



School Improvement Plan 2019 - 2020



Savannah-Chatham County Rice Creek School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Savannah-Chatham
School Name	Rice Creek
Team Lead	Dr. John Sutlive

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement in ELA / Reading
Root Cause # 1	The teaching of critical reading skill (using text) is not consistent; therefore, students have become passive reader from over reliance on technology and struggle with decoding, vocabulary, inferring, and overall critical reading skill which contribute to critical thinking skills
Root Cause # 2	Reading and writing instructional practices are inconsistent.
Root Cause # 3	Writing is not reinforced on a regular basis.
Root Cause # 4	Teachers need additional resources to support and improve writing skills in the classroom.
Root Cause # 5	More school wide resources, collaboration, and training needed to support writing.
Root Cause # 6	Additional professional learning, monitoring and evaluation of teacher planning and instruction as it relates to writing instruction.
Goal	Increase the combined number of students in grades 3-8 scoring at the Proficient Level (3) in ELA by an overall 5%.

Action Step # 1

Action Step	To improve writing scores and overall GMAS ELA scores we will use Write Source as a resource to improve writing
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	teacher assessment (pre and post) PLC feedback Evaluation by administration
Position/Role Responsible	Academic coaches will monitor teacher implementation, teachers will monitor and assess students, admin will monitor and assess effectiveness
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a	
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Action Step # 1

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Elementary school teachers need continued support and training with Balanced Literacy and middle school teachers need continued support and training with writing instruction best practices. The addition of a 2nd academic coach allows for 1 coach to focus on 3rd -5th and the other coach can focus on 6th -8th grade support.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PLCS, department chairs monitor, academic coaches monitor, administrators monitor
Position/Role Responsible	teachers, coaches, administrators, district support
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations,	
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Action Step # 2

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	School wide writing plan will allow for 3 writing scrimmages (online). Teachers will report data to administration via PLCS. Writing data will be compiled to monitor student progress and student performance.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	teachers will report progress and results of data collection in PLC to admin
Position/Role Responsible	administration, coaches, and teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Middle school students will partner with selected business partners to learn about the business and create brochures and promotional literature based on their research of the market and the business.
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Action Step # 4

Action Step	The school has purchased Write Source to support and improve writing skill and scores. Also, the school will participate in the "Write to Achieve Project", a research based study aimed at improving 7th grade writing skills.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	teachers will report progress and results of data collection in PLC to admin
Position/Role Responsible	administration, coaches, and teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	School will be partnering with the "Write to Achieve Project".
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Action Step # 5

Action Step	Middle school with incorporate a section of the master schedule for D.E.A.R (Drop Everything and Read). Students will use texts to increase reading comprehension skills and develop strong critical reading skills. All grade levels will use a FLEX time for remediation and remediation based on GMAS test scores and current MAP reading scores.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A

Action Step # 5

Funding Sources	Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	admin and academic coaches monitor
Position/Role Responsible	teachers, coaches, admin
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement in Math
Root Cause # 1	Students must improve basic skills in Math (elementary and middle school Math). Math literacy is a challenge for many of our students.
Root Cause # 2	There is a lack fo relevant, engaging and quality instructional practices in the classroom. Teachers need additional guidance, support and monitoring of their use of curriculum maps, standards and frameworks..
Root Cause # 3	Rice Creek School has a high percentage of teachers with 0-3 years experience (or teachers new to the district) who need support and training in Eureka Math, vertical team collaboration, and differentiated instruction.
Root Cause # 4	Teachers need additional support and training in current best practices of Math instruction and site level support to collaborate and plan in order to develop relevant Math methodology practices.
Goal	Increase the combined number of students in grades 3-8 scoring at the Proficient Level (3) in the Math section of the GMAS by an overall 5%.

Action Step # 1

Action Step	School site support for teachers will include the addition of a 2nd academic coach and the continued support from the Math Resource Lab teacher.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	teacher assessment (pre and post) PLC feedback

Action Step # 1

Method for Monitoring Implementation and Effectiveness	Evaluation by administration
Position/Role Responsible	Academic coaches will monitor teacher implementation, teachers will monitor and assess students, admin will monitor and assess effectiveness
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	PLCs at the site and district level will be made available for Eureka Math training.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement

Action Step # 2

Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	teachers, academic coaches, and admin
Position/Role Responsible	teachers, academic coaches, and admin
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Vertical team PLCs will allow for MS teacher to collaborate regarding Math standards and objectives
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement

Action Step # 3

Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	teachers, academic coaches, and admin
Position/Role Responsible	teachers, academic coaches, and admin
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Use blended instruction (technology and direct instruction) along with grouping to differentiate instruction. Incorporate manipulatives and real world application skills to increase authentic engagement.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 4

Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	teachers, academic coaches, and admin
Position/Role Responsible	teachers, academic coaches, and admin
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Provide and support common planning so Math teacher are able to collaborate to analyze data, create common assessments, and effectively design instruction for class periods and FLEX periods.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	teachers, academic coaches, and admin

Action Step # 5

Position/Role Responsible	teachers, academic coaches, and admin
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement in SPED sub groups
Root Cause # 1	Parent involvement and communication needs to improve in order for parents to understand and support specific goals for students.
Root Cause # 2	Rice Creek has a very high number of SPED students in most grade levels: Projections for 2019-20 include 3rd - 9 students, 4th - 26 students, 5th - 16 students, 6th - 21 students, 7th- 20 students, 8th - 12 students.
Root Cause # 3	Content area teachers, SPED teacher, and para need to collaborate more efficiently in order to provide instruction at all grade levels.
Root Cause # 4	Additional site level support and training is needed in order to support and train teachers in co-teaching. .
Root Cause # 5	Consistent and continual teacher evaluation and feedback is needed regarding the implementation and delivery of the IEP modifications An additional academic coach will be hired for 2019-20 so elementary grade level teachers will receive more focused evaluation and support.
Goal	Increase the number of SPED students scoring at the Developing (2) level on the Reading and Math sections of the GMAS by 3% and in the increase the number of SPED students scoring at the Proficient level (3) on the Reading and Math sections of the GMAS by 3%.

Action Step # 1

Action Step	Provide teachers with additional instructional support with the addition of a 2nd academic coach so school can use 2 coaches - 1 for elementary and 1 for middle school.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A IDEA McKinney-Vento
Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	coaches and admin
Position/Role Responsible	Academic coaches will monitor teacher implementation, teachers will monitor and assess students, admin will monitor and assess effectiveness

Action Step # 1

Timeline for Implementation	Weekly
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What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	admin will adjust schedules of SPED teacher so SPED teacher with low caseload (3rd grade) can assist MS SPED teachers.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	admin., teachers and coaches
Position/Role Responsible	coaches and teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations,	
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Action Step # 2

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Provide PLCS and PL time for SPED teachers to collaborate and plan. Also, SPED teachers will be provided a half day each 9 weeks to update or work on IEPS
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	admin and coaches
Position/Role Responsible	teacher, coaches and admin
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	District support will be enlisted to assist SPED teachers with IEP review and co-teaching strategies
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A
Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	district office, admin., coaches, teachers.
Position/Role Responsible	SPED teacher and admin
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>Rice Creek School's improvement team is composed of parents, students, instructional staff, community partners, support staff and administrators. The team collaborated to complete a Comprehensive Needs Assessment. The team discussed and analyzed data in order to develop goals and revise activities for the school improvement plan. The school improvement team consists of the building administrators, a representative from each core content area and/or grade level, a special education teacher, a student support staff representative, parents and a community partner. Team members evaluated achievement and perception data, assessed the effectiveness of programs, assisted with the development of goals, objectives and strategies; ongoing management of allocation of resources. Team members were given digital access to the final document and parents and community partners will have access to the plan via district and school website, open house and community events. The goals of the school improvement plan are shared with teachers during pre-planning. Parents, students (where applicable) and community partners are invited to provide input and feedback. The school improvement plan is reviewed & the school's needs of the most at-risk students and action steps are planned. The Title 1 budget draft is shared and parents and stakeholders are encouraged to provide feedback & offer input on how the Title 1 funds should be spent. At the mid-year point of the school year the school's improvement team meets to review goals, action steps, and budgeted items included in the school improvement plan reflective of current school year data and needs. If necessary the plan is revised to meet the present and evolving needs of students for academic success.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>When staffing vacancies arise at Rice Creek we post the position via the SCCPSS Human Resources portal. Thus, all candidates who are interviewed at the school level have already gone through the SCCPSS HR vetting process. Part of this process includes ensuring the candidates are highly qualified and possess the requisite credentials. We will only call for interviews those candidates who meet the minimum qualifications and hold appropriate certifications. We use strategies to attract highly qualified teachers to high-needs schools. Our Culture and Climate Data continues to be a point of pride and is a selling point for teachers looking to join our team. We work together within Professional Learning Communities to support and grow all staff members. All new and less than three year teachers attend Thrive and are given a mentor support to grow them as professionals. Currently, all members of our staff hold the appropriate certification and have passed the requisite exams to be highly qualified to teach in Georgia. Also, we work to strategically place or move veteran teachers, with proven records of success with classroom management and instructional methodology, into areas of need that best serve</p>

<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>our students.</p>
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<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Teachers utilize a variety of instructional methods; differentiated instruction, technology integration, blended instruction, small group, one on one instruction, and re-teaching to meet the needs of every learner performing on, above, or below grade level. Students performing below grade level will be afforded a variety of instructional interventions by using small group and one on one teacher assistance during the instructional day and after school on tutorial days. The Rice Creek Master Schedule includes time for a FLEX instruction period whereby teachers will use data from the most recent MAP assessment to group students based on their demonstrated areas of weakness in Math or ELA. Teacher implement intervention to address these weakness and progress monitor to determine if the intervention is successful. During these intervention blocks, our intervention teachers often push in or pull out students to reduce the teacher to student ratio even more. Peer tutoring/heterogeneously grouping will be used to assist students in working and accelerating at his/her expected grade level. Support staff, enrichment teachers, and community volunteers and retired teacher tutors will be utilized to assist students who are performing below grade level by using a pull-out tutorial format during the school day during the mathematics instructional block of time. Teachers will also work one on one to re-teach standards and specific domains which have not been mastered based on daily assessments and formative assessment results for individual student performance. For students performing above grade level a variety of supplemental resources will be used to aide in providing enrichment activities as well as participating in independent/cooperative projects which build on higher order skills and abstract/critical thinking skills. Students performing above grade level will also be afforded the opportunity to utilize novel studies to further develop literacy concepts as well as exposing them to above grade level standards. We believe in our efforts to support struggling learners in a variety of tutorial formats. These primarily include after school tutoring and tutoring embedded within the school day using our intervention team. We also offer a summer enrichment program that supports students learning and prevents a drop of in achievement and performance that may occur because of the summer break. To address the needs of children most at risk in achieving success in ELA/Writing, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small-group or one-on-one formats. The argument is made that by coordinating research evidence from effective classroom reading instruction with effective small-group and one-on-one reading instruction we can meet the literacy needs of all children. Thus, we will be using Balanced Literacy. In middle school we will use a dedicated time for D.E.A.R (Drop Everything and Read). Plus, all grades will participate in 3 writing scrimmages as a part of the school wide writing plan. For mathematics our teachers use Eureka Math as one resource and pull other</p>
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<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>pertinent resources into their lessons to support learners at all levels. This allows for each student to work on their current level and still have an opportunity to exceed grade level instructional standards. Teachers of mathematics participate in continued professional development in using our new district provided resources and to determine what other resources to include in their planning and instruction. In middle school 8th grade will offer a second Math block.</p> <p>Teachers and students are also supported by the 2 Instructional Coaches, a Math Lab Teacher, and a Math Resource Teacher.</p>
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<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>This section is not applicable to Rice Creek School - Rice Creek School is a school-wide Title I school.</p>
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<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Rice Creek School does not have an on-site Pre-Kindergarten program. However, our feeder school does have several PK programs. Therefore, we work allow for vertical teaming and other strategies as those student prepare for transition to our school. Parents and community daycare providers are provided orientation packets and tips for transitioning to kindergarten. When the second grade students' transition to Rice Creek School, we provide the same tools for an effective transition. During the spring of each year, we collaborate with Port Wentworth Elementary School and hosted a 2nd grade welcome night for parents and students to assist with transitioning from early childhood to elementary/middle school.</p> <p>Students entering each grade are provided with an orientation the first week of school where parents are able to meet the teacher and discuss expectations for the school year. During the first quarter of school, parents and teachers meet to discuss specific expectations and the curriculum for the school year. Periodically during the school year, teams meet to discuss specific needs for making sure that students are prepared for the next grade level. Parents are afforded an opportunity to attend parent sessions geared towards assisting parents with the expectations of supporting students entering school and how to support early literacy and numeracy development.</p> <p>For students exiting eighth grade, a variety of opportunities exist for them to visit local high schools and to observe ninth grade students during the school</p>
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5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

day. Community meetings will be held to afford parents and students an opportunity to see a variety of choices centered on the high school experience. Additionally, representatives from area high schools (ROTC and counselors) visit the school to offer information about the transition from middle school to high school.

6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.

Rice Creek School's transition plan is designed to: 1) support middle grades to high school transition programs; 2) align middle grades curriculum to high school readiness standards; and 3) orient students and parents to the demands of going to high school and college and career readiness factors.

We believe our transition plan will result in more students graduating from high school prepared, with a resilient spirit, to live and work in a global and technological society.

With support from the school stakeholders including middle grades and high school teachers we maintain the following transition goals:

Goal 1. Build relationships among transitioning students, parents, older peers, teachers and key school personnel.

Goal 2. Prepare students for transitioning to the next grade level, career and work.

Goal 3. Develop transition programs and a variety of activities that meet the social and emotional needs of the students.

Goal 4. Develop vertical alignment planning for middle, high school and district level personnel.

Goal 5. Develop and implement a plan to meet the challenges facing high schools.

7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.

In order for Rice Creek School to support efforts to reduce the overuse of discipline practices that remove students from the classroom, our faculty and staff members receive professional learning based on the following principles:

Principle 1: Climate and Prevention that foster positive school climates can help to engage all students in learning by preventing student misbehavior and intervening effectively to support struggling and at-risk students.

Action Steps: Engage in deliberate efforts to create positive school climates. Prioritize the use of evidenced-based prevention strategies, such as tiered supports, to promote positive student behavior. Promote social and emotional learning to complement academic skills and encourage positive behavior. Provide regular training and supports to all school personnel – including teachers, principals, support staff, and school-based officers – on how to engage students and support positive behavior. Collaborate with local mental health, child welfare, law enforcement, and juvenile justice agencies and other stakeholders to align resources, prevention strategies, and intervention services. Ensure that any school-based officers' roles focus on improving school safety and reducing inappropriate referrals to law enforcement

Principle 2: Clear, Appropriate, and Consistent Expectations and

<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Consequences that have discipline policies or codes of conduct with clear, appropriate, and consistently applied expectations and consequences will help students improve behavior, increase engagement, and boost achievement.</p> <p>Action Steps: Set high expectations for behavior and adopt an instructional approach to school discipline. Involve families, students, and school personnel in the development and implementation of discipline policies or codes of conduct, and communicate those policies regularly and clearly. Ensure that clear, developmentally appropriate, and proportional consequences apply for misbehavior. Create policies that include appropriate procedures for students with disabilities and due process for all students. Remove students from the classroom only as a last resort, ensure that any alternative settings provide students with academic instruction, and return students to their regular class as soon as possible.</p> <p>Principle 3: Equity and Continuous Improvement that build staff capacity and proactively and continuously evaluate the school's discipline policies and practices are more likely to ensure fairness and equity, and promote achievement for all students.</p> <p>Action Steps: Train all school staff to apply school discipline policies, practices, and procedures in a fair and equitable manner that does not disproportionately impact students of color, students with disabilities, or other students at risk for dropout, trauma, or social exclusion.</p>
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ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	<p>Our School Improvement Plan is designed to be a dynamic document that can be a guide to lead us in our efforts to support student progress and student achievement.</p>
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