



School Improvement Plan 2022 - 2023



Hall County Riverbend Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	Riverbend Elementary School
Team Lead	Ashley Wehunt
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Meeting the differing needs of all learners in the area of Reading
Root Cause # 1	Students have gaps in the area of reading comprehension and reading fluency. Students lack the language of the standards and academic vocabulary during classroom instruction.
Goal	By the end of 2022-23, RES will increase by 10% the number of students reading at or above appropriate grade level in grades 1-5, as measured by Fountas & Pinnell BAS.

Action Step # 1

Action Step	Professional Learning will be ongoing as teachers administer the Fountas & Pinnell BAS. Teachers will use their knowledge to analyze student data and make appropriate instructional plans.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	TKES Evaluation, F & P BAS Scores and Running Records, Lesson Plans, examine student work.
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Instructional Coach and Teachers and Administration
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Students in grades K-5 will participate in The Accelerated Reader Incentive Program. The program will be used to help build reading comprehension.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	AR Reports, Number of books checked out of Media Center, Increased performance based on standardized testing
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Teachers and media specialist
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	PTO
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Action Step # 3

Action Step	Summer Reading Initiative where as each child receives a book bag filled with Lexile appropriate reading material, monitoring tools and activities. The Reading Rocket visits neighborhoods during the summer. In addition the school Media Center is open once a week during the summer.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Completion of Summer Reading Packet, Percentage of books checked out in the Media Center, the number of students that visit the Reading Rocket, DRA Scores
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics. Review over student summer reading log data.
Position/Role Responsible	Administration, teachers and media specialist
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Utilization of the Instructional Coaches to provide continued Professional Learning with the Hall County Literacy Frameworks. Focus on Learning Targets and Reading Assessments.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	TKES Evaluations, DRA, Running Records
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Instructional Coach and teacher
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	BLaST training for teachers to ensure students are utilizing all available resources for Blended Learning.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster

Action Step # 5

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Teacher Canvas Courses, Lesson Plans, Student work
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Media Specialist Teachers and instructional coach
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Offer Family Literacy Night to support literacy at home and receive input and feedback.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership

Action Step # 6

Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Agendas, Sign In Sheets, Feedback Forms
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Media Specialist, BLAST Team, Teachers
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Use the Multi-Tier System of Supports (MTSS) as a framework to help improve the performance of all students by identifying needs early and modifying instructions quickly. Expanding access to specialists who can offer support from the identified MTSS School-Based Resources.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 7

Success Criteria for Implementation	Agenda, Sign In Sheet and meeting minutes
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	MTSS School-Based Resource Team Teachers and Administrators
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Instructional Coach will help teams build short term action plans to monitor student growth and achievement. Teachers will work with instructional coach to utilize the F & P word study.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Short Term Action Plans, PLC Meetings and Minutes
Success Criteria for Impact on Student Achievement	Student Data shared and discussed. Student growth on classroom, district, and standardized assessments and diagnostics.

Action Step # 8

Position/Role Responsible	Instructional Coach and Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Provide daily schedules that meet or exceed the minimal number of minutes dedicated to balanced literacy (reading workshop with independent reading, interactive read aloud, shared reading, guided reading, and/or strategy group) work per day based on the HCSD expectations
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	TKES, Lesson Plans, Schedules, evidence of student learning
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments, and diagnostics
Position/Role Responsible	Administration All Teachers
Timeline for Implementation	Weekly

Action Step # 9

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Instructional Coach will work with teachers to help create classroom libraries for independent reading time.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	TKES, PL agendas and sign-in, calendar/schedule
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Instructional Coach, K-5 teacher and Administration
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 11

Action Step	Provide opportunity for struggling learners through our summer school program
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	F&P Benchmark assessment scores, MAP Scores, Classroom Assessments, and EOG- ELA scores.
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Admin, Teachers, Instructional Coach
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Meeting the differing needs of all learners in the area of Math
Root Cause # 1	Students lack math fluency skills across all grade levels. Students have gaps in number sense. Students lack the language of the standards and academic vocabulary during classroom instruction.
Goal	By the end of 2022-23, RES will have 90% of students master 90% of their required math facts in grades 1-5, as measured by Hall County School's Math Fluency Benchmark with a focus on Multiplication and division.

Action Step # 1

Action Step	Students will participate in IXL Math at school and at home to build math fluency and number sense.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Math EOG scores, IXL Reports, Math Fluency Data
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Teachers and Parents
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Partners in Education
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Action Step # 2

Action Step	Students will verbalize, write, and demonstrate their math thinking. Students will utilize math journals, to help articulate thinking.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Math EOG Scores, Math Fluency Scores
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Instructional coach provide Professional Learning will be ongoing as teachers Eureka Math, Math Workshop grades 4-5, Fluency, mathcore 2k (number talk) and math vocabulary. Teachers will use their knowledge to analyze student data and make appropriate instructional plans.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Math EOG Scores and TKES Evaluations, Math Fluency Data
Success Criteria for Impact on Student Achievement	Student Growth on standardized test and diagnostics
Position/Role Responsible	Teachers, Instructional Coaches and Administration
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Offer Family Math Night to support math at home and receive input and feedback
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Success Criteria for Implementation	Agenda, Sign in Sheets, Minutes, Parent Feedback Forms
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Instructional Coach Teachers
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Provide opportunity for struggling learners through our summer school program
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	EOG scores, BAS data, Fluency data, and academic need
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Admin, Teachers, Instructional Coach

Action Step # 5

Timeline for Implementation	Yearly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Utilize an additional teacher to provided additional supportive instruction in the area of math and reading to provide small group instruction and reduce class sizes in 5th grade.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Student growth achievement by reducing class size
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	5th Grade teacher, admin and instructional coach
Timeline for Implementation	Others : daily

Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Instructional coach to provide professional development (e.g. MAP Training, Analyze Assessments, and other PL as needed) to help teachers meet the needs of individual students.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	TKES, PL documentation, data spreadsh
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Instructional Coach
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Meeting the differing needs of all learners in the area of writing
Root Cause # 1	<p>Students lack the language of the standards and academic vocabulary during classroom instruction.</p> <p>Students are developing keyboarding and organizational skills that will lead to improved written communication</p> <p>Students have gaps in understanding the writing process and how a writing is organized and flows.</p> <p>Students ability to use rubrics to assess themselves.</p>
Goal	By the end of FY 23 school year, 90% of 5th grade students will be able to write an organized opinion piece.

Action Step # 1

Action Step	Teachers will utilize the Writing Learning Progressions and appropriate rubrics in examining student writing.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	HCSD 5th grade Writing Assessment, PLC Meetings, and Instructional Coach Support.
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Teachers
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Students will self monitor and assess writing samples utilizing appropriate genre rubrics.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	HCSD 5th grade Writing Assessment, PLC Meetings and Instructional Coach Support.
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Provide Instructional Coach to support teachers and at-risk students
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	HCSD 5th grade Writing Assessment, Instructional Coach Support, Increase EOG Scores in all areas that require written response
Success Criteria for Impact on Student Achievement	student growth in writing
Position/Role Responsible	administrators, instructional coach
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Provide daily schedules that meet or exceed the minimal number of minutes dedicated to balanced literacy- (Writing workshop- with a focus on independent writing, interactive writing, shared writing, and F&P) work per day.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 4

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	TKES, Lesson Plans, schedules, evidence of learning
Success Criteria for Impact on Student Achievement	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Teachers and admin
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Meeting the needs of learners by focusing on mental health of our students
Root Cause # 1	In recent years, Hall County has seen an increase of students with mental health issues.
Goal	By the end of FY23 school year, 100% of RES students will have an adult who cares for them in the building as measured by student survey data.

Action Step # 1

Action Step	Improve the mental health of students through intentional interactions with students throughout the year.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Success Criteria for Implementation	Survey students Data Collection Observations
Success Criteria for Impact on Student Achievement	PBIS data Student Surveys Health Surveys
Position/Role Responsible	Administrators
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Provide a 30 minute window of time for Sources of Strength Designated teachers to provide students with guided lessons for classroom implementation. Subs may be needed to support implementation of this program.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Success Criteria for Implementation	lesson plans, student check ins, TKES
Success Criteria for Impact on Student Achievement	Students will experience growth in great efficacy as they make progress on formative and summative assessments and form positive relationships with trusted adults.
Position/Role Responsible	designated teachers, counselor, admin, support staff
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Analyze data provided by PBIS (data chats)
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 3

Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Data Chats
Success Criteria for Impact on Student Achievement	decrease in behavior referrals
Position/Role Responsible	admin, PBIS team
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>All stakeholders were invited to a meeting to get feedback and advice for the CNA and SIP. Stakeholders provided input as ways we can improve connecting with families, increase the number of students reading at or above grade-level, and ways to improve the use of technology. Leadership team met to discuss current goals and data with the team. The CNA and SIP will be accessible to all stakeholders via the school website. This information will also be available on SLDS.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Riverbend's teachers are Highly Qualified. Personnel conferences are held each Spring with Administrators from each school. The superintendent, executive director of personnel, and teaching staff members meet with each principal to discuss staffing for the upcoming school year. Ineffective, out-of-field and inexperienced teachers are discussed during these meetings and staffing decisions are made at this time.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Riverbend has a clear and specific plan to use research based instructional strategies to enable students who are below grade level to reach a level of proficiency. Instructional strategies employed might include varying the group size from whole group to individualized instruction. Reading Workshop, Writing Workshop and Math Workshop are utilized in all grade levels. The focus is on creating differentiated learning environments so that students can reach proficiency and above. A full-time Instructional Coach is employed to ensure teachers and staff are implementing the Hall County Literacy Frameworks and the Hall County Math Frameworks. They offer Professional Learning to individual teachers through modeling and conferencing. Teachers use the Hall County Units that use a variety of researched based strategies. Lucy Calkins Reading and Writing materials are among the resources utilized for instruction. Number Talks are utilized in K-5 for Math instruction, along with Mathcore2k. The Fountas & Pinnell Comprehensive Phonics, Spelling and Word Study will be utilized in grades K-3. The Fountas & Pinnell BAS are administered in K-5. The assessment provides materials and procedures for observing and assessing the reading levels and behaviors of students. Eureka math is being utilized in grades K-3.</p>

<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>Riverbend does not participate in a targeted assistance program.</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>KinderCamp was offered to all upcoming Riverbend students July 19-22, 2022 for half days. Students participated in a number of educational activities and practiced rules and procedures. We have found this to be very successful in preparing both the students and parents.</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>N/A</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Riverbend began implementation of PBIS (Positive Behavioral Intervention and Supports) at the beginning of 2018-19. Staff members received training from the PBIS Team Members. The focus of the program is to set clear and concise expectations for students and rewarding them for positive behavior rather than emphasizing punishment. PBIS is helping to improve our school climate and culture. We will continue to utilize PBIS this year (2022-2023).</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	
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