



2009-2010

School: Riverside Elementary

School Improvement Plan

Based upon Georgia's School Standards for Excellence

School Key: *Instruction - Designing and implementing teaching - learning - assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards.*

Subject Area(s):

Target Standard(s)	Performance/Action	Timeline	Person(s) Responsible	Artifacts/Evidence
Instructional design and implementation are clearly and consistently aligned with GPS and district expectations for learning.	1.2 Common formative and summative assessments are analyzed to develop and revise units/lessons and/or strategies. 1.3 EQ's and lesson goals use the language of the standards/elements for the lesson. The language of the standards is referenced throughout instruction.	1.2 Weekly grade level meetings & collaborative planning sessions each month. 1.3 Daily	1 - All instructional staff 2 - Administrators	1.2 Common formative/summative assessment samples, revised units/lesson plans, class profile sheets, data charts, student work with commentary, meeting agendas and minutes. 1.3 Posted EQ's, lesson/unit plans, student interviews
Research-based instruction is standard practice.	2.2 Study the standards and elements to determine higher order thinking skills needed. Develop high level questions that require critical thinking, application, etc. 2.3 Design performance tasks and assignments (with rigor and relevance) and determine alignment with standards and elements.	2.2, 2.3 Weekly grade level meetings & collaborative planning sessions each month.	1 - All instructional staff 2 - Administrators	2.2, 2.3 Open-ended question samples, performance tasks, rubrics, graphic organizers, common assessment samples, meeting agendas and minutes.
High expectations for all learners are consistently evident, with students playing an active role in setting personal learning goals and monitoring their own progress based upon clear evaluation criteria.	3.1 Establish authentic standards-based performance tasks and end of unit projects with rigor and relevance. Collect and analyze student work to provide sample benchmark work to students. Develop/revise detailed scoring rubrics expectaions.	3.1 Weekly grade level meetings & collaborative planning sessions each month.	1 - All instructional staff 2 - Administrators	3.1 Collaboratively developed performance tasks, scoring rubrics, analyzed student work with commentary, meeting agendas and minutes.

Professional Learning: Professional Learning: *Building Strategies for Differentiating Math Instruction* with consultant Paul Riccomini (September, January, February), LFS - High Impact Practices: Distributed Summarizing & Practice (particularlry in Math) and vocabulary.