

Comprehensive Needs, Part 1. School Context

Rolling Hills Charter School Mission

"To develop educated and engaged citizens through high expectations for student behavior and academic success in a small, safe, structured environment."

Our Philosophy

Rolling Hills Public Charter School is centered on the belief that when students are given a learning environment with low threat to their personal safety and self-esteem, and highly challenging academic content is presented, the inevitable outcome is accelerated learning.

Rolling Hills Public Charter School is committed to providing a positive, safe and drug-free environment, which enhances self-esteem, provides exemplary role models, and optimizes each student's potential.

Rolling Hills Public Charter School promotes personal responsibility, critical thinking and individual respect. Rolling Hills Public Charter School students demonstrate the six pillars of character (trustworthiness, responsibility, caring, respect, fairness and citizenship) in their daily interaction with peers, staff and the community.

Rolling Hills Public Charter School faculty and staff will be highly qualified and dedicated and offer academic excellence. Rolling Hills Public Charter School students will be well-prepared for high school and college. Teachers will use an array of academic tools to promote higher-level thinking processes that foster effective communication skills, interpersonal skills, personal and social responsibility, thinking and reasoning skills, expanding and integrating knowledge, and learning-to-learn.

Rolling Hills Public Charter parents are actively involved, sending their child to school prepared to learn. They will understand their child's individual academic and social progress and encourage their child to put forward his or her best effort, while taking responsibility for his or her own actions.

Demographics

Rolling Hills has a total of 253 students enrolled, with 35 special needs and 79 receiving Title I services. We are compiled of 5 different ethnic groups including Asian (3), Hawaiian/Pacific Island (1), Hispanic/Latino (3), multiple (23) and Caucasian (223.) We have approximately 4% of our students who have families that speak English as a second language.

Students with special needs fall into these special education categories: Learning Disability (2), Cognitive Impairment (5), Speech Impairment (6), Emotional Disturbance (1), Health Impairment (8), Developmental Delay (3), and Autism Spectrum Disorder (10.)

Students receiving free or reduced lunch is 47% of our students. The unemployment rate in our attendance area varies greatly because our students travel from around the city including addresses from Boise, Meridian, Eagle, Nampa, Caldwell and Emmett.

We currently have 0 incidents of discipline referrals, suspensions, expulsions, substance abuse and at-risk behavior. We also have a small population of students who arrive to school early, unless they are eating breakfast. To our knowledge, these students have parents that need to get to work at 8:00 (the time that our school begins.)

Rolling Hills uses a program called Pearson 360 that measures prosocial behavior skills. We currently do the measure for grades 4 and 5. These measures are analyzed and reported to the

charter commission. Including all of our support staff and special education teachers, on average, our student-to-staff ratio is 1 to 15 with a class average size of 30. This is the same with our elementary and middle school grade levels.

The activities done to ensure students do not participate in fragmented instruction is a schedule is set up to ensure that CORE instruction (Reading, Writing, and Math) is being taught 5 days a week. There are no pull outs during CORE instruction. Title I will work with classroom teachers on developing schedules for Title I support to ensure highest success for students. Every Tuesday, Title I meetings are conducted with the Title I coordinator and Assistants to discuss the instruction plans for each grade level.

Rolling Hills has many leadership committees that are representative of stakeholders (school board, teachers, staff, parents and community members.) The following committees currently meet 1-2 times a month:

- Safety Committee- Group develops Safety plans and protocols for student safety and facility uses. Ensures that safety plans are implemented.
- Marketing Committee- Review and hold standards to the Performance Certificate. Market to the public the Mission of Rolling Hills Public Charter School.
- Community Outreach Committee- Seeks out community opportunities for service learning and marketing activities. Also, invites outside community to the school for activities, volunteering, and Open Houses
- Curriculum Committee- Analyze, research, and implement researched based CORE curriculum for ALL students. Support curriculum and supplemental instruction analyzed for student achievement.

Committees meet to discuss their topic and come to an agreement of what they feel will be best for the school. They then bring it to all teachers and staff during the bi-monthly staff meeting to make changes or get further input. After everyone has a chance to have the information, we vote on important issues. An example of this is our new math curriculum. Many of the teachers wanted a new math curriculum that aligned with common core. Over the summer, the curriculum committee met and found 2 programs that they felt were the best. They ordered samples and every teacher had a chance to look through it. As a staff, we then discussed and decided what curriculum would benefit our students that most. The decision was a separate math curriculum for elementary levels and middle school levels that related to each other.

Rolling Hills is centered on the belief that when students are given a learning environment with low threat to their personal safety and self-esteem, and highly challenging academic content is presented, the inevitable outcome is accelerated learning.

Rolling Hills is committed to providing a positive, safe and drug-free environment, which enhances self-esteem, provides exemplary role models, and optimizes each student's potential.

Behavior Expectations and School Rules

We at Rolling Hills are responsible for providing an environment in which ***all children can and do learn***. To this end, we must be sure that our school is safe and orderly, and free of intimidation and harassment. It is important that each student behave in a manner that will help him/her receive the best possible education and that does not interfere with the educational opportunities of others.

We believe that all students can and should behave appropriately. We teach students how to act with respect and responsibility in various settings including restrooms, hallways, cafeteria,

playground, assemblies, library, entering/exiting, before/after school, field trips, etc. In addition, each teacher has a discipline plan for managing his/her classroom.

School Rules are as easy as the ABCs

1. **A**ct Respectfully
2. **B**e Responsible
3. **C**reate a Safe Environment

Bullying - Strictly Prohibited

It is the policy of RHPCS to maintain a safe school environment for all students while attending school, and attending school sponsored activities. Bullying, regardless of the specific nature of the students' behavior, is disruptive to a safe school environment and will not be tolerated.

Disciplinary Procedures

Level 1: Teacher Level Management

Classroom management is the first phase of the behavior management process. Each teacher has a classroom/recess/school management plan that includes expectations for student behavior at school, consequences for inappropriate behavior, refocus procedures and provisions for student conferencing and parent contact.

Level II: Team Level Management (Parent, Student, Teacher)

Level II management involves repeated disruptive behavior and the continued violation of school/classroom rules. Such behavior disrupts the learning process and/or learning environment. Interventions may include counseling referral, informal interventions, daily behavior contract, loss of recess, after school detention, parent-student-teacher conference, or other interventions as agreed on by parent and teacher. The parents will be notified by the teacher.

III: Administrative Level Management

Level III is considered SEVERE BEHAVIOR. Severe behavior is any action that threatens the safety or welfare of any person and/or significantly disrupts the learning process or environment.

Rolling Hills daily schedule follows our middle school schedule. ALL classes (K-8) begin at 8:00am and end at 2:30pm. The day is broken into 45 minute periods, with 5 minute breaks and a 35 minute lunch. Elementary teachers each have 6 prep times while their students are in music, physical education, computers or science. These classes are taught as a period (45 minutes.) All other elementary instruction is left up to the teacher's discretion. Our calendar follows the bigger school district of Meridian and Boise school district, including first day of school, quarter and semester endings, winter and march breaks and last day of school. We do add a fall break that falls in the month of October. The school calendar is available to all parents and staff.

Rolling Hills gives students the opportunity to eat breakfast before school begins. After school programs include sports (volleyball, cross country, basketball, track,) chess club and a homework club. Teachers are also given time once a month, after school to meet as a staff, with their committee and to team with teachers in their respective grade levels (k-2, 3-5, 6-8.)

Part 3. Student Achievement

Rolling Hills Public Charter School's academic performance on past Idaho State Assessments, have earned the school a Four Star Rating. We are identified as a model school in the State of Idaho. We have met our performance standards and AMO's for the past 2 years. Teachers at Rolling Hills use formal and informal assessments in their classrooms. Formal assessments are commonly end of unit tests taken from the curriculum that is used. All Rolling Hills teachers use a form of McGraw Hill for math. Middle school uses Glencoe Math and K-5 use My Math. Both of these focus on Common Core instruction. These curriculums include pre-assessments, stopping points, reviews and post assessments. They include tiered assessments for tier 2 and 3 intervention. The most common English curriculum is Shurley. This is implemented daily with weekly assessments given.

During the 2013-2014 spring assessments, 100% of our students participated in assessments for Reading, Math, and Science. We do have students that participate in the ISAT-ALT. During the 2013-14 statewide assessment pilot of SBAC for Reading and Math, there were no scores available to determine a rating. Scores are reflective of the 2012-13 school year. The following information shows the percentage of third through eighth grade students who scored proficient or advanced in Reading and Math. (Since Rolling Hills has a very low population of subgroups and many of our Special Education students take the ISAT-ALT, our data for these groups is not available).

Reading ISAT Results

Grade:	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
All:	90%	97%	88%	93%	86%	100%
Boys:	81%	95%	94%	87%	77%	100%
Girls:	92%	97%	90%	100%	100%	100%

Math ISAT Results

Grade:	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
All:	90%	93%	80%	76%	82%	96%
Boys:	100%	91%	82%	71%	77%	100%
Girls:	77%	96%	78%	82%	90%	93%

Kindergarten-third grade takes the Idaho Reading Indicator (IRI). Depending on the grade level, this indicator measures student's fluency in letter names, sounds and passage reading. The following shows Rolling Hills IRI scores from the 2013-2014 school year.

Grade/Semester:	<u>K-Fall</u>	<u>K-Spring</u>	<u>1-Fall</u>	<u>1-Spring</u>	<u>2-Fall</u>	<u>2-Spring</u>	<u>3-Fall</u>	<u>3-Spring</u>	
Skill Level 3:		79%	79%	64%	89%	83%	97%	78%	90%
Skill Level 2:		21%	17%	28%	11%	14%	0%	19%	7%

Skill Level									
1:	0%	4%	8%	0%	4%	4%	3%	3%	

Since 2012, Rolling Hills Public Charter School has used a program called EasyCBM to monitor student progress in grades kindergarten through eighth grade. Students are assessed in Common Core math content and multiple reading content areas: fluency in letter names, sounds and word reading, comprehension and vocabulary. Benchmark assessments are taken in the fall, winter and spring. The data shows students who are at high, some and low risk based on a percentile and gives recommendations for interventions. The program also allows for students to take progress monitoring tests to assess progress and interventions in between benchmarks. This data is not only used by the teachers but is used to help calculate rank order for Title I.

The trends show that the majority of students progress throughout the school year in math and reading scores. Based on data, students tend to be for successful in reading than math.

Part 4. Curriculum and Instruction

Rolling Hills has a Parent Student Handbook that is available on the school website and is updated annually. In this handbook, expectations about attendance, homework and behavior are addressed. Rolling Hills uses the Idaho Core Standards to guide instruction. Using those standards, a curriculum synopsis for each grade has been created. These cover specific concepts in math, English, social studies and science. Both the handbook and synopsis are available to parents, students, teachers and the community upon their request.

The school has written goals that say we will have students working at the 75th percentile to be at grade level. The interventions occur for students that are below the 50th percentile. We use the program EasyCBM to screen ALL students. Benchmark tests are required for 100% of students (unless otherwise specified in an IEP or 504 plan) three times a year: Fall, Winter, Spring. These benchmark scores confirm which students are low, some or high risk. Students in Tier 2 will be progressed monitored in the specific skill of deficiency 2-3 times to show progress towards proficiency. Younger students (Grades K-1-2-3) also demonstrate their ability in reading using the Idaho Reading Indicators in the Fall and Spring. CORE math curriculum has unit progress and summative unit assessments that students will demonstrate their academic levels. Classroom teachers monitor these and include their input for which students are high risk.

Another goal is to get students at grade level reading and math by more than 90% of the class by the end of the school year. Objective is to have CORE Reading and Math instruction daily for all students. We progress monitor the Core learning every month or at the end of a Core Unit and intervene when students are below the grade level benchmark 2-3 days a week for 30 minutes.

Rolling Hills uses 3 tiers of instruction.

- Tier One - ALL students receive grade level CORE instruction in Math and Reading minimum of 45 minutes 5 days a week.
- Tier Two – EasyCBM benchmark scores, teacher input and state test scores are used to create a rank order for each student. Students who qualify receive targeted Title I time for additional instruction practice 2-3 days a week, in addition differentiated instruction in the classroom. Title I instruction is held in the classroom or pull out with paraprofessional Title I assistants or teacher.
- Tier Three - Highest level of intervention and Special Education needs based on IEP. Special Ed teachers deliver pull out instruction and classroom teachers implement IEP accommodations in the classroom setting.

Middle school CORE classes are leveled based on academic ability. Students who are achieving at an advanced pace, are given the opportunity to move to a more advanced class at the new semester. The same goes for students who are showing below or proficient scores. Most (if not all) classroom teachers level their students in CORE instruction to offer the highest success.

Rolling Hills adopted a math curriculum for the 2014-15 school year that aligns with the Idaho Core standards: My Math for grades K-5 and Glencoe Math for grades 6-8. Both are research based and through McGraw-Hill Education. These math curriculums offer differentiated instruction for Tier 1, Tier 2, Tier 3 and ELL students. Each unit also includes extension activities, tiered assessments, videos, online resources and real world connections. All language instruction curriculum is research based, however, the spread of what is used differs from classroom to classroom. Many classrooms use The Shurley Method for grammar. Grades 2-5 use Write Steps writing curriculum and rubrics for writing. Other curriculums used in classroom or for interventions are Engage NY, SIPPS, Ready Common Core Math and Reading and McCall Crabbs. Since Rolling Hills has adopted the new math curriculum (and ALL teachers who teach math) have attended Mathematical Teaching and Instruction classes, the gaps in math are low. It will take time to see if any huge gaps become prevalent. As for aligning with the ELA Core Standards, most of the curriculum is outdated. We are in the process of evaluating what is needed to fill the gaps, especially in grammar, reading and comprehension.

Rolling Hills has 2 computer labs: one is used for classroom instruction in grades 1-8 and the other is used as an "as needed" lab. Students use the computers for taking tests, typing practice, content knowledge practice and to become familiar with computer programs such as Microsoft Word and Excel. Computers are currently not available in the classrooms.

Interventions are done on a student-student basis that is decided by the classroom teacher and paraprofessional for that teacher. All teachers and paraprofessional are either highly qualified or meet the professional requirements through credits and Praxis exams. Decided on interventions are meant to help each individual child be the most successful with their needs. Interventions are done with one-on-one or small group pullouts. Students are pulled out during specials or independent practice times (unless recommended by the teacher) or in the classroom. Tier 2 students get a minimum of differentiated instruction 2-3 times a week in 20-30 minute increments. All students at Rolling Hills have the opportunity to attend an afterschool homework club. We are also in the process of offering online support to families through programs such as Kahn Academy. Recommended students in grades K-3 are invited to attend an extended summer reading program.

Rolling Hills RTI Process Flow Chart

- Universal Screener done in Fall, Winter, and Spring of all students using EasyCBM.
- Collaboration in Data Team meetings to identify students who scored below the 50th percentile on National norms. Identify the specific concern, determine the appropriate intervention, classroom teacher with parent consent begin interventions with teacher and paraprofessional (Title I).
- Teachers start supplemental and Title I interventions. Progress monitor every 2-3 weeks.
- Student not making gains after 4-6 weeks, teacher fills out an Intervention Team referral form and schedules a meeting with parents. Adjust interventions as a team decision. Progress monitor frequently.
- The I-Team and teacher will meet to discuss further intensive interventions with progress monitor frequently. Plan to be developed, interventions continue for 4-6 more weeks.
- Implementation of the I-Plan with supplemental and intensive interventions. I-Team meets with parents and teacher to review data and determine the next course of action after both supplemental and Intensive Interventions have been attempted. If student is:
 - **Not making gains:** I-Team meets to review the data with aimline for the individual goal. 6 data points below the aimline with different interventions over 6 or more weeks decision may be made to send to Evaluation Team in Special Education.
 - **Making Gains:** Student is making progress but is not yet at grade level, continue interventions with the I-Plan.

- **Shows Interventions successful:** Classroom instruction is adequate without interventions to keep student at grade level.

Part 5. Professional Development

Rolling Hills acts as its own LEA and school, therefore, there is only one Professional Development (PD) Plan. The most current PD plan (revised in Spring 2014) was decided on by the staff of Rolling Hills and the focuses were based on what the majority felt the greatest needs were. In the PD Plan, MTI courses and refresher courses are to support math instruction. All teachers teaching math participated in the Fall, Winter, and Spring offerings. Teachers must demonstrate Common Core Teaching strategies in classroom math lessons based on information received from the MTI courses. Teachers will utilize and have training in the use of technology, specifically LCD projectors and document cameras. PD will be offered in Idaho Discovery Education and Technology extensions in Khan Academy to support "limitless learning". Teachers are required to stay up-to-date on current state expectations. Some Title II-A funds are used for taking required courses such as MTI, Praxis exams and other PD credits. All Rolling Hills teachers are highly qualified.

Six days are listed in the calendar for PD and three more days for MTI instruction. Staff and data team meetings are scheduled for PD every two weeks. For paraprofessionals, three days are offered before the school year starts with training for CORE teaching, EasyCBM training, and School Wide technology. Extra Duty pay is spent on paraprofessional development time during the school year. They are paid at their hourly rate. Weekly meetings, with Title I Coordinator, are times for PD and are done during paraprofessionals regular work schedule. Paraprofessionals will also have extra duty pay for additional trainings in the Spring focused on how to use Tier 2 instruction in My Math curriculum and a reading intervention training.

Rolling Hills principal, Mr. Pratt, shows a high interest in supporting instruction. He makes it a priority to attend data team meetings regularly and MTI courses. He has participated in many PD opportunities such as: Regional Summit trainings for Leaders of Charter Schools for Fall 2014 and Winter 2015, Webinars for administrators 1 each month (Assessment, Superintendents, technology, ESEA waiver, School Boards, Strategic Planning), National Charter School Conference, Smarter Balance Assessment and practice that works, Charter School performance program: Integrating tools to optimize performance, Lessons learned from High performing rural schools, Building School/Community relations, funding for Idaho Charter Schools, TeachScape for teacher Evaluations Danielson Model of observation and Idaho Core Training for ELA and Math.

Implementation of PD is observed by the principal using the Danielson Model. He does daily walkthroughs for observations. Teachers have provided evidence in one-on-one conferences of the strategies and activities they are doing. Teachers and parents can also see academic growth in students through classroom activities, observations and testing.

Part 6. Family Involvement

Data in this section was determined from a survey given to the parents and families of Rolling Hills given in February 2015.

Rolling Hills parents stay connected to their children's education by doing important at home activities such as reading with their child nightly, practicing concepts such as math facts or sight words, paying attention to important emails or letters sent home and simply discussing their school day with them. Parents receive support during parent-teacher conferences or online through classroom websites, games or instructions. Academic goals are set for students between teachers and parents during conferences that are held in October or as requested.

The most common way parents are informed of their child's progress is during parent-teacher conferences or quarterly report cards sent in English. Rolling Hills also uses the program Lumin, which allows parents to view student's progress online at their convenience. The majority of

parents felt like they are informed of their child's progress weekly by simply asking in person or by email.

Rolling Hills Parent Involvement Policy and parent/teacher/student compact are given to parents during parent-teacher conferences once a year. These are revised annually by the school board, parents, teachers and administrators. Over half of the parents have read, remember and understand the policy.

Rolling Hills has a Parent Faculty Association (PFA) who works to raise money for school enrichment activities as well as getting parents involved. Parents are invited to ALL school board meetings, Tiger Talk (parent feedback with principal), Title I meetings, Parent-teacher conferences and PFA meetings. Most meetings are held either after school or early evening. A few meetings are held during lunch hours or before school. Parents who do not attend meetings do not because they feel they are too busy or they do not have childcare. Rolling Hills holds a literacy and math night for students and families to practice and ask questions about these concepts. Rolling Hills does not offer parents any other workshops. Parents are interested in workshops focused on supporting their child, creating a positive learning environment at home, study skills and help with homework.

Parents are invited to volunteer in many areas at Rolling Hills. Volunteers range from classroom help, office assistance, maintenance or lunchroom. Rolling Hills does not have a parent resource area. The majority of parents surveyed said they felt welcomed, comfortable, safe and important to their child's learning when they volunteered. Parents who do not volunteer are either working or do not have childcare.

The following are the community and business partnerships that Rolling Hills currently has:

- Building Hope- Financial and business management support for school fiscal responsibility.
- Washington Trust Bank- Students project work and art is displayed for community members to learn about Rolling Hills as a school. Donated space in their bank for marketing purpose.
- Virtual IT- Discounted IT (Technology) support for the entire school.
- Meridian Technical Charter School- Internship program with senior students to support technology of the building.
- Humane Society- Service Learning, education support of animal science.
- Boise Literacy program- Service Learning, literacy education and awareness, library books.
- Ada County Sheriff Department- Service Learning, Safety Awareness program, public safety.
- Eagle Fire Department- Service Learning, Fire Safety educational program, Lunch with the Firemen.
- Centurylink- Service Learning program, awareness of other non-profit organizations in the community.
- Parent Faculty Association (PFA)- Non- Profit Volunteer Parent program to support classroom needs, fundraising, and support educational programs.
- Zion's Bank- Education of Banking Careers and economics.
- Shubey-Do Handyman- Facility maintenance at discount prices, Service Learning for our construction class, support the facility.

Rolling Hills currently does not have a consistent program to assist parents in the transition from preschool to kindergarten.

Part 7. Summary

Keeping with the mission of Rolling Hills Charter School, "To develop educated and engaged citizens through high expectations for student behavior and academic success in a small, safe and structured environment," we will continue to celebrate our successes and strive to do better with our opportunities. Over the past 2 years, Rolling Hills has already made changes to lower the achievement gaps.

Our schools demographics do not include many migrant or ethnic groups but has a higher population of special education and economically disadvantaged students. So, we first focus on teaching the six pillars of character on a daily basis and celebrate students who show these traits. Keeping these traits a part of everyday learning has created a safe environment for students from all backgrounds and we have little to no extreme disciplinary action.

All of Rolling Hills teachers and paraprofessionals are highly qualified. This has increased the success in student achievement on state tests, screeners and classroom assessments. We strive to have 80% of students reach the 75% percentile by the end of each school year. To aid in this high expectation, Rolling Hills has made some changes in math core curriculum. We will continue using these materials that are focused on the Idaho Core Standards and evaluate their effectiveness. English curriculum is outdated but we are in the process of finding an updated version to close curriculum gaps. Three times a year, all students are screened in math and English using EasyCBM. Students who are at some or high risk are placed in Tier 2 and are given individualized interventions. For interventions, paraprofessionals use research-based curriculum such as SIPPS and Ready Common Core Math and Reading. We recently adopted an RTI flow chart to aid in student progress monitoring and plan to get all teachers and paraprofessionals trained in using this.

To keep teachers highly qualified, Rolling Hills uses Title-II monies to aid in the costs of MTI training, Praxis and other testing, curriculum and technology training. Paraprofessionals are compensated for optional extra time at the beginning of the year and during scheduled professional development days. Teachers are held accountable for implementation of professional development through observation from the principal and the use of the Danielson Model. Paraprofessionals currently have no formal observations or evaluations conducted.

Rolling Hills invites parents to get involved in any way that they can. Opportunities include volunteering in classrooms, attending meetings, joining the Parent-Faculty Association (PFA) or participating in Math and Literacy night. Rolling Hills currently does not offer any formal training to support parents. Online support is given to parents based on teacher expectations and information. Rolling Hills has many partnerships around the valley, including Virtual IT and Washington Trust Bank.

In summary, Rolling Hills biggest achievement gaps are parent involvement in the areas of support for parents and preschool transition, Paraprofessionals professional development in Idaho Core best practices and teacher resources, classroom teacher professional development in Idaho Core and online extended learning and consistency using the intervention flow chart.