



KIRKWOOD
SCHOOL DISTRICT

Special School District and Kirkwood School District Integrated Tiered Models 2026-27

In order for Special School District to more efficiently partner and support all students and teachers, the following information was compiled by administrative staff to gather a current state within the partner district.

Q: What structures are in place in our schools/district for us to share responsibility for student literacy, numeracy, and social-emotional achievement?

- MTSS/RTI---SST (Student Support Teams)
- Grade Level PLC
- Social Emotional Behavioral (SEB) Team
- Reading and Math Specialists
- Instructional Coaches
- (see Tiered Model template)

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

- Leadership participates in professional development provided by the C & I department
- Classroom walk throughs, teacher observation

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

- KSD uses Educlimber as the District warehouse for evidence-based practices. Teachers providing interventions (gen ed and special education) are required to document interventions including names of students, frequency, location, type of intervention, and progress monitoring data through Educlimber. The type of intervention is limited to predetermined interventions approved by KSD. If a teacher needs support to determine another intervention (not listed) may be appropriate, the teacher contacts the MTSS Coordinator. Interventions are monitored at the building level and District level, including special education.

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

- Professional learning opportunities, coaching with SSD (Special School District) and KSD facilitators/interventionists

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

- Curriculum is reviewed and revised on a six-year cycle determined by KSD 10 steps:
 - Steps 1-3: Organization and Design.
 - Step 4: Gathering input, research, plan
 - Step 5: Preliminary Review
 - Step 6: Collect, organize stakeholder feedback data
 - Step 7: Relevant Academic Research
 - Step 8: Summarize Results and Recommendations
 - Step 9: Develop Report to C & I
 - Step 10: Communicate to Relevant Audiences
- Training and Support of staff; Special education staff participate in the curriculum review process and training as needed

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

- Curriculum revision/review committees including special education staff

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

- See above question

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

- General education teachers, KSD interventionists and special education staff collaborate to determine needs for students and adjust instruction, as necessary.

Q: 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?

- KSD in collaboration with SSD determines resources, reviews annually and develops a coordinated professional learning plan for general education and special education

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

- KSD has developed a District assessment plan; The District Assessment Plan was created through a committee including Central Office, administrators, curriculum/instruction, school psychologists, teachers, and special education staff.

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

- Building, grade level and District level staff/teams review data - Educlimber warehouses all District student data and allows for Data to be filtered as needed by the team - such as suspensions, assessment, race, gender, tags such as special education etc.

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

- KSD Assessment Plan

Q: How do we help all educators become assessment literate?

- KSD MTSS Coordinator provides professional learning and ongoing support for each building to interpret assessment data

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

- Families are engaged in one way communication - District is interested in pursuing more two-way opportunities

READING/LITERACY/WRITING

DEFINITIONS

Reading/Literacy Tier One

Core should include: Academic language (vocabulary; inference; 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; inference; retelling and summarizing; identifying and using organization text structure and encoding of how language works.

Assessment: 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 explicitly 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.

PRIORITY STANDARDS	TIER ONE (Universals/Core)	TIER TWO (Intervention)	TIER THREE (Remediation)
Grade: K Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
KG ELA	Setting: General Ed	Setting: Push In/Pull Out	Setting: Push In/Pull Out, Alternative Learning Curriculum
https://drive.g	Resources: Sonday, Heggerty	Resources: Foundations,	

oogleg.com/file/d/1nayxEUhtv7LTQdT2LLPr-AI7EikRq0EL/view	Assessments: FASTBRIDGE	Heggerty, Sonday System 1, Road to the Code, PALS, FCRR, UFLI Assessments: FAST Progress Monitoring	Resources: ELSB, ERSB, SPIRE, SIPPS; Sonday, Foundations, PALS Assessments: FAST Progress Monitoring
Grade: 1 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
1st ELA https://drive.google.com/file/d/1_KQQ9YKdJVqZ6IkB6mivcwRM4OpIUnYS/view	Setting: General Ed Resources: Sonday, Heggerty Assessments: FASTBRIDGE	Setting: Push In/Pull Out Resources: Foundations, Heggerty, Sonday System 1, Road to the Code, PALS, FCRR, UFLI Assessments: FAST Progress Monitoring	Setting: Push In/Pull Out, Alternative Learning Curriculum Resources: ELSB, ERSB, SPIRE, SIPPS, Foundations, Sonday, PALS Assessments: FAST Progress Monitoring
Grade: 2 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
2nd ELA https://drive.google.com/file/d/1epZzJrml8hU36csXvuhzhZjj-rUv	Setting: General Ed Resources: Sonday, Heggerty Assessments: FASTBRIDGE	Setting: Push In/Pull Out Resources: Foundations, Heggerty, Sonday System 1, Road to the Code, Six Minute Solution, PALS, Repeated	Setting: Push In/Pull Out, Alternative Learning Curriculum Resources: ELSB, ERSB, SPIRE, SIPPS, Foundations, Sonday, Heggerty, Six Minute

4cnQ/view		Reading Assessments: FAST Progress Monitoring	Solution, PALS, Corrective Reading Assessments: FAST Progress Monitoring
Grade: 3 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
3rd ELA https://drive.google.com/file/d/124c0kXA0-qLs8qtY6B2sq9Q_VMYEA7VJ/view	Setting: General Ed Resources: Sonday Assessments: FASTBRIDGE	Setting: Push In/Pull Out Resources: LLI, Wilson, Sonday System 1, Road to the Code, Six Minute Solution, PALS, Repeated Reading Assessments: FAST Progress Monitoring	Setting: Push In/Pull Out, Alternative Learning Curriculum Resources: ELSB, ERSB, SPIRE; SIPPS; Wilson, Sonday, LLI, Six Minute Solution, PALS, Corrective Reading Assessments: FAST Progress Monitoring
Grade: 4 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
4th ELA https://drive.google.com/file/d/1DI4BFoZNPSwHW9LPIHRxxl3I55	Setting: General Ed Resources: Sonday Assessments: FASTBRIDGE	Setting: Push In/Pull Out Resources: LLI, Wilson, Sonday System 1 or 2, Road to the Code, Six Minute Solution, PALS, Repeated	Setting: Push In/Pull Out, Alternative Learning Curriculum Resources: ELSB, ERSB, SPIRE, SIPPS, Wilson, Sonday, LLI, Six Minute Solution,

ghxNaM/view		Reading Assessments: FAST Progress Monitoring	PALS, Corrective Reading Assessments: FAST Progress Monitoring
Grade: 5 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
5th ELA https://drive.google.com/file/d/15HHmDMxr2pMp5vD5jLYul2lQalWewa3/view	Setting: General Ed Resources: Sonday Assessments: FASTBRIDGE	Setting: Push In/Pull Out Resources: LLI, Wilson, Sonday System 1 or 2, Road to the Code, Six Minute Solution, PALS, Repeated Reading Assessments: FAST Progress Monitoring	Setting: Push In/Pull Out, Alternative Learning Curriculum Resources: ELSB, ERSB, SPIRE; SIPPS, Sonday, Wilson, LLI, Foundations, Six Minute Solution, PALS, Corrective Reading Assessments: FAST Progress Monitoring
Grade: 6 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
6th ELA https://drive.google.com/file/d/1YciWJPaNHfWRC3Jlh-wAcmlpHFmKtO4i/view	Setting: General Education Resources: Teacher/District Created Materials and Rubrics Assessments: FASTBRIDGE	Setting: Push In/Pull Out Resources: LLI, Wilson, Sonday System 1 or 2, Lexia Powerup, Six Minute Solution, Repeated Reading Assessments: FAST Progress	Setting: Push In/Pull Out; Alternative Learning Curriculum Resources: Wilson, Reading Plus, SIPPS, SPIRE, UNIQUE, ELSB, ERSB, Language Live, Six Minute Solution,

<u>w</u>		Monitoring	REWARDS Assessments: FAST Progress Monitoring; DLM
Grade: 7 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
<u>7th ELA</u> <u>https://drive.google.com/file/d/1zMeD OGWh1GqR M30LUvVj3V QxnigHxNBE /view</u>	Setting: General Education Resources: Teacher/District Created Materials and Rubrics Assessments: FASTBRIDGE	Setting: Push In/Pull Out Resources: LLI, Wilson, Sonday System 1 or 2, Lexia Powerup, Six Minute Solution, Repeated Reading Assessments: FAST Progress Monitoring	Setting: Push In/Pull Out Resources: Wilson, Reading Plus, SIPPS, SPIRE, UNIQUE, ELSB, ERSB, Language Live, Six Minute Solution, REWARDS Assessments: FAST Progress Monitoring; DLM
Grade: 8 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
<u>8th ELA</u> <u>https://drive.google.com/file/d/1u7JP QHxZ6Eacl8T b93zjqyK3VP fGxRxf/view</u>	Setting: General Education Resources: Teacher/ District Created Materials and Rubrics Assessments: FASTBRIDGE	Setting: Push In/Pull Out Resources: LLI, Wilson, Sonday System 1 or 2, Lexia Powerup, Six Minute Solution, Repeated Reading Assessments: FAST Progress	Setting: Push In/Pull Out Resources: Wilson, Reading Plus, SIPPS, SPIRE, UNIQUE, ERSB, ELSB, Language Live, Six Minute Solution, REWARDS Assessments: FAST Progress

		Monitoring	Monitoring; DLM
Grade: 9 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
High School ELA	Setting: General Education Resources: Teacher Created Materials based on Curriculum Standards Assessments: Common Assessments/Rubrics	Setting: CT/Push In/Pull Out Resources: System 1 or 2, Reading Plus, Wilson, Lexia Assessments: Teacher Made	Setting: Replacement Classes; Alternative Learning Curriculum (ALC) classes Resources: Reading Plus, Step Up to Writing, Attainment Teaching to Standards ELA, Readtopia, News 2 You, UNIQUE, Attainment Pre-ETS (CBVI), Wilson, REWARDS, Lexia, IXL Assessments: FAST Progress Monitoring, Teacher Created; Common Assessments (Replacement Classes only), Early Literacy Checklists
Grade: 10 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
High School ELA	Setting: General Education Resources: Teacher Created Materials/Rubrics based on Curriculum Standards	Setting: CT/Push In/Pull Out Resources: System 1 or 2, Reading Plus, Wilson, Lexia	Setting: Replacement Classes; Alternative Learning Curriculum (ALC) classes, Community Based Vocational

	Assessments: Common Assessments	Assessments: Teacher Made	Instruction (CBVI), Wilson Resources: Reading Plus, Step Up to Writing, Attainment Teaching to Standards ELA, Readtopia, News 2 You, UNIQUE, Attainment Pre-ETS (CBVI), Wilson, Lexia, IXL, REWARDS Assessments: FAST Progress Monitoring, Teacher Created; Common Assessments (Replacement Classes only); Task Analysis Checklist, School to Work Continuum, Early Literacy checklists
Grade: 11 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
<u>High School ELA</u>	Setting: General Education Resources: Teacher Created Materials/Rubrics based on Curriculum Standards Assessments: Common Assessments	Setting: CT/Push In/Pull Out Resources: System 1 or 2, Reading Plus, Wilson, Lexia Assessments: Teacher Made	Setting: Replacement Classes; Alternative Learning Curriculum (ALC) classes, Community Based Vocational Instruction (CBVI) Resources: Reading Plus, Step Up to Writing; Attainment Teaching to Standards ELA, Readtopia, News 2 You, UNIQUE,

			Attainment Pre-ETS (CBVI), Wilson, REWARDS, Lexia, IXL Assessments: FAST Progress Monitoring, Teacher Created, Common Assessments (Replacement Classes only); Task Analysis Checklist, School to Work Continuum, Early Literacy Checklists
Grade: 12 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
High School ELA	Setting: General Education Resources: Teacher Created Materials/Rubrics based on Curriculum Standards Assessments: Common Assessments	Setting: CT/Push In/Pull Out Resources: System 1 or 2, Reading Plus, Wilson, Lexia Assessments: Teacher Made	Setting: Replacement Classes; Alternative Learning Curriculum (ALC) classes, Community Based Vocational Instruction (CBVI), Resources: Reading Plus, Step Up to Writing; Attainment Teaching to Standards ELA, Readtopia, News 2 You, UNIQUE, Attainment Pre-ETS (CBVI), Wilson, Lexia, IXL. REWARDS Assessments: FAST Progress Monitoring, Teacher Created, Common Assessments (Replacement Classes only),

			Task Analysis Checklist, School to Work Continuum, Early Literacy Checklist
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MATH

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.

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 3-5 times per week, 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 calmativ 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 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.

PRIORITY STANDARD S	TIER ONE (Universals/Core)	TIER TWO (Intervention)	TIER THREE (Remediation)
Grade: K Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
KG Math	Setting: General Ed Resources: Amplify Desmos	Setting: Push In/Pull Out Resources: Number ID Protocol, Counting Math	Setting: Push In, Pull Out, Alternative Learning Curriculum

	Assessments: FASTBRIDGE	Concepts, Developing Number Concepts, Dreambox, Do the Math, Number Strings, Bridges Assessments: FASTBRIDGE	Resources: Early Numeracy, EQUALS, Focus Math, Touchmath, Number Worlds, Focus Math, Math Skills Builder, Teaching to Standards, Bridges Assessments: FASTBRIDGE
Grade: 1 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
<u>1st Math</u>	Setting: General Ed Resources: Amplify Desmos Assessments: FASTBRIDGE	Setting: Push In/Pull Out Resources: Number ID Protocol, Counting Math Concepts, Developing Number Concepts, Dreambox, Do the Math, Number Strings, Bridges Assessments: FASTBRIDGE	Setting: Push In, Pull Out, Alternative Learning Curriculum Resources: Early Numeracy, EQUALS, Focus Math, Touchmath, Number Worlds, Focus Math, Math Skills Builder, Teaching to Standards, Bridges Assessments: FASTBRIDGE
Grade: 2 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
<u>2nd Math</u>	Setting: General Ed Resources: Amplify Desmos	Setting: Push In/Pull Out Resources: Developing Number Concepts,	Setting: Push In, Pull Out, Alternative Learning Curriculum

	Assessments: FASTBRIDGE	Connecting Math Concepts, Dreambox, Do the Math, Box Facts, Number Strings, Bridges Assessments: FASTBRIDGE	Resources: Early Numeracy, EQUALS, Focus Math, Touchmath, Number Worlds, Focus Math, Math Skills Builder, Teaching to Standards, Bridges Assessments: FASTBRIDGE
Grade: 3 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
<u>3rd Math</u>	Setting: General Ed Resources: Amplify Desmos Assessments: FASTBRIDGE	Setting: Push In/Pull Out Resources: Developing Number Concepts, Connecting Math Concepts, Dreambox, Do the Math, Box Facts, Number Strings, Bridges Assessments: FASTBRIDGE	Setting: Push In, Pull Out, Alternative Learning Curriculum Resources: Early Numeracy, EQUALS, Focus Math, Touchmath, Number Worlds, Focus Math, Math Skills Builder, Teaching to Standards, Bridges Assessments: FASTBRIDGE
Grade: 4 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
<u>4th Math</u>	Setting: General Ed Resources: Amplify Desmos	Setting: Push In/Pull Out Resources: Developing Number Concepts,	Setting: Push In, Pull Out, Alternative Learning Curriculum

	Assessments: FASTBRIDGE	Dreambox, Do the Math, Number Strings, Connecting Math Concepts, Box of Facts, Bridges Assessments: FASTBRIDGE	Resources: Early Numeracy, EQUALS, Focus Math, Touchmath, Number Worlds, Focus Math, Math Skills Builder, Teaching to Standards, Bridges Assessments: FASTBRIDGE
Grade: 5 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
<u>5th Math</u>	Setting: General Ed Resources: Amplify Desmos Assessments: FASTBRIDGE	Setting: Push In/Pull Out Resources: Developing Number Concepts, Dreambox, Do the Math, Number Strings, Connecting Math Concepts, Box of Facts, Bridges Assessments: FASTBRIDGE	Setting: Push In, Pull Out, Alternative Learning Curriculum Resources: Early Numeracy, EQUALS, Focus Math, Touchmath, Number Worlds, Focus Math, Math Skills Builder, Teaching to Standards, Bridges Assessments: FASTBRIDGE
Grade: 6 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
<u>6th Math</u>	Setting: General Ed	Setting: Push In/Pull Out	Setting: Replacement Classes, Pull Out, Alternative

	Resources: Teacher/District Created Materials Assessments: FASTBRIDGE	Resources: IXL, Number Sense Interventions, Developing Number Concepts, Dreambox Assessments: FAST	Learning Curriculum Resources: EQUALS, Touchmath, Focus Math, Dreambox; Math Strategies (SSD), Teaching to Standards Assessments: FASTBRIDGE
Grade: 7 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
7th Math	Setting: General Ed Resources: Teacher/District Created Materials Assessments: FASTBRIDGE	Setting: Push In/Pull Out Resources: IXL, Number Sense Interventions, Developing Number Concepts, Dreambox Assessments: FASTBRIDGE	Setting: Replacement Classes, Pull Out, Alternative Learning Curriculum Resources: EQUALS, Touchmath, Focus Math, Dreambox; Math Strategies (SSD), Teaching to Standards Assessments: FASTBRIDGE
Grade: 8 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
8th Math	Setting: General Ed	Setting: Push In/Pull Out	Setting: Replacement Classes, Pull Out, Alternative

	Resources: Teacher/District Created Materials Assessments: FASTBRIDGE	Resources: IXL, Number Sense Interventions, Developing Number Concepts, Dreambox Assessments: FASTBRIDGE	Learning Curriculum Resources: EQUALS, Touchmath, Focus Math, Dreambox; Math Strategies (SSD), Teaching to Standards Assessments: FASTBRIDGE
Grade: 9 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
High School Math	Setting: General Education Resources: Teacher Created aligned to standards Assessments: Common Assessments	Setting: CT, Small group math intervention Resources: Leveled Classes, Teacher Created Materials; IXL Assessments: Common Assessments	Setting: Replacement Classes, Alternative Learning Curriculum Classes (ALC) Resources: IXL, Explore/Access Algebra, Teaching to Standards, Hands on Math, ULS, Ascend Math, Transmath Assessments: Common Assessments (replacement classes); Teacher Made Assessments; FASTBRIDGE, Early math checklists

Grade: 10 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
High School Math	Setting: General Education Resources: Teacher Created aligned to standards Assessments: Common Assessments	Setting: CT, Small group math intervention Resources: Leveled Classes; Teacher Created Materials; IXL Assessments: Common Assessments	Setting: Replacement Classes, Alternative Learning Curriculum Classes (ALC); CBVI Resources: IXL; Explore/Access Algebra; Teaching to Standards; Hands on Math; ULS; Personal Finance Curriculum DESE; Practical Money Skills, Ascend Math, Transmath Assessments: Common Assessments (replacement classes); Teacher Made Assessments; FASTBRIDGE, Early Math Checklist
Grade: 11 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
High School Math	Setting: General Education Resources: Teacher Created aligned to standards Assessments: Common	Setting: CT, Small group math intervention Resources: Leveled Classes; Teacher Created Materials;	Setting: Replacement Classes, Alternative Learning Curriculum Classes (ALC); CBVI Resources: IXL;

	Assessments	IXL Assessments: Common Assessments	Explore/Access Algebra; Teaching to Standards; Hands on Math; ULS; Personal Finance (DESE); Practical Money Skills, Ascend math, Transmath Assessments: Common Assessments (replacement classes); Teacher Made Assessments; FASTBRIDGE, Early Math Checklists
Grade: 12 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
High School Math	Setting: General Education Resources: Teacher Created Materials Assessments: Common Assessments	Setting: CT, Small group math intervention Resources: Leveled Classes; Teacher Created Materials; IXL Assessments: Common Assessments	Setting: Replacement Classes, Alternative Learning Curriculum Classes (ALC); CBVI Resources: IXL; Explore/Access Algebra; Teaching to Standards; Hands on Math; ULS; Personal Finance (DESE); Practical Money Skills, Ascend Math, Transmath Assessments: Teacher Made; Curriculum Assessments; FASTBRIDGE, Early Math

			Checklist
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SOCIAL-EMOTIONAL 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, systematic instruction in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between 3-5 times per 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.

PRIORITY STANDARD S	TIER ONE (Universals/Core)	TIER TWO (Intervention)	TIER THREE (Remediation)
Grade: K Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom

<u>KG SEB</u>	Setting: General Ed Resources: Second Steps Assessments: FASTBRIDGE: Saebers	Setting: Push In/Pull Out Resources: Second Steps, Restorative, Group Counseling, PSWFM, Zones of Regulation Assessments: FASTBRIDGE: Saebers	Setting: Pull Out Resources: Zones of Regulation, Restorative/ Individual/Group Counseling, Why Try, SMARTS, Social Thinking, FABI; Countywide Behavior Intervention Team, Brainwise Assessments: FASTBRIDGE: Saebers, FBA
Grade: 1 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
<u>1st SEB</u>	Setting: General Ed Resources: Second Steps Assessments: FASTBRIDGE: Saebers	Setting: Push In/Pull Out Resources: Second Steps, Restorative, Group Counseling, PSWFM, Zones of Regulation Assessments: FASTBRIDGE: Saebers	Setting: Pull Out Resources: Zones of Regulation; Restorative; Individual Counseling; Group Counseling, Why Try, SMARTS, Social Thinking, FABI; Countywide Behavior Intervention Team, Brainwise Assessments: FASTBRIDGE: Saebers, FBA
Grade: 2 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom

<u>2nd SEB</u>	Setting: General Ed Resources: Second Steps Assessments: FASTBRIDGE: Saebers	Setting: Push In/Pull Out Resources: Second Steps, Restorative, Group Counseling, PSWFM, Zones of Regulation Assessments: FASTBRIDGE: Saebers	Setting: Pull Out Resources: Zones of Regulation; Restorative; Individual Counseling; Group Counseling, Why Try, SMARTS, Social Thinking, FABI; Countywide Behavior Intervention Team, Brainwise Assessments: FASTBRIDGE: Saebers, FBA
Grade: 3 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
<u>3rd SEB</u>	Setting: General Ed Resources: Second Steps Assessments: FASTBRIDGE: Saebers	Setting: Push In/Pull Out Resources: Second Steps, Restorative, Group Counseling, PSWFM, Zones of Regulation Assessments: FASTBRIDGE: Saebers	Setting: Pull Out Resources: Zones of Regulation; Restorative; Individual Counseling; Group Counseling, Why Try, SMARTS, Social Thinking, FABI; Countywide Behavior Intervention Team, Brainwise Assessments: FASTBRIDGE: Saebers, FBA
Grade: 4 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom

<u>4th SEB</u>	Setting: General Ed Resources: Second Steps Assessments: FASTBRIDGE: Saebers	Setting: Push In/Pull Out Resources: Second Steps, Restorative, Group Counseling, PSWFM, Zones of Regulation Assessments: FASTBRIDGE: Saebers	Setting: Pull Out Resources: Zones of Regulation; Restorative; Individual Counseling; Group Counseling, Why Try, SMARTS, Social Thinking, FBI; Countywide Behavior Intervention Team, Brainwise Assessments: FASTBRIDGE: Saebers, FBA
Grade: 5 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
<u>5th SEB</u>	Setting: General Ed Resources: Second Steps Assessments: FASTBRIDGE: Saebers	Setting: Push In/Pull Out Resources: Second Steps, Restorative, Group Counseling, PSWFM, Zone of Regulation Assessments: FASTBRIDGE: Saebers	Setting: Pull Out Resources: Zones of Regulation; Restorative; Individual Counseling; Group Counseling, Why Try, SMARTS, Social Thinking, FBI; Countywide Behavior Intervention Team, Brainwise Assessments: FASTBRIDGE: Saebers, FBA
Grade: 6 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom

<u>6th SEB</u>	Setting: General Ed Resources: Second Steps Assessments: FASTBRIDGE: Saebers	Setting: Push In/Pull Out Resources: Second Steps, Restorative, Group Counseling, CASEL, PSWFM Assessments: FASTBRIDGE: Saebers	Setting: Pull Out Resources: Zones of Regulation; Restorative; Individual Counseling; Group Counseling, SMARTS, Social Thinking, CASEL, Brainwise Assessments: FASTBRIDGE: Saebers, FBA
Grade: 7 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
<u>7th SEB</u>	Setting: General Ed Resources: Second Steps Assessments: FASTBRIDGE: Saebers	Setting: Push In/Pull Out Resources: Second Steps, Restorative, Group Counseling, CASEL, PSWFM Assessments: FASTBRIDGE: Saebers	Setting: Pull Out Resources: Zones of Regulation; Restorative; Individual Counseling; Group Counseling, SMARTS, Social Thinking, CASEL, Brainwise Assessments: FASTBRIDGE: Saebers, FBA
Grade: 8 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
<u>8th SEB</u>	Setting: General Ed	Setting: Push In/Pull Out Resources: Second Steps,	Setting: Pull Out Resources: Zones of

	Resources: Second Steps Assessments: FASTBRIDGE: Saebers	Restorative, Group Counseling, CASEL, PSWFM Assessments: FASTBRIDGE: Saebers	Regulation; Restorative; Individual Counseling; Group Counseling, SMARTS, Social Thinking, CASEL, Brainwise Assessments: FASTBRIDGE: Saebers, FBA
Grade: 9 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
MO Comprehensive School Counseling Standards (Academic Development, Career Development, SEL) & CASEL	Setting: Gen Ed Resources: Teacher Created Materials; Restorative Practices; Trauma Informed Practices, Portrait of a Pioneer Assessments: FASTBRIDGE: Saebers	Setting: Pioneer Pathways Alternative Education; CT Resources: Teacher Created Materials; Restorative Practices; Trauma Informed Practices Assessments: FASTBRIDGE: Saebers	Setting: Special Education Classes: Personal Development/Social Communication (Speech Language Pathologist)/ Learning Strategies Class: Study Skills Resources: Teacher Created Materials; Restorative Practices; Trauma Informed Practices; Why Try; School Connect, CASEL, Brainwise, Dialectical Behavior Therapy (DBT), Functional Assessment Behavior Intervention (FABI); Social

			Thinking; Coaching Executive Functions, SMARTS Assessments: FASTBRIDGE: Saebers; Individual Behavior Charts/Data; Functional Behavior Assessment (FBA), Social Skills Solutions
Grade: 10 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
MO Comprehensive School Counseling Standards (Academic Development, Career Development, SEL) & CASEL	Setting: Gen Ed Resources: Teacher Created Materials; Restorative Practices; Trauma Informed Practices, Portrait of a Pioneer Assessments: FASTBRIDGE: Saebers	Setting: Pioneer Pathways Alternative Education; CT Resources: Teacher Created Materials; Restorative Practices; Trauma Informed Practices Assessments: FASTBRIDGE: Saebers	Setting: Special Education Classes: Personal Development/Social Communication (Speech Language Pathologist)/ Learning Strategies Class: Study Skills, Resources: Teacher Created Materials; Restorative Practices; Trauma Informed Practices; Why Try; School Connect, CASEL, Brainwise, Dialectical Behavior Therapy (DBT), Functional Assessment Behavior Intervention (FABI); Social Thinking; Coaching Executive Functions, SMARTS

			Assessments: FASTBRIDGE: Saebers; Individual Behavior Charts/Data; Functional Behavior Assessment (FBA), Social Skills Solutions
Grade: 11 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
MO Comprehensive School Counseling Standards (Academic Development, Career Development, SEL) & CASEL	Setting: Gen Ed Resources: Teacher Created Materials; Restorative Practices; Trauma Informed Practices, Portrait of a Pioneer Assessments: FASTBRIDGE: Saebers	Setting: Pioneer Pathways Alternative Education; CT Resources: Teacher Created Materials; Restorative Practices; Trauma Informed Practices Assessments: FASTBRIDGE: Saebers	Setting: Special Education Classes: Personal Development/Social Communication (Speech Language Pathologist)/ Learning Strategies Class: Study Skills Resources: Teacher Created Materials; Restorative Practices; Trauma Informed Practices; Why Try; School Connect, CASEL, Brainwise, Dialectical Behavior Therapy (DBT), Functional Assessment Behavior Intervention (FABI); Social Thinking; Coaching Executive Functions, SMARTS Assessments: FASTBRIDGE: Saebers; Individual Behavior

			Charts/Data; Functional Behavior Assessment (FBA), Social Skills Solution
Grade: 12 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
MO Comprehensive School Counseling Standards (Academic Development, Career Development, SEL) & CASEL	Setting: Gen Ed Resources: Teacher Created Materials; Restorative Practices; Trauma Informed Practices, Portrait of a Pioneer Assessments: FASTBRIDGE: Saebers	Setting: Pioneer Pathways Alternative Education; CT Resources: Teacher Created Materials; Restorative Practices; Trauma Informed Practices Assessments: FASTBRIDGE: Saebers	Setting: Special Education Classes: Personal Development/Social Communication (Speech Language Pathologist)/ Learning Strategies Class: Study Skills Resources: Teacher Created Materials; Restorative Practices; Trauma Informed Practices; Why Try; School Connect, CASEL, Brainwise, Dialectical Behavior Therapy (DBT), Functional Assessment Behavior Intervention (FABI); Social Thinking; Coaching Executive Functions, SMARTS Assessments: FASTBRIDGE: Saebers; Individual Behavior Charts/Data; Functional Behavior Assessment (FBA),

			Social Skills Solution
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