p>	<p>Setting: Pull out instructions for students who are missing multiple skills and need intensive remediation.</p> <p>Resources:</p> <p>School-wide expectations</p> <p>Zones of Regulation</p> <p>Casel teaching resources</p> <p>Restorative Practices</p> <p>Freshman Intervention Team</p> <p>Assessments:</p>

				Casel “target area” resources based on Progress towards IEP goals
10	Missouri Comprehensive Guidance and Counseling Social/Emotional Development Curriculum Index CASEL Target Areas: Goals, Benchmarks, and Teaching resources	Setting: In the classroom during whole group and small group instruction. Resources: School-wide expectations Missouri Mental Health Survey Assessments: None	Setting: In the classroom-targeted small group instruction on identified areas of need. Resources: LEAD Assessments: None	Setting: Pull out instructions for students who are missing multiple skills and need intensive remediation. Resources: School-wide expectations Zones of Regulation Casel teaching resources Restorative Practices Assessments: Casel “target area” resources based on Progress towards IEP goals
11	Missouri Comprehensive	Setting: In the classroom during whole	Setting: In the classroom-targeted small group instruction	Setting: Pull out instructions for students who are missing

	Guidance and Counseling Social/Emotional Development Curriculum Index CASEL Target Areas: Goals, Benchmarks, and Teaching resources	<p>group and small group instruction.</p> <p>Resources: School-wide expectations</p> <p>Missouri Mental Health Survey</p> <p>Assessments: None</p>	<p>on identified areas of need.</p> <p>Resources: LEAD</p> <p>Assessments: None</p>	<p>multiple skills and need intensive remediation.</p> <p>Resources: School-wide expectations</p> <p>Zones of Regulation</p> <p>Casel teaching resources</p> <p>Restorative Practices</p> <p>Assessments: Casel “target area” resources based on Progress towards IEP goals</p>
12	Missouri Comprehensive Guidance and Counseling Social/Emotional Development Curriculum Index	<p>Setting: In the classroom during whole group and small group instruction.</p> <p>Resources: School-wide expectations</p> <p>Missouri Mental Health Survey</p>	<p>Setting: In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources: LEAD (Leadership, Empowerment, Achievement, Drive, Social Responsibility)</p>	<p>Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources: School-wide expectations</p> <p>Zones of Regulation</p>

	CASEL Target Areas: Goals, Benchmarks, and Teaching resources	Assessments: None	Assessments: None	Casel teaching resources Restorative Practices Assessments: Casel “target area” resources based on Progress towards IEP goals
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Gap analysis: Structured literacy supports for students with gaps in learning but do not qualify for special education or other related services - Tier $\frac{2}{3}$ at 3rd grade and above