

Riverwood Elementary School Annual Plan (2025 - 2026)

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[G 1] Reading/ELA

By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Performance Measure

Riverwood Elementary School will increase the students meeting or exceeding expectations proficiency rates in ELA in grades 3-5 from 40.3% Spring 2024 to 49.8% Spring 2026.

Performance will be measured using the following tools:

- + iReady
- + TNReady
- + School Common Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction 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 all students, including the **TSI identified subgroup Economically Disadvantaged** are career and college ready.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Implementation</p> <p>* iReady diagnostics (Fall, Winter, Spring) * School-level Formative Assessments (Quarterly)</p>	<p>[A 1.1.1] Alignment to Academic Standards Providing access to standards-aligned curriculum is essential for all students, including the TSI-identified subgroup, Economically Disadvantaged students. Whether educators use whole-group instruction, differentiated small-group instruction, or independent practice, the curriculum should align with the state's content standards.</p> <p>* Provide access to core content for all students, including those identified as TSI ED. * Use evidence-based instructional strategies and practices. Demonstrate evidence of learning. * Additionally, educators should incorporate the following evidence-based practices into their classroom instruction to enhance student learning: universal screening to assess students' current level of performance. * Differentiated learning activities to address</p>	<p>Alisheia Scott, Principal, Dr. Ramone Smith-Johnson , Asst. Principal, Rolanda Davis, PLC Coach, Dr. Desslines Optional Schools Coordinator</p>	<p>05/22/2026</p>		

<p>Effectiveness</p> <p>* Implementing Quarterly iReady Diagnostic results will show that 25% of students have a 10% increase, meeting or exceeding expectations.</p> <p>* Implementing Quarterly School-level Formative Common Assessments results will show a 20% increase, meeting or exceeding expectations of 90% or better.</p>	<p>individual students' needs, including the TSI-identified subgroup, Economically Disadvantaged students.</p> <p>* Curriculum access for all students, including the TSI-identified subgroup, Economically Disadvantaged students.</p> <p>* Problem-solving to identify any needed interventions and to address behaviors that may keep students from demonstrating academic skills; students who require interventions should continue to receive instruction in the core curriculum.</p> <p>* Core instruction aligned with academic standards ensures that students stay on track to achieve the specified goals and expectations.</p>				
<p>[S 1.2] Professional Development</p> <p>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, mastery of standards, students' skill set, and students' proficient reading level of grade-supported texts.</p> <p>Benchmark Indicator</p> <p>**Implementation:**</p> <p>* Weekly Classroom Informal Observation Data</p> <p>* Semi-Annual Formal Observation Data (TEM)</p> <p>* Biweekly Professional Learning Community meetings/Collaborative Planning</p> <p>* Monthly Instructional Leadership Team (ILT) meetings</p> <p>**Effectiveness:**</p> <p>* Implementing monthly classroom observations will show that 20% of students have met or exceeded expectations, with a 5% increase.</p> <p>* Executing semester reviews of TEM observation data to monitor educators' delivery of</p>	<p>[A 1.2.1] Attend Professional Development</p> <p>**Professional Development for Teachers in Grades 3-5**</p> <p>* Riverwood will 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.</p> <p>* ** **Riverwood will 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.</p> <p>* Riverwood will 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, including the TSI-identified subgroup of Economically Disadvantaged students.</p> <p>* Riverwood will provide access to and participate in professional learning focused on equity and culturally responsive instruction, including the identified subgroup Economically Disadvantaged Students.</p> <p>* Riverwood will provide access to and participate</p>	<p>Alisheia Scott, Principal, Dr. Ramone Smith-Johnson , Asst. Principal, Rolanda Davis, PLC Coach, Dr. Dessalines Pieh, Optional Schools Coordinator</p>	<p>05/22/2026</p>		

<p>standards-aligned lessons to the TN standards, with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 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>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.</p>				
<p>[S 1.3] Targeted Intervention and Personalized Learning</p> <p>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>Benchmark Indicator</p> <p>Students should perform at or above 75% on weekly teacher-made assessments. IReady Assessments (Fall, Winter, and Spring) 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>**Implementation**</p>	<p>[A 1.3.1] Implement and Monitor Intervention and Personalized Learning Remediation</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 these knowledge gaps, students are unable to form the foundation necessary for future success. Instead of ignoring these gaps, Riverwood's educators provide immediate remediation or reteaching to address areas 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 regular part of their teaching to quickly address any misunderstandings of a concept.</p> <p>* Examine data, including information for all students and the TSI-identified subgroup of Economically Disadvantaged, to determine where a student is struggling and why.</p> <p>* Implement and review data for all students, including the TSI-identified subgroup Economically</p>	<p>Alisheia Scott, Principal, Dr. Ramone Smith-Johnson , Asst. Principal, Rolanda Davis, PLC Coach, Dr. Dessalines Pieh, Optional Schools Coordinator</p>	<p>05/22/2026</p>		

<ul style="list-style-type: none"> * iReady Diagnostics Platform (Fall, Winter, Spring) * Bi-Weekly Classroom Informal Observation Data * Semi-Annual Formal Observation Data (TEM) * Quarterly Formative Common Assessments <p>**Effectiveness**:</p> <ul style="list-style-type: none"> * Implementing Quarterly iReady Diagnostic results will show that 20% of students have a 5% increase in meeting or exceeding expectations. * Implementing Biweekly classroom observations is expected to result in a 20% increase in students meeting or exceeding expectations, with an additional 5% increase. * Executing Quarterly review of TEM observation data to monitor educators' delivery of standards-aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 of the TEM indicators. 	<p>Disadvantaged, at regular intervals to quickly address any issues and help students stay on track in their core curriculum.</p> <ul style="list-style-type: none"> * Increase engagement and motivation. * Improve academic performance and achievement. * Ensure greater retention of knowledge and skills, which includes the TSI-identified subgroup, Economically Disadvantaged. 				
<p>[G 2] Math (3-5)</p> <p>By Spring 2026, through the implementation of a standards-aligned core curriculum in each mathematics classroom, students will receive a high-quality and equitable education. Teachers and school leaders will develop their pedagogy in mathematics standards through a comprehensive professional development program, aligning it with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.</p> <p>Performance Measure</p> <p>Riverwood Elementary School will increase the percentage of students meeting or exceeding expectations in Math proficiency rates in grades 3-5 from 34% in Spring 2024 to 44% in Spring 2026.</p> <p>Performance will be measured using the following tools:</p> <ul style="list-style-type: none"> * iReady * TNReady * School Common Assessments 					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standards-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 all students, **including the identified subgroup Economically Disadvantaged,** are career and college ready.</p> <p>Benchmark Indicator 45% of students should perform at or above 70% on School and District Formative Assessments (Fall, Winter, and Spring), which align with the core instructional standards for the specific quarter.</p> <p>Students should perform at or above 75% on Riverwood's teacher-created weekly assessments, which align with core instructional standards for the specific quarter.</p> <p>Weekly classroom observations conducted using the Math Instructional Walkthrough Guide/Expectations, Weekly Look-fors, and the See It, Name It, Do It Protocol will provide data to determine trends in teachers' ability to effectively implement standards-aligned instructional practices, leveraging high-quality instructional materials at a rate of 75% or above per visit.</p> <p>A quarterly review of TEM observation data will monitor educators' delivery of standards-aligned lessons in accordance with the TN Standards. The review will indicate that at least 70% of the Math teachers are implementing.</p> <p>**Implementation:**</p> <p>* iReady Diagnostics Platform (Fall, Winter, Spring) * Bi-Weekly Classroom Informal Observation Data * Semi-Annual Formal Observation Data (TEM)</p>	<p>[A 2.1.1] Alignment to Academic Standards Teachers will plan and execute standards-aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that develops students' engagement in important content, builds on prior knowledge (pre-requisite skills), and promotes mastery of TN Standards to ensure students are career and college ready for all students, Providing access to standards-aligned curriculum is essential for all students, including the TSI-identified subgroup, Economically Disadvantaged students.</p>	<p>Rolanda Davis, PLC Coach, Alisheia Scott, Principal, Dr. Ramone Smith-Johnson , Asst. Principal, Dr. Dessalines Pieh, Optional Schools Coordinator</p>	<p>05/22/2026</p>		
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<p>* Quarterly Formative Common Assessments</p> <p>**Effectiveness**:</p> <p>* Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase, met or exceeded</p> <p>* Implementing Biweekly classroom observations will show 20% of students with a 5% increase, met or exceeded</p> <p>* Executing Quarterly review of TEM observation data to monitor educators' delivery of standards-aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 of the TEM indicators.</p> <p>* Implementing Quarterly Formative Assessments will show that 10% of students in grades 3 through 8 should perform at or above the 70th percentile.</p>					
<p>[S 2.2] Professional Development 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>Benchmark Indicator **Implementation:**</p> <p>* Monthly Classroom Informal Observation Data</p> <p>* Semi-Annual Formal Observation Data (TEM)</p> <p>* Weekly Professional Learning Community and Collaborative Planning agenda and sign-in sheets</p> <p>* Monthly Instructional Leadership Team (ILT) meeting agendas and sign-in sheets</p> <p>**Effectiveness:**</p> <p>* Implementing weekly classroom observations will show that 20% of students have met or exceeded expectations, with a 5% increase on common and</p>	<p>[A 2.2.1] Attend Professional Development Riverwood will:</p> <p>* Provide access to and participate in professional learning opportunities focused on implementing high-yield instructional strategies to ensure access to standards-aligned instruction for all students, which includes the TSI-identified subgroup, Economically Disadvantaged.</p> <p>* Provide access to and participate in professional learning focused on targeted support for all students, including the TSI-identified subgroup of Economically Disadvantaged.</p> <p>* 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.</p>	<p>Rolanda Davis, PLC Coach, Alisheia Scott, Principal, Dr. Ramone Smith-Johnson , Asst. Principal, Dr. Dessalines Pieh, Optional Schools Coordinator</p>	<p>02/13/2026</p>		

<p>school created assessments.</p> <ul style="list-style-type: none"> * Executing semester reviews of TEM observation data to monitor educators' delivery of standards-aligned lessons to the TN standards, with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 of the TEM indicators. * Administering weekly PLC/Collaborative Planning meetings with 90% attendance that will follow Jeter's cycle of professional learning, covering topics such as implementing highly effective workstations, deliberate practice, intentional questioning, shifting the lift with higher-order thinking, and creating student ownership for learning. * Conducting Instructional Leadership Team (ILT) meetings monthly with an 85% attendance rate. ILT members will conduct two walkthroughs per month to peer-monitor educators' instructional practices and the pedagogy of the content, bringing findings to the monthly meetings. 					
<p>[S 2.3] Targeted Interventions and Personalized Learning</p> <p>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>** **</p> <p>** **</p> <p>Benchmark Indicator</p> <p>Students should perform at or above the 65th%ile on the iReady Diagnostic (fall, winter, and spring) to determine performance alignment with TNReady.</p> <p>20-day progress monitoring data review will show students' performance in targeted intervention to determine next steps of intervention support. Students will show continuous progress from Tier III to Tier II or Tier II to Tier I.</p>	<p>[A 2.3.1] Implement and Monitor Targeted Intervention and Personalized Learning Remediation</p> <p>Without addressing these knowledge gaps, students are unable to form the foundation necessary for future success. Imagine never mastering counting from one to 10 and being thrust into learning addition or subtraction. Instead of ignoring these gaps, educators usually do 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> <ul style="list-style-type: none"> * Engage in remediation strategies as a regular part of their teaching to quickly address any misunderstandings of a concept. * Examine data to determine where a student, including the TSI identified ED student group, is struggling and why. * Implement and review at regular intervals to 	<p>Envolyn Rinex, RTI Coordinator, Rolanda Davis, PLC Coach</p>	<p>06/26/2026</p>		

Quarterly review of grade reports for students enrolled in summer learning opportunities will show a continuous progress on nine-week report card grading scale (i.e. from D to C or F to D, etc.).	quickly address the issue and ensure the student stays on track in their core curriculum. * Weekly RTI				
<p>[G 3] Student Safety, Attendance, and Behavior Improvement Goals for 2024-2026</p> <p>Riverwood Elementary will focus on fostering a safe, supportive, and healthy environment that promotes positive student behavior and academic success. This initiative will integrate the **Ron Clark Academy Housing System**, restorative practices, and a school-wide focus on mental health and wellness. The primary goal is to create a positive school culture where all students feel valued, respected, and supported, including the TSI-identified subgroup of Economically Disadvantaged students.</p> <p>Performance Measure Riverwood Elementary will:</p> <ul style="list-style-type: none"> * Reduce suspension rates from 3.4% in 2024-25 to 3.0% in 2025-26. * Increase progressive discipline support from 12.3% to 15.0% of all disciplinary incidents by 2025-26. * Improve attendance from 94.2% in 2024-25 to 98% in 2025-26. <p>Interventions and supports will be measured using the following:</p> <ul style="list-style-type: none"> * PowerSchool Data * PowerBI Data * SharePoint 					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Intervention</p> <p>Embark on the implementation of the Ron Clark Housing System for the 2025-2026 academic year, with a resolute commitment to cultivating a safe, nurturing, and student-centered environment. By spring 2026, our goal is to enhance both attendance and behavior by integrating strategic interventions, ongoing professional development grounded in proven practices, and meaningful stakeholder engagement for all students, including the TSI-identified subgroup of Economically Disadvantaged students.</p>	<p>[A 3.1.1] Attendance and Behavior intervention</p> <p>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 tends to be. Chronically absent students will miss out on critical learning opportunities, which ultimately impact their academic performance. To combat student absences.</p> <p>Riverwood Staff will:</p>	Erica Donald, Professional School Counselor, Kitt Russell, Professional School Counselor, Dr. Ramone Smith-Johnson , Assistant Principal, Riverwood	05/22/2026		

<p>Benchmark Indicator</p> <p>Looking at attendance rates and factors that cause students to be absent from school, the benchmark indicators are:</p> <p>Student discipline reports for the 20-day reporting period will help monitor students' behavior and assess the effectiveness of behavioral interventions and support measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data for the 20-day reporting period will help monitor students' attendance and assess the effectiveness of behavioral interventions and support measures aimed at improving student attendance.</p> <p>Monitoring students who have been identified as needing additional support (i.e., homeless, foster care, students involved in RTIB programs, Truancy Supports, and progressive discipline supports).</p>	<ul style="list-style-type: none"> * Teachers will call parents each time a child is absent. * Guidance counselors will monitor daily attendance. Specifically, chronic absenteeism is defined as missing 10 percent or more of school days. * School-wide attendance contests among grade levels and classrooms can also help motivate students to attend school and hold their classmates accountable. * Implement the Ron Clark Housing System 2025-2026 School year. 	<p>staff, Lori Permentor, (Attendance Secretary)</p>			
	<p>[A 3.1.2] Reduce Student Discipline Infractions</p> <p>This initiative will integrate the **Ron Clark Academy Housing System**, restorative practices, and a school-wide focus on mental health and wellness. The primary goal is to create a positive school culture where all students, including the TSI-identified subgroup of Economically Disadvantaged students, feel valued, respected, and supported, and want to come to school daily.</p> <p>Riverwood administrative team will regularly review discipline data, including suspensions and behavior referrals, disaggregated by student subgroups (e.g., economically disadvantaged, English learners, students with disabilities).</p>	<p>Alisheia Scott, Principal, Dr. Ramone Smith-Johnson , Asst. Principal</p>	<p>04/30/2026</p>		
<p>[S 3.2] Safe and Healthy Schools Staff development</p> <p>By spring 2026, we will foster a safe and healthy, student-focused learning environment and improve students' attendance and behavior through the</p>	<p>[A 3.2.1] Professional Development</p> <p>Provide ongoing, high-quality professional development at the school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in</p>	<p>Dr. Ramone Smith-Johnson , Assistant Principal, Erica Donald,</p>	<p>01/30/2026</p>		

<p>implementation of attendance and behavioral interventions and supports, continued professional development grounded in best practices, and stakeholder engagement.</p> <p>Benchmark Indicator **Implementation:**</p> <p>* Establishment of an Early Warning System: Use attendance and discipline data to identify students at risk of chronic absenteeism, enabling timely interventions such as personalized outreach and support plans.</p> <p>* Family Engagement Workshops: Organize regular workshops for families to educate them about the importance of attendance, share strategies to support consistent school participation, and connect them to community resources.</p> <p>* Positive Reinforcement Programs: Launch recognition initiatives for students with improved or exemplary attendance, including certificates, monthly rewards, and acknowledgment during school assemblies. (Student of the Month)</p> <p>**Effectiveness:**</p> <p>* Data-Driven Monitoring: Regularly review attendance and discipline trends to assess the impact of interventions, adjust strategies in real-time, and ensure resources are directed where they are most needed.</p> <p>* Stakeholder Feedback Loops: Gather input from students, families, and staff through surveys and focus groups to evaluate the effectiveness of implemented programs and identify areas for improvement.</p> <p>* Progress Tracking and Reporting: Set clear, measurable goals for attendance improvement and report progress to the school community at the end of each grading period, fostering transparency and collective accountability.</p>	<p>improved student, including the TSI identified ED student group, attendance and behavior, thereby positively impacting student achievement.</p>	<p>Professional School Counselor, Kitt Russell, Professional School Counselor</p>			
<p>[S 3.3] Parent, Family, and Community Engagement Events</p>	<p>[A 3.3.1] Host Community Collaboration Events Every young person needs and deserves a safe</p>	<p>Rolanda Davis, PLC Coach,</p>	<p>05/22/2026</p>		

<p>Promote effective parent, family, and community engagement activities to provide resources that support safe schools which will improve student attendance and behavior. Parents and families will receive resources that will help their children to resolve conflict in a positive way, the alignment with attendance and academic success, and effective strategies to support your child at home.</p> <p>Benchmark Indicator **Implementation**</p> <p>Review 20-day student attendance reports</p> <p>Semi-annual adopter surveys</p> <p>**Effectiveness**</p> <p>Students of parents that actively engage and attend parent/family engagement activities will have higher attendance rates by at least 2% than of those students that parents do not attend.</p> <p>Students of parents that attended family engagement activities will show a decrease in discipline infractions by at least 2 per semester.</p>	<p>place to learn and grow. Family and community engagement greatly increases the likelihood that students, including the TSI identified ED student group, 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:</p> <p>* Have community partners as members of the SIP process.</p> <p>* Employ community resources into our school to ensure our school environment is safe and inclusive of all students.</p> <p>* Implement key initiatives that improve school climate, resolve conflicts and prevent violence and help students cope with trauma.</p>	<p>Dr. Dessalines Pieh, Optional School Coordinator, Erica Donald, Professional School Counselor, Kitt Russell, Professional School Counselor</p>			
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