Accreditation Report

Riverbend Elementary School

Hall County School System

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Riverbend Elementary ~ Advanced Scholars Academy is one of twenty elementary, Charter, and Programs of Choice schools located in Hall County adjacent to the city of Gainesville. Riverbend sits at the foothills of the Northeast Georgia Mountains, within minutes of Lake Lanier, and only an hour from downtown Atlanta. A multitude of activities, a warm and friendly atmosphere, excellent schools, and easy access to the interstate makes Hall County an outstanding place to live. Hall County is home to Brenau University, University of North Georgia and Lanier Tech. These institutes of higher learning provide a variety of instructional and cultural programs for the community and staff of Riverbend.

Riverbend is a Title I school that strives to create a community of difference that encompasses the diverse backgrounds of all students and stakeholders. Building relationships out of mutual respect and establishing partnerships with area businesses, institutions of higher learning, community agencies, organizations, and parents all help to strengthen programs and support student success. Dedicated staff, parents, and students have afforded Riverbend the reputation as a "School of Excellence" and quality with a focus on student achievement.

Our system and school closely monitor the Hi Q status of teachers. All teachers at Riverbend meet the Federal definition of "highly qualified". Riverbend has an excellent reputation and many applicants have an interest in working at our school. Title I schools receive funding that helps to reduce class size and also pays for support staff such as Instructional Coaches and a part-time Reading Intervention teacher. We also have a teacher from China who teaches the Chinese language and culture to all students K-5. Title I schools annually get additional books, technology, and materials to support various teacher needs.

The current enrollment at Riverbend is 406. Riverbend Elementary serves students in Pre-K through fifth grades with a pupil teacher ratio of 20 to 1. The demographic make-up our our student body has changed over the past few years to reflect the growing diversity of our county. Of the student population, the demographic make-up is 49% Caucasian, 45% Hispanic, 3% African-American, and 2% other. A large segment of our student population comes from a local Mobile Home Park and we currently have 68.46% of students on free or reduced meals.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

At Riverbend Elementary/Advanced Scholars Academy our mission statement is *Achieve ~ *Believe ~ *Cooperate

We believe that all children can achieve. Riverbend's School Improvement Plan outlines yearly and quarterly targets and measurable goals that will lead to achievement of the goals and student achievement. The School Improvement Plan process includes all staff and stakeholders and aligns with Hall County School System improvement initiatives. The SIP is monitored monthly by various School Improvement Teams. All curriculum decisions are based on the Common Core Georgia Performance Standards (CCGPS), school data, and research-based instructional strategies.

Maximum achievement occurs when a variety of innovative and research-based teaching strategies are used accordingly to meet the individual student needs. Technology is essential to support and enhance instruction for optimal learning. State mandated curriculum CCGPS must be supported, enhanced, and made relevant to the student through various best practices and instructional techniques. Proper planning, alignment, and implementation of effective professional development are necessary to attain desired student achievement. Various diagnostic tools are continuously applied to analyze and guide instruction. All stakeholders collaborate to provide a safe and nurturing environment for the development of the whole child.

Teachers at Riverbend work together to differentiate instruction, determine how standards are to be taught, progress monitor students, and collaborate for rigorous instruction. Professional learning days are provided throughout the school year to allow teachers extended time to plan and look at student work. The emphasis on collaboration and planning has led to high quality co-teaching through our RTI Process, ESOL, Gifted, Reading Intervention, and Early Intervention Programs.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

At Riverbend Elementary School we set the bar high for all. Even though we are a Title I school we have very high expectations for performance and success. We operate in a continuous improvement mode and we constantly look for ways to change and grow to better meet the needs of our learners in all areas.

Our school makes Adequate Yearly Progress (AYP) every year and has been repeatedly named as a Title I Distinguished School. In the 2012-13 school year we had a CCRPI score of 68.8. In 2013-14 we moved to a score of 74.8. Over the past three years we have increased our focus on writing school wide. And on this years 5th grade writing test, results went from a mean score of 214 to 232 with 87% meeting and exceeding and 23% of those exceeding. These were the highest scores in our county.

In 2011 we dreamed and created a school within our school called the Advanced Scholars Academy (ASA), a program for accelerated learning. During the past three years we have added many extra-curricular activities including Fitness Club, Drama, Chorus, Good News Club, and Girl Scouts. We have greatly increased the amount of time spent on Professional Learning as we meet weekly on Technology and monthly on Academic Instruction. We have also added Chinese to our elective curriculum.

Riverbend has worked on improving health and fitness in our school. We added a track to our playground and have been very intentional about working on wellness. Our school has received the Bronze Award from the Alliance for a Healthier Generation and the Gold Governors Shape Award.

For the next three years we plan to stay the course. As we write our School Improvement Plan each year we will study data and add new strategies to continue to improve scores in all areas.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Riverbend Elementary students have many opportunities during each school week to hone their literacy and math skills in technology. Riverbend houses two computer labs each equipped with 30 student workstations and a LCD projector. Each class has the opportunity to visit these labs at least twice a week. Software programs such as Study Island, IXL, and AR are available to the students to use during their computer lab time.

In addition to the computer labs, there are twelve computer workstations in the Media Center, and each classroom houses five workstations as well. Ever homeroom is equipped with Activeslates, large TV's, and Docucams in their classrooms. Grades 3-5 also have 10+ laptops in each of their classrooms. The Media Center has 35 ipods and apple boxes available for teacher checkout on a daily basis. Title I funds afforded Riverbend four "21st Century" classrooms that were added in 2011-2012. Each of these is equipped with 6 laptops, a 32 inch TV, 6 Zooms, 6 Flip cameras, and an Activeslate.

To allow for parent presentations and large group activities with students, a projector, large screen and sound system was added to the gym last year. The school's website is a wonderful resource for parents and the community to keep in touch with what's going on at Riverbend. The website is updated weekly and includes contact information, teacher pages, events, websites, and updates about PTO and Booster Club activities. Our School Improvement Plan is in English and Spanish on our website.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

   Riverbend Elementary maintains and communicates a purpose and direction that commits to high expectations for all learners. The schools purpose is discussed and re-evaluated by stakeholders on a regular basis. Administrators, teachers, staff, parents, students and community partners are a part of the collaborative process that shapes the purpose and direction of the school. Stakeholders are informed of the schools purpose through the school website, newsletters, annual reports, student handbook/calendar, the school parent student compacts that are signed each year and meetings that discuss purpose and direction and morning announcements.

   Success for all students is at the heart of the Riverbend beliefs and decision making process. The school has a commitment to shared values and beliefs. The bar is high for everyone; students, parents and teachers. Students are expected to work hard and put forth best effort. Teachers prepare quality lessons to meet the needs of all. Lessons are filled with best practices and provide challenge and relevance for learners with a high level of engagement. Instructors are intentional about addressing all Depth of Knowledge (DOK) levels. The school houses an Advanced Scholars Academy for high achieving, self-motivated learners. Project based learning is a part of all classrooms in varying amounts. Many supports are in place for learners such as Instructional Extension, morning lab, RTI, EIP, RIP, summer school and summer packet work. Parents are expected to monitor and support school work and are required to sign agendas daily.

   Riverbend has a documented, systematic, continuous school improvement process in place. A School Improvement Plan (SIP) is developed by and shared with stakeholders. School Improvement Teams (SIT) study data, surveys and evaluations to formulate a school plan designed to meet the needs of all learners. School Improvement Teams meet monthly to monitor and revise the SIP. Resources are provided to support the Improvement Plan. Professional Learning in the school is directly connected to the SIP and occurs weekly. Grade levels formulate lesson plans that support the Standards being taught and the School Improvement Plan (SIP). At the end of the year these School Improvement Teams are able to study test results and assessments to determine if the plan met the needs of the school and guided instruction. In addition to grade level and SIT meetings we have data meetings, Leadership Advisory Council meetings, School Council meetings, Parent Involvement meetings, faculty meetings and parent conferences to continuously monitor and improve learning and inform others.

   Riverbend rated standards 1.1, 1.2, 1.3, a level 3 in all areas. Results of stakeholder surveys concurred with these ratings. To sustain

these areas, we will continue to keep our scheduled meetings, current processes and procedures in place and to maintain the monitoring of this process. No ratings of 4 were given because the school felt that there are many ways to improve what we do in these areas. The process can be made even more systematic and we certainly want even more stakeholder involvement. We plan to work on ways to get the majority of stakeholders, particularly parents, involved. In general, we also plan to increase documentation and have a sign in process for meetings and activities to better track involvement and evidence of the work that is done.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks •Staff and student calendar of events	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Riverbend Elementary School's governing body has established policies and supports practices that ensure effective administration of the school. At Riverbend, policies and practices clearly support the school's purpose and direction and the adequate operation of the school. Effective teaching and assessment monitoring promote challenging learning experiences for all students. We have policies and procedures in place for assessing students in order to drive instruction.

The governing body operates responsibly and has implemented a process to make sure that all decisions and actions are responsible. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit. Members receive training regarding their roles and responsibilities and all are required to follow a code of ethics.

Our School Improvement Plan which is developed by the school makes certain that we meet our goals for achievement and instruction. Leaders and staff align their decisions and actions toward continuous improvement to achieve our school's purpose. We have high expectations for all students and hold students accountable to be the best they can be. All leaders and staff are collectively accountable for student success. Riverbend is known for being a friendly, collaborative school with a sense of community.

As a Title I school, one of our main focus areas is parent involvement. Riverbend consistently communicates with stakeholders and provide numerous opportunities for them to be involved in decision-making, feedback, volunteering, and to work collaboratively on school improvement efforts. We want to continue to increase our stakeholder involvement and accountability.

Teachers have on-going professional development opportunities tied specifically to results from TKES Administrative evaluations and TKES self-evaluations. The primary focus of TKES is to improve teaching practices to ensure student success. Grade level meetings are held every Thursday where teachers and staff are involved in professional learning opportunities, student support initiatives, and analyzing assessment data.

Our belief is that Riverbend Elementary truly operates under leadership that promotes and supports student performance and school effectiveness on a daily basis. Leaders and staff are always striving to improve and therefore continue to look at data, feedback, and evaluations to find areas that need improvement and find innovative ways to improve. We want our parents to be more engaged in the teaching and learning process of their children. We are actively seeking to find ways to get parents more involved in the academics of their child's education.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Course schedules •Descriptions of instructional techniques	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments •Standards-based report cards •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Findings from supervisor walk-thrus and observations •Surveys results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Surveys results •Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Peer coaching guidelines and procedures	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•Survey results •Curriculum and activities of formal adult advocate structure	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Survey results •Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Riverbend Elementary School functions as a component of the Hall County School System. As a result, this school is a sample of what one will see reflected throughout our school system. Many countywide initiatives are in place to support this school. One of the most vital areas of any school's effectiveness is addressed in Standard 3: Teaching and Assessing for Learning.

The faculty and staff of Riverbend Elementary School wer surveyed in an effort to discover the hard and soft data sources available to demonstrate effectiveness on Standard 3 which states, "The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning." At Riverbend Elementary School, the faculty and staff believe that this statement is true. When rating the school's performance on twelve indicators in this standard, the ratings were very consistently in the level 3 category. Only three of the indicators received a level 2 ranking, and one indicator was ranked as a level 4.

The faculty and staff believe that the RES curriculum does provide equitable and challenging learning experiences that ensure that all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level. This indicator is in direct alignment to Hall County's vision, which is Character, Competency, and Rigor for All. At RES, all students are held to high expectations. Our school is very diverse in nature considering both the socioeconomic and ethnic background of our students. The teachers of all classes plan collaboratively each week in an effort to plan learning experiences and assessments that are aligned to the CCGPS. There are several classes that are tailored to meet the needs of students in need of various interventions. RES offers ESOL, SPED, EIP (Early Intervention Program) services as well as RTI (Response to Intervention) for individual students needing these supports.

Also, RES functions as a school of choice with ASA (Advanced Scholar's Academy). This concept of a school within a school provides a very diverse course offering and allows students meeting the eligibility requirement the opportunity to pursue a very rigorous, project-based learning curriculum. Students are well prepared for the next level of study. Some of our past students continue their studies in the south end of the county at the Da Vinci Academy; many attend either The Earhart Edison Exploration Academy at North Hall Middle School or the regular program of study at North Hall Middle School. Regardless of which program they are admitted into, the instructors report a high degree of satisfaction with the preparation that these students have received here at RES.

The RES faculty and staff believe that the curriculum, instruction and assessments are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. Each year, interventions such as EIP classes, extra morning lab, instructional extension, and RTI groups are scheduled based on needs that are identified by examining standardized test data, SLO data, unit assessment data, report card grades, etc… The school improvement teams make recommendations based on the examination of the data in their respective subject areas. The Leadership Team holds teams and individuals accountable for carrying forth the plans that they made in the short term action plans. RES is presently in the process of examining our assessment

strategies through FIP (Formative Instructional Practice) training. Also, the CCGPS have been examined in cross grade level groups to determine next steps.

RES faculty and staff members believe that teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. Teachers have been engaged in professional learning experiences that are based on best practice. These experiences have been provided at a school-wide level as well as throughout our county. The Teacher Keys is based on best practice research, and over the course of two years, RES teachers have attended and profited from professional learning once a month on each of the ten standards. In addition, our instructional coaches and assistant principal regularly provide professional learning that is related to teacher identified need or is in alignment with Hall County curriculum and recommended strategies. The RES media specialist weekly teaches our staff about utilizing technology in the classroom. A cohort of six of our staff received their gifted endorsement last year in an effort to better understand and instruct the gifted learners. Teachers do allow students an opportunity to collaborate, utilize higher order thinking skills, and self-reflect. When individual students need help, teachers give it at that moment as well as schedule a regular time when they can receive the help that they need to be successful. If, according to hard data and teacher observation, students are struggling, teachers may meet with administration to tailor student schedules and with the RTI coordinator to schedule an individual or small group intervention. The progress monitoring data from these interventions is used to plan next steps towards student success.

The faculty and staff of RES believe that school leaders monitor and support the improvement of instructional practices of teachers to ensure student success. School leaders function as chairmen of the school improvement teams. These teams review data and make recommendations for improvement. Administrators have prepared the teachers for success by teaching them what is expected of them. Teachers understand that this is a culture of high expectation and support. School administrators regularly visit classrooms and attend RTI meetings, conferences, IEP meetings, etc… to make recommendations as well as monitor school and individual performances.

The RES faculty and staff believe that teachers participate in collaborative learning communities to improve instruction and student learning. Teachers meet with their grade level peers several times a week to collaboratively plan, learn, and grow. They also meet vertically in the school improvement committees and other committees as well as in cross grade level meetings. Teachers are task oriented and focus on examining student work, developing quality assessments, interpreting unit plans, etc… Teachers plan well in teams and have built high levels of trust throughout this process.

RES faculty and staff members feel that most teachers implement the school's instructional process in support of student learning. This is an area in which some improvement is needed. As a result, this indicator was ranked at a level 2. RES faculty and staff members believe that the processes in place currently could be more systematic in nature. Most teachers do provide the students with an overview of their expectations and standards. However, through the FIP training, they have come to the realization that the learning targets should be made explicit each day in every class. They also have become more reflective as to the necessity of exemplars. These are practices that they are in the process of currently beginning to systematically implement.   On a positive note, they recognize that they are intentional in their efforts to formatively assess students and provide feedback.

The faculty and staff of RES believe mentoring, coaching and induction programs are, at times, available to support instructional improvement consistent with the school's values and beliefs about teaching and learning. The school believes that this is an area upon which it can improve. Some school personnel are involved in this process, but the school could benefit from a more systematic approach. The county has provided districtwide support for new teachers; in addition, mentors have been assigned to them. These school-wide mentor pairings have resulted in strong and effective feedback on teacher performance. Some formal school-wide mentoring sessions are held, but not on a regular basis. One of the possible explanations for this is that not many new personnel members or new teachers have been added to the RES faculty in the last few years. However, RES is in agreement that it would benefit from a more formalized structure in the future. The school does have the benefit of instructional coaching to assist in school improvement processes. This presence and support provides a solid foundation for the staff at large.

The RES faculty and staff believe the school does an exceptional job of engaging families in meaningful ways in their children's education and informing them of their children's learning progress. For this reason, they rated this indicator as a level 4. Programs are continually designed and implemented to help families educate their children at home and support the process of learning and concept of school. The school counselor and parent liaison collaborate to plan programs that meet the needs of the RES parents; these programs are offered at a

variety of times in the school day and throughout the school year.   In addition, learning opportunities are provided at each PTO meeting. Parents also regularly are invited to the school and do attend to conference with teachers. At these conferences, they are updated as to their child's performance and the expectations the school personnel have for their child. They are seen as an integral partner in the educational process. School personnel regularly contact parents through newsletters, notes, phone calls, emails, etc.. in an effort to communicate. Multiple opportunities are available throughout the school year for parents wishing to volunteer their assistance.

RES faculty and staff members believe that the school does have a structure whereby each student is well-known by at least one adult advocate in the school who supports that student's educational experience. They rated this indicator a level 2 and wished to improve upon the existing structure by making it more formalized. RES is a very student-centered environment that is responsive to individual student needs. If surveyed, a majority of the student body would indicate feeling well-known and supported. Most of the RES students would report this in relation to their classroom teacher and at least one other adult in the building. RTI provides a small group interactive experience for students in need of intervention. In addition, RES began implementing after school clubs which many students join that provides an adult that knows them well. RES is doing an exceptional job in reaching the students here; however, the faculty and staff feel that it would benefit from a more intentional structure. The type of structure which they desire would provide more data concerning longitudinal success.

The faculty and staff of RES believe that grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. Many of the RES grading and reporting practices are Hall County policies. One component of this is that teachers in many grades are utilizing standards-based report cards. They were provided professional learning and support in this area through our instructional coaches. Parents feel that they have many opportunities and avenues to have their child's learning progress reported to them. Early in the school year, parents attend a curriculum night where they learn of expectations and criteria for specific grade levels. Letters from the administration, weekly class newsletters, phone calls, conferences, emails, report cards, student work samples, and notes are a sampling of the methods utilized to report student progress to parents. The school principal shares school-wide testing data with stakeholders in the school council setting. In addition, school-wide student achievement data is readily made available to all stakeholders in reports.

The RES faculty and staff believe that all staff members participate in a continuous program of professional learning. This program Is in direct alignment with the purpose and direction of the school. This program is based on need and builds capacity. Teachers do a self-assessment to determine which area(s) of the Teacher Keys in which they feel that they need improvement. For example, during this school year, the overwhelming majority agreed that they needed improvement in the areas of assessment strategies and assessment uses. For this reason, our faculty is involved in FIP professional learning. Administration has conducted walkthroughs and seen evidence of the effectiveness of this professional learning opportunity through observation and examination of assessment documents directly related to this PL. Each year, students benefit from the quality professional learning that their teachers are engaged in, both school-wide and countywide.

RES faculty and staff believe that the school provides and coordinates learning support services to meet the unique learning needs of students. RES understands that individual students have individual needs. The school believes that its' mission is meeting the needs of these students. In an effort to do so, many programs, classes, opportunities, and interventions are deliberately scheduled. Student achievement data is examined to determine areas of strength as well as areas of weakness. Specific data of students in the Gifted, SPED, ESOL, EIP, ASA, and Migrant Education programs is examined to determine program effectiveness and responsiveness to student need. Administration and other school personnel stay current on best practice research, utilizing these strategies and sharing them with others in an effort to best meet the needs of all learners. Each student takes a self-inventory to determine his/her learning style. This information is used to differentiate the learning experience for each student.

The faculty and staff of RES understand the great responsibility involved in teaching and assessing for learning. They are very professional in their approach to provide a quality learning environment with excellent learning opportunities for all. They understand also that students are unique individuals with unique needs and strive to meet these. They believe that the school and the county have provided strong support for them in this endeavor. For these reasons, RES believes that it is effective in the processes of teaching and assessing for learning.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.14

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	•Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar •School Improvement Plan aligned with budget.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Media/Technology enrichment (PL) for teachers weekly schedule Computer Lab schedules Media website/Destiny School Website/Teacher Pages	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process •Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Riverbend Elementary utilizes resources and provides services that support its purpose and direction to ensure success for all students. The county follows defined policies, processes, and procedures for hiring, placing, and retaining qualified professional and support staff. Available positions are posted on the district website for qualified applicants to apply. Applications are screened at the central office level and then a list of qualified applicants is generated. Administrators along with a committee consisting of various staff members conduct interviews. Only highly qualified staff are hired. The need for staffing is based on student enrollment and its socio economic and language background. Title I funds pay for a full time Instructional Coach position and a part-time Reading Intervention teacher. We also receive funding for a full time and part time ESOL teacher, full time Early Intervention teacher and full time Special Education teacher. These are positions critical to achieve the purpose and direction of the school.

One of Riverbend Elementary's highest ratings was in the area of instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school. We are a Title I school which receives approximately $150,000 each year. These funds are spent on personnel such as Reading Intervention and Instructional Coaches. Resources and materials are purchased that support the School Improvement Plan. Teachers and all stake holders are involved in decisions on how to best spend the available money so that all students have equitable opportunities to attain challenging learning expectations.

School leaders have created clear expectations for maintaining safety, cleanliness and a healthy environment. Our School Safety Coordinator follows federal, state and county guidelines to ensure the safety for all students and staff. Monthly fire, severe weather and lock down drills are conducted to allow for continuous improvement. Hall County employs a Facilities and Maintenance Coordinator who works closely with the school administrators. They routinely monitor the cleanliness of the facilities on a daily basis by the use of walkthroughs and teacher communication logs. Improvement plans are developed and implemented to improve conditions.

All students and school personnel have access to an exceptional collection of media and information resources that are necessary to support the educational programs of the school. A computer lab is available on a weekly basis that is managed by a Computer Lab Coordinator. Another computer lab is available for teachers to reserve and assist students with additional educational time. All K-2 classrooms currently have at least 2 laptops, with the goal of 6 laptops by the end of the 2015 school year. Currently all 3rd-5th grade classrooms have 10 laptops. Weekly Enrichment training is provided by the Media Specialist to aid teachers in supporting the schools educational programs.

The technology infrastructure meets the teaching, learning and operational needs of all stakeholders. Riverbend uses the International Society in Technology for Education (ISTE) standards, Hall Connect applications and other technology integration resources. Our Media Specialist administered a needs assessment and used the data in developing professional learning opportunities. SPLOST and Title I funds allow for improvement of technology services and infrastructure.

Riverbend is committed to providing support services to meet the physical, social and emotional needs of the student population that we serve. In addressing the physical needs, Hall County partners with the Alliance for a Healthier Generation which is an organization whose mission is to reduce the nationwide prevalence of childhood obesity by 2015 and to empower kids nationwide to make healthy lifestyle choices. Riverbend received the Bronze National Recognition Award in 2012 and 2014 for its efforts to make Riverbend a healthier school. The social and emotional needs of our students are addressed during classroom guidance delivered by our school counselor. The counselor also conducts small group and individual counseling based on student needs. The school has utilized programs such as Core Essential and Good Touch Bad Touch Program to address character education. Parent and teacher surveys are conducted and improvement plans are designed and implemented to effectively meet the needs of students.

Riverbend implements a process to determine the counseling, assessment, referral, educational and career planning needs of all students. Career planning needs for all students are met through our cooperation with North Hall High School's DECA program. The Developmental Reading Assessment (DRA) is administered K-5 along with running records to determine reading levels along with strengths and weaknesses. All available data is analyzed and students are referred to classes according to their individual educational needs. The Advanced Scholars Academy is a K-5 program that parents of advanced students may submit applications. Other programs available are Early Intervention, Reading Intervention and ESOL. At times, Response to Intervention (RTI) is used to provide early systematic assistance to children who continue to have difficulties. Measures of effectiveness are in place, and school personnel use the data from these measures to evaluate all programs.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Survey results •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Survey results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Examples of use of results to evaluate continuous improvement action plans •Evidence of student growth	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Riverbend Elementary continually strives to look at data received from assessments given throughout each school year and glean information that can be used to enhance the learning of each of our students. Although we did not feel we had quite reached a 4 on each of the standards, we are making great strides.

Looking at teachers first, training is continuous and intentional. Professional learning is determined by teacher self-assessments and our school and system improvement plans. However, we did not feel we were a four because professional learning is not always individualized. Next, student progress is continuously monitored. School personnel meet monthly to assess student data and determine what changes should be made to our school improvement plan based on those results. Some of the assessments we use to determine the effectiveness of our school improvement plan are: DRA, DMA, running records, Hall County unit assessments, CRCT, and SLOs. However, the only assessment we have for science and social studies is the CRCT for 3rd- 5th grades. As stated above we have many assessments that we use to measure the growth of our students, but most of the assessments we give are subjective. Although we are provided with training and rubrics to grade the assessments, teachers often see things differently. Last, Stakeholders are kept abreast of achievement results in
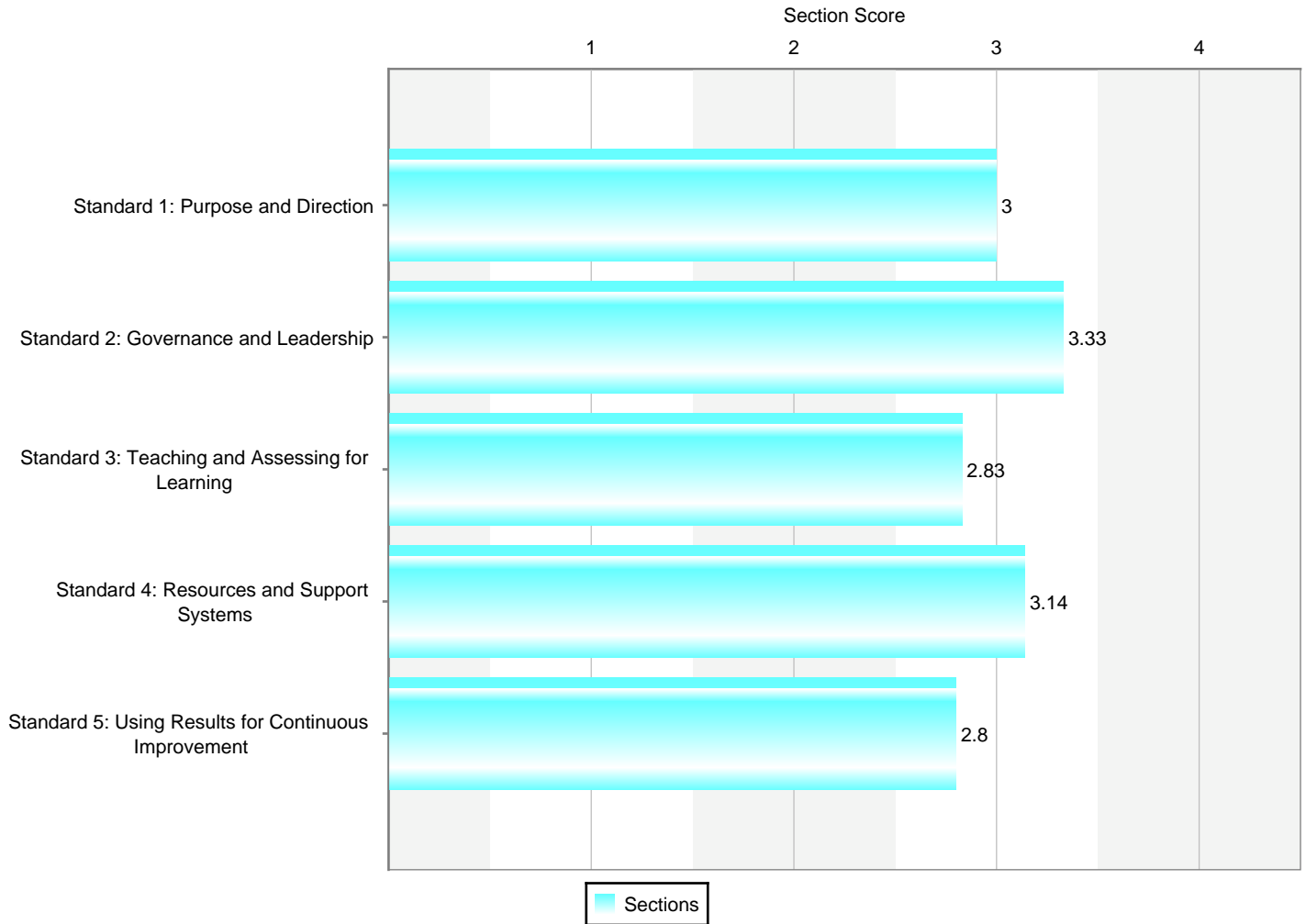
multiple ways. We have parent information meetings to share our school improvement plan and take suggestions on ways to improve results. Achievement test results are posted on the school website, newsletters, and the newspaper. Our school council meets quarterly to reflect on assessment results and discuss ways to improve.

Overall, Riverbend effectively uses assessments and analyzes data to guide us in what steps should be taken next to improve student learning and school effectiveness. Next steps for us will be finding additional assessments that are not subjective, adding assessments for science and social studies, develop training that is individualized and provide more training for science and social studies, and work toward doing a better job of analyzing data together. In addition, we will make sure we have documentation of the many ways we analyze data. Riverbend is a school that continually changes and improves based on the needs of our students.

Report Summary

Scores By Section

Section Score

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 3.33

Standard 3: Teaching and Assessing for Learning — 2.83

Standard 4: Resources and Support Systems — 3.14

Standard 5: Using Results for Continuous Improvement — 2.8

Sections

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See attachment below.	Riverbend Stakeholder Feedback Document

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

According to the Riverbend Elementary Staff survey data collected the highest level of satisfaction or approval was:

Standard 1: The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning (average score 4.68). The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

The Parent Survey highest level of satisfaction was also Standard 1 (average score 4.4).

The Students concurred with others Stakeholders and rated Standard 1 the highest with (average score 4.78).

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The increasing trend throughout the Staff surveys from the last review surveys was in the area of Standard 3: Teaching and Assessing for Learning. Staff felt that technology is being used more in the classroom by teachers and students. More data analysis is occurring among teachers and looking at student work is being used to drive instruction and assess learners.

On the Parent surveys, the increasing trend was in the area of Standard 4: Resources and Support Systems. Parents felt that students were getting greater support on non-academic areas such as social needs and character ed.

On Student surveys, the increasing trend was in the area of Standard 2: Governance and Leadership. Students feel like teachers challenge them more and want them to do their best work.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The Staff, parent and student data collected during this process is closely aligned with other surveys completed. Stakeholders consistently confirm that our school has a clear Purpose and Direction, strong Governance and Leadership, and good Resources and Support systems.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The overall lowest level of satisfaction was Standard 5: Using Results for Continuous Improvement (overall average score 4.42). One of our greatest challenges is involving stakeholders and keeping them fully informed of what we do.

Staff rated Standard 5 (average score 4.53) and Parents rated Standard 5 (average score 4.36) and Students rated Standard 5 (average score 4.38).

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

The decreasing level of satisfaction varied in our different stakeholder groups. On our Staff surveys, Standard 3: Teaching and Assessing was (average score 4.37). This decrease is related to the need for more formal support for new staff members.

On the Parent survey, Standard 2: Governance and Leadership (average score 4.33) and was the lowest. Our school is striving to increase the amount of parent involvement and decision making.

On the Student survey, Standard 5: Using Results for Continuous Improvement (average score 4.38) was the lowest. Students responded that they would like more input about what they think about school.

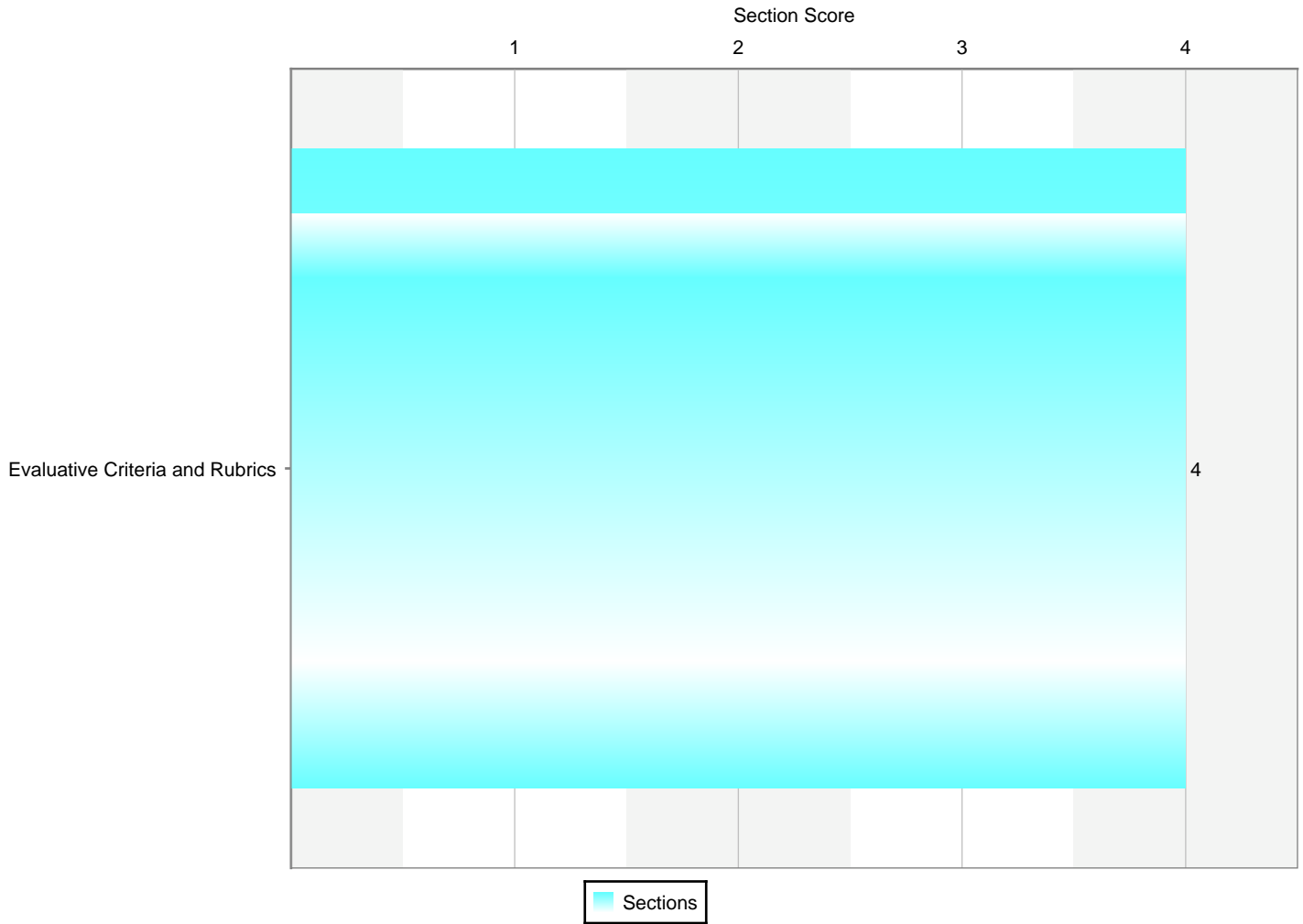**What are the implications for these stakeholder perceptions?**

From Stakeholder survey results it is clear that we need to make a concerted effort to include all Stakeholders, particularly parents and students, in the decision making processes and school improvement plans of the school. Stakeholders are often invited but do not attend meetings. We will continue to provide more support for our new Staff members.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

All are consistent. We have several other surveys given in our school that indicate that we need to involve all Stakeholders more in the decision making process, school improvement planning, and leadership in our school. New teachers express a desire for additional support. The self assessment also ranked using results for continuous improvement as the lowest.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 4

Sections

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	See attachment below.	Riverbend Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Reading is the highest level of achievement for Riverbend. In 2014 the school's meets and exceeds was 97%. This was higher than the Hall County average and the State average. Riverbend had the highest 3rd grade DRA scores for Hall County. In addition, our 5th grade students scored the highest on the Georgia Grade 5 Writing Assessment.

Describe the area(s) that show a positive trend in performance.

Last year Science scores increased from 79% meets and exceeds in 2013 to 85% in 2014. Social Studies rose from 76% meets and exceeds in 2013 to 82% in 2014. We have made a concerted effort to give more instructional time and resources to the areas of Science and Social Studies.

Which area(s) indicate the overall highest performance?

The highest performance at Riverbend Elementary is the area of Reading. We have consistently remained above 90% of students meeting and exceeding for the past 5 years. We had the highest score in the county on our 5th grade Writing test in 2014. We also had the highest percentage in the county of 3rd graders that were on or above reading level on the DRA (Developmental Reading Assessment) in 2014.

Which subgroup(s) show a trend toward increasing performance?

Economically Disadvantaged students show a trend toward increasing performance in the areas of Social Studies and Science. The meeting rate increased 11% in Science and 8% in Social Studies on the CRCT.

In addition, ELL students mirrored this trend of increasing performance in the areas Social Studies and Science. Their meeting rate increased 8% in Social Studies and 3% in Science.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between Students with Disabilities and Non Students with Disabilities subgroups. In the area of Mathematics on the CRCT, 23% exceeded in 2013 and 33% exceeded in 2014. Reading and Language Arts stayed the same. In Science 6% exceeding in 2013 went to 33% exceeding in 2014. In Social Studies 6% exceeding in 2013 went up to 13% in 2014.

Which of the above reported findings are consistent with findings from other data sources?

We analyze the results of the CRCT to inform instruction. The data is used by the Leadership Team, the School Improvement Teams, and grade level teachers to differentiate instruction and to provide support for learning. We utilize State Report Cards as well as our State Longitudinal Data System, Developmental Reading Assessment (DRA) scores, SLO's (Student Learning Objectives) and Unit Assessments. These seem to be consistent with other findings.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Mathematics was below our expected level of performance with students meeting or exceeding standard decreasing from 86% in 2013 to 82% in 2014.

Describe the area(s) that show a negative trend in performance.

In Mathematics there is an increase in the percentage of students not meeting standard from 14% in 2013 to 18% in 2014.

Which area(s) indicate the overall lowest performance?

The areas that indicate the overall lowest performance are Social Studies and Math. Both areas had 18% of students not meeting the standard.

Which subgroup(s) show a trend toward decreasing performance?

The gifted students subgroup shows a trend in decreasing performance.In 2013, 90% exceeded on the CRCT in Language Arts and went down to 81% exceeded in 2014. In Math, 100% exceeded in 2013 and went down to 95% exceeding in 2014. In Reading, 100% exceeded in 2013 and went down to 90% in 2014.

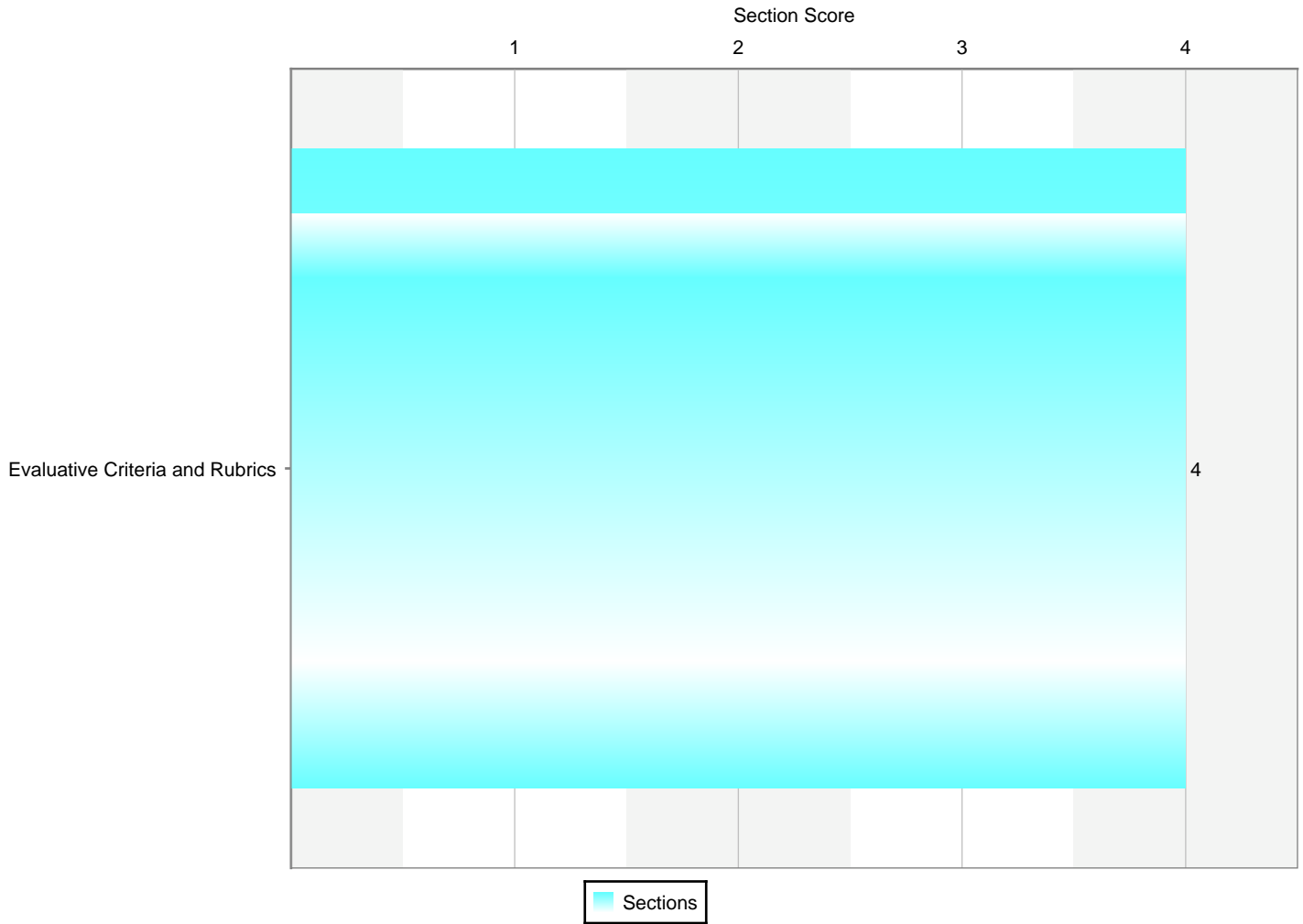**Between which subgroups is the achievement gap becoming greater?**

The achievement gap fluctuates between the areas of Limited English Proficient and Economically disadvantaged subgroups. They are consistently lower percentages of students who exceed in these groups compared to other subgroups. Our school had one of the highest CCRPI scores in the county which requires schools to close the gap between subgroups. We have improved on closing the gap, but still have work to do in this area.

Which of the above reported findings are consistent with findings from other data sources?

The findings are consistent with all other data sources.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

4

Sections

AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		School Improvement Plan 14-15