**Rolling Hills Public Charter School Schoolwide Plan**

1. **Prioritized Needs**
	1. **SMART GOAL #1:** Continuing in the 2018-2019 school year, paraprofessionals will receive a minimum of three professional development training related to ELA, math or behavior management. The Title 1 Coordinator or Administrator will conduct observations annually and follow up with a conference and written evaluation to the paraprofessional.
	2. **SMART GOAL #2** K-8 classroom teachers will recruit parents or other family members to volunteer within the classroom, during school hours. Volunteers will log a combined minimum total of 3 hours per week for each grade. Growth of combined minimum total hours will increase annually until desirable hours (6) are attained.
2. **Evidence Based Interventions**
	1. Paraprofessionals will receive professional development in ELA and math content areas to strengthen academic outcomes and increase the quality of intervention learning time.
		1. Professional development in reading and math for teachers and paraprofessionals has been proven to increase student academic outcomes. For example, the National Reading Panel Report provides analysis and discussion in the importance of teaching five areas of reading: phonemic awareness, phonics, fluency, vocabulary and text comprehension. Mathematical Thinking for Instruction courses offers educators a specific look into common core methods and abstract way of teaching math. When educators who are instructing students will high needs, being aware of these professional development best practices will help students reach high achievement goals.
	2. Implement professional development for teachers that aligns with the Toolkit of Resources for Engaging Families and the Community as Partners in Education: Parts 1-4.
		1. The Toolkit of Resources for Engaging Families and Community as Partners in Education provides resources for school staff to build relationships with families and community members and to support family well-being, strong parent-child relationships, and students’ ongoing learning and development. Originally developed for the Guam Alliance for Family and Community Engagement in Education, the Toolkit is based on information from a variety of sources that address engagement in diverse communities. As a result, the Toolkit is applicable in a variety of contexts—and wherever school staff are interested in enhancing engagement of families and community members. The Toolkit is divided into four parts, and each includes a series of activities that can be used with family and community members, as well as other diverse cross-stakeholder groups. The Toolkit offers an integrated approach that helps school staff understand how their own cultural experiences and backgrounds influence their beliefs and assumptions about families and community members, and consequently influences their efforts to engage others in support of student learning. It also addresses how to build a cultural bridge through cross-cultural communication and how to use strategies that build trust between families, community members, and schools. In addition, the Toolkit helps school staff understand how to use two-way communication with families to gather and share data about student interests, progress, and outcomes.

https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4509

1. **Resources needed to implement the above intervention strategies.**
	1. Rolling Hills Charter School will use Title 1 and Title 2 funding resources to implement professional development for paraprofessional. All teachers will be given handouts and professional development of each part of the Toolkit of Resources for Engaging Families and Community as Partners in Education.
2. **How will the Schoolwide Plan be monitored and evaluated for effectiveness?**
	1. Rolling Hills Public Charter School will use classroom observations, parent feedback through Tiger Talks and surveys, Professional Development and PLC hours, teacher and student feedback and written evaluations to assess our Title 1 Schoolwide Plan. Data will be shared during three annual meetings with the leadership team. An Annual Evaluation Tool will be used to guide this discussion and help the leadership team look at all data to make adjustments. Fields include curriculum and instruction, intervention effectiveness, advanced learners-enrichment effectiveness, Subgroup instruction/intervention effectiveness, school culture and self-management, professional development and family and community involvement.

**Update by Title 1 Committee April 2019**