

INTRODUCING aimswebPlus + the SSIS Social-Emotional Learning system



Students with well-developed social-emotional skills spend more time on task and helping others, resulting in a decrease in negative behavior and significant increases in learning and academic achievement.



aimswebPlus + SSIS SEL provides you with the tools to help.

aimswebPlus

market leading norm-based screening and progress monitoring for early literacy, reading, early numeracy, and math



SSIS SEL

a comprehensive, evidenced-based, social and emotional learning system



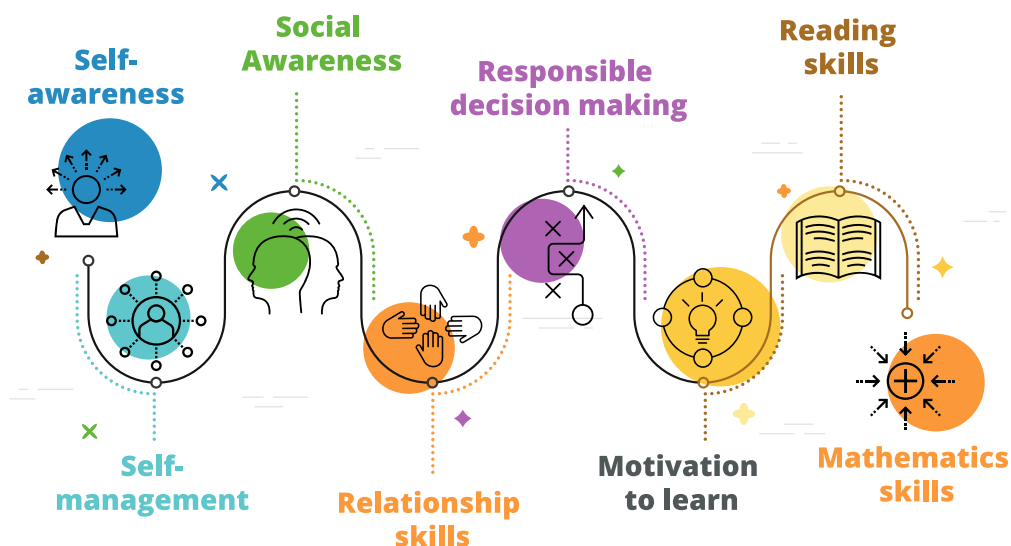
a powerful partnership for assessing and teaching skills within any MTSS framework

Early screening is key for student success

aimswebPlus™ was designed to universally screen and progress monitor using a combination of curriculum-based and untimed, standards-based measures for reading and math in grades preK-12. With aimswebPlus, schools can identify and group at-risk students, monitor and report student progress, and track student performance toward end-of-year targets.

SSIS™ Social Emotional Learning Edition (SSIS™ SEL) is a comprehensive, evidence-based, social-emotional learning system that assesses the five CASEL-identified competencies and related social skills. The SSIS SEL encompasses the full assessment cycle and is the only SEL measure to also assess key academic skill areas.

SSIS SEL will assess and teach:



SSIS SEL is 100% aligned to the key CASEL-identified competencies framework.

SSIS SEL on aimswebPlus

Features & Benefits

Updated: The latest revision brings the SSIS in line with the CASEL framework and addresses core social-emotional skills.

Comprehensive: The SSIS SEL includes the full *screen, assess, intervene, and monitor* assessment cycle and is the only SEL measure to also assess key academic skill areas.

Effective: The SSIS SEL is a highly engaging and focused solution.

S.A.F.E.: The SSIS SEL is a “Sequenced, Active, Focused, and Explicit” program for students, ages 4 to 14.

Student	Social-Emotional Competence	Academic Competence	Reviewed?
Jewet, Amy (4927)	At Risk	Emerging	
Allen, Paul (248029302)	At Risk	Proficient	
Hemphill, Lenny (1830)	At Risk	Emerging	
Henderson, Lynn (3322)	Emerging	Emerging	
Green, Kathy (4789)	Emerging	Emerging	
Blount, Maggie (1283)	Emerging	Proficient	
Hermond, Chris (305029)	Emerging	Proficient	
Jorie, Holly (25342)	Emerging	Proficient	
Richardson, Cynthia (3248)	Emerging	Proficient	
Carey, Laurie (7884)	Emerging	Proficient	

The **At-Risk Report** lists students in risk order. This will help determine where to start your analysis to ensure that students with the most need have their screener results reviewed quickly so intervention can begin.

1. How many students were screened? **19 students**

2. What percentages of these students were identified at each level of **social-emotional** competence?

42%	Proficient Level
37%	Emerging Level
21%	At Risk Level

3. What percentages of these students were identified at each level of **academic** competence?

79%	Proficient Level
5%	Emerging Level
16%	At Risk Level

4. Based on the screening results for the entire group, what areas of **social-emotional** competence are relative strengths and what areas are in need of more development?

Level	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making
1	42%	42%	42%	42%	42%
2	37%	37%	37%	37%	37%
3	21%	21%	21%	21%	21%

5. Based on the screening results for the entire group, what areas of **academic** functioning are relative strengths and what areas are in need of more development?

Level	Motivation to Learn	Reading Skills	Mathematics Skills
1	42%	42%	42%
2	37%	37%	37%
3	21%	21%	21%

6. Given your assessment results, what social-emotional skills are priorities for intervention?

After using the SSIS SEL, Behavior Checklist (SEL) to monitor student progress by re-administering the SSIS SEL, Behavior Screening and Progress Monitoring Report, the following areas need to be addressed: **Self-Awareness**, **Self-Management**, **Social Awareness**, **Relationship Skills**, **Responsible Decision Making**, **Academic Competence Level**.

Jewet, Amy (4927)
1st Grade, George C. Yount

1. At what level of competence was this student identified during the screening period?

Social-Emotional Competence Level At Risk
Academic Competence Level Emerging

Screened By: Axley-Hall, Paula

Domain	Competence Level
Social-Emotional Competence Level	At Risk
Self-Awareness	Proficient
Self-Management	At Risk
Social Awareness	Proficient
Relationship Skills	Emerging
Responsible Decision Making	Emerging
Academic Competence Level	Emerging
Motivation to Learn	Emerging
Reading Skills	Proficient
Mathematics Skills	Emerging

2. What classroom and disciplinary incidents has this student been involved in this school year?

Incidents	2019-2020	2018-2019	Disciplinary Placements	2019-2020	2018-2019
There are no incidents.			There are no disciplinary placements.		

3. Has this student had a student plan this school year? Are they responding to the selected interventions?

Plan Type	Start Date	End Date	Sessions	School
Student Support Team Plan	8/1/2018	Active	1	George C. Yount

Review Status: Not Reviewed

Actions: Schedule an Assessment, Edit Student Support Team Plan, Create Check In/Check Out Plan

The **Individual Student Report** displays the results for each competency screened as well as the composite SEL and academic results.

Components include:

- Screening/Progress Monitoring Scales
- Rating Form Assessment (teacher, parent, and student forms)
- Classwide Intervention Program (CIP) and Classwide Intervention Program Tier 2
- SEL Overview professional development course

The **Group Report** is an aggregate report that helps determine resources based on the number and percentage of students at each classification level, the SEL skills that need instruction, and includes a link to the Classwide Intervention Program manual. The data can be disaggregated by demographics, teacher, competency, etc.

SSIS SEL Solution: Integrated System & Aligned Process

- Screening and Assessment can guide Intervention
- Progress Monitoring and Diagnostic Assessment can be used to evaluate performance on each social emotional skill and related competency, and it can also assess overall student outcomes

Universal Screener and Progress Monitor	Diagnostic Assessment	Intervention
SSIS SEL Screening/Progress Monitoring Scales • Teacher	SSIS SEL Rating Forms • Student • Teacher • Parent	• SSIS SEH Classwide Intervention Program (SSIS SEH CIP) • SSIS SEH Classwide Intervention Program Tier 2 (SSIS SEH CIP-T2)

Fully Aligned Assessments that Measure the Same Skills Taught in the Intervention Program

The SSIS SEL components on aimswebPlus include:

- 1. SSIS SEL Screening and Progress Monitoring Scale:** A criterion-referenced teacher-completed form that provides a quick evaluation of an entire class across the SEL areas. It is used for universal screening and progress monitoring. The results are directly aligned with the Skill Units from the Classwide Intervention Programs that include a criterion-referenced assessment of three academic areas, providing guidance that targets interventions to the specific needs of a classroom of students.
- 2. Rating Forms:** More in-depth norm-referenced assessments administered individually and completed by teachers, parents, or students. Results include standard scores, item analysis, and links to suggested Skill Units in the Intervention Guide.
- 3. SSIS SEH Classwide Intervention Program (CIP):** The SSIS SEH CIP includes 30 Skill Units covering Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making using a highly effective instructional approach with all digital materials (PowerPoints, videos, etc.) to maximize engagement.
- 4. SSIS SEH Classwide Intervention Program Tier 2 (CIP-T2):** is a Tier 2 intervention program building upon the SSIS SEH CIP for improving social emotional health of students who need extra support beyond what they received in a Tier 1 program.