

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [X] Magnet [] Choice

Name of Principal Mrs. Jenny Vetere
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Richardson PREP HI Middle School
(As it should appear in the official records)

School Mailing Address 455 South K Street
(If address is P.O. Box, also include street address.)

City San Bernardino State CA Zip Code+4 (9 digits total) 92410-2607

County San Bernardino

Telephone (909) 388-6438 Fax (909) 383-0368

Web site/URL https://richardson.sbcusd.com/ E-mail jenny.vetere@sbcusd.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* We do not currently have a Superintendent na E-mail na@na.na
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Bernardino City Unified School District Tel. (909) 381-1100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. Scott Wyatt
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 50 Elementary schools (includes K-8)
 - 11 Middle/Junior high schools
 - 11 High schools
 - 0 K-12 schools
- 72 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	106	95	201
7	86	113	199
8	92	108	200
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	284	316	600

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.5 % American Indian or Alaska Native
 - 3.5 % Asian
 - 7.2 % Black or African American
 - 80.8 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 4.6 % White
 - 2.4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 3%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1, 2020	600
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Vietnamese, Chinese, Tongan, Hmong, Hindi, Bengali, Khmer

English Language Learners (ELL) in the school: 2 %
12 Total number ELL

7. Students eligible for free/reduced-priced meals: 85 %

Total number students who qualify: 508

8. Students receiving special education services with an IEP or 504: 3 %
20 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>13</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>3</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 30:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	95%	97%	98%	99%	99%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2016

15. In a couple of sentences, provide the school’s mission or vision statement.

The primary vision of Richardson PREP HI Middle School is to provide a positive, supportive, and secure environment in which to develop responsibility and self-discipline for academic and social excellence within a framework of a cooperative relationship between staff, parents, and students.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030409&revid=wIKplusslshuBdSfhFZplusKse2XWTQ=&ptid=amIgTZiB9plushNjl6WXhfiOQ=&secid=&PG=6&IRP=0>

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

To qualify for admission in our program, students must meet all of the following criteria:

1. Students must live within the San Bernardino City Unified School District attendance boundaries (Proof of residency may be required).
2. Students must have scored at least in the 35 percentile on the most recently adopted NWEA or scored 2 or higher in RenSTAR in both English Language Arts & Math or equivalent state test.
3. Students must maintain acceptable behavior during the current school year as reported by their school site and as evidenced by no more than two off-campus suspensions.
4. Students must have no more than 15 unexcused absences during the prior and current school years as reported by their school site.

Students that meet this criteria will be invited to apply. A live lottery takes place where all applications are chosen one at a time and provided the coinciding number. They will be notified and admitted if space allows.

PART III – SCHOOL OVERVIEW

Richardson PREP HI Middle School is a lottery school, therefore we are not anybody's "home school." Because of this, we actually have to be very specific and intentional about how we build and grow our school culture. Our students come from all over our city and 50 different elementary schools. We do not have any feeder schools or high schools that we feed into, therefore we work hard at establishing relationships, building positive school culture and pride, and connecting our students to their learning environment. With that said, we actually do see a lot of returning families as they cherish and value their child's time at Richardson and want their siblings to attend Richardson as well. While we have students from all 50 elementary schools, we tend to mirror SBCUSD's overall demographics fairly closely. We do have a contract that parents and students sign and provide many opportunities to review it through summer orientations, Transition Day for new students just prior to the school year starting, counselor and administrator presentations, and teacher expectations review. We believe in upholding high expectations for all stakeholders on our campus. We also know that we must provide appropriate layers of support to ensure that we meet every student where they are and provide their own path to growth and excellence.

There are several key strategies and components that encourage and support students in our efforts to develop the whole child. One of those is including a rotating 7-period day, which allows all student to have a double block of ELA and still have an elective of their choice. We have found that the extra time for reading support proves fruitful and a valuable use of instructional time for our students. Another key support we have is our Academic Intervention and Monitoring (AIM) program. This program is designed with three tiers of intervention to provide specific and differentiated to our students at academic risk. The tiers progress from monthly or weekly meetings with an assigned "case carrier" to check on items like missing assignments, upcoming assessments, or concerns a student may have to our most intensive tier which provides individual and small group instruction for up to 3 hours after school.

We have an established Climate and Culture team composed of various staff members that analyze data, SEL core competencies, trends, etc at our school each month and develop and deliver professional development to our teachers to broaden their social-emotional tool belt for the purpose of connecting and supporting our students. We know that we must capture kids' hearts before we can capture their minds. Another program we have that helps connect students to our school is our thriving afterschool CAPS (Creative After school Programs) program. We offer a multitude of sports (volleyball, softball, basketball, cheer, cross country, track and field, and soccer) that compete against our fellow middle schools. We also have jazz band, piano lessons, guitar lessons, teacher tutoring, gaming club, arts and crafts, general homework help, and many more throughout the school year. We know that if we offer a variety of extracurricular opportunities, the more students we will get to participate and connect.

We maintain many traditions such as our annual Veteran's Day assembly where we invite community members and family of our students to attend, especially those that have served. We have a Veteran guest speaker, band/orchestra performances, student singing and poetry reads, and a procession of flags from each military branch that our veterans march behind. This has been a long-standing tradition and one that brings unity, empathy, and compassion. Our families look forward to this yearly event.

We are innovative in our approach to discipline and restorative justice in that we have an Intervention Team that review office referrals and determines appropriate consequences and restorative practices to best serve the student and our school community. We understand that students will make mistakes, some more harmful than others, and our team approach is meant to include best practices to teach the student their wrongdoing(s) and help them learn how they affected others and how not to repeat the behavior. While discipline may not be a popular topic amongst award-winning schools, we believe that our restorative approach truly helps bridge relationships with students and their parents and show that we are genuinely interested in school safety, school connectedness, and being equitable. We also have a healthy partnership with our local Cal State University and their Social Work program. We have social work interns join our school counselor multiple days a week that provide additional counseling support such as small groups dedicated to helping students through anxieties, social issues, family concerns, etc. Our students look forward to this dedicated time as it acknowledges and addresses the struggles they are having.

During the COVID closure and year and a half of distance learning, we certainly had to adjust and implement new ways of reaching our students both academically and socially. We developed a schedule that allowed for dedicated Instructional Support time (within our bell schedule) at the end of each day for students to logon with any teacher/class they felt they could use some extra help or time to work on assignments. Our teachers became adept at placing students into breakout rooms so they were able to provide individual assistance with any of their students that showed up during that time. We still offered enrichment and extracurricular activities after "school" through virtual programs such as gaming, tutoring/homework help, robotics, music, and art.

We have previously earned the recognition of being a National Blue Ribbon School and we were publicly celebrated by our Superintendent who personally came out and helped plan a school ceremony. We raised our flag, and he purchased shirts for every single student and staff member to commemorate the achievement. We had a mural put on our administration building boasting our accomplishment as we are so very proud of our Richardson community and we use it as a symbol of hope and inspiration. We often refer to our distinction and remind our community that our goal is always to strive to achieve at a level of excellence. When we were recognized, we were honored at a board meeting and we were also able to present one of our AIM program to the public, Superintendent, Cabinet, and Board of Education as we believe it majorly contributed to our students' successes.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

Richardson's overall approach and philosophy to teaching and learning is "high expectations with high support for all." This is inclusive of everyone involved in educating students: teachers, support staff, students, parents, and administrators. To break that down further, we acknowledge and expect our experts to continuously analyze data and best practices to refine our approach. Included in our planning and tiered approach, we explicitly plan levels of support for teachers and students. Everyone begins their journey on a different rung of a ladder; our purpose is to meet them there and help them grow. We, of course, teach the California state standards, however we really break them down in all subject areas to determine the best sequence possible to help students progress and grow in their learning and mastery. Our school puts emphasis on choosing much of our own curriculum to provide an engaging and rigorous learning experience. We use several platforms and resources to create our daily lessons, assessments, and instructional process. We have set up our PLC meetings to allow time for teachers to plan within their departments and also their grade level teams to analyze data, plan accordingly based on the data, and develop common instruction and assessments. Teachers also take advantage of Planning Pull-Out days to spend uninterrupted time with their PLC for the purpose of planning and revising. All teachers spiral and scaffold skills to build solid foundations in student learning. As a whole school, one of our foci for several years within the last 5 years was both project and problem-based learning, as the benefits to taking more time to plan and create real-life scenarios for students were noticed and documented. Both formative and summative assessments are administered and analyzed for the purposes of informing, planning, adjusting, revising, growth/progress monitoring and achievement. We use common grade level assessments in both ELA and math, which are created by both the district curriculum team and our own PLCs. We also use district benchmarks or Standards Aligned assessments and California's state test, the CAASPP. We analyze data in PLC's as well as a whole school so we are all aware of areas for growth and achievement for our students. We monitor data every 4-5 weeks, which we call our Contracts, and this communication is sent home as a reflection of that moment in time for students' grades, missing assignments, and additional comments from teachers if necessary. Our school counselor (and teachers) identify any new students at risk at each contract reporting time and refers them to our Academic and Intervention and Monitoring team. This team reaches and supports students after school in a tiered approach according to the severity of risk the student is in. As needs and demands of students change, our approach evolves as we know it is imperative to our students' success.

1b. Reading/English language arts curriculum content, instruction, and assessment:

All RPH students have a double block of English Language Arts as we have discovered that this addresses the most significant need in our students' skills. One block is intentionally dedicated to developing reading skills in our students, while the other block (one hour) is dedicated to a blended approach to teaching skills such as collaborating, writing, creating, communicating, and critical thinking. Our ELA teachers are well-developed in their pedagogical approach to teaching the necessary learning standards, which enables them to identify the best practices for specific skills and standards, such as direct instruction, facilitating both individual and guided group practice, collegial discussion, seminars, online skill building tools, and project-based learning.

While our ELA teachers do use California Framework for ELA and the San Bernardino City Unified's Curriculum Guide as resources, we have also used the Springboard curriculum to heavily supplement our curriculum and resources. We chose Springboard mostly because it spirals skills throughout the grade levels and engages our students in a deeper learning level as it is a Pre-AP resource.

One commonly used instructional practice is a tiered instructional approach, which included differentiated instruction for us. Teachers begin units by conducting a pre-test to see where their students are in a

particular skill set. They also use previously gathered data such as the NWEA growth/map assessment administered twice during the year. Whole group direct instruction will take place, then teachers will provide that structured grouping experience for students. Our teachers conduct intentional, skill-based grouping for students so they have a peer to productively struggle with and/or use each other's strengths to progress through the task. Where Richardson might be fairly unique is in our support model of "pushing in" to classrooms with our RSP teacher. None of our students have separate RSP classes-our teacher pushes in for support. This is our tier 2 approach as we have found that students staying in the learning environment with peers at different levels of mastery and skills is best for all students. Our teachers are more than equipped and implement differentiated instruction daily to meet students where they are and bring them to grade level or most often to a level of enrichment. Our tier 3 approach is the previously mentioned AIM team, which occurs after school.

Richardson ELA teachers heavily implement technology-based instruction and support as we know students are engaged more often with technology. We use platforms such as IXL, Vocabulary.com, Whooo's Reading, Brainology, and STAR Reading/Accelerated Reader. Teachers are provided time to analyze assessment data with their grade level teams so that support, interventions, reteaching, lesson planning, etc can occur immediately for students in need. That times comes in the form of our Monday MOU time and common conference/planning periods for grade level teams. Teachers use the formative data they receive, sometimes daily, to drive their instruction, lesson planning for the current school year, recommending students for tier 2 or 3 support, and data chats with their colleagues so we can identify students struggling in multiple content areas. They typically use Summative data to reflect, note, and plan for the purpose of reviewing at the end of the unit, semester, or prior to testing and also for the next school year. Standards based rubrics are used to monitor student learning and students show their learning in a variety of ways such as short answer, project-based learning, presentations, independent work, group work, and of course the assessments. Due to online learning, we have identified the need to shorten assessments, chunk lessons into smaller pieces, and spiral review more intentionally as students are lacking what we call "academic stamina." Students seem to get frustrated sooner than we had been used to in the past and it is imperative that we adjust to meet them where they are in their approach to learning.

1c. Mathematics curriculum content, instruction, and assessment:

Our mathematics department spends quite a bit of planning time prior to each school year analyzing summative assessments from students the previous school year and shifts in focus as determined by the common core state standards, standards for mathematical practices, and California Framework for Mathematics. They have three main teaching and learning goals and that is to intensely teach: conceptual understanding, procedural skill and understanding, and of course the ability to apply learnings to complex problems. While there is certainly a place and need for direct instruction to provide students the necessary vocabulary, success criteria, and examples of how to approach a mathematical problem, most of our math teachers use a flipped classroom and discovery-based lessons to engage students in critical thinking, application, and problem-solving. With the discovery-based method and more open inquiry problems, teachers are able to quickly identify students with like areas for growth and strengths and pair or group them appropriately.

Throughout distance learning, this method of teaching was only successful after much practice and explanation. Teachers worked diligently to create a virtual environment where students felt comfortable asking questions, collaborating, talking through their reasoning, and working in breakout rooms. While increasing the use of technology for both staff and students for the purposes of engagement and deeper learning had been a specific focus and goal for our school prior to distance learning, teaching remotely certainly created an opportunity to learn and adapt technology resources more quickly than planned. Our math team incorporates technology-based lessons that reinforce and enrich the curriculum and content standards. Peardeck is used as an interactive presentation and includes a monitoring piece to see how students are performing. It also provides the ability to anonymously share individual answers or thoughts with the class to engage in discussion. Desmos is another interactive tool that allows for teachers to create problem-based lessons and monitor student learning. Assessments can be created in this platform and conversation toolkits to help prompt students and teachers to go deeper into their learning.

Our teachers, while providing foundation vocabulary, skills, and procedures in the beginning of the school year or unit, they spend most of their time emphasizing the importance of problem-solving and critical thinking. We have read much research on deeper learning and critical thinking being specific to each domain. Therefore, our math teachers devote time to specifically teaching what makes a critical thinker in math, specifically. This forces students to extend their knowledge of mastered skills and make connections to new content and learnings.

Both formative and summative assessments are used regularly in mathematics. We view formative assessments as assessments of learning and they are given daily. Especially in math, if a student is struggling with a particular concept, skill, foundational knowledge, procedure, then they will struggle moving forward in the lesson and content. Teachers check for understanding using exit tickets, asking questions of individuals and groups, visual cues such as incorrect answers on the paper or computer screen, or even students looking puzzled. Teachers became even more observant of students' facial cues throughout distance learning. Richardson teachers are well-versed in building in quick, yet effective methods for questioning students and monitoring learning. The technology mentioned above is also a tool used for formative assessments. Teachers adjust instruction in real-time if necessary. Best practices for pivoting are grouping students and having them discuss their struggles and reflect on how they may productively struggle their way through it together. Groups then share out. If the class is still unable to demonstrate learning, acquisition of the targeted skill, etc, then the teacher will re-teach the whole class. The team builds in at least one extra day per unit to allow for re-teaching.

Administering assessments in an online only format proved very difficult. Teacher used platforms such as desmos to monitor student learning in real time. They were able to track student progress, prompt them to keep going, ask them questions about what they may be having difficulty with, and call out progress as a whole class to help motivate students. Teachers were forced to slow down their pace from previous years throughout distance learning as it was much more difficult to engage students and monitor them appropriately. Teachers made themselves available after the mandatory classes for their students were through for the day in an effort to provide students more time to practice, ask questions, and talk through problems. As we began returning to physical school, the pace is still slower than in previous years, therefore teachers have really analyzed the standards they teach and how significant each one is for student growth, relevance to the next topic, and foundation for the next grade level.

1d. Science curriculum content, instruction, and assessment:

Our science curriculum involves students in relevant, real-world problems where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions. We blend hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers.

A major part of our science curriculum uses the "Do, Talk, Read, Write, Visualize" approach to engage students and provide multiple opportunities for them to interact with the content and develop the skills necessary to demonstrate understanding and grasping of the content. Gold standard research and our experience with this approach demonstrates that is effective. This research-based approach presents students with multiple modalities through which to explore the NGSS curriculum. We dive deeper into fewer, prioritized topics rather than graze the surface of more, less meaningful topics. The curriculum is not just rote memorization of facts, instead it addresses the whole picture and assesses a more in depth understanding of science concepts.

We use numerous instructional approaches to enhance the science concepts for deeper understanding. Using a tiered approach within topics helps make the content accessible as we work toward more in-depth understanding over the course of a unit of study. We also have a "Writing Across the Curriculum" foci that supports both teachers and students in becoming experts in the RACES writing structure. Restate the question, Answer the question, Cite evidence, Explain your answer, Summarize is the RACES format and all teachers have participated in professional development throughout the year to arm them with content specific and applicable ways to implement, including in Science. Problem-based learning is mostly used in Science, where teachers provide real-world contexts and issues for students to explore, question,

hypothesize, and solve.

Formative assessments are done throughout a course of study in science to help guide and build students up for success. Opportunities for formative assessments include classroom discussions, daily assignments, and critical juncture assessments to aid in guiding instructional needs. Using data from technology resources provided in Amplify, Google Forms, IXL, and Inq-ITS allow for the students to reflect on their understanding as well as for the teachers to make adjustments to curriculum in real time, as well as see where students are having difficulties or where misconceptions are developing. Summative assessments involve the aforementioned resources as well as final assessments like tests and activities that show if there has been growth when compared to their prior knowledge from a pre-assessment or discussions of topics prior to working with the curriculum. The summative assessments are also used to look at gaps in learning to revisit a topic with a different approach to fill the learning gap.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Richardson's Social Studies Department consists of just one teacher per grade level, which makes it even more imperative that they are experts in their content area and lean on each other for vertical articulation and lean on other departments such as our ELA Department for the inquiry, critical thinking, reading, and writing skills. Along with the California Framework for Social Studies and our SBCUSD curriculum guides, our teachers use a variety of instructional tools to provide lessons, tasks, and assessments that engage students and bring them to a place where they're able to effectively articulate and answer the year-long inquiry question they are challenged with.

Much like our Science Department, our social studies teachers provide opportunities for our students to take on roles and perspectives of people(s) in history to make a more meaningful impact. For example, our 6th grades assume the role of an archaeologist and provide interpretations of artifacts based on their understanding of culture, civilizations, society, etc. They also go on many "virtual" field trips using Google Earth to explore other lands and analyze the impact of ancient civilizations. All grades tend to teach each unit with open-ended inquiry questions to allow students to complete tasks at their own pace within a specific time frame. Learning stations are created and students rotate through so they are able to secure support whenever needed whether they are working independently or in their collaborative groups. Students are strategically grouped to provide various strengths and areas for growth so students complement each other.

Technology is again, a major component in teaching. Teachers use platforms such as IXL, BrainPop, EdPuzzle, PearDeck Vocabulary Factory, and Study.com to enhance their lessons and provide various methods of delivery for student learning. Much of these sites are used to help develop vocabulary and provide practice opportunities for students to review material and prepare for presentations.

Formative assessments are daily and are often used to determine the pacing in between summative assessments and unit completion. Our teachers ensure that students have had enough time to dive deep into multiple sources and make connections between each specific unit and the overarching yearlong inquiry question. Summative assessments are often open-book and open-note which helps to encourage both teachers and students to stray from the rote memorization of dates and facts to really analyzing how one society, civilization, or movement had an impact on the world we know today.

1f. For secondary schools:

At Richardson PREP HI, we pride ourselves in preparing our students for a successful high school, college and career experience. We provide this by offering several elective courses for students to have exposure to different industries and career pathways. In addition, we have a healthy Associated Student Body organization and other student leadership opportunities for our students. We offer after school enrichment or "extended excellence" as we call it to provide even more learning opportunities.

We offer 3 years of Spanish, which allows our students to bypass one full year of high school Spanish so they may have room in their schedules for other electives, Honors, and AP courses they may need. These are

year-long electives. We also offer three levels of both band and orchestra for students to learn and enhance their performing arts skills. We offer 6th graders who do not take one of our yearlong electives, a "wheel" of electives, which includes art and computer skills. We have adopted the Project Lead the Way curriculum for Robotics and Design and Modeling, which is a renowned curriculum and provides intense professional development and training for our teachers. Our students have the opportunity to participate in robotics competitions within our community and at the state level.

Our Associated Student Body is a place for students to develop their leadership skills and community and civic responsibilities. They help make decisions that affect the student body, how money is spent, how to build positive school culture and morale, and plan community events. We also have student government representative and chairpersons on our School Site Council to bring the student body voice to our Single Plan for Student Achievement and budget development.

All of the curriculum adopted, adapted and created for these courses and programs have college and career readiness at the forefront of the planning as we believe that preparation for them begins now, with us. Our students are exposed to a multitude of career pathways, college and career or 21st Century skills in all of their classes. Critical thinking, creativity and innovation, collaboration, and communication are blended into all lessons and tasks.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Richardson has robust elective and physical education programs which support students' acquisition of essential skills and knowledge beyond content standards. Richardson students are able to choose their area of interest for electives from art, orchestra, band, Spanish, robotics, Tiger TV, and ASB. Our elective programs build students' skills starting in sixth grade in beginning programs and progress to advanced programs where students perform, enter competitions, and showcase their work by eighth grade. Our teachers hold high expectations and teach critical thinking, collaboration, communication, creativity, and problem solving in our elective and physical education classes.

Richardson's bands and orchestras are successful not only because of the music the students learn to play, but also because of the skills they learn for performance and production. Richardson students work collaboratively to assemble their stage for performances, set up and break down equipment, and fundraise through a student store. Our performing arts students had to think outside the box and be creative in how to perform for families in the fall under Covid restrictions. They came up with outdoor and virtual concerts that led to a host of critical thinking problems to consider such as lighting, seating arrangements, power sources, etc. The ability of our students to use their knowledge and skills beyond just learning and playing music has consistently produced city and county honor band and honor orchestra students who are the best of middle schools in the region.

Richardson has an excellent visual arts program. Students' creativity is encouraged in each of the units of drawing, painting, photography, digital art, and ceramics. Students learn to describe, analyze art, and evaluate art including their own. They provide feedback to their peers and provide written summaries on how they made improvements to their final work. Students create physical and online portfolios of their artwork over the years. Richardson students begin to recognize art as a vital expression of culture.

Richardson's physical education program not only builds students athletic skills and physical fitness, but teaches good sportsmanship and teamwork. Richardson students learn to work effectively with different groups and to be responsible as a team member working towards a shared goal. They learn to be flexible and compromise as they must rotate through positions and learn all of the skills in a sport. Richardson's physical education program teaches students CPR and certifies students who pass the course at the end of the unit.

Richardson students who choose Spanish as their elective and take all three years can earn one year of high school credit for Spanish. Spanish is a year-long program offered in all grade levels. In addition, Spanish for Native Speakers is offered in eighth grade and focuses on Spanish literacy. In this course students read Spanish literature and learn about the culture of Latin American countries, authors, artists, inventors, etc. Each year several Richardson students take the exam and receive the Seal of Biliteracy certification.

Tiger TV is Richardson's media and technology elective that produces a weekly broadcast. Our students collaborate to create, produce, perform, and edit the broadcast with skits, birthdays, weekly events and spotlights. Students learn to use all of the technology and equipment necessary to create the TV show.

Richardson has a rich robotics program. Students work in pairs to write code and build different robot projects. They must problem solve when something doesn't work on their robot. The critical thinking skills, communication, and collaboration are essential for each pair to be successful in having their robots complete their tasks. The teacher facilitates student's discussions and questions as they use their knowledge and trial and error to successfully code and build their robots.

3. Academic Supports

3a. Students performing below grade level:

For our academically at-risk students, we have a tiered approach to supporting them and increasing their ability to access their learning. Within the double block of English Language Arts we have for all students, we use some of that time if necessary to host small groups of students within the comfort of they're normal learning environment to target support for specific skills. Our ELA teachers participate in professional development to keep up on differentiation techniques and small grouping strategies. All teachers provide small group/individual tutoring both within their normal class time and also after school. Between running data regularly (monthly), teacher recommendations, and parent request, we also enroll students into our 3-tiered Academic and Intervention Monitoring (AIM) program.

The first tier is for our students who have a 2.0 GPA or higher, but were previously in one of the more intense or simply need a quarterly check-in with a staff member. Our AIM staff will review and support in the following: grades, missing assignments, upcoming assessments and projects, homework, organization, study skills and other components to being a successful student. Our tier 2 of our AIM program is a weekly check-in for student and staff member. The same above skills and supports are provided to these students. Communication is also sent home via letter, email, and phone call so that parents can stay focused with the student. The students in tier 2 are typically students who just "graduated" from our most severe intervention tier. Our tier 3 students are recommended by teacher or placed in the program because of our data runs/chats. We sent out a letter to parents and get their permission to enroll their student; it is extremely rare that we have a conflict from a parent. This tier of support and intervention runs every day after school from 2:30-5:00 pm. It consists of 1:1 and/or very small group tutoring in specific subject areas. Math is an area where we have many Interns (most of them RPH alumni) return to tutor our current students in need of strategic and intentional support. Weekly communication goes home with the parent about the progress and weekly data is run by our counselor and his interns to determine which students are progressing and increasing grades and gpa, which students are havin trouble attending regularly, and which students are in need of additional or different supports.

The success rate of this program is approximately 85%, which means we graduate those students from the program and help them increase their GPA to a 2.0, which exits them from the "Academically at-risk and academic probation" period. Our teachers meet weekly with the AIM team as well as their grade-level PLC's to discuss struggling students and supports. It is so imperative to have a solid base program for students, however we know that it is also crucial to have a differentiated and tiered approach to interventions and supports so we can address individual needs of students.

3b. Students performing above grade level:

Most of our enrichment falls into daily teaching practices with differentiation and pairing or grouping. When a student is performing above grade level in a particular area or skillset, our teachers challenge the students with increasingly rigorous tasks and also pair those students with peers who would benefit from them "teaching" the skills or standard to them. This provides the opportunity for the advanced student to hone their skills and deepen their learning by articulating it in a meaningful way to another student. Much of our base program or first instruction is ripe for our advanced learners in that it involves choice, and is rich in principles and key concepts or skills rather than just facts and direct instruction.

We do have advanced math classes for our 7th and 8th grade students. They are placed in the class based on assessment scores such as unit/teacher assessments, STAR, and CAASPP Interims, teacher recommendations and grades. These particular classes sometimes are accelerated, but often they take their time with particular units to allow for students to deepen and broaden their understanding as their minds crave the "extra" details and concepts. The teaching and learning is intentionally more abstract, which includes more open-ended questions and allows for more productive struggle than our other courses. These students have more academic stamina and are more willing to spend more time on one task or concept to "get it right." Because of this intrinsic motivation and need to "get it right," we have found that through online learning and first returning to school, our advanced students are taking much longer to complete tasks and especially assessments.

Most of our electives increase in rigor with each year as well which allows for our advanced learners to continue to be challenged. Many of our electives also have after school clubs for students to engage in and continue to advance their skills and mastery. One example is our Project Lead the Way electives, which includes Robotics. It is an elective class, however, it is also run as a club after school for those students interested in participating in competitions and progressing in their knowledge and skills. We offer three years of Spanish, which progress with each year. We even offer a Spanish for Native Speakers for those students ready to take on more of the reading and writing skills in their native language. This helps them acquire a years worth of high school credit.

We are committed to challenging all of our learners to grow, even when they are already advanced. This is what makes Richardson a true educational gem; we meet students wherever they are and we are equipped to not only challenge them, but to support them in that journey.

3c. Special education:

At Richardson, our special education students are all mainstreamed into our general population and classes. We have one RSP tutor that pushes into classrooms to support students on IEPs or 504s. Her schedule is created once we have all of our students goals and accommodations and areas of greatest need. We adjust her schedule throughout the year based on changing needs or IEP goals. The only time our SPED students get pulled out of class is for administering assessments for IEPs or occasionally if a student needs a quieter more solitude environment with 1:1 assistance to complete a task or assessment they are really struggling with.

With this push-in model, we have found that our students more quickly adapt to relying on their own self-efficacy and responsibility to reach out to a teacher or peer for support, while still having the additional support and opportunity to lean on their RSP teacher. Some of our SPED students do attend our AIM program for additional time, resources, and support with their classwork, homework, and assessments. Students who attend our AIM program are identified when they fall below a 2.0 gpa, however, do make exceptions for our special education population to enroll even if they are not academically at-risk. We see that the additional time and attention on assignments, the opportunity for small group tutoring, and someone to help them prioritize or focus helps relieve stress and anxiety and better prepares them for class the next day.

Of course our base program and first response to teaching and learning is where we are able to support most of our special education students. Like previously mentioned, our teachers spiral skills and standards for each unit or topic to help bring students to a place of understanding and mastery. Cooperative groups allow for our SPED students to clarify directions and concepts before beginning their work. All of our teachers

attend IEPs and 504 meetings with administration and parents so as to hear firsthand what each student needs in their particular class to be successful. All students are provided with an agenda and given time at the beginning of each class to write down their work for the day/evening. While this may seem simple, this especially helps our SPED population with prioritizing and keeping track of their tasks and work completion. Our contracts with students' grades, missing assignments, and teacher comments go home every 4-5 weeks and require a parent signature and has a place for parent comments and questions as well. This helps all students, however, we have found that this is especially significant in the progress and monitoring of our special education students.

3d. English Language Learners, if a special program or intervention is offered:

We have a teacher who is also our designated English Language Facilitator (ELF) for our English Language Learners. She progress monitors these students in the form of grade checks, assessment progress (STAR), and student check-ins. She does this for all of our students that still need to be reclassified and ensure parent communication occurs regularly so the parent can help with best practices at home as well. Our ELF also progress monitors students who have recently been reclassified to ensure that a drop in support is not so negatively affecting them that they are struggling or falling behind.

Our double block of ELA directly supports our ELL's in that they have ample time to participate in cooperative groups, 1:1 teacher support in reading and writing, and have more intentional time to acquire communication, collaboration, and critical thinking skills.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

Richardson assists our foster and homeless students in a variety of ways. During Covid and Distance Learning, administration and our school counselor closely monitored our students and conducted home visits. We have built positive relationships with the students and families and learned about their academic, social emotional, and environmental needs. Richardson connected our families to services they needed including our district A.T.L.A.S. program which provides backpacks, hygiene products, city bus passes, hotel/motel vouchers, shoes and socks. In addition to our district resources, Richardson refers our foster and homeless families to Santa Claus Inc. an organization that provides clothing to school aged students throughout the school year and allows parents to “shop” for Christmas presents for their children for free during the holiday season. Another organization Richardson refers our students to is Operation School Bell where our foster and homeless and low income families can meet with a district representative at a local Walmart to shop for essentials. Students can get one pair of pants, one shirt, one package of underwear and socks, one jacket/sweatshirt, one pair of shoes, a personal hygiene kit, and a backpack.

Another great resource Richardson offers is Hazel Health services to all students. We also work with IEHP Health Navigator to personally assist our foster and homeless families to get medical appointments, mental health referrals, transportation to appointments, and assistance with paperwork. As we have transitioned back to in person learning, Richardson has continued with our home visits to families to build positive relationships with our most vulnerable students and families. Providing the basic needs and taking care of the social emotional needs of our students leads to their academic success.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Richardson PREP HI Middle School has always taken pride in our efforts to engage and motivate students with a positive, rich environment that supports them in academic, social, and emotional growth. Because we are not a neighborhood home school, we have to unite our students quickly at the beginning of the year to establish trust, respect, our values, routines and systems, and expectations. This takes a lot of planning and efforts from all of us so as not to lose too much time and start our journey each year toward academic excellence and model student behaviors.

Before school starts for each new year, usually early in the summer, we host a mandatory 6th grade parent orientation where parents come visit our school and participate in a presentation about our expectations, traditions, values, goals, and attributes. This is where they receive the orientation packet and first opportunity to choose classes, etc. Then, during the week before school starts, we host a "Transition Day" for all incoming 6th graders and even for our few new 7th and 8th graders. We don't often have new 7th or 8th graders, as once students get in to Richardson their 6th grade year, they don't leave unless they absolutely have to (relocation). On this day, students receive their planner, schedule, class presentations from their teachers, a tour of the school, PE clothes, and supply lists so that they feel most ready for the first day of school. These practices continued during distance learning as we knew that it would be imperative to prepare our students to login to the correct classes, and even while at home, display the Richardson ROAR code of conduct and uphold their responsibility of being a successful student.

Our ROAR Code of Conduct is another tool we use to engage and motivate students to make appropriate choices that help them grow academically, socially, and emotionally. It also helps them take ownership and responsibility when they make a mistake or poor choice. ROAR stands for Respect, Ownership, Attitude, and Responsibility. Within each term, we discuss definitions and examples of how to model this behavior. Our school counselor goes into every class at the very beginning of the year to introduce or review our code of conduct. During distance learning, this still occurred virtually. Our counselor made it interactive, as he usually does, so that students had the opportunity to reflect, demonstrate understanding, and even win prizes. We have that a common and relatable code of ethics is helpful for students to remember and uphold.

We are an extremely high performing school each year and while this is a proud accomplishment, we realize that we all work really hard to achieve this and continue to grow each year. We definitely believe in having fun and celebrating students and their achievements, which contributes to our positive school culture and motivates students to continuously strive for excellence. We have bi-monthly Fashion Fun Fridays, which are themed dress days and we reward the grade level with the most participation with prizes such as snacks/treats, early lunch release, or music during lunch. During distance learning we hosted drive through raffles and prize lines to uphold this tradition. Our Tiger TV crew, which is our journalism class that produces a weekly segment, works throughout the week to air a segment each Friday. They include items such as awards, birthday, upcoming events, sports updates, skits on review of rules or expectations, and much more. Our students look forward to this each week and love being highlighted for various reasons.

During our year of distance learning, we created new awards fitting for the environment. Some of these included "Eye of the Tiger," which was awarded monthly to one female and one male from each grade level, every month. This award was created to acknowledge students who were always online when they were supposed to be, and attentive. Another new award was the "Tony the Tiger" award presented to student who were "great!" Examples would be students who participated regularly, have consistent attendance, help another student in the chat without being asked to, etc. Again, we hosted drive-thru events so that students and teacher could actually see each other in person and to uplift the morale of students as many of them had such difficulty interacting from home.

We take students on many field trips both for educational reasons and incentives. During distance learning, we hosted a drive thru carnival for students to play games from their cars, listen to music, and receive treats. We also had teachers and administration make home visits to celebrate students and deliver awards and

prizes. We recognized the need for students to engage and interact with each other outside of their structured classes so we created and Instructional Support time in our bell schedule where students must attend, however, they were able to choose which teachers they would like to attend for that hour, or even choose to hop around to different teachers within that hour. That provided chunks of time that were not as structured as class, allowed for smaller breakout rooms and time to see friends that may not be in their scheduled classes. We also still continued our after school AIM program for that intense and specific support, as well as our CAPS (Creative After school Programs) for students to have some fun time with their peers. Some of those clubs were: Gaming (Roblox), arts and crafts with supplies most students would find at home, music, robotics, tutoring, and community building circles.

Maintaining and improving student engagement and connectivity to school is always a concerted effort from our whole community, however, during distance learning it was no surprise that it was drastically more difficult to reach student and families. Communication is something we have been commended on by many student and parents as it helps them feel connected and look forward to upcoming deadlines and activities. We created a lifeline to school through their devices and homes that many of our students desperately needed.

2. Engaging Families and Community:

Over the years, we have learned that the more our families and community is involved in our school, the more knowledge and understanding they have. This is crucial as knowledge and being informed is the key to open communication and our families feeling comfortable reaching out to us. We try to remain as "seen" and present as possible in every way. When families and community members see us interacting with each other and our students, they see that we care, that we respect them, and that we value their partnerships and collaboration. We emphasize that the best way for our students to reach their highest potential and succeed in school and life in general, we need to work as a team to support them.

There are several ways we communicate with our families and school community. Our main communication platform we use is Parent Square to send out news, information, celebrations, calendars, meeting sign-ups, and much more. We err on the side of over-communicating to ensure as many of our stakeholders see the information as possible. Parents have the ability to comment or ask questions under each post or message we send out so we can provide any clarifying information to them in real-time. We also consistently update Aeries, the system we use to share gradebooks, assignments, assessment scores, and grades with our students and parents. Our teachers commit to updating Aeries at least once per week so parents and students can stay informed and aware of any progress in each class. In addition, our teachers all use Google Classroom to house their lesson presentations, assignments, calendars, directions, due dates, and to communicate with students. We ask our parents to sign up as a Guardian within Google Classroom so they are updated with any new assignments posted. We show them how to do this at the very beginning of the year during orientations and Back to School Night.

We host many events throughout the year to address our families questions and needs. Some of these events include: Monthly Coffee with the Principal meetings, School Site Council, English Learner Advisory Council, African American Advisory Council, Parent information nights, Parent Workshops, Back to School Nights, and Family Movie Nights. At our parent workshops, we prepare presentations that address common questions each year such as getting to know Aeries, Google Classroom, and Parent Square. We also host workshops on how to interact with your teen, how to best help students in school, and how to start preparing for high school, college, and career. Some of these presentations are created by our own team and many of them are presented by other district offices, schools, and community partnership members such as IEHP, Hazel Health, and colleges.

We have a long-time partnership with our local CSU, Cal State San Bernardino and their Social Work Department. We get anywhere from 2-6 social work interns each year for the duration of the entire school year. Not only do we help grow students from our own community and often support them in securing a career here in SBCUSD, but they provide social-emotional support for many of our students. They work closely with our counselor and begin their year by learning our expectations, routines, systems and programs, and students. They shadow our counselor, as well as administration. Then they slowly move into

working with students under the supervision of our counselor and establish small groups and even. 1:1 sessions with students who need more intense support. Our families always remark how grateful they are to have this service and partnership available to their child right here on our campus as it is sometimes difficult to get their child to appointments or find someone their student makes a connection with.

The Children's Fund of San Bernardino provides our school with funding to be able to provide after school enrichment programs. The funding goes toward programs such as guitar lessons, piano lessons, and dance team. This provides further opportunities for students to make connections at our school that will help them see the value in school, participating in enrichment, and how these programs help them prepare for high school and beyond.

Hazel Health is a partnership that allows for students to come to the health office and see a doctor right then and there via a Telehealth appointment. It is available for all students, as long as parent authorizes, and doctors can prescribe medication such as Tylenol for a headache, Benadryl for an allergic reaction, or acid reducers for an upset stomach. The ultimate goal is to help our families with not having to transport their children to appointments, to keep kids in school, and even prescribe medications parents can pick up at a local pharmacy.

During distance learning, all of these services, supports, and partnerships thrived. There is a lot of need in our community and even more so when they do not have access to resources and supports they've come to rely on over the years.

3. Creating Professional Culture:

Creating a positive and supportive environment for teachers is vital to the whole school community. If teachers do not feel equipped and ready to teach students not only content standards, but essential life skills, then what are we here for? There are several aspects that contribute to building capacity in teachers and ensuring they feel appreciated and valued for their efforts, time, and contributions to make Richardson such a special place for our community. We made every effort when transitioning to distance learning to keep our staff professional development schedule. We also hosted voluntary office hours with administration during lunch and after school for those staff members that wanted some 1:1 time with us.

Our MOU or Professional Development time takes place on Monday mornings from 7:50-9:10 am. We rotate through three different PLCs, which include whole staff, grade level teams, and departments. During our whole staff time together, we do address calendar items, discipline trends, attendance data, and any other pertinent information. Our teachers look forward to seeing data, relating it to their own experiences in their classrooms, and discussing interventions, actions, etc with their colleagues. We spend the other half of our time together focusing on one of our school foci. Our school goals are developed at the end of each year for the following year, based on a range of data sources, including surveys, grades, discipline, assessments, and observations. School foci and goals are developed as a collaborative team, which empowers teachers to skillfully analyze data, make contributions, and ultimately draft our goals with progress monitoring built in. Teachers develop and deliver much of the professional development within specific teams they are in. During distance learning, our site tech coaches developed much of the professional development. Site tech coaches are trained at a district level and provide support to their colleagues, whether it is a technology issue such as a connection logging in, or creating training videos on how to implement a new source of technology for students. Administration often stops by classrooms to meet teachers where they spend most of their time to see if they have any needs or concerns. During distance learning, this would take place during their Instructional Support time, which was the smaller group, least structured time of their day with students.

When teachers are delivering professional development as the experts they are, the other teachers have immediate buy-in because it's relatable and relevant. Administration and site tech coaches developed trainings, synthesized research and tools, and delivered these supports to teachers throughout distance learning. Our other school goal during distance learning and remained a goal even when we returned to physical school was developing positive school climate and culture. Our Climate and Culture team developed and delivered data-driven strategies on how to better engage and make connections for both

students and staff, and even ways for teachers to connect with families.

We host staff appreciation events at least once a quarter, such as lunches, "room service" where administration delivers snacks, drive thrus in our parking lot with music, posters, and goody bags, and staff of the week or month shout outs. We use platforms such as our Instagram and Twitter accounts, as well as our announcements to commend and highlight staff. Administration also sits down with every teacher at the beginning of the year to collaborate on goals for the school year. These goals include professional, school/community, and two student goals. Because this process is collaborative, has very clear monitoring points and dates, and includes reflection, teachers value this process and it creates many opportunities throughout the year to provide support and engage in collaborative conversations.

When new teachers are hired on at Richardson, one of our interview questions asks about any hobbies or passions they may have besides teaching and helping students excel. We create opportunities for our teachers to share their passions with their colleagues, students, and our school community. We liken it to the example of how we love seeing our students play sports, play music, enter art contests, go to dances, etc because it puts them in a different light than the one we are used to seeing in the classroom. Students and families love seeing teachers display their talents at talent shows, after school clubs, and lunchtime events. We realize that our entire school community works hard, and that, especially teachers are deserving of "play" time and time to feel appreciated.

4. School Leadership:

The leadership philosophy of the principal is one that is shared and servant based. Shared leadership does not just involve the assistant principal, sharing in duties and responsibilities. Shared leadership at Richardson looks and feels like everyone is an expert in their particular field or specialty and those experts should share their wealth of knowledge and feel responsible for student achievement. As mentioned above in staff development, teachers are part of PLCs where they can lend their expertise, knowledge, and take ownership and responsibility for the practices and supports to increase student achievement. These shared leadership roles are developed in staff meetings, professional development, PLCs, summer conference, and are based on needs assessments and school goals. The principal has an open-door policy, welcoming staff to enter whenever they have something on their mind or an idea to share. The principal and assistant principal visit classrooms both independently and together, and always debrief and calibrate on noticeable trends, areas of strength, and areas of need for both students and teachers.

Department chairs and grade level team leaders participate in monthly leadership team meetings with the principal and vice principal. These meetings are open to teachers that are not on the leadership team, who would like to listen in or provide input on specific agenda items. Our goal is to continuously develop leaders and create an environment where the extra responsibilities are rewarding and worth the time and energy. Time in these meetings are spent looking at data trends, producing solutions to obstacles and challenges we are facing, team building, and developing professional development for teachers. This is the place where the principal brings forth issues, concerns, needs assessments, data, etc to take a team approach to creating solutions and actions. Issues may include common parent concerns, walkthrough observations (anonymous), assessment data, and discipline trends. Rather than working in a silo, the principal solicits input, reflection, brainstorming, and action plans from the leadership team and ultimately the whole staff.

Richardson's contract is revised every spring for the following school year. Again, this is not done by just the principal. Edits are made throughout the year as the leadership team meets and identifies needs for revisions. This ensures that policies and programs are constantly being evaluated and revised as necessary. Along with contract revisions for students, there is also time devoted to the school plan and budget development for the following year. Programs, resources, action plans, school goals, student achievement and observational data are all monitored and evaluated for their success, for the purpose of identifying efforts that should be continued, revised, or stopped. These data points and revisions are built into the school plan, school goals, teacher goals, support staff goals, and administrator goals. The concerted effort toward programs, resources, and relationships is much more successful than stakeholders working independently of each other.

When specifically looking at student achievement, data is collected and analyzed for specific data points to address and tackle. The principal's theory put into practice is looking at what students need and then identifying the professional development teachers have had or need to be able to appropriately supports students where they are and get them moving forward. Teachers have to know to intentionally teach critical thinking or real-life application in their specific domain. If they don't know how to advance students to the next level, administrators and the leadership team develop trainings and continuous modules for teachers to study, learn, and put into practice.

A leadership effectiveness survey for both the principal and assistant principal goes out to all staff each year, where staff can provide their experience with the administrators, as well as identify areas of growth, strength, and suggestions for the following school year. These surveys are anonymous and move staff through a series of both rating specific areas, multiple choice, and open-ended questions for more reflection and explanation. These surveys are analyzed by the administrators and are used in the principal's plan, the school plan and goals. The principal reviews the results of her leadership survey results as she believes in transparency, acknowledging and validating the staff's experiences and suggestions, and using the results to help establish goals and efforts.

With distance learning, the principal's "customer" or audience suddenly became squares on the computer screen. A focus on relationships was paramount throughout distance learning, as teachers and staff felt disconnected from each other. They missed being able to walk past each other's rooms and hearing and seeing best practices and students learning. Going back to basics such as remembering your "why" for going into education and sharing those reasons were facilitated by administration as it was necessary for staff to connect and find value in each other besides being their students' "other teacher" or someone their picture is next to in a meeting. Even during distance learning, opportunities were provided for staff to visit each others' classes, have PLC meeting time, and time devoted to less structured, more natural relationship building. These were ways administrative roles had to shift or at the very least, be more attentive to. Another shift in administrative roles was being even less of a manager and more of a leader. The principal schedules her day, creating the most time for leadership roles and responsibilities and less management duties. While the management piece such as payroll, district meetings, IEP preparation, etc are all important practices and responsibilities, she believes the most impact she has on the school is when she's in classrooms, devoting time to professional development, and building relationships. Even leadership role is more accurately depicted as just a "humanity" role during distance learning and still when we first returned to physical school. Teachers needed hearts, ears, and shoulders to cry on during virtual learning more than they needed someone to remind them to submit their grades on time or record attendance appropriately and timely. While servant leadership is at the forefront of the principal's philosophy and practice, it became apparent that it was even more necessary during distance learning. Sympathy, empathy, listening, relating, and supporting were crucial components to keeping staff focused on student achievement and helping them to remember their "why."

5. Culturally Responsive Teaching and Learning:

Richardson PREP HI is immersed in a city that is very diverse and includes many cultures, backgrounds, and experiences within our families. Equity, cultural awareness and respect at our school are all areas that we intentionally build and model for our students and families. We view equity as bringing forth opportunities for all of our students regardless of where they live, what their social status is, their academic standing, or other needs they may have. We work diligently to provide resources and ways for our families to engage with the school on their terms. Not all parents are able to come to school or join a virtual meeting during the school/work day, so we include evening meeting times and parent workshops so that we are providing equal opportunities for families to connect and support their student. Because we are an academic magnet/lottery school, we advertise the reasons why parents want to apply for their student to come if they're eligible. When looking at data, we noticed that our African American population applied less than any other subgroup. We intentionally sought out ways to increase the number of African American families to apply. This meant going to the elementary schools, meeting them where they are, to provide information about our school. This also meant looking at entrance criteria and how many students from this particular subgroup were meeting the requirements vs. the other subgroups and talking to the elementary schools to support their efforts in closing that achievement gap.

We celebrate cultural diversity on our campus in a variety of ways. Our teachers choose texts that represent the culture and backgrounds of our students so that they see adults that look like them being represented both in struggles and successes. We know our students need to relate to texts and characters to connect and engage in their work. Our Spanish classes dive deeply into the culture alongside the academic pieces of the class. Students learn and celebrate the culture and how it may apply to their own experiences. These classes build Dia de Los Muertos displays and share them and their significance with the school community. We emphasize monthly cultural celebrations and highlight specific cultures through our Tiger TV class, our announcements, and through text choices.

We provide very specific and intentional anti-bullying information to our students at the beginning of each year. Our counselor visits every class and hosts an interactive information and training period for all students. This helps build the trust within students and expectation that we must all respect our differences and backgrounds. We build in empathy and real-life scenarios from current events to help demonstrate our expectations and ways to demonstrate respect and understanding, and consequences if we do not respect others. When students get an office/high level referral, we have an Intervention Team that analyzes all of the facts and evidence gathered, then determines restorative practices and natural consequences. Our Intervention Team is composed of teachers from all grade levels, administration, and our school counselor. We practice discipline this way to ensure equity and appropriate support to our at-risk students and families.

When there is a current event that may directly impact our students, we never ignore it. Depending on the event or issues, we discuss as a staff the most appropriate way to acknowledge the potential effect on our students and families. Sometimes this may just entail time and space for students to talk about the event and ask questions. Sometimes, a letter is drafted and sent out to families acknowledging the event and impact it may have on them or our school, and how we are addressing it with their children at school. Making that school to home connection is crucial during times of stress, the unknown, or turmoil so we can work as a team to keep our students healthy and safe.

We have many supports offered to our school community. We have our social work interns that work directly with students to help them work through any issues, problems, or stresses. Our school counselor hosts small groups of students are facing similar issues so the students know they are not alone and have peers to connect with, while receiving support from a trained adult. We have Hazel Health to help our students and families access medical appointments and information. We have a partnership with a local church who provides outreach, whether that is helping keep our school clean or donating necessary supplies. We have partnered with Amazon several times to receive donations of necessary supplies and for students and families. We ensure our families have information for other district departments or offices that can provide support such as our Family Engagement Office , Positive Youth Development, and the Making Hope Happen Foundation. Our staff has access to 24/7 mental health crisis hotline within our district, the Safety Office within our district, and administration has a completely open door policy to meet the needs of our staff. Every student and staff member is provided with a device to bring back and forth from home to school and if necessary, a hot spot to provide wifi. If staff need extra time to plan and collaborate, we hire guest teachers to provide teachers planning and collaboration time, either on their own, or within any of their PLCs. We provide students with anything that we require, such as IDs, lanyards, planners, and basic supplies.

Our goal is to remove or at least mitigate any obstacle and barriers that may get in the way of our school community thriving, growing, and excelling. Whenever we are presented with a challenge or obstacle, we go into problem-solving mode and tackling the root of the problem. We take a team approach toward most everything and that is inclusive our whole community. We like to think of it as rallying around each other. We may put calls out to our partners and even our families if a student or family is in need. We are able to do this and get tremendous responses because of the time we spend building trust and relationships from the very beginning of the school year.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that has been the most instrumental to Richardson's growth and success is our AIM program. Our Academic Intervention and Monitoring program is our response to intervention that is specific, strategic, and personalized for each student. While our AIM program was first established to directly support or academically at-risk students, we have found that in reality, it is a program that reaches and supports students with social and emotional well-being as well. While this program has been in place for approximately 8 years, it continuously evolves and grows to provide appropriate and relevant support to our students, their families, and even our teachers. With three tiers of support and the flexibility to recommend or assign AIM to students based on data such as grades, missing assignments, sudden and severe decrease in grades, teacher recommendation, IEP accommodations, and event parent request, we are able to support any students in need.

We run data every 4-6 weeks, based on our contract dates, and any student who falls below a 2.0, is flagged for AIM. We then have a meeting with parents and student to get feedback and information on why the student is struggling and then provide information on AIM and why we think it will help. Students begin attending AIM immediately, which runs after school for 3 consecutive hours. During that time, the program is tailored for each student. They are assigned a case carrier and may work individually or in small groups with that staff member. They will also work with our high school and college interns, many of them RPH Alumni, to focus on specific skills and content. They also have time devoted to work on any missing assignments, current homework, or studying for an upcoming assessment. In addition, our staff provides help in decluttering backpacks and folders, identifying missing necessary materials, assistance with technology, and prioritizing missing and current assignments. This service drastically improves the mental health of students as it directly alleviates stress and anxiety of feeling overwhelmed. This 3-hour time block is our most intense tier and level of service for our most academically at-risk students.

The other two, less-intense tiers of our AIM program are aimed to provide continued support for students who have previously been in the more intense tier or do not meet the academic criteria to be entered, but may need additional support in specific areas such as math tutoring, a connection with a different staff member, more time to take assessments, or help with organization. The time the students spend with our AIM team is individualized to their specific needs. Parents are updated weekly through progress reports and notes from the AIM team.

Each week, our counselor analyzes data for our AIM students and records it on a document so we are able to keep track of our students who are increasing their GPA, staying the same, or if their GPA is continuing to decline. Then, we dig into the students who still have a declining GPA to see if they are attending school and AIM regularly, performed poorly on an assessment, or dropped in any additional classes. Once we have more information, we adjust our plan and communicate with the student and parent. We monitor weekly to make adjustments if needed, communicate with parents, as much can change in one week with 7 classes.

Throughout distance learning, we carried on with our AIM program and support for more students than we ever have in the past. We had more students than usual struggling throughout the year as many of them truly missed and needed that direct connection with the school and our staff. We had all three tiers available for students and utilized breakout rooms for those individual and smaller group meetings. We hosted drive-thru meet and greets for our AIM students and staff, as well as raffles and celebrations when they graduated from a tier.

While AIM staff has changed throughout the year, our program remains strong and effective. While we carefully select and train our staff, it is the strong system, practices, and buy-in from the whole school community that make this practice instrumental and crucial to our success here at Richardson. We know that we have high expectations from all stakeholders, but we also know that we need to have layers of support to help everyone reach those points of growth and excellence.