

## 2020-2021 SCHOOL IMPROVEMENT PLAN



DEPARTMENT OF  
SCHOOL & DISTRICT  
EFFECTIVENESS

**NAME OF SCHOOL: Academy of Richmond County**  
**PRINCIPAL: Jason Medlin**

**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 \_\_\_\_\_

9-10-2020

Federal Programs Director \_\_\_\_\_

Date \_\_\_\_\_

Revision Date:  
8/20/2020

Revision Date:  
9/10/2020

Revision Date: \_

**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.	Funds will be used to support the district's FEV Virtual Tutoring Program for SPED students as well as the RCSS "Online Academy" initiative by purchasing technology and supplies. Funds will be used to pay for a full-time social worker, additional guidance counselor and an Instructional Specialist.
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:


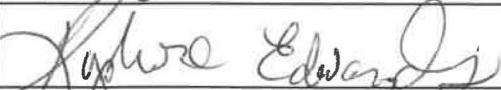

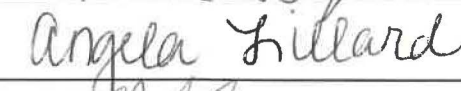


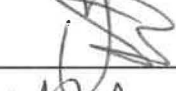
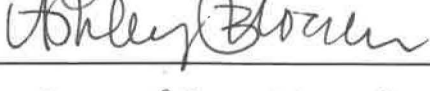
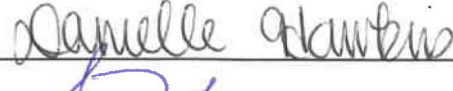

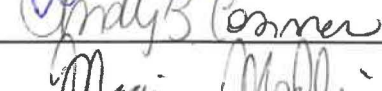
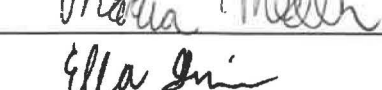
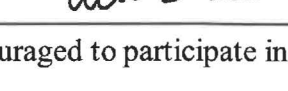
- FTE Teachers, paraprofessionals, other staff, instructional materials and supplies, software, expendable equipment, technology, professional learning.
- Title II-Professional Learning Opportunities.
- Title III-Specifically for ELL students - instructional materials and supplies, technology, teachers, 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.

## 2020-2021 SCHOOL IMPROVEMENT PLAN

**School Name: Academy of Richmond County**

**Date: September 10, 2020**

**Planning Committee Members**

Name	Position/Role	Signature
Jason Medlin	Principal	
Kyshone Edwards	Assistant Principal	
Katie West	Teacher	
Angela Lillard	Teacher	
Erin Hearn	Teacher	
Marcial Rodriguez	Teacher	
David Bradberry	Teacher	
Ashley Blocker	Teacher	
Carolyn Hawkins	Family Facilitator	
Scott Guinn	Parent	
Cindy Conner	Parent	
Maria Medlin	Student (9th-10th Representative)	
Ella Guinn	Student (11th-12th Representative)	

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

**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:	Provide wrap around services through a full time social worker and 4 <sup>th</sup> guidance counselor. The school will increase accessibility to technology to support “Online Academy,” instructional materials and supplies, teachers and software.
ESOL:	Spanish teacher who is ESOL as well. Instructional materials and supplies, technology, teachers, software.
Race/Ethnicity/Minority:	50/50 IB enrollment. Training all ELA/Math/Science teachers through NMSI to better educate students.
Students with Disabilities:	LRE. Teachers for identified EIP students, instructional materials and supplies, technology, teachers, software, online FEV tutorial program.

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;

ARC’s Face-to-Face and Online Academy students will have access to lesson plans, lessons, videos, resources, etc. via Canvas online learning platform, technology, FEV tutorial program.

An Instructional Specialist will provide instructional and Canvas assistance to teachers which will benefit students.

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;

Four counselors monitor the progress of students who are at risk for not graduating Providing weekly touch points for the students and parents and ensuring there is a plan in place for them to graduate.

The Social Worker schedules and facilitates monthly “Mental Health Meetings” to keep all stakeholders abreast of at risk students and plan interventions accordingly.

- 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);

We continue to promote all opportunities through orientation, open house, 1:1 counselor meetings, shout points, CANVAS, the website and virtual Microsoft Teams Meetings.

We have 36 students in dual enrollment. We offer construction, welding, plumbing, automotive, early childhood education, cyber security, engineering, 4 counselors and visits from area universities and technical

- 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.);

We utilize the RTI process as well as teen/peer mediation to address problem behavior. The school social worker also works with the guidance department to help prevent and address problem behavior.

- 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;

Teachers will participate in district professional learning activities to improve instruction, data analysis and effective use of CANVAS.

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

N/A

**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:

ARC is continuing to operate using its existing program while developing amendments based upon needs that may arise during the school year.

- 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;

Mrs. Hawkins coordinates and facilitates Parental Involvement activities throughout the year. Title I Meetings are held and information is disseminated online and in person. Technology distribution is held throughout the school year on an as needed basis for students.

- 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;

Title I SIP feedback is solicited, revisions meetings are held and Instructional Leadership Team Meetings are held regularly to monitor and revise the SIP.

- 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.

All information (online, email, IB Newsletters, REMIND alerts and hard copy) is available on the school website and is sent home with students (when applicable). The information is written in an understandable and uniform format.

**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).

IB and NMSI are all research-based and proven effective.

- 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.

Mrs. Hubbard is our Instructional Specialist and Ms. Rivera is our ESOL teacher. Mr. Rodriguez is our translator for parents. They work together to ensure that parents are in the loop and that students are on track to graduate.

- 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

Administrators of ARC communicate with the administration of our “feeder middle school” to facilitate transitions for students from middle school to high school. Middle school students also have access to both a face-to-face and an online “Open House/Orientation” in order to get acclimated to ARC. School counselors work with local universities to share information regarding college admission, scholarship opportunities and job opportunities for graduating seniors.

- 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)

Thirty-six students participate in dual enrollment. Students also take the YouScience assessment to identify student interests and skills.