



Ritenour 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? (see Tiered Model template)

The Ritenour 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 and Student Support Team processes for Tiers 2 and 3 involve general education staff, special education staff, and school psychologists
- Ritenour district level RTI committee includes general education, special education and general education leaders and special education
- Monthly Sped 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
- Special education staff involvement in Ritenour professional development opportunities and initiatives
- Collaboration with SSD facilitators (PBIS) on Ritenour district level committees
- Ritenour 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 RTI 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?

Ritenour 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

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

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

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 Curriculum and Instruction Department for the district. The district utilizes EMBARC

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

In Ritenour, 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 Special Education Coordinators work with Curriculum the Assistant Superintendent and Curriculum Facilitators.

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

In Ritenour, special education teachers are included in the writing, review, revision and adoption of instructional materials to implement the curriculum.

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 Fastbridge Benchmark Data and State Performance Data across the district
- Continued monitoring of formative and summative assessment data and Fastbridge progress monitoring assessment data at the building levels through the following:
 - Grade level meetings
 - Department team meetings
 - Student Support 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 Ritenour. 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. The RTI committee, which includes special education staff, has identified 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 the building student support meetings, problem solving 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. The Curriculum and Instruction department provides professional development to general education and special education teachers. In addition, SSD also has assessment coaches who will provide support to a group or individually. 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 Ritenour, 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 Student Support Team, evaluation, and IEP process. Connections are also fostered with PEDA 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

Goal:

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	1) Vocabulary with Assistance: Develop an understanding of vocabulary. 2) Print Awareness: Develop print awareness in the reading process. 3)Phonemic Awareness: Develop phonemic awareness in the reading process. 4) Independent Text: Read independently for sustained periods of time.	Setting: Classroom Resources: Making Meaning-Comprehension Being a Reader Being a Writer Assessments: Fastbridge - Benchmark, Being a Reader Assessment, DIAL-IV, Kindergarten Language Benchmark Assessment	Setting: Small group, 1:1 classroom teacher Resources: Leveled literacy; Florida Center for Reading Research; IXL Assessments: Fastbridge - Progress Monitoring,	Setting: Small group, 1:1 Resources: Ladders to Literacy, Road to the Code, LLI, SIPPS, PALS, Earobics, Hearbuilder, Great Leaps, Altis Reach, News 2 You, Unique Learning Systems, ELSB Assessments: Fastbridge - Progress Monitoring

<p>1</p>	<p>1) Independent Text: Read independently for multiple purposes over sustained periods of time.</p> <p>2) Fiction: Read, infer, analyze, and draw conclusions.</p> <p>3) Word Study routines will begin in a whole group setting and will transition into differentiated small group word study through initial practice in sorting.</p> <p>4) Revise/Edit: Reread, revise and edit drafts, with assistance from adults/peers.</p> <p>5) Grammar: In speech and written form, apply standard English grammar.</p> <p>6) Punctuation, Capitalization, Spelling</p>	<p>Setting: Classroom</p> <p>Resources: Making Meaning-Comp Being a Reader Being a Writer</p> <p>Assessments: Fastbridge - Benchmark, Being a Reader Assessment</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Leveled literacy, decoding and fluency practice, segmenting; Florida Center for Reading Research; IXL</p> <p>Assessments: Fastbridge - Progress Monitoring,</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Six Minute Solution, Ladders to Literacy, Road to the Code, Road to Reading, Phonics for Reading, LLI, SIPPS, PALS, Earobics, Hearbuilder, Great Leaps, Altis Reach, Language for Learning, Leveled Literacy, News 2 You, Unique Learning Systems, ELSB, Step Up to Writing</p> <p>Assessments: Fastbridge - Progress Monitoring, DRA,</p>
<p>2</p>	<p>1) Vocabulary: Develop an understanding of vocabulary.</p>	<p>Setting: Classroom</p>	<p>Setting: Small Group or 1:1</p>	<p>Setting: Small Group or 1:1</p>

	<p>2) Independent Text: Read independently for multiple purposes over sustained periods of time.</p> <p>3) Word Study routines will begin in a whole group setting and will transition into differentiated small group word study through initial practice in sorting.</p> <p>4) Revise/Edit Reread: revise and edit drafts with assistance from adults/peers.</p> <p>5) Grammar In speech and written form: apply standard English grammar.</p> <p>6) Punctuation, Capitalization, Spelling</p>	<p>Resources: Making Meaning-Comp Guided Spelling-Phonics Being a Reader</p> <p>Assessments: Fastbridge Benchmark, Evaluate, DRA</p>	<p>Resources: Leveled literacy, decoding and fluency practice, segmenting; Florida Center for Reading Research; IXL</p> <p>Assessments: Fastbridge - Progress Monitoring, Evaluate</p>	<p>Resources: Six Minute Solution, Road to Reading, Phonics for Reading, LLI, SIPPS, PALS, Earobics, Hearbuilder, Great Leaps, Altis Reach, Language for Learning, Language for Writing, Leveled Literacy, Wilson Reading, Unique Learning Systems, News 2 You, ELSB, Step up to Writing</p> <p>Assessments: Fastbridge - Progress Monitoring, Evaluate</p>
3	<p>1) Independent Text: Read independently for multiple purposes over sustained periods of time.</p> <p>2) Word Study routines will begin in a whole group</p>	<p>Setting: Classroom</p> <p>Resources: Making Meaning-Comp Guided Spelling-Phonics Being a Reader</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Leveled literacy, decoding and fluency practice, segmenting;</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Six Minute Solution, SIPPS, PALS, Road to Reading, Phonics for Reading,</p>

	<p>setting and will transition into differentiated small group word study through initial practice in sorting.</p> <p>3) Students will learn to see themselves as writers and participate in collaborative conversations using the writing process (drafting, revising, and editing).</p> <p>4) Revise/Edit Reread: Revise and edit drafts with assistance from adults/peers.</p> <p>5) Grammar: In speech and written form, apply standard English grammar.</p>	<p>Assessments: Fastbridge - Benchmark, Evaluate, DRA</p>	<p>Florida Center for Reading Research; IXL</p> <p>Assessments: Fastbridge - Progress Monitoring, Evaluate</p>	<p>Earobics, Hearbuilder, Great Leaps, Language for Learning, Corrective Reading, Wilson Reading, Unique Learning Systems, ELSB, News 2 You, ERSB, Step Up to Writing</p> <p>Assessments: Fastbridge - Progress Monitoring, Evaluate</p>
<p>4</p>	<p>1)Independent Text: Read independently for multiple purposes over sustained periods of time.</p> <p>2) Fiction: Read, infer, analyze, and draw conclusions.</p> <p>3) Structures: Read, infer and draw conclusions.</p>	<p>Setting: Classroom</p> <p>Resources: Making Meaning-Comp Guided Spelling-Phonics Good Habits, Great Readers</p> <p>Assessments: Fastbridge - Benchmark, Evaluate, DRA</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Leveled literacy, decoding and fluency practice, segmenting; Florida Center for Reading Research; IXL</p> <p>Assessments: Fastbridge - Progress Monitoring, Evaluate</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Six Minute Solution, Rewards, SIPPS, Phonics for Reading, PALS, Earobics, Hearbuilder, Great Leaps Leveled Literacy, Corrective Reading, Wilson Reading, Unique Learning Systems, News 2 You, ELSB, ERSB, Step up to Writing</p>

	<p>4) Word Study routines will begin in a whole group setting and will transition into differentiated small group word study through initial practice in sorting.</p> <p>5) Revise/Edit Reread: Revise and edit drafts with assistance.</p> <p>6) Grammar: In speech and written form, apply standard English grammar.</p>			<p>Assessments: Fastbridge - Progress Monitoring, Evaluate</p>
<p>5</p>	<p>1) Vocabulary: Develop an understanding of vocabulary.</p> <p>2) Independent Text: Read independently, for multiple purposes, over sustained periods of time.</p> <p>3) Word Study routines will begin in a whole group setting and will transition into differentiated small group word study through initial practice in sorting.</p> <p>4) Revise/Edit Reread, revise, and edit drafts with assistance.</p>	<p>Setting: Classroom</p> <p>Resources: Making Meaning-Comp Guided Spelling-Phonics Good Habits, Great Readers</p> <p>Assessments: Fastbridge - Benchmark, Evaluate, DRA</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Leveled literacy, decoding and fluency practice, segmenting; Florida Center for Reading Research; IXL</p> <p>Assessments: Fastbridge - Progress Monitoring, Evaluate</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Six Minute Solution, Rewards, SIPPS Plus, Phonics for Reading, PALS, Earobics, Hearbuilder, Great Leaps,, Leveled Literacy, Corrective Reading, Wilson Reading, Unique Learning Systems, News 2 You, ELSB, ERSB, Step up to Writing</p> <p>Assessments: Fastbridge - Progress Monitoring, Evaluate</p>

	5) Grammar: In speech and written form, apply standard English grammar.			
6	6th Grade ELA Priority Standards Crosswalk	<p>Setting: Classroom</p> <p>Resources: Reader’s Journey, Writing Aviator</p> <p>Assessments: Fastbridge - Benchmark, Evaluate</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Six Minute Solution, Florida Center Reading Research; IXL; CT ELA classes</p> <p>Assessments: Fastbridge - Progress Monitoring, Evaluate</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Rewards, SIPPS Plus, PALS, Leveled Literacy, Read 180, Corrective Reading, Wilson Reading, Unique Learning Systems, News 2 You</p> <p>Assessments: Fastbridge - Progress Monitoring, Evaluate, Jerry Johns</p>
7	7th Grade ELA Priority Standards Crosswalk	<p>Setting: Classroom</p> <p>Resources: Reader’s Journey, Writing Aviator</p> <p>Assessments: Fastbridge - Benchmark, Evaluate</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Six Minute Solution, Florida Center for Reading Research; IXL</p> <p>Assessments: Fastbridge - Progress Monitoring, Evaluate</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Rewards, SIPPS Plus, PALS, Leveled Literacy, Read 180, Corrective Reading, Wilson Reading, Unique Learning Systems, News 2 You</p> <p>Assessments:</p>

				Fastbridge - Progress Monitoring, Evaluate, Jerry Johns
8	8th Grade ELA Priority Standards Crosswalk	<p>Setting: Classroom</p> <p>Resources: Reader's Journey, Writing Aviator</p> <p>Assessments: Fastbridge - Benchmark, Evaluate</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Six Minute Solution, Florida Center for Reading Research; IXL</p> <p>Assessments: Fastbridge - Progress Monitoring, Evaluate</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Rewards, SIPPS Plus, PALS, Leveled Literacy, Read 180, Corrective Reading, Wilson Reading, Unique Learning Systems, News 2 You</p> <p>Assessments: Fastbridge - Progress Monitoring, Evaluate, Jerry Johns</p>
9	English 1 ELA Priority Standards Crosswalk	<p>Setting: Classroom</p> <p>Resources: Teachers use short stories, novels, and news articles that align with Standards and grade level themes. Culturally Responsive Teaching and Learning Writing prompts</p> <p>Assessments: Pre-Post Tests, PLC data</p>	<p>Setting: Classroom/small group</p> <p>Resources: Florida Center Reading Research; IXL</p> <p>Assessments: Pre-Post Tests, PLC data</p>	<p>Setting: Small group or flexible group</p> <p>Resources: Florida Center Reading Research, SIPPS Plus, KU Writing Strategies, Wilson, Unique Learning Systems, News 2 You</p> <p>Assessments: Pre-Post Tests, PLC data, Jerry Johns</p>

<p>10</p>	<p>English 2 ELA Priority Standards Crosswalk Semester 1</p> <p>English 2 ELA Priority Standards Crosswalk Semester 2</p>	<p>Setting: Classroom</p> <p>Resources: Teachers use short stories, novels, and news articles that align with Standards and grade level themes, Culturally Responsive Teaching and Learning, Writing prompts</p> <p>Assessments: Pre-Post Tests, PLC data, Eng 10 EOC, Evaluate</p>	<p>Setting: Classroom /small group</p> <p>Resources: Florida Center Reading Research; IXL</p> <p>Assessments: Pre-Post Tests, PLC data, Eng. 10 EOC, Evaluate</p>	<p>Setting: Small group or flexible group</p> <p>Resources: Florida Center Reading Research, SIPPS Plus, SIMS Writing Strategies, Wilson, Unique Learning Systems, News 2 You</p> <p>Assessments: Pre-Post Tests, PLC data, SST, Jerry Johns, Eng. 10 EOC, Evaluate</p>
<p>11</p>	<p>English 3 ELA Priority Standards Crosswalk Semester 1</p> <p>English 3 ELA Priority Standards Crosswalk Semester 2</p>	<p>Setting: Classroom</p> <p>Resources: Teachers use short stories, novels, and news articles that align with Standards and grade level themes, Culturally Responsive Teaching and Learning, Writing prompts</p> <p>Assessments: Pre-Post Tests, PLC data</p>	<p>Setting: Classroom / small group</p> <p>Resources: Florida Center Reading Research; IXL</p> <p>Assessments: Pre-Post Tests, PLC data</p>	<p>Setting: Small group or flexible group</p> <p>Resources: Florida Center Reading Research, SIPPS Plus, KU Writing Strategies, Wilson, Unique Learning Systems, News 2 You</p> <p>Assessment: Pre-Post Tests, PLC data, SST, Jerry Johns</p>

<p>12</p>	<p>Senior English Multicultural Literature and Film Grade 6-12 ELA Crosswalk Missouri Learning Expectations</p>	<p>Setting: Classroom</p> <p>Resources: Teachers use short stories, novels, and news articles that align with Standards and grade level themes, Culturally Responsive Teaching and Learning, Writing prompts</p> <p>Assessments: Pre-Post Tests, PLC data</p>	<p>Setting: Classroom or Small group</p> <p>Resources: Florida Center Reading Research, IXL</p> <p>Assessments: Pre-Post Tests, PLC data</p>	<p>Setting: Small group or flexible group</p> <p>Resources: Florida Center Reading Research, SIPPS Plus, KU Writing Strategies, Wilson, Unique Learning Systems, News 2 You</p> <p>Assessment: Pre-Post Tests, PLC data, SST, Jerry Johns</p>
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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

Math

Goal:

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	Kindergarten Expanded Missouri Learning Standards Math Expectations	<p>Setting: Classroom</p> <p>Resources: Investigations, Dreambox, IXL</p> <p>Assessments: Fastbridge - Benchmark</p>	<p>Setting: Small group</p> <p>Resources: Dreambox - targeted lessons, Fastt Math, Math Reflex; IXL</p> <p>Assessments: Fastbridge - Progress Monitoring,</p>	<p>Setting: Small group, 1:1</p> <p>Resources: Number Core, IXL, Math Connects Intervention Tool, Early Numeracy, Focus Math</p> <p>Assessments: Fastbridge - Progress Monitoring,</p>
1	1st Grade Expanded Missouri Learning Standards Math Expectations	<p>Setting: Classroom</p> <p>Resources: Investigations, Dreambox, IXL</p> <p>Assessments: Fastbridge - Benchmark, Evaluate</p>	<p>Setting: Small group</p> <p>Resources: Dreambox - targeted lessons, Fastt Math, Math Reflex; IXL</p> <p>Assessments: Fastbridge - Progress Monitoring, Evaluate</p>	<p>Setting: Small group, 1:1</p> <p>Resources: Number Core, IXL, Math Connects Intervention Tool Early Numeracy, Focus Math</p> <p>Assessments: Fastbridge - Progress Monitoring,</p>
2	2nd Grade Expanded Missouri Learning Standards Math Expectations	<p>Setting: Classroom</p> <p>Resources: Investigations, Dreambox, IXL</p> <p>Assessments:</p>	<p>Setting: Small group,</p> <p>Resources: Dreambox - targeted lessons, Fastt Math, Math Reflex; IXL</p>	<p>Setting: Small group, 1:1</p> <p>Resources: Number Core, IXL, Math Connects Intervention Tool,</p>

		Fastbridge - Benchmark, Evaluate	Assessments: Fastbridge - Progress Monitoring, Evaluate	Early Numeracy, Focus Math, Corrective Math Assessments: Fastbridge - Progress Monitoring, eValueate
3	3rd Grade Expanded Missouri Learning Standards Math Expectations	Setting: Classroom Resources: Investigations, Dreambox, IXL Assessments: Fastbridge - Benchmark, Evaluate, Quarterly District-wide Assessments	Setting: Small group, Resources: Dreambox - targeted lessons, Fastmath, Math Reflex; IXL Assessments: Fastbridge - Progress Monitoring, Evaluate	Setting: Small group, 1:1 Resources: IXL, Do the Math, Math Connects Intervention Tool, Early Numeracy, Focus Math, Corrective Math Assessments: Fastbridge - Progress Monitoring, eValueate
4	4th Grade Expanded Missouri Learning Standards Math Expectations	Setting: Classroom Resources: Investigations, Dreambox, IXL Assessments: Fastbridge - Benchmark, Evaluate, Quarterly District-wide Assessments	Setting: Small group Resources: Dreambox - targeted lessons, Fastmath, Math Reflex; IXL Assessments: Fastbridge - Progress Monitoring, Evaluate	Setting: Small group, 1:1 Resources: IXL, Do the Math, Math Connects Intervention Tool, Early Numeracy, Focus Math, Corrective Math Assessments: Fastbridge - Progress Monitoring, eValueate

5	5th Grade Expanded Missouri Learning Standards Math Expectations	<p>Setting: Classroom</p> <p>Resources: Investigations, Dreambox, IXL</p> <p>Assessments: Fastbridge - Benchmark, Evaluate Quarterly District-wide Assessments,</p>	<p>Setting: Small group</p> <p>Resources: Dreambox - targeted lessons, Fastmath, Math Reflex; IXL</p> <p>Assessments: Fastbridge - Progress Monitoring, Evaluate</p>	<p>Setting: Small group, 1:1</p> <p>Resources: IXL, Do the Math, Math Connects Intervention Tool, Early Numeracy, Focus Math, Corrective Math</p> <p>Assessments: Fastbridge - Progress Monitoring, evaluate</p>
6	6th Grade Math Priority Standards	<p>Setting: Classroom</p> <p>Resources: enVision Math</p> <p>Assessments: Evaluate, Fastbridge - Benchmark, Quarterly District-wide Assessments</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Math Reflex, Fastt Math; IXL</p> <p>Assessments: Fastbridge - Progress Monitoring, Evaluate</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Math Connects, Do the Math, Math 180, Math Skills Builders, Teaching to the Standards, Corrective Math, Number Worlds</p> <p>Assessments: Fastbridge - Progress Monitoring, Evaluate</p>
7	7th Grade Math Priority Standards 7th Grade Pre-Algebra Priority Standards	<p>Setting: Classroom</p> <p>Resources: enVision Math</p> <p>Assessments:</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Math Reflex, Fastt Math; IXL</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: , Do the Math, Math Skills Builders, Teaching to the Standards,</p>

		Evaluate, Fastbridge - Benchmark, Quarterly District-wide Assessments	Assessments: Fastbridge - Progress Monitoring, Evaluate	Corrective Math, Number Worlds Assessments: Fastbridge - Progress Monitoring, Evaluate
8	8th Grade Pre-Algebra Priority Standards 8th Grade Algebra Priority Standards	Setting: Classroom Resources: enVision Math Assessments: Evaluate, Fastbridge - Benchmark, Quarterly District-wide Assessments	Setting: Small Group or 1:1 Resources: Math Reflex, Fastt Math; IXL Assessments: Fastbridge - Progress Monitoring, Evaluate	Setting: Small Group or 1:1 Resources: Do the Math, Math 180, Math Skills Builders, Teaching to the Standards, Corrective Math, Number Worlds Assessments: Fastbridge - Progress Monitoring, Evaluate

<p>9</p>	<p>9th Grade Pre-Algebra Priority Standards</p>	<p>Setting: Classroom</p> <p>Resources: Pre-Alg - Pearson, MyMathLab PreAlgebra (Martin Gay), All Things Algebra (Pre-Algebra)</p> <p>Algebra 1 - Pearson, MyMathLab Algebra 1 (Martin Gay)</p> <p>Assessments: Alg 1 EOC, Evaluate(9th gr. Only) ,PLC pre-post data, Common Assessments, Unit tests</p>	<p>Setting: Classroom</p> <p>Resources: Pre-Algebra- supplement with All things Algebra, IXL</p> <p>Assessments: Alg. 1 EOC, Evaluate (9th gr. only), PLC pre-post data, Common Assessments, Unit tests</p>	<p>Setting: Classroom</p> <p>Resources: Pre-Algebra supplement with All Things Algebra, Access Algebra</p> <p>Assessments: Alg. 1 EOC, Evaluate (9th gr. only), Pre-Algebra, PLC pre-post data, Common Assessments, Unit tests, SST</p>
<p>10</p>	<p>10th Grade Algebra Priority Standards</p>	<p>Setting: Classroom</p> <p>Resources: Pre-Alg - Pearson, MyMathLab PreAlgebra (Martin Gay), All Things Algebra (Pre-Algebra)</p> <p>Algebra 1 - Pearson MyMathLab Algebra 1 (Martin Gay)</p> <p>Assessments: Alg 1 EOC, PLC pre/post data, Common Assessments, Unit tests</p>	<p>Setting: Classroom</p> <p>Resources: Pre-Algebra- supplement with All things Algebra; IXL</p> <p>Assessments: Alg. 1 EOC, PLC pre/post data, Common Assessments, Unit tests</p>	<p>Setting: Classroom</p> <p>Resources: Pre-Algebra- supplement with All things, Algebra, Access Algebra</p> <p>Assessments: Alg. 1 EOC, PLC pre/post data, Common Assessments, Unit tests, SST</p>

11	11th Grade Algebra 2 Expanded Missouri Learning Standards Crosswalk	<p>Setting: Classroom</p> <p>Resources: Alg. 2- Pearson, MyMathLab Alg. 2 (Martin Gay)</p> <p>Assessments: PLC pre/post data, Common Assessments, Unit tests</p>	<p>Setting: Classroom</p> <p>Resources: IXL</p> <p>Assessments: PLC pre/post data, Common Assessments, Unit tests</p>	<p>Setting: Classroom</p> <p>Resources: Access Algebra</p> <p>Assessments: PLC, pre/post data, Common Assessments, , Unit tests, SST</p>
12	12th Grade Geometry Priority Standards	<p>Setting: Classroom</p> <p>Resources: Geometry- Pearson, MyMathLab Geometry (Martin Gay)</p> <p>Assessments: PLC pre/post data, Common Assessments, Unit tests</p>	<p>Setting: Classroom</p> <p>Resources: IXL</p> <p>Assessments: PLC pre/post data, Common Assessments, Unit tests</p>	<p>Setting: small group and 1:1 Classroom: special education</p> <p>Resources: Access Algebra</p> <p>Assessments: PLC pre/post data, Common Assessments, Unit tests, SST</p>

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	<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: https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</p>	<p>Setting: Classroom</p> <p>Resources: Trauma Informed Practices, School-wide rules, Positive Reinforcement Systems, Bullying Prevention Program (Olweus), Substance Abuse Prevention (SPIRIT), Classroom Guidance Lessons, Safe Touch, Safe Surf; MO Counseling Curriculum</p>	<p>Setting: Small group</p> <p>Resources: Newcomers Club, Social Skills Groups, Counseling/mentoring, Family Conferencing, Check-in/out, Outside agency groups, Zones of Regulation</p> <p>Assessments: BASC-3 Behavioral and Emotional Screening, Fastbridge</p>	<p>Setting: Small Group, 1:1</p> <p>Resources: Individual Counseling, Wraparound services, Attendance Contract and Plans, Individualized Social Skills instruction, Functional Assessment, Behavior Intervention Plans Zones of Regulation, Zones of Regulation</p> <p>Assessments: BASC-3 Behavioral and Emotional Screening, Fastbridge</p>

	<p>Career Development: https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</p> <p>Personal and Social Development: https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</p>	<p>Assessments: BASC-3 Behavioral and Emotional Screening, Fastbridge</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: https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</p> <p>Career Development: https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</p>	<p>Setting: Classroom</p> <p>Resources: Trauma Informed Practices, School-wide rules, Positive Reinforcement Systems, Personal Plans of Study, Bullying Prevention Program (Olweus), Substance Abuse Prevention (SPIRIT), Classroom Guidance Lessons, Safe Touch, Safe Surf; MO Counseling Curriculum</p> <p>Assessments: BASC-3 Behavioral and Emotional Screening, Fastbridge</p>	<p>Setting: Small group</p> <p>Resources: Newcomers Club, Social Skills Groups, Counseling/mentoring, Family conferencing, Check-in/Check-out, Outside agency groups, Zones of Regulation</p> <p>Assessments: BASC-3 Behavioral and Emotional Screening, Fastbridge</p>	<p>Setting: Small group, 1:1</p> <p>Resources: Individual Counseling, Wraparound services, Attendance Contract and Plans, Individualized Social Skills instruction, Functional Assessment, Behavior Intervention Plans, Zones of Regulation</p> <p>Assessments: BASC-3 Behavioral and Emotional Screening, Fastbridge</p>

	<p>Personal and Social Development: https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</p>			
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: https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</p> <p>Career Development: https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</p> <p>Personal and Social Development: https://dese.mo.gov/sites/d</p>	<p>Setting: Classroom</p> <p>Resources: Trauma Informed Practices, School-wide rules, Positive Reinforcement Systems, Personal Plans of Study, Bullying Prevention Program (Olweus), Substance Abuse Prevention (SPIRIT), Classroom Guidance Lessons, Safe Touch, Safe Surf; MO Counseling Curriculum</p> <p>Assessments: Behavior 36, Fastbridge</p>	<p>Setting: Small group, 1:1</p> <p>Resources: Newcomers Club, Social Skills Groups, Counseling/mentoring, Family conferencing, Check-in/Check-out, Outside agency groups, Zones of Regulation</p> <p>Assessments: BASC-3 Behavioral and Emotional Screening, Fastbridge</p>	<p>Setting: Small group, 1:1</p> <p>Resources: Individual Counseling, Wraparound services, Attendance Contract and Plans, Individualized Social Skills instruction, Functional Assessment, Behavior Intervention Plans, Zones of Regulation</p> <p>Assessments: BASC-3 Behavioral and Emotional Screening, Fastbridge</p>

	efault/files/gle-personal-and-social-development.pdf			
3	<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: https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</p> <p>Career Development: https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</p> <p>Personal and Social Development: https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</p>	<p>Setting: Classroom</p> <p>Resources: Trauma Informed Practices, School-wide rules, Positive Reinforcement Systems, Personal Plans of Study, Bullying Prevention Program (Olweus), Substance Abuse Prevention (SPIRIT), Classroom Guidance Lessons, Safe Touch, Safe Surf; MO Counseling Curriculum</p> <p>Assessments: BASC-3 Behavioral and Emotional Screening, Fastbridge</p>	<p>Setting: Small group, 1:1</p> <p>Resources: Newcomers Club, Social Skills Groups, Counseling/mentoring, Family conferencing, Check-in/Check-out, Outside agency groups, Zones of Regulation</p> <p>Assessments: BASC-3 Behavioral and Emotional Screening, Fastbridge</p>	<p>Setting: Small group, 1:1</p> <p>Resources: Individual Counseling, Wraparound services, Attendance Contract and Plans, Individualized Social Skills instruction, Functional Assessment, Behavior Intervention Plans, Zones of Regulation</p> <p>Assessments: BASC-3 Behavioral and Emotional Screening, Fastbridge</p>
4	The district is in the process of identifying the Priority	Setting: Classroom	Setting: Small group, 1:1	Setting: Small group, 1:1

	<p>Standards but is utilizing the MO Comprehensive Counseling and Guidance Program Rubrics to identify GLE.</p> <p>Academic Development: https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</p> <p>Career Development: https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</p> <p>Personal and Social Development: https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</p>	<p>Resources: Trauma Informed Practices, School-wide rules, Positive Reinforcement Systems, Personal Plans of Study, Bullying Prevention Program (Olweus), Substance Abuse Prevention (SPIRIT), Classroom Guidance Lessons, Safe Touch, Safe Surf; MO Counseling Curriculum</p> <p>Assessments: BASC-3 Behavioral and Emotional Screening, Fastbridge</p>	<p>Resources: Newcomers Club, Social Skills Groups, Counseling/mentoring, Family conferencing, Check-in/Check-out, Outside agency groups, Zones of Regulation</p> <p>Assessments: BASC-3 Behavioral and Emotional Screening, Fastbridge</p>	<p>Resources: Individual Counseling, Wraparound services, Attendance Contract and Plans, Individualized Social Skills instruction, Functional Assessment, Behavior Intervention Plans, Zones of Regulation</p> <p>Assessments: BASC-3 Behavioral and Emotional Screening, Fastbridge</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>Setting: Classroom</p> <p>Resources: Trauma Informed Practices, School-wide rules, Positive Reinforcement Systems, Personal Plans of Study, Bullying</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Newcomers Club, Social Skills Groups, Counseling/mentoring, Family conferencing, Check-in/Check-</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Individual Counseling, Wraparound services, Attendance Contract and Plans, Individualized Social Skills instruction,</p>

	<p>Academic Development: https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</p> <p>Career Development: https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</p> <p>Personal and Social Development: https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</p>	<p>Prevention Program (Olweus), Substance Abuse Prevention (SPIRIT), Classroom Guidance Lessons, Safe Touch, Safe Surf; MO Counseling Curriculum</p> <p>Assessments: BASC-3 Behavioral and Emotional Screening, Fastbridge</p>	<p>out, Outside agency groups, Zones of Regulation</p> <p>Assessments: BASC-3 Behavioral and Emotional Screening, Fastbridge</p>	<p>Functional Assessment, Behavior Intervention Plans, Zones of Regulation</p> <p>Assessments: BASC-3 Behavioral and Emotional Screening, Fastbridge</p>
6	<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: https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</p>	<p>Setting: Classroom</p> <p>Resources: Trauma Informed Practices, School-wide rules, Positive Reinforcement Systems, Personal Plans of Study, Bullying Prevention Program (Olweus), Substance Abuse Prevention; MO Counseling Curriculum; Second Steps</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Quiet Corner Newcomer’s Club, Social Skills Groups, Lifeguarding program, Counseling/mentoring, Family conferencing, Check-in/Check-out, Outside agency groups, Zones of Regulation</p> <p>Assessments: BASC-3 Behavioral and Emotional Screening, Fastbridge</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Buddy Rooms, RSD Behavior Intervention Plans Assessments, Individual Counseling, Wraparound services, Attendance Contract and Plans, Individualized Social Skills instruction, Functional Assessment, Zones of Regulation</p>

	<p>Career Development: https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</p> <p>Personal and Social Development: https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</p>	<p>Assessments: BASC-3 Behavioral and Emotional Screening , Fastbridge</p>		<p>Assessments: Risk assessments</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: https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</p> <p>Career Development: https://dese.mo.gov/sites/default/files/gle-career-</p>	<p>Setting: Classroom</p> <p>Resources: Trauma Informed Practices, School-wide rules, Positive Reinforcement Systems, Personal Plans of Study, Bullying Prevention Program (Olweus), Substance Abuse Prevention; MO Counseling Curriculum; Second Steps</p> <p>Assessments: BASC-3 Behavioral and Emotional Screening, Fastbridge</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Quiet Corner Newcomer’s Club, Social Skills Groups, Lifeguarding program, Counseling/mentoring, Family conferencing, Check-in/Check-out, Outside agency groups, Zones of Regulation</p> <p>Assessments: BASC-3 Behavioral and Emotional Screening, Fastbridge</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Buddy Rooms, RSD Behavior Intervention Plans, Individual Counseling, Wraparound services, Attendance Contract and Plans, Individualized Social Skills instruction, Functional Assessment, Zones of Regulation</p> <p>Assessments: Risk assessments</p>

	<p>explorationn-and-planning.pdf</p> <p>Personal and Social Development: https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</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: https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</p> <p>Career Development: https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</p> <p>Personal and Social Development:</p>	<p>Setting: Classroom</p> <p>Resources: School-wide rules, Positive Reinforcement Systems, Personal Plans of Study, Bullying Prevention Program (Olweus), Substance Abuse Prevention; MO Counseling Curriculum; Second Steps</p> <p>Assessments: BASC-3 Behavioral and Emotional Screening, Fasbridge</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Quiet Corner Newcomer’s Club, Social Skills Groups, Lifeguarding program, Counseling/mentoring, Family conferencing, Check-in/Check-out, Outside agency groups, Zones of Regulation</p> <p>Assessments: BASC-3 Behavioral and Emotional Screening, Fasbridge</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Buddy Rooms, RSD Behavior Intervention Plans Individual Counseling, Wraparound services, Attendance Contract and Plans, Individualized Social Skills instruction, Functional Assessment, Zones of Regulation</p> <p>Assessments: Risk assessments</p>

	https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf			
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: https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</p> <p>Career Development: https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</p> <p>Personal and Social Development: https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</p>	<p>Setting: Large or small group</p> <p>Resources: DREAM, Missouri Connections, Freshman Seminar Curriculum, PBIS School-wide rules, Positive Reinforcement Systems, Personal Plans of Study, Bullying Prevention Program (Olweus), Substance Abuse Prevention, Trauma Informed Practices, SOAR/Freshman FUTURES, Truancy Reduction Program; MO Counseling Curriculum</p> <p>Assessments: ODR data, PLC/SST data, attendance data, Risk Assessments</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Newcomers Club Social Skills Groups Counseling/Mentoring Family Conferencing Check and Connect Outside Agency Groups (domestic violence, substance abuse, anger, social/emotional), Student Transitioning Program, Zones of Regulation, SOAR/Freshman Futures, Truancy Reduction Program</p> <p>Assessments: ODR data, PLC/SST data, attendance data, Risk Assessments</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Individual Counseling/YIN, Functional Assessment/Behavior Intervention Plan Wraparound Services Attendance Contract and Plans Individualized social skills, Why Try, School Connect</p> <p>Assessments: ODR data, PLC/SST data, attendance data, Risk Assessments</p>

10	<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: https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</p> <p>Career Development: https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</p> <p>Personal and Social Development: https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</p>	<p>Setting: Large or small group</p> <p>Resources: DREAM, Missouri Connections, PBIS School-wide rules, Positive Reinforcement Systems, Personal Plans of Study, Bullying Prevention Program (Olweus), Substance Abuse Prevention, Trauma Informed Practices, Truancy Reduction Program; MO Counseling Curriculum</p> <p>Assessments: ODR data, PLC/SST data, attendance data, Risk Assessments</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Newcomers Club, Social Skills Groups, Counseling/Mentoring, Family Conferencing, Check and Connect, Outside Agency Groups (domestic violence, substance abuse, anger, social/emotional), Student Transitioning Program, Zones of Regulation, Truancy Reduction Program</p> <p>Assessments: ODR data, PLC/SST data, attendance data, Risk Assessments</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Individual Counseling/YIN, Functional Assessment/Behavior Intervention Plan, Wraparound Services, Attendance Contract and Plans, Individualized social skills, Why Try, School Connect</p> <p>Assessments: ODR data, PLC/SST data, attendance data, Risk Assessments</p>
11	<p>The district is in the process of identifying the Priority Standards but is utilizing the MO Comprehensive Counseling and Guidance</p>	<p>Setting: Large or small group</p> <p>Resources: DREAM, Missouri Connections, PBIS School-wide rules, Positive</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Newcomers Club, Social Skills Groups,</p>	<p>Setting: Small Group or 1:1</p> <p>Resources:</p>

	<p>Program Rubrics to identify GLE.</p> <p>Academic Development: https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</p> <p>Career Development: https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</p> <p>Personal and Social Development: https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</p>	<p>Reinforcement Systems, Personal Plans of Study, Bullying Prevention Program (Olweus), Substance Abuse Prevention, Trauma Informed Practices, Truancy Reduction Program; MO Counseling Curriculum</p> <p>Assessments: ODR data, PLC/SST data, attendance data, Risk Assessments</p>	<p>Counseling/Mentoring, Family Conferencing, Check and Connect, Outside Agency Groups (domestic violence, substance abuse, anger, social/emotional), Student Transitioning Program, Zones of Regulation, Truancy Reduction Program</p> <p>Assessments: ODR data, PLC/SST data, attendance data, Risk Assessments</p>	<p>Individual Counseling/YIN, Functional Assessment/Behavior Intervention Plan, Wraparound Services, Attendance Contract and Plans, Individualized social skills, Why Try, School Connect</p> <p>Assessments: ODR data, PLC/SST data, attendance data, Risk Assessments</p>
12	<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: https://dese.mo.gov/sites/default/files/gle-academic-development.pdf</p>	<p>Setting: Large or small group</p> <p>Resources: DREAM, Missouri Connections, PBIS School-wide rules, Positive Reinforcement Systems, Personal Plans of Study, Bullying Prevention Program (Olweus), Substance Abuse Prevention, Trauma Informed Practices,</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Newcomers Club Social Skills Groups Counseling/Mentoring, Family Conferencing, Check and Connect,</p>	<p>Setting: Small Group or 1:1</p> <p>Resources: Graduation Coach, Individual Counseling/YIN, Functional Assessment/Behavior Intervention Plan, Wraparound Services, Attendance Contract/ Plans,</p>

	<p>efault/files/gle-academic-development.pdf</p> <p>Career Development: https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf</p> <p>Personal and Social Development: https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf</p>	<p>Truancy Reduction Program; MO Counseling Curriculum</p> <p>Assessments: ODR data, PLC/SST data, attendance data, Risk Assessments</p>	<p>Outside Agency Groups- (domestic violence, substance abuse, anger, social/emotional), Student Transitioning Program, Zones of Regulation Truancy Reduction Program</p> <p>Assessments: ODR data, PLC/SST data, attendance data, Risk Assessments</p>	<p>Individualized social skills, Why Try, School Connect</p> <p>Assessments: ODR data, PLC/SST data, attendance data, Risk Assessments, Graduation data</p>
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