



School Improvement Action Plan



School Year:	2022-2023
School Name:	Riverside Elementary School
Principal Name:	Cynthia Winter
Date Submitted:	6/30/2022
Revision Dates:	8/10/2022

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Riverside Elementary School
<i>Team Lead</i>	Cynthia Winter
<i>Position</i>	Principal
<i>Email</i>	Cynthia.winter@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)	
	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
X	Other (if selected, please describe below)
Direct Certification	

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 2021-2022, 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 2022-2023 school year, 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.

Position/Role	Name
Title I Supervisor	Delores Thompson
Assistant Principal	Dr. Amy Ford
Academic Coach (Local School - Literacy)	Michelle Garner
Academic Coach (Local School – Math)	Malissa Ocean
Teacher - K	Dana Booker
Teacher – 1 st grade	Frances Zimmer
Teacher – 2 nd grade	Tina Lee
Teacher – 3 rd grade	Barbara Johnson
Teacher – 4 th grade	Janelle Ford
Teacher – 5 th grade	Erica Eckman
Teacher – Enrichment	Katrina Bonds
Teacher – Special Education	Dr. Renita Stamper
Teacher - ELL	Robbie Jennings-Nowlin
Teacher – Interventionist (Teacher Leader)	Dr. Joseph Brigham
Counselor	Dr. Cynthia Smith

Media Specialist	Alecia Carter
Parent Facilitator	Annette Dangerfield-Lewis
Paraprofessional	Tracy Green
Parent (Non CCSD Employee)	
Parent (Non CCSD Employee)	
Business Partner	
Faith-based Community Member	
Community Member	
Community Member	

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.

Meeting Date(s):	6/27/2022 8/10/2022
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Position/Role	Printed Name	Signature
Principal	Cynthia Winter	
Assistant Principal	Dr. Amy Ford	
Literacy Academic Coach	Michelle Garner	
Math Academic Coach	Malissa Ocean	
K Teacher	Dana Booker	
1 st Teacher	Frances Zimmer	
2 nd Teacher	Tina Lee	
3 rd Teacher	Barbara Johnson	
4 th Teacher	Janelle Ford	
5 th Teacher	Erica Eckman	
Enrichment Teacher	Katrina Bonds	
Sped Teacher	Dr. Renita Stamper	
ESOL Teacher	Robbie Jennings-Nowlin	

Interventionist	Dr. Joseph Brigham	
Counselor	Dr. Cynthia Smith	
Media Specialist	Alecia Carter	
Parent Facilitator	Annette Dangerfield-Lewis	
Paraprofessional	Tracy Green	

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	50% of the students will be proficient or show 25% growth in reading by the end of May 2022, as measured by the RI or Jan Richardson assessment (K-2).
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	<u>GOAL Met:</u> In grades K-2, 89% of students were proficient or showed at least 25% growth as measured by the Jan Richardson assessment. In grades 3-5, 66% of students were proficient or showed at least 25% growth as measured by the Reading Inventory, (RI). Overall, 78% of all K-5 students were proficient or showed at least 25% growth in reading.
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?	Teachers implemented the reading workshop framework. The coaches provided professional learning on components, completed walks, planned for peer observations, and modeled lessons. Teachers planned lessons with coaches and participated in the data team process to review data and plan for instruction.

<p>Previous Year's Goal #2</p>	<p>75% of students will score 3 on the writing assessment by the end of May 2022, as measured by the Writing Rubrics Checklist (Units of Study).</p>
<p style="text-align: center;">Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p><u>GOAL Not Met:</u> According to the assessment results using the Writing Rubric Checklist from Units of Study, only 38% passed the writing assessment with a 3 or higher.</p>
<p style="text-align: center;">Reflecting on Outcomes</p>	
<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<ul style="list-style-type: none"> - Consistent student-teacher writing conferences - Using checklist/rubrics for students to self-check writing expectations - Providing more opportunities to write across content areas
<p>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?</p>	

Previous Year's Goal #3	50% of the students will be proficient or show 25% growth in math by the end of May 2022, as measured by the Math Inventory (MI).
Was the goal met? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
What data supports the outcome of the goal?	<u>GOAL Met</u> : According to the Math Inventory, 30% of the students were proficient and 40% of the students demonstrated at least 25% 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?	Teachers implemented the math workshop framework. The coaches provided professional learning on components, completed walks, planned for peer observations, and modeled lessons. Teachers planned lessons with coaches and participated in the data team process to review data and plan for instruction.

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Identified Strengths	Identified Challenges	Multiple Data Sources
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<p>ELA</p>	<p>1st grade demonstrated 33% growth on the RI.</p> <p>K-2 demonstrated growth on phonics assessment. K scored 60% or higher on writing rubric for Informational and Persuasive.</p> <p>The number of students scoring below basic on RI decreased by 18% as a school.</p> <p>The percentage scoring level 1 on EOG decreased from 61% in 2021 to 54% in 2022.</p> <p>The percentage of students reading on/above level according to Lexile on EOG increased from 32% in 2021 to 38% in 2022</p>	<p>Less than 20% growth as a school on the RI and Jan Richardson assessment.</p> <p>K-2 proficient percentage on phonics assessment was less than Cohort.</p> <p>3rd and 5th scored less than 20% on writing rubric for Informational.</p> <p>The percentage scoring proficient on EOG decreased from 16% in 2021 to only 12% in 2022.</p> <p>4th grade students reading on/above level according to Lexile on EOG decreased from 37% in 2021 to only 27% in 2022.</p>	<p>FRA/RI Jan Richardson assessment EOG</p>
<p>Math</p>	<p>1st, 3rd, and 4th grades demonstrated 30% or more growth on the MI.</p> <p>The number of students scoring below basic on MI decreased by 40% as a school.</p> <p>The percentage scoring proficient on EOG increased from 8% in 2021 to 14% in 2022.</p> <p>The percentage scoring level 1 on EOG decreased from 61% in 2021 to 41% in 2022.</p>	<p>5th grade students decreased proficient from 12% in 2021 to only 6% in 2022 on the EOG – lowest in the county.</p>	<p>MI EOG</p>
<p>Science</p>			
<p>Social Studies</p>			

Discipline / School Climate Data	Low occurrences of major offenses Some teachers use PBIS points	Many referrals were classroom-level discipline incidents Inconsistent usage of PBIS points Setting clear expectations for student behavior Referrals exceeded district numbers	School Referral Data PBIS
Professional Learning What's been provided? What is the impact?	<ul style="list-style-type: none"> – Math planning with the county/school-level coaches – Workshop model components – Phonics and guided reading – Instructional Technology, Second Step, PBIS, and ELL PL. – Differentiated math, reading, and writing training based on teacher needs – Paraprofessional training – small group activities/strategies for reading and math 	Growth mindset (willingness to embrace changes) Time to plan and for professional learning	Teacher feedback Walkthrough forms
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	<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>SWD in 4th grade increased from 0% proficient in 2021 to 14% proficient in 2022 on EOG.</p> <p>ELL as a school increased from 32% proficient in 2021 to 39% proficient in 2022 on EOG.</p>	<p>SWD 5th grade decreased from 20% proficient in 2021 to 0% proficient in 2022 on EOG.</p> <p>ELL 4th grade decreased from 42% proficient in 2021 to only 25% proficient in 2022 on EOG.</p>	EOG

Math	<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	SWD in 3 rd and 4 th grade increased proficient from 0% in 2021 to 37% in 2022 on EOG. ELL as a school increased from 29% proficient in 2021 to 46% proficient in 2022 on EOG.	SWD 5 th grade decreased from 20% proficient in 2021 to 0% proficient in 2022 on EOG.	EOG
Science	<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			
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			
Discipline / School Climate Data	<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			
Professional Learning	<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			
Other	<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			

Overarching Challenge #1	Reading Proficiency
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Inconsistent differentiated guided/small group instruction.
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	Limited student reading stamina.
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	More training on phonemic awareness/strategies for teaching phonics.
Contributing Factors (Outside of control)	Attendance, Lack of parent involvement, Transiency
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	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.

Overarching Challenge #2	Writing Proficiency
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	Limited opportunities for students to self-assess writing using checklist/rubrics.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Inconsistent student conference on writing and providing helpful feedback.
Root Cause #3 - (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	Limited writing opportunities with time limits (building writing stamina).
Contributing Factors (Outside of control)	Attendance, Lack of parent involvement, Transiency
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	By the end of May 2023, 65% of students will score at least 2.5 or higher on the writing assessment as measured by the Writing Rubrics Checklist.

Overarching Challenge #3	Math Proficiency
Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Inconsistent use of problem-solving strategies and opportunities to explain math reasoning.
Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Limited student math fluency and resources to improve.
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Inconsistent use of DreamBox and using to create lesson to review previously taught skills (more training).
Contributing Factors (Outside of control)	Attendance, Lack of parent involvement, Transiency
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	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).

Overarching Challenge #4	Student Discipline
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Inconsistent use of the PBIS points.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Inconsistent communication and reinforcement of classroom procedures/expectations.
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 checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	Lack of positive relationships with families and inconsistent home-to-school communication.
<p style="text-align: center;">Contributing Factors (Outside of control)</p>	Attendance, Lack of parent involvement, Transiency
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	By the end of May 2023, office referrals and OSS days will decrease by 25% as measured by the school discipline data.

School Improvement Goals

Include goals on the parent compacts and policy

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.
Goal #2	By the end of May 2023, 65% of students will score at least 2.5 or higher on the writing assessment as measured by the Writing Rubrics Checklist.
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).
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.

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?
Literacy Academic Coach	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<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 type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> - 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
Math Academic Coach	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<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 type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> - 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	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" 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 checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<ul style="list-style-type: none"> - Provide a welcoming and supportive environment for all families - Provide effective home-school communication - 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

Instructional Paraprofessional	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	<ul style="list-style-type: none">- Provide small group instruction in reading and math- Assist teacher with support to create a positive supportive learning environment
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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.					
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? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
Implement the components of the reading workshop model with fidelity daily to allow for: <ul style="list-style-type: none"> - Mini lessons modeling the 5 Pillars of Reading from the National Reading Panel - Differentiated guided/small group instruction using Jan Richardson resources. - Allow time for students to read independently using individual leveled book boxes/bags and classroom library - Utilize technology to support reading skills in the classroom and at-home. (iStation, Headsprout, Imagine Learning) - Utilize word study during workshop (K-5) 	Organizers Paper/Charts Leveled books Tech Programs Laptops CTLS	Title I County Funds	August 2022	Implementation: Daily Artifacts: Lesson plans Anchor charts Level books Tech usage Work session schedule	Desired Outcome: Improve student learning and meeting standards/proficiency levels Evidence: Student data –common assessments, FRA/RI, EOG and Headsprout and iStation reports Developmental Word study assessments	Teachers Coaches Administration
Implement the Literacy Initiative (Benchmark phonics/reading) in grades K-2 to build foundational skills, utilizing Orton-Gillingham strategies and Heggerty training. <ul style="list-style-type: none"> - Allow for daily word work practice (K-2) during independent practice time 	TE Books Organizers Paper/Charts , Books Materials Letters/words Visuals Decodable Books	Title I County Funds	August 2022	Implementation: Daily Artifacts: Lesson plans Anchor charts Letters/words Visuals	Desired Outcome: Improve student learning and meeting standards/proficiency levels Evidence: Student data –common assessment, Phonics assessment, FRA, and Headsprout, iStation reports	Teachers Coaches Administration

- Daily letter, word, and sentence dictation						
Implement the data team process to review reading data from Jan Richardson’s assessments, FRA, Reading Inventory, Interims, and common assessments to monitor student learning and guide instructional planning. Data will inform instruction and next steps for students.	Assessments Laptops CTLS	Title I County Funds	August 2022	Implementation: Weekly/Monthly during grade level data team CCCs Artifacts: Data results/form Lesson plans CTLS	Desired Outcome: Improve student learning and meeting standards/proficiency levels Effective differentiated planning Evidence: Student data –common assessments, FRA/RI, EOG, Interims	Teachers Coaches Administration
Provide tutoring in reading during the day or after school.	Books Lessons	Title I County Funds	October 2022	Implementation: Weekly Artifacts: Lesson plans Anchor charts Leveled books/materials Tech usage	Desired Outcome: Improve student learning and meeting standards/proficiency levels Evidence: Student data –common assessments, FRA/RI, EOG	Teachers Coaches Administration
Provide on-going teacher collaboration and training to support reading instruction.	PL Books Paper/Charts	Title I County Funds	August 2022	Implementation: Weekly/Monthly Artifacts: Agenda/minutes PL materials Feedback	Desired Outcome: Improve student learning and meeting standards/proficiency levels Lesson plans aligning the standards, instruction, and assessment Evidence: Student data –common assessments, FRA/RI, EOG and lesson plans	Teachers Coaches Administration

GOAL #2	By the end of May 2023, 65% of students will score at least 2.5 or higher on the writing assessment as measured by the Writing Rubrics Checklist.					
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? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
Implement the components of the writing workshop model with fidelity daily to allow for: <ul style="list-style-type: none"> - 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 2022	Implementation: Daily Artifacts: Lesson plans Anchor charts Work session schedule Conference form	Desired Outcome: Improve student learning and meeting standards/proficiency levels Evidence: Student data –common assessments, writing rubric results, EOG and lesson plans	Teachers Coaches Administration
Use student conference notes and checklists to set goals, monitor student learning, and identify target skills to inform instruction.	Organizers Paper/Charts , Checklists Rubrics CTLS	Title I County Funds	August 2022	Implementation: Daily Artifacts: Lesson plans Anchor charts Conference schedule/note taking form Goal setting routine/form	Desired Outcome: Improve student learning and meeting standards/proficiency levels Evidence: Student data –common assessments, writing rubric results, EOG and lesson plans	Teachers Coaches Administration
Students and teachers will utilize writing checklists and rubrics to assess student progress in writing. During grade level CCCs teacher will discuss student progress.	Checklists Rubrics	Title I County Funds	August 2022	Implementation: Daily Artifacts: Self-Assess Student Checklist/Rubric	Desired Outcome: Improve student learning and meeting standards/proficiency levels Evidence: Student data –common assessments, writing rubric results, EOG and lesson plans	Teachers Coaches Administration

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 2022	Implementation: Daily Artifacts: Lesson plans Anchor charts Checklists/rubrics	Desired Outcome: Improve student learning and meeting standards/proficiency levels Evidence: Student data –common assessments, writing rubric results, EOG and lesson plans	Teachers Coaches Administration
Integrate writing throughout all content areas that include science and social studies content to build writing skills and utilize content knowledge.	Organizers Paper/Charts , Checklists Rubrics CTLS	Title I County Funds	August 2022	Implementation: Daily Artifacts: Lesson plans Writing samples/journals Organizers Checklists/rubrics	Desired Outcome: Improve student learning and meeting standards/proficiency levels Evidence: Student data –common assessments, writing rubric results, EOG and lesson plans	Teachers Coaches Administration
Provide on-going teacher collaboration and training to support writing instruction.	PL Books Paper/Charts	Title I County Funds	August 2022	Implementation: Weekly/Monthly Artifacts: Agenda/minutes PL materials Feedback	Desired Outcome: Improve student learning and meeting standards/proficiency levels Lesson plans aligning the standards, instruction, and assessment Evidence: Student data –common assessments, writing rubric results, EOG and lesson plans	Teachers Coaches Administration

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).					
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? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
Implement the components of the math workshop model with fidelity to allow for: <ul style="list-style-type: none"> - Mini lessons modeling the Concrete, Representational, Abstract (CRA) math strategies. - Differentiated guided/small group instruction daily - Allow time for students to build math number sense/fact fluency with the implementation of Number Talks - Utilize technology to support math skills in the classroom and at-home. (DreamBox) 	Organizers Paper/Charts , Manipulatives Tech Programs Laptops CTLS	Title I County Funds	August 2022	Implementation: Daily Artifacts: Lesson plans Anchor charts Manipulatives Tech usage Work session schedule	Desired Outcome: Improve student learning and meeting standards/proficiency levels Evidence: Student data –common assessments, MI, EOG and DreamBox reports	Teachers Coaches Administration
Utilize the Think-it, Show-it math problem solving strategy and Number Talks daily.	TE Books Organizers Paper/Charts , PL Books CTLS	Title I County Funds	August 2022	Implementation: Daily Artifacts: Lesson plans Organizer/charts Number Talks problems	Desired Outcome: Improve student learning and meeting standards/proficiency levels Evidence: Student data –common assessments, MI, EOG	Teachers Coaches Administration

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 2022	Implementation: Daily Artifacts: Lesson plans Anchor charts Manipulatives	Desired Outcome: Improve student learning and meeting standards/proficiency levels Evidence: Student data –common assessments, MI, EOG	Teachers Coaches Administration
Implement the data team process to review math data from Interims and common assessments to monitor student learning and guide instructional planning. Data will inform instruction and next steps for students.	Assessments, Laptops CTLs	Title I County Funds	August 2022	Implementation: Weekly/Monthly Artifacts: Data results/form Lesson plans CTLs	Desired Outcome: Improve student learning and meeting standards/proficiency levels Effective differentiated planning Evidence: Student data –common assessments, MI, EOG, Interims	Teachers Coaches Administration
Provide tutoring in math during the day or after school.	Books Lessons Manipulatives	Title I County Funds	October 2022	Implementation: Weekly Artifacts: Lesson plans Anchor charts Manipulatives Tech usage	Desired Outcome: Improve student learning and meeting standards/proficiency levels Evidence: Student data –common assessments, MI, EOG	Teachers Coaches Administration
Provide on-going teacher collaboration and training to support math instruction.	PL Books Paper/Charts	Title I County Funds	August 2022	Implementation: Weekly/Monthly Artifacts: Agenda/minutes PL materials Feedback	Desired Outcome: Improve student learning and meeting standards/proficiency levels Lesson plans aligning the standards, instruction, and assessment Evidence: Student data –common assessments, MI, EOG and lesson plans	Teachers Coaches Administration

GOAL #4	By the end of May 2023, office referrals and OSS days will decrease by 25% as measured by the school discipline data.					
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? What artifacts will be used to show implementation? <i>SWP Checklist 3.a</i>	What is the desired outcome of the action step? What evidence will be used to evaluate the outcome? <i>SWP Checklist 3.a</i>	Person Responsible
Create a positive learning environment that is well-managed. <ul style="list-style-type: none"> - Provide a consistent schedule/daily routine - Clearly communicate and reinforce school/classroom expectations daily. - Reward students for meeting expectations using PBIS points/app. 	Posters/charts PBIS app Funds	County and Local Funds	August 2022	Implementation: Daily Artifacts: Posted daily schedule and expectations Clear behavior management plan PBIS points/app	Desired Outcome: Less office referrals for level 1 behaviors, positive student interactions, and maximized instructional time Evidence: Discipline Data PBIS Reports PBIS Events	Teachers Paraprofessionals Coaches (school/county) Counselors Administration
Implement the Second Step program daily to build social and emotional learning skills. and	Second Step Materials	County Funds	August 2022	Implementation: Daily Artifacts: Second Step pacing guide, lessons, and materials	Desired Outcome: Improved behaviors and positive relationships/interactions Evidence: Lesson plans Discipline Data PBIS Reports	Teachers Paraprofessionals Coaches (school/county) Counselors Administration
Use student incentive programs to recognize students for meeting reading, math fluency, and behavior goals/expectations.	Posters/charts Checklists Funds	County and Local Funds	September 2022	Implementation: Monthly Artifacts: Posted names/pictures School recognition PBIS points	Desired Outcome: Improved student engagement/motivation and behaviors Evidence: Recognition – posted names/pictures Events	Teachers Paraprofessionals Coaches (school/county) Counselors Administration Design Team

Actions to Assist 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 checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Provide on-going teacher collaboration and training to support instruction and the differentiated needs of students.	CTLS	Title I County Funds
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> 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
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input 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.	IEP CTLS	Title I County Funds
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input 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 Class data CTLS	Title I County Funds
<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	Schedule time to ensure students are getting small group/differentiated instruction based on services.	Schedule SWD services ELL services	

Family Engagement Plan to Support School Improvement (*Required Components*)

Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p>1. Required <u>State of the School Meeting – Deadline September 30, 2022</u> 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>	September 8 - 6pm		<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 <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022</u> 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>	During Conference Week 10/18-10/21		<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 <u>Spring Input Meeting and Survey (primary method) – Deadline April 28, 2023</u> 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>	April 20		<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 <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher 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 school <u>Deadlines:</u> PL#1 9/23/22 PL#2 12/9/22 PL#3 2/17/23 PL#4 4/28/23</p>			<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
<p>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. <u>Briefly describe the transition activities here:</u> 1) Kindergarten transition: Communication sent to the local daycares and South Cobb Learning Center - multiple flyers and prepared presentations. Schedule a K registration/open house after school and a day for students to visit school during the day. 2) Fifth grade transition: Schedule a day for the students to visit middle school and keep parents informed of any parent meetings.</p>			<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>	<p><u>List documents translated for parents:</u></p>		<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: – ParentVUE and CTLS – Testing –	<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 checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	Tech Paper/Flyers Food	Title I	10/2022 03/2023	Sign-In Sheets Survey Feedback Parent Usage Improved Home-School Communication	Parent Facilitator Media and Technology CCC
Parent/Family Academic Workshops: - Literacy - Math - Technology Resources (included in Math and Literacy Nights)	<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 checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Tech Paper/Flyers Books Kits Manipulatives Food	Title I	3/2/23 11/3/22	Sign-In Sheets Survey Feedback Improved Student Learning Improved Home-School Communication	Parent Facilitator Coaches Family Engagement, Curriculum and Instruction, and Media and Technology CCC
Transition Meetings	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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	Tech Paper/Flyers	Title I	8/11/22 5/20/23		Parent Facilitator Coaches

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. Riverside'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)</p>
<p>2. Riverside'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)</p>
<p>3. Riverside's 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)</p>
<p>4. Riverside'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)</p>
<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) <u>Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)</u></p>

SCHOOL RESPONSE: When developing Riverside Elementary’s schoolwide plan data was considered from the Early Literacy Framework, Read 180, SY 44, Milestones, and common assessments. Based on the data, teachers were trained in LETRS, Orton-Gillingham, and continued to collaborate across the district with members of the Early Literacy Framework to improve student learning and improve our 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

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 intervention/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, 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, as well as based on the needs of the staff.

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*