



Webster Groves 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)

*Tiered Model Template

*Discussions with Admin during curriculum guide changes/additions/requests in September, October

*Discussions with all staff during secondary scheduling times during October/November/January

*Discussion with Admin during scheduling times during November/December/January

*Weekly admin (all building Coordinator's and Principals) meetings

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

*Participation in Professional Development Committee named iDEA at the District Level (Coordinator, teacher representative for elementary)

*Collaboration with Instructional Reading Specialists and Interventionist Specialists (coaches at Steger/Givens and Hixson) at building K-8 levels to discuss building current status and needs focus for next year.

*Participation in Classroom Learning Teams (CLT) work with specific content areas. CLT's meet up weekly.

*Training in CLT is for all staff

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

Literacy, Numeracy, Social-Emotional Development:

*Classroom Learning Teams: General Education and Special Education teachers meet together

*Participation in training for CLT

K-8 has fundamental expectations; High School has expectations for ELA; Focus to expand to other areas/departments

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

*At the elementary and middle school level, the principals, AP's, and Coordinators attend the CLT meetings to ensure we are aware of what is going on academically and provide support-based teacher needs to be indicated via collaboration time as well as survey feedback.

*At this time there is no specific content area PD (Professional Development) for high school teachers

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

*Lesson Plans

*Observation for WG teachers

*CLT planning forms

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

*CLT planning forms

*CLT meetings

*Co-taught Lesson planning

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

Special education is not included in this process as the District has not written a curriculum in 6 years. The District is in the process of writing social studies curriculum and the request was made by the Director to have special education representation. The curriculum has been updated/modified as needed and is based on MLS in 2017. Special education is a part of the process through CLT. Focus on having special education in the curriculum development process. Outlined role of special education. Health/PE curriculum K-5 was finalized 19/20 SY.

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

*Data review and implementation of action plans

*Common and Formative Assessments

*Grade reports

*CLT 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 strives to use research-based instructional practices and materials. Special Education is not a part of this process at this current time. Focus to include special education in the process of determining instructional practices and materials from the perspective of research for students with educational disabilities.

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

*Currently building assessment protocols through CLT work; formatives, summative, class alignment

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

*Planning for instruction

*Discussion around needs during CLT meetings

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

*CLT planning

How do we help all educators become assessment literate?

*CLT trainings

*CLT Meetings

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

*There are currently no engagement activities for families in the area of literacy, numeracy, and social-emotional development at the high school level. K-8 has after-school tutoring, literacy, and math “nights.”

Definitions:

Reading/Literacy Tier One: Core should include: Academic language (vocabulary; inferencing; narrative language); Phonemic Awareness (K-2 until mastered); Phonics; (including advanced phonics); Sight Words; reading connective text (accuracy, fluency, comprehension); Comprehension skills should include activating prior knowledge, predicting, questioning, clarifying or questioning and monitoring; inferencing; retelling and summarizing; identifying and using organizational text structure and encoding of how language works. Assessments: universal screenings to see who may be at risk and monitor progress on grade level -differentiated instruction based on results; benchmarking suggested at least 3 times per year.

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

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

Reading/Literacy Tier Three: Provide **intensive instruction daily that promotes the development of various components of reading proficiency to students** who show minimal progress after a reasonable time in tier 2 small group instruction (**increase frequency or intensity from tier 2**)

Assessment: progress monitor weekly

Reading/Literacy/Writing

Goal: District-level reading/literacy goals have not been established. However, each building within the district sets building-specific goals.

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention) SPED Tier 1 Gen Ed Tier 2	Tier Three (Remediation) SPED 1 and 2 Gen Ed 3
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<p>K</p>	<p>K.R.1.A.a K.R.1.A.b K.R.1.A.c K.R.1.A.d K.R.1.A.e K.R.1.B.a-e K.R.1.C.a – K.R.1.D.a - K.R.2.A.a - K.R.2.A.b - K.R.2.A.g – K.R.2.B.a – K.R.2.C.a – K.R.3.C.a – K.R.3.C.c - K.R.3.C. - K.RF.1.A. a-f – K.RF.2.A. a-e - K.RF.3.A. a-d - K.RF.4. A –</p>	<p>Setting: In the General Education Classroom during whole group and small group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Reading and Writing Units of Study ● Hegerty ● Phonics Units of Study ● Leveled books ● Multisensory approach ● Universal Supports ● Provide strategies for gen ed staff ● Consultations with SPED staff ● SPED Teachers participating in PLC <p>Assessments: Formative and common assessments, Letter ID, Letter Sound, Snap words, Dyslexia Screener, NWEA, Running Records, and Writing Samples, Fountas & Pinnell Benchmark Assessment</p>	<p>Setting: In the General Education Classroom-targeted small group instruction on identified areas of need based on teacher recommendation</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Reading and Writing Units of Study ● Hegerty ● Phonics Units of Study ● Orton Gillingham ● Fountas & Pinnell Leveled Literacy Intervention System ● Leveled Books ● Classroom Accommodations ● Provide Strategies for Gen Ed Staff ● Consultations with SPED staff ● SPED Teachers participating in PLC 	<p>Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Orton Gillingham ● LLI ● SIPPS ● Unique Learning System ● Early Literacy Skills Builder <p>Assessments: Program Assessments and Fastbridge</p>
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			<ul style="list-style-type: none">● SPED Teachers participating in Problem Solving Team● -Lexia Core 5/Power Up <p>Assessments: Running records, Anecdotal Notes, program assessments, Progress Monitoring</p>	
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<p>1</p>	<p> 1.R.1.A.a 1.R.1.A.b 1.R.1.A.c 1.R.1.A.d 1.R.1.A.e 1.R.1.A.f 1.R.1.B.a 1.R.1.B.b 1.R.1.B.c 1.R.1.B.d 1.R.1.B.e 1.R.1.B.f 1.R.1.B.g 1.R.1.B.h 1.R.1.D.a 1.R.1.D.b 1.R.2.A.a 1.R.2.A.b 1.R.2.A.c 1.R.2.A.e 1.R.3.A.d 1.R.3.B.b 1.R.3.C.a 1.R.3.C.b 1.R.3.C.c 1.RF.1. A. a-b 1.RF.2. A. a-e 1.RF.3. A. a-k 1.RF.4. A. a </p>	<p>Setting: In the General Education Classroom during whole group and small group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Reading and Writing Units of Study: The Reading Units of Study; The Writing Units of Study K-8 ● Heggerty ● Phonics Units of Study ● Leveled books ● Multisensory approach ● Universal Supports ● Provide strategies for gen ed staff ● Consultations with SPED staff ● SPED Teachers participating in PLC <p>Assessments: Formative and common assessments, Dyslexia Screener, NWEA, Running Records, and Writing Samples; Fountas and Pinnell K-5</p>	<p>Setting: Gen Ed In the General Education Classroom- targeted small group instruction on identified areas of need based on teacher recommendation</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Reading and Writing Units of Study ● Heggerty ● Phonics Units of Study ● Orton Gillingham ● Fountas & Pinnell Leveled Literacy Intervention System ● Leveled Books ● Classroom Accommodations ● Provide Strategies for Gen Ed Staff ● Consultations with SPED staff ● SPED Teachers participating in PLC 	<p>Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Orton Gillingham ● LLI ● Reading Recovery ● SIPPS ● Unique Learning System ● Early Literacy Skills Builder <p>Assessments: Program Assessments and Fastbridge Observation Survey for Reading Recovery</p>
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			<ul style="list-style-type: none">● SPED Teachers participating in● Problem Solving Team● -Lexia Core 5/Power Up <p>Assessments:</p> <ul style="list-style-type: none">● FASTbridge, running records, program assessments, Anecdotal Notes, Progress Monitoring, SORT R-3	
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<p>2</p>	<p> 2.R.1.A.b 2.R.1.d 2.R.1.A.e 2.R.1.B.a-c 2.R.1.B.d 2.R.1.B.e 2.R.1.B.f 2.R.1.B.g 2.R.1.D.a 2.R.1.D.b 2.R.2.A.a 2.R.2.A.b 2.R.2.A.e 2.R.2.C.a 2.R.3.A.a 2.R.3.A.b 2.R.3.A.e 2.R.3.A.f 2.R.3.B.b 2.R.3.B.c 2.R.3.C.a 2.R.3.C.b 2.R.3.C.c 2.RF.1. A. a 2.RF.3. A. a-j 2.RF.4. A. a </p>	<p>Setting: In the General Education Classroom during whole group and small group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Reading and Writing Units of Study: The Reading Units of Study; The Writing Units of Study K-8 ● Heggerty ● Phonics Units of Study ● Leveled books ● Multisensory approach ● Universal Supports ● Provide strategies for gen ed staff ● Consultations with SPED staff ● SPED Teachers participating in PLC <p>Assessments: Formative and common assessments, Dyslexia Screener, NWEA, Running Records, Writing Samples, Fountas and Pinnell K-5</p>	<p>Setting: In the General Education Classroom-targeted small group instruction on identified areas of need based on teacher recommendation</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Reading and Writing Units of Study ● Heggerty ● Phonics Units of Study ● Orton Gillingham ● Fountas & Pinnell Leveled Literacy Intervention System ● Leveled Books ● Classroom Accommodations ● Provide Strategies for Gen Ed Staff ● Consultations with SPED staff ● SPED Teachers participating in PLC 	<p>Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Orton Gillingham ● LLI ● SIPPS ● Wilson ● Unique Learning System ● Early Literacy Skills Builder <p>Assessments: Program Assessments and Fastbridge</p>
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<p>3</p>	<p>3.R.1.A.b 3.R.1.A.c 3.R.1.A.d 3.R.1.B.a 3.1.B.b. 3.R.1.B.c 3.R.1.B.d 3.R.1.B.e 3.R.1.B.f 3.R.1.B.g 3.R.1.B.h 3.R.1.B.i 3.R.1.D.a 3.R.1.D.b 3.R.2.A.a 3.R.2.A.b 3.R.2.A.c 3.R.2.A.d 3.R.2.A.f 3.R.2.B.a 3.R.3.A.b 3.R.3.A.d 3.R.3.C.c 3.RF.3. A. a-f 3.RF.4. A. a</p>	<p>Setting: In the General Education Classroom during whole group and small group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Reading and Writing Units of Study: The Reading Units of Study; The Writing Units of Study K-8 ● Words Their Way ● Leveled books ● Multisensory approach ● Universal Supports ● Provide strategies for gen ed staff ● Consultations with SPED staff ● SPED Teachers participating in PLC <p>Assessments: Formative and common assessments, Dyslexia Screener, NWEA, Running Records, RUOS Performance Assessments, Writing Samples, Fountas and Pinnell K-5</p>	<p>Setting: In the General Education Classroom-targeted small group instruction on identified areas of need based on teacher recommendation</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Reading and Writing Units of Study ● Orton Gillingham ● REWARDS ● Fountas & Pinnell Leveled Literacy Intervention System ● Leveled Books ● Classroom Accommodations ● Provide Strategies for Gen Ed Staff ● Consultations with SPED staff ● SPED Teachers participating in PLC ● SPED Teachers participating in 	<p>Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Orton Gillingham ● LLI ● SIPPS ● Wilson ● Unique Learning System ● Early Literacy Skills Builder <p>Assessments: Program Assessments and Fastbridge</p>
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<p>4</p>	<p> 4.R.1.A.a 4.R.1.A.b 4.R.1.A.c 4.R.1.B.a 4.R.1.B.b 4.R.1.B.c 4.R.1.B.e 4.R.1.D.a 4.R.1.D.b 4.R.2.A.a 4.R.2.A.b 4.R.2.A.c 4.R.2.C.a 4.R.3.A.b 4.R.3.C.b 4.RF.3. A. a-b 4.RF.4. A. a </p>	<p>Setting: In the General Education Classroom during whole group and small group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Reading and Writing Units of Study: The Reading Units of Study; The Writing Units of Study K-8 ● Heggerty ● Words Their Way ● Leveled books ● Multisensory approach ● Universal Supports ● Provide strategies for gen ed staff ● Consultations with SPED staff ● SPED Teachers participating in PLC <p>Assessments: Formative and common assessments, NWEA, Running Records, Words Their Way Spelling Inventory, RUOS Performance Assessments, Writing Samples, Fountas and Pinnell K-5</p>	<p>Setting: In the General Education Classroom-targeted small group instruction on identified areas of need based on teacher recommendation</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Reading and Writing units of Study ● REWARDS ● Orton Gillingham ● Fountas & Pinnell Leveled Literacy Intervention System ● Leveled Books ● Classroom Accommodations ● Provide Strategies for Gen Ed Staff ● Consultations with SPED staff ● SPED Teachers participating in PLC ● SPED Teachers participating in 	<p>Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Orton Gillingham ● LLI ● SIPPS ● Wilson ● Unique Learning System ● Early Literacy Skills Builder <p>Assessments: Program Assessments and Fastbridge</p>
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<p>5</p>	<p> 5.R.1.A.a 5.R.1.A.b 5.R.1.A.c 5.R.1.B.a 5.R.1.B.b 5.R.1.B.c 5.R.1.B.d 5.R.1.B.e 5.R.1.B.f 5.R.1.D.a 5.R.1.D.b 5.R.2.A.b 5.R.2.C.c 5.R.3.C.b 5.R.3.C.c 5.RF.3. A. a-b 5.RF.4. A. a </p>	<p>Setting: In the General Education Classroom during whole group and small group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Reading and Writing Units of Study: The Reading Units of Study; The Writing Units of Study K-8 ● Heggerty ● Words Their Way ● Leveled books ● Multisensory approach ● Universal Supports ● Provide strategies for gen ed staff ● Consultations with SPED staff ● SPED Teachers participating in PLC <p>Assessments: Formative and common assessments, NWEA, Running Records, Words Their Way Spelling Inventory, RUOS Performance Assessments, Writing Samples, Fountas and Pinnell K-5</p>	<p>Setting: In the General Education Classroom-targeted small group instruction on identified areas of need based on teacher recommendation</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Reading and Writing Units of Study ● Orton Gillingham ● REWARDS ● Fountas & Pinnell Leveled Literacy Intervention System ● Leveled Books ● Classroom Accommodations ● Provide Strategies for Gen Ed Staff ● Consultations with SPED staff ● SPED Teachers participating in PLC ● SPED Teachers participating in 	<p>Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Orton Gillingham ● LLI ● SIPPS ● Wilson ● Unique Learning System ● Early Literacy Skills Builder <p>Assessments: Program Assessments and Fastbridge</p>
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			<p>Problem Solving Team</p> <ul style="list-style-type: none">● -Lexia Core 5/Power Up <p>Assessments:</p> <ul style="list-style-type: none">● FASTbridge, running records, program assessments, Anecdotal Notes, Progress Monitoring, SORT R-3	
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<p>6</p>	<p>6.RL.1. A 6.RL.1. D 6.RL.2. A 6.RL.2.C 6.RL.2. D 6.RL.3. D 6.RI.1. A 6.RI.1. D 6.RI.3. D</p>	<p>Setting: General Education</p> <p>Resources: Reader’s Workshop</p> <p>Reading and Writing Units of Study: The Reading Units of Study; The Writing Units of Study K-8</p> <p>Assessments Common and Formative Assessments, RUOS Performance Assessments, WUOS Performance Assessments</p>	<p>Setting: Pull out Small Group</p> <p>Resources: -Reading Strategies by Serravallo -Rewards -Fountas & Pinnell Leveled Literacy Intervention -Lexia Core 5/Power Up</p> <p>Assessments: Common and Formative Assessments Fountas & Pinnell BAS SORT R-3</p>	<p>Setting: Small Group</p> <p>Resources: Leveled</p> <p>Literacy Intervention: Orton Gillingham</p> <p>Assessments Fastbridge</p>
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<p>7</p>	<p>7.RL.1. A 7.RL.1. B 7.RL.1.C 7.RL.1. D 7.RL.3. D 7.RI.1. A 7.RI.1. B 7.RI.1.C 7.RI.1. D 7.RI.3. D</p>	<p>Setting: Gen Ed small group conferring</p> <p>Resources: Reading and Writing Units of Study: The Reading Units of Study; The Writing Units of Study K-8 Reading Specialist</p> <p>Assessments Common and Formative Assessments, RUOS Performance Assessments, WUOS Performance Assessments</p>	<p>Setting: Gen Ed</p> <p>Resources: Push in Support Reading and Writing Units of Study Small group Pull out</p> <p>Assessments Running Records Common and Formative Assessments Fountas & Pinnell BAS SORT R-3</p>	<p>Setting: Gen Ed, Special Ed</p> <p>Resources: Target Reading Interventions 1:1 REWARDS LLI</p> <p>Assessments: Fastbridge</p>
<p>8</p>	<p>8.RL.1. A 8.RL.1. B 8.RL.1.C 8.RL.1. D 8.RL.3. D 8.RI.1. A 8.RI.1. B 8.RI.1.C 8.RI.1. D 8.RI.3. D</p>	<p>Setting: Gen Ed small group conferring</p> <p>Resources: Reading and Writing Units of Study: The Reading Units of Study; The Writing Units of Study K-8 Push in Support</p>	<p>Setting: Gen Ed small group conferring</p> <p>Resources: Reading and Writing Units of Study Reading Specialist Small group Pull out</p> <p>Assessments:</p>	<p>Setting: Gen Ed, Special Ed small group conferring</p> <p>Resources: Reading and Writing Units of Study Reading Specialist Leveled Readers Spire SIPPS Expressive Writing</p>

		<p>Assessment: Common and Formative Assessments, RUOS Performance Assessments, & WUOS Performance Assessments</p>	<p>Running Records Common and Formative Assessments Fountas & Pinnell BAS SORT R-3</p> <p>Resources: Push in Support Reading and Writing Units of Study</p>	<p>EdMark Six Traits of Writing ULS Wilson ELSB Step up to Writing 2 SIM Visualizing and Verbalizing</p> <p>Assessments: Running Records Common and Formative Assessments</p>
9	<p>CCSS ELA-Literacy W.11-12.1: Write arguments to support claims in an analysis of substantive topics of texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS ELA-Literacy 1.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Setting: General Education In the classroom during the whole group and small group instruction.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Novels ● Multisensory approach ● Provide strategies for gen ed staff ● Consultations with SPED staff ● SPED Teachers participating in PLC <p>Assessments: Formative and common assessments</p>	<p>Setting: General Education In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources:</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Novel ● Classroom Accommodations ● Multisensory approach ● Provide strategies for 	<p>Setting: Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Novels ● Corrective Reading ● Wilson ● Unique Learning System <p>Assessments: Formative and Common assessments, benchmark/Fastbridge</p>

			<p>gen ed staff</p> <ul style="list-style-type: none"> ● Consultations with SPED staff ● SPED Teachers participating in PLC, <p>Assessments: Formative and common assessments</p>	
10	<p>CCSS.ELA-Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment</p> <p>CSS. ELA-Literacy.RL.9-1-.9: Analyze how an author draws on and transforms source material in a specific work</p> <p>CCSS.ELA-Literacy. RL.9-10.7: Analyze various accounts of a subject told in different mediums</p> <p>CCSS.ELA-Literacy. RL.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient, identifying false statements and fallacious reasoning.</p>	<p>Setting: General Education In the classroom during the whole group and small group instruction.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Novels ● Multisensory approach ● Provide strategies for gen ed staff ● Consultations with SPED staff ● SPED Teachers participating in PLC <p>Assessments: Formative and common assessments</p>	<p>Setting: General Education In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Novels ● Classroom Accommodations ● Multisensory approach ● Provide strategies for gen ed staff ● Consultations with SPED staff ● SPED Teachers participating in PLC, 	<p>Setting: Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Novels ● Classroom mod/acc ● universal supports ● Corrective Reading ● Wilson ● Unique Learning System ● Classroom Accommodations <p>Assessments: Formative and Common assessments, benchmark/Fastbridge</p>

			Assessments: Formative and common assessments	
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<p>11</p>	<p>CCSS.ELA-Literacy.RL11-12.7: Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.</p> <p>CCSS.ELA-Literacy. RL.11-12.9: Demonstrate knowledge of eighteenth, nineteenth, and early twentieth-century literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CCS.ELA-Literacy. RL.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.</p> <p>CCSS.ELA-Literacy. RL.11-12.8: Delineate and evaluate the reasoning in seminal US texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.</p> <p>CCSS.ELA-Literacy.RL11-12.9: Analyze seventeenth, eighteenth, and nineteenth-century foundational US documents of historical and literary significance</p>	<p>Setting: General Education In the classroom during the whole group and small group instruction.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Novels ● Multisensory approach ● Provide strategies for gen ed staff ● Consultations with SPED staff ● SPED Teachers participating in PLC <p>Assessments: Formative and common assessments</p>	<p>Setting: General Education In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Novel ● Classroom Accommodations ● Multisensory approach ● Provide strategies for gen ed staff ● Consultations with SPED staff ● SPED Teachers participating in PLC, <p>Assessments: Formative and common assessments</p>	<p>Setting: Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Novels ● mod/acc ● universal supports ● Corrective Reading ● Wilson ● Unique Learning System ● Classroom Accommodations ● Progress Monitoring tools ● Rewards <p>Assessments: Formative and Common assessments, benchmark/Fastbridge</p>
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	for their themes, purposes, and rhetorical features.			
12	CCSS.ELA-Literacy.TL.9-10.5: Analyze how an author's choices concerning how to structure a text, order	Setting: General Education In the classroom during the whole group and small group instruction.	Setting: General Education	Setting: Special Education Pull out instruction for students who are missing

	<p>events within it, and manipulate time create such effects as mystery, tension, or surprise.</p> <p>CCSS.ELA-Literacy.RL.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text</p> <p>CCSS.ELA-Literacy.RL.9-10.6: Determine an author’s purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose</p>	<p>Resources:</p> <ul style="list-style-type: none"> ● Novels ● Classroom Accommodations ● Multisensory approach ● Provide strategies for gen ed staff ● Consultations with SPED staff ● SPED Teachers participating in PLC <p>Assessments: Formative and common assessments</p>	<p>In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Novels ● Classroom Accommodations ● Multisensory approach ● Provide strategies for gen ed staff ● Consultations with SPED staff ● SPED Teachers participating in PLC <p>Assessments: Formative and common assessments</p>	<p>multiple skills and need intensive remediation.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Novels ● universal supports ● Corrective Reading ● Wilson ● Unique Learning System ● Classroom Accommodations ● Progress Monitoring tools ● Rewards <p>Assessments: Formative and Common assessments, benchmark/Fastbridge</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 extremely 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: District-level math goals have not been established. However, each building within the district sets building-specific goals.

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	<p>CCSS Math Practice MP 1-8</p> <p>K.NS. A 1-4</p> <p>K.NS. B 5-9</p> <p>K.NS. C 10-11</p> <p>K.NBT. A 1-4</p> <p>K.GM. C 6-10</p> <p>K. GM. B. 3-5</p>	<p>Setting: General Education</p> <p>Whole group or small group instruction within grade-level classroom</p> <p>Core Resources: Investigations and MobyMax</p> <p>Support Materials: Think Tank Boxes, Khan Academy, Mini-Lesson Books, Webster</p>	<p>Setting: General Education</p> <p>Small group in class or outside of class with Instructional Aides or Math Interventionist on identified areas of need</p> <p>Resources: Investigations and MobyMax</p> <p>Support Materials: Think Tank Boxes, Khan Academy,</p>	<p>Setting: General Education</p> <p>Pull out small group instruction with Math Interventionist for students who are missing multiple skills</p> <p>Resources: Investigations and MobyMax</p> <p>Support Materials: Think Tank Boxes, Khan Academy,</p>

		<p>Groves Extension and Enrichment Options</p> <p>Assessments: Classroom Formative common assessments and district assessments</p>	<p>Mini-Lesson Books, Webster Groves Extension and Enrichment Options Sped staff consult with gen ed staff on strategies</p> <p>Assessments: Classroom formative common assessments and district assessments</p>	<p>Mini-Lesson Books, Webster Groves Extension and Enrichment Options Sped staff consult with gen ed staff on strategies, Unique Learning Systems, Attainment Math, and Touch Math</p> <p>Assessments: Program Assessments and Fastbridge</p>
1	<p>CCSS Math Practice MP 1-8 I RA.A.1 -4 I RA.B. 5-6 I RA.C. 7-8 I NS.A.1-4</p>	<p>Setting: General Education Whole group or small group instruction within grade-level classroom Core Resources: Investigations and MobyMax Support Materials: Think Tank Boxes,</p>	<p>Setting: General Education Small group in class or outside of class with Instructional Aides or Math Interventionist on identified areas of need Resources: Investigations and MobyMax</p>	<p>Setting: General Education Pull out small group instruction with Math Interventionist for students who are missing multiple skills Resources: Investigations and MobyMax</p>

		<p>Khan Academy, Mini-Lesson Books, Webster Groves Extension and Enrichment Options</p> <p>Assessments: Classroom Formative common assessments and district assessments</p>	<p>Support Materials: Think Tank Boxes, Khan Academy, MMini-Lesson Books, Webster Groves Extension and Enrichment Options</p> <p>Sped staff consult with gen ed staff on strategies</p> <p>Assessments: Classroom formative common assessments and district assessments</p>	<p>Support Materials: Think Tank Boxes, Khan Academy, Mini-Lesson Books, Webster Groves Extension and Enrichment Options</p> <p>Sped staff consult with gen ed staff on strategies, Unique Learning Systems, Attainment Math, and Touch Math</p> <p>Assessments: Program Assessments and Fastbridge</p>
2	<p>CCSS Math Practice MP 1-8</p> <p>2. NBT. A 1-5</p> <p>2. NBT. B 6-10</p> <p>2. NBT.C 11</p> <p>2. RA. A.1</p> <p>2.RA. B.2-7</p> <p>2.GM. B 4-7</p> <p>2. GM. C 8-9</p> <p>2. GM. D 10-13</p> <p>2. GM. A 1-3</p>	<p>Setting: General Education</p> <p>Whole group or small group instruction within grade-level classroom</p> <p>Core Resources: Investigations and MobyMax</p>	<p>Setting: General Education</p> <p>Small group in class or outside of class with Instructional Aides or Math Interventionist on identified areas of need</p>	<p>Setting: General Education</p> <p>Pull out small group instruction with Math Interventionist for students who are missing multiple skills</p>

	<p>2. DS. A 1-5</p>	<p>Support Materials: Think Tank Boxes, Khan Academy, Mini Lesson Books, Webster Groves Extension and Enrichment Options</p> <p>Assessments: Classroom Formative common assessments and district assessments</p>	<p>Resources: Investigations and MobyMax Support Materials: Think Tank Boxes, Khan Academy, Mini-Lesson Books, Webster Groves Extension and Enrichment Options Sped staff consult with gen ed staff on strategies</p> <p>Assessments: Classroom formative common assessments and district assessments</p>	<p>Resources: Investigations and MobyMax Support Materials: Think Tank Boxes, Khan Academy, Mini-Lesson Books, Webster Groves Extension and Enrichment Options Sped staff consult with gen ed staff on strategies, Unique Learning Systems, Attainment Math, and Touch Math</p> <p>Assessments: Program Assessments and Fastbridge</p>
<p>3</p>	<p>3. RA. A 1-5 3. RA. B.6 3. RA. C. 7-8 3. RA.D. 9-11 3. NBT. A. 1-4 3.NF.A. 1-7 3.GM.B. 4-8 3.GM.C. 9-14</p>	<p>Setting: General Education Whole group or small group instruction within grade-level classroom</p>	<p>Setting: General Education Small group in class or outside of class with Instructional Aides or Math Interventionist on</p>	<p>Setting: General Education Pull out small group instruction with Math Interventionist for students who are</p>

	<p>3.GM.D. 15-16 3.GM.A. 1-3 3.DS. A. 1-4</p>	<p>Core Resources: Investigations and MobyMax Support Materials: Think Tank Boxes, Khan Academy, Mini Lesson Books, Webster Groves Extension and Enrichment Options</p> <p>Assessments: Classroom Formative common assessments and district assessments</p>	<p>identified areas of need Resources: Investigations and MobyMax Support Materials: Think Tank Boxes, Khan Academy, Mini Lesson Books, Webster Groves Extension and Enrichment Options Sped staff consult with gen ed staff on strategies</p> <p>Assessments: Classroom formative common assessments and district assessments</p>	<p>missing multiple skills Resources: Investigations and MobyMax Support Materials: Think Tank Boxes, Khan Academy, Mini Lesson Books, Webster Groves Extension and Enrichment Options Sped staff consult with gen ed staff on strategies, Unique Learning Systems, Attainment Math, and Touch Math</p> <p>Assessments: Program Assessments and Fastbridge</p>
<p>4</p>	<p>CCSS. Math Practice. MP. 1-8 4.RA.A.1-3 4.RA.B.4-5 4. RA.C. 6-7 4.NBT. A. 1-7</p>	<p>Setting: General Education Whole group or small group instruction within</p>	<p>Setting: General Education Small group in class or outside of class with Instructional</p>	<p>Setting: General Education Pull out small group instruction with Math</p>

	<p>4.NF.A. 1-3 4.NF.B. 4-8 4.NF.C.9-12 4.GM.C. 6-8 4. GM. B. 4-5 4. GM. A. 1-3 4. DS. A. 1-3</p>	<p>grade-level classroom Core Resources: Investigations and MobyMax Support Materials: Think Tank Boxes, Khan Academy, Mini Lesson Books, Webster Groves Extension and Enrichment Options</p> <p>Assessments: Classroom Formative common assessments and district assessments</p>	<p>Aides or Math Interventionist on identified areas of need Resources: Investigations and MobyMax Support Materials: Think Tank Boxes, Khan Academy, Mini Lesson Books, Webster Groves Extension and Enrichment Options Sped staff consult with gen ed staff on strategies</p> <p>Assessments: Classroom formative common assessments and district assessments</p>	<p>Interventionist for students who are missing multiple skills Resources: Investigations and MobyMax Support Materials: Think Tank Boxes, Khan Academy, Mini-Lesson Books, Webster Groves Extension and Enrichment Options Sped staff consult with gen ed staff on strategies, Unique Learning Systems, Attainment Math, and Touch Math</p> <p>Assessments: Program Assessments and Fastbridge</p>
5	<p>CCSS. Math. Practice. MP 1-8 5. RA. B. 3-4 5. RA. A. 1-2</p>	<p>Setting: General Education</p>	<p>Setting: General Education</p>	<p>Setting: General Education</p>

	<p> 5. NBT. A. 1-5 5. NF. A.3 5.NBT.A. 6-7 5. NF. B. 6 5. NF. B. 4 5. NF. A.3 5. NF. 1-2 5. NF. B. 5 5. NF. B. 7-8 5.GM. D. 8-9 5. GM. B. 4-5 5. GM. C. 6-7 5. GM. A. 1-3 5. DS. A. 1-2 </p>	<p> Whole group or small group instruction within grade-level classroom Core Resources: Investigations and MobyMax Support Materials: Think Tank Boxes, Khan Academy, Mini Lesson Books, Webster Groves Extension and Enrichment Options Assessments: Classroom Formative, common assessments, and district assessments </p>	<p> Small group in class or outside of class with Instructional Aides or Math Interventionist on identified areas of need Resources: Investigations and MobyMax Support Materials: Think Tank Boxes, Khan Academy, Mini Lesson Books, Webster Groves Extension and Enrichment Options Sped staff consult with gen ed staff on strategies Assessments: Classroom formative, common assessments, and district assessments </p>	<p> Pull out small group instruction with Math Interventionist for students who are missing multiple skills Resources: Investigations and MobyMax Support Materials: Think Tank Boxes, Khan Academy, Mini Lesson Books, Webster Groves Extension and Enrichment Options Sped staff consult with gen ed staff on strategies, Unique Learning Systems, Attainment Math, and Touch Math Assessments: Program Assessments and Fastbridge </p>
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<p>6</p>	<p>6.RP.A.1-3 6.NS.A.1 6.NS.B.2-4 6.NS.C.5-8 6.EEI.A.1-3 6.EEI.B.4-8 6.EEI.C.9 6.GM.A.1-4 6.DSP.A.1-3 6.SDP.B.4-5</p>	<p>Setting: small group Resources: Math Interventionist enVisions Math Spectrum Math Conferencing</p> <p>Assessments: Common Formative Assessments</p>	<p>Setting: Classroom Push in Support</p> <p>Resources: Reading and Writing Units of Study, Writing about math IXL Moby Max Spectrum Math</p> <p>Assessments: Common Formative Assessments</p>	<p>Setting: pull out 1:1</p> <p>Resources: Moby Max Khan Academy Touch Math Touch Money ULS Transmath Investigations and Spectrum Math</p> <p>Assessments: Fastbridge</p>
<p>7</p>	<p>7.RP.A.1-3 7.NS.A.1-3 7.EEI.A.1-2 7.EEI.B.3-4 7.GM.A.1-6 7.DSP.A.1-2 7.DSP.B.3-4 7.DSP.C.5-8</p>	<p>Setting: General education</p> <p>Resources: Math Interventionist enVisions Math</p> <p>Assessments CFA's NWEA</p>	<p>Setting: General education Classroom Push-In Support Small group</p> <p>Resources: T-Excel Max</p> <p>Assessments CFA's NWEA</p>	<p>Setting: pull out 1:1</p> <p>Resources: Excel Moby Max Investigations and Spectrum Math</p> <p>Assessments Fastbridge</p>
<p>8</p>	<p>8.NS.A.1-2 8.EEI.1-8</p>	<p>Setting: General education</p>	<p>Setting: General education and small group</p>	<p>Setting: Special education Pull out 1:1</p>

	<p>8.GM.1-9 8.DSP.A.1-4 8.F.1-5</p>	<p>Resources: Math Interventionist</p> <p>enVisions Math</p> <p>Assessment: CFA's NWEA</p>	<p>Resources: Small Classroom Push-In Support Resources: T-Excel Assessments</p> <p>Assessment: CFAs, NWEA</p>	<p>Resources: Excel Moby Max Investigations and Spectrum Math</p> <p>Assessment: Fastbridge</p>
9	<p>CCSS.Math.Practice.MP1,2,3,4,5,6,7,8 CCSS.Math.Content.HSF-IF.A.1,2,3,4,5,6,7,7a,7b CCSS.Math.Content.HSA.REI. A.1,2,3,1a CCSS.Math.Content.HSA.REI. C.5,6, D.10, 12 CCSS.Math.Content.HSN-RN.A.1,2, APR.A.1 CCSS.Math.Content.HSF-IF.C.8,8a, HAS-REI.B.4a,4b CCSS.Math.Content.HSS-ID.A.1,2,3, B.6,6c,7 CCSS.Math.Content.HSA-CED.A.4, SSE.B.3,HSF-IF.C.8</p>	<p>Setting: General Education In the classroom during the whole group and small group instruction.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Accommodations ● Universal supports ● Multisensory support with Math concepts <p>Assessments: Teacher created formative and summative common assessments.</p>	<p>Setting: General Education In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● SPED consult w gen ed staff on strategies for classroom ● SPED provides progress monitoring data tools to monitor intervention progress 	<p>Setting: Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● V Math ● Trans Math ● Universal supports ● Multisensory support with math concepts ● Acc/Mod <p>Assessments: Teacher created formative and</p>

			<ul style="list-style-type: none"> • Accommodations • Universal supports • Multisensory support with Math concepts <p>Assessments: Teacher created formative and summative common assessments.</p>	summative common assessments, benchmark/fast bridge
10	<p>CCSS.Math. Content.HSG-CO.A.2: Represent transformations in the plane using transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not.</p> <p>CCSS.Math. Content.HSG-CO.A.3: Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.</p> <p>CCSS. Math. Content.HSG-CO.A.4: Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p>	<p>Setting: General Education In the classroom during the whole group and small group instruction.</p> <p>Resources:</p> <ul style="list-style-type: none"> • SPED consult w gen ed staff on strategies for classroom • SPED provides progress monitoring 	<p>Setting: General Education In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources:</p> <ul style="list-style-type: none"> • SPED consult w gen ed staff on strategies for classroom • SPED provides progress 	<p>Setting: Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources:</p> <ul style="list-style-type: none"> • V Math • Trans Math • Algebra Concepts • Universal supports • Multisensory support

	<p>CCSS.MathContent.HSF-CO.A.5: Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.</p> <p>CCSS.Math. Content.HSF.SRT. A.1: Verify experimentally the properties of dilations given by a center and a scale factor.</p> <p>CCSS.Math.Practice.MP2: Reason abstractly and quantitatively.</p> <p>CCSS.Math.Practice.MP3: Construct viable arguments and critique the reasoning of others.</p> <p>CCSS.Math. Content.HSG-CO.B.7: Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.</p> <p>CCSS.Math. Content.HSG-CO.B.8: Explain how the criteria for triangle congruence follow from the definition of congruence in terms of rigid motions.</p> <p>CCSS.Math. Content.HSF-CO.C.9: Prove theorems about lines and angles. Theorems include vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are</p>	<p>data tools to monitor intervention progress</p> <ul style="list-style-type: none"> • Accommodations • Universal supports • Multisensory support with Math concepts <p>Assessments: Teacher created formative and summative common assessments.</p>	<p>monitoring data tools to monitor intervention progress</p> <ul style="list-style-type: none"> • Accommodations • Universal supports • Multisensory support with Math concepts <p>Assessments: Teacher created formative and summative common assessments.</p>	<p>with math concepts</p> <ul style="list-style-type: none"> • Acc/Mod <p>Assessments: Teacher created formative and summative common assessments, benchmark/fast bridge</p>
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	<p>congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</p> <p>CCSS.Math. Content.HSF-SRT.A.2: Given two figures, use the definition of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.</p> <p>CCSS.Math. Content.HSG.SRT. A.3: Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.</p> <p>CCSS.Math. Content.HSF-SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</p> <p>CCSS.Math. Content.HSG-C.A.1: Prove that all circles are similar.</p> <p>CCSS.Math. Content.HSG-SRT.C.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.</p>			
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	<p>CCSS.Math. Content.HSG-SRT.C.7: Explain and use the relationship between the sine and cosine of complementary angles.</p> <p>CCSS.Math. Content.HSG-SRT.C.8: Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.</p> <p>CCSS.Math. Content.HSG-GMD.A.1: Give an informal argument for the formulas for the circumference of a circle, the area of a circle, the volume of a cylinder, pyramid, and cone.</p> <p>CCSS. Math. Content.HSG-MG.A.1: Use of geometric shapes, their measures, and their properties to describe objects</p> <p>CCSS.Math. Content.HSG-MG.A.2: Apply concepts of density based on area and volume in modeling situations</p> <p>CCSS.Math.Content.HSG-Co.A.1</p>			
11	<p>HSS-CP.A.1</p> <p>HSS-CP.A.2</p> <p>HSS-CP.A.3</p> <p>HSS-CP.B.6</p> <p>HSS-CP.B.7</p> <p>HSS-CP.B.8</p> <p>HSS-MD.B.5</p> <p>HSS-ID.A.2</p> <p>HSF.IF.A.1</p> <p>HSF.IF.A.2</p> <p>HSF.BF. B.3</p> <p>HSF-BF.B.4</p>	<p>Setting: General Education</p> <p>In the classroom during the whole group and small group instruction.</p> <p>Resources:</p> <ul style="list-style-type: none"> • SPED consult w gen ed staff on strategies 	<p>Setting: General Education</p> <p>In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources:</p> <ul style="list-style-type: none"> • SPED consult w gen ed staff on 	<p>Setting: Special Education</p> <p>Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources:</p> <ul style="list-style-type: none"> • V Math • Trans Math

	<p> HSN-VM.C.6 HSN-VM.C.7 HSN-VM.C.8 HSN-VM.C.9 HSN-VM.C.10 HSA-REI.C.8 HSA-REI.C.9 HSN-CN.C.7 HSA-SSE.B.3a HSA-REI.A.1 HSA-REI.B.4 HSA-REI.B.4a HSA-REI.B.4b HSA-CED.A.3 HSA-CED.A.3 HSA-REI.C.5 HSA-REI.C.6 HSA-REI.C.7 HSA-REI.D.10 HSA-REI.D.12 HSF-LE.A.1 HSF-LE.A.2 HSF-LE.A.3 HSF-LE.B.5 HSF-SRT.C.6 HSF-SRT.C.6 HSG-SRT.C.7 HSG-SRT.C.8 HSF-SRT.D.9 HSF-SRT.D.10 HSF-SRT.D.11 </p>	<p> for classroom </p> <ul style="list-style-type: none"> ● SPED provides progress monitoring data tools to monitor intervention progress ● Accommodations ● Universal supports ● Multisensory support with Math concepts <p> Assessments: Teacher created formative and summative common assessments. </p>	<p> strategies for classroom </p> <ul style="list-style-type: none"> ● SPED provides progress monitoring data tools to monitor intervention progress ● Accommodations ● Universal supports ● Multisensory support with Math concepts <p> Assessments: Teacher created formative and summative common assessments. </p>	<ul style="list-style-type: none"> ● Universal supports ● Multisensory support with math concepts ● Acc/Mod <p> Assessments: Teacher created formative and summative common assessments, benchmark/fast bridge </p>
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	<p>HSF-TF.A.1 HSF-TF.A.2 HSF-TF.A.3 HSFT-TF.A.3 HSF-TF.A.4 HSF-LE.A.1 HSF-LE.A.1c HSF-LE.A.2 HSF-LE.A.3 HSF-LE.A.4 HSF-LE.B.5</p>			
12	<p>HSF-IF.A.1 HSF-IF.A.1 HSF-IF.B.4 HSF-IF.B.5 HSF-LE.A.2 HSF-IF.A.1 HSF-IF.A.2 HSA-SSE.B.3a HSA-REI.A.1 HSA-APR.A>1 HSA-REI.B.4 HSA.REI. B.4b HSA-CED.A.3 HSA-REI.C.5 HSA-REI.C.6 HSA-REI.C.7 HSA-REI.D.10 HSA-REI.D.12 HSA-SSE.B.3a HSA-REI.A.1</p>	<p>Setting: General Education In the classroom during the whole group and small group instruction.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● SSD modified math ● SSD FUNCTIONAL SKILLS MATH ● SSD Resource ● SSD Learning Strategies 	<p>Setting: General Education In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● SSD modified math ● SSD FUNCTIONAL SKILLS MATH ● SSD Resource ● SSD Learning Strategies 	<p>Setting: Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● V Math ● Trans Math ● Universal supports ● Multisensory support with math concepts ● Acc/Mod <p>Assessments:</p>

	<p>HSA-SSE.A.1a HSA-APR.D.6 HSA-APR.D.7 HSA-REI.B.4 HSA-REI.B.4b HSN-CN.A.1 HSN.CN. A.2 HSN-CN.A.3 HSA-REI.A.1 HSA-REI.A.2 HSA-REI.B.4 HSA-REI.B.4B</p>	<ul style="list-style-type: none"> ● Algebra Concepts ● Universal supports ● Multisensory support with math concepts ● Acc/Mod <p>Assessments: Teacher created formative and summative common assessments.</p>	<ul style="list-style-type: none"> ● Algebra Concepts ● Universal supports ● Multisensory support with math concepts ● Acc/Mod <p>Assessments: Teacher created formative and summative common assessments.</p>	<p>Teacher created formative and summative common assessments, benchmark/fastbridge</p>
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Definitions:

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

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

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

Social-Emotional Tier Three: Provide intensive instruction daily that promotes the development of various components of social skills

competencies to students who show minimal progress after a reasonable time in tier 2 small group instruction (**increase frequency or intensity from tier 2**)

Assessment: progress monitor weekly

Social-Emotional:

Goal: District-level SEB goals have not been established. However, each building within the district sets building-specific goals.

Grade:	Priority Standards (could come from CASEL or MLS Counseling)	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	Follows MO Comprehensive Guidance and Counseling	Setting: In the general education classroom during whole group instruction Resources: Universals and Zones of Regulation Assessments:	Setting: In general education in a small group setting working on specific skill deficit based on teacher recommendation Resources: Universals, Zones of Regulation, Sensory/Break schedule, Sped teachers support through problem-solving team process and consult on informal behavior sheets Assessments	Setting: In special education and in a small group working on specific social skills Resources: Problem-solving with function in mind Zones of Regulation Brainwise Strong Kids Superflex Assessments IEP goal progress SEB Checklist
1	Follows MO Comprehensive	Setting: In the general education classroom	Setting: In general education in a small	Setting: In special education and in small

	Guidance and Counseling	<p>during whole group instruction</p> <p>Resources: Universals and Zones of Regulation</p> <p>Resources: Assessments</p>	<p>group setting working on specific skill deficit based on teacher recommendation</p> <p>Resources: Universals, Zones of Regulation, Sensory/Break schedule, Sped teachers support through problem-solving team process and consult on informal behavior sheets</p> <p>Assessments</p>	<p>groups working on specific social skills</p> <p>Resources: Problem-solving with function in mind Zones of Regulation Brainwise Strong Kids Superflex</p> <p>Assessments IEP goal progress SEB Checklist</p>
2	Follows MO Comprehensive Guidance and Counseling	<p>Setting: In the general education classroom during whole group instruction</p> <p>Resources: Universals and Zones of Regulation</p>	<p>Setting: In general education in a small group setting working on specific skill deficit based on teacher recommendation</p> <p>Resources: Universals, Zones of Regulation, Sensory/Break schedule, Sped teachers support through problem-solving team process and consult on informal behavior sheets</p>	<p>Setting: Special Education and small group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Zones ● Superflex ● Brainwise <p>Assessments: IEP Goal Progress SEB Checklist</p>

			Assessments	
3	Follows MO Comprehensive Guidance and Counseling	<p>Setting: In the general education classroom during whole group instruction</p> <p>Resources: Universals and Zones of Regulation, District-Wide social-emotional survey</p> <p>Assessments:</p>	<p>Setting: In general education in a small group setting working on specific skill deficit based on teacher recommendation</p> <p>Resources: Universals, Zones of Regulation, Sensory/Break schedule, Sped teachers support through problem-solving team process and consult on informal behavior sheets</p> <p>Assessments</p>	<p>Setting: Special Education and small group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Zones ● Superflex ● Brainwise <p>Assessments: IEP Goal Progress SEB Checklist</p>
4	Follows MO Comprehensive Guidance and Counseling	<p>Setting: In the general education classroom during whole group instruction</p> <p>Resources: Universals and Zones of Regulation, District-</p>	<p>Setting: Setting: In general education in a small group setting working on specific skill deficit based on teacher recommendation</p> <p>Resources: Universals, Zones of Regulation, Sensory/Break</p>	<p>Setting: Special Education</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Zones ● Superflex ● Brainwise <p>Assessments: IEP Goal Progress SEB Checklist</p>

		<p>Wide social-emotional survey</p> <p>Assessments:</p>	<p>schedule, Sped teachers support through problem-solving team process and consult on informal behavior sheets</p> <p>Assessments</p>	
5	<p>Follows MO Comprehensive Guidance and Counseling</p>	<p>Setting: In the general education classroom during whole group instruction</p> <p>Resources: Universals and Zones of Regulation, District-Wide social-emotional survey</p> <p>Assessments</p>	<p>Setting: In general education in a small group setting working on specific skill deficit based on teacher recommendation</p> <p>Resources: Universals, Zones of Regulation, Sensory/Break schedule, Sped teachers support through problem-solving team process and consult on informal behavior sheets</p> <p>Assessments</p>	<p>Setting: Special Education</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Zones ● Superflex ● Brainwise <p>Assessments: IEP Goal Progress SEB Checklist</p>

6		<p>Setting: General education</p> <p>Resources: Mind Up Zones Of Regulation Brain Wise Skill Streaming Super Flex Panorama Survey (Pilot) Statesmen Time</p> <p>Assessments None</p>	<p>Setting: General education and small group setting</p> <p>Resources: Zones of Regulation Mind Up SuperFlex Brain Wise Skill Streaming Super Flex</p> <p>Assessments None</p>	<p>Setting: Special Education</p> <p>Resources: Stress Tool Kit Social Competence Curriculum Mind Up Anger Management Control Skill Streaming 5 Against the Law Brain Wise Super Flex</p> <p>Assessments IEP Goal progress</p>
7		<p>Setting: General education</p> <p>Resources: Mind Up Zones of Regulation, Panorama Survey (Pilot) Statesmen Time</p> <p>Assessments None</p>	<p>Setting:</p> <p>Resources: Zones of Regulation Mind Up SuperFlex Brain Wise Skill Streaming Super Flex</p> <p>Assessments None</p>	<p>Setting:</p> <p>Resources: Stress Tool Kit Social Competence Curriculum Mind Up Anger Management Control Skill Streaming 5 Against the Law</p> <p>Assessments IEP Goal progress</p>

8		<p>Setting: General education</p> <p>Resources: Mind Up Zones Of Regulation Brain Wise Skill Streaming Super Flex Panorama Survey (Pilot) Statesmen Time</p> <p>Assessments None</p>	<p>Setting: Resources: Zones of Regulation Mind Up SuperFlex Brain Wise Skill Streaming Super Flex</p> <p>Assessments None</p>	<p>Setting: Resources: Stress Tool Kit Social Competence Curriculum Mind Up Anger Management Control Skill Streaming 5 Against the Law</p> <p>Assessments IEP Goal progress</p>
9	Follows Missouri Comprehensive - Guidance & Counseling	<p>Setting: General Education In the classroom during the whole group and small group instruction.</p> <p>Resources: District-Wide social-emotional survey, Advisory Time, Trusted Adult Survey, Wayfinder Survey</p> <p>Assessments</p>	<p>Setting: General Education In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Hops ● Break time ● Time in AP office ● ISIC (formerly ISS) ● Lunch Bunch 	<p>Setting: Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Social Skills instruction ● Break time ● FBA ● Problem Solving with Function in Mind

			Assessments	<ul style="list-style-type: none"> ● Zones of Regulations ● Flexible Thinking ● SEB EPS ● Why Try
10	Follows Missouri Comprehensive - Guidance & Counseling	<p>Setting: General Education In the classroom during the whole group and small group instruction.</p> <p>Resources: District-Wide social-emotional survey, Advisory Time, Trusted Adult Survey, Wayfinder Survey</p> <p>Assessments</p>	<p>Setting: General Education In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Hops ● Break time ● Time in AP office ● ISIC (formerly ISS) ● Lunch Bunch ● <p>Assessments</p>	<p>Setting: Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Social Skills instruction ● Break time ● FBA ● Problem Solving with Function in Mind ● Zones of Regulations ● Flexible Thinking ● SEB EPS ● Why Try <p>Assessments</p>

<p>11</p>	<p>Follows Missouri Comprehensive - Guidance & Counseling</p>	<p>Setting: General Education In the classroom during the whole group and small group instruction.</p> <p>Resources: District-Wide social-emotional survey, Advisory Time, Trusted Adult Survey, Wayfinder Survey</p> <p>Assessments</p>	<p>Setting: General Education In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Hops ● Break time ● Time in AP office ● ISIC (formerly ISS) ● Lunch Bunch ● <p>Assessments</p>	<p>Setting: Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Social Skills instruction ● Break time ● FBA ● Problem Solving with Function in Mind ● Zones of Regulations ● Flexible Thinking ● SEB EPS ● Why Try <p>Assessments</p>
<p>12</p>	<p>Follows Missouri Comprehensive - Guidance & Counseling</p>	<p>Setting: General Education In the classroom during the whole group and small group instruction.</p> <p>Resources: District-Wide social-emotional survey, Advisory Time,</p>	<p>Setting: General Education In the classroom-targeted small group instruction on identified areas of need.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Hops ● Break time 	<p>Setting: Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Social Skills instruction

		<p>Trusted adult survey, Wayfinder Survey</p> <p>Assessments</p>	<ul style="list-style-type: none"> ● Time in AP office ● ISIC (formerly ISS) ● Lunch Bunch <p>Assessments</p>	<ul style="list-style-type: none"> ● Break time ● FBA ● Problem Solving with Function in Mind ● Zones of Regulations ● Flexible Thinking ● SEB EPS ● Why Try <p>Assessments</p>
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