



Special School District and Webster Groves 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? (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

Q: How do building/district leadership 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

Q: 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.
- Continuous professional development centered around literacy, numeracy and social emotional needs.
- High School Aspire File reviews with the SEB EPS
- SEB regional Cohorts

Q: 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 specific content PD in the specific area of content for high school teachers. For example, math teachers are trained in Numeracy and literacy teachers are trained in Reading interventions. The content area teachers participate in Co-teaching training. Teachers are provided the opportunity to attend Calm Classroom. Essential Skills teachers are trained in ULS strategies. Teachers participate in CLTs.

Q: 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
- Assessments: Use iReady assessments to gauge both the taught curriculum's effectiveness and student learning outcomes.
- Ongoing Monitoring and Adjustment: Continuously monitor the curriculum's implementation through teacher feedback, student performance, and district assessments. Make adjustments as needed to stay aligned with the standards.

Q: 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
- Teaching Observations and feedback
- Classroom Walkthroughs

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

- Special education will be included in this process for curriculum writing beginning in the Summer of 2026. It will be voluntary. The last curriculum that was updated/modified was based on MLS from 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.

Q: 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
- Classroom observations by Administrators and Instructional Facilitators.

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?

- 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.

Q: 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

Q: 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

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

- CLT planning

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

- CLT trainings
- CLT meetings

Q: 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.”

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 |
| K.R.1.A.a | Setting: In the General Education Classroom during whole group and small group instruction | Setting: In the General Education Classroom targeted small group instruction on identified areas of | Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation |

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| <p>K.R.1.A.b</p> <p>K.R.1.A.c</p> <p>K.R.1.A.d</p> <p>K.R.1.A.e</p> <p>K.R.1.B.a-e</p> <p>K.R.1.C.a -</p> <p>K.R.1.D.a -</p> <p>K.R.2.A.a</p> <p>K.R.2.A.b</p> <p>K.R.2.A.g -</p> <p>K.R.2.B.a -</p> <p>K.R.2.C.a -</p> <p>K.R.3.C.a -</p> <p>K.R.3.C.c</p> <p>K.R.3.C.d</p> <p>K.RF.1.A.a-f -</p> <p>K.RF.2.A.a-e</p> <p>K.RF.3.A.a-d -</p> <p>K.RF.4.A -</p> | <p>Resources:</p> <ul style="list-style-type: none"> ● STRUCTURED Literacy K-5 ● Units of Study Reading K-5 ● Units of Study Writing K-5 ● Words Their Way 3-5 ● Heggerty K-1 ● UFLI/Units of Study Phonics ● Leveled books ● Multisensory approach ● Universal Supports ● Provide strategies for gen ed staff ● Consultations with SPED staff ● SPED Teachers participating in PLC <p>Assessments:</p> <ul style="list-style-type: none"> ● Formative and common assessments, Letter ID ● Letter Sound ● Snap words ● Dyslexia Screener ● NWEA ● Running Records ● Writing Samples ● Fountas & Pinnell ● Benchmark Assessment | <p>need based on teacher recommendation</p> <p>Resources:</p> <ul style="list-style-type: none"> ● STRUCTURED Literacy K-5 LETRS ● Heggerty ● 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 Problem Solving Team ● Lexia Core 5/Power Up <p>Assessments:</p> <ul style="list-style-type: none"> ● Running records ● Anecdotal Notes ● program assessments ● Progress Monitoring | <p>Resources:</p> <ul style="list-style-type: none"> ● Orton Gillingham ● LLI ● SIPPS ● Unique Learning System ● Early Literacy Skills Builder <p>Assessments:</p> <ul style="list-style-type: none"> ● Program Assessments ● Fastbridge |
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| Grade: 1 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
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| 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 | <p>Setting: In the General Education Classroom during whole group and small group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● STRUCTURED Literacy K-5 LETRS ● Units of Study Reading K-5 ● Units of Study Writing K-5 ● Words Their Way 3-5 ● Heggerty K-1 ● UFLI/Units of Study Phonics ● Leveled books ● Multisensory approach ● Universal Supports ● Provide strategies for gen ed staff ● Consultations with SPED staff ● SPED Teachers participating in CLT <p>Assessments:</p> <ul style="list-style-type: none"> ● Formative and common assessments Dyslexia Screener ● NWEA ● Running Records ● Writing Samples ● Fountas and Pinnell K-5 | <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"> ● STRUCTURED Literacy K-5 LETRS ● Heggerty ● 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 Problem Solving Team ● Lexia Core ● 5/Power Up <p>Assessments:</p> <ul style="list-style-type: none"> ● FASTbridge ● running records ● program assessments | <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:</p> <ul style="list-style-type: none"> ● Program Assessments ● Fastbridge ● Observation Survey for Reading Recovery |

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| 1.RF.3.A.a-k 1.RF.4.A.a | | <ul style="list-style-type: none"> ● Anecdotal Note, ● Progress Monitoring ● SORT R-3 | |
| Grade: 2 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| 2.R.1.A.b 2.R.1.A.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 | <p>Setting: In the General Education Classroom during whole group and small group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● STRUCTURED Literacy K-5 LETRS: The Reading Units of Study; The Writing Units of Study K-8 ● STRUCTURED Literacy K-5 ● UFLI/Units of Study Phonics ● Heggerty ● Leveled books ● Multisensory approach ● Universal Supports ● Provide strategies for gen ed taff ● Consultations with SPED staff ● SPED Teachers participating in PLC <p>Assessments:</p> <ul style="list-style-type: none"> ● Formative and common assessments ● Dyslexia Screener ● NWEA ● Running Records | <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"> ● STRUCTURED Literacy K-5 LETRS ● Heggerty ● 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 Problem Solving Team ● Lexia Core 5/Power Up <p>Assessments:</p> <ul style="list-style-type: none"> ● FASTbridge, ● running records, | <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:</p> <ul style="list-style-type: none"> ● Program Assessments ● Fastbridge |

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| <p>2.RF.3.A.a-j 2.RF.4.A.a</p> | <ul style="list-style-type: none"> ● Writing Samples ● Fountas and Pinnell K-5 | <ul style="list-style-type: none"> ● program assessments, ● Anecdotal Notes, ● Progress Monitoring, ● SORT R-3 | |
| <p>Grade: 3 Setting</p> | <p>General Education</p> | <p>Gen Ed/ Co-Teaching/ Interventionist</p> | <p>Interventionist/ SSD Classroom</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"> ● STRUCTURED Literacy K-5 LETRS: 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:</p> <ul style="list-style-type: none"> ● Formative and common assessments, Dyslexia Screener ● NWEA ● Running Records, ● RUOS Performance | <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"> ● STRUCTURED Literacy K-5 LETRS ● 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 Problem Solving Team ● Lexia Core 5/Power Up <p>Assessments:</p> <ul style="list-style-type: none"> ● FASTbridge ● running records ● program assessments | <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:</p> <ul style="list-style-type: none"> ● Program Assessments ● Fastbridge |

| | <ul style="list-style-type: none"> ● Assessments ● Writing Samples ● Fountas and Pinnell K-5 | <ul style="list-style-type: none"> ● Anecdotal Notes ● Progress Monitoring ● SORT R-3 | |
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| Grade: 4 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| 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>Setting: In the General Education Classroom during whole group and small group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● STRUCTURED Literacy K-5 LETRS: 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:</p> <ul style="list-style-type: none"> ● Formative and common assessment ● NWEA ● Running Records ● Words Their ● Way Spelling Inventory | <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 Problem Solving Team ● Lexia Core ● 5/Power Up <p>Assessments:</p> <ul style="list-style-type: none"> ● FASTbridge | <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:</p> <ul style="list-style-type: none"> ● Program Assessments ● Fastbridge |

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| | <ul style="list-style-type: none"> ● RUOS Performance Assessments ● Writing Samples ● Fountas ● Pinnell K-5 | <ul style="list-style-type: none"> ● running records ● program assessments ● Anecdotal Notes ● Progress Monitoring ● SORT R-3 | |
| Grade: 5 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| 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>Setting: In the General Education Classroom during whole group and small group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● STRUCTURED Literacy K-5 LETRS: 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:</p> <ul style="list-style-type: none"> ● Formative and common assessments, NWEA, ● Running Records ● Words Their Way Spelling | <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"> ● STRUCTURED Literacy K-5 LETRS ● 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 Problem Solving Team ● Lexia Core 5/Power Up | <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:</p> <ul style="list-style-type: none"> ● Program Assessments ● Fastbridge |

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| | <ul style="list-style-type: none"> Inventory ● RUOS Performance Assessments ● Writing Samples ● Fountas and Pinnell K-5 | Assessments: <ul style="list-style-type: none"> ● FASTbridge ● running records ● program assessments ● Anecdotal Notes ● Progress Monitoring ● SORT R-3 | |
| Grade: 6 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| 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 | Setting: General Education Resources: <ul style="list-style-type: none"> ● Reader's Workshop ● STRUCTURED Literacy K-5 LETRS: <ul style="list-style-type: none"> ● The Reading Units of Study; ● Writing Units of Study K-8 Assessments <ul style="list-style-type: none"> ● Common and Formative Assessments ● RUOS Performance Assessments ● WUOS Performance Assessments | Setting: Pull out Small Group Resources: <ul style="list-style-type: none"> ● Reading Strategies by Serravallo ● Rewards ● Fountas & Pinnell ● Leveled Literacy ● Intervention ● Lexia Core 5/Power Up Assessments: <ul style="list-style-type: none"> ● Common and Formative Assessments ● Fountas & Pinnell BAS SORT R-3 | Setting: Small Group Resources: <ul style="list-style-type: none"> ● Leveled Literacy Intervention ● Orton Gillingham Assessments: <ul style="list-style-type: none"> ● Fastbridge |
| Grade: 7 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| 7.RL.1.A 7.RL.1.B | Setting: Gen Ed small | Setting: Gen Ed | Setting: Gen Ed, Special Ed |

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| <p>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>group conferring</p> <p>Resources:</p> <ul style="list-style-type: none"> ● STRUCTURED Literacy K-5 LETRS: ● The Reading Units of Study; The ● Writing Units of Study K-8 ● Reading Specialist ● Assessments ● Common and Formative ● Assessments, ● RUOS Performance Assessments ● WUO Performance <p>Assessments:</p> | <p>Resources:</p> <ul style="list-style-type: none"> ● Push in Support ● STRUCTURED Literacy ● K-5 LETRS ● Small group Pull out <p>Assessments:</p> <ul style="list-style-type: none"> ● Running Records ● Common and Formative ● Assessments ● Fountas & Pinnell BAS ● SORT R-3 | <p>Resources:</p> <ul style="list-style-type: none"> ● Target Reading ● Interventions 1:1 ● REWARDS ● LLI <p>Assessments:</p> <ul style="list-style-type: none"> ● Fastbridge |
| <p>Grade: 8 Setting</p> | <p>General Education</p> | <p>Gen Ed/ Co-Teaching/ Interventionist</p> | <p>Interventionist/ SSD Classroom</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:</p> <ul style="list-style-type: none"> ● STRUCTURED Literacy K-5 ● LETRS: ● The Reading Units of Study; The Writing Units of Study K-8 Push in Support <p>Assessment:</p> <ul style="list-style-type: none"> ● Common and Formative Assessments | <p>Setting: Gen Ed small group conferring</p> <p>Resources:</p> <ul style="list-style-type: none"> ● STRUCTURED Literacy K-5 ● LETRS <p>Assessments:</p> <ul style="list-style-type: none"> ● Running Records ● Common and Formative Assessments ● Fountas & Pinnell BAS SORT | <p>Setting: Gen Ed, Special Ed small group conferring</p> <p>Resources:</p> <ul style="list-style-type: none"> ● STRUCTURED Literacy K-5 ● LETRS ● Reading Specialist ● Leveled ● Spire ● SIPPS ● Expressive Writing ● EdMark ● Six Traits of Writing |

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| | <ul style="list-style-type: none"> ● RUOS Performance Assessments ● WUOS Performance Assessments | <p>R-3</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Push in Support ● STRUCTURED Literacy ● K-5 LETRS | <ul style="list-style-type: none"> ● ULS ● Wilson ● ELSB ● Step up to Writing 2 ● SIM ● Visualizing and Verbalizing <p>Assessments:</p> <ul style="list-style-type: none"> ● Running Records ● Common and Formative ● Assessments |
| Grade: 9 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| <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</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 <p>Assessments:</p> <ul style="list-style-type: none"> ● Formative and common assessments | <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 <p>Assessments:</p> <ul style="list-style-type: none"> ● Formative and common assessments | <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:</p> <ul style="list-style-type: none"> ● Formative and Common assessments ● benchmark/Fastbridge |

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| <p>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>Grade: 10 Setting</p> | <p>General Education</p> | <p>Gen Ed/ Co-Teaching/ Interventionist</p> | <p>Interventionist/ SSD Classroom</p> |
| <p>CCSS.ELS-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 CSS. ELA-Literacy.RL.9-1-.9: Analyze how an author draws on and</p> | <p>Setting: General Education In the classroom during the whole group and small group instruction. Resources: <ul style="list-style-type: none"> • Novels Assessments: <ul style="list-style-type: none"> • Formative and common assessments </p> | <p>Setting: General Education In the classroom targeted small group instruction on identified areas of need. Resources: <ul style="list-style-type: none"> • Novels Assessments: <ul style="list-style-type: none"> • Formative and common assessments </p> | <p>Setting: Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation. Resources: <ul style="list-style-type: none"> • Novels • Classroom mod/acc • universal supports • Wilson Corrective Reading • Union Classroom Accommodations Assessments: <ul style="list-style-type: none"> • Formative and Common assessments • benchmark/Fastbridge </p> |

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| <p>transforms source material in a specific work CCSS.ELA-Literacy.RL.9-10.7: Analyze various accounts of a subject told in different mediums 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, identify false statements and fallacious reasoning.</p> | | | |
| <p>Grade: 11 Setting</p> | <p>General Education</p> | <p>Gen Ed/ Co-Teaching/ Interventionist</p> | <p>Interventionist/ SSD Classroom</p> |
| <p>CCSS.ELA-Literacy.RL11-12.7: Analyze multiple interpretations</p> | <p>Setting: General Education In the classroom during the whole group and small group instruction.</p> | <p>Setting: General Education</p> | <p>Setting: Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> |

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| <p>of a story, drama, or poem, evaluating how each version interprets the source text. 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. 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</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:</p> <ul style="list-style-type: none"> ● Formative and common assessments | <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:</p> <ul style="list-style-type: none"> ● Formative and common assessments | <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:</p> <ul style="list-style-type: none"> ● Formative and Common assessments ● benchmark/Fastbridge |
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a problem.
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.
CCSS.ELA-Literacy.RL11-12.9:
Analyze seventeenth, eighteenth, and nineteenth-century foundational US documents of historical and literary significance for their themes, purposes, and rhetorical features.

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| Grade: 12 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
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| <p>CCSS.ELA-Literacy.TL.9-10.5: Analyze how an author's choices concerning how to structure a text, order 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</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 ● Classroom Accommodations ● Multisensory approach ● Provide strategies for gen ed staff ● Consultations with SPED staff ● SPED Teachers participating in PLC <p>Assessments:</p> <ul style="list-style-type: none"> ● Formative and common assessments | <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>Assessments:</p> <ul style="list-style-type: none"> ● Formative and common assessments | <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 ● universal supports ● Corrective Reading ● Wilson ● Unique Learning System ● Classroom Accommodations ● Progress Monitoring tools ● Rewards <p>Assessments:</p> <ul style="list-style-type: none"> ● Formative and Common assessments, ● benchmark/Fastbridge |

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| author uses rhetoric to advance that point of view or purpose | | | |
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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 STANDARDS | TIER ONE (Universals/Core) | TIER TWO (Intervention) | TIER THREE (Remediation) |
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| Grade: K Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| CCSS Math Practice MP 1-8 K.NS.A 1-4 K.NS.B 5-9 K.NS. C 10-11 K.NBT. A 1-4 | Setting: General Education Whole group or small group instruction within grade level classroom Core Resources: | Setting: General Education Small group in class or outside of class with Instructional Aides or Math Interventionist on Identified areas of need | Setting: General Education Pull out small group instruction with Math Interventionist For students who are missing Multiple skills |

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| <p>K.GM. C 6-10 K. GM. B. 3-5</p> | <ul style="list-style-type: none"> ● Investigations Moby Max Support Materials: <ul style="list-style-type: none"> ● Think Tank Boxes ● Khan Academy ● Mini Lesson Books ● Webster Groves ● Extension and ● Enrichment Options <p>Assessments:</p> <ul style="list-style-type: none"> ● Classroom Formative common assessments ● District assessments | <p>Resources:</p> <ul style="list-style-type: none"> ● Investigations and Moby Max Support Materials: <ul style="list-style-type: none"> ● Think Tank Boxes ● Khan Academy ● Mini Lesson Books ● Webster Groves ● Extension and ● Enrichment Options Sped staff consult with gen ed staff on strategies <p>Assessments:</p> <ul style="list-style-type: none"> ● Classroom formative common | <p>Resources:</p> <ul style="list-style-type: none"> ● Investigations and Moby Max Support Materials: <ul style="list-style-type: none"> ● 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 ● Touch Math |
| <p>Grade: 1 Setting</p> | <p>General Education</p> | <p>Gen Ed/ Co-Teaching/ Interventionist</p> | <p>Interventionist/ SSD Classroom</p> |
| <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</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Investigations and MobyMax Support Materials: <ul style="list-style-type: none"> ● Think Tank Boxes ● Khan Academy ● Mini Lesson Books ● Webster Groves ● Extension and Enrichment Options | <p>Setting: General Education Small group in class or outside of class with Instructional Aides or Math Interventionist on identified areas of need</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Investigations and MobyMax Support Materials: <ul style="list-style-type: none"> ● Think Tank Boxes ● Khan Academy ● Mini Lesson Books ● Webster Groves ● Extension and Enrichment | <p>Setting:Setting: General Education Pull out small group instruction with Math Interventionist for students who are missing multiple skills</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Investigations and MobyMax Support Materials: <ul style="list-style-type: none"> ● Think Tank Boxes ● Khan Academy ● Mini Lesson Books ● Webster Groves ● Extension and Enrichment Options Sped staff consult |

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| | <p>Assessments:</p> <ul style="list-style-type: none"> Classroom Formative common assessments and district assessments | <p>Options Sped staff consult with gen ed staff on</p> <ul style="list-style-type: none"> Strategies <p>Assessments:</p> <ul style="list-style-type: none"> Classroom formative common assessments and district assessments | <p>with gen ed staff on strategies</p> <ul style="list-style-type: none"> Unique Learning Systems Attainment Math Touch Math <p>Assessments:</p> <ul style="list-style-type: none"> Program Assessments and Fastbridge |
| Grade: 2 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| <p>CCSS Math Practice MP 1-8 2. NBT. A 1-5 2. NBT. B 6-10 2. NBT.C 11 2. RA. A.1 2.RA. B.2-7 2.GM. B 4-7 2. GM. C 8-9 2. GM. D 10-13 2. GM. A 1-3 2. DS. A 1-5</p> | <p>Setting:General Education Whole group or small group instruction within grade level classroom Core</p> <p>Resources:</p> <ul style="list-style-type: none"> Investigations and MobyMax <p>Support Materials:</p> <ul style="list-style-type: none"> Think Tank Boxes Khan Academy Mini Lesson Books Webster Groves Extension andEnrichment Options <p>Assessments:</p> <ul style="list-style-type: none"> Classroom | <p>Setting: General Education Small group in class or outside of class with Instructional Aides or Math Interventionist on identified areas of need</p> <p>Resources:</p> <ul style="list-style-type: none"> Investigations andMobyMax <p>Support Materials:</p> <ul style="list-style-type: none"> Think Tank Boxes Khan Academy Mini Lesson Books Webster Groves Extension andEnrichment Options Formative common assessments and district Assessments Sped staff consult with gen ed staff on | <p>Setting:Setting: General Education Pull out small group instruction with Math Interventionist for students who are missing multiple skills</p> <p>Resources:</p> <ul style="list-style-type: none"> Investigations and MobyMax <p>Support Materials:</p> <ul style="list-style-type: none"> 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 Touch Math |

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| | | <p>strategies</p> <p>Assessments:</p> <ul style="list-style-type: none"> Classroom formative common assessments and district assessments | <p>Assessments:</p> <ul style="list-style-type: none"> Program Assessments Fastbridge |
| Grade: 3 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| <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 3.GM.D. 15-16 3.GM.A. 1-3 3.DS. A. 1-4</p> | <p>Setting:General Education Whole group or small group instruction within grade level classroom Core</p> <p>Resources:</p> <ul style="list-style-type: none"> Investigations and MobyMax <p>Support Materials:</p> <ul style="list-style-type: none"> Think Tank Boxes Khan Academy Mini Lesson Books Webster Groves Extension and Enrichment Options <p>Assessments:</p> <ul style="list-style-type: none"> Classroom Formative common assessments and district assessments | <p>Setting: General Education Small group in class or outside of class with Instructional Aides or Math Interventionist on identified areas of need</p> <p>Resources:</p> <ul style="list-style-type: none"> Investigations MobyMax <p>Support Materials:</p> <ul style="list-style-type: none"> Think Tank Boxes Khan Academy Mini Lesson Books Webster Groves Extension and Enrichment Options Sped staff consult with gen ed staff on strategies <p>Assessments:</p> <ul style="list-style-type: none"> Classroom formative common assessments and district assessments | <p>Setting:Setting: General Education Pull out small group instruction with Math Interventionist for students who are missing multiple skills</p> <p>Resources:</p> <ul style="list-style-type: none"> Investigations and MobyMax <p>Support Materials:</p> <ul style="list-style-type: none"> 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 Touch Math <p>Assessments:</p> |

| Grade: 4 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
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| 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 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 | Setting: General Education Whole group or small group instruction within grade level classroom Core Resources: <ul style="list-style-type: none"> ● Investigations and MobyMax Support Materials ● Think Tank Boxes ● Khan Academy ● Mini Lesson Books ● Webster Groves ● Extension and ● Enrichment Options Assessments: <ul style="list-style-type: none"> ● Classroom Formative common assessments and district assessments | Setting: General Education Small group in class or outside of class with Instructional Aides or Math Interventionist on identified areas of need Resources: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● Classroom formative common assessments and district assessments | ● Program Assessments ● Fastbridge Setting:Setting: General Education Pull out small group instruction with Math Interventionist for students who are missing multiple skills Resources: <ul style="list-style-type: none"> ● 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 ● Touch Math Assessments: <ul style="list-style-type: none"> ● Program Assessments ● Fastbridge |
| Grade: 5 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| CCSS. Math. Practice. MP 1-8 | Setting: General Education Whole group or small group | Setting: General Education small group in class or outside of class with | Setting:Setting: General Education Pull out small group instruction with |

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| <p>5. RA. B. 3-4 5. RA. A. 1-2 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>instruction within grade level classroom Core</p> <p>Resources:</p> <ul style="list-style-type: none"> • Investigations and MobyMax Support Materials • Think Tank Boxes • Khan Academy • Mini Lesson Books • Webster Groves • Extension and Enrichment Options <p>Assessments:</p> <ul style="list-style-type: none"> • Classroom Formative • Common assessments and district assessments | <p>Instructional Aides or Math Interventionist on identified areas of need</p> <p>Resources:</p> <ul style="list-style-type: none"> • 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>Assessments:</p> <ul style="list-style-type: none"> • Classroom formative, common assessments and district assessments | <p>Math interventionist for students who are missing multiple skills</p> <p>Resources:</p> <ul style="list-style-type: none"> • Investigations and MobyMax Support Materials • Think Tank Boxes • Khan Academy • Mini Lesson Books • Webster Groves • Extension and Enrichment Sped staff consult with gen ed staff on strategie, • Unique Learning Systems Attainment Math • Touch Math <p>Assessments:</p> <ul style="list-style-type: none"> • Program Assessments • Fastbridge Options |
| <p>Grade: 6 Setting</p> | <p>General Education</p> | <p>Gen Ed/ Co-Teaching/ Interventionist</p> | <p>Interventionist/ SSD Classroom</p> |
| <p>6.RP.A.1-3 6.NS.A.1 6.NS.B.2-4 6.NS.C.5-8 6.EE.I.A.1-3 6.EE.I.B.4-8 6.EE.I.C.9 6.GM.A.1-4 6.DSP.A.1-3 6.SDP.B.4-5</p> | <p>Setting: small group</p> <p>Resources:</p> <ul style="list-style-type: none"> • Math Interventionist enVisions • Math Spectrum Math Conferencing <p>Assessments:</p> | <p>Setting: Classroom Push in Support</p> <p>Resources:</p> <ul style="list-style-type: none"> • STRUCTURED • Literacy K-5 LETRS • writing about math • IXL • Moby Max Spectrum Math <p>Assessments:</p> | <p>Setting: pull out 1:1</p> <p>Resources:</p> <ul style="list-style-type: none"> • Moby Max • Khan Academy • Touch Math • Touch Money • ULS • Transmath • Investigations and Spectrum |

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| | <ul style="list-style-type: none"> Common Formative Assessments | <ul style="list-style-type: none"> Common Formative Assessments | <p>Math</p> <p>Assessments:</p> <ul style="list-style-type: none"> Fastbridge |
| Grade: 7 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| <p>7.RP.A.1-3 7.NS.A.1-3 7.EE.I.A.1-2 7.EE.I.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:</p> <ul style="list-style-type: none"> Math Interventionist enVisions Math Assessments CFA's NWEA | <p>Setting: General education Classroom Push In Support Small group</p> <p>Resources:</p> <ul style="list-style-type: none"> T-Excel Max Assessments CFA's NWEA | <p>Setting: pull out 1:1</p> <p>Resources:</p> <ul style="list-style-type: none"> Excel Moby Max Investigations and Spectrum Math <p>Assessments</p> <ul style="list-style-type: none"> Fastbridge |
| Grade: 8 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| <p>8.NS.A.1-2 8.EE.I.1-8 8.GM.1-9 8.DSP.A.1-4 8.F.1-5</p> | <p>Setting: General education</p> <p>Resources:</p> <ul style="list-style-type: none"> Math Interventionist enVisions Math <p>Assessment:</p> <ul style="list-style-type: none"> CFA's NWEA | <p>Setting: General education and small group</p> <p>Resources:</p> <ul style="list-style-type: none"> Small Classroom Push In Support Resources: T-Excel Assessments <p>Assessment:</p> <ul style="list-style-type: none"> CFA NWEA | <p>Setting: Special education Pull out 1:1</p> <p>Resources:</p> <ul style="list-style-type: none"> Excel MobyMax Investigations and Spectrum Math <p>Assessment:</p> <ul style="list-style-type: none"> Fastbridge |
| Grade: | General Education | Gen Ed/ Co-Teaching/ | Interventionist/ |

| 9 Setting | | Interventionist | SSD Classroom |
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| <p>CCSS.Math.Practice.MP1,2,3,4,5,6,7,8</p> <p>CCSS.Math.Content.HSF-IF.A.1,2,3,4,5,6,7,7a,7b</p> <p>CCSS.Math.Content.HSA.REI.A.1,2,3,1a</p> <p>CCSS.Math.Content.HSA.REI.C.5,6,D.10,12</p> <p>CCSS.Math.Content.HSN-RN.A.1,2,APR.A.1</p> <p>CCSS.Math.Content.HSF-IF.C.8,8a,8b,4a,4b</p> <p>CCSS.Math.Content.HSS-ID.A.1,2,3,B.6,6c,7</p> <p>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:</p> <ul style="list-style-type: none"> ● Teacher-created formative and summative common assessments. | <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 | <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 ● IXL ● Access Algebra and Access Geometry ● KHAN ● Assessments: Teacher created formative and summative common assessments ● benchmark/fastbridge |
| Grade: | General Education | Gen Ed/ Co-Teaching/ | Interventionist/ |

| 10 Setting | | Interventionist | SSD Classroom |
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| <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 others 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</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 data tools to monitor intervention progress ● Accommodations ● Universal supports ● Multisensory support with Math concepts <p>Assessments:</p> <ul style="list-style-type: none"> ● Teacher created formative and summative common assessments. | <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 ● Accommodations ● Universal supports ● Multisensory support with Math concepts <p>Assessments:</p> <ul style="list-style-type: none"> ● Teacher-created formative and summative common assessments. | <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 Multi Sensory support with math concepts ● Acc/Mod <p>Assessments:</p> <ul style="list-style-type: none"> ● Teacher created formative and summative common assessments, benchmark/ fastbridge |

carry it onto itself. CCSS. Math.Content.H SG-CO.A.4: Develop definitions of rotations, reflections, and translations regarding angles, circles, perpendicular lines, parallel lines, and line segments.

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

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| <p>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</p> | | | |
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corresponding pairs of sides and corresponding pairs of angles are congruent.

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.

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 congruent and

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corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

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.

CCSS.Math.Content.HSG.SRT.A.3
: Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

CCSS.Math.Content.HSF-SRT.B.5:
Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

CCSS.Math.Content.HSG-C.A.1:
Prove that all circles are similar.

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.

CCSS.Math.Content.HSG-SRT.C.7 : Explain and use the relationship between the sine and cosine of complementary angles.

CCSS.Math.Content.HSG-SRT.C.8 : Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

CCSS.Math.Content.HSG-GMD.A.1: Give an informal

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| <p>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.H SG-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> | | | |
| <p>Grade: 11 Setting</p> | <p>General Education</p> | <p>Gen Ed/ Co-Teaching/ Interventionist</p> | <p>Interventionist/ SSD Classroom</p> |
| <p>HSS-CP.A.1 HSS-CP.A.2</p> | <p>Setting: General Education In the classroom during the whole</p> | <p>Setting: General Education In the classroom targeted small group</p> | <p>Setting: Special Education Pull out instruction for students who are</p> |

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| <p>HSS-CP.A.3 HSS-CP.B.6 HSS-CP-B.7 HSS-CP.B.8 HSS-MD.B.5 HSS-ID.A.2 HSF-IF.A.1 HSF-IF.A.2 HSF-BF.B.3 HSF-BF.B.4 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</p> | <p>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 data tools to monitor intervention on progress ● Accommodations ● Universal supports ● Multisensory support with Math concepts <p>Assessments:</p> <ul style="list-style-type: none"> ● Teacher created formative and summative common assessments. | <p>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 ● Accommodations ● Universal supports ● Multisensory support with Math concepts <p>Assessments:</p> <ul style="list-style-type: none"> ● Teacher-created formative and summative common assessments. | <p>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 mathconcepts ● Acc/Mod <p>Assessments:</p> <ul style="list-style-type: none"> ● Teacher created formative and summative common assessments, benchmark/fastbridge |
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| HSF-SRT.C.6 HSG-SRT.C.7 HSG-SRT.C.8 HSF-SRT.D.9 HSF-SRT.D.10 HSF-SRT.D.11 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 | | | |
| Grade: 12 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| 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 | Setting: General Education In the classroom during the whole group and small group instruction. Resources: <ul style="list-style-type: none"> ● SSD modified math ● SSD Functional Skills Math ● SSDResource ● SSD Learning Strategies ● Algebra Concepts ● Universal supports ● Multisensory support with math concepts | Setting: General Education In the classroom targeted small group instruction on identified areas of need. Resources: <ul style="list-style-type: none"> ● SSD modified math ● SSD Functional Skills Math ● SSD Resource ● SSD Learning Strategies ● Algebra Concepts ● Universal supports ● Multisensory support with | Setting: Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation. Resources: <ul style="list-style-type: none"> ● V Math ● Trans Math ● Universal supports ● Multisensory support with math concepts ● Acc/Mod |

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| <p>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 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"> • Acc/Mod <p>Assessments:</p> <ul style="list-style-type: none"> • Teacher created formative and summative common assessments. | <p>math concepts</p> <ul style="list-style-type: none"> • Acc/Mod <p>Assessments:</p> <ul style="list-style-type: none"> • Teacher-created formative and summative common assessments. | <p>Assessments:</p> <ul style="list-style-type: none"> • Teacher created formative and summative common assessments, benchmark/fastbridge |
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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 STANDARDS | TIER ONE (Universals/Core) | TIER TWO (Intervention) | TIER THREE (Remediation) |
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| Grade: K Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| Follows MO Comprehensive Guidance and | Setting: In the general education classroom during whole group instruction | Setting: In general education in a small group setting working on | Setting: In special education and in small group working on specific social skills |

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| Counseling | <p>Resources:</p> <ul style="list-style-type: none"> • Universals and Zones Of Regulation <p>Assessments:</p> <ul style="list-style-type: none"> • Universal Tier 1 expectations supported by Casel framework implemented district wide | <p>specific skill deficit based on teacher recommendation</p> <p>Resources:</p> <ul style="list-style-type: none"> • Universals • Zones of Regulation • Sensory/Break schedule • Sped teachers support through problem solving team process and consult on informal behavior sheets | <p>Resources:</p> <ul style="list-style-type: none"> • Problem solving with function in mind • Zones of Regulation • Brainwise • Strong Kids • Superflex • Why Try Assessments IEP goal • progress SEB Checklist |
| Grade: 1 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| Follows MO Comprehensive Guidance and Counseling | <p>Setting: In the general education classroom during whole group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> • Universals and Zones Of Regulation <p>Assessments:</p> <ul style="list-style-type: none"> • Universal Tier 1 expectations supported by Casel framework implemented district wide | <p>Setting: In general education in a small group setting working on specific skill deficit based on teacher recommendation</p> <p>Resources:</p> <ul style="list-style-type: none"> • Universals • Zones of Regulation • Sensory/Break schedule • Sped teachers support through problem solving team process and consult on informal behavior sheets <p>Assessments:</p> | <p>Setting: In special education and in small group working on specific social skills</p> <p>Resources:</p> <ul style="list-style-type: none"> • Problem solving with function in mind • Zones of Regulation • Brainwise • Strong Kids • Superflex • Why Try <p>Assessments:</p> <ul style="list-style-type: none"> • IEP goal progress • SEB Checklist |

| Grade: 2 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
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| Follows MO Comprehensive Guidance and Counseling | <p>Setting: In the general education classroom during whole group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Universals and Zones ● Of Regulation ● Universal Tier 1 expectations supported by Casel framework implemented district wide | <p>Setting: Setting: In general education in a small group setting working on specific skill deficit based on teacher recommendation</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Universals, ● Zones of Regulation, ● Sensory/Break schedule, ● Sped teachers support through problem solving team process and consult on informal behavior sheets <p>Assessments:</p> | <p>Setting: Special Education and small group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Zones ● Superflex ● Brainwise ● WhyTry <p>Assessments:</p> <ul style="list-style-type: none"> ● IEP Goal Progress ● SEB Checklist |
| Grade: 3 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| Follows MO Comprehensive Guidance and Counseling | <p>Setting: In the general education classroom during whole group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Universals and Zones ● Of Regulation ● Universal Tier 1 expectations supported by Casel framework implemented district wide | <p>Setting: Setting: In general education in a small group setting working on specific skill deficit based on teacher recommendation</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Universals ● Zones of Regulation ● Sensory/Break schedule ● Sped teachers support through problem solving team process and consult on informal behavior sheets | <p>Setting: Special Education and small group instruction</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Zones ● Superflex ● Brainwise ● Why Try <p>Assessments:</p> <ul style="list-style-type: none"> ● IEP Goal Progress ● SEB Checklist |

| Grade: 4 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
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| Follows MO Comprehensive Guidance and Counseling | Setting: In the general education classroom during whole group instruction Resources: <ul style="list-style-type: none"> ● Universals and Zones Of Regulation ● Universal Tier 1 expectations supported by Casel framework implemented district wide Assessments: | Setting: Setting: In general education in a small group setting working on specific skill deficit based on teacher recommendation Resources: <ul style="list-style-type: none"> ● Universals, ● Zones of Regulation ● Sensory/Break schedule ● Sped teachers support through problem solving team process and consult on informal behavior sheets Assessments: | Setting: Special Education Resources: <ul style="list-style-type: none"> ● Zones ● Superflex ● Brainwise ● Why Try Assessments: <ul style="list-style-type: none"> ● IEP Goal Progress ● SEB Checklist |
| Grade: 5 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| Follows MO Comprehensive Guidance and Counseling | Setting: In the general education classroom during whole group instruction Resources: <ul style="list-style-type: none"> ● Universals and Zones Of Regulation ● Assessments: None ● Universal Tier 1 expectations supported by | Setting: In general education in a small group setting working on specific skill deficit based on teacher recommendation Resources: <ul style="list-style-type: none"> ● Universals, ● Zones of Regulation ● Sensory/Break schedule ● Sped teachers support through problem solving | Setting: Special Education Resources: <ul style="list-style-type: none"> ● Zones ● Superflex ● Brainwise ● Why Try Assessments: <ul style="list-style-type: none"> ● IEP Goal Progress ● SEB Checklist |

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| | Case framework implemented district wide | team process and consult on informal behavior sheets | |
| Grade: 6 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| | <p>Setting: General education</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Mind Up ● Zones Of Regulation ● Brain Wise ● Skill Streaming Super Flex ● Universal Tier 1 expectations supported by Casel framework implemented district wide <p>Assessments:</p> | <p>Setting: General education and small group setting</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Zones of Regulation ● Mind Up ● SuperFlex ● Brain Wise ● Skill Streaming Super Flex <p>Assessments:</p> | <p>Setting: Special Education</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Stress Tool Kit ● Social Competence ● Curriculum ● Mind Up ● Anger Management ● Control ● Skill Streaming ● 5 Against the Law ● Brain Wise ● Super Flex WhyTry <p>Assessments:</p> <ul style="list-style-type: none"> ● IEP Goal progress |
| Grade: 7 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| | <p>Setting: General education</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Mind Up ● Zones of Regulation ● Universal Tier 1 expectations supported by Casel framework implemented district wide | <p>Setting:</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Zones of Regulation ● Mind Up ● SuperFlex ● Brain Wise ● Skill Streaming Super Flex <p>Assessments:</p> | <p>Setting:</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Stress Tool Kit ● Social Competence ● Curriculum ● Mind Up Anger Management ● Control ● Skill Streaming |

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| | Assessment: | | <ul style="list-style-type: none"> • 5 Against the Law Why Try Assessments: <ul style="list-style-type: none"> • IEP Goal progress |
| Grade: 8 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| | Setting: General education Resources: <ul style="list-style-type: none"> • Mind Up • Zones Of Regulation • Brain Wise • Skill Streaming Super Flex • Universal Tier 1 expectations supported by Casel framework • implemented • District-wide Assessments: | Setting: Resources: <ul style="list-style-type: none"> • Zones of Regulation • Mind Up • SuperFlex • Brain Wise • Skill Streaming Super Flex Assessments: | Setting: Resources: <ul style="list-style-type: none"> • Stress Tool Kit • Social Competence • Curriculum • Mind Up • Anger Management • Control • Skill Streaming • 5 Against the Law Why Try Assessments: <ul style="list-style-type: none"> • IEP Goal progress |
| Grade: 9 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| Follows Missouri Comprehensive Guidance & Counseling | Setting: General Education In the classroom during the whole group and small group instruction. Resources: Assessments | Setting: General Education In the classroom targeted small group instruction on identified areas of need. Resources: <ul style="list-style-type: none"> • Hops • Break time • Time in AP office • ISIC (formerly ISS) | Setting: Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation. Resources: <ul style="list-style-type: none"> • Social Skills instruction • Break time • FBA • Problem |

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| | <ul style="list-style-type: none"> Universal Tier 1 expectations supported by Casel framework Implemented district-wide | <ul style="list-style-type: none"> Lunch Bunch <p>Assessments:</p> | <ul style="list-style-type: none"> Solving with Function in Mind Zones of Regulations Flexible Thinking Tina Payne, SEB EPS <p>Assessments:</p> |
| Grade: 10 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| Follows Missouri Comprehensive Guidance & Counseling | <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"> Universal Tier 1 expectations supported by Casel framework implemented district-wide <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 Why Try Tina Payne, SEB EPS <p>Assessments:</p> |
| Grade: 11 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| Follows Missouri Comprehensive Guidance & Counseling | <p>Setting: General Education In the classroom during the whole group and small group instruction.</p> | <p>Setting: General Education In the classroom targeted small group instruction on identified areas of need.</p> | <p>Setting: Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation.</p> |

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| | <p>Resources:</p> <ul style="list-style-type: none"> • Universal Tier 1 expectations supported by Casel framework implemented district-wide <p>Assessments:</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>Resources:</p> <ul style="list-style-type: none"> • Social Skills instruction • Break time • FBA • Problem-Solving with Function in Mind |
| Follows Missouri Comprehensive Guidance & Counseling | <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"> • Universal Tier 1 expectations supported by Casel framework implemented district-wide <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 • Why Try • Tina Payne, SEB EPS <p>Assessments:</p> |
| Grade: 12 Setting | General Education | Gen Ed/ Co-Teaching/ Interventionist | Interventionist/ SSD Classroom |
| Follows Missouri Comprehensive Guidance & Counseling | Setting: General Education In the classroom during the whole group and small group instruction. | Setting: General Education In the classroom targeted small group instruction on identified areas of need. | Setting: Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation. |

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| | <p>Resources:</p> <ul style="list-style-type: none"> ● Universal Tier 1 expectations supported by Casel framework implemented district wide <p>Assessments:</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>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 ● Why Try ● Tina Payne, SEB EPS <p>Assessments:</p> |
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