

Promising Practice Capture Sheet

School: Riverside High School	■ Rural □ Suburban □ Urban
District: Decatur County	■ Region: Southwest

Practice: Self-Regulated Strategy Development is a pedagogy designed to help students improve their writing through strategy instruction and self-regulation. It is a collection of best practices that offers resources for teachers to use when teaching writing. The SRSD

incorporates the writing process: plan, write, revise, and publish. It offers explicit support and immersion in real writing.

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Connection to Strategic Plan:

Goals:	Top Half of States on and 8th Grade Math		State /	State Average of 21 Composite ACT		55% of the class of 2020 obtains postsecondary credential	
How best practice addresses:			Increase the percentage of students meeting all four college readiness benchmarks through rigorous classroom instruction.				
Priority Areas:	Early Foundations	Empower Dist	tricts	Support Educators	_	chool Bridge tsecondary	All Means All
How best practice applies:				Collaboration and review student work through Professional Learning Communities to provide teachers the opportunities to share best practices, and identify areas of student success as well as areas in need of additional instruction and support.	in rigor instruct cycle of improv comple depend reading speaking revising and pro	tional tasks and f continuous ement through ex texts, text dent questions, g, writing, ng, listening, g, Evaluating, poviding ck. Preparing	



					postsecondary level	
					coursework.	
Practices:				Results:		
☐ Culture	■ Instructional	■ Training/PD			t achievement results	
■ Accountability	☐ Programmatic	■ Policy Change	- "		T ■ TNReady/EOC/TVA	AC T NIC T EDC
_	☐ Other:	- Folicy Charige			•	
☐ Funding					d remediation and/or s	0 , 0 ,
Project Specific In					student readiness res	` ,
					partnerships / alignme	
					participation / program	n growth
The Challenge:				e Vision:		
_	o increase school-wide	reading comprehension		_	mposite score will be 21.	
and writing skills.				_	nts meeting all four colle	_
					students from basic to pr	oficient and from
			pr	oficient to advanc	ea.	
			_			1
•	n / Summary of To-	Do's:	Les		Include advice on start-ι	<u>, </u>
	ship Team Training		•		and buy-in are key to su	
School wide state		- 4. · - · -			and teachers are involved	will be essential in
	and ongoing collabora			successful imple		ranfidant in
1	gs included collecting p phic organizers, introdu		•		thers to ensure they are of the country the country their instruction	.onndent in
		of mnemonic strategies,		supporting triis	unough their instruction	
• • • • • • • • • • • • • • • • • • • •	students through prov	9 .				
plan, write, and	.	iding opportunities to				
Provide practice						
•	learning communities,	teachers reviewed				
	lent work at levels of ab					
•	nd below expectations	•				
•	ss toward mastery	•				
Review student	work to determine are	as of strength and areas				



in need of improvement	

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

Metrics & Measurements:

Baseline Data	Progress to Date	Goals
English I, II, and III EOC Assessments; ACT	In 2014-15, Riverside High School student	To meet or exceed Annual Measureable
and PLAN	achievement in English I, II, and III were	Objectives, have an ACT Composite score of
	above the state average. ACT PLAN English,	21, and a majority of students meeting ACT
English I EOC	Reading, and Science were equivalent to or	college readiness benchmarks.
2013-2014=74.4%	exceeded the national average. Riverside	
2014-2015=73.8%	earned a school-wide literacy composite of	
State Average=71.8%		
	In 2015-16, over 60% of juniors and seniors	
English II EOC	are enrolled in at least one college credit	
2013-2014=45.5%	bearing class through UT-Martin or the	
2014-2015=65.3%	Tennessee College of Applied Technology.	
State Average=64.8%		
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English III EOC		
2013-2014=46%		
2014-2015=61.1%		
State Average=41.7%		
Plan English		
2013 Growth=0.09 (Level 3)		
2014 Growth=0.13 (Level 3)		
2014 Growth=0.13 (Level 3) 2015 Growth=0.76 (Level 5)		
2013 G10W(11-0.76 (Level 3)		



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

- POWTIDELL Planner
- Literacy Design Collaborative and training resources