



Riverside Intermediate 2017-18 Cobb Strategic Plan

Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p style="text-align: center;">2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resour ces Nee ded:</p>	<p>Results of Key Actions from last year's plan: (Due September 1)</p>	<p><i>Focus Priority Status:</i> IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>(1) Maintain and use 5 step Data Team Process for Reading, Math, and Writing.</p> <p>(2) Manage the RTI process to ensure high impact strategies are being utilized and documented</p> <p>(3) Monitor student progress through student data notebooks with individual progress monitoring and goal setting.</p>	<p>Formative assessments in reading, math, and writing (weekly/monthly)</p> <p>Data points recorded in RTI portal showing accelerated progress or moving through the Tier process (monthly)</p> <p>Monitoring of student progress and adjustment of goals (Monthly)</p>	<p>Teachers, academic coaches & administrators</p> <p>Teachers, academic coaches, counselors, & administrators</p> <p>Students, teachers</p>	<p></p>	<p>Grade level data teams set monthly goals for reading growth</p> <p>Protocol developed and used for placing students on tier for reading</p> <p>All students set quarterly reading, writing, and math goals and track progress in reading and math monthly</p>	<p>IP</p> <p>IP</p> <p>IP</p>

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<p>2. Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs. (S)</p>	<p>(1)Utilize common performance tasks in the 5 center/station areas in each classroom integrating core content subjects. Collaborate with grade level team to differentiate tasks for multiple levels of readers in each classroom.</p>	<p>Analysis of student work from each of the center/station areas. Collaborative scoring of performance tasks with locally developed rubrics.</p>	<p>Grade level teachers, academic coaches</p>		<p>Quarterly common performance tasks developed and implemented at each grade level for each core learning center</p>	<p>IP</p>
<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</p>	<p>(1)Coordinate professional learning opportunities that are differentiated to meet the needs of teachers</p>	<p>Attendance at optional professional development after school for new teachers, weekly focused professional development for all teachers during collaboration; Survey staff for specific needs. Analysis of student progress to determine focus for professional development</p>	<p>Teachers, academic coaches, administrators and District coaches</p>		<p>10 Optional professional development sessions were offered, ESOL strategies presented monthly during collaborative planning, along with grade level specific trainings</p>	<p>IP</p>

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<p>4. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI Reading Scores)</i></p>	<p>(1) Intensify instruction in reading for all students retained and placed in grade level without making adequate progress through locally developed 80/20 model designed for intense small group instruction for 80% of the school day. (2) All students reading below grade level will have small group reading instruction at least twice per day.</p>	<p>Monthly reading progress analysis at Data Team meetings; conferences with parents; student data notebooks Certified tutors for push in support during the school day</p>	<p>Teachers, Tutors, academic coaches, administrator, parents, and students</p>	<p>20 day funds to pay certified tutors</p>	<p>4.9 point increase in average weighted performance on ELA portion of Milestones (from 36.5 to 41.4) 2.8 percentage point increase in students performing at proficient or above on ELA Milestones (from 16.8 to 19.6) 7.6 percentage point increase in students reading on grade level as measured by DRA (55.3% to 62.9%) 9 percentage point increase in students reading on grade level as measured by Reading Inventory (30% to 39%)</p>	<p>IP</p>
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<p>5. Increase percentage of student performance in math/algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>(1) Implement touchstone assessments to identify learning gaps.</p>	<p>Scores on touchstone assessments and math inventory;</p>	<p>District assessment personnel, teachers, academic coaches, administrators</p>		<p>4.9 point increase in average weighted performance on ELA portion of Milestones (from 33.8 to 48.7)</p> <p>3.3 percentage point increase in students performing at proficient or above on ELA Milestones (from 16.8 to 19.6)</p> <p>3.3 percentage point increase in students performing at proficient or above on Mathematics Milestones (from 11.4 to 14.7)</p>	<p>IP</p>
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<p>6. Increase number of students academically completing every grade.(S)</p>	<p>(1)Execute the 80/20 Instructional model with fidelity to ensure students working independently are producing high quality work to show mastery of standards in core content areas</p> <p>(2)Conduct two conferences each quarter with students not meeting grade level standards</p>	<p>Analysis of student work in Data Teams; on track graduation data</p> <p>Increased achievement as measured by DRA, RI, MI, Running Records, Comprehension checks, and student/teacher scored performance tasks</p>	<p>Teachers, academic coaches, administrators</p> <p>Teachers, students, parents, academic coaches, administrators</p>		<p>9 percentage point increase in students reading on grade level as measured by Reading Inventory (30% to 39%)</p> <p>3.3 percentage point increase in students performing at proficient or above on Mathematics Milestones (from 11.4 to 14.7)</p>	<p>IP</p>
<p>7. Other: (Priorities specific to school.)</p>						

Board Goal 2: *Differentiate resources for students based on needs.*

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p style="text-align: center;">2017-18 Aligned Actions and Measurements</p>						
<p style="text-align: center;"><u>(Current School Year Plan and Evaluation of previous year's plan due September 1)</u></p>							
<p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>			<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>	<p style="text-align: center;">Results of Key Actions from last year's plan: (Due September <u>1</u>)</p>	<p style="text-align: center;"><u>Focus Priority</u> <u>Status:</u> IP = In Progress FO = Fully Operational</p>



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Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)	(1) Implement Innovative ESOL Delivery Model.	ACCESS scores, Milestone data, and all local assessments	Riverside teachers, coaches, and administrators District Coaches	Instructors for local ESOL endorsement classes		IP
	(2) Transform student behaviors through schoolwide implementation of PBIS (Positive Behavior Intervention and Support)	Monthly discipline data review, GaDOE walkthrough data, and rewards distribution analysis		Funds for PBIS Reward and items for Role Model Retail discipline portal SWIS	Emerging rating by GaDOE for PBIS implementation 34 out of 35 points on both GaDOE walkthroughs 62.5% reduction in OSS days 52.5% reduction in OSS incidents 29.8% reduction in discipline referrals	IP

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<p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> 1. Not reading on grade level (Lexile) 2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores) 3. Not on-track for graduation (S) 	<p>(1)Accelerate learning through Digital interventions: Read 180, System 44, and I-Read; certified tutors and a literacy specialist dedicated to 2nd grade to provide intense reading instruction intervention;</p> <p>(2)Use of Touchstone assessments in Math to identify learning gaps and plan for specific instruction plan in math.</p> <p>(3) Provide support at each grade level with a social worker, counselor, and administrator for each grade level to provide support for families to help their children succeed.</p>	<p>(1) Increase in lexile levels, increase in performance on running records, growth in program shown on Scholastic growth reports</p> <p>(2) Increase in scores on math Touchstone assessments, increase in scores on math inventory</p> <p>(3) Increase in number of families that we can assist RTI data in portal, decrease in discipline referrals, and increase percentage of student attendance</p>	<p>Classroom teachers, reading intervention support teacher, academic coaches, and certified tutors. Social workers, counselors, and administrators</p>	<p>Title I funds for additional digital interventions; 20 day funds to hire certified tutors; allotment conversion for support personnel; Read 180, System 44; I-Read; GLOSS assessment</p>	<p>See data above listed under priority number 5.</p> <p>29.8% reduction in discipline referrals</p> <p>52.5% reduction in OSS incidents</p>	<p>IP</p> <p>IP</p>
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<p>Identify and provide resources to increase opportunities for advanced, on-level, and remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, and certifications in areas of student interest. (AD)</p>	<p>(1)Execute the 80/20 Instructional model (highly differentiated practices effectively embedded in the model) with fidelity to ensure students working independently are producing high quality work to show mastery of standards in core content areas</p> <p>(2)Institute Accelerated Content for 4th grade students</p> <p>(3)Engage identified students in Advanced Learning Program Talent Pool</p>	<p>(1) Increase in lexile levels, increase in performance on running records, growth in program shown on Scholastic growth reports</p> <p>(2) Increase in scores on math Touchstone assessments, increase in scores on math inventory</p>	<p>Classroom teachers, Advanced Learning Program Teacher, academic coaches, and certified tutors, and administrators</p>	<p>Title I funds for additional support; 20 day funds to hire certified tutors; allotment conversion for support personnel;</p>		<p>IP</p> <p>IP</p> <p>IP</p>
<p>Other: (Priorities specific to school.)</p>						

Board Goal 3: *Develop stakeholder involvement to promote student success.*

<p><i>District Focus Priorities 2016-2019</i></p>	<p>2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>
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<p>Utilize stakeholder input to improve school processes. (AdvED)</p>	<p>(1) Increase parent and student participation in the stakeholder surveys.</p> <p>(2) Maintain and build the School Council to positively impact the school</p>	<p>Increase in number of surveys completed</p> <p>Increase in number of face to face student led parent conferences</p> <p>Projects proposed and completed</p>	<p>School counselors and social workers</p> <p>Parents and teachers</p>		<p>Increase in GaDOE parent survey responses from 45 in 2016 to 106 in 2017</p>	<p>IP</p> <p>IP</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>(1) Establish student recognition plan to honor good attendance and to support students and staff struggling with attendance issues</p> <p>(2) Collaborate with Alive Ministries to hold monthly food distribution for 75 families in need</p>	<p>Decrease in number of student and staff absences</p> <p>Continually increase the number of families being served</p>	<p>Social workers</p> <p>Alive Ministries, staff, community</p>	<p>Donations from the community</p>	<p>NBA – Never Been Absent campaign initiated</p> <p>Served over 100 families in 2016-2017</p>	<p>IP</p>
<p>Other: (Priorities specific to school.)</p>						



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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p>2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
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<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>(1)Coordinate professional learning opportunities that are differentiated to meet the needs of teachers</p>	<p>Attendance at optional professional development after school for new teachers, weekly focused professional development for all teachers during collaboration; Survey staff for specific needs. Analysis of student progress to determine focus for professional development</p>	<p>Teachers, academic coaches, administrators and District coaches</p>		<p>10 Optional professional development sessions were offered,</p> <p>ESOL strategies presented monthly during collaborative planning, along with grade level specific trainings</p>	<p>IP</p>
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<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<p>(1)Coordinate professional learning opportunities that are differentiated to meet the needs of teachers</p>	<p>Attendance at optional professional development after school for new teachers, weekly focused professional development for all teachers during collaboration; Survey staff for specific needs. Analysis of student progress to determine focus for professional development; TKES and LKES evaluation</p>	<p>Teachers, academic coaches, administrators and District coaches</p>		<p>10 Optional professional development sessions were offered,</p> <p>ESOL strategies presented monthly during collaborative planning, along with grade level specific trainings</p>	<p>IP</p>
<p>Other: (Specific to school.)</p>						