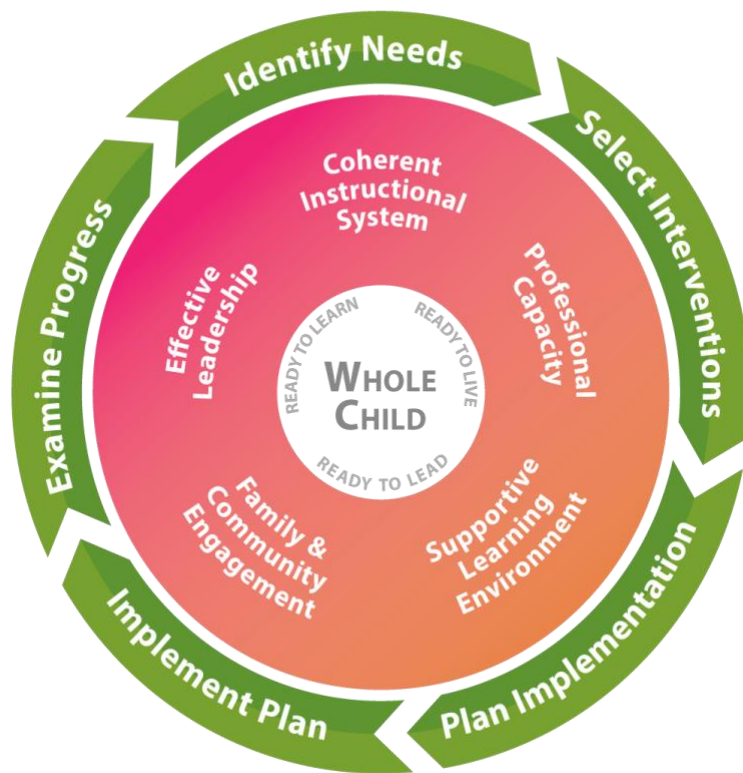




# School Improvement Plan 2019-2020 Action Plan



Riverside Intermediate School

**COHERENT INSTRUCTIONAL SYSTEM**

<b>GOAL #1</b>	Implement <b>Writers' Workshop</b> to increase student writing proficiency <b>by 8%</b> as measured by Milestones writing scores and local school assessments during the <b>2019-2020</b> school year.		
<b>Evidence Based Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position Responsible</b>
		<b>b. Method for Monitoring</b>	
1. We will implement Writer's Workshop with fidelity in all classrooms using the opening, worktime and closing framework.	Title I, local funds	a. Small groups and tutoring will begin in September.	Academic coaches, Teachers, Admin
		b. Daily instruction will begin in August.	
2. We will use teacher created rubrics to analyze writing.	Title I, local funds	a. Collaborative scoring will begin in August.	Academic coaches, Teachers, Admin
		b. Observations, rubrics, and informal and formal walks.	
3. We will use mentor texts, thinking maps, and student specific instructional strategies to increase rigor, engagement and understanding.	Title I, local funds	a. Continue implementation of Thinking Maps and mentor texts, beginning in August	Academic coaches, Teachers
		b. Increased writing scores determined by collaboratively scored rubrics	
4. We will use the Frayer Model, graphic organizers and Interactive Word Walls to increase vocabulary development.	Title I, local funds	a. Continue implementation of Frayer Models beginning in August and Interactive Word Walls	Academic coaches, teachers
		b. Observations, Frayer Models	
5. During Writing Workshop, small groups of students will be pulled for differentiated instruction.	Title I, local funds	a. Small Groups/Guided Writing	
		b. Skills Based Writing Inventory K-6	
6.		a.	

		b.	
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EFFECTIVE LEADERSHIP			
GOAL #1	Implement <b>Writers' Workshop</b> to increase student writing proficiency <b>by 8%</b> as measured by Milestones writing scores and local school assessments during the <b>2019-2020</b> school year.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Communicate the writing goal developed by the building leadership team to the staff and stakeholders.	Title I and Local funds	a. Communicate to staff in July during pre-planning. b. Communicate to school council and PTA in August.	Admin, academic coaches
2. Hire academic coaches to provide differentiated professional development in the writing workshop model and writing strategies.	Title I and Local funds	a. Professional development will begin in July and continue throughout the school year. b. Coaching logs, binders	Admin
3. Ensure CCC's include discussions about the workshop model and effective instructional strategies.	Title I and Local funds	a. CCC's will begin in August and continue throughout the school year. b. Agendas, minutes	Admin, academic coaches, teachers
4. Develop a common understanding of what the writing workshop looks like and sounds like in the classroom.	Title I and Local funds	a. Professional development will begin in July and continue throughout the school year. b. Grade level collaboration will begin in August and continue throughout the school year.	Admin, academic coaches, teachers
5. Hire a writing lab teacher to support students with writing instruction.	Title I funds	a. The writing lab will be a part of the enrichment rotation beginning August 1, 2019. b.	Admin
6.		a. b.	

**PROFESSIONAL CAPACITY**

<b>GOAL #1</b>	Implement <b>writers’ workshop</b> to increase student writing proficiency <b>by 8%</b> as measured by Milestones writing scores and local school assessments during the <b>2019-2020</b> school year.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Attend the ESEA/Title 1 Conference to acquire culturally responsive, research-based instructional strategies in writing.	Title I, Local funds	a. Teacher leaders will redeliver information to the staff through differentiated and collaborative sessions based on teacher’s previous level of training to increase teacher-based skills in writing.	Academic coaches, Teachers, Admin
		b. Training will be ongoing throughout the year.	
2. Contract A+ Literacy Specialists to train all staff in Jan Richardson’s <b><u>The Next Steps in Guided Reading</u></b> and <b><u>The Next Steps Forward in Reading Intervention</u></b> .	Title I and Local Funds	a. Professional development will take place in October.	Admin, academic coaches
		b. Academic coaches will continue the book study/training throughout the school year.	
3. Academic Coaches will train and coach teachers as we implement Writing.	Title I and Local Funds	a. Academic coaches will provide professional development to staff through differentiated and collaborative sessions in writing workshop.	Academic Coaches
		b. Training will be ongoing throughout the year	
4. Academic Coaches will go into classrooms to model and support teachers in the implementation of the Workshop Model.	Title I and Local funds	a. Academic coaches will provide support in classrooms in Writing Workshop.	
		b. Modeling will be ongoing throughout the year	
5.		a.	
		b.	
6.		a.	
		b.	

**SUPPORTIVE LEARNING ENVIRONMENT**

**GOAL #1** Implement **writers’ workshop** to increase student writing proficiency **by 8%** as measured by Milestones writing scores and local school assessments during the **2019-2020** school year.

Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1.Small group tutoring for 2-5 <sup>th</sup> grade student struggling with writing.	Title I, 20 day funds	a. Identify students through a rank order. Begin in September and continue until budgeted funds are expended.	Admin, academic coaches
		b. Tutoring Schedules	
2. Teachers will support students in Small Group Guided instruction during Worktime in the Workshop Model Framework.	Title I and Local Funds	a. Students will be placed in differentiated flexible groups based on assessments given for small group learning.	Classroom teachers
		b. Ongoing assessments, teacher observation, DRA, running records, and lesson plans	
3. Co-taught classrooms that will support small group and one on one learning during worktime in the Workshop Model Framework.	Title I and Local Funds	a. Workshop Model and small group learning will be implemented beginning in August.	Classroom teachers
		b. Lesson plans	
4. Research based interventions (F.C.R.R., CSIS, Numeracy Project) implemented during worktime in the Workshop Model Framework.	Title I and Local Funds	a. Interventions will begin in August after initial beginning of the year assessments.	Classroom teachers
		b. RTI, lesson plans	
5.		a.	
		b.	
6.		a.	
		b.	

**FAMILY AND COMMUNITY ENGAGEMENT**

**GOAL #1** Implement **writers' workshop** to increase student writing proficiency **by 8%** as measured by Milestones writing scores and local school assessments during the **2019-2020** school year.

Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Implement Riverside Academic Parent Teacher Teams to increase parent engagement at school and at home.	Title I, Local Funds	a. Teams will meet at least four times a year, beginning in September.	Admin, academic coaches, parent Facilitator
		b. Parent calendars, Parent Facilitator schedule, CCC agenda, sign-in sheets	
2. Provide multiple training opportunities for parents to assist their student at home in all academic areas.	Title I, Local Funds	a. Monthly parent meeting will begin in September.	Academic coaches, parent facilitators
		b. Parent facilitator monthly schedule of events, parent/school compact and policy.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	

		b.	
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STUDENT GROUPS				
<b>Goal #1</b>	Implement <b>writers' workshop</b> to increase student writing proficiency <b>by 8%</b> as measured by Milestones writing scores and local school assessments during the <b>2019-2020</b> school year.			
Evidence Based Action Steps		Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position Responsible
<b>Economically Disadvantaged</b>	Small group tutoring during the school day	Title I, 20-day funds	a. Tutoring will begin in September. b. Tutor schedules, rubrics, DRA	Admin, academic coaches
	Implementation of a Writing Lab to provide support and more opportunities for students to engage in the writing process	Title 1	a. Writing Lab incorporated in specials rotation beginning the first day of school, continuing throughout the school year. b. Evaluations, lesson plans, student work.	Admin, academic coaches
<b>English Learners</b>	Implement innovative ESL model in which each classroom has at least one ESL endorsed or certified teacher in the room full time.	Title I, Local funds	a. Classes are planned during the summer to ensure all classes comply with this model. b. Class rosters	Admin
	Provide literature options that include both English and Spanish text.	Title I, Local Funds	a. Ongoing b. Parent Resource Room, surveys	Academic coaches, parent facilitator
<b>Race / Ethnicity</b>	Provide literature options that offer a diversity of characters/experiences that are relevant to our student body.	Title 1, Local Funds	a. Ongoing b. Parent resource room, Media Center inventories	Academic Coaches, Media Specialist
		Title 1,	a. Ongoing	

	Writing lab teacher will provide opportunities for students to learn about and express diverse points of view through the writing process.	Local Funds	b. Lesson plans, students feedback, observations	Academic coaches, admin
<b>Foster and Homeless</b>	Additional resources such as tutoring, transportation, etc... are available.	Title funds, county funds	a. As needed, ongoing b.	Counselors, admin
	Parent engagement activities and a resource room to provide parents with opportunities for support and resources.	Title 1, Local	a. Ongoing beginning in Sept. b. Parent engagement calendar, sign in sheet, surveys.	Academic coaches, Parent Facilitator
<b>Migrant</b>	Students entering the school will have a needs-based assessment completed to determine appropriate student supports and academic needs.	Title, local funds	a. The IEL teacher monitors enrollment and completes assessments as needed. b. Enrollment records, assessment scores	Clerks, IEL Teacher, Admin
	Parent engagement activities and a resource room to provide parents with opportunities for support and resources.	Title 1, Local	a. Ongoing beginning in Sept. b. Parent engagement calendar, sign in sheet, surveys.	Academic coaches, Parent Facilitator
<b>Students with Disabilities</b>	Special education teachers work collaboratively with general education teachers to provide continuity of instruction	Title and Local funds	a. Collaboration will begin in August and continue throughout the school year. b. Lesson plans, agendas	Admin
	Teachers will utilize Orton-Gillingham Strategies to provide specialized instruction.	Title and Local funds	a. Teachers are being trained over the summer. b. Observation, Lesson Plans	Admin



**COHERENT INSTRUCTIONAL SYSTEM**

<b>GOAL #2</b>	Implement <b>differentiated interventions</b> through the <b>Reading Workshop</b> model to increase student reading proficiency <b>by 8%</b> as measured by Milestones scores, the Reading Inventory, and local school assessments during the <b>2019-20</b> school year.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. We will implement readers’ workshop with fidelity in all classrooms using the opening, worktime and closing framework.	Title I, Local funds	a. Small groups and tutoring will begin in August. Training for the readers’ workshop will begin in July, and be ongoing. b. Daily schedules, lesson plans, observations, walks	Admin, academic coaches, Teachers
2. We will use running records and the Guided Reading Assessment Kit to analyze students reading levels.	Title I, Local Funds	a. Training on the Kit will begin in august, and be ongoing. b. Guided Reading data, lesson plans, observation	Admin, academic coaches, Teachers
3. Use mentor texts and Thinking Maps, and specific instructional strategies to increase rigor, engagement and understanding.	Title I, Local Funds	a. Continue the implementation of thinking maps and mentor texts beginning with training in August, ongoing. b. Collaboration agendas/minutes, Lesson Plans	Admin, academic coaches, Teachers
4. We will use the Frayer Model, graphic organizers and Interactive Word Walls to increase vocabulary development.	Title I, Local Funds	a. Continue implementation of Frayer Models beginning in August and Interactive Word Walls b. Observations, Frayer Models	
5. During Reading Workshop, small groups will be pulled for differentiated instruction.	Title I, Local Funds	a. Small Groups/Guided Reading b. Lesson plans	
6.		a. b.	

**EFFECTIVE LEADERSHIP**

**GOAL #2** Implement **differentiated interventions** through **the Reading Workshop** model to increase student reading proficiency **by 8%** as measured by Milestones scores, the Reading Inventory, and local school assessments during the **2019-20** school year.

Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Communicate the Reading goal developed by the building leadership team to the staff and stakeholders.		a. Communicate to staff July during pre-planning. Communicate to school council, PTA in August.	Admin
		b. PTA/School Council agendas and minutes, School website, SIP, Title I Plan	
2. Hire academic coaches to provide differentiated professional development in the reader’s workshop model and differentiated reading strategies.	Title I Funds, local funds	a. Professional development will begin in July and continue throughout the school year.	Admin
		b. Coaching logs, binders	
3. Ensure CCC’s include discussions about the workshop model and effective instructional strategies.	Title I and Local funds	a. CCC’s will begin in August and continue throughout the school year.	Admin, teacher leaders
		b. Minutes, agendas	
4. Develop a common understanding of what the Reader’s Workshop looks like and sounds like in the classroom.	Title I and Local funds	a. Professional development will begin in July and continue throughout the school year.	Admin, academic coaches, teachers
		b. Grade level collaboration will begin in August and continue throughout the school year.	
5. Hire a science lab teacher to support students with integrating instructional strategies into science instruction.	Title I Funds, local funds	a. The science lab will be part of the specials rotation beginning August 1.	Admin
		b.	
6.		a.	
		b.	

PROFESSIONAL CAPACITY			
<b>GOAL #2</b>	Implement <b>differentiated interventions</b> through <b>the Reading Workshop</b> model to increase student reading proficiency <b>by 8%</b> as measured by Milestones scores, the Reading Inventory, and local school assessments during the <b>2019-20</b> school year.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Attend the ESEA/Title I Conference to acquire culturally responsive, research-based instructional strategies in Reading.	Title I, Local funds	a. Teacher leaders will redeliver information to the staff through differentiated and collaborative sessions based on teacher's previous level of training to increase teacher based skills in reading, writing and math.	Admin, Teacher Leaders
		b. Training will be ongoing, agendas, minutes	
2. Contract A+ Literacy Specialists to train all staff in Jan Richardson's <b><u>The Next Steps in Guided Reading</u></b> and <b><u>The Next Steps Forward in Reading Intervention</u></b>	Title I funds	a. Professional development take place in October.	Admin, academic coaches
		b. Academic coaches will continue the training/book study throughout the school year.	
3. Academic Coaches will train and coach teachers as we implement Reading Workshop.	Title I and Local Funds	a. Academic coaches will provide professional development to staff through differentiated and collaborative sessions in Reader's Workshop.	
		b. Training will be ongoing throughout the year	
4. Academic Coaches will go into classrooms to model and support teachers in the implementation of the Workshop Model	Title I and Local Funds	a. Academic coaches will provide support in classrooms in Writing Workshop.	
		b. Modeling will be ongoing throughout the year	
5.		a.	
		b.	
6.		a.	
		b.	

**SUPPORTIVE LEARNING ENVIRONMENT**

**GOAL #2** Implement **differentiated interventions** through the **Reading Workshop** model to increase student reading proficiency **by 8%** as measured by Milestones scores, the Reading Inventory, and local school assessments during the **2019-20** school year.

Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Small group tutoring for 2-5 <sup>th</sup> grade student struggling with Reading.	Title I, 20-Day funds	a. Identify students through a rank order. Begin in September and continue until budgeted funds are expended.	Admin, Academic Coaches
		b. Tutoring schedules	
2. Teachers will support students in Small Group Guided instruction during Worktime in the Workshop Model Framework.	Title I and Local Funds	a. Students will be placed in differentiated flexible groups based on assessments given for small group learning.	Classroom teachers
		b. Ongoing assessments, teacher observation, DRA, running records, and lesson plans	
3. Co-taught classrooms that will support small group and one on one learning during worktime in the Workshop Model Framework.	Title I and Local Funds	a. Workshop Model and small group learning will be implemented beginning in August.	Classroom teachers
		b. Lesson plans	
4. Research based interventions (F.C.R.R., CSIS, Numeracy Project) implemented during worktime in the Workshop Model Framework.	Title I and Local Funds	a. Interventions will begin in August after initial beginning of the year assessments.	Classroom teachers
		b. RTI, lesson plans	
5.		a.	
		b.	
6.		a.	
		b.	

**FAMILY AND COMMUNITY ENGAGEMENT**

**GOAL #2** Implement **differentiated interventions** through **the Reading Workshop** model to increase student reading proficiency **by 8%** as measured by Milestones scores, the Reading Inventory, and local school assessments during the **2019-20** school year.

Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Implement Riverside Academic Parent Teacher Teams to increase parent engagement at school and at home.	Title I, local funds	a. Teams will meet at least four times a year, beginning in September.	Admin, Parent Facilitator, academic coaches
		b. Parent calendars, Parent Facilitator schedule, CCC agenda, sign-in sheets	
2. Provide multiple training opportunities for parents to assist their student at home in all academic areas.	Title I, Local Funds	a. Monthly parent meeting will begin in September.	Admin, Parent Facilitator, academic coaches
		b. Parent facilitator monthly schedule of events, parent/school compact and policy.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

**STUDENT GROUPS**

<b>Goal #2</b>	Implement <b>differentiated interventions</b> through the <b>Reading Workshop</b> model to increase student reading proficiency <b>by 8%</b> as measured by Milestones scores, the Reading Inventory, and local school assessments during the <b>2019-20</b> school year.			
<b>Evidence Based Action Steps</b>		<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position Responsible</b>
			<b>b. Method for Monitoring</b>	
<b>Economically Disadvantaged</b>	Small group tutoring during the school day	Title 1, 20-Day funds	a.Tutoring will begin in September and continue until funds are expended. b. Tutor schedules, rubrics, DRA	Admin, academic coaches
	Teachers will support students in small group guided reading instruction during worktime in the Readers Workshop Model Framework.	Local Funds, Title I	a. Students will be placed in differentiated flexible groups based on assessments given for small group learning. b.On-going assessments, teacher observation, DRA, running records, and lesson plans	Teacher, academic coaches
<b>English Learners</b>	Implement innovative ESL model in which each classroom has at least one ESL endorsed or certified teacher in the room full time.	Local Funds, Title I	a. Classes are planned during the summer to ensure all classes comply with this model. b. Class Rosters	Admin
	Provide literature options that include both English and Spanish text.	Title I, Local funds	a.Ongoing b. Parent Resource Room, Media Center, surveys	Admin, academic coaches, media specialist
<b>Race / Ethnicity</b>	Provide literature options that offer a diversity of characters/experiences that are relevant to our student body.	Title I, Local funds	a.Ongoing b. Parent Resource Room, Media Center	Admin, academic coaches, media specialist
			a.	

			b.	
<b>Foster and Homeless</b>	Additional resources such as tutoring, transportation, etc... are available.	Title I, Local and county funds	a.As needed, ongoing	Counselors, admin
			b.	
<b>Migrant</b>	Students entering the school will have a needs-based assessment completed to determine appropriate student supports and academic needs.	Title funds, local	a. The IEL teacher monitors enrollment and completes assessments as needed.	Clerks, IEL teacher, Admin, counselors
			b. enrollment records, assessment scores	
			a.	
			b.	
<b>Students with Disabilities</b>	Special education teachers work collaboratively with general education teachers to provide continuity of instruction	Title, local funds	a. Collaboration will begin in August and continue throughout the school year.	Admin, academic coaches
			b. Lesson Plans, collaboration agendas	
	Teachers will utilize Orton-Gillingham Strategies to provide specialized instruction.	Title and local funds	a.Training will take place over the summer.	Admin, academic coaches
			b. Lesson plans, observations	

**COHERENT INSTRUCTIONAL SYSTEM**

<b>COHERENT INSTRUCTIONAL SYSTEM</b>			
<b>GOAL #3</b>	Implement the <b>Math Workshop</b> model to increase student math proficiency by <b>8%</b> as measured by Milestones scores, the Math Inventory, and local school assessments during the <b>2019-2020</b> school year.		
<b>Evidence Based Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position Responsible</b>
		<b>b. Method for Monitoring</b>	
1. We will implement math workshop with fidelity in all classrooms.	Title I, Local funds	a. Small group tutoring will begin in September. Daily instruction will begin in August. b. Daily lesson plans, observations	Admin, academic coaches, teachers
2. Implement Number Talks consistently (2-5).	Title I, Local funds	a. Occur 3-5 times a week b. Daily lesson plans, TKES walks and observations	Teachers, academic coaches
3. Utilize Moby Max to increase fact fluency across grade levels in the following areas: 2nd- addition, 3 <sup>rd</sup> – addition/multiplication, 4th and 5th – multiplication.	Title I, Local funds	a. Implemented daily b. Record fact fluency in student data notebooks, class data wall, and monthly grade-level data collaboration.	Teachers and students
4. Purchase Laptops and cart to ensure Moby Max is implemented with fidelity in all classrooms.	Title I, Local funds	a. Implemented daily b. Lesson plans, observations	Admin
5. Incorporate instructional strategies using multiple modalities (visual, auditory, kinesthetic and tactile), including C-R-A, 4-Square, journaling, music, guided math, etc...	Title I, Local funds	a. Implemented daily b. Lesson plans, observations	Admin, academic coaches, teachers
6.		a. b.	



**EFFECTIVE LEADERSHIP**

**GOAL #3** Implement the **Math Workshop** model to increase student math proficiency by **8%** as measured by Milestones scores, the Math Inventory, and local school assessments during the **2019-2020** school year.

Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Communicate the Math goal developed by the building leadership team to the staff and stakeholders.	Title I funds	a. Communicate to staff July during pre-planning. Communicate to school council, PTA in August.	Admin
		b. PTA/School Council agendas and minutes, School website, SIP, Title I Plan	
2. Hire academic coaches to provide differentiated professional development in the reader’s workshop model and differentiated reading strategies	Title I Funds	a. Professional development will begin in July and continue throughout the school year.	Admin
		b. Coaching logs, binders	
3. Hire a Math lab teacher to support students with math and problem-solving instruction.	Title I funds	a. The Math lab will be a part of the specials rotation beginning August 1.	Admin
		b.	
4. Ensure CCC’s include discussions about the workshop model and effective instructional strategies.	Title I and local funds	a. CCC’s will begin in August and continue monthly throughout the school year.	Admin
		b. Agendas, minutes	
5. Develop a common understanding of what the Math Workshop looks like and sounds like in the classroom.	Title I, Local Funds	a. Professional development will begin in July and continue throughout the school year.	Admin, Coaches, Teacher Leaders
		b. Grade-level collaboration will begin in August and continue throughout the school year.	

6.		a.	
		b.	

PROFESSIONAL CAPACITY			
GOAL #3	Implement the <b>Math Workshop</b> model to increase student math proficiency by <b>8%</b> as measured by Milestones scores, the Math Inventory, and local school assessments during the <b>2019-2020</b> school year.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Attend the ESEA/Title 1 Conference to acquire culturally responsive, research-based instructional strategies in Math.	Title I, Local funds	a. Teacher leaders will redeliver information to the staff through collaborative planning sessions. b. Training will be ongoing, agendas, minutes	Admin, teacher leaders
2. Continue training on Number Talks and incorporate Mountain Math Strategies.	Title I funds	a. Professional development will be ongoing. b. Academic coaches will continue the training/book study throughout the school year.	Admin, teacher leaders, academic coaches
3. Purchase Mountain Math Site License for each classroom.	Title I and local funds	a. Training will begin in August and will be ongoing b. Lesson plans, classroom data	Academic coaches and teachers
4.		a. b.	
5.		a. b.	
6.		a. b.	

**SUPPORTIVE LEARNING ENVIRONMENT**

<b>GOAL #3</b>	Implement the <b>Math Workshop</b> model to increase student math proficiency by <b>8%</b> as measured by Milestones scores, the Math Inventory, and local school assessments during the <b>2019-2020</b> school year.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Small group tutoring for 2-5 <sup>th</sup> grade student struggling with math.	Title I, 20-Day funds	a. Identify students through a rank order. Begin in September and continue until budgeted funds are expended.	Admin, academic coaches
		b. Tutoring schedules	
2. Teachers will support students in Small Group Guided instruction during Worktime in the Workshop Model Framework.	Title I and Local Funds	a. Students will be placed in differentiated flexible groups based on assessments given for small group learning.	Classroom teachers
		b. Ongoing assessments, teacher observation, DRA, running records, and lesson plans	
3. Co-taught classrooms that will support small group and one on one learning during worktime in the Workshop Model Framework.	Title I and Local Funds	a. Workshop Model and small group learning will be implemented beginning in August.	Classroom teachers
		b. Lesson plans	
4. Research based interventions (F.C.R.R., CSIS, Numeracy Project) implemented during worktime in the Workshop Model Framework.	Title I and Local Funds	a. Interventions will begin in August after initial beginning of the year assessments.	Classroom teachers
		b. RTI, lesson plans	
5.		a.	
		b.	
6.		a.	

		b.	
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FAMILY AND COMMUNITY ENGAGEMENT			
GOAL #3	Implement the <b>Math Workshop</b> model to increase student math proficiency by <b>8%</b> as measured by Milestones scores, the Math Inventory, and local school assessments during the <b>2019-2020</b> school year.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Implement Riverside Academic Parent Teacher Teams to increase parent engagement at school and at home.	Title I, local funds	a. Teams will meet at least four times a year, beginning in September.	Admin, Parent Facilitator, academic coaches
		b. Parent calendars, Parent Facilitator schedule, CCC agenda, sign-in sheets	
2. Provide multiple training opportunities for parents to assist their student at home in all academic areas.	Title I, Local Funds	a. Monthly parent meeting will begin in September.	Admin, Parent Facilitator, academic coaches
		b. Parent facilitator monthly schedule of events, parent/school compact and policy.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	

		b.	
6.		a.	
		b.	

STUDENT GROUPS				
<b>Goal #3</b>	Implement the <b>Math Workshop</b> model to increase student math proficiency by <b>8%</b> as measured by Milestones scores, the Math Inventory, and local school assessments during the <b>2019-2020</b> school year.			
Evidence Based Action Steps		Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position Responsible
<b>Economically Disadvantaged</b>	Small group tutoring during the school day	Title 1, 20-Day funds	a. Tutoring will begin in September and continue until funds are expended. b. Tutor schedules, rubrics, MI, Moby Max	Admin, academic coaches
			a. b.	
<b>English Learners</b>	Implement innovative ESL model in which each classroom has at least one ESL endorsed or certified teacher in the room full time.	Local Funds, Title I	a. Classes are planned during the summer to ensure all classes comply with this model. b. Class Rosters	Admin
	Provide math literature options that include both English and Spanish text.	Title I, Local funds	a. Ongoing b. Parent Resource Room, Media Center, surveys	Admin, academic coaches, media specialist
			a. ongoing	

<b>Race / Ethnicity</b>	Provide math literature options that offer a diversity of characters/experiences that are relevant to our student body.	Title I, Local funds	b. Parent Resource Room, Media Center	Admin, academic coaches, media specialist
			a.	
			b.	
<b>Foster and Homeless</b>	Additional resources such as tutoring, transportation, etc... are available.	Title I, Local and county funds	a.As needed, ongoing	Counselors, admin
			b.	
			a.	
			b.	
<b>Migrant</b>	Students entering the school will have a needs-based assessment completed to determine appropriate student supports and academic needs.	Title funds, local	a. The IEL teacher monitors enrollment and completes assessments as needed.	Clerks, IEL TEACHER, Admin, counselors
			b. enrollment records, assessment scores	
			a.	
			b.	
<b>Students with Disabilities</b>	Special education teachers work collaboratively with general education teachers to provide continuity of instruction	Title, local funds	a. Collaboration will begin in August and continue throughout the school year.	Admin, academic coaches
			b. Lesson Plans, collaboration agendas	

**COHERENT INSTRUCTIONAL SYSTEM**

<b>GOAL #4</b>	We will continue to implement <b>PBIS</b> to decrease the overall number of students with <b>15 or more absences</b> during the 2018-2019 school year <b>by 5%</b> for the <b>2019-2020</b> school year.		
<b>Evidence Based Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position Responsible</b>
		<b>b. Method for Monitoring</b>	
1. Teachers will continue to use PBIS rewards system to motivate students to be in class with fewer disruptions.	Title 1, Local funds	a. Train teachers in pre-planning with implementation first day of school b. PBIS rewards system reports, attendance reports and discipline reports	PBIS coach administration, and PBIS Team
2. Teachers will make parental contact when students are absent from class more than 2 days.	N/A	a. Teacher expectations set in August with implementation on day one b. Teacher contact logs and attendance reports	PBIS coach administration, and PBIS Team
3. Counselors will conduct small group attendance meetings on students after they have 5 absences.	Local funds	a. Starting as soon as there are students with more than 5 absences and continuing until end of year b. Counselors small group sign-in sheets and agendas	PBIS coach administration, and PBIS Team
4. Counselors will conduct small group behavior intervention meetings with students who are identified as needing support.	N/A	a. Starting the second quarter and going the rest of school year b. Counselors small group sign-in sheets and agendas	PBIS coach administration, and PBIS Team
5. Make connections from concepts previously learned in one area (e.g., reading) and draw on this for background knowledge for another area (e.g., behavior). For example, connect behavior expectations to related reading stories that deal with social interactions or values.	Title I Funds	a. Continue to train teachers on making connections (text, self, world) and model how to relate our behavior expectations to the text, world and self. b.	Teachers, academic coaches
6. Directly teach expectations in the context of all academic (and other	N/A	a. Teach PBIS Lesson plans linked to academics the first seven	PBIS Coach, administration

classroom) routines. For example, explicitly teach (i.e., show, practice, and monitor) students how to attend and actively engage within all types of instructional routines (large group teacher-directed instruction, small collaborative group instruction, independent work).		weeks of school during Morning Meetings/Restorative Circles	on and PBIS Team
		b. Discipline data and PBIS classroom walkthroughs.	



**EFFECTIVE LEADERSHIP**

<b>GOAL #4</b>	We will continue to implement <b>PBIS</b> to decrease the overall number of students with <b>15 or more absences</b> during the 2018-2019 school year <b>by 5%</b> for the <b>2019-2020</b> school year.
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Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Monitor Absences during weekly grade level meetings making parental contact on students with 3, 4, and 5 absences with students with 6 or more absences referred to counselors and social worker.	Title I, local funds	a. Starting in August and going weekly until end of May	Counselors, PBIS Coach and administration
		b. Grade level meeting minutes, contact logs and counselor/social worker referrals	
2. Leadership will set expectation that teachers will contact parents/guardians after a student has missed their class 2 days with documented contact logs	Title I, local funds	a. Starting in August and continuing until end of year	Counselors, PBIS Coach and administration
		b. Teacher contact logs and absent reports	
3. Leadership will set the expectation that the PBIS rewards system will be used consistently by all teachers and admin.	Title I, local funds	a. Starting in August and continuing until end of year	Counselors, PBIS Coach and administration
		b. PBIS Rewards reports	
4. Leadership will set expectations for counseling groups and how students are identified for support.	Title I, local funds	a. Starting the 2 <sup>nd</sup> quarter and going through the rest of the year.	Counselors, PBIS Coach and administration
		b. Written expectations sent to Counselors and small group sign-in sheets	
5.		a.	
		b.	
6.		a.	
		b.	

**PROFESSIONAL CAPACITY**

**GOAL #4** We will continue to implement **PBIS** to decrease the overall number of students with **15 or more absences** during the 2018-2019 school year **by 5%** for the **2019-2020** school year.

Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Training on the use of PBIS Rewards App to all teachers and Admin	Title I and local funds	a. During Pre-Planning and the first weeks of school and continuing as needed for the rest of the year.	PBIS Team
		b. Training sign in sheets and PBIS Rewards App usage reports	
2. Continue to implement PBIS as designed.	Title I and local funds	a. Training during Pre-Planning and the first weeks of school and continuing as needed for the rest of the year. Differentiate training for new/returning staff members.	PBIS Team
		b. Training sign in sheets and observations	
3. PBIS Conference in Atlanta, GA	Title I Funds	a. The PBIS Core Team will attend the Atlanta Conference to learn effective strategies for classroom and school-wide behaviors.	PBIS Team
		b. The Core Team will redeliver strategies to the staff.	
4. Train teachers in Restorative Practices/Trauma Informed Practices	Title I and local funds	a. Training will begin in July and will be ongoing	Admin, PBIS coach, teacher leaders
		b. Agendas, minutes	
5.		a.	
		b.	
6.		a.	
		b.	

**SUPPORTIVE LEARNING ENVIRONMENT**

**GOAL #4** We will continue to implement **PBIS** to decrease the overall number of students with **15 or more absences** during the 2018-2019 school year **by 5%** for the **2019-2020** school year.

Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Purchase PBIS Rewards App for students, teachers and administration to be used to continue creating a positive culture to support learning with training provided by the PBIS committee	Title I and Local Funds	a. Purchase PBIS Rewards App in August with Training the first two weeks of school – App to be used daily by teachers and administration through May	PBIS Team, PBIS Coach, Administration
		b. PBIS Rewards App reports on teacher/administration usage as well as student positive conduct reports	
2. Coordinate quarterly student perfect attendance recognition	Title I and Local Funds	a. Start at the end of the first quarter and continue until end of year	PBIS Team, PBIS Coach, Administration
		b. Perfect attendance reports and recognition plans	
3. Attend PBIS: Celebrating Positive and Safe Learning Environments Conference in Chicago, IL	Title I and Local Funds	a. Attend conference in October	PBIS Team, PBIS Coach, Administration
		b. Attendees will redeliver training to PBIS team and whole staff	
4. PBIS Coach will conduct individualized behavior interventions, Check In, Check Out and Check and Connect, with students identified as needing support.	N/A	a. Starting in September and continued until the end of the year as needed based on Behavior Plans	PBIS Coach and Team
		b. Behavior logs and parent communication log	
5. Coordinate Student Rewards incentives		a. School store open daily beginning September 4 <sup>th</sup> , monthly drawings and classroom rewards beginning first day of school	PBIS Coach, administration and PBIS Team
		b. Teachers, Support Staff and Volunteers operate	
6.		a.	

		b.	
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**FAMILY AND COMMUNITY ENGAGEMENT**

<b>GOAL #4</b>	We will continue to implement <b>PBIS</b> to decrease the overall number of students with <b>15 or more absences</b> during the 2018-2019 school year <b>by 5%</b> for the <b>2019-2020</b> school year.
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Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Parent Facilitator, PBIS Coach and Counselors will coordinate attendance meetings to work with families on how to ensure students are at school.	Title I, local funds	a. Starting in October and going quarterly	Parent Facilitator, PBIS Coach and Counselors
		b. Sign in sheets and meeting agendas	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

**STUDENT GROUPS**

<b>Goal #4</b>	We will continue to implement <b>PBIS</b> to decrease the overall number of students with <b>15 or more absences</b> during the 2018-2019 school year <b>by 5%</b> for the <b>2019-2020</b> school year.			
<b>Evidence Based Action Steps</b>		<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position Responsible</b>
			<b>b. Method for Monitoring</b>	
<b>Economically Disadvantaged</b>	Small group instruction	Title I and local funds	a.Ongoing, as needed b. Attendance reports, teacher referrals	Counselors, admin
	Restorative Practices	Title I and local funds	a. Restorative circles will be implemented beginning in August. Training will be ongoing. b. Lesson plans, agendas	Admin, teachers, counselors
<b>English Learners</b>	Support Spanish-speaking parents through parent facilitators. Small group instruction, vocabulary development and language needs will be addressed in reference to PBIS. All PBIS elements, classroom and community related, are bilingual.	Title I and local funds	a.Training will be ongoing beginning in August. b. Parent facilitator binder, time logs, professional learning calendar (FACE)	Admin, parent facilitator, PBIS coach
			a. b.	
<b>Race / Ethnicity</b>	Provide math literature options that offer a diversity of characters/experiences that are relevant to our student body.	Title I, Local funds	a.ongoing b. Parent Resource Room, Media Center	Admin, academic coaches, media specialist
			a. b.	
<b>Foster and Homeless</b>	Additional resources such as tutoring, transportation, etc... are available.	Title I, Local and county funds	a.As needed, ongoing b.	Counselors, admin

			a.	
			b.	
<b>Migrant</b>	Students entering the school will have a needs-based assessment completed to determine appropriate student supports and academic needs.	Title I and local funds	a. as needed, ongoing	IEL teacher, counselors, admin, clerk
			b. attendance records, teacher referrals	
<b>Students with Disabilities</b>	Special education teachers work collaboratively with general education teachers to provide continuity of instruction/behavior expectations.		a.	Admin
			b.	
			a.	
			b.	



## FY20 TITLE I SIP REQUIRED QUESTIONS

**CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA  
References: Schoolwide Checklist (3.a., 3.c., 3.d.)**

The School Improvement Plan is developed during a one-year period **2019-2020** as outlined in **Sec. 114(b) (1-5) of ESSA**.

**(Monitoring)** The School Improvement Plan remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

**(SIP Available to Stakeholders)** The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. The information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.



Describe how the school will provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

**References: Schoolwide Checklist (2.iii.d)**

**Cobb Collaborative Communities-** Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teachers' district-wide and in the individual schools need to know and be able to do for their students. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc)
- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, science, math and physical education)

**Riverside Intermediate** will provide on-going professional development for all staff in order to continually improve teaching and learning. Riverside will review and reflect on student learning data and teacher needs, plan and implement meaningful development opportunities that target student outcomes and the differentiated needs of our teachers. Teachers will have opportunities to implement the professional learning in their classrooms, as well as opportunities to work with academic coaches, and observe in other classes. Our collaborative grade level teams, as well as our vertical collaborative communities will continually focus on student learning, reflecting on our practices, and adapting what we do to meet the students' needs.

Professional learning will be differentiated according to teachers' needs. We will assess teachers' needs in a variety of ways including surveys, observations, and teacher feedback. The academic coaches will have a model classroom to model instructional practices. They will also work with individual teachers and their specified grade levels to support curriculum, assessment and instruction. The professional development calendar/plan will be developed in pre-planning, and be continually modified to meet Riverside's needs.

We will conduct on-going differentiated professional learning in the development and implementation of the workshop model in math, reading and writing. We will conduct differentiated training in Number Talks, according to teachers' needs. Our Collaborative Communities will focus on analyzing student learning data to guide our instructional practices.

Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. **[Sec. 1111(g)(1)(B)]**

**References: Schoolwide Checklist (2.iii.d)**

All students at Riverside Intermediate School will be served in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidate for all teaching position. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers.

Riverside Intermediate School

At Riverside Intermediate School we provide new teacher orientation prior to the beginning of a new school year as well as an on-going new teacher induction program that includes pairing with mentor teachers. We will set aside specific times each week for members of grade levels to meet as a group for planning purposes. We will receive curriculum support from local and district level coaches. Finally, we will provide frequent professional learning to address areas of weakness in all content areas.

Describe how the Title I instructional program address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); [Sec. 1114(b)(7)(ii)]

**References: Schoolwide Checklist (2.a.iii.a, 2.a.iii.b, & 2.a.iii.c.)**

- A. Riverside Intermediate School implements a school-wide Title I Plan. The plan includes strategies which specifically address school wide goals for improving student performance in Balanced Literacy and Math. Strategies implemented include small group instruction, the Co-Teaching Classroom, Innovative ESOL Instructional Model, Reduced Class Size EIP Instructional Models and Dual Language Instruction. To support the vast needs of the students and their families, Riverside offers comprehensive educational services that include Social Worker Team (Student Support Specialists), Counselors, Psychological Services, Literacy Specials, Academic Coaches, Interventionists and Food Pantry Services.
- B. n/a
- C. Riverside Intermediate School has been identified as a PBIS School by the State Department of Education. PBIS includes preventative and responsive approaches that may be effectively implemented with all students in a classroom and intensified to support small groups or a few individual students. Classroom and school wide PBIS strategies have been identified to decrease disruptions, increase instructional time, and improve student social behavior and academic outcomes. The PBIS Professional Learning Community uses a data driven process to determine needs of students, to assess and evaluate the effectiveness of the approach, and to provide alternative solution to problematic behavior. Students who do not respond to Tier 1 PBIS Strategies will utilize Tier 2 and Tier 3 PBIS Strategies, such as check in/check out, and check and connect. The PBIS team will continually review the data to monitor the effectiveness of the program, and make adjustments as needed. Students who continue to struggle with behavior will be referred to RTI tier 2 and 3. The PBIS coach will collaborate with the classroom teachers to put specific strategies in place for those students.

Describe the services provided for students living in local institutions for neglected or delinquent children (if applicable). **[Sec. 1114(b)(7)(ii)]**

***(Only include for Local School with students residing in N & D facilities)***

Provisions have been made to ensure that all students have access to after school tutoring, paid for with Title I funds. "In cases where the student(s) reside in a Neglected and Delinquent Residential Facility, a representative from that Facility can serve as a proxy for the parent(s)."

Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. **[Sec. 1114(b)(7)(III)]**

Riverside Intermediate School has been identified as a PBIS School by the State Department of Education. PBIS includes preventative and responsive approaches that may be effectively implemented with all students in a classroom and intensified to support small groups or a few individual students. Classroom and school wide PBIS strategies have been identified to decrease disruptions, increase instructional time, and improve student social behavior and academic outcomes. The PBIS Professional Learning Community uses a data driven process to determine needs of students, to assess and evaluate the effectiveness of the approach, and to provide alternative solution to problematic behavior.

**Transition:**

**ES:** Describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. **[Sec. 1114(b)(7)(V)]**

**References: Schoolwide Checklist 2.a.iii.e**

OR

**MS/HS:** Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- Coordination with institutions of higher education, employers and local partners; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. **[Se. 1114(b)(7)(II)]**

**References: Schoolwide Checklist 4c**

Riverside Intermediate School provides support for students transitioning from the Primary to the Intermediate programs and for students entering middle school. Our transition plans include a student and parent orientation night in the Spring of each year. Parents and students are invited to tour the facility, meet the administrators, support staff, and teachers, and ask questions regarding the transition and programming. The rising second graders come over in May to participate in a day in the life of a second grader. Our rising 6th grade students and parents participate in middle school parent night and a day tour of middle school for students. Transition questions are addressed to assist students and parents in making smooth transition. Additionally, each summer we host a Summer Enrichment Camp for rising Second Grade Students to assist in learning rituals and routines.

Counselors will create lessons to support students in preparation for transition to the next grade level throughout the school year. These lessons will prepare students for expectations in skills needed to be successful for next school year. Counselors will also create lessons throughout the year on different careers which will culminate with Career Days in the spring.

## ADDITIONAL RESPONSES

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

Riverside Intermediate is a school-wide Title I Program.

Riverside Intermediate has hired two academic coaches to support instruction. The coaches are not assigned to classrooms.

Coach 1: will support the FACE program and assist parents with academics, model lessons for Writer's Workshop, observe teachers and provide feedback. Implement the Academic Parent Teacher Team model by assisting teachers to create strategies and resources for parents to help their child at home.

Coach 2: will lead PBIS training and work with teachers on classroom management strategies to support the learning environment. The coach will model lessons for Writer's Workshop, observe teachers and provide feedback.

Both coaches will deliver PL for teachers and participate in the school instructional team meetings.

Writing Lab: Provide instruction during Enrichment that will carry students through the writing process while enhancing their knowledge of the Six Components of Writing.

Math Lab: Provide extra fluency practice in small group and through technology and teaching Number Talks' strategies that allow students to share their mathematical thinking.

Science Lab: Provide hands on science learning opportunities for students that will ensure that science language and content is not only heard but understood by all students.

## **ADDITIONAL RESPONSES**

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).