

**SCHOOL
IMPROVEMENT
PLAN**

2005-2006

**Riverside Elementary Magnet School
Franklin County**

Principal

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Prepared by

REMS School Improvement Team

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Riverside Elementary Magnet School
2005-2006

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SCHOOL IMPROVEMENT TEAM

**Riverside Elementary Magnet School
2005-2006**

**Monty Riggs, Principal
Ronald Kirby, Fifth Grade
Lynda Bacon, Fourth Grade
Amber Hott, Third Grade
Lou Ann Ostadi, Second Grade
Kim Maske, First Grade
Kerry Wroblewski, Kindergarten
Joyce Davenport, EC
Jane Riggs, AIG
Jean Brooks, Media Specialist
Angeline Alston, TA
Wanda Massenburg, TA
Tiffany Sanderford, Parent Representative**

Voting Results

100 % of the eligible school staff voted to approve this school improvement plan.

Incentive Funds Distribution

The following is a description of how incentive funds will be distributed.

Incentive funds will be distributed in accordance with the General Statutes passed annually by the state legislature.

SCHOOL PROFILE:

Executive Summary

Riverside Elementary Magnet School
2005-2006

This section of the school improvement plan is devoted to an overview of the characteristics of the school and its clientele. First and foremost is student data -- performance and demographic. Also included are community demographics, school characteristics, and our stakeholders' perspective.

Student Performance Data

Riverside Elementary Magnet School has met AYP goals for the past three consecutive school years. Whereas low student numbers (less than forty students) have allowed for 'insufficient data' in disaggregated areas, low numbers can present adverse effects also. Upward trends have prevailed over the three years.

Grade 3 Reading End-of-Grade 2004-2005

Critical Stance and Cognition were in most need.
Thirteen of eighteen students (72.2%) were Level III and IV.

Grade 3 Math End-of-Grade 2004-2005

Basic Geometric Properties and Standard Units of Measurement are in most need.
Fifteen of eighteen students (83.3%) were Level III and IV.

Grade 4 Reading End-of-Grade 2004-2005

Critical Stance and Interpretation are in most need.
Sixteen of eighteen (88.8%) students were Level III and IV.

Grade 4 Math End-of-Grade 2004-2005

Reading, writing, modeling, and computing with rational numbers are in most need.
Eighteen of eighteen (100%) students were Level III and IV.

Grade 4 Writing (March 2005)

Overall writing score average (20 possible) was 10.8.
Content score average (16 possible) was 8.6.
Convention score average (4 possible) was 2.2.
Overall levels were: Level IV - none, Level III - 7, Level II - 7, Level I - 3.

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Executive Summary

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Grade 5 Reading End-of-Grade 2004-2005

Critical Stance and Connections are in most need.
Twelve of thirteen students (92.3%) were Level III and IV.

Grade 5 Math End-of-Grade 2004-2005

Graphing, probability, and data analysis and patterns, relationships, and algebraic representation are in most need.
Eleven of thirteen students (84.6%) were Level III and IV.

NOTE: With such a small representative number of students, it is difficult to draw valid conclusions concerning disaggregated data among subgroups.

Three Year Trend in Student Performance on ABCs EOG Reading Test (Total Percent Proficient):

02-03 78.7%
03-04 86.5%
04-05 83.7%

Three Year Trend in Student Performance on ABCs EOG Math Test (Total Percent Proficient):

02-03 83.0%
03-04 89.2%
04-05 89.3%

Student Demographic Data

The Riverside student population is composed of seventy-six students in grades Kindergarten through grade five. Students come from around the entire county by shuttle bus or vehicle. Class size ranges from ten to fourteen students. Males compose 43.8% of the student population with females making up the remaining 56.2%. Ethnicity is 46.3% black, 48.8% white, 2.5% Hispanic, and 2.5% Other.

Community Demographic Data

School Characteristics

In 1928, this school site was formerly known as a Rosenwald school, an educational facility for black students in grades one through twelve. After WWII, buildings were added, including a gymnasium and the "porch" building. However, a fire destroyed the Rosenwald school in 1957. The school was rebuilt in 1960 and was renamed the Riverside Union School. When desegregation was accelerating in 1967, the school was renamed Louisburg Elementary School, and was for grades one through four. In 2001 a new Louisburg Elementary was built at a different location. With an empty school site, Franklin County Schools took quick action in developing its first magnet school using the old site. The school was renamed once again to Riverside Elementary Magnet School.

Riverside Elementary Magnet School was developed and implemented in 2001, and houses a K-5 magnet program with an emphasis on math, science, and technology. The school buildings also provide a home for the county's Technology Center, Testing and Accountability, and International Center. Each classroom has a computer and access to the World Wide Web. Additionally, the school has two classroom sets of wireless laptop computers. Riverside is connected to NASA through the SEMAA outreach program in Warrenton, North Carolina. The school has also developed a math and science partnership with North Carolina State University and the Imagination Station. Extended learning, as well as remediation, are offered during the year-round track-out sessions.

During spring 2005, the Franklin County Board of Education determined and voted Riverside would exist one additional year, 2005-2006, then be closed with students having the option to go to Louisburg Elementary School that would become a magnet school effective the 2006-2007 school year. Due to upcoming changes, a good number of Riverside students did not return for the 2005-2006 school year. Riverside currently has seventy-six students for the 2005-2006 school year. The professional staff consists of six teachers, a Media Specialist, two teacher assistants, and an Exceptional Children's teacher. A task force has been established to determine specifics concerning the Louisburg Elementary Magnet School for the 2006-2007 school year. Despite upcoming changes, the students, parents, faculty, and staff at Riverside

SCHOOL PROFILE:
Executive Summary

Riverside Elementary Magnet School
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continue forward providing optimal learning opportunities for the students this year.

Stakeholder Perspective on the Quality of Education

Riverside's student population is based on a lottery from applications submitted each spring. Since parents select REMS as their child's school, they have high expectations for the school and staff. Parents are pleased with the quality of education provided by the Riverside faculty and staff. Greatly appreciated and desired is the small class size. Parents recognize class size as essential in each student receiving the appropriate attention needed to succeed academically.

This section of the school improvement plan is devoted to a brief description of the school's process for defining its vision, mission, and beliefs. The remainder of the plan is driven by the basic philosophies expressed herein.

School's Process for Defining Vision, Mission, and Beliefs

The school's vision, mission, and beliefs were reviewed and discussed to determine their appropriateness for the current time and for the upcoming year.

Date of Staff Consensus:

Vision

To provide a safe, positive, structured environment that will challenge every student to meet his/her academic and social potential.

Mission

To encourage and support students who desire to become life-long learners through an environment enriched by the integration of staff, families, and community. We believe in preparing our students for a continuously challenging mathematical, scientific, and technological world.

Beliefs

We believe in:

1. Creating an environment where each child will develop fully and acquire skills that will allow them academic success.
2. Helping our students strive to be aware of the changing world around them, and equip them with knowledge they need to be successful in whatever they choose to do.
3. Creating a collaborative, caring school for families, students, and personnel where all will be challenged and nurtured to be their best.
4. Staff unity, allowing for uniqueness of teaching in order for all students to achieve success.
5. Providing many opportunities for parental and community involvement.
6. Providing a variety of materials/strategies available to challenge individual students and their

VISION/MISSION/BELIEFS

**Riverside Elementary Magnet School
2005-2006**

learning.

7. Providing a nurturing environment to foster all students' potential academic and social growth through high expectations and a wide variety of instructional strategies.

8. Collaboratively working as staff, parents, and community to allow for the opportunity for each child to succeed in their learning.

9. Providing appropriate facilities, quality staff training, a wealth of teaching materials, and state-of-the-art technology.

10. High performance and strong leadership of staff who will continue their education to benefit their students' learning.

This section of the school renewal plan is devoted to a brief analysis of the school's current practices. This analysis is based upon review of strategies utilized and their impact on student achievement. Systematic analysis of practices provides sound support for effective planning.

General Narrative

Current practices reflect the Franklin County School System Strategic Goals of:

- * Reading, Writing, and doing Math on Grade Level,
- * Closing the Achievement Gap, and
- * Safe/Orderly Schools.

Riverside sees the following as important for obtaining Desired Results for Student Learning:

- * Maintain high time on task to maximize the instructional day,
- * Use funding effectively,
- * Use differentiated instruction for diverse learners,
- * Employ and retain qualified personnel,
- * Provide ongoing research-based staff development,
- * Create/maintain a collaborative environment between home and school.

In addition, all students will meet and/or exceed expected growth as defined by the North Carolina Department of Public Instruction Accountability Standards, meet the Federal AYP targets, and meet the requirements for promotion as determined by the Franklin County School System.

A variety of data is utilized to take the 'pulse' of Riverside Elementary Magnet School and to determine the comprehensive needs assessment. Such data comes in the forms of surveys involving faculty, parents, and students, EOGs, report cards, discipline, Accelerated Reader, attendance, etc. All data collected are considered in the diagnosis and prescription phase in instruction. The SIP is constantly under scrutiny in evaluating what is and is not working in an effective manner.

Most recently, methods include WFSGs, WOW, Classroom walkthroughs, and looking at student work. These all afford us a more concentrated, in-depth look at the 'what' and 'whys' of what we are doing, and provide the vehicle of change through actions as needed. Teachers collaborate frequently on the North Carolina Standard Course of Study and analyze its contents both horizontally and vertically.

ANALYSIS OF CURRENT PRACTICES

**Riverside Elementary Magnet School
2005-2006**

All professional personnel are highly qualified. Six classroom teachers, one Exceptional Children's teacher, and one Media Specialist make up the full-time faculty. All itinerant teachers (AIG, Music, Art, Spanish, and PE) are also highly qualified. Mentors are provided for new teachers and provide a most important service in ensuring new teachers are appropriately acclimated and adjusted to the 'real' teaching world. Teachers are encouraged to attend school, local, and state conferences and staff development activities as appropriate.

The 2005-2006 school year has brought a Curriculum Resource Teacher (CRT) to the Riverside campus on a part-time basis. The CRT plays a vital role in directing and supporting the teaching staff with the current initiatives and their integration into the Standard Course of Study.

Attracting and retaining highly qualified teachers is a great task. Efforts are made to stay abreast of the applicant pool and with fellow principals concerning needs. Attendance at Job fairs and the offering of sign-on and retention bonuses have been two of the greatest assets in recruitment and retention. Mentors, extremely small class size, and the magnet theme have further assisted in the highly qualified teacher hiring process. In addition, the Master Teacher program directly supports teachers in performing teaching and non-instructional duties. The smallness of REMS promotes a warm, family environment for all personnel.

All teachers are involved in most school matters as evidenced by the School Improvement Team (all teachers and assistants), the Student Support Team automatically involves a majority of the staff, and all staff and teacher assistants are involved in the WFSGs. A number of other decisions can effectively be made in short time with such a small staff. The staff values the opportunity to take such a role in the decision-making process.

A good number of parents are seen on a regular basis at REMS. The majority of students are car riders and thus are dropped off and picked up daily. Staff on duty speak directly with majority of parents once if not two times daily. This creates a unique situation for valuable communication to take place. In such a small setting, parents can easily access teachers and administration as needed. They are assured of quality teacher-student contact and assistance as needed.

The PTA is quite active with good participation at the quarterly PTA meetings and additional activities. The PTA supports Riverside both monetarily and with human resources. A variety of academic night activities are planned throughout the school year. All events and activities are opportunities to share information, as are letters home and parent conferences. Student/Parent Codes of Student Conduct are issued to each student/parent. The school website provides valuable information for families. The Superintendent meets parents at

ANALYSIS OF CURRENT PRACTICES

**Riverside Elementary Magnet School
2005-2006**

various school functions and addresses parents during various PTA meetings. A number of opportunities are afforded parents to be involved and take an active role in the school as evidenced in the School Improvement Team, PTA Board, PTA meetings, and the open door policy at REMS.

A number of preschool activities take place to provide a smooth transition for the students. Meetings are set up with kindergarten teachers and principals. A program is presented to parents including literature and relevant information. There is a district program for Head Start students. Screening of students takes place involving a number of 'stations' operated by professionals to make the overall process effective and efficient. Kindergarteners begin school on a week delayed schedule to allow for additional testing and acclimation to the school setting.

Students experiencing academic or other difficulties can receive needed attention in a timely manner. With class size ranging from ten to fourteen students, teachers can readily provide additional time with students as needed and/or arrange time after school. Remediation is offered one week of each track-out for students experiencing difficulties as determined through class grades and activities. Early parent communication is stressed to involve the home with the school prior to situations becoming big issues. Parents are provided support, pertinent information, and other assistance through parent conferences, interim progress reports, report cards, and website links.

Title I services benefit all our students. Such funds are used in conjunction with state and local funds for the benefit of all students. We strive to serve students to the best of our ability in providing the necessary resources with all fund sources we have at REMS. Resources used include Compass Learning, computer software, workshops, conferences at the state level, supplies and materials, parent involvement brochures, handouts, and materials, Accelerated Reader and Accelerated Math, Four Blocks, remedial tutoring, Working On The Work, and Whole Faculty Study Groups.

The Magnet Program

The magnet program at Riverside focuses on mathematics, science, and technology. Guided Reading is the blueprint for the Language Arts program as each student's needs are addressed in a differentiated manner. Trade books are used to enrich the reading program. Accelerated Reader is utilized by all grade levels as an incentive to increase the enjoyment of reading. Writing is integrated throughout the curriculum with high emphasis.

The mathematics program centers around problem solving and the use of math in the real world. Math manipulatives are emphasized and utilized as key components in instruction. Accelerated Math allows teachers to differentiate instruction. Math websites are used to allow for student practice and teacher instruction.

A key focus of the magnet program is to integrate technology into all curriculum areas. This is done through the use of laptop computers, computer lab, alpha-smarts, age-appropriate educational software, listening centers, digital cameras, video recorders, scanners, and Hyperstudio for presentations.

Description of the Process for Desired Results for Student Learning

Analysis of Student Learning Needs -- Measures and Current Level of Achievement

Goal

Measures

Summary of Evidence

Desired Results for Student Learning and Indicators of Student Achievement

Desired Results for Student Learning

Indicators

Analysis of Instructional and Organizational Effectiveness

**ANALYSIS OF CURRENT
PRACTICES**

**Riverside Elementary Magnet School
2005-2006**

Priorities for Improvement

<u>System</u>	<u>Areas in Need of Improvement (Principles)</u>	<u>Evidence</u>
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GOALS

Riverside Elementary Magnet School 2005-2006

GOAL	DESCRIPTION
01	To improve reading achievement of students at Riverside Elementary Magnet School.
02	To improve math achievement of students at Riverside Elementary Magnet School.
03	To improve writing achievement of students at Riverside Elementary Magnet School.
04	To improve attendance and tardiness of students at Riverside Elementary Magnet School.
05	To improve science achievement of students at Riverside Elementary Magnet School.
06	To provide a safe and orderly environment conducive to learning at Riverside Elementary Magnet School.
07	To increase the level of communication and involvement between the faculty, students, parents, and the community.
08	To provide opportunities for staff to continue in their professional growth.
09	To demonstrate knowledge and skills in the use of the computer and other technologies.

OBJECTIVES

Riverside Elementary Magnet School 2005-2006

OBJECTIVE	DESCRIPTION
01.01	By the end of the 2005-2006 school improvement plan, students' reading achievement in grades K-2, as determined by the North Carolina Assessment and Franklin County's year end assessment, and grades 3-5, as determined by the North Carolina End-of-Grade tests, will meet or exceed the expected growth as determined by the North Carolina Department of Public Instruction.
02.01	By the end of the 2005-2006 school improvement plan, students' math achievement in grades K-2, as determined by the North Carolina Assessment and Franklin County's assessment, and grades 3-5, as determined by the North Carolina End-of-Grade tests, will meet or exceed the expected growth as determined by the North Carolina Department of Public Instruction.
03.01	By the end of the 2005-2006 school improvement plan, students' writing achievement in grades K-2, as determined by the North Carolina Assessment and Franklin County's year end assessment, and grades 3-5, as determined by the North Carolina End-of-Grade tests, will meet or exceed the expected growth as determined by the North Carolina Department of Public Instruction.
04.01	By the end of the 2005-2006 school improvement plan, student attendance will increase by one percent.
04.02	By the end of the 2005-2006 school improvement plan, student tardiness will decrease one percent.
05.01	By the end of the 2005-2006 school improvement plan, all students will develop abilities necessary for scientific inquiry as demonstrated by classroom/individual science projects.
06.01	By the end of the 2005-2006 school improvement plan, the school's safe climate, as measured by the annual parent survey, will be maintained and/or increased from the base line of 88 percent.
07.01	By the end of the 2005-2006 school improvement plan, school-wide parent involvement will increase by five percent.
08.01	By the end of the 2005-2006 school improvement plan, the staff will maintain a 95 percent attendance rate at all staff development sessions at both LEA and school levels.
09.01	By the end of the 2005-2006 school improvement plan, the Franklin County Fifth Grade Computer Skills Assessment will increase by two percent.

ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES**BENCHMARK
DATES****RESOURCES REQUIRED****PERSON(S)
RESPONSIBLE****MEANS OF EVALUATION**

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.

Objective: 01.01 By the end of the 2005-2006 school improvement plan, students' reading achievement in grades K-2, as determined by the North Carolina Assessment and Franklin County's year end assessment, and grades 3-5, as determined by the North Carolina End-of-Grade testing program.

01.01.01	Identify 4th and 5th grade students who score at proficiency Levels of I or II on the EOG reading, and disaggregate and analyze data into subgroups.	2006/06/16	-EOG -NC WISE -Excel	-4th grade teachers -5th grade teachers -Principal -Curriculum Resource teacher	-Updated roster of currently enrolled students indicating levels of proficiency. -Graphs
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01.01.02	Identify 3rd grade students who score at proficiency Levels of I or II on the EOG pretest in reading, and disaggregate and analyze data into subgroups.	2006/06/16	-EOG Pretest Data -NC Wise -Excel	-3rd grade teachers -Principal -Curriculum Resource teacher	-Updated roster of currently enrolled students indicating levels of proficiency -Graphs
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01.01.03	Refer students scoring at Levels I or II to attend extended learning sessions throughout the year for reading.	2006/06/16	-Extended learning funds -Personal Education Plan -Community Agencies	-Principal -All teachers -Parents	-EOG test results
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ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>					
01.01.04	Refer students in grades 3-5 that score at Levels I or II for remedial instruction in reading.	2006/06/16	-Remediation funds -EOG testing data -Benchmark testing data -North Carolina Coach -Competitive Edge -Study Island	-Principal -Grade 3-5 teachers -Curriculum Resource Teacher	-EOG test results
01.01.05	Use the Basal Reading Series, and trade books.	2006/06/16	-Textbooks -Workbooks -Leveled books -AR tests -Trade books	-All teachers -Teacher assistants -Media specialist	-Chapter, Unit, Mid-year, and End of Year tests -EOG test data -Student portfolios
01.01.06	Use the Franklin Co. Pacing Guide in order to teach the North Carolina Standard Course of Study for reading.	2006/06/16	-Franklin Co. Pacing Guide -North Carolina Standard Course of Study	-Principal -All teachers, including CRT	-Benchmark testing -EOG test data -Lesson Plans -Classroom observations
01.01.07	Use the Balanced Literacy Framework to incorporate various teaching methods to address multiple learning styles.	2006/06/16	-Leveled books -Staff development -Balanced Literacy Framework -Teacher resource materials -Title I	-K-2 Teachers -Curriculum Resource Teacher	-Lesson plans -Classroom observations -Observations by Four Blocks consultant
01.01.08	Differentiate learning activities for identified AIG students.	2006/06/16	-AIG resources	-AIG teacher	-AIG progress reports -Projects

ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>					
01.01.09	Provide incentives for student achievement in reading.	2006/06/16	-Book-It Program -Accelerated Reader certificates -Awards Day	-Principal -All teachers, including CRT	-Record of awards
01.01.10	Communicate with parents the Language Arts requirements for grade level.	2006/06/16	-Gateway accountability requirements -Curriculum matrix for grade level	-Principal -All teachers -Central Office staff	-Conference log
01.01.11	Assess students' reading ability.	2006/06/16	-Star Test -Running record/Retelling -EOG -PEP -Star Early Literacy	-Principal -All teachers, including CRT	-EOG results -Conference log
01.01.12	Conference with students and teachers to develop academic growth goals.	2006/06/16	-EOG data -Star report -Benchmark data -K-2 Assessments	-Principal -All teachers	-Conference log -EOG results
01.01.13	Build upon previous linguistic and literacy experiences and organize instruction.	2006/06/16	-Field trips -Parent volunteers -Community volunteers -Language arts manipulatives -Book Buddies	-All teachers -Teacher assistants	-Portfolios -Student work -Journals

ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>				
01.01.14	Provide opportunities for a wide variety of literature-based learning activities.	2006/06/16	-Book talks -Book fairs -Fold and cut stories -Leveled bookroom -Story Telling	-Media specialist -All teachers, including CRT -Lesson plans -Circulation statistics
01.01.15	Promote independent use of resources and information by teaching information literary skills.	2006/06/16	-Internet -Periodicals -OPAC -CD-ROMS -Encyclopedias -Atlases -Almanacs	-Media specialist -All teachers, including CRT -Student projects -Lesson plans
01.01.16	Use various literature genres in order to teach comprehension with emphasis on social science themes of cultures, civics, geography, and history.	2006/06/16	-Biographies -Classics -Poetry -Historical fiction -Myths -Legends -Folk tales	-Media Specialist -All teachers, including CRT -Lesson plans -Completed student assignments
01.01.17	Strengthen media collection through printed and non-printed materials.	2006/06/16	-Funds	-Media specialist -Circulation statistics

ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>				
01.01.22 Participate in countywide guided reading training.	2006/06/16	-Substitutes -Guided Reading Training	-Principal -All teachers, including CRT	-Lesson Plans -Evaluation by administrator
01.01.23 WFSG participation to facilitate the planning process and direct student learning activities and outcomes.	2006/06/16	-Early release time -Best Practices references	-Principal -All teachers, including CRT	-WFSG attendance logs -Classroom activities
01.01.24 Provide one Model Guided Reading classroom for all teachers to visit and observe the reading process.	2006/06/16	-Title I funds -Model Guided Reading classroom -Model Guided Reading classroom teacher	-Principal -Central Office -Curriculum Resource Teacher	-Model Classroom established -Visitation by teachers

ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES**BENCHMARK
DATES****RESOURCES REQUIRED****PERSON(S)
RESPONSIBLE****MEANS OF EVALUATION**

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.

Objective: 02.01 By the end of the 2005-2006 school improvement plan, students' math achievement in grades K-2, as determined by the North Carolina Assessment and Franklin County's assessment, and grades 3-5, as determined by the North Carolina End-of-Grade tests, will me

02.01.01	Identify 4th and 5th grade students who score at proficiency Levels I or II on the EOG Math, and disaggregate and analyze data into subgroups.	2006/06/16	-EOG test data -NC Wise -Excel	-Principal -4th and 5th grade teachers -Curriculum Resource Teacher	-Updated roster of currently enrolled students indicating levels of proficiency -Graphs
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02.01.02	Identify 3rd grade students scoring at proficiency Levels I or II on the EOG pretest in math and disaggregate and analyze data into subgroups.	2006/06/16	-EOG Pretest Data -NC Wise -Excel	-Principal -3rd grade teacher -Curriculum resource teacher	-Updated roster of currently enrolled students indicating levels of proficiency -Graphs
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02.01.03	Refer students scoring at Levels I or II in Math to attend extended learning sessions throughout the year.	2006/06/16	-Extended learning funds -Personal Education Plan -Community agencies -Manipulatives -Calculators -Projects	-Principal -All teachers, including CRT -Parents -Technology staff	-EOG test results
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<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>					
02.01.04	Refer students in grades 3-5 that score at Levels I or II for remedial instruction in Math.	2006/06/16	-Remediation funds -EOG testing data -Benchmark testing data -Accelerated Math -North Carolina Coach -Competitive Edge -Manipulatives -Calculators -Study Island	-Principal -Grade 3-5 teachers -Curriculum Resource Teacher	-EOG test results
02.01.05	Use the school adopted math series.	2006/06/16	-Textbooks -Workbooks -Internet -Manipulatives -Calculators	-All teachers -Teacher assistants	-Chapter and Unit tests -End of year assessment -EOG test data
02.01.06	Use the Franklin Co. Pacing Guide in order to teach the North Carolina Standard Course of Study for Math.	2006/06/16	-Franklin Co. Pacing Guide -North Carolina Standard Course of Study	-Principal -All teachers, including CRT	-Benchmark testing -EOG test data -Lesson plans -Classroom observations
02.01.07	Differentiate learning activities for identified AIG students.	2006/06/16	-AIG resources -Enrichment activities -Curriculum compact -Tiered lesson plans	-AIG teacher	-AIG progress reports -Projects

ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

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<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>				
02.01.08 Document math skills/concepts as noted in math section of the North Carolina Kindergarten Developmental Profile.	2006/06/16	-Kindergarten developmental profile	-Kindergarten teacher	-Administrative observation
02.01.09 Provide incentives for student achievement in math.	2006/06/16	-Accelerated Math certificates -Awards Day	-Principal -All teachers	-Record of awards given
02.01.10 Communicate with parents the mathematics requirements for grade level.	2006/06/16	-Gateway accountability requirements -Curriculum matrix for grade level	-Principal -All teachers -Central Office staff	-Conference log
02.01.11 Assess student math ability and identify strengths and weaknesses.	2006/06/16	-EOG results -K-2 assessments -Math Essentials -Accelerated Math -Math for Today	-Principal -All teachers	-Conference log -EOG results
02.01.12 Integrate math skills into the content areas of Art, Music, PE, Spanish, Media, and AIG.	2006/06/16	-Integrated units -Textbooks for each special area -Alignment of curriculum -Staff development -Grade level pacing guides	-Special curriculum teachers -Media specialist -Curriculum Resource Teacher	-Student assignments -Administrative observations -Lesson plans

ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>					
02.01.13	Extend math concepts taught to real life situations.	2006/06/16	-Newspapers -Thermometers -Measurement materials -Menu -Calculators -Computer -Games	-All teachers, including CRT -Teacher assistants	-Lesson plans
02.01.14	Teach testing vocabulary and high order questioning in instructional deliveries.	2006/06/16	-North Carolina math vocabulary list -Thinking maps -Bloom's Taxonomy	-All teachers, including CRT -Remediation specialist	-Lesson plans -EOG data
02.01.15	Use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.	2006/06/16	-Laptop computers -Internet -Printers -Microsoft Office -E-mail -Scanners -Digital camera -Classroom websites	-All teachers -Media specialist -Technology staff -Students	-Classroom web pages -Student assignments and projects
02.01.16	Participate in countywide Math Study groups.	2006/06/16	-Schedule	-Selected teachers -Curriculum Resource Teacher	-Participation log -Feedback from teachers

ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES**BENCHMARK
DATES****RESOURCES REQUIRED****PERSON(S)
RESPONSIBLE****MEANS OF EVALUATION**

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Objective: 03.01 By the end of the 2005-2006 school improvement plan, students' writing achievement in grades K-2, as determined by the North Carolina Assessment and Franklin County's year end assessment, and grades 3-5, as determined by the North Carolina End-of-Grade te

03.01.01	Maintain a writing portfolio for each student.	2006/06/16	-File folder	-All teachers, including CRT -Teacher assistants	-Administrative observation
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03.01.02	Participate in Franklin Co. Mock Writing Assessments.	2006/06/16	-Writing prompts	-All teachers, including CRT -Teacher assistants -Central Office staff	-Rubric -North Carolina Writing Assessment -Writing portfolio
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03.01.03	Develop a PEP for students who in 3rd grade continually scored a Level I or NS on the Mock Writing Assessments.	2006/06/16	-Writing portfolios -Writing coach -Written language assessment	-Principal -3rd grade teacher -Curriculum Resource Teacher	-Franklin Co. Mock Writing Assessment -North Carolina Writing Assessment -Writing portfolio
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03.01.04	Develop a PEP for students who scored a 2.0 or below on the 4th grade North Carolina Writing Assessment.	2006/06/16	-Writing portfolios -Writing coach -Written Language Assessment	-Principal -4th and 5th grade teachers -Curriculum Resource teacher	-Franklin Co. Mock Writing Assessment -North Carolina Writing Assessment -Writing Portfolios
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ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>				
03.01.05 Provide informational workshops for parents on the North Carolina Writing Assessment.	2006/06/16	-Central Office -North Carolina Department of Instruction	-Principal -Parents -Central Office Staff -Curriculum Resource Teacher	-Attendance roster
03.01.06 Provide Staff Development on ways to implement a school-wide writing program that would include the use of technology.	2006/06/16	-Central Office -North Carolina Department of Public Instruction	-Principal -All teachers, including CRT -Teacher assistants	-Franklin Co. Mock Writing Assessment -North Carolina Writing Assessment -Writing portfolios -Student publications
03.01.07 Use a variety of printed and technological materials to enhance the writing process for all students.	2006/06/16	-Writing thesaurus -Student dictionaries that are grade level appropriate -Newspapers -Magazines -Pamphlets -Picture books -Graphic organizers	-Principal -All teachers, including CRT -Teacher assistants	-Franklin Co. Mock Writing Assessment -North Carolina Writing Assessment -Writing portfolios -Student publications

ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>					
03.01.08	Provide the materials for students to publish their writing.	2006/06/16	-Paper supplies -Funds for copier -Book binding materials -Computers -Alpha Smarts -Laptop computers	-Principal -All teachers, including Resource teacher -Parents	-Franklin Co. Mock Writing Assessment -North Carolina Writing Assessment -Writing portfolios -Student publications
03.01.09	Integrate writing skills across the curriculum.	2006/06/16	-Franklin Co. Writing Plan -Alignment of curriculum	-Special curriculum teachers -All teachers, including CRT	-Lesson plans -North Carolina Writing Assessment
03.01.10	Use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.	2006/06/15	-Laptop computers -Internet -Printers -Microsoft Office -E-mail -Scanners -Digital camera -Classroom websites	-All teachers, including CRT -Media specialist -Technology staff -Students	-Classroom web pages -Student assignments and projects
03.01.11	All K-5 teachers will be trained in the Empowering Writer's model.	2006/06/16	-Empowering Writer's Trainer -Release time for staff development -Title I funds	-Principal -All teachers -Central Office	-Writing Portfolios -Lesson Plans

ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES**BENCHMARK
DATES****RESOURCES REQUIRED****PERSON(S)
RESPONSIBLE****MEANS OF EVALUATION**

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Objective: 04.01 By the end of the 2005-2006 school improvement plan, student attendance will increase by one percent.

04.01.01	Send letters home to parents when students have accumulated 3,6,and 10 days of unexcused absences.	2006/06/16	-NC Wise	-Principal -NC Wise/Secretary	-Copies of letters
04.01.02	Provide quarterly incentives for students earning perfect attendance.	2006/06/16	-Certificates -Social event	-Principal -Secretary/NC Wise	-Improved attendance rates
04.01.03	Provide end of the year perfect attendance awards.	2006/06/16	-Certificates	-Principal -Secretary/NC Wise	Improved attendance rates
04.01.04	Staff members will call parents when students are absent.	2006/06/16	-Teachers -Telephone	-Principal	-Improved attendance rates
04.01.05	Provide competition among the grades with the highest percentage of attendance.	2006/06/16	-Dolphin attendance display	-Media specialist	-Attendance data -Incentive (Dolphin Display in cafeteria)

ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES**BENCHMARK
DATES****RESOURCES REQUIRED****PERSON(S)
RESPONSIBLE****MEANS OF EVALUATION**

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04.01.07	All teachers will be trained in the McKinney-Vento Law.	2006/06/16	-McKinney-Vento Trainer	-Principal -All teachers	-Workshop participation
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ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES**BENCHMARK
DATES****RESOURCES REQUIRED****PERSON(S)
RESPONSIBLE****MEANS OF EVALUATION**

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Objective: 05.01 By the end of the 2005-2006 school improvement plan, all students will develop abilities necessary for scientific inquiry as demonstrated by classroom/individual science projects.

05.01.01	Implement science inquiry school-wide.	2006/06/16	-Staff development -Science specialist -NC State Research Cooperative -GLOBE -Question stems for higher order thinking skills	-Principal -All teachers, including CRT	-Annual school science fair -Annual regional science fair -Classroom/individual science projects
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05.01.02	Develop authentic, performance-based assessment tools and rubrics for use by classroom teachers.	2006/06/16	-Staff development -North Carolina Department of Public Instruction -National Education Science Standards	-Principal -All teachers, including Resource teacher -Central Office staff	-Administrative observation
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05.01.03	Align science instruction with the North Carolina Standard Course of Study and the National Science Education Standards.	2006/06/16	-North Carolina Standard Course of Study -National Science Education Standards -Staff development	-Principal -All teachers, including CRT -Central Office staff	-Administrative observation
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ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>				
05.01.04 Investigate grant sources to supplement state and district funds and resources and equipment.	2006/06/16	-United Way of Franklin Co. -Wake Electric (Bright Ideas Grant) -National Science Foundation -Time to Write grants -National Educators Association -Internet search for other grants	-Principal -All teachers -Media specialist -Central Office staff -Parents	-Grants awarded
05.01.05 Develop areas on campus grounds to serve as sites for outdoor science investigations.	2006/06/16	-PTA -Volunteers -Funding	-Principal -All teachers -Parents -Community partners	-Usage log
05.01.06 Research careers in science.	2006/06/16	-OPAC -Media collection -Internet	-All teachers -Media specialist -Community partners -Parents	-Student projects -Portfolio
05.01.07 Explore the world of science in everyday life.	2006/06/16	-OPAC -Media collection -Internet	-All teachers -Media specialist -Community partners -Parents	-Student projects -Portfolio

ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>				
05.01.08	Integrate science in all areas.	2006/06/16	-Integrated units -Textbooks for each special area -Alignment of curriculum -Staff development -Grade level pacing guides	-All teachers, including CRT -Student assignments -Administrative observation -Lesson plans
05.01.09	Use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.	2006/06/16	-Laptop computers -Internet -Printers -Microsoft Office -Group Wise e-mail -Scanners -Digital camera -Classroom websites	-All teachers, including CRT -Media specialist -Technology staff -Students -Classroom web pages -Student assignments and projects

ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES**BENCHMARK
DATES****RESOURCES REQUIRED****PERSON(S)
RESPONSIBLE****MEANS OF EVALUATION**

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.

Objective: 06.01 By the end of the 2005-2006 school improvement plan, the school's safe climate, as measured by the annual parent survey, will be maintained and/or increased from the base line of 88 percent.

06.01.01	Provide parents with a copy of the school-wide discipline plan.	2006/06/16	-Student Handbook	-Principal	-Teacher documentation
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06.01.02	Utilize the Student Support Team (SST) in regular meetings to provide strategies for at-risk students.	2006/06/16	-Strategies notebook	-Principal -SST Team	-Meeting agenda
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06.01.03	Provide each student with a copy of the Franklin Co. Schools' Student Code of Conduct.	2006/06/16	-Code of Conduct books	-Principal -Central Office staff	-Return of card insert with parent and student signature
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06.01.04	Provide the DARE program for 5th grade students.	2006/06/16	-DARE curriculum -Franklin Co. Sheriff's Dept.	-DARE officer -5th grade teacher	-Student certificate
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06.01.05	Integrate the character education instruction and recognition program per grading period.	2006/06/16	-Franklin Co. Schools' Character Education Curriculum	-Principal -All teachers	-Lesson plans -Social events
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ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>					
06.01.06	Provide classroom, small group, and individual counseling lessons and activities.	2006/06/16	-Counseling materials	-Guidance specialist -School social worker	-Counseling log
06.01.07	Require all visitors to sign the visitor's log and wear a visitor's badge while on campus.	2006/06/16	-Visitor badges	-Principal -Secretary -All teachers	-Visitor log -Observation
06.01.08	Conduct fire drill, tornado drill, lock-down procedures, and safety inspections.	2006/06/16	-Fire drill log -Safety inspections report -Phone tree -Crisis plan	-Principal	-Monthly drill report -Mock exercises
06.01.09	All staff members will be clearly identified.	2006/06/16	-Staff badges	-Principal -Central Office	-Observation
06.01.10	Continue effective inner-school methods of communication.	2006/06/16	-Phones in each classroom -Walkie-talkies	-Principal -Central Office staff	-Observation

ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>					
06.01.11	Maintain a clean and healthy environment.	2006/06/16	-Grade A rating from the Health Dept. -Maintenance reports/repairs	-Custodial staff -School nurse -Students -All teachers, including CRT -Teacher assistants	-Observation -Health Dept. inspection reports
06.01.12	Monitor student behavior on campus by all staff members.	2006/06/16	-Staff visibility -School discipline plan -District Code of Conduct	-Principal -All teachers -Teacher assistants	-Orderly environment -Observation
06.01.13	Provide fire safety lessons to increase students' knowledge of safety precautions to be taken in the event of an emergency.	2006/06/16	-Materials from National Fire Safety Council	-All teachers	-Observations -Lesson plans
06.01.14	Provide bus safety lessons for students.	2006/06/16	-North Carolina bus safety material and website	-Principal -All teachers -Bus drivers	-Observation -Lesson plans
06.01.15	Follow hot weather guidelines for students' outdoor safety.	2006/06/16	-Hot weather guidelines -Updated weather information	-Principal -All teachers	-Daily monitoring

ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>					
06.01.16	File student emergency cards.	2006/06/16	-Notebook	-All teachers -Principal -Secretary/NC Wise	-Notebook
06.01.17	Continue use of OSS and time-out as discipline measures.	2006/06/16	-Code of Conduct -School-wide discipline plan	-All teachers -Principal	-Discipline referrals
06.01.19	Provide all students at least thirty minutes daily for physical activity. (Healthy Active Children)	2006/06/16	-PE teacher scheduled for REMS -Communication with teachers	-Principal -All teachers	-Thirty minutes daily for physical activity -Feedback from teachers -Principal observations
06.01.20	To provide and encourage healthy eating habits for all students at school and in the home. (Healthy Active Children)	2006/06/16	-Cafeteria Healthy Choice program -Fresh fruit as cafeteria choice availability -Cafeteria employee encouragement -Teacher encouragement of students	-FCS Food and Nutrition department -All faculty and staff	-Cafeteria offerings -Student choices -Communication with parents

ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES**BENCHMARK
DATES****RESOURCES REQUIRED****PERSON(S)
RESPONSIBLE****MEANS OF EVALUATION**

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Objective: 07.01 By the end of the 2005-2006 school improvement plan, school-wide parent involvement will increase by five percent.

07.01.01	Provide students with an agenda that includes the Riverside Parent Involvement Policy.	2006/06/16	-Parent Handbook -Binder -Newsletters -Dividers	-Principal -All teachers -Media specialist	-Central Office observations
07.01.02	Provide parent a copy of the home-school compact.	2006/06/16	-Home-School Compact	-Principal -All teachers -Central Office staff	-Parent confirmation sign and return sheet
07.01.03	Identify parents' needs through family questionnaires given at the beginning of the school year.	2006/06/16	-Questionnaire	-Principal	-Questionnaire returned
07.01.04	Conduct parent meeting and workshops for parent education.	2006/06/16	-EOG Gateway meeting -Writing night -Technology night -Math fun night -Reading night	-Principal -All teachers -Central Office staff -Technology staff	-Sign in sheet -Evaluations for each program

ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
<i>* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.</i>				
07.01.05 Maintain open communication that encourages parents to confer with teachers.	2006/06/16	-Teacher classroom websites -Newsletters -School website -Parent-teacher conferences	-Principal -All teachers -Parents	-Website hits -Conference log -Newsletter copies to administration
07.01.06 Utilize information from parent and student surveys to develop informational meetings or workshops and to follow up on parent concerns or recommendations.	2006/06/16	-Parent survey -Student survey	-Principal -Parents -Students	-Returned surveys -Data collected from surveys
07.01.07 Encourage parents to volunteer in the classroom.	2006/06/16	-Teacher notes -Field trips -Newsletters -Classroom celebrations -Volunteer Recognition -"Three for Me" program	-Principal -All teachers	-Volunteer log

ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES**BENCHMARK
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* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.

Objective: 08.01 By the end of the 2005-2006 school improvement plan, the staff will maintain a 95 percent attendance rate at all staff development sessions on local, school, and state levels.

08.01.01	Provide each ILT1, ILT2, and ILT3 with a mentor.	2006/06/16	-Certified mentor	-Principal -Central Office staff	-Roster of mentor assignments -ILT evaluation
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08.01.02	Provide all ILT's a schedule of all required meetings.	2006/06/16	-Franklin Co. Schools' Staff Development Opportunities Booklet as indicated on FCS website.	-Central Office staff -Principal -Mentors	-Attendance sheet for ILT meetings
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08.01.03	Provide the staff access to the Franklin Co. Schools' Staff Development Opportunities for each school year.	2006/06/16	-Franklin Co. Schools' Staff Development Opportunities Booklet -Title I	-Central Office staff -Principal	-CEU credits
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08.01.04	Allocate a workday in order to attend Franklin County Schools' Teacher Academy.	2006/06/16	-Workday -County Calendar Committee	-Principal -Central Office Staff	-CEU credits
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08.01.05	Make available staff development funding for teachers to attend state conferences.	2006/06/16	-Staff development funding -Notices of conferences and dates	-Principal -Central Office staff	-Teacher presentation to school staff -CEU credits
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ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
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08.01.06	Require all certified staff members to complete a Professional Development Plan.	2006/06/16	-Necessary forms -Staff development	-Central Office staff -Principal -All teachers	-Completed Professional Development Plan
08.01.07	Involve all staff members in the Balanced Literacy Framework of teaching Language Arts.	2006/06/16	-Contracted consultant -Central Office -Balanced Literacy resource materials	-Central Office staff -Principal -All teachers	-Administrative observation -CEU credits
08.01.08	Make available to all staff members a quarterly technology update.	2006/06/16	-Computers -Videos -Software -Internet -Digital camera -Scanner -Video camera	-Technology staff -Principal -All teachers -Media specialist -Teacher assistants	-CEU credits
08.01.09	Apply as a school for participation in the North Carolina Teacher Academy Program each summer.	2006/06/16	-North Carolina Teacher Academy Opportunities -Funding by the North Carolina General Assembly	-Principal	-CEU credits -Administrative observations -Teacher presentation to school staff

ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES**BENCHMARK
DATES****RESOURCES REQUIRED****PERSON(S)
RESPONSIBLE****MEANS OF EVALUATION**

* The objective appears at the beginning of each group of strategies. If the complete objective statement does not appear, enough of the statement should be available for reference purposes.

Objective: 09.01 By the end of the 2005-2006 school improvement plan, the Franklin County Fifth Grade Computer Skills Assessment will increase by two percent.

09.01.01	Practice ethical behavior in using computer-based technology for class assignments and projects.	2006/06/16	-Franklin Co. Computer Skills Curriculum Guides -Kaleidoscope (NCDPI)	-All teachers -Technology staff -Media specialist	-Portfolio -5th grade computer skills assessment
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09.01.02	Practice and refine knowledge and skills in keyboarding/word processing/desktop publishing, spreadsheets, databases, multimedia, and the internet in preparing classroom assignments and projects.	2006/06/16	-Franklin Co. Computer Skills Curriculum Guides -Kaleidoscope (NCDPI) -Hyperstudio -Microsoft Works -Laptop computers -Alpha Smarts	-All teachers -Media specialist -Curriculum Resource Teacher -Technology staff -Students	-Portfolio -5th grade computer skills assessment -Hyperstudio presentations
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09.01.03	Select and use appropriate technologies as a means of artistic expression.	2006/06/16	-Paint program -Hyperstudio -Real player -CD burners	-Media specialist -Technology staff -Curriculum Resource Teacher	-Portfolio -Presentations
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ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION	
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09.01.04	Use technology for experiments and/or research.	2006/06/16	-Internet -Webquest -GLOBE -Weather Bug -Tom Synder Open Court Software -SMART board -JASON project	-Media specialist -All teachers -Technology staff -Students -Curriculum Resource Teacher	-Student projects -Data collection log
09.01.05	Select and use appropriate resources to communicate in other languages with school community.	2006/06/16	-Language translation sites -E-mail -Internet -Microsoft Works -Software	-All teachers -Media specialist	-Student presentations
09.01.06	Select and use technological tools for classroom assignments, projects, and presentations.	2006/06/16	-Hyperstudio -Microsoft Works -Video camera -Digital camera -Scanner -Color printer -Tape recorders -CD burners SMART board	-All teachers -Media specialist -Technology staff -Students	-Student projects and presentations -Portfolio

ACTION PLAN**2005-2006****Riverside Elementary Magnet School**

STRATEGIES	BENCHMARK DATES	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
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09.01.07 Use spreadsheets and databases to collect, record, analyze, and present data.	2006/06/16	-GLOBE -JASON project -North Carolina Computer Skills for spreadsheets and data bases -Franklin Co. Computer Skills Curriculum	-All teachers -Media specialist -Technology staff -Students	-5th grade computer skills assessment -Data collection log -Student assignments

WAIVERS**2005-2006****Riverside Elementary Magnet School**

Waiver No	Waiver Name	Law, Regulation or Policy from Which Exemption is Requested	How Waiver Will Be Used	How Waiver Will Promote Achievement of Performance
01	Riverside Elementary Magnet School requests that K-3 teacher assistants, whose primary assignment is to K-3 the majority of the time, serve the school-wide population no more than forty-nine percent of the time.	Allotment Manual as adopted by the State Board of Education	Teacher assistants may be used to cover classes during lunch and assist a class when the teacher is absent or attending a meeting.	The waiver will allow teachers to plan for instructional strategies that meet the performance goals and attend required meetings during the instructional day. It will allow the students' instructional day to continue when a substitute is not available.
02	Class size for grades 4 and 5 (State Level)	115.301	If grades 4 and 5 exceed the maximum class size requirements, the classes will have a larger number of students rather than combination classes.	The waiver would allow teachers to teach the curriculum of one grade level rather than two. The teachers can focus on grade level goals and objectives and provide remediation and acceleration if one curriculum is taught.
03	Class Field Trip requests (Local Level)	Board Policy	Field trips allowed as needed in order to meet educational objectives. Field trips allowed that would cover distances greater than 150 miles.	This waiver will allow students to benefit from being exposed to a variety of learning environments. It will heighten the efforts of transferring classroom experiences and apply it to the real world.

Staff Characteristics

Riverside Elementary Magnet School 2005-2006

LAST NAME	FIRST NAME	ETH	GEND	GRADE /POS	DEGR	AREA OF CERT	AREA OF ASSIGN	NBTC	YRS EXP
Alley	Tomika	W	F	Cafeteria				N	
Alston	Angelene	B	F	Teacher Assistant				N	
Bacon	Lynda	W	F	4th grade teacher	BS	Elem. Ed.		N	2
Brooks	Jean	W	F	Media Specialist	BS,ML	Elem. Ed./Media		N	29
Davenport	Joyce	W	F	EC Teacher	BS	Elem. Ed./LD		N	16
Hargraves	Harold	B	M	Day Porter				N	
Hott	Amber	W	F	3rd grade teacher	BS	Elem. Ed.		N	1
Kirby	Ronald	W	M	5th grade teacher	BS	Elem. Ed., Middle school Language Arts, Middle School Social Studies		N	35
Leonard	Rebecca	B	F	Receptionist				N	
Maske	Kimberly	B	F	1st grade teacher	BA	Elem. Ed.		N	3
Massenburg	Wanda	B	F	Teacher assistant				N	
Morgan	Frankie	W	F	Cafeteria Manager				N	

Staff Characteristics

Riverside Elementary Magnet School 2005-2006

LAST NAME	FIRST NAME	ETH	GEND	GRADE /POS	DEGR	AREA OF CERT	AREA OF ASSIGN	NBTC	YRS EXP
Ostadi	Lou Ann	W	F	2nd grade teacher	BS	Elem. Ed., Intermed. Ed. 4-6, Middle School Language Arts, Middle school Science, Media Coordinator K-12		N	16
Riggs	Monty	W	M	Principal	BS,MS	Biology, Science, Supervision /Administra tion		N	29
Sandling	Debra	W	F	Secretary/ NC Wise	AA			N	
Wroblewski	Kerry	W	F	Kindergart en teacher	AA,BS	B-K/Elem. Ed.		N	6

Riverside Elementary Magnet School

Grade 3 Reading		% Level III & Level IV			
	2004 -2005	2003-2004	2002 - 2003	2001 - 2002	
All	77.7	86.7	70.0	73.3	
Female	88.8	100.0	90.0	100.0	
Male	72.7	66.7	50.0	60.0	
Black	63.6	80.0	83.6	85.7	
White	85.7	100.0	83.6	85.7	
Black Female	71.4	100.0	100.0	100.0	
White Female	100.0	100.0	85.7	100.0	
Black male	50.0	60.0	71.4	50.0	
White Male	66.6	100.0	0.0	75.0	
Grade 3 Math		% Level III & Level IV			
All	83.3	86.7	70.0	53.3	
Female	90.9	100.0	80.0	60.0	
Male	71.4	66.7	60.0	50.0	
Black	81.8	80.0	79.2	37.5	
White	85.7	100.0	93.4	71.4	
Black Female	100.0	100.0	100.0	0.0	
White Female	75.0	100.0	71.4	100.0	
Black Male	50.0	60.0	71.4	50.0	
White Male	100.0	100.0	50.0	50.0	

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Grade 4 Reading		% Level III & Level IV		
	2004 -2005	2003-2004	2002 - 2003	2001 - 2002
All	88.8	87.5	66.7	84.2
Female	83.3	87.5	75.0	100.0
Male	100.0	100.0	62.5	72.7
Black	100.0	85.7	60.0	87.5
White	87.5	100.0	82.1	81.8
Black Female	100.0	66.7	100.0	100.0
White Female	80.0	80.0	50.0	100.0
Black Male	100.0	100.0	66.7	83.3
White Male	100.0		60.0	60.0
Grade 4 Math		% Level III & Level IV		
All	100.0	75.0	83.3	94.7
Female	100.0	75.0	75.0	87.5
Male	100.0	100.0	87.5	100.0
Black	100.0	85.7	96.0	100.0
White	100.0	80.0	86.0	90.9
Black Female	100.0	66.7	100.0	100.0
White Female	100.0	80.0	50.0	83.3
Black Male	100.0	100.0	100.0	100.0
White Male	100.0		80.0	100.0

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Grade 5 Reading		% Level III & Level IV		
	2004 -2005	2003-2004	2002 - 2003	2001 - 2002
All	92.3	90.0	100.0	81.3
Female	100.0	100.0	100.0	77.8
Male	75.0	66.7	100.0	85.7
Black	83.3	100.0	76.2	83.3
White	100.0	60.0	90.8	80.0
Black Female	100.0	100.0	100.0	100.0
White Female	100.0	100.0	100.0	66.7
Black Male	66.6	100.0	100.0	66.7
White Male	100.0	50.0	100.0	100.0
Grade 5 Math		% Level III & Level IV		
All	84.6	100.0	100.0	93.8
Female	88.8	100.0	100.0	88.7
Male	75.0	100.0	100.0	100.0
Black	66.6	100.0	81.0	100.0
White	100.0	100.0	93.8	90.0
Black Female	66.6	100.0	100.0	100.0
White Female	100.0	100.0	100.0	83.3
Black Male	66.6	100.0	100.0	100.0
White Male	100.0	100.0	100.0	100.0