

2018 - 2019 Riverside Elementary Plan

Riverside Elementary School

Waterford School District

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Overview

Plan Name

2018 - 2019 Riverside Elementary Plan

Plan Description

Continuous School Improvement Plan

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Riverside Elementary will increase math achievement.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All students at Riverside Elementary School will improve reading proficiency.	Objectives: 1 Strategies: 4 Activities: 16	Academic	\$6300
3	All students at Riverside Elementary School will increase writing proficiency.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$400
4	All students at Riverside Elementary will be engaged in their learning and have a clear understanding of their agency in reaching learning objectives.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$3250

Goal 1: All students at Riverside Elementary will increase math achievement.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in meeting individual projected RIT targets in Mathematics by 06/14/2019 as measured by meeting fall RIT projection on NWEA assessment.

Strategy 1:

Teacher Learning - Teachers will build knowledge of the Common Core State Standards, as well as the eight standards of mathematical practices.

Category: Learning Support Systems

Research Cited: Principles and Standards for School Mathematics. Reston, VA.: NCTM, 2000.

Tier: Tier 1

Activity - Lesson Design and Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development related to lesson design, formative assessment, success criteria, and performance tasks aligned with LTTA and leveraged instructional strategies. They will continue to engage in refining the implementation of the gradual release model.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Curriculum consultants, learning coaches, central staff, building administrator, classroom teachers, resource room teachers, interventionists.

Goal 2: All students at Riverside Elementary School will improve reading proficiency.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth according to projected RIT in Reading by 06/14/2019 as measured by NWEA projected year-end RIT..

Strategy 1:

Active Reading Strategies - Staff will explicitly teach and embed active reading strategies in their instruction (across all content areas) to construct meaning with informational text. - Staff will plan, model, evaluate, and adjust instruction to develop student skills in:

- * Determining importance and summarizing, citing evidence, main ideas and key details, making inferences, and cause and effect.

- * Annotating
 - Encourage slowing down and thinking deeply about reading
 - Teachers will model annotations
 - Use "codes" to indicate thinking

- * Close Reading
 - Encourage students to go beyond reading for just what happens next
 - Requires repeated reading

Category: English/Language Arts

Research Cited: Classroom Instruction that Works, Marzano, 2001.

Tier: Tier 1

Activity - Hierarchy of Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the hierarchy of talk to scaffold student independence in read aloud, supporting students in determining importance, author's purpose, cause & effect, citing evidence, compare/contrasting, inferencing, main ideas and key details. Teachers will model and use the gradual use of responsibility to model with informational texts across all content areas.	Monitor	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	All education staff, including general and special education.
Activity - Close Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use close reading procedure to model determining importance and summarizing main ideas in text. Teachers will utilize Core Clicks to support student learning in the classroom, and will provide log-in credentials for additional support at home.	Monitor	Tier 1	Monitor	09/04/2018	06/14/2019	\$3000	General Fund	All teaching staff, including general and special education teachers.

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Activity - Guided Reading/Reading Workshop Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will identify areas of focus to improve guided reading support. Subsequent staff meetings throughout the year will be designated to build proficiencies according to needs and interests.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$300	General Fund	All staff

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists will provide individualized, small group instruction to students below grade level.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	Title I Part A	Classroom teachers, interventionists, building principal, classroom assistants

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize the LTTA for each lesson.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Classroom teachers, interventionists, building administrator

Strategy 2:

District level professional development - Teachers will take part in district PD related to gradual release of responsibility and guided reading. They will expand their knowledge of grade level units.

Category: English/Language Arts

Research Cited: Calkins, Lucy et al, Pathways to the Common Core: Accelerating Achievement

Tier: Tier 1

Activity - Instruction and Content Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will participate in professional learning focusing on lesson design design, formative assessment, success criteria, performance tasks, and the gradual release of responsibility.	Professional Learning	Tier 1	Evaluate	09/04/2018	06/14/2019	\$1000	General Fund	Classroom teachers, Title One Interventionists, ELA Consultant, Building Administrator, District Coaches, District Consultant
Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 teachers will be provided professional development and curriculum support in writing across content areas of ELA, science and math.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	General Fund	Curriculum consultants, learning coaches, classroom teachers, building administrators
Activity - Administrator Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central Office instructional administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Other - Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Building Administrators, Central Staff
Activity - Administrator Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will engage in district professional learning opportunities alongside their teachers, colleagues, and CIA to build common language and understanding in order to provide feedback to teachers to improve the quality of instruction. Principals will also participate in principal labs facilitated by CIA staff to ensure horizontal alignment across buildings. Labs will focus on supporting teachers in our lesson design model and differentiation, teacher evaluation, and school improvement.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Central Office Staff, Building Administrators, Learning Coaches

Strategy 3:

Targeted Instruction - - Teachers will utilize the Data Team Process to identify students in need of Tier 2 and Tier 3 intervention.

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Category: English/Language Arts

Research Cited: Marzano, R. (2007). The Art and Science of Teaching. Alexandria, VA: ASCD

Tier: Tier 2

Activity - Small Group Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction or time on task will be provided small group or individualized instruction.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	Title I Part A	Interventionists, classroom teachers, building administrators

Activity - ELL Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students whose WIDA assessments indicate ELA deficiencies will participate in an extended day English Language Arts program.	Academic Support Program	Tier 2	Monitor	09/18/2018	05/24/2019	\$0	Title III	ELL coordinator, extended day teaching staff.

Activity - Lesson Design and Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development related to lesson design, formative assessment, success criteria, performance tasks, and gradual release of responsibility, aligned with LTTA and leveraged instructional strategies.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Curriculum consultants, learning coaches, central staff, building administrator, classroom teachers, resource room teachers, interventionists.

Activity - Genre Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will implement genre study at each grade level.	Direct Instruction, Curriculum Development	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All instructional staff.
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Activity - Vocabulary Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will explicitly teach vocabulary during morning work, three times per week.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$500	General Fund	All instructional staff

Activity - EL Classroom Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL classroom assistants will work with EL students either one-on-one, in small groups, or as push-in support within the classroom to support acquisition of the English language and access to the curriculum.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$700	Section 31a	EL classroom assistants, EL consultant, Central Office staff, Building Administrator

Strategy 4:

Core Reading Instruction - Teachers will participate in professional learning related to effective classroom reading instruction and assessment.

Category: English/Language Arts

Tier: Tier 1

Activity - Instructional Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All first and third grade teachers will participate in professional development through job-embedded labs on guided reading and its implementation in the classroom.	Curriculum Development	Tier 1	Monitor	09/04/2018	06/14/2019	\$800	Title II Part A	Teachers, Learning Coaches, ELA Consultant, Interventionists

Goal 3: All students at Riverside Elementary School will increase writing proficiency.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth by meeting projected NWEA RIT target in English Language Arts by 06/14/2019 as measured by NWEA RIT score..

Strategy 1:

Writers' Workshop - Teachers will effectively follow the Writers' Workshop model of mini-lessons, guided groups, and conferring to deliver core writing instruction.

Category: English/Language Arts

Research Cited: R. Marzano, The Art and Science of Teaching, 2007

Tier: Tier 1

Activity - Targeted Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After Data Team process has determined needs related to grammar and usage and pertinent instructional strategies, students will be strategically placed in intervention groups. Plans will be created, in line with students' strengths and needs, in their ZPD.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	All K-5 teachers Special education staff Interventionists
Activity - Weekly Writing Prompts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide authentic writing prompts as part of morning work, once each week. Teachers will collaborate to create continuum of exemplars, and modify instruction, create strategy groups, and provide extension opportunities to meet student need. Grade levels will display exemplars once each marking period to strengthen vertical alignment.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	All K-5 teachers Special education staff
Activity - Grammar and Usage Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once each week, teachers will explicitly teach grammar and provide authentic writing practice. Teachers will utilize GUM grammar resources	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$400	General Fund	Classroom teachers, interventionists, classroom assistants

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Strategy 2:

Core Instruction - Teachers will explicitly teach the organization and content components of writing.

Category: English/Language Arts

Research Cited: Popham, W. James. (1997). What's Wrong--and What's Right--with Rubrics. Educational Leadership,55(2). Retrieved November 3, 2009.

Tier: Tier 1

Activity - Lesson Design and Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development related to lesson design, formative assessment, success criteria, and performance tasks aligned with LTTA and leveraged instructional strategies.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Curriculum consultants , learning coaches, central staff, building administrator, classroom teachers, resource room teachers, interventionists.

Strategy 3:

Targeted Instruction - Teachers will utilize the Data Team Process to identify students in need of additional instruction or time on task. These students will be provided small group, individualized, or extended day learning opportunities.

Category: English/Language Arts

Research Cited: Calkins, L. (2010) The Nuts and Bolts of Teaching Writing. Portsmouth, NH: Heinemann.

Marzano, R. (2007). The Art and Science of Teaching. Alexandria, VA: ASCD.

Tier: Tier 2

Activity - ELL Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students whose WIDA assessments indicates area of need will participate in an extended day program.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	Title III	ELL Coordinator , extended day teaching staff

Goal 4: All students at Riverside Elementary will be engaged in their learning and have a clear understanding of their agency in reaching learning objectives.

Measurable Objective 1:

collaborate to create authentic learning opportunities that will increase student engagement and minimize behavior concerns by 06/14/2019 as measured by perception surveys, attendance records, discipline data, and grade reports.

Strategy 1:

The Leader in Me - Staff will continue to implement the Leader in Me process to build student capacity to recognize their agency in achieving their academic and personal goals.

Category: School Culture

Research Cited: Covey, S, The Seven Habits of Highly Effective People.

Tier: Tier 1

Activity - Class Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate daily class meetings to teach the principles of the 7 Habits.	Direct Instruction, Behavioral Support Program, Implementation	Tier 1	Monitor	09/04/2018	06/14/2019	\$3000	Other	Teachers, School Social Worker, Administrators

Activity - Leadership Binders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have individual learning goals for reading, writing, and math. Students will create a menu of activities to support their next steps in achieving content area goal.	Monitor	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Riverside instructional staff

Strategy 2:

Social Emotional Learning (Emotional Intelligence) - Staff will be involved in "Ruler Approach" professional learning to create and promote a positive school climate where students and staff are accepting of cultural and personal differences and continuously grow social emotional skills, including: self-awareness, self-management, social awareness, relationship skills, and decision making.

Category: School Culture

Research Cited: Yale University, Center for Social and Emotional Intelligence

Hagelskamp, C., Brackett, Improving Classroom Quality with the RULER Approach

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Tier: Tier 1

Activity - Collaborative Problem Solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social worker and administrator will work individually with students to identify and address lagging social skills.	Behavioral Support Program	Tier 3	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Social worker, building administrator
Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of restorative circles after recess and during office referral visits.	Behavioral Support Program, Communication	Tier 1	Implement	09/04/2018	06/14/2019	\$250	General Fund	All Instructional Staff, Student Support Staff, Building Administrator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL Extended Day	ELL students whose WIDA assessments indicates area of need will participate in an extended day program.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	ELL Coordinator, extended day teaching staff
ELL Extended Day	ELL students whose WIDA assessments indicate ELA deficiencies will participate in an extended day English Language Arts program.	Academic Support Program	Tier 2	Monitor	09/18/2018	05/24/2019	\$0	ELL coordinator, extended day teaching staff.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention	Interventionists will provide individualized, small group instruction to students below grade level.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	Classroom teachers, interventionists, building principal, classroom assistants
Small Group Intervention	Students needing additional instruction or time on task will be provided small group or individualized instruction.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	Interventionists, classroom teachers, building administrators

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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Labs	All first and third grade teachers will participate in professional development through job-embedded labs on guided reading and its implementation in the classroom.	Curriculum Development	Tier 1	Monitor	09/04/2018	06/14/2019	\$800	Teachers, Learning Coaches, ELA Consultant, Interventionists

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Restorative Practices	Use of restorative circles after recess and during office referral visits.	Behavioral Support Program, Communication	Tier 1	Implement	09/04/2018	06/14/2019	\$250	All Instructional Staff, Student Support Staff, Building Administrator
Close Reading	Teachers will use close reading procedure to model determining importance and summarizing main ideas in text. Teachers will utilize Core Clicks to support student learning in the classroom, and will provide log-in credentials for additional support at home.	Monitor	Tier 1	Monitor	09/04/2018	06/14/2019	\$3000	All teaching staff, including general and special education teachers.
Grade Level Meetings	K-3 teachers will be provided professional development and curriculum support in writing across content areas of ELA, science and math.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Curriculum consultants, learning coaches, classroom teachers, building administrators
Vocabulary Study	Teachers will explicitly teach vocabulary during morning work, three times per week.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$500	All instructional staff

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Instruction and Content Knowledge	Teachers will participate in professional learning focusing on lesson design design, formative assessment, success criteria, performance tasks, and the gradual release of responsibility.	Professional Learning	Tier 1	Evaluate	09/04/2018	06/14/2019	\$1000	Classroom teachers, Title One Interventionists, ELA Consultant, Building Administrator, District Coaches, District Consultant
Grammar and Usage Instruction	Once each week, teachers will explicitly teach grammar and provide authentic writing practice. Teachers will utilize GUM grammar resources	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$400	Classroom teachers, interventionists, classroom assistants
Guided Reading/Reading Workshop Professional Development	Staff will identify areas of focus to improve guided reading support. Subsequent staff meetings throughout the year will be designated to build proficiencies according to needs and interests.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$300	All staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
EL Classroom Assistants	EL classroom assistants will work with EL students either one-on-one, in small groups, or as push-in support within the classroom to support acquisition of the English language and access to the curriculum.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$700	EL classroom assistants, EL consultant, Central Office staff, Building Administrator

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Hierarchy of Talk	Teachers will use the hierarchy of talk to scaffold student independence in read aloud, supporting students in determining importance, author's purpose, cause & effect, citing evidence, compare/contrasting, inferencing, main ideas and key details. Teachers will model and use the gradual use of responsibility to model with informational texts across all content areas.	Monitor	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	All education staff, including general and special education.
Leadership Binders	All students will have individual learning goals for reading, writing, and math. Students will create a menu of activities to support their next steps in achieving content area goal.	Monitor	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Riverside instructional staff
Weekly Writing Prompts	Teachers will provide authentic writing prompts as part of morning work, once each week. Teachers will collaborate to create continuum of exemplars, and modify instruction, create strategy groups, and provide extension opportunities to meet student need. Grade levels will display exemplars once each marking period to strengthen vertical alignment.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	All K-5 teachers Special education staff
Lesson Design and Formative Assessment	Teachers will participate in professional development related to lesson design, formative assessment, success criteria, and performance tasks aligned with LTTA and leveraged instructional strategies. They will continue to engage in refining the implementation of the gradual release model.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Curriculum consultants, learning coaches, central staff, building administrator, classroom teachers, resource room teachers, interventionists.
Genre Study	Teachers will implement genre study at each grade level.	Direct Instruction, Curriculum Development	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All instructional staff.
Administrator Partnerships	Central Office instructional administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Other - Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Building Administrators, Central Staff

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Administrator Professional Learning	Principals will engage in district professional learning opportunities alongside their teachers, colleagues, and CIA to build common language and understanding in order to provide feedback to teachers to improve the quality of instruction. Principals will also participate in principal labs facilitated by CIA staff to ensure horizontal alignment across buildings. Labs will focus on supporting teachers in our lesson design model and differentiation, teacher evaluation, and school improvement.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Central Office Staff, Building Administrators, Learning Coaches
Lesson Design and Formative Assessment	Teachers will participate in professional development related to lesson design, formative assessment, success criteria, performance tasks, and gradual release of responsibility, aligned with LTTA and leveraged instructional strategies.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Curriculum consultants, learning coaches, central staff, building administrator, classroom teachers, resource room teachers, interventionists.
Learning Targets	All teachers will utilize the LTTA for each lesson.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Classroom teachers, interventionists, building administrator
Targeted Instruction	After Data Team process has determined needs related to grammar and usage and pertinent instructional strategies, students will be strategically placed in intervention groups. Plans will be created, in line with students' strengths and needs, in their ZPD.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	All K-5 teachers Special education staff Interventionists
Collaborative Problem Solving	Social worker and administrator will work individually with students to identify and address lagging social skills.	Behavioral Support Program	Tier 3	Monitor	09/04/2018	06/14/2019	\$0	Social worker, building administrator

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Lesson Design and Formative Assessment	Teachers will participate in professional development related to lesson design, formative assessment, success criteria, and performance tasks aligned with LTTA and leveraged instructional strategies.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Curriculum consultants, learning coaches, central staff, building administrator, classroom teachers, resource room teachers, interventionists.
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Class Meetings	Teachers will facilitate daily class meetings to teach the principles of the 7 Habits.	Direct Instruction, Behavioral Support Program, Implementation	Tier 1	Monitor	09/04/2018	06/14/2019	\$3000	Teachers, School Social Worker, Administrators