



## Pattonville School District



### **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?***

The Pattonville School District and Special School District relationship is characterized by a strong collaborative partnership. The districts work together to establish structures for shared responsibility of student achievement in the areas of literacy, numeracy, and social emotional learning. The tiered structures in grades K-12 for each area outlined below demonstrate a continuum of curricula, supports, and targeted intervention aimed at reaching the unique needs of each student in the district. Further, the following elements also contribute to the collaborative work being done within the district in sharing responsibility for student achievement:

- Collaborative Care Team processes for Tiers 2 and 3 involve general education staff, special education staff, and school psychologists
- Data Teams and CI3T Teams with general education and special education staff collaboration around student performance and needs
- Monthly Coordinator/Principal meetings focused on student achievement, staffing, professional development and discipline
- General and special education representation on a variety of building level committees, including Building Leadership Teams and Area Leadership Teams
- Support from SSD EPS and facilitators for building level professional development and coaching, as well as special education staff involvement in Pattonville professional development opportunities and initiatives
- Collaboration with SSD facilitators (MTSS) on Pattonville district level committees and in CI3T implementation
- Discovery Education Partnership providing general education and special education teachers and administrators professional development to enhance instructional practices and foster more personalized classroom learning experiences
- Revamping of Crisis and Response Teams; NCI training is offered to general education staff
- Collaboration for serving students with 504 and special education needs within a therapeutic program for social-emotional supports
- Elementary special education teachers and therapists provide “push-in” instructional support at the Tier 2 level to increase access to the least restrictive environment and work on skill generalization. Middle School and High School supports include co-

- taught classes to ensure access to LRE and students' progress towards meeting desired EOC outcomes.
- Collaborative SSD/Pattonville site visits to Wisconsin to work with administration who are implementing personalized learning structures within their buildings
  - PSD building planning begins with district initiatives and SSD works toward meeting those initiatives while also meeting individual student needs, at likely lower levels or Tier 3 and with support at Tier 1 & 2, according to the CI3T process.

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

District leaders work with educators to develop the outlined tiers of student support found below. Special Education Coordinators and Principals work together to communicate and monitor high expectations of all staff and students, provide time for development and learning for staff members, seek collaboration time for educators, budget and align resources to support initiatives in literacy, numeracy, and social emotional instruction, and provide time for teachers to analyze assessment data and collaborate on adjustments to student support and intervention. Specific examples of district leaders providing support in literacy, numeracy and social emotional instruction include the following:

- Providing targeted, ongoing professional development and coaching aligned with literacy, numeracy, and social emotional goals of the district
- Engaging with stakeholders through curriculum review committees and ALT program reviews to ensure instruction is targeted, effective, aligned with standards, and developed around evidence-based practices.
- Ensuring professional development is based upon current research and best practice in the areas of literacy, numeracy, social emotional instruction
- Offering targeted observation and support to staff in implementation of programs/interventions and instructional practices in literacy, numeracy, social emotional instruction
- Working continually with district leaders through a continuous improvement model to determine the instructional needs of the school by reviewing student data, district goals, instructional practice strengths and areas of improvement, and learning about the needs of the staff
- Providing time and leading discussions about instructional practices and their impact on student learning. Administrators are present during the analysis of data in data and department/grade level meetings (SSD/general education) to ensure that teachers are using assessment data to inform instruction and examine student performance.

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

Evidence-based practices are sustained by the development of comprehensive district PD plans and building PD plans with follow up coaching and support from general education and SSD facilitators, instructional coaches, and assessment coaches. Additionally, each building in the district has a teacher-level instructional specialist who is available to support both general and special education staff.

In the data teams process, staff utilize various resources from the SSD Data Teams' site in order to ensure evidence-based practices are discussed and utilized in developing plans of support for students. Further, evidence-based practices are a focus during general education and special education teacher evaluations.

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

Pattonville and SSD work together to provide support for all teachers through the following methods:

- Ongoing professional development and coaching
- Building, department, and grade level collaboration time is embedded within schedules to allow general and special education teachers to reflect on practices, analyze assessment data, and make necessary instructional adjustments.
- Opportunities for teachers to attend outside trainings (general and special education needs) to support their professional growth in literacy, numeracy and social emotional instruction
- Professional Development Committee representatives are from each building and provide teacher-voice regarding needs in the areas of literacy, numeracy and social emotional instruction

***How do we ensure our written/taught/learned curriculum is aligned to the Missouri Learning Standards expectations? What collaborative structures do we have in place to ensure Missouri Learning Standards expectations are the foundation of the written curriculum?***

Ensuring the curriculum is aligned to Missouri Learning Standards is an inherent part of the curriculum writing process and is conducted in coordination with the Teaching and Learning Department for the district. The district utilizes Build Your Own Curriculum (BYOC), which is updated and reviewed regularly to ensure alignment to priority standards. Specifically, as the district moves towards personalized-learning progressions which are aligned to the Missouri Learning Standards are being developed for all instructional focus areas. Teachers will be utilizing these progressions to guide and plan instruction and further personalize student-learning. Alignment between Missouri Learning Standards and the IEP plans is achieved through standards-based IEP writing and implementation.

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

In Pattonville, SSD is a part of the process to make decisions regarding curriculum. As mentioned above, there is a curriculum writing and review process established in the district. Teachers are involved in department curriculum reviews and revisions and Area Coordinators work with Curriculum Coordinators, Instructional Specialists, and the Teaching and Learning Department.

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

Ensuring our instruction is meeting the needs of students in the district is driven by a data-informed approach. The following structures support this work:

- Continued monitoring of STAR Benchmark Data and State Performance Data across the district
- Continued monitoring of formative and summative assessment data, universally-utilized progress monitoring assessment data, and STAR Benchmark Data at the building levels through the following:
  - Grade level meetings
  - Department team meetings
  - Care team meetings at the building level
  - Individual student problem solving meetings
  - SSD data team meetings
  - SEB case review meetings

***How do we select quality resources and provide teachers with the training to implement them effectively? How are Special education teachers included in this process?***

The District Curriculum Committee has established a rigorous process to review and select quality programs and resources. SSD programs and resources are selected by Area Leadership Teams, utilizing the guidance provided by the SSD Research-Based Practices Selection Framework. The framework and additional intervention selection tools provided by SSD guide selection of programs and strategies. Special education teachers participate in grade-level professional development provided by Pattonville. Special education teachers are also provided necessary training in instructional practices and programs to be implemented through PD opportunities and on-site coaching as applicable provided by SSD. EPS staff and instructional coaches help support follow-up coaching to ensure resources are implemented with fidelity.

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

Administrators and educators in the district have been informed of the role and function of the assessment system. Staff have been provided training on the delivery and interpretation of scores/information for district assessments and the development of skills specific to interpretation of the data toward instructional modification.

A district assessment schedule has been developed and disseminated to all staff. Assessments for progress monitoring as well as benchmarking have been identified and teachers understand the role assessment plays in their instruction, as well as at the building screening level.

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

Formative and summative assessments are utilized to provide direction to individual teacher staff at the micro level for individual student needs and classroom instructional adjustment, utilizing Continuous Classroom Improvement (CCI) practices. Data from formative and summative assessment are also reviewed and used to guide instructional decisions in grade level and department team meetings. These assessments, which include benchmark assessment and progress monitoring, also contribute to guiding decision-making in student IEP programming decisions. A comprehensive bank of benchmark and progress monitoring assessment data is maintained and utilized to guide decision making in students' movement through structural tiers in CI3T meetings, care team meetings, and data team meetings at the building level.

At the district level benchmark data and state-required assessment data are analyzed to guide strategic planning for the district in meeting the identified goals around literacy, numeracy, and social emotional learning and establishing priority areas.

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

Formative and summative assessments are teacher-driven and aligned to instructional units and lessons. Students are assessed regularly throughout the instructional cycles by grade level and department teams to determine progress toward standards. The District Assessment Plan is reviewed annually, through an assessment audit process. Adjustments are made, as needed, with a focus on identifying assessments that are useful, timely, minimize impact on instructional time, and provide the intended information required.

***How do we help all educators become assessment literate?***

Teachers are provided training on the purpose, implementation, and interpretation of results for the assessments utilized by the district. Pattonville and SSD also have assessment coaches who provide support to a group or individually. For SSD, the establishment of Fastbridge Super-Users in each building ensures a staff member can support colleagues in benchmarking and progress monitoring in both numeracy and literacy. Each SSD Data Team has an identified Data Team Leader, who supports teachers in utilizing and interpreting data to make instructional decisions. These leaders participate in SSD Data Leader Cohorts to ensure they are current on the most recent guidance from the district in the effective use of assessment.

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

As part of the CSIP process in Pattonville, family representatives are included in strategic district planning for all areas including literacy, numeracy, and social emotional learning. Family collaboration and partnerships are sought through the care team, evaluation, and IEP process. Connections are also fostered with PEDAs administrators and to the Family Resource Center at SSD by promotion from SSD administrators and teacher-level staff.

**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**

<b>Grade:</b>	<b>Priority Standards</b>	<b>Tier One (Universals/Core)</b>	<b>Tier Two (Intervention)</b>	<b>Tier Three (Remediation)</b>
K	1) Explore, analyze, and evaluate grade-level works from a range of literary genres.	<b>Setting:</b> Classroom  <b>Resources:</b>	<b>Setting:</b> Small group, 1:1 classroom teacher  <b>Resources:</b>	<b>Setting:</b> Small group, 1:1  <b>Resources:</b> Step up to Writing,

	<p>2) Clearly communicate in a range of styles and for different audiences and purposes. Create and support ideas by synthesizing information from multiple appropriate, credible sources.</p> <p>3) Collaborate and communicate with others using appropriate listening and speaking skills.</p>	<p>Making Meaning-Comprehension Being a Reader - Phonics Being a Writer</p> <p><b>Assessments:</b> STAR Early Literacy 3x per year; Benchmark Assessment System (BAS); Kindergarten readiness assessment</p>	<p>SIPPS; Leveled Literacy Intervention</p> <p><b>Assessments:</b> STAR Early Literacy Monthly; BAS Monthly; Assessments associated with Being a Reader and Being a Writer</p>	<p>SIM Writing Strategies, SPIRE, SIPPS, Sound Sensible, Heggerty, Zoo Phonics, Early Literacy Skill Builder; Unique Learning Systems, News 2 You, Early Reading Skills Builder</p> <p><b>Assessments:</b> Writing - Per Instructional materials</p> <p>Benchmarking 3x year Star, Fastbridge, ELA Checklist, Social Skills Solutions, Communication Matrix, Unique Learning Systems</p> <p>Progress Monitoring Fastbridge weekly or biweekly</p>
1	<p>1) Explore, analyze, and evaluate grade-level works from a range of literary genres.</p> <p>2) Clearly communicate in a range of styles and for different audiences and purposes. Create and support ideas by synthesizing information from multiple appropriate, credible sources.</p>	<p><b>Setting:</b> Classroom</p> <p><b>Resources:</b> Making Meaning-Comp Being a Reader-Phonics Being a Writer</p> <p><b>Assessments:</b> STAR Early Literacy; STAR reading 2nd semester; BAS</p>	<p><b>Setting:</b> Small Group or 1:1</p> <p><b>Resources:</b> SIPPS; Leveled Literacy Intervention</p> <p><b>Assessments:</b> STAR Early Literacy Monthly; BAS Monthly</p>	<p><b>Setting:</b> Small Group or 1:1</p> <p><b>Resources:</b> Step up to Writing, SIM Writing Strategies, SPIRE, SIPPS, Sound Sensible, Heggerty, Zoo Phonics, Early Literacy Skill Builders; Unique Learning Systems, News 2</p>

	<p>3) Collaborate and communicate with others using appropriate listening and speaking skills.</p>			<p>You, Early Reading Skills Builder</p> <p><b>Assessments:</b> Writing per Instructional materials, ELA Checklist, Social Skills Solutions, Communication Matrix, Unique Learning Systems</p> <p>Benchmarking 3x year Star, Fastbridge;</p> <p>Progress Monitoring Fastbridge weekly or biweekly</p>
2	<p>1) Explore, analyze, and evaluate grade-level works from a range of literary genres.</p> <p>2) Clearly communicate in a range of styles and for different audiences and purposes. Create and support ideas by synthesizing information from multiple appropriate, credible sources.</p> <p>3) Collaborate and communicate with others using appropriate listening and speaking skills.</p>	<p><b>Setting:</b> Classroom</p> <p><b>Resources:</b> Making Meaning-Comp Guided Spelling-Phonics; Being a Reader; Being a Writer</p> <p><b>Assessments:</b> STAR reading 3 x per year; BAS monthly</p>	<p><b>Setting:</b> Small Group or 1:1</p> <p><b>Resources:</b> SIPPS; Leveled Literacy Intervention; Limited Wilson Reading</p> <p><b>Assessments:</b> STAR Early Literacy Monthly; BAS Monthly</p>	<p><b>Setting:</b> Small Group or 1:1</p> <p><b>Resources:</b> Spire, SIPPS, Wilson Reading System, Heggerty, Step up to Writing, Early Literacy Skill Builders; Unique Learning Systems, News 2 You, Early Reading Skills Builder</p> <p><b>Assessments:</b> Writing per Instructional materials;</p> <p>Benchmarking 3x year Star, Fastbridge;</p>



				Progress Monitoring Fastbridge weekly or biweekly
3	<p>1) Explore, analyze, and evaluate grade-level works from a range of literary genres.</p> <p>2) Clearly communicate in a range of styles and for different audiences and purposes. Create and support ideas by synthesizing information from multiple appropriate, credible sources.</p> <p>3) Collaborate and communicate with others using appropriate listening and speaking skills.</p>	<p><b>Setting:</b> Classroom</p> <p><b>Resources:</b> Making Meaning-Comp Guided Spelling-Phonics Being a Writer</p> <p><b>Assessments:</b> STAR reading 3 x per year; BAS monthly</p>	<p><b>Setting:</b> Small Group or 1:1</p> <p><b>Resources:</b> SIPPS; Leveled Literacy Intervention; Limited Wilson Reading</p> <p><b>Assessments:</b> STAR Early Literacy Monthly; BAS Monthly</p>	<p><b>Setting:</b> Small Group or 1:1</p> <p><b>Resources:</b> Spire, SIPPS, Wilson Reading System, Heggerty, Step up to Writing, Early Literacy Skill Builders; Unique Learning Systems; Corrective Reading, News 2 You, Early Reading Skills Builder, Phonics for Reading</p> <p><b>Assessments:</b> Writing per Instructional materials, ELA Checklist, Social Skills Solutions, Communication Matrix, Unique Learning Systems</p> <p>Benchmarking 3x year Star, Fastbridge;</p> <p>Progress Monitoring Fastbridge weekly or biweekly</p>
4	1) Explore, analyze, and evaluate grade-level works from a range of literary genres.	<p><b>Setting:</b> Classroom</p>	<p><b>Setting:</b> Small Group or 1:1</p>	<p><b>Setting:</b> Small Group or 1:1</p>

	<p>2) Clearly communicate in a range of styles and for different audiences and purposes. Create and support ideas by synthesizing information from multiple appropriate, credible sources.</p> <p>3) Collaborate and communicate with others using appropriate listening and speaking skills.</p>	<p><b>Resources:</b> Making Meaning-Comp Guided Spelling-Phonics Being a Writer</p> <p><b>Assessments:</b> STAR reading 3 x per year; BAS monthly</p>	<p><b>Resources:</b> SIPPS; Leveled Literacy Intervention; Limited Wilson Reading</p> <p><b>Assessments:</b> STAR Early Literacy Monthly; BAS Monthly</p>	<p><b>Resources:</b> Spire, SIPPS, Wilson Reading System, Heggerty, Step up to Writing, Early Literacy Skill Builders; Unique Learning Systems; Corrective Reading, News 2 You, Early Reading Skills Builder, Phonics for Reading</p> <p><b>Assessments:</b> Writing per Instructional materials, ELA Checklist, Social Skills Solutions, Communication Matrix, Unique Learning Systems</p> <p>Benchmarking 3x year Star, Fastbridge;</p> <p>Progress Monitoring Fastbridge weekly or biweekly</p>
5	<p>1) Explore, analyze, and evaluate grade-level works from a range of literary genres.</p> <p>2) Clearly communicate in a range of styles and for different audiences and purposes.</p>	<p><b>Setting:</b> Classroom</p> <p><b>Resources:</b> Making Meaning-Comp Guided Spelling-Phonics Being a Writer</p>	<p><b>Setting:</b> Small Group or 1:1</p> <p><b>Resources:</b> SIPPS; Leveled Literacy Intervention; Limited Wilson Reading</p>	<p><b>Setting:</b> Small Group or 1:1</p> <p><b>Resources:</b> Spire, SIPPS, Wilson Reading System, Heggerty, Step up to Writing, Early Literacy Skill Builders; Unique Learning</p>

	<p>Create and support ideas by synthesizing information from multiple appropriate, credible sources.</p> <p>3) Collaborate and communicate with others using appropriate listening and speaking skills.</p>	<p><b>Assessments:</b> STAR reading 3 x per year; BAS monthly</p>	<p><b>Assessments:</b> STAR Early Literacy Monthly; BAS Monthly</p>	<p>Systems; Corrective Reading, News 2 You, Early Reading Skills Builder, Phonics for Reading</p> <p><b>Assessments:</b> Writing per Instructional materials, ELA Checklist, Social Skills Solutions, Communication Matrix, Unique Learning Systems</p> <p>Benchmarking 3x year Star, Fastbridge;</p> <p>Progress Monitoring Fastbridge weekly or biweekly</p>
6	<p>1) Explore, analyze, and evaluate grade-level works from a range of literary genres.</p> <p>2) Clearly communicate in a range of styles and for different audiences and purposes. Create and support ideas by synthesizing information from multiple appropriate, credible sources.</p>	<p><b>Setting:</b> Gen Ed Classroom</p> <p><b>Resources:</b> Teacher developed novel studies/units aligned to priority standards; Lucy Calkins Writer’s workshop model; No Red Ink; Kagan Strategies; Teach Like a Champion (TLAC) Strategies; Homework help (after school)</p>	<p><b>Setting:</b> Gen Ed Classroom (small group)</p> <p><b>Resources:</b> Reading plus; SIPPS;</p> <p><b>Assessments:</b> STAR Reading (Benchmark F, W, S); STAR Reading PM (monthly); Insight (bi-weekly)</p>	<p><b>Setting:</b> Small group or 1:1</p> <p><b>Resources:</b> Corrective Reading Decoding, Corrective Reading Comprehension, Wilson Reading System, Language !, Step up to Writing, SIM: Fundamentals in the Sentence; Attainment Teaching to Standards ELA;</p>

	<p>3) Collaborate and communicate with others using appropriate listening and speaking skills.</p>	<p><b>Assessments:</b> CBM (ongoing); STAR Reading (Benchmark F, W, S); No Red Ink embedded assessment (monthly); Grade/GPA monitoring (ongoing)</p>		<p>Unique Learning Systems;, News 2 You, Early Reading Skills Builder</p> <p><b>Assessments:</b> Writing per Instructional materials , ELA Checklist, Social Skills Solutions, Communication Matrix, Unique Learning Systems</p> <p>Benchmarking 3x year Star, Fastbridge;</p> <p>Progress Monitoring Fastbridge weekly or biweekly</p>
7	<p>1) Explore, analyze, and evaluate grade-level works from a range of literary genres.</p> <p>2) Clearly communicate in a range of styles and for different audiences and purposes. Create and support ideas by synthesizing information from multiple appropriate, credible sources.</p> <p>3) Collaborate and communicate with others using appropriate listening and speaking skills.</p>	<p><b>Setting:</b> Gen Ed Classroom</p> <p><b>Resources:</b> Teacher developed novel studies/units aligned to priority standards; Lucy Calkins Writer’s workshop model; No Red Ink; Kagan Strategies; TLAC Strategies; Homework help (after school)</p> <p><b>Assessments:</b> CBM (ongoing); STAR Reading (Benchmark F, W, S); No Red Ink embedded assessment</p>	<p><b>Setting:</b> Gen Ed Classroom (small group)</p> <p><b>Resources:</b> Reading plus; SIPPS; Co taught ELA Class;</p> <p><b>Assessments:</b> STAR Reading (Benchmark F, W, S) ; STAR Reading PM (monthly); Insight (bi-weekly)</p>	<p><b>Setting:</b> Small group or 1:1</p> <p><b>Resources:</b> Corrective Reading Decoding, Corrective Reading Comprehension, Wilson Reading System, Language I, Step up to Writing, SIM: Fundamentals in the Sentence; Attainment Teaching to Standards ELA; Unique Learning Systems; , News 2 You, Early Reading Skills Builder</p>

		(monthly); Grade/GPA monitoring (ongoing)		<p><b>Assessments:</b> Writing per Instructional materials, ELA Checklist, Social Skills Solutions, Communication Matrix, Unique Learning Systems</p> <p>Benchmarking 3x year Star, Fastbridge;</p> <p>Progress Monitoring Fastbridge weekly or biweekly</p>
8	<p>1) Explore, analyze, and evaluate grade-level works from a range of literary genres.</p> <p>2) Clearly communicate in a range of styles and for different audiences and purposes. Create and support ideas by synthesizing information from multiple appropriate, credible sources.</p> <p>3) Collaborate and communicate with others using appropriate listening and speaking skills.</p>	<p><b>Setting:</b> Gen Ed Classroom</p> <p><b>Resources:</b> Teacher developed novel studies/units aligned to priority standards; Lucy Calkins Writer’s workshop model; No Red Ink; Kagan Strategies; TLAC Strategies; Homework help (after school)</p> <p><b>Assessments:</b> CBM (ongoing); STAR Reading (Benchmark F, W, S); No Red Ink embedded assessment (monthly); Grade/GPA monitoring (ongoing)</p>	<p><b>Setting:</b> Gen Ed Classroom (small group)</p> <p><b>Resources:</b> Reading plus; SIPPS; Co taught ELA Class;</p> <p><b>Assessments:</b> STAR Reading (Benchmark F, W, S); STAR Reading PM (monthly); Insight (bi-weekly)</p>	<p><b>Setting:</b> Small group or 1:1</p> <p><b>Resources:</b> Corrective Reading Decoding, Corrective Reading Comprehension, Wilson Reading System, Language !, Step up to Writing, SIM: Fundamentals in the Sentence; Attainment Teaching to Standards ELA, Unique Learning Systems , News 2 You, Early Reading Skills Builder</p> <p><b>Assessments:</b></p>

				<p>Writing per Instructional materials, ELA Checklist, Social Skills Solutions, Communication Matrix, Unique Learning Systems</p> <p>Benchmarking 3x year Star, Fastbridge;</p> <p>Progress Monitoring Fastbridge weekly or biweekly</p>
9	The district is in the process of identifying the Priority Standards, but is utilizing the Missouri Learning Standards for ELA 9-12.	<p><b>Setting:</b> Classroom</p> <p><b>Resources:</b> Collections - Houghton Mifflin Harcourt and Cengage</p> <p><b>Assessments:</b> CBM, STAR Reading - Benchmark</p>	<p><b>Setting:</b> Classroom; Small Group</p> <p><b>Resources:</b> Writing Center, After-School Tutoring; Co- Taught (CT) Classes</p> <p><b>Assessments:</b> STAR Reading Benchmark 3x/year</p>	<p><b>Setting:</b> Small Group; 1:1</p> <p><b>Resources:</b> Corrective Reading Decoding, Corrective Reading Comprehension, Wilson Reading System, News 2 You, Early Reading Skills Builder, Unique Learning Systems</p> <p><b>Assessments:</b> Writing per Instructional materials, ELA Checklist, Social Skills Solutions, Communication Matrix, Unique Learning Systems</p>

				<p>Benchmarking 3x year Star, Fastbridge;</p> <p>Progress Monitoring Fastbridge weekly or biweekly</p>
10	<p>The district is in the process of identifying the Priority Standards, but is utilizing the Missouri Learning Standards for ELA 9-12.</p>	<p><b>Setting:</b> Classroom</p> <p><b>Resources:</b> Collections - Houghton Mifflin Harcourt and Cengage</p> <p><b>Assessments:</b> CBM, STAR Reading - Benchmark</p>	<p><b>Setting:</b> Classroom; Small Group</p> <p><b>Resources:</b> Writing Center, After-School Tutoring; Co- Taught (CT) Classes</p> <p><b>Assessments:</b> STAR Reading Benchmark 3x/year</p>	<p><b>Setting:</b> Small Group; 1:1</p> <p><b>Resources:</b> Corrective Reading Decoding, Corrective Reading Comprehension, Wilson Reading System, News 2 You, Early Reading Skills Builder, Unique Learning Systems</p> <p><b>Assessments:</b> Writing per Instructional materials , ELA Checklist, Social Skills Solutions, Communication Matrix, Unique Learning Systems</p> <p>Benchmarking 3x year Star, Fastbridge;</p> <p>Progress Monitoring Fastbridge weekly or biweekly</p>

11	The district is in the process of identifying the Priority Standards, but is utilizing the Missouri Learning Standards for ELA 9-12.	<p><b>Setting:</b> Classroom</p> <p><b>Resources:</b> Collections - Houghton Mifflin Harcourt and Cengage</p> <p><b>Assessments:</b> CBM, STAR Reading - Benchmark</p>	<p><b>Setting:</b> Classroom; Small Group</p> <p><b>Resources:</b> Writing Center, After-School Tutoring; Co- Taught (CT) Classes</p> <p><b>Assessments:</b> STAR Reading Benchmark 3x/year</p>	<p><b>Setting:</b> Small Group; 1:1</p> <p><b>Resources:</b> Corrective Reading Decoding, Corrective Reading Comprehension, Wilson Reading System, News 2 You, Early Reading Skills Builder, Unique Learning Systems</p> <p><b>Assessments:</b> Writing per Instructional materials, ELA Checklist, Social Skills Solutions, Communication Matrix, Unique Learning Systems</p> <p>Benchmarking 3x year Star, Fastbridge;</p> <p>Progress Monitoring Fastbridge weekly or biweekly</p>
12	The district is in the process of identifying the Priority Standards, but is utilizing the Missouri Learning Standards for ELA 9-12.	<p><b>Setting:</b> Classroom</p> <p><b>Resources:</b> Collections - Houghton Mifflin Harcourt and Cengage</p> <p><b>Assessments:</b> CBM, STAR Reading - Benchmark</p>	<p><b>Setting:</b> Classroom; Small Group</p> <p><b>Resources:</b> Writing Center, After-School Tutoring; Co- Taught (CT) Classes</p> <p><b>Assessments:</b></p>	<p><b>Setting:</b> Small Group; 1:1</p> <p><b>Resources:</b> Corrective Reading Decoding, Corrective Reading Comprehension, Wilson Reading System, News 2 You, Early Reading Skills Builder, Unique Learning Systems</p>



			STAR Reading Benchmark 3x/year	<b>Assessments:</b> Writing per Instructional materials , ELA Checklist, Social Skills Solutions, Communication Matrix, Unique Learning Systems  Benchmarking 3x year Star, Fastbridge;  Progress Monitoring Fastbridge weekly or biweekly
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**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 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:** Resources for the 2019-20 School year the resources for Elementary are Math in Focus. For 2020-20 we will shift to Bridges in Mathematics. There is an intervention program to which all buildings will have access.

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	<p>1) Reason and model quantitatively, using units and a number system to help make sense of the real world.</p> <p>2) Strategically use tools and apply reasoning and precision to solve problems.</p> <p>3) Use a variety of data analysis and statistics strategies to analyze, develop, compare and evaluate inferences based on data.</p> <p>4) Make claims about relationships among numbers, shapes, symbols, and data and defend those claims by relying on the properties that are the structure of mathematics.</p> <p>5) Make sound predictions and generalizations based on an understanding of patterns and relationships that arise from numbers, shapes, symbols, and data.</p>	<p><b>Setting:</b> Classroom</p> <p><b>Resources:</b> Bridges in Mathematics Dreambox</p> <p><b>Assessments:</b> STAR Early Numeracy 3x per year</p>	<p><b>Setting:</b> Small group, 1:1</p> <p><b>Resources:</b> Bridges in Mathematics- intervention program; Dreambox - targeted lessons; Developing number concepts; Do the Math</p> <p><b>Assessments:</b> STAR Early Numeracy Monthly</p>	<p><b>Setting:</b> Small group, 1:1</p> <p><b>Resources:</b> Developing Number Concepts, Corrective Math, Bridges Intervention, Touch Math, Early Numeracy</p> <p><b>Assessments:</b> STAR Early Numeracy monthly,, Fastbridge 3 x year, Essential Skills Checklist, Unique Learning Systems for numeracy</p> <p>Benchmarking Fastbridge weekly or biweekly</p>
1	<p>1) Reason and model quantitatively, using units and a number system to help make sense of the real world.</p>	<p><b>Setting:</b> Classroom</p> <p><b>Resources:</b></p>	<p><b>Setting:</b> Small group, 1:1</p> <p><b>Resources:</b></p>	<p><b>Setting:</b> Small group, 1:1</p> <p><b>Resources:</b></p>

	<p>2) Strategically use tools and apply reasoning and precision to solve problems.</p> <p>3) Use a variety of data analysis and statistics strategies to analyze, develop, compare and evaluate inferences based on data.</p> <p>4) Make claims about relationships among numbers, shapes, symbols, and data and defend those claims by relying on the properties that are the structure of mathematics.</p> <p>5) Make sound predictions and generalizations based on an understanding of patterns and relationships that arise from numbers, shapes, symbols, and data.</p>	<p>Bridges in Mathematics; Dreambox</p> <p><b>Assessments:</b> STAR Early Numeracy 3x per year; STAR Math 2nd Semester</p>	<p>Bridges in Mathematics- intervention program; Dreambox - targeted lessons; Developing number concepts; Do the Math</p> <p><b>Assessments:</b> STAR Early Numeracy Monthly;</p>	<p>Developing Number Concepts, Bridges Intervention, Touch Math, Early Numeracy</p> <p><b>Assessments:</b> STAR Early Numeracy monthly, Essential Skills Checklist, Unique Learning Systems for numeracy, Fastbridge 3 x year</p> <p>Benchmarking Fastbridge weekly or biweekly</p>
<b>2</b>	<p>1) Reason and model quantitatively, using units and a number system to help make sense of the real world.</p> <p>2) Strategically use tools and apply reasoning and precision to solve problems.</p>	<p><b>Setting:</b> Classroom</p> <p><b>Resources:</b> Bridges in Mathematics; DreamBox</p> <p><b>Assessments:</b> STAR Math 3x per year</p>	<p><b>Setting:</b> Small group, 1:1</p> <p><b>Resources:</b> Bridges in Mathematics- intervention program; Dreambox - targeted lessons; Developing number concepts; Do the Math</p>	<p><b>Setting:</b> Small group, 1:1</p> <p><b>Resources:</b> Developing Number Concepts, Corrective Math, Bridges Intervention, Touch Math, Math Skills Builder, Early Numeracy</p>

	<p>3) Use a variety of data analysis and statistics strategies to analyze, develop, compare and evaluate inferences based on data.</p> <p>4) Make claims about relationships among numbers, shapes, symbols, and data and defend those claims by relying on the properties that are the structure of mathematics.</p> <p>5) Make sound predictions and generalizations based on an understanding of patterns and relationships that arise from numbers, shapes, symbols, and data.</p>		<p><b>Assessments:</b> STAR Math Monthly</p>	<p><b>Assessments:</b> STAR Early Numeracy monthly,, Fastbridge 3 x year, Essential Skills Checklist, Unique Learning Systems for numeracy</p> <p>Benchmarking Fastbridge weekly or biweekly</p>
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<p><b>3</b></p>	<p>1) Reason and model quantitatively, using units and a number system to help make sense of the real world.</p> <p>2) Strategically use tools and apply reasoning and precision to solve problems.</p> <p>3) Use a variety of data analysis and statistics strategies to analyze, develop, compare and evaluate inferences based on data.</p> <p>4) Make claims about relationships among numbers, shapes, symbols, and data and defend those claims by relying on the properties that are the structure of mathematics.</p> <p>5) Make sound predictions and generalizations based on an understanding of patterns and relationships that arise from numbers, shapes, symbols, and data.</p>	<p><b>Setting:</b> Classroom</p> <p><b>Resources:</b> Bridges in Mathematics; DreamBox</p> <p><b>Assessments:</b> STAR Math 3x per year</p>	<p><b>Setting:</b> Small group, 1:1</p> <p><b>Resources:</b> Bridges in Mathematics-intervention program; Dreambox - targeted lessons; Developing number concepts; Do the Math</p> <p><b>Assessments:</b> STAR Math Monthly</p>	<p><b>Setting:</b> Small group, 1:1</p> <p><b>Resources:</b> Developing Number Concepts, Corrective Math, Bridges Intervention, Touch Math, Math Skills Builder, Early Numeracy</p> <p><b>Assessments:</b> STAR Early Numeracy monthly,, Fastbridge 3 x year, Essential Skills Checklist, Unique Learning Systems for numeracy</p> <p>Benchmarking Fastbridge weekly or biweekly</p>
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<p><b>4</b></p>	<p>1) Reason and model quantitatively, using units and a number system to help make sense of the real world.</p> <p>2) Strategically use tools and apply reasoning and precision to solve problems.</p> <p>3) Use a variety of data analysis and statistics strategies to analyze, develop, compare and evaluate inferences based on data.</p> <p>4) Make claims about relationships among numbers, shapes, symbols, and data and defend those claims by relying on the properties that are the structure of mathematics.</p> <p>5) Make sound predictions and generalizations based on an understanding of patterns and relationships that arise from numbers, shapes, symbols, and data.</p>	<p><b>Setting:</b> Classroom</p> <p><b>Resources:</b> Bridges in Mathematics; DreamBox</p> <p><b>Assessments:</b> STAR Math 3x per year</p>	<p><b>Setting:</b> Small group, 1:1</p> <p><b>Resources:</b> Bridges in Mathematics-intervention program; Dreambox - targeted lessons; Developing number concepts; Do the Math</p> <p><b>Assessments:</b> STAR Math Monthly</p>	<p><b>Setting:</b> Small group, 1:1</p> <p><b>Resources:</b> Developing Number Concepts, Corrective Math, Bridges Intervention, Touch Math, Math Skills Builder, Early Numeracy</p> <p><b>Assessments:</b> STAR Early Numeracy monthly,, Fastbridge 3 x year, Essential Skills Checklist, Unique Learning Systems for numeracy</p> <p>Benchmarking Fastbridge weekly or biweekly</p>
<p><b>5</b></p>	<p>1) Reason and model quantitatively, using units and a number system to help make sense of the real world.</p>	<p><b>Setting:</b> Classroom</p> <p><b>Resources:</b></p>	<p><b>Setting:</b> Small group, 1:1</p> <p><b>Resources:</b></p>	<p><b>Setting:</b> Small group, 1:1</p> <p><b>Resources:</b></p>

	<p>2) Strategically use tools and apply reasoning and precision to solve problems.</p> <p>3) Use a variety of data analysis and statistics strategies to analyze, develop, compare and evaluate inferences based on data.</p> <p>4) Make claims about relationships among numbers, shapes, symbols, and data and defend those claims by relying on the properties that are the structure of mathematics.</p> <p>5) Make sound predictions and generalizations based on an understanding of patterns and relationships that arise from numbers, shapes, symbols, and data.</p>	<p>Bridges in Mathematics; DreamBox</p> <p><b>Assessments:</b> STAR Math 3x per year</p>	<p>Bridges in Mathematics- intervention program; Dreambox - targeted lessons; Developing number concepts; Do the Math</p> <p><b>Assessments:</b> STAR Math Monthly</p>	<p>Developing Number Concepts, Corrective Math, Bridges Intervention, Touch Math, Math Skills Builder, Early Numeracy</p> <p><b>Assessments:</b> STAR Early Numeracy monthly,, Fastbridge 3 x year, Essential Skills Checklist, Unique Learning Systems for numeracy</p> <p>Benchmarking Fastbridge weekly or biweekly</p>
6	<p>1) Reason and model quantitatively, using units and a number system to help make sense of the real world.</p> <p>2) Strategically use tools and apply reasoning and precision to solve problems.</p>	<p><b>Setting:</b> Gen Ed Classroom</p> <p><b>Resources:</b> Teacher developed units aligned to grade level standards; EnVisions-Pearson; homework help (after school); Math tutoring (after school); Problem based</p>	<p><b>Setting:</b> Gen Ed Classroom (small group)</p> <p><b>Resources:</b> Math 180 intervention class; Dual enrollment in math Essentials class combined with gen ed math class;</p>	<p><b>Setting:</b> Small group, 1:1</p> <p><b>Resources:</b> Number Worlds, Corrective Math, Access Algebra, Teaching to the Standards</p> <p><b>Assessments:</b></p>

	<p>3) Use a variety of data analysis and statistics strategies to analyze, develop, compare and evaluate inferences based on data.</p> <p>4) Make claims about relationships among numbers, shapes, symbols, and data and defend those claims by relying on the properties that are the structure of mathematics.</p> <p>5) Make sound predictions and generalizations based on an understanding of patterns and relationships that arise from numbers, shapes, symbols, and data.</p>	<p>math strategies; Kagan Strategies; TLAC Strategies</p> <p><b>Assessments:</b> CBM (ongoing); STAR Math (Benchmark F, W, S); Grade/GPA monitoring (ongoing)</p>	<p>ALEKS (in math essentials); Co taught Math Class;</p> <p><b>Assessments:</b> MI (math inventory) assessment (bi-weekly); STAR Math (Benchmark F, W, S); ALEKS embedded PM (weekly)</p>	<p>STAR, Fastbridge, Essential Skills Checklist, Unique Learning Systems for numeracy</p> <p>Benchmarking Fastbridge weekly or biweekly</p>
7	<p>1) Reason and model quantitatively, using units and a number system to help make sense of the real world.</p> <p>2) Strategically use tools and apply reasoning and precision to solve problems.</p> <p>3) Use a variety of data analysis and statistics strategies to analyze, develop, compare and evaluate inferences based on data.</p>	<p><b>Setting:</b> Gen Ed Classroom</p> <p><b>Resources:</b> Teacher developed units aligned to grade level standards; EnVisions-Pearson; homework help (after school); Math tutoring (after school); Problem based math strategies; Kagan Strategies; TLAC Strategies</p> <p><b>Assessments:</b> CBM (ongoing); STAR Math</p>	<p><b>Setting:</b> Gen Ed Classroom (small group)</p> <p><b>Resources:</b> Math 180 intervention class; Dual enrollment in math Essentials class combined with gen ed math class; ALEKS (in math essentials); Co taught Math Class;</p> <p><b>Assessments:</b></p>	<p><b>Setting:</b> Small group, 1:1</p> <p><b>Resources:</b> Number Worlds, Corrective Math, Access Algebra, Teaching to the Standards</p> <p><b>Assessments:</b> STAR Early Numeracy monthly,, Fastbridge 3 x year, Essential Skills Checklist, Unique Learning Systems for numeracy</p> <p>Benchmarking</p>



	<p>4) Make claims about relationships among numbers, shapes, symbols, and data and defend those claims by relying on the properties that are the structure of mathematics.</p> <p>5) Make sound predictions and generalizations based on an understanding of patterns and relationships that arise from numbers, shapes, symbols, and data.</p>	<p>(Benchmark F, W, S); Grade/GPA monitoring (ongoing)</p>	<p>MI (math inventory) assessment (bi-weekly); STAR Math (Benchmark F, W, S); ALEKS embedded PM (weekly)</p>	<p>Fastbridge weekly or biweekly</p>
8	<p>1) Reason and model quantitatively, using units and a number system to help make sense of the real world.</p> <p>2) Strategically use tools and apply reasoning and precision to solve problems.</p> <p>3) Use a variety of data analysis and statistics strategies to analyze, develop, compare and evaluate inferences based on data.</p> <p>4) Make claims about relationships among numbers, shapes, symbols, and data and defend those claims by relying on the properties that are the structure of mathematics.</p>	<p><b>Setting:</b> Gen Ed Classroom</p> <p><b>Resources:</b> Teacher developed units aligned to grade level standards; EnVisions-Pearson; homework help (after school); Math tutoring (after school); Problem based math strategies; Kagan Strategies; TLAC Strategies</p> <p><b>Assessments:</b> CBM (ongoing); STAR Math (Benchmark F, W, S); Grade/GPA monitoring (ongoing)</p>	<p><b>Setting:</b> Gen Ed Classroom (small group)</p> <p><b>Resources:</b> -Math 180 intervention class -Dual enrollment in math Essentials class combined with gen ed math class -ALEKS (in math essentials)</p> <p><b>Assessments:</b> MI (math inventory) assessment (bi-weekly); STAR Math (Benchmark F, W, S); ALEKS embedded PM (weekly)</p>	<p><b>Setting:</b> Small group, 1:1</p> <p><b>Resources:</b> Number Worlds, Corrective Math, Access Algebra, Teaching to the Standards</p> <p><b>Assessments:</b> STAR Early Numeracy monthly,, Fastbridge 3 x year, Essential Skills Checklist, Unique Learning Systems for numeracy</p> <p>Benchmarking Fastbridge weekly or biweekly</p>

	5) Make sound predictions and generalizations based on an understanding of patterns and relationships that arise from numbers, shapes, symbols, and data.			
9	The district is in the process of identifying the Priority Standards but is utilizing the Missouri Learning Standards for 9-12 Math.	<p><b>Setting:</b> Classroom</p> <p><b>Resources:</b> enVision - Pearson</p> <p><b>Assessments:</b> CBM; STAR Math Benchmark 3x/year</p>	<p><b>Setting:</b> Classroom; Small Group</p> <p><b>Resources:</b> enVision - Pearson; ALEKS</p> <p><b>Assessments:</b> ALEKS weekly; STAR Math Benchmark 3x/year ; Co-Taught (CT) Classes</p>	<p><b>Setting:</b> Small group, 1:1</p> <p><b>Resources:</b> Number Worlds, Corrective Math, Access Algebra, Teaching to the Standards</p> <p><b>Assessments:</b> STAR Early Numeracy monthly,, Fastbridge 3 x year, Essential Skills Checklist, Unique Learning Systems for numeracy</p> <p>Benchmarking Fastbridge weekly or biweekly</p>
10	The district is in the process of identifying the Priority Standards but is utilizing the Missouri Learning Standards for 9-12 Math.	<p><b>Setting:</b> Classroom</p> <p><b>Resources:</b> enVision - Pearson</p> <p><b>Assessments:</b> CBM; STAR Math</p>	<p><b>Setting:</b> Classroom; Small Group</p> <p><b>Resources:</b> enVision - Pearson; ALEKS; Co-Taught (CT) Classes;</p> <p><b>Assessments:</b> ALEKS weekly; STAR Math Benchmark 3x/year</p>	<p><b>Setting:</b> Small group, 1:1</p> <p><b>Resources:</b> Number Worlds, Corrective Math, Access Algebra, Teaching to the Standards</p> <p><b>Assessments:</b></p>

				<p>STAR Early Numeracy monthly,, Fastbridge 3 x year, Essential Skills Checklist, Unique Learning Systems for numeracy</p> <p>Benchmarking Fastbridge weekly or biweekly</p>
<b>11</b>	The district is in the process of identifying the Priority Standards but is utilizing the Missouri Learning Standards for 9-12 Math.	<p><b>Setting:</b> Classroom</p> <p><b>Resources:</b> enVision - Pearson</p> <p><b>Assessments:</b> CBM; STAR Math</p>	<p><b>Setting:</b> Classroom</p> <p><b>Resources:</b> enVision - Pearson; ALEKS; Co- Taught (CT) Classes;</p> <p><b>Assessments:</b> ALEKS weekly; STAR Math Benchmark 3x/year</p>	<p><b>Setting:</b> Small group, 1:1</p> <p><b>Resources:</b> Number Worlds, Corrective Math, Access Algebra, Teaching to the Standards</p> <p><b>Assessments:</b> STAR Math, Fastbridge 3 x year, Essential Skills Checklist, Unique Learning Systems for numeracy</p> <p>Benchmarking Fastbridge weekly or biweekly</p>
<b>12</b>	The district is in the process of identifying the Priority Standards but is utilizing the Missouri Learning Standards for 9-12 Math.	<p><b>Setting:</b> Classroom</p> <p><b>Resources:</b> enVision - Pearson</p> <p><b>Assessments:</b> CBM; STAR Math</p>	<p><b>Setting:</b> Classroom; Small Group</p> <p><b>Resources:</b> enVision - Pearson; ALEKS; Co- Taught (CT) Classes;</p> <p><b>Assessments:</b></p>	<p><b>Setting:</b> Small group, 1:1</p> <p><b>Resources:</b> Number Worlds, Corrective Math, Access Algebra, Teaching to the Standards</p>

			ALEKS weekly; STAR Math Benchmark 3x/year	<b>Assessments:</b> STAR Math, Fastbridge 3 x year, Essential Skills Checklist, Unique Learning Systems for numeracy  Benchmarking Fastbridge weekly or biweekly
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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:**

**Goal:**

Grade:	Priority Standards (could come from CASEL or MLS Counseling)	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	The district is in the process of identifying the Priority Standards	<b>Setting:</b> Classroom	<b>Setting:</b> Small group	<b>Setting:</b> Small group or 1:1

	<p>but is utilizing the MO Comprehensive Counseling and Guidance Program Rubrics to identify GLE.</p> <p>Academic Development:  <a href="https://dese.mo.gov/sites/default/files/gle-academic-development.pdf">https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</a></p> <p>Career Development:  <a href="https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf">https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</a></p> <p>Personal and Social Development:  <a href="https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf">https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</a></p>	<p><b>Resources:</b>  Second Step; Counselor whole group lessons</p> <p><b>Assessments:</b>  SRSS</p>	<p><b>Resources:</b>  Check in/Check out; Calming Corner; Counselor small groups; Behavior contracts; Self-Monitoring sheets</p> <p><b>Assessments:</b>  SRSS; ODR</p>	<p><b>Resources:</b>  PATHS, Social Thinking, Zones of Regulation, Superflex, We Thinkers, Skillstreaming, Everyday Speech, BrainWise</p> <p><b>Assessments:</b>  SRSS &amp; SAEBRS 3x year</p> <p>Progress Monitoring  Behavior IEP goal tracking (frequency is individualized)</p>
1	<p>The district is in the process of identifying the Priority Standards but is utilizing the MO Comprehensive Counseling and Guidance Program Rubrics to identify GLE.</p> <p>Academic Development:  <a href="https://dese.mo.gov/sites/default/files/gle-academic-development.pdf">https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</a></p>	<p><b>Setting:</b>  Classroom</p> <p><b>Resources:</b>  Second Step; Counselor whole group lessons</p> <p><b>Assessments:</b>  SRSS</p>	<p><b>Setting:</b>  Small group</p> <p><b>Resources:</b>  Check in/Check out; Calming Corner; Counselor small groups; Behavior contracts; Self-Monitoring sheets</p> <p><b>Assessments:</b>  SRSS; ODR</p>	<p><b>Setting:</b>  Small group or 1:1</p> <p><b>Resources:</b>  PATHS, Social Thinking, Zones of Regulation, Superflex, We Thinkers, Skillstreaming, Everyday Speech, BrainWise</p> <p><b>Assessments:</b>  SRSS &amp; SAEBRS 3x year</p>

	<p>Career Development:  <a href="https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf">https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</a></p> <p>Personal and Social Development:  <a href="https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf">https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</a></p>			Progress Monitoring Behavior IEP goal tracking (frequency is individualized)
2	<p>The district is in the process of identifying the Priority Standards but is utilizing the MO Comprehensive Counseling and Guidance Program Rubrics to identify GLE.</p> <p>Academic Development:  <a href="https://dese.mo.gov/sites/default/files/gle-academic-development.pdf">https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</a></p> <p>Career Development:  <a href="https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf">https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</a></p> <p>Personal and Social Development:  <a href="https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf">https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</a></p>	<p><b>Setting:</b> Classroom</p> <p><b>Resources:</b> Second Step; Counselor whole group lessons</p> <p><b>Assessments:</b> SRSS</p>	<p><b>Setting:</b> Small group</p> <p><b>Resources:</b> Check in/Check out; Calming Corner; Counselor small groups; Behavior contracts; Self-Monitoring sheets</p> <p><b>Assessments:</b> SRSS; ODR</p>	<p><b>Setting:</b> Small group or 1:1</p> <p><b>Resources:</b> PATHS, Social Thinking, Zones of Regulation, Superflex, We Thinkers, Skillstreaming, Everyday Speech, BrainWise</p> <p><b>Assessments:</b> SRSS &amp; SAEBRS 3x year</p> <p>Progress Monitoring Behavior IEP goal tracking (frequency is individualized)</p>
3	<p>The district is in the process of identifying the Priority Standards</p>	<p><b>Setting:</b> Classroom</p>	<p><b>Setting:</b> Small group</p>	<p><b>Setting:</b> Small group or 1:1</p>

	<p>but is utilizing the MO Comprehensive Counseling and Guidance Program Rubrics to identify GLE.</p> <p>Academic Development:  <a href="https://dese.mo.gov/sites/default/files/gle-academic-development.pdf">https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</a></p> <p>Career Development:  <a href="https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf">https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</a></p> <p>Personal and Social Development:  <a href="https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf">https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</a></p>	<p><b>Resources:</b>  Second Step; Counselor whole group lessons</p> <p><b>Assessments:</b>  SRSS</p>	<p><b>Resources:</b>  Check in/Check out; Calming Corner; Counselor small groups; Behavior contracts; Self-Monitoring sheets</p> <p><b>Assessments:</b>  SRSS; ODR</p>	<p><b>Resources:</b>  PATHS, Social Thinking, Zones of Regulation, Superflex, Unstuck and On Target, We Thinkers, Skillstreaming, Everyday Speech, BrainWise</p> <p><b>Assessments:</b>  SRSS &amp; SAEBRS 3x year</p> <p>Progress Monitoring  Behavior IEP goal tracking (frequency is individualized)</p>
4	<p>The district is in the process of identifying the Priority Standards but is utilizing the MO Comprehensive Counseling and Guidance Program Rubrics to identify GLE.</p> <p>Academic Development:  <a href="https://dese.mo.gov/sites/default/files/gle-academic-development.pdf">https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</a></p> <p>Career Development:  <a href="https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf">https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</a></p>	<p><b>Setting:</b>  Classroom</p> <p><b>Resources:</b>  Second Step; Counselor whole group lessons</p> <p><b>Assessments:</b>  SRSS</p>	<p><b>Setting:</b>  Small group</p> <p><b>Resources:</b>  Check in/Check out; Calming Corner; Counselor small groups; Behavior contracts; Self-Monitoring sheets</p> <p><b>Assessments:</b>  SRSS; ODR</p>	<p><b>Setting:</b>  Small group or 1:1</p> <p><b>Resources:</b>  PATHS, Social Thinking, Zones of Regulation, Superflex, Unstuck and on Target, We Thinkers, Skillstreaming, Everyday Speech, BrainWise</p> <p><b>Assessments:</b>  SRSS &amp; SAEBRS 3x year</p>

	<p><a href="#">t/files/gle-career-explorationn-and-planning.pdf</a></p> <p>Personal and Social Development:  <a href="https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf">https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</a></p>			<p>Progress Monitoring  Behavior IEP goal tracking  (frequency is individualized)</p>
5	<p>The district is in the process of identifying the Priority Standards but is utilizing the MO Comprehensive Counseling and Guidance Program Rubrics to identify GLE.</p> <p>Academic Development:  <a href="https://dese.mo.gov/sites/default/files/gle-academic-development.pdf">https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</a></p> <p>Career Development:  <a href="https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf">https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</a></p> <p>Personal and Social Development:  <a href="https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf">https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</a></p>	<p><b>Setting:</b>  Classroom</p> <p><b>Resources:</b>  Second Step; Counselor whole group lessons</p> <p><b>Assessments:</b>  SRSS</p>	<p><b>Setting:</b> Small group</p> <p><b>Resources:</b>  Check in/Check out; Calming Corner; Counselor small groups; Behavior contracts; Self-Monitoring sheets</p> <p><b>Assessments:</b>  SRSS; ODR</p>	<p><b>Setting:</b>  Small group or 1:1</p> <p><b>Resources:</b>  PATHS, Social Thinking, Zones of Regulation, Superflex, Unstuck and on Target, We Thinkers, Skillstreaming, Everyday Speech, BrainWise</p> <p><b>Assessments:</b>  SRSS &amp; SAEBRS 3x year</p> <p>Progress Monitoring  Behavior IEP goal tracking  (frequency is individualized)</p>
6	<p>The district is in the process of identifying the Priority Standards but is utilizing the MO Comprehensive Counseling and</p>	<p><b>Setting:</b>  Gen Ed Classroom</p> <p><b>Resources:</b></p>	<p><b>Setting:</b>  Gen Ed Classroom, 1:1, small groups</p>	<p><b>Setting:</b>  1:1, small group (gen ed or Sped)</p>



	<p>Guidance Program Rubrics to identify GLE.</p> <p>Academic Development:  <a href="https://dese.mo.gov/sites/default/files/gle-academic-development.pdf">https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</a></p> <p>Career Development:  <a href="https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf">https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</a></p> <p>Personal and Social Development:  <a href="https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf">https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</a></p>	<p>Universal school wide expectations matrix; Second Steps (advisory lessons); Mind Up (advisory lessons); Student recognition systems; Universals building plan</p> <p><b>Assessments:</b>          -SRSS (student risk screening scale) benchmark 3x year (FWS)          -ODR- office discipline referral monitoring (monthly) - Attendance monitoring (monthly)          -nurse visits monitoring (ongoing)</p>	<p><b>Resources:</b>          PBIS WORLD interventions; Check-in/Check-out system; Social academic instructional groups (1x wk 60 min)</p> <p><b>Assessments:</b>          Individual student goal tracking (weekly); SRSS (student risk screening scale) benchmark 3x year (FWS); ODR- office discipline referral monitoring (monthly); Attendance monitoring (monthly); nurse visits monitoring (ongoing); suspension / expulsion monitoring (monthly); Student information system-early warning indicators (monthly)</p>	<p><b>Resources:</b>          Emozi, Zone of Regulation, Social Thinking, Superflex, We Thinkers</p> <p><b>Assessments:</b>          SRSS &amp; SAEBRS 3x year</p> <p>Progress Monitoring          Behavior IEP goal tracking (frequency is individualized)</p>
7	<p>The district is in the process of identifying the Priority Standards but is utilizing the MO Comprehensive Counseling and Guidance Program Rubrics to identify GLE.</p> <p>Academic Development:  <a href="https://dese.mo.gov/sites/default/files/gle-academic-development.pdf">https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</a></p>	<p><b>Setting:</b>          Gen Ed Classroom</p> <p><b>Resources:</b>          Universal school wide expectations matrix; Second Steps (advisory lessons); Mind Up (advisory lessons); Student recognition systems; Universals building plan</p> <p><b>Assessments:</b></p>	<p><b>Setting:</b>          Gen Ed Classroom, 1:1, small groups</p> <p><b>Resources:</b>          PBIS WORLD interventions; Check-in/Check-out system; Social academic instructional groups (1x wk 60 min)</p> <p><b>Assessments:</b></p>	<p><b>Setting:</b>          1:1, small group (gen ed or Sped)</p> <p><b>Resources:</b>          Emozi, Zone of Regulation, Social Thinking, Superflex, We Thinkers</p> <p><b>Assessments:</b>          SRSS &amp; SAEBRS 3x year</p> <p>Progress Monitoring</p>

	<p>Career Development:  <a href="https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf">https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</a></p> <p>Personal and Social Development:  <a href="https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf">https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</a></p>	<p>-SRSS (student risk screening scale) benchmark 3x year (FWS)  -ODR- office discipline referral monitoring (monthly) -  Attendance monitoring (monthly)  -nurse visits monitoring (ongoing)</p>	<p>Individual student goal tracking (weekly); SRSS (student risk screening scale) benchmark 3x year (FWS);  ODR- office discipline referral monitoring (monthly);  Attendance monitoring (monthly); nurse visits monitoring (ongoing);  suspension / expulsion monitoring (monthly);  Student information system-early warning indicators (monthly)</p>	<p>Behavior IEP goal tracking (frequency is individualized)</p>
8	<p>The district is in the process of identifying the Priority Standards but is utilizing the MO Comprehensive Counseling and Guidance Program Rubrics to identify GLE.</p> <p>Academic Development:  <a href="https://dese.mo.gov/sites/default/files/gle-academic-development.pdf">https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</a></p> <p>Career Development:  <a href="https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf">https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</a></p> <p>Personal and Social Development:  <a href="https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf">https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</a></p>	<p><b>Setting:</b>  Gen Ed Classroom</p> <p><b>Resources:</b>  Universal school wide expectations matrix; Second Steps (advisory lessons); Mind Up (advisory lessons); Student recognition systems; Universals building plan</p> <p><b>Assessments:</b>  SRSS (student risk screening scale) benchmark 3x year (FWS)  ODR- office discipline referral monitoring (monthly);  Attendance monitoring (monthly); nurse visits monitoring (ongoing)</p>	<p><b>Setting:</b>  Gen Ed Classroom, 1:1, small groups</p> <p><b>Resources:</b>  PBIS WORLD interventions;  Check-in/Check-out system;  Social academic instructional groups (1x wk 60 min)</p> <p>Assessments:  Individual student goal tracking (weekly); SRSS (student risk screening scale) benchmark 3x year (FWS);  ODR- office discipline referral monitoring (monthly);  Attendance monitoring (monthly); nurse visits monitoring (ongoing);</p>	<p><b>Setting:</b>  1:1, small group (gen ed or Sped)</p> <p><b>Resources:</b>  Emozi, Zone of Regulation, Social Thinking, Superflex, We Thinkers</p> <p><b>Assessments:</b>  SRSS &amp; SAEBRS 3x year</p> <p>Progress Monitoring  Behavior IEP goal tracking (frequency is individualized)</p>

	<a href="#">t/files/gle-personal-and-social-development.pdf</a>		suspension / expulsion monitoring (monthly); Student information system-early warning indicators (monthly)	
9	<p>The district is in the process of identifying the Priority Standards but is utilizing the MO Comprehensive Counseling and Guidance Program Rubrics to identify GLE.</p> <p>Academic Development: <a href="https://dese.mo.gov/sites/default/files/gle-academic-development.pdf">https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</a></p> <p>Career Development: <a href="https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf">https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</a></p> <p>Personal and Social Development: <a href="https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf">https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</a></p>	<p><b>Setting:</b> Classroom</p> <p><b>Resources:</b> Character Plus; Pirate Code; Pirate Connections; Academic Achievement Awards; Renaissance Awards/Incentives; Class Meetings</p> <p><b>Assessments:</b> Discipline Data Logs; PSD Early Warning System</p>	<p><b>Setting:</b> Classroom; Small Group</p> <p><b>Resources:</b> Impact Mentoring; Successful Transitions Class- includes group counseling from SSD School Psychologist; New Student Group, EL Supports; Adolescent Parenting Program; Teen Connect; PARET</p> <p><b>Assessments:</b> Discipline Data Logs continuously monitored by AP; PSD Early Warning System 3x/year</p>	<p><b>Setting:</b> 1:1, small group (gen ed or Sped)</p> <p><b>Resources:</b> Why Try, Zone of Regulation, Social Thinking, Superflex, We Thinkers</p> <p><b>Assessments:</b> SRSS &amp; SAEBRS 3x year</p> <p>Progress Monitoring Behavior IEP goal tracking (frequency is individualized)</p>
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	<p>Academic Development:  <a href="https://dese.mo.gov/sites/default/files/gle-academic-development.pdf">https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</a></p> <p>Career Development:  <a href="https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf">https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</a></p> <p>Personal and Social Development:  <a href="https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf">https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</a></p>	<p>Renaissance Awards/Incentives;  Class Meetings</p> <p><b>Assessments:</b>  Discipline Data Logs; PSD Early Warning System</p>	<p>Program; Teen Connect;  PARET</p> <p><b>Assessments:</b>  Discipline Data Logs continuously monitored by AP; PSD Early Warning System 3x/year</p>	<p>Why Try, Zone of Regulation, Social Thinking, Superflex, We Thinkers</p> <p><b>Assessments:</b>  SRSS &amp; SAEBRS 3x year</p> <p>Progress Monitoring  Behavior IEP goal tracking (frequency is individualized)</p>
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