

Riverside Elementary Annual Plan (2023 - 2024)

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**[G 1] Maintain Safe and Healthy Students**

For the 2023-24 SY, student behavior infractions will decrease to promote a culture of learning and environmental readiness (IPG) that therefore is conducive of maximizing Tier 1 instruction practices.

**Performance Measure**

Meet 85% or above threshold for students with 0-1 disciplinary infraction.

Maintain 3% or less threshold for students who are suspended from school.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Behavioral Interventions and supports</b>                      Improve the number of students who are able to stay within the academic classroom through interventions and support.</p> <p><b>Benchmark Indicator</b>                      Total number of suspensions (in and out of school) below 3% of student population over the course of the year (12 students).</p>	<p><b>[A 1.1.1] Implement RTIAB</b>                      Staff will receive RTIAB training to be integrated with fidelity. The RTIAB team is formed with representatives per grade level, specialty, federal programs, and administration. The RTIAB team will meet monthly through grade level planning on Tuesdays, as well as bi-monthly as a school-based team starting in the month of September.</p>	Regina Peery, Breckon Pennell, Brianna Coogan	06/01/2024		
	<p><b>[A 1.1.2] Build Grade Level Teams</b>                      Grade level teams are intentionally designed to include a MTSS-EA and interventionist per team for support in RTIAB.</p>	Breckon Pennell, Brianna Coogan	06/01/2024		
	<p><b>[A 1.1.3] All staff will participate in professional development book study.</b>                      A book study of *Teaching with Love and Logic *will be implemented for all staff starting in August. Strategies from the text will be gradually implemented into classroom practice to support classroom-level behavior support, and additionally added to the online behavior tracker for all teachers and staff to utilize.</p>	Breckon Pennell	12/16/2023	Title II	
	<p><b>[A 1.1.4] Equip and implement schoolwide sensory supports.</b>                      A sensory room, the "River Rest", will be integrated</p>	Breckon Pennell,	09/30/2023		

	for students to use and learn self-regulation of their emotions. In the beginning, the sensory room will be teacher initiated and as the student ability to self-regulate improves, student initiated, and then to scheduled visits. Additionally, quiet corners will be equipped in classrooms to provide for initial Tier 1 self-regulation supports.	Regina Peery, Julie Holloway			
	<b>[A 1.1.5] Zones of Regulation Book Study</b> The exploratory and leadership teams will participate in a Zones of Regulation book study, which incorporates self-regulation strategies to help students identify emotions and the necessary behaviors to reset and be productive in class.	Breckon Pennell	12/23/2023	Title 1	
<b>[S 1.2] Social Emotional Learning</b> Improve student ability to self-regulate their emotions, leading to higher participation and inclusion in Tier 1 classroom instruction.  <b>Benchmark Indicator</b> Decrease percentage of internalizing and externalizing displaying students as measured on the SRSS inventory from August 2023 to May 2024.	<b>[A 1.2.1] Implement Character Counts</b> RTIB behavior expectations combined with character counts focus areas weekly will lead to growth in academics and self-regulation. Character counts will be implemented through STEM classes.	Regina Peery, Breckon Pennell	05/31/2024		
	<b>[A 1.2.2] Regular RTIAB Meetings</b> Grade level RTIAB meetings will be held the 2nd Tuesday of each month with a focus on the following:  RTIAB-Student Mastery & Data Focus; Behavior Support; Integration, Interventions & Acceleration  Bi-monthly RTIAB meetings will be held with the schoolwide implementation team in order to evaluate systemic patterns and data to determine necessary shifts and supports.	Breckon Pennell, Regina Peery	06/01/2024		
	<b>[A 1.2.3] Implement RTIAB Grade Level and Team Reinforcers</b> Implement monthly "duck specials" schoolwide to reinforce positive behaviors within the school, in addition to student and teacher "happies," reward	Regina Peery, Breckon Pennell, Julie Holloway	05/31/2024		

	<p>carts, and special events. Students earn tickets for following school expectations that allow them entry to the event. Teams create and implement their own team reinforcer. Teams will be working towards earning the cafeteria reinforcer, the golden spoon, by following weekly expectations.</p>				
<p><b>[S 1.3] Mental Health Supports</b> Maximize triaged approach to school, district, and consulting supports.</p> <p><b>Benchmark Indicator</b> Maintain 3% or less threshold for student suspensions.</p>	<p><b>[A 1.3.1] Implement a Behavior Tracker</b> Implement a behavior tracker to track student's behavior. This data gathered will demonstrate the needs within the building that should be addressed. The tracker collects intervention approaches, time of day, and activity taking place for school staff to analyze patterns of student behavior and intervene appropriately.</p>	Regina Peery, Breckon Pennell, Julie Holloway	05/31/2024		
	<p><b>[A 1.3.2] School Mental Health Supports Collaboration</b> Administration and mental health staff meet weekly to discuss student behavior, interventions, patterns, family needs, and determine next steps for support in an effort to provide wraparound services for students and families. This meeting is coined "Who's on What?"</p>	Breckon Pennell, Regina Peery	05/31/2024		

**[G 2] Increase Academic Achievement Math**

Improve number of students on grade level or beyond on the universal screener and TNReady assessments.

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**Performance Measure**

#### \*\*Performance Measure\*\*

For grades K-2, increase the percentage of students above the 75th percentile in the national norms on the universal screener.

For grades 3-4 TNReady, increase the percentage of students who meet and exceed expectations from 18% to 28%.

For SWD 3-4 TNReady, increase the percentage of students who meet and exceed expectations from from 7% to 19%.

For ELL 3-4 TNReady, increase the percentage of students who meet and exceed expectations from 5% to 17%.

For BAA 3-4 TNReady, increase the percentage of students who meet and exceed expectations from 15% to 26%.

For Hispanic 3-4 TNReady, increase the percentage of students who meet and exceed expectations from 10% to 21%.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Math Instruction on Grade Level</b> High-Quality Instructional Material Implementation: Maximizing Curriculum and Assessment Resources with fidelity.</p> <p><b>Benchmark Indicator</b> If the adopted curriculum is implemented with fidelity, then, Riverside Elementary School expects to see standards-aligned lessons, questions &amp; tasks, as well as heightened student engagement and discourse 80-100% of the time during instructional walks conducted by school-level administrators which will impact student achievement.</p> <p>iReady Math Diagnostic data is reviewed 3 times each year.</p> <p>iReady Growth-monitoring data is reviewed monthly.</p> <p>CASE benchmark data after each administration.</p> <p>Math Walkthroughs monthly by school level administration to determine the implementation of the curriculum.</p>	<p><b>[A 2.1.1] School-level Math Walkthroughs Using the Instructional Practice Guide</b> School administration will create an instructional walkthrough schedule with scaffolded goals for the environment and core actions 1, 2, and 3. A minimum of 10 walkthroughs will occur monthly, and prompt feedback will be provided to educators in order to inform their practice and instructional shifts.</p>	Breckon Pennell, Regina Peery	06/01/2024		
	<p><b>[A 2.1.2] Utilize walkthrough data to inform necessary supports to promote educator growth and efficacy.</b> Schoolwide walkthrough data will be analyzed in monthly grade level professional learning meetings in order to direct needed supports and shifts to promote educator independence and use of high-quality instructional materials.</p>	Breckon Pennell	06/01/2024		
	<p><b>[A 2.1.3] Apply Research-based Math Intervention</b> Hands-on Standards Math interventions will be</p>	Breckon Pennell, Regina Peery,	05/31/2024		

	<p>used for all K-4 intervention groups.</p> <p>iReady math is a responsive online math program designed to support differentiated skills-based and standards-based math intervention for grades K-4.</p>	Brianna Coogan			
<p><b>[S 2.2] Additional Student Support</b> The school will provide additional support through tutoring, small group instruction, and focused data analysis, and intervention supports to close gaps and impact student achievement in math.</p> <p><b>Benchmark Indicator</b> Attendance reports will be reviewed monthly.</p> <p>iReady growth-monitoring data is reviewed monthly to track student growth and progress.</p> <p>AimsWeb progress-monitoring takes place for Tiers 2 and 3 intervention groups every 2 and 1 weeks, respectively.</p>	<p><b>[A 2.2.1] Summer Learning Camps</b> Student attendance in summer learning camps will be fostered through ongoing, clear communication with families to encourage student grade level mastery and proficiency. Acceleration in summer learning camps provides opportunities to below grade level performing students to gain ground in learning to begin the next school year on grade level.</p>	Breckon Pennell, Regina Peery, Julie Holloway, Brianna Coogan	05/31/2024	ESSER 3.0	
	<p><b>[A 2.2.2] Tier 1 Attendance Measures</b> Riverside Elementary School will involve families in progressive attendance measures in order to improve regular attendance for students who may fall into truancy categories. This includes school-based recognition measures for students who regularly attend school.</p>	Breckon Pennell, Regina Peery, Julie Holloway, Melissa Stanley	05/31/2024		
	<p><b>[A 2.2.3] Data Analysis and Use</b> Schoolwide benchmark data, common formative assessments, growth-monitoring, progress-monitoring, and CASE assessment data will be utilized to track student mastery and progress, at minimum, monthly in grade level PLC and RTIAB meetings to determine effectiveness of instructional strategies and interventions.</p>	Breckon Pennell, Regina Peery, Brianna Coogan	05/31/2024		
	<p><b>[A 2.2.4] Small Group Instruction</b> Educators will regularly use Tier 1 instruction student mastery data to form intentional, direct small groups to support individual student academic growth in Tier 1. Groups will be dynamic</p>	Breckon Pennell, Regina Peery, Brianna Coogan	05/31/2024		

	and changing based on consistently applied informal formative assessment practices.				
	<b>[A 2.2.5] Interventionist Support</b> Riverside Elementary School will employ 3 full-time certified classroom teachers, two 120-day certified classroom teachers, and one full-time educational assistant for direct intervention support for student academic growth and acceleration.	Brianna Coogan, Regina Peery, Breckon Pennell	07/01/2023	Title I [\$173050.00]	

**[G 3] Academic Achievement for ELA**

Improve number of students on grade level or beyond on the universal screener and TNReady assessments.

**Performance Measure**

#### \*\*Performance Measure\*\*

For grades K-2, increase the percentage of students above the 75th percentile in the national norms on the universal screener.

For grades 3-4 TNReady, increase the percentage of students who meet and exceed expectations from 21% to 31%.

For SWD 3-4 TNReady, increase the percentage of students who meet and exceed expectations from from 0% to 13%.

For ELL 3-4 TNReady, increase the percentage of students who meet and exceed expectations from 0% to 13%.

For BAA 3-4 TNReady, increase the percentage of students who meet and exceed expectations from 13% to 24%.

For Hispanic 3-4 TNReady, increase the percentage of students who meet and exceed expectations from 17% to 28%.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<b>[S 3.1] ELA Instruction on Grade Level</b> High-Quality Instructional Material Implementation: Maximizing Curriculum and Assessment Resources and implementing with fidelity.  <b>Benchmark Indicator</b> **Benchmark Indicator**  ** **If the adopted curriculum is implemented with fidelity, then, Riverside Elementary School expects to see standards-aligned lessons, questions & tasks, as well as heightened student engagement	<b>[A 3.1.1] Implement Walkthrough Schedule</b> School administration will create an instructional walkthrough schedule with scaffolded goals for the environment and core actions 1, 2, and 3. A minimum of 10 walkthroughs will occur monthly, and prompt feedback will be provided to educators in order to inform their practice and instructional shifts.	Breckon Pennell; Regina Peery	06/01/2024		

<p>and discourse 80-100% of the time during instructional walks conducted by building-level administrators which will impact student achievement.</p> <p>iReady Reading Diagnostic data is reviewed 3 times each year.</p> <p>iReady Growth-monitoring data is reviewed monthly.</p> <p>CASE benchmark data after each administration.</p> <p>ELA Walkthroughs monthly by school level administration to determine the implementation of the curriculum.</p>					
	<p><b>[A 3.1.2] Utilize walkthrough data to inform necessary supports to promote educator growth and efficacy.</b> Schoolwide walkthrough data will be analyzed in monthly grade level professional learning meetings in order to direct needed supports and shifts to promote educator independence and use of high-quality instructional materials.</p>	Breckon Pennell	06/01/2024		
<p><b>[S 3.2] Additional Student Support</b> The school will provide additional support through tutoring, small group instruction, and focused data analysis, and intervention supports to close gaps and impact student achievement in ELA/literacy.</p> <p><b>Benchmark Indicator</b> Attendance reports will be reviewed monthly.</p>	<p><b>[A 3.2.1] Summer Learning Camps</b> Student attendance in summer learning camps will be fostered through ongoing, clear communication with families to encourage student grade level mastery and proficiency. Acceleration in summer learning camps provides opportunities to below grade level performing students to gain ground in learning to begin the next school year on grade level.</p>	Breckon Pennell, Regina Peery, Julie Holloway, Brianna Coogan	05/31/2024	ESSER 3.0	

<p>iReady growth-monitoring data is reviewed monthly to track student growth and progress.</p> <p>AimsWeb progress-monitoring takes place for Tiers 2 and 3 intervention groups every 2 and 1 weeks, respectively.</p>					
	<p><b>[A 3.2.2] Tier 1 Attendance Measures</b> Riverside Elementary School will involve families in progressive attendance measures in order to improve regular attendance for students who may fall into truancy categories. This includes school-based recognition measures for students who regularly attend school.</p>	<p>Breckon Pennell, Regina Peery, Julie Holloway, Melissa Stanley</p>	<p>05/31/2024</p>		
	<p><b>[A 3.2.3] Small Group Instruction</b> Educators will regularly use Tier 1 instruction student mastery data to form intentional, direct small groups to support individual student academic growth in Tier 1. Groups will be dynamic and changing based on consistently applied informal formative assessment practices.</p>	<p>Breckon Pennell, Regina Peery, Brianna Coogan</p>	<p>05/31/2024</p>		
	<p><b>[A 3.2.4] Interventionist Support</b> Riverside Elementary School will employ 3 full-time certified classroom teachers, two 120-day certified classroom teachers, and one full-time educational assistant for direct intervention support for student academic growth and acceleration.</p>	<p>Brianna Coogan, Regina Peery, Breckon Pennell</p>	<p>07/01/2023</p>	<p>Title I</p>	
<p><b>[G 4] Effective Personnel</b> Effective leaders build the capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee state standards, including the integration of routine feedback practices, structures to foster collaboration and shared accountability, and opportunities to leverage educator strengths.</p> <p><b>Performance Measure</b> Riverside Elementary School will maintain a 90% employment retention rate.</p>					
<p><b>Strategy</b></p>	<p><b>Action Step</b></p>	<p><b>Person Responsible</b></p>	<p><b>Estimated Completion Date</b></p>	<p><b>Funding Source</b></p>	<p><b>Notes</b></p>



<p><b>[S 4.1] Provide opportunities to build capacity</b> Educator strengths will be maximized through opportunities to lead school-based teams, share professional learning experiences, and collaboratively make decisions and problem-solve.</p> <p><b>Benchmark Indicator</b> Weekly Tuesday meeting schedule rotation: PLC, RTIAB, and Professional Learning</p> <p>Leadership Team Meetings</p> <p>Team/Grade Level Leadership</p> <p>Site-based Acceleration, Assessment, and Instruction Coaches</p>	<p><b>[A 4.1.1] Building Leadership Team</b> A representative from each grade level will lead their team in decision-making and participate in monthly leadership meetings. The goal is to build capacity within teachers to be involved in the problem solving and decisions in improving the school.</p>	<p>Brianna Coogan, Breckon Pennell</p>	<p>05/31/2024</p>		
	<p><b>[A 4.1.2] Team/Grade Level Leadership</b> Educators will lead grade level and schoolwide teams to foster collaborative decision-making and problem-solving.</p>	<p>Breckon Pennell</p>	<p>05/31/2024</p>		
	<p><b>[A 4.1.3] Site-based Acceleration, Assessment, and Instruction Coaches</b> Teacher leaders with expertise in these areas will receive differentiated pay and district professional learning to lead the school in academic proficiency and growth.</p>	<p>Breckon Pennell</p>	<p>05/31/2024</p>		
<p><b>[S 4.2] Maintenance of Staff</b> Recruiting, hiring, and retaining high-quality personnel will positively impact school climate and culture which will lead to an improvement in student learning and achievement. Riverside Elementary School is building a reputation for staff support, a collaborative culture, and a positive work environment, which makes it a wonderful place to work. Part of that dynamic includes staff taking pride in their workplace and by word of mouth, sharing the amazing things that are happening for students and staff and therefore encourage others to want to work here. Also, following through with the supports creates a strong community that</p>	<p><b>[A 4.2.1] Build Community</b> Building a community is important to staff recruitment and retention. This will be handled through various ways. Staff events such as reindeer games, pumpkin chase, and elf hunt will foster this culture. Staff will be connected to each other through the use of Group Me that will establish encouragement. A Sunshine Team supports schoolwide celebrations and acknowledgements.</p>	<p>Breckon Pennell, Regina Peery, Brianna Coogan</p>	<p>05/31/2024</p>		

problem-solves arm-in-arm and desires to stay together. This is one of the most powerful characteristics that a work environment can have that keeps staff - a positive, productive working family where staff are valued and appreciated.

**Benchmark Indicator**

Educator maintenance at or above 90% for the duration of the school year.

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