



What is your 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)

Elementary: Care Team meetings, MTSS in development-Intervention groups for literacy and numeracy (LION time), partnership with Alive and Well, Wyman, Lutheran Family services.

Secondary: Care Team meetings in development, Wyman supports including Teen Outreach Program support for 7th and 8th Grade, Intervention groups for literacy and numeracy, partnership with Alive and Well, Lutheran Family services.

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

Gen ed/Sped Work to plan and implement PD (Professional Development) (district professional development plan) around literacy, numeracy and social emotional learning, Work with Effective Practice Specialist to conduct walkthroughs specific to the area of focus (Social Emotional and Autism). Transformational Leadership Institute - vertical administration/teacher team focused on instructional leadership. Data conversations around common assessment tools.

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

Coaching conversations and feedback, providing release time for training, have the content specialist come in to work with students. Weekly Professional Learning Community (PLC) meetings, staff meetings, district walk-throughs, Student Engagement data collection for analysis; Instructional Support Leaders/Instructional Coaches to support all areas of instruction. Teachers engage in professional

development (district professional development plan) around literacy, numeracy and social emotional learning and apply the concepts to their classrooms. Effective Practice Specialists visits with training and resource suggestions for Social Emotional and Autism programs,

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

Focused teacher growth plans, access to PD, coaching conversations, one on one training with resources; provide administrative and instructional coach support

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

Walkthroughs, Observations, Coaching Conversations, Teacher training on standards, teachers participating in collaboration meetings, data analysis procedures

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

Curriculum coordinator implements the process with representatives from content area as well as support areas (EL, SPED, Coaches, Instructional leaders, Gifted)

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

Convene committee as stated above; study standards/research content area; ground self in mission, vision, and goals of the area, set up criteria for resources and evaluate resources to select

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

Data Analysis, Fast Bridge, Reading Inventory (HS), Galileo, Common Assessments., Progress monitoring and adjusting to what the data tells us. Regular scheduled data team meetings for special education teams to discuss growth or lack of growth.

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

The Curriculum Committee sets up criteria for resources and evaluates resources to select and professional learning is a part of the implementation plan.

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

District leadership decides needs for the assessment and a committee is formed to select the tools.

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

Use the assessment data to drive instructional decisions; protocols are provided for analyzing the district data. Data could be analyzed through professional learning communities, data teams, school level teams, content area teams

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

The assessment plan and calendar- does not include all assessments for special education; common assessments are built in throughout the curriculum for general education

How do we help all educators become assessment literate?

Assessment for Learning; training for instructional leaders -complete for Gen ed. SSD (Special School District) continues to work with Classroom Learning Systems and trains all teachers in this process and works with SSD data team leaders on structures to analyze and respond to data.

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

Provide opportunities to learn about programs and learn through activities with their children, provide opportunities for home/school connections to continue the learning at home. Curriculum nights across the districts to highlight curriculum and materials being used, multiple programs for social emotional learning (Umbutu); STEM expose activities; Title I family meetings; Parent University; Zoom with the Superintendent to receive voice of customer, student-led IEP (Individualized Education Program) process and charting the life course to partner with families for future planning.

Definitions:

Reading/Literacy Tier One: Core should include the following: 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 and will focus on explicit instruction of foundational skills and assessment and progress monitor at least monthly to determine progress and further support.

Reading/Literacy Tier Three: Provide intensive instruction daily to promote 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	https://drive.google.com/drive/folders/17vHr0azpoKqsFJMoMy8MkJG4-Ws8Ib6T	Setting: General Education Resources: Reading Horizons Wit Wisdom	Setting: General Education (intervention) Resources: Guided Reading, Journeys	Setting: (intervention) Reading interventionist Special Educator Resources: Reading Horizons interventions

		Assessments: Fast Bridge Reading Inventory	Reading Horizons interventions, SIPPS, Fast Bridge Interventions Assessments Fast Bridge, Fountas and Pinnell, KBIT	Wilson SIPPS Reading Mastery Unique Learning System (ULS) and News 2 You (ELSB) Early Literacy Skill Builder (ERSB) Early Reading Skill Builder Florida Center for Reading Research IXL Flocabulary Reading AZ Step Up to Writing SIM Fundamental Writing Assessments
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				Fast Bridge Galileo Fountas and Pinnell Reading Inventory
1	https://drive.google.com/drive/folders/17vHr0azpokqsFJMoMy8MkJG4-Ws8lb6T	<p>Setting: General Education</p> <p>Resources: Reading Horizons Wit Wisdom</p> <p>Assessments: Fast Bridge Reading Inventory</p>	<p>Setting: General Education (intervention)</p> <p>Resources: Guided Reading, Journeys Reading Horizons interventions, SIPPS, Fast Bridge Interventions</p> <p>Assessments Fast Bridge, Fountas and Pinnell, KBIT</p>	<p>Setting: (intervention) Reading interventionist Special Educator</p> <p>Resources: Reading Horizons interventions Wilson SIPPS Reading Mastery Unique Learning System (ULS) and News 2 You (ELSB) Early Literacy Skill Builder (ERSB) Early Reading Skill Builder</p>

				Florida Center for Reading Research IXL Flocabulary Reading AZ Step Up to Writing SIM Fundamental Writing Assessments Fast Bridge Galileo Fountas and Pinnell Reading Inventory
2	https://drive.google.com/drive/folders/17vHr0azpokqsFJMoMy8MkJG4-Ws8lb6T	Setting: General Education Resources: Reading Horizons Wit Wisdom Assessments: Fast Bridge Reading Inventory	Setting: General Education (intervention) Resources: Guided Reading, Journeys Reading Horizons interventions, SIPPS, Fast Bridge Interventions Assessments	Setting: (intervention) Reading interventionist Special Educator Resources: Reading Horizons interventions Wilson SIPPS IXL

			Fast Bridge, Fountas and Pinnell, KBIT	<p>Flocabulary</p> <p>Reading AZ</p> <p>Reading Mastery</p> <p>Unique Learning System (ULS) and News 2 You</p> <p>(ELSB) Early Literacy Skill Builder</p> <p>(ERSB) Early Reading Skill Builder</p> <p>Florida Center for Reading Research</p> <p>Step Up to Writing</p> <p>SIM Fundamental Writing</p> <p>Assessments</p> <p>Fast Bridge</p> <p>Galileo</p> <p>Fountas and Pinnell</p> <p>Reading Inventory</p>
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3	https://drive.google.com/drive/folders/17vHr0azpokqsFJMoMy8MkJG4-Ws8lb6T	<p>Setting: General Education</p> <p>Resources: Reading Horizons Wit Wisdom</p> <p>Assessments: Fast Bridge Reading Inventory MAP</p>	<p>Setting: General Education (intervention)</p> <p>Resources: Guided Reading, Journeys Reading Horizons interventions, SIPPS, Fast Bridge Interventions</p> <p>Assessments Fast Bridge, Fountas and Pinnell, KBIT</p>	<p>Setting: (intervention) Reading interventionist Special Educator</p> <p>Resources: Reading Horizons interventions</p> <p>Wilson IXL Flocabulary Reading AZ SIPPS</p> <p>Reading Mastery</p> <p>Unique Learning System (ULS) and News 2 You</p> <p>(ELSB) Early Literacy Skill Builder</p> <p>(ERSB) Early Reading Skill Builder</p> <p>Florida Center for Reading Research</p>

				<p>Step Up to Writing</p> <p>SIM Fundamental Writing</p> <p>Assessments Fast Bridge Galileo Fountas and Pinnell Reading Inventory MAP, MAP-A</p>
4	https://drive.google.com/drive/folders/17vHr0azpokqsFJMoMy8MkJG4-Ws8lb6T	<p>Setting: General Education</p> <p>Resources: Reading Horizons Wit Wisdom</p> <p>Assessments: Fast Bridge Reading Inventory MAP</p>	<p>Setting: General Education (intervention)</p> <p>Resources: Guided Reading, Journeys Reading Horizons interventions, SIPPS, Fast Bridge Interventions Language Live!</p> <p>Assessments Fast Bridge, Fountas and Pinnell, KBIT</p>	<p>Setting: (intervention) Reading interventionist Special Educator</p> <p>Resources: Reading Horizons interventions Wilson SIPPS Reading Mastery Unique Learning System (ULS) and News 2 You</p>

				<p>(ELSB) Early Literacy Skill Builder</p> <p>(ERSB) Early Reading Skill Builder</p> <p>IXL</p> <p>Flocabulary</p> <p>Florida Center for Reading Research</p> <p>Step Up to Writing</p> <p>SIM Fundamental Writing</p> <p>Assessments</p> <p>Fast Bridge</p> <p>Galileo</p> <p>Fountas and Pinnell</p> <p>Reading Inventory</p> <p>MAP, MAP-A</p>
5	https://drive.google.com/drive/folders/17vHr0azpokqsFJMoMy8MkJG4-Ws8lb6T	<p>Setting: General Education</p> <p>Resources:</p> <p>Language Live</p> <p>Wit Wisdom</p>	<p>Setting:</p> <p>General Education (intervention)</p> <p>Resources:</p>	<p>Setting:</p> <p>(intervention)</p> <p>Reading interventionist</p> <p>Special Educator</p>

		Assessments: Fast Bridge Reading Inventory MAP	Guided Reading, Journeys Language Live interventions, SIPPS, Fast Bridge Interventions Assessments Fast Bridge, Fountas and Pinnell, KBIT	Resources: Language Live interventions IXL Flocabulary Reading AZ Wilson SIPPS Reading Mastery Unique Learning System (ULS) and News 2 You (ELSB) Early Literacy Skill Builder (ERSB) Early Reading Skill Builder IXL Flocabulary Florida Center for Reading Research Step Up to Writing
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				<p>SIM Fundamental Writing</p> <p>Assessments Fast Bridge Galileo Fountas and Pinnell Reading Inventory MAP, MAP-A</p>
6		<p>Setting: General Education</p> <p>Resources: Springboard</p> <p>Assessments Formative, Galileo, Summative Professional Modules, Reading Inventory, Fast Bridge, MAP</p>	<p>Setting: General Education (intervention)</p> <p>Resources: Language Live!</p> <p>Assessments Formative, Galileo, Summative Professional Modules, MAP, Fast Bridge</p>	<p>Setting: Special Education (intervention)</p> <p>Resources: Corrective Reading</p> <p>Springboard Interventions</p> <p>Unique Learning System (ULS) and News 2 You</p> <p>IXL Flocabulary</p> <p>Reading AZ</p>

				<p>Step Up to Writing</p> <p>SIM Fundamental Writing</p> <p>Assessments</p> <p>Essential Elements Checklist</p> <p>ELSB Checklist</p> <p>Formative</p> <p>Galileo Summative</p> <p>Professional Modules</p> <p>Performance Tasks</p> <p>Fast Bridge</p> <p>MAP</p> <p>MAP-A</p> <p>Reading Inventory</p>
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7		<p>Setting: General Education</p> <p>Resources: Springboard</p> <p>Assessments Formative, Galileo, Summative Professional Modules, Reading Inventory, Fast Bridge, MAP</p>	<p>Setting: General Education (intervention)</p> <p>Resources: Language Live!</p> <p>Assessments Formative, Galileo, Summative Professional Modules, MAP, Fast Bridge</p>	<p>Setting: Special Education (intervention)</p> <p>Resources: Corrective Reading</p> <p>Springboard Interventions</p> <p>Unique Learning System (ULS) and News 2 You</p> <p>IXL</p> <p>Flocabulary</p> <p>Reading AZ</p> <p>Step Up to Writing</p> <p>SIM Fundamental Writing</p> <p>Assessments Essential Elements Checklist ELSB Checklist Formative Galileo Summative Professional Modules</p>
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				Performance Tasks Fast Bridge MAP MAP-A Reading Inventory
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8		<p>Setting: General Education</p> <p>Resources: Springboard</p> <p>Assessments Formative, Galileo, Summative Professional Modules, Reading Inventory, Fast Bridge, MAP</p>	<p>Setting: General Education (intervention)</p> <p>Resources: Language Live!</p> <p>Assessments Formative, Galileo, Summative Professional Modules, MAP, Fast Bridge</p>	<p>Setting: Special Education (intervention)</p> <p>Resources: Corrective Reading</p> <p>Springboard Interventions</p> <p>Unique Learning System (ULS) and News 2 You</p> <p>IXL</p> <p>Flocabulary</p> <p>Reading AZ</p> <p>Step Up to Writing</p> <p>SIM Fundamental Writing</p> <p>Assessments Essential Elements Checklist ELSB Checklist Formative Galileo Summative Professional Modules</p>
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				Performance Tasks Fast Bridge MAP MAP-A Reading Inventory
9		Setting: General Education Resources: Springboard Assessments Formative, Galileo, Summative Professional Modules Performance Tasks; Reading Inventory Fast Bridge	Setting: General Education Resources: RTI reading program interventions (GE) Language Live! Assessments Formative, Galileo, Summative Professional Modules Performance Tasks, Fast Bridge	Setting: Special Education (intervention) Resources: Corrective Reading Language Live! Springboard Interventions IXL Flocabulary Reading AZ Unique Learning System (ULS) and News 2 You Step Up to Writing SIM Fundamental Writing

				Assessments Essential Elements Checklist ELSB Checklist Formative Galileo Summative Professional Modules Performance Tasks Fast Bridge MAP MAP-A Reading Inventory
10		Setting: General Education Resources: Springboard Assessments Formative, Galileo, Summative Professional Modules Performance Tasks; Reading Inventory EOC (Emergency Operations Center): English II, Fast Bridge	Setting: General Education Resources: RTI reading program interventions (GE) Language Live! Assessments Formative, Galileo, Summative Professional Modules Performance Tasks, Fast Bridge	Setting: Special Education (intervention) Resources: Corrective Reading Language Live! Springboard Interventions IXL Flocabulary Reading AZ

				<p>Unique Learning System (ULS) and News 2 You</p> <p>Step Up to Writing</p> <p>SIM Fundamental Writing</p> <p>Assessments Essential Elements Checklist ELSB Checklist Formative Galileo Summative Professional Modules Performance Tasks Fast Bridge MAP MAP-A Reading Inventory</p>
11		<p>Setting: General Education</p> <p>Resources: Springboard</p> <p>Assessments</p>	<p>Setting: General Education</p> <p>Resources: RTI reading program interventions (GE) Language Live!</p>	<p>Setting: Special Education (intervention)</p> <p>Resources: Corrective Reading Language Live!</p>

		Formative, Galileo, Summative Professional Modules Performance Tasks; Reading Inventory, Fast bridge	Assessments Formative, Galileo, Summative Professional Modules Performance Tasks, Fast bridge	Springboard Interventions IXL Flocabulary Reading AZ Unique Learning System (ULS) and News 2 You Step Up to Writing SIM Fundamental Writing Assessments Essential Elements Checklist ELSB Checklist Formative Galileo Summative Professional Modules Performance Tasks Fast Bridge MAP MAP-A Reading Inventory
12		Setting: General Education	Setting: General Education	Setting: Special Education

		<p>Resources: Springboard</p> <p>Assessments Formative, Galileo, Summative Professional Modules Performance Tasks; Reading Inventory, Fast Bridge</p>	<p>Resources: RTI reading program interventions (GE) Language Live!</p> <p>Assessments Formative, Galileo, Summative Professional Modules Performance Tasks, Fast Bridge</p>	<p>(intervention)</p> <p>Resources: Corrective Reading Language Live!</p> <p>Springboard Interventions</p> <p>Unique Learning System (ULS) and News 2 You</p> <p>IXL Flocabulary Reading AZ</p> <p>Step Up to Writing</p> <p>SIM Fundamental Writing</p> <p>Assessments Essential Elements Checklist ELSB Checklist Formative Galileo Summative Professional Modules Performance Tasks Fast Bridge</p>
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				MAP MAP-A Reading Inventory
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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 focused on explicit instruction of foundational skills such as models of proficient problem solving, verbalization of thought process, guided practice, corrective feedback, and calmative 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	NS. B: Understand the relationship between numbers and quantities; connect counting to cardinality. NBT: Work with numbers 11 – 19 to gain foundations for place value.	Setting: General Education Resources: Envisions (Savvas) Assessments: Fast Bridge, common assessments	Setting: General Education Resources: EnVision Intervention Resources Successmaker Assessments Fast Bridge, Envision intervention assessments	Setting: Special Education Resources: Unique Learning System (ULS) Touch Math Early Numeracy - Attainment Math Skills Builder- Attainment Assessments Fast Bridge
1	NBT.B: Use place value understanding to add and subtract.	Setting: General Education Resources: Envisions (Savvas) Assessments: Fast Bridge, common assessments	Setting: General Education Resources: EnVision Intervention Resources Assessments Galileo, Fast Bridge	Setting: Special Education Resources: Unique Learning System (ULS) Touch Math Early Numeracy - Attainment Math Skills Builder- Attainment

				Assessments Fast Bridge, Galileo
2	NBT.B Use place value understanding and properties of operations to add and subtract.	Setting: General Education Resources: Envisions (Savvas) Assessments: Fast Bridge, common assessments	Setting: General Education Resources: EnVision Intervention Resources Assessments Galileo, Fast Bridge	Setting: Special Education Resources: Unique Learning System (ULS) Touch Math Early Numeracy - Attainment Math Skills Builder-Attainment Assessments Fast Bridge, Galileo
3	NF. A Develop understanding of fractions as numbers.	Setting: General Education Resources: Envisions (Savvas) Assessments: Fast, common assessments, Fast Bridge MAP	Setting: General Education Resources: Envisions Intervention resources Math <u>Fluency Strategies</u> Assessments Galileo, Fast Bridge, MAP	Setting: Special Education Resources: Unique Learning System (ULS) Touch Math Early Numeracy - Attainment Math Skills Builder-Attainment Assessments

				Fast Bridge, Galileo, MAP-A, MAP
4	NF. B Extend understanding of operations on whole numbers to fraction operations.	Setting: General Education Resources: Envisions (Savvas) Assessments: Fast Bridge, common assessments, MAP	Setting: General Education Resources: Envisions Intervention resources <u>Fluency Strategies</u> Assessments Galileo, MAP	Setting: Special Education Resources: Unique Learning System (ULS) Touch Math Early Numeracy - Attainment Math Skills Builder-Attainment Assessments Fast Bridge, Galileo, MAP-A, MAP
5	NF. B Perform operations and solve problems with fractions and decimals.	Setting: General Education Resources: Envisions (Savvas) Assessments: Fast Bridge, common assessments, MAP	Setting: General Education Resources: Envisions Intervention resources <u>Fluency Strategies</u> Assessments Galileo, MAP	Setting: Special Education Resources: Unique Learning System (ULS) Touch Math Early Numeracy - Attainment Math Skills Builder-Attainment Assessments

				Fast Bridge, Galileo, Map-A, MAP
6	EEI.C Represent and analyze quantitative relationships between dependent and independent variables	Setting: General Education Resources: Glencoe Course 1 Assessments MAP Data, ALEKS data; Galileo, Common course assessments	Setting: General Education Resources: RTI Courses within ALEKS Assessments Galileo, ALEKS data, MAP	Setting: Special Education Resources: Unique Learning System (ULS) Math Skills Standards-Attainment Focus Math Assessments Fast Bridge, Galileo, MAP-A, MAP
7	EEI.B Solve problems using numerical and algebraic expressions and equations	Setting: General Education Resources: Glencoe Course 2 Assessments MAP Data, ALEKS data; Galileo, Common course assessments	Setting: General Education Resources: RTI Courses within ALEKS Assessments Galileo, ALEKS data, MAP	Setting: Special Education Resources: Unique Learning System (ULS) Math Skills Builder-Attainment Teaching Math Standards-Attainment Number Worlds Assessments Galileo, Fast Bridge, MAP-A, MAP
8	EEI.B Understand the connections between proportional	Setting: General Education	Setting: General Education	Setting: Special Education

	relationships, lines, and linear equations	Resources: Glencoe course 3 Assessments MAP Data and/or Galileo pretest	Resources: RTI Courses within ALEKS Assessments Galileo, ALEKS data, MAP	Resources: Unique Learning System (ULS) Math Skills Builder-Attainment Teaching Math Standards-Attainment Number Worlds Assessments Fast Bridge, Galileo, MAP-A, MAP
9	REI. B Solve systems of equations	Setting: General Education Resources: Algebra I (McGraw Hill) Assessments Galileo, common assessments EOC: Algebra I	Setting: General Education Resources: <u>Alg. Lab</u> <u>ALEKS</u> Assessments Galileo, EOC: Algebra 1	Setting: Special Education Resources: Unique Learning System (ULS) Teaching Math Standards-Attainment Access Algebra Assessments Fast Bridge, Galileo, MAP-A
10	GPE.B Use coordinates to prove geometric theorems algebraically	Setting: General Education Resources: Geometry (McGraw Hill)	Setting: General Education Resources: ALEKS Assessments	Setting: Special Education Resources: Unique Learning System (ULS)

		Assessments Galileo, common course assessments	Galileo	Teaching Math Standards-Attainment Access Algebra Assessments Galileo, MAP-A, Fast Bridge
11	REI. B Solve general systems of equations and inequalities	Setting: General Education Resources: Algebra II (McGraw Hill) Assessments Galileo, common course assessments	Setting: General Education Resources: ALEKS Assessments Galileo	Setting: Special Education Resources: Unique Learning System (ULS) Teaching Math Standards-Attainment Access Algebra Assessments Galileo, Fast Bridge, MAP-A
12		Setting: General Education Resources: Dependent on the course of study Assessments Galileo	Setting: General Education Resources: Dependent on the course of study Assessments Galileo	Setting: Special Education Resources: Unique Learning System (ULS) Teaching Math Standards-Attainment Access Algebra Assessments

				Fast Bridge, Galileo, MAP-A
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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 and will focus on explicit instruction of foundational social skills and assessment: progress monitor at least monthly to determine progress and further support

Social Emotional Tier Three:

Provide **intensive instruction** daily to promote 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	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
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	CASEL or MLS Counseling)			
K		Setting: General Education Resources: Restorative Practices, Trauma Informed Practices, Guidance lessons, Mindfulness, Zones of Regulation, Positive Behavior Intervention Supports (PBIS), Sensory supports, Morning Circles, Universal Mode Meter, Buddy rooms Assessments: Panorama	Setting: General Education Resources: Problem Solving with Function (PSwF), Mindfulness, Zones of Regulation, PBIS, Guidance Lessons, U. City Social Worker, 1-on-1 sessions with counselor, small group sessions Assessments: Panorama	Setting: Special Education Resources: Small group social skills/counseling/trauma intervention Mindfulness Zones of Regulation PBIS Critical 6 Universals Problem Solving with a Function in Mind FBA Behavior Intervention Plan Superflex Strong Start (K-2) Assessments SABERS Panorama
1		Setting: General Education Resources: Restorative Practices, Trauma Informed Practices, Guidance lessons, Mindfulness,	Setting: General Education Resources: Problem Solving with Function (PSwF), Mindfulness, Zones of Regulation, PBIS,	Setting: Special Education Resources: Small group social skills/counseling/trauma intervention Mindfulness

		<p>Zones of Regulation, Positive Behavior Intervention Supports (PBIS), Sensory supports, Morning Circles, Universal Mode Meter, Buddy rooms</p> <p>Assessments: Panorama</p>	<p>Guidance Lessons, U. City Social Worker, 1-on-1 sessions with counselor, small group sessions</p> <p>Assessments: Panorama</p>	<p>Zones of Regulation PBIS Critical 6 Universals Problem Solving with a Function in Mind FBA Behavior Intervention Plan Superflex</p> <p>Assessments SABERS Panorama</p>
2		<p>Setting: General Education</p> <p>Resources: Restorative Practices, Trauma Informed Practices, Guidance lessons, Mindfulness, Zones of Regulation, Positive Behavior Intervention Supports (PBIS), Sensory supports, Morning Circles, Universal Mode Meter, Buddy rooms</p> <p>Assessments:</p>	<p>Setting: General Education</p> <p>Resources: Problem Solving with Function (PSwF), Mindfulness, Zones of Regulation, PBIS, Guidance Lessons, U. City Social Worker, 1-on-1 sessions with counselor, small group sessions</p> <p>Assessments:</p>	<p>Setting: Special Education</p> <p>Resources: Small group social skills/counseling/trauma intervention Mindfulness Zones of Regulation PBIS Critical 6 Universals Problem Solving with a Function in Mind FBA Behavior Intervention Plan Superflex</p>

		Panorama	Panorama	Assessments SABERS Panorama
3		Setting: General Education Resources: Restorative Practices, Trauma Informed Practices, Guidance lessons, Mindfulness, Zones of Regulation, Positive Behavior Intervention Supports (PBIS), Sensory supports, Morning Circles, Universal Mode Meter, Buddy rooms Assessments: Panorama survey	Setting: General Education Resources: Problem Solving with Function (PSwF), Mindfulness, Zones of Regulation, PBIS, Guidance Lessons, U. City Social Worker, 1-on-1 sessions with counselor, small group sessions Assessments: Panorama	Setting: Special Education Resources: Small group social skills/counseling/trauma intervention Mindfulness Zones of Regulation PBIS Critical 6 Universals Problem Solving with a Function in Mind FBA Behavior Intervention Plan Superflex Restorative Practices Brainwise (3-5) Strong Kids (3-5) Assessments: Panorama SAEBS
4		Setting:	Setting:	Setting:

		<p>General Education</p> <p>Resources: Restorative Practices, Trauma Informed Practices, Guidance lessons, Mindfulness, Zones of Regulation, Positive Behavior Intervention Supports (PBIS), Sensory supports, Morning Circles, Universal Mode Meter, Buddy rooms</p> <p>Assessments: Panorama survey</p>	<p>General Education</p> <p>Resources: Problem Solving with Function (PSwF), Mindfulness, Zones of Regulation, PBIS, Guidance Lessons, U. City Social Worker, 1-on-1 sessions with counselor, small group sessions</p> <p>Assessments: Panorama survey</p>	<p>Special Education</p> <p>Resources: Small group social skills/counseling/trauma intervention Mindfulness Zones of Regulation PBIS Critical 6 Universals Problem Solving with a Function in Mind FBA Behavior Intervention Plan Superflex Brainwise Restorative Practices</p> <p>Assessments: Panorama survey SAEBRS</p>
5		<p>Setting: General Education</p> <p>Resources: Restorative Practices, Trauma Informed</p>	<p>Setting: General Education</p> <p>Resources: Problem Solving with Function (PSwF),</p>	<p>Setting: Special Education</p> <p>Resources:</p>

		<p>Practices, Guidance lessons, Mindfulness, Zones of Regulation, Positive Behavior Intervention Supports (PBIS), Sensory supports, Morning Circles, Universal Mode Meter, Buddy rooms</p> <p>Assessments: Panorama survey</p>	<p>Mindfulness, Zones of Regulation, PBIS, Guidance Lessons, U. City Social Worker, 1-on-1 sessions with counselor, small group sessions</p> <p>Assessments: Panorama survey</p>	<p>Small group social skills/counseling/trauma intervention Mindfulness Zones of Regulation PBIS Critical 6 Universals Problem Solving with a Function in Mind FBA Behavior Intervention Plan Superflex Brainwise Restorative Practices</p> <p>Assessments: Panorama survey SAEBRS</p>
6		<p>Setting: General Education</p> <p>Resources: Guidance lessons, Mindfulness, Zones, Restorative Practices</p> <p>Assessments:</p>	<p>Setting: General Education</p> <p>Resources: Guidance lessons, Mindfulness, Zones, restorative practices, U. City Social Worker, 1-</p>	<p>Setting: Special Education</p> <p>Resources: Small group social skills/counseling/trauma intervention Mindfulness Zones of Regulation</p>

		Panorama survey	on-1 meetings with counselor Assessments: Panorama survey	PBIS WhyTry Grades: (6-12) Critical 6 Universals Problem Solving with a Function in Mind FBA Behavior Intervention Plan Superflex Brainwise Restorative Practices Strong Kids (6-8) Assessments: Panorama survey SAEBRS
7		Setting: General Education Resources: Guidance lessons, Mindfulness, Zones, Restorative Practices, Assessments: Panorama survey	Setting: General Education Resources: Guidance lessons, Mindfulness, Zones, restorative practices, U. City Social Worker, 1-on-1 meetings with counselor, Assessments:	Setting: Special Education Resources: Small group social skills/counseling/trauma intervention Mindfulness Zones of Regulation PBIS

			Panorama survey	<p>Critical 6 Universals Problem Solving with a Function in Mind FBA Behavior Intervention Plan Superflex</p> <p>Brainwise Restorative Practices</p> <p>Assessments: Panorama survey SAEBRS</p>
8		<p>Setting: General Education</p> <p>Resources: Guidance lessons, Mindfulness, Zones, Restorative Practices</p> <p>Assessments: Panorama survey</p>	<p>Setting: General Education</p> <p>Resources: Guidance lessons, Mindfulness, Zones, Restorative Practices, U. City Social Worker, 1-on-1 meetings with counselor,</p> <p>Assessments: Panorama survey</p>	<p>Setting: Special Education</p> <p>Resources: Small group social skills/counseling/trauma intervention Mindfulness Zones of Regulation PBIS Critical 6 Universals Problem Solving with a Function in Mind FBA</p>

				Behavior Intervention Plan Superflex Brainwise Restorative Practices Assessments: Panorama survey SAEBRS
9		Setting: General Education Resources: Guidance lessons, Mindfulness, Zones, Restorative Practices Assessments: Panorama survey	Setting: General Education Resources: Guidance lessons, Mindfulness, Zones, Restorative Practices, U. City Social Worker, 1- on-1 meetings with counselor, safety plans, LFS counselor Assessments: Panorama survey	Setting: Special Education Resources: Small group social skills/counseling/trauma intervention Mindfulness Zones of Regulation PBIS Critical 6 Universals Problem Solving with a Function in Mind FBA Behavior Intervention Plan Superflex Strong Teens (9-12)

				Restorative Practices Assessments: Panorama survey SAEBRS
10		Setting: General Education Resources: Guidance lessons, Mindfulness, Zones, Restorative Practices Assessments: Panorama survey	Setting: General Education Resources: Guidance lessons, Mindfulness, Zones, Restorative Practices, U. City Social Worker, 1- on-1 meetings with counselor, safety plans, LFS counselor Assessments: Panorama survey	Setting: Special Education Resources: Small group social skills/counseling/trauma intervention Mindfulness Zones of Regulation PBIS Critical 6 Universals Problem Solving with a Function in Mind FBA Behavior Intervention Plan Superflex Strong Teen Restorative Practices Assessments:

				Panorama survey SAEBRS
11		Setting: General Education Resources: Guidance lessons, Mindfulness, Zones, Restorative Practices Assessments: Panorama survey	Setting: General Education Resources: Guidance lessons, Mindfulness, Zones, Restorative Practices, U. City Social Worker, 1- on-1 meetings with counselor, safety plans, LFS counselor Assessments: Panorama survey	Setting: Special Education Resources: Small group social skills/counseling/trauma intervention Mindfulness Zones of Regulation PBIS Critical 6 Universals Problem Solving with a Function in Mind FBA Behavior Intervention Plan Superflex Strong Teen Restorative Practices Assessments: Panorama survey SAEBRS
12		Setting:	Setting:	Setting:

		<p>General Education</p> <p>Resources: Guidance lessons, Mindfulness, Zones, Restorative Practices</p> <p>Assessments: Panorama survey</p>	<p>General Education</p> <p>Resources: Guidance lessons, Mindfulness, Zones, Restorative Practices, U. City Social Worker, 1- on-1 meetings with counselor, safety plans, LFS counselor</p> <p>Assessments: Panorama survey</p>	<p>Special Education</p> <p>Resources: Small group social skills/counseling/trauma intervention Mindfulness Zones of Regulation PBIS Critical 6 Universals Problem Solving with a Function in Mind FBA Behavior Intervention Plan Superflex Strong Teen Restorative Practices</p> <p>Assessments: Panorama survey SAEBRS</p>
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