



- **What is your current status?** Normandy Schools Collaborative is a provisionally accredited school district.
- **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 below)
- **How do building/District leaders support literacy, numeracy and social-emotional instruction across the curriculum and for all students?**
 - With regard to reading, various offerings exist. The District's tier one curriculum in Experiential Learning (EL). The District offers instructional remediation programming at the elementary, middle and high School levels. SSD uses Fast Bridge results to inform reading instruction. The Early Learning Center and Lucas Crossing Elementary and Middle staff participated in MRI (the Missouri Reading Initiative) training. The ELC is implementing LETRS in support of increased reading and writing performance.
 - SSD has adopted and continues to implement Zones of Regulation and Mind-Up to facilitate increased social, emotional, and behavioral skills.
 - In the area of math, the District uses the Missouri Learning Standards to facilitate instruction. The District's C & I department adopted a mathematics curriculum (Navigator (1-4 for 20-21) (K-8 for 21-22) for grades k-8. The adopted programs have a series of developmental steps that describe and encourage the numeracy progression of learning mathematics skills.

- The District's C & I department designed the NSC Dashboard to encompass almost all expectations, resources, training, and help in the areas of literacy, numeracy, and social-emotional learning. Staff access the Dashboard in order to obtain assessment dates and other important information.
- The District has adopted the Clever Portal as a single sign-on solution for most of the digital learning resources used by teachers and students. Teachers and students now only need one username/password to access nearly all online platforms. This provides more streamlined access to tools, encouraging teachers to make use of the blended learning experiences with their students.
- At the secondary level, SSD provides specialized instruction in parallel/modified ELA and math classes. Co-teaching and "push in" service provisions are incorporated into the delivery model across all levels within the District where appropriate, in support of increased exposure and opportunities to access GenEd expectations and curriculum.
- As a newly incorporated process, care teaming is occurring across the District at all grade levels in support of MTSS at varying degrees of implementation. School psychologists, related service providers, and SpEd teachers attend care team meetings and offer specialized strategies for tier two and tier three behaviors prior to referral.
- **What supports are in place to sustain evidence-based practices in literacy, numeracy, and social-emotional development?**
 - SB-IEP goals are written in collaboration with teachers' input to ensure alignment with grade-level expectations and MO Standards. Through the data team processes, teams meet at least monthly district-wide to dissect data related to IEP goals and academic progress. The NSC data teams are directly linked to grade-level expectations, the current state of the child's educational performance, and instructional practices and academic expectations. Administrators meet with all staff members, including SSD, to examine individual student growth and measure alignment of specialized IEP instruction with grade-level expectations.
- **How does our school/District provide support for all teachers to ensure professional growth in literacy, numeracy, and social-emotional development?**
 - There is a Professional Learning calendar that has ongoing professional development for school climate, ELA and mathematics for orientation days as well as early release days. Teachers can also sign up for additional Professional Learning through SSD Kickup.
- **How do we ensure our written/taught/learned curriculum is aligned to the Missouri Learning Standards expectations?**
 - NSC utilizes professional development to ensure that standards are reviewed and used for lesson planning. Assessments (formative/summative), learning objectives/targets and instructional strategies are used to assess student learning.

Teachers collaborate during data team meetings and professional learning communities. In mathematics, teachers go through a unit unpacking process before teaching the unit and complete the internalization process for each lesson plan with annotation. There are math support staff to support teachers with math instruction and principals focus support in ELA.

- NSC core content curriculum is focused on the CCSS and will be aligned to MLS, Math support staff and Principals monitor the curriculum using our climate and rigor walkthrough form, teacher evaluations and assessment data. The I-Ready assessment is aligned to the MLS and this is the tool we use to monitor student progress toward the MLS. This tool is also an indicator of classroom instruction and curriculum being aligned to the MLS.
- NSC Directors support fidelity of implementation of curriculum through coaching support in partnership with outside partners.
- **What collaborative structures do we have in place to ensure Missouri Learning Standards expectations are the foundation of the written curriculum?**
 - The NSC data teams are directly linked to grade-level expectations, the current state of the child's educational performance, and instructional practices and academic expectations. Clear expectations, integration of student technology, differentiation and development of academic and content specific vocabulary are also utilized.
 - NSC practice has been for coordinators to work with teacher leaders to adopt curriculum directly aligned to the MLS.
- **What are our processes to write, review, revise and adopt curriculum? How is special education included in this process?**
 - In collaboration with SSD, the NSC C & I department developed a set of written practices, procedures, and instructional expectations which are included in the C & I Dashboard. The Dashboard houses tools and links to resources.
- **How do we ensure instruction within the comprehensive literacy, numeracy, and social-emotional curriculum meets the needs of each student?**
 - Fast Bridge literacy, numeracy, and Panorama SEL screening results are used to inform instruction. I-ready reading and I-ready math develops an individualized plan for each student. IEP goals are examined closely to assess relevance and congruence with MLSS. Increased exposure to GenEd academics is encouraged via "co-teaching" and "push in" service provision where appropriate.
 - I-Ready (K-8) and I-Ready (Pre-K) and Edmentum Exact Path for (9-12) assessments provide individualized students reports that identify specific areas of strength and opportunities for growth.

- **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 are selected by the C&I Department with input and recommendations from the instructional leads and other stakeholders. Resources are aligned to Missouri Learning Standards and Research Based Practices. Special education staff are a part of all trainings and the Instructional Leadership Team (ILT).
- **How have we developed an effective and coherent assessment system in our classrooms/buildings/district?**
 - The District relies on research based intervention programs to support academic and social growth (i.e., I-Ready Reading, I-Ready Math, and Panorama). In addition to I-Ready Reading, I-Ready Math and Panorama, SSD screens students with Fast Bridge in the areas of literacy, numeracy, and SEL. Staff are trained to utilize these tools and coaching is offered in an ongoing manner. Teachers are expected to assess, use the results to inform instruction, and collaborate via the data team process in order to promote academic growth. Principals play an integral part in examining and observing instructional practices.
- **How do we use ongoing classroom formative and summative assessments, District benchmarks and state-required assessments?**
 - Ongoing formative and summative assessments drive the instruction. From the assessments, individual student plans are created, lesson plans are derived, tiered supports are developed.
- **How do we determine which assessments to use in our classrooms/ buildings/district?**
 - C & I team, through collaboration with stakeholders, develops the assessment plan and calendar. Assessments are determined by State Standards and the Tier 1 Curriculum.
- **How do we help all educators become assessment literate?**
 - Assessment literacy has been observed via ongoing PD, administrator oversight, and examination of assessment results.
 - Principals schedule PLC support with the C&I department to review how to pull assessment reports and clarify how to analyze these reports.
 - Multiple PD sessions on district PD days have focused on improving assessment literacy, specifically with regard to the I-Ready Assessment.
 - The District offers weekly PD toward new and existing instructional initiatives. SSD offers specialized PD sessions and training to all staff, both NSC and SSD.

- **How do our programs and practices engage families/partners in literacy, numeracy, and social-emotional development?**
 - On a semester basis, the District has a public meeting during which families are encouraged to share thoughts and ideas surrounding literacy, numeracy, and SEL.
 - Literacy, numeracy, and SEL data are shared during IEP conferences and PTCs.
 - SSD is in the initial stages of family engagement as a component of IEP conferences.
 - Normandy's use of the Panorama SEL Survey started with only students initially. The Spring 2020 Panorama Surveys include students, teachers/staff, and also a family/parent survey component.

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

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K		Setting: general education Resources: Expeditionary Learning Assessments: STAR Early Literacy I-Ready EL Skills Block	Setting: general education Resources: I-Ready instruction Assessments: STAR Early Literacy I-Ready EL Skills Block	Setting: special education Resources: Reading Mastery Zoo Phonics Word Family Unique Learning Systems (ULS) News 2 You Road to the Code (ELSB) Early Literacy Skill Builder (ERSB) Early Reading Skill Builder (SIPPS) Systematic Instruction in Phonological Awareness, Phonics and Sight Words Florida Center for Reading Research (Instructional Routines and Pre-reading learning) Dynamic Learning Maps Professional Modules LETRS Assessments: Fast Bridge-A ReadingI-Ready

1		<p>Setting: general education</p> <p>Resources: Expeditionary Learning</p> <p>Assessments I-Ready EL Skills Block Unit Assessments</p>	<p>Setting: general education</p> <p>Resources: I-Ready</p> <p>Assessments I-Ready EL Skills Block Unit Assessments</p>	<p>Setting: special education</p> <p>Resources: Reading Mastery Unique Learning Systems (ULS) News 2 You Road to the Code (ELSB) Early Literacy Skill Builder (ERSB) Early Reading Skill Builder (SIPPS) Systematic Instruction in Phonological Awareness, Phonics and Sight Words Florida Center for Reading Research (Instructional Routines and Pre-reading learning) Dynamic Learning Maps Professional Modules LETRS</p>
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Assessments Fast
Bridge A ReadingI-
Ready

2		<p>Setting: general education</p> <p>Resources: Expeditionary Learning</p> <p>Assessments I-Ready EL Skills Block Unit Assessments</p>	<p>Setting: general education</p> <p>Resources: I-Ready</p> <p>Assessments I-Ready EL Skills Block Unit Assessments</p>	<p>Setting: special education</p> <p>Resources: Reading Mastery Unique Learning Systems (ULS) News 2 You Road to the Code (ELSB) Early Literacy Skill Builder (ERSB) Early Reading Skill Builder (SIPPS) Systematic Instruction in Phonological Awareness, Phonics and Sight Words Florida Center for Reading Research (Instructional Routines and Pre-reading learning) Dynamic Learning Maps Professional Modules LETRS</p> <p>Assessments Fast Bridge A-ReadingI-Ready</p>
3		<p>Setting: general education</p> <p>Resources: Expeditionary Learning</p> <p>Assessments I-Ready MAP EL Skills Block Unit Assessments</p>	<p>Setting: general education</p> <p>Resources: I-Ready</p> <p>Assessments I-Ready MAP EL Skills Block Unit Assessments</p>	<p>Setting: special education</p> <p>Resources: Reading Mastery Corrective Reading Unique Learning Systems (ULS) News 2 You Road to the Code (ELSB) Early Literacy Skill Builder (ERSB) Early Reading Skill Builder (SIPPS) Systematic Instruction in Phonological Awareness, Phonics and Sight Words</p>

				<p>Florida Center for Reading Research (Instructional Routines and Pre-reading learning) Dynamic Learning Maps Professional Modules LETRS</p> <p>Assessments Fast Bridge A-ReadingI-Ready MAP-A MAP</p>
4		<p>Setting: general education</p> <p>Resources: Expeditionary Learning</p> <p>Assessments I-Ready MAP Unit Assessments</p>	<p>Setting: general education</p> <p>Resources: I-Ready</p> <p>Assessments I-Ready MAP</p>	<p>Setting: special education</p> <p>Resources: Reading Mastery Corrective Reading Unique Learning Systems (ULS) News 2 You Road to the Code (ELSB) Early Literacy Skill Builder (ERSB) Early Reading Skill Builder (SIPPS) Systematic Instruction in Phonological Awareness, Phonics and Sight Words Florida Center for Reading Research (Instructional Routines and Pre-reading learning) Dynamic Learning Maps Professional Modules LETRS</p> <p>Assessments Fast Bridge A-ReadingI-Ready MAP MAP-A</p>

5		<p>Setting: general education</p> <p>Resources: Expeditionary Learning</p> <p>Assessments I-Ready Unit Assessments MAP</p>	<p>Setting: general education</p> <p>Resources: I-Ready</p> <p>Assessments I-Ready MAP</p>	<p>Setting: special education</p> <p>Resources: Reading Mastery Corrective Reading Unique Learning Systems (ULS) News 2 You Road to the Code (ELSB) Early Literacy Skill Builder (ERSB) Early Reading Skill Builder (SIPPS) Systematic Instruction in Phonological Awareness, Phonics and Sight Words Florida Center for Reading Research (Instructional Routines and Pre-reading learning) Dynamic Learning Maps Professional Modules LETRS</p> <p>Assessments Fast Bridge A-ReadingI-Ready MAP MAP-A</p>
6		<p>Setting: general education</p> <p>Resources: Expeditionary Learning</p> <p>Assessments I-Ready MAP Unit Assessments</p>	<p>Setting: general education and special education</p> <p>Resources: I-Ready Language!</p> <p>Assessments I-Ready MAP</p>	<p>Setting: special education</p> <p>Resources: Corrective Reading Language! Unique Learning System (ULS) and News 2 You ELSB (for older students) SIPPS Dynamic Learning Maps Professional Modules</p>

				<p>LETRS</p> <p>Assessments Fast Bridge A-ReadingI- Ready MAP MAP-A</p>
7		<p>Setting: general education</p> <p>Resources: Expeditionary Learning</p> <p>Assessments I-Ready MAP Unit Assessments</p>	<p>Setting: general education and special education</p> <p>Resources: I-Ready Language!</p> <p>Assessments I-Ready MAP</p>	<p>Setting: special education</p> <p>Resources: Corrective Reading Language! Unique Learning System (ULS) and News 2 You ELSB (for older students) SIPPS Dynamic Learning Maps Professional Modules LETRS</p> <p>Assessments Fast Bridge A-ReadingI- Ready MAP MAP-A</p>
8		<p>Setting: general education</p> <p>Resources: Expeditionary Learning</p> <p>Assessments I-Ready MAP</p>	<p>Setting: general education and special education</p> <p>Resources: I-Ready Language!</p> <p>Assessments</p>	<p>Setting: special education</p> <p>Resources: Corrective Reading Language! Unique Learning System (ULS) and News 2 You ELSB (for older students) SIPPS Dynamic Learning Maps Professional Modules</p>

		Unit Assessments	I-Ready MAP	LETRS Assessments Fast Bridge A-ReadingI- Ready MAP MAP-A
9		Setting: general education Resources: Novels Edgenuity Assessments Edmentum Exact Path	Setting: general education special education Resources: Exact Path Assessments Edmentum Exact Path	Setting: special education Resources: Unique Learning System (ULS) and News 2 You ELSB (for older students) SIPPS Language! Dynamic Learning Maps Professional Modules LETRS Assessments Exact Path MAP-A
10		Setting: general education Resources: Novels Edgenuity Assessments Edmentum Exact Path	Setting: general education special education Resources: Exact Path Assessments Edmentum Exact Path	Setting: special education Resources: Unique Learning System (ULS) and News 2 You ELSB (for older students) SIPPS Language! Dynamic Learning Maps Professional Modules LETRS

				Assessments Exact Path MAP-A
11		Setting: general education Resources: Novels Edgenuity Assessments Edmentum Exact Path EOC ACT Prep	Setting: general education special education Resources: Exact Path Assessments Edmentum Exact Path EOC ACT Prep	Setting: special education Resources: Unique Learning System (ULS) and News 2 You ELSB (for older students) SIPPS Language! Dynamic Learning Maps Professional Modules LETRS Assessments Exact Path MAP-A EOC
12		Setting: general education Resources: Novels EngageNY Edgenuity Assessments Edmentum Exact Path EOC ACT Prep	Setting: general education special education Resources: Exact Path Assessments Edmentum Exact Path EOC ACT Prep	Setting: special education Resources: Unique Learning System (ULS) and News 2 You ELSB (for older students) SIPPS Language! Dynamic Learning Maps Professional Modules LETRS Assessments Exact Path EOC MAP-A

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 cumulative 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

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K		Setting: general education Resources: Envision Navigator Math NUMBERS Assessments: I-Ready Math Checklist	Setting: general education special education Resources: I-Ready focusMATH NUMBERS Assessments I-ReadyMath	Setting: special education Resources: NUMBERS Touch Math Unique Learning System (ULS) Early Numeracy - <i>Attainment</i> Dynamic Learning Maps Professional Modules Assessments Fast Bridge-early Math & CBM Math

			Math Checklist aMATH	I-ReadyMath Math Checklist
1		Setting: general education Resources: Navigator Math Assessments I-Ready IA Assessments	Setting: general education special education Resources: I-Ready focusMATH Assessments I-Ready IA Assessments aMATH	Setting: special education Resources: NUMBERS Focus Math Touch Math Unique Learning System (ULS) Early Numeracy - <i>Attainment</i> Dynamic Learning Maps Professional Modules Assessments: Fast Bridge-early Math & CBM MathI-Ready
2		Setting: general education Resources: Navigator Math Assessments: I-Ready IA Assessments	Setting: general education special education Resources: I-Ready focusMATH Assessments I-Ready IA Assessments aMATH	Setting: general education Resources: NUMBERS Focus Math Touch Math Unique Learning System (ULS) Early Numeracy - <i>Attainment</i> Dynamic Learning Maps Professional Modules Assessments: Fast Bridge-CBM Math I- Ready

3		Setting: general education Resources: Navigator Math Assessments: I-Ready Navigator Math Interim MAP IA Assessments	Setting: general education special education Resources: I-Ready focusMATH Assessments I-Ready Navigator Math Interim MAP IA Assessments aMATH	Setting: special education Resources: NUMBERS Focus Math Touch Math Unique Learning System (ULS) Math Skills Builder- <i>Attainment</i> Dynamic Learning Maps Professional Modules Assessments: Fast Bridge- CBM Math I- Ready MAP-A MAP
4		Setting: general education Resources: Navigator Math Assessments: I-Ready MAP Navigator Math Interim IA Assessments	Setting: general education special education Resources: I-Ready focusMATH Assessments I-Ready Navigator Math Interim MAP IA Assessments aMATH	Setting: special education Resources: NUMBERS Focus Math Touch Math Unique Learning System (ULS) Math Skills Builder- <i>Attainment</i> Dynamic Learning Maps Professional Modules Assessments: Fast Bridge- CBM MathI- Ready MAP-A MAP
5		Setting: general education	Setting: general education	Setting: special education

		Resources: Envision Navigator Math Assessments: I-Ready MAP IA Assessments	special education Resources: I-Ready focusMATH Assessments I-Ready MAP IA Assessment aMATH	Resources: NUMBERS Focus Math Unique Learning System (ULS) Math Skills Builder- <i>Attainment</i> Dynamic Learning Maps Professional Modules Assessments: Fast Bridge- CBM Math I- Ready MAP-A MAP
6		Setting: general education Resources: Envision Navigator Math Assessments: I-Ready MAP IA Assessments	Setting: general education special education Resources: I-Ready focusMATH Assessments I-Ready MAP IA Assessment aMATH	Setting: special education Resources: NUMBERS Focus Math Unique Learning System (ULS) and News 2 You Teaching Math Standards-Attainment Dynamic Learning Maps Professional Modules Assessments: Fast Bridge- CBM MathI- Ready MAP-A MAP
7		Setting: general education Resources: Envision	Setting: general education special education Resources:	Setting: special education Resources: NUMBERS

		<p>Navigator Math</p> <p>Assessments: I-Ready Unit Assessments MAP IA Assessments</p>	<p>I-Ready</p> <p>Assessments I-Ready MAP IA Assessments aMATH</p>	<p>Unique Learning System (ULS) Teaching Math Standards-Attainment Dynamic Learning Maps Professional Modules</p> <p>Assessments: Fast Bridge- CBM MathI- Ready MAP-A MAP KUTA</p>
8		<p>Setting: general education</p> <p>Resources: Envision Navigator Math</p> <p>Assessments: I-Ready MAP IA Assessments</p>	<p>Setting: general education special education</p> <p>Resources: I-Ready</p> <p>Assessments I-Ready MAP IA Assessments aMATH</p>	<p>Setting: special education</p> <p>Resources: NUMBERS Unique Learning System (ULS) Teaching Math Standards-Attainment Dynamic Learning Maps Professional Modules</p> <p>Assessments: Fast Bridge- CBM MathI- Ready MAP-A MAP KUTA</p>
9		<p>Setting: general education</p> <p>Resources: McGraw Hill</p> <p>Assessments Edmentum Exact Path</p>	<p>Setting: general education special education</p> <p>Resources: Exact Path</p> <p>Assessments Edmentum Exact Path</p>	<p>Setting: special education</p> <p>Resources: Unique Learning System (ULS) Teaching Math Standards-Attainment Access Algebra Dynamic Learning Maps Professional Modules</p> <p>Assessments</p>

				Exact Path MAP-A AAIMS Algebra CBMs ThatQuiz Essential Elements Checklists KUTA
10		Setting: general education Resources: McGraw Hill Assessments Exact Path EOC	Setting: general education special education Resources: Exact Path Assessments Exact Path	Setting: special education Resources: Unique Learning System (ULS) Teaching Math Standards-Attainment Access Geometry Dynamic Learning Maps Professional Modules Assessments Exact Path EOC MAP-A AAIMS Algebra CBMs ThatQuiz Essential Elements Checklists KUTA
11		Setting: general education Resources: McGraw Hill Assessments Exact Path EOC	Setting: general education special education Resources: Exact Path Assessments Exact Path	Setting: special education Resources: Unique Learning System (ULS) Teaching Math Standards-Attainment Access Geometry Dynamic Learning Maps Professional Modules Assessments Exact Path

				MAP-A EOC AAIMS Algebra CBMs ThatQuiz Essential Elements Checklists KUTA
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12		Setting: general education Resources: McGraw Hill Assessments Exact Path EOC	Setting: general education special education Resources: Exact Path Assessments Exact Path	Setting: special education Resources: Unique Learning System (ULS) Teaching Math Standards-Attainment Access Geometry Dynamic Learning Maps Professional Modules Assessments Exact Path EOC MAP-A AAIMS Algebra CBMs ThatQuiz Essential Elements Checklists KUTA
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Definitions:

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

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

Grade:	Priority Standards CASEL or MLS Counseling	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K		Setting: general education Resources: Taxonomy Lucky 13 Assessments: Panorama	Setting: general education special education Resources: Taxonomy Lucky 13 Assessments Panorama	Setting: special education Resources: Zones of Regulation Mind Up Assessments Panorama

1		Setting: general education Resources: Taxonomy Lucky 13 Assessments: Panorama	Setting: general education special education Resources: Taxonomy Lucky 13 Assessments Panorama	Setting: special education Resources: Zones of Regulation Mind Up Why Try Assessments Panorama
2		Setting: general education Resources: Taxonomy Lucky 13 Assessments: Panorama	Setting: general education special education Resources: Taxonomy Lucky 13 Assessments Panorama	Setting: special education Resources: Zones of Regulation Mind Up Why Try Assessments Panorama
3		Setting: general education Resources: Taxonomy Lucky 13 Assessments: School Climate Survey Panorama	Setting: general education special education Resources: Taxonomy Lucky 13 Assessments School Climate Survey	Setting: special education Resources: Zones of Regulation Mind Up Why Try Assessments Panorama

			Panorama	School Climate Survey
4		Setting: general education Resources: Taxonomy Lucky 13 Assessments School Climate Survey Panorama	Setting: general education special education Resources: Taxonomy Lucky 13 Assessments School Climate Survey Panorama	Setting: special education Resources: Zones of Regulation Mind Up Why Try Assessments School Climate Survey Panorama
5		Setting: general education Resources: Taxonomy Lucky 13 Assessments School Climate Survey Panorama	Setting: general education special education Resources: Taxonomy Lucky 13 Assessments School Climate Survey Panorama	Setting: special education Resources: Zones of Regulation Mind Up Why Try Assessments School Climate Survey Panorama
6		Setting: general education Resources: Taxonomy Lucky 13 Assessments	Setting: general education special education Resources: Taxonomy Lucky 13	Setting: special education Resources: Zones of Regulation Mind Up Why Try

		School Climate Survey Panorama	Assessments School Climate Survey Panorama	Assessments School Climate Survey Panorama
7		Setting: general education Resources: Taxonomy Lucky 13 Assessments School Climate Survey Panorama	Setting: general education special education Resources: Taxonomy Lucky 13 Assessments School Climate Survey Panorama	Setting: special education Resources: Zones of Regulation Mind Up Why Try Assessments School Climate Survey Panorama
8		Setting: general education Resources: Taxonomy Lucky 13 Assessments School Climate Survey Panorama	Setting: general education special education Resources: Taxonomy Lucky 13t Assessments School Climate Survey Panorama	Setting: special education Resources: Zones of Regulation Mind Up Why Try Assessments School Climate Survey Panorama
9		Setting: general education Resources: Taxonomy Lucky 13	Setting: general education special education Resources: Taxonomy Lucky 13	Setting: special education Resources: Zones of Regulation Mind Up Why Try

		Assessments School Climate Survey Panorama	Assessments School Climate Survey Panorama	Assessments School Climate Survey Panorama
10		Setting: general education Resources: Taxonomy Lucky 13 Assessments School Climate Survey Panorama	Setting: general education special education Resources: Taxonomy Lucky 13 Assessments School Climate Survey Panorama	Setting: special education Resources: Zones of Regulation Mind Up Why Try Assessments School Climate Survey Panorama
11		Setting: general education Resources: Taxonomy Lucky 13 Assessments School Climate Survey Panorama	Setting: general education special education Resources: Taxonomy Lucky 13 Assessments School Climate Survey Panorama	Setting: special education Resources: Zones of Regulation Mind Up Why Try Assessments School Climate Survey Panorama
12		Setting: general education Resources: Taxonomy Lucky 13 Assessments	Setting: general education special education Resources: Taxonomy Lucky 13	Setting: special education Resources: Zones of Regulation Mind Up Why Try

		School Climate Survey Panorama	Assessments School Climate Survey Panorama	Assessments School Climate Survey Panorama
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