Riverview Elementary/Middle Annual Plan (2024 - 2025)

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[G 1] Riverview School will increase the ELA rate of met and exceeded from 12.6% in 2023 to 25% in 2025.
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 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Support 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. 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 and teacher-led and independent practice small group instruction allows further possibilities for deeper differentiated student cognitive engagement through gradual release and/or learner support and enrichment. Supporting Data ---------------	**[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 MyPerspectives (6-8), which are aligned to the TN Academic State Standards for English Language Arts. Implementation -------------- * Daily classroom observations using Informal Walkthrough form * Weekly lesson plan review * Weekly collaborative planning sessions * Formal observations using the TEM rubric	Rasheedah Jemison, principal; Marvin Jones, assistant principal; Tiffany Thompson, PLC Coach; Andrea Dandridge, School-based Literacy Coach	05/24/2024		

Existing Strategy Overall met on Spring MasteryConnect remains constant from 22-23 (12.1%) to 23-24 (13.8%) 4th grade meet or exceeds on 23-24 spring MasteryConnect was 36%; 3rd grade meet or exceeds on 23-24 spring MasteryConnect was 65%; 5th grade meet or exceeds on 23-24 spring MasteryConnect was 53%. **Benchmark Indicator** Implementation ------------- * Daily Informal observation and feedback (Schoolwide Informal walkthrough form) * Monthly PD agendas and sign-in * Quarterly common assessments from ANet * Weekly lesson plan review * Weekly PLC meetings * Weekly collaborative planning sessions (agendas & sign-in sheets) Effectiveness ------------ * Weekly classroom walkthrough data will reflect effective high-impact strategies in 85% of observed classrooms that will lead to increasing at least 2 Teach domains in TEM observation rubric by one (2 to 3, 3 to 4, or 4 to 5) * 100% of ELA teachers will demonstrate effective implementation weekly of identified instructional shifts at or above 80% of the teaching time that will lead to increasing at least 2 Teach domains in TEM observation rubric by one (2 to 3, 3 to 4 or 4 to 5) * School-level walkthrough data will be monitored bi-weekly during instructional leadership team meetings for 80% standard aligned core	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 high-impact strategies 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.				

instructional implementation with fidelity * Quarterly CFAs student "approaching" levels will increase each quarter by at least 10%					
	[A 1.1.2] Conduct continuous data analysis Description ---------- Teachers will meet to analyze various sources of data (ANet, Aims Web assessments, school-based Interim assessments, iReady reading, formative school-wide weekly mini-assessments, student work samples, teacher observations of student performance, **IXL, TCAP Practice tests, **and use of technology - All in Learning clickers) in order to improve teachers understanding of data, instructional practices and impact student outcomes. Student performance will be tracked daily through academic monitoring of the teacher during instruction and assessed daily through end-of-class exit tickets using the All in Learning clickers. Student progress toward mastery will be assessed weekly during the weekly mini-assessment (ANet and teacher-created) and quarterly during the **formative** assessment. Implementation ------------- * Bi-Weekly IXL reports * Quarterly interim assessments in ELA data reports (ANET) * Weekly collaborative planning sessions-agendas and minutes(next steps) * Daily classroom observations using the school-based Informal walkthrough tool * Semesterly Formal observations using the TEM rubric * Weekly lesson plan review using the ELA questioning tool	Rasheedah Cooperwood-Jemison, Principal; Marvin Jones, Assistant Principal; Andrea Dandridge, School-Based Literacy Coach; Tiffany Thompson, PLC Coach; Melissa Jamerson, Instructional Facilitator	04/14/2025	SSIG 2.0 TAG 4.0	

	* Effectiveness ------------ * 95% of students will complete 100% of lessons assigned in IXL with a mastery of 80% or more per lesson (bi-weekly) * From fall to winter, 3rd-8th grade students will demonstrate a 10% increase in OTM; 25% will demonstrate OTM by the Spring interim assessment. * 100% of ELA teachers will engage in weekly collaborative planning/data analysis, that show at least 65% of students mastering exit-ticket question/responses, to plan for re-teaching through weekly small groups and assessments. * Classroom walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity * 100% of ELA teachers will demonstrate weekly effective implementation of the high-impact strategies at or above 80% of the teaching time to reflect a 3 or higher as a cumulative observation score as measured by the TEM rubric * 100% of ELA teachers will plan for daily checks for understanding using technology, with at least 65% of students mastering check for understanding(exit-tickets) *				
	[A 1.1.3] Recruit, hire, and retain highly effective teachers Description ----------- Provide highly effective teachers for students in all ELA classes by providing differentiated professional development opportunities as well as	Rasheedah Cooperwood-Jemison, Principal; Marvin Jones, Assistant Principal; Tiffany	05/23/2025		

		opportunities for teacher leadership.	Thompson, PLC Coach; Melissa Jamerson, Instructional Facilitator			
		Implementation -------------- * Insight Survey * TEM rubric scores Effectiveness ------------ 90% of highly effective teachers will be retained for the 2025-2026 school year, with 80% expressing intent to stay during fall 2024 Insight survey and 90% or higher during the spring 2025 Insight survey.				
		[A 1.1.4] Hire School-based Literacy Coach Description ----------- The literacy coach will support teachers by training teachers, observing teachers and providing high-quality, timely feedback and next steps, modeling lessons, and analyzing student data to look for trends and patterns to inform instructional decisions. Implementation -------------- * informal walkthroughs * weekly lesson plans * formal observations	Rasheedah Jemison, principal	08/12/2024		

	Effectiveness ------------ * 25% of 3rd-8th grade students will meet or exceed expectations on the 24-25 TNReady assessment. * Overall meet and exceeds for ELA on the quarterly benchmark assessments will grow consistently from fall (15%) to winter (30%) 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 -laptops and desktops with tables and chairs, interactive boards, headphones, mice etc.); and classroom/student supplies, i.e., Literacy Instruction Zone-(whiteboard, table, chair, manipulatives), pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to engage in classroom instruction, intervention, teacher-led and independent practice small group instruction, and other academic tasks. Implementation ------------- Title I budget monthly report and analysis	Tiffany Thompson, PLC Coach; Rasheedah Jemison, principal	03/28/2025		

	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 2025				
[S 1.2] Provide support to ensure that an effective instructional model is implemented Rationale --------- 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 -------------- Existing Strategy All grades, 3rd-8th, demonstrated an effectiveness level of 3 or higher in ELA. **Benchmark Indicator** Implementation --------------	**[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 High Impact Strategies, and other relevant professional development aligned to the district's academic initiatives. 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 ------------- * Daily classroom observations using school-based informal walkthrough tool * Weekly lesson plan review * Weekly collaborative planning sessions * Formal observations using the TEM rubric Effectiveness ------------	Rasheedah Jemison, principal; Marvin Jones, assistant principal; Tiffany Thompson, PLC Coach; Andrea Dandridge, Content Lead	05/23/2025		

* Bi-Weekly Instructional Leadership Team (ILT) meetings agendas and minutes * Weekly New Teacher Mentoring Meetings agendas and minutes * Monthly PD during faculty meeting Effectiveness ------------ * 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. * 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 and formal observation scores will increase by one level per semester.	* 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 the high impact strategies 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 1.2.2] Differentiated Professional Development for New Teachers Description ----------- An instructional curriculum coach will be hired to provide 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 school-based informal walkthrough tool * Weekly lesson plan review * Weekly collaborative planning session agendas	Melissa Jamerson, Instructional Facilitator; Andrea Dandridge, School-based Literacy Coach; Tiffany Thompson, PLC Coach	05/23/2025		

	and minutes (next steps) * 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 that will lead to increasing at least 2 Teach domains in TEM observation rubric by one (2 to 3, 3 to 4 or 4 to 5) per semester * 100% of ELA teachers will demonstrate effective implementation of the high impact strategies 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 that will lead to increasing at least 2 Teach domains in TEM observation rubric by one (2 to 3, 3 to 4 or 4 to 5)				
	[A 1.2.3] Utilize High-Impact Strategies Description ----------- *Provide a brief narrative of the proposed action step.* The use of high-impact strategies is a research-based, experience proven plan for improving instruction in every classroom by providing literacy experiences in every class, including science with STEMscopes and social studies with ABC Social Studies workbooks, every day. Implementation	Andrea Dandridge, School-based literacy coach; Rasheedah Jemison, principal; Tiffany Thompson, PLC Coach	05/16/2025		

	------------- *Identify the indicator(s) used to measure implementation of the action step.* * Daily classroom observations using the school-based informal walkthrough tool * Weekly lesson plan review Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 100% of ELA teachers will demonstrate effective implementation of the high impact strategies 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				
[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 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	**[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.	Tiffany Thompson, PLC Coach	03/28/2025		

progress. Supporting Data --------------- *Existing Strategy* RTI-A students decreased from 14.6% in 22-23 to 8.5% in 23-24. Tier 2 literacy students decreased from 3.9% in 22-23 to 3.7% in 23-24; Tier 3 literacy students decreased from 7.8% in 22-23 to 4.7% in 23-24. **Benchmark Indicator** Implementation ------------- * Quarterly benchmark assessment data * RTI2 instructional tool data * iReady reports data * Monthly progress monitoring 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	Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* Title I budget report Effectiveness ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 100% of allocated funds will be spent by March 2025 with 75% of budget spent by the end of Quarter 2.				

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 ---------- *Provide a brief narrative of the proposed action step.* 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 ------------- *Identify the indicator(s) used to measure implementation of the action step.* * 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 ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*	Melissa Jamerson-Tate, Instructional facilitator	05/23/2025		

	* 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] Create and Implement a strategic intervention plan Description ----------- *Provide a brief narrative of the proposed action step.* Hire FTE/Education Assistants will help address gaps in literacy skills with students in 3rd-8th grades by providing them with additional opportunities for teacher assistant-led and technology-based small group instruction. A strategic school-wide intervention plan will be developed to provide targeted support to students at various levels of academic need in order to ensure that every student receives the necessary resources and supports to succeed. Implementation of the intervention plan will address how the school addresses gaps in literacy and math skills of K- 8th grade students by providing additional opportunities for teacher-led and technology-based small group instruction. Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly iReady reports * Quarterly benchmark assessment data Effectiveness ------------ *Identify the benchmark(s) to be used to measure	Rasheedah Jemison, principal; Tiffany Thompson, PLC Coach; Andrea Dandridge, Literacy Coach	05/23/2025	SSIG 2.0	

	effectiveness toward increasing student achievement.*				
	* Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.				
	* Quarterly benchmark assessment data will reflect at least a 5% of students moving from Tier III to Tier II or Tier II to Tier I.				

[G 2] Riverview School will increase the math rate of met and exceeded from 6.2% in 2023 to 25% in 2025.
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] CSI students will increase the percent of Met Plus Exceeded Rate in all grades on Spring 2025 TCAP Math by 3% or higher from Spring 2024 TCAP.

Strategy	**Action Step**	**Person Responsible**	**Estimated Completion Date**	**Funding Source**	**Notes**
[S 2.1] Support 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 and teacher-led and independent practice small group instruction allows further possibilities for deeper differentiated student cognitive engagement through gradual release and/or learner support and enrichment.	**[A 2.1.1] Utilize Standards-Aligned Core Curriculum** Description ----------- *Provide a brief narrative of the proposed action step.* Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.*	Rasheedah Jemison, principal; Marvin Jones, Assistant principal; Tiffany Thompson, PLC Coach; Melissa Jamerson, instructional facilitator	05/23/2025		

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 Data* All grades in math, 3rd - 8th, had TVAAS effectiveness levels of 3 or higher based on the Spring 2024 TCAP assessment. ** **Benchmark Indicator** Implementation ------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* * Daily informal observation and feedback (Schoolwide Informal Walkthrough form) * Weekly lesson plan review * Weekly collaborative planning sessions (agendas & sign-in sheets) * Formal observations using the TEM rubric * Quarterly OTM on assessments from ANet 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 daily high-quality, standards-aligned instruction	* Daily classroom observations * 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 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 high-impact strategies 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				

that will lead to increasing at least 2 Teach domains in TEM observation rubric by one (2 to 3, 3 to 4 or 4 to 5) * 100% of math teachers will demonstrate effective implementation weekly of identified instructional shifts at or above 80% of the teaching time that will lead to increasing at least 2 Teach domains in TEM observation rubric by one (2 to 3, 3 to 4 or 4 to 5) * Daily classroom walkthrough data will reflect effective instructional practices in 85% of observed classrooms that will lead to increasing at least 2 Teach domains in TEM observation rubric by one (2 to 3, 3 to 4 or 4 to 5) * School-level walkthrough data will be monitored bi-weekly during instructional leadership team meetings for 80% standard aligned core instructional implementation with fidelity * Quarterly CFAs students "approaching" levels will increase each quarter by at least 10%					
	[A 2.1.2] Instructional Classroom Monitoring Description ----------- *Provide a brief narrative of the proposed action step.* 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. 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, IXL, TCAP Practice tests, use of	Marvin Jones, Math Admin Content Lead; Tiffany Thompson, PLC Coach; Rasheedah Jemison, principal	05/23/2025		

	technology -AIR IR Long Life 34 pad kit $475.00 x 21 = $9,975.00, 1 Year - 20 Teacher License $3600.00 x 1 = $3,600.00, Enterprise site setup & maintenance - CLEVER $450.00 x 1 = $450.00 & Mimio Boxlights) 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 -------------- *Identify the indicator(s) used to measure implementation of the action step.* * Daily classroom observations * 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 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 * 100% of math teachers will engage in data analysis to plan for weekly small groups and weekly assessments. * 100% of math teachers will plan for daily checks for understanding using technology				
	[A 2.1.3] Conduct continuous data analysis using assessment tools Description ---------- *Provide a brief narrative of the proposed action step.* Teachers will meet to analyze various sources of data (ANet, Aims Web assessments, district Interim assessments, and iReady reading, formative school-wide mini-assessments, student work samples, teacher observations of student performance,** TCAP Coach Practice tests,** and use of technology - **All in Learning clickers, Mimio boards, IXL**) in order to improve teachers understanding of data, 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 (ANet and teacher-created) and quarterly during the district's common assessment. * ANet: Grades 2 – 8 access to an estimated 350 student (MyAnet) * Coaching and access to formative assessments @ estimated $2,217 per session (estimated 10-15)= * Total: $25000	Tiffany Thompson, PLC Coach; Rasheedah Jemison, principal; Marvin Jones, assistant principal; Melissa Jamerson, instructional facilitator	04/14/2025	TAG 4.0 SSIG SSIG 2.0	

	Instructional supplies: Literacy and math manipulatives, such as books, letter tiles, folders, pencils, highlighters, two-color counters, ten-frames, unifix cubes, calculators: $2770.70				
	SSIG				
	AIR IR Long Life 34 pad kit $475.00 x 21 = $9,975.00				
	1 Year - 20 Teacher License $3600.00 x 1 = $3,600.00				
	Enterprise site setup & maintenance - CLEVER $450.00 x 1 = $450.00				
	Total: $14,025.00				
	IXL site license (Grades 2-8)				
	* Subjects: Math, ELA, Science, Social Studies * Qty: 500 @ $24.00 * Total: $12,000				
	Tennessee Coach Practice Tests, TNREADY Edition, ELA				
	Grades 3rd- 8th				
	* 460 books @ $6.29 = 2,893.40				
	Tennessee Coach Practice Tests, TNREADY Edition, Math				
	* Grades 3rd- 8th * 460 books @ $6.29 = 2,893.40 Shipping and handling: 868.02				
	Total: $6654.82				

	MimioPro Boxlight 75" IR UHD/4K ANDROID IFP 2340.00 X 4 = 9360.00 IMOBILE STAND FOR MIMIOPRO PANELS 450.00 X 4 = 1800.00 IFPD Delivery & Setup on Mobile Cart 275.00 X 4 = $1100 Total: $12,260 Instructional Supplies: Literacy and math manipulatives, such as books, chart paper, color dots, sentence strips, letter tiles, folders, pencils, highlighters, two-color counters, ten-frames, unifix cubes, calculators: $816.96 0 Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* * Quarterly ANet (CFA) in math data reports * Weekly collaborative planning/data analysis session-agendas and minutes (next steps) * Daily classroom observations * Formal observations using the TEM rubric * Weekly lesson plan review using the lesson plan protocol guide * IXL reports				

	Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * From fall to winter, 3rd-8th grade students will demonstrate a 10% increase in OTM; 25% will demonstrate OTM by the Spring ANet assessment. * 95% of students will complete 100% of lessons assigned in IXL. * 100% of math teachers will engage in weekly collaborative planning/data analysis, that show at least 65% of students mastering exit-ticket question/responses, to plan for re-teaching through weekly small groups and assessments. * Classroom walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity * 100% of math teachers will demonstrate weekly, effective implementation of high-impact strategies at or above 80% of the teaching time to reflect a 3 or higher as a cumulative observation score as measured by the TEM rubric * 100% of math teachers will plan for daily checks for understanding using technology with at least 65% of students mastering checks for understanding (exit-tickets)				
	[A 2.1.4] Provide Supplemental Resources to Support the Improvement of Students' Achievement Description ----------- *Provide a brief narrative of the proposed action step.* Students and teachers will be provided with additional resources such as: online resources;	Tiffany Thompson, PLC Coach	03/28/2025		

	classroom materials for math centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers -laptops and desktops with tables and chairs, interactive boards, headphones, mice etc.); and classroom/student supplies, i.e., Math Instruction Zone-(whiteboard, table, chair, manipulatives), pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to engage in classroom instruction, intervention, teacher-led and independent practice small group instruction, and other academic tasks.				

Implementation

Identify the indicator(s) used to measure implementation of the action step.

* Initial Title I budget analysis
* Monthly Title I budget analysis
* Quarterly School-wide formative assessments
* Bi-weekly student work samples

Effectiveness

Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.

* 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 2025
* Quarterly school-wide formative assessments will reflect a 55 increase in the number of students

	scoring 80% or better after each assessment. * Bi-Weekly review of student work samples will show students' mastery of standards at 80% or higher				
	[A 2.1.5] Continue use of 4th/5th grade split team Description ----------- *Provide a brief narrative of the proposed action step.* 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 ------------- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly lesson plans * informal walkthroughs Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 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 24-25 TNReady assessment	Marvin Jones, Math Admin content lead; Rasheedah Jemison, principal	05/23/2025		

	* Overall meet and exceeds for 5th grade on the quarterly benchmark assessments will grow consistently from fall (25%) to winter (40%) to spring (60%).				
	[A 2.1.6] Hire School-Based Math Coach (TAG 5.0) Description ----------- *Provide a brief narrative of the proposed action step.* The math coach will support teachers by training teachers, observing teachers and providing high-quality, timely feedback and next steps, modeling lessons, and analyzing student data to look for trends and patterns to inform instructional decisions. Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* * informal walkthroughs * weekly lesson plans * formal observations Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 25% of 3rd-8th grade students will meet or exceed expectations on the 24-25 TNReady assessment. * Overall meet and exceeds for math on the quarterly benchmark assessments will grow consistently from fall (15%) to winter (30%) to spring (60%).	Marvin Jones, assistant principal; Rasheedah Jemison, principal	06/30/2026		

[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 assessment data, and employing strategies that actively engage students in learning. 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* * Of the 92 formal observations conducted, the average overall rating was 3.79 out of 5. The indicator identified the most as the area of strength or reinforcement (32) is Teach 1: Objective-Driven Lessons. * TVAAS effectiveness levels for grades 3rd-8th were 3 or higher based on 23-24 TCAP assessment data. **Benchmark Indicator** Implementation	[A 2.2.1] Differentiated Professional Learning Opportunities for New Teachers Description ---------- *Provide a brief narrative of the proposed action step.* 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 -------------- *Identify the indicator(s) used to measure implementation of the action step.* * Daily classroom observations * 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 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 the high-impact strategies at or	Marvin Jones, Math Admin Content lead; Tiffany Thompson, PLC Coach	04/14/2025		

-------------- *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. * 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.	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				
	[A 2.2.2] High-Quality Professional Development during Weekly PLCs Description ---------- *Provide a brief narrative of the proposed action step.* 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 Thursday with 3rd-8th	Marvin Jones, Math Admin Content Lead; Tiffany Thompson, PLC Coach; Rasheedah Jemison, principal	04/14/2025		

	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. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* * Daily classroom observations * 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 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 the high-impact strategies 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					

| | | [A 2.2.3] Content-based Collaborative Planning
Description

Provide a brief narrative of the proposed action step.

Each Tuesday 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 Unit Preparation Guide and the Lesson Preparation Guide 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

Identify the indicator(s) used to measure implementation of the action step.

* Daily classroom observations
* Weekly lesson plan review
* Weekly collaborative planning sessions
* Formal observations using the TEM rubric

Effectiveness | Marvin Jones, Admin Math Content Lead; Tiffany Thompson, PLC Coach; Rasheedah Jemison, principal | 04/22/2025 | | |

	------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 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 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. 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 2.3.1] Monitor Intervention Data** Description ----------- *Provide a brief narrative of the proposed action step.* 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 -------------- *Identify the indicator(s) used to measure implementation of the action step.* * 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.	Melissa Jamerson, RTI lead	05/23/2025		

Existing Strategy * All grades, 3rd-8th, have an effectiveness level of 3 or higher in TVAAS for the 24 Spring assessment. * Students demonstrated significant growth from fall 23 to spring 24 according the AIMSWeb **Benchmark Indicator** Implementation ------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* * Quarterly ANet 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 ANet 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.	Effectiveness ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 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 2.3.2] Allocate funds to support instructional delivery and professional development
Description

Provide a brief narrative of the proposed action step.

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

Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.

100% of allocated funds will be spent by March 2025 with 75% of budget spent by the end of Quarter 2. | Tiffany Thompson, PLC Coach | 03/14/2025 | | |
| | [A 2.3.3] Strengthen Use of Virtual Data Room
Description

Provide a brief narrative of the proposed action step.

The virtual data room will be used to inform | Rasheedah Jemison, principal; Marvin Jones, assistant principal | 04/11/2025 | | |

	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 ------------- *Identify the indicator(s) used to measure implementation of the action step.* * Virtual data room tracker by subject and grade * Data analysis form Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 100% of content teachers will update virtual data room weekly * 100% of content teachers will analyze data from weekly assessment				
	[A 2.3.4] Create and implement a strategic school-wide intervention plan. Description ----------- *Provide a brief narrative of the proposed action step.* Hire FTE Education Assistants will help address gaps in literacy skills with students in 3rd-8th	Rasheedah Jemison, principal; Tiffany Thompson, PLC Coach; Melissa Jamerson, Instructional facilitator	05/23/2025	SSIG 2.0	

	grades by providing them with additional opportunities for teacher assistant-led and technology-based small group instruction. A strategic school-wide intervention plan will be developed to provide targeted support to students at various levels of academic need in order to ensure that every student receives the necessary resources and supports to succeed. Implementation of the intervention plan will address how the school addresses gaps in literacy and math skills of K- 8th grade students by providing additional opportunities for teacher-led and technology-based small group instruction. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly iReady reports * Quarterly benchmark assessment data Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. * Quarterly benchmark assessment data will reflect at least a 5% of students moving from Tier III to Tier II or Tier II to Tier I.				

[G 3] Riverview School will decrease the suspension rate from 30.1% in 23-24 to 15% in 24-25, increase the attendance rate from 83.4% EOY in 23-24 to 95% EOY in 24-25, decrease chronic absenteeism rate from 59.2% EOY 24-25 to 30% or lower 24-25.
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] CSI schools will reduce chronic absenteeism rates from approximately 36% in 2024 to approximately 26% in 2025 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] Establish school-wide processes and systems to help maintain a safe and caring environment Rationale --------- *Provide a rationale for choosing the strategy/intervention.* Establish school-wide processes and systems that address identified behavior needs and provide appropriate student supports in order to maintain a safe and caring environment. Supporting Data -------------- New strategy **Benchmark Indicator** Implementation ------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?*	**[A 3.1.1] Strengthen Use of RTI2B** Description ----------- *Provide a brief narrative of the proposed action step.* We use a Progressive Discipline System to support our school-wide behavior plan, we will provide all students with needed support to meet school-wide expectations. Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* * 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. Effectiveness	Melissa Jamerson-Tate, instructional facilitator; Marvin Jones, assistant principal	05/23/2025		

* 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. 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.	------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 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 3.1.2] Strengthen Use of School-wide Clubs Description ---------- *Provide a brief narrative of the proposed action step.* 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 in which they are most interested. The implementation of clubs is designed to give students something to look forward to during the	Rasheedah Jemison, principal; Marvin Jones, assistant principal; Latisha Keys, attendance specialist	05/16/2025		

	school day. Clubs will meet once a month, 2-3 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. After-school clubs may also be offered based on student interest. Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* * Sign-up sheets for students * Attendance reports by club * Monthly school-wide attendance report Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 100% of student body will participate in a club. * Daily attendance rate for a club day will increase by at least 1% each month, reaching a 95% daily attendance rate per club day by February 2025.				
	[A 3.1.3] School-wide attendance and behavior incentives Description ----------- *Provide a brief narrative of the proposed action step.* Students will receive incentives for meeting attendance and behavioral goals.	Litisha Keys, attendance specialist; Khadajah Walker, behavior specialist; Dillard, RESET assistant	05/23/2025		

| | | Implementation

Identify the indicator(s) used to measure implementation of the action step.

* 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.
* Behavior Incentives every 30-day period
* Attendance Incentives every 20-day period

Effectiveness

Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.

* 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
* 90% of students will participate in school-wide behavioral incentive every 30 days.
* 90% of students will participate in school-wide attendance incentive every 20 days. | | | | |

| | | **[A 3.1.4] Professional Development**
Description

Provide a brief narrative of the proposed action step.

Ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff will focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. Teachers will be provided with training and resources to support creating a conducive learning environment.

Implementation

Identify the indicator(s) used to measure implementation of the action step.

* Student discipline reports
* PD agenda and sign-in sheets
* Power BI reports for discipline

Effectiveness

Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.

A minimum of of 3 PD sessions related to classroom management will be delivered from September 2024 through May 2025 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 | Marvin Jones, Assistant principal; Melissa Jamerson, instructional facilitator; Tiffany Thompson, PLC Coach; Tymisza Brooks-Winselle; Instructional resource teacher | 04/11/2025 | | |

	year, with a 25% decrease by the end of semester 1.				
[S 3.2] Support students in overcoming barriers related to student attendance Rationale --------- *Provide a rationale for choosing the strategy/intervention.* By overcoming the barriers students face which prevent them from coming to school everyday, we are increasing the likelihood that students will perform better academically throughout the year and on the end of the year assessment. 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.* *New strategy* **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)	**[A 3.2.1] Improve use of attendance liaison** Description ----------- *Provide a brief narrative of the proposed action step.* The attendance liaison 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 followed and properly recorded in the student information system Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* * SART reports * daily attendance count * 20-day attendance report * Parent contact log Effectiveness -------------	Melissa Jamerson, instructional facilitator; Anwar Carter, Guidance counselor; Rasheedah Jemison, principal	05/16/2025		

Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 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.	*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 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 3.3] Provide opportunities to meaningfully engage families to support their child's learning Rationale --------- *Provide a rationale for choosing the strategy/intervention.* 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 -------------- *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* **	**[A 3.3.1] Increase opportunities for parental and community engagement** Description ---------- *Provide a brief narrative of the proposed action step.* 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 -------------- *Identify the indicator(s) used to measure implementation of the action step.* * Attendance reports * Agendas and sign-in sheets	Tiffany Thompson, PLC Coach; Sandra White, social studies teacher	05/16/2025		

Benchmark Indicator Implementation ------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* * Attendance reports * Parent survey data * Agendas and sign-in sheets Effectiveness ------------- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* 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 ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 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] Instructional Material, Supplies, and Resources Description ----------- *Provide a brief narrative of the proposed action step.* 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,	Tiffany Thompson, PLC Coach	03/28/2025		

	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 -------------- *Identify the indicator(s) used to measure implementation of the action step.* * Title I budget initial spending report * Monthly Title I budget analysis Effectiveness ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 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			
	[A 3.3.3] Increase parental use of Parent Resource Center Description ----------- *Provide a brief narrative of the proposed action step.* The Parent Resource Center provides support for families, helps parents participate in their children's education, and can be where parents gather to learn, share resources about external and internal opportunities for learning, exchange expertise, and	Tiffany Thompson, PLC Coach; Andrea Dandridge, Literacy Coach	04/25/2025		

	connect with school and community resources. The Parent Resource center can offer a variety of classes, based on families' needs and interests as well as help parents identify learning opportunities at home. Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* * Sign-in sheets (usage log) * Parent sign-in sheets from classes * Parent Survey Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * *100% of families who utilize the Parent Resource Center will respond favorably to its benefits on the Winter and Spring surveys. . *				
[S 3.4] Support students in overcoming barriers related to student behavior Rationale --------- *Provide a rationale for choosing the strategy/intervention.* Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. The 20 day reporting period will assist in monitoring students behavior and effectiveness of behavioral interventions and supports measures	**[A 3.4.1] Increase use of behavior specialist** Description ----------- *Provide a brief narrative of the proposed action step.* 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	05/23/2025		

aimed at reducing student discipline incidents. 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.* *New strategy* **Benchmark Indicator** Implementation ------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* * 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. * School-Wide SEL Lessons Monthly Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Decrease in suspension rate by 5% every quarter	behavior specialist will also meet with the parents of identified students as well. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly meeting logs * Parent Contact logs Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 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 3.4.2] Increase use of RESET assistant Description ---------- *Provide a brief narrative of the proposed action step.*	Rasheedah Jemison, principal; Davon Dillard, RESET Assistant	05/23/2025		

	The RESET Assistant will briefly reset students that are a disruption to the learning environment or have severe behavior issues and need immediate de-escalation. Students will be allowed to reset for a brief period of time, not to exceed 30 minutes. The RESET Assistant will also meet with the parents of identified students that continue to need de-escalation. Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* * Student meeting logs * Student Data Logs * Parent Contact logs Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 100% of students will meet with the RESET Assistant to practice de-escalation strategies. * bi-weekly check of parent contact log that 100% of parents who have a child receiving intervention have been contacted				
	[A 3.4.3] Increase use of in-school suspension Description ----------- *Provide a brief narrative of the proposed action step.* In-School Suspension (ISS) is a disciplinary	Marvin Jones, assistant Principal; Rasheedah Jemison, principal	05/23/2025		

| | program aiming at behavior management allowing students to remain in a learning environment while isolated from the rest of the student body. The main goal of ISS is to have students stay caught up on work and get help with any difficulties they are having.

Implementation

Identify the indicator(s) used to measure implementation of the action step.

ISS 20 -day report

Effectiveness

Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.

The Suspension rate will decrease by 5% each quarter. | | | | |

[G 4] Early Literacy - Riverview School will increase the 2nd grade ELA rate of met and exceeded from 0% in 2023 to 20% in 2025..
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 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Support implementation of standards aligned curricula	**[A 4.1.1] Supplemental Learning Resources** Description	Tiffany Thompson,	05/23/2024		

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. Students should have opportunities to engage with self-selected complex texts to develop motivation and comprehension. Supporting Data --------------- Existing Strategy Third grade TVAAS effectiveness level for in ELA for 23-24 was a level 5. **Benchmark Indicator** Implementation -------------- *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 * ANet OTM scores in ELA * Weekly lesson plan review * Weekly PLC meetings and collaborative planning Effectiveness -------------	----------- Purchase supplemental learning resources to be used during instruction and intervention time blocks. Academic resources and tools, such as classroom libraries, 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 * 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	PLC Coach; Rasheedah Cooperwood Jemison, principal; Melissa Jamerson-Tate , instructional facilitator; Marvin Jones, Assistant principal			

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 * School-Wide CFAs will increase each quarter by at least 2 points	Third Grade Literacy Law criteria will increase 10 percentage points or more * The overall ANet Met Expectations in ELA will increase by 5% or higher from Fall 2024 to Spring 2025 for each assessment (Fall 2024, Winter 2024, Spring 2025). * The number of Academic Support Plans (PBI) will decrease 10% from Spring 2024 to Spring 2025. * 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 Classroom Walkthrough Protocol * 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	Tiffany Thompson, PLC Coach; Rasheedah Jemison, Principal	05/23/2025		

	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 quarter related to literacy or building background knowledge Effectiveness ------------ 100% of K-2 students will experience 2 field trips per semester during SY 2024-2025 that will increase their learning in literacy and/or their social-emotional wellness.	Tiffany Thompson, PLC Coach; Adella Taylor, 2nd grade teacher	03/28/2025		
	[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	Tiffany Thompson, PLC Coach; Rasheedah Jemison, principal	03/14/2025		

	-------------- * 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				
[S 4.2] Provide additional support for students who are failing to make academic progress Rationale --------- *Provide a rationale for choosing the strategy/intervention.* Provide opportunities for students who are failing to make academic progress access early learning opportunities that appropriately support their academic, social, and emotional development and create and strengthen a continuum of learning through third grade. Supporting Data --------------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If	**[A 4.2.1] Classroom Library** Description ----------- *Provide a brief narrative of the proposed action step.* Providing opportunities for students to access early learning opportunities appropriately supports their academic, social, and emotional development and creates a continuum of learning through third grade. Each K-2 classroom will be provided a classroom library so that students will have an opportunity to self-select complex texts. * Leveled Books Classroom Library 1 Price: $692.55.00 Qty: 6 sets Subtotal: $4,155.30 * Leveled Books Classroom Library 2 Price: $692.55 Qty: 6 sets Subtotal: $4,155.30 * Nonfiction Leveled Books Classroom Library	Rasheedah Jemison. principal; Melissa Jamerson-Tate ,, instructional facilitator	04/14/2025		

this is a new strategy/intervention, indicate that it is a new strategy/intervention.* ** **Benchmark Indicator** Implementation ------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* * Foundational Walkthrough form * TEM Rubric * Weekly Assessments * Student Success Criteria rubric * Foundational Literacy * Library Book Sign Out Lists * Student Book Reports Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 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% 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 quarterly formative assessment data for 2nd grade (ANet)	Price: $711.55 Qty: 7 sets Subtotal: $4,980.85 TOTAL: $13,291.45 Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* * Library Book Sign Out List * Student Book Reports * Individual Student Reading Logs Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Analysis of Benchmark assessment results 3 times a year will inform the alignment of core instruction to K-2 standards at 70% 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				

	[A 4.2.2] Use of Highly Specialized Education Assistants	Rasheedah Cooperwood-Jemison, principal; Marvin Jones, Assistant Principal	05/23/2025		
	Description				

	Provide a brief narrative of the proposed action step.				
	Highly Specialized Education Assistants will help develop early literacy skills with students in K-2 by providing them with additional opportunities for small groups through teacher-led and computer based instruction.				
	Implementation				

	Identify the indicator(s) used to measure implementation of the action step.				
	* Classroom observations using Foundations Walkthrough tool				
	* Weekly lesson plan review				
	* Weekly collaborative planning sessions				
	Effectiveness				

	Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.				
	* 100% of HSA will attend 95% of the collaborative 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 a brief narrative of the proposed action step.* 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 ------------- *Identify the indicator(s) used to measure implementation of the action step.* * 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 ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 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	05/16/2025		

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