



Students



Staff



Parents



Community



Riverview Gardens School District
**Comprehensive School
Improvement Plan**

Comprehensive Update - June 11, 2024



RIVERVIEW GARDENS SCHOOL DISTRICT

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN OVERVIEW

2023-24

STUDENT PERFORMANCE

- Implement the Professional Learning Communities Model (PLC)
 - Unpack standards
 - Develop common formative assessments
 - Analyze and use data for tiered academic interventions
- Improve Tier I instruction
 - Math - Math Workshop
 - ELA - LETRS + Early Literacy

STAFFING & WORKFORCE

- Implement staff wellness program
- Gather staff feedback
- Provide training and support for certified and non-certified staff
- Recognize and celebrate employees
- Increase salaries and benefits

MISSION & VISION

Mission: Collaboratively educate and empower our scholars to thrive in challenging environments

Vision: RGSD will be a district where:

- There are high expectations for all.
- There will be healthy, loving, empathetic and kind relationships.
- Students are at the center of our decisions.
- Supports are provided so students become grade-level ready.
- There is transparency, accountability, timely, clear communication, and high levels of customer service.
- All stakeholders have a voice.
- There is a focus on college and career readiness.

ATTENDANCE

- Create a district-wide tiered system of attendance interventions and supports

COLLABORATIVE CLIMATE & CULTURE

- Gather stakeholder feedback
- Engage staff in community-building opportunities
- Increase parental support and participation
- Create a district-wide tiered system of social emotional and behavior interventions and supports

COLLEGE & CAREER READINESS

- Align policies and practices
 - Implement the PLC Model
 - Recognize growth and achievement
- Increase dual credit and dual enrollment opportunities
- Expand partnerships with colleges and universities
- Implement interventions and supports

THERE`S A NEW VIEW ON THE HORIZON...WHERE LEARNING IS REQUIRED!

STUDENT PERFORMANCE

Star Reading Data

Percent of students Proficient and Advanced

Grade	Fall 2023	Winter 2024	Spring 2024
1 st Grade	24.7	28.3	34.8
2 nd Grade	17.5	21.7	20.8
3 rd Grade	10.7	17.9	14.5
4 th Grade	14.3	18.7	19.5
5 th Grade	15.4	16.4	17
6 th Grade	13.3	14.5	14.3
7 th Grade	6.7	6.6	11.5
8 th Grade	10.1	12.5	15
9 th Grade	9.3	11.8	16
10 th Grade	15.8	18.1	19.8
11 th Grade	14.6	19.3	15.6
12 th Grade	18.5	18.8	28.8
District	13.7	16.3	18.9

Star Math Data

Percent of students Proficient and Advanced

Grade	Fall 2023	Winter 2024	Spring 2024
1 st Grade	21.6	24	19.4
2 nd Grade	11.9	11.2	11.5
3 rd Grade	6.3	10.6	12.2
4 th Grade	6.8	10.5	11.1
5 th Grade	5.6	7.2	8.8
6 th Grade	5.3	3.4	3.1
7 th Grade	2.9	6.6	10.6
8 th Grade	2.5	5.6	8.3
9 th Grade	0.4	4.9	2.9
10 th Grade	1.8	6.7	8.3
District	7.6	9.7	9.6

Student Performance

Effective teaching and learning is comprised of the following descriptors; success ready students, high quality early learning, high quality career education, intra-interpersonal skills, teacher/leader standards, effective instructional practices, multi-tiered system of support, professional learning, use of technology to improve instruction, comprehensive school counseling, library media services and class size and assigned enrollments.

SMART Goal:

By Spring 2024, the District will increase the Missouri Performance Index (MPI) in each core area as measured by the Annual Performance Report calculation annually through 2026 by the following percentages:

- Science: 10% (baseline 295 - 10% = 392 by 2026)
- Math: 15% (baseline 248 = 377 by 2026) from 248 to 370
- ELA: 10% (baseline 316 to 420 in 2026) from 316 to 381

Strategy 1: Implement the Professional Learning Community Model in all buildings with fidelity checks.

Question 1: What do we want all students to know and be able to do?

Action Steps

1. All teachers (K-12) will unpack standards, identify essential outcomes for each course, ensuring alignment with state priority standards.
2. Collaborative/Data teams will “unpack” standards to include learning targets, academic vocabulary, and depth of knowledge/rigor.
3. Develop a district walkthrough form that includes “lesson is aligned with essential standards “ as well as other indicators of effective instruction for identified content areas.

Quarterly Update

1. On August 9 - 10, 2023, all schools within the RGSD met with their Solution Tree Coach to engage in processes that supported team planning. As part of their planning, unpack standards, identify essential outcomes for each course, ensuring alignment with state priority standards.
2. Shared PowerPoint for all K-12 schools.
3. Evidence of Project Planning/Fidelity Checks for all K-12 schools occurred in September 2023. Two district level fidelity checks will occur in January - March 2024. The final fidelity check with Solution Tree will occur between April and May 2024.

Evidence

1. [RGSD Professional Learning Plan for August 9-10, 2023.](#)
2. [Shared Powerpoint Presentation: August 9-10, 2023 Professional Learning](#)
3. [Gibson Elementary School: Evidence of unpacking standards, identification of outcomes, etc.](#)

Student Performance

Strategy 1: Implement the Professional Learning Community Model in all buildings with fidelity checks.

Question 1: What do we want all students to know and be able to do?

Action Steps

1. The teaching of essential outcomes will be monitored by walkthroughs in each building.
2. All members of the District Leadership Team will receive professional development to include the Professional Learning Communities at Works framework.
3. All principals will receive professional development to include the Professional Learning Communities at Works framework.
4. The Superintendent/designee will develop a plan and implement the Professional Learning Communities at Work for all members of the District Leadership Team.

Quarterly Update

1. The RGSD has developed a scheduled for professional learning to include the Scope of Work with Solution Tree as well as District, principal and site-based learning for all K-12 Meetings
2. PowerPoint presentations, which reflect Solution Tree work with Clara Sale-Davis

Evidence

1. [Professional Development Calendar for Principals and District Leadership Team](#)
2. [September 2023 Principal PD, Powerpoint Presentation with Clara Sale-Davis](#)
3. [October 2023 Principal PD, Powerpoint Presentation with Clara Sale-Davis](#)

Student Performance

Strategy 1: Implement the Professional Learning Community Model in all buildings with fidelity checks.

Question 2: How will we know if students are learning?

Action Steps

1. A committee will be formed to develop a common language and plan for balancing teacher-made common assessments with district-made common assessments.
2. Teacher teams will implement common formative assessments (based on essential standards.)
3. Teachers will implement quarterly benchmarks in the following subjects ELA and Math K-12.
4. Instructional leaders will review district data on benchmarks and identify necessary adjustments.
5. Utilize collaborative/data teams to examine student performance data, establish tiered interventions, and refine curriculum/instruction.
6. District leaders will review attendance, academic, and attendance data monthly.
7. The Executive Director of Continuous Improvement will develop an action plan to ensure stakeholder awareness of student performance as outlined in the Turnaround Schools Statute.

Quarterly Update

1. CFA's aligned with the curriculum are available for implementation.
2. A district calendar has been developed for Turnaround Committee Meetings
3. RGSD All District Report: Fall 2023

Evidence

1. District CFA's housed in the Formative platform.
2. [RGSD 23-24 Professional Development Calendar for Turnaround Committee Meetings](#)
3. [Riverview Gardens All District Report: Fall 2023](#)
4. [Coaching Reflections: Lemasters, March 2024](#)

Student Performance

Strategy 1: Implement the Professional Learning Community Model in all buildings with fidelity checks.

Question 3: What will we do if students don't learn?

Action Steps

1. Teacher teams will use common formative assessment data to adjust instruction and identify students for intervention (by student, by standard).
2. Solution Tree coaches and Building Leadership will collaborate to audit intervention practices and decide next steps.

Quarterly Update

1. The Solution Tree Coach meets with the building principals and his or her team to discuss issues related to instruction, interventions, and makes decision regarding the next step.

Evidence

1. [Solution Tree Coaching Reflections Logs \(Danforth\) for 2023-2024](#)

Student Performance

Strategy 2: Implement strategies to improve Tier One core instruction, supporting teachers in the Professional Learning Community Model.

Action Steps

1. **Science:** Teachers will receive professional development and implement best practices for phenomena based educational approaches using the 5E (Engage, Explore, Explain, Elaborate, Evaluate) Science Model.
2. **Science:** District will revise curriculum to structure science units to include the 5E model.
3. **Mathematics:** Facilitate the implementation of best practices in Tier 1, 2 and 3 Mathematical instructions through professional development and ongoing coaching support:
 - Math Workshop (Warm-up, Mini-lesson, Guided Math, and Math Centers, and Reflection)
 - Concrete Representational (pictorial) Abstract model
4. **English Language Arts:** Conduct curriculum audits to determine the alignment to the DESE priority standards and the Science of Reading.
5. **English Language Arts:** Implement and apply professional development for evidence - based practices/ yield-high instructional strategies focused on the science of reading K-12 to include but not limited to (LETRS, Aspire, MRI).
6. **English Language Arts:** Establish quarterly monitoring of student performance in ELA per grade level and provide feedback.
7. **English Language Arts:** District will provide access to high-quality early learning experiences, birth through pre-kindergarten. (Pre-K Literacy Assessment)

Quarterly Update

1. Building wide PD around 5E framework with Susan German 4, 5E Walkthrough tool to monitor implementation
2. Revisions to Science Curriculum (Grades 5-12)
3. Building wide PD around using the Concrete Representational Abstract (CRA) model and math workshop components
4. ELA Curriculum was audited by Jay McTighe and Associates
5. Facilitate professional development of Benchmark and MyPerspectives to Science of Reading
6. Collected RSP data across the district
7. Updated RSP data consistent with STAR/Early Literacy Assessment, and Dyslexia Screener

Evidence

1. [Sign in Sheets, Kick Up Feedback, 23-24 SY 5E Model in Action, 5E Instructional Sweep Tool, Instructional Sweep Data](#)
2. [Curriculum Revisions, Science Summer 2024 Curriculum Scope of Work](#)
3. [PD Sign-In Sheets, Teacher Reflection/Feedback Forms, Pictures of CRA in Action, Pictures of Math Workshop in Action](#)
4. [summer school curriculum task calendar](#)
5. [Math Workshop/CRA Walkthrough Tool, Instructional Sweep Data](#)
6. [Audit ELA for Science of Reading, ELA Curriculum Revision Summer Curriculum Plans](#)
7. [ELA District Instructional Materials Aligned to Science of Reading](#)
8. [Reading Success Plan Data](#)

Student Performance

Strategy 2: Implement strategies to improve Tier One core instruction, supporting teachers in the Professional Learning Community Model.

Action Steps

- 1. Early Childhood Literacy:** District will provide access to high-quality early learning experiences, birth through pre-kindergarten.
(Pre-K Literacy Assessment)
- 2. Early Childhood Literacy:** Research early literacy programs and resources such as Dolly Parton, YWCA, etc. to increase early access to literacy
- 3. Early Childhood Literacy:** Develop a district marketing plan to advertise Early Childhood Center and resources
- 4. Early Childhood Literacy:** Printed newsletter mailed to residents in the district communicating early childhood resources.

Quarterly Update

- We utilize Project Construct as our Curriculum, mylgdis as one of our Pre-K Literacy Assessments and The Dial-4.
- Researched and completed a mailing list inquiry and completed an interest form for starting Dolly Parton Imagination Station in our Region.
 - MOPATA meeting and was Informed that the Office of Childhood will apply and launch the Imagination Library for Missouri Schools on November 8, 2023.
 - The Dolly Parton Imagination Station Library Flyers will be sent home, posted on website and sent in a SISK email by November 10, 2023.

Evidence

- [Dial - 4 Assessment](#)
 - [mylgdis](#)
 - [Project Construct](#)
- [Imagination Library Flyer](#)
 - [Ready Readers](#)
 - [Bookmobile and Bookmobile schedule](#)



Riverview Gardens
SCHOOL DISTRICT

Riverview Gardens School District

Comprehensive School Improvement Plan

Summary

Student Performance

The CSIP Student Performance Committee believes that students can accelerate at high levels when provided a positive and conducive learning environment. Districts can produce positive student outcomes when the appropriate support, resources, and instructional processes are implemented with fidelity. The committee will continue to monitor the impact of the action steps and strategies outlined in the Student Performance Strand to ensure the district is on track with meeting the goals for improving student performance.

COLLABORATIVE CLIMATE & CULTURE

Collaborative Climate and Culture

Collaborative climate and culture comprises the following indicators; safe and caring environment, culture of high academic achievement and behavioral expectations, collaborative partnerships, and parent/guardian involvement. A positive school and district climate and culture is imperative to supporting student learning.

SMART Goal:

- By Spring of 2024, the climate and culture of the RGSD school community will improve by 10% as measured by a comparison of Fall 2023 and Spring 2024 surveys of students, employees and the community.
- By Spring of 2024, student discipline (office) referrals and out-of-school school suspension days will decrease by 10% as measured by referral data entered into SISK12 and Pulse.

Strategy 1: Determine a method to gather information on the feelings of students, parents, and employees related to the climate and culture of RGSD (at both the district level and school level) to collect baseline data and identify leverage areas for future actions.

Action Steps

1. Work with K-12 Insights to develop surveys for students, parents and staff members three time per year (Begin, Mid, End).
2. Work with the Collaborative Cultures Team to review results of the surveys and develop action steps to address concerns.
3. Share survey results with the RGSD community (students, parents, and staff) and action steps to address the results of the survey.

Quarterly Update

1. Surveys for students, parents, staff & community members have been completed and were sent out the week of 10/16/23. The deadline for completion is 10/31/22.
2. November 2023, the CC Committee will review and develop new action steps.
3. Survey results will be reviewed, analyzed, and shared publicly.

Evidence

*Spring Survey Pending

[Older Student Survey](#)

[Younger Student Survey](#)

[Parent Survey](#)

[Faculty & Staff Survey](#)

[Non-Parental Residents & Other Community Stakeholders](#)

[Fall 2023 Survey Overall Results](#)

Collaborative Climate and Culture

Strategy 2: Improve the climate and culture from the District level (Central Services) by developing community building activities amongst staff members.

Action Steps

1. District leadership will hold 4 interactive activities per year to connect with district personnel.
2. Meet with the Collaborative Culture Team 3 times per year to plan additional employee activities for the 2023-24 school year.
3. Contact district partners to solicit donations to help support activities to that will assist in improving climate and culture.
4. Review the district budget for funding sources to implement yearly celebrations.
5. Develop a steering committee to brainstorm district efforts toward reimagining both middle schools.

Quarterly Update

1. B2SB, Convocation, and End of Year Celebration will continue to occur. In addition, we held a bowling event for all employees. The remaining events will be a skating event (4/24) and the end-of-year gathering at Central Services 5/24).
2. The CC Committee met on 10/13/23 and 10/19/23. Future scheduled meetings are on 11/7, 12/2023, 3/19/24.
3. The CC Committee has reached out to partners for donations for district events. Two have responded and have confirmed the donation of their services or products.
4. There is no budget at this time. All activities will have to be supported by community partners and/or fundraising efforts.
5. Revisit in SY 2024-25

Evidence

1. [Convocation 2023-24](#)
[Back to School Bash 2023-24](#)
[Bowling Event 2023-24](#)
[Bowling Night Pics](#)
[End of the Year Celebration](#)
[Riverview Excellence Awards](#)
2. [CC CSIP 2023-24](#)
3. Our partners at Stiffel-Nichols assisted RGSD with getting sponsors for bowling event
4. To date, no budget has been developed for this committee. Currently planning the 2024-25 school year budget.
5. Revisit in SY 2024-25

Collaborative Climate and Culture

Strategy 3: Improve the climate and culture at the building level by developing opportunities for parents to participate at the district and building level.

Action Steps

1. All schools will develop a Parent-Teacher Organization (PTO).
2. PTOs will meet monthly/quarterly to develop ideas for fundraising & student activities.
3. Utilize Restorative Practices and Restorative Classrooms to keep students in school.
4. Identify topics of interest for Parent University by surveying parents.
5. PTO's will host at least 1 family engagement activity quarterly at each building.
6. Work with 3-5 community partners to participate in Family Engagement events as vendors.
7. Host 2 Parent Universities centered on social/emotional/ mental health supports for students and parents.

Quarterly Update

1. 8 of 13 schools have confirmed that PTOs are in progress. Implemented a new Parent Ambassador program and have selected 10 parents to be actively involved in the planning and facilitation of the PTO events. Background checks are in progress.
2. PTOs have met during 2nd semester.
3. Formal RJ practices are in place for middle and high schools with the implementation of the training for 12 RJ personnel. Formal plans for elementary schools are in progress pending funding.
4. All Parent Advisory Council (PAC) Meetings display QR codes soliciting feedback from parent feedback.
5. Our schools have hosted a range of 3-5 family engagement activities so far this school year. These include: Meet the Teacher, Open House, grade level movie nights, etc.
6. 1 partner has provided support
7. Several parent events/universities have been held during this school year. Others will be held during April & May.

Evidence

1. [Parent Ambassador Flyer \(3\).png](#)
2. [2023-24 PTO Agendas](#)
3. [Restorative Practices](#)
4. [Parent Engagement Survey 2023-2024 \(1\).png](#)
5. [RGSD PTO Mtgs](#)
6. [Family Engagement](#)
7. [Parent University](#)
8. [RGSD Newsletters & District Meetings](#)
9. [Parent Ambassador Mtgs Agenda](#)

Collaborative Climate and Culture

Strategy 4: Create a district-wide pyramid of behavior interventions and support (MTSS), monitored through the PLC process.

Action Steps

1. All schools will adhere to district policies and procedures related to disciplinary referrals and consequences.
2. Collaboratively revise district Disciplinary Handbook and Family/Student handbook.
3. Implement timely, ongoing incentives for students meeting school expectations (PBIS).
4. Establish district-level and school Social Emotional Collaborative Teams using the PLC model to analyze data, plan interventions, and adjust strategies for effectiveness.
5. Increase extracurricular activities to promote student belonging, engagement, and motivation.
6. Each elementary building will implement Morning Meeting 3-5x per week.

Quarterly Update

1. Asst. Supt will review Discipline Policy during Principal's Mtg in 11/2023. Will continue to review every quarter to ensure the policy is being followed. In addition, all discipline packets are reviewed by the Asst. Supt of Student Support to ensure that the policy is being followed.
2. The 2023-24 Behavior Guide & Discipline Handbook has been completed and Board approved. The Student/Family Handbook was brought forward for Board approval in November 2023 (one handbook has become two).
3. Schools are hosting celebration parties and giving incentives for students who meet the 90/90 attendance, academic and behavior goals.
4. All schools are having PLC meetings at least twice per month. During these meetings school teams analyze data related to academic achievement, attendance and student behavior.
5. Extra-curricular activities have increased as of the 2022-23 school year as we have allowed non-certified personnel to lead some of these activities. We are working to increase the number of activities.
6. All elementary schools are hosting Morning Meetings either in person or virtually during the first 30 minutes of the school day.

Evidence

1. [JGD Student Suspension](#)
2. [Behavior Guide & Discipline Handbook 2023-24 Student Parent Handbook](#)
3. [Incentives-Receipts and Photos](#)
4. [SEL Team PLCs](#)
5. [2023-24 Extra-Curricular](#)
6. [Morning Meeting Agendas](#)
7. [2023-24 Suspension Data](#)



Comprehensive School Improvement Plan

Summary

Collaborative Climate and Culture

The Collaborative Cultures Committee believes that improved climate and culture is the key to increasing student attendance and retaining staff! When students are excited about school and feel welcomed and important in the environment, we believe that will want to be at school. These incentives will increase attendance rates and improve academic performance. In addition, when students are excited about school, you will see a reduction in behaviors that disrupt the learning environment. Creating positive work environments for staff and employees, also increases employee morale. The domino effect of increased employee morale, is improved attendance and the retention rate of employee. This will assist in reducing the number of staff vacancies.

The CC Committee is working hard to develop an effective plan towards improving the climate and culture of our schools, and our district as whole. Improving the climate and culture is a work in progress....each year, every year!

COLLEGE & CAREER READINESS (CCR)

College and Career Readiness SMART Goals

SMART Goals:

By June 2024, 75% of graduating seniors will have completed a qualifying postsecondary assessment (ACT, SAT, ASVAB, WorkKeys, AP Examinations or Accuplacer) as measured by SIS Academic Data (Goal accomplished- 85% of the graduating class has a CCR exam on file)

By June 2024, Riverview Gardens High School will increase the number of dual credit and dual enrollment opportunities available to students as measured by the number of agreements with partner colleges, universities, and non-profit organizations (Goal accomplished-Early College Program and Dual Credit Opportunities in English and CTE)

By June 2024, Riverview Gardens will increase the number of graduating students with college /technical school credits, industry credentials as measured by the number of students receiving stackable credentials through each industry credentialing exam by 10% (Goal accomplished-25 students earned IRC credential)

By June 2024, Riverview Gardens School District will increase the percentage of students graduating in 4-years to 75% as measured by SISK12 Academic Data (Goal accomplished-projecting a 78% 4- year graduation rate for Class of 2024)

College and Career Readiness Highlights

2023 Performance	Points Possible	Points Earned
Advanced Credit	10	10
CCR Assessments	10	0
Graduate Follow Up	4	4
CTE Expansion	2	2
ICAP	4	4
Graduation Rate	20	10
CCR Points for RGSD	50	30

College and Career Readiness

College and Career readiness refers to students' participation in postsecondary assessments, rigorous coursework, graduation rate, and positive placement after graduation.

How Points are calculated: Below is a matrix of approximately equivalent ACT®, SAT®, ACCUPLACER®, WorkKeys®, and ASVAB scores, and the associated point values

Assessment	Measure Description	0	0.25	0.75	1	1.25
ACT®	Superscore	No record of participation	≤ 17	18 – 21	22 – 25	26 – 36
SAT®**	New SAT® scores as of March 2016 (prior SAT® scores)	No record of participation	≤ 939 (≤ 869)	940 – 1090 (870 – 980)	1100 – 1230 (990 – 980)	1240 – 1600 (1190 – 1600)
ASVAB	Armed Forces Qualification Test Score	No record of participation	≤ 29	30 – 62	63 – 87	88 – 99
ACCUPLACER®	Next Generation scores & (Classic scores) Reading and Math (QAS, AAF)	No record of participation	<250 Reading <230 Math (QAS, AAF)** Next Generation OR (≤85 Reading <116 Algebra Classic)	Reading ≥ 250 OR Math ≥ 230 (Reading > 85 OR Algebra ≥ 116 Classic)	Reading ≥ 250 AND Math ≥ 230 (Reading > 85 AND Algebra ≥ 116 Classic)	N/A
ACT WorkKeys®**	Versions 2.0 and (1.0) Workplace Documents (Reading for Information), Applied Math, and Graphic Literacy (Locating Information)	No record of participation	3 or below	4	5	6 or 7

College and Career Readiness

College and Career readiness refers to students' participation in postsecondary assessments, rigorous coursework, graduation rate, and positive placement after graduation.

How Points are calculated: Below is a chart showing how to calculate points for the Success Ready Students measure for the MSIP 6

Explanations of Calculations	Examples of Data	Examples of Calculations
Students are assigned a weighted point value based on their scores on department-approved college and career readiness exams. Approximate equivalent exam scores are used to establish comparability of scores on different assessments. The exam contributing the highest approximate equivalent score is used for each student.	Unduplicated Count Number of graduates who score at, or above, a 26 on the ACT® or who demonstrate comparable performance on a department-approved measure multiplied by 1.25	$18 * 1.25 = 22.5$
	Number of graduates who score at, or above, a 22 on the ACT®, but below a 26, or who demonstrate comparable performance on a department-approved measure multiplied by 1	$43 * 1 = 43$
	Number of graduates who score at, or above, an 18 on the ACT®, but below 22, or who demonstrate comparable performance on a department-approved measure multiplied by 0.75	$52 * 0.75 = 39$
	Number of graduates who participate in a department-approved measure of college and career readiness, but score below comparable performance of an 18 on the ACT® multiplied by 0.25	$23 * 0.25 = 5.75$
	Number of graduates without a score multiplied by zero	$19 * 0 = 0$
	Total weighted points earned	$22.5 + 43 + 39 + 5.75 + 0 = 110.25$

Step 1 - Determine the number of students with a qualifying score on any of the approved options, and multiply by associated point value.

Step 2 - Divide the number of weighted points earned by the number of graduates and multiply by 100, truncated to the tenth.

College and Career Readiness

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How Points are calculated: Below is a matrix of approximately equivalent ACT®, SAT®, ACCUPLACER®, WorkKeys®, and ASVAB scores, and the associated point values

Success-Ready Performance Score: CCR Assessment Scoring Table

Designation	Targets	Points assigned
Target	71.5%-100%	10
On-Track	67.2%-71.4%	7.5
Approaching	40.0%-67.1%	5
Floor	0.0% - 39.9%	0

Example: If the class size is 260 Students, we need the following to gain 5 points:

- 30 students not taking the exam (0 pts)
- 116 students scoring below 18 or below on the ACT (.25)
- 104 students scoring between 18-21 on the ACT (.75)
- 5 students scoring between 22-25 on the ACT (1 pts)
- 5 students scoring between 26 or above on the ACT (1.25)

$$0 + 29 + 78 + 5 + 6.25 = 118.25 \quad 118.25 / 260 = .4548 * 100 = 45\%$$

College and Career Readiness

College and Career readiness refers to students' participation in postsecondary assessments, rigorous coursework, graduation rate, and positive placement after graduation.

Strategy 1: Align policies and practices to maximize existing and new structures to improve college and career readiness (ICAP, updating contact information, incentives, early warning system, partnerships, etc.)

Action Steps

1. Provide each parent, student and faculty member with a copy of the Program of Studies Book and allow time for feedback and revision.
2. Systematically gather and update parent/guardian contact information (phone number, email address) quarterly.
3. Through the PLC process, use data (grade reports in SIS) to determine credit deficiencies, absences, and course failures, and identify students in need of intervention, quarterly.
4. Reward academic growth and achievement (Honor Roll, National Honor Society, Club 21, ACT Club, BAG Celebrations, etc.)
5. Audit and continuously update, all existing curriculum and major instructional resources to identify strengths and weaknesses related to college and career. readiness.
6. Provide intervention for students in need through Early Alerts, increased tutoring opportunities, and additional credit recovery opportunities.

Final Update

1. The Program of Studies Booklet for the 23-24 School Year is posted on the website for new and returning students/families to review. The updated Program of Studies Booklet was approved by the SAB on February 27, 2024. Students began requesting classes for 24-25 school year in April 2024.
1. Individual conversations with students and parents about academics were held after progress reports were pulled each quarter. Students needing to attend summer school were notified and have been enrolled.
1. Hosted a variety of academic and behavioral achievement celebrations to support student growth (Top 10 Picture Posters, Honor Roll Celebration, 21 Club Bulletin Board, AttenDance Party, PBIS Most Improved Student of the Month and LevelUp Celebration)
2. Master Scheduling Meetings with department heads began in April 2024

Evidence

1. [Program of Studies for 2024-2025](#)
2. [Parent Resource Email](#)
3. [Program of Studies Meeting Agenda](#)
4. [Tutoring Opportunities Email](#)
5. [Student Celebrations](#)
6. [Academic Intervention Letter to Student and Parent/Guardian](#)



College and Career Readiness

College and Career readiness refers to students' participation in postsecondary assessments, rigorous coursework, graduation rate, and positive placement after graduation.

Strategy 2: Increase dual credit and dual enrollment opportunities by partnering with local colleges and universities

Action Steps

1. Implement Early College Academy Program with St. Louis Community College at Florissant Valley.
2. Promote partnership with North Technical High School through all communication channels.
3. Identify certified staff members who qualify to serve as dual credit instructors.
4. Research additional dual enrollment and dual credit partnerships.
5. Monitor and incorporate internships, hands-on experiences, transferable skills and apprenticeship opportunities.

Final Update Update

1. RGSD Special Administrative Board approved Early College Academy agreement with St. Louis Community College on August 29, 2023. MOU fully executed on August 31, 2023. Monthly check-ins with Early College scholars and parents regarding attendance, academics and resources available at STLCC.
2. North Technical applications were sent via email to scholars and parents on September 5, 2023. A representative came to RGHS to speak with students about the program offerings at North Technical High School.
3. Qualified staff members attended the STLCC meeting on August 8, 2023. Dual Credit programs were approved and are being offered on campus.
4. Dual Enrollment/Dual Credit meeting with Harris-Stowe State University.
5. CTE Teachers provided counselors with a list of students who were on target for achieving their Industry Recognized Credentials.

Evidence

1. [MOU with STLCC](#)
2. [North Tech Application Reminder](#)
3. [Program of Studies Meeting Agenda](#)
4. [HSSU and STLCC conversation summaries](#)
5. [Field Trip Approval for various college and career tours](#)
6. STLCC Award for greatest increase in Dual Credit and Dual Enrollment savings
7. We are beginning conversations for the 24-25 School year with JobCorps about providing job training for Early Graduates



College and Career Readiness

College and Career readiness refers to students' participation in postsecondary assessments, rigorous coursework, graduation rate, and positive placement after graduation.

Strategy 3: Provide additional supports and interventions to promote students' success in honors, dual enrollment, AP courses and CCR assessments.

Action Steps

1. Offer multiple opportunities to administer ACT, WorkKeys, Accuplacer and ASVAB exams throughout the school year.
1. Expand partnerships with university and community-based resources for tutoring, ACT prep, WorkKeys and other academic interventions.
1. Consistently communicate district academic enrichment opportunities and student progress related to academics with parents using a variety of communication methods, education programs, structural expectations.

Final Update

1. On October 17, 2023, the high school had administered the ACT in school. Additionally, students can take the National ACT at Riverview Gardens High School.
 2. Students will test ASVAB on Tuesday, Mar 5, 2024
 3. Students will test Accuplacer Mar 6, 2024
 4. Students will test in WorkKeys Feb. 22-May 16, 2024
 5. Students will take the District ACT on April 9, 2024
 6. Students and parents have received emails regarding summer enrichment camps, internship opportunities and ACT Prep as they arise.
 7. In the February PD Offerings, staff had the opportunity to learn more about the Paper Tutoring tool and how it can be used to provide virtual tutoring sessions for students.
 8. The Early College Academy is currently accepting applications for its second cohort.
1. As of June 3, 85% of the Class of 2024 have taken the ACT, ASVAB or WorkKeys Exam
 2. District partners with Varsity Tutors to offer ACT Prep

Evidence

1. [Invoice for October ACT](#)
2. [Estimate for WorkKeys and Spring ACT](#)
3. [Folder of enrichment opportunities sent to students and families](#)
4. [CCR Tracker for 2023-2024](#)
5. [Invoice for WorkKeys](#)
6. [Invoice for April ACT](#)
7. [Varsity Tutors](#)



College and Career Readiness

College and Career readiness refers to students' participation in postsecondary assessments, rigorous coursework, graduation rate, and positive placement after graduation.

Strategy 4: Implement intervention strategies to support student success towards graduation

Action Steps

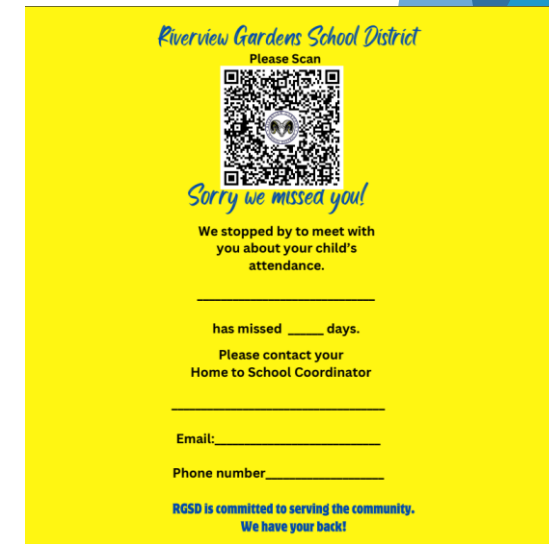
1. Consistently communicate district graduation requirements and student progress related to academics with parents using a variety of communication methods
1. Through the PLC process, use data (grade reports in SIS) to determine credit deficiencies, absences, and course failures, and identify students in need of intervention, quarterly
2. Reward academic growth and achievement (Honor Roll, National Honor Society, Club 21, ACT Club, BAG Celebrations, etc.)
3. Implement grade-level success teams to identify students who need additional academic support as well as academic rigor. Teams will meet once each semester.
4. Continue to expand the use of restorative practices as an integral part of school-level academic and behavior management plans
5. Fully implement all school-level resources to support effective and efficient academic interventions (i.e. Success Academy, counseling, trauma, substance abuse, and alternative education programs)

Final Update

1. The Counseling Team pulled course failures and credit deficiencies and deployed resources according to student needs. Individual conversations with students and parents about academics were held after progress reports were pulled each quarter.
1. Home to School Coordinators conduct home visits to assist homebound students. As of May 17, 350 home visits have been completed.
1. PBIS "Most Improved" student each month. The faculty have the ability to suggest a student who has made progress in attendance, behavior, or academics once a month.
2. Reinforce graduation requirements and academic achievement through college and career tours, student summits, social media posts, emails, monthly newsletters and community partnerships.
3. Conduct classroom visits to communicate career paths and complete ICAP requirements, ensuring students are aware of their options and opportunities for success. Additionally, provide resources and support for students to explore internships, job shadowing, and other hands-on experiences to further enhance their understanding of potential career paths.

Evidence

1. [Email Log of counselor communication to students and parents](#)
2. [Photographs of student celebration events](#)
3. [Field Trip Approval Forms](#)
4. [Graduation Wheel](#)
5. [ICAP Template](#)
6. [Student Interest Survey](#)
7. [Home Visit Door Knockers](#)
8. [Newsletters](#)





Summary

The CSIP College and Career Readiness Committee believes that when students have access to resources, support, and celebration, they can excel! This year, the staff at Riverview Gardens High School worked collaboratively to implement various strategies and resources to support student success in both their academic and career goals. The committee also focused on fostering a growth mindset among students to help them overcome challenges and reach their full potential. The committee will monitor the impact of the College and Career Readiness strand's action steps and strategies to ensure that the district meets its goals for MSIP 6 Success Ready Students.





Riverview Gardens
SCHOOL DISTRICT

STAFFING & WORKFORCE

Staffing and Workforce

This strand refers to recruitment and retention of high quality certified and classified educators to effectively support student learning.

Since June of 2023 we have increased our recruitment efforts for all open positions.

Recruitment efforts:

- We have conducted a television advertisement campaign through KMOV, Fox 2/11, and KSDK in collaboration with the Communications Department
- Participated in hiring fairs and developed candidate recruitment pipelines with Ranken Technical College, Lindenwood University, Maryville University, Harris Stowe University, St Louis Community College, the black Educators symposium, the urban Expo, University of Missouri at St Louis, and Mizzou
- We conducted 8 in-district hiring fairs at our Central Services location
- Developed a partnership with Jobs Connect USA to hire 25 International teachers from the Philippines and East and South Africa
- Participated in several community events to create awareness of our district and recruit potential candidates

Upcoming recruitment efforts:

- Working with the Jobs Connect USA to hire 20 additional international candidates for the upcoming school year
- We will be participating in hiring fairs and developing more recruitment pipelines with

Staffing and Workforce

This strand refers to recruitment and retention of high quality certified and classified educators to effectively support student learning.

SMART Goal:

- By Spring 2024 the district will increase the fill rate by 40% (45 certificated staff members and 50 support staff members) and reduce the district turnover (rate will not exceed 15%) as measured by the Annual Staffing Report.

Staffing Vacancy Data

June Vacancies

- At the end of June 2023 RGSD had 242 total vacancies
 - 114 were certified vacancies
 - 128 are non-certified vacancies

Final Vacancies

- As of April 2023 RGSD has 132 total vacancies
 - 97 are certified vacancies
 - 35 are non-certified vacancies

Evidence

- This is a 45% fill rate increase for total vacancies
 - 15% (15 staff members) increase for certified vacancies
 - 72% (93 staff members) increase for non-certified vacancies

Staffing and Workforce

This strand refers to recruitment and retention of high quality certified and classified educators to effectively support student learning.

SMART Goal:

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Strategy 1:

Establish and maintain a wellness program for employees.

Action Steps

1. Monthly meditation classes, Yoga, or Exercise Classes can be offered to staff after work hours and/or lunch periods by external partners.
2. Transform Teacher Lounges at each school into wellness spaces.
3. Increase proactive communication about the Employee Assistance Program through quarterly communication which may include presentations, videos, posters, etc.

Final Update

1. Hired a wellness coordinator, hosted several wellness events, and started building a district wide wellness schedule
2. Wellness Lounge survey conducted through Project Aware, conducted Wellness Lounge walkthroughs, and met with administrators to review the Wellness Lounge survey results
3. Staff have received CSD Trust Wellness monthly newsletters promoting employee wellbeing and Employee Assistance Program resources offered through Lincoln Financial.

Evidence

1. [Wellness Coordinator job posting](#)
2. [Project AWARE Meeting](#)
[Nutrition Intuition Trivia Challenge](#)
[Mammography Unit at Central Services](#)
3. [Wellness Lounge item selection Cart](#)
[Principal's Meeting Agenda](#)
[Wellness Room Survey](#)
4. [EAP Information](#)
[CSD Trust newsletters](#)
[EAP Benefits](#)

Staffing and Workforce

Strategy 2:

Provide opportunities for staff feedback and input.

Action Steps

1. District and building leadership collaboratively analyze and share results of staff survey (3 times per year) with action steps.
2. District Town Hall meetings (Twice a year).
3. Establish a committee to gather staff concerns and discuss solutions with the building and district leader.

Quarterly Update

1. Culture and Climate Surveys have been conducted, 3 times this year, by the Communication Department
2. District Town Hall meeting was conducted on January 23, 2024.
3. Collaboration committee information and sign up forms were sent out district-wide.

Evidence

1. [Culture and Climate Surveys](#)
[Climate & Culture Survey Presentation](#)
2. [Town Hall Flyer](#)
3. [Town Hall Video](#)
4. 9/29/23 [Five Things You Should Know](#)

Staffing and Workforce

Strategy 3:

Training support for certified and non-certified staff

Action Steps

1. Professional Development topics identified based on district data.
2. Implementation of high quality professional development for certified and non-certified staff.
3. Establish a Support Staff Committee to plan and implement professional development.
4. Establish and maintain an onboarding process that provides resources new employees need on the first day of work.

Quarterly Update

1. The professional development coordinator along with the professional development committee plans monthly to identify topics for development.
2. The professional development coordinator has developed and implemented a district-wide professional development plan.
3. Start Date 8/2024
4. Began a new Substitute and IA orientation/ PD February 15th in collaboration with C&I.

Evidence

1. [Monthly PDC meetings](#)
2. [District PD Day Schedule. April 22nd](#)
3. [Professional Roundtable 4/15/24](#)
4. [RGSD Professional Development Plan 2023-2024](#)
- 5.
6. Start Date 8/2024
7. [Substitute and IA orientation/ PD plan](#)

Staffing and Workforce

Strategy 4:

Recognition support for certified and non-certified staff

Action Steps

1. Perfect Attendance recognition for certified and non-certified staff.
2. Recognize certified and non-certified employees at the building level and district level
3. Develop Support Staff of the year recognition.
4. Work collaboratively with the Riverview Gardens Foundation to align supports.
5. Explore funding options for tuition reimbursement programs, textbook funds, and scholarships for teachers and paraprofessionals.

Final Update

1. Paid out 30 certified staff members for perfect attendance on December 20th. Planning a perfect attendance celebration.
2. Staff are recognized monthly at SAB meetings through Riverview Excellence and electronically through 5 Things you Should Know.
3. The PDC team is planning a Support staff of the Year celebration.
4. Start Date 8/01/2024
5. Developed an MOU with Lindenwood University for a 20% tuition discount for all RGSD staff.
6. Developed an MOU with St. Louis University for a 100% tuition scholarship for RGSD paraprofessional staff.

Evidence

1. Start date 8/2024 for celebration planning
2. 9/29/23 [Five Things You Should Know](#)
3. [RGSD Building and District Teachers of the Year](#)
4. [District Teacher of the Year Guidelines](#)
5. [Support Staff of the Year Guidelines](#)
6. 11/3/23 [Five Things You Should Know](#)
7. [UMSL Funding Conversation](#)
[UMSL MOU Option Draft](#)
8. [Lindenwood U. Gold Program](#)
9. [Rising Teachers at Saint Louis University](#)

Staffing and Workforce

Strategy 5: Increase salaries and benefits

Action Steps

1. Research processes to reclassify support staff from part time to full time, including benefits.
2. Research feasibility of staff salary increases and the potential impact on district finances.

Quarterly Update

1. All 9 month Secretaries were reclassified to 12 months and All 9 month IA's were reclassified to 10 months
2. A 3% salary increase for all staff members was presented and approved by the School Board for the 2024-25 school year

Evidence

1. [SAB Agenda Item Staffing plan adjustment](#)
2. [Area Salary Increase Survey 2024-25](#)
3. [Salary Increase Agenda Item 2024-25](#)



Comprehensive School Improvement Plan

Summary

Staffing and Workforce

The Staffing and Workforce committee believes that the recruitment and retention of exceptional staff is paramount to enhancing the growth and academic achievement of our students. Our commitment extends beyond advertisement and outreach; it encompasses a deliberate cultivation of relationships with our schools, communities, and higher education institutions. We also believe that by investing in the professional development and growth of our existing staff members, we not only boost retention rates but also create a more enriching culture and climate within the district.

To effectively fulfill the objectives outlined in MSIP 6, the committee is dedication to monitoring and implementing strategic actions related to recruitment, recognition, retention, and staff wellness as outlined in this CSIP strategy.

ATTENDANCE

Attendance

Student attendance refers to the record of students' presence or absence in a class, directly correlated with student achievement. In addition, student attendance impacts district funding. DESE establishes that 90% of students must be in attendance 90% of the time.

SMART Goal:

- Increase the proportional attendance (90% of students attending 90% of the time) percentage by 20% annually (54% in 2024, 65% in 2025 and 78% by 2026). [EOY 22-23 90/90](#) & [Current 90/90 Attendance](#) as of 05/31/24 is 39.49%.

Strategy 1: Create a district-wide pyramid of interventions and support (MTSS), monitored through the PLC process.

Tier 1 - Action Steps

1. Establish district-level and school Attendance Collaborative Teams using the PLC model to analyze data, plan interventions, and adjust strategies for effectiveness.
2. Ensure clear policies/procedures and alignment of practices district-wide related to attendance reporting for Parents/Guardians, Teachers, and Attendance Secretaries.
3. Collaboratively revise and/or create (as needed) uniform attendance reporting documents for district-wide use.
4. Implement timely, ongoing incentives for students meeting attendance goals.
5. Provide ongoing district and school communication regarding student attendance.
6. Increase extracurricular activities to promote student belonging, engagement, and motivation.
7. Include attendance contract that address attendance expectations, outlines consequences, and resources to students and parents.

Quarterly Update

1. School task force have met consistently
2. Attendance policy/procedures and practices have been shared with parents and guardians. School Level task force have met with parents of chronically absent students.
3. Home visits have been conducted by the home to school coordinators
4. More incentives have been implemented in the schools
5. Newsletters, emails and robocalls have been consistent per building
6. Efforts to create more after school programs to keep students engaged are in process
7. Attendance contracts reinstated across the district.
8. Plans to distribute Attendance documents before school starts along with parent universities stressing the importance of attendance for the 24-25 Sy

Evidence

1. District-wide meeting held with building level task force (comprised of building principal, attendance clerk, Home to school coordinator, counselor, social worker and in some buildings the school nurse.) to go over attendance policy, procedures, and expectations. [Initial meeting notes](#)
1. [Attendance Policy](#) & [Attendance Procedures](#)
1. [Uniform documents to be used by schools](#)
2. [Attendance incentives & Celebrations](#)
3. [The Inside View - Sept. 2023](#)
1. [Family Matters Podcast Ep. 18](#)
1. [Extracurricular List 2023-24](#)
2. [Attendance Contract and Truancy](#)

Attendance

Strategy 1: Create a district-wide pyramid of interventions and support (MTSS), monitored through the PLC process.

Tier 2 - Action Steps

1. Create attendance support plans/goals (district-wide document) for students who drop below 90% with frequent monitoring and feedback.
2. Develop a district-wide bank of resources (electronic hub) for parent referral/support to address factors affecting attendance (district health clinics, transportation resources, clothing, utility, food, and other resources).
3. Conduct individual parent meetings for students who drop below 90%

Tier 3 - Action Steps

1. Create attendance contract plans/goals (district-wide document) for students who demonstrate chronic absenteeism with frequent monitoring and feedback.
1. Establish a clear system of communication with local law enforcement, community organizations, mentoring programs, and/or social services.

Quarterly Update

1. Meet and establish attendance goals for students under 90%. Each school has regular attendance meetings.
2. In Progress
3. Ongoing

Quarterly Update

1. Attendance contracts re-established for students with Chronic Absenteeism.
2. In Progress

Evidence

1. In Progress
2. [Parent Information by Grade Level Rams Resource Hub](#)
1. Ongoing
2. [EOY Documents](#)
3. [Attendance Incentives Monthly Flyers 23-24](#)

Evidence

1. [Parent Contract](#)
2. [St. Louis County PD MOU](#)
3. [The Little Bit Foundation MOU](#)
4. [SoulFisher Ministries MOU](#)



Comprehensive School Improvement Plan

Summary

Collaborative Climate and Culture

The Collaborative Cultures Committee believes that improved climate and culture is the key to increasing student attendance and retaining staff! When students are excited about school and feel welcomed and important in the environment, we believe that will want to be at school. These incentives will increase attendance rates and improve academic performance. In addition, when students are excited about school, you will see a reduction in behaviors that disrupt the learning environment. Creating positive work environments for staff and employees, also increases employee morale. The domino effect of increased employee morale, is improved attendance and the retention rate of employee. This will assist in reducing the number of staff vacancies.

The CC Committee is working hard to develop an effective plan towards improving the climate and culture of our schools, and our district as whole. Improving the climate and culture is a work in progress...each year, every year!

Attendance

Despite falling short of our goal, the Attendance Task-Force eagerly anticipates the upcoming 24-25 school year. Our commitment remains steadfast in emphasizing the significance of scholars' attendance and addressing the detrimental impact of chronic absenteeism within the District. We have implemented effective practices that promise to yield benefits as we embark on the new academic year in August. It is imperative that we commence the year by informing scholars and parents about the incentives available to encourage behavioral improvements. Through positive reinforcement and motivation, we aim to foster a culture where such efforts become infectious. Each stakeholder holds a crucial role in our collective endeavor to achieve our objectives.