



School Improvement Action Plan



School Year:	2024-2025
School Name:	Riverside Elementary School
Principal Name:	Shayna Clinkscales
Date Submitted:	June 17, 2024
Revision Dates:	August 6, 2024

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Riverside Elementary School
<i>Team Lead</i>	Shayna Clinkscales
<i>Position</i>	Principal
<i>Email</i>	Shayna.Clinkscales@Cobbk12.org
<i>Phone</i>	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 analyze student data, discuss challenges and areas of growth, and reflect on our instructional strategies. During the Spring of SY 2024, 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, help meet the needs and increase student achievement. Throughout the 2024-2025 school year, the SIP will be shared with all stakeholders, and opportunities will be 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):	5/10/2024, 6/10/2024, 6/17/2024
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Position/Role	Printed Name	Signature
Principal	Shayna Clinkscales	
Assistant Principal	Dr. Chaundra Parker	
Title I Academic Coach	Malissa Ocean	
Instructional Specialist	Michelle Garner	
PBIS Coach	Dr. Joseph Brigham	
Interventionist	MaTicka Watkins	
Primary Teacher	Samantha Hamilton	
Intermediate Teacher	Suzanne Martin	

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist Section 1114(b)(1)(A))

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY24 School Improvement Plan (SIP).

Previous Year's 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.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	Jan Richardson Running Record Assessments for grade K-1 RI scores for grades 2-5 G2: 31% (18 students) G3: 18% (13 students) G4: 26% (21 students) G5: 32% (28 students) Grades 2-5: 27% (80 students) GK: 43% (30 students) G1: 24% (23 students) Grades K & 1: 32% (53 students)
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	Explicit vocabulary instruction Small group decodable texts Writing connecting to texts
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 #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). Did not meet.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	GK: 68% (48 students) G1: 53% (48 students) G2: 47% (40 students) G3:42% (28 students) G4: 43% (33 students) G5:47% (40 students) GK-5: 50% (237 students)
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	Writing connected to the text Implement a 120-minute uninterrupted literacy block Improve foundational writing skills (letter formation/typing fluency, sentence structure)
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 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). Did not meet.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	GK: 20% (14 students) G1: 36% (34 students) G2: 33% (29 students) G3: 29% (20 students) G4: 29% (23 students) G5: 26% (23 students) GK-5: 29% (143 students)
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	All classroom teachers will need to implement Building Fact Fluency during daily math instruction to increase student math fact fluency. All classroom teachers will need to provide small-group math instruction to differentiate math instruction and meet the needs of all students in the classroom.
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 #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.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	PBIS referral data and response data
Reflecting on Outcomes	
If the goal was not met , what actionable strategies could be implemented to address the area of need?	The PBIS Coach will need to provide professional learning for de-escalation strategies to increase positive behaviors among students. Counselors will need to provide training to staff on restorative practices to help teachers embrace the power of positivity to help students learn and grow socially, emotionally, and academically.
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) Section 1114(b)(1)(A)

Data	Strengths	Concerns	Multiple Data Sources
ELA	Phonics in K-2 is strong. 3-4 beginning morphology instruction, some use of decodable texts in classrooms, phonics-based intervention block, dictations The % of students scoring below basic decreased 13%. The % of students scoring basic increased by 4%. The % of students scoring proficient increased by 8%. The % of students scoring advanced increased by 2%.	Consistent implementation of reading, writing, and word study with fidelity.	ELF, Amira, Running Records, RI, Formative and Common Assessments, Writing on Demand assessments, spelling inventory, interims
Math	Student use of math strategies, common lessons were taught covering the same skills and strategies, common planning	Student math fact fluency, lack of efficient/appropriate math strategies, teacher content knowledge	Math Inventory, Interims, common formative and summative assessments
Science	Hands-on learning	Assessment alignment for K-3, scheduling	Interims and common assessments, projects
Social Studies	Cross-curriculum with reading text, integration of content during reading and writing block	Assessment alignment – K-3 vocabulary understanding of content needed	Interims and common assessments, projects
Discipline / School Climate Data	PBIS, PBIS store	Consistent implementation of PBIS for all certified staff, PBIS classroom store	PBIS referral and response report

Professional Learning What's been provided? What is the impact?	Professional learning is provided quarterly.	Monitoring and follow-up Timely feedback and follow-up Appropriate time for professional learning is given Focused and specific More hands-on Mini-PDs	Walk-thru Lesson plans Presentations Student data Survey Sign-In Sheets
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups) Section 1114(b)(1)(A)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>RI scores of EL students scoring at the proficient level grew 4% (13 students).</p> <p>RI scores of EL students scoring at the basic level grew by 3% (31 students).</p> <p>RI scores of Spec. Ed. students scoring basic grew by 17% (6 students).</p>	<p>Our goal was for 50% (245 students) of students to score proficient or higher. In May 24% (113 students) scored proficient or higher.</p> <p>The alignment between May (end of K) and August (start of G1) running record data of rising first graders lacks correlation. See below: Kindergarten proficient level in May 2023- 39%</p>	RI Scores Running Record Levels

		<p>RI scores for Econ. Disadvantaged students scoring at the advanced level grew by 2% (15 students).</p> <p>RI scores for Econ. Disadvantaged students scoring at the proficient level grew by 8% (31 students).</p>	Grade 1 proficient level in August 2023- 17%	
Math	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>MI scores of EL students scoring at the advanced level grew 5% (9 students).</p> <p>MI scores of EL students scoring at the proficient level grew 10% (22 students).</p> <p>MI scores of EL students scoring at the basic level grew by 12% (28 students).</p> <p>MI scores of Spec. Ed. students scoring basic grew by 11% (3 students).</p>	Our goal was 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). In May 30% (146 students) scored proficient or higher.	Math Inventory
Science	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Science EOG students scoring as proficient or advanced grew by 100% (6 students).</p> <p>Science EOG students scoring basic decreased from 17 students to 11 students.</p> <p>35% of students scoring basic or higher on the Science EOG were students receiving special education services.</p> <p>30% of students scoring basic or higher on the Science EOG were students receiving ELL services.</p>	73% (63 students) of 5 th grade students scored below basic on the Science EOG.	Science EOG Data School demographic data
Social Studies	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

<p>Discipline / School Climate Data</p>	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>The percentage of consequences resulting in out-of-class time decreased from 71% in SY23 to 52% in SY24.</p> <p>ELL students receiving out-of-school referral consequences is less than 1% of the total number of referrals.</p>	<p>40% of referrals resulting in out-of-school consequences were for SWD students.</p> <p>The total number of referrals resulting in out-of-school consequences increased from 123 in SY23 to 184 in SY24</p>	<p>Discipline Data School demographic data</p>
<p>Professional Learning</p>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Regular collaboration and meetings scheduled to support sped teachers</p> <p>ESOL trained students on the use of Imagine Learning</p> <p>Classroom teacher training on literacy and new math standards</p>	<p>More time for sped and general ed teachers to collaborate and review IEP/accommodations</p> <p>More time for ESOL and general ed teachers to collaborate and review data/accommodations</p> <p>More professional learning for teachers to conceptually understand new math standards.</p>	
<p>Other</p>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

Statement of Concern #1	Reading
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Lack of vocabulary acquisition
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Inconsistent differentiated small group reading instruction
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Lack of teacher knowledge of phonics and advanced phonics instruction
Contributing Factors (Outside of control)	Families – Language barriers Lack of technology/internet at home Attendance/transiency
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	The percentage of students in first and second grades with an Amira ARM score at the 50 th percentile or higher will increase from 30% (56 students) to 50% (93 students) by the end of the 2024-2025 school year. The percentage of students in first and second grades scoring Prepared on the Math Beacon Assessment will increase from 27% (54 students) to 50% (84 students) by the end of the 2024-2025 school year.

Statement of Concern #2	Math
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Kindergarten through fifth grade students show a lack of math fact fluency and number sense.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Georgia introduced new math standards during the 2024-2025 school year. There was a lack of teacher knowledge of the new standards. Teachers spent time during the year learning the new standards and how to integrate them into their classroom instruction.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The math instructional changed from opening, work session, and closing to engage, explore, apply, and reflect. Because this new instructional framework was new for teachers, differentiated small-group instruction was inconsistent.
Contributing Factors (Outside of control)	<p>Many of our families speak other languages, which causes a language barrier between school and family.</p> <p>Many of our families do not have access to technology or the internet at home.</p> <p>There is a percentage of students who have Attendance concerns, and the school has a high transiency rate</p>

<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of third-fifth grade students scoring Level 3 or higher will increase from 10% (25 students) to 25% (64 students) on the Milestones ELA Assessment by the end of the 2024-2025 school year.</p> <p>The percentage of third-fifth grade students scoring Level 3 or higher will increase from 16% (41 students) to 30% (77 students) on the Milestones Math Assessment by the end of the 2024-2025 school year.</p>
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Statement of Concern #3	Student Discipline
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There were inconsistent teaching expectations among teachers. There was an inconsistent number of teachers rewarding students on the PBIS app.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	There was a lack of student engagement/rigor during classroom instruction, which increased disruptions and negative behaviors in class.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Teachers received limited training on classroom management and behavior strategies. Training was not ongoing.
Contributing Factors (Outside of control)	Many families speak different languages, which makes communication difficult at times. Daily student attendance Transiency Rate
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	The number of students who receive a referral that results in an out-of-school suspension will decrease from 8 % (39 students) to 5% (26 students) by the end of the 2024-2025 school year.

Statement of Concern #4	
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	
<p style="text-align: center;">Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	

School Improvement Goals <i>Include goals on the parent compacts and policy</i>	
Goal #1	Primary Reading Goal: The percentage of students in kindergarten through second grades with an Amira ARM score at the 50 th percentile or higher will increase from 29% (69 students) to 50% (121 students) by the end of the 2024-2025 school year.
Goal #2	Intermediate Reading Goal: The percentage of third-fifth grade students scoring Level 3 or higher will increase from 15% (36 students) to 40% (94 students) on the Milestones ELA Assessment by the end of the 2024-2025 school year.
Goal #3	Primary Math Goal: The percentage of students in first and second grades scoring Near Target or Prepared on the Math Beacon Assessment will increase from 19% (25 students) to 50% (115 students) by the end of the 2024-2025 school year.
Goal #4	Intermediate Math Goal: The percentage of third-fifth grade students scoring Level 3 or higher will increase from %14 (34 students) to 40% (95 students) on the Milestones Math Assessment by the end of the 2024-2025 school year.
Goal #5	The number of students who receive a referral that results in an out-of-school suspension will decrease from 8 % (35 students) to 5% or lower (22 students) by the end of the 2024-2025 school year.

Commented [DT1]: Consider combining these two goals. See coaches' comments.

Commented [DT2]: Consider combining these two goals; see coaches' comments)

Title I Personnel/Positions Hired to Support the School Improvement Goals

SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Classroom Teacher	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input checked="" type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> - Plan for instruction based on SIP actions and school-wide instructional expectations/non-negotiables - Participate in professional learning provided by instructional specialists to support and meet SIP action steps - Collaborate with other classroom teachers to promote instruction and student success - Provide a welcoming and supportive environment for all families - Provide effective home-school communication
Paraprofessional	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input checked="" type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> - Support instruction based on SIP actions and school-wide instructional expectations/non-negotiables - Participate in professional learning provided by instructional specialists to support and meet SIP action steps - Collaborate with other school personnel to promote instruction and student success - Help provide a welcoming and supportive environment for all families - Help provide effective home-school communication
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input checked="" type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> - 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
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	

GOAL #1	Primary Reading Goal: The percentage of students in kindergarten through second grades with an Amira ARM score at the 50 th percentile or higher will increase from 29% (69 students) to 50% (121 students) by the end of the 2024-2025 school year.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a 34 CFR § 200.26</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.b 34 CFR § 200.26</i>	People Responsible
All teachers will engage in daily differentiate small group literacy instruction including decodable small groups, guided reading, and phonics/morphology or strategy groups.	CTLS Resources Decodable books Leveled Texts Read Aloud Material Chart paper Journals Graphic Organizers Technology programs laptops	Title I County Funds	August 2024	<p>Implementation Performance Target: 100% of our teachers will engage in differentiated small group instruction by the end of September 2024.</p> <p><u>Implementation Plan:</u> Preplanning: Training will be provided by CCSD on July 26th relating to small group decodable instruction, decodable texts, and using assessments for data.</p> <p><u>August:</u> Teachers will begin the implementation of the 120-minute literacy block and give assessments to identify small groups (spelling inventory, phonics, comprehension and morphology preassessments.</p> <p>Monthly walk-throughs by coaches and administration will begin.</p> <p><u>September:</u> The literacy coach will provide ongoing professional development on phonics, morphology, small group</p>	<p>Evaluation Performance Target: By January 2025, 70% of students will demonstrate proficiency on monthly common ELA assessments.</p> <p>Evaluation plan: Beginning September 2024, All teachers will administer common ELA formative assessments, & Results will be analyzed during CCCs. Adjustments to Instructions will be noted in CCC minutes. Assessment data will be shared with the admin team monthly.</p> <p>Evidence: Data from common assessments.</p>	Classroom teachers, interventionists, academic coaches, administration

Commented [DT3]: Consider combining these two goals. See coaches' comments.

				instruction, and assessment uses. Artifacts: Walk-thru data Lesson plans CCC meetings notes		
All classroom teachers will use an explicit vocabulary routine to provide vocabulary instruction daily during the 120-minute literacy block as indicated by walk-through data.	Explicit Vocabulary Instruction Routine-adapted from LETRS and Cox Campus <u>Bringing Words to Life</u> by Isabel Beck. Chart Paper Graphic Organizers CTLS Resources Rich literary and informational texts	Title I County funds	August 2024	Implementation Performance Target: 100% of our classroom teachers will provide daily explicit vocabulary instruction mid-October, 2024 by January 2025. Implementation Plan: <u>August:</u> <u>Week 3:</u> Literacy Coach will provide professional learning on the Explicit Vocabulary Routine. <u>Beginning in September:</u> <ul style="list-style-type: none"> All teachers will participate in an ongoing book study: <u>Bringing Words to Life</u> by Isabel Beck. <u>Week 3:</u> Teachers will include daily explicit vocabulary instruction as noted in their lesson plans. <u>Ongoing:</u> <ul style="list-style-type: none"> <u>Week 4:</u> Monthly monitoring walk-throughs will begin and continue every month. Planning time provided for teachers to identify 	Evaluation Performance Target: By January 2025, 70% of students will demonstrate proficiency on monthly common ELA assessments. Evaluation plan: Beginning September 2024, All teachers will administer common ELA formative assessments & Results will be analyzed during CCCs. Adjustments to instruction will be noted in CCC minutes. Assessment data will be shared with admin monthly. Evidence: Data from common assessments.	Classroom teachers, interventionists, academic coaches, administration staff

				<p>key tier 2 vocabulary words needed to support reading, content, and writing for their grade levels.</p> <ul style="list-style-type: none"> Follow-Up Professional Learning as needed. <p>Artifacts: Walk-thru data Calendar of chapter assignment due dates Team PowerPoint or handout Lesson Plans</p>		
All classroom teachers will provide explicit instruction for genre writing and writing in response to text-based prompts as indicated by walk-through data.	<p>CTLS resources</p> <p>graphic organizers</p> <p>chart paper</p> <p>journals</p> <p>writing checklists</p> <p>rubrics</p> <p>laptops</p>	Title I county funds	August 2024	<p>Implementation Performance Target: 100% of our classroom teachers will provide daily explicit writing instruction by mid-August 2024.</p> <p>Implementation Plan: Preplanning: Training will be provided by CCSD on July 26th that relates to the new writing resources in CTLS for grades K-2.</p> <p>August: The teacher will begin writing instruction.</p> <p>September: The literacy coach will provide training on the writing process and writing in response to text.</p> <p>October: The literacy coach will provide ongoing professional development in writing.</p>	<p>Evaluation Performance Target: By January 2025, 70% of students will demonstrate proficiency on quarterly common writing assessments.</p> <p>Evaluation plan: Beginning in October 2024, all teachers will administer common writing assessments, & Results will be analyzed during CCCs. Adjustments to instruction will be noted in CCC minutes. Assessment data will be shared with admin quarterly.</p> <p>Evidence: Data from common writing assessments.</p>	Classroom teachers, interventionists, academic coaches, administration staff

				<p>Monthly walk-throughs by coaches and administration will begin.</p> <p>Artifacts: Walk-thru data Lesson plans</p>		
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GOAL #2	Intermediate Reading Goal: The percentage of third-fifth grade students scoring Level 3 or higher will increase from 15% (36 students) to 40% (94 students) on the Milestones ELA Assessment by the end of the 2024-2025 school year					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
All teachers will engage in daily differentiate small group literacy instruction including decodable small groups, guided reading, and phonics/morphology or strategy groups.	CTLS Resources Decodable books Leveled Texts Read Aloud Material Chart paper Journals Graphic Organizers Technology programs laptops	Title I County Funds	August 2024	<p>Implementation Performance Target: 100% of our teachers will engage in differentiated small group instruction by the end of September 2024.</p> <p>Implementation Plan: Preplanning: Training will be provided by CCSD on July 26th relating to small group decodable instruction, decodable texts, and using assessments for data.</p> <p>August: Teachers will begin the implementation of the 120-minute literacy block and give assessments to identify small groups (spelling inventory, phonics, comprehension and morphology preassessments.</p> <p>Monthly walk-throughs by coaches and administration will begin.</p> <p>September: The literacy coach will provide ongoing professional development on phonics, morphology, small group</p>	<p>Evaluation Performance Target: By January 2025, 70% of students will demonstrate proficiency on monthly common ELA assessments.</p> <p>Evaluation plan: Beginning September 2024, All teachers will administer common ELA formative assessments & Results will be analyzed during CCCs. Adjustments to instruction will be noted in CCC minutes. Assessment data will be shared with admin monthly.</p> <p>Evidence: Data from common assessments.</p>	Classroom teachers, interventionists, academic coaches, administration

				instruction, and assessment uses. Artifacts: Walk-thru data Lesson plans CCC meetings notes		
All classroom teachers will use an explicit vocabulary routine to provide vocabulary instruction daily during the 120-minute literacy block, as indicated by walk-through data.	Explicit Vocabulary Instruction Routine-adapted from LETRS and Cox Campus <u>Bringing Words to Life</u> by Isabel Beck. Chart Paper Graphic Organizers CTLS Resources Rich literary and informational texts	Title I County Funds	August 2024	100% of our classroom teachers will provide daily explicit vocabulary instruction mid-October, 2024 by January 2025. Implementation Plan: <u>August:</u> <u>Week 3:</u> Literacy Coach will provide professional learning on the Explicit Vocabulary Routine. <u>Beginning in September:</u> <ul style="list-style-type: none"> All teachers will participate in an ongoing book study: <u>Bringing Words to Life</u> by Isabel Beck. <u>Week 3:</u> Teachers will include daily explicit vocabulary instruction as noted in their lesson plans. <u>Ongoing:</u> <ul style="list-style-type: none"> <u>Week 4:</u> Monthly monitoring walk-throughs will begin and continue every month. Planning time provided for teachers to identify key tier 2 vocabulary words needed to 	Evaluation Performance Target: By January 2025, 70% of students will demonstrate proficiency on monthly common ELA assessments. Evaluation plan: Beginning September 2024, All teachers will administer common ELA formative assessments, & Results will be analyzed during CCCs. Adjustments to instruction will be noted in CCC minutes. Assessment data will be shared with the admin monthly. Evidence: Data from common assessments.	Classroom teachers, interventionists, academic coaches, administration staff

				<p>support reading, content, and writing for their grade levels.</p> <ul style="list-style-type: none"> Follow-Up Professional Learning as needed. <p>Artifacts: Walk-thru data Calendar of chapter assignment due dates Team PowerPoint or handout Lesson Plans</p>		
All classroom teachers will provide explicit instruction for genre writing and writing in response to text-based prompts as indicated by walk-through data.	<p>CTLS resources</p> <p>graphic organizers</p> <p>chart paper</p> <p>journals</p> <p>writing checklists</p> <p>rubrics</p> <p>laptops</p>	Title I County Funds	August 2024	<p>Implementation Performance Target: 100% of our classroom teachers will provide daily explicit writing instruction by mid-August 2024.</p> <p><u>Implementation Plan:</u> Preplanning: Training will be provided by CCSD on July 26th that relates to the new writing resources in CTLS for grades K-2.</p> <p><u>August:</u> The teacher will begin writing instruction.</p> <p><u>September:</u> The literacy coach will provide training on the writing process and writing in response to text.</p> <p><u>October:</u> The literacy coach will provide ongoing professional development in writing.</p> <p>Monthly walk-throughs by coaches and administration will begin.</p>	<p>Evaluation Performance Target: By January 2025, 70% of students will demonstrate proficiency on quarterly common writing assessments.</p> <p>Evaluation plan: Beginning in October 2024, all teachers will administer common writing assessments, & Results will be analyzed during CCCs. Adjustments to instruction will be noted in CCC minutes. Assessment data will be shared with admin quarterly.</p> <p>Evidence: Data from common writing assessments.</p>	Classroom teachers, interventionists, academic coaches, administration staff

				Artifacts: Walk-thru data Lesson plans		
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GOAL #3	Primary Math Goal: The percentage of students in first and second grades scoring Near Target or Prepared on the Math Beacon Assessment will increase from 19% (25 students) to 50% (115 students) by the end of the 2024-2025 school year.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
All classroom teachers will provide small-group math instruction as indicated by walk-through data.	CTLS Resources Manipulatives Laptops Paper Whiteboards Independent workstations	Title I County Funds	September 2024	<p>Implementation Performance Target: 100% of our classroom teachers will provide daily small-group math instruction by December 2024.</p> <p><u>Implementation Plan:</u> <u>Preplanning:</u> Training will be provided by CCSD on July 26th</p> <p>The Math Coach will provide training on setting up small-group math instruction.</p> <p><u>August:</u> Teachers will establish routines and procedures for small-group math instruction.</p> <p>Teachers will begin small group math instruction.</p> <p>Monthly walk-throughs by coaches and administration will begin.</p> <p><u>September:</u> The Math coach will provide ongoing professional</p>	<p>Evaluation Performance Target: By January 2025, 70% of students will demonstrate proficiency on monthly math common assessments.</p> <p>Evaluation plan: Beginning September 2024, all teachers will administer common math assessments & Results will be analyzed during CCCs. Adjustments to instruction will be noted in CCC minutes. Assessment data will be shared with admin quarterly.</p> <p>Evidence: Data from common math assessments.</p>	Classroom teachers, interventionists, academic coaches, administration staff

Commented [DT5]: Consider combining these two goals; see coaches' comments)

				<p>development in small-group math instruction.</p> <p>Artifacts: Walk-thru data Lesson plans</p>		
<p>All classroom teachers will implement Building Fact Fluency during daily math instruction as indicated by walk-through data.</p>	<p>Chart paper Building Fact Fluency Kit Access to Building Fact Fluency school account</p>	<p>Title I County Funds</p>	<p>August 2024</p>	<p>Implementation Performance Target: 100% of our classroom teachers will Building Fact Fluency daily by December 2024.</p> <p><u>Implementation Plan:</u> <u>August:</u> Math Coach will provide training on Building Fact Fluency to all classroom teachers.</p> <p>Teachers will begin implementing Building Fact Fluency.</p> <p>Monthly walk-throughs by coaches and administration will begin.</p> <p><u>September:</u> The Math coach will provide ongoing professional development in Building Fact Fluency.</p> <p>Artifacts: Walk-thru data Lesson plans</p>	<p>Evaluation Performance Target: By January 2025, 70% of students will demonstrate proficiency on monthly math common assessments.</p> <p>Evaluation plan: Beginning September 2024, all teachers will administer common math assessments, & Results will be analyzed during CCCs. Adjustments to math instruction will be noted in CCC minutes. Assessment data will be shared with admin quarterly.</p> <p>Evidence: Data from common math assessments.</p>	<p>Classroom teachers, interventionists, academic coaches, administration staff</p>

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GOAL #4	Intermediate Math Goal: The percentage of third-fifth grade students scoring Level 3 or higher will increase from 14% (34 students) to 40% (95 students) on the Milestones Math Assessment by the end of the 2024-2025 school year. `					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
All classroom teachers will provide small-group math instruction as indicated by walk-through data.	CTLS Resources Manipulatives Laptops Paper Whiteboards Independent workstations	Title I County Funds	September 2024	<p>Implementation Performance Target: 100% of our classroom teachers will provide daily small-group math instruction by mid-August 2024.</p> <p><u>Implementation Plan:</u> <u>Preplanning:</u> Training will be provided by CCSD on July 26th</p> <p>The Math Coach will provide training on setting up small-group math instruction.</p> <p><u>August:</u> Teachers will establish routines and procedures for small-group math instruction.</p> <p>Teachers will begin small group math instruction.</p> <p>Monthly walk-throughs by coaches and administration will begin.</p> <p><u>September:</u> The Math coach will provide ongoing professional development in small-group math instruction.</p>	<p>Evaluation Performance Target: By January 2025, 70% of students will demonstrate proficiency on monthly math common assessments.</p> <p>Evaluation plan: Beginning September 2024, all teachers will administer common math assessments & Results will be analyzed during CCCs. Adjustments to instruction will be noted in CCC minutes. Assessment data will be shared with admin quarterly.</p> <p>Evidence: Data from common math assessments.</p>	Classroom teachers, interventionists, academic coaches, administration staff

				Artifacts: Walk-through data Lesson plans		
All classroom teachers will implement Building Fact Fluency during daily math instruction as indicated by walk-through data.	Chart paper Building Fact Fluency Kit Access to Building Fact Fluency school account	Title I County Funds	August 2024	<p>Implementation Performance Target: 100% of our classroom teachers will Building Fact Fluency by mid-August 2024.</p> <p><u>Implementation Plan:</u> <u>August:</u> Math Coach will provide training on Building Fact Fluency to all classroom teachers.</p> <p>Teachers will begin implementing Building Fact Fluency.</p> <p>Monthly walk-throughs by coaches and administration will begin.</p> <p><u>September:</u> The Math coach will provide ongoing professional development in Building Fact Fluency.</p> <p>Artifacts: Walk-through data Lesson plans</p>	<p>Evaluation Performance Target: By January 2025, 70% of students will demonstrate proficiency on monthly math common assessments.</p> <p>Evaluation plan: Beginning September 2024, all teachers will administer common math assessments, & Results will be analyzed during CCCs. Adjustments to instruction will be noted in CCC minutes. Assessment data will be shared with admin quarterly.</p> <p>Evidence: Data from common math assessments.</p>	Classroom teachers, interventionists, academic coaches, administration staff

GOAL #5	The number of students who receive a referral that results in an out-of-school suspension will decrease from 8 % (35 students) to 5% or lower (22 students) by the end of the 2024-2025 school year.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
All staff will utilize the PBIS app daily to record student behaviors as measured by monthly discipline data.	PBIS app access per staff member Professional Learning	Title I County Funds	August 2024	<p>Implementation Performance Target: 100% of our staff will utilize the PBIS app to record student behaviors by August 2024.</p> <p><u>Implementation Plan:</u> <u>Preplanning:</u> Riverside’s PBIS team will provide detailed training on utilizing the PBIS app.</p> <p><u>August:</u> CCSD PBIS coach will provide training on de-escalation to all staff.</p> <p>Teachers will utilize de-escalation as needed throughout the school year.</p> <p><u>October:</u> Counselors will provide de-escalation strategies to students during classroom lessons.</p> <p>Artifacts: Counselor lesson plans PBIS data</p>	<p>Evaluation Performance Target: By January 2025, the number of teachers using the PBIS app to track behaviors will increase.</p> <p>Evaluation plan: Beginning August 2024, all staff will utilize the PBIS to record student behaviors & analyze behavior data during CCCs monthly. Adjustments to behavior plans will be noted in CCC minutes. PBIS data will be shared with the admin monthly.</p> <p>Evidence: Data from the PBIS app</p>	Classroom teachers, PBIS coach, administration staff

<p>All teachers will utilize the Quaver program daily to teach desired behaviors as measured by walkthroughs.</p>	<p>Quaver program Professional learning</p>	<p>PBIS funds</p>	<p>August, 2024</p>	<p>Implementation Performance Target: 100% of our teachers will utilize the Quaver program to teach desired behaviors by August 2024.</p> <p><u>Implementation Plan:</u></p> <p>August: CCSD PBIS coach will provide training on Quaver to all teachers.</p> <p>Teachers will use the Quaver program to select lessons based on classroom needs throughout the school year.</p> <p>September: Monthly walkthroughs by administration and PBIS leaders</p> <p>Artifacts: Lesson plans PBIS data</p>	<p>Evaluation Performance Target: By January 2025, the number of positive points received by students will increase by 20% from August 2024.</p> <p>Evaluation plan: Beginning August 2024, all staff will teach using the Quaver program and utilize the PBIS app to record student behaviors & analyze positive behavior data during CCCs monthly. Adjustments to behavior plans will be noted in CCC minutes. PBIS data will be shared with the admin monthly.</p> <p>Evidence: Data from the PBIS app</p>	<p>Classroom teachers, PBIS coach, administration staff, counselors</p>
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Actions to Support Student Groups in Meeting School Improvement Goals				
Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source	
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide ongoing teacher collaboration and training to support instruction and the differentiated needs of students.	CTLS	Title 1 County Funds	
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Implement CCC and data team processes to review student data to monitor student learning and guide instructional planning.	CTLS Assessment Data	Title 1 County Funds	
<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide time for sped and general ed teachers to collaborate to review IEP goals and accommodations for SWD to support student needs.	CTLS IEP	Title 1 County Funds	
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> 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 Classroom data CTLS	Title 1 County Funds	
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Schedule time to ensure students are getting small group/differentiated instruction based on services.	Schedule SWD services ELL services	Title 1 County Funds	

Family Engagement Plan to Support School Improvement (<i>Required Components</i>)			
Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p>1. Required Annual Title I Meeting – Deadline September 30, 2024 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.</p>	August 22, 2024		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline November 4, 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.</p>	Conference Week		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required Spring Input Meeting and Survey (primary method) – Deadline April 30, 2025 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.</p>	March 11, 2025		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy) Teachers will continue to learn about the value and utility of the 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 9/30/24 PL#2 12/6/24 PL#3 2/14/25 PL#4 4/25/25</p>	September 17, 2024		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	November 12, 2024		
	February 4, 2025		
	April 22, 2025		
<p>5. Required Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. Briefly describe the transition activities here: Parents of rising Kindergarteners will attend Meet and Greet, where they will meet their child's teacher, tour the building, and ask any clarifying questions.</p>	July, 2024		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	List documents translated for parents:		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 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) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Parent Informational Workshops <ul style="list-style-type: none"> - ParentVUE and CTLS - Title I - Testing - Curriculum - Best Practices (supporting students at home & daily communication) 	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input checked="" type="checkbox"/> Goal 5	Technology Tools Flyers Snacks	Title I		Sign-In Sheets Survey Feedback Parent Usage Improved Home-School Communication	Parent Facilitator, Coaches, Teachers, Admin, Media Specialist
Parent/Family Academic Workshops <ul style="list-style-type: none"> - Literacy - Math Technology Resources	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	Technology Tools Flyers Books Kits Manipulatives Snacks	Title I		Sign-In Sheets Survey Feedback Improved Student Learning Improved Home-School Communication	Parent Facilitator, Coaches, Teachers, Admin
Transitional Activities <ul style="list-style-type: none"> - K Orientation (BOY and EOY) - Open House (K-5) - PK to K 	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input checked="" type="checkbox"/> Goal 5	Technology Tools Flyers	Title I		Sign-In Sheets Survey Feedback Parent Usage Improved Home-School Communication	Parent Facilitator, Coaches, Teachers, Admin, Counselors
Family Engagement Activities <ul style="list-style-type: none"> - Student Performance & Showcase Nights Multicultural Family Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	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)
<p>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. <i>SWP Checklist 5(a)</i></p>
<p>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. <i>Schoolwide Checklist 5(b)</i></p>
<p>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. <i>SWP Checklist 5(c)</i></p>
<p>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 posts the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages. <i>SWP Checklist 5(d)</i></p>

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, Amira, and common assessments. Based on the data, teachers were trained in LETRS, Orton-Gillingham strategies, math and reading small group instruction, technology programs (DreamBox, Imagine Learning, iReady), effective strategies for ELL, collaborative scoring in writing, word work assessment and strategies, and math strategies. 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
- Orton Gillingham
- Technology programs – iReady, Imagine Learning, and Dreambox
- Interventionists – staff to provide additional support in grades K—5.
- Math BFF (Building Fact Fluency) Program
- Morphology, Phonics, and Advanced phonics instruction
- Writing Prompts
- Explicit Vocabulary Instruction
- 120 Minute Literacy Block

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 (Beacon, Amira, iReady, CTLS Interim assessments, Classroom Formative Assessments, Writing On-Demands). 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. Walkthroughs and/or observation 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 of Riverside Elementary’s stakeholders will analyze student data, discuss interventions that will address deficits, and reflect on effective strategies. Our Leadership team will work together to plan for any necessary changes to the schoolwide plan based on monitoring student growth data.

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)*

For literacy, we will implement the new 120-minute literacy block, engage students with an explicit vocabulary routine, and provide explicit writing instruction on the genres of writing as well as writing prompts in response to texts, in all grades K-5. For math, we will focus on small group differentiated math instruction and implementing the Building Fact Fluency Program in all grades K-5. Teachers will participate in data teams and CCC teams to analyze and plan for instruction using data from assessment resources. This will be monitored by analyzing data and completing regular classroom walkthroughs.

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)

For literacy, we will implement the new 120-minute literacy block, engage students with an explicit vocabulary routine, and provide explicit writing instruction on the genres of writing as well as writing prompts in response to texts, in all grades K-5. For math, we will focus on small group differentiated math instruction and implementing the Building Fact Fluency Program in all grades K-5. Teachers will participate in data teams and CCC teams to analyze and plan for instruction using data from assessment resources. This will be monitored by analyzing data and completing regular

classroom walkthroughs. All grade levels will participate in a schoolwide intervention block which will focus on phonics strategies and literacy skills that are specific to each student's individual needs. Intervention needs will be met using CTLS intervention strategies, other evidence-based strategies, and iReady resources.

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)*

For literacy, we will implement the new 120-minute literacy block, engage students with an explicit vocabulary routine, and provide explicit writing instruction on the genres of writing as well as writing prompts in response to texts, in all grades K-5. For math, we will focus on small group differentiated math instruction and implementing the Building Fact Fluency Program in all grades K-5. Teachers will participate in data teams and CCC teams to analyze and plan for instruction using data from assessment resources. This will be monitored by analyzing data and completing regular classroom walkthroughs. All grade levels will participate in a schoolwide intervention block which will focus on phonics strategies and literacy skills that are specific to each student's individual needs. Intervention needs will be met using CTLS intervention strategies, other evidence-based strategies, and iReady resources. All teachers will also use a spelling inventory to pinpoint student needs and formative assessments will be used for progress monitoring of the interventions.

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, iReady, interventionists, and support for our EL students. All grade levels will participate in a schoolwide intervention block which will focus on phonics strategies and literacy skills that are specific to each student's individual needs. Intervention needs will be met using CTLS intervention strategies, other evidence-based strategies, and iReady resources. All teachers will also use a spelling inventory to pinpoint student needs and formative assessments will be used for progress monitoring of the interventions.

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 action 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 daycare 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 and completed the CNA section of the schoolwide plan. After the review, we discussed practices to determine what action steps are needed to continue with school improvement. We have put in place action steps to help us meet our improvement goals for this school year.