



Riverside Primary 2017-18 Cobb Strategic Plan

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

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



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<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>1. Identify students who perform below grade level in reading at the end of each quarter and make instructional adjustments as needed.</p> <p>2. Identify students who perform below level in math at the end of each quarter and make instructional adjustment as needed</p>	<p>1. Running Records, Reading Inventory, DRA2</p> <p>2. Quarterly Pre/Post Assessments, Math Inventory</p>	<p>1. Teachers Academic Coaches Administration</p> <p>2. Teachers Academic Coaches Administration</p>	<p>1. Local Common Assessments CTLS</p> <p>2. Local Common Assessments , CTLS</p>	<p>1. Students below in literacy received academic support through the Extended Day Program, using the Balanced Literacy Model. Students were identified through biweekly mini-data team meetings using CTLS common assessments and quarterly data monitoring for SSP goals. 85% of kindergarten students increased by 1 or more reading levels (33/39 students). 91% of first grade students increased by 1 or more reading levels (43/47 students).</p> <p>2. Students below in math received academic support through the Extended Day Program. Students were identified through biweekly mini-data team meetings using CTLS common assessments and quarterly data monitoring for SSP goals.</p>	<p>1. FO</p> <p>2. FO</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. Collaborate by and across grade levels to identify common assessments using the CTLS platform to inform and adjust daily instruction.</p> <p>2. Utilize PLC guiding questions to conduct biweekly and quarterly data team meetings, analyze student data, determine growth, and recommend strategies for enrichment.</p>	<p>1. Common assessments from CTLS, local common assessments</p> <p>2. Biweekly and quarterly data meetings</p>	<p>1. Teachers Academic Coaches</p> <p>2. Academic Coaches, Teachers, Administration</p>	<p>1. CTLS Platform, Teacher-generated assessments</p> <p>2. Data Spreadsheet, Documentation of Meeting Minutes</p>	<p>1. During SSP curriculum meetings and Title I planning days, teachers were provided with professional development by the TTIS. Teachers created pacing guides to administer CTLS common assessments.</p> <p>2. Bi-weekly and monthly data team meetings were conducted to examine data in math, reading, & writing. Data was analyzed and strengths, obstacles, and strategies for growth were identified.</p>	<p>1. IP</p> <p>2. IP</p>
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<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. Implement professional learning activities to assist teachers with progression toward fully operational professional learning communities.</p>	<p>1. TKES, Team Minutes, Staff Surveys</p>	<p>1. Academic Coaches, Teachers, Administration</p>	<p>1. PLC Literature and guidelines</p>		<p>1.</p>
<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<p>2. Provide intensive guided reading and daily, explicit phonics instruction within the literacy instructional framework for students reading below grade level.</p>	<p>2. Running Records FRA SRI DRA2 R2R Assessment(Early Literacy Initiative) iRead</p>	<p>2. Teachers Literacy Coach</p>	<p>2. Running Records, DRA2 (currently in place), CTLS</p>	<p>2. 57% of kindergarten students are reading on level D as measured by the DRA2 in May 2017. This is a slight decrease from SY 2016 of 63%. 59 % of First graders are reading on level as measured by the DRA2 in May 2017. This is also a slight decrease from SY 2016 of 62% Kindergarten students were administered the FRA and MI in the Fall, Winter, and Spring. In May 2017, 77.5% of Kindergarten students scored on grade level. 20.1% of kindergarten students scored above grade level. 2.4% students scored advanced on the FRA. 1st FRA 36.4% scored on grade level, 28.2% scored above grade level and 42.6 % were ready for the comprehension portion of the Reading Inventory.</p>	<p>2. IP</p>



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<p>5. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</p>	<p>1. Conduct quarterly pre/post assessments and use SMI data to monitor math progress to increase the number of students who are proficient or higher.</p>	<p>1. SMI, quarterly assessments SplashMath</p>	<p>1. Coaches, Teachers</p>	<p>1. Computers, iPad, SMI, CTLS</p>	<p>1. The SMI was used to monitor math progress and revealed the following results: Kdg. SMI - below 23.1%; basic 31.9; proficient 29.5%; advanced 15.4%. 1st SMI - below 18.7%; basic 49.1%; proficient 25%; advanced 16.5%</p>	<p>1. IP</p>
<p>6. Increase number of students academically completing every grade.(S)</p>	<p>1. Increase the number of students promoted by 10% over the previous school year using student data collected May 2018.</p>	<p>1. 21st Century Program, Individual Academic Plans, RTI Strategies</p>	<p>1. Teachers, Coaches, Administration, & Counselors</p>	<p>1. Academic Plans, 21st Century Grant</p>	<p>1. 12/46 (30%) of Kindergarten students were removed from the retention list for passing level C or higher on the DRA2 assessment. 46/62 (74%) of First Grade students were removed from the retention list for passing a level H or higher on the DRA2 assessment.</p>	<p>1 IP.</p>
<p>7. Other: (Priorities specific to school.)</p>						

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

<p>District Focus Priorities 2016-2019</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>					
	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results of Key Actions from last year's plan: (Due September 1)</p>	<p>Focus Priority Status: IP = In Progress FO = Fully Operational</p>



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<p>Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)</p>	<p>1. Use literacy specialist to provide intense one-on-one instruction for students performing below grade in the collaborative setting</p>	<p>1. Running Records SRI FRA</p>	<p>1. Literacy Specialist Administration</p>	<p>1. Title I funds</p>	<p>1 In the Literacy Excel program, served from 20-22 students in the first grade throughout the 2016/2017 school year. Of the students served, 5 were new to Riverside, 2 were retained in the first grade, 3 were retained in Kindergarten, and 2 withdrew before the end of the year. At the beginning of the year, all students were reading below first grade level (Pre-A to C). Currently, 5 students are now reading on a level I. 7 students are currently reading on level H and 4 students are reading on level G. 2 students made progress from Pre-A to level C.</p>	<p>1. FO</p>
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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) 	<ol style="list-style-type: none"> 1. Use the FRA and/or SRI to identify students performing below level in literacy and provide additional support through the 21st Century Afterschool Tutorial Program to help bridge gaps in reading. 2. Use the SMI to help identify students performing below level in math and provide additional support through the 21st Century Afterschool Tutorial Program to help bridge gaps in math. 3. Develop academic plans for students performing below level in reading, and math 	<ol style="list-style-type: none"> 1. SRI FRA iRead 2. SMI SplashMath 3. Running Records, quarterly assessments, SRI, SMI 	<ol style="list-style-type: none"> 1. Teachers Coaches Administration 2. Teachers Coaches Administration 3. Teachers Coaches Administration Parents 	<ol style="list-style-type: none"> 1. 21st Century grant 2. 21st Century grant 3. Academic Plans (Currently in place) 	<ol style="list-style-type: none"> 1. After students were identified, they were provided additional support through the Extended Day program. Instruction was provided two days a week, 3-5 p.m. Teachers used the balanced literacy framework to guide the instructional program. Students also utilized the iRead program as well. 2. After students were identified, they were provided additional support through the extended day program. Instruction was provided two days a week, 3-5 p.m. Teachers used the guided math framework to guide the instructional program. Students also utilized the Splash Math program as well. 3. Students who received a 1 in 2 or more content areas were given an academic plan that provided current functioning levels and 	<ol style="list-style-type: none"> 1. IP 2. IP 3. FO
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					goals. These academic plans were used to help group students for the Extended Day. Tutors were also hired to provide support to students in the area of reading for students at first grade. Tutors met with students for 3 days a week and worked on reading strategies to help students improve in the area of reading.	
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)	Provide extension activities through Talent Development and small group instruction to address learning styles.	Lesson plans and Walks	Teachers, ALP Facilitator, and Coaches	Team Collaboration with the ALP Facilitator		
Other: (Priorities specific to school.)						

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

District Focus Priorities 2016-2019	2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)
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<p>Utilize stakeholder input to improve school processes. (AdvED)</p>	<ol style="list-style-type: none"> Analyze results of parent feedback to address areas identified for improvement Use Climate Star Rating to continuously improve school climate 	<ol style="list-style-type: none"> Survey results Survey results 	<ol style="list-style-type: none"> CCSD CCSD 	<ol style="list-style-type: none"> N/A N/A 	<ol style="list-style-type: none"> Feedback was gathered from parents after each workshop in order to understand the impact of the workshops on the topics identified to support school improvement goals. In addition, stakeholder feedback was gathered and used for planning school council agendas and for the SSP/Title I Plan. The Climate Star Rating for the 2016-2017 school year remained a 3. However, feedback from parents were integrated into the planning process for developing the SSP and Title I Plan goals. 	<ol style="list-style-type: none"> FO FO



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<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<ol style="list-style-type: none"> 1. Engage parents in the following workshops to enhance student achievement <ol style="list-style-type: none"> a. Math/Literacy Focus Workshops b. Literacy/Math skills development through technology c. Encourage parents to checkout instructional materials from Parent Resources Room d. Focused classroom observations by parents using model classrooms to identify learning strategies to use at home e. Encourage Parent Volunteers 2. Offer a Summer 21st Century Tutorial Program in Literacy and Math for students on the retention list 	<ol style="list-style-type: none"> 1. Survey results for each activity listed 2. Student Participation DRA2 	<ol style="list-style-type: none"> 1. Parent Facilitator SSP Parent Involvement Team Administration 2. 21st Century Staff/Coaches/and Administration 	<ol style="list-style-type: none"> 1. Title I Funds 2. 21st Century Grant 	<ol style="list-style-type: none"> 1. A total of 107 parents participated in the interest related workshops aimed at promoting student achievement. 2. Of 17 (K) students attending summer school, 6 were removed from the retention list and 12 of 26 (1st) students were removed from the retention list. 	<ol style="list-style-type: none"> 1. IP 2. IP
<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. Use Title I Planning Days to allow teachers time to plan curriculum units, organize resources, identify assessments using the CTLS platform, and provide training on implementation of professional learning communities (PLCs).</p>	<p>1. PLC Evaluation Sheet</p>	<p>1. Coaches, Teachers Administration</p>	<p>1. Substitutes, curriculum guides, new adoption materials and resources (Currently in place)</p>	<p>1. Title I planning days were designed to provide professional development for each grade level. The professional development is aligned to the SSP goals and tailored to meet the needs of the teachers at both K & 1. Also, teachers received training in the use of CTLS for common assessments provided by the districts' TTIS support staff.</p>	<p>1. IP</p>
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<p>1. Use self-assessment results from TKES/ LKES ratings and the PLC goal to develop individual professional learning goals or professional learning plans to support growth</p>	<p>1. Formative and Summative TKES Data PLC minutes PLC meetings</p>	<p>1. Teachers Administrators</p>	<p>1. Professional Learning on PLC</p>	<p>1.</p>	<p>1.</p>
<p>Other: (Specific to school.)</p>						