Riverview Elementary/Middle Annual Plan (2023 - 2024)

Last Modified at Nov 08, 2023 10:40 AM CST

[G 1] Riverview School will increase the ELA rate of met and exceeded from 7.0% in 2022 to 25% in 2024 and decrease the rate of below from 62.6% in 2022 to 30% in 2024.
Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal
[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Strong implementation of standards aligned curricula Rationale --------- Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. Supporting Data -------------- Existing Strategy Overall meet or exceeds on Spring MasteryConnect remains constant from 21-22 (30.9%) to 22-23 (30.8%) 4th grade meet or exceeds on 22-23 spring	**[A 1.1.1] Implement MSCS ELA curriculum** Description ----------- In order to provide access to a rigorous curriculum, teachers will deliver high-quality, Tier I core instruction from the Wonders curriculum (3-5) and iReady Reading (6-8), which are aligned to the TN Academic State Standards for English Language Arts. Implementation -------------- * Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol * Weekly lesson plan review * Weekly collaborative planning sessions	Rasheedah Jemison, principal; Marvin Jones, assistant principal; Tiffany Thompson, PLC Coach; Andrea Dandridge, Content Lead	05/24/2023		

MasteryConnect was 48%; 3rd grade meet or exceeds on 22-23 spring MasteryConnect was 66.7% *** *** *** *** **Benchmark Indicator** Implementation ------------- * Foundational Literacy Walkthrough data reviewed biweekly during ILT meetings * Daily Informal observation and feedback * PD agendas and sign-in * Mastery Connect OTM scores in ELA * Weekly lesson plan review * Weekly PLC meetings and collaborative planning Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Weekly classroom walkthrough data will reflect effective instructional practices in 85% of observed classrooms * District CFAs will increase each quarter by at least 2 points	* Formal observations using the TEM rubric Effectiveness ------------ * 100% of ELA teachers will attend 95% of the collaborative planning sessions to effectively plan for high-quality, standards-aligned instruction * 100% of ELA teachers will demonstrate effective implementation of identified instructional shifts at or above 80% of the teaching time * School-level walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity * Semester review of TEM observation data will reflect that 100% of educators deliver lessons aligned to the TN Standards.				
	[A 1.1.2] Conduct continuous data analysis Description ----------- Teachers will meet to analyze various sources of	Rasheedah Cooperwood-J emison, Principal; Marvin Jones,	04/12/2024		

data (Aims Web assessments, district Interim assessments, and iReady reading, formative school-wide mini-assessments, student work samples, teacher observations of student performance) in order to improve instructional practices and impact student outcomes. Student performance will be tracked daily through aggressive monitoring of the teacher during instruction and assessed daily through end-of-class exit tickets. Student progress toward mastery will be assessed weekly during the weekly mini-assessment and quarterly during the district's common assessment. Implementation -------------- * Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol * Weekly lesson plan review * Weekly collaborative planning sessions * Formal observations using the TEM rubric Effectiveness ------------ * 100% of ELA teachers will attend 95% of the collaborative planning sessions to effectively plan for high-quality, standards-aligned instruction * 100% of ELA teachers will demonstrate effective implementation of identified instructional shifts at or above 80% of the teaching time * 100% of ELA teachers will score a 3 or higher as a cumulative observation score as measured by the TEM rubric * School-level walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity	Assistant Principal; Andrea Dandridge, School-Based Literacy Coach; Tiffany Thompson, PLC Coach; Melissa Jamerson, Instructional Facilitato	

[A 1.1.3] Recruit, retain and hire highly effective educators Description ---------- Provide highly effective teachers for students in all mathematics classes by providing differentiated professional development opportunities as well as opportunities for teacher leadership. Implementation ------------- * Insight Survey * TEM rubric scores Effectiveness ------------ 90% of highly effective teachers will be retained for the 2024-2025 school year, with 90% expressing intent to stay during fall 2023 Insight survey and 90% or higher during the spring 2024 Insight survey.	Rasheedah Cooperwood-Jemison, Principal; Marvin Jones, Assistant Principal; Tiffany Thompson, PLC Coach; Melissa Jamerson, Instructional Facilitator	05/24/2024		
[A 1.1.4] Implement 4th/5th grade split team Description ---------- In order to increase the number of students receiving high-quality instruction aligned to the standards, the 4th grade ELA teacher will also instruct 5th grade ELA.	Rasheedah Jemison, Principal; Tiffany Thompson, PLC Coach	05/24/2024		

	Implementation ------------- * Adjust the master schedule to allow the 4th grade math teacher to teach 5th grade math daily. * Weekly lesson plans * informal walkthroughs Effectiveness ------------ * 100% of fifth grade students will receive ELA instruction from the current 4th grade ELA teacher * 25% of 5th grade students will meet or exceed expectations on the 23-24 TNReady assessment in 5th grade ELA * Overall meet and exceeds for 5th grade ELA on the quarterly benchmark assessments will grow consistently from fall (25%) to winter (40%) to spring (60%).				
	[A 1.1.5] Provide Supplemental Resources to Support the Improvement of Students' Achievement Description ----------- Students and teachers will be provided with additional resources such as reading subscriptions; online resources; classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to engage in classroom instruction and other academic tasks.	Tiffany Thompson, PLC Coach	03/29/2024		

	Implementation -------------- Title I budget monthly report and analysis Effectiveness ------------- * 75% of Title I budget will be spent by the end of the 1st semester * 100% of the Title I budget will be spent by March 2024				
[S 1.2] Provide support to ensure that an effective instructional model is implemented Rationale --------- *Provide a rationale for choosing the strategy/intervention.* Teachers need support working with students with a variety of academic challenges. Teachers are more successful when they have support to build capacity around good first teaching, knowledge of content standards, effective planning, and delivery of instruction with the social-emotional and academic needs and interest of students in mind. Teachers need various supports that will help impact student growth and achievement such as coaching cycles, co-planning, co-teaching, analyzing student work, and employing strategies that actively engage students in learning. Supporting Data --------------	**[A 1.2.1] High Quality Professional Development** Description ----------- Teachers will attend professional development opportunities during PLC meetings, which will focus on data analysis of student work, implementation of the four Instructional Practices, and other relevant professional development aligned to the district's Academic Foci Calendar. Teachers may also attend professional development opportunities via virtual, in-person, and /or online sessions during local, state, and national learning opportunities. Supplemental resources may be necessary to purchase in order to support such professional opportunities to be implemented with fidelity at the school level. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.*	Tiffany Thompson, PLC Coach; Rasheedah Jemison, principal	04/12/2024		

If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention. Existing Strategy Based on 48 informal walkthroughs for ELA, 58.3% of lessons reflected the expectations of the focus Instructional Practices. Overall meet or exceeds on Spring MasteryConnect remains constant from 21-22 (30.9%) to 22-23 (30.8%) **Benchmark Indicator** Implementation -------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* * Instructional Leadership Team (ILT) meetings * New Teacher Mentoring Meetings * Monthly PD during faculty meeting Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Informal walkthrough report data will show 75% or higher rate of strategy implementation after the initial walkthrough, 80% during the 2nd walkthrough, and 90% by the final walkthrough. Walkthroughs will be conducted on a bi-weekly schedule following the PD session.	* Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol * Weekly lesson plan review * Weekly collaborative planning sessions * Formal observations using the TEM rubric Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 100% of ELA teachers will attend 95% of the collaborative planning sessions to effectively plan for high-quality, standards-aligned instruction * 100% of ELA teachers will demonstrate effective implementation of identified instructional shifts at or above 80% of the teaching time * 100% of ELA teachers will score a 3 or higher as a cumulative observation score as measured by the TEM rubric * School-level walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity				

* 100% of ILT members will attend 95% of scheduled ILT meetings. * 100% of core teachers will attend at least 95% of scheduled professional development opportunities.					
	[A 1.2.2] Differentiated Professional Development for New Teachers Description ----------- 100% of new teachers will receive differentiated professional development based on data collected through classroom walkthroughs, formal observations using the TEM rubric, and/or individual coaching sessions with content lead. Implementation ------------- * Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol * Weekly lesson plan review * Weekly collaborative planning sessions * Formal observations using the TEM rubric Effectiveness ------------ * 100% of ELA teachers will attend 95% of the collaborative planning sessions to effectively plan for high-quality, standards-aligned instruction * 100% of ELA teachers will demonstrate effective implementation of identified instructional shifts at or above 80% of the teaching time * 100% of ELA teachers will score a 3 or higher as a cumulative observation score as measured by the TEM rubric * School-level walkthrough data will be monitored bi-weekly during Instructional Leadership Team	Melissa Jamerson, Instructional Facilitator; Andrea Dandridge, School-based Literacy Coach; Tiffany Thompson, PLC Coach	04/12/2024		

	meetings for 80% standard aligned core instructional implementation with fidelity			
[S 1.3] Provide additional support for students who are failing to make academic progress Rationale --------- Students who struggle to demonstrate proficiency on the quarterly district formative assessments may not meet or exceeded expectations on the TNReady assessment. Sometimes it may be student ability, lack of prerequisite skills, or not receiving tier 1, standards- aligned instruction from high-qualified teachers. Providing additional opportunities for students to engage in grade-level and instructional levels will support students in making academic progress. Supporting Data -------------- Existing Strategy RTI-A students decreased from 16.5% in 21-22 to 14.6% in 22-23; Tier 2 literacy students decreased from 4.5% in 21-22 to 3.9% in 22-23; Tier 3 literacy students decreased from 8.7% in 21-22 to 7.8% in 22-23. **Benchmark Indicator** Implementation ------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* * District Formative Assessment data * RTI2 instructional tool data	**[A 1.3.1] Allocate funds to support instructional delivery and professional development** Description ----------- Funds will be allocated to secure supplies, materials, and equipment for support of classroom instruction and intervention. Funds may also be used to allow for travel for professional development opportunities to improve teacher pedagogy. Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* Title I budget report Effectiveness ------------- 100% of allocated funds will be spent by March 2024 with 75% of budget spent by the end of Quarter 2.	Tiffany Thompson, PLC Coach	03/29/2024		

* iReady reports data * AimsWeb data * Daily intervention block monitoring Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 100% of students will show growth on each district common formative assessment in ELA, math and science. * 100% of identified RTI2 tier 2 and tier 3 students will receive bi-weekly progress monitoring based on their intervention plan using AimsWeb. * 100% of identified RTI2 tier 2 and tier 3 students will have their plans reviewed and updated every for weeks. * 100% of students will show growth on iReady benchmark and progress tests. * 100% of students will engage in the daily intervention block					
	[A 1.3.2] Intervention/ Enrichment Data Monitoring Description ----------- Three times per year, in the fall, winter and spring students will be assessed on progress made as evidenced by performance on assessments through AIMS Web and iReady diagnostics. Implementation --------------	Melissa Jamerson, instructional facilitator	05/24/2024		

| | | * iReady diagnostic will be given 3 times per school year: fall, winter, and spring.
* AIMS Web will be used for progress monitoring of students in RTI2 program.

Effectiveness
----

* 95% or more of students who take the iReady diagnostic will show growth fall to winter and winter to spring.
* 100% of students receiving RTI2 services will be progressed monitored bi-weekly. | | | | |
| | | **[A 1.3.3] Use of Senior Reading Advisor**
Description

The Senior Reading Advisor will focus on addressing foundational literacy deficits in middle school students. SRA will employ the Reading Horizons Elevate (RHE) instructional model, which includes adaptive software, workbooks, and reading materials. RHE instruction is highly scripted, and the RHE instructional model consists of the following rotation within each class period: 1. review – whole class 2. explicit teacher-directed instruction – whole class 3. guided practice (dictation) 4. independent work in stations (software, work with words, etc.) 5. lesson closeout – whole class (MSCS additional component).

Implementation

Identify the indicator(s) used to measure implementation of the action step. | Tymisza Brooks, Senior Reading Advisor; Rasheedah Jemison, principal | 05/24/2024 | | |

	* Use of RH Elevate curriculum * Literacy support for selected students based on screener assessment * Instructional support for selected students Effectiveness ------------ * 100% of students assigned to the senior reading advisor will show growth as measured by the RH Elevate curriculum. * 100% of students in need of support will be scheduled for the RH Elevate reading class. * 100% of students in the RH elevate class with increase on each CFA in ELA.				
	[A 1.3.4] Stengthen Use of Virtual Data Room Description ----------- The virtual data room will be used to inform teachers and school leaders of student progress, to use a meaningful resource during PLCs, to guide students with setting and reaching academic goals, and to assist special education teachers with tracking IEP goals of students with disabilities. Teachers will monitor the progress of students towards mastery of grade-appropriate standards in order to create small groups during blended learning instruction and intervention. Implementation ------------- * Virtual data room tracker by subject and grade * Data analysis form Effectiveness ------------ * 100% of content teachers will update virtual data room weekly	Rasheedah Jemison, principal; Marvin Jones, assistant principal; Tiffany Thompson, PLC Coach; Melissa Jamerson, instructional facilitator	04/15/2024		

	* 100% of content teachers will analyze data from weekly assessment

[G 2] Riverview School will increase the math rate of met and exceeded from 4.0% in 2022 to 25% in 2024 and decrease the rate of below from 70.7% in 2022 to 33% in 2024.
Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal
[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Strong implementation of standards-aligned curricula Rationale --------- *Provide a rationale for choosing the strategy/intervention.* All students deserve to be taught grade-level standards aligned curriculum with aligned work tasks that allow them to fully engage in the work of the standard. The proper use technology allows further possibilities for deeper differentiated student cognitive engagement through gradual release and/or learner support and enrichment. Supporting Data -------------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*	**[A 2.1.1] Standards-Aligned Core Instruction** Description ----------- Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards. Implementation -------------- * Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol * Weekly lesson plan review * Weekly collaborative planning sessions * Formal observations using the TEM rubric Effectiveness -------------	Marvin Jones, Assistant principal; Tiffany Thompson, PLC Coach; Rasheedah Jemison, principal	05/24/2024		

Existing Strategy The percentage of students who met or exceeded expectations on the spring MasteryConnect assessment has a slight increase from 21-22 (7.9%) to 22-23 (8.8%). **Benchmark Indicator** Implementation ------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* * Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol * Weekly lesson plan review * Weekly collaborative planning sessions * Formal observations using the TEM rubric Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 100% of math teachers will attend 95% of the collaborative planning sessions to effectively plan for high-quality, standards-aligned instruction * 100% of math teachers will demonstrate effective implementation of identified instructional shifts at or above 80% of the teaching time * 100% of math teachers will score a 3 or higher as a cumulative observation score as measured by the TEM rubric * School-level walkthrough data will be monitored	* 100% of math teachers will attend 95% of the collaborative planning sessions to effectively plan for high-quality, standards-aligned instruction * 100% of math teachers will demonstrate effective implementation of identified instructional shifts at or above 80% of the teaching time * 100% of math teachers will score a 3 or higher as a cumulative observation score as measured by the TEM rubric * School-level walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity				

bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity					
	[A 2.1.2] Use of Envison Math and iReady Math Description ----------- In order to provide access to a rigorous curriculum, teachers will delivered high-quality, Tier I core instruction through Envision Math (3rd - 5th) and iReady Math (6th - 8th), which is aligned to the Tennessee Academic State standards for mathematics. Teachers will complete the PLC Protocol for lessons to provide effective questions and opportunities for needed scaffolds for students. Implementation ------------- * Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol * Weekly lesson plan review * Weekly collaborative planning sessions * Formal observations using the TEM rubric Effectiveness ------------ * 100% of math teachers will attend 95% of the collaborative planning sessions to effectively plan for high-quality, standards-aligned instruction * 100% of math teachers will demonstrate effective implementation of identified instructional shifts at or above 80% of the teaching time * 100% of math teachers will score a 3 or higher as a cumulative observation score as measured by	Marvin Jones, assistant; Tiffany Thompson, PLC Coach; Rasheedah Jemison; principal	05/24/2024		

	the TEM rubric * School-level walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity				
	[A 2.1.3] Instructional Classroom Monitoring Description ----------- Teachers will meet to analyze various sources of data (Aimsweb assessments, district Interim assessments, iReady math, formative school-wide mini-assessments, student work samples, teacher observations of student performance) in order to improve instructional practices and impact student outcomes. Student performance will be tracked daily through aggressive monitoring of the teacher during instruction and assessed daily through end-of-class exit tickets. Implementation ------------- * Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol * Weekly lesson plan review * Weekly collaborative planning sessions * Formal observations using the TEM rubric Effectiveness ------------- * 100% of ELA teachers will attend 95% of the	Marvin Jones, assistant; Rasheedah Jemison, principal; Tiffany Thompson, PLC Coach	04/26/2024		

	collaborative planning sessions to effectively plan for high-quality, standards-aligned instruction * 100% of ELA teachers will demonstrate effective implementation of identified instructional shifts at or above 80% of the teaching time * 100% of ELA teachers will score a 3 or higher as a cumulative observation score as measured by the TEM rubric * School-level walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity				
	[A 2.1.4] Recruit, retain and hire highly effective educators Description ----------- Provide highly effective teachers for students in all mathematics classes by providing differentiated professional development opportunities as well as opportunities for teacher leadership. Implementation -------------- * Insight Survey * TEM rubric scores * Teacher Intent form Effectiveness ------------- * 90% of highly effective teachers will be retained for the 2024-2025 school year, with 80% expressing intent to stay during fall 2023 Insight survey and 90% or higher during the spring 2024 Insight survey. * 100% of teachers will complete intent form indicating whether they plan to return for the upcoming school year at the end of each semester.	Rasheedah Jemison, principal	03/29/2024		

| | [A 2.1.5] Implement 4th/5th grade split team
Description

In order to increase the number of students receiving high-quality instruction aligned to the standards, the 4th grade teacher will also instruct 5th grade.

Implementation
----

* Adjust the master schedule to allow the 4th grade math teacher to teach 5th grade math daily.
* Weekly lesson plans
* informal walkthroughs
Effectiveness
----

* 100% of fifth grade students will receive math instruction from the current 4th grade teacher
* 25% of 5th grade students will meet or exceed expectations on the 23-24 TNReady assessment
* Overall meet and exceeds for 5th grade on the quarterly benchmark assessments will grow consistently from fall (25%) to winter (40%) to spring (60%). | Marvin Jones, principal;
Tiffany Thompson, PLC Coach | 04/12/2024 | | |
| | [A 2.1.6] Provide Supplemental Resources to Support the Improvement of Students' Achievement
Description

Students and teachers will be provided with additional resources such as classroom materials for math centers; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, mice | TIffany Thompson, PLC Coach | 03/29/2024 | | |

	etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to engage in classroom instruction and other academic tasks. Implementation ------------- * Initial Title I budget analysis * Monthly Title I budget analysis Effectiveness ------------ * 75% of Title I budget will be spent by the end of the 1st semester * 100% of the Title I budget will be spent by March 2024				
[S 2.2] Professional Development Rationale --------- *Provide a rationale for choosing the strategy/intervention.* Teachers need support working with students with a variety of academic challenges. Teachers are more successful when they have support to build capacity around good first teaching, knowledge of content standards, effective planning, and delivery of instruction with the social-emotional and academic needs and interest of students in mind. Teachers need various supports that will help impact student growth and achievement such as coaching cycles, co-planning, co-teaching, analyzing student work, and employing strategies that actively engage students in learning.	**[A 2.2.1] Differentiated Professional Learning Opportunities for New Teachers** Description ----------- New teachers will receive differentiated professional development based on data collected through classroom walkthroughs, formal observations using the TEM rubric, and/or individual coaching sessions with content lead. Implementation -------------- * Daily classroom observations using the Educational Epiphany Classroom Walkthrough	Marvin Jones, assistant principal; Tiffany Thompson, PLC Coach; Rasheedah Jemison, principal	05/31/2024		

Supporting Data -------------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* Existing Strategy * Based on EOY informal walkthrough data, 66.7% of math lessons did not reflect the expectations of the focus instructional practices. * 100% of lessons were not demonstrating components of the gradual release of responsibility * 87.5% of lessons followed the math prescriptions **Benchmark Indicator** Implementation ------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* * Instructional Leadership Team (ILT) meetings * New Teacher Mentoring Meetings * Monthly PD during faculty meeting Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Informal walkthrough report data will show 75% or higher rate of strategy implementation after the initial walkthrough, 80% during the 2nd	Protocol * Weekly lesson plan review * Weekly collaborative planning sessions * Formal observations using the TEM rubric Effectiveness ------------ * 100% of math teachers will attend 95% of the collaborative planning sessions to effectively plan for high-quality, standards-aligned instruction * 100% of math teachers will demonstrate effective implementation of identified instructional shifts at or above 80% of the teaching time * 100% of math teachers will score a 3 or higher as a cumulative observation score as measured by the TEM rubric * School-level walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity				

walkthrough, and 90% by the final walkthrough. Walkthroughs will be conducted on a bi-weekly schedule following the PD session. * 100% of ILT members will attend 95% of scheduled ILT meetings. * 100% of core teachers will attend at least 95% of scheduled professional development opportunities.			
	[A 2.2.2] High-Quality Professional Development during Weekly PLCs Description ----------- Based on identified areas of growth for teachers and research-based strategies for improving student outcomes in math, teachers will engage in high-quality professional development. PLC meetings will be held every Tuesday with 3rd-8th math teachers. PLC meetings will also be a time to analyze data from weekly assessments and to provide a safe space for deliberate practice of teacher practices. The school will align the focus of each PLC meeting to the District's Academic focus calendar. Implementation -------------- * Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol * Weekly lesson plan review * Weekly collaborative planning sessions * Formal observations using the TEM rubric	Marvin Jones, assistant principal; Tiffany Thompson, PLC Coach	05/24/2024

	Effectiveness ------------ * 100% of ELA teachers will attend 95% of the collaborative planning sessions to effectively plan for high-quality, standards-aligned instruction * 100% of ELA teachers will demonstrate effective implementation of identified instructional shifts at or above 80% of the teaching time * 100% of ELA teachers will score a 3 or higher as a cumulative observation score as measured by the TEM rubric * School-level walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity				
	[A 2.2.3] Content-based Collaborative Planning Description ----------- Each Thursday all teachers will engage in collaborative planning supported by leaders and teacher content leads. They will have the opportunity to plan for high quality instruction and will work together to strengthen instructional practices through deliberate practice where they engage in lesson delivery with colleagues to practice instructional strategies before implementing the strategies with students. Planning will focus on deep conversations focused on the PLC Protocol for Mathematics. To continue to increase academic performance amongst students with disabilities, inclusion special education teachers will have planning time with the inclusion general education teachers to ensure IEP implementation and goal attainment. Implementation --------------	Marvin Jones, assistant principal; Tiffany Thompson, PLC Coach	05/31/2024		

	* Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol * Weekly lesson plan review * Weekly collaborative planning sessions * Formal observations using the TEM rubric Effectiveness ------------ * 100% of math teachers will attend 95% of the collaborative planning sessions to effectively plan for high-quality, standards-aligned instruction * 100% of math teachers will demonstrate effective implementation of identified instructional shifts at or above 80% of the teaching time * 100% of math teachers will score a 3 or higher as a cumulative observation score as measured by the TEM rubric * School-level walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity				
[S 2.3] Provide additional support for students who are failing to make academic progress Rationale --------- *Provide a rationale for choosing the strategy/intervention.* Students who struggle to demonstrate proficiency on the quarterly district formative assessments may not meet or exceeded expectations on the TNReady assessment. Sometimes it may be student ability, lack of prerequisite skills, or not	**[A 2.3.1] Monitor Intervention Data** Description ----------- Three times per year, in the fall, winter and spring students will be assessed on progress made as evidenced by performance on assessments through AimsWeb. Implementation	Melissa Jamerson, RTI lead	05/24/2024		

receiving tier 1, standards- aligned instruction from high-qualified teachers. Supporting Data --------------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* Existing Strategy The number of Tier 2 math students and Tier 3 math students remained constant (tier 2 math - 5; tier 3 math -8) from 21-22 to 22-23. **Benchmark Indicator** Implementation -------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* * District Formative Assessment data * RTI2 instructional tool data * iReady reports data * AimsWeb reports data Effectiveness ------------- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 100% of students will show growth on each district common formative assessment in ELA, math and science.	-------------- * iReady diagnostic will be given 3 times per school year: fall, winter, and spring. * AIMS Web will be used for progress monitoring of students in RTI2 program. Effectiveness ------------- * 95% or more of students who take the iReady diagnostic will show growth fall to winter and winter to spring. * 100% of students receiving RTI2 services will be progressed monitored bi-weekly.				

* 100% of identified RTI2 tier 2 and tier 3 students will receive bi-weekly progress monitoring based on their intervention plan using AimsWeb. * 100% of identified RTI2 tier 2 and tier 3 students will have their plans reviewed and updated every for weeks. * 100% of students will show growth on iReady benchmark and progress tests.					
	[A 2.3.2] Allocate funds to support instructional delivery and professional development Description ----------- Funds will be allocated to secure supplies, materials, and equipment for support of classroom instruction and intervention. Funds may also be used to allow for travel for professional development opportunities to improve teacher pedagogy. Implementation -------------- Title I budget report Effectiveness ------------ 100% of allocated funds will be spent by March 2024 with 75% of budget spent by the end of Quarter 2.	Tiffany Thompson, PLC Coach	03/15/2024		
	[A 2.3.3] Strengthen Use of Virtual Data Room Description -----------	Rasheedah Jemison, principal; Marvin Jones,	04/12/2024		

	The virtual data room will be used to inform teachers and school leaders of student progress, to use a meaningful resource during PLCs, to guide students with setting and reaching academic goals, and to assist special education teachers with tracking IEP goals of students with disabilities. Teachers will monitor the progress of students towards mastery of grade-appropriate standards in order to create small groups during blended learning instruction and intervention. Implementation -------------- * Virtual data room tracker by subject and grade * Data analysis form Effectiveness ------------- * 100% of content teachers will update virtual data room weekly * 100% of content teachers will analyze data from weekly assessment	assistant principal			

[G 3] Riverview School will decrease the suspension rate from 7.0% in 2022-2023 to 5% in 2023-2024, increase the attendance rate from 89.5% EOY in 22-23 to 95% EOY in 23-24, and decrease chronic absenteeism rate 2from 35.2% EOY 22-23 to 18% or lower EOY 23-24.
Student Support and Services | Best for All Strategic Plan alignment: Student Readiness

Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

District Turnaround Plan Goal
[G 1] Priority schools will reduce chronic absenteeism rates from approximately 31% in 2023 to approximately 26% in 2024 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Rationale --------- Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. Supporting Data -------------- The chronic absenteeism rate increased from 26.4% (21-22) to 35.2% (22-23). The attendance rate decreased from 91.7% (21-22) to 89.5% (22-23). The suspension rate increased from 0.6% (21-22) to 31.9% (22-23). This was an existing strategy that the team has chosen to continue in order to implement with fidelity. **Benchmark Indicator** Implementation -------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* * Daily attendance records * Bi-weekly attendance reports * 20 day attendance reports * Student check-in to monitor students who show early signs (5-8% attendance rate) * student check-in/ behavior log to monitor students who show multiple disciplinary infractions. * Monthly School-Wide SEL Lesson via Rethink ED	**[A 3.1.1] Strengthen Use of RTI2B** Description ----------- Through successful implementation of our school-wide behavior plan, we will provide all students with needed support to meet school-wide expectations. Implementation -------------- * Daily attendance records * Bi-weekly attendance reports * 20 day attendance reports * Student check-in to monitor students who show early signs (5-8% attendance rate) * student check-in/ behavior log to monitor students who show multiple disciplinary infractions. * Monthly School-Wide SEL Lesson via Rethink ED Effectiveness ------------- * 100% of students showing early warning signs of becoming chronically absent have a parent meeting scheduled either in-person or virtually. * 75% of parents scheduled will attend parent meeting upon first contact, 85% or greater will attend upon second contact/rescheduling, and 90%	Ericka Spencer, Guidance counselor; Anwar Carter, guidance counselor; Melissa Jamerson, RTI2B lead; Menecca Parham, SPED Chair/teacher	05/24/2024		

Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 100% of tsudents showing early warning signs of becoming chronically absent have a parent meeting scheduled either in-person or virtually. * 75% of parents scheduled will attend parent meeting upon first contact, 85% or greater will attend upon second contact/rescheduling, and 90% or greater will attend after 3rd contact. * Less than 5% of students who are flagged showing early warning signs will reach 10% absenteeism rate thus avoid becoming chronically absent.	or greater will attend after 3rd contact. * Less than 5% of students who are flagged showing early warning signs will reach 10% absenteeism rate thus avoid becoming chronically absent.				
	[A 3.1.2] Strengthen Use of School-wide Clubs Description ----------- These clubs serve as a method for students to build strong relationships with teachers. These clubs are driven by teacher interest and students are allowed to select a club that they are most interested in. The implementation of clubs is designed to give students something to look forward to during the school day. The clubs meet once a month, 3-4 pm. All adults, not just teachers are given an opportunity to build positive relationships with students through club sponsorship. According to research, when students develop meaningful and positive relationships with adults in the school, they are more likely to attend school.	Rasheedah Jemison, principal; Marvin Jones, assistant principal	05/03/2024		

	Implementation ------------- * Daily attendance records * Bi-weekly attendance reports * 20 day attendance reports * Student check-in to monitor students who show early signs (5-8% attendance rate) * student check-in/ behavior log to monitor students who show multiple disciplinary infractions. * Monthly School-Wide SEL Lesson via Rethink ED Effectiveness ------------- * 100% of students showing early warning signs of becoming chronically absent have a parent meeting scheduled either in-person or virtually. * 75% of parents scheduled will attend parent meeting upon first contact, 85% or greater will attend upon second contact/rescheduling, and 90% or greater will attend after 3rd contact. * Less than 5% of students who are flagged showing early warning signs will reach 10% absenteeism rate thus avoid becoming chronically absent.				
	[A 3.1.3] Focus on Social Emotional Learning and Health Description ----------- Each Thursday, we have a special schedule that gives students one hour to focus on SEL lessons designed by the professional school counselors for K-5, Mr. Anwar Carter, and 6-8, Mrs. Ericka Spencer. These lessons focus on common themes and topics and use the district-provided In Focus curriculum. The intentional focus on SEL during the school day will assist students in working through emotions caused by or as a result of the COVID-19	Anwar Carter, K-5 guidance counselor; Ericka Spencer, 6-8 guidance counselor	05/24/2024		

	pandemic. Implementation -------------- * Daily attendance records * Bi-weekly attendance reports * 20 day attendance reports * Student check-in to monitor students who show early signs (5-8% attendance rate) * student check-in/ behavior log to monitor students who show multiple disciplinary infractions. * Monthly School-Wide SEL Lesson via Rethink ED Effectiveness ------------- * 100% of students showing early warning signs of becoming chronically absent have a parent meeting scheduled either in-person or virtually. * 75% of parents scheduled will attend parent meeting upon first contact, 85% or greater will attend upon second contact/rescheduling, and 90% or greater will attend after 3rd contact. * Less than 5% of students who are flagged showing early warning signs will reach 10% absenteeism rate thus avoid becoming chronically absent.				
	[A 3.1.4] Attendance and behavior Incentives Description ----------- Students will receive incentives for meeting attendance and behavioral goals.	Melissa Jamerson, instructional facilitator; Ericka	05/17/2024		

	Implementation ------------- * Daily attendance records * Bi-weekly attendance reports * 20 day attendance reports * Student check-in to monitor students who show early signs (5-8% attendance rate) * student check-in/ behavior log to monitor students who show multiple disciplinary infractions. * Monthly School-Wide SEL Lesson via Rethink ED * Behavior Incentives every 30-day period * Attendance Incentives every 20-day period Effectiveness ------------ * 100% of students showing early warning signs of becoming chronically absent have a parent meeting scheduled either in-person or virtually. * 75% of parents scheduled will attend parent meeting upon first contact, 85% or greater will attend upon second contact/rescheduling, and 90% or greater will attend after 3rd contact. * Less than 5% of students who are flagged showing early warning signs will reach 10% absenteeism rate thus avoid becoming chronically absent	Spencer, RTI2B lead			
	[A 3.1.5] Utilize Behavior Specialist Description ----------- The behavior specialist will develop a case load of students based on attendance and behavior. The students who are identified will meet weekly with the behavior specialist and have an attendance and behavior plan to support in their improvement. The students will also receive incentives and additional support to help improve behavior. The	Rasheedah Jemison, principal; Khadejah Walker, behavior specialist	05/24/2024		

	behavior specialist will also meet with the parents of identified students as well. Implementation ------------- * Weekly meeting logs * Parent Contact logs Effectiveness ------------- * 100% of identified students will meet with the behavioral specialist at least once a week. * bi-weekly check of parent contact log that 100% of parents who have a child receiving intervention have been contacted				
	[A 3.1.6] Use of attendance specialist * Description *Provide a brief narrative of the proposed action step.* The attendance specialist will work to align the attendance policy and procedures at the school to meet district expectations. Additionally, the attendance specialist will also work to encourage improved attendance by interfacing with parents at late drop off and early pick up times. The attendance specialist will collaborate with the family engagement specialist and behavior specialist to assist with improvement of culture through improved attendance. The attendance engagement specialist will also collaborate with teachers to ensure that all teachers take attendance aligned with district policy. Also the attendance specialist will collaborate with the professional school counselors to ensure that the truancy process is	Rasheedah Jemison, principal; Marvin Jones, assistant principal	05/24/2024		

	followed and properly recorded in the student information system. Implementation -------------- * SART reports * daily attendance count * 20-day attendance report * Parent contact log Effectiveness ------------ * 100% of students showing early warning signs of becoming chronically absent (5 or more absences) will be contacted by the attendance specialist. * 100% of students with 5 or more consecutive absences will receive a SART letter for a SART meeting. * Parent contact log will be monitored monthly to ensure that 100% of parents have been notified/SART meetings have been scheduled.				
[S 3.2] Professional Development Rationale --------- Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. Supporting Data --------------- Existing Strategy The chronic absenteeism rate increased from	**[A 3.2.1] Participate in No Nonsense Nurturer training** Description ----------- No-Nonsense Nurturer empowers teachers to take a no-nonsense yet nurturing approach to managing their K-8 classrooms by promoting the academic success of all students. Based on in-depth research analyzing the practices of teachers achieving high levels of performance in diverse environments, this approach focuses on developing the skills necessary to implement the No-Nonsense Nurturer Four-Step Model to actively engage 100% of students: 1. Plan to build relationships with students and their	Tiffany Thompson, PLC Coach; Melissa Jamerson, Instructional facilitator	09/20/2023		

26.4% (21-22) to 35.2% (22-23). The attendance rate decreased from 91.7% (21-22) to 89.5% (22-23). The suspension rate increased from 0.6% (21-22) to 31.9% (22-23). **Benchmark Indicator** Implementation ------------- * Student discipline reports * PD agenda and sign-in sheets * Power BI reports for discipline Effectiveness ------------ A minimum of of 3 PD sessions related to classroom management will be delivered from September 2022 through May 2023 with a minimum of 1 completed by the end of quarter 2. 50% decrease in the number of office referrals for Categories C, D, and E violations by the end of year, with a 25% decrease by the end of semester 1.	families 2. Learn to craft precise directions 3. Practice delivery of positive narration 4. *Understand how to use strong accountability systems* Implementation ------------- * Student discipline reports * PD agenda and sign-in sheets * Power BI reports for discipline Effectiveness ------------ 90% of teachers will participate in each of the professional development opportunities for No NonSense Nurturer training offered once per semester. 50% decrease in the number of office referrals for Categories C, D, and E violations by the end of year, with a 25% decrease by the end of semester 1.				
	[A 3.2.2] Strengthen use of RTI2B Description ----------- The RTI2B team will lead the school in the creation and implementation of a school-wide, tier 1, behavior support plan that will help to support a school environment that is safe and conducive to learning.	Ericka Spencer, School Counselor; Anwar Carter, School Counselor; Melissa Jamerson, RTI Lead	05/31/2024		

	Implementation -------------- * Bright Bytes reports * PowerBI discipline reports * RTI2-B Team meetings Effectiveness ------------ 50% decrease in the number of office referrals for Categories C, D, and E violations by the end of year, with a 25% decrease by the end of semester 1. RTI2-B team members will attend 90% of RTI2-B monthly meetings				
[S 3.3] Parent, Family, and Community Engagement Rationale --------- Promoting effective parent, family, and community engagement activities and appropriate use of resources that support safe schools will improve student attendance and behavior. Supporting Data -------------- Existing Strategy The truancy rate decreased by 4.2% from the 21-22 EOY to the 22-23 EOY.	**[A 3.3.1] Increase opportunities for parental engagement** Description ----------- Plan and implement at least 1 parent engagement opportunity per quarter in order to build a positive relationship between the school and families in order to strengthen our partnerships with them. Implementation -------------- * Attendance reports * Agendas and sign-in sheets	Willie Johnson, Family Engagement Specialist	05/31/2024		

Benchmark Indicator Implementation ------------- * Attendance reports * Parent ambassador enrollment * Parent survey data * Adopter survey data * Agendas and sign-in sheets Effectiveness ------------ 10 parent ambassadors will ne identified by the end of the 23-24 SY, with 2 by the end of Q1, 5 by the end of Q2, 8 by the end of Q3, and 10 by the end of Q4 50% of parents will attend at least 1 engagement activity by the end of the 23-24 SY, with 25% attendance rate for the first activity, 35% by the 2nd activity, 40% by the 3rd activity, and 50% or higher by the final activity.	Effectiveness ------------ 50% of parents will attend at least 1 engagement activity by the end of the 23-24 SY, with 25% attendance rate for the first activity, 35% by the 2nd activity, 40% by the 3rd activity, and 50% or higher by the final activity.				
	[A 3.3.2] Host Meet the Teacher Event Description ----------- Provide an opportunity for teachers to meet his or her new students and family. The teacher will also have a chance to build a positive relationship with the family. Events will be held at least once per semester. Establishing positive relationships with students and their families is one of the most important things to do throughout the year. Implementation -------------- * Agendas and sign-in sheets	Willie Johnson, Family Engagement Specialist	10/06/2023		

	* Academic topics for parent events * Notification of event Effectiveness ------------ * 50% of parents will attend the Meet the Teacher Event. * 100% of teachers will design and implement 1 academic-focused activity for parent events during first semester. * 100% of parents will be notified via email, Robocall, or flyer at least 3 weeks prior to the event.				
	[A 3.3.3] Use of Family Engage Specialist Description ----------- The family engage specialist will be responsible for designing and implementing programs, trainings, or activities that support the school's efforts to increase family and community engagement. Implementation ------------- * Monthly calendar of activities * sign-in sheets * agendas Effectiveness ------------ 50% of parents will attend at least 1 engagement activity by the end of the 23-24 SY, with 25%	Rasheedah Jemison, principal; Marvin Jones, assistant principal	05/24/2024		

	attendance rate for the first activity, 35% by the 2nd activity, 40% by the 3rd activity, and 50% or higher by the final activity.				
	[A 3.3.4] Instructional Material, Supplies, and Resources Description ----------- Teachers and students will be provided instructional materials, supplies, and/or equipment to support implementation of instructional programs, academic growth, and achievement. Examples of instructional material, supplies, and equipment to be purchased include but are not limited to paper, composition notebooks, binders, books, laptops and laptop carts, desktops, tablets, interactive panel, and etc. Parental trainings and meetings will also be held in which supplemental learning materials and supplies will be purchased for parents to assist with student academic growth and achievement. Implementation ------------- * Title I budget initial spending report * Monthly Title I budget analysis Effectiveness ------------ * 75% of Title I budget will be spent by the end of the 1st semester * 100% of the Title I budget will be spent by March 2024	Tiffany Thompson, PLC Coach	03/29/2024		

[G 4] Early Literacy - Riverview School will increase the ELA rate of met and exceeded from 0% in 2022 to 25% in 2024 and decrease the rate of below 60% in 2022 to 30% in 2024.
Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal
[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Support implementation of standards aligned curricula Rationale --------- All students deserve to be taught grade-level standards aligned curriculum with aligned work tasks that allow them to fully engage in the work of the standard. The proper use technology allows further possibilities for deeper differentiated student cognitive engagement through gradual release and/or learner support and enrichment. Supporting Data --------------- Existing Strategy On the spring MasteryConnect assessment, the percentage of students who met or exceeded expectations increased from 52.7% in 21-22 to 61.7% in 22-23. **Benchmark Indicator** Implementation --------------	**[A 4.1.1] Supplemental Learning Resources** Description ----------- Purchase supplemental learning resources to be used during instruction and intervention time blocks. Academic resources and tools will be used by students and teachers to engage students in literacy foundation, phonemic awareness, and other academic related skill sets to support ELA. Embedding technology as a resource will be used by students to engage and complete blended learning/online and intervention assignments. Resources that will be used by students and teachers include materials (academic, intervention, or organizational) to support strong foundational literacy, technology (laptops, carts, headsets etc.) to support the overall learning environment. In addition, other equipment (poster maker, laminating machine, document camera) will be purchased to support effective instructional practices for all K-2 students. Implementation -------------- * Use of headsets during online platforms * Monitor noise level during small group instruction * Teachers incorporating resources during class and intervention time	Tiffany Thompson, PLC Coach	12/13/2023		

How will the turnaround strategy/intervention be monitored for implementation, including frequency.? * Informal Walkthrough data reviewed biweekly during ILT meetings * Daily Informal observation and feedback * PD agendas and sign-in * Mastery Connect OTM scores in ELA * Weekly lesson plan review * Weekly PLC meetings and collaborative planning Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Weekly classroom walkthrough data will reflect effective instructional practices in 85% of observed classrooms * District CFAs will increase each quarter by at least 2 points	* Increase student engagement during all educational activities * Classroom walk-throughs Effectiveness ------------ * With incremental increases of 2.5% or higher per quarter, The percentage of K-2 students meeting Third Grade Literacy Law criteria will increase 10 percentage points or more * The overall Mastery Connect Met Expectations in ELA for priority schools will increase from Spring 2023 to Spring 2024 by increasing 5% or higher each MC assessment (Fall 2023, Winter 2023, Spring 2024). * The number of Academic Support Plans (PBI) will decrease 10% from Spring 2023 to Spring 2024. * 80% of classroom walkthroughs will show products and resources created using instructional equipment				
	[A 4.1.2] Use of Wonders curriculum Description ----------- In order to provide access to a rigorous curriculum, teachers will deliver high-quality, Tier I core instruction from the Wonders curriculum (K-2), which are aligned to the TN Academic State Standards for English Language Arts. Implementation ------------- * Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol	Tiffany Thompson, PLC Coach; Rasheedah Jemison, principal	05/24/2024		

| | | * Foundations Walkthrough form
* Weekly lesson plan review
* Weekly collaborative planning sessions
* Formal observations using the TEM rubric

Effectiveness

----

* 100% of ELA teachers will attend 95% of the collaborative planning sessions to effectively plan for high-quality, standards-aligned instruction
* 100% of ELA teachers will demonstrate effective implementation of identified instructional shifts at or above 80% of the teaching time
* School-level walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity
* Semester review of TEM observation data will reflect that 100% of educators deliver lessons aligned to the TN Standards. | | | | |
| | | **[A 4.1.3] Learning Field Experiences**
Description

Learning field experiences will be used to provide K-2 students with opportunities to build background knowledge through exposure.

Implementation

----

1 field trip scheduled and approved per semester related to literacy or building background knowledge | Tiffany Thompson, PLC Coach; Adella Taylor, 2nd grade teacher | 03/29/2024 | | |

	Effectiveness ------------ 100% of K-2 students will experience 1 field trip per semester during SY 2023-2024 that increases their learning in literacy and/or their social-emotional wellness.				
	[A 4.1.4] Professional Development Description ----------- Teachers will have opportunities to attend professional development that specifically address foundational literacy and/ or the Science of Reading at the school, district, or national level. Implementation -------------- * PLC meetings * notifications for district level PD sent to K-2 literacy teachers * National conference, such as Orton-Gillingham training Effectiveness ------------ * 100% of K-2 teachers will attend PLC meetings focused on foundational literacy/ science of reading * 100% of K-2 teachers will be notified of Early literacy PD opportunities from the district * 100% of K-2 literacy teachers will attend at least 2 PD offerings from the district per semester * 50% of K-2 literacy teachers may attend a national conference related to Early literacy * 95% of teachers will receive an overall TEM score of 3 or higher	Tiffany Thompson, PLC Coach; Rasheedah Jemison, principal	03/15/2024		

[S 4.2] Provide enrichment opportunities for all K-2 students	[A 4.2.1] Learning Field Trips	Tiffany Thompson, PLC Coach; Adella Taylor, teacher	03/01/2024		
Rationale --------- Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade. **Supporting Data** -------------- Existing Strategy 73.7% of students are 1 or 2 grade levels below based on the 22-23 Spring diagnostic assessment. **Benchmark Indicator** Implementation ------------- * Foundational Walkthrough form * TEM Rubric * Weekly Assessments * Student Success Criteria rubric * Foundational Literacy Effectiveness ------------ * Weekly** **student assessment data to monitor daily task alignment with standards * Analysis of Benchmark assessment results 3 times a year will inform the alignment of core instruction to K-2 standards at 70%	Description ----------- K-2 students will experience 1 field trip per semester to increase their learning in literacy and/or their social-emotional wellness. Implementation ------------- * 1school-sponsored field trip by October 31, 2023 (1st semester) * 1 school-sponsored field trip taken by March 1, 2024 (2nd semester) Effectiveness ------------- 100% of K-2 students will attend the academic enrichment field trip per semester.				

on-track/mastery level * Quarterly review of student success criteria to measure progress toward 3rd-grade proficiency to inform needed instructional changes and professional development * analysis of District formative assessment (Mastery Connect) * Foundational Literacy Quality Reviews (FLQRs) from instructional literacy advisors on the academic gap and root cause analysis to support professional development opportunities based on measured needs.					
	[A 4.2.2] Use of Highly Specialized Education Assistants Description ----------- Highly Specialized Education Assistants will help develop early literacy skills with students in K-2 by providing them with additional opportunities for small group instruction. Implementation -------------- * Classroom observations using Foundations Walkthrough tool * Weekly lesson plan review * Weekly collaborative planning sessions Effectiveness ------------- * 100% of HSA will attend 95% of the collaborative	Rasheedah Cooperwood-Jemison, principal; Marvin Jones, Assistant Principal	05/24/2024		

	planning sessions to effectively plan for high-quality, standards-aligned small group instruction * 100% of HSA will demonstrate effective implementation of identified instructional shifts at or above 80% of the small group teaching * HSA School-level walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity			
	[A 4.2.3] Effective Transitions into Kindergarten Description ----------- Provide programs and initiatives designed to prepare students, teachers, and parents for the smooth and positive transition between specific grade levels and educational placements. Implementation ------------- * Notifications to parents of PreK students to attend school-wide events * Meetings with Pre K students' parents to ensure that students are kindergarten ready (what should every student know and be able to do by the end of PreK) * Provide PreK students with access to materials that are early Kinder level. Effectiveness ------------- * 100% of PreK students' parents will attend a meeting with Riverview kindergarten teacher and	Dr. Rasheedah Jemison, principal; Marvin Jones, Assistant principal; Tiffany Thompson, PLC Coach; Melissa Jamerson, Instructional Facilitator; Wanda Trent, PreK teacher	05/17/2024		

	staff to focus on next steps after pre K. * 100% of PreK students' parents will receive kindergarten readiness checklist.				