



# Comprehensive Needs Assessment 2023 - 2024 School Report



**Hall County  
Riverbend Elementary School**

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

#### Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Keri Smith
Team Member # 2	Assistant Principal	Heather York
Team Member # 3	Kindergarten Teacher	Elisabeth Stadele
Team Member # 4	1st Grade Teacher	Samantha Humphries
Team Member # 5	2nd Grade Teacher	Erin Blair
Team Member # 6	3rd Grade Teacher	Suzanne Cindea
Team Member # 7	4th Grade Teacher	Marie Williams

#### Additional Leadership Team

	Position/Role	Name
Team Member # 1	5th Grade Teacher	Amanda McMillion
Team Member # 2	Science Lab	Susan Canaday
Team Member # 3	Instructional Coach	Ashley Wehunt
Team Member # 4	Media Specialist	Emily Nichols
Team Member # 5	Counselor	Tara King
Team Member # 6	ESOL / EIP Teacher	Michelle Noffsinger
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

# 1. PLANNING AND PREPARATION

## 1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

### Stakeholders

	Position/Role	Name
Stakeholder # 1	Instructional Coach	Ashley Wehunt
Stakeholder # 2	ESOL	Dawn Hucks
Stakeholder # 3	Counselor	Tara King
Stakeholder # 4	Parent Liaison	Minerva Albernás
Stakeholder # 5	Media Specialist	Emily Nichols
Stakeholder # 6	School Council Member/Parent	School Council Member/Parent
Stakeholder # 7	Partner In Ed/Parent	Partner In Ed/Parent
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Stakeholders completed a CNA survey, and the data collection analysis was shared with the team. There will be face to face meetings throughout the process for stakeholders to provide feedback.
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

#### Coherent Instruction Data

<b>Curriculum Standard 1</b> -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
<b>1. Exemplary</b>	<p>A systematic, collaborative process is used proactively for curriculum planning.</p> <p>Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
<b>2. Operational</b>	<p>A systematic, collaborative process is used regularly for curriculum planning.</p> <p>Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	✓
<b>3. Emerging</b>	<p>A collaborative process is used occasionally for curriculum planning.</p> <p>Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
<b>4. Not Evident</b>	<p>A collaborative process is rarely, if ever, used for curriculum planning.</p> <p>Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	

## Coherent Instruction Data

<b>Curriculum Standard 2</b> -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
<b>1. Exemplary</b>	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process.  These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
<b>2. Operational</b>	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards.  These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
<b>3. Emerging</b>	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
<b>4. Not Evident</b>	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

<b>Instruction Standard 1</b> -Provides a supportive and well -managed environment conducive to learning		
<b>1. Exemplary</b>	A supportive and well-managed environment conducive to learning is evident throughout the school.  Students consistently stay on-task and take responsibility for their own actions.	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

## Coherent Instruction Data

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).  Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.  Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

## Coherent Instruction Data

<b>Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students</b>		
<b>1. Exemplary</b>	<p>Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> <p>Remediation, enrichment, and acceleration are pervasive practices.</p>	
<b>2. Operational</b>	<p>Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p>	✓
<b>3. Emerging</b>	Some teachers differentiate instruction to meet the specific learning needs of students.	
<b>4. Not Evident</b>	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

<b>Instruction Standard 6 -Uses appropriate, current technology to enhance learning</b>		
<b>1. Exemplary</b>	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
<b>2. Operational</b>	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
<b>3. Emerging</b>	Some staff members, students, or both use appropriate, current technology to enhance learning.	
<b>4. Not Evident</b>	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

## Coherent Instruction Data

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.  Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.  Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs.  Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	



## Coherent Instruction Data

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes.  The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

## Coherent Instruction Data

<b>Assessment Standard 5</b> -Implements grading practices that provide an accurate indication of student progress on the required standards		
<b>1. Exemplary</b>	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
<b>2. Operational</b>	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
<b>3. Emerging</b>	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
<b>4. Not Evident</b>	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

#### Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
<b>1. Exemplary</b>	Administrators consistently build and sustain relationships to foster the success of students and staff.  The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
<b>2. Operational</b>	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
<b>3. Emerging</b>	Administrators sometimes build relationships to foster the success of students and staff.	
<b>4. Not Evident</b>	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
<b>1. Exemplary</b>	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning.  Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
<b>2. Operational</b>	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning.  The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
<b>3. Emerging</b>	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
<b>4. Not Evident</b>	Administrators initiate few, if any, changes that impact staff performance and student learning.	

## Effective Leadership Data

<b>Leadership Standard 3</b> -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
<b>1. Exemplary</b>	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	
<b>2. Operational</b>	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
<b>3. Emerging</b>	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
<b>4. Not Evident</b>	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

<b>Leadership Standard 4</b> -Uses processes to systematically analyze data to improve student achievement		
<b>1. Exemplary</b>	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
<b>2. Operational</b>	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
<b>3. Emerging</b>	Some processes are in place and used occasionally to analyze data to improve student achievement.	
<b>4. Not Evident</b>	Few, if any, processes are in place to analyze data to improve student achievement.	

<b>Leadership Standard 5</b> -Builds leadership capacity through shared decision-making and problem-solving		
<b>1. Exemplary</b>	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	✓
<b>2. Operational</b>	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
<b>3. Emerging</b>	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
<b>4. Not Evident</b>	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

## Effective Leadership Data

<b>Leadership Standard 6</b> -Establishes and supports a data-driven school leadership team that is focused on student learning		
<b>1. Exemplary</b>	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	
<b>2. Operational</b>	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	✓
<b>3. Emerging</b>	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
<b>4. Not Evident</b>	A school leadership team does not exist or does not have adequate stakeholder representation.	

<b>Leadership Standard 7</b> -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
<b>1. Exemplary</b>	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	
<b>2. Operational</b>	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	✓
<b>3. Emerging</b>	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
<b>4. Not Evident</b>	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

## Effective Leadership Data

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

## Effective Leadership Data

<b>Planning and Organization Standard 2</b> -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
<b>1. Exemplary</b>	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	✓
<b>2. Operational</b>	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	
<b>3. Emerging</b>	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
<b>4. Not Evident</b>	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

<b>Planning and Organization Standard 3</b> -Monitors implementation of the school improvement plan and makes adjustments as needed		
<b>1. Exemplary</b>	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	
<b>2. Operational</b>	<p>The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	✓
<b>3. Emerging</b>	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
<b>4. Not Evident</b>	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

## Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
<b>1. Exemplary</b>	<p>The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.</p> <p>School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.</p>	
<b>2. Operational</b>	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
<b>3. Emerging</b>	The use of available resources to support continuous improvement is inconsistently monitored.	
<b>4. Not Evident</b>	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
<b>1. Exemplary</b>	<p>Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.</p>	
<b>2. Operational</b>	<p>Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.</p>	✓
<b>3. Emerging</b>	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
<b>4. Not Evident</b>	<p>Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.</p> <p>In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.</p>	



## Effective Leadership Data

<b>Planning and Organization Standard 6</b> -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
<b>1. Exemplary</b>	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	✓
<b>2. Operational</b>	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	
<b>3. Emerging</b>	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	
<b>4. Not Evident</b>	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

#### Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
<b>1. Exemplary</b>	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.  Administrators collaborate consistently with staff members to gather input.	
<b>2. Operational</b>	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
<b>3. Emerging</b>	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
<b>4. Not Evident</b>	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
<b>1. Exemplary</b>	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).  Ongoing support is provided through differentiated professional learning.	✓
<b>2. Operational</b>	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	
<b>3. Emerging</b>	Professional learning needs are identified using limited sources of data.	
<b>4. Not Evident</b>	Professional learning needs are identified using little or no data.	

## Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).  Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	✓
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

## Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
<b>1. Exemplary</b>	<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
<b>2. Operational</b>	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	✓
<b>3. Emerging</b>	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
<b>4. Not Evident</b>	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
<b>1. Exemplary</b>	<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	
<b>2. Operational</b>	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
<b>3. Emerging</b>	Some resources and systems are allocated to support and sustain professional learning.	
<b>4. Not Evident</b>	Few, if any, resources and systems are provided to support and sustain professional learning.	

## Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
<b>1. Exemplary</b>	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively.  Evaluation results are used to identify and implement processes to extend student learning.	
<b>2. Operational</b>	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
<b>3. Emerging</b>	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
<b>4. Not Evident</b>	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

#### Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school.  Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	✓
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.  Structures are continuously monitored for reliable and interactive communication.	✓
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

## Family and Community Engagement Data

<b>Family and Community Engagement Standard 3</b> -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
<b>1. Exemplary</b>	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
<b>2. Operational</b>	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
<b>3. Emerging</b>	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
<b>4. Not Evident</b>	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

<b>Family and Community Engagement Standard 4</b> -Communicates academic expectations and current student achievement status to families		
<b>1. Exemplary</b>	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
<b>2. Operational</b>	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
<b>3. Emerging</b>	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
<b>4. Not Evident</b>	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

## Family and Community Engagement Data

<b>Family and Community Engagement Standard 5</b> -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
<b>1. Exemplary</b>	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
<b>2. Operational</b>	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
<b>3. Emerging</b>	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
<b>4. Not Evident</b>	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

<b>Family and Community Engagement Standard 6</b> -Connects families with agencies and resources in the community to meet the needs of students		
<b>1. Exemplary</b>	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
<b>2. Operational</b>	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
<b>3. Emerging</b>	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
<b>4. Not Evident</b>	The school does little to connect families with agencies and resources in the community to meet the needs of students.	



## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

#### Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
<b>1. Exemplary</b>	A supportive and well-managed environment conducive to learning is evident throughout the school.  Students consistently stay on-task and take responsibility for their own actions.	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
<b>1. Exemplary</b>	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).  Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
<b>2. Operational</b>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
<b>3. Emerging</b>	Some teachers create an academically challenging learning environment.	
<b>4. Not Evident</b>	Few, if any, teachers create an academically challenging learning environment.	

## Supportive Learning Environment Data

<b>Instruction Standard 8</b> -Establishes a learning environment that empowers students to actively monitor their own progress		
<b>1. Exemplary</b>	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.  Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
<b>2. Operational</b>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
<b>3. Emerging</b>	Some students use tools to actively monitor their own progress.	
<b>4. Not Evident</b>	Few, if any, students use tools to actively monitor their own progress.	

<b>School Culture Standard 1</b> -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
<b>1. Exemplary</b>	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school.  These rules, practices, and procedures are continually monitored and revised as needed.	
<b>2. Operational</b>	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
<b>3. Emerging</b>	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
<b>4. Not Evident</b>	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

## Supportive Learning Environment Data

<b>School Culture Standard 2</b> -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
<b>1. Exemplary</b>	<p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p>	
<b>2. Operational</b>	<p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>	✓
<b>3. Emerging</b>	<p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>	
<b>4. Not Evident</b>	<p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>	

<b>School Culture Standard 3</b> -Establishes a culture that supports the college and career readiness of students		
<b>1. Exemplary</b>	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
<b>2. Operational</b>	<p>Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p>	✓
<b>3. Emerging</b>	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
<b>4. Not Evident</b>	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

## Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	<p>The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.</p> <p>The celebrations are publicized within the school and to the community and support the culture of the school.</p>	✓
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

## Supportive Learning Environment Data

<b>Planning and Organization Standard 1</b> -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
<b>1. Exemplary</b>	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
<b>2. Operational</b>	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
<b>3. Emerging</b>	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
<b>4. Not Evident</b>	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

<b>What perception data did you use?</b> [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Georgia Parent Survey, Student Health Survey, Climate Survey for Faculty, Title I Family Night Feedback, feedback from parents during parent meetings, PTO meetings, and other events hosted throughout the year.
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<b>What does the perception data tell you?</b> (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	During Family Events, parents often give positive verbal feedback. Family Night Feedback Forms reveal that the activities are enriching and useful to parents. 100% of the parents say that ideas received from activities are helpful to use at home with their children. Parents have given feedback on what they need as a parent group during our coffee and chats. Differentiation and providing feedback, data dives, aligning assessments with standards etc.. are some areas that we could focus on this year.
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<b>What process data did you use?</b> (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	Common Assessment Results: Fountas and Pinnell Benchmark Reading Assessments, Math Fluency Data, 5th Writing Assessment, Georgia Milestones, MAP, PLC documentation, Hall County Balanced Scorecard.
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<b>What does the process data tell you?</b> (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	All staff members participate in PLCs. Our long-term goals focus on student achievement to improve instructional practices and student learning. For 2022-23, our PLC teams worked on incorporating the 5 lesson components in all lessons; we examined data to make instructional decisions for students; we created short term action plans to target and monitor grade level PLC groups. Teachers also participated in other Professional Development opportunities (e.g., district PLCs, Grade Level PLCs, and Title I Building Staff Capacity). Riverbend will benefit from having intentional data conversations with teams. In addition, creating short term action plans to focus on growing student achievement. Team data analysis occurs on a monthly basis to look at student achievement and next steps. MTSS Team meets regularly to monitor
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	<p>interventions and instructional practice. TKES observation data is analyzed to determine if PL is being implemented effectively. Both summative and formative data is used on a regular basis to determine student achievement and next steps. We will need to continue this work in the FY24 school. In addition, the team will focus on the 5 Pillars of Literacy and provide PL throughout the year that will address the needs of teachers and students.</p> <p>As a Title I school, Riverbend benefits from academic support of an instructional coach, academic support, and instructional resources. Our committees meet on a regular basis to discuss areas of need and collaborate on new and current practice to enhance student performance on assessments. Riverbend has a shared drive for data collection. This process allows teachers, support staff and administration to monitor student progress so that data is at the heart of all our discussions.</p> <p>Our Title I designated dates/times for annual and input meetings as well as family nights can be found on our website and in newsletters throughout the year. Parent workshops/family nights were held in person and digitally this year. Parents continue to recommend ways to use parent engagement funds to purchase materials for workshops and summer learning.</p>
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What achievement data did you use?	EOG, Math Fluency Assessments, 5th Grade HCSD Writing Assessment, HCSD 3rd Grade reading goal, BAS, Georgia Numeracy, and MAP.
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What does your achievement data tell you?	<p>When reviewing the Consolidated Needs Assessment Data Report (SY21 and SY22) Math EOG data Riverbend decreased in the percentage of students scoring proficient and distinguished from 34.20% (SY21) down to 33.60% (SY22). ELA EOG data showed an increase from SY21 of 27.50% of students scoring proficient or distinguished to 33.60% in SY22. For Science EOG, data showed a significant increase from 16.10% in SY21 to 43.30% in SY22.</p> <p>Based on our F&amp;P Benchmark Assessment data for 2022-2023.</p> <p>Kindergarten- 48% of Kindergarten students reading at or above grade level  1st Graders- 60% of students reading at or above grade level  2nd Graders- 46% of students reading at or above grade level  3rd Graders- 65% of students reading at or above grade level  4th Graders- 68% of students reading at or above grade level  5th Graders- 72% of students reading at or above grade level</p> <p>We did not meet our reading goal based on the data collected from the BAS assessment. At the BOY 55% of our students were reading at or above grade level. EOY our score did increase, but did not meet the 10% growth we were reaching for. EOY was 60% overall students reading at or above grade level expectation.</p> <p>Data showed we did not meet our writing score goal as measured by the Hall County 5th Writing Assessment. 5th graders scored for SY22 and SY23 78% of 5th graders passed the writing test.</p> <p>Riverbend needs to focus on closing the achievement gaps and increasing performance levels among all subgroups Based on the current student data for</p>
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	reading, our third graders have been affected the most. Social and emotional learning research-based strategies should continue to be implemented to address the achievement gap of those academically disadvantaged by the pandemic. Implementation of remediation, enrichment, and rigorous practices for all students. Riverbend will continue to designate more time to literacy and math instruction. Riverbend will focus on providing more enrichment for our gifted learners. The Cares Act has assigned a position for a Cares Act Teacher to continue for the 2023-2024 school year that is dedicated to reading and math support of struggling students to aid in bridging the learning gap for students.
What demographic data did you use?	Demographic data included program enrollment and subgroups (race/ethnicity, economically disadvantaged, ELL and student with disabilities).
What does the demographic data tell you?	The population of Riverbend has remained consistent 380 in SY21, 386 SY22, and 350 for SY23 . According to the Georgia Department of Education SI dashboard, the 2021-2022 population consisted of 43.5% (Hispanic) and 51.5% (white). The economically disadvantaged slightly decreased from previous year 63% (2020) to 59% (2021). Data from 2022 is skewed due to lack of parents filling out forms for free and reduced lunch. (26% SY22). The ELL population has stayed consistent at 28%.The SPED population has decreased from 10.30% (FY2020) to 8.80 (FY2022). The Gifted population has increased from 8.10% in SY21 to 14.40% in SY22.



### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Strengths and Challenges Based on Trends and Patterns

<p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>All content area teachers are provided a clear and comprehensive instructional plans to follow. Instructional plans includes benchmark assessments, suggested activities, and a variety of differentiated learning support. Professional Learning is provided in many different areas along with PLC Groups. A variety of summative and formative data sources are used to identify growth in student learning: EOG, ACCESS, BAS, MAP, 5th Grade Writing Assessment, Math Fluency, Georgia Numeracy, and GKIDS. TKES/LKES ratings are also used to determine teacher effectiveness and professional learning needs.</p>
<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Riverbend is a school of choice offering the Advanced Scholars Academy. Many teachers are Gifted Endorsed and use the Rigor for All pedagogy. Teachers recommend students for gifted testing throughout the year. Communication skills are being developed by our students through Project Based Learning. All students participate in community service projects which meets the HCSD Balanced Scorecard Goals. Through PLC Groups teachers have more opportunities to develop leadership skills. Teachers participate in a variety of leadership opportunities such as Grade Level Chair, RTI Leader, BLaST Team, Instructional Advisory Team, School Improvement Team, and more. Students are provided with opportunities in character education (Sources of Strength) and class leadership roles. Teachers were given a survey to identify leader strength and provided opportunities to grow as a leader.</p>
<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The diversity of our student population has provided opportunities to differentiate professional learning to meet the needs of teachers. PLC groups chose topics based on student data and teacher needs. TKES/LKES embedded learning goals and plans are used to identify needs and growth opportunities to support individual needs. TKES observations provide opportunities to monitor the implementation of PL and provide timely feedback. Provide PL on new programs being implemented in the upcoming school year (MAP, Eureka, 5 Pillars of Literacy, Inquiry Circles, etc..)</p>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Riverbend has created a welcoming environment that encourages a strong school, family and community connection. To enhance academic achievement, numerous Family Engagement Nights are held throughout the school year. The nights serve to equip parents on how to help their children at home in the areas of math, reading, writing, and science. Our Parent Liaison has helped enhance the relationship between school and home. We have a systematic process in place where the counselor, school nurse, Parent Liaison and others connect families with an array of agencies and resources to meet the needs of students. Riverbend has a strong partnership with Path Project that is a neighborhood mentoring program. This program partners with our school in engage families and enhance student success.</p>
<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>A common vision and mission has been developed through a collaborative process and communicated to all stakeholders, defining the culture of the school and guiding continuous improvement. Rules, practices and procedures that maintain a safe and orderly learning environment are consistently implemented. These are monitored and revised as needed. A sustained commitment to promoting high expectations, positive interactions and community are evident. We are continuously seeking ways to empower students to actively monitor their progress. PBIS (Positive Behavior Interventions and Supports) is utilized school-wide with the focus on teaching positive student interaction. A strong RTI process is in place to assure that all students achieve academic success.</p>
<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The population of Riverbend has remained consistent 380 in SY21, 386 SY22, and 350 for SY23 . According to the Georgia Department of Education SI dashboard, the 2021-2022 population consisted of 43.5% (Hispanic) and 51.5% (white). The economically disadvantaged slightly decreased from previous year 63% (2020) to 59% (2021). Data from 2022 are skewed due to lack of parents filling out forms for free and reduced lunch. (26% SY22). The ELL population has stayed consistent at 28%. The SPED population has decreased from 10.30% (FY2020) to 8.80 (FY2022). The Gifted population has increased from 8.10% in SY21 to 14.40% in SY22.</p>
<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Riverbend's population has stayed the same in regards to school size and diversity. SIP goals were that 90% of students in 5th grade would master fluency facts. We did not meet this goal in the area of multiplication, division, or subtraction. Students did meet the goal in addition. Addition- 100%, Subtraction 87%, Multiplication 77%, and Division was 75%. Reading SIP goal was to increase the amount of students that were reading at or above grade level by 10%. We did not meet the growth goal for reading. We did increase the percentage of students reading at or above grade level from 55% up to 60% only a 5% increase.</p>

## Strengths and Challenges Based on Trends and Patterns

	<p>Writing SIP goal was that 90% of 5th graders pass the 5th Grade Writing Test. We did not meet this goal. Only 78% of our 5th graders passed the writing assessment.</p> <p>Riverbend needs to focus on closing the achievement gaps and increasing performance levels among all subgroups. Based on the current student data for reading, our second graders have been affected the most with only 46% reading at or above grade level. Social and emotional learning research-based strategies should continue to be implemented to address the achievement gap of those academically disadvantaged by the pandemic. Implementation of remediation, enrichment, and rigorous practices for all students. Riverbend will continue to designate more time to literacy and math instruction. Riverbend will focus on providing more enrichment for our gifted learners. The Cares Act has assigned a position for a Cares Act Teacher to continue for the 2023-2024 school year that is dedicated to reading and math support of struggling students to aid in bridging the learning gap for students.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths	<p>The district's special education department, which Riverbend is a part of, has been found to be fiscally compliant through the state's federal programs monitoring process. We have a variety of pull-out and push-in models with our students. We have paraprofessionals for additional support. Students in the RTI process are provided with interventions in the area of deficits. The RTI team considers the whole child when identifying strengths and challenges. EIP teacher supports ED and other subgroups through push in and pull-out models. The ESOL teachers supports using both push in and pull-out models.</p>
Challenges	<p>Students with Disabilities in math and ELA are areas where improvement is needed. SWD SY22 proficient or distinguished in math was 14.30% and 0.00% in ELA.</p>

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Overarching Need # 1

Overarching Need	Meeting the differing needs of all learners in the area of Reading
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	We did increase schoolwide to 60% of students reading at or above grade level, but we need to increase this to where at least 90% of our students leaving 3rd grade are reading on grade level.
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##### Overarching Need # 2

Overarching Need	Meeting the differing needs of all learners in the area of Math
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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##### Overarching Need # 3

## Overarching Need # 3

Overarching Need	Meeting the differing needs of all learners in the area of writing
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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## Overarching Need # 4

Overarching Need	Meeting the needs of learners by focusing on mental health of our students
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	Self regulation needs to be a top priority. Teaching kids how to deal with problems that arise on a daily basis and how to prioritize.
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

##### Overarching Need - Meeting the differing needs of all learners in the area of Reading

##### Root Cause # 1

Root Causes to be Addressed	Students have gaps in the area of reading comprehension and reading fluency. Students lack the ability to sustain reading for longer amounts of time. They struggle with application and explanation of reading.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	Students who are identified have additional support available through targeted assistance through our cares act teachers, MTSS team, and in some cases RTI interventions.
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##### Overarching Need - Meeting the differing needs of all learners in the area of Math

##### Root Cause # 1

Root Causes to be Addressed	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. Students lack understanding of word problems and how to address them.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

## Root Cause # 1

Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students
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Additional Responses	
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**Overarching Need - Meeting the differing needs of all learners in the area of writing**

## Root Cause # 1

Root Causes to be Addressed	Students are developing keyboarding and organizational skills that will lead to improved written communication Students have gaps in understanding the writing process and how a writing is organized and flows. Students ability to use rubrics to assess themselves. Teachers providing feedback and timely instructional moves to support at risk writers
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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**Overarching Need - Meeting the needs of learners by focusing on mental health of our students**

## Root Cause # 1

## Root Cause # 1

Root Causes to be Addressed	Mental well being of our students and staff are important to our school and district. Intentional interactions and building relationships are important to our team.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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# School Improvement Plan 2023 - 2024



**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 (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 ability to sustain reading for longer amounts of time. They struggle with application and explanation of reading.
Goal	By the end of 2023-24, 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 with BAS, Word Study, and Phonemic Awareness will be ongoing as teachers administer the Fountas & Pinnell BAS assessment to gauge reading progress. Teachers will use their knowledge to analyze student data and make appropriate instructional plans.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES Evaluation, F & P BAS Scores and Running Records, Lesson Plans, examine student work.
Method for Monitoring Effectiveness	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Instructional Coach and Teachers and Administration
Timeline for Implementation	Yearly

## 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 One Book, One School reading initiative and increase the volume of books that students are reading by providing independent reading time for students to practice. Coach will work with teachers to build and purchase high interest text for classroom libraries and book baskets to organize them.
Funding Sources	Title I, Part A Title III, 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
Method for Monitoring Implementation	Number of books checked out of Media Center, Increased performance based on standardized testing, and building classroom libraries.
Method for Monitoring Effectiveness	Student growth on classroom running records, 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)?	
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## Action Step # 2

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	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.
Funding Sources	Title I, 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
Method for Monitoring 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
Method for Monitoring Effectiveness	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	Yearly

## Action Step # 3

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 Coach to provide continued Professional Learning with the Hall County Literacy Frameworks, Literacy Components: shared reading and writing, interactive read aloud, reading and writing workshop, and conferring (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 Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES Evaluations, DRA, Running Records, agendas for PL, feedback for students
Method for Monitoring Effectiveness	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Instructional Coach, admin team, 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 # 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 Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Teacher Canvas Courses, Lesson Plans, Student work
Method for Monitoring Effectiveness	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	Media Specialist Teachers and 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 # 6

## 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 Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Agendas, Sign In Sheets, Feedback Forms
Method for Monitoring Effectiveness	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
Subgroups	Economically Disadvantaged Foster Homeless



## Action Step # 7

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Agenda, Sign In Sheet and meeting minutes
Method for Monitoring Effectiveness	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	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	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

## Action Step # 8

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES, Lesson Plans, Schedules, evidence of student learning
Method for Monitoring Effectiveness	Student growth on classroom, district, and standardized assessments, and diagnostics
Position/Role Responsible	Administration All 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 # 9

Action Step	Provide opportunity for additional learning support through instructional extension, tutoring, and summer school.
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
Method for Monitoring Implementation	F&P Benchmark assessment scores, MAP Scores, Classroom Assessments, and EOG- ELA scores.
Method for Monitoring Effectiveness	Student growth on classroom, district, and standardized assessments and diagnostics.

## Action Step # 9

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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## Action Step # 10

Action Step	Purchase journals for reading and writing so that teachers can confer with students to provide feedback on their reading and writing. Meeting students where they are and having intentional conversations with them about their progress and how they will get to the next level.
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
Method for Monitoring Implementation	Journals, Confering notes from teachers, observations (TKES)
Method for Monitoring Effectiveness	Student growth in classrooms, growth on assessments from district and state.
Position/Role Responsible	Teachers, Admin, and Instructional Coach
Timeline for Implementation	Monthly

## 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	Admin Team and Instructional Coach to host data chats. Team will work with teachers to help set goals with students and provide feedback on the MAP assessment for reading. Students will have to opportunity to participate in Star Rock incentive based on meeting their MAP growth targets in reading.
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
Method for Monitoring Implementation	Agenda, sign in sheet, student tracking of growth, growth report data
Method for Monitoring Effectiveness	Growth on MAP reading assessment
Position/Role Responsible	Teachers, Admin Team, Instructional Coach
Timeline for Implementation	Quarterly

Action Step # 11

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 and/ or other outside resources will fund incentives
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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. Students lack understanding of word problems and how to address them.
Goal	By the end of 2023-24, 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 Zearn at school and at home to build math fluency and number sense.
Funding Sources	N/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
Method for Monitoring Implementation	Math EOG scores, Zearn Reports, Math Fluency Data
Method for Monitoring Effectiveness	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	Instructional coach provide Professional Learning will be ongoing as teachers utilize the new Eureka Math program K-5. PL will be available for Math Workshop/Small Group instruction, Fluency, Number Talks, math strategies, and Zearn. Teachers will use their knowledge to analyze student data and make appropriate instructional plans. (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 Professional Capacity
Method for Monitoring Implementation	Math EOG Scores and TKES Evaluations, Math Fluency Data
Method for Monitoring Effectiveness	Student Growth on standardized test and diagnostics
Position/Role Responsible	Teachers, Instructional Coaches and Administration
Timeline for Implementation	Monthly

## Action Step # 2

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	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 Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Agenda, Sign in Sheets, Minutes, Parent Feedback Forms
Method for Monitoring Effectiveness	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 # 4

Action Step	Provide opportunity for struggling learners through our summer school program and tutoring
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
Method for Monitoring Implementation	EOG scores, BAS data, Fluency data, and academic need
Method for Monitoring Effectiveness	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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## Action Step # 5

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

Action Step # 5

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Student growth achievement by reducing class size
Method for Monitoring Effectiveness	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

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

### 2.3 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	Students are developing keyboarding and organizational skills that will lead to improved written communication Students have gaps in understanding the writing process and how a writing is organized and flows. Students ability to use rubrics to assess themselves. Teachers providing feedback and timely instructional moves to support at risk writers
Goal	By the end of 2023-24, students at Riverbend will increase by 10% the number of students passing the 5th grade opinion writing assessment based on BOY data collected from a baseline opinion writing sample working towards the Hall County District goal of 90% mastery.

#### Action Step # 1

Action Step	Teachers will utilize the Writing Learning Progressions and appropriate rubrics in examining student writing and provide feedback on student writing.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	HCSD 5th grade Writing Assessment, PLC Meetings, and Instructional Coach Support.
Method for Monitoring Effectiveness	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	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	HCSD 5th grade Writing Assessment, PLC Meetings and Instructional Coach Support.
Method for Monitoring Effectiveness	Student growth on classroom, district, and standardized assessments and diagnostics.
Position/Role Responsible	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 # 3

Action Step	Instructional coach to provide PL on components of writing workshop and work with grade level teams to look at vertical alignment of standards.
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
Method for Monitoring Implementation	HCSD 5th grade Writing Assessment, Instructional Coach Support, Increase EOG Scores in all areas that require written response
Method for Monitoring Effectiveness	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
Subgroups	Economically Disadvantaged Foster Homeless English Learners

## Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES, Lesson Plans, schedules, evidence of learning
Method for Monitoring Effectiveness	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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## Action Step # 5

Action Step	Teachers will host writing celebrations (at least 1) with students, classes, and families. Students will have the opportunity to showcase their writings with others. Others will be able to give students verbal and written feedback on their writing.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Pictures of writing celebrations, calendar showing scheduled writing celebrations, feedback sheets, invitations, or newsletters.

Action Step # 5

Method for Monitoring Effectiveness	Increase the amount of writing and scores on EOG writing section.
Position/Role Responsible	Teachers, students, staff, and parents
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

## 2.4 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	Mental well being of our students and staff are important to our school and district. Intentional interactions and building relationships are important to our team.
Goal	By the end of FY24, 85% of students surveyed noted that teachers and staff notice their good behavior and it is celebrated.

## Action Step # 1

Action Step	Improve the mental health of students through intentional interactions by greeting students each morning at car riders, breakfast, bus, gym, and as they enter classrooms.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Survey students Data Collection Observations
Method for Monitoring Effectiveness	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 # 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	Provide a 30 minute window of time for Sources of Strength Designated teachers to provide students with guided lessons for classroom implementation.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	lesson plans, student check ins, TKES
Method for Monitoring Effectiveness	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) focus targeted instruction in the area that data shows needs improvement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Data Chats
Method for Monitoring Effectiveness	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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## Action Step # 4

Action Step	Provide feedback on student behavior regularly (caught you being good notes and phone calls home). Celebrate student behavior through monthly recognition.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

## Action Step # 4

Subgroups	Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Copies of recognition, newsletter snippets, and pictures of celebrations.
Method for Monitoring Effectiveness	Improvement in behavior and overall mental health of students.
Position/Role Responsible	teachers, families, counselor
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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### 3. REQUIRED QUESTIONS

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

##### Required Questions

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).	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.
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.	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.
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).	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-5. 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-5.

<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

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.	KinderCamp was offered to all upcoming Riverbend students July 18-21, 2023 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.
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; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	N/A
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.	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 (2023-2024).

## ADDITIONAL RESPONSES

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