School Name
Riverside Elementary
Date Submitted
Date Revised July 15, 2021
GEORGIA’S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education’s strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia’s Systems of Continuous Improvement focuses on the systems and structures (the “what”) that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the “how”) to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.

**Systems to Improve (What to Improve)**

**Coherent Instructional System:** The major system of the complex school organization that articulates and guides the “what” and “how” of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should “know” and “do”, and determine how their students will show they “know” the content and can “do” a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
• **Monitoring student progress** - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it

• **Refining the instructional system** - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

**Georgia’s Systems of Continuous Improvement**

**Effective Leadership:** A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

• *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities

• *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group’s purpose and encourages the development of leadership across the organization

• *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms

• *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission

• *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district’s major systems, structures, and processes

**Professional Capacity:** A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

• *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission

• *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff’s knowledge and skills

• *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/position that is most beneficial to student achievement

• *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

**Family and Community Engagement:** A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

• *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school

• *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning

• *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
• **Empowering families** - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success

• **Sharing leadership with families and the community** - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs

• **Collaborating with the community** - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

**Georgia’s Systems of Continuous Improvement**

**Supportive Learning Environment**: A major system of the complex school organization that ensures students’ school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

• **Maintaining order and safety** - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met

• **Developing and monitoring a system of supports** - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs

• **Ensuring a student learning community** - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

**Process to Improve (How to Improve)**

**Step 1: Identify Needs**: Consult many sources to determine what in the district needs improvement.

• Plan and prepare for the process
• Collect and analyze data
• Identify needs and conduct a root cause analysis

**Step 2: Select Interventions**: Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

• Consider all the evidence for needed improvements
• Research possible interventions
• Determine if staff has the capacity to implement possible interventions

**Step 3: Plan Implementation**: Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

• Identify roles and responsibilities of those implementing the intervention
• Develop a team that will deeply understand the intervention and of best ways to implement it
• Develop the implementation timeline
• Identify resources and supports needed for the implementation of the intervention
• Develop a set of information to be reviewed to track the implementation

**Step 4: Implement Plan**: Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

• Collect information to monitor the quality of supports being provided for the intervention
• Consider what additional information is needed to determine if intervention is working
• Assess the degree to which the implementation plan is being followed
• Identify ways to break down any barriers
• Build capacity of others to facilitate the improvement process now and in the future
Step 5: Examine Progress: Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

- Georgia’s Systems of Continuous Improvement

- Georgia Department of Education

School Improvement Plan

1. GENERAL IMPROVEMENT PLAN INFORMATION

<table>
<thead>
<tr>
<th>District Name</th>
<th>Cobb County School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>Riverside Elementary School</td>
</tr>
<tr>
<td>Team Lead</td>
<td>Cynthia Winter</td>
</tr>
<tr>
<td>Position</td>
<td>Principal</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Cynthia.winter@cobbk12.org">Cynthia.winter@cobbk12.org</a></td>
</tr>
<tr>
<td>Phone</td>
<td>770-819-5851</td>
</tr>
</tbody>
</table>

Federal Funding Options to Be Employed (SWP Schools) in This Plan
(Select all that apply)

- X Traditional funding (all Federal funds budgeted separately)
2. SCHOOL IMPROVEMENT GOALS

2.1 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

<table>
<thead>
<tr>
<th>Specific</th>
<th>Measurable</th>
<th>Attainable</th>
<th>Relevant</th>
<th>Time-bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>An example of a SMART goal is: By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.1.1 Completing the Improvement Goals Tables

Enter the school’s two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia’s Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

- **Coherent Instructional System**
  - CIS-1 Planning for quality instruction
  - CIS-2 Delivering quality instruction
  - CIS-3 Monitoring student progress
  - CIS-4 Refining the instructional system

- **Effective Leadership**
  - EL-1 Creating and maintaining a climate and culture conducive to learning
  - EL-2 Cultivating and distributing leadership
  - EL-3 Ensuring high quality instruction in all classrooms

- **Professional Capacity**
  - PC-1 Attracting staff
  - PC-2 Developing staff
  - PC-3 Retaining staff
  - PC-4 Ensuring staff collaboration

- EL-4 Managing the district and its resources
- EL-5 Driving improvement efforts

Factor(s) Used by District to Identify Students in Poverty
(Select all that apply)

- X Free/Reduced meal applications
- Community Eligibility Program (CEP) - Direct Certification ONLY
- Other (if selected, please describe below)
2. School Improvement Goals

**Family and Community Engagement**
FCE-1 Welcoming all families and the community FCE-2
   Communicating effectively with all families and the community
FCE-3 Supporting student success
FCE-4 Empowering families
FCE-5 Sharing leadership with families and the community
FCE-6 Collaborating with the community

**Supportive Learning Environment**
SLE-1 Maintaining order and safety
SLE-2 Developing and monitoring a system of supports
SLE-3 Ensuring a student learning community
**1.1 IDENTIFICATION of STAKEHOLDERS**

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process in order to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school.

<table>
<thead>
<tr>
<th>Position/Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Supervisor</td>
<td></td>
</tr>
<tr>
<td>Academic Coach (District)</td>
<td></td>
</tr>
<tr>
<td>Academic Coach (Local School)</td>
<td></td>
</tr>
<tr>
<td>Parent (Non CCSD Employee)</td>
<td></td>
</tr>
<tr>
<td>Business Partner</td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td></td>
</tr>
<tr>
<td>Parent Facilitator</td>
<td></td>
</tr>
<tr>
<td>Health Care Providers</td>
<td></td>
</tr>
<tr>
<td>Social Workers</td>
<td></td>
</tr>
<tr>
<td>IHE Leaders</td>
<td></td>
</tr>
<tr>
<td>Faith-based Community Leaders</td>
<td></td>
</tr>
<tr>
<td>Technology Experts (TIS)</td>
<td></td>
</tr>
<tr>
<td>Media Specialists/Librarians</td>
<td></td>
</tr>
<tr>
<td>Police/Public or School Safety Officers</td>
<td></td>
</tr>
</tbody>
</table>
Cobb County Title I School Improvement Plan 2021-2022

Meeting Date(s): 6/14/21, 7/15/21

IDENTIFICATION OF TEAM

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

<table>
<thead>
<tr>
<th>Position/Role</th>
<th>Printed Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Cynthia Winter</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Dr. Amy Ford</td>
<td></td>
</tr>
<tr>
<td>Math Coach</td>
<td>Catrina Tappler</td>
<td></td>
</tr>
<tr>
<td>Literacy Coach</td>
<td>Michelle Garner</td>
<td></td>
</tr>
<tr>
<td>K Team Leader</td>
<td>Dr. Anjennetta Cole</td>
<td></td>
</tr>
<tr>
<td>1st Team Leader</td>
<td>Antionette Lonon</td>
<td></td>
</tr>
<tr>
<td>2nd Team Leader</td>
<td>Matthew Schmidt</td>
<td></td>
</tr>
<tr>
<td>3rd Team Leader</td>
<td>Barbara Johnson</td>
<td></td>
</tr>
<tr>
<td>4th Team Leader</td>
<td>Suzanne Martin</td>
<td></td>
</tr>
<tr>
<td>5th Team Leader</td>
<td>Erica Eckman</td>
<td></td>
</tr>
<tr>
<td>Enrichment Team Leader</td>
<td>Katrina Bonds</td>
<td></td>
</tr>
<tr>
<td>Teacher Leader</td>
<td>Dr. Joseph Brigham</td>
<td></td>
</tr>
<tr>
<td>Sped Team Leader</td>
<td>Dr. Renita Stamper</td>
<td></td>
</tr>
<tr>
<td>ESOL Team Leader</td>
<td>Robbie Jennings-Nowlin</td>
<td></td>
</tr>
<tr>
<td>Parent Facilitator</td>
<td>Annette Dangerfield-Lewis</td>
<td></td>
</tr>
<tr>
<td>Media Specialist</td>
<td>Alecia Carter</td>
<td></td>
</tr>
</tbody>
</table>
IDENTIFICATION of STAKEHOLDERS

References: Schoolwide Checklist 3.b.

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet federal program requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school.

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).

References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

During the Title I School Improvement Forum, as a staff, we elicited feedback from all stakeholders their perspectives on the academic goals set for our students, actions steps for meeting the academic goals, and activities scheduled for our families. We provided our stakeholders with current data, we asked how we can improve participation, and how to increase student performance. We also asked stakeholders for their feedback on the validity of different types of activities planned, best times available of our parents, and what future activities they would like to see take place for the upcoming school year.

Staff members also conducted on-going data team meetings to look at school data to measure progress toward meeting schoolwide goals based upon our students’ performance and to establish goals for the next school year.

A school council which includes community stakeholders, staff members, and parents is also commissioned each year to inform stakeholders about the different school initiatives and provide a platform for stakeholders to present concerns and provide guidance for problem solving.
Comprehensive Needs Assessment Evaluation of Goal(s)

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

For the School Year: FY21

Goal 1: 50% of the students will demonstrate proficiency in reading at the end of May 2021 as measured by the Reading Inventory (RI).

1. Was the goal met? No
2. What data supports the outcome of the goal? Reading Inventory (RI)
3. What process/action step/Intervention contributed to the outcome of the goal? The factors that contributed to this outcome were lack of participation/motivation from students and inconsistent small group instruction due to covid restrictions for instruction.
4. Reflecting on outcomes:
   a. If the goal was not met, what actionable strategies could be implemented to address the area of need? To address this area of need, we could ensure that there is consistent implementation of guided reading groups, consistent conferring, daily center rotations, daily reading to self-time, and opportunities for students to read to someone or have book buddies across grade levels to build fluency.
   b. If the goal was met, what strategies will be implemented to sustain the progress that was made and go to the next level?
   c. If the outcomes exceeded the goal, what are the next steps?

Goal 2: 75% of students will score 3 on the writing assessment by the end of May 2021, as measured by the Lucy Calkins Writing Rubrics.

1. Was the goal met? no
2. What data supports the outcome of the goal? Writing Rubric
3. What process/action step/Intervention contributed to the outcome of the goal? The factors that contributed to this outcome were an inability to confer individually, a lack of ability to implement the workshop model, and a lack of student work turned in, especially remote learners.
4. Reflecting on outcomes:
   a. If the goal was not met, what actionable strategies could be implemented to address the area of need? To address this area of need, we could ensure consistent implementation of non-negotiables such as daily use of the workshop model, writing across the curriculum, conferring, and goal setting.
   b. If the goal was met, what strategies will be implemented to sustain the progress that was made and go to the next level?
   c. If the outcomes exceeded the goal, what are the next steps?
Goal 3: 50% of the students will demonstrate proficiency in math at the end of May 2021 as measured by the Math Inventory (RI).

1. Was the goal met? No
2. What data supports the outcome of the goal? Math Inventory
3. What process/action step/Intervention contributed to the outcome of the goal? The factors that contributed to this outcome were hybrid teaching challenges, learning curve due to many teachers in new grade levels and lack of small group instruction/ workshop model.

4. Reflecting on outcomes:
   a. If the goal was not met, what actionable strategies could be implemented to address the area of need? Ensure consistent implementation of non-negotiables daily, such as, Number Talk book, implement MFI, use of workshop model and flexible grouping.
   b. If the goal was met, what strategies will be implemented to sustain the progress that was made and go to the next level?
   c. If the outcomes exceeded the goal, what are the next steps?
### Comprehensive Needs Assessment (References: Schoolwide Checklist 1.a.)

#### Comprehensive Needs Assessment Summary of Findings

<table>
<thead>
<tr>
<th>Data Types</th>
<th>Identified Strengths</th>
<th>Identified Challenges (Highlight 2-3 as Priority)</th>
<th>Multiple Data Sources Used</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Achievement Data</strong></td>
<td>Reading workshop model&lt;br&gt;Materials are available&lt;br&gt;Community engagement/support (Divine 9)&lt;br&gt;DATA: A lot of students scored just below proficient&lt;br&gt;2nd grade had the highest percent of students scoring proficient+ on running records&lt;br&gt;1st grade had the highest percent of students scoring proficient+ on RI&lt;br&gt;Higher percentage of students scoring at proficient+ on the RI than on running records in 4th and 5th&lt;br&gt;Higher percentage of students scoring at proficient+ on running records than RI in 1st-3rd</td>
<td>Teachers not pulling guided reading groups due to Covid restrictions&lt;br&gt;Reading stamina&lt;br&gt;Motivation&lt;br&gt;DATA: Inconsistent proficiency between measures&lt;br&gt;Roughly 60% of all students scored below proficient on RI&lt;br&gt;4th &amp; 5th have the highest percentages of students scoring below level on running records&lt;br&gt;- self assessment with rubrics&lt;br&gt;Conferring/goal setting&lt;br&gt;Stamina&lt;br&gt;Time due to technology&lt;br&gt;Unable to see online student writing</td>
<td>Reading Inventory&lt;br&gt;Writing Rubric&lt;br&gt;Jan Richardson&lt;br&gt;3-5 IOWA</td>
</tr>
</tbody>
</table>
| Math | NumberTalks was used in the classroom  
*students learning to use technology/software  
*The use of Think It Show it! Math  
DATA:  
*4th grade showed the most growth in math and used NumberTalks regularly, along with Eureka Math  
Which was adjusted for workshop model  
*63% of students showed growth | *motivation of students  
*hands on manipulatives for at home learners  
*Many teachers were teaching the grade level for the first time.  
*getting meaningful time in small groups  
*teaching the hybrid model/at home learners  
*teachers new to grade level  
DATA:  
Minimal growth on MI  
According to the IOWA, students are scoring more than a year below grade level | Math Inventory 3-5 IOWA | Keyboarding | DATA: Grades 1-5, no student scored level 4 above grade level |
<table>
<thead>
<tr>
<th>Discipline / School Climate Data</th>
<th>Only 35 discipline referrals for school year</th>
<th>Most discipline referrals from one grade level (3rd grade)</th>
<th>CSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Only 1 referral in first grade</td>
<td>Most students referred from class disruption</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perception Data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process Data</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Prioritized Need #1

**Reading Fluency and Comprehension**

<table>
<thead>
<tr>
<th>Root Cause #1</th>
<th>Lack of differentiated small group instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Root Cause #2</td>
<td>Lack of reading stamina</td>
</tr>
<tr>
<td>Root Cause #3</td>
<td>Lack of resources for at home students and in class (Covid restrictions)</td>
</tr>
<tr>
<td>Root Cause #4</td>
<td>Language barriers- Parents don’t have access to resources/CTLS/notifications</td>
</tr>
<tr>
<td>Root Cause #5</td>
<td>Phonics limited due to restrictions</td>
</tr>
</tbody>
</table>

**GOAL**

50% of students will be proficient or show 25% growth on the RI or Jan Richardson assessment (K-2).
## Prioritized Need #2

<table>
<thead>
<tr>
<th>Root Cause #1</th>
<th>Lack of differentiated small groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Root Cause #2</td>
<td>Lack of writing skills</td>
</tr>
<tr>
<td>Root Cause #3</td>
<td>Make writing a priority</td>
</tr>
<tr>
<td>Root Cause #4</td>
<td>Personal goal setting based on individual levels- self-assessment</td>
</tr>
<tr>
<td>Root Cause #5</td>
<td>Use dictation sentences (k-2)</td>
</tr>
</tbody>
</table>

**GOAL**

75% of students will score 3 on the writing assessment by the end of May 2022, as measured by the Lucy Calkins Writing Rubrics.
## Prioritized Need #3

**Math- Number Sense**

<table>
<thead>
<tr>
<th>Root Cause #1</th>
<th>Lack of differentiated/flexible small group instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Root Cause #2</td>
<td>Use of manipulatives to focus on concrete and representational</td>
</tr>
<tr>
<td>Root Cause #3</td>
<td>Number talks done with fidelity from the Number Talks book</td>
</tr>
<tr>
<td>Root Cause #4</td>
<td>Number talks done with fidelity from the Number Talks book</td>
</tr>
<tr>
<td>Root Cause #5</td>
<td>Modeling of strategies (I do, we do, you do)</td>
</tr>
</tbody>
</table>

**GOAL**

50% of students will score Proficient or show 25% growth on the MI.