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

<table>
<thead>
<tr>
<th>Superintendent’s Priorities</th>
<th>District Initiatives</th>
<th>Local School Key Actions: (List as many actions as needed in each box.)</th>
<th>Measured by:</th>
<th>Results of Key Actions from last year’s plan: (Due September 1)</th>
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</table>
| Simplify the foundation of teaching and learning to prepare for innovation. | Ensure all teachers prioritize standards. | • Utilize CTLS to help teachers prioritize standards during unit planning  
• Utilize monthly data digs to prioritize standards and plan lessons for remediation and extension | Collaborative team agendas  
Collaborative team minutes  
Grade level unit plans  
Walkthroughs and observations | |
| Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions. | • 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. | Collaborative team agendas  
Collaborative team minutes  
Professional development schedule  
Walkthroughs and observations | • 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. |

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

| Superintendent’s Priorities | District Initiatives | 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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| Use data to make decisions. | Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas. | Reports from CTLS by subject area  
Phonics Initiative collaborative data discussion minutes and remediation plans |  
Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI). |  
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) |  
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 |  
RI Data  
MI Data  
GLOSS data  
Monthly data sheets by teacher  
Monthly data collaboration sheets by grade level |  
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 |
## Riverside Intermediate 2018-2019 Strategic Plan

<table>
<thead>
<tr>
<th>Increase percentage of students performing at grade level in reading and math.</th>
<th>We will implement writer’s workshop with fidelity and use rubrics to analyze writing.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Use mentor texts and Thinking Maps, and specific instructional strategies to increase rigor, engagement and understanding.</td>
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<td>We will implement a school-wide “40 Book Challenge” Reading Incentive program.</td>
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<td>Academic Coaches will support the implementation of writing workshop through Grade Level Professional Learning Communities</td>
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<td>Attend conference the International Literacy Conference to support writing across content areas with teachers, academic coaches and administration</td>
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<td>Employ an instructional paraprofessional and 3 literacy support specialists to promote student growth in reading and writing.</td>
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<td>Provide tutoring for students in reading and writing to promote academic growth.</td>
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<td>Implement Number Talks consistently (2-5).</td>
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<td></td>
<td>Implement daily content domain buckets for processing and practice during math block</td>
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</tbody>
</table>

### CCRPI Data
- CCRPI score increased from 59.5 in 2016 to 65.6 in 2017. This is a 6.1 point (10%) increase.

### EOG Data
- CCRPI score increase from 51.3 in 2015 to 65.6 in 2017. This is a 14.3 points (28%) increase over two years.

### Quarterly writing data
- 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%).

### Collaborative Community agendas
- 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%).

### Collaborative Community Minutes
- 3rd grade weighted average performance on the ELA EOG decreased from .39 to .37

### Monthly math data
- 4th grade weighted average performance on the ELA EOG increased from .41 to .42

### Monthly reading data
- 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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<td>• Utilize Moby Max to increase fact fluency across grade levels in the following areas: 2nd - addition, 3rd – addition/multiplication, 4th and 5th – multiplication.</td>
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<tr>
<td>• 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.</td>
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<tr>
<td>• Incorporate instructional strategies using multiple modalities (visual, auditory, kinesthetic and tactile), including C-R-A, 4-Square, journaling, music, guided math, etc…</td>
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<td>• Engage students in daily small group reading instruction. Lowest reading group will receive “double dip” of reading instruction.</td>
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<tr>
<td>• Implement Read 180 and System 44 to support and scaffold students who are reading below grade level.</td>
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<tr>
<td>• Develop and implement teacher training on the effective use of literacy centers (reading, writing, science, social studies and word work)</td>
</tr>
<tr>
<td>• 5th grade performance on the Math EOG remained the same at .36</td>
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</tbody>
</table>

Board Goal 3: Develop stakeholder involvement to promote student success.
Riverside Intermediate 2018-2019 Strategic Plan

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</table>
| Make Cobb the best place to teach, lead, and learn. | Utilize stakeholder input to improve school processes. | • 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). | GA Climate Survey data  
Principal’s Corner minutes  
School Council agendas  
School discipline/referral data  
PBIS Walkthrough data | • 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 |
| Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. | • 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. | Parent participation data from Curriculum Nights and Workshops  
Parent stakeholder surveys  
Title I Parent Input Meeting minutes  
Food Pantry Rosters  
Referrals to Northstar | • 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 |

**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. | Develop teacher leaders. | • 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 | Teacher retention rates  
Professional Development Plan |

Results of Key Actions from last year’s plan: (Due September 1)  
• 73% of the staff returned for the 2018-2019 school year
## Riverside Intermediate 2018-2019 Strategic Plan

<table>
<thead>
<tr>
<th>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</th>
<th>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.)</th>
</tr>
</thead>
</table>
| Teacher Mentoring Program | TKES/LKES evaluations
Teacher retention rates
Collaborative planning, new teacher induction program, and meeting agendas and minutes |
| Provide instructional support for teachers through the use of Academic Coaches | 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 |
| 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 |
<p>| Attend conference to increase math literacy with teachers, academic coaches and administration | Develop and implement teacher training that focuses on using data from running records to inform instruction. |</p>
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