



What is your current status? (these questions have been adapted from the Missouri State Literacy Plan)

What structures are in place in our schools/district for us to share responsibility for student literacy and numeracy achievement? (see Tiered Model template)

- Co-Teaching at HS level
- Crosswalks and alignment of programs and curricular supports
- Data/PLC and I-Team meetings
- Professional development shared

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

- SSD- Reading and math strategies
- Data Team and PLC Meetings
- Members on the CSIP planning committees

What supports are in place to sustain evidence-based practices in literacy and numeracy?

- Data Teams at the school level
- Support from Instructional, Literacy, and Math Coaches

How does our school/district provide support for all teachers to ensure professional growth in literacy and numeracy?

- Training and PD
- Feedback and learning opportunities

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

- Curriculum committee
- Structures within UBD Curriculum Framework include MLS Priority and Supporting Standards
- UBD lesson plans
- Use of Black Board Configuration/Classroom setup

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

- Curriculum Writing Committee,
- Data Teams- Unwrapping the standards and interpretation,
- Walkthroughs,
- Professional development: pedagogy, UBD, lesson design, and instructional strategies

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

- Curriculum adoption- aligning the curriculum with the MAP with the standards and types of questions... (technology, etc.)
- The curriculum process is implemented yearly. Curriculum is reviewed, revised, etc. throughout the school year and during the summer months.
- SSD representative on curriculum adoption committees

How do we ensure instruction within the comprehensive literacy and numeracy curriculum meets the needs of

each student?

- Differentiated Instruction following instructional design (high yield instructional strategies),
- Reading Workshop, small groups, and centers, and intervention.
- Guided reading groups
- Data Teams
 - Using multiple sources of data
 - Progress monitoring

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?

- Needs Improvement
- This needs to be a focus area as we develop our MTSS structures.

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

- The C and I department determine the assessments.
- IEP Team determines alternate assessments for students who are MAP-A eligible
- This needs to be a focus area as we develop our MTSS structures.

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

- Screenings for Literacy/Dyslexia-
- Renaissance STAR 360
 - Star benchmark results are shared with SSD staff
- Fontas and Pinell Screening 3 times per year plus monthly running records

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

- The C and I department determine the assessments.

How do we help all educators become assessment literate?

- Currently this is separated... GE has trainings and SSD has trainings
- SSD Specific training through SSD planning and development
- SSD monthly data teams
- The RGSD assessment coordinator trains staff and the instructional coaches.

How do our programs and practices engage families/partners in literacy and numeracy development?

- Schools have literacy/numeracy nights
- RGSD PAC

Reading/Literacy

Tier One: Core should include: 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.

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

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

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.

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

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

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.

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 social skills

Assessment: progress monitor at least monthly to determine progress and need

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

Reading		Tier One (Universals/Core)	Tier Two (Intervention)		Tier Three (Remediation)	
	Setting	General Education	General Education GE/SSD Push-In (Tier 1)	SSD Resource (SSD Tier 2)	General Education GE/SSD Push-In	SSD Self Contained +Tier 2
Elementary K-5	Resources (Have in place)	District Curriculum Benchmark Workshop Gr. K-5 (Reader's Workshop + Phonics & Word Study Workshop, Print and Digital) Lucy Caulkins Guided Writing Gateway Writing/Implement the Writing Process/Blended Writing Missouri Reading Initiatives (MRI) Reading Strategies Resources/LETRS integration/Binder/ PD/ (K-8) Some Open Court Reading and Phonics	Leveled Literacy Intervention (LLI, Reading Specialists) Freckle Online Intervention, grades K-12 Paper Online Tutoring Some Learning A-Z, Reading A-Z, Raz- Plus, Foundations A-Z Florida Center for Reading Research Student Center Activities Sound Sensible Heggerty Phonemic Awareness (grades K-2)	Systematic Instruction in Phoneme Awareness, Phonics, and Sight-Words (SIPPS) Sound Sensible LETRS Step Up to Writing Handwriting Without Tears SIM Fundamentals of Sentence Writing IXL Raz-Kids BoomCards	Leveled Literacy Intervention (LLI, Reading Specialists) Freckle Online Intervention, grades K-12 Paper Online Tutoring	Unique Learning Systems (ULS) & News2U L3Skills Assistive Technology Handwriting without Tears Early Literacy Skills Builder (ELSB)
	Assessments	Fountas and Pinnell (K-5) AMIRA (K-3, Dyslexia Screener, Practice) Renaissance Star 360 Reading Benchmark (K-12)	Fountas and Pinnell (K-5) AMIRA (K-3, Dyslexia Screener, Practice) Renaissance Star 360 Reading Benchmark (K-12)	Fast Bridge • Early Literacy • aReading • CBM-R	Fountas and Pinnell (K-5) AMIRA (K-3, Dyslexia Screener, Practice) Renaissance Star 360 Reading Benchmark (K- 12)	Fast Bridge • Early Literacy • aReading • CBM-R Essential Elements Checklist ULS SCERTS
	Setting	General Education	General Education Co-Teaching	Parallel (SSD Tier 2)	General Education Co-Teaching	SSD Self Contained +Tier 2
Middle School	Resources (Have in place)	Savvas , My Perspective English Language (student consumables and TE , Digital Resources) Success Maker 6-8 (Online Intervention) Gateway Writing/Implement the Writing Process/Blended Writing Missouri Reading Initiatives (MRI) Reading Strategies Resources/LETRS integration/Binder/ PD/ (K-8)	Read 180 , Intervention (online and small group support, Tiers 2 and 3, grades 6-12) Systems 44, Intervention Support for Tier 3 (online and small group support, HMH Resource, Tier 3, grades 6-12) Paper Online Tutoring Freckle Online Intervention, grades K-12	LanguageLive Systematic Instruction in Phoneme Awareness, Phonics, and Sight-Words (SIPPS) LETRS Step Up to Writing IXL Flocabulary	Read 180 , Intervention (online and small group support, Tiers 2 and 3, grades 6-12) Systems 44, Intervention Support for Tier 3 (online and small group support, HMH Resource, Tier 3, grades 6-12) Paper Online Tutoring	Unique Learning Systems (ULS) & News2U Assistive Technology

					<i>Freckle Online Intervention, grades K-12</i>	
	Assessments	<i>Renaissance Star 360</i>	<i>Renaissance Star 360</i>	<i>Fast Bridge</i> • <i>aReading</i> • <i>CBM-R</i> <i>LanguageLive</i>	<i>Renaissance Star 360</i>	<i>Fast Bridge</i> • <i>Early Literacy</i> • <i>aReading</i> • <i>CBM-R</i> <i>Essential Elements Checklist</i> <i>ULS</i> <i>Reading Inventories</i> <i>SCERTS</i>
High School	Resources (Have in place)	<i>Savvas , My Perspective English Language (student consumables and TE , Digital Resources)</i> <i>Gateway Writing Project</i>	<i>Read 180 , Intervention (online and small group support, Tiers 2 and 3, grades 6-12)</i> <i>Systems 44, Intervention Support for Tier 3 (online and small group support, HMH Resource, Tier 3, grades 6-12)</i> <i>Paper Online Tutoring</i> <i>Freckle Online Intervention, grades K-12</i> <i>Flocabulary</i>	<i>LanguageLive</i> <i>Flocabulary</i> <i>REWARDS</i> <i>REWARDS Plus</i> <i>Step Up to Writing</i> <i>IXL</i>	<i>Read 180 , Intervention (online and small group support, Tiers 2 and 3, grades 6-12)</i> <i>Systems 44, Intervention Support for Tier 3 (online and small group support, HMH Resource, Tier 3, grades 6-12)</i> <i>Paper Online Tutoring</i> <i>Freckle Online Intervention, grades K-12</i> <i>Flocabulary</i> <i>Tier 3 Literacy Support/Reading Specialist</i>	<i>Unique Learning Systems (ULS) & News2U</i> <i>Assistive Technology</i>
	Assessments	<i>Renaissance Star 360</i> <i>Common Formative Assessment (Formative)</i>	<i>Renaissance Star 360</i>	<i>Fast Bridge</i> • <i>aReading</i> • <i>CBM-R</i> <i>LanguageLive</i>	<i>Renaissance Star 360</i>	<i>Fast Bridge</i> • <i>aReading</i> • <i>CBM-R</i> <i>Essential Elements Checklist</i> <i>ULS</i> <i>Reading Inventories</i>

Math		Tier One (Universals/Core)	Tier Two (Intervention)		Tier Three (Remediation)	
	Setting	General Education	General Education GE/SSD Push-In (Tier 1)	SSD Resource (SSD Tier 2)	General Education GE/SSD Push-In	SSD Self Contained +Tier 2
Elementary K-5	Resources (Have in place)	<i>HMH Into Math</i> <i>*Making Sense of Math</i> <i>*Developing Number Sense</i> <i>*Strategies for Fraction Sense</i> <i>Math Centers</i> <i>Guided Math Model</i>	<i>Afterschool Tutoring</i> <i>Paper</i> <i>Freckles</i>	<i>Focus Math</i> <i>Touch Math</i> <i>Numbers World</i> <i>IXL</i>	<i>Afterschool Tutoring</i> <i>Paper</i> <i>Freckles</i>	<i>Unique Learning Systems (ULS) & News2U</i> <i>Attainment's Early Numeracy and Math Skills Builder</i>
	Assessments	<i>Renaissance star 360</i>	<i>Renaissance Star 360</i> <i>Common Formative Assessment</i>	<i>Fast Bridge</i> • <i>Early Numeracy</i> • <i>aMath</i> • <i>CBMmath Automaticity</i> • <i>easyCBM -Math</i>	<i>Renaissance Star 360</i>	<i>Fast Bridge</i> • <i>Early Numeracy</i> • <i>aMath</i> <i>Essential Elements Checklist</i> <i>ULS Math Assessments</i>
Middle School	Setting	General Education	General Education Co-Teaching	Parallel (SSD Tier 2)	General Education Co-Teaching	SSD Self Contained +Tier 2
	Resources (Have in place)	<i>HMH Into Math</i> <i>Guided Math groups</i> <i>Authentic Education- online curriculum:</i>	<i>Afterschool Tutoring</i> <i>Paper</i> <i>Freckles</i>	<i>Number World</i> <i>IXL</i>	<i>Afterschool Tutoring</i> <i>Paper</i> <i>Freckles</i>	<i>Unique Learning Systems</i> <i>Attainment's Teaching to Math Standards</i>
	Assessments	<i>Renaissance star 360</i> <i>Common Formative Assessments (CFAs)</i>	<i>Renaissance star 360</i> <i>CFAs</i>	<i>Fast Bridge</i> • <i>aMath</i> • <i>easyCBM -Math</i>	<i>Renaissance star 360</i> <i>CFAs</i> <i>Fast Bridge</i> • <i>aMath</i>	<i>Fast Bridge</i> • <i>aMath</i> <i>ULS Math Assessments</i> <i>Essential Elements Checklist</i>
High School	Resources (Have in place)	<i>Computerized instruction with some modifications</i> <i>Instructional Coaches</i> <i>Grouping Students</i> <i>Authentic Education- online curriculum, Math 180</i>	<i>Paper</i> <i>Freckles</i> <i>Edgenuity</i> <i>Math 180</i> <i>Differentiation, mini lessons and resources to scaffold</i> <i>Direct instruction in Math Vocabulary</i>	<i>Paper</i> <i>Freckles</i> <i>IXL</i> <i>Attainment's</i> • <i>Access Algebra</i> • <i>Access Geometry</i>	<i>Paper</i> <i>Freckles</i> <i>Edgenuity</i>	<i>Attainment's</i> • <i>Access Algebra</i> • <i>Access Geometry</i> <i>ULS</i>
	Assessments	<i>Renaissance star 360</i>	<i>Renaissance star 360</i>	<i>Fast Bridge</i> • <i>aMath</i> <i>easyCBM -Math</i> <i>Renaissance STAR 360</i>	<i>Formative Math and Vocabulary Assessments</i> <i>Renaissance star 360</i>	<i>Fast Bridge</i> • <i>aMath</i> <i>ULS Math Assessments</i> <i>Essential Elements Checklist</i>

Social Emotional		Tier One (Universals/Core)	Tier Two (Intervention)		Tier Three (Remediation)	
	Setting	General Education	General Education GE/SSD Push-In (Tier 1)	SSD Resource (SSD Tier 2)	General Education GE/SSD Push-In	SSD Self Contained +Tier 2 (Kid Connect)
Elementary K-5	Resources (Have in place)	Critical 6 Classroom Universals DESE-Counselor Curriculum/Standards SecondStep PRIM Manuals Trauma Informed Schools and Restorative Practices RTI Coaches Verify- Conflict Resolution Teams Verify- Buddy Rooms	RTI Coaches Counselors Verify- CICO intervention Outside agencies SecondStep PRIM Manuals Zones of regulation (K-1) Verify- Calming rooms	Zones of regulation Brain wise (3-5)	Counselors Outside agencies Verify- Restorative Re-entry Verify- Calming rooms	Zones of regulation Mind Up Brain wise (3-5)
	Assessments	Attendance data Discipline data	Attendance data Discipline data	IEP Goal Data Discipline data	Discipline data, Fidelity and validity data?	IEP Goal Data Discipline data
	Setting	General Education	General Education Co-Teaching	Parallel (SSD Tier 2)	General Education Co-Teaching	SSD Self Contained +Tier 2 (Teen Connect)
Middle School	Resources (Have in place)	Critical 6 Classroom Universals DESE-Counselor Curriculum/Standards SecondStep PRIM Manuals Trauma Informed Schools and Restorative Practices RTI Coaches Verify- Conflict Resolution Teams	Counselors Outside agencies SecondStep Calming rooms	SSD Social Worker SecondStep Calm Classroom Kit	Counselors Outside agencies Verify- Restorative Re-entry Verify- Calming rooms	SSD Social Worker SecondStep
	Assessments	Attendance data Discipline data Verify- At-Risk Data from Pulse	Attendance data Discipline data	IEP Goal Data Discipline data	Discipline data, Fidelity and validity data	IEP Goal Data Discipline data Check In data (Teen Connect)
High School	Resources (Have in place)	Critical 6 Classroom Universals DESE-Counselor Curriculum/Standards PRIM Manuals Trauma Informed Schools and Restorative Practices RTI Coaches Verify- Conflict Resolution Teams	PBIS Mentors Counselors Outside agencies (YIN)	SSD Social Worker Buddy Room Behavior Continuum	Counselors Outside agencies Verify- Restorative Re-entry Verify- Calming rooms	SSD Social Worker Resilience for Youth Program Zones of Regulation Brain Wise
	Assessments	Attendance data Discipline data	Attendance data Discipline data	IEP Goal Data Discipline data	Attendance data Discipline data	IEP Goal Data Discipline data