

2022-2023 SCHOOL IMPROVEMENT PLAN



DIVISION OF
SCHOOL & DISTRICT
EFFECTIVENESS
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

NAME OF SCHOOL: Richmond Hill K8
PRINCIPAL: Dr. Shawnda Spruill

NAME OF DISTRICT: Richmond County School System

SUPERINTENDENT: Dr. Kenneth Bradshaw

☐ Comprehensive Support and Intervention ☐ CSI Alternative ☐ Targeted Support and Intervention ☐ Promise

☐ Schoolwide Title 1 School ☐ Targeted Assistance Title 1 School ☐ Non-Title 1 School

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Federal Programs Director _____ Date _____

Revision Date: _____ Revision Date: _____ Revision Date: _____

2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Richmond Hill K-8					
Principal:	Dr. Shawnda Spruill					
Date Last Revised:	3.23.2022	Strategy Map Goal Area:	Student Achievement and Success for All	Strategy Map Performance Objective:	Improve Content Mastery	

Initiative 1-Literacy (SMARTE Goal):	By the end of the 2022-2023 school year, Richmond Hill K-8 will increase the percentage of students reading on grade level by 3% from 14% to 17% as measured by i-Ready.							
Evidence-Based Action Steps	Link to ESSA Evidence	ESSA Evidence Level	Position(s) Responsible	Success Criteria for Implementation	Success Criteria for Impact on Student Achievement	Timeline	Resources	Funding
What action steps will the school team implement to meet this goal?	Insert link	Identify ESSA level (Moderate, Promising, Written Rationale)	Who is responsible for monitoring the implementation of the action step.	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?	What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?	What is the intended date of completion of this action step?	What resources/materials are needed (Include Professional Learning Needed)?	Identify funding source and estimated cost.
RHK8 will use the coaching cycle to monitor instruction, analyze instructional strategies to develop tiered support for teachers based on components of each lesson.	https://www.rcboe.org/cms/lib/GA01903614/Centricity/Domain/78/Tuning%20Protocol%20SRI.pdf https://www.casamples.com/downloads/iready-essa-brochure-2017.pdf	Promising	Instructional Specialists Admin Team	Collaborative Planning agendas, minutes, and sign-in sheets	Iready/CMA data	July 2022-May 2023	PL Books Teacher reading materials Classroom supplies	Federal-School Improvement funds \$300

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	https://static1.squarespace.com/static/5321dc4ae4b0c72ad0ceedfe/t/59c51a7b46c3c4799e150289/1506089595798/What+Good+Coaches+Do.pdf							
RHK8 will support teachers with effective use of Reading Continuum and Foundations and walkthroughs to monitor implementation of phonics and reading comprehension. Jumpstart to reading tutors.	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4712689/	Strong	Instructional Expectations Admin Team	District Instructional Guidance Document	ready/CMA data	July 2022-May 2023	Manipulatives Classroom supplies	Federal-School Improvement funds \$300
RHK8 will incorporate a systemic model for reversing the reading failures of struggling readers through layered interventions.	http://teacher.scholastic.com/products/guidedreading/pdf/2.0_InYourClassroom/GR_Research_Paper_2010.pdf?esp=TSO/ib/20200814///label/gr/card/research/////	Strong	Instructional Expectations Admin Team	Collaborative planning agendas, classroom observations, coaching cycle documentation	ready/CMA data	July 2022-May 2023	Classroom supplies	Federal-School Improvement funds \$1500

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School:	Richmond Hill K-8								
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Date Last Revised:	3.23.2022	Strategy Map Goal Area:	Student Achievement and Success for All	Strategy Map Performance Objective:	Improve Content Mastery				
Initiative 2-Math (SMART Goal):	By the end of the 2022-2023 school year, Richmond Hill K-8 will increase the percentage of students on grade level in Math by 3% from 8% to 11% as measured by I-Ready.								
Evidence-Based Action Steps		Link to ESSA Evidence	ESSA Evidence Level	Position(s) Responsible	Success Criteria for Implementation	Success Criteria for Impact on Student Achievement	Timeline	Resources	Funding
What action steps will the school team implement to meet this goal?		Insert link	Identify ESSA level (Moderate, Promising, Written Rationale)	Who is responsible for monitoring the implementation of the action step.	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?	What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?	What is the intended date of completion of this action step?	What resources/materials are needed (Include Professional Learning Needed)?	Identify funding source and estimated cost.
RHK8 will use the coaching cycle to monitor instruction, analyze instructional strategies to develop tiered support for teachers based on components of each lesson.		https://www.rcboe.org/cms/lib/GA01903614/Centricity/Domain/78/Tuning%20Protocol%20SRI.pdf https://www.casamples.com/downloads/ready-essa-brochure-2017.pdf https://static1.sq	Promising	Instructional Expectations Admin Team	Collaborative Planning agendas, minutes, and sign-in sheets, lesson plans	Iready/CMA data	July 2022-May 2023	PL Books Teacher math materials Classroom supplies	Federal-School Improvement funds \$300

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	uaespace.com/static/5321dc4ae4b0c72ad0ceedfe/t/59c51a7b46c3c4799e150289/1506089595798/W/hat+Good+Coaches+Do.p							
RHK8 will support teachers with effective use of Ready Math and implementation of the CRA model using manipulatives and walkthroughs conducted to monitor implementation of Ready Math.	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4712689/	Strong	Instructional Expectations Admin Team	District Instructional Guidance Document	Ready/CMA data	July 2022-May 2023	Manipulatives Classroom supplies	Federal-School Improvement funds \$300
RHK8 will incorporate a systemic model for reversing the math computation of struggling students through layered interventions.	http://teacher.scholastic.com/products/guidedreading/pdf/2.0_InYourClassroom/GR_Research_Paper_2010.pdf?esp=TSO/ib/20200814///label/gr/card/research/////	Strong	Instructional Expectations Admin Team	Collaborative planning agendas, classroom observations, coaching cycle documentation	Ready/CMA data	July 2022-May 2023	Classroom supplies	Federal-School Improvement funds \$1500

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School:	Richmond Hill K-8							
Principal:	Dr. Shawnda Spruill							
Date Last Revised:	3.23.2022	Strategy Map Goal Area:	Culture and Climate	Strategy Map Performance Objective:	Ensure positive learning and work environment			
Initiative 3- Culture/Climate/Non-Academic (SMARTE Goal):	By the end of the 2022-2023 school year, Richmond Hill K-8 will maintain the percentage of Tier I students (0-1 ODRs) as being 95% or higher as measured by the state PBIS EOY Report.							
Evidence-Based Action Steps	Link to ESSA Evidence	ESSA Evidence Level	Position(s) Responsible	Success Criteria for Implementation	Success Criteria for Impact on Student Achievement	Timeline	Resources	Funding
What action steps will the school team implement to meet this goal?	Insert link	Identify ESSA level (Moderate, Promising, Written Rationale)	Who is responsible for monitoring the implementation of the action step.	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?	What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?	What is the intended date of completion of this action step?	What resources/materials are needed (Include Professional Learning Needed)?	Identify funding source and estimated cost.
Provide professional learning on Tier II PBIS and how it relates to RTI. PBIS team will plan protocols, matrix, training, and rewards schedules to recognize students and staff.	https://ies.ed.gov/ncee/wwc/InterventionReport/667	Moderate	Admin Team PBIS Team	PBIS Orientation Sheets Counselor’s Log	Discipline referrals PBIS Points SWIS Reports	July 2022-May 2023	PL Books Teacher reading materials Classroom supplies	General Funds \$300
Administrators and PBIS team will maintain the percentage of Tier I Students (0-1 ODR) at 95% or	https://ies.ed.gov/ncee/wwc/Intervention/1241	Moderate	Admin Team PBIS Team	SWIS Infinite Campus	Discipline referrals PBIS Points SWIS Reports	July 2022-May 2023	Classroom supplies	General Funds \$300

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higher as measured by the State PBIS EOY Report by implementing PBIS and Check In/Check Out (CICO) for Tier II students (2-5 ODRs) by Continuation of CICO identifying and exiting Tier II students.								
Core Leadership team will develop a comprehensive teacher induction program that outlines the components of classroom management and AVID processes to ensure teacher effectiveness.	https://digitalcommons.uri.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1284&context=oa_diss	Strong	Admin Team Mentor Team	PBIS Orientation SEL Reflections Sheet	TKES ratings Discipline referral by teacher	July 2022-May 2023	Classroom organization supplies Classroom supplies	Federal-School Improvement funds \$1500

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Georgia Milestones Performance Measures (with unit of measure)	Baseline	Actuals	Target Year 1	Actuals Year 1	Target Year 2	Actuals Year 2	Target Year 3	Actuals Year 3
	2021-2022	2021-2022	2022-2023	2022-2023	2022-2023	2023-2024	2024-2025	2024-2025

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Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific PL Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of PL	Evidence/Data of Impact on Student Learning
#1 & #2	Instructional Minute Breakdown (in both reading and math)	July 2022 January 2023	School Improvement funds Classroom supplies	Instructional Specialists	Core Leadership Team	Instructional Program Card i-Ready Growth Monitoring Data Lesson Plans Focus Walk Observations
#1 & #2	Fundations and the Reading Continuum Ready Math i-Ready implementation, intervention, and student usage	September 2022 March 2023	School Improvement funds Classroom supplies	Instructional Specialists	Core Leadership Team	i-Ready Growth Monitoring Data Focus Walks Observations Sign-in sheets
#3	PBIS training and PBIS lessons	July 2022 January 2023	School Improvement funds Classroom supplies	PBIS Administrator and Task Force	PBIS Task Force	Sign-in sheets PBIS Presentation PBIS Lesson Plans
#4	AVID	August 2022	School Improvement funds	AVID team lead	AVID team	Sign-in sheets AVID Presentation AVID Lesson Plans

All professional learning opportunities must be submitted by completing the RCSS PL Proposal (<https://www.rcboe.org/Domain/18276>) and approved by the Teaching and Learning Department prior to conducting session. If funding is required, please collaborate with assigned federal program specialist.

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School Name:

Date:

Planning Committee Members

Name	Position/Role	Signature
	Principal	
	Assistant Principal	
	Teacher	
	Teacher	
	Teacher	
	Teacher	
	Teacher	
	Teacher	
	Teacher	
	Family Facilitator	
	Teacher	
	Parent	
	Parent	
	EL Parent (if applicable)	
	Student (9 th -10 th) required	
	Student (11 th -12 th) required	

Note** All parents are invited and more students are encouraged to participate in the schoolwide planning process.

Title I Schoolwide Program



1. Comprehensive Needs Assessment – Section 1114(b)(6)

The Schoolwide Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. Please enter the completion date for this year's Comprehensive Needs Assessment.

June 10, 2022

2. Schoolwide Reform Strategies that – Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs:

- a) Describe how such strategies will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner [Section 1111(c)(2)]) to meet the challenging State academic standards;

Economically Disadvantage:	Counselor and School Social Worker resources in coordination with Student Services office will be used to provide wrap around services for students. Students will be provided with access to technology to include laptops. Ipads, and MiFi services.
ESOL:	ESOL students are served in a pull-out model as well as within the regular school day during small group instruction. Students will be provided with access to technology to include laptops and Ipads.
Race/Ethnicity/Minority:	Classes are designed to minimize disparity, providing a heterogeneous mix of students. Students will be provided with access to technology to include laptops and Ipads.
Students with Disabilities:	SPED services focus on the inclusion of students with disabilities into the regular education classrooms. Supports include academic modifications and resources, with parental communication and support.

- b) Describe how such strategies will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Teachers utilize small group differentiated instruction in the classroom daily to ensure that all students are getting instruction based on their needs. The master schedule is designed to provide extended amounts of time in each content area.

- c) Describe how such strategies will address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include -

Title I Schoolwide Program

- i. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

We have full-time guidance counselors and a school social worker that provide individualized, small group, and classroom guidance. Students have access to the counselor daily as needed. We have partnerships with community organizations that provide mentoring services to students in need. Students are given tutoring opportunities as well as a wide array of clubs and activities designed to improve communication skills, fine arts proficiency, and community engagement.

- ii. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

Lessons are provided in which students are exposed to a variety of career pathways. Representatives from various careers are brought in to speak to students to educate students about the variety of career paths available.

- iii. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C 1400 et seq.);

Faculty will implement PBIS by awarding students with positive Dojo point, based on following PBIS expectations throughout the nine weeks. At the end of the nine weeks, students who earn sufficient points will have the ability to attend PBIS student celebrations.

- iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

Instructional specialist will develop and organize weekly collaborative planning session by grade level. In addition, PL will be provided for teachers on numbers and operations, reading comprehension and vocabulary, and socioemotional learning.

- v. strategies for assisting preschool children in the transition from early childhood education, from elementary childhood to middle school, and from middle school to high school.

A handbook for parents is provided to all our entering Kindergarten students and parents that have transition suggestions for both parents and students. Counselors have provided ideas to ready students for Kindergarten, including reading suggestions and rituals and routines that would support a successful transition. Kindergarten teachers spend the first two weeks of school helping with easing student anxiety. Counselors provide support for each class.

3. Evaluation of the Schoolwide Plan - 34 C.F.R. § 200.26

- a.) Address the regular monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic

Title I Schoolwide Program

achievement. How will you monitor the implementation of the School Improvement Plan? In addition to the State's annual assessments, what other indicators will you use to measure academic achievement?

The School Improvement Plan for SY 22-23 was developed based on the technology and digital learning needs of the students. Literacy, Math, and School Climate goals were amended to reflect student academic needs for the current school year.

- b.) Review the previous year's School Improvement Plan. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

The School Improvement Plan was developed with the following stakeholders: parents during Title I Input/Revision meeting and the faculty and staff during the Leadership Team meeting.

- c.) Describe how the Schoolwide plan will be revised, as necessary, based on the regular monitoring to ensure continuous improvement of students in the schoolwide program.

The School Improvement Plan will remain in effect for the duration of SY 20-21. The action steps outlined will be monitored using assessments, agenda, minutes, and school-wide data to review the progress of each goal.

4. ESSA Requirements to include in your Schoolwide Plan - Section 1116 (b)(1)

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Please enter the revision date for the Parent and Family Engagement Policy.

The action steps listed range from Strong, Moderate, to Promising. Each action step has been researched to determine its influence on student achievement. Findings related to these action steps revealed outcomes for improving student achievement.

5. Schoolwide Plan Development – Section 1114(b)(1-5)

- a.) The Schoolwide Plan is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. Please enter your initials to acknowledge this statement.

SMS

- b.) The Schoolwide Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to

Title I Schoolwide Program

the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Please

enter your initials to acknowledge this statement. SMS

Documentation of the involvement of all stakeholders has been submitted to Federal Programs (sign-in, agenda, feedback, minutes SMS

- c.) The Schoolwide Plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Please enter your initials to acknowledge this statement.

SMS

- d.) The Schoolwide Plan is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. How is the School Improvement Plan made available?

The SIP is posted on the school webpage and made available to all stakeholders during Title I meetings, and upon request.

- e.) The Schoolwide Plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

Funding Source:	How funds will be used
Federal Funds: Title I Funds Include any Title I paid employee and everything you plan on purchasing this year.	Funds will be used to purchase instructional resources and supplies for literacy, math, science, social studies, writing, and social emotional learning. Pay Instructional Specialist salary, Parent Facilitator, and Literacy Specialist. Purchase of technology.
State Funds:	Funds will be used for professional learning.
Reduced Class Size (If applicable)	Use EIP Self Contained model to reduce class sizes
School Improvement Grant (If applicable)	N/A
Local Professional Learning Funds	District coordinates activities
Grants	NA

Funding Source and Resources provided:

- FTE Teachers, paraprofessionals, other staff, instructional materials and supplies, software, expendable equipment, technology, professional learning.
- Title II-Professional Learning Opportunities.

Title I Schoolwide Program

- Title III-Specifically for ELL students - instructional materials and supplies, technology, teachers, software.
- IDEA - Specifically for IDEA students - instructional materials and supplies, technology, teachers, paraprofessionals, software.
- Carl D Perkins - N/A
- EIP - Teachers for identified EIP students
- McKinney Vento - Services for Homeless students
- Title I - instructional materials, software, technology, professional learning, parental involvement, materials/supplies and resource books that support CCGPS/GSE instruction.

Written Rationale (Dependent on ESSA Evidence Level)

All interventions, programs, strategies, activities, software, staff, etc. must include the evidence-based level in the SIP and budget/justification.

ESSA recognizes four levels of evidence:

1. **Strong:** evidence from at least 1 well-designed and well-implemented experimental study
2. **Moderate:** evidence from at least 1 well-designed and well-implemented quasi-experimental study
3. **Promising:** evidence with a well-designed and well-implemented correlational study with statistical controls for selection bias.
4. **Written Rationale:** evidence building based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes inside the school for which it was written.

The following links can be utilized for evidence:

<http://www.bestevidence.org/search.cfm>

<https://ies.ed.gov/ncee/wwc/>

<https://evidenceforessa.org>

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

If an action step in the SIP does not have an evidence level of Strong, Moderate, or Promising, the Rationale must be written in the forms below.

Rationale #1	
Initiative:	
Action Step:	

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Current Research to Support this Action Step							
Expected Results							
How will Success be Measured?							
Data Points	Beginning of Year		Goal		Actual		
Status Checkpoint Dates:							
End-of-Year Results and Reflection							

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Rationale #2	
Initiative:	
Action Step:	

Current Research to Support this Action Step							
Expected Results							
How will Success be Measured?							
Data Points	Beginning of Year		Goal		Actual		
Status Checkpoint Dates:							
End-of-Year Results and Reflection							

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Rationale #3	
Initiative:	
Action Step:	

Current Research to Support this Action Step							
Expected Results							
How will Success be Measured?							
Data Points	Beginning of Year		Goal		Actual		
Status Checkpoint Dates:							
End-of-Year Results and Reflection							