Georgia Department of Education

School Improvement Action Plan

School Year:	2023-2024
School Name:	Riverside Elementary School
Principal Name:	Shayna Clinkscales
Date Submitted:	June 6, 2023
Revision Dates:	

District Name	Cobb County School District
School Name	Riverside Elementary School
Team Lead	Shayna Clinkscales
Position	Principal
Email	Shayna.clinkscales@cobbk12.org
Phone	770-819-5851, ext 010

Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY**
	"Fund 400" - Consolidation of Federal funds only

Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification **ONLY**
	Other (if selected, please describe below)

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).
References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

School Response: Riverside Elementary's administration, teachers, and other school leaders collaborated to analysis student data, discuss challenges and areas of growth, and reflect on our instructional strategies. During the Spring of SY 2023, parents and other stakeholders were given an opportunity to provide feedback during a Title One meeting where stakeholders were also able to reflect on school goals and discuss ways to improve parent involvement and help to meet the needs and increase student achievement. Throughout the 2023-2024 school year, the SIP will be shared with all stakeholders and opportunities provided to seek feedback.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school. Suggested stakeholder participation includes the following roles. **A parent is required**.

Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. *Required:* **At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

COMMITTEE MEMBERS SIGNATURE PAGE

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Multiple meetings should occur and a sign in sheet must be maintained for each meeting.

Meeting Date(s):	6/1/23	
Position/Role	**Printed Name**	**Signature**

Principal	Shayna Clinkscales	
Assistant Principal	Dr. Chaundra Parker	
Retired Principal	Cynthia Winter	*Cynthia Winter*
Retired Assistant Principal	Dr. Amy Ford	*Amy Ford*
Title I Academic Coach	Malissa Ocean	
Instructional Specialist	Michelle Garner	
PBIS Coach	Dr. Joseph Brigham	
K Teacher	Dana Booker	
1st Teacher	Frances Zimmer	
2nd Teacher	Tina Lee	
3rd Teacher	Amber Henderson	
4th Teacher	Susan Caldwell	
5th Teacher	Erica Eckman	
Enrichment Teacher (STEM)	Laverne Proctor	
Sped Teacher	Tadonna Phillips-Atkins	
ESOL Teacher	Robbie Jennings-Nowlin	
Counselor	Dr. Cynthia Smith	
Media Specialist	Dr. Alecia Carter	
Title I Parent Facilitator	Annette Dangerfield-Lewis	

Paraprofessional	Gloria Brown	

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist 1.a.)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

Previous Year's Goal #1	By the end of May 2023, 50% of students will score at the proficient level or demonstrate at least 30% growth (when comparing the BOY and EOY data) as measured by the RI (Reading Inventory) for grades 3-5 and Jan Richardson assessment for grades K-2.
	Was the goal met? ☒ YES ☐ NO
What data supports the outcome of the goal?	Jan Richardson Reading Assessment for grade K-2 Reading Inventory (RI) for grades 3-5 We reviewed % of proficient and % of growth - For growth - K-2 levels, 1st-3 levels, 2nd-2 levels, 3-5: growth of 150 pts or more K – 39% proficient, 70% growth 1st – 34% proficient, 67% growth 2nd – 47% proficient, 86% growth 3rd – 28% proficient, 42% growth 4th – 25% proficient, 31% growth 5th – 33% proficient, 35% growth School: 34% proficient, 55% growth
Reflecting on Outcomes	

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	
If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	The goal was met due to the implementation of the workshop model, specific small group reading instruction, and the implementation of systematic, explicit phonics instruction.

Previous Year's Goal #2	By the end of May 2023, 65% of students will score at the proficient level or higher on the writing assessment as measured by the Writing Rubrics from Lucy Calkins (K-2) or the Georgia Department of Education Writing Rubrics (3-5).
Was the goal met? ☐ YES ☒ NO	
What data supports the outcome of the goal?	Writing Rubrics - Lucy Calkins for grades K-2 - GA Dept of Ed for grades 3-5 K – 72% 1st – 58% 2nd – 51% 3rd – 46% 4th – 17% 5th – 34% School – 46%
Reflecting on Outcomes	

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	We need to implement collaborative scoring, more daily writing instruction, small group writing support, and goal setting.
If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

Previous Year's Goal #3	By the end of May 2023, 50% of the students will be proficient in math or demonstrate at least 30% growth as a school in math when comparing the BOY and EOY data as measured by the MI (Math Inventory).

Was the goal met?   ☒ YES   ☐ NO

What data supports the outcome of the goal?	Math Inventory (MI) for grades K-5 K – 20% proficient, 23% growth 1st – 54% proficient, 59% growth 2nd – 39% proficient, 49% growth 3rd – 42% proficient, 58% growth 4th – 33% proficient, 41% growth 5th – 21% proficient, 26% growth School – 34.7% proficient, 41% growth

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	

If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	The Math MI Growth goal was met. - Teachers created mini lessons that followed the Concrete, Representational, Abstract Model that allowed students to show conceptual understanding when introduced to math concepts. - Teachers pulled students into small groups daily and differentiated small group lessons to address student needs. - Number Talks were completed daily lessons to support students in their math fact fluency. - Students were expected to complete at least 5 lessons on DreamBox weekly. Teachers were trained on how to assign lessons to students based on their ability. - Teachers met monthly with academic coaches to review data and monitor student learning. Interventions and goals were set during these meetings to support student learning. - Grade levels created a math intervention block that met weekly where students were divided based on achievement and received differentiated support by classroom teachers.

Previous Year's Goal #4	By the end of May 2023, time out of class for discipline referrals will decrease by 25% as measured by the school discipline data.
Was the goal met? ☐ YES ☒ NO	
What data supports the outcome of the goal?	CCSD Discipline Data 2022 – **75** (in-school or out-of-school) referrals 2023- **120** (in-school or out-of-school) referrals
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	The PBIS Team completes an Action Plan that is used to support the school for the following year. Here is what we will focus on for the 2023-2024 school year: I. Create and implement a plan to ensure teachers are formally implementing all Tier I features II. Create and implement a plan to reach out to stakeholders regarding PBIS and school-wide expectations. Input is collected for future use.

	III. Provide professional learning and support to document Major and Minor Referrals using the PBIS Rewards App for all grade levels.
If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
ELA	Percentage of below basic on RI decreased Growth with phonics performance Small increase in advance on (RI) All grade levels grew in Reading and Writing (PRE/POST) 8 students tested out of ESOL program 3rd grade highest growth on RI and Reading Levels Percentage of students proficient taking RI in grades 1st and 2nd increased by more than 50%	Percentage of bubble students not moving to proficient/advance levels (RI) Grades 4th and 5th not showing as much growth in both RI and Jan Richardson Reading Assessment More 1st and 2nd graders should be moving from FRA to RI 1st grade demonstrated limited growth on Reading Levels Limited growth on EOG Assessment	RI Data Reading Assessment Jan Richardson) Writing Rubrics ACCESS Assessment EOG Assessment

Math	Percentage of below basic on MI decreased Growth in students scoring advance on MI 1st, 2nd, and 3rd demonstrated highest growth in math	Percentage of bubble students not moving to proficient/advance levels (RI) K and 5th grade demonstrated limited growth on MI Limited growth on EOG Assessment	MI Data EOG Assessment
Science		Limited growth on EOG Assessment	EOG Assessment
Social Studies			
Discipline / School Climate Data	Use of PBIS points 4th and 5th grades consistently compiled behavior data to reflect upon	Increase in amount of days in-school or out-of-school from discipline 2022-2023 (120) and 2021-2022 (75) More incidents in 2022-2023 (153) than in 2021-2022 (135) Highest major infractions – physical Highest minor infractions – 4th and 5th grade	CCSD Discipline Report PBIS Schoolwide Report
Professional Learning What's been provided? What is the impact?	Phonics Training K-2 – growth in data Small Group Math Training – growth in data Dreambox Training – growth in data Number Talks Training – student increased in math fact fluency	PBIS Overview – discipline referrals increased Small Group Math Training – inconsistent and increase of rigor for centers Word Work Training 3-5: survey was administered. Inconsistent with implementation of word work instruction.	SIP Plan Schedule Agenda/Sign-in sheet

	Writing Training on new Benchmark writing resource- implemented for only the 2nd semester Paraprofessional phonics training- growth in data Istation Training- growth in data Headsprout Training- growth in training	Small group reading training: inconsistent small group instruction and increase in rigorous activities. In K-2, focus on decodable texts to match and support phonics instruction. Writing Training**:** Inconsistent daily writing small group instruction. Need for collaborative scoring of writing K-5.	
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	<mark>Concerns</mark>	Multiple Data Sources
ELA	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	More ESOL students tested out of program (1 to 8 students)	Large percentage of ELL and SWD scoring in below basic/basic levels ELL – limited language acquisition skills	ACCESS EOG
Math	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	More ESOL students tested out of program (1 to 8 students)	Large percentage of ELL and SWD scoring in below basic/basic levels ELL – limited language acquisition skills	EOG

Science	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			EOG
Social Studies	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
Discipline / School Climate Data	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Number of level 1 discipline offenses handled at classroom level improved More consistency with use of PBIS app	Days of the classroom increased from 75 to 120 Teams not consistently reviewing discipline data, reflecting, and implementing interventions	CCSD Discipline/PBIS Report
Professional Learning	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	Regular collaboration and meetings scheduled to support sped teachers ESOL consultant completed PL ESOL trained students on use of Imagine Learning	More time for sped and general ed teachers to collaborate and review IEP/accommodations More time for ESOL and general ed teachers to collaborate and review data/accommodations	
Other	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Statement of Concern #1	Reading
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Inconsistent differentiated guided/small group reading instruction
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Limited number of students visiting the Media Center to check-out variety of books
Root Cause #3 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Lack of vocabulary development and language acquisition
Contributing Factors **(Outside of control)**	Families – Language barriers Lack of technology/internet at home Attendance/transiency
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	By the end of May 2024, 50% of students in grades K-5 will score at the proficient level or higher in reading as measured by the RI (Reading Inventory) for grades K-5.

Statement of Concern #2	Writing
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Inconsistent small group instruction and writing conferences
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Access to appropriate writing resources and more professional development on usage of resources/planning
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Additional support in writing with celebrations and scheduling
Contributing Factors **(Outside of control)**	Families – Language barriers Lack of technology/internet at home Attendance/transiency
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	By the end of May 2024, 55% of students will score at the proficient level or higher on the writing assessment as measure by the Writing Rubrics from Lucy Calkins (K-2) or the Georgia Department of Education Writing Rubrics (3-5).

Statement of Concern #3	Math
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Lack of math fact fluency and number sense
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☒ Family Engagement	Lack of Introduction to skills prior to beginning Kindergarten
Root Cause #3 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Lack of teacher knowledge in teaching upper grade math
Contributing Factors **(Outside of control)**	Families – Language barriers Lack of technology/internet at home Attendance/transiency
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	By the end of May 2024, 50% of the students in grades K-5 will score at the proficient level or higher in math as measured by the MI (Math Inventory).

Statement of Concern #4	Student Discipline
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Inconsistent teaching of expectations and rewarding students (positive recognition)
Root Cause #2 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Lack of student engagement (rigor)
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Limited training on classroom management/behavior strategies – morning meetings
Contributing Factors **(Outside of control)**	Families – Language barriers Attendance/transiency
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	By the end of May 2024, time out of class for discipline referrals will decrease by 25% as measured by the school discipline data.

23

Goal #1	By the end of 2023-2024 school year, 50% (232) of students in grades K-5 will score at the proficient level or higher in reading as measured by the RI (Reading Inventory).
Goal #2	By the end of 2023-2024 school year, 55% (254) of students will score at the proficient level or higher on the writing assessment as measure by the Writing Rubrics from Lucy Calkins (K-2) or the Georgia Department of Education Milestones Writing Rubrics (3-5).
Goal #3	By the end of 2023-2024 school year, 50% (232) of the students in grades K-5 will score at the proficient level or higher in math as measured by the MI (Math Inventory).
Goal #4	By the end of 2023-2024 school year, time out of class for discipline referrals will decrease by 25% as measured by the school discipline data.

Title I Personnel/Positions Hired to Support the School Improvement Goals			
SWP Checklist 2.c(iv)			
Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Academic Coach	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	- Plan professional learning based on SIP actions and school-wide instructional expectations/non-negotiables - Schedule, plan, and help facilitate teacher collaboration and the data team process - Model for teachers, observe teachers, and provide feedback - Conduct walkthroughs and plan differentiated support based on needs - Conduct new teacher classes/mentor teacher - Ensure teachers have the appropriate resources
Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	- Plan and help facilitate parent academic workshops and other events to engage parents - Help with registration, ParentVue, and CTLS - Train parents on ways to stay connected and utilize county/school online resources - Provide access to parent resource room and technology - Provide a welcoming and supportive environment for all families - Provide effective home-school communication
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	

	□ Goal 1 □ Goal 2 □ Goal 3 □ Goal 4	□ Coherent Instruction □ Professional Capacity □ Effective Leadership □ Supportive Learning Environment □ Family Engagement	

GOAL #1	By the end of 2023-2024 school year, 50% (150) of students in grades 2-5 will score at the proficient level or higher in reading as measured by the RI (Reading Inventory) and 50% (70) of K-1 students will score proficient or higher as measured by Jan Richardson Running Record Assessment.						
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
Teachers will Implement the components of the Reading Workshop Model with fidelity daily to allow for: - Mini lessons modeling reading strategies and the use of anchor charts. - Differentiated guided/small group instruction using Jan Richardson leveled resources and decodable texts. - Allow time for students to read independently using individual leveled book boxes/bags and classroom library. - Utilize technology to support reading skills (iStation, Headsprout, Imagine Learning). - Utilize word study (K-5) using developmental word knowledge survey. - Plan daily read alouds	Organizers Paper Charts Leveled books Tech Programs Laptops CTLS	Title I County Funds	August 2023	**Implementation:** Daily **Artifacts:** Lesson plans Anchor charts Level books Tech usage Work session schedule	**Evaluation of Impact:** Students will be able to meet standards & increase proficiency levels **Evidence:** Student data –common assessments, FRA/RI, EOG and Headsprout and iStation and Imagine Learning reports Developmental Word study assessments	Teachers Coaches Admin

Teachers will Implement the Literacy Initiative (Benchmark phonics/reading) in grades K-2 to build foundational skills, utilizing Orton-Gillingham strategies and Heggerty training. - Allow for daily word work practice (K-2) during independent practice time. - Daily letter, word, and sentence dictations	TE Books Organizers Paper Charts Books Materials Letters & Words Visuals Decodable Books	Title I County Funds	August 2023	**Implementation:** Daily **Artifacts:** Lesson plans Anchor charts Letters/words Visuals	**Evaluation of Impact:** Students will be able to meet standards & increase proficiency levels s **Evidence:** Student data –common assessment, Phonics assessment, FRA, and Headsprout, iStation reports	Teachers Coaches Admin
Teachers will participate in the data team process to review reading data to monitor student learning and guide instructional planning.	Assessments Laptops CTLS	Title I County Funds	August 2023	**Implementation:** Weekly/Monthly during grade level data team CCCs **Artifacts:** Data results/form Lesson plans CTLS	**Evaluation of Impact:** The students will be able to meet standards & increase proficiency levels. **Evidence:** Student data –common assessments, FRA/RI, EOG, Interims	Teachers Coaches Admin
The coaches will provide on-going teacher collaboration and training to support reading instruction based on teacher/student needs in addition support with vocabulary, language acquisition strategies, and specialized instruction.	PL Books Paper Charts	Title I County Funds	August 2023	**Implementation:** Weekly/Monthly **Artifacts:** Agenda/minutes PL materials Feedback	**Evaluation of Impact:** Teachers will write Lesson plans aligning the standards, instruction, and assessment in order to improve vocabulary and language acquisition. **Evidence:**	Teachers Coaches Admin

					Student data –common assessments, FRA/RI, EOG and lesson plans	
Administration and coaches will plan for reading tutoring during the day and/or after school.	Leveled readers Lesson plans	Title I County Funds	October 2023	**Implementation:** Weekly **Artifacts:** Lesson plans Anchor charts Leveled readers/materials Tech usage	**Evaluation of Impact:** Students will be able to meet standards & increase proficiency levels **Evidence:** Student data –common assessments, FRA/RI, EOG	Teachers Coaches Admin
All staff will support K-5 students during a daily reading intervention block.	Charts Leveled Books Materials Letters & Words Visuals Decodable Books	Title I County Funds	August 2023	**Implementation:** Daily **Artifacts:** Anchor Charts Tech Usage Letter words Visuals	**Evaluation of Impact:** Students will be able to meet standards & increase proficiency levels **Evidence:** Student data – common assessments, RI, EOG, and lesson plans	Teachers Coaches Admin

GOAL #2	By the end of 2023-2024 school year, 55% (254) of students will score at the proficient level or higher on the writing assessment as measure by the Writing Rubrics from Lucy Calkins (K-2) or the Georgia Department of Education Milestones Writing Rubrics (3-5).				
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
Teachers will implement the components of the Writing Workshop Model with fidelity daily to allow for: - Mini lessons modeling writing strategies and the use of anchor charts - Differentiated guided/small group instruction. - Time for students to write independently. - Conferences with students about writing.	Organizers Paper Charts Checklists Rubrics Laptops CTLS	Title I County Funds	August 2023	**Implementation:** Daily **Artifacts:** Lesson plans Anchor charts Work session schedule Conference form	**Evaluation of Impact:** Students will be able to meet standards & increase proficiency levels **Evidence:** Student data –common assessments, writing rubric results, EOG and lesson plans	Teachers Coaches Admin
Teachers will use the Lucy Calkins Units of Study (K-2) and Benchmark and Zaner-Bloser (3-5) resources to guide the writing process.	TE Books Organizers Paper Charts Checklists Rubrics CTLS	Title I County Funds	August 2023	**Implementation:** Daily **Artifacts:** Lesson plans Anchor charts Checklists/rubrics	**Evaluation of Impact:** Students will be able to meet standards & increase proficiency levels. **Evidence:** Student data – common assessments, writing rubric results, EOG and lesson plans	Teachers Coaches Admin

Teachers will utilize student conference notes, checklists, and rubrics to set writing goals, monitor student learning, and identify target skills to inform instruction.	Organizers Paper Charts Checklists Rubrics CTLS	Title I County Funds	August 2023	**Implementation:** Daily **Artifacts:** Lesson plans Anchor charts Conference schedule/note taking form Goal setting routine/form	**Evaluation of Impact:** Students will be able to meet standards & increase proficiency levels **Evidence:** Student data –common assessments, writing rubric results, EOG and lesson plans	Teachers Coaches Admin
Teachers will use planning time for collaborative scoring of writing for grade K-5.	Checklists Rubrics	Title I County Funds	August 2023	**Implementation:** Daily **Artifacts:** Self-Assess Student Checklist/Rubric	**Evaluation of Impact:** Students will be able to meet standards & increase proficiency levels **Evidence:** Student data –common assessments, writing rubric results, EOG and lesson plans	Teachers Coaches Admin
Teachers will integrate writing throughout all content areas to build writing skills and utilize content knowledge.	Organizers Paper Charts Checklists Rubrics CTLS	Title I County Funds	August 2023	**Implementation:** Daily **Artifacts:** Lesson plans Writing samples/journals Organizers Checklists/rubrics	**Evaluation of Impact:** Students will be able to meet standards & increase proficiency levels **Evidence:** Student data –common assessments, writing rubric results, EOG and lesson plans	Teachers Coaches Admin

Coaches will provide on-going teacher collaboration and training to support writing instruction based on teacher/student needs in addition support with vocabulary, language acquisition strategies, and specialized instruction	PL Books Paper Charts	Title I County Funds	August 2023	**Implementation:** Weekly/Monthly **Artifacts:** Agenda/minutes PL materials Feedback	**Evaluation of Impact:** Improve student learning and meeting standards & proficiency levels Teachers will write Lesson plans aligning the standards, instruction, and assessment in order to improve vocabulary and language acquisition. **Evidence:** Student data –common assessments, writing rubric results, EOG and lesson plans	Teachers Coaches Admin

GOAL #3	By the end of 2023-2024 school year, 50% (232) of the students in grades K-5 will score at the proficient level or higher in math as measured by the MI (Math Inventory).						
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
Teachers will Implement the components of the Math Workshop Model with fidelity daily to allow for: - Mini lessons modeling math strategies and the use of anchor charts. - Differentiated guided/small group instruction. - Allow time for students to build math number sense/fact fluency. - Utilize technology to support math skills.	Organizers Paper Charts Manipulatives Tech Programs Laptops CTLS	Title I County Funds	August 2023	**Implementation:** Daily **Artifacts:** Lesson plans Anchor charts Manipulatives Tech usage Work session schedule	**Evaluation of Impact:** Students will be able to meet standards & increase proficiency levels **Evidence:** Student data –common assessments, MI, EOG and DreamBox reports	Teachers Coaches Admin
Teachers will implement the CRA (Concrete, Representation, Abstract) model to support math instruction and build conceptual understanding.	Organizers Paper Charts Manipulatives PL Books CTLS	Title I County Funds	August 2023	**Implementation:** Daily **Artifacts:** Lesson plans Anchor charts Manipulatives	**Evaluation of Impact:** Students will be able to meet standards & increase proficiency levels **Evidence:** Student data –common assessments, MI, EOG	Teachers Coaches Admin

Teachers will participate in the data team process to review math data to monitor student learning and guide instructional planning.	Assessments Laptops CTLS	Title I County Funds	August 2023	**Implementation:** Weekly/Monthly **Artifacts:** Data results/form Lesson plans CTLS	**Evaluation of Impact:** Students will be able to meet standards & increase proficiency levels **Evidence:** Student data –common assessments, MI, EOG, Interims	Teachers Coaches Admin
Coaches will provide on-going teacher collaboration and training to support math instruction based on teacher/student needs in addition support with vocabulary, language acquisition strategies, and specialized instruction	PL Books Paper Charts	Title I County Funds	August 2023	**Implementation:** Weekly/Monthly **Artifacts:** Agenda/minutes PL materials Feedback	**Evaluation of Impact:** Teachers will write Lesson plans aligning the standards, instruction, and assessment in order to improve vocabulary and language acquisition. **Evidence:** Student data –common assessments, writing rubric results, EOG and lesson plans	Teachers Coaches Admin
Admin and Coaches will plan for math tutoring during the day and/or after school.	Leveled books Lessons Manipulatives	Title I County Funds	October 2023	**Implementation:** Weekly **Artifacts:** Lesson plans Anchor charts Manipulatives Tech usage	**Evaluation of Impact:** Students will be able to meet standards & increase proficiency levels **Evidence:** Student data –common assessments, MI, EOG	Teachers Coaches Admin

GOAL #4	By the end of May 2024, time out of class for discipline referrals will decrease by 25% as measured by the school discipline data.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
All staff will create a positive learning environment that is well-managed and orderly. - Provide a consistent schedule/daily routine. - Clearly communicate, practice, and enforce classroom/school expectations. - Reward students for meeting expectations.	Posters Charts PBIS app Funds	Title 1 County and Local Funds CIS Grant	August 2023	**Implementation:** Daily **Artifacts:** Posted daily schedule and expectations Clear behavior management plan PBIS points/app	**Evaluation of Impact:** Teachers will decrease office referrals for level 1 behaviors, positive student interactions, and maximized instructional time **Evidence:** Discipline Data PBIS Reports PBIS Events	Teachers Parapros PBIS Coaches Counselors Admin
All classroom teachers will plan for daily morning meetings to implement the Second Step program and other activities to help build social, emotional, and relational learning skills.	Second Step Materials	Title 1 County and Local Funds CIS Grant	August 2023	**Implementation:** Daily **Artifacts:** Second Step pacing guide, lessons, and materials	**Evaluation of Impact:** Students will Improve behaviors and positive relationships/interactions **Evidence:** Lesson plans Discipline Data PBIS Reports	Teachers Parapros Coaches Counselors Admin

Teachers will implement consistently the PBIS schoolwide plan: - Teach and practice classroom/school expectations. - Use the app to reward points to students for meeting expectations. - Plan class and school incentive activities. - Review data, reflect, and implement strategies to improve behaviors.	Posters Charts PBIS app Funds	Title 1 County and Local Funds CIS Grant	August 2023	**Implementation:** Daily **Artifacts:** Posted daily schedule and expectations Clear behavior management plan PBIS points/app	**Evaluation of Impact:** Teachers will decrease office referrals for level 1 behaviors, positive student interactions, and maximized instructional time. **Evidence:** Discipline Data PBIS Reports PBIS Events	Teachers Parapros PBIS Coaches Counselors Admin
The PBIS coach and the PBIS committee will provide on-going teacher training to support teachers with positive behavior interventions.	PL Books Paper Charts	Title 1 County and Local Funds CIS Grant	August 2023	**Implementation:** Weekly/Monthly **Artifacts:** Agenda/minutes PL materials Feedback	**Evaluation of Impact:** Students will improve positive interactions and behaviors **Evidence:** Student data and lesson plans/schedules	Teachers Parapros PBIS Coaches Counselors Admin

Actions to Support Student Groups in Meeting School Improvement Goals			
Student Group(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)*	**Action steps to improve/support achievement of student groups**	**Resources**	**Funding Source**
☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Provide on-going teacher collaboration and training to support instruction and the differentiated needs of students.	CTLS	Title I County Funds
☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Implement the data team process to review student data to monitor student learning and guide instructional planning.	Data results CTLS	Title I County Funds
☒ Econ. Disadvantaged ☐ English Learners ☒ Special Ed. ☒ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Provide time for sped and general ed teachers to collaborate to review IEP goals and accommodations for SWD to support student needs.	IEP CTLS	Title I County Funds
☒ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☒ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Provide time for ESOL and general ed teachers to collaborate to review ACCESS and class data to plan for instruction and to discuss accommodations needed to support students.	ACCESS data Class data CTLS	Title I County Funds
☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Schedule time to ensure students are getting small group/differentiated instruction based on services.	Schedule SWD services ELL services	Title I County Funds

Family Engagement Plan to Support School Improvement *(Required Components)*			
Family Engagement Activities (Must be listed in the school policy)	**Date(s) Scheduled**	**Date Completed**	**"Shall" Standard(s) Addressed**
1. Required <u>Annual Title I Meeting</u> – **Deadline September 29. 2023** Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement, including use of the family resource center.			☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required <u>Fall Input Survey/ Evaluation (secondary method)</u> – **Deadline October 31, 2023** Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.			☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required <u>Spring Input Meeting and Survey (primary method)</u> – **Deadline April 29, 2024** Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.			☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teachers will continue to learn about the value and utility of contributions of parents, including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and the school. <u>Deadlines:</u> PL#1 **9/22/23** | PL#2 **12/8/23** | PL#3 2/16/24 | PL#4 **4/29/24**			☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
5. Required <u>Transition Activities for students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child's education. **Briefly describe the transition activities here:**			☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d*	*List documents translated for parents:*		☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6

School Developed Family Engagement Activities *(Required for "Shall's" 2 and 6)*							
School Developed Family Engagement Activities (Must be listed in the school policy)	**"Shall" Addressed**	**Goal(s) Addressed**	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Date**	**How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.**	**Team Lead**
Parent Informational Workshops − ParentVUE and CTLS − Title I − Testing − Curriculum − Best Practices (supporting student at-home & daily communication)	☒ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4	Tech Flyers Food	Title I		Sign-In Sheets Survey Feedback Parent Usage Improved Home-School Communication	Parent Facilitator Coaches Teachers Admin
Parent/Family Academic Workshops - Literacy - Math - Technology Resources	☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	Tech Flyers Books Kits Manipulatives Food	Title I		Sign-In Sheets Survey Feedback Improved Student Learning Improved Home-School Communication	Parent Facilitator Coaches Teachers Admin
Transitional Activities - K Orientation (BOY and EOY) - Open House (K-5) - PK to K - ES to MS	☒ 1 ☒ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☒ Goal 4	Tech Flyers	Title I		Sign-In Sheets Survey Feedback Parent Usage Improved Home-School Communication	Parent Facilitator Coaches Teachers Admin Counselors
Family Engagement Activities - Student Performance & Showcase Nights - Multicultural Family Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	Flyers Student Work	Title I		Sign-In Sheets Survey Feedback Improved Home-School Communication	Parent Facilitator Coaches Teachers Admin

GaDOE required six "Shall's." Each shall must be addressed at least once during the school year:

1. Assist parents in understanding state academic standards, state, and local assessments, and how to monitor their child's academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child's education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input. (#14 in list of "shalls" and "mays")

School Improvement Plan Required Questions
Schoolwide Plan Development – *Section 1114(2)(B) (i-iv)*
1. Cobb County's schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages.** *SWP Checklist 5(a)*
2. Cobb County's schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings**. *Schoolwide Checklist 5(b)*
3. Cobb County's schoolwide plans 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. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page.** *SWP Checklist 5(c)*
4. Cobb County's schoolwide plans are available to the local education agency, parents, and the public, and 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. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school's website and in multiple languages.** *SWP Checklist 5(d)*
5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted

support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

==SCHOOL RESPONSE==: When developing Riverside Elementary's schoolwide plan data was considered from the Reading and Math Inventory, Early Literacy Framework, Read 180/SY 44, GA Milestones, and common assessments. Based on the data, teachers were trained in LETRS, Orton-Gillingham strategies, and Heggerty, math and reading small group instruction, technology programs (DreamBox, iStation, Headsprout, Imagine Learning), effective strategies for ELL, new writing resources, word work assessment and strategies, and math strategies (CRA). Teachers were also provided time to collaborate at the school/county level to improve student learning and meet SIP goals. Riverside will continue to integrate the following initiatives to provide targeted support for the challenges listed within the school improvement plan:

- Early Literacy Framework
- LETRS
- System 44/Read 180
- Technology programs – Headsprout, iStation, and Dreambox
- Interventionists – staff to provide additional support in grades 3rd & 5th
- Reading and Math

We provide reduced EIP class models, counseling services, a mentor program, specialized instruction through Special Education, RTI at all tiers, differentiated instruction through guided/small group instruction, support for our EL students, Second Step (SEL curriculum), the use of research-based strategies, and tutoring. Our counselors and social workers are trained on Check and Connect and will continue to mentor students to address social/emotional, attendance, and academic needs.

ESSA Requirements to Include in the Schoolwide Plan – *Section 1116(B)(1)*

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school's parent policy on the school's website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school's parent policy, compact and parent engagement budget.** *SWP Checklist 4*

Evaluation of the Schoolwide Plan - *34 CFR § 200.26*

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

==SCHOOL RESPONSE==: Riverside Elementary's students will be assessed throughout the year using a variety of assessment tools to monitor learning, identify the needs of the students, and plan for instruction. Teachers meet in data teams several times during each quarter to review data, analyze results, and create an

action plan of interventions/strategies to address the needs of each student. Ongoing classroom walks/observations will be conducted, and feedback provided to address needs and what support is needed.

8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

==SCHOOL RESPONSE==: Riverside Elementary's teachers participate in the data team process to ensure student group data is disaggregated and instructional needs are addressed. Walkthrough/observations feedback will be reviewed to determine needs and plan for differentiated professional learning.

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

==SCHOOL RESPONSE==: As a collaborative effort, all Riverside Elementary's stakeholders will analyze student data and discuss interventions that will address deficits and reflect on effective strategies.

Schoolwide Plan Reform Strategies – *Section 1114(b)(7)(A)(i-iii)(I-V)*

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State's challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State's challenging academic standards, where applicable.** *SWP Checklist 2(a)*

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: ==Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.==** *SWP Checklist 2(b)*

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: 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 and other strategies to improve students' skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating ==those action steps, where applicable.==** *SWP Checklist 2(c)(i)*

13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

==SCHOOL RESPONSE==: Riverside Elementary provides different opportunities to meet the needs of all our students. We provide reduced EIP class models, counseling services, a mentor program, specialized instruction through Special Education, RTI at all tiers, differentiated instruction through guided/small group instruction, S44/R180, interventionists, and support for our EL students.

14. Describe professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. *SWP Checklist 2.c(iv)*

SCHOOL RESPONSE: Riverside Elementary will provide professional learning during the school day, after school, CCSD professional learning days, and planned collaborative days. The local school and county Title I coach, teacher leaders, and other CCSD staff will deliver professional learning. The professional learning will support the Title I SIP goals and actions steps and based on the staff's needs.

15. **ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 5th grade students to 6th grade and 8th grade students to 9th grade. *SWP Checklist 2.c(v)*

SCHOOL RESPONSE: Riverside Elementary's staff will work with the local day care and the South Cobb Learning Center to determine ways that can help prepare students entering kindergarten. We will share basic skills/procedures for students to practice through meetings and available resources. We will also plan a day for them to visit the school and provide helpful parent tips.

16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware 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. *SWP Checklist 2.c(ii)*

SCHOOL RESPONSE:

Comprehensive Needs Assessment – *Section 1114(b)(1)(A)*

17. Cobb County's schoolwide plans are based on a comprehensive needs assessment of the entire school, that considers information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the State academic standards and any other factors as determined by the local educational agency. **Evidence to support this statement includes: The comprehensive needs assessment section of the schoolwide plan.** *SWP Checklist 1*

We reviewed school data. We met the growth percentage for goals 1 and 3. We did not meet the percentage for goals 2 and 4. We reviewed and discussed practices to determine what action steps are needed to continue with school improvement.