School Improvement Plan
2024 - 2025

Richmond County
Program

GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

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

Systems to Improve (What to Improve)

Coherent Instructional System: The major system of the complex school organization that articulates and guides the "what" and "how" of instruction. This comprehensive system includes the processes related to:
- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should "know" and "do", and determine how their students will show they "know" the content and can "do" a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

SCHOOL IMPROVEMENT PLAN

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

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the school and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

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

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

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

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

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

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

Process to Improve (How to Improve)

Step 1: Identify Needs: Consult many sources to determine what in the district needs improvement.
- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

Step 2: Select Interventions: Research many sources to determine the solutions that have a good chance of meeting the identified district needs.
- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

Step 3: Plan Implementation: Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.
- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

Step 4: Implement Plan: Carry out the plan to implement the promising solutions, making real-time adjustments where/ when needed.
- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

Step 5: Examine Progress: Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.
- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

Georgia Department of Education
School Improvement Plan

1. GENERAL IMPROVEMENT PLAN INFORMATION

District Name	Richmond County
School Name	Richmond Hill Middle
Team Lead	Kimberly Rouse
Position	Principal
Email	rouseki@boe.richmond.k12.ga.us
Phone	(706) 796-4944

	Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)
	Traditional funding (all Federal funds budgeted separately)
✔	Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY**
	"Fund 400" - Consolidation of Federal funds only

	Factor(s) Used by District to Identify Students in Poverty (Select all that apply)
	Free/Reduced meal applications
✔	Community Eligibility Program (CEP) - Direct Certification **ONLY**
	Other (if selected, please describe below)

2.2 OVERARCHING NEED #1

Overarching Need	
A low percentage of students performing on grade level in math	
Root Cause #1	Instructional Knowledge and Strategies Non-traditional teacher training New standards
Root Cause #2	
Root Cause #3	
Root Cause #4	
Root Cause #5	
GOAL	By the end of the 2024-2025 school year, students performing on or above grade level in math will increase by 19% from 24% to 44% as measured by iReady Math.

COHERENT INSTRUCTIONAL SYSTEM				
GOAL	By the end of the 2024-2025 school year, students performing on or above grade level in math will increase by 19% from 24% to 44% as measured by iReady Math.			
Structure(s)				

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring		
1. Teachers will engage in collaborative planning facilitated by an Instructional Specialist twice a week to identify resources, identify instructional strategies, analyze data, develop lesson plans for instruction	Consolidated Funding	a. Weekly		Instructional Specialist Admin Team
		b.		
2. Teachers will engage in monthly professional learning sessions focused on standards, resources, and instructional strategies, in which the Instructional specialist will provide modeling, co-teaching, and feedback. The Core Leadership Team	Consolidated Funding	a. Monthly		Instructional Specialist Admin Team
		b.		
3. A daily thirty-minute school-wide intervention block will be established to provide targeted differentiated instruction as identified by data. Teachers and students will use universal data screeners and diagnostic assessments to monitor and document their progress through the implementation of student data tracking	Consolidated Funding	a. Weekly		Admin Team EIP Teachers Instructional Specialist
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	**Foster and Homeless**
Counselors, Social Worker, and Teacher will ensure that resources are in place for families in need.	Social Worker will ensure that student is provided services need to attend school
English Learners	**Migrant**
ESOL and general education teachers will collaborate to provide instructional strategies.	Social Worker and counselors will ensure that student is provided services need to attend school.
Race/Ethnicity/Minority	**Students with Disabilities**

Counselors, Social Worker, and Teacher will ensure that resources are in place for families in need.	SPED teachers will support through collaboration or small group services.

2.3 OVERARCHING NEED #2

Overarching Need	
A low percentage of students performing on grade level in reading	
Root Cause #1	Instructional Knowledge and Strategies Non-traditional teacher training
Root Cause #2	
Root Cause #3	
Root Cause #4	
Root Cause #5	
GOAL	By the end of the 2024-2025 school year, students performing on or above grade level in reading will increase by 25% from 24% to 49% as measured by iReady Reading.

COHERENT INSTRUCTIONAL SYSTEM				
GOAL	By the end of the 2024-2025 school year, students performing on or above grade level in reading will increase by 25% from 24% to 49% as measured by iReady Reading.			
Structure(s)				

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Teachers will engage in collaborative planning facilitated by an Instructional Specialist twice a week to identify resources, identify instructional strategies, analyze data, develop lesson plans for instruction	Consolidated Funding	a. Weekly b.	Instructional Specialist Admin Team
2. Teachers will engage in monthly professional learning sessions focused on standards, resources, and instructional strategies, in which the Instructional specialist will provide modeling, co-teaching, and feedback. The Core Leadership Team	Consolidated Funding	a. Monthly b.	Instructional Specialist Admin Team
3. A daily thirty-minute school-wide intervention block will be established to provide targeted differentiated instruction as identified by data. Teachers and students will use universal data screeners and diagnostic assessments to monitor and document their progress through the implementation of student data tracking	Consolidated Funding	a. Weekly b.	Admin Team REP Teachers Instructional Specialist
4.		a. b.	
5.		a. b.	
6.		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Counselors, Social Worker, and Teacher will ensure that resources are in place for families in need.	Social Worker will ensure that student is provided services need to attend school

English Learners	Migrant
ESOL and general education teachers will collaborate to provide instructional strategies.	Social Worker and counselors will ensure that student is provided services need to attend school.

Race/Ethnicity/Minority	Students with Disabilities

| Counselors, Social Worker, and Teacher will ensure that resources are in place for families in need. | SPED teachers will support through collaboration or small group services. |

2.4 OVERARCHING NEED #3

Overarching Need	
Richmond Hill Middle is a newly established school, and we will work to create a positive and inclusive school environment that fosters a sense of belonging, safety, and respect among students, teachers, and staff	
Root Cause #1	Teachers and students from diverse schools are coming together, there needs to be a positive and engaging learning environment, incorporating relevant and interesting content, and promoting student ownership of learning.
Root Cause #2	
Root Cause #3	
Root Cause #4	
Root Cause #5	
GOAL	During the 2024-2025 school year, Richmond Hill Middle School will implement evidence-based strategies, such as social-emotional learning programs, teacher professional development, and behavior management plans, to create a supportive and respectful learning environment to positively impact the school's culture and climate.

COHERENT INSTRUCTIONAL SYSTEM			
GOAL	During the 2024-2025 school year, Richmond Hill Middle School will implement evidence-based strategies, such as social-emotional learning programs, teacher professional development, and behavior management plans, to create a supportive and respectful learning environment to positively impact the school's culture and climate.		
Structure(s)			

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation / b. Method for Monitoring	Position/Role Responsible
1. Create a Climate and Culture Committee/PBIS Team	Consolidated Funding	a. Monthly b.	Leadership Team, Admin
2. Provide Professional learning sessions for teachers to enhance their classroom management skills, cultural sensitivity, and diversity and inclusion practices.	Consolidated Funding	a. Weekly b.	Admin Instructional Specialist
3. Create and conduct a Climate Survey		a. Twice a year (1st Semester & 2nd Semester) b.	Leadership Team, Admin, Instructional Specialist, Climate & Culture Comm
4.		a. b.	
5.		a. b.	
6.		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Counselors, Social Worker, and Teacher will ensure that resources are in place for families in need.	Social Worker will ensure that student is provided services need to attend school
English Learners	**Migrant**

ESOL and general education teachers will collaborate to provide instructional strategies.	Social Worker and counselors will ensure that student is provided services need to attend school.
Race/Ethnicity/Minority	**Students with Disabilities**
Counselors, Social Worker, and Teacher will ensure that resources are in place for families in need.	SPED teachers will support through collaboration or small group services.

4. REQUIRED QUESTIONS

4.a - In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was sought and included.
[Sec. 2103(b)(2)]

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

4.b - Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.
[Sec. 1111(g)(1)(B)]

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 iPad. Classes are designed to
minimize disparity, providing a heterogeneous mix of students. Students will be
provided with access to technology to include laptops and iPad.
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.

4.c- Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).
[Sec. 1114(b)(7)(ii)]

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Teachers utilize small group differentiated instruction for reading and math in the classroom daily to ensure that all students are getting instruction based on their needs. Various supports and resources will also be utilized to ensure all students are able to reach their highest potential. The master schedule is designed to provide extended amounts of time in each content area.

4.d - If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic- based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.
[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

We have full-time guidance counselors and a school social worker who 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. 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.
The instructional specialist will develop and organize weekly collaborative planning sessions by grade level.
In addition, PL will be provided for teachers
on numbers and operations, reading comprehension and vocabulary, and socioemotional learning.

4.e- If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
[Sec. 1114(b)(7)(V)]

N/A

4.f - If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
- Coordination with institutions of higher education, employers and local partners; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.

[Se. 1114(b)(7)(II)]

We will provide orientation for rising 6th grade students coming from our feeder elementary schools. The 8th students will be afforded the opportunity to visit high school during second semester. The students are given the chance to participate in educational session to help broaden their understanding of the extracurricular and academic offerings at the next level. 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. iPad, and MiFi services.

4.g - Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. [Sec. 1114(b)(7)(III)]

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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.

ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).

N/A

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