

				postsecondary level coursework.	
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Practices:

- Culture
- Accountability
- Funding
- Instructional
- Programmatic
- Other:
- Training/PD
- Policy Change

Project Specific Indicators:

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Results:

- Increased student achievement results
 - ACT
 - TNReady/EOC/TVAAS
 - NIC
 - EPS
- Decreased remediation and/or subgroup gaps
- Increased student readiness results (non-academic)
- Increased partnerships / alignment
- Increased participation / program growth

The Challenge:

Our challenge was to increase school-wide reading comprehension and writing skills.

The Vision:

The average ACT composite score will be 21. Increase the percentage of students meeting all four college readiness benchmarks. Move students from basic to proficient and from proficient to advanced.

Action Steps Taken / Summary of To-Do's:

- Teacher Leadership Team Training
- School wide staff training
- Implementation and ongoing collaboration
- Teacher Trainings included collecting pre-assessments, introducing graphic organizers, introducing self-talk (think aloud), introducing scoring, reviewing of mnemonic strategies, and supporting students through providing opportunities to plan, write, and revise.
- Provide practice ACT tests
- In professional learning communities, teachers reviewed samples of student work at levels of above expectations, at expectations, and below expectations to analyze evidence of student progress toward mastery
- Review student work to determine areas of strength and areas

Lessons Learned: *Include advice on start-up and sustainability*

- Communication and buy-in are key to success, ensuring all administrators and teachers are involved will be essential in successful implementation
- Training for teachers to ensure they are confident in supporting this through their instruction

in need of improvement	
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Communications:

Stakeholder Management:

Annual stakeholder meetings, school improvement planning, parent orientation nights, and faculty meetings were used to review and communicate writing assessment results, end of course performance, ACT/PLAN results, and TVAAS data.	ParentVue, the school Facebook page, annual stakeholder meetings, and school improvement planning
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Metrics & Measurements:

Baseline Data	Progress to Date	Goals
<p>English I, II, and III EOC Assessments; ACT and PLAN</p> <p><u>English I EOC</u> 2013-2014=74.4% 2014-2015=73.8% State Average=71.8%</p> <p><u>English II EOC</u> 2013-2014=45.5% 2014-2015=65.3% State Average=64.8%</p> <p><u>English III EOC</u> 2013-2014=46% 2014-2015=61.1% State Average=41.7%</p> <p><u>Plan English</u> 2013 Growth=0.09 (Level 3) 2014 Growth=0.13 (Level 3) 2015 Growth=0.76 (Level 5)</p>	<p>In 2014-15, Riverside High School student achievement in English I, II, and III were above the state average. ACT PLAN English, Reading, and Science were equivalent to or exceeded the national average. Riverside earned a school-wide literacy composite of</p> <p>In 2015-16, over 60% of juniors and seniors are enrolled in at least one college credit bearing class through UT-Martin or the Tennessee College of Applied Technology.</p>	<p>To meet or exceed Annual Measureable Objectives, have an ACT Composite score of 21, and a majority of students meeting ACT college readiness benchmarks.</p>

<p><u>Plan Reading</u> 2013 Growth=0.18 (Level 3) 2014 Growth=0.69 (Level 5) 2015 Growth=0.49 (Level 5)</p> <p><u>ACT English</u> 2013 Growth=0.01 (Level 3) 2014 Growth=0.10 (Level 3) 2015 Growth=-0.06 (Level 3)</p> <p><u>ACT Reading</u> 2013 Growth=0.36 (Level 2) 2014 Growth=0.13 (Level 3) 2015 Growth=0.36 (Level 4)</p>		
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Resources:

- POWTIDELL Planner
- Literacy Design Collaborative and training resources