**Kent County School Improvement**

**2020-2021**

**Rock Hall Elementary School**

**“A School-wide Title I School”**

If the SIT plan is not satisfactory to parents, please submit comments to the principal at khemstetter@kent.k12.md.us"



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**Needs Assessment**

A needs assessment should be part of an ongoing performance management cycle that includes both longer-range performance goals and shorter-cycle implementation targets. A needs assessment is not an isolated tool or practice, but should be part of a continuous improvement process.

Needs Assessment Documents and Planning

* [RHES 5 year long term planning - 2023](https://docs.google.com/document/u/0/d/1Zmdj_AZ3RsbEIuua7gl-D76fZiWQM2zFGWc_90f9T58/edit)
* [RHES SWOB Analysis (Strength, Weaknesses, Opportunities, Barriers)](https://docs.google.com/document/u/0/d/19QGhS0sHSZY3siJzPHGH7ZPnLqPm608Yi2r8w42cDgI/edit)
* [RHES\_SWOB\_1](https://docs.google.com/document/d/19dGUeCUxt6d0YoElL9dWdGmxzbEqkqKvlypBhwORSs0/edit?usp=sharing)
* [RHES\_SWOB\_2](https://docs.google.com/document/d/1JRwzrBWioZmXhBjpLqJnic5z2h190Pn5rDO_6IojpE4/edit?usp=sharing)
* [RHES Map Data\_1](https://drive.google.com/file/d/1PeStYDRLT5HG-Kwk_RihVmcipWMG7L9A/view?usp=sharing)
* [RHES Map Da](https://drive.google.com/file/d/1mXxG0pn6ZVpwMluCYpmFpnDY8FrrywOu/view?usp=sharing)ta\_2
* [RHES Map Data\_3 - Reading](https://docs.google.com/spreadsheets/d/1qn8ymI70cc51w8ptwm1MiE-2NmabJk6DQ6YcjWN1djg/edit?usp=sharing)
* [RHES Map Data\_3- Math](https://docs.google.com/spreadsheets/d/1l7_FtyrL_XvTgb4wdL-TZBQACfxMvJuVfO0w56F6O-4/edit?usp=sharing)
* [RHES\_VISION\_MISSION](https://docs.google.com/document/d/1BdRMymj-dLcqKTVahYCgkmW4X6zB0SGxGKxxFSBZASY/edit?usp=sharing)
* [RHES 2021 Reading SLO](https://drive.google.com/file/d/1wJqGHhmGqeBQXOFb8GBVH5fUaVxIrA9D/view?usp=sharing)
* [RHES 2021 Mathematics SLO](https://drive.google.com/file/d/1_RKRLgHbAHh6CTCeScKiVh4QictuG5Rk/view?usp=sharing)
* [RHES\_SIT GOALS\_PRIORITIES](https://docs.google.com/document/d/1oh038L98J0wRh97MY35XR83bH4vShanlQUyjUhR4Y20/edit?usp=sharing)
* [RHES\_MAP\_NOTICE\_WONDER](https://drive.google.com/file/d/1tKUxtQxjpVxiUtJbgrzo2eMnIaWS89rp/view?usp=sharing)
* [RHES\_Enrollment](https://drive.google.com/file/d/1Gqri30pDrMzstrUeSCcB7AaHk5a6g0GQ/view?usp=sharing)
* [RHES\_Weekly\_PLC\_SST\_SOC](https://docs.google.com/document/d/1KlATt30bQ139EZVSdcb9CLWqPlowh9Lrmbs8q7UFGNY/edit?usp=sharing)
* [RHES\_WWR](https://drive.google.com/file/d/1vWe5R51URo09Kjrdy-_W_xYAi96jDnGi/view?usp=sharing)
* [RHES\_Hybrid\_Cohort](https://docs.google.com/document/d/1hFzQHVoTwH1kbE9Nlh_O6pYkqy2t6nAhQbGWSMOXKe4/edit)
* [RHES\_Priority Goals\_ Summary](https://docs.google.com/document/d/1kevdVXFyZOuJHjXFQ2vpLyj5-SyTGXsNj718k0c1H-o/edit)

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| **School Profile** |
| **School Name** | Rock Hall Elementary School |
| **School Address** |  114 South Main Street Rock Hall Maryland 21635 |
| **Local Education Agency (LEA)** |  Kent County Public Schools |
| **Grades Served**  |  PreK-5 |
| **Principal's Name** | Kris Hemstetter |
| **Principal's Email Address** | khemstetter@kent.k12.md.us |
| **School Phone Number**  | 410-810-2622 |
| **Needs Assessment and Intervention Plan Planning Team:** The needs assessment and intervention plan are designed to be completed by a team, in partnership with stakeholders, and must align with school and LEA priorities and goals. In the space below, identify team members who contributed to completing the needs assessment and intervention plan. Mandatory stakeholder participants are listed in the position column. Add other participants based on individual school team composition, which should be driven by school context/need (i.e. school's with a high special education population should have a special education representative on the team). ***NOTE:*** *The school should maintain SAN (sign-in, agenda, notes) documentation for each meeting held with the stakeholder planning team.*  |
|
| **Name of Team Member** | **Position** | **Years at RHES** |  |  |
| Kris Hemstetter | Principal | 4 |  | **khemstetter@kent.k12.md.us** |
| Amelia Markosian | Teacher Specialist | 2 |  | **amarkosianl@kent.k12.md.us** |
| Courtney Miller | Social Worker |  3 |  | **cmiller@kent.k12.md.us** |
| Jennifer Zsebedics | Teacher |  4 |  | **jzsebedcis@kent.k12.md.us** |
| Brooke Joyner | Teacher |  2 |  | **bjoyner@kent.k12.md.us** |
| Wendy Zottarelli | Guidance Counselor |  4 |  | **wzottarelli@kent.k12.md.us** |
| Marlene Vosburg | Title I interventionist | 2 |  | **mvosburg@kent.k12.md.us** |
| Diana Kennedy-Milligan | Title I Interventionist | 1 |  | **dkmilligan@kent.k12.md.us** |
| Tom McHugh | Community Member/Parent |  4 |  |  |
| Brandee Vaugn | RHES Parent | 4 |  | **bvaughn76@live.com** |
|  Miss Ann’s Day Care / Rosie Elgin | Early Childhood Community Partner (elementary only) |  4 |  | **jelgin5@gmail.com** |
|  Wendy Keen | District Support |  4 |  | **wkeen@kent.k12.md.us** |
| Keri Hutchins | District Support |  4 |  | **khutchins@kent.k12.md.us** |
| Missy Butler | Title I Coordinator | 3 |  | **mbutler@kent.k12.md.us** |
| **KCPS Profile** |
|
| **Local Educational Agency's Vision, Mission, and Goals:** School improvement must align with the vision, mission, and goals for the local educational agency. In the space below, record the local educational agency's vision, mission, and goals.  |
|
| **Vision** | Kent County Public Schools is a community of leaders. |
| **Mission** | Anchored in excellence, Kent County Public Schools creates a collaborative community of learners by providing personalized learning experiences that inspire students to their highest potential as engaged global citizens. |
| **Goals** | **Priority Goal # 1**- Education Excellence and Equity for Every Student **Priority Goal # 2**- Highly effective and diverse workforce.**Priority Goal # 3** - Safe Climate and Student-Centered Facilities**Priority Goal # 4** - Student, family, and community engagement.  |
| **School's Vision, Mission, and Goals:** School improvement must align with the vision, mission, and goals for the school. In the space below, record vision, mission, and goals for the 2018-2019 school year. |
|
| **Vision** | Rock Hall Elementary School is dedicated to meeting the needs of the whole child by creating an environment where every student can experience success in both social and academic growth opportunities. |
| **Mission** | Rock Hall Elementary School will provide a safe environment where every member of the RHES community is valued and committed to working together to achieve student success. |
| **Goals** | **Priority Goal # 1**- RHES students will Increase proficiency in reading / literacy skills**Priority Goal # 2**- RHES students will increase proficiency in mathematics skills**Priority Goal # 3**- RHES will increase student and family engagement**Priority Goal # 4** - RHES will improve staff and student health and wellness |

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| **Student Profile Data** |  |
| **School Year** | **2017-2018** | **2018-2019** | **2019-2020** | **2020-2021** |
| **Total Student Enrollment:**Identify the total number of students enrolled for each school year.***NOTE:*** *All enrollment data below reflects the number of students enrolled in the school as of September 30 of each year as reflected on Maryland Report Card. The number includes ungraded special education and pre-kindergarten students.* | 227 | 237 | 230 | 213 |
| **Grade Level Enrollment:** Identify the number of students enrolled in each grade level. | Pre-Kindergarten | 31 | 28 | 34 | 19 |
| Kindergarten | 33 | 36 | 33 | 33 |
| Grade 1 | 31 | 31 | 30 | 32 |
| Grade 2 | 49 | 34 | 30 | 32 |
| Grade 3 | 35 | 47 | 32 | 28 |
| Grade 4 | 34 | 32 | 42 | 30 |
| Grade 5 | 45 | 29 | 29 | 41 |
|  |  |
| **Gender:**Identify the number of male and female students. | Male | 123 | 117 | 113 | 115 |
| Female | 104 | 120 | 117 | 100 |
|  |  |
| **Race/Ethnicity:**Identify the number of students in each group. | Black/African American |  |  |  |  |
| Hispanic/Latino |  |  |  |  |
| Asian |  |  |  |  |
| White |  |  |  |  |
| Multi-Racial/Other |  |  |  |  |
| American Indian/Alaska Native | 0 | 0 |  |  |
| Native Hawaiian/Other Pacific Islander | 0 | 0 |  |  |
|  |  |
| **Special Services:**Identify the percentage of students in each group | English Learners |  |  |  | 0 |
| Migrant |  |  |  | 0 |
| Economically Disadvantaged |  |  |  | 81.39% |
| Students with Disabilities |  |  |  | 14% |
| Gifted and Talented |  |  |  |  |
| Homeless |  |  |  |  |
|  |  |
| **Additional Data:**Identify requested data for each category.**Additional Data:**Identify requested data for each category. | **Student Mobility** - Percentage of students that move from one school community to another as reflected on Maryland Report Card. | 11.80% | 11.00% |  |  |
| **Student Attendance** - Percentage of students in school for at least half of the average school day during the school year, as reflected on Maryland Report Card. | ≥95.0% | ≥95.0% |  |  |
| **Chronic Absenteeism** – Percentage of students absent 10 percent or more school days during the school year in membership at least ten days as reflected on Maryland Report Card. | 8.20% | 10.80% |  |  |
| **Student Promotion** - Percentage of students promoted to grade six as reflected on Maryland Report Card. The Promotion rate reflects the percentage of students promoted during the school year. Students that advanced from one grade to a higher level are defined as promoted.  | 100% | 100% |  |  |
|  |  |
| **Disproportionality Rate:** The determination based on school discipline data whether school practices are having a disproportionate impact on students of color and students with disabilities. ***If the Maryland State Department of Education identifies a school's discipline process as having a disproportionate impact on students of color or a discrepant impact on special education students, the local school system shall prepare and present to the State Board a plan to reduce the impact within 1 year and eliminate it within 3 years (school year 2017-18 Root Cause Analysis; school year 2018-19 Full Implementation) COMAR 13A.08.01.21.*** The Maryland model will analyze out-of-school suspension and expulsion (removal) data using two complementary measures, risk ratio and State comparison.  | **Risk Ratio:** The risk ratio measure captures whether the “risk” of removal for a student in one student group is lower or higher than the risk of removal for a student in the comparison group. Risk, in this context, refers to the likelihood that a student will receive an out-of-school suspension or expulsion. A risk ratio of 1.0 means the risk of removal is proportionate. A risk ratio below 1.0 means the risk is lower, while a risk ratio above 1.0 means the risk is higher and, therefore, disproportionate to some degree. | **Risk Ratio for Black/African American Students =** |  |  | N/A |  |
| **Risk Ratio for Students with Disabilities =** |  |  | N/A |  |

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| **Student Profile Data** |
| **Student Opportunities for Enrichment and/or Remediation:** List academic programs that provide opportunities for student enrichment and/or remediation available in the 2020-2021 school year. Example programs include: Credit Recovery, Extended Learning, etc. | * Remediation
	+ Title I Tutoring
	+ Tier II and Tier III Intervention Programs
	+ Dream Box Program
	+ My Lexia Program - Early Literacy Initiative Grant
	+ Sound Partners - Early Literacy Initiative Grant
	+ Kent County Tutoring Center After School Program
	+ Imagine Math - Grades 3-5
	+ Do the Math - Grades K-2
	+ Imagine Math / Reading / Fluency
* Enrichment
	+ Title 1 Tutoring - Math Acceleration
	+ Music is Fun Partnership (Grades 1-5)
	+ Rising Son Mentoring Program
 |
| **Student Opportunities for Acceleration and/or Enhancement:** List academic programs that provide opportunities for student acceleration and/or enhancement for the 2019-2020 school year. Example programs include Gifted and Talented, Advanced Placement, Dual Enrollment, etc. | * Title 1 Tutoring - Math Acceleration
* 5th Grade Band / RHES Kazoo Band
* Outdoor Education Programs (Echo Hill, Turner’s Creek, FARMS trip) -- Grades 2 - 5
* Dreambox Program
* My Lexia
 |
| **Student Engagement:** List programs that focus on fostering supportive culture and climate within the school for the 2019 - 2020 school year. Example programs include Positive Behavior Intervention and Supports (PBIS), Restorative Practices, etc. | * PBIS / Character Counts Monthly Activities
* Restorative Practice / Responsive Classroom
* Morning Meetings / Closing Meetings
* Check In / Check Out
* Student Recognition Character Counts Monthly Assemblies
* Character Counts
* Title I Nights
* One School, One Book
* Active PTA
* Poster contest (i.e. Arbor Day etc.)
* University of Maryland Agricultural Extension- Nutrition lessons (PreK / Kindergarten)
* Raising a Reader Program - Pre-K / K
* 5th grade/Kindergarten Reading Buddies (classroom partnerships)
 |
| **Opportunities for access to a well-rounded curriculum:** Elementary: Percent of 5th grade students enrolled in science, social studies, fine arts, physical education, and health. Middle: Percent of 8th grade students enrolled in fine arts, physical education, health, and computational learning. High schools: Percent of students graduating or exiting with a certificate of program completion: enrolled in an Advanced Placement (AP); participating in dual enrollment; or enrolled in an MSDE-approved Career and Technical Education program at the CTE concentrator level or higher.; For students pursuing a certificate of program completion- enrollment in a general education core academic and/or elective course.  | 100% of all 5th grade students were enrolled in science, social studies, fine arts, physical education and health. |

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| **Student Achievement Data** |  |
| **School Year** | **2016-2017** | **2017-2018** | **2018-2019** | **2019-2020-2021** |
| **State Assessment (PARCC): English Language Arts /Literacy** Identify the percentage of students that have met or exceeded expectations as reflected on Maryland Report Card. | Grade 3 | 56.00% | 43.50% | 26.40% | N/A |
| Grade 4 | 45.50% | 38.50% | 27.10% | N/A |
| Grade 5 | 34.60% | 40.70% | 33.30% | N/A |
|  |  |
| **State Assessment (PARCC): Mathematics** Identify the percentage of students that have met or exceeded expectations as reflected on Maryland Report Card. | Grade 3 | 56.00% | 43.50% | 37.70% | N/A |
| Grade 4 | 31.80% | 38.50% | 18.40% | N/A |
| Grade 5 | 26.90% | 51.90% | 37.80% | N/A |
|  |  |
| **English Language Proficiency Assessment**Identify the percentage of students who have met the proficiency attainment goal of an overall score of 4.5 on *ACCESS for ELLs 2.0*. |  |  |  |  |
| **Student Growth/Progress Data** |  |
| **State Assessment (PARCC): English Language Arts /Literacy** Identify the percentage of students that have met or exceeded expectations as reflected on Maryland Report Card. | Grade 3 | N/A | N/A | N/A | N/A |
| Grade 4 | N/A | N/A | N/A | N/A |
| Grade 5 | N/A | N/A | N/A | N/A |
| Grade 6 | N/A | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A | N/A |
| Grade 8 | N/A | N/A | N/A | N/A |
|  |  |
| **State Assessment (PARCC): Mathematics** Identify the percentage of students that have met or exceeded expectations as reflected on Maryland Report Card. | Grade 3 | N/A | N/A | N/A | N/A |
| Grade 4 | N/A | N/A | N/A | N/A |
| Grade 5 | N/A | N/A | N/A | N/A |
| Grade 6 | N/A | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A | N/A |
| Grade 8 | N/A | N/A | N/A | N/A |
|  |  |
| **State Assessment (PARCC):** Identify the percentage of students that have met or exceeded growth targets | PARCC English 10 | N/A | N/A | N/A | N/A |
| PARCC Algebra I | N/A | N/A | N/A | N/A |

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| **Student Growth/Progress Data - See Math / Reading MAP data attached** |
| **LEA Assessment Comparison (Beginning of Year (BOY) to End of Year (EOY))***Example assessments include: MAP, Dibels, KRA* | **2020-2021** |
| **Total % of Students Tested** | **% Above or On Grade Level** | **% One-Two Grade Levels Below** | **% More Than Two Grade Levels Below** |
| Assessment Selected:Measurement of Academic Progress - MAP | **BOY** | **EOY** | **BOY** | **EOY** | **BOY** | **EOY** | **BOY** | **EOY** |
| **Student Achievement and Growth: English Language Arts** Record the percent of students who are above, on, or below grade level. | Pre-Kindergarten | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kindergarten | 25 |  | 17 |  | 7 |  | 1 |  |
| Grade 1 | 26 |  | 5 |  | 13 |  | 8 |  |
| Grade 2 | 27 |  | 7 |  | 10 |  | 10 |  |
| Grade 3 | 28 |  | 9 |  | 11 |  | 8 |  |
| Grade 4 | 28 |  | 9 |  | 11 |  | 8 |  |
| Grade 5 | 37 |  | 12 |  | 17 |  | 8 |  |
| **LEA Assessment Comparison (Beginning of Year (BOY) to End of Year (EOY))***Example assessments include: MAP, Dibels, KRA* | **2020-2021** |
| **Total % of Students Tested** | **% Above or On Grade Level** | **% One-Two Grade Levels Below** | **% More Than Two Grade Levels Below** |
| Assessment Selected:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **BOY** | **EOY** | **BOY** | **EOY** | **BOY** | **EOY** | **BOY** | **EOY** |
| **Student Achievement and Growth: Mathematics** Record the percent of students who are above, on, or below grade level. | Pre-Kindergarten |  |  |  |  |  |  |  |  |
| Kindergarten | 22 |  | 14 |  | 8 |  | 0 |  |
| Grade 1 | 26 |  | 8 |  | 12 |  | 6 |  |
| Grade 2 | 29 |  | 6 |  | 12 |  | 11 |  |
| Grade 3 | 28 |  | 9 |  | 10 |  | 9 |  |
| Grade 4 | 27 |  | 7 |  | 12 |  | 8 |  |
| Grade 5 | 36 |  | 7 |  | 17 |  | 12 |  |
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| **Staff Profile Data** |
| **Principal and Administrators** |
| Number of years of experience as a principal | 6 |
| Number of years at current school as an administrator | 4 |
| Number of Assistant Principals | 0 |
| **Teachers** |
| **School Year** | **2017-2018** | **2018-2019** | **2019-2020** | **2020-2021** |
| Number of Unfilled Vacancies | 0 | 0 | 0 | 0 |
| Percentage of first year teachers | 5% | 10% | ‘15% |  |
| Percentage of teachers with 1-3 years of experience | 15% | 25% | 30% |  |
| Percentage of teachers that meet applicable State Certification and Licensure requirements | 100% | 100% | 100% | 100% |
| Percentage of teachers with Conditional Certification or Uncertified | 0 | 0 | 0 | 0 |
| Percentage of teachers teaching one or more classes outside of their certification area | 0 | 0 | 0 | 0 |
| Percentage of teachers rated ineffective | 0 | 0% | 0 | 0 |
| Teacher Attendance (Average Daily Rate – Percent) | % | % | % |  |
| **Paraprofessionals** |  |
| **School Year** | **2017-2018** | **2018-2019** | **2019-2020** | **2020-2021** |
| Number of paraprofessionals | 7 | 7 | 6 | 5 |
| Percent of instructional paraprofessionals who are qualified | 100% | 100% | 100% | 100% |
| **Staff to Support Student Services** |  |
| Staff to Support Student Services List type and quantity of the licensed staff positions providing support services. Examples include social workers, psychologists, nurses, professional school counselors, etc.  | Full Time School Counselor (1) Full Time Social Worker (1) Part Time School Psychologist (1 day) Full Time School Health Aide (1)  |  |

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| **Strengths*****Directions:*** Based on the data gathered in the needs assessment and other available quantitative and qualitative data, identify and explain the strengths in each domain using data to justify each response. Select school strengths from the domain practices and focus areas for each domain. Provide evidence from the needs assessment or another data source to support the selection of the identified strength. |
| **Domain for Rapid School Improvement** | **School Strengths** |
| **Turnaround Leadership****Domain Practices:*** Prioritize improvement and communicate its urgency
* Monitor short- and long-term goals
* Customize and target support to meet needs

**Focus areas of this Domain:*** Prioritize improvement
* Communicate urgent need and vision
* Policies, structures, personnel, resources
* Organize coordinated efforts
* Develop and execute data-informed plans that are customized for the school
* Guide and monitor plans
* Accept responsibility for results
 | School Strength #1**Guiding Coalition Team meets monthly.** | Evidence to Support Strength #1**Sign-ins, agenda, notes and evaluations.** |
| School Strength #2**Multiple school committees in place to distribute leadership (ie: Sunshine, PBIS, Guiding Coalition, Behavior Support Team )**  | Evidence to Support Strength #2**Sign-ins, agenda, notes from meetings.** |
| School Strength #3 | Evidence to Support Strength #3 |
| School Strength #4 | Evidence to Support Strength #4 |
| School Strength #5 | Evidence to Support Strength #5 |
| **Talent Development****Domain Practices:** * Recruit, develop, retain, and sustain talent
* Target professional learning opportunities
* Set clear performance expectations

**Focus areas of this Domain:** * Identify, select, place, retain, and sustain competent and committed personnel at all levels and in all positions
* Develop/revise/update policies and procedures for identification, selection, placement, retention, and sustaining staff (as needed)
* Approach talent development with equity in mind
* Review and utilize turnaround competencies to select and develop ALL staff
* Building capacity – balancing support with accountability
 | School Strength #1 | Evidence to Support Strength #1 |
| School Strength #2 | Evidence to Support Strength #2 |
| School Strength #3 | Evidence to Support Strength #3 |
| School Strength #4 | Evidence to Support Strength #4 |
| School Strength #5 | Evidence to Support Strength #5 |
| **Instructional Transformation****Domain Practices:*** Diagnose and respond to student learning needs
* Provide rigorous evidence-based instruction
* Remove barriers and provide opportunities

**Focus areas of this Domain:** * GOAL: Increased student learning outcomes
* Effective Practices
* Standards-based instruction
* Data-based planning
* Differentiation and individualization
* Evidence-based strategies – pedagogical approaches
* Classroom management
* Cultivate high expectations for all combined with support for all
* Focused on in-school factors and non-school based factors
 | School Strength #1**Student Support Team Meetings** | Evidence to Support Strength #1**Sign in, Agendas, Notes and Evaluation** |
| School Strength #2 | Evidence to Support Strength #2 |
| School Strength #3 | Evidence to Support Strength #3 |
| School Strength #4 | Evidence to Support Strength #4 |
| School Strength #5 | Evidence to Support Strength #5 |
| **Culture Shift****Domain Practices:** * Build a strong community intensely focused on student learning
* Solicit and act upon stakeholder input
* Engage students and families in pursuing education goals

**Focus areas of this Domain:** * Culture shift depends on many people working together to achieve extraordinary results
* Needs both high academic expectations and effort
* Work towards common goals
* Creating a culture of mutual respect
* Shared responsibility
* Focus and attention on student learning
* Engage families and school community to support culture both in and out of the school
* Create or maintain a culture that values trust, respect, and high expectations
 | School Strength #1 | Evidence to Support Strength #1 |
| School Strength #2 | Evidence to Support Strength #2 |
| School Strength #3 | Evidence to Support Strength #3 |
| School Strength #4 | Evidence to Support Strength #4 |
| School Strength #5 | Evidence to Support Strength #5 |

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| **Challenges*****Directions:*** Based on the data gathered in the needs assessment and other available quantitative and qualitative data, identify and explain the challenges in each domain using data to justify each response. Select school challenges from the domain practices and focus areas for each domain. Provide evidence from the needs assessment or another data source to support the selection of the identified challenge.  |
| **Domain for Rapid School Improvement** | **School Challenges** |
| **Turnaround Leadership****Domain Practices:*** Prioritize improvement and communicate its urgency
* Monitor short- and long-term goals
* Customize and target support to meet needs

**Focus areas of this Domain:*** Prioritize improvement
* Communicate urgent need and vision
* Policies, structures, personnel, resources
* Organize coordinated efforts
* Develop and execute data-informed plans that are customized for the school
* Guide and monitor plans
* Accept responsibility for results
 | School Challenge #1**Communication from the Leadership Team** | Evidence to Support Challenge #1**Record of communication between staff and leadership team.** |
| School Challenge #2**Sharing of school wide data throughout the school year** | Evidence to Support Challenge #2**Data is not shared school-wide on a regular basis. Currently, the focus is only on state testing.** |
| School Challenge #3 | Evidence to Support Challenge #3 |
| School Challenge #4 | Evidence to Support Challenge #4 |
| School Challenge #5 | Evidence to Support Challenge #5 |
| **Talent Development****Domain Practices:** * Recruit, develop, retain, and sustain talent
* Target professional learning opportunities
* Set clear performance expectations

**Focus areas of this Domain:** * Identify, select, place, retain, and sustain competent and committed personnel at all levels and in all positions
* Develop/revise/update policies and procedures for identification, selection, placement, retention, and sustaining staff (as needed)
* Approach talent development with equity in mind
* Review and utilize turnaround competencies to select and develop ALL staff
* Building capacity – balancing support with accountability
 | School Challenge #1 | Evidence to Support Challenge #1 |
| School Challenge #2 | Evidence to Support Challenge #2 |
| School Challenge #3 | Evidence to Support Challenge #3 |
| School Challenge #4 | Evidence to Support Challenge #4 |
| School Challenge #5 | Evidence to Support Challenge #5 |
| **Instructional Transformation****Domain Practices:*** Diagnose and respond to student learning needs
* Provide rigorous evidence-based instruction
* Remove barriers and provide opportunities

**Focus areas of this Domain:** * GOAL: Increased student learning outcomes
* Effective Practices
* Standards-based instruction
* Data-based planning
* Differentiation and individualization
* Evidence-based strategies – pedagogical approaches
* Classroom management
* Cultivate high expectations for all combined with support for all
* Focused on in-school factors and non-school based factors
 | School Challenge #1 | Evidence to Support Challenge #1 |
| School Challenge #2 | Evidence to Support Challenge #2 |
| School Challenge #3 | Evidence to Support Challenge #3 |
| School Challenge #4 | Evidence to Support Challenge #4 |
| School Challenge #5 | Evidence to Support Challenge #5 |
| **Culture Shift****Domain Practices:** * Build a strong community intensely focused on student learning
* Solicit and act upon stakeholder input
* Engage students and families in pursuing education goals

**Focus areas of this Domain:** * Culture shift depends on many people working together to achieve extraordinary results
* Needs both high academic expectations and effort
* Work towards common goals
* Creating a culture of mutual respect
* Shared responsibility
* Focus and attention on student learning
* Engage families and school community to support culture both in and out of the school
* Create or maintain a culture that values trust, respect, and high expectations
 | School Challenge #1 | Evidence to Support Challenge #1 |
| School Challenge #2 | Evidence to Support Challenge #2 |
| School Challenge #3 | Evidence to Support Challenge #3 |
| School Challenge #4 | Evidence to Support Challenge #4 |
| School Challenge #5 | Evidence to Support Challenge #5 |

**Root Cause Analysis – Timeline**

***Directions:*** School teams should complete the chart below with the proposed timeframe and meeting dates for the completion of the steps in the root cause analysis process.

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| **Root Cause Analysis Timeline** |
| **Step** | **Proposed Timeframe/Meeting Dates** |
| 1. Planning and Preparation
	1. Needs assessment completion, including identification of strengths and challenges
	2. The school will identify stakeholders for participation in the needs assessment, root cause analysis, and intervention plan development
 | July, October, December |
| 1. Causal Factor Charting
	1. The school will participate in the causal factor charting process with the 3rd Party
	2. All stakeholder participants, and school, will be involved in this process
 |  |
| 1. Root Cause Identification
	1. School and stakeholder team will use a decision diagram to begin root cause identification in order to identify the underlying reason or reasons for each causal factor
 |  |
| 1. Recommendation Generation and Implementation
	1. The LEA will facilitate a stakeholder discussion, including the LEA and school, to generate actionable recommendations to address outcomes of the root cause(s) for school performance problems
	2. Recommendations must be aligned with evidence-based interventions
 |  |
| 1. Root Cause Analysis Report Review
	1. Upon receipt of the report of findings and recommendations from stakeholders, including the LEA and school, will review and provide input on the draft report
	2. LEA, School and stakeholder team input will be used to revise the draft for the final report
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| **Prioritized Needs*****Directions:*** Following analysis of the qualitative and quantitative data in the needs assessment and identification of the school strengths and challenges, school teams should identify the 3-4 highest-leverage prioritized needs that will increase student achievement for all students. Prioritized needs should focus on areas that will increase achievement for all students and narrow the scope for the development of SMART intervention goals, outcomes, and action steps. A justification, based on data analysis from the needs assessment should be provided for each prioritized need. |
| **Identify Prioritized Needs**What are the 3-4 highest-leverage prioritized needs that must be addressed to increase student achievement? | **Justification through Data Analysis**What data or findings from the needs assessment and 3rd party root cause analysis led the team to identify this prioritized need? |
| * RHES students will Increase proficiency in reading / literacy skills
	1. Implement a focused and data-driven process to drive curriculum decisions, instructional practices, and professional development
	2. All students will improve their language expressions skills including writing content/style
	3. Will decrease the educational gap between SPED students and non-disabled students by 50%
 |  |
| * RHES students will increase proficiency in mathematics skills
	1. Implement a focused and data-driven process to drive curriculum decisions, instructional practices, and professional development in mathematics
	2. Students will improve their abilities to solve problems and communicate their understanding of mathematics
	3. Will decrease the educational gap between SPED students and non-disabled students by 50%
 |  |
| * RHES will increase student and family engagement
	1. Implement a focused and data-driven process to increase student and family engagement
 |  |
| * RHES will improve staff and student health and wellness
	1. Students will engage in Social Emotional Learning (SEL) to learn skills to regulate emotions and enhance mental health.
	2. Staff will be encouraged to increase overall health, happiness, and well-being by promoting self-care initiatives, education, and resources.
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| **SMART Intervention Goals*****Directions:*** Based on the prioritized needs, the school should develop 3-4 SMART intervention goals. Goals must be specific, measurable, achievable, realistic, and time-bound (SMART). Provide a rationale, supported with data, for each SMART intervention goal. For each SMART intervention goal, identify one or more domains to which the goal aligns. |
| **Domains for Rapid School Improvement** | **SMART Intervention Goal** | **What data will be gathered and analyzed to measure this goal annually?****(Outcomes)** | **What data will be gathered and analyzed to measure this goal quarterly/ monthly?****(Progress Indicators)** | **Rationale***Provide a detailed rationale, supported with qualitative and quantitative data, justifying the selection of the specific SMART intervention goal.*  |
|  |  |  |  |  |
| ☐Turnaround Leadership☐Talent Development☐Instructional Transformation☐Culture Shift | 1. During the 2020-2021 school year, the percent of Kindergarten through 5th graders that will be proficient in Math MAP will increase from 30% to 45% as measured by the MCAP assessment.
 | The goal will be measured annually using the percent of K-5 grade students scoring proficient on MAP assessment. | BOY: Baseline data is collected via beginning of year MAP scoresMOY: Middle of year MAP data collected to determine student growth. 10% growth is expected by mid-year. EOY: End of year MAP data collected. Target of 45% increase in math proficiency should be met or exceeded. | The grade K-5 MATH MAP scores show 30% of the students scoring at proficiency.  |
| ☐Turnaround Leadership☐Talent Development☐Instructional Transformation☐Culture Shift | 1. During the 2020-2021 school year, the percent of Kindregarten through 5th graders that will be proficient in Reading MCAP will increase from 35% to 45% as measured by the MAP assessment.
 | The goal will be measured annually using the percent of K-5 grade students scoring proficient on MAP state assessment. | BOY: Baseline data is collected via beginning of year MAP scoresMOY: Middle of year MAP data collected to determine student growth. 10% growth is expected by mid-year. EOY: End of year MAP data collected. Target of 45% increase in reading proficiency should be met or exceeded. | The grade K-5 READING MAP scores show 35% of the students scoring at proficiency.  |
| ☐Turnaround Leadership☐Talent Development☐Instructional Transformation☐Culture Shift | 1. During the 2020-2021 school year, we Increase student and family engagement.
 | Home visits / SOC Meetings / Teacher communication logs / Shout out data / Positive Referral Data / Newsletters / Robocalls  | MOY: Middle of year communication log / shout out data / positive referral data.EOY: End of year communication log / shout out data / positive referral data. |  |

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| **Select Evidence-Based Strategies*****Directions:*** For each SMART intervention goal, identify an appropriate evidence-based strategy that will be used to address the prioritized need. Once evidence-based strategies have been selected for each SMART intervention goal, school teams will provide the level of evidence for the selected strategy, a summary of the evidence highlighting school context, and the source citation for the evidence level. Additionally, school teams will identify professional learning needs, staffing needs, and resource needs for each evidence-based-strategy. |
| **SMART Intervention Goal Number** | **Evidence-Based Strategies**Identify the strategies that will be used to address the need identified by the SMART Intervention Goal. | **Level of Evidence**(Level 1, Level 2, Level 3) | **Evidence summary and evidence source/citation** (include citation link or reference) | **Evidence that strategy fits school context** (e.g. demographics, location, grade level) | **Professional Learning Needs to implement the evidence-based strategy** | **Staffing Needs to implement the evidence-based strategy** | **Resource Needs to implement the evidence-based strategy** | **Structures Needed for Implementation** (Readiness evaluation - examples include master schedule, technology, curriculum, etc.) |
| 1. Math
 | 1. Building Math Team capacity 2018 (2) - 2019 (5)
2. A/B Day for content reading / math
3. Informal walkthroughs / Non negotiables (Fluency / Number Talks)
4. Formal Observations / Math Progressions / Focus Standards
5. Math Tutor (Title 1) Mentor Teacher - Push in support
6. Identified intervention / Acceleration Students/Group / Bubble students
7. DreamBox / Origo Fluency PD
8. Afterschool Tutoring Program / Skill based - one to one - 20 students / 20 tutors
9. Vertical Teaming (CFG KCMS)
10. SLO Monitoring
 |  | Informal Walkthrough data / Formal observation DataTitle 1 / Tutoring DataMAP Data |  | Origo Math PD / Grade Level TeamsUnpacking Standards / PLCTier I /Tier II / Tier III PDSpecially Designed Instruction PD (SPED)Friday PLCs (30 minutes built in) | Title 1 StaffingMath Team | Origo KitsManipulatives / Rekenreks / Number lines / Hundreds Charts | Master ScheduleDreambox TechnologyPacing Guides / Focus Standards / Math ProgressionsSLO and data |
| 1. Reading
 | 1. A/B Day for content reading / math
2. Informal walkthroughs / Non negotiables
3. Reading Tutor (Title 1) Mentor Teacher - Push in support
4. Identified intervention students / groups
5. Afterschool Tutoring Program / Skill based - one to one - 20 students / 20 tutors
6. Early Literacy Initiative Grant / Sound Partners / My Lexia
7. 6+1 Writing Traits / Literacy Block
8. Schoolwide SLO Writing Goal
9. Million Word Data Wall
10. Reading Counts / SRI / SRC
 |  | Informal Walkthrough data / Formal observation DataTitle 1 / Tutoring DataMAP Data |  | Origo Math PD / Grade Level TeamsUnpacking Standards / PLCTier I PD | Title 1 Staffing |  | Master Schedule |
|  | 1. Morning Meetings schoolwide
2. Guidance Lessons
3. PBIS Lessons
4. Taught Expectations
5. Logical Consequences
6. Positive Referrals
 |  |  |  |  |  |  |  |
|  | 1. Friday Flyers
2. Communication Logs
3. Morning Shout outs
4. Robocalls
5. Positive Phone calls
 |  |  |  |  |  |  |  |

**Action Steps for Each Evidence-Based Strategy**

***Directions****:* Using the tables provided, define the specific actions steps for the implementation of each evidence-based strategy. For each action step, include the indicator of success/benchmark, the timeline, the persons responsible, and the persons involved. Add additional charts, as needed.

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| Goal #1: During the 2020-2021 school year, the percent of K-5 graders that will be proficient in Math MAP will increase from 30% to 45% as measured by the MAP assessment.  |
| Evidence-Based Strategy #1:  |
| **Implementation Plan:**Action Steps for Implementation (all actions should address the prioritized need) | **Indicator of Success/Benchmark** | **Timeline** | **Person(s) Responsible** *(list by job title/role, not by name)* | **Person(s) Involved, including Stakeholders and Partners** *(list by job title/role, not by name)* |
| 1. Administer the BOY Map Data
 | BOY MAP | October / November | Teachers, Title 1 Staff, Leadership Team |  |
| 1. Analyze BOY Map Data
 |  | November | Teachers, Title 1 Staff, Leadership Team |  |
| 1. Form Intervention / Acceleration Groups
 | Schedule / Groups | October | Teachers / Title I |  |
| 1. Monitor Instruction
 | Walkthroughs | Ongoing |  |  |
| 1. Informal / Formal Observations
 | Conference | Ongoing / 2 per week | Principal |  |
| 1. SLO Alignment
 |  | November |  |  |
| 1. MOY Map Data
 |  |  |  |  |
| 1. “Do the Math” K-2 (Marilyn Burns)
 | Pre-AssessmentPost AssessmentProgress Monitoring | All Year - Twice a week(100% F2F would be 5 days a week) | Title 1 Interventionist Tutor | Classroom TeacherParentsStudents |
| 1. Small Group Instruction
 | Classroom AssessmentsExit TicketsMAP Data - Specific Domains | All Year - Twice a week (30 minute intervals) | Classroom Teachers | StudentsParents |
| 1. DreamBox
 | Percentage of Active students (weekly)Certificates of completed lessons (incentives)School wide competition/shout outs | All year - weeklyStudents = 20 minutes a dayComplete 5 lessons weekly | Title 1 Interventionist (tracking data)Classroom Teacher (using data for instruction)Students | ParentsStudentsClassroom TeacherTitle 1 InterventionistPrincipalGrade Level County wide meetings |
| 1. Imagine Math/Facts

\*\* Pilot Group (5th grade) - different levels of students\*\* Start a 4th grade Pilot Group for acceleration by February | Placement TestPost Assessment (for each lesson)3 Benchmarks | Began November - MayOnce a week (Fridays) | Classroom TeacherTitle 1 InterventionistPilot Group (5th grade) - different levels of students | ParentsStudentsClassroom Teacher |
| Math Night |  |  |  |  |
| Math Talks |  | Daily | Classroom Teacher | Classroom Teachere |

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| Goal # 2 : During the 2020-2021 school year, the percent of K-5 graders that will be proficient in Reading MCAP will increase from 35% to 45% as measured by the MCAP assessment.  |
| Evidence-Based Strategy #2:  |
| **Implementation Plan:**Action Steps for Implementation (all actions should address the prioritized need) | **Indicator of Success/Benchmark** | **Timeline** | **Person(s) Responsible** *(list by job title/role, not by name)* | **Person(s) Involved, including Stakeholders and Partners** *(list by job title/role, not by name)* |
| 1. Collecting and Analyzing data
 | Grade level screener data- Fall MAP- Information from Transition meetings- Classroom Formative & Summative assessments | ongoing | Intervention specialists, Teachers, admin | Admin, teacher specialists, staff |
| 1. District Weekly Grade Level meetings
 | Unit Assessments (Wonders and Illustrative Math) | ongoing | Admin, LEAD teachers,  | Teachers within grade levels, LEAD teachers, supervisors & admin |
| 1. Sound Partners Program
 | Foundational Skills Assessment Mastery Test Completion at 95% mastery.  | Ongoing4X a week | ELI Grant tutors, title I tutors, SPED staff | Tutors, teachers, SPED staff, instructional assistants,  |
| 1. Lexia reading program
 | Progress through levels. Meeting Participation goals/requirements (# of minutes per week, # of units per week)  | OngoingDaily Usage20-80 minutesweekly | Intervention specialist,Classroom teachers, | Admin, parents, |
| 1. Comprehension Interventions (including BluePrint for Comprehension)
 | QRISan Diego Assessments | Ongoing2X a week | Title I Interventionists |  |
| 1. One School-One Book
 | % of student participation | Winter 2021 | Intervention specialist, teachers | Admin, teachers, parents |
| 1. Winter MAP Administration to measure progress with the goal being to improve in proficiency rates at least 5% over Fall scores.
 | Data analysis (notes from PLC data meetings) Individual Student plans for intervention/improvement.  | MOY 2021 | All teachers, Admin | Admin, teachersTitle 1 Support |
| 1. Student engagement incentives (rewards for engagement)
 | Targeted units in Lexia/Dreambox | December/January | All teachersAdmin | ParentsClassroom Teachers |
| 1. WonderWorks Intervention/PD & Resources
 | Unit test scores associated with Wonders Curriculum  |  | Classroom Teachers/interventionists |  |
| 1. 95% Phonics Intervention
 | Phonics Pretest | OngoingWeekly F2F | Title 1 Interventionist |  |
| 1. Literacy Circles -Extension -Grades 4&5
 | MAPGrade Screeners | Ongoing | Title 1 Interventionist |  |
| 1. Literacy Night
 |  | Spring 2021 | Title 1 Interventionists | RHES staffParentsAdmin |
| 1. Collaboration between SPED teachers/Gen ed teachers regarding progress monitoring
 | Monitoring various assessments & programs  | ongoing | SPED teachersGen Ed teachersGuidance Office StaffTeacher Specialist |  |
| 1. SST meetings with teachers regarding student success & concern in classroom (academic need)
 | Monitoring various assessments & programs  | Bi Weekly | SPED teachersGen Ed teachersGuidance Office StaffTeacher Specialist | Admin |
| 1. PLC meetings to discuss content, students etc...
 | Attendance dataGrade level AssessmentsMAP data | Bi Weekly | SPED teachersGen Ed teachersGuidance Office StaffTeacher Specialist | Admin |

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| Goal #3 : RHES will increase student and family engagement |
| Evidence-Based Strategy #3:  |
| **Implementation Plan:**Action Steps for Implementation (all actions should address the prioritized need) | **Indicator of Success/Benchmark** | **Timeline** | **Person(s) Responsible** *(list by job title/role, not by name)* | **Person(s) Involved, including Stakeholders and Partners** *(list by job title/role, not by name)* |
| 1. Weekly home visits
 | Are students improving engagement/attendance | Ongoing | C. Miller W. Zottarelli | School Counselor Social Worker |
| 1. Daily Teacher/Home communication
 |  | Ongoing | Teachers, Staff | All Staff |
| 1. Motivational Monday, Wellness Wednesday Facebook Posts
 |  | Ongoing | C. Miller W. Zottarelli | School Counselor Social Worker |
| 1. Weekly SOC Meetings
 | Are students improving engagement/attendance | Ongoing | Staff | Staff |
| 1. Guidance Lessons
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| Goal #4 : RHES will improve staff and student health and wellness |
| Evidence-Based Strategy #4:  |
| **Implementation Plan:**Action Steps for Implementation (all actions should address the prioritized need) | **Indicator of Success/Benchmark** | **Timeline** | **Person(s) Responsible** *(list by job title/role, not by name)* | **Person(s) Involved, including Stakeholders and Partners** *(list by job title/role, not by name)* |
| 1. Faculty Appreciation Fridays
 | Staff Engagement/Buy In | Ongoing | Mrs. Hemstetter, PTA | Community Support, local business owners, town officials  |
| 1. Staff Newsletter
 |  |  |  |  |
| 1. Walking Club
 |  |  |  |  |
| 1. Teacher Capacity Building
 |  |  | All Teachers/Staff |  |
| 1. Fitness Groups
 |  |  |  | Can families be included? |
| 1. Students- Virtual Lunch Bunch, Google Meet Clubs
 |  |  |  |  |
| 1. Shout Outs
 |  |  |  |  |
| 1. Family Newsletters that include wellness
 |  |  |  |  |
|  |  |  |  |  |
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**Attestation**

Section 1111 (d) SCHOOL SUPPORT AND IMPROVEMENT ACTIVITIES.— (1) COMPREHENSIVE SUPPORT AND IMPROVEMENT.—

1. IN GENERAL.—Each State educational agency receiving funds under this part shall notify each local educational agency in the State of any school served by the local educational agency that is identified for comprehensive support and improvement under subsection (c)(4)(D)(i).
2. LOCAL EDUCATIONAL AGENCY ACTION.—Upon receiving such information from the State, the local educational agency shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that—
3. is informed by all indicators described in subsection (c)(4)(B), including student performance against State-determined long-term goals;
4. includes evidence-based interventions;
5. is based on a school-level needs assessment;
6. identifies resource inequities, which may include a review of local educational agency and school-level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
7. is approved by the school, local educational agency, and State educational agency; and
8. upon approval and implementation, is monitored and periodically reviewed by the State educational agency.

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| **School Level Attestation** |
| I certify the needs assessment and intervention plan were collaboratively developed in partnership with stakeholders. I acknowledge and confirm that the needs assessment and intervention plan have been approved by the school. |
| Principal Name: |  | Principal Signature: |  | Date: |  |

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| **Local Education Agency (LEA) Attestation** |
| I certify the needs assessment and intervention plan were collaboratively developed in partnership with stakeholders. I acknowledge and confirm that the needs assessment and intervention plan have been approved by the local education agency. |
| LEA Rep Name: |  | LEA Rep Signature: |  | Date: |  |