

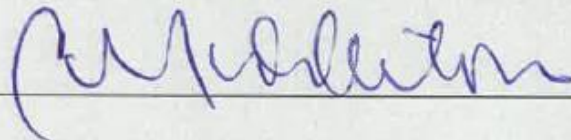
2020-2021 SCHOOL IMPROVEMENT PLAN



DIVISION OF
SCHOOL & DISTRICT
EFFECTIVENESS

NAME OF SCHOOL: Richmond Hill K-8 PRINCIPAL: Dr. Cordaryl C. Middleton
NAME OF DISTRICT: Richmond County School System
SUPERINTENDENT: Dr. Kenneth Bradshaw
<input type="checkbox"/> <i>Comprehensive Support and Intervention</i> <input type="checkbox"/> <i>CSI Alternative</i> <input type="checkbox"/> <i>Targeted Support and Intervention</i> <input type="checkbox"/> <i>Promise</i>
<input checked="" type="checkbox"/> <i>Schoolwide Title I School</i> <input type="checkbox"/> <i>Targeted Assistance Title I School</i> <input type="checkbox"/> <i>Non-Title I School</i>

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

SIGNATURES:	
Superintendent _____	Date _____
Principal Supervisor _____	Date _____
Principal  _____	Date <u>9/22/2020</u>
Federal Programs Director _____	Date _____



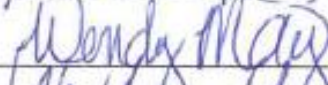

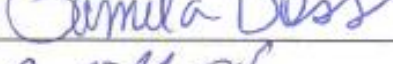




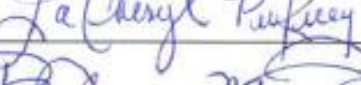

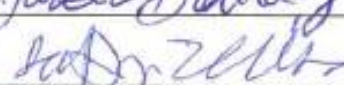
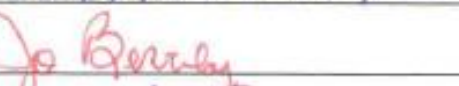





Revision Date: _____ Revision Date: _____ Revision Date: _____

2020-2021 SCHOOL IMPROVEMENT PLAN

School Name: Richmond Hill K-8

Date: September 2, 2020

Planning Committee Members

Name	Position/Role	Signature
Dr. Cordaryl C. Middleton	Principal	
Gregory Shields	Assistant Principal	
Wendy May	Assistant Principal	
Dr. Strei-Sann Sinkler	Assistant Principal	
Pamela Doss	Teacher	
Judith Varner	Teacher	
Monica Burnett	Teacher	
Daniel Beasley	Teacher	
Dawn Bland	Teacher	
LaCheryl Pinkney	Teacher	
Dr. Jennifer Donaldson	Teacher	
Justin Holliday	Teacher	
Tabitha Ellison	Counselor	
Jo Beverly	Instructional Specialist	
Whitney Husid	Media Specialist	
Daniel Walden	Family Facilitator	
Patricia Gore	Parent	
Celia Chancey	Parent	

2020-2021 SCHOOL IMPROVEMENT PLAN

School:	Richmond Hill K-8				
Principal:	Dr. Cordaryl C. Middleton				
Date Last Revised:		Goal Area:	Literacy	Performance Objective:	Improve early literacy and numeracy skills.

Initiative 1 (SMART Goal):	Increase the percentage of students reading on grade level by 20% by the end of the 2020-2021 SY as measured by various assessments.				
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Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Incorporate AVID by utilizing WICOR strategies.	https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/19	Moderate	Nichelle Freeman	* Student work samples with commentary * Focus Walks * Meeting Agendas & Sign-In Sheets	September 2020 – May 2021	<ul style="list-style-type: none"> AVID Summer Institute AVID District PL 	Title 1
Implement a school-wide MyOn Incentive Program to promote reading and increase Lexile scores.	https://www.renaissance.com/products/myon/evidence/	Promising	Whitney Husid	* MyOn Usage Report * Celebration/Recognition	September 2020 – May 2021	<ul style="list-style-type: none"> Incentives 	Title 1 and Community Partners
Incorporate reading tutors to targeted reading areas in effort to increase students' understanding of reading practices and increase students' Lexile scores.	https://ies.ed.gov/ncee/wwc/Study/77453	Moderate	Strei-Sann Sinkler	* Student growth scores * Tutoring log * Tutoring rosters	December 2020 – May 2021	<ul style="list-style-type: none"> Writing Utensils Paper 	Title 1

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Implement Sadlier: Vocabulary, Grammar, Comprehension, and Phonics to targeted areas that need improvement and increase reading and comprehension.	https://www2.ed.gov/programs/readingfirst/support/rmcfinal1.pdf	Strong	Jo Beverly	* Meeting Agendas & Sign-In Sheets * Student growth scores	September 2020 – May 2021	Sadlier Instructional Resources Sadlier Professional Learning	Title 1
Maintain a weekly intervention block for each teacher to have one designated day per week to utilize different intervention resources such as i-Ready, Flocabulary, and USATest Prep to facilitate corrective instruction/remediation activities.	<p>i-Ready https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/arr01.asp</p> <p>Flocabulary http://www.flocabulary.com/educational-rap-districts/</p> <p>USATest Prep Http://www.cde.ca.gov/re/es/evidence.asp</p>	<p>i-Ready – Promising</p> <p>Flocabulary – Moderate</p> <p>USATest Prep – Promising</p>	Content Teachers	<p>* i-Ready Reports</p> <p>* Flocabulary Reports</p> <p>* USATest Prep Reports</p>	September 2020 – May 2021	Technology, Writing Utensil Paper	Title 1
Each grade level will create 2 common assessments aligned to our district pacing guide per grading period to be administered and scored using the tools in Canvas	https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_87.asp	Moderate	Content Teachers	* Common Assessment Reports	November 2020 – May 2021	CANVAS PL Common Assessment PL Technology	Title 1

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School:	Richmond Hill K-8						
Principal:	Dr. Cordaryl C. Middleton						
Date Last Revised:		Goal Area:	Numeracy	Performance Objective:	Improve early literacy and numeracy skills.		
Initiative 2 (SMART Goal):	Increase the percentage of students on grade level in mathematics by 15% by the end of the 2020-2021 School Year as measured by various assessments.						
Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Incorporate AVID by utilizing WICOR strategies.	https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/19	Moderate	Nichelle Freeman	* Student work samples with commentary * Focus Walks * Meeting Agendas & Sign-In Sheets	September 2020 – May 2021	AVID Summer Institute AVID District PL AVID School-Based PL	Title 1

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<p>Maintain a weekly intervention block for each teacher to have one designated day per week to utilize different intervention resources such as i-Ready, Flocabulary, and USATest Prep to facilitate corrective instruction/remediation activities.</p>	<p>i-Ready https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/arr01.asp Flocabulary http://www.flocabulary.com/educational-rap-districts/ USATest Prep Http://www.cde.ca.gov/re/es/evidence.asp</p>	<p>i-Ready – Promising Flocabulary – Moderate USATest Prep – Promising</p>	<p>Content Teachers</p>	<p>* i-Ready Reports * Flocabulary Reports * USATest Prep Reports</p>	<p>September 2020 – May 2021</p>	<p>Technology, Writing Utensil, Paper</p>	<p>Title 1</p>
<p>Incorporate math tutors to targeted reading areas in effort to increase students’ understanding of mathematical concepts and increase students’ Quantile scores.</p>	<p>https://ies.ed.gov/ncee/wwc/Study/77453</p>	<p>Moderate</p>	<p>Strei-Sann Sinkler</p>	<p>* Student growth scores * Tutoring log * Tutoring</p>	<p>December 2020 – May 2021</p>	<p>Writing Utensils Paper</p>	<p>Title 1</p>
<p>Utilize Math IXL & VMath to remediate and/or enrich students.</p>	<p>Math IXL https://www.ixl.com/research/How-IXL-Impacts-Learning.pdf VMath https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/624</p>	<p>Math IXL – Moderate VMath - Promising</p>	<p>Instructional Lead Team</p>	<p>* Math IXL Reports * VMath Reports</p>	<p>October 2020 – May 2021</p>	<p>Math IXL PL VMath PL</p>	<p>District</p>

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Utilize STEM to support mathematical concepts and skills.	https://ies.ed.gov/ncee/edlabs/regions/midwest/askarel/201	Strong	Donaldson Chancey STEM Teachers	Student Projects	October 2020-May 2021	STEM Kits Classroom Supplies	Title I
Each grade level will create 2 common assessments aligned to our district pacing guide per grading period to be administered and scored using the tools in Canvas	https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_8	Moderate	Content Teachers	* Common Assessment Reports	November 2020 – May 2021	CANVAS PL Common Assessment PL Technology	Title 1

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School:	Richmond Hill K-8						
Principal:	Dr. Cordaryl C. Middleton						
Date Last Revised:		Goal Area:	Culture	Performance Objective:	Ensure a positive learning and working environment.		
Initiative 3 (SMART Goal):	Establish an effective school climate and culture by reducing the number of disciplinary referrals by 25%, reducing the number of student absences by 10%, and reducing the number of staff missing 5 or more days by 20% by the end of the 2020-2021 School Year.						
Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for % Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Implement a school-wide PBIS Model.	https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/REL_West_PBIS_Webinar1.pdf	Moderate	Gregory Shields	*PBIS Celebrations * Educators Handbook Reports	September 2020 – May 2021	Educators Handbook Paper Posters	Title 1 & Student Activities

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<p>Establish opportunities for parental involvement and enrichment (e.g. parental workshops, curriculum and parent nights, volunteering, One Book Initiative, etc.)</p>	<p>https://education.stateuniversity.com/pages/2309/Parental-Involvement-in-Education.html#:~:text=Parental%20Involvement%20in%20Education%20%20Research%20on%20Parental,...%204%20Controversies.%20...%205%20Current%20Issues.%20</p>	<p>Promising</p>	<p>Whitney Husid & Daniel Walden</p>	<p>* Sign-In Sheets * Event Flyers * Survey Results</p>	<p>October 2020 – May 2021</p>	<p>Chapter Books Posters Paper Writing Utensils</p>	<p>Title 1 & Community Sponsorship</p>
<p>Conduct celebrations acknowledging student achievement and performances in the following areas: academic, attendance, and behavior</p>	<p>https://eric.ed.gov/?id=EJ1182632</p>	<p>Promising</p>	<p>Gregory Shields & Wendy May</p>	<p>* Programs * Invitations * Discipline Report * Perfect Attendance Report * Honor Report</p>	<p>October 2020 – May 2021</p>	<p>Posters Paper Awards: Certificates, Trophies, Medallions</p>	<p>Title 1, Student Activities, & Community Sponsorship</p>

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<p>Acknowledge and celebrate all faculty and staff who meet the following: perfect attendance and achievements</p>	<p>https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/Documents/SHRM-GloboforceEmployeeRecognition%202018.pdf</p>	<p>Promising</p>	<p>Cordaryl Middleton</p>	<p>* Staff Members of the Month * Perfect Attendance Report * Weekly Newsletter</p>	<p>October 2020 – May 2021</p>	<p>Awards: Certificates</p>	<p>Community Sponsorship & Faculty Fund</p>
<p>Provide school-based mentors at a 2:1 ratio to support induction teachers with monthly meetings with a defined focus on support and perfecting teaching craft.</p>	<p>https://ies.ed.gov/ncee/edlabs/regions/west/Ask/Details/16</p>		<p>Wendy May</p>	<p>* Meeting Sign-In Sheet * Meeting Agendas</p>	<p>September 2020 – May 2021</p>	<p>District Mentor Training District Induction Teacher Training Paper Chapter Books</p>	<p>Faculty Fund</p>

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Performance Measure (with unit of measure)	Baseline	Target Year 1	Actuals Year 1	Target Year 2	Actual Year 2	Target Year 3	Actuals Year 3	Target Year 4	Actuals Year 4	Target Year 5	Actuals Year 5
	(2019-2020)	(2020-2021)	(2020-2021)	(2021-2022)	(2021-2022)	(2022-2023)	(2022-2023)	(2023-2024)	(2023-2024)	(2024-2025)	(2024-2025)
% Students Reading on Grade Level – Kindergarten	71%	81%									
% Students Math on Grade Level - Kindergarten	37%	47%									
% Students Reading on Grade Level - 1st Grade	28%	38%									
% Students Math on Grade Level – 1st Grade	9%	19%									
% Students Reading on Grade Level - 2nd Grade	18%	28%									
% Students Math on Grade Level - 2nd Grade	18%	28%									
% Students Reading on Grade Level - 3rd Grade	34%	44%									
% Students Math on Grade Level – 3rd Grade	19%	29%									
% Students Reading on Grade Level - 4th Grade	14%	24%									
% Students Math on Grade Level – 4th Grade	19%	29%									
% Students Reading on Grade Level - 5th Grade	11%	21%									
% Students Math on Grade Level – 5th Grade	8%	18%									
% Students Reading on Grade Level - 6th Grade	7%	17%									
% Students Math on Grade Level – 6th Grade	9%	19%									

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% Students Reading on Grade Level - 7th Grade	13%	23%									
% Students Math on Grade Level – 7th Grade	10%	20%									
% Students Reading on Grade Level - 8th Grade	10%	20%									
% Students Math on Grade Level – 8th Grade	9%	19%									

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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
3	Conduct training for teachers on the Core Components of Classroom and Climate (Foundations, Prevention, Responding to behavior errors) to aid teachers in individually developing a PBIS classroom implementation action plan.	October 2020 – February 2021	\$1,000.00	PBIS Lead Team	PBIS Lead Team	<ul style="list-style-type: none"> Meeting Agendas Meeting Sign-In Sheets Meeting Minutes
1	Sadlier Oxford: focus on building vocabulary, phonics, and grammar skills)	September 2020 – December 2020	\$3,000.00	Instructional Leadership Team	Jo Beverly	<ul style="list-style-type: none"> Meeting Agendas Meeting Sign-In Sheets Meeting Minutes Student Growth on various assessment (i.e. i-Ready, teacher assessments, etc.)

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1, 2	AVID: WICOR Strategies and developing effective organization skills.	October 2020 – June 2021	\$15,000.00	AVID Site Team	Nichelle Freeman	<ul style="list-style-type: none"> • Meeting Agendas • Meeting Sign-In Sheets • Meeting Minutes • Student Growth on various assessment (i.e. i-Ready, teacher assessments, etc.)
1, 2	School Based Professional: Lexiles, Quantiles, Instructional Strategies, Questioning, Rigor, and Differentiation	October 2020 – March 2021	N/A	Administrators & Jo Beverly	Jo Beverly	<ul style="list-style-type: none"> • Meeting Agendas • Meeting Sign-In Sheets • Meeting Minutes • Lesson Plans, • Observation Data
3	School Based Targeted Professional Learning: Classroom Management, Rituals & Routines, Mindset, and Whole Child	October 2020 – March 2021	N/A	Administrators & Jo Beverly	Jo Beverly	<ul style="list-style-type: none"> • Meeting Agendas • Meeting Sign-In Sheets • Meeting Minutes • Observation Data

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1, 2	District Level Professional Learning (Teaching & Learning Department)	October 2020 – April 2021	N/A	Jo Beverly	Jo Beverly	<ul style="list-style-type: none"> • Common Assessments • Data Analysis • Lesson Plans • Assessment Data • Observation Data (Administration & Peer) • Student Growth on various assessment (i.e. i-Ready, teacher assessments, etc.)
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Response to SWP 3: Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training:

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.	to purchase an Instructional Specialist, a Parent Facilitator, a Literacy Para Professional, technology to further enhance instruction, instructional programs/software that can be utilized as a resource to further supplement instruction by remediating and/or enriching students, tutors to assist with meeting students' needs, professional learning to aide in perfecting professional crafts, instructional and office supplies to equip staff with the tools needed to operate efficiently, books to bridge the gap between home and school, and behavior management system to further track behavior and build a positive culture and climate.
State Funds	Funds will be used for professional learning.
Reduced Class Size (If applicable)	
School Improvement Grant (If applicable)	
Local Professional Learning Funds	District coordinates activities
Grants	

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 III-Specifically for ELL students - instructional materials and supplies, technology, 0teachers, 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.

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

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;

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

a. The school will be implementing to address school needs, including a description of how such strategies will

- i. 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:	Two onsite counselor, one social worker, and parent engagement facilitator will work collaboratively with the school's administration team to provide individual/family assistance as identified. The counselors will prepare class lessons for teachers to facilitate via the "Teachers as Advisors" program. The assistant principal and parent engagement facilitator will partner with the Golden Harvest Food Bank to provide weekly meal packs of nonperishable food items to students and families. The school's administration and social worker coordinates clothing and shoe collections for families in need as needed through utilization of the school's clothing closet as well as other resources.
ESOL:	Students are provide with daily support from a certified ESOL teacher who tailors specific instructional activities that will build academic language proficiencies and assist students with accessing grade level curriculum.
Race/Ethnicity/Minority:	Teachers will exhibit cultural consciousness, use inclusive teaching strategies (i.e. incorporating diverse perspectives), incorporate racial diversity into their content courses, and moderate productive class discussions about race where relevant. Through modeling, teachers will create a climate of trust that promotes respect for and understanding of students' diversity.
Students with Disabilities:	Students with disabilities are provided instructional support via an Individualized Education Plan. The student is set goals aligned with specific objectives to help him or her better access grade level content. Some students are also provided with instructional technology support as deemed necessary. Instructional supports and testing accommodations are written and tailored to individually support students according to their deficit areas.

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- ii. 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;

In our efforts to reduce off task behavior and respect instructional time, all activities will be organized and adhered to scheduled times. Teachers will be prepared with their instructional map daily. Instructional materials such as lesson plans, tasks, books, instructional supplies, etc. will be ready prior to students entering the classroom. The administrators will actively monitor this process.

All Richmond Hill K-8 classroom, special education, ESOL and enrichment teachers will receive professional learning throughout the year on evidence-based methods and instructional strategies. We will obtain professional learning from the GADOE, i-Ready, Sadlier Oxford to name a few. In addition, school-based professional learning will be given by both the Administrators as well as the school's Instructional Specialist.

Richmond Hill K-8 is a data driven school. Most of the professional development will be centered around student data. However, to ensure that student data is at the center of our instruction and to improve classroom instruction, collaborative planning will be held once a week as well as grade level data meetings will be held bi-weekly.

Richmond Hill K-8 will implement an intervention block. This block will be 30-minutes of uninterrupted time. The instructional day is not interrupted unless, there is an emergency. So, there will be no announcements during instructional hours. Announcements will occur in the morning and during afternoon dismissal. Each minute of the day will be dedicated towards the content areas as outlined on the teachers' program cards.

Richmond Hill K-8 offers students a variety of enrichment classes for Kindergarten through Eighth grade. Students are exposed to STEM, Art, Band, Chorus, Literacy/Computer, Business Education, Physical Education, and AVID. In addition, Richmond Hill K-8 offers students a variety of club opportunities such as participant such as; Travel Club, Book Club, Boys Mentoring Club, Girls Mentoring Club, Math Club, Recycling Club, and a host of other clubs once a month.

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

Richmond Hill K-8 has two counselors (elementary and middle). Our school counselors will provide academic and mental health counseling. They will meet with different classrooms each month and provide group counseling focusing on bullying, emotions, and other classroom topics.

Students will also participate in the Teachers as Advisors Program. Teachers and students will discuss various topics such as anger, bullying, communication skills, self-love and acceptance, etc.

Select students will participate in the Richmond Hill K-8 Mentoring Program, a Collaboration with Pastoral Roundtable Mentoring, which began in the Spring of 2019-2020 school year. The program will serve an estimate of twenty students between elementary and middle school grade levels. The goal of the program is to develop young men and women committed to the pursuit of Academic Excellence, Strong Character, and Responsible Leadership. The participants will focus on developing sustainable life skills and rewarding career choices. The goal of these experiences will be for students to make a difference in their schools, neighborhoods and communities. Characteristics such as self-respect, self-discipline, self-control, respect for others and being a leader will be highlighted in mentoring group sessions. Mentors will work alongside the school staff and parents to best support the students by identifying areas of need.

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- b) 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);

N/A

- c) 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.);

Richmond Hill K-8 will implement a school wide discipline plan. Please see attachment.

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- d) 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;

All Richmond Hill K-8 classroom, special education, ESOL and enrichment teachers will receive professional learning throughout the year on evidence-based methods and instructional strategies. We will obtain professional learning from the GADOE, i-Ready, Sadlier Oxford to name a few. In addition, school-based professional learning will be given by both the Administrators as well as the school's Instructional Specialist.

Paraprofessionals will obtain professional learning from the district.

Richmond Hill K-8 is a data driven school. Most of the professional development will be centered around student data. However, to ensure that student data is at the center of our instruction and to improve classroom instruction, collaborative planning will be held once a week as well as grade level data meetings will be held bi-weekly.

For the 2019-2020 SY, we had 24 content specific, highly qualified teachers. For the 2020-2021 SY, we were able to retain 21 of them.

- e) strategies for assisting preschool children in the transition from early childhood education

Pre-Kindergarten and Kindergarten teachers will work closely together. During the Spring, usually at the beginning of March, the transition begins. Kindergarten teachers will meet with Pre-K parents and students to discuss what a day looks like in Kindergarten and they discuss Kindergarten standards. Following the meeting, Pre-K students will start visiting Kindergarten classes. They typically spend at least 3-5 days with the Kindergarten teacher in her class.

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

- a. 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;

The plan was developed over the course of the 2019-2020 SY based on the needs of the students, school, district and community.

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- b. 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 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;

The plan was developed by the leadership team and the school council and other members who will be involved in carrying out the plan.

- c. 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;

The plan will be regularly monitored and revised as necessary based on the needs of the students in order to provide all students with the opportunity to meet state academic standards.

- d. 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.

Richmond Hill K-8 will inform parents of the policy in an understandable and uniform format; to the extent possible, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.

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4. ESSA Requirements to include in your Schoolwide Plan

- a. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B).

Our interventions are evidence-based strategies because we conducted a root cause analysis to review our data and practices to prioritize our areas of improvement; then we identified specific strategies for improvement. Lastly, we created an inventory list of current district approved instructional materials, practices and interventions.

- b. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) for parents of English Learners.

We will implement effective engagement strategies by offering flexible meeting times, parent volunteer training, providing information in a timely manner with a description and explanation, a parent resource center, as well as three curriculum nights. In addition, the school will hire a Family Service Facilitator to further connect with the parents and serve as a resource for parents in connecting both home and school.

- c. If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable –
 - i. Through coordination with institutions of higher education, employers, and other local partners; and
 - ii. Through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10)

Strategies we will use to facilitate effective transition for students from middle school to high school include creating opportunities for students to correspond with ninth grade buddies; inviting high school students for a Q&A session with eighth grade students, inviting the ninth grade teachers and counselors to meet with the eighth teachers; host visits for students to visit the high school; allow the ninth grade counselors to come and visit with the eighth graders; inform parents/guardians about all transition activities and encourage them to get involved.

2020-2021 SCHOOL IMPROVEMENT PLAN

5. Evaluation of the Schoolwide Plan

- a. Annually evaluating the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

Within the classroom, teachers will provide multiple assessment opportunities such as formative and summative assessments in effort to assess students' performance. In addition, i-Ready Screener will be utilized to further assess students' readiness level on grade level content. Based on students' performance on the i-Ready assessments, instruction will be adjusted in order to meet the various needs of the students. Additionally, District Benchmark Assessments will be given quarterly to further assess students' performance on grade level content. With the combination of data, the teachers will adjust instruction in order to meet the needs of the students. To determine growth, teachers will incorporate progress monitoring (check points) to determine students' growth. Based on the student data, the school-wide plan will be adjustment accordingly which allow for continuous improvement.

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						