

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"> Grade level teams will use CTLS resources to identify essential standards to be taught Conduct walks and required observations of best practices being implemented Grade level teams will meet with parents to review essential standards for learning at the beginning of each quarter. 	Copies of curriculum maps and team minutes Lesson plans and TKES Curriculum brochures Parent sign in Parent surveys	
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<ul style="list-style-type: none"> Grade level teams will meet weekly to review and analyze student data from common assessments using the four guiding questions of a CCC. Grade level team will collaborate to group students for acceleration and extension learning opportunities based on questions 3 and 4 of a CCC. 	Grade level minutes posted to OneNote Observations Team minutes/meetings	

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: <u>(Due September 1)</u>
Use data to make decisions.	<i>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</i>	<ul style="list-style-type: none"> • Use CTLS to identify target standards for learning and administer touchstones and grade level common assessments to monitor student performance toward meeting standards in content areas. 	CTLS Teach and Assess	
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	<ul style="list-style-type: none"> • Administer RI three times per year and teachers will meet in grade level data teams to review, analyze data, and plan instruction based on need. 	RI and MI Assessments	At the end of May, 2018, the overall accuracy average for students in k was 43.67% The Spring accuracy average increased by 9.92% over the mid- year point. The mid- point fluency average for kindergarten was 15.65% compared to 24.26% at the end of the school year. The overall mid- point accuracy average for students in first grade was 108.49 compared to 206.32% for Spring 2018.

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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"> • Use DRA2, Benchmarks, and Phonics Assessments to monitor performance of students in reading and accelerate learning through small group instruction and the 21st Century Program. • Continue the use of RTI strategies to monitor students performing below grade level in literacy/math and develop an academic plans at the end of each quarter. 	<p>DRA2 Benchmark Assessment Phonics Assessment from CTLS</p> <p>RTI Platform Benchmarks Academic Plan</p>	<p>According to DRA2, by the end of SY 2018, 63% of our first grade students were reading on or above grade level (Level I or above) and 66% of our Kindergarten students were reading on or above grade level (Level D or above).</p> <p>Teachers, RTI Coordinator, and administrators monitored the goals created for groups in the RTI process. Goals were used to communicate student progress and make decisions regarding moving students up or down the pyramid</p>
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	<p>Local School Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Results of Key Actions from last year's plan: <u>(Due September 1)</u></p>
<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Utilize stakeholder input to improve school processes.</i></p>	<ul style="list-style-type: none"> • Engage parents in the school improvement planning process • Integrate feedback from School Council in planning programs and services to improve school. 	<p>Local School and Title I Survey</p> <p><i>Georgia Climate Survey</i></p>	<p>Feedback from parents was gathered to determine school improvement goals and program activities to enhance the overall engagement of parents in the education of students.</p>



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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">• Use results from parents to implement various activities (curriculum days and nights, Science Night, Dads and Donuts, Moms and Muffins, Volunteer Orientation, Cultural Awareness, and English Classes) to address their needs and support student learning.	<p>Local School and Title I Surveys Sign In Sheets</p>	
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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	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)
Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	<ul style="list-style-type: none"> Identify teachers for CCC leaders (professional development, climate, and grade level leads) to plan, monitor, and evaluate school improvement activities. Continue to participate in book studies that promote enhanced school climate and improve instructional practices in math Assist teachers and administrators in developing goals to support their specific needs. Use the results of staff surveys to create the local school professional development plan for 2018-2019. 	<p>Leadership competencies evaluation tool from Solution Tree</p> <p>TKES/LKES Self-Assessment Agendas from Meetings (Presentations)</p> <p><i>TKES/LKES end of the Year Reflection 2018-2019</i></p> <p><i>Professional Development Survey Observations</i></p>	<p>During the 2017-2018 school year, staff participated in three book studies: <i>Poor Students, Rich Teaching and Cultures Built to Last (Systemic PLCs at Work)</i> with a focus on meeting the needs of the student population served and building the capacity to work in collaborative teams using the PLC process. <i>The Next Step Forward in Guided Reading</i> by Jan Richardson offered staff additional strategies for small group reading instruction and systematic assessments to determine student strengths and needs.</p>



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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">• Use the results of the 2017-2018 summative evaluation to promote teacher/administrator effectiveness• Use the CCC collaboration rubric to allow teams to self-reflect on their progress (two times per year).	<p>TKES/LEKS Evaluation Tool</p> <p><i>CCC Collaboration Rubric</i></p>	
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