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 Classroomtargeted small group instruction on identified areas of	Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation

K.R.1.A.b K.R.1.A.c K.R.1.A.d K.R.1.A.e K.R.1.B.a-e K.R.1.C.a – K.R.1.D.a - K.R.2.A.a K.R.2.A.b K.R.2.A.g – K.R.2.B.a – K.R.2.C.a – K.R.3.C.a – K.R.3.C.c K.R.3.C.d K.RF.1.A.a-f – K.RF.2.A.a-e K.RF.3.A.a-d - K.RF.4.A –	Resources: ● 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 Assessments: ● Formative and common assessments, Letter ID ● Letter Sound ● Snap words ● Dyslexia Screener ● NWEA ● Running Records ● Writing Samples ● Fountas & Pinnell ● Benchmark Assessment	need based on teacher recommendation Resources: ● 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 Assessments: ● Running records ● Anecdotal Notes ● program assessments ● Progress Monitoring	Resources: ● Orton Gillingham ● LLI ● SIPPS ● Unique Learning System ● Early Literacy Skills Builder Assessments: ● Program Assessments ● Fastbridge

Grade: 1 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
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	Setting: In the General Education Classroom during whole group and small group instruction Resources: • 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 Assessments: • Formative and common assessments Dyslexia Screener • NWEA • Running Records • Writing Samples • Fountas and Pinnell K-5	Setting: Gen Ed In the General Education Classroom-targeted small group instruction on identified areas of need based on teacher recommendation Resources: • 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 Assessments: • FASTbridge • running records • program assessments	Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation Resources: • Orton Gillingham • LLI • Reading Recovery • SIPPS • Unique Learning System • Early Literacy Skills Builder Assessments: • Program Assessments • Fastbridge • Observation Survey for Reading Recovery

1.RF.3.A.a-k 1.RF.4.A.a		• 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	Setting: In the General Education Classroom during whole group and small group instruction Resources: • 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 Assessments: • Formative and common assessments • Dyslexia Screener • NWEA • Running Records	Setting: In the General Education Classroomtargeted small group instruction on identified areas of need based on teacher recommendation Resources: • STRUCTURED Literacy K-5 LETRS • Heggerty • Orton Gillingham • Fountas & Pinnell Leveled • LiteracyIntervention 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 Assessments: • FASTbridge, • running records,	Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation Resources: • Orton Gillingham • LLI • SIPPS • Wilson • Unique Learning System • Early Literacy Skills Builder Assessments: • Program Assessments • Fastbridge

2.RF.3.A.a-j 2.RF.4.A.a	• Writing Samples • Fountas and Pinnell K-5	• program assessments, • Anecdotal Notes, • Progress Monitoring, • SORT R-3	
Grade: 3 Setting	**General Education**	**Gen Ed/ Co-Teaching/ Interventionist**	**Interventionist/ SSD Classroom**
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	Setting: In the General Education Classroom during whole group and small group instruction Resources: • 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 Assessments: • Formative and common assessments, Dyslexia Screener • NWEA • Running Records, • RUOS Performance	Setting: In the General Education Classroomtargeted small group instruction on identified areas of need based on teacher recommendation Resources: • STRUCTURED Literacy K-5 LETRS • Orton Gillingham • REWARDS • Fountas & Pinnell Leveled Literacy InterventionSystem • 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 Assessments: • FASTbridge • running records • program assessments	Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation Resources: • Orton Gillingham • LLI • SIPPS • Wilson • Unique Learning System • Early Literacy Skills Builder Assessments: • Program Assessments • Fastbridge

	• Assessments • Writing Samples • Fountas and Pinnell K-5	• Anecdotal Notes • ProgressMonitoring • SORT R-3	
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	Setting: In the General Education Classroom during whole group and small group instruction Resources: • 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 Assessments: • Formative and common assessment • NWEA • Running Records • Words Their • Way Spelling Inventory	Setting: In the General Education Classroomtargeted small group instruction on identified areas of need based on teacher recommendation Resources: • 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 Assessments: • FASTbridge	Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation Resources: • Orton Gillingham • LLI • SIPPS • Wilson • Unique Learning System • Early Literacy Skills Builder Assessments: • Program Assessments • Fastbridge

	• RUOS Performance Assessments • Writing Samples • Fountas • Pinnell K-5	• 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	Setting: In the General Education Classroom during whole group and small group instruction Resources: • 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 Assessments: • Formative and common assessments, NWEA, • Running Records • Words Their Way Spelling	Setting: In the General Education Classroomtargeted small group instruction on identified areas of need based on teacher recommendation Resources: • STRUCTURED Literacy K-5 LETRS • Orton Gillingham • REWARDS • Fountas & Pinnell Leveled Literacy • InterventionSystem • Leveled Books • Classroom Accommodations • Provide Strategies for Gen Ed Staff • Consultations with SPED staff • SPED Teachers participating in PLC • SPED Teachers participating in Problem SolvingTeam • Lexia Core 5/Power Up	Setting: Pull out instruction for students who are missing multiple skills and need intensive remediation Resources: • Orton Gillingham • LLI • SIPPS • Wilson • Unique Learning System • Early Literacy Skills Builder Assessments: • Program Assessments • Fastbridge

	Inventory • RUOS Performance Assessments • Writing Samples • Fountas and Pinnell K-5	Assessments: • 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: • Reader's Workshop • STRUCTURED Literacy K-5 LETRS: • The Reading Units of Study; • Writing Units of Study K-8 Assessments • Common and Formative Assessments • RUOS Performance Assessments • WUOS Performance Assessments	Setting: Pull out Small Group Resources: • Reading Strategies by Serravallo • Rewards • Fountas & Pinnell • Leveled Literacy • Intervention • Lexia Core 5/Power Up Assessments: • Common and Formative Assessments • Fountas & Pinnell BAS SORT R-3	: Setting: Small Group Resources: • Leveled Literacy Intervention • Orton Gillingham Assessments: • 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

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	group conferring Resources: • 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 Assessments:	Resources: • Push in Support • STRUCTURED Literacy • K-5 LETRS • Small group Pull out Assessments: • Running Records • Common and Formative • Assessments • Fountas & Pinnell BAS • SORT R-3	Resources: • Target Reading • Interventions 1:1 • REWARDS • LLI Assessments: • Fastbridge
Grade: 8 Setting	**General Education**	**Gen Ed/ Co-Teaching/ Interventionist**	**Interventionist/ SSD Classroom**
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	Setting: Gen Ed small group conferring Resources: • STRUCTURED Literacy K-5 • LETRS: • The Reading Units of Study; TheWriting Units of Study K-8 Push in Support Assessment: • Common and Formative Assessments	Setting: Gen Ed small group conferring Resources: • STRUCTURED Literacy K-5 • LETRS Assessments: • Running Records • Common and Formative Assessments • Fountas & Pinnell BAS SORT	Setting: Gen Ed, Special Ed small group conferring Resources: • STRUCTURED Literacy K-5 • LETRS • Reading Specialist • Leveled • Spire • SIPPS • Expressive Writing • EdMark • Six Traits of Writing

	• RUOS Performance Assessments • WUOS Performance Assessments	R-3 Resources: • Push in Support • STRUCTURED Literacy • K-5 LETRS	• ULS • Wilson • ELSB • Step up to Writing 2 • SIM • Visualizing and Verbalizing Assessments: • Running Records • Common and Formative • Assessments
Grade: 9 Setting	**General Education**	**Gen Ed/ Co-Teaching/ Interventionist**	**Interventionist/ SSD Classroom**
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. CCSS ELA-Literacy 1.11-12.5: Develop and strengthen	Setting: General Education In the classroom during the whole group and small group instruction. Resources: • Novels Assessments: • Formative and common assessments	Setting: General Education In the classroom targeted small group instruction on identified areas of need. Resources: • Novels Assessments: • Formative and common assessments	Setting: Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation. Resources: • Novels • Corrective Reading • Wilson • Unique Learning System Assessments: • Formative and Common assessments • benchmark/Fastbridge

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.			
Grade: 10 Setting	**General Education**	**Gen Ed/ Co-Teaching/ Interventionist**	**Interventionist/ SSD Classroom**
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	Setting: General Education In the classroom during the whole group and small group instruction. Resources: ● Novels Assessments: ● Formative and common assessments	Setting: General Education In the classroom targeted small group instruction on identified areas of need. Resources: ● Novels Assessments: ● Formative and common assessments	Setting: Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation. Resources: ● Novels ● Classroom mod/acc ● universal supportsCorrective Reading ● Wilson ● Union Classroom Accommodations Assessments: ● Formative and Common assessments ● benchmark/Fastbridge

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.			
Grade: 11 Setting	**General Education**	**Gen Ed/ Co-Teaching/ Interventionist**	**Interventionist/ SSD Classroom**
CCSS.ELA-Literacy.RL11-12.7: Analyze multiple interpretations	Setting: General Education In the classroom during the whole group and small group instruction.	Setting: General Education	Setting: Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation.

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	Resources: ● Novels ● Multisensory approach ● Provide strategies for gen ed staff ● Consultations with SPED staff ● SPED Teachers participating in PLC Assessments: ● Formative and common assessments	In the classroom targeted small group instruction on identified areas of need. Resources: ● Novels ● Classroom Accommodations ● Multisensory approach ● Provide strategies for gen ed staff ● Consultations with SPED staff ● SPED Teachers participating in PLC Assessments: ● Formative and common assessments	Resources: ● Novels ● mod/acc ● universal supports ● Corrective Reading ● Wilson ● Unique Learning System ● Classroom Accommodations ● Progress ● Monitoring tools ● Rewards Assessments: ● Formative and Common assessments ● benchmark/Fastbridge

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.			

Grade: 12 Setting	General Education	Gen Ed/ Co-Teaching/ Interventionist	Interventionist/ SSD Classroom
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. 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 CCSS.ELA-Literacy.RL.9-10.6: Determine an author's purpose in a text and analyze how an	Setting: General Education In the classroom during the whole group and small group instruction. Resources: • Novels • Classroom Accommodations • Multisensory approach • Provide strategies for gen ed staff • Consultations with SPED staff • SPED Teachers • participating in PLC Assessments: • Formative and common assessments	Setting: General Education In the classroom targeted small group instruction on identified areas of need. Resources: • Novels • Classroom Accommodations • Multisensory approach • Provide • strategies for gen ed staff • Consultations with SPED staff • SPED Teachers participating in PLC Assessments: • Formative and common assessments	Setting: Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation. Resources: • Novels • universal supports • Corrective Reading • Wilson • Unique Learning System • Classroom Accommodations • Progress Monitoring tools • Rewards Assessments: • Formative and Common assessments, • benchmark/Fastbridge

author uses rhetoric to advance that point of view or purpose			

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 calmative review.
Assessment: Progress monitor at least monthly to determine progress and need.

Math Tier Three

Provide intensive instruction daily that promotes the development of various components of 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)
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

K.GM. C 6-10 K. GM. B. 3-5	• Investigations Moby Max Support Materials: • Think Tank Boxes • Khan Academy • Mini Lesson Books • Webster Groves • Extension and • Enrichment Options Assessments: • Classroom Formative common assessments • District assessments	Resources: • Investigations and Moby Max Support Materials: • Think Tank Boxes • Khan Academy • Mini Lesson Books • Webster Groves • Extension and • Enrichment Options Sped staff consult with gen ed staff on strategies Assessments: • Classroom formative common	Resources: • Investigations and Moby Max 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
Grade: 1 Setting	**General Education**	**Gen Ed/ Co-Teaching/ Interventionist**	**Interventionist/ SSD Classroom**
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	Setting: General Education Whole group or small group instruction within grade level classroom Core Resources: • Investigations and MobyMax Support Materials: • Think Tank Boxes • Khan Academy • Mini Lesson Books • Webster Groves • Extension and Enrichment Options	Setting: General Education Small group in class or outside of class with Instructional Aides or Math Interventionist on identified areas of need Resources: • Investigations and MobyMax Support Materials: • Think Tank Boxes • Khan Academy • Mini Lesson Books • Webster Groves • Extension and Enrichment	Setting:Setting: General Education Pull out small group instruction with Math Interventionist for students who are missing multiple skills Resources: • Investigations and MobyMax Support Materials: • Think Tank Boxes • Khan Academy • Mini Lesson Books • Webster Groves • Extension and Enrichment Options Sped staff consult

	Assessments: • Classroom Formative common assessments and district assessments	Options Sped staff consult with gen ed staff on • Strategies Assessments: • Classroom formative common assessments and district assessments	with gen ed staff on strategies • Unique Learning Systems • Attainment Math • Touch Math Assessments: • Program • Assessments and • Fastbridge
Grade: 2 Setting	**General Education**	**Gen Ed/ Co-Teaching/ Interventionist**	**Interventionist/ SSD Classroom**
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	Setting:General Education Whole group or small group instruction within grade level classroom Core Resources: • Investigations and MobyMax Support Materials: • Think Tank Boxes • Khan Academy • Mini Lesson Books • Webster Groves • Extension andEnrichment Options Assessments: • Classroom	Setting: General Education Small group in class or outside of class with Instructional Aides or Math Interventionist on identified areas of need Resources: • Investigations andMobyMax Support Materials: • 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	Setting:Setting: General Education Pull out small group instruction with Math Interventionist for students who are missing multiple skills Resources: • Investigations and MobyMax Support Materials: • Think Tank Boxes • Khan Academy • Mini Lesson Books • Webster Groves • Extension and • Enrichment Options Sped staff consult with gen ed staff on strategies • Unique Learning Systems Attainment Math • Touch Math

		strategies Assessments: • Classroom formative common assessments and district assessments	Assessments: • Program Assessments • Fastbridge
Grade: 3 Setting	**General Education**	**Gen Ed/ Co-Teaching/ Interventionist**	**Interventionist/ SSD Classroom**
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	Setting:General Education Whole group or small group instruction within grade level classroom Core Resources: • Investigations and MobyMax Support Materials: • Think Tank Boxes • Khan Academy • Mini Lesson Books • Webster Groves • Extension and Enrichment Options Assessments: • Classroom Formative common assessments and district assessments	Setting: General Education Small group in class or outside of class with Instructional Aides or Math Interventionist on identified areas of need Resources: • Investigations MobyMax Support Materials: • Think Tank Boxes • Khan Academy • Mini Lesson Books • Webster Groves • Extension and Enrichment Options Sped staff consult with gen ed staff on strategies Assessments: • Classroom formative common assessments and district assessments	Setting:Setting: General Education Pull out small group instruction with Math Interventionist for students who are missing multiple skills Resources: • Investigations and MobyMax Support Materials • Think Tank Boxes • Khan Academy, • Mini Lesson Books • Webster Groves • Extension and • Enrichment Options Sped staff consult with gen ed staff on strategies • Unique Learning Systems • Attainment Math • Touch Math Assessments:

			• Program Assessments • Fastbridge
Grade: 4 Setting	**General Education**	**Gen Ed/ Co-Teaching/ Interventionist**	**Interventionist/ SSD Classroom**
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: • Investigations and MobyMax Support Materials • Think Tank Boxes • Khan Academy • Mini Lesson Books • Webster Groves • Extension and • Enrichment Options Assessments: • Classroom Formative common assessments and district assessments	Setting: General Education Small group in class or outside of class with Instructional Aides or Math Interventionist on identified areas of need Resources: • Investigations and MobyMax Support Materials • Think Tank Boxes • Khan Academy • Mini Lesson Books • Webster Groves • Extension and • Enrichment Options Sped staff consult with gen ed staff on strategies Assessments: • Classroom formative common assessments and district assessments	Setting:Setting: General Education Pull out small group instruction with Math Interventionist for students who are missing multiple skills Resources: • Investigations and MobyMax Support Materials • Think Tank Boxes • Khan Academy • Mini Lesson Books • Webster Groves • Extension and • Enrichment Options Sped staff consult with gen ed staff on strategies • Unique Learning Systems • Attainment Math • Touch Math Assessments: • 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

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	instruction within grade level classroom Core Resources: • Investigations andMobyMax Support Materials • Think Tank Boxes • Khan Academy • Mini Lesson Books • Webster Groves • Extension and Enrichment Options Assessments: • Classroom Formative • Common assessments and district assessments	Instructional Aides or Math Interventionist on identified areas of need Resources: • Investigations and MobyMax Support Materials • Think Tank Boxes • Khan Academy • Mini Lesson Books • Webster Groves • Extension and Enrichment Options • Sped staff consult with gen ed staff on strategies Assessments: • Classroom formative, common assessments and district assessments	Math interventionist for students who are missing multiple skills Resources: • Investigations and MobyMax Support Materials • Think Tank Boxes • Khan Academy • Mini Lesson Books • Webster Groves • Extension and Enrichment Sped staff consult with gen ed staff on strategie, • Unique Learning Systems Attainment Math • Touch Math Assessments: • Program Assessments • Fastbridge Options
Grade: 6 Setting	**General Education**	**Gen Ed/ Co-Teaching/ Interventionist**	**Interventionist/ SSD Classroom**
6.RP.A.1-3 6.NS.A.1 6.NS.B.2-4 6.NS.C.5-8 6.EEI.A.1-3 6.EEI.B.4-8 6.EEI.C.9 6.GM.A.1-4 6.DSP.A.1-3 6.SDP.B.4-5	Setting: small group Resources: • Math Interventionist enVisions • Math Spectrum Math Conferencing Assessments:	Setting: Classroom Push in Support Resources: • STRUCTURED • Literacy K-5 LETRS • writing about math • IXL • Moby Max Spectrum Math Assessments:	Setting: pull out 1:1 Resources: • Moby Max • Khan Academy • Touch Math • Touch Money • ULS • Transmath • Investigations and Spectrum

	• Common Formative Assessments	• Common Formative Assessments	Math Assessments: • Fastbridge
Grade: 7 Setting	**General Education**	**Gen Ed/ Co-Teaching/ Interventionist**	**Interventionist/ SSD Classroom**
7.RP.A.1-3 7.NS.A.1-3 7.EEI.A.1-2 7.EEI.B.3-4 7.GM.A.1-6 7.DSP.A.1-2 7.DSP.B.3-4 7.DSP.C.5-8	Setting: General education Resources: • Math Interventionist enVisions • Math Assessments • CFA's • NWEA	Setting: General education Classroom Push In Support Small group Resources: • T-Excel • Max • Assessments • CFA's • NWEA	Setting: pull out 1:1 Resources: • Excel • Moby Max • Investigations and Spectrum Math Assessments • Fastbridge
Grade: 8 Setting	**General Education**	**Gen Ed/ Co-Teaching/ Interventionist**	**Interventionist/ SSD Classroom**
8.NS.A.1-2 8.EEI.1-8 8.GM.1-9 8.DSP.A.1-4 8.F.1-5	Setting: General education Resources: • Math Interventionist enVisions Math Assessment: • CFA's • NWEA	Setting: General education and small group Resources: • Small Classroom • Push In Support • Resources: T-Excel Assessments Assessment: • CFA • NWEA	Setting: Special education Pull out 1:1 Resources: • Excel • MobyMax • Investigations and Spectrum Math Assessment: • Fastbridge
Grade:	**General Education**	**Gen Ed/ Co-Teaching/**	**Interventionist/**

9 Setting		Interventionist	SSD Classroom
CCSS.Math.Practice.MP1,2,3,4,5,6,7,8 CCSS.Math.Content.HSF-IF.A.1,2,3,4,5,6,7, 7a,7b CCSS.Math.Content.HSA.REI.A.1,2,3,1a CCSS.Math.Content.HSA.REI.C.5,6,D.10, 12 CCSS.Math.Content.HSN-RN.A.1,2,APR.A. 1 CCSS.Math.Content.HSF-IF.C.8,8a,HAS-REI .B.4a,4b CCSS.Math.Content.HSS-ID.A.1,2,3,B.6,6c, 7 CCSS.Math.Content.HSA-CED.A.4,SSE.B.3, HSF-IF.C.8	Setting: General Education In the classroom during the whole group and small group instruction. Resources: • Accommodations • Universal supports • Multisensory support with Math concepts Assessments: • Teacher-created formative and summative common assessments.	Setting: General Education In the classroom targeted small group instruction on identified areas of need. Resources: • SPED consult w gen ed staff on strategies for classroom • SPED provides progress monitoring data tools	Setting:Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation. Resources: • V Math • Trans Math • Universal supports • Multisensor y 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
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. CCSS.Math.Content.HSG-CO.A.3: Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that	Setting: General Education In the classroom during the whole group and small group instruction. Resources: • 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 Assessments: • Teacher created formative and summative common assessments.	Setting: General EducationIn the classroom targeted small group instruction on identified areas of need. Resources: • SPED consult w gen ed staff onstrategies for classroom • SPED provides progress monitoring data tools to monitor intervention progress • Accommodations • Universal supports • Multisensory support with Math concepts Assessments: • Teacher-created formative and summative common assessments.	Setting: SpecialEducation Pull out instruction for students who are missing multiple skills and need intensive remediation. Resources: • V Math • Trans Math • Algebra Concepts • Universal supports Multi Sensory support with math concepts • Acc/Mod Assessments: • Teacher created formative and summative common assessments, benchmark/ fastbridge

carry it onto itself. CCSS. Math.Content.HSG-CO.A.4: Develop definitions of rotations, reflections, and translations regarding angles, circles, perpendicular lines, parallel lines, and line segments. CCSS.MathConent.HSF-CO.A.5: Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using graph paper, tracing paper or geometry software. Specify a sequence of transformations that will carry a given figure onto			

another. CCSS.Math.Content.HSF.SRT.A.1: Verify experimentally the properties of dilations given by a center and a scale factor. CCSS.Math.Practice.MP2: Reason abstractly and quantitatively. CCSS.Math.Practice.MP3: Construct viable arguments and critique the reasoning of others. CCSS.Math.Content.HSG-CO.B.7: Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if			

corresponding pairs of sides and corresponding pairs of angles are congruent. 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			

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			

argument for the formulas for the circumstance of a circle, the area of a circle, the volume of a cylinder, pyramid, and cone. CCSS. Math.Content.HSG-MG.A.1: Use of geometric shapes, their measures, and their properties to describe objects CCSS.Math.Content.HSG-MG.A.2: Apply concepts of density based on area and volume in modeling situations CCSS.Math.Content.HSG-Co.A.1			
Grade: 11 Setting	**General Education**	**Gen Ed/ Co-Teaching/ Interventionist**	**Interventionist/ SSD Classroom**
HSS-CP.A.1 HSS-CP.A.2	Setting: General Education In the classroom during the whole	Setting: General Education In the classroom targeted small group	Setting: Special Education Pull out instruction for students who are

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	group and small group instruction. Resources: ● 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 Assessments: ● Teacher created formative and summative common assessments.	instruction on identified areas of need. Resources: ● 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 Assessments: ● Teacher-created formative and summative common assessments.	missing multiple skills and need intensive remediation. Resources: ● V Math Trans Math ● Universal supports ● Multisensory support with mathconcepts ● Acc/Mod Assessments: ● Teacher created formative and summative common assessments, benchmark/ fastbridge

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: • 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: • 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: • V Math • Trans Math • Universal supports • Multisensory support with math concepts • Acc/Mod

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	• Acc/Mod Assessments: • Teacher created formative and summative common assessments.	math concepts • Acc/Mod Assessments: • Teacher-created formative and summative common assessments.	Assessments: • Teacher created formative and summative common assessments, benchmark/fastbridge

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)
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

Counseling	Resources: • Universals and Zones Of Regulation Assessments: • Universal Tier 1 expectations supported by Casel framework implemented district wide	specific skill deficit based on teacher recommendation Resources: • Universals • Zones of Regulation • Sensory/Break schedule • Sped teachers support through problem solving team process and consult on informal behavior sheets	Resources: • 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	Setting:In the general education classroom during whole group instruction Resources: • Universals and Zones Of Regulation Assessments: • Universal Tier 1 expectations supported by Casel framework implemented district wide	Setting: In general education in a small group setting working on specific skill deficit based on teacher recommendation Resources: • Universals • Zones of Regulation • Sensory/Break schedule • Sped teachers support through problem solving team process and consult on informal behavior sheets Assessments:	Setting: In special education and in small group working on specific social skills Resources: • Problem solving with function in mind • Zones of Regulation • Brainwise • Strong Kids • Superflex • Why Try Assessments: • IEP goalprogress • SEB Checklist

Grade: 2 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: • Universals and Zones • Of Regulation • Universal Tier 1 expectations supported by Casel framework implemented district wide	Setting:Setting: In general education in a small group setting working on specific skill deficit based on teacher recommendation Resources: • Universals, • Zones of Regulation, • Sensory/Break schedule, • Sped teachers support through problem solving team process and consult on informal behavior sheets Assessments:	Setting: Special Education and small group instruction Resources: • Zones • Superflex • Brainwise • WhyTry Assessments: • IEP Goal Progress • SEB Checklist
Grade: 3 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: • Universals and Zones • Of Regulation • Universal Tier 1 expectations supported by Casel framework implemented district wide	Setting:Setting: In general education in a small group setting working on specific skill deficit based on teacher recommendation Resources: • Universals • Zones of Regulation • Sensory/Break schedule • Sped teachers support through problem solving team process and consult on informal behavior sheets	Setting: Special Education and small group instruction Resources: • Zones • Superflex • Brainwise • Why Try Assessments: • IEP Goal Progress • SEB Checklist

		Assessments:	
Grade: 4 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: • 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: • 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: • Zones • Superflex • Brainwise • Why Try Assessments: • 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: • 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: • Universals, • Zones of Regulation • Sensory/Break schedule • Sped teachers support through problem solving	Setting: Special Education Resources: • Zones • Superflex • Brainwise • Why Try Assessments: • IEP Goal Progress • SEB Checklist

	Casel 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**
	Setting: General education Resources: • Mind Up • Zones Of Regulation • Brain Wise • Skill Streaming Super Flex • Universal Tier 1 expectations supported by Casel framework implemented district wide Assessments:	Setting: General education and small group setting Resources: • Zones of Regulation • Mind Up • SuperFlex • Brain Wise • Skill Streaming Super Flex Assessments:	Setting: Special Education Resources: • Stress Tool Kit • Social Competence • Curriculum • Mind Up • Anger Management • Control • Skill Streaming • 5 Against the Law • Brain Wise • Super Flex WhyTry Assessments: • IEP Goal progress
Grade: 7 Setting	**General Education**	**Gen Ed/ Co-Teaching/ Interventionist**	**Interventionist/ SSD Classroom**
	Setting: General education Resources: • Mind Up • Zones of Regulation • Universal Tier 1 expectations supported by Casel framework implemented district wide	Setting: Resources: • Zones of Regulation • Mind Up • SuperFlex • Brain Wise • Skill Streaming Super Flex Assessments:	Setting: Resources: • Stress Tool Kit • Social Competence • Curriculum • Mind Up Anger Management • Control • Skill Streaming

	Assessment:		• 5 Against the Law Why Try Assessments: • IEP Goal progress
Grade: 8 Setting	**General Education**	**Gen Ed/ Co-Teaching/ Interventionist**	**Interventionist/ SSD Classroom**
	Setting: General education Resources: • 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: • Zones of Regulation • Mind Up • SuperFlex • Brain Wise • Skill Streaming Super Flex Assessments:	Setting: Resources: • Stress Tool Kit • Social Competence • Curriculum • Mind Up • Anger Management • Control • Skill Streaming • 5 Against the Law Why Try Assessments: • 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: • 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: • Social Skills instruction • Break time • FBA • Problem

	• Universal Tier 1 expectations supported by Casel framework Implemented district-wide	• Lunch Bunch Assessments:	• Solving with Function in Mind • Zones of Regulations • Flexible Thinking • Tina Payne, SEB EPS Assessments:
Grade: 10 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: • Universal Tier 1 expectations supported by Casel framework implemented district-wide Assessments:	Setting: General Education In the classroom targeted small group instruction on identified areas of need. Resources: • Hops • Break time • Time in AP office • ISIC (formerly ISS) • Lunch Bunch Assessments:	Setting: Special Education Pull out instruction for students who are missing multiple skills and need intensive remediation. Resources: • Social Skills instruction • Break time • FBA • Problem-Solving with Function in Mind • Zones of Regulations • Flexible Thinking • Why Try • Tina Payne, SEB EPS Assessments:
Grade: 11 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.

	Resources: • Universal Tier 1 expectations supported by Casel framework implemented district-wide Assessments:	Resources: • Hops • Break time • Time in AP office • ISIC(formerly ISS) • Lunch Bunch Assessments:	Resources: • Social Skills instruction • Break time • FBA • Problem-Solving with Function in Mind
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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.

	Resources: ● Universal Tier 1 expectations supported by Casel framework implemented district wide Assessments:	Resources: ● Hops ● Break time ● Time in AP office ● ISIC (formerly ISS) ● Lunch Bunch Assessments:	Resources: ● Social Skills instruction ● Break time ● FBA ● Problem-Solving with Function in Mind ● Zones of Regulations ● Flexible Thinking ● Why Try ● Tina Payne, SEB EPS Assessments: