



Parkway School District



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

What is your current status? (These questions have been adapted from the Missouri State Literacy Plan)

What structures are in place in our schools/district for us to share responsibility for student literacy, numeracy, and social emotional achievement? (See Tiered Model template)

- Professional Learning Communities (PLC) and Progress Monitoring and Intervention (PM&I)
- Social Emotional Action Team (SEAT)
- Care Coordinators (elementary, middle, and high schools)
- Elementary Social Emotional Behavioral Specialists (SEBs)
- Care Coordinators
- School Counselors
- School Social Workers
- Parkway's Director of Social Emotional Support Services
- District counselors for Equity
- Data teams
- CARE teams

Opportunity: Strengthening the effectiveness of problem-solving teams across the district

Modifies instruction based on observation data and monitors to confirm impact

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

- Allow time for school counselors to do classroom lessons
- Whole school assemblies are usually organized by the building leaders (often with an SEL (Social and Emotional Learning) focus)
- Each elementary school has access to SEL resources through collaboration with District SEBs
- Building leaders' Walk throughs
- Curriculum Coordinator walk throughs
- Special Education Coordinator and Sped Director Walk Throughs

- District Counselors for Equity (participate in team meetings for students)
- Beginning to plan for RtI development in some schools. Planning to offer RtI for larger groups and more schools.
- Development and supports for Virtual Campus and student engagement within Virtual Campus
- SEB/Literacy/Math/Autism/Academy Facilitators

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

- Small group instruction
- Goal setting
- Character Education
- Instructional coaches
- Elementary Social Emotional Behavioral Specialists (SEBs)
- Care Coordinators
- Readers/Writers workshop
- Reading specialists
- Curriculum Coordinators
- District Counselors for Equity
- SEB/Literacy/Math/Autism/Academy Facilitators
- Collaborative Professional Development with Partner District
- Parkway's Director of Social Emotional Support Services
- District support in providing multiple opportunities for professional development
- SSD (Special School District) Instructional Coaches, EPSs (Effective Practice Specialists), AC
- Development and supports for Virtual Campus and student engagement within Virtual Campus

Opportunity: each building has a variety of special education Tier 3 interventions which may or may not be aligned to Missouri Learning Standards and may not be researched-based practices, consistently across district/buildings

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

- Weekly Collaborative Learning Teams
- Monthly Late start days
- Quarterly professional development days
- Professional Learning Communities (late start dates were removed from calendar due to school closure)
- Curriculum Coordinators
- Elementary Social Emotional Behavioral Specialists (SEBs)
- District Counselors for Equity
- Care Coordinators

- SSD Instructional Coaches, EPSs, Special Education Coordinators
- Special education teachers participate in PLCs (Professional Learning Communities) with their building teams
- PLCs for multi-school specialized instruction (i.e., Essential Skills teachers)
- Social Justice Advocacy
- Culturally proficient teaching
- Development and supports for Virtual Campus and student engagement within Virtual Campus

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

- Curriculum is written and evaluated by curriculum coordinators and both gen ed and special ed teachers and board approved
- Starts with Curriculum Coordinators for specific content areas
- Writing, review, and revising includes gen ed and special ed teachers appropriate to the grade level and grade level span

Opportunity: each building has a variety of special education Tier 3 interventions which may or may not be aligned to Missouri Learning Standards

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

- PLC
- Late start day PLC
- Data teams
- Credit Review Action Team
- Teaching, Learning and Accountability Action Team
- Special Education Action Team
- Special education teachers participate in PLCs with their building teams
- PLCs for multi-school specialized instruction (i.e., Essential Skills teachers)

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

- Starts with Curriculum Coordinators for specific content areas
- Writing, reviewing, and revising includes gen ed and special ed teachers appropriate to the grade level and grade level span
- Adopting: Asst Superintendent for Teaching, Learning, and Accountability to Superintendent and Board of Education
- Course adoption: sped and gen ed teachers can propose specific course which go through a Course Approval Process (includes Asst. Superintendent, Curriculum Coordinators, Building Administrators, Director of Sped (when appropriate))

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

- Parkway Progress Monitoring & Instruction (PM&I)
- Progress monitoring
- Comprehensive District Assessment plan which includes guidelines for students with disabilities

- PLCs: including special education teachers and specialized teams (late start dates were removed from calendar due to school closure)
- Special Education Data teams
- Collaboration with Parkway's elementary Social Emotional Behavior Specialists (SEBs)

Opportunity: Strengthening the effectiveness of problem-solving teams across the district

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?

- Curriculum Coordinators
- Building Administration
- Special Education Coordinators
- SSD Instructional Coaches and EPSs
- Department Chairs at the secondary level
- Parkway Instructional Coaches
- District Counselors for Equity
- Elementary Social Emotional Behavior Specialists (SEBs)
- Reading Specialists
- Special education teachers are invited and included in training for new resources/initiatives
- Interdisciplinary learning and collaboration
- SSD provides training to all staff in identified areas of need (i.e., EPS (Effective Practice Specialist) provided training to bus drivers on effective practices for students with Autism)

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

- District comprehensive assessment plan
- Some buildings have additional assessments with TLA approval
- All school use Fastbridge for special education
- Some schools began using Fastbridge for students below grade level who did not have an IEP (Individualized Education Program). Opportunity to expand

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

- Collaborative learning teams use assessment data to answer questions 3 & 4 of a PLC
- Data teams
- Problem-solving teams
- Development of IEP goals and provide baseline data

Opportunity: Strengthening the effectiveness of problem-solving teams across the district

Student growth measures as outlined in teacher evaluation systems

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

- District comprehensive assessment plan
- Professional Learning Communities
- Some buildings have additional assessments with TLA approval
- All school use Fastbridge for special education
- Some schools began using Fastbridge for students below grade level who did not have an IEP. Opportunity to expand
- Data teams
- Collaboration with Parkway interventionists and SSD facilitators for assessment tools

How do we help all educators become assessment literate?

- Building and district PD (Professional Development)
- New Teacher Orientation
- New Educator Induction
- Professional Learning Communities
- Special educators are invited to Parkway New Teacher Orientation & starting in 2022, New Teachers will participate with Parkway New Educators in their yearlong cohorts.
- Data teams
- SSD Instructional Coaches, Data team coaches, Partner district reading specialists

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

- Curriculum nights in buildings throughout the district
- Alliance for Healthy Communities
- District sponsored quarterly community events on social, emotional, and mental health topics
- Collaboration with community-based agencies through Keeping Kids First, St. Louis County Children's Service Fund
- Director Newsletter
- Let's Talk

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 extremely 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

Goal:

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	<ul style="list-style-type: none"> • Readers learn about the world through reading. • Readers use a variety of strategies to read. • Readers show persistence when they encounter difficulty. 	<p>Setting: classroom, readers, and writer's workshop</p> <p>Resources:</p> <ul style="list-style-type: none"> • Units of Study for Teaching Reading: A Workshop Curriculum Grade K 	<p>Setting: varies by building</p> <p>Resources :(varies by building)</p> <p>Reading Intervention Specialist, TA, Classroom Teacher providing push-in or pull-out</p>	<p>Setting: Pull-out with Reading Intervention Specialists</p> <p>Setting: Reading Intervention Specialist</p> <p>Setting: Special education</p> <p>Resources:</p>

	<ul style="list-style-type: none"> • Rereading supports understanding and brings books to life. • Readers become experts on topics by reading books, asking questions, and talking with others. 	<ul style="list-style-type: none"> • Classroom library for self-selected independent and partner reading • Leveled library for small group instruction in guided reading, strategy groups, and reading clubs • Anchor texts for modeling in lessons <p>Assessments:</p> <ul style="list-style-type: none"> • Concepts of Print • Letter/Sound Knowledge • Rhyming • Known Words • Fountas and Pinnell Benchmark Assessment 	<p>Resources:</p> <p>Assessments:</p> <p>varies by intervention</p>	<ul style="list-style-type: none"> • Comprehensive Intervention Model • Barton <p>Special ed resources:</p> <ul style="list-style-type: none"> • SIPPS: K-3 • ELSB: ages 5-10 moderate to severe developmental disabilities • ERSB • ULS • Reading Mastery (K-3) <p>Assessments: Varies by intervention</p> <p>Essential Elements Checklist</p>
<p>1</p>	<ul style="list-style-type: none"> • transfer literacy skills to a variety of new texts, across disciplines, and to new demands in and outside of school (V*1, LP* 1, 2) • effectively write for a variety of purposes including externally communicating to various audiences and critically reflecting and clarifying one's 	<p>Setting: classroom, readers, and writer's workshop</p> <p>Resources:</p> <ul style="list-style-type: none"> • Lucy Calkins Units of Study in Reading • Lucy Calkins Units of Study in Writing 	<p>Setting: varies by building</p> <p>Resources :(varies by building)</p> <p>Reading Intervention Specialist, TA, Classroom Teacher providing push-in or pull-out</p>	<p>Setting: Pull-out with Reading Intervention Specialists</p> <p>Setting: Reading Intervention Specialist</p> <p>Setting: Special education</p> <p>Resources:</p>

	<p>own beliefs and thoughts (V2, LP 6)</p> <ul style="list-style-type: none"> ● be increasingly self-directed, skilled, and persistent in reading text and communicating thoughts and ideas to others (V4, LP 5) ● learn from mistakes and persevere in order to reflect, revise, and improve (LP 4, 9) ● critically and carefully consume information from a variety of texts by considering the message of various authors, forms, and genres of text (V5) ● collaborate, process, synthesize and problem-solve using oral and written communication (V6) ● able to write and speak for social action (V7, LP 8) ● use reading, writing, listening, and speaking as avenues in seeking to develop an understanding of, empathy for, and appreciation of the views, values, cultures, and perspectives of others (V8) ● interact with text and others to understand various interpretations that lead to deeper meaning and new learning (V9, LP 4) ● become lifelong readers who seek out texts that are of personal interests as well as texts that will help them acquire answers to their own 	<ul style="list-style-type: none"> ● Lucy Calkins Units of Study in Phonics ● Reading Strategies ● Writing Strategies <p>Assessments:</p> <ul style="list-style-type: none"> ● District Benchmark Assessments ● Unit Assessments ● Reading and Writing Progressions ● Running Records (Formative) 	<p>Resources:</p> <p>Assessments:</p> <p>varies by intervention</p>	<ul style="list-style-type: none"> ● Reading Recovery ● Comprehensive Intervention Model ● Barton <p>Special ed resources:</p> <ul style="list-style-type: none"> ● SIPPS: K-3 ● ELSB: ages 5-10 moderate to severe developmental disabilities ● ERSB (K-12) ● ULS ● Reading Mastery (K-3) <p>Assessments: varies by intervention</p> <p>Fastbridge</p> <p>Essential Elements Checklist</p>
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	questions and solve unique problems (V10, LP8)			
2	<ul style="list-style-type: none"> ● seeking clarification, and using information/facts and details about texts and supporting answers with evidence from text ● Main idea and supporting details ● describe characters including traits, motivations, and feelings ● retelling stories beg., middle, and end and determining their central message, lesson or moral 	<p>Setting: classroom, readers, and writer's workshop</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Lucy Calkins Units of Study in Reading ● Lucy Calkins Units of Study in Writing ● Lucy Calkins Units of Study in Phonics ● Reading Strategies ● Writing Strategies <p>Assessments:</p> <ul style="list-style-type: none"> ● District Benchmark Assessments ● Unit Assessments ● Reading and Writing Progressions ● Running Records (Formative) 	<p>Setting: varies by building</p> <p>Resources :(varies by building)</p> <p>Reading Intervention Specialist, TA, Classroom Teacher providing push-in or pull-out</p> <p>Resources:</p> <p>Assessments:</p> <p>varies by intervention</p>	<p>Setting: Pull-out with Reading Intervention Specialists</p> <p>Setting: Reading Intervention Specialist</p> <p>Setting: Special education</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Comprehensive Intervention Model ● Barton <p>Special ed resources:</p> <ul style="list-style-type: none"> ● SIPPS: K-3 ● ELSB: ages 5-10 moderate to severe developmental disabilities ● ERSB (K-12) ● ULS ● Wilson Reading ● Reading Mastery (K-3) <p>Assessments: varies by intervention</p> <p>Fastbridge</p> <p>Essential Elements Checklist</p>
3	<ul style="list-style-type: none"> ● Retelling and Summarizing ● Main Idea and Supporting details ● Inferring about characters and others ● Determine Theme 	<p>Setting: classroom, readers, and writer's workshop</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Lucy Calkins Units of Study in Reading 	<p>Setting: varies by building</p> <p>Resources :(varies by building)</p>	<p>Setting: Pull-out with Reading Intervention Specialists</p> <p>Setting: Reading Intervention Specialist</p>

		<ul style="list-style-type: none"> • Lucy Calkins Units of Study in Writing • Lucy Calkins Units of Study in Phonics • Reading Strategies • Writing Strategies <p>Assessments:</p> <ul style="list-style-type: none"> • District Benchmark Assessments • Unit Assessments • Reading and Writing Progressions • Running Records (Formative) 	<p>Reading Intervention Specialist, TA, Classroom Teacher providing push-in or pull-out</p> <p>Resources:</p> <p>Assessments: varies by intervention</p>	<p>Setting: Special education</p> <p>Resources:</p> <ul style="list-style-type: none"> • Comprehensive Intervention Model • Barton <p>Special ed resources:</p> <ul style="list-style-type: none"> • SIPPS: K-3 • ELSB: ages 5-10 moderate to severe developmental disabilities • ERSB (K-12) • ULS • Wilson reading • Reading Mastery (K-3) <p>Assessments: varies by intervention</p> <p>Fastbridge</p> <p>Essential Elements Checklist</p>
4	<ul style="list-style-type: none"> • Analyze perspective (narrative) • Analyze parts of a story as it relates to the whole (narrative) • Determine themes/cohesion • Main ideas/supporting details/summary • Analyze perspective (information) • Analyze parts of a story as it relates to the whole (information) 	<p>Setting: classroom, readers, and writer's workshop</p> <p>Resources:</p> <ul style="list-style-type: none"> • Lucy Calkins Units of Study in Reading • Lucy Calkins Units of Study in Writing • Lucy Calkins Units of Study in Phonics • Reading Strategies • Writing Strategies 	<p>Setting: varies by building</p> <p>Resources :(varies by building)</p> <p>Reading Intervention Specialist, TA, Classroom Teacher providing push-in or pull-out</p> <p>Resources:</p>	<p>Setting: Pull-out with Reading Intervention Specialists</p> <p>Setting: Reading Intervention Specialist</p> <p>Setting: Special education</p> <p>Resources:</p> <ul style="list-style-type: none"> • Comprehensive Intervention Model • Barton

		<p>Assessments:</p> <ul style="list-style-type: none"> ● District Benchmark Assessments ● Unit Assessments ● Reading and Writing Progressions ● Running Records (Formative) 	<p>Assessments:</p> <p>varies by intervention</p>	<p>Special ed resources:</p> <ul style="list-style-type: none"> ● Corrective Reading ● Wilson Reading ● ELSB: ages 5-10 moderate to severe developmental disabilities ● ERSB (K-12) ● ULS <p>Assessments: varies by intervention</p> <p>Fastbridge</p> <p>Essential Elements Checklist</p>
5	<ul style="list-style-type: none"> ● Analyze parts of a story as it relates to the whole (narrative) ● Determine themes/cohesion ● Analyze author’s craft (narrative) ● Analyze parts of a story as it relates to the whole (information) ● Analyze author’s craft (information) ● Main idea and supporting details/summary 	<p>Setting: classroom, readers, and writer's workshop</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Lucy Calkins Units of Study in Reading ● Lucy Calkins Units of Study in Writing ● Lucy Calkins Units of Study in Phonics ● Reading Strategies ● Writing Strategies <p>Assessments:</p> <ul style="list-style-type: none"> ● District Benchmark Assessments ● Unit Assessments ● Reading and Writing Progressions ● Running Records (Formative) 	<p>Setting: varies by building</p> <p>Resources :(varies by building)</p> <p>Reading Intervention Specialist, TA, Classroom Teacher providing push-in or pull-out</p> <p>Resources:</p> <p>Assessments:</p> <p>varies by intervention</p>	<p>Setting: Pull-out with Reading Intervention Specialists</p> <p>Setting: Reading Intervention Specialist</p> <p>Setting: Special education</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Comprehensive Intervention Model ● Barton <p>Special ed resources:</p> <ul style="list-style-type: none"> ● Corrective Reading ● Wilson Reading ● ELSB: ages 5-10 moderate to severe developmental disabilities ● ERSB (K-12) ● ULS

				<p>Assessments: Varies by intervention</p> <p>Fastbridge</p> <p>Essential Elements Checklist</p>
6	<p>ELA Priority Standards Outlined 6th- 8th</p>	<p>Setting:</p> <p>We have one 90-minute block to implement one 45 period of writing and one 45 period of reading each day. We have 210 minutes a week to implement 105 minutes of reading and 105 minutes of writing typically provided every other day.</p> <p>There are approximately 18-22 students per course.</p> <p>Courses are delivered in a heterogeneous model.</p> <p>Resources:</p> <p>Parkway UBD Units</p> <p>Units of Study Reading</p> <p>Units of Study Writing</p> <p>Assessments:</p> <p>Diagnostic: SRI</p>	<p>Setting:</p> <p>Sometimes in the 90-minute (reading/ writing) ELA 6 class by ELA 6 teacher during workshop time; sometimes by Reading Specialist in a push in or push out scenario Support is provided in the ELA 6 class by ELA 6 teacher or special education co-teacher during workshop time or by a Reading Specialist in a push in or push out scenario.</p> <p>Resources:</p> <p>Lucy Calkins Reading Strategies Text</p> <p>Lucy Calkins Writing Strategies Text</p> <p>Rewards</p> <p>Writing Lab</p> <p>Barton Reading Program: Dyslexia</p> <p>Fountas & Pinnel</p>	<p>Setting:</p> <p>Reading Specialist in a push in or push out scenario</p> <p>Special education (push in or pull out)</p> <p>Resources:</p> <p>Menu of Options</p> <p>Special Education resources:</p> <ul style="list-style-type: none"> ● Corrective Reading: 4-12 ● Wilson Reading: 2-12 ● Visualizing/Verbalizing K-8 ● Seeing Stars ● Rewards: grades 4-12 ● Step Up to Writing: all ages ● KU <ul style="list-style-type: none"> ○ Sentence (all ages) ○ Paragraph: secondary ○ Lincs ○ Vocabulary: 4th and up

		<p>Pre and Post Writing Assignments (cold writes and polished)</p> <p>Benchmarks: Pre, Jan, Post</p> <p>Jerry Johns</p>	<p>Assessments:</p> <p>CEIS Project Schools: West Middle & Southwest Middle</p> <p>Fastbridge, BRI (gen ed)</p> <p>Tier 1 plus additional conferring with students; Measuring achievement of individual to goals/ skills</p> <p>Jerry Johns</p>	<p>Assessments</p> <p>Intervention Dependent</p> <p>Benchmark Assessment (pre and post) and Running Records progress monitored throughout</p> <p>Jerry Johns</p> <p>BRI (Sped)</p> <p>Fastbridge (Sped)</p>
7	<p>ELA Priority Standards Outlined 6th- 8th</p>	<p>Setting:</p> <p>We have one 90-minute block to implement one 45 period of writing and one 45 period of reading each day.</p> <p>We have 210 minutes a week to implement 105 minutes of reading and 105 minutes of writing typically provided every other day.</p> <p>There are approximately 18-22 students per course.</p> <p>Courses are delivered in a heterogeneous model.</p>	<p>Setting:</p> <p>Sometimes in the 90-minute (reading/ writing) ELA 6 class by ELA 6 teacher during workshop time; sometimes by Reading Specialist in a push in or push out scenario</p> <p>Support is provided in the ELA 7 class by ELA 7 teacher or special education co-teacher during workshop time or by a Reading Specialist in a push in or push out scenario.</p> <p>Resources:</p> <p>Lucy Calkins Reading Strategies Text</p>	<p>Setting:</p> <p>Reading Specialist in a push in or push out scenario</p> <p>Special education (push in or pull out)</p> <p>Resources:</p> <p>Menu of Options</p> <p>Special Education resources:</p> <ul style="list-style-type: none"> ● Corrective Reading: 4-12 ● Wilson Reading: 2-12 ● Visualizing/Verbalizing K-8

		<p>Resources:</p> <p>Parkway UBD Units</p> <p>Units of Study Reading</p> <p>Units of Study Writing</p> <p>Assessments:</p> <p>Diagnostic: SRI</p> <p>Pre and Post Writing Assignments (cold writes and polished)</p> <p>Benchmarks: Pre, Jan, Post</p>	<p>Lucy Calkins Writing Strategies Text</p> <p>Rewards</p> <p>Writing Lab</p> <p>Barton Reading Program: Dyslexia</p> <p>Fountas & Pinnel</p> <p>Assessments:</p> <p>CEIS Project Schools: West Middle & Southwest Middle Fastbridge, BRI (gen ed)</p> <p>Tier 1 plus additional conferring with students; Measuring achievement of individual to goals/ skills</p>	<ul style="list-style-type: none"> ● Seeing Stars ● Rewards: grades 4-12 ● Step Up to Writing: all ages ● KU <ul style="list-style-type: none"> ○ Sentence (all ages) ○ Paragraph: secondary ○ Lincs ○ Vocabulary: 4th and up <p>Assessments</p> <p>Intervention Dependent</p> <p>Benchmark Assessment (pre and post) and Running Records progress monitored throughout</p> <p>BRI (Sped)</p> <p>Fastbridge (Sped)</p>
8	<p>ELA Priority Standards Outlined 6th- 8th</p>	<p>Setting:</p> <p>We have one 90-minute block to implement one 45 period of writing and one 45 period of reading each day.</p> <p>We have 210 minutes a week to implement 105 minutes of reading and 105 minutes of</p>	<p>Setting:</p> <p>Sometimes in the 90-minute (reading/ writing) ELA 6 class by ELA 6 teacher during workshop time; sometimes by Reading Specialist in a push in or push out scenario</p>	<p>Setting:</p> <p>Reading Specialist in a push in or push out scenario</p> <p>Special education (push in or pull out)</p>

	<p>writing typically provided every other day.</p> <p>There are approximately 18-22 students per course.</p> <p>Courses are delivered in a heterogeneous model.</p> <p>Resources:</p> <p>Parkway UBD Units</p> <p>Units of Study Reading</p> <p>Units of Study Writing</p> <p>Assessments:</p> <p>Diagnostic: SRI</p> <p>Pre and Post Writing Assignments (cold writes and polished)</p> <p>Benchmarks: Pre, Jan, Post</p>	<p>Support is provided in the ELA 8 class by ELA 8 teacher or special education co-teacher during workshop time or by a Reading Specialist in a push in or push out scenario.</p> <p>Resources:</p> <p>Lucy Calkins Reading Strategies Text</p> <p>Lucy Calkins Writing Strategies Text</p> <p>Rewards</p> <p>Writing Lab</p> <p>Barton Reading Program: Dyslexia</p> <p>Fountas & Pinnel</p> <p>Assessments:</p> <p>CEIS Project Schools: West Middle & Southwest Middle</p> <p>Fastbridge, BRI (gen ed)</p> <p>Tier 1 plus additional conferring with students; Measuring</p>	<p>Resources:</p> <p><u>Menu of Options</u></p> <p>Special Education resources:</p> <ul style="list-style-type: none"> ● Corrective Reading: 4-12 ● Wilson Reading: 2-12 ● Visualizing/Verbalizing K-8 ● Seeing Stars ● Rewards: grades 4-12 ● Step Up to Writing: all ages ● KU <ul style="list-style-type: none"> ○ Sentence (all ages) ○ Paragraph: secondary ○ Lincs ○ Vocabulary: 4th and up <p>Assessments</p> <p>Intervention Dependent</p> <p>Benchmark Assessment (pre and post) and Running Records progress monitored throughout</p> <p>BRI (Sped)</p>
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			achievement of individual to goals/ skills	Fastbridge (Sped)
9	High School ELA Priorities	<p>Setting: English 1 classrooms</p> <p>Resources: Varies by building: teacher created materials, open education resources, leveled texts</p> <p>Assessments: Reading Growth Measures</p>	<p>Setting: Varies by building: Literacy Lab classroom, Reading Specialist push-in and/or pull-out, Academic Support Centers, Academic Labs, Co-Taught classrooms</p> <p>Resources: Varies by building: teacher created materials, open education resources, leveled texts</p> <p>Assessments: SRI, other assessments as needed</p>	<p>Setting: Varies by building: Literacy Lab classroom, Reading Specialist push-in and/or pull-out</p> <p>Special education setting (push in or pull out). Alt ELA classes– parallel curriculum, reading and writing strategies, Essentials skills-ELA</p> <p>Resources: Varies by building: teacher created materials, open education resources,</p> <p>Special Ed Resources: Language! SIM Reading, ERSB, ULS</p> <p>Assessments: SRI, other assessments as needed, Fast Bridge, curriculum-based assessment, Essential Skills Checklist</p>
10	High School ELA Priorities	<p>Setting: English 2 classrooms</p> <p>Resources: Varies by building: teacher created</p>	<p>Setting: Varies by building: Literacy Lab classroom, Reading Specialist push-in and/or pull-out, Academic Support Centers,</p>	<p>Setting: Varies by building: Literacy Lab classroom, Reading Specialist push-in and/or pull-out</p>

		<p>materials, open education resources, leveled texts</p> <p>Assessments: Reading Growth Measures</p>	<p>Academic Labs, Co-Taught classrooms</p> <p>Resources: Varies by building: teacher created materials, open education resources, leveled texts</p> <p>Assessments:</p> <p>SRI, other assessments as needed</p>	<p>Special education setting (push in or pull out). Alt ELA classes–parallel curriculum, reading and writing strategies, Essentials skills-ELA</p> <p>Resources: Varies by building: teacher created materials, open education resources,</p> <p>Special Ed Resources:</p> <p>Lang!, SIM Reading, ULS, ERSB</p> <p>Assessments:</p> <p>SRI, Fast Bridge, curriculum-based assessments, other assessments as needed</p>
11	High School ELA Priorities	<p>Setting: English 3 classrooms</p> <p>Resources: Varies by building: teacher created materials, open education resources, leveled texts</p> <p>Assessments: Reading Growth Measures</p>	<p>Setting: Varies by building: Literacy Lab classroom, Reading Specialist push-in and/or pull-out, Academic Support Centers, Academic Labs, Co-Taught classrooms</p> <p>Resources: Varies by building: teacher created materials, open education resources, leveled texts</p> <p>Assessments:</p> <p>SRI, other assessments as needed</p>	<p>Setting: Varies by building: Literacy Lab classroom, Reading Specialist push-in and/or pull-out</p> <p>Special education setting (push in or pull out). Alt ELA classes–parallel curriculum, reading and writing strategies, Essentials skills-ELA</p> <p>Resources: Varies by building: teacher created materials, open education resources,</p>

				<p>Special Ed Resources: Lang!, SIM Reading, ULS, ERSB</p> <p>Assessments: SRI, other assessments as needed, Essential Skills, Industry Standards</p>
12	High School ELA Priorities	<p>Setting: English 4 classrooms</p> <p>Resources: Varies by building: teacher created materials, open education resources, leveled texts</p> <p>Assessments: Reading Growth Measures</p>	<p>Setting: Varies by building: Literacy Lab classroom, Reading Specialist push-in and/or pull-out, Academic Support Centers, Academic Labs, Co-Taught classrooms</p> <p>Resources: Varies by building: teacher created materials, open education resources, leveled texts</p> <p>Assessments: SRI, other assessments as needed</p>	<p>Setting: Varies by building: Literacy Lab classroom, Reading Specialist push-in and/or pull-out</p> <p>Special education setting (push in or pull out). Alt ELA classes—parallel curriculum, reading and writing strategies, Essentials skills-ELA</p> <p>Resources: Varies by building: teacher created materials, open education resources</p> <p>Special Ed Resources: Lang!, SIM Reading, ULS, ERSB</p> <p>Assessments:</p>

				SRI, other assessments as needed, Essential Skills Checklist, Industry Standards
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Math

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

Goal:

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	<ul style="list-style-type: none"> Represent addition and subtraction within 10 	Setting: classroom, workshop model	Setting: varies by building, small group strategy work	Setting: pull-out or push in no more than 1:4 ratio provided by

	<ul style="list-style-type: none"> Decompose numbers less than or equal to 10 in more than one way 	<p>Resources: <i>enVision Math 2.0, Context for Learning Units</i></p> <p>Assessments: District benchmark assessments, Unit Assessments</p>	<p>Resources: Reteaching from <i>enVision Math 2.0</i>, varies by building</p> <p>Assessments: District benchmark assessments, Unit Assessments</p>	<p>Math Support Specialists (MSS)</p> <p>Special education setting</p> <p>Resources: Units created by MSS, <i>Number Sense and Intervention</i></p> <p>Special Ed Resources:</p> <p>Early numeracy, Corrective Math, Number Worlds, Connecting Math Concepts, Saxton Math</p> <p>Assessments: Created assessments for Counting, Number Sense, Operations (Addition and Subtraction) -depending on student goal</p> <p>FastBridge</p> <p>Essential Elements Checklist</p>
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<p>1</p>	<ul style="list-style-type: none"> • Understand that 10 can be thought of as a bundle of 10 ones-called a 10 • Understand two-digit numbers are composed of ten(s) and one(s) • Use addition and subtraction within 20 to solve problems • Compose and decompose two-three dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes 	<p>Setting: classroom, workshop model</p> <p>Resources: <i>enVision Math 2.0, Context for Learning Units</i></p> <p>Assessments: District benchmark assessments, Unit Assessments</p>	<p>Setting: varies by building, small group strategy work</p> <p>Resources: Reteaching from <i>enVision Math 2.0</i>, varies by building</p> <p>Assessments: District benchmark assessments, Unit Assessments</p>	<p>Setting: pull-out or push in no more than 1:4 ratio provided by Math Support Specialists (MSS)</p> <p>Special education setting</p> <p>Resources: Units created by MSS, <i>Number Sense and Intervention</i></p> <p>Special Ed Resources:</p> <p>Early numeracy, Corrective Math, Number Worlds, Connecting Math Concepts, Saxton Math</p> <p>Assessments: Created assessments for Counting, Number Sense, Operations (Addition and Subtraction) -depending on student goal</p> <p>FastBridge</p>
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				Essential Elements Checklist
2	<ul style="list-style-type: none"> ● Understand three-digit numbers are composed of hundreds, tens, and ones ● Understand that 100 can be thought of as 10 tens-called a hundred ● Write and solve problems involving addition and subtraction within 100 ● Measure to determine how much longer one object is than another ● Find the value of combinations of dollar bills, quarters, dimes, nickels, and pennies, using \$ and C appropriately ● Find combinations of coins that equal a given value 	<p>Setting: classroom, workshop model</p> <p>Resources: <i>enVision Math 2.0, Context for Learning Units</i></p> <p>Assessments: District benchmark assessments, Unit Assessments</p>	<p>Setting: varies by building, small group strategy work</p> <p>Resources: Reteaching from <i>enVision Math 2.0</i>, varies by building</p> <p>Assessments: District benchmark assessments, Unit Assessments</p>	<p>Setting: pull-out or push in no more than 1:4 ratio provided by Math Support Specialists (MSS)</p> <p>Special education setting</p> <p>Resources: Units created by MSS, <i>Number Sense and Intervention</i></p> <p>Special Ed Resources:</p> <p>Early numeracy, Corrective Math, Number Worlds, Connecting Math Concepts, Saxton Math</p> <p>Assessments: Created assessments for Counting, Number Sense, Operations (Addition and Subtraction) -depending on student goal</p>

				FastBridge Essential Elements Checklist
3	<ul style="list-style-type: none"> ● Demonstrate fluency with addition and subtraction within 1000 ● Represent fractions on a number line: understand the whole is the interval from 0 to 1; the whole is partitioned into equal parts; a fraction represents the endpoint of the length of a given number of partitions from 0 ● Apply properties of operations as strategies to multiply and divide ● Write and solve two-step problems involving variables using any of the four operations ● Interpret the reasonableness of answers using mental computation and estimation strategies including rounding ● Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category ● Demonstrate that tiling a rectangle to find the area and 	<p>Setting: classroom, workshop model</p> <p>Resources: <i>enVision Math 2.0, Context for Learning Units</i></p> <p>Assessments: District benchmark assessments, Unit Assessments</p>	<p>Setting: varies by building, small group strategy work</p> <p>Resources: Reteaching from <i>enVision Math 2.0</i>, varies by building</p> <p>Assessments: District benchmark assessments, Unit Assessments</p>	<p>Setting: pull-out or push in no more than 1:4 ratio provided by Math Support Specialists (MSS)</p> <p>Special education setting</p> <p>Resources: Units created by MSS, <i>Number Sense and Intervention</i></p> <p>Special Ed Resources:</p> <p>Early numeracy, Corrective Math, Number Worlds, Connecting Math Concepts, Saxton Math</p> <p>Assessments: Created assessments for Counting, Number Sense, Operations (Addition and</p>

	<p>multiplying the side lengths result in the same value</p> <ul style="list-style-type: none"> ● Multiply whole-number side lengths to solve problems 			<p>Subtraction) -depending on student goal</p> <p>FastBridge</p> <p>Essential Elements Checklist</p>
4	<ul style="list-style-type: none"> ● Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, and justify the solution ● Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors and justify the solution ● Compare two fractions using the symbols $>$, $=$, $<$ ● Understand addition and subtraction of fractions as joining/composing and separating/decomposing parts referring to the same whole ● Decompose a fraction into a sum of fractions with the same denominator and record each decomposition with an equation and justification ● Solve problems involving adding and subtracting fractions and mixed numbers with like denominators 	<p>Setting: classroom, workshop model</p> <p>Resources: <i>enVision Math 2.0, Context for Learning Units</i></p> <p>Assessments: District benchmark assessments, Unit Assessments</p>	<p>Setting: varies by building, small group strategy work</p> <p>Resources: Reteaching from <i>enVision Math 2.0</i>, varies by building</p> <p>Assessments: District benchmark assessments, Unit Assessments</p>	<p>Setting: pull-out or push in no more than 1:4 ratio provided by Math Support Specialists (MSS)</p> <p>Special education setting</p> <p>Resources: Units created by MSS, <i>Number Sense and Intervention</i></p> <p>Special Ed Resources:</p> <p>Early numeracy, Corrective Math, Number Worlds, Connecting Math Concepts, Saxton Math</p> <p>Assessments: Created assessments for Counting, Number Sense, Operations</p>

	<ul style="list-style-type: none"> ● Solve multi-step whole number problems involving the four operations and variables and using estimation to interpret the reasonableness of the answer ● Solve whole number division problems involving variables in which remainders need to be interpreted and justify the solution ● Classify two-dimensional shapes by their sides and/or angles 			<p>(Addition and Subtraction) -depending on student goal</p> <p>FastBridge</p> <p>Essential Elements Checklist</p>
5	<ul style="list-style-type: none"> ● Add and subtract multi-digit whole numbers and decimals to the thousandths place and justify the solution ● Divide multi-digit whole numbers and decimals to the hundredths place using up to two-digit divisors and four-digit dividends and justify the solution ● Estimate results of sums, differences and products with fractions and decimals to the thousandths ● Extend the concept of division to divide unit fractions and whole numbers by using visual fraction models and equations: calculate and interpret the quotient of a 	<p>Setting: classroom, workshop model</p> <p>Resources: <i>enVision Math 2.0, Context for Learning Units</i></p> <p>Assessments: District benchmark assessments, Unit Assessments</p>	<p>Setting: varies by building, small group strategy work</p> <p>Resources: Reteaching from <i>enVision Math 2.0</i>, varies by building</p> <p>Assessments: District benchmark assessments, Unit Assessments</p>	<p>Setting: pull-out or push in no more than 1:4 ratio provided by Math Support Specialists (MSS)</p> <p>Special education setting</p> <p>Resources: Units created by MSS, <i>Number Sense and Intervention</i></p> <p>Special Ed Resources:</p> <p>Early numeracy, Corrective Math,</p>

	<p>unit fraction by a non-zero whole number; calculate and interpret the quotient of a whole number by a unit fraction</p> <ul style="list-style-type: none"> • Understand the concept of volume and recognize that volume is measured in cubic units 			<p>Number Worlds, Connecting Math Concepts, Saxton Math</p> <p>Assessments: Created assessments for Counting, Number Sense, Operations (Addition and Subtraction) -depending on student goal</p> <p>FastBridge</p> <p>Essential Elements Checklist</p>
6	<p><u>Sixth Grade Math Priority Standards</u></p>	<p>Setting: Core teacher classrooms 210 minutes weekly general education setting</p> <p>Resources: Discovery Education Parkway core curriculum resources</p> <p>Assessments: Pre and post growth measure and unit assessments</p>	<p>Setting: varies by building, small group strategy work 210 minutes a week with a general education/special education teaching team or individual push in/pull out minutes based on IEP services.</p> <p>Gen ed or special ed settings</p> <p>Resources: Discovery Education/Parkway</p>	<p>Setting: pull out, small group math, varies by building, Sped setting 210 minutes with a special education teacher or individual push out minutes based on IEP services</p> <p>Resources: Moby Max</p> <p>Special Ed Resources: Building Math Competency 1,2,3,4 Corrective Math</p>

			<p>core curriculum resources</p> <p>Assessments:</p> <p>District benchmark assessments, Unit Assessments</p>	<p>ULS</p> <p>Assessments</p> <p>Building Math Competency Screener KeyMath (sped) Essential Skills Checklist Fastbridge</p>
7	Seventh Grade Math Priority Standards	<p>Setting: Core teacher classrooms 210 minutes weekly general education setting</p> <p>Resources: Discovery Education 210 minutes weekly general education setting</p> <p>Assessments: Pre and post growth measure and unit assessments</p>	<p>Setting: varies by building, small group strategy work 210 minutes a week with a general education/special education teaching team or individual push in/pull out minutes based on IEP services. Gen ed or special ed settings</p> <p>Resources: Discovery Education/Parkway core curriculum resources</p> <p>Assessments</p>	<p>Setting: pull out, small group math, varies by building, Sped setting 210 minutes with a special education teacher or individual push out minutes based on IEP services</p> <p>Resources: Moby Max</p> <p>Special Ed Resources:</p> <p>Building Math Competency 1,2,3,4 Corrective Math ULS</p> <p>Assessments</p>

			District benchmark assessments, Unit Assessments	Building Math Competency Screener KeyMath (sped) Essential Skills Checklist Fastbridge
8	Eighth Grade Math Priority Standards	<p>Setting: Core teacher classrooms 210 minutes weekly general education setting</p> <p>Resources: Discovery Education 210 minutes weekly general education setting</p> <p>Assessments: Pre and post growth measure and unit assessments</p>	<p>Setting: varies by building, small group strategy work 210 minutes a week with a general education/special education teaching team or individual push in/pull out minutes based on IEP services. Gen ed or special ed settings</p> <p>Resources: Discovery Education/Parkway core curriculum resources</p> <p>Assessments: District benchmark assessments, Unit Assessments</p>	<p>Setting: pull out, small group math, varies by building, Sped setting 210 minutes with a special education teacher or individual push out minutes based on IEP services</p> <p>Resources: Moby Max</p> <p>Special Ed Resources: Building Math Competency 1,2,3,4 Corrective Math ULS</p> <p>Assessments: Building Math Competency Screener</p>

				KeyMath (sped) Essential Skills Checklist Fastbridge
9	<p>Recommended Course:</p> <p>Algebra Math Priority Standards</p> <p>STANDARDS LIST -.xlsx</p>	<p>Setting: Core Teacher Classrooms</p> <p>Resources: Glencoe Algebra 1</p> <p>Assessments: Common pre and post growth measurement. Common unit assessment test bank (or ideal exams)</p>	<p>Setting: Course - Algebra Lab, after school tutoring and supports, ASC learning support, Ac lab</p> <p>Resources: Same as algebra course, also teacher created</p> <p>Assessments: Movement in and out of course at semester is based on assessments and grades in Algebra 1 course</p>	<p>Setting: Course - I2 (Intervention and Instruction)</p> <p>Special ed setting</p> <p>BMC 3 and BMC 4 classes—Sped or Gen (Co-Taught)</p> <p>Resources: Same as an algebra course. Often also includes additional work on prerequisite math skills, Building Math Competency 1,2,3,4</p> <p>Assessments:</p> <p>IXL</p> <p>Building Math Competency Screener</p> <p>Essential Skills Checklist</p> <p>Industry Standards</p>

<p>10</p>	<p>Recommended Course: Geometry A</p> <p>Course Overview</p> <p>Other choices include:</p> <p>Geometry B - Overview</p> <p>or</p> <p>Honors Geometry - Overview</p>	<p>Setting: Core Teacher Classrooms</p> <p>Resources:</p> <p>Geometry: A Bridge to Success</p> <p>Assessments:</p> <p>Common Pre and post growth measure. Unit assessments prepared by teachers</p>	<p>Setting: After-school tutoring, Academic Support Center, Ac lab</p> <p>Resources: teacher created materials</p> <p>Assessments:</p> <p>Common assessments, unit assessments</p>	<p>Setting: pull out, special education setting</p> <p>Resources: BMC 1,2,3,4 (modified math curriculum), Consumer Math 1 and 2. Essential Skills Curriculum, Industry Standards</p> <p>Assessments:</p> <p>IXL</p> <p>Building Math Competency Screener</p> <p>Essential Skills Checklist</p>
<p>11</p>	<p>Students generally choose one of three choices:</p> <p>Algebra 2 - Overview</p> <p>Algebra 2 with Trigonometry - Overview</p>	<p>Setting: Core Teacher Classrooms</p> <p>Resources: Based on course, see overview for course</p> <p>Assessments:</p> <p>Common Pre and post growth measure.</p>	<p>Setting: After-school tutoring, Academic Support Center, Math Lab,</p> <p>Resources: teacher created materials</p> <p>Assessments:</p> <p>Common assessments, unit assessments</p>	<p>Setting: pull out, special education setting</p> <p>Resources: BMC 1,2,3,4 (modified math curriculum), Consumer Math 1 and 2, Essential Skills Curriculum, Industry Standards</p> <p>Assessments</p>

	Honors Algebra 2 with Trigonometry - Overview			Building Math Competency Screener Essential Skills Checklist
12	<p>Student choice electives</p> <p>Students can choose from (depending on prerequisites):</p> <p>Statistics</p> <p>Trigonometry</p> <p>Problem Based Applications in Mathematics (PBAM)</p> <p>Computer Science (requires parent acknowledgement)</p> <p>Precalculus</p> <p>Honors Precalculus</p> <p>AP Calculus AB</p> <p>AP Calculus BC</p> <p>AP Statistics</p>	<p>Setting: Core Teacher Classrooms</p> <p>Resources: Appropriate texts</p> <p>Assessments: Unit assessments, benchmark assessments as appropriate</p>	<p>Setting: After-school tutoring, Academic Support Center, Math Lab,</p> <p>Resources: teacher created materials</p> <p>Assessments: Common assessments, unit assessments</p>	<p>Setting: pull out, special education setting</p> <p>Resources: BMC 1,2,3,4 (modified math curriculum), Essential Skills Curriculum, Industry Standards</p> <p>Assessments: IXL</p> <p>Building Math Competency Screener</p> <p>Essential Skills Checklist</p>

Social Emotional:

Definitions:

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

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

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

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

Assessment: progress monitor weekly

Goal:

Grade:	Priority Standards (could come from CASEL or MLS Counseling)	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	social emotional learning standards 2019 (1).pdf	<p>Setting: classrooms, varies by building</p> <p>Resources: varies by building; community circle; Leader in Me, Growth Mindset, Second Steps, Zones of regulation, classroom lessons with school</p>	<p>Setting: Small Group</p> <p>Resources: SEB specialists (Elementary)</p> <p>varies by building; mindful moments, visual supports behavior charts, thinkery sheets, check-in/out, mentoring social groups with counselors;</p>	<p>Setting: Individual</p> <p>Resources: SEB specialists (Elementary), Care Coordinators, varies by building, crisis and/or mental health counseling referral</p> <p>Special education resources: EPS: SEB,</p>

		<p>counselors, Character Education</p> <p>Assessments:</p> <p>varies</p>	<p>individual/small groups with social workers, calm classrooms, Zones</p> <p>Assessments: Varies</p>	<p>Social Workers, SEB Support Teams, KEYS, Zones, Incredible Flexible You, SCERTS, Brainwise, Strong Kids</p> <p>Assessments: SAEBRS</p> <p>Fastbridge (sped)</p>
1	<p>social emotional learning standards 2019 (1).pdf</p>	<p>Setting: classrooms, varies by building</p> <p>Resources: varies by building; community circle; Leader in Me, Growth Mindset, Second Steps, Zones of regulation, classroom lessons with school counselors, Character Education</p> <p>Assessments: Varies</p>	<p>Setting: Small Group</p> <p>Resources: SEB specialists (Elementary)</p> <p>varies by building; mindful moments, visual supports behavior charts, thinkery sheets, check-in/out, mentoring social groups with counselors; individual/small groups with social workers, calm classrooms, Zones</p> <p>Assessments: Varies</p>	<p>Setting: Individual</p> <p>Resources: SEB specialists (Elementary), Care Coordinators, varies by building, crisis and/or mental health counseling referral</p> <p>Special education resources: EPS: SEB, Social Workers, SEB Support Teams, KEYS, Zones, Incredible Flexible You, SCERTS, Brainwise, Strong Kids</p> <p>Assessments: SAEBRS</p>

				Fastbridge (sped)
2	social emotional learning standards 2019 (1).pdf	<p>Setting: classrooms, varies by building</p> <p>Resources: varies by building; community circle; Leader in Me, Growth Mindset, Second Steps, Zones of regulation, classroom lessons with school counselors, Character Education</p> <p>Assessments: Varies</p>	<p>Setting: Small Group</p> <p>Resources: SEB specialists (Elementary)</p> <p>varies by building; mindful moments, visual supports behavior charts, thinkery sheets, check-in/out, mentoring social groups with counselors; individual/small groups with social workers, calm classrooms, Zones</p> <p>Assessments: Varies</p>	<p>Setting: Individual</p> <p>Resources: SEB specialists, Care Coordinators, varies by building, crisis and/or mental health counseling referral</p> <p>Special education resources: EPS: SEB, Social Workers, SEB Support Teams, KEYS, Zones, Incredible Flexible You, SCERTS, Brainwise, Strong Kids</p> <p>Assessments: SAEBRS</p> <p>Fastbridge (sped)</p>
3	social emotional learning standards 2019 (1).pdf	<p>Setting: classrooms, varies by building</p> <p>Resources: varies by building; community circle; Leader in Me,</p>	<p>Setting: Small Group</p> <p>Resources: SEB specialists (Elementary)</p> <p>varies by building; mindful moments,</p>	<p>Setting: Individual</p> <p>Resources: (Elementary), SEB specialist, Care Coordinators, varies by</p>

		<p>Growth Mindset, Second Steps, Zones of regulation, classroom lessons with school counselors, Character Education</p> <p>Assessments: Varies</p>	<p>visual supports behavior charts, thinkery sheets, check-in/out, mentoring social groups with counselors; individual/small groups with social workers, calm classrooms, Zones</p> <p>Assessments: Varies</p>	<p>building, crisis and/or mental health counseling referral</p> <p>Special education resources: EPS: SEB, Social Workers, SEB Support Teams, KEYS, Zones, Incredible Flexible You, SCERTS, Brainwise, Strong Kids</p> <p>Assessments: SAEBRS</p> <p>Fastbridge (sped)</p>
4	<p>social emotional learning standards 2019 (1).pdf</p>	<p>Setting: classrooms, varies by building</p> <p>Resources: varies by building; community circle; Leader in Me, Growth Mindset, Second Steps, Zones of regulation, classroom lessons with school counselors, Character Education</p> <p>Assessments: Varies</p>	<p>Setting: Small Group</p> <p>Resources: SEB specialists (Elementary)</p> <p>varies by building; mindful moments, visual supports behavior charts, thinkery sheets, check-in/out, mentoring social groups with counselors; individual/small groups</p>	<p>Setting: Individual</p> <p>Resources: SEB specialists, Care Coordinators, vary by building, crisis and/or mental health counseling referral</p> <p>Special education resources: EPS: SEB, Social Workers, SEB Support Teams, KEYS, Zones, Incredible</p>

			<p>with social workers, calm classrooms, Zones</p> <p>Assessments: Varies</p>	<p>Flexible You, SCERTS, Brainwise, Strong Kids</p> <p>Assessments: SAEBRS</p> <p>Fastbridge (sped)</p>
5	<p>social emotional learning standards 2019 (1).pdf</p>	<p>Setting: classrooms, varies by building</p> <p>Resources: varies by building; community circle; Leader in Me, Growth Mindset, Second Steps, Zones of regulation, classroom lessons with school counselors, Character Education</p> <p>Assessments: Varies</p>	<p>Setting: Small Group</p> <p>Resources: SEB specialists (Elementary)</p> <p>varies by building; mindful moments, visual supports behavior charts, thinkery sheets, check-in/out, mentoring social groups with counselors; individual/small groups with social workers, calm classrooms, Zones</p> <p>Assessments: Varies</p>	<p>Setting: Individual</p> <p>Resources: SEB specialists, Care Coordinators, varies by building, crisis and/or mental health counseling referral</p> <p>Special education resources: EPS: SEB, Social Workers, SEB Support Teams, KEYS, Zones, Incredible Flexible You, SCERTS, Brainwise, Strong Kids</p> <p>Assessments: SAEBRS</p> <p>Fastbridge (sped)</p>

<p>6</p>	<p>social emotional learning standards 2019 (1).pdf</p>	<p>Setting: classrooms, varies by building</p> <p>Resources: varies by building; community circle; Leader in Me, Growth Mindset, Second Steps, Zones of regulation, classroom lessons with school counselors, Character Education</p> <p>Assessments: varies</p>	<p>Setting: Small Group Individual IEP services and minutes provided in the general education setting by a special education teacher.</p> <p>Resources: Care Coordinators (Secondary), varies by building; mindful moments, visual supports behavior charts, thinkery sheets, check-in/out, mentoring social groups with counselors; individual/small groups with social workers, calm classrooms, Zones</p> <p>Assessments: varies</p>	<p>Setting: Individual Up to 210 minutes a week of social skills services provided in a special education setting by a special education teacher. Individual IEP social worker services provided in individual, jointly with the special education teacher in a small group. Individual IEP services might include an excess of 210 minutes per week.</p> <p>Resources: Care Coordinators (Secondary), varies by building, crisis and/or mental health counseling referral</p> <p>Special education resources: EPS: SEB, Social Workers, SEB Support Teams, KEYS, Zones, Incredible Flexible You, SCERTS, Brainwise, Strong Kids</p>
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				Assessments SAEBRS Fastbridge (sped)
7	social emotional learning standards 2019 (1).pdf	<p>Setting: classrooms, varies by building</p> <p>Resources: varies by building; community circle; Leader in Me, Growth Mindset, Second Steps, Zones of regulation, classroom lessons with school counselors, Character Education</p> <p>Assessments: Varies</p>	<p>Setting: Small Group Individual IEP services and minutes provided in the general education setting by a special education teacher.</p> <p>Resources: Care Coordinators (Secondary), varies by building; mindful moments, visual supports behavior charts, check-in/out, mentoring social groups with counselors; individual/small groups with social workers, calm classrooms, Zones</p>	<p>Setting: Individual Up to 210 minutes a week of social skills services provided in a special education setting by a special education teacher. Individual IEP social worker services provided in individual, jointly with the special education teacher in a small group. Individual IEP services might include an excess of 210 minutes per week.</p> <p>Resources: Care Coordinators (Secondary), varies by building, crisis and/or</p>

			<p>Assessments: Varies</p>	<p>mental health counseling referral</p> <p>Special education resources: EPS: SEB, Social Workers, SEB Support Teams, KEYS, Zones, Incredible Flexible You, SCERTS, Brainwise, Strong Kids</p> <p>Assessments: SAEBRS</p> <p>Fastbridge (sped)</p>
8	<p>social emotional learning standards 2019 (1).pdf</p>	<p>Setting: classrooms, varies by building</p> <p>Resources: varies by building; community circle; Leader in Me, Growth Mindset, Second Steps, Zones of regulation, classroom lessons with school counselors, Character Education</p> <p>Assessments: Varies</p>	<p>Setting: Small Group Individual IEP services and minutes provided in the general education setting by a special education teacher.</p> <p>Resources: Care coordinators (Secondary), varies by building; mindful moments,</p>	<p>Setting: Individual Up to 210 minutes a week of social skills services provided in a special education setting by a special education teacher. Individual IEP social worker services provided in individual, jointly with the special education teacher in a small group. Individual IEP services might</p>

			<p>visual supports behavior charts, thinkery sheets, check- in/out, mentoring social groups with counselors; individual/small groups with social workers, calm classrooms, Zones</p> <p>Assessments: Varies</p>	<p>include an excess of 210 minutes per week.</p> <p>Resources: Care coordinators (Secondary), varies by building, crisis and/or mental health counseling referral</p> <p>Special education resources: EPS: SEB, Social Workers, SEB Support Teams, KEYS, Zones, Incredible Flexible You, SCERTS, Brainwise, Strong Kids</p> <p>Assessments: SAEBRS</p> <p>Fastbridge (sped)</p>
9	social emotional learning standards 2019 (1).pdf	<p>Setting: classrooms, varies by building</p> <p>Resources: varies by building; community circle; Leader in Me, Growth Mindset, Second Steps, Zones of</p>	<p>Setting: Small Group</p> <p>Resources: Care Coordinators (Secondary), varies by building; visual supports behavior charts, check-</p>	<p>Setting: Individual</p> <p>Resources: Care Coordinators (Secondary), varies by building, crisis and/or mental health counseling referrals</p>

		<p>regulation, classroom lessons with school counselors, Character Education</p> <p>Assessments: Varies</p>	<p>in/out, mentoring social groups with counselors; individual/small groups with social workers, calm classrooms, Zones</p> <p>Assessment: Varies</p>	<p>Special education resources: EPS: SEB, Social Workers, SEB Support Teams, KEYS, Zones, Incredible Flexible You, SCERTS, Brainwise, Strong Kids</p> <p>Assessments: SAEBRS</p> <p>Fastbridge (sped)</p>
10	<p>social emotional learning standards 2019 (1).pdf</p>	<p>Setting: classrooms, varies by building</p> <p>Resources: varies by building; community circle; Leader in Me, Growth Mindset, Second Steps, Zones of regulation, classroom lessons with school counselors, Character Education</p> <p>Assessments: Varies</p>	<p>Setting: Small Group</p> <p>Resources: Care Coordinators (Secondary), varies by building; mindful moments, visual supports behavior charts, thinkery sheets, check-in/out, mentoring social groups with counselors; individual/small groups with social workers, calm classrooms, Zones</p> <p>Assessments: Varies</p>	<p>Setting: Individual</p> <p>Resources: Care Coordinators (Secondary), varies by building, crisis and/or mental health counseling referral</p> <p>Special education resources: EPS: SEB, Social Workers, SEB Support Teams, KEYS, Zones, Incredible Flexible You, SCERTS, Brainwise, Strong Kids</p> <p>Assessments: SAEBRS</p>

				Fastbridge (sped)
11	social emotional learning standards 2019 (1).pdf	<p>Setting: classrooms, varies by building</p> <p>Resources: varies by building; community circle; Leader in Me, Growth Mindset, Second Steps, Zones of regulation, Character Education</p> <p>Assessments: Varies</p>	<p>Setting: Small Group</p> <p>Resources: Care Coordinators (Secondary), varies by building, visual supports behavior charts, check-in/out, mentoring social groups with counselors; individual/small groups with social workers, calm classrooms, Zones</p> <p>Assessments: Varies</p>	<p>Setting: Individual</p> <p>Resources: Care Coordinators (Secondary), varies by building, crisis and/or mental health counseling referral</p> <p>Special education resources: EPS: SEB, Social Workers, SEB Support Teams, KEYS, Zones, Incredible Flexible You, SCERTS, Brainwise, Strong Kids</p> <p>Assessments: SAEBRS</p> <p>Fastbridge (sped)</p>
12	social emotional learning standards 2019 (1).pdf	<p>Setting: classrooms, varies by building</p> <p>Resources: varies by building; community circle; Leader in Me,</p>	<p>Setting: Small Group</p> <p>Resources: Care Coordinators (Secondary), varies by building; mindful</p>	<p>Setting: Individual</p> <p>Resources: Care Coordinators (Secondary), varies by building, crisis and/or</p>

		<p>Growth Mindset, Second Steps, Zones of regulation, Character Education</p> <p>Assessments: Varies</p>	<p>moments, visual supports behavior charts, check-in/out, mentoring social groups with counselors; individual/small groups with social workers, calm classrooms, Zones</p> <p>Assessments: Varies</p>	<p>mental health counseling referral</p> <p>Special education resources: EPS: SEB, Social Workers, SEB Support Teams, KEYS, Zones, Incredible Flexible You, SCERTS, Brainwise, Strong Kids</p> <p>Assessments: SAEBRS</p> <p>Fastbridge (sped)</p>
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