



Valley Park School District – Integrated Tiered Model

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

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

The Valley Park School District has recently adopted a new district strategic plan, which outlines our goals and focus areas as a district for the next 5 years. Within our strategic plan, we have 4 pillars: Our Students, Our Team, Our Community, and Our Resources. Much of the work outlined below is guided by this new plan.

- [Valley Park Strategic Plan 2021-2026](#)

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)

- Literacy
 - Regularly schedule data teams review student reading level data and Fast Bridge/iReady data to determine students in need of additional support in the area of reading
 - Interventions that can be addressed in the classroom are shared during team meetings
 - At the secondary level, student grades are monitored. Faculty meeting, PLCs, and PD time is used to address students who are underperforming.
- Numeracy
 - Regularly schedule data teams review student math data and Fast Bridge/iReady data to determine students in need of additional support in the area of math
 - Interventions that can be addressed in the classroom are shared during team meetings
 - At the secondary level, student grades are monitored. Faculty meeting, PLCs, and PD time is used to address students who are underperforming.
- SEB
 - Data teams (K-5) *MS and HS have embedded new data team processes
 - BLDT meetings – looking at FAST, SABERS, and other critical SEB data
 - VP interventionist/counselors (VP/YIN) will also support students with IEPs when students are identified during those data team meetings – however – work to NOT duplicate services within IEPs
 - Co-teaching model and push-in K-12 (CT more common MS/HS)
 - CI3T – VP ES

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

- Updated district strategic plan
- Updated building scorecards and PD goals
- SSD admin embedded in all VP Admin work – including monthly/weekly meetings (principal, Ad Council, building level, CI3T, BOE); this also includes participating in the strategic work and training with Studer and/or other VP Trainings

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

- Currently working on curriculum revisions
- K-5 – CI3T
- MS/HS:
 - Have both literacy and math interventionist
 - Building capacity of library of evidence-based practices
- SEB:
 - Through counselors
 - Monthly meetings as a group – includes YIN, SSD SW, and school psych
 - Second Steps K-8
 - SABERs – (K-8); T2 and T3 – behavior data (charts) and school data
 - CHADs – 5th/8th/9th – suicide awareness, self-injury, anxiety, self-help
 - KUTO (Kids Under 21) – self-esteem
 - NCADA – MS – self-esteem workshops

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

- New district strategic plan outlines professional learning goals
- New PDC district professional learning goals
- Each building has PD goals for the year
- PDC provides process and systems to allow staff to attend trainings outside of the district as needed
- PDC:
 - Each building has a building PD team; 2 members are part of the district PD team
 - District PD goals developed to support strategic plan goals
 - Building PD goals developed to align with district PD plan
 - Trained by Ed Plus
 - Collaboration with other districts in the region for cross-district professional development
- K-5 coaching support for literacy and numeracy (primarily for GEN, but available for SPED)
- Feedback
 - Feedback is collected following all PD days/events
 - Annual staff engagement surveys are utilized to monitor overall progress of PD
- District Level PL Cohorts implemented SY 22.23
 - Staff rated areas of interest.
 - HQ PL – as cohorts met multiple times throughout the year.

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

- District PD started to focus on priority standards during the 2021-22 school year

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

- On-going meetings with curriculum leaders and departments
- Monthly team meetings at the elementary and middle school level (HS is still working on a plan for regular collaboration)
- Collaboration time provided during PD days
- Priority standard work completed with teams

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

- Newly developed 6-year curriculum cycle is being utilized to ensure we have a guaranteed and viable curriculum
- Newly developed curriculum revision process has been implemented to ensure we are providing our curriculum teams with time to research best practices, write/revise our curriculum, find resources to support the curriculum, and write assessments
- Special education staff will be included in the revision process as needed

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

- Reviewing data by building
 - K-5
 - Weekly grade level meetings
 - Monthly BLDT (with SSD reps)
 - Individual Problem-Solving Plans as needed – SSD as appropriate
 - Quarterly SSD data meetings, with follow-ups on the opposite months
 - ES – reviewing FAST, SABERS, and class data/assessment
 - MS:
 - Weekly team meetings
 - Quarterly SSD data meetings, with follow-ups on the opposite months
 - MS-reviewing FAST, SAEBS, iReady, and class data/assessment
 - HS:
 - Monthly grade level meetings – review “Fs”
 - Quarterly SSD data meetings, with follow-ups on the opposite months

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?

- Selection – done through curriculum committee/cohorts – review materials and ensure the materials align with curriculum
- SSD is included as needed – but for Tier 1 – the drivers are gen ed teachers
- Coaching available
- Many curriculums are implemented by a single staff – or small # of staff
- SSD staff is spread across all grade levels and content areas
- K-5 – approaching fidelity checks for Tier 1

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

- See district assessment schedule
- FAST
- Screenings and PM (for students in gen ed and sped interventions)
- Assessments will be revised as curriculum is revised
- Currently working to select a data dashboard system to utilize to monitor student progress
- Currently looking at benchmark assessment tool for MS and HS.

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

- K-12 – review in data meetings; teachers then use this data to drive instruction
- State assessment data is shared with teachers and discussed during PD and faculty meetings (focusing on the identification of trends)

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

- 6-12 - Formative and summative assessments are teacher driven (SPED works with GEN ed when in the co-taught setting for this, when applicable, will also use in the SES setting)
- K-5 – teachers team come up with common assessments (cohort work); SPED is invited to be a part of those cohorts and attend when possible - however - conflicts with required SSD trainings on those PD days
- District assessment plan that reviewed and updated yearly

How do we help all educators become assessment literate?

- Trainings – such as FAST – that included “super users”, coaching, and labs
- Data Team Trainings
 - full for SPED and updated yearly through orientation
 - support/guidance for ES through CI3T work
 - MS/HS - provided data team training resources - new on the journey

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

- Annual engagement surveys sent to all families/partners
- Curriculum events throughout the year for each building, including Soar into Summer for ES, Parent Education Night for MS, and Curriculum/Open House for HS
- Evaluate SSD VP PAC and needed next steps

Definitions:

Reading/Literacy Tier One: Core should include: Academic language (vocabulary; inferencing; narrative language); Phonemic Awareness (K-2 until mastered); Phonics; (including advanced phonics); Sightwords; 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	<p>Reading Foundations</p> <p>RF.1.A Develop print awareness in the reading process by: a) identifying all upper and lower case letters</p> <p>RF.2.A Develop phonemic awareness in the reading process by: a) identifying sounds in spoken words b) producing rhymes in response to spoken words f) blending spoken phonemes to form one syllable words</p> <p>RF.3.A Develop phonics in the reading process by: a) producing and writing letters for most short vowel and consonant sounds. b) reading high frequency words (2)</p> <p>Fiction & Nonfiction Reading Comprehension</p> <p><u>R.1.A</u> With assistance, develop and demonstrate reading skills in response to read alouds by: a) predicting what might happen next in a text based on the cover, title, and illustrations (2,4)</p> <p>Fiction:</p> <p><u>R.2.A</u> With assistance, read, infer and draw conclusions to:</p>	<p>Setting: General Education Classroom</p> <p>Resources: -Lucy Calkins -FUNdations</p> <p>Assessments: -NY Teachers College Reading Inventory (K-5) -BAS Benchmark Assessment System Fountas & Pinnell (K-5) -Lucy Calkins Reading Writing Assessments (K-5) -FAST Bridge (K-8)</p>	<p>Setting: General education OR small group settings (gen ed intervention or SPED)</p> <p>Resources: --FUNdations -LLI (Leveled Literacy Intervention) -Guided Reading - K-5 (A small group reading instruction) -PALS (Peer-Assisted Learning Strategies) (K-5 levels) -6-Minute Solution</p> <p>Assessments: -Fast Bridge</p>	<p>Setting: Small group settings (gen ed intervention or SPED)</p> <p>Resources: -Phonics for Reading --PALS - Peer-Assisted Learning Strategies -Reading Recovery -Unique Learning Systems -ELSB</p> <p>Assessments: -Fast Bridge -Teacher's College -BAS</p>

	<p>a) identify elements of a story, including setting, character, and key events</p> <p>Nonfiction <u>R.3.C</u> With assistance, read, infer and draw conclusions to: a) ask and answer questions to clarify meaning</p> <p>Writing & Language <u>L.1.B</u> In written text: f) write and name the printed letters that match the sound g) use inventive spelling with beginning, final, and medial sounds</p> <p>W.1.B Appropriate to genre type, develop a draft from prewriting by: a) sequencing the actions or details through letters, words, and pictures</p> <p>W.1.C Reread, revise, and edit drafts, with assistance from adults/peers, to: a) respond to questions and suggestions, adding details to strengthen writing edit by leaving spaces between words in a sentence</p>			
1	<p>Reading Foundations 1.RF.2.A Develop phonemic awareness in the reading process by: a) producing and identifying sounds and syllables in spoken words b) blending spoken phonemes to form 1 or 2 syllable words including consonant blends c) segmenting spoken words of 3 -5 phonemes into individual phonemes</p> <p>1.RF.3.A Develop phonics in the reading process by: a) decoding words in context by using letter sound knowledge j) reading high frequency words</p> <p>Fiction & Nonfiction Reading Comprehension 1.R.1.A Develop and demonstrate reading skills in response to reading text and read alouds by: a) asking and responding to relevant questions</p>	<p>Setting: General Education Classroom</p> <p>Resources: -Lucy Calkins -FUNDations</p> <p>Assessments: -NY Teachers College Reading Inventory (K-5) -BAS - Benchmark Assessment System Fountas & Pinnell (K-5) -Lucy Calkins Reading Writing Assessments (K-5) -FAST Bridge (K-8)</p>	<p>Setting: General education OR small group settings (gen ed intervention or SPED)</p> <p>Resources: -SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) (grades 1-4) -Wilson (Kindergarten and 1st & 2nd as needed) -LLI (Leveled Literacy Intervention)</p>	<p>Setting: Small group settings (gen ed intervention or SPED)</p> <p>Resources: -Phonics for Reading -PALS - Peer-Assisted Learning Strategies -Reading Recovery -Unique Learning Systems -ELSB</p> <p>Assessments: -Fast Bridge -Teacher's College -BAS</p>

	<p>d) retelling main ideas in sequence including key details (1,2)</p> <p>Fiction: 1.R.2.A Read, infer, analyze, and draw conclusions to: a) describe characters, setting, problem, solution, and events in logical sequences (1, 4, WD)</p> <p>Nonfiction 1.R.3.B Read, infer and draw conclusions to: a) distinguish between fiction and nonfiction (2)</p> <p>Writing & Language 1.L.1.B In written text: a) print legibly, using correct spacing between words and sentences b) use ending punctuation</p> <p>1.W.1.B Appropriate to genre type, develop a draft from prewriting by: a) sequencing ideas into sentences and stay on topic throughout the text b) generating evidence of a simple opening and simple closing</p> <p>1.W.1.C Reread, revise and edit drafts, with assistance from adults/peers, to: a) respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing c) edit for language conventions</p>		<p>-Guided Reading - K-5 (A small group reading instruction)</p> <p>-PALS (Peer-Assisted Learning Strategies) (K-5 levels)</p> <p>-6-Minute Solution</p> <p>Assessments: -SIPPS mastery tests -FASTBRIDGE</p>	
2	<p>Reading Foundations 2.RF.3.A Develop phonics in the reading process by: a) decoding multisyllabic words in context by applying common letter sound correspondences including: single letters, consonant blends, consonant and vowel digraphs and vowel diphthongs</p> <p>Fiction & Nonfiction Reading Comprehension 2.R.1.A Develop and demonstrate reading skills in response to text by: b) asking and responding to relevant questions (1)</p>	<p>Setting: General Education Classroom</p> <p>Resources: Lucy Calkins</p> <p>Assessments: -NY Teachers College Reading Inventory (K-5) -BAS - Benchmark Assessment System Fountas & Pinnell (K-5)</p>	<p>Setting: General education OR small group settings (gen ed intervention or SPED)</p> <p>Resources: -SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) (grades 1-4)</p>	<p>Setting: Small group settings (gen ed intervention or SPED)</p> <p>Resources: -Phonics for Reading -PALS - Peer-Assisted Learning Strategies -Reading Recovery -Unique Learning Systems -ELSB</p>

	<p>e) monitoring comprehension and making corrections and adjustments when understanding breaks down (1)</p> <p>2.R.1.B Develop an understanding of vocabulary by: c) using context to determine the meaning of a new word or multiple meaning word in text (1)</p> <p>Fiction: 2.R.2.A Read, infer, analyze, and draw conclusions to: a) describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson (1, 3, 4)</p> <p>Nonfiction: 2.R.3.A Read, infer and draw conclusions to: a) identify the main idea of sections of text and distinguish it from the topic (2) b) demonstrate understanding by locating facts to answer and/or ask questions (2) c) use text features to locate specific information (2)</p> <p>2.R.3.C Read, infer and draw conclusions to: a) explain main ideas and supporting details (2)</p> <p>Writing & Language 2.W.1.B Appropriate to genre type, develop a draft from prewriting by: a) sequencing ideas into clear and coherent sentences b) generating paragraphs with one main idea</p> <p>2.W.1.C Reread, revise and edit drafts with assistance from adults/peers, to: a) strengthen writing as needed by revising main idea, details, word choice, sentence construction, and event order b) edit for language conventions</p>	<p>-Lucy Calkins Reading Writing Assessments (K-5) -FAST Bridge (K-8)</p>	<p>-Wilson (Kindergarten and 1st & 2nd as needed) -LLI (Leveled Literacy Intervention) -Guided Reading - K-5 (A small group reading instruction) -PALS (Peer-Assisted Learning Strategies) (K-5 levels) -6-Minute Solution</p> <p>Assessments: -SIPPS mastery tests -FASTBRIDGE</p>	<p>Assessments: -Fast Bridge -Teacher's College -BAS</p>
3	<p>Fiction & Nonfiction Comprehension 3.R.1.A Develop and demonstrate reading skills in response to text by: b) draw conclusions and support with textual evidence (M, 3)</p>	<p>Setting: General Education Classroom</p> <p>Resources: Lucy Calkins</p>	<p>Setting: General education OR small group settings (gen ed intervention or SPED)</p>	<p>Setting: Small group settings (gen ed intervention or SPED)</p> <p>Resources:</p>

<p>c) summarizing a story's beginning, middle, and determining their central message, lesson or moral (2) d) monitoring comprehension and making corrections and adjustments when understanding breaks down (2)</p> <p>3.R.1.B Develop an understanding of vocabulary by: b) using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words (1,4) d) distinguishing the literal and non-literal meanings of words and phrases in context (1,4)</p> <p>Fiction: 3.R.2.A Read, infer, analyze, and draw conclusions to: a) summarize and sequence the events/plot and explain how past events impact future events (1, M) e) compare and contrast key elements in various types of fiction (3)</p> <p>Nonfiction: 3.R.3.A Read, infer and draw conclusions to: a) explain the author's purpose (M) b) identify the details or facts that support the main idea (2)</p> <p>3.R.3.B Read, infer and draw conclusions to: b) distinguish fact from opinion d) distinguish point of view from what the author is trying to persuade the reader to think or do (3)</p> <p>3.R.3.C Read, infer and draw conclusions to: a) explain the author's purpose (2) b) compare and contrast the most important points and key details presented in texts on the same topic (4)</p> <p>Writing & Language 3.W.1.B Appropriate to genre type, develop a draft from prewriting by:</p>	<p>Assessments: - NY Teachers College Reading Inventory (K-5) - BAS - Benchmark Assessment System Fountas & Pinnell (K-5) - Lucy Calkins Reading Writing Assessments (K-5) - FAST Bridge (K-8)</p>	<p>Resources: - SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) (grades 1-4) - LLI (Leveled Literacy Intervention) - Guided Reading - K-5 (A small group reading instruction) - PALS (Peer-Assisted Learning Strategies) (K-5 levels) - 6-Minute Solution</p> <p>Assessments: - SIPPS mastery tests - FASTBRIDGE</p>	<p>- Phonics for Reading - Corrective Reading - PALS - Peer-Assisted Learning Strategies - Unique Learning Systems - ELSB</p> <p>Assessments: - Fast Bridge - Teacher's College - BAS</p>
--	---	--	---

	<p>a) generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory</p> <p>b) supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)</p> <p>c) categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end</p> <p>d) addressing an appropriate audience</p> <p>ELA.3.W.1.C Reread, revise and edit drafts with assistance from adults/peers, to:</p> <p>a) develop and strengthen writing by revising</p>			
4	<p>Reading Comprehension</p> <p>4.R.1.A Develop and demonstrate reading skills in response to text by:</p> <p>a) drawing conclusions, inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text (1, 2)</p> <p>b) drawing conclusions by providing textual evidence of what the text says explicitly (1,2)</p> <p>ELA.4.R.1.B Develop an understanding of vocabulary by:</p> <p>b) using the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words(1, 2, HF, Poetry)</p> <p>Fiction & Nonfiction</p> <p>Fiction:</p> <p>4.R.2.A Read, infer, analyze, and draw conclusions to:</p> <p>a) summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme (1, Author, Poetry, HF)</p> <p>d) compare the adventures or exploits of characters and their roles</p> <p>e) compare and contrast the point of view from which stories are narrated, explain whether the narrator or speaker of a story is first or third person</p> <p>Nonfiction:</p> <p>4.R.3.A Read, infer and draw conclusions to:</p>	<p>Setting: General Education Classroom</p> <p>Resources: Lucy Calkins</p> <p>Assessments:</p> <ul style="list-style-type: none"> -NY Teachers College Reading Inventory (K-5) -BAS - Benchmark Assessment System Fountas & Pinnell (K-5) -Lucy Calkins Reading Writing Assessments (K-5) -FAST Bridge (K-8) 	<p>Setting: General education OR small group settings (gen ed intervention or SPED)</p> <p>Resources:</p> <ul style="list-style-type: none"> -SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) (grades 1-4) -LLI (Leveled Literacy Intervention) -Guided Reading - K-5 (A small group reading instruction) -PALS (Peer-Assisted Learning Strategies) (K-5 levels) -6-Minute Solution <p>Assessments:</p> <ul style="list-style-type: none"> -SIPPS mastery tests -FASTBRIDGE 	<p>Setting: Small group settings (gen ed intervention or SPED)</p> <p>Resources:</p> <ul style="list-style-type: none"> -Phonics for Reading -REWARDS -Corrective Reading -PALS - Peer-Assisted Learning Strategies -Unique Learning Systems -ELSB <p>Assessments:</p> <ul style="list-style-type: none"> -Fast Bridge -Teacher's College -BAS

	<p>a) use multiple text features to locate information and gain an overview of the contents of text (2, 3, HF)</p> <p>c)interpret and explain factual information presented graphically (2, 3, HF)</p> <p>4.R.3.B Read, infer and draw conclusions to:</p> <p>b) analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis (3)</p> <p>4.R.3.C Read, infer and draw conclusions to:</p> <p>c)explain author's purpose (2, 3, HF)</p> <p>4.W.1.B Appropriate to genre type, develop a draft from prewriting by:</p> <p>a) generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound</p> <p>b) establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph</p> <p>c)categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs</p> <p>d)addressing an appropriate audience</p> <p>Writing & Language</p> <p>4.W.1.C Reread, revise and edit drafts with assistance to:</p> <p>a) develop and strengthen writing by revising</p>			
5	<p>Reading Comprehension</p> <p>5.R.1.A Develop and demonstrate reading skills in response to text by:</p> <p>a) drawing conclusions, inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RW, 2, 3)</p> <p>b) drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text RW, 2, 3)</p> <p>5.R.1.B Develop an understanding of vocabulary by:</p>	<p>Setting: General Education Classroom</p> <p>Resources: Lucy Calkins</p> <p>Assessments:</p> <ul style="list-style-type: none"> -NY Teachers College Reading Inventory (K-5) -BAS - Benchmark Assessment System Fountas & Pinnell 	<p>Setting: General education OR small group settings (gen ed intervention or SPED)</p> <p>Resources:</p> <ul style="list-style-type: none"> -LLI (Leveled Literacy Intervention) -Guided Reading - K-5 (A small group reading instruction) 	<p>Setting: Small group settings (gen ed intervention or SPED)</p> <p>Resources:</p> <ul style="list-style-type: none"> -Phonics for Reading -REWARDS -Corrective Reading -PALS - Peer-Assisted Learning Strategies -Reading Recovery

<p>b) using context to determine meaning of unfamiliar or multiple-meaning words RW, 3, 5)</p> <p>Fiction & Nonfiction</p> <p>Fiction</p> <p>5.R.2.A Read, infer, analyze, and draw conclusions :</p> <p>a) compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts</p> <p>b) explain the theme or moral lesson, conflict and resolution in a story or novel</p> <p>Nonfiction:</p> <p>5.R.3.A Read, infer and draw conclusions to:</p> <p>a) use multiple text features and graphics to locate information and gain an overview of the contents of text information (3)</p> <p>5.R.3.B Read, infer and draw conclusions to:</p> <p>a) evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim (4)</p> <p>b) analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (3,4)</p> <p>d)identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument (4)</p> <p>5.R.3.C Read, infer and draw conclusions to:</p> <p>d)analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view</p> <p>Writing & Language</p> <p>5.W.1.B Appropriate to genre type develop a draft from prewriting by:</p> <p>a) choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre</p> <p>b) establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph</p> <p>c)categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory,</p>	<p>(K-5)</p> <p>-Lucy Calkins Reading Writing Assessments (K-5)</p> <p>-FAST Bridge (K-8)</p>	<p>-PALS (Peer-Assisted Learning Strategies) (K-5 levels)</p> <p>-6-Minute Solution</p> <p>Assessments:</p> <p>-FASTBRIDGE</p>	<p>-Unique Learning Systems</p> <p>-ELSB</p> <p>Assessments:</p> <p>-Fast Bridge</p> <p>-Teacher's College</p> <p>-BAS</p>
---	---	---	---

	supporting, and concluding paragraphs applicable to the organizational structure d)restating the overall main idea in the concluding statement e) addressing an appropriate audience, organization, and purpose 5.W.1.C Reread, revise, and edit drafts with assistance to: a) develop and strengthen writing by revising			
--	---	--	--	--

6	Valley Park is in the process of identifying Priority Standards 6-12	Setting: General Education Classroom Resources: -Springboard Assessments: -iReady	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -Florida Center for Reading Research strategies -Engage NY -Stephanie Harvey’s Comprehension Toolkit Assessments: -Teacher’s College -FAST (mainly aReading) -Informal assessments for Vocabulary & Comprehension Skills -iReady	Setting: Small group settings (SPED) Resources: -Florida Center for Reading Research strategies -Engage NY -Stephanie Harvey’s Comprehension Toolkit -Unique Learning Systems -Serravallo (fluency and comp) -SIMS Inferencing Strategy -KU Visualization -Unique Learning Systems -ELSB Assessments: -Teacher’s College -FAST (mainly aReading) -Galileo -Informal assessments for Vocabulary & Comprehension Skills -iReady
7	Valley Park is in the process of identifying Priority Standards 6-12	Setting: General Education Classroom Resources: -Springboard Assessments: -iReady	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -Florida Center for Reading Research strategies -Engage NY	Setting: Small group settings (SPED) Resources: -Florida Center for Reading Research strategies -Engage NY -Stephanie Harvey’s Comprehension Toolkit -Unique Learning Systems -Serravallo (fluency and comp)

			-Stephanie Harvey's Comprehension Toolkit Assessments: -Teacher's College -FAST (mainly aReading) -Informal assessments for Vocabulary & Comprehension Skills	-SIMS Inferencing Strategy -KU Visualization -Unique Learning Systems -ELSB Assessments: -Teacher's College -FAST (mainly aReading) -Informal assessments for Vocabulary & Comprehension Skills
8	Valley Park is in the process of identifying Priority Standards 6-12	Setting: General Education Classroom Resources: -Springboard Assessments: -iReady	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -Florida Center for Reading Research strategies -Engage NY -Stephanie Harvey's Comprehension Toolkit -Unique Learning Systems -Serravallo (fluency and comp) -SIMS Inferencing Strategy -KU Visualization -Unique Learning Systems -ELSB Assessments: -Teacher's College -FAST (mainly aReading) -Informal assessments for Vocabulary & Comprehension Skills	Setting: Small group settings (SPED) Resources: -Florida Center for Reading Research strategies -Engage NY -Stephanie Harvey's Comprehension Toolkit -Unique Learning Systems -Serravallo (fluency and comp) -SIMS Inferencing Strategy -KU Visualization -Unique Learning Systems -ELSB Assessments: -Teacher's College -FAST (mainly aReading) -Informal assessments for Vocabulary & Comprehension Skills
9	Valley Park is in the process of identifying Priority Standards 6-12	Setting: General Education Classroom Resources: Novel Studies by Grade Level Course Assessments: Teacher created assessments	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -Florida Center for Reading Research strategies -Engage NY -Stephanie Harvey's Comprehension Toolkit	Setting: Small group settings (SPED) Resources: -Florida Center for Reading Research strategies -Engage NY -Stephanie Harvey's Comprehension Toolkit Assessments: -Teacher's College -FAST (mainly aReading)

			Assessments: -Teacher's College -FAST (mainly aReading) -Informal assessments for Vocabulary & Comprehension Skills	-Informal assessments for Vocabulary & Comprehension Skills
10	Valley Park is in the process of identifying Priority Standards 6-12	Setting: General Education Classroom Resources: Novel Studies by Grade Level Course Assessments: Teacher created assessments	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -Florida Center for Reading Research strategies -Engage NY -Stephanie Harvey's Comprehension Toolkit Assessments: -Teacher's College -FAST (mainly aReading) -Informal assessments for Vocabulary & Comprehension Skills	Setting: Small group settings (SPED) Resources: -Florida Center for Reading Research strategies -Engage NY -Stephanie Harvey's Comprehension Toolkit Assessments: -Teacher's College -FAST (mainly aReading) -Informal assessments for Vocabulary & Comprehension Skills
11	Valley Park is in the process of identifying Priority Standards 6-12	Setting: General Education Classroom Resources: Novel Studies by Grade Level Course Assessments: Teacher created assessments	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -Florida Center for Reading Research strategies -Engage NY -Stephanie Harvey's Comprehension Toolkit Assessments: -Teacher's College -FAST (mainly aReading) -Informal assessments for Vocabulary & Comprehension Skills	Setting: Small group settings (SPED) Resources: -Florida Center for Reading Research strategies -Engage NY -Stephanie Harvey's Comprehension Toolkit Assessments: -Teacher's College -FAST (mainly aReading) -Informal assessments for Vocabulary & Comprehension Skills
12	Valley Park is in the process of identifying Priority Standards 6-12	Setting: General Education Classroom	Setting: General education OR small group settings (gen ed intervention or SPED)	Setting: Small group settings (SPED) Resources:

		Resources: Novel Studies by Grade Level Course Assessments: Teacher created assessments	Resources: -Florida Center for Reading Research strategies -Engage NY -Stephanie Harvey's Comprehension Toolkit Assessments: -Teacher's College -FAST (mainly aReading) -Informal assessments for Vocabulary & Comprehension Skills	-Florida Center for Reading Research strategies -Engage NY -Stephanie Harvey's Comprehension Toolkit Assessments: -Teacher's College -FAST (mainly aReading) -Informal assessments for Vocabulary & Comprehension Skills
--	--	--	--	---

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 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	ID	Description	Setting: General Education Classroom	Setting: General education OR small group settings (gen ed intervention or SPED)	Setting: Small group settings (gen ed intervention or SPED)
	MA.K.DS.A	Classify objects and count the number of objects in each category.	Resources: Every Day Math	Resources: Engage NY- grade level	Resources: -TouchMath -Unique Learning Systems -EQUALS
	MA.K.GM.B	Work with time and money.	Assessments: -FAST Bridge (K-8)		

	<p>MA.K.GM.C Analyze squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres.</p> <p>MA.K.NBT.A Work with numbers 11 - 19 to gain foundations for place value.</p> <p>MA.K.NS.A Know the number names and the count sequence.</p> <p>MA.K.NS.B Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>MA.K.NS.C Compare numbers.</p> <p>MA.K.RA.A Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from.</p>		<p>-Simple Solutions</p> <p>-Number Worlds</p> <p>-Peer Assisted Learning Strategies</p> <p>Assessments:</p> <p>-FAST Bridge</p> <p>-EM chapter pre/post-test</p>	<p>Assessments:</p> <p>FAST Bridge</p>
1	<p>ID Description</p> <p>MA.1.DS.A Represent and interpret data.</p> <p>MA.1.GM.A Reason with shapes and their attributes. (2D and 3D)</p> <p>MA.1.GM.B Measure lengths in non- standard units.</p> <p>MA.1.GM.C Work with time and money.</p> <p>MA.1.NBT.A Understand place value of two-digit numbers.</p> <p>MA.1.NBT.B Use place value understanding to add and subtract.</p> <p>MA.1.NS.A Understand and use numbers up to 120.</p> <p>MA.1.RA.A Represent and solve problems involving addition and subtraction.</p> <p>MA.1.RA.B Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>MA.1.RA.C Add and subtract within 20.</p>	<p>Setting: General Education Classroom</p> <p>Resources:</p> <p>Every Day Math</p> <p>Assessments:</p> <p>-FAST Bridge (K-8)</p>	<p>Setting: General education OR small group settings (gen ed intervention or SPED)</p> <p>Resources:</p> <p>Engage NY- grade level</p> <p>-Simple Solutions</p> <p>-Number Worlds</p> <p>-Peer Assisted Learning Strategies</p> <p>Assessments:</p> <p>-FAST</p> <p>-EM chapter pre/post-test</p>	<p>Setting: Small group settings (gen ed intervention or SPED)</p> <p>Resources:</p> <p>TouchMath</p> <p>-Unique Learning Systems</p> <p>-EQUALS</p> <p>Assessments:</p> <p>FAST Bridge</p>

2	ID	Description	Setting: General Education Classroom	Setting: General education OR small group settings (gen ed intervention or SPED)	Setting: Small group settings (gen ed intervention or SPED)
	MA.2.DS.A	Represent and interpret data.	Resources: Every Day Math Assessments: -FAST Bridge (K-8)	Resources: -Engage NY- grade level -Simple Solutions -Number Worlds -Peer Assisted Learning Strategies Assessments: -FAST Bridge -EM chapter pre/post-test	Resources: -TouchMath -Unique Learning Systems -EQUALS Assessments: FAST Bridge
	MA.2.GM.A	Reason with shapes and their attributes.			
	MA.2.GM.B	Measure and estimate lengths in standard units.			
	MA.2.GM.D	Work with time and money.			
	MA.2.NBT.A	Understand place value of three digit numbers.			
	MA.2.NBT.B	Use place value understanding and properties of operations to add and subtract.			
	MA.2.RA.A	Add and subtract within 20.			
	MA.2.RA.B	Develop foundations for multiplication and division.			
3	ID	Description	Setting: General Education Classroom	Setting: General education OR small group settings (gen ed intervention or SPED)	Setting: Small group settings (gen ed intervention or SPED)
	MA.3.DS.A	Represent and analyze data.	Resources: Every Day Math Assessments: -FAST Bridge (K-8)	Resources: -Engage NY- grade level -Simple Solutions -Number Worlds -Peer Assisted Learning Strategies Assessments: -FAST Bridge -EM chapter pre/post-test	Resources: -TouchMath -Unique Learning Systems -EQUALS Assessments: FAST Bridge
	MA.3.GM.B	Solve problems involving the measurement of time, liquid volumes and weights of objects.			
	MA.3.GM.C	Understand concepts of area.			
	MA.3.GM.D	Understand concepts of perimeter.			
	MA.3.NBT.A	Use place value understanding and properties of operations to perform multi-digit arithmetic.			
	MA.3.NF.A	Develop understanding of fractions as numbers.			
	MA.3.RA.C	Multiply and divide within 100.			
	MA.3.RA.D	Use the four operations to solve word problems.			
4	ID	Description	Setting: General Education Classroom	Setting: General education OR small group settings (gen ed intervention or SPED)	Setting: Small group settings (gen ed intervention or SPED)

	<p>MA.4.DS.A Represent and analyze data.</p> <p>MA.4.GM.A Classify 2-dimensional shapes by properties of their lines and angles.</p> <p>MA.4.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic with numbers up to one million.</p> <p>MA.4.NF.A Extend understanding of fraction equivalence and ordering. (Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12 and 100.)</p> <p>MA.4.NF.B Extend understanding of operations on whole numbers to fraction operations.</p> <p>MA.4.NF.C Understand decimal notation for fractions, and compare decimal fractions. (Denominators of 10 or 100)</p> <p>MA.4.RA.A Use the four operations with whole numbers to solve problems.</p>	<p>Resources: Every Day Math</p> <p>Assessments: -FAST Bridge (K-8)</p>	<p>ed intervention or SPED)</p> <p>Resources: -Engage NY- grade level -Simple Solutions -Number Worlds -Peer Assisted Learning Strategies</p> <p>Assessments: -FASTBridge -EM chapter pre/post-test</p>	<p>Resources: -TouchMath -Unique Learning Systems -EQUALS</p> <p>Assessments: FAST Bridge</p>
5	<p>ID Description</p> <p>MA.5.DS.A Represent and analyze data.</p> <p>MA.5.GM.B Understand and compute volume.</p> <p>MA.5.GM.D Solve problems involving measurement and conversions within a measurement system.</p> <p>MA.5.NBT.A Use place value system understanding to perform operations with multi-digit whole numbers to billions and decimals to thousandths.</p> <p>MA.5.NF.B Perform operations and solve problems with fractions and decimals.</p> <p>MA.5.RA.B Write and interpret numerical expressions.</p> <p>MA.5.RA.C Use the four operations to represent and solve problems.</p>	<p>Setting: General Education Classroom</p> <p>Resources: Every Day Math</p> <p>Assessments: -FAST Bridge (K-8)</p>	<p>Setting: General education OR small group settings (gen ed intervention or SPED)</p> <p>Resources: -Engage NY- grade level -Simple Solutions -Number Worlds -Peer Assisted Learning Strategies</p> <p>Assessments: -FAST -EM chapter pre/post-test</p>	<p>Setting: Small group settings (gen ed intervention or SPED)</p> <p>Resources: -TouchMath -Unique Learning Systems -EQUALS</p> <p>Assessments: FAST Bridge</p>

6	Valley Park is in the process of identifying Priority Standards 6-12	Setting: General Education Classroom Resources: EnVision Assessments: -iReady	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -Online Pearson Realize textbook resources -Online Big Ideas (former) textbook resources Assessments: - Fast Bridge- -grade level math classroom assessments	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -Online Pearson Realize textbook resources -Online Big Ideas (former) textbook resources - FOCUS from EnVision -EQUALS -Unique Learning Systems Assessments: - Fast Bridge -grade level math classroom assessments
7	Valley Park is in the process of identifying Priority Standards 6-12	Setting: General Education Classroom Resources: EnVision Assessments: -iReady	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -Online Pearson Realize textbook resources -Online Big Ideas (former) textbook resources Assessments: - Fast Bridge -grade level math classroom assessments	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -Online Pearson Realize textbook resources -Online Big Ideas (former) textbook resources - FOCUS from EnVision -EQUALS -Unique Learning Systems Assessments: - Fast Bridge -grade level math classroom assessments
8	Valley Park is in the process of identifying Priority Standards 6-12	Setting: General Education Classroom Resources: EnVision Assessments: -iReady	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -Online Pearson Realize textbook resources -Online Big Ideas (former) textbook resources Assessments: - Fast Bridge -grade level math classroom assessments	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -Online Pearson Realize textbook resources -Online Big Ideas (former) textbook resources - FOCUS from EnVision -EQUALS -Unique Learning Systems

			Assessments: -Fast Bridge --grade level math classroom assessments	Assessments: -Fast Bridge --grade level math classroom assessments
9-12	Valley Park is in the process of identifying Priority Standards 6-12	Setting: General Education Classroom Resources: *Algebra I – BIG IDEAs *Intermediate Algebra – BIG IDEAs *Algebra II – BIG IDEAs *Geometry Assessments: Unit test	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -AGS Geometry -PowerBasics Consumer Math -PCI Real World Math -PCI Deluxe Banking Assessments: -Fast Bridge -Pre/Post Chapter (UNIT) Assessments	Setting: Small group settings (gen ed intervention or SPED) Resources: -Unique Learning Systems -EQUALs Assessments: -FASTBRIDGE -Pre/Post Chapter (UNIT) Assessments

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	Valley Park has currently not identified Priority Standards K-12	Setting: General Education Classroom Resources: -Second Steps (K-8) Assessments: SABERs – (K-8)	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -Behavior Chart -Small group Counseling -Individual Counseling -Attendance Club -CICO (Check in/Check out) -Problem Solving with a Function in Mind -Movement Group -We Thinkers Assessments: -SAEBRS -Behavior Data -Small group pre/post evaluation	Setting: Small group settings (gen ed intervention or SPED) Resources: -We Thinkers! -Zones of Regulation -You Are A Social Detective! -Superflex -Skillstreaming -Calm Classroom Assessments: -SAEBRS -Behavior Data
1	Valley Park has currently not identified Priority Standards K-12	Setting: General Education Classroom Resources: -Second Steps (K-8) Assessments: SABERs – (K-8)	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -Behavior Chart -Small group Counseling -Individual Counseling -Attendance Club -CICO (Check in/Check out) -Problem Solving with a Function in Mind	Setting: Small group settings (gen ed intervention or SPED) Resources: -We Thinkers! -Zones of Regulation -You Are A Social Detective! -Superflex Skillstreaming -Calm Classroom

			-Movement Group Assessments: -SAEBRS -Behavior Data -Small group pre/post evaluation	Assessments: -SAEBRS -Behavior Data
2	Valley Park has currently not identified Priority Standards K-12	Setting: General Education Classroom Resources: -Second Steps (K-8) Assessments: SABERS – (K-8)	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -Behavior Chart -Small group Counseling -Individual Counseling -Attendance Club -CICO (Check in/Check out) -Problem Solving with a Function in Mind -Movement Group Assessments: -SAEBRS -Behavior Data -Small group pre/post evaluation	Setting: Small group settings (gen ed intervention or SPED) Resources: -We Thinkers! -Zones of Regulation -You Are A Social Detective! -Superflex -Skillstreaming -Calm Classroom Assessments: -SAEBRS -Behavior Data
3	Valley Park has currently not identified Priority Standards K-12	Setting: General Education Classroom Resources: -Second Steps (K-8) Assessments: SABERS – (K-8)	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -Behavior Chart -Small group Counseling -Individual Counseling -Attendance Club -CICO (Check in/Check out) -Problem Solving with a Function in Mind Assessments:	Setting: Small group settings (gen ed intervention or SPED) Resources: -We Thinkers! -Zones of Regulation -You Are A Social Detective! -Superflex -Skillstreaming -Calm Classroom Assessments:

			-SAEBRS -Behavior Data -Small group pre/post evaluation	-SAEBRS -Behavior Data
4	Valley Park has currently not identified Priority Standards K-12	Setting: General Education Classroom Resources: -Second Steps (K-8) Assessments: SABERs – (K-8)	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -Behavior Chart -Small group Counseling -Individual Counseling -Attendance Club -CICO (Check in/Check out) -Problem Solving with a Function in Mind Assessments: -SAEBRS -Behavior Data -Small group pre/post evaluation	Setting: Small group settings (gen ed intervention or SPED) Resources: -We Thinkers! -Zones of Regulation -You Are A Social Detective! -Superflex -Skillstreaming -Calm Classroom Assessments: -SAEBRS -Behavior Data
5	Valley Park has currently not identified Priority Standards K-12	Setting: General Education Classroom Resources: -Second Steps (K-8) -CHADs – 5 th /8 th /9 th – suicide awareness, self-injury, anxiety, self-help Assessments: SABERs – (K-8)	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -Behavior Chart -Small group Counseling -Individual Counseling -Attendance Club -CICO (Check in/Check out) -Problem Solving with a Function in Mind Assessments: -SAEBRS -Behavior Data -Small group pre/post evaluation	Setting: Small group settings (gen ed intervention or SPED) Resources: -We Thinkers! -Zones of Regulation -You Are A Social Detective! -Superflex -Skillstreaming -Calm Classroom Assessments: -SAEBRS -Behavior Data

6	Valley Park has currently not identified Priority Standards K-12	Setting: General Education Classroom Resources: -Second Steps (K-8) -KUTO (Kids Under 21) – self-esteem -NCADA – MS – self-esteem workshops Assessments: SABERs – (K-8)	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -individual counseling -response to crisis Assessments: SABERs – (K-8)	Setting: Small group settings (gen ed intervention or SPED) Resources: -Zones of Regulation -Skills Streaming - WHY TRY Assessments: -SABERs – (K-8) -Behavior Data
7	Valley Park has currently not identified Priority Standards K-12	Setting: General Education Classroom Resources: -Second Steps (K-8) -KUTO (Kids Under 21) – self-esteem -NCADA – MS – self-esteem workshops Assessments: SABERs – (K-8)	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -individual counseling -response to crisis Assessments: SABERs – (K-8)	Setting: Small group settings (gen ed intervention or SPED) Resources: -Zones of Regulation -Skills Streaming - WHY TRY Assessments: -SABERs – (K-8) -Behavior Data
8	Valley Park has currently not identified Priority Standards K-12	Setting: General Education Classroom Resources: -Second Steps (K-8) -CHADs – 5 th /8 th /9 th – suicide awareness, self-injury, anxiety, self-help -KUTO (Kids Under 21) – self-esteem -NCADA – MS – self-esteem workshops Assessments: SABERs – (K-8)	Setting: General education OR small group settings (gen ed intervention or SPED) Resources: -individual counseling -response to crisis Assessments: SABERs – (K-8)	Setting: Small group settings (gen ed intervention or SPED) Resources: -Zones of Regulation -Skills Streaming - WHY TRY Assessments: -SABERs – (K-8) -Behavior Data

9-12	Valley Park has currently not identified Priority Standards K-12	<p>Setting: General Education Classroom</p> <p>Resources:</p> <ul style="list-style-type: none"> -class meetings (support academics, career planning and emotional health) -CHADs – 5th/8th/9th – suicide awareness, self-injury, anxiety, self-help <p>Assessments:</p> <ul style="list-style-type: none"> -Behavior Data -School-Wide Data (grades/attendance/discipline) 	<p>Setting: General education OR small group settings (gen ed intervention or SPED)</p> <p>Resources:</p> <ul style="list-style-type: none"> -individual counseling -response to crisis -Zones of Regulation -Skills Streaming <p>Assessments:</p> <ul style="list-style-type: none"> -SABERs -Behavior Data 	<p>Setting: Small group settings (gen ed intervention or SPED)</p> <p>Resources:</p> <ul style="list-style-type: none"> -individual counseling -response to crisis -Zones of Regulation -Skills Streaming <p>Assessments:</p> <ul style="list-style-type: none"> -SABERs -Behavior Data