Pattonville School District

What is your current status? What structures are in place in our schools/district for us to share responsibility for student literacy and numeracy achievement?

- Strong, collaborative partnership with Special School District
- Shared responsibility for student achievement in literacy, numeracy and social emotional learning
- Collaborative Care Team processes for Tiers 2 and 3
- Data Teams and CI3T Teams
- Monthly Area Coordinator / Principal meetings
- Building and Area Leadership
- Professional Development
- Personalized Classroom Learning
    - Discovery Education Program
    - Visit to Wisconsin to work with Administrators already implementing them.
- Crisis and Response Teams, NCI training
- 504 Plan collaboration
- Administrative trip
- Collaborative planning initiatives

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

- Targeted, ongoing professional development and coaching aligned with district goals
- Curriculum reviews with stakeholders
- ALT program reviews ensuring targeted, effective instruction, aligned with standards and developed around evidence-based principles
- Professional Development
- Targeted staff observation and support
- Determine instructional needs through district review process
- Time for discussion on instructional practices and data review

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

- Comprehensive district PD and building PD plans with follow-up coaching
- Teacher instructional specialist support
- Data Teams
- Evidence-based practices are a focus during teacher evaluations

How does our school/district provide support for all teachers to ensure professional growth in literacy, numeracy and social emotional development?
- Professional Development and Coaching
- Building, department and grade level collaboration time
- Professional growth opportunities
- Professional development committee representatives to voice teacher needs and concerns

How do we ensure our written/taught/learned curriculum is aligned to the Missouri Learning Standards expectations? What collaborative structures do we have in place to ensure Missouri Learning Standards expectations are the foundation of the written curriculum?
- Build Your Own Curriculum (BYOC) is updated and reviewed regularly
- As the district moves toward personalized learning, progressions which are aligned to the Missouri Learning Standards are being developed for all instructional focus areas

How do we ensure instruction within the comprehensive literacy, numeracy and social emotional curriculum meets the needs of each student?
- STAR benchmark Data and State Performance Data
- Formative and Summative assessment data
- Universally utilized progress monitoring assessment data
- Monitoring occurs at the building level through
  - Grade Level meetings
  - Department team meetings
  - Care team meetings
  - Student problem solving meetings
  - Data team meetings
  - SEB case review meetings

How have we developed an effective and coherent assessment system in our classrooms/buildings/district?
- Staff Training on delivery and score interpretation

How do we use ongoing classroom formative and summative assessments, district benchmarks and state-required assessments?
- Provide direction to teachers for student need and instructional adjustment using Continuous Classroom Improvement (CCI) practices
- Help guide instructional decisions
- Guide IEP programming decisions
- Guide strategic planning for goals on literacy, numeracy and social emotional learning while establishing priority *areas*

How do we determine which assessments to use in our classrooms/ buildings/district?
- Assessments are teacher-driven and aligned to instructional units and lessons
- Assessment audit process reviews assessment plans annually

How do we help all educators become assessment literate?
- Teacher training on purpose, implementation and results of assessments
- Assessment Coaches
- Fast Bridge Super-users (colleague support)
- Data Team leader who supports teachers in utilizing and interpreting data

How do our programs and practices engage families/partners in literacy, numeracy, and social emotional development?
- Families are included in Strategic and district planning
- Care Team
- Evaluations / IEP Processes
- Connections fostered with Parent Education and Diversity Awareness (PEDA) administrators and Family Resource Center at SSD

Definitions
- Reading / Literacy Tier One
  - Academic language (vocabulary; inferencing; narrative language);
  - Phonemic Awareness (K-2 until mastered);
  - Phonics; (including advanced phonics);
  - Sight Words; reading connective text (accuracy, fluency, comprehension);
  - Comprehension skills should include activating prior knowledge, predicting, questioning, clarifying or questioning and monitoring; inferencing; retelling and summarizing; identifying and using organizational text structure and encoding of how language works.
  - Assessments: Universal screenings to see who may be at risk and monitor progress on grade level, differentiated instruction based on results; benchmarking suggested at least 3 times per year.
- Reading/Literacy Tier Two:
  - Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20–40 minutes Should be very focused on explicit instruction of foundational skills
  - Assessment: progress monitor at least monthly to determine progress and need
- Reading/Literacy Tier Three:
  - Provide intensive instruction daily that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (increase frequency or intensity from tier 2)

○ Assessment: progress monitor weekly

Priority Standards for K - 8: Reading / Literacy / Writing

1) Explore, analyze, and evaluate grade-level works from a range of literary genres.

2) Clearly communicate in a range of styles and for different audiences and purposes. Create and support ideas by synthesizing information from multiple appropriate, credible sources.

3) Collaborate and communicate with others using appropriate listening and speaking skills.

Priority Standards for 9-12: Reading / Literacy / Writing

The district is in the process of identifying the Priority Standards but is utilizing the Missouri Learning Standards for ELA 9-12.

Grades		Tier One (Universals / Core)	Tier Two (Intervention)	Tier Three (Remediation)
K - 5	Setting	General Education Classroom	Small Group, 1:1 with classroom teacher	Small Group, 1:1
K - 5	Resources	Making Meaning - Comprehension (K-5) Being a Reader - Phonics (K-1) Being a Writer (K-5) Guided Spelling - Phonics (2-5)	SIPPS (K-5) Leveled Literacy Intervention (K-5) Limited Wilson Reading (2-5) Limited Wilson Fundations (K-1)	Step up to Writing (K-5) SIM Writing Strategies (K-1) SPIRE (K-5) SIPPS (K-5) Sound Sensible (K-1) Heggerty (K-5) Zoo Phonics (K-1) Early Literacy Skill Builder (K-5) Unique Learning Systems (K-5) News 2 You (K-5) Early Reading Skills Builder (K-5) Phonics for Reading (2-5)
K - 5	Assessments	STAR Early Literacy (K-1) STAR Reading (2-5)	STAR Early Literacy (K-5) BAS Monthly (K-5)	STAR Fast Bridge

		Benchmark Assessment System (BAS) (K-5) Kindergarten Readiness test (K)	Assessments associated with Being and Reader (K) Assessments associated with Being a Writer (K)	ELA Checklist Social Skills Solutions Communication Matrix Unique Learning Systems
6 - 8	**Setting**	**General Education Classroom**	**General Education Classroom (Small Group)**	**Small Group of 1:1**
6 - 8	Resources	Teacher developed novel studies/units aligned to priority standards Lucy Calkins Writer's workshop model No Red Ink Kagan Strategies Teach Like a Champion (TLAC) Strategies; Homework help (after school)	Reading plus (6-8) SIPPS (6-8) Co-Taught ELA (7-8)	Corrective Reading Decoding Corrective Reading Comprehension Wilson Reading System, Step up to Writing SIM: Fundamentals in the Sentence Attainment Teaching to Standards ELA Unique Learning Systems; News 2 You Early Reading Skills Builder
6 - 8	Assessments	CBM (ongoing) STAR Reading (Benchmark F, W, S) No Red Ink embedded assessment (monthly); Grade/GPA monitoring (ongoing)	STAR Reading (Benchmark F, W, S) STAR Reading PM (monthly) Insight (bi-weekly)	Writing per Instructional materials ELA Checklist Social Skills Solutions Communication Matrix Unique Learning Systems Benchmarking: Star Progress Monitoring: Fast Bridge
9 - 12	**Setting**	**General Education Classroom**	**General Education Classroom (Small Group)**	**Small Group of 1:1**
9 - 12	Resources	Collections - Houghton Mifflin	Writing Center	Corrective Reading Decoding

		Harcourt and Cengage	After-School Tutoring Co- Taught (CT) Classes	Corrective Reading Comprehension Wilson Reading System News 2 You Early Reading Skills Builder Unique Learning Systems
9 - 12	Assessments	CBM STAR Reading	STAR Reading	Writing per Instructional materials ELA Checklist Social Skills Solutions Communication Matrix Unique Learning Systems Benchmarking: STAR Benchmarking: Fast Bridge Progress Monitoring: Fast Bridge

Math / Numeracy

Definitions
- Math Tier One
  - Academic language (vocabulary) instruction in whole numbers, fractions, ratios, proportions and word problems.
  - Assessments: universal screenings to see who may be at risk and monitor progress on grade level -differentiated instruction based on results;
  - Benchmarking suggested at least 3 times per year.
- Math Tier Two:
  - Provide intensive, explicit, systematic instruction in small groups to students who score below the benchmark on universal screening.

- ○ Typically, these groups meet between three and five times a week for 20–40 minutes.
- ○ Should be 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 math proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (increase frequency or intensity from tier 2) Assessment: progress monitor weekly

Priority Standards for K - 8: Numeracy / Math

1) Reason and model quantitatively, using units and a number system to help make sense of the real world.

2) Strategically use tools and apply reasoning and precision to solve problems.

3) Use a variety of data analysis and statistics strategies to analyze, develop, compare and evaluate inferences based on data.

4) Make claims about relationships among numbers, shapes, symbols, and data and defend those claims by relying on the properties that are the structure of mathematics.

5) Make sound predictions and generalizations based on an understanding of patterns and relationships that arise from numbers, shapes, symbols, and data.

Priority Standards for 9 - 12: Numeracy / Math

The district is in the process of identifying the Priority Standards but is utilizing the Missouri Learning Standards for 9-12 Math.

Grades		*Tier One (Universals / Core)*	*Tier Two (Intervention)*	*Tier Three (Remediation)*
K - 5	**Setting**	**General Education Classroom**	**Small Group, 1:1 with classroom teacher**	**Small Group, 1:1**
K - 5	Resources	Bridges in Mathematics Dreambox	Bridges in Mathematics DreamBox - targeted lessons	Developing Number Concepts Corrective Math

			Developing number concepts Do the Math	Bridges Intervention Touch Math Early Numeracy Math Skills Builder (2-5)
K - 5	Assessments	STAR Early Numeracy (K-1) STAR Math (2-5)	STAR Early Numeracy (K-1) STAR math (2-5)	STAR Early Numeracy Fast Bridge 3 x year, Essential Skills Checklist Unique Learning Systems for numeracy Benchmarking: Fast Bridge
6 - 8	**Setting**	**General Education Classroom**	**Small Group, 1:1 with classroom teacher**	**Small Group, 1:1**
6-8	Resources	Teacher developed units aligned to grade level standards EnVisions-Pearson homework help (after school); Math tutoring (after school); Problem based math strategies; Kagan Strategies; TLAC Strategies	Math 180 intervention class; Dual enrollment in math Essentials class combined with gen ed math class; ALEKS (in math essentials); Co taught Math Class (6-7)	Number Worlds Corrective Math Access Algebra Teaching to the Standards
6-8	Assessments	CBM (ongoing) STAR Math (Benchmark F, W, S) Grade/GPA monitoring (ongoing)	MI (math inventory) assessment (bi-weekly); STAR Math (Benchmark F, W, S); ALEKS embedded PM (weekly)	STAR Early Numeracy monthly Fast Bridge Essential Skills Checklist, Unique Learning Systems for numeracy Benchmarking: Fast Bridge

9-12	Setting	General Education Classroom	Small Group, 1:1 with classroom teacher	Small Group, 1:1
9-12	Resources	enVision - Pearson	enVision - Pearson ALEKS Co-Taught (CT) Classes	Number Worlds Corrective Math Access Algebra Teaching to the Standards
9-12	Assessments	CBM STAR Math	ALEKS weekly STAR Math Benchmark	STAR Math Fast Bridge Essential Skills Checklist Unique Learning Systems for numeracy

Priority Standards for Social Emotional (Could come from CASEL or MLS Counseling)

The district is in the process of identifying the Priority Standards but is utilizing the MO Comprehensive Counseling and Guidance Program Rubrics to identify GLE.

Academic Development: https://dese.mo.gov/sites/default/files/gle-academic-development.pdf

Career Development: https://dese.mo.gov/sites/default/files/gle-career-explorationn-and-planning.pdf

Personal and Social Development: https://dese.mo.gov/sites/default/files/gle-personal-and-social-development.pdf

Grades		*Tier One (Universals / Core)*	*Tier Two (Intervention)*	*Tier Three (Remediation)*
K - 5	Setting	General Education Classroom	Small Group, 1:1 with classroom teacher	Small Group, 1:1
K - 5	Resources	Second Step Counselor whole group lessons	Check in/Check out Calming Corner Counselor small groups	PATHS Social Thinking Zones of Regulation

			Behavior contracts Self-Monitoring sheets	Superflex We Thinkers Skillstreaming Everyday Speech BrainWise Unstuck and On Target (3-5)
K - 5	Accommodations	SRSS	SRSS ODR	SRSS SARBRS Progress Monitoring - Behavioral IEP Goal Tracking
6 - 8	**Setting**	**General Education Classroom**	**Small Group, 1:1 with classroom teacher**	**Small Group, 1:1**
6 - 8	Resources	Universal school wide expectations matrix Second Steps (advisory lessons) Mind Up (advisory lessons) Student recognition systems Universals building plan	PBIS WORLD interventions Check-in/Check-out system Social academic instructional groups (1x wk 60 min)	Emozi Zone of Regulation Social Thinking Superflex We Thinkers
6 - 8	Accommodations	SRSS (student risk screening scale) benchmark 3x year (FWS) ODR- office discipline referral monitoring (monthly) Attendance monitoring (monthly) Nurse visits monitoring	Individual student goal tracking (weekly) SRSS (student risk screening scale) benchmark 3x year (FWS) ODR- office discipline referral monitoring (monthly) Attendance monitoring (monthly)	SRSS SAEBRS Progress Monitoring Behavior IEP goal tracking (frequency is individualized)

		(ongoing)	nurse visits monitoring (ongoing) suspension / expulsion monitoring (monthly) Student information system- early warning indicators (monthly)	
9 - 12	**Setting**	**General Education Classroom**	**Small Group, 1:1 with classroom teacher**	**Small Group, 1:1**
9 - 12	Resources	Character Plus Pirate Code Pirate Connections Academic Achievement Awards Renaissance Awards/Incentives Class Meetings	Impact Mentoring Successful Transitions Class- includes group counseling from SSD School Psychologist (grade 9); New Student Group EL Supports Adolescent Parenting Program Teen Connect PARET	Why Try Zone of Regulation Social Thinking Superflex We Thinkers
9 - 12	Accommodations	Discipline Data Logs PSD Early Warning System	Discipline Data Logs continuously monitored by AP PSD Early Warning System 3x/year	SRSS SAEBRS Progress Monitoring - Behavioral IEP goal tracking