



Riverview Gardens School District



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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 MS/HS level
- Crosswalks and alignment of programs and curricular supports
- Data/PLC and I-Team meetings
- FastBridge and Goalbook resources for SSD (Special School District)
- Professional development shared

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

- Training: SSD providing PD (Professional Development) including Explicit Instruction and Classroom Universals
- Authentic Education- building the UBD lessons
- During PLC time curriculum is discussed but, it is more about unit assessment vs backwards by design
- 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?

- Inst Rounds/ Walk-throughs
- Data Teams at the school level
- Support from Instructional 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 from walk throughs

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

- Curriculum committee
- 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?



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- Needs Improvement

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 was on the ELA curriculum adoption committee

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

- Guided reading groups
- Reading specialist or Inst Assistants- for tiered 2 or 3 for extra for identified scholars... push in or pull out... ELA-LLI for reading... Reading spec- tier 3/IA- tier 2
- 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?

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

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

- Screenings for Literacy/Dyslexia-
- Renaissance STAR 360
- 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?

- C and I department determines 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



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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 extremely 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



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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)	<p><i>MRI- Literacy Strategies</i> <i>Comprehensive Balanced Literacy- Skill based Guided Reading groups</i> <i>Benchmark Literacy- ELA Resources used to implement CBL</i> <i>Differentiation of learning events within Guided Reading groups</i> <i>Lucy Caulkins Guided Writing</i></p>	<p><i>Inst Assistants Pull out or Push in Targeted Skill based instruction (5 areas)</i> <i>Guided Reading</i> <i>Afterschool Tutoring Paper</i> <i>Freckles</i> <i>Reading Specialist- Leveled Literacy Intervention (LLI)</i></p>	<p><i>Systematic Instruction in Phoneme Awareness, Phonics, and Sight-Words (SIPPS)</i> <i>Sound Sensible</i> <i>LETRS</i> <i>Step Up to Writing</i> <i>Handwriting Without Tears</i> <i>SIM Fundamentals of Sentence Writing</i> <i>IXL</i> <i>Raz-Kids</i> <i>BoomCards</i></p>	<p><i>Reading Specialists Pull out or Push in- Leveled Literacy Intervention (LLI)</i> <i>Small Group Guided Reading Instruction (increase touches, 20-40 min., 3-5 times/week)</i> <i>After School Tutoring Paper</i> <i>Freckles</i></p>	<p><i>Unique Learning Systems (ULS) & News2U</i> <i>L3Skills</i> <i>Assistive Technology</i> <i>Handwriting without Tears</i> <i>Equipped for Reading Success</i></p> <p><i>Verify- Early Literacy Skills Builder (ELSB)</i></p>
	Assessments	<p><i>Dyslexia assessments- Amira reading</i> <i>DRA with F&P (4 times a year... or more as needed)</i> <i>Lucy Caulkins rubric for writing.</i> <i>Renaissance Star 360</i> <i>Running Records</i> <i>Common Formative assessments</i></p>	<p><i>CBM within Star 360</i> <i>Running Records</i> <i>Common Formative assessments</i> <i>Renaissance Star 360</i> <i>Dyslexia assessments- Amira reading</i></p>	<p><i>Fastbridge</i></p> <ul style="list-style-type: none"> • Early Literacy • aReading • CBM-R <p><i>Verify- K-2 & 3-5 Writing Rubric</i> <i>Verify- Step Up to Writing Assessments and Rubrics</i></p>	<p><i>CBM within Star 360</i> <i>Running Records</i> <i>Common Formative assessments</i> <i>Renaissance Star 360</i> <i>Dyslexia assessments- Amira reading</i></p>	<p><i>Fastbridge</i></p> <ul style="list-style-type: none"> • Early Literacy • aReading • CBM-R <p><i>Essential Elements Checklist</i> <i>ULS</i> <i>SCERTS</i></p>
	Setting	General Education	General Education Co-Teaching	Parallel (SSD Tier 2)	General Education Co-Teaching	SSD Self Contained +Tier 2



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Middle School	Resources (Have in place)	MRI- Literacy Strategies SAVVIS- ELA online teacher resources Comprehensive Balanced Literacy Model Skill based Guided Reading groups Differentiation of learning events within Guided Reading groups Lucy Caulkins Guided Writing Verify- Success Maker??	After School Tutoring Paper Guided Writing Reading Inventory (Read 180) Freckles Lucy Caulkins Guided Writing Verify- Edgenuity	LanguageLive Systematic Instruction in Phoneme Awareness, Phonics, and Sight-Words (SIPPS) LETRS Step Up to Writing IXL Flocabulary	Systems 44 Paper Freckles After School Tutoring Lucy Caulkins Guided Writing Verify- Edgenuity	Unique Learning Systems (ULS) & News2U Assistive Technology
	Assessments	Dyslexia assessments Reading Inventory (Read 180) Lucy Caulkins rubric for writing. Renaissance Star 360	Reading Inventory (Read 180) Renaissance Star 360 Systems 44 Lucy Caulkins rubric for writing.	Fastbridge • aReading • CBM-R LanguageLive Verify- Step Up to Writing Assessments and Rubrics Verify- Assessments for Step Up to Writing rubrics and comprehension assessments. Verify- Flocabulary assessment, Verify- K12 Language assessments.	Reading Inventory (Read 180) Renaissance Star 360 Systems 44 Lucy Caulkins rubric for writing.	Fastbridge • Early Literacy • aReading • CBM-R Essential Elements Checklist ULS Reading Inventories SCERTS
High School	Resources (Have in place)	MRI- Literacy Strategies SAVVIS- ELA online teacher resources Comprehensive Balanced Literacy Model Skill based Guided Reading groups Differentiation of learning events within Guided Reading groups Guided Writing	Verify- Reading Inventory (Read 180) Verify- Paper Verify- Freckles Verify- Edgenuity?	LanguageLive Flocabulary REWARDS REWARDS Plus Step Up to Writing IXL	Verify- Paper Verify- Freckles Verify- Edgenuity?	Unique Learning Systems (ULS) & News2U Assistive Technology Good Talking Words: A Social Communications Skills Program



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Assessments	<i>Renaissance Star 360</i>	<i>Renaissance Star 360</i>	<i>Fastbridge</i> <ul style="list-style-type: none">• <i>aReading</i>• <i>CBM-R</i> <i>LanguageLive</i> <i>Verify- Step Up to Writing Assessments and Rubrics</i> <i>Verify- Assessments for Step Up to Writing rubrics and comprehension assessments.</i> <i>Verify- Flocabulary assessment,</i> <i>Verify- K12 Language assessments.</i>	<i>Renaissance Star 360</i>	<i>Fastbridge</i> <ul style="list-style-type: none">• <i>aReading</i>• <i>CBM-R</i> <i>Essential Elements Checklist</i> <i>ULS</i> <i>Reading Inventories</i>
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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 extremely focused on explicit instruction of foundational skills such as models of proficient problem solving, verbalization of thought process, guided practice, corrective feedback, and calmativie 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



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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> *Making Sense of Math *Developing Number Sense *Strategies for Fraction Sense Math Centers Guided Math Model	<i>Afterschool Tutoring</i> <i>Paper</i> <i>Freckles</i> <i>Verify-Guided Math Model</i> <i>Verify-Tutor SLU via Little bits</i> <i>Verify-Dreambox</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>Verify-Tutor SLU via Little bits</i> <i>Verify-Dreambox</i>	<i>Unique Learning Systems (ULS) & News2U</i> <i>Verify- Attainment's Math Skills Builder</i>
	Assessments	<i>Renaissance star 360</i>	<i>Renaissance Star 360</i> <i>Common Formative Assessment</i>	<i>Fastbridge</i> • <i>Early Numeracy</i> • <i>aMath</i> • <i>Math CAP</i>	<i>Renaissance Star 360</i>	<i>Fastbridge</i> • <i>Early Numeracy</i> • <i>aMath</i> • <i>Math CAP</i> <i>Essential Elements Checklist</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>Verify- HMH Into Math</i> <i>Guided Math groups</i> <i>Verify- 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</i>	<i>Renaissance star 360</i> <i>Common Formative Assessments</i>	<i>Fastbridge</i> • <i>aMath</i> • <i>Math CAP</i>	<i>Renaissance star 360</i> <i>Common Formative Assessments</i>	<i>Fastbridge</i> • <i>aMath</i> • <i>Math CAP</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</i>	<i>Verify- Paper</i> <i>Verify- Freckles</i> <i>Verify- Edgenuity?</i>	<i>TBD - Angie Simmons?</i> <i>IXL</i>	<i>Verify- Paper</i> <i>Verify- Freckles</i> <i>Verify- Edgenuity?</i>	<i>Verify- Attainment's Teaching to Math Standards</i> <i>Attainment's Access Algebra</i>



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Assessments	<i>Verify- SRI???</i> <i>Verify- USA Test Prep- for CFAs</i> <i>Verify- Renaissance star 360</i>	<i>Verify- USA Test Prep- for CFAs</i> <i>Verify- Renaissance star 360</i>	<i>Fastbridge</i> <ul style="list-style-type: none">• <i>aMath</i>• <i>Math CAP</i>	<i>Verify- USA Test Prep- for CFAs</i> <i>Verify- Renaissance star 360</i>	<i>Fastbridge</i> <ul style="list-style-type: none">• <i>aMath</i>• <i>Math CAP</i> <i>ULS</i> <i>Essential Elements Checklist</i>
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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 extremely 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.



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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)	<i>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</i>	<i>RTI Coaches Counselors Verify- CICO intervention Outside agencies SecondStep PRIM Manuals Zones of regulation (K-1) Verify- Calming rooms</i>	<i>Zones of regulation Brain wise (3-5)</i>	<i>Counselors Outside agencies Verify- Restorative Re- entry Verify- Calming rooms</i>	<i>Zones of regulation Mind Up Brain wise (3-5)</i>
	Assessments	<i>Attendance data Discipline data</i>	<i>Attendance data Discipline data Moline- SAEBRs</i>	<i>IEP Goal Data Discipline data</i>	<i>Discipline data, Fidelity and validity data?</i>	<i>IEP Goal Data Discipline data</i>
	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)	<i>Critical 6 Classroom Universals DESE-Counselor Curriculum/Standards SecondStep PRIM Manuals Trauma Informed Schools and Restorative Practices RTI Coaches- Verify- Conflict Resolution Teams</i>	<i>Counselors Outside agencies SecondStep Calming rooms</i>	<i>SSD Social Worker SecondStep Calm Classroom Kit</i>	<i>Counselors Outside agencies Verify- Restorative Re- entry Verify- Calming rooms</i>	<i>SSD Social Worker SecondStep</i>
	Assessments	<i>Attendance data Discipline data Verify- At-Risk Data from Pulse</i>	<i>Attendance data Discipline data</i>	<i>IEP Goal Data Discipline data</i>	<i>Discipline data, Fidelity and validity data</i>	<i>IEP Goal Data Discipline data Check In data (Teen Connect) SCERTS?</i>



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High School	Resources (Have in place)	<i>Critical 6 Classroom Universals DESE-Counselor Curriculum/Standards PRIM Manuals Trauma Informed Schools and Restorative Practices RTI Coaches Verify- Conflict Resolution Teams</i>	<i>PBIS Mentors Counselors Outside agencies (YIN)</i>	<i>SSD Social Worker Buddy Room Behavior Continuum</i>	<i>Counselors Outside agencies Verify- Restorative Re-entry Verify- Calming rooms</i>	<i>SSD Social Worker Resilience for Youth Program Zones of Regulation Brain Wise</i>
	Assessments	<i>Attendance data Discipline data</i>	<i>Attendance data Discipline data</i>	<i>IEP Goal Data Discipline data</i>	<i>Attendance data Discipline data</i>	<i>IEP Goal Data Discipline data</i>