



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	K-5 ELA MO Learning Standards	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 for students who are missing multiple skills and need intensive remediation.
break		Resources: Grade Level PLC Lucy Calkins Units of Study (reading, writing, and phonics)	Resources: Lucy Calkins Grade Level PLC Student Support Team	Resources: Leveled Learning Intervention (K-12) Fundations

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

		Formative Assessments	Unit Assessment Formative Assessments	News 2 You Unique Learning Assessments: F&P Fast Bridge
2	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 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 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: Fundations 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

				Assessments: F&P NWEA Fast Bridge
3	K-5 ELA MO Learning Standards	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 and/or Push-In instruction for students who are missing multiple skills and need intensive remediation.
		Resources:	D	
		Grade Level PLC Lucy Calkins	Resources: Lucy Calkins Grade Level PLC	Resources:
		Assessments: F&P NWEA	Student Support Team	Reading Mastery Wilson Reading System Corrective Reading
		Unit Assessment	Assessments:	Step Up to Writing
		Formative Assessments	F&P	SIPPS
			NWEA Unit Assessment	Phonics for Reading
			Formative Assessments	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.	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 and need intensive remediation.
4		Resources: Grade Level PLC Lucy Calkins Assessments: F&P NWEA Unit Assessment Formative Assessments	Resources: Lucy Calkins Grade Level PLC Student Support Team Reading Plus Assessments: F&P NWEA Fast Bridge Unit Assessment Formative Assessments	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.	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 and need intensive remediation.
		Resources: Grade Level PLC Lucy Calkins Assessments: F&P NWEA Unit Assessment Formative Assessments Fast Bridge (fluency)	Resources: Lucy Calkins Wilson Reading REWARDS Grade Level PLC Student Support Team Assessments: F&P NWEA Fast Bridge Unit Assessment Formative Assessments	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	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 and/or Push-In instruction for students who are missing multiple skills and need intensive remediation.
		Resources: Grade Level PLC	Resources:	Resources:
		Lucy Calkins	Lucy Calkins- Modified Workshop 1 & 2	Reading Mastery Wilson Reading System
		Assessments:	Student Support Team	REWARDS SIPPS
		NWEA	Assessments: F&P (Tier 2) NWEA Fast Bridge Unit Assessment	Early Reading Skills Builder (ESRB) News 2 You Unique Learning LLI
			Formative Assessments	Assessment:
				NWEA Fast Bridge
			Assessments: NWEA Fast Bridge	

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

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

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

		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.	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 and need intensive remediation.
		Resources:		
		-TCQE Writing Model	Resources:	
		outlining expectations for writing at each level	-TCQE Writing Model	Resources: -TCQE Writing Model
			Assessments:	modified using
			Grade level	essential learning
		Assessments: Grade level assessment	Assessments	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 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

K-5 Math MO Learning Standards

Common Core State Standards for Mathematics

Goal:

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

		Pacing Guides Think Central Ed-Your Friend Assessments: Quarterly Math in Focus (MIF) Assessment Fast Bridge	Math in Focus Pacing Guides Think Central Bridges (K-4) Grade Level PLC Student Support Team Assessments: Quarterly MIF Assessment	Resources:
1	Grade 1 MLS https://dese.mo.gov/si tes/default/files/cur-m ls-crosswalk-ma-gr1.pd f	Setting: In the classroom during the whole group and small group instruction. Resources: Math in Focus Pacing Guides Think Central Ed-Your Friend Assessments: Quarterly MIF Assessment Fast Bridge	Setting: In the classroom targeted small group instruction on identified areas of need. Resources: Required Math in Focus Pacing Guides Think Central Grade Level PLC Student Support Team Bridges Assessment Fast Bridge	Setting: Pull out and/or Push-In instruction for students who are missing multiple skills and need intensive remediation. Resources: Connecting Math Concepts Touch Math Early Numeracy (Attainment) Unique Learning System Bridges Assessments:

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

		Pacing Guides Think Central Ed-Your Friend Assessments: Quarterly MIF Assessment NWEA	Pacing Guides Think Central Grade Level PLC Student Support Team Bridges Assessments: Quarterly MIF Assessment NWEA Fast Bridge	Resources: Math in Focus(Modified) Connecting Math Concepts Touch Math Early Numeracy (Attainment) Unique Learning System Bridges Assessments: NWEA Fast Bridge
4	Grade 4 MLS https://dese.mo.gov/si tes/default/files/cur-m ls-crosswalk-ma-gr4.pd f	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 and need intensive
		Resources: Math In Focus Pacing Guides Think Central Ed-Your Friend Assessments: Quarterly MIF Assessment NWEA	Resources: Math in Focus Pacing Guides Think Central Grade Level PLC Student Support Team Bridges Assessments: Quarterly MIF Assessment	Resources: remediation. Math in Focus(Modified Connecting Math Concepts Early Numeracy (Attainment) Unique Learning System Bridges

			NWEA Fast Bridge	Assessments: NWEA Fast Bridge
5	Grade 5 MLS https://dese.mo.gov/si tes/default/files/cur-m ls-crosswalk-ma-gr5.pd f	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 and need intensive remediation.
		Resources: Math In Focus Pacing Guides Think Central Ed-Your Friend Assessments: Quarterly MIF Assessment NWEA	Resources: Math in Focus Pacing Guides Think Central Grade Level PLC Student Support Team Assessments: Quarterly MIF Assessment NWEA Fast Bridge	Resources: Math in Focus(Modified) Connecting Math Concepts Early Numeracy (Attainment) Unique Learning System Assessments: NWEA Fast Bridge
6	6th 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

				and need intensive
		Resources:	Resources:	remediation.
		Big Ideas Math	Big Ideas Math	
			Grade Level PLC	Resources:
		Mathematics 6	Student Support Team	
				Modified Math Curriculum
		Assessments:	Gen Ed teachers provide	
		NWEA	in class interventions	Life Skills Math/Essential
			Math Interventionist	Skills
				Math Interventionist
			Assessments:	Support
			NWEA	
			Key Math	Moby Max
				Assessments:
				NWEA
				Fast
				Bridge
				Key Math
7	7th MO Learning	Setting: In the	Setting: In the classroom	Setting: Pull out and/or
	<u>Standards</u>	classroom during the	targeted small group	Push-In instruction for
		whole group and small	instruction on identified	students who are
		group instruction.	areas of need.	missing multiple skills
				and need intensive
				remediation.
		Resources:	Resources:	Resources:
		Big Ideas Math	Required resources used	Moby Max
		Mathematics 7	Big Ideas Math	Modified Math Curriculum Life Skills Math/Essential
		A NNA/5 A	Conda La al DI C	Skills
		Assessments: NWEA	Grade Level PLC	
			Student Support Team	Assessments:
		1	1	<u> </u>

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

	crosswalked with MO Learning Standards	Resources: Big Ideas Math Teacher developed curriculum based on MLS	Resources: Big Ideas Math Fundamentals of Applied Math/Topics in Algebra Math Interventionist (Co-taught Math)	and need intensive remediation. Resources: Modified Math Curriculum Life Skills Math/Essential Skills Math Interventionist Support Course
		Assessments: Grade level assessment NWEA (content based)	Assessments: Grade level assessments Key Math	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)
К	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:

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

2	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	SEB EPS (problem-solve with building teams) Assessments: SAEBRS Setting: In the classroom-targeted small group instruction on identified areas of need. Resources: small groupi.e. Friendship group, Lunch groups, etc. School-wide expectations Zones of Regulation Restorative Practices SEB EPS (problem-solve with building teams)	Casel Resources "target area" Resources based on Progress towards IEP goals 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: Casel Resources "target area" resources based on Progress towards IEP
			Assessments: SAEBRS	on Progress towards IEP goals
3	Missouri Comprehensive Guidance and	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.

	Counceling		I	
	Counseling Social/Emotional	Resources:		Resources:
	Development	School-wide	Resources:	School-wide
	-			
	<u>Curriculum Index</u>	expectations	small groupi.e.	expectations
		Zones of Regulation	Friendship group, Lunch	Zones of Regulation
	CACEL Towns Assess	Restorative Practices	groups, etc.	Casel teaching resources
	CASEL Target Areas:	Second Step	School-wide	SEB EPS
	Goals, Benchmarks, and	_	expectations	Restorative Practices
	Teaching resources	Assessments: SAEBRS	Zones of Regulation	
		SAEBRS	Restorative Practices	Assessments:
			CED EDG /	Casel Resources "target
			SEB EPS (problem-solve	area" resources based
			with building teams)	on Progress towards
				IEPgoals
			A	
			Assessments: SAEBRS	
4	Missouri	Catting In the	Catting and Incident	
Ī	IVII330UII	Setting: In the	Setting: In the	Setting: Pull out
	<u>Comprehensive</u>	classroom during whole	classroom-targeted	Setting: Pull out instructions for students
		_	1	_
	Comprehensive	classroom during whole	classroom-targeted	instructions for students
	Comprehensive Guidance and	classroom during whole group and small group	classroom-targeted small group instruction	instructions for students who are missing
	Comprehensive Guidance and Counseling	classroom during whole group and small group	classroom-targeted small group instruction on identified areas of	instructions for students who are missing multiple skills and need
	Comprehensive Guidance and Counseling Social/Emotional	classroom during whole group and small group	classroom-targeted small group instruction on identified areas of	instructions for students who are missing multiple skills and need
	Comprehensive Guidance and Counseling Social/Emotional Development	classroom during whole group and small group instruction.	classroom-targeted small group instruction on identified areas of need.	instructions for students who are missing multiple skills and need intensive remediation.
	Comprehensive Guidance and Counseling Social/Emotional Development	classroom during whole group and small group instruction. Resources:	classroom-targeted small group instruction on identified areas of need. Resources:	instructions for students who are missing multiple skills and need intensive remediation. Resources:
	Comprehensive Guidance and Counseling Social/Emotional Development Curriculum Index CASEL Target Areas:	classroom during whole group and small group instruction. Resources: School-wide expectations Zones of Regulation	classroom-targeted small group instruction on identified areas of need. Resources: small groupi.e.	instructions for students who are missing multiple skills and need intensive remediation. Resources: School-wide
	Comprehensive Guidance and Counseling Social/Emotional Development Curriculum Index	classroom during whole group and small group instruction. Resources: School-wide expectations	classroom-targeted small group instruction on identified areas of need. Resources: small groupi.e. Friendship group, Lunch	instructions for students who are missing multiple skills and need intensive remediation. Resources: School-wide expectations
	Comprehensive Guidance and Counseling Social/Emotional Development Curriculum Index CASEL Target Areas:	classroom during whole group and small group instruction. Resources: School-wide expectations Zones of Regulation	classroom-targeted small group instruction on identified areas of need. Resources: small groupi.e. Friendship group, Lunch groups, etc.	instructions for students who are missing multiple skills and need intensive remediation. Resources: School-wide expectations Zones of Regulation
	Comprehensive Guidance and Counseling Social/Emotional Development Curriculum Index CASEL Target Areas: Goals, Benchmarks, and	classroom during whole group and small group instruction. Resources: School-wide expectations Zones of Regulation Restorative Practices	classroom-targeted small group instruction on identified areas of need. Resources: small groupi.e. Friendship group, Lunch groups, etc. School-wide	instructions for students who are missing multiple skills and need intensive remediation. Resources: School-wide expectations Zones of Regulation Casel teaching resources

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

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

				Г
			small groupi.e.	
	CASEL Target Areas:	Restorative Practices	Friendship group, Lunch	Zones of Regulation
	Goals, Benchmarks, and		groups, etc.	Why Try
	Teaching resources	National Council for	School Wide	Casel teaching resources
		Alcohol and Drug Abuse	expectations	
				Restorative Practices
		Communities Healing	Annie's HOPE	
		Adolscents Depression	Communities Healing	Assessments:
		and Suicide	Adolscents Depression	Casel "target area"
			and Suicide	resources based on
		Safe Connections,		Progress towards IEP
		·	LEAP	goals
		Missouri Eating		
		Disorders Association	Assessments:	
		Character Strong		
		Curriculum		
		Assessments		
		Setting: In the	Setting: In the	Setting: Pull out
8		classroom during whole	classroom-targeted	instructions for students
		group and small group	small group instruction	who are missing
		instruction.	on identified areas of	multiple skills and need
			need.	intensive remediation.
	Missouri	Resources:	Resources:	Resources:
	Comprehensive	School-wide	School Wide	School-wide
	Guidance and	expectations	expectations	expectations
	Counseling	,	,	,
	Social/Emotional	Restorative Practices	Annie's HOPE	Zones of Regulation
	Development	National Council for		Why Try
	Curriculum Index	Alcohol and Drug Abuse		, ,
		22 101 01101 2 1 010 1		Casel teaching resources

		1	1
	Communities Healing	Communities Healing	
CASEL Target Areas:	Adolscents Depression	Adolscents Depression	Restorative Practices
Goals, Benchmarks, and	and Suicide,	and Suicide	
Teaching resources			Assessments:
	Safe Connections	LEAP	Casel "target area"
			resources based on
	Missouri Eating	Assessments:	Progress towards IEP
	Disorders Association		goals
	Character Strong		
	Curriculum		
	Assessments		
Missouri	Setting: In the	Setting: In the	Setting: Pull out
Comprehensive	classroom during whole	classroom-targeted	instructions for students
	_	1	who are missing
Counseling	instruction.	on identified areas of	multiple skills and need
	Resources:	need.	intensive remediation.
		Resources:	Resources:
	School-wide	LEAD	School-wide
			expectations
		Assessments: None	
CASEL Target Areas:	Missouri Mental Health	7.00000	Zones of Regulation
			Casel teaching resources
	Sarvey		caser teaching resources
reaching resources	Assessments: None		Restorative Practices
			Freshman Intervention
			Team
			i cuiii
			Assessments:
	Goals, Benchmarks, and Teaching resources	Goals, Benchmarks, and Teaching resources Safe Connections Missouri Eating Disorders Association Character Strong Curriculum Assessments Missouri Comprehensive Guidance and Counseling Social/Emotional Development Curriculum Index CASEL Target Areas: Goals, Benchmarks, and and Suicide, Safe Connections Missouri Eating Character Strong Curriculum Assessments Setting: In the classroom during whole group and small group instruction. Resources: School-wide expectations Missouri Mental Health Survey	Adolscents Depression and Suicide Adolscents Depression and Suicide Safe Connections LEAP Missouri Eating Disorders Association Character Strong Curriculum Assessments Missouri Comprehensive Guidance and Guidance and Guidance and Counseling Social/Emotional Development Curriculum Index CASEL Target Areas: Goals, Benchmarks, and Teaching resources Adolscents Depression and Suicide Assessments: Setting In the classroom-targeted small group instruction on identified areas of need. Resources: LEAD Assessments: None

				Casel "target area" resources based on Progress towards IEP goals
10	Missouri Comprehensive Guidance and Counseling Social/Emotional Development	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.
	Curriculum Index	Resources:	Resources:	Resources:
		School-wide	LEAD	School-wide
	CASEL Toward Avenue	expectations	A	expectations
	CASEL Target Areas:	NA:	Assessments: None	Zanas of Dagulation
	Goals, Benchmarks, and	Missouri Mental Health		Zones of Regulation
	Teaching resources	Survey		Casel teaching resources
		Assessments: None		Caser teaching resources
		Assessments. None		Restorative Practices
				Assessments:
				Casel "target area"
				resources based on
				Progress towards IEP
				goals
		Setting: In the	Setting: In the	Setting: Pull out
	Missouri	classroom during whole	classroom-targeted	instructions for students
11	<u>Comprehensive</u>		small group instruction	who are missing

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

1	CASEL Target Areas:	Assessments:		Casel teaching resources
1	Goals, Benchmarks, and	None	Assessments:	
	Teaching resources		None	Restorative Practices
				Assessments:
				Casel "target area"
				resources based on
				Progress towards IEP
				goals

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