



Riverside Intermediate 2018-2019 Strategic Plan

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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	<ul style="list-style-type: none"> Utilize CTLS to help teachers prioritize standards during unit planning Utilize monthly data digs to prioritize standards and plan lessons for remediation and extension 	<i>Collaborative team agendas</i> <i>Collaborative team minutes</i> <i>Grade level unit plans</i> <i>Walkthroughs and observations</i>	



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	<p><i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i></p>	<ul style="list-style-type: none"> Foster a collaborative community culture focusing on the four guiding questions to drive our instructional framework Grade-level collaborative teams will utilize 4 critical questions to enhance rigor, increase engagement, and promote improved learning outcomes at their respective grade level. Vertical collaborative teams will utilize 4 critical questions to enhance rigor, increase engagement, and promote improved learning outcomes school-wide. 	<p><i>Collaborative team agendas</i></p> <p><i>Collaborative team minutes</i></p> <p><i>Professional development schedule</i></p> <p><i>Walkthroughs and observations</i></p>	<ul style="list-style-type: none"> PBIS, ELA, and Grade Level PLCs implemented PBIS implementation awarded "Operational" status by GaDOE Each grade level team has one two-hour collaborative planning block per week focused on the four critical questions
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Board Goal 2: *Differentiate resources for students based on needs.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
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<p>Use data to make decisions.</p>	<p><i>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</i></p>	<ul style="list-style-type: none"> • Utilize CTLS to gather and analyze Early Learning Phonics common assessments in support of data driven instruction for 2nd Grade • Continue the use of CTLS Assess to develop and administer common assessments (including Touchstones) to support data driven instructional decisions • Administer GLOSS/IKAN three times per year • Provide ongoing training in the use of CTLS assess (TTIS Support) 	<p><i>Reports from CTLS by subject area</i></p> <p><i>Phonics Initiative collaborative data discussion minutes and remediation plans</i></p>	
	<p><i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i></p>	<ul style="list-style-type: none"> • Manage the RTI process to ensure high impact strategies are being utilized and documented • Manage student data notebooks with individual progress monitoring and goal setting • Maintain and use 5 step data team process for Reading, Math, and Writing 	<p><i>RI Data</i></p> <p><i>MI Data</i></p> <p><i>GLOSS data</i></p> <p><i>Monthly data sheets by teacher</i></p> <p><i>Monthly data collaboration sheets by grade level</i></p>	<ul style="list-style-type: none"> • Protocol developed and used for placing students on tier for reading. • All students set quarterly reading, writing, and math goals and track progress in reading and math monthly. • Grade level data teams set monthly goals for reading growth

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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<ul style="list-style-type: none"> • We will implement writer’s workshop with fidelity and use rubrics to analyze writing. • Use mentor texts and Thinking Maps, and specific instructional strategies to increase rigor, engagement and understanding. • We will implement a school-wide “40 Book Challenge” Reading Incentive program. • Academic Coaches will support the implementation of writing workshop through Grade Level Professional Learning Communities • Attend conference the International Literacy Conference to support writing across content areas with teachers, academic coaches and administration • Employ an instructional paraprofessional and 3 literacy support specialists to promote student growth in reading and writing. • Provide tutoring for students in reading and writing to promote academic growth. • Implement Number Talks consistently (2-5). • Implement daily content domain buckets for processing and practice during math block 	<p><i>CCRPI Data</i></p> <p><i>EOG Data</i></p> <p><i>Quarterly writing data</i></p> <p><i>Collaborative Community agendas</i></p> <p><i>Collaborative Community Minutes</i></p> <p><i>Monthly math data</i></p> <p><i>Monthly reading data</i></p>	<ul style="list-style-type: none"> • CCRPI score increased from 59.5 in 2016 to 65.6 in 2017. This is a 6.1 point (10%) increase. • CCRPI score increase from 51.3 in 2015 to 65.6 in 2017. This is a 14.3 points (28%) increase over two years. • 2.9 percentage point increase in the number of 3rd graders reading at a Lexile of 650 or above (from 31.4% to 34.3%). • 10.3 percentage point decrease in the number of 5th graders reading at a Lexile of 850 or above (from 59.7% to 49.4%). • 3rd grade weighted average performance on the ELA EOG decreased from .39 to .37 • 4th grade weighted average performance on the ELA EOG increased from .41 to .42 • 5th grade weighted average performance on the ELA EOG decreased from .44 to .41 • 3rd grade performance on the Math EOG increased from .37 to .38 • 4th grade performance on the Math EOG increased from .42 to .43
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		<ul style="list-style-type: none"> • Utilize Moby Max to increase fact fluency across grade levels in the following areas: 2nd- addition, 3rd – addition/multiplication, 4th and 5th – multiplication. • 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. • Incorporate instructional strategies using multiple modalities (visual, auditory, kinesthetic and tactile), including C-R-A, 4-Square, journaling, music, guided math, etc... • Engage students in daily small group reading instruction. Lowest reading group will receive “double dip” of reading instruction. • Implement Read 180 and System 44 to support and scaffold students who are reading below grade level. • Develop and implement teacher training on the effective use of literacy centers (reading, writing, science, social studies and word work) 		<ul style="list-style-type: none"> • 5th grade performance on the Math EOG remained the same at .36
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Board Goal 3: *Develop stakeholder involvement to promote student success.*



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Make Cobb the best place to teach, lead, and learn.	<i>Utilize stakeholder input to improve school processes.</i>	<ul style="list-style-type: none"> • Collect feedback from staff and students during Principal's Corner sessions. • Collect, share and utilize parent input from parents to maintain and build the School Council and PTA to positively impact the school • Increase parent and student participation in stakeholder surveys • Improve student behaviors and support the academic performance of students through school-wide implementation of PBIS (Positive Behavior Intervention and Supports). 	<p><i>GA Climate Survey data</i></p> <p><i>Principal's Corner minutes</i></p> <p><i>School Council agendas</i></p> <p><i>School discipline/referral data</i></p> <p><i>PBIS Walkthrough data</i></p>	<ul style="list-style-type: none"> • Climate star rating has increased each by one star each of the past two years. 2017 climate star rating = four stars • 36% increase in the number of parents who responded to the parent school climate survey • 84% of students in grades 3-5 responded to student school climate survey • Student referral data remained flat at 260 office referrals involving 141 students and 140 days of OSS. • 34 out of 35 possible points on PBIS Walkthrough • Recommended for "operational" PBIS status by GaDOE

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	<p><i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i></p>	<ul style="list-style-type: none"> • Provide support to parents through Family Literacy Nights and Math Curriculum Nights • Parent seminars designed to support parents in engaging in literacy with their children. • Foster school/community relations by organizing community workshops and events hosted collaboratively by the school and the community. • Employ parent facilitators to connect families with literacy materials and strategies to support student achievement. • Continue to Collaborate with Must Ministries to hold monthly food pantry distribution for 75 families in need. • Partner with Northstar Psychological Services to provide an onsite option for therapeutic counseling services as needed. 	<p><i>Parent participation data from Curriculum Nights and Workshops</i></p> <p><i>Parent stakeholder surveys</i></p> <p><i>Title I Parent Input Meeting minutes</i></p> <p><i>Food Pantry Rosters</i></p> <p><i>Referrals to Northstar</i></p>	<ul style="list-style-type: none"> • Hosted at least one parent workshop or curriculum night per month • All parent events reported at least a 150% increase in parent participation. • Hired 1.5 full time bilingual Parent Facilitator • Updated parent resource room to reflect family needs based on stakeholder surveys • Partnered with 2 residential communities to host a parent workshop in their neighborhoods • Served over 100 families in 2017-2018
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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*



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Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	<ul style="list-style-type: none"> • Distributed leadership structure • Create and organize teams to interview prospective staff members • Teacher leader facilitated PLCs • Recruit teacher leaders from each grade level to represent Riverside and screen potential candidates at local job fairs 	<i>Teacher retention rates</i> <i>Professional Development Plan</i>	<ul style="list-style-type: none"> • 73% of the staff returned for the 2108-2019 school year

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	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<ul style="list-style-type: none"> • Establish new teacher induction program to focus on the essential elements of the educational program (mentor text, small instruction, data driven practices, instructional model, PBIS, etc.) • Teacher Mentoring Program • Provide instructional support for teachers through the use of Academic Coaches • Provide on-going training to all staff to support number talks, domain buckets, Moby Max, guided math, and hands-on manipulative • Attend conference to increase math literacy with teachers, academic coaches and administration • Attend conferences focused on reading instruction with teachers, academic coaches and administration • Develop and implement teacher training that focuses on using data from running records to inform instruction. 	<p><i>TKES/LKES evaluations</i></p> <p><i>Teacher retention rates</i></p> <p><i>Collaborative planning, new teacher induction program, and meeting agendas and minutes</i></p>	<ul style="list-style-type: none"> • Developed and followed a schedule for weekly extended collaboration • Professional learning was developed from teacher feedback • Academic coaches hosted monthly new teacher induction sessions on a variety of topics
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