

Riverwood Elementary School Annual Plan (2024 - 2025)

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**[G 1] Reading/Language Arts: Riverwood Elementary School will increase the students meeting or exceeding expectations proficiency rates in ELA in grades 3-5 in from 41.8% in Spring 2023 to 47% Spring 2025.**

Riverwood Elementary School will increase the students meeting or exceeding expectations proficiency rates in ELA in grades 3-5 in from 41.8% in 2023-2024 on TNReady to 47% in 2025.

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

IReady

Weekly teacher made assessments

School common assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b> Provide daily access to a rigorous reading/language arts curriculum that will develop all students' including TSI SWD with deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, develop foundational literacy in the early grades, and promote mastery of TN Standards to ensure students are ready for the next grade.</p> <p><b>Benchmark Indicator</b> **Benchmark Indicator**</p>	<p><b>[A 1.1.1] Standards Alignments</b> Providing access to standards-aligned curriculum is necessary for all students including TSI ED students. Whether educators use whole group instruction, differentiated small group instruction or independent practice, curriculum should Be aligned to the state's content standards</p> <p>* Allow all students including TSI ED students access to the core content * Use evidence-based instructional strategies and practices Demonstrate evidence of learning * Additionally, educators should include the following evidence-based practices in their classroom instruction to further student learning: Universal screening to determine students' current level of performance * Differentiated learning activities to address individual student needs that include TSI ED</p>	<p>Tonya Alston, Rolanda Davis, Michael Lowe, Ramone Johnson, Alisheia Scott, Jessica Payne Kimberly Owens , Kim Dale,</p>	<p>05/11/2025</p>		

<p><b>**Implementation:**</b></p> <p>iReady Diagnostics (Fall, Winter, Spring)</p> <p>Quarterly Formative Common Assessments (School-level)</p> <p><b>**EFFECTIVENESS**:</b></p> <p>Implementing Quarterly iReady Diagnostic results will show 25% of students with a 10% increase on track or mastery.</p> <p>Implementing Quarterly School-level Formative Common Assessments results will show 20% increase with mastery of 90% or better.</p>	<p>students.</p> <ul style="list-style-type: none"> <li>* Accommodations to ensure all students including TSI ED students have access to the curriculum</li> <li>* Problem-solving to identify any needed interventions and to address behaviors that may keep students from demonstrating academic skills; students who require interventions</li> <li>* should continue to receive instruction in the core curriculum</li> <li>* Standards-aligned core instruction to keep students on track to meet targeted goals and expectations</li> </ul>				
<p><b>[S 1.2] Professional Development</b> Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p><b>Benchmark Indicator</b> <b>**Implementation:**</b></p> <p>Monthly CLASSROOM INFORMAL OBSERVATION DATA</p> <p>Semi-Annual FORMAL OBSERVATION DATA (TEM)</p> <p>Weekly Professional Learning Community meetings</p> <p>Monthly Instructional Leadership Team (ILT) meetings</p>	<p><b>[A 1.2.1] A 1.2.1 Professional Development</b> A 1.2.1 Professional Development</p> <p>Riverwood will</p> <ul style="list-style-type: none"> <li>* Provide all teachers in grades 3-5 with ongoing professional development in aggressive monitoring and data tracking with a specific focus on interventions and daily access to a rigorous reading/language arts curriculum</li> <li>* Provide access to and participate in competency based professional learning topics focused on the essential components of reading, writing, Universal Design for Learning Principles, and Multi-tiered System of Support</li> <li>* ** **Provide access to and participate in professional learning opportunities focused on the Learning Progressions and implementing high-yield instructional strategies to ensure access to standards aligned instruction for all students</li> <li>* ** **Provide access to and participate in professional learning focused on equity and</li> </ul>	<p>Tonya Alston, Rolanda Davis, Michael Lowe, Ramone Johnson, Alisheia Scott, Jessica Payne Kimberly Owens , Kim Dale, Haley Gray, Julie Slate</p>	<p>05/24/2025</p>		

<p><b>**EFFECTIVENESS:**</b></p> <p>Implementing monthly classroom observations will show 20% of students with a 5% increase on track or mastery.</p> <p>Executing semester reviews of TEM observation data to monitor educators' delivery of standard-aligned lessons to the TN standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Administrating weekly PLC meetings with 90% attendance that will follow Jeter's cycle of professional learning, covering topics such as implementing highly effective workstations, shifting the lift with higher-order thinking, and deliberate practice.</p> <p>Conducting Instructional Leadership Team (ILT) meetings monthly with an 85% attendance rate. ILT members will conduct 2 walkthroughs monthly to peer monitor educators' instructional practices and pedagogy of the content bringing findings to the monthly meetings.</p>	<p>culturally responsive instruction</p> <ul style="list-style-type: none"> <li>* Provide access to and participate in professional learning focused on targeted support for students with disabilities</li> <li>* * * * *Provide access to and participate in various modes of competency-based professional learning, including face-to-face, online, and one-on-one that lead to high-quality differentiated pathways to acquire expertise</li> </ul> <p>Riverwood will</p> <ul style="list-style-type: none"> <li>* Provide all teachers in grades 3-5 with ongoing professional development in aggressive monitoring, explaining content and daily access to a rigorous mathematics and reading/language arts curriculum</li> <li>* Provide access to and participate in competency based professional learning topics focused on the essential components of reading, writing, Universal Design for Learning Principles, and Multi-tiered System of Support</li> <li>* * * * *Provide access to and participate in professional learning opportunities focused on the Learning Progressions and implementing high-yield instructional strategies to ensure access to standards aligned instruction for all students</li> <li>* * * * *Provide access to and participate in professional learning focused on equity and culturally responsive instruction</li> <li>* Provide access to and participate in professional learning focused on targeted support for students with disabilities</li> <li>* * * * *Provide access to and participate in various modes of competency-based professional learning, including face-to-face, online, and one-on-one that lead to high-quality differentiated pathways to acquire expertise</li> </ul>				
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<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b>  Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p><b>Benchmark Indicator</b>  Students should perform at or above 75% on weekly teacher made assessments. IReady Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p> <p><b>**IMPLEMENTATION:**</b></p> <p>iReady Diagnostics Platform (FALL, WINTER, SPRING)</p> <p>Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA</p> <p>Semi-Annual FORMAL OBSERVATION DATA (TEM)</p> <p>Quarterly Formative Common Assessments</p>	<p><b>[A 1.3.1] A 1.3.1 Intervention and Personalized Learning</b>  A 1.3.1 Intervention and Personalized Learning</p> <p>Personalized learning is an approach to education that tailors learning experiences to meet the individual needs, interests, and abilities of each student. Even with talented educators and solid plans, there will always be students who do not fully understand a concept the first time they learn it. Without addressing those gaps in knowledge, students are unable to form the foundation needed for future success.. Instead of ignoring these gaps, Riverwoods' educators do an immediate remediation or reteaching to address the area of weakness. If that is not successful, an intervention is necessary.</p> <p>Riverwood's teachers will:</p> <p>engage in remediation strategies as a normal part of their teaching in order to quickly address any misunderstandings of a concept.</p> <p>* examine data including data for TSI ED students to determine where a student is struggling and why.  * implement and review data for all students including TSI ED students at regular intervals with the goal being to quickly address the problem and have the student stay on track in their core curriculum.  * Increased engagement and motivation  * Improved academic performance and achievement  * Greater retention of knowledge and skills for TSI ED students</p>	<p>Tonya Alston,  Rolanda Davis,  Michael Lowe,  Ramone Johnson,  Alisheia Scott,  Jessica Payne  Kimberly Owens , Kim Dale, Envolyn RInex, Julie Slate, Haley Gray</p>	<p>05/23/2025</p>		
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<p><b>**EFFECTIVENESS**:</b></p> <p>Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery</p> <p>Implementing Biweekly classroom observations will show 20% of students with a 5% increase on track or mastery</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p>					
<p><b>[G 2] Mathematics 3-5: Grade 3 through 5 From 36.8% on TNReady in 2022/23 to 45% on TNReady in 2025</b> Riverwood will improve meeting or exceeding expectation percentages in all grades.</p> <p>Grade 3 through 5 From 36.8% on TNReady in 2022/23 to 45% on TNReady in 2025</p> <p><b>Performance Measure</b> Performance will be measured using the following tools:</p> <p>iReady Assessment</p> <p>Weekly school assessments</p> <p>TNReady Assessment</p> <p>School created Formative Assessment</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b> Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous</p>	<p><b>[A 2.1.1] standards aligned core Instruction</b> We have a dedicated Instructional Facilitator who focuses on Math Instruction. She provides teachers with content specific instructional strategies as well</p>	<p>Tonya Alston, Rolanda Davis, Michael Lowe, Ramone</p>	<p>05/25/2025</p>		

<p>math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p><b>Benchmark Indicator</b> Students should perform at or above 75% on Riverwoods teacher created weekly Assessments which aligns with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District Walkthrough data will be monitored through the district's management system (. Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit.</p> <p>Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.</p> <p><b>**IMPLEMENTATION:**</b></p> <p>iReady Diagnostics Platform (FALL, WINTER, SPRING)</p> <p>Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA</p> <p>Semi-Annual FORMAL OBSERVATION DATA (TEM)</p>	<p>as professional development.</p> <p>Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p>	<p>Johnson, Alisheia Scott, Jessica Payne Kimberly Owens , Kim Dale,</p>			
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<p>Quarterly Formative Common Assessments</p> <p><b>**EFFECTIVENESS**:</b></p> <p>Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery</p> <p>Implementing Biweekly classroom observations will show 20% of students with a 5% increase on track or mastery</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Implementing Quarterly Formative Assessments will show 10% of students in grades 3 through 8 should perform at or above the 70 percentile.</p>					
<p><b>[S 2.2] Professional Development</b> Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p><b>Benchmark Indicator</b> D**Implementation:**</p> <p>Monthly CLASSROOM INFORMAL OBSERVATION DATA</p> <p>Semi-Annual FORMAL OBSERVATION DATA (TEM)</p> <p>Weekly Professional Learning Community meetings</p>	<p><b>[A 2.2.1] A 2.2.1 Professional Development</b> Riverwood will</p> <ul style="list-style-type: none"> <li>* Provide access to and participate in competency based professional learning topics focused on the essential components of reading, writing, Universal Design for Learning Principles, and Multi-tiered System of Support</li> <li>* Provide access to and participate in professional learning opportunities focused on the Learning Progressions and implementing high-yield instructional strategies to ensure access to standards aligned instruction for all students</li> <li>* Provide access to and participate in professional learning focused on equity and culturally responsive instruction</li> <li>* Provide access to and participate in professional learning focused on targeted support for students with disabilities</li> <li>* Provide access to and participate in various</li> </ul>	<p>Tonya Alston, Rolanda Davis, Michael Lowe, Ramone Johnson, Alisheia Scott, Jessica Payne Kimberly Owens , Kim Dale,</p>	<p>05/25/2025</p>		

<p>Monthly Instructional Leadership Team (ILT) meetings</p> <p><b>**EFFECTIVENESS:**</b></p> <p>Implementing monthly classroom observations will show 20% of students with a 5% increase on track or mastery.</p> <p>Executing semester reviews of TEM observation data to monitor educators' delivery of standard-aligned lessons to the TN standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Administering weekly PLC meetings with 90% attendance that will follow Jeter's cycle of professional learning, covering topics such as implementing highly effective workstations, shifting the lift with higher-order thinking, and deliberate practice.</p> <p>Conducting Instructional Leadership Team (ILT) meetings monthly with an 85% attendance rate. ILT members will conduct 2 walkthroughs monthly to peer monitor educators' instructional practices and pedagogy of the content bringing findings to the monthly meetings.</p>	<p>modes of competency-based professional learning, including face-to-face, online, and one-on-one that lead to high-quality differentiated pathways to acquire expertise</p>				
<p><b>[S 2.3] Targeted Interventions and Personalized Learning,</b> Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p><b>** **</b></p>	<p><b>[A 2.3.1] A 2.3.1 Targeted Intervention and Personalized Learning</b> Even with talented educators and solid plans, there will always be students who do not fully understand a concept the first time they learn it. Without addressing those gaps in knowledge, students are unable to form the foundation needed for future success. Imagine never mastering counting from one to 10 and being thrust into learning addition or subtraction. Instead of ignoring these gaps,</p>	<p>Tonya Alston, Rolanda Davis, Michael Lowe, Ramone Johnson, Alisheia Scott, Jessica Payne Kimberly Owens , Kim Dale,</p>	<p>05/25/2025</p>		



<p>***</p> <p><b>Benchmark Indicator</b> Students should perform at or above 75% on Riverwood weekly assessments which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to move them to grade level performance.</p> <p><b>**IMPLEMENTATION:**</b></p> <p>iReady Diagnostics Platform (FALL, WINTER, SPRING)</p> <p>Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA</p> <p>Semi-Annual FORMAL OBSERVATION DATA (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p><b>**EFFECTIVENESS**:</b></p> <p>Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery</p> <p>Implementing Biweekly classroom observations will show 20% of students with a 5% increase on track or mastery</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p>	<p>educators usually do an immediate remediation or reteaching to address the area of weakness. If that is not successful, an intervention is necessary.</p> <p>Riverwood's teachers will:</p> <p>engage in remediation strategies as a normal part of their teaching in order to quickly address any misunderstandings of a concept.</p> <ul style="list-style-type: none"> <li>* examine data to determine where a student is struggling and why.</li> <li>* implemented and review at regular intervals with the goal being to quickly address the problem and have the student stay on track in their core curriculum.</li> <li>* Weekly RTI</li> </ul>				
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**[G 3] Chronic Absenteeism: Riverwood will reduce the suspension rate from 8.0% Spring 2024 to 3. % for Spring 2025.**

Riverwood Elementary

\* will reduce the suspension rate from 8.0% in 2023-2024 to 3. % in 24-25.

\* Increase progressive discipline support from 8. % % progressive discipline rate (i.e., supports and interventions) among our overall disciplinary incidents (i.e., office referrals/other documented supports) to 12% in 2024-2025,

\* Increase the attendance from 94.1% in 2023-2024 to 98% in 2024-25.

**Performance Measure**

Interventions and supports will be measured using the following:

\* PowerSchool Data

\* PowerBI Data

\* Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Attendance and Behavior Interventions and Supports</b> Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b> In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p>	<p><b>[A 3.1.1] A 3.1.1 Attendance and Behavior intervention</b> Not only does attendance impact academic outcomes, but it also affects students' social-emotional well-being and behavior. There is a consistent relationship between attendance and academic outcomes; the more days students miss, the lower their academic performance. This is not surprising, as students who are chronically absent will be missing out on critical learning opportunities, which ultimately contribute to their academic performance. In order to combat student absences Riverwood Staff will:</p> <p>* Teachers will call parents each time a child is absent.</p> <p>* Guidance counselors will monitor daily attendance Specifically, chronic absenteeism should be defined as missing 10 percent or more school days. So if a student has been enrolled for 40 days of school and has missed more than four days, they would be identified as having chronic absenteeism. This method of measuring</p>	<p>Riverwood staff, Lori Perminter, (Attendance Secretary). Tonya Alston, Rolanda Davis, Michael Lowe, Ramone Johnson, Alisheia Scott, Jessica Payne Kimberly Owens , Kim Dale,</p>	<p>05/25/2025</p>		

Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).	absenteeism is an effective early warning indicator of academic risk . * School-wide attendance contests among grade levels and classrooms can also help motivate students to attend school and hold their classmates accountable.				
<b>[S 3.2] Professional Development</b> 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.  <b>Benchmark Indicator</b>	<b>[A 3.2.1] A 3.2.1 Safe and Healthy Schools Staff development</b> Staff development within the context of school safety.  Teachers will be an intricate part of the school safety plan. Riverwood will conduct various types of drills to ensure that students know what to do in case of emergencies.  The assistant principal will conduct, and log safety drills.	Tonya Alston, Rolanda Davis, Michael Lowe, Ramone Johnson, Alisheia Scott, Jessica Payne Kimberly Owens , Kim Dale, Lori Permentor, Doris Gordon	09/05/2025		
<b>[S 3.3] Parent, Family, and Community Engagement</b> Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.  <b>Benchmark Indicator</b> Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.  At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.  Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.  Conduct a semi-annual adopter surveys to monitor	<b>[A 3.3.1] A 3.3.1 Parent, Family&lt; and community engagement</b> Every young person needs and deserves a safe place to learn and grow. Family and community engagement greatly increases the likelihood that students will learn and thrive. Students are more prepared for school, more likely to achieve, and more likely to graduate when they are supported by schools, families, and communities working together in a coordinated manner. In an effort to engage the community in school safety Riverwood will:  Have community partners as members of the SIP process.  Employ community resources into our school to ensure our school environment is safe and inclusive of all students.  implement key initiatives that improve school climate, resolve conflicts and prevent violence and help students cope with trauma.	Tonya Alston, Rolanda Davis, Michael Lowe, Ramone Johnson, Alisheia Scott, Jessica Payne Kimberly Owens , Kim Dale,	05/25/2025		

their impact on students' success by way of their contributions of resources and time.	<ul style="list-style-type: none"> <li>* Incorporating safe school strategies into school culture</li> <li>* Fostering social-emotional skills and competencies</li> </ul>				
<p><b>[G 4] Early Literacy</b>  By June 2025, 55% of third grade students score proficient or advanced on the TN Ready assessment.</p> <p>By June 2025, KK-2 students will increase iReady (URS) scores by at least 10% from fall to spring.</p> <p>Reflection:</p> <p>Riverwood's K-2' early learners have been engaged in high-quality instruction with the goal of increasing the number of students to score Mastery on the IReady assessment.</p> <p>K- From 72% in 2023/24 school to 75% in 24-25 on Iready assessment</p> <p>1st - from 69% 23-24 to 72% in 24-25 on Iready assessment</p> <p>2nd- From 53% in 23-234 to 56% - 24-25 on Iready assessment</p> <p>For the 2024-25 year to increase instruction in scientifically based reading that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3.</p> <p><b>Performance Measure</b>  By June 2024, 55% of third grade students score proficient or advanced on the TN Ready assessment. KK-2 students will achieve Success criteria relative to the grade by the following: (a) Kindergarten students must master 80% Literacy Skills per quarter on Report Card grades.(b) 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades.(c) 2nd grade must earn 70 or higher in Reading per quarter* in report card grading, school developed formative assessment and universal screener (iReady) with a Lexile level of 350 in the fall to 485 by spring.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Professional Learning</b>  Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p> <p><b>Benchmark Indicator</b>  **Implementation:**</p>	<p><b>[A 4.1.1] A 4.1.1 Early Literacy PD</b>  Early literacy means helping children develop a rich vocabulary, self-expression, and reading comprehension—tools they need to become successful readers and lifelong learners.Literacy is a critical predictor of educational and lifelong success. Children who lack exposure to high-quality literacy instruction are at a greater risk of future academic struggles. In order to ensure</p>	Tonya Alston, Rolanda Davis, Michael Lowe, Ramone Johnson, Alisheia Scott, Jessica Payne Kimberly	09/05/2025		

<p>Monthly CLASSROOM INFORMAL OBSERVATION DATA</p> <p>Semi-Annual FORMAL OBSERVATION DATA (TEM)</p> <p>Weekly Professional Learning Community meetings</p> <p>Monthly Instructional Leadership Team (ILT) meetings</p> <p><b>**EFFECTIVENESS:**</b></p> <p>Implementing monthly classroom observations will show 20% of students with a 5% increase on track or mastery.</p> <p>Executing semester reviews of TEM observation data to monitor educators' delivery of standard-aligned lessons to the TN standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Adminstrating weekly PLC meetings with 90% attendance that will follow Jeter's cycle of professional learning, covering topics such as implementing highly effective workstations, shifting the lift with higher-order thinking, and deliberate practice.</p> <p>Conducting Instructional Leadership Team (ILT) meetings monthly with an 85% attendance rate. ILT members will conduct 2 walkthroughs monthly to peer monitor educators' instructional practices and pedagogy of the content bringing findings to the monthly meetings.</p>	<p>that Riverwood teachers are equipped with the knowledge of providing foundational literacy for our students, Riverwood will:</p> <ul style="list-style-type: none"> <li>* Provide ongoing PD for all teachers</li> <li>* Ensure that all current teachers complete the reading 360 module.</li> <li>* Perform daily walkthroughs to ensure that foundational literacy is the focus in grades K-2.</li> </ul>	<p>Owens , Kim Dale,</p>			
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<p><b>[S 4.2] Early Literacy Opportunities</b>  Teachers must complete Reading 360 in order to keep advance teaching license. Designate teachers as models for early foundational literacy experts. During deliberate practice designated teachers will model an exemplary foundational lesson.</p> <p>Teachers will help teachers to understand how to engage students in strategies and activities that foster a strong foundation for early literacy and reading development.</p> <p><b>Benchmark Indicator</b>  MONTHLY minutes to indicate the frequency and level of school-based support to K-2 teachers. Walk-through data to inform specific areas of support needed for teachers in foundational literacy. Professional development which will foster high-yielding instruction.</p>	<p><b>[A 4.2.1] A 4.2.1 Early Foundational Literacy Laureate.</b>  Literacy Laureates are an intricate part of Riverwood's Literacy Program. In order to foster literacy growth in grades K-2, Riverwood's Literacy Laureate will:</p> <p>Laureates will know the importance of explicit, systematic foundational skills instruction for students learning to read and comprehend texts.</p> <p>Laureates will instruct teachers in how to engage students in strategies and activities that foster a strong foundation for early literacy and reading development.</p> <p>Laureates will support K-2 colleagues with implementing high-quality foundational skills instruction in their classrooms.</p>	<p>Tonya Alston,  Rolanda Davis,  Michael Lowe,  Ramone Johnson,  Alisheia Scott,  Jessica Payne  Kimberly Owens , Kim Dale,</p>	<p>05/25/2025</p>		
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