



Lindbergh 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? --Lindbergh has revised the RTI system (K-12), and it is now functioning as a Multi-Tiered System of Supports. Lindbergh has hired an intervention coordinator to support RTI (K-12).

How do building/district leaders support literacy, numeracy, and social emotional instruction across the curriculum and for all students? The District has a Literacy coach to support Literacy, primarily at the elementary level. Each building has an instructional coach to support teachers. Compass plans align to social emotional support and the district is using social emotional curriculum at the (K-8) levels.

What supports are in place to sustain evidence-based practices in literacy, numeracy, and social emotional development? The district selected Winsor's Sonday program in the 2019-20 school year and has a literacy coordinator. They also use Fastbridge to guide decision making on access to interventions. The district has placed a focus on literacy. The district is using a social emotional curriculum this school year.

How does our school/district provide support for all teachers to ensure professional growth in literacy, numeracy, and social emotional development? The district provided professional learning on the Orton Gillingham approach for general education staff. They have also provided literacy professional learning on Sonday. The focus has been on Problem Based Learning (PBL) in all academic areas.

How do we ensure our written/taught/learned curriculum is aligned to the Missouri Learning Standards expectations? The district has online curriculum guides that are based on MO Learning Standards. They are moving in the direction of standards-based grading, which will align to MO Learning Standards. Standards-based report cards will be used at the elementary level beginning in the 2022-23 school year.
<https://go.lindberghschools.ws/Page/14836>

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

Curriculum writing process is aligned with Missouri Learning Standards. Elementary level uses a collaborative process to develop curriculum. Secondary staff use the PLC process to develop curriculum.

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

As curriculum is developed and reviewed, the department follows a four-year process, outlined below (taken from <https://go.lindberghschools.ws/Page/7139>):

- **Year One: Research and Investigation**
 - Teaching and Learning Board Advisory Committee provides input
 - Collect relevant data
 - Review current curriculum
 - Research state and national standards
 - Research current trends
 - Perform site visits
 - Conduct survey
 - Compile findings
 - Identify strengths and weaknesses
 - Prioritize growth opportunities
 - Identify members of curriculum writing team
- **Year Two: Writing and Revision**

- **June-October**
 - Develop K-12 core beliefs and essential outcomes
 - Articulate K-12 scope, and sequence supported by state and national standards
 - Identify priority standards at each grade level
- **October-July**
 - Write curriculum in Google template
- **May-June**
 - Review and edit curriculum
- **Year Three: Resource Curation and Assessment Development**
 - **July-October**
 - Solicit Board of Education approval
 - Share curriculum revisions with Teaching and Learning Board Advisory Committee
 - Align proficiency scales to priority standards
 - **November-January**
 - Determine resource needs and contact publishers for sample materials as necessary
 - Select potential pilots to investigate resources
 - Develop aligned assessments and support with grading practices
 - **February-June**

- Provide time for teachers to review and prioritize resource requests
- Share pilot results as applicable
- Finalize purchase or adoption of resources
- Provide professional learning opportunities for adopted resources
- **Year Four: Implementation, Pacing and Planning**
 - **July-August**
 - Distribute resources to teachers
 - Provide summer dates or release time for pacing and planning
 - Update report cards

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

At the elementary level “WIN” time (What I need) has been implemented in an effort to ensure that the curriculum meets individual student needs. It should be noted that gen ed staff requests, when possible, students are pulled for special education services during WIN time.

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?

Resources align with the curriculum cycle and the resources are identified based on student(s) need. SSD participates in the RTI process meetings and offers resources as members of the RTI Team.

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

Fastbridge is a tool used to assess reading and social emotional skills. Lindbergh has discussed using the math screener for Fastbridge for next school year. NWEA is currently used. The district is working on exploring changes to district assessments and working with Professional Learning Communities (PLC's) on common assessments.

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

Fastbridge is used to screen and progress monitor students in reading interventions. Formative and summative assessments are often left at the discretion of the teacher.

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

There is an assessment committee that works to determine what assessments will be given at the classroom, building, and district levels.

How do we help all educators become assessment literate?

The district provides training on Fastbridge (SSD also has staff training), MAP, NWEA, and MAP-A. Training focuses on what to do with each tool and the information that can be accessed from that tool.

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

Lindbergh has shared updated statements to families on literacy processes and interventions. SSD and Lindbergh collaborate for LPAC and provide professional learning on such topics as Navigating the Special Education Process, Transition: Charting the Life Course, and Understanding the Evaluation Process. The District works with parent groups to provide focused learning nights covering specific topics (ex: social emotional nights). SSD-Lindbergh administrators also provide monthly newsletters to parents of students with IEPs (Individualized Education Program) which offer articles on numerous and varying topics such as strategies for improving student literacy, at-home work tips, and links to community resources. This year, LPAC is organizing a Hope & Community Family Special Education Resources Fair to share resources and presentations on timely special education topics.

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 determine students who may be at risk and monitor progress on grade level, with 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 extremely focused on explicit instruction of foundational skills
Assessment: progress monitor at least monthly to determine progress and as needed

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

Goal:

| Grade: | Priority Standards | Tier One (Universals/Core) | Tier Two (Intervention) | Tier Three (Remediation) |
|--------|--|---|--|--|
| K | <ul style="list-style-type: none"> • Identifying all upper and lower case letters • Identifying sounds in spoken words • Developing awareness of concepts of print • Read high-frequency words • Blend letter sounds to decode simple words | <p>Setting: In the classroom during whole group and small group instruction.</p> <p>Resources: Required resources used:</p> <ul style="list-style-type: none"> → Souday (phonics) → Heggerty → F & P library → Lucy Calkins Units of Study → Universal Supports → Multisensory approach → Provide strategies for gen ed staff | <p>Setting: In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources: Required resources used:</p> <ul style="list-style-type: none"> → Souday → Heggerty → F & P library → Lucy Calkins Units of Study → SPED Teachers participating in recommending tier 2 through the MTSS process → Support of UDL (future Tier 1) → Classroom Accommodations | <p>Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources:</p> <ul style="list-style-type: none"> → LLI → OG <p>Special Education Resources:</p> <ul style="list-style-type: none"> → ELSB Phonics for Reading → Unique Learning System → Classroom Accommodations |

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| | | <p>→ Consultations with SPED staff → Providing PD (Professional Development) to gen ed staff → Support of UDL access</p> <p>Assessments: Fastbridge, Running Record, Anecdotal Notes, BAS</p> | <p>Assessments: Fastbridge, Running Record, Anecdotal Notes, BAS,</p> <p>progress monitoring → SPED shares</p> <p>progress monitoring data tools to monitor intervention progress</p> | <p>Assessments: Evidence Collected: Fastbridge, Program</p> <p>Assessments, progress monitoring for IEP (Individualized Education Program) goals</p> |
| 1 | <ul style="list-style-type: none"> • Read the appropriate text with fluency and comprehension • Decode words in context using letter-sound knowledge • Combine sounds from letters to create and decode recognized words • Distinguishing between long and short vowel sounds • Describe the main idea of a story | <p>Setting: In the classroom during the whole group and small group instruction.</p> <p>Resources: Required resources used:</p> <ul style="list-style-type: none"> → Souday → Heggerty → F & P library → Lucy Calkins Units of Study → Universal Supports → Multisensory approach → Provide strategies for gen ed staff → Consultations with SPED staff → Providing PD to | <p>Setting: In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources: Required resources used:</p> <ul style="list-style-type: none"> → Souday → Heggerty → F & P library → Lucy Calkins Units of Study → SPED Teachers participating in recommending tier 2 through the MTSS process → SPED shares progress monitoring data tools to monitor intervention progress | <p>Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources: Required Resources: (Depending on the level of need)</p> <ul style="list-style-type: none"> → LLI → OG <p>Special Education Resources:</p> <ul style="list-style-type: none"> → SIPPS → SPIRE Phonics for Reading ELSB → Unique Learning System <p>Assessments Evidence</p> |

Collected:
Fastbridge, Program
Assessments

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| | | <p>gen ed staff → Support of UDL access</p> <p>Assessments: Fastbridge, Running Record, Anecdotal Notes, BAS</p> | <p>→ Support of UDL (future Tier 1) → Classroom Accommodations</p> <p>Assessments: Fastbridge, Running Record, Anecdotal Notes, BAS</p> | |
| 2 | <ul style="list-style-type: none"> • Decoding multisyllabic words • Read appropriate text for fluency and comprehension • Develop print awareness • Use text features to make and confirm predictions and exclamations • Read independently for multiple purposes | <p>Setting: In the classroom during the whole group and small group instruction.</p> <p>Resources: Required resources used: → Sonday → Heggerty → F & P library → Lucy Calkins Units of Study → Universal Supports → Multisensory approach</p> | <p>Setting: In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources: Required resources used: → Sonday → Heggerty → F & P library → Lucy Calkins Units of Study → SPED Teachers participating in recommending tier 2 through the RTI process</p> | <p>Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources: Required Resources: (Depending on the level of need) → LLI → OG</p> <p>Special Education Resources: → SIPPS → Wilson SPIRE Rewards Phonics for Reading ERSB ELSB → Unique Learning System</p> |

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| | | <ul style="list-style-type: none"> → Provide strategies for gen ed staff → Consultations with SPED staff → Providing PD to gen ed staff → Support of UDL access | <ul style="list-style-type: none"> → Support of UDL (future Tier 1) → Classroom Accommodations <p>Assessments: Fastbridge, Running Record, Anecdotal Notes, BAS</p> <ul style="list-style-type: none"> → SPED shares | <p>Assessments: Fastbridge, Program Assessments, progress monitoring tools for IEP goals</p> |
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| | | Assessments: Fastbridge, Running Record, Anecdotal Notes, BAS | progress monitoring data tools to monitor intervention progress | |
| 3 | <ul style="list-style-type: none"> • Develop an understanding of vocabulary • Know and apply grade-level phonics and word analysis skills • Draw conclusions • Monitor comprehension and make corrections • Paraphrase the big ideas/theme/message | Setting: In the classroom during whole group and small group instruction. Resources: Required resources used: → Sonday → Heggerty → F & P library → Lucy Calkins Units of Study → Universal Supports → Multisensory approach | Setting: In the classroom-targeted small group instruction on identified areas of need. Resources: Required resources used: → Sonday → Heggerty → F & P library → Lucy Calkins Units of Study → SPED Teachers participating in recommending tier 2 through the MTSS process | Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation. Resources: Required Resources: (Depending on the level of need) → LLI → OG Special Education Resources: → SIPPS → Phonics for Reading → Wilson → SPIRE |
| | | → Provide strategies for gen ed staff → Consultations with SPED staff → Providing PD to gen ed staff → Support of UDL access Assessments: Fastbridge, Running | → Support of UDL (future Tier 1) → Classroom Accommodations Assessments: Fastbridge, Running Record, Anecdotal Notes, BAS → SPED shares progress monitoring data tools to monitor | → Unique Learning System ERSB & ELSB SIM Step Up to Writing Assessments: Fastbridge, Program Assessments; IEP goal progress |

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| | | | | monitoring tools |
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| | | Record, Anecdotal Notes, BAS | intervention progress | |
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| 4 | MLS | <p>Setting: In the classroom during whole group and small group instruction.</p> <p>Resources: Required resources used:</p> <ul style="list-style-type: none"> → Sonday F & P library → Lucy Calkins Units of Study → Universal Supports → Multisensory approach → Provide strategies for gen ed staff → Consultations with SPED staff → Providing PD to gen ed staff → Support of UDL access <p>Assessments: NWEA Running Record, Anecdotal Notes, BAS</p> | <p>Setting: Gen Ed In the classroom- targeted small group instruction on identified areas of need.</p> <p>Resources: Required resources used:</p> <ul style="list-style-type: none"> → Sonday (pilot 1 class per grade level) → F & P library → Lucy Calkins Units of Study → SPED Teachers participating in recommending tier 2 through the MTSS process → Support of UDL (future Tier 1) → Classroom Accommodations <p>Assessments: Fastbridge, Running Record, Anecdotal Notes, BAS SPED shares progress monitoring data tools to monitor intervention progress</p> | <p>Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources: Required Resources: (Depending on the level of need)</p> <ul style="list-style-type: none"> → LLI → OG <p>Special Education Resources:</p> <ul style="list-style-type: none"> → SIPPS → Phonics for Reading ERSB SIM Step Up to Writing → Wilson → SPIRE → Unique Learning System <p>Assessments: Fastbridge, Program Assessments; IEP goal progress monitoring tools</p> |

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| 5 | MLS | <p>Setting: In the classroom during the whole group and small group instruction.</p> <p>Resources: Required resources used:</p> <ul style="list-style-type: none"> → Sonday → F & P library → Lucy Calkins Units of Study → Universal Supports → Multisensory approach → Provide strategies for gen ed staff → Consultations with SPED staff → Providing PD to gen ed staff → Support of UDL access <p>Assessments: NWEA Running Record, Anecdotal Notes, BAS</p> | <p>Setting: In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources: Required resources used:</p> <ul style="list-style-type: none"> → Sonday (pilot 1 class per grade level) → F & P library → Lucy Calkins Units of Study → SPED Teachers participating in recommending tier 2 through the MTSS process → Support of UDL (future Tier 1) → Classroom Accommodations <p>Assessments: Fastbridge, Running Record, Anecdotal Notes, BAS SPED provides progress monitoring data tools to monitor intervention progress</p> | <p>Setting: Pull out instructions for students who are missing multiple skills and need intensive remediation.</p> <p>Resources: Required Resources: (Depending on the level of need)</p> <ul style="list-style-type: none"> → LLI → OG <p>Special Education Resources:</p> <ul style="list-style-type: none"> → SIPPS → Phonics for Reading → Wilson → SPIRE <p>Rewards</p> <ul style="list-style-type: none"> → Unique Learning System ERSB SIM Step Up to Writing <p>Assessments Fastbridge, Program Assessments; IEP goal progress monitoring tools</p> |
| 6 | MLS | <p>Setting: In the classroom during whole group and small group instruction.</p> | <p>Setting: Pull out instruction for students who are missing multiple skills and</p> | <p>Setting: Pull out instruction for students who are missing multiple skills and need</p> |

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| | | <p>Resources: Lucy Calkins</p> <ul style="list-style-type: none"> → Universal Supports → → Multisensory approach → Provide strategies for gen ed staff → Consultations with SPED staff → Providing PD to gen ed staff → Support of UDL access <p>Assessments: NWEA Curriculum Based Assessments</p> | <p>need intensive remediation.</p> <p>Resources: Required Resources: (Depending on the level of need)</p> <ul style="list-style-type: none"> → LLI → OG → SPED Teachers participating in recommending tier 2 through the MTSS process → Support of UDL (future Tier 1) → Classroom Accommodations <p>Assessments: Evidence Collected: Fastbridge, Program Assessments SPED shares progress monitoring data tools to monitor intervention progress</p> | <p>intensive remediation (gen ed or special ed); gen-ed co-taught.</p> <p>Resources: Required Resources:</p> <ul style="list-style-type: none"> → LLI → OG <p>Special Education Resources:</p> <ul style="list-style-type: none"> → SIPPS → Phonics for Reading Rewards Wilson → SPIRE → Step Up to Writing SIM → Unique Learning System <p>Assessments: Fastbridge, Program Assessments; IEP goal progress monitoring tools</p> |
| 7 | MLS | <p>Setting: In the classroom during whole group and small group instruction.</p> <p>Resources:</p> <ul style="list-style-type: none"> → Lucy Calkins → Universal Supports | <p>Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources: Required Resources: (Depending on the level of</p> | <p>Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation (gen ed/special ed); general ed co-taught</p> <p>Special Education Resources:</p> <ul style="list-style-type: none"> → SIPPS |

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| | | <ul style="list-style-type: none"> → Multisensory approach → Provide <p style="text-align: center;">strategies for gen ed staff</p> <ul style="list-style-type: none"> → Consultations with SPED staff → Providing PD to gen ed staff → Support of UDL access | <p>need)</p> <ul style="list-style-type: none"> → LLI → OG <ul style="list-style-type: none"> → SPED Teachers participating in recommending tier 2 through the MTSS process → Support of UDL (future Tier 1) → Classroom Accommodations | <ul style="list-style-type: none"> → Phonics for Reading Wilson → SPIRE SIM Step Up To Writing ELSB ERSB → Unique Learning System <p>Assessments:</p> |
| | | <p>Assessments: NWEA Curriculum-Based</p> | <p>Assessments: Evidence Collected: Fastbridge, Program Assessments SPED shares progress monitoring data tools to monitor intervention progress</p> | <p>Fastbridge, Program Assessments; IEP goal progress monitoring tools</p> |
| | | <p>Assessments</p> | | |

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| 8 | MLS | <p>Setting: In the classroom during whole group and small group instruction.</p> <p>Resources:</p> <ul style="list-style-type: none"> → Lucy Calkins → Universal Supports → Multisensory approach → Provide strategies for gen ed staff → Consultations with SPED staff | <p>Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources:</p> <p>Required Resources: (Depending on the level of need)</p> <ul style="list-style-type: none"> → LLI → OG → SPED Teachers participating in recommending tier 2 through the | <p>Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation (gen ed and special ed); gen-ed co-taught</p> <p>Resources:</p> <p>Required Resources: (Depending on the level of need)</p> <ul style="list-style-type: none"> → LLI → OG <p>Special Education Resources:</p> <ul style="list-style-type: none"> → Wilson Rewards SIM Step Up To Writing SPIRE → Unique Learning System ERSB |
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| | | <p>→ Providing PD to gen ed staff → Support of UDL access</p> <p>Assessments: NWEA Curriculum Based Assessments</p> | <p>MTSS process → Support of UDL (future Tier 1) → Classroom Accommodations</p> <p>Assessments: Evidence Collected: Fastbridge, Program Assessments SPED shares progress monitoring data tools to monitor intervention progress</p> | <p>Assessments: Fastbridge, Program Assessments; IEP goal progress monitoring tools</p> |
| 9 | | <p>Setting: General Education Resources: Teacher developed curriculum based on MLS LHS Writing Center, Academic Networking, Teacher Office Hours Assessments: Teacher created assessments and NWEA for English I</p> | <p>Setting: General Education Resources: Teacher Academic Monitor, Intro. to HS Reading course, LHS Writing Center, Academic Networking, Teacher Office Hours Assessments: Teacher created benchmark assessments</p> | <p>Setting: Special education setting with some gen ed push-in Special Education Resources: modified English, Wilson, Spire, Rewards, Step Up to Writing, SIM Teacher Academic Lab, English Lab, SSD Resource, LHS Writing Center, Academic Networking, Power Lunch, Teacher Office Hours Assessments: Teacher created benchmark assessments, Jerry Johns, Fastbridge (diagnostic only)</p> |

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| 10 | | <p>Setting: General Education</p> <p>Resources: Teacher developed curriculum based on MLS LHS Writing Center, Academic Networking, Teacher Office Hours</p> <p>Assessments: Teacher created assessments</p> | <p>Setting: General Education</p> <p>Resources: Teacher Academic Monitor, Intro. to HS Reading course, EOCE Tutor (general education) LHS Writing Center, Academic Networking, Teacher Office Hours</p> <p>Assessments: Teacher created benchmark assessments</p> | <p>Setting: Special education setting with some gen ed push-in</p> <p>Special Education Resources: modified English, Wilson, Spire, Rewards, Step Up to Writing, SIM, Teacher Academic Lab, English Lab, SSD Resource, LHS Writing Center, Academic Networking, Power Lunch, Teacher Office Hours</p> <p>Assessments: Teacher created benchmark assessments, Jerry Johns, Fastbridge (diagnostic only)</p> |
| 11 | | <p>Setting: General Education</p> <p>Resources: Teacher developed curriculum based on MLS LHS Writing Center, Academic Networking, Teacher Office Hours</p> <p>Assessments: Teacher created assessments</p> | <p>Setting: General Education</p> <p>Resources: Teacher Academic Monitor, Intro. to HS Reading course, English Lab, ACT Tutor (general education) LHS Writing Center, Academic Networking, Teacher Office Hours</p> | <p>Setting: Special Education with some gen ed push-in</p> <p>Special Education Resources: modified English, Wilson, Spire, Rewards, Step Up to Writing, SIM Teacher Academic Lab, English Lab, SSD Resource, LHS Writing Center, Academic Networking, Power</p> |

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| | | | <p>Assessments: Teacher created benchmark assessments</p> | <p>Assessments: Teacher created benchmark assessments, Jerry Johns, Fastbridge (diagnostic only)</p> |
| 12 | | <p>Setting: General Education</p> <p>Resources:</p> <p>Teacher developed curriculum based on MLS LHS Writing Center, Academic Networking, Teacher Office Hours</p> <p>Assessments: Teacher created assessments</p> | <p>Setting: General Education</p> <p>Resources: Teacher</p> <p>Academic Monitor, Intro. to HS Reading course, LHS Writing Center, Academic Networking, Teacher Office Hours</p> <p>Assessments: Teacher created benchmark assessments</p> | <p>Setting: Special Education with some gen ed push-in and/or co-taught</p> <p>Resources: SSD modified English, SSD reading</p> <p>English Lab SSD Resource</p> <p>LHS Writing Center, Academic Networking, Teacher Office Hours</p> <p>Assessments: Teacher created benchmark assessments, Jerry Johns, Fastbridge</p> |

Definitions:

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

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

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

Assessment: progress monitor weekly

Math

Goal:

| Grade: | Priority Standards | Tier One (Universals/Core) | Tier Two (Intervention) | Tier Three (Remediation) |
|--------|--|--|--|---|
| K | <ul style="list-style-type: none"> Know number names and count sequence Connect counting to cardinality Subitizing Quantity discrimination | <p>Setting: gen ed</p> <p>In the classroom during whole group and small group instruction.</p> <p>Required resources used: → MyMath → DreamBox → MyMath (consultation)</p> | <p>Setting: gen ed</p> <p>In the classroom or WIN- targeted small group instruction on identified areas of need.</p> <p>Required resources used: → MyMath → DreamBox</p> | <p>Setting: gen ed</p> <p>Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Required Resources: → Touch Math → My Math</p> |

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| | <ul style="list-style-type: none"> Composing and Decomposing numbers up to 20. Understanding the concept of addition and subtraction. | <p>around differentiation and multi-sensory supports for preventative → Universal</p> | <p>→ SPED consult w gen ed staff on strategies for classroom → Support of UDL (future Tier 1)</p> | <p>Setting: special education</p> <p>Assessments</p> |
| | | <p>support → Multisensory support with Math concepts</p> <p>Assessments: Fastbridge, Classroom Formative Common Assessments & District Common Assessments</p> | <p>→ Accommodation</p> <p>Assessments Fastbridge, Classroom Formative Common Assessments & District Common Assessments SPED shares progress monitoring data tools to monitor intervention progress</p> | <p>Fastbridge, Program Assessments; IEP goal progress monitoring tools</p> |
| 1 | <ul style="list-style-type: none"> Add and subtract within 20 Understand place value of 2-digit numbers Represent and solve problems involving addition and subtraction Understand and manipulate | <p>Setting: gen ed In the classroom during whole group and small group instruction.</p> <p>Required resources used: → MyMath → DreamBox → MyMath (consultation around differentiation and multi-sensory supports for preventative → Universal</p> | <p>Setting: gen ed In the classroom during whole group and small group instruction.</p> <p>Required resources used: → MyMath → DreamBox → SPED consult w gen ed staff on strategies for classroom → Support of UDL (future Tier 1)</p> | <p>Setting: gen ed Pull out instruction for students who are missing multiple skills and need intensive remediation. Setting: special education Special Education Resources: → Unique Learning System → Touch Math 22-23 Number Worlds</p> |

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| | numbers up to 120 | <p>support → Multisensory support with Math concepts</p> <p>Assessments Fastbridge, Classroom Formative Common Assessments & District Common Assessments</p> | <p>→ Accommodation</p> <p>Assessments Fastbridge, Classroom Formative Common Assessments & District Common Assessments SPED shares progress monitoring data tools to monitor intervention progress</p> | <p>→ Early Numeracy</p> <p>→ My Math Modified</p> <p>Assessments Fastbridge, Classroom Formative Common Assessments & District Common Assessments Program Assessments; IEP goal progress monitoring tools</p> |
| 2 | <ul style="list-style-type: none"> Understand place value of 3-digit numbers Use place value understanding and properties of operations to add and subtract Add or subtract within 1,000 and JUSTIFY the solution Measure the length of an | <p>Setting: gen ed In the classroom during whole group and small group instruction.</p> <p>Resources: Required resources used: → MyMath → DreamBox → MyMath (consultation around differentiation and multi-sensory supports for preventative → Universal supports → Multisensory support with Math</p> | <p>Setting: gen ed In the classroom or WIN- targeted small group instruction on identified areas of need.</p> <p>Resources: Required resources used: → MyMath → DreamBox → SPED consult w gen ed staff on strategies for classroom → Support of UDL (future Tier 1 → Accommodation</p> <p>Assessments</p> | <p>Setting: gen ed Pull out instruction for students who are missing multiple skills and need intensive remediation. Setting: special education Special Education Resources: → Unique Learning System → Touch Math → Early Numeracy → My Math Modified 22-23 NumberWorlds</p> <p>Assessments</p> |

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| | object by selecting and using appropriate tools | <p>concepts</p> <p>Assessments Fastbridge, Classroom Formative Common Assessments & District Common Assessments</p> | Fastbridge, Classroom Formative Common Assessments & District Common Assessments SPED provides progress monitoring data tools to monitor intervention progress | Fastbridge, Program Assessments; IEP goal progress monitoring |
| 3 | <ul style="list-style-type: none"> • Demonstrate fluency when adding and subtracting within 1,000. • Know all products of two one-digit numbers • Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division | <p>Setting: gen ed In the classroom during whole group and small group instruction.</p> <p>Required resources used: → MyMath → DreamBox → MyMath (consultation around differentiation and multi-sensory supports for preventative) → Universal supports → Multisensory support with Math concepts</p> | <p>Setting: gen ed In the classroom or WIN- targeted small group instruction on identified areas of need.</p> <p>Required resources used: → MyMath → DreamBox → ALEKS → SPED consult w gen ed staff on strategies for classroom → Support of UDL (future Tier 1) → Accommodations</p> | <p>Setting: gen ed Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Setting: Special Education Special Education Resources: → Unique Learning System</p> <hr/> → Touch Math → Early Numeracy → My Math 22-23 Number Worlds |
| | between multiplication and division | <p>Assessments Evidence Collected: Fastbridge, Classroom</p> | <p>Assessments Fastbridge, Classroom Formative Common Assessments & District Common Assessments</p> | <p>Assessments Evidence Collected: Fastbridge, Program Assessments</p> |

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| | <p>or properties of operations</p> <ul style="list-style-type: none"> • Understand and display fractions on a number line • Understand that when a whole is partitioned equally, a fraction can be used to represent a portion of the whole (<i>numerator and denominator</i>) | Formative Common Assessments & District Common Assessments | SPED shares progress monitoring data tools to monitor intervention progress | |
| 4 | <ul style="list-style-type: none"> • Solve multi-step whole number problems involving the four operations and variables and using estimation to interpret the reasonablene | <p>Setting: gen ed In the classroom during whole group and small group instruction.</p> <p>Required resources used: → MyMath → DreamBox → MyMath (consultation around differentiation and multi-sensory</p> | <p>Setting: gen ed In the classroom or WIN- targeted small group instruction on identified areas of need.</p> <p>Required resources used: → MyMath → DreamBox → ALEKS → SPED consult w gen ed staff</p> | <p>Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation; Special Education Setting Special Education Resources: → Unique Learning System</p> |

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| | ss of the answer <ul style="list-style-type: none"> • Multiply a whole | supports for preventative → Universal supports → Multisensory | on strategies for classroom → Support of UDL (future Tier 1) → Accommodatio | → Touch Math → Early Numeracy → My Math 22-23 Number Worlds |
| | number of up | support with Math concepts Assessments: NWEA; Evidence Collected: Classroom Formative Common Assessments & District Common Assessments | ns Assessments: Evidence Collected: Fastbridge, Classroom Formative Common Assessments & District Common Assessments | Assessment: Evidence Collected: Fastbridge, Program Assessments; IEP goal progress monitoring tools |
| | to four digits by a one-digit whole | | | |
| | number and multiply two two-digit numbers, and | Assessments & District Common Assessments | Common Assessments SPED shares progress monitoring data tools to monitor intervention progress | |
| justify the solution | | | | |
| <ul style="list-style-type: none"> • Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, and justify the solution • Recognize and generate equivalent fractions | | | | |
| 5 | MLS | Setting: gen ed | Setting: gen ed | Setting: Special education; |

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| | | <p>In the classroom during whole group and small group instruction.</p> <p>Required resources used:</p> <ul style="list-style-type: none"> → MyMath → DreamBox → MyMath (consultation around differentiation and multi-sensory supports for preventative → Universal supports → Multisensory support with Math concepts <p>Assessments: Evidence Collected: NWEA, Classroom Formative Common Assessments & District Common Assessments</p> | <p>In the classroom or WIN- targeted small group instruction on identified areas of need.</p> <p>Require Resources:</p> <p>MyMath</p> <ul style="list-style-type: none"> → DreamBox → ALEKS → SPED consult w gen ed staff on strategies for classroom → progress → Support of UDL (future Tier 1 → Accommodations <p>Assessments:</p> <p>Evidence Collected: Fastbridge, Classroom Formative Common Assessments & District Common Assessments</p> <p>SPED provides progress monitoring data tools to monitor intervention</p> | <p>Pull out instruction for students who are missing multiple skills and need remediation.</p> <p>Special Education & Gen ed Settings</p> <p>Special Education Resources:</p> <ul style="list-style-type: none"> → Unique Learning System → Touch Math → Early Numeracy → My Math <p>22-23 Number Worlds</p> <p>Assessment:</p> <p>Evidence Collected: Fastbridge, Program Assessments; IEP goal progress monitoring</p> |
| 6 | MLS | <p>Setting:</p> <p>In the classroom during whole group and small group instruction.</p> <p>Resources:</p> | <p>Setting:</p> <p>Resources:</p> <ul style="list-style-type: none"> ● My Math | <p>Setting: General education – special education services provided using the push-in intensive instruction model; special education setting</p> <p>Special Education</p> |

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| | | | | Resources: High Leverage Special Education Practices; ULS |
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| | | <ul style="list-style-type: none"> ● My Math ● Universal supports ● Multisensory support with Math <p style="text-align: center;">concepts</p> <p>Assessments NWEA Evidence Collected, Classroom Formative Common Assessments & District Common Assessments</p> | <ul style="list-style-type: none"> ● SPED consult w gen ed staff on strategies for classroom ● Accommodations ● Support of UDL (future Tier 1) <p>Assessments: Fast SPED provides progress monitoring data tools to monitor intervention progress</p> | <p>Resources:</p> <ul style="list-style-type: none"> → MyMath → DreamBox → ALEKS <p>Special Education Resources: High Leverage Special Education Practices; 22-23 Number Worlds</p> <p>Assessments Classroom formative, common assessments, Fast</p> |
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| 7 | MLS | <p>Setting: In the classroom during whole group and small group instruction.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● My Math ● Universal supports ● Multisensory support with Math concepts <p>Assessments NWEA, Classroom Formative Common Assessments & District Common Assessments</p> | <p>Setting:</p> <p>Resources:</p> <ul style="list-style-type: none"> ● MyMath ● SPED consult w gen ed staff on strategies for classroom ● Support of UDL (future Tier 1) ● Accommodations <p>Assessments Fast SPED provides progress monitoring data tools to monitor intervention progress</p> | <p>Setting: General education – special education services provided using the co-taught instruction model; special ed pull-out.</p> <p>Resources:</p> <ul style="list-style-type: none"> → MyMath → DreamBox → ALEKS → ULS <p>Special Education Resources: High Leverage Special Education Practices 22-23 Number Worlds</p> <p>Assessments Classroom formative, common assessments, Fast</p> |
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| 8 | MLS | <p>Setting: In the classroom during the whole group and small group instruction.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● MyMath ● Universal supports ● Multisensory support with Math concepts <p>Assessments NWEA, Classroom</p> | <p>Setting: Not happening</p> <p>Resources:</p> <ul style="list-style-type: none"> ● MyMath ● SPED consult w gen ed staff on strategies for classroom ● Accommodations ● Support of UDL (future Tier 1) | <p>Setting: General education – special education services provided through co-taught model; some special ed pull-out</p> <p>Resources:</p> <ul style="list-style-type: none"> → MyMath → DreamBox → ALEKS → ULS <p>Special Education Resources: High Leverage Special Education Practices 22-23 Number Worlds</p> <p>Assessments Classroom formative, common assessments, Fastbridge; IEP goal progress monitoring tools</p> |
| | | Formative Common Assessments & District Common Assessments | Assessments Fastbridge SPED provides progress monitoring data tools to monitor intervention progress | |

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| <p>9</p> | <p>MLS</p> | <p>Setting: General Education</p> <p>Resources: Algebra 1a Teacher developed curriculum based on MLS</p> <p>Assessments: Teacher created formative and</p> | <p>Setting: General Ed</p> <p>Resources: ACT tutor, SSD Resource, SSD Math Lab, Algebra Concepts, Math tutor available via llb 7 periods daily, Academic Networking, Teacher</p> | <p>Setting: General & special education settings</p> <p>Resources: SSD modified math, Number Worlds; Attainment Algebra, Geometry; SSD FUNCTIONAL SKILLS MATH, SSD Resource, SSD Math Lab, Algebra Concepts, Math tutor</p> |
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| | | summative common assessments. | Office Hours, Academic Monitor Assessments: Teacher created formative and summative common assessments. | available via llb 7 periods daily, Academic Networking, Teacher Office Hours, Academic Monitor; co-taught Assessments: Teacher created formative and summative common assessments; IEP goal progress monitoring tools. |
| 10 | MLS | Setting: General Education Resources: Algebra 1b Teacher developed curriculum based on MLS Assessments: Teacher created formative and summative common assessments. | Setting: General Education Algebra Concepts Math tutor available via llb 7 periods daily, Academic Networking, Teacher Office Hours, Academic Monitor Assessments: Teacher created formative and summative common assessments. | Setting: General & Special Ed setting Resources: SSD 22-23 Number Worlds; Attainment Algebra & Geometry MATH, SSD Resource, SSD Math Lab, Algebra Concepts, Math tutor available via llb 7 periods daily, Academic Networking, Teacher Office Hours, Academic Monitor Assessments: Teacher created formative and summative common |

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| | | | | Assessments; IEP goal progress monitoring tools. |
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| 11 | MLS | <p>Setting: General Education</p> <p>Setting</p> <p>Resources:</p> <p>Teacher developed curriculum based on MLS Math tutor available via learning lab 7 periods daily, Academic Networking, Teacher Office Hours, Academic Monitor</p> <p>Assessments: Teacher created formative and summative common assessments.</p> | <p>Setting: General Education Setting</p> <p>Resources:</p> <p>Algebra Concepts, ACT tutor, Math tutor available via llb 7 periods daily, Academic Networking, Teacher Office Hours, Academic Monitor</p> <p>Assessments: Teacher created formative and summative common assessments.</p> | <p>Setting: General & Special Education Settings</p> <p>Special Education Resources: Attainment Algebra & Geometry; SSD functional skills, SSD modified math, ACT tutor, SSD Resource, SSD Math Lab, Algebra Concepts, Math tutor available via llb 7 periods daily, Academic Networking, Teacher Office Hours, Academic Monitor</p> <p>Assessments: Teacher created formative and summative common Assessments; IEP goal progress monitoring tools.</p> |
| 12 | | <p>Setting: General Education</p> <p>Resources:</p> <p>Teacher developed curriculum based on MLS. Math tutor available via learning lab 7 periods daily, Academic Networking,</p> | <p>Setting: General Education Setting</p> <p>Resources: SSD Resource, SSD Math Lab, Algebra Concepts, ACT tutor, Math tutor available via llb 7</p> | <p>Setting: General & Special Education Settings</p> <p>Resources: SSD functional skills, SSD modified math, ACT tutor, SSD Resource, SSD Math</p> |

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| | | Teacher Office Hours, Academic Monitor Assessments: Teacher created formative and summative common assessments. | periods daily, Academic Networking, Teacher Office Hours, Academic Monitor Assessments: Teacher created formative and | Lab, Algebra Concepts, Math tutor available via IIB 7 periods daily, Academic Networking, Teacher Office Hours, Academic Monitor |
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| | | | summative common assessments. | Assessments: Teacher created formative and summative common assessments; IEP goal progress monitoring tools. |
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Definitions:

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

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

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

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

Assessment: progress monitor weekly

Social-Emotional:

Goal:

| Grade: | Priority Standards (could come from CASEL or MLS Counseling) | Tier One (Universals/Core) | Tier Two (Intervention) | Tier Three (Remediation) |
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| K | Follows Missouri Comprehensive Guidance Plan- Guidance & Counseling | <p>Setting: In the classroom during the whole group and small group instruction.</p> <p>Resources:</p> <p>Assessments:</p> | <p>Setting: gen Ed</p> <p>Resources: YIN (if spots available) Crisis Counselor Lunch Bunch (if enough students to create group) Zones of Regulations</p> <p>Assessments</p> | <p>Setting: Outside general education setting</p> <p>Special Education Resources:</p> <ul style="list-style-type: none"> ● CICO ● Social Skills instruction ● FBA ● Problem Solving with Function in Mind ● Zones of Regulations ● Flexible Thinking ● Social work counseling ● SEB EPS <p>Assessments: Discipline data Progress on IEP goals</p> |

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| 1 | Follows Missouri Comprehensive - Guidance & Counseling | <p>Setting: In the classroom during the whole group and small group instruction.</p> <p>Resources:</p> <p>Assessments</p> | <p>Setting: small group/individual</p> <p>Resources: YIN (if spots available) Crisis Counselor Lunch Bunch</p> <p>Assessments</p> | <p>Setting: Outside general education setting</p> <p>Special Education Resources:</p> <ul style="list-style-type: none"> ● CICO ● Social Skills instruction ● FBA ● Problem Solving with |
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| | | | | <p>Function in Mind</p> <ul style="list-style-type: none"> ● Zones of Regulations ● Flexible Thinking ● Social Skills Solutions ● Social work counseling ● SEB EPS <p>(Effective Practice Specialist)</p> <p>Assessments: Discipline data Progress on IEP goals</p> |
| 2 | Follows Missouri Comprehensive Guidance Plan- Guidance & Counseling | <p>Setting: In the classroom during the whole group and small group instruction.</p> <p>Resources:</p> <p>Assessments</p> | <p>Setting: small group/individual</p> <p>Resources: YIN (if spots available) Crisis Counselor Lunch Bunch (if enough students to create group)</p> <p>Assessments</p> | <p>Setting: Outside general education setting Special education</p> <p>Resources:</p> <ul style="list-style-type: none"> ● CICO ● Social Skills instruction ● FBA ● Problem Solving with Function in Mind ● Zones of Regulations ● Flexible Thinking ● SEB EPS |

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| | | | | <ul style="list-style-type: none"> • Social Work counseling Assessments: Discipline data Progress on IEP goals |
| 3 | Follows Missouri Comprehensive Guidance Plan-Guidance & Counseling | Setting: In the classroom during the whole group and small group instruction. Resources: | Setting: small group/individual Resources: YIN (if spots available) | Setting: Outside general education setting Resources: <ul style="list-style-type: none"> • CICO |

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| | | Assessments | Crisis Counselor Lunch Bunch (if enough students to create group) Assessments | Special Education Setting: <ul style="list-style-type: none">• Social Skills instruction• FBA• Problem Solving with Function in Mind• Zones of Regulations• Flexible Thinking• SEB EPS• Social work counseling Assessments: Discipline data Progress on IEP goals |
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| <p>4</p> | <p>Follows Missouri Comprehensive Guidance Plan- Guidance & Counseling</p> | <p>Setting: In the classroom during the whole group and small group instruction. Resources: Assessments</p> | <p>Setting: small group/individual Resources: YIN (if spots available) Crisis Counselor Lunch Bunch (if enough students to create group, Zones of Regulations Assessments</p> | <p>Setting: Outside general education setting Resources:</p> <ul style="list-style-type: none"> ● CICO <p>Special Education Resources:</p> <ul style="list-style-type: none"> ● Social Skills instruction ● FBA ● Problem Solving with Function in Mind ● Zones of Regulations ● Flexible Thinking ● SEB EPS ● Social <p>Work Counseling Assessments: Discipline data & IEP goal progress data</p> |
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| <p>5</p> | <p>Follows Missouri Comprehensive Guidance Plan- Guidance & Counseling</p> | <p>Setting: In the classroom during the whole group and small group instruction. Resources: Assessments</p> | <p>Setting: Small group/Individual Resources YIN (if spots available) Crisis Counselor Lunch Bunch (if enough students to create group, Zones of Regulations Assessments</p> | <p>Setting: Outside general education setting Resources:</p> <ul style="list-style-type: none"> ● CICO <p>Special Education Resources:</p> <ul style="list-style-type: none"> ● Social Skills instruction ● FBA ● Problem Solving with Function in Mind ● Behavior Intervention Plan ● Zones of Regulations ● Flexible Thinking <p>Social work counseling</p> <p>Assessments:</p> <p>Progress on IEP goals Discipline data</p> |
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| 6 | Follows Missouri Comprehensive Guidance Plan-Guidance & Counseling | <p>Setting: In the classroom during the whole group and small group instruction.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● School-Wide brake system ● Access to therapeutic room ● Flyer Time ● Student leadership opportunities ● Class meetings ● Student/Teacher | <p>Setting: small group instruction on identified areas of need.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● YIN/PFH counseling groups; ● Building Plan supported with strategies from SSD personnel ● Behavior Charts ● Social Worker Referral | <p>Setting: Outside general education setting</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Youth in Need Referral ● Behavior contract ● Daily Rating Scales (CICO) ● Outside counseling referral ● Modifications/ accommodations to the class |
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| | | <p>Relationships</p> <ul style="list-style-type: none"> • Counselor Lessons • Community building activities • Open parent communication • Ring of coping strategies in classrooms • Classroom Yoga • Peace Corners • Flexible Seating • CHADS Speaker • Teacher/Student Check ins • Needs Assessment <p>Assessments Youth Truth Survey</p> | <ul style="list-style-type: none"> • Counseling office check-ins • RTI Team Referral • Cue Cards • Mood Monitor <p>Assessments</p> | <ul style="list-style-type: none"> • schedule • One-on-one counseling sessions on specific need or function. • SEB EPS <p>Special Education Resources COPE SSD class Social skills instruction PSFM Behavior Intervention Plan SEB EPS Trauma-Informed Teaching Social Work counseling</p> <p>Assessments</p> <ul style="list-style-type: none"> • Pre and Post data collected • Progress on IEP goals • Discipline data |
| 7 | Follows Missouri Comprehensive Guidance Plan- Guidance & Counseling | <p>Setting: In the classroom during the whole group and small group instruction.</p> <p>Resources:</p> <ul style="list-style-type: none"> • School Wide break system • Access to therapeutic room • Flyer Time • Student leadership opportunities • Class meetings | <p>Setting: small group instruction on identified areas of need.</p> <p>Resources:</p> <ul style="list-style-type: none"> • YIN/PFH counseling groups; • Building Plan supported with strategies from SSD personnel • Behavior Charts • Social Worker | <p>Setting: Outside general education setting</p> <p>Resources:</p> <ul style="list-style-type: none"> • Youth in Need Referral • Behavior contract • Daily Rating Scales (CICO) • Outside counseling referral <p>Special Education</p> |

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| | | | | Resources COPE SSD class Trauma-Informed teaching Behavior Intervention Plan <ul style="list-style-type: none">• Modifications/ac |
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| | | <ul style="list-style-type: none"> • Student/Teacher Relationships • Counselor Lessons • Community building activities • Open parent communication • Ring of coping strategies in classrooms • Classroom Yoga • Peace Corners • Flexible Seating • CHADS Speaker • Teacher/Student Check ins • Needs Assessment <p>Assessments Youth Truth Survey</p> | <p>Referral</p> <ul style="list-style-type: none"> • Counseling office check-ins • RTI Team Referral • Cue Cards • Mood Monitor <p>Assessments</p> | <p>commodations to the class schedule</p> <ul style="list-style-type: none"> • One-on-one counseling sessions on specific need or function • SEB EPS <p>Assessments</p> <ul style="list-style-type: none"> • Pre and Post data collected • Progress on IEP goals |
| 8 | Follows Missouri Comprehensive Guidance Plan-Guidance & Counseling | <p>Setting: In the classroom during the whole group and small group instruction.</p> <p>Resources:</p> <ul style="list-style-type: none"> • School Wide break system • Access to therapeutic room • Flyer Time • Student leadership | <p>Setting: small group instruction on identified areas of need.</p> <p>Resources:</p> <ul style="list-style-type: none"> • YIN/PFH counseling groups; • Building Plan supported with strategies from SSD personnel • Behavior Charts • Social Worker | <p>Setting: Outside general education setting</p> <p>Resources:</p> <ul style="list-style-type: none"> • Youth in Need Referral • Behavior contract • Daily Rating Scales (CICO) • Outside counseling referral <p>Special Education Resources:</p> <ul style="list-style-type: none"> • Modifications/ac |

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| | | <ul style="list-style-type: none"> opportunities • Class meetings • Student/Teacher Relationships • Counselor Lessons • Community building activities • Open parent communication • Ring of coping strategies in classrooms • Classroom Yoga • Peace Corners • Flexible Seating • CHADS Speaker • Teacher/Student Check ins • Needs Assessment <p>Assessments Youth Truth Survey</p> | <ul style="list-style-type: none"> Referral • Counseling office check-ins • RTI Team Referral • Cue Cards • Mood Monitor <p>Assessments</p> | <p>commodations to the class schedule</p> <p>Behavior Intervention Plan</p> <p>COPE (SSD class)</p> <p>Trauma Informed Teaching</p> <ul style="list-style-type: none"> • One-on-one counseling sessions on specific need or function. • SEB EPS <p>Assessments</p> <ul style="list-style-type: none"> • Pre and Post data collected. • Progress on IEP goals |
| 9 | | <p>Setting: Gen. Ed</p> <p>Resources: PAC (Parent Advisory Council), grade level counselor</p> <p>Assessments: NA</p> | <p>Setting: Gen. Ed Counseling office</p> <p>Resources: Calm room, TAM (check-in/out), PAC, grade level counselor</p> <p>Assessments: Grade checks & Attendance</p> | <p>Setting: Gen. Ed & Sped, Counseling</p> <p>Resources: Human Relationships (SSD), Safe Room (SSD), SSD Social Work, Calm room, TAM (check-in/out), PAC, grade level counselor</p> |

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| 10 | | Setting: Gen. Ed Resources: PAC, grade level counselor Assessments: NA | Setting: Gen. Ed & Counseling office Resources: Calm room, TAM (check-in/out), PAC, grade level counselor Assessments: Grade checks & Attendance | Setting: Gen. Ed & Sped, Counseling Resources: Human Relationships (SSD), Safe Room (SSD), SSD Social Work, Calm room, TAM (check-in/out), PAC, grade level counselor Assessments: Grade checks & Attendance, Therapy Log, progress towards IEP goals |
| 11 | | Setting: Gen. Ed Resources: PAC, grade level counselor Assessments: NA | Setting: Gen. Ed & Counseling office Resources: Calm room, TAM (check-in/out), PAC, grade level counselor Assessments: Grade checks & Attendance | Setting: Gen. Ed & Sped, Counseling Special Education Resources: Human Relationships (SSD), Safe Room (SSD), SSD Social Work, Calm room, TAM (check-in/out), PAC, grade level counselor Assessments: Grade checks & Attendance, Therapy Log, Progress towards IEP Goals |

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| <p>12</p> | | <p>Setting: Gen. Ed Resources: PAC, grade level counselor Assessments: NA</p> | <p>Setting: Gen. Ed & Counseling office Resources: Calm room, TAM (check-in/out), PAC, grade level counselor Assessments: Grade checks & Attendance</p> | <p>Setting: Gen. Ed & Sped, Counseling Resources: Human Relationships (SSD), Safe Room (SSD), SSD Social Work, Calm room, TAM (check-in/out), PAC, grade level counselor Assessments: Grade checks & Attendance, Therapy Log, Progress towards IEP Goals</p> |
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