# ROLLING HILLS PUBLIC CHARTER (0574)

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

## *Stake Holders*

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position. Include teacher, principals, parents, and other school leaders.

| Stakeholder Name | Position | Remove |
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| Michelle Korn | Title 1 Coordinator | ☐ |
| Shane Pratt | Administrator | ☐ |
| Sarah Merrick | Parent | ☐ |
| Connie Post | Paraprofessional | ☐ |
| Megan Glasgow | Teacher | ☐ |
| Renee Sedman | Parent | ☐ |
| Kim Haney | Paraprofessional/Parent | ☐ |

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| **School Leadership Team** Discussion Topics | 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 time a month:<br>• Title 1 Committee- Participants review Title 1 documents, including schoolwide plan, discuss current family engagement opportunities, allocate Title 1 monies and discuss other Title 1 protocol.<br><br>• Safety Committee- Group develops Safety plans and protocols for student safety and facility uses. Ensures that safety plans are implemented.<br><br>• Marketing Committee- Review and hold standards to the Performance Certificate. Market to the public the Mission of Rolling Hills Public Charter School. |

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| | • Community Outreach Committee- Seeks out communit opportunities for service learning and marketing activities Also, invites outside community to the school for activities, volunteering, and Open Houses<br><br>• Curriculum Committee- Analyze, research, and implement researched based CORE curriculum for ALL students. Support curriculum and supplemental instruction analyzed for student achievement.<br><br>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 current math curriculum. Many of the teachers wanted a new math curriculum that aligned with commor 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 the most. The decision was a separate math curriculum for elementary levels and middle school levels that related to each other |
| **School and Community** Discussion Topics | Rolling Hills Charter School Mission<br>“To develop educated and engaged citizens through high expectations for student behavior and academic success in a small, safe, structured environment.”<br>Demographics<br>Rolling Hills has a total of 264 students enrolled, with 33 special needs and 68 receiving Title I services. We are compiled of 4 different ethnic groups including Indian (3), Hispanic/Latino (1), multiple (21) and Caucasian (239.) We have approximately 3% 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 (4), Speech Impairment (7), Language Impairment (1), Health Impairment (7), Multiple Disabilities (1), Developmental Delay (1), and Autism Spectrum Disorder (10).<br>Students receiving free or reduced lunch is 44% of our |

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| | students. The unemployment rate in our attendance area varies greatly because our students travel from around the city including addresses from Ada, Boise, Canyon and Gem counties.<br>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. We have a breakfast program available that begins at 7:30am. To our knowledge, these students have parents that need to get to work at 8:00 (the time that our school begins.)<br>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.<br>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.<br>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 other Tuesday, Title I meetings are conducted with the Title I coordinator and Assistants to discuss the instruction plans for each grade level. |
| **Academic Achievement** Discussion Topics | Rolling Hills Public Charter School's academic performance on past Idaho State Assessments, have earned the school a Four Star Rating and we are NOT in school improvement. We are identified as a model school in the State of Idaho. We have met our performance standards and AMO's for the past 4 years.<br>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 2016-2017 spring assessments, 100% of our students participated in assessments for Reading, Math, and Science. We do have students that participate in the ISAT-ALT. 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).

Overall Performance on the ISAT Summative test, by Subject, Grade: ROLLING HILLS PUBLIC CHARTER SCHOOL, 2016-2017

ELA/Literacy

| Grade | Number of Students Tested | Percent Proficient |
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| Grade 3 | 31 | 61% |
| Grade 4 | 29 | 59% |
| Grade 5 | 31 | 74% |
| Grade 6 | 29 | 59% |
| Grade 7 | 29 | 76% |
| Grade 8 | 16 | 69% |

Mathematics

| Grade | Number of Students Tested | Percent Proficient |
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| Grade 3 | 31 | 58% |
| Grade 4 | 29 | 59% |
| Grade 5 | 31 | 65% |
| Grade 6 | 29 | 59% |
| Grade 7 | 29 | 52% |
| Grade 8 | 16 | 56% |

Kindergarten-third grade take 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

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| | Rolling Hills IRI scores from the 2016-2017 school year.<br>Grade/Semester: K-Fall K-Spring 1-Fall 1-Spring 2-Fall 2<br>Spring 3-Fall 3-Spring<br>Skill Level 3: 64% 100% 96% 96% 85% 81% 81% 81%<br>Skill Level 2: 27% 0% 4% 4% 15% 19% 13% 13%<br>Skill Level 1: 9% 0% 0% 0% 0% 0% 6% 6%<br>Rolling Hills has not been identified as a school in need of improvement. The trends show that the majority of students progress throughout the school year in math and reading. This is due to strength of curriculum and teacher professional development. Rolling Hills students' greatest opportunity for improvement is in their writing. |
| **Student Learning Needs** Discussion Topics | Identification of students that are below grade level are discovered through three times a year (Fall, Winter, Spring) universal screening using EasyCBM in the areas of ELA and Math skills. This assessment is nationally normed and students that fall below the 50th percentile are supported in the areas of need. EasyCBM also has progress monitoring assessments broken into strands in each ELA and Math that are used to measure progress towards grade level proficiency. Teachers also use classroom data, formative and summative assessments using CORE curriculum in ELA and Math in the measure of student achievement and progress. We look at the data at regularly scheduled Data Meetings throughout th year. |
| **Core Curriculum** Discussion Topics | Rolling Hills adopted a new math curriculum during the 2014-15 school year that aligns with the Idaho Core standards: My Math for grades K-5 and Glencoe Math fo 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. Teachers continue to use this curriculum to guide instruction.<br>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 classrooms or for interventions are Engage NY, SIPPS, Ready Common Core Math and |

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| | Reading and McCall Crabbs.<br>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 but teachers are using supplemental programs to meet standards. Rolling Hill's curriculum committee has met and received feedback about adopting a widespread curriculum. The general consensus wants to keep our ELA approach as is. Teachers like the options, especially when focusing on personalized learning. We are continuing the process of evaluating what is needed to fil the gaps in writing, grammar, reading and comprehension.<br>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. |
| **Core Instruction** Discussion Topics | Rolling Hills teachers and staff focus on creating a personalized learning environment for all students. Instruction is adjusted for needs of students using the following data: universal screening benchmark and progress monitoring, classroom formal assessments, observations, etc. Most (if not all) classroom teachers conduct the main CORE instruction to majority of students. All students are offered additional small group supplemental materials, differentiation, leveled groups, push in or pull outs based on their needs.<br>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. |
| **Alignment of teaching and Learning** Discussion Topics | Rolling Hills is unique as there is only one class per grade level. Much of the teaching and learning expectations are decided on by that grade level teacher, with feedback from administrator. Each grade includes |

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| | specials classes. Communication between classroom and specials teachers happens regularly. As a school, the goal is to have all students achieving at or above a 75th percentile. Teachers are given time twice a month to assess data and collaborate with other grade level teachers and paraprofessionals about what is best for students. Being a small school, informal meetings across grade/subjects levels happen on a daily basis. |
| **Universal Screening** Discussion Topics | 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 risk, some risk or high risk. Students in Tier 2 will be progress 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. |
| **Tiered Instruction and Academic Interventions** Discussion Topics | Rolling Hills uses 3 tiers of instruction.<br>• Tier One - ALL students receive grade level CORE instruction in Math and Reading minimum of 45 minutes 5 days a week.<br>• 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.<br>• 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. 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. Personalized 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 suppo 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 mor 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:

o Not making gains: I-Team meets to review the data witl 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

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| | Special Education.<br>o Making Gains: Student is making progress but is not yet at grade level, continue interventions with the I-Plan.<br>o Shows Interventions successful: Classroom instruction is adequate without interventions to keep student at grade level.<br>Student interventions are documented through a Collaboration Instruction Log. These logs are created at the beginning of the year by classroom teacher, paraprofessional and Title 1 Coordinator. Logs are updated after every progress monitoring period. Students may continue current intervention, receive a new intervention or exit from intervention. Parents are notified by the classroom teacher or Title 1 Coordinator, if their child is receiving additional interventions. If a child is exited from the intervention, it is the teacher's responsibility to contact parents. |
| **Learning Time** Discussion Topics | 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 o school, quarter and semester endings, winter and march breaks and last day of school. We do add a fall break tha falls in the month of October. The school calendar is available to all parents and staff.<br><br>Rolling Hills gives students the opportunity to eat breakfast before school begins. After school programs include sports (volleyball, cross country, basketball, track,) and clubs (chess, art, Root for Green, STEM and homework). Teachers are also given time monthly, after school, for: staff meetings (2x/month), committee meetings (1x/month), schoolwide Title collaboration (1x/month) and to team with teachers in their respective grade levels (k-2, 3-5, 6-8). |
| **Non-Academic Student Needs** Discussion Topics | 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 tha 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. Act Respectfully
2. Be Responsible
3. Create 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 behavio 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/o learning environment. Interventions may include

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| | 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.<br><br>Level III: Administrative Level Management<br>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.<br><br>Rolling Hills has a full-time counselor available for students as needed. She also provides classroom and school-wide support through a comprehensive counseling curriculum that addresses the academic, career, and personal/social development of all students. |
| **Well-rounded Education** Discussion Topics | All students in the elementary grades receive explicit instruction in reading, writing, math and social studies within the classroom. In addition, each class attends physical education, music, science, world studies, computer and wellness classes once or twice weekly. Middle school grades attend daily CORE classes in ELA, math, social studies and science. Electives options include band, orchestra, choir, STEM, physical education newspaper, economics, career readiness, wellness and art. |
| **Additional Opportunities For Learning** Discussion Topics | N/A |
| **School Transitions** Discussion Topics | Rolling Hills does not currently have any process or consistent activities to reach out to preschools, mostly because there are currently no state run preschool programs within a 7-mile radius of the school. This has presented challenges when attempts have been made. In 2016, the Title 1 Coordinator reached out to 10 local preschools. They were invited to join us for a “field trip” in the kindergarten classroom and tour of the school, offer fliers of school events and given information about Open House nights. The response was limited and only one school ended up being interested. |
| **Professional Development** Discussion Topics | 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 rura

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| | 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.<br>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. |
| **Family and Community Engagement** Discussion Topics | 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.<br>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 feel like they are informed of their child's progress weekly by simply asking in person or by email.<br>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 Title 1 Committee which includes the administrator, Title 1 Coordinator, teachers, paraprofessionals and parents.<br>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/STEM night for students and families to practice and ask questions about these concepts. Rolling Hills typically 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:

• 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

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| | discount prices, Service Learning for our construction class, support the facility. |
| **Recruitment and Retention of Effective Teachers**<br>Discussion Topics | Rolling Hills recruitment of teachers is based on high standards during the interview process. All employed teachers meet state certification requirement. Teacher retention is based on the following strategies:<br>• Safe, collaborative, positive teaching and learning environment.<br>• Paid for professional development offered for teachers and staff throughout the year.<br>• Honest, unbiased evaluations are completed annually.<br>• Salary ladder is clear and followed.<br>• Teachers are offered health and dental benefits through the school. |
| **Coordination and Integration With Other Programs**<br>Discussion Topics | Rolling Hills Public Charter School has a District Wide Comprehensive Improvement Plan; that incorporates the College and Career plan and Literacy Plan. In addition, we have a Performance Certificate that in required by lav to our authorizer, PCSC Public Charter School Commission. Annual meetings are established to review and update the plans in a public meeting and in our oper School Board meetings. Those that give input and review are the LEA school board members, Administrator, Teachers, Support staff, Educational Assistance, Food Services director, Special Education Director, parents, and community members. The review of the plan goes from enrollment, registration, day-to-day implementation of the plans, to monthly meetings with parents and schoo board members and the annual Title meeting.<br><br>The school has implementation activities centered around student academic success and needs. We have implemented programs to address violence prevention programs (OLWEUS), nutrition programs (Breakfast and Lunch NSLP), reached out to local Head Start programs, career and technical education programs (College and Career Counselor), and worked to support schools implementing comprehensive support and improvement activities or targeted support and improvement activities.<br><br>We utilize the local, state, and federal resources and |

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| | money to implement the programs throughout the year. Focus is on meeting the needs of the students. |

# *Plan Components*

**1. Prioritized Needs:**

**Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels.**

| Need Description | SMART Goal | Remove |
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| Paraprofessionals are in need of more professional development and evaluations. This will offer more support and allow for paraprofessional to access best practices. Conferences and evaluations will uphold our schools high expectations of paraprofessionals. | Beginning in the 2018-2019 school year, paraprofessionals will receive a minimum of one professional development training related to ELA, math or behavior management. The Title 1 Coordinator or Administrator will conduct multiple observations annually and follow up with a conference and written feedback to the paraprofessional. | ☐ |
| More volunteers are needed, especially within the older grades (3-8), in the classroom during school hours. This will offer more teacher and student support as well as create family involvement in all students education. | 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:**

**Based on the school's prioritized needs, describe the evidence-based interventions to improve student outcomes.**Discussion Topics

| Intervention Strategy | What evidence level of criteria does this strategy meet? | How the intervention meets the definition of "Evidence Based" | Remove |
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| Paraprofessionals will receive professional development in ELA and math content areas to strengthen academic outcomes and | Strong Evidence ▼ | 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 | ☐ |

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| increase the quality of intervention learning time. | | 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. | |
| 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. | Moderate Evidence ▼ | 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.<br><br>https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4509 | ☐ |

**3. Identify the resources needed to implement the above Intervention Stategies.**

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.

**4. Provide the URL where this plan will be publicly available:**
**NOTE: A copy of this plan must be made available in hard copy upon request.**

http://rollinghillstitleone.weebly.com/

**5. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness.**Discussion Topics

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.

## *Upload Files*

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## *Assurance*

# ASSURANCE

EVERY STUDENT SUCCEEDS ACT (ESSA)

Each school the Local Educational Agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section. Sec. 1003 (e ) (2).

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

The LEA, pursuant to section 8306 (a) of every Student Succeeds Act, hereby agrees to the following assurances-

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions,

organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
    A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
    B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

The LEA certifies that the LEA has no policy that would prevent, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a) of Section 8524 of ESSA.

DISCRIMINATION

The applicant assures that it will comply with the nondiscrimination provisions relating to programs and activities receiving federal financial assistance as contained in Title VI of the Civil Rights Act of 1964, as amended, 42 USC §2000d et seq., prohibiting discrimination on the basis of race, color, or national origin; Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC §794, prohibiting discrimination on the basis of handicap;

Title IX of the Education Amendments of 1972, as amended, 20 USC §1681 et seq., prohibiting discrimination on the basis of sex; and the Age Discrimination Act of 1975, as amended, 42 USC §6101 et seq., prohibiting discrimination on the basis of age; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

The applicant assures that it will comply with Title IX of the Education Amendments of 1972 20 U.S.C. §1681. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, as adopted at 2 CFR Part 3485, for prospective participants in primary covered transactions.

A. The applicant certifies that it and its principals:
   a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
   b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
   c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
   d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.605 and 84.610

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
   a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
   b. Establishing an on-going drug-free awareness program to inform employees about:
      1. The dangers of drug abuse in the workplace;
      2. The grantee's policy of maintaining a drug-free workplace;
      3. Any available drug counseling, rehabilitation, and employee assistance programs; and
      4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
   c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
   d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
      1. Abide by the terms of the statement; and
      2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
    1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
    2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

UNIFORM GRANT GUIDANCE

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General Administrative Regulations (EDGAR) as applicable
2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).

3. Pursuant to EDGAR, some of the policies and procedures MUST be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR
4. The applicant will adopt and use proper methods of administering each program, including:
    a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.
    b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

CERTIFICATION

As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this application is true and correct. I further certify that the district will comply with the requirements of the program covered in the application, the governing body of the school district has duly authorized this document, and I am legally authorized by the school district to sign and file this document.