



SCHOOL IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN Blackburn Elementary School – FY19

NAME OF SCHOOL/PRINCIPAL:

Blackburn Elementary School/Betsy Green

NAME OF DISTRICT/SUPERINTENDENT:

Lumpkin County/Dr. Rob Brown

Comprehensive Support School *Targeted Support School* *Schoolwide Title I School* *Targeted Assistance Title I School*
 Non-Title I School *Opportunity School*

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Title 1 Director _____ Date _____

(Title 1 Schools only)

Title I only

The Letter of Intent for Title I Schoolwide was submitted on _____.

Please indicate the programs that are consolidated in this plan: **__Title I-A, Title II-A, Title III- LEP, Title IV-A, Title VI-B** _____

School Designated as a Priority School **_NO_____**(Yes or No)

School Designated as a Focus School **_NO_____** (Yes or No)

Name	Position/Role	Signature
Betsy Green	Principal	
Chris Froggatt	Assistant Principal	
Kim Beck	Counselor	
Sherea Bates	Kindergarten Teacher	
Jennifer Kingsbury	First Grade Teacher	
Madison Martinez	Second Grade Teacher	
Melissa Bynum	Third Grade Teacher	
Karen Woody	Fourth Grade Teacher/Governance Team Member	
Kari Ramsey	Fifth Grade Teacher	
Kendra Beckworth	SIS/ Governance Team Member	
Daphney Faulkner	PE Teacher	
Beth Hawk	Special Education Teacher/Governance Team Member	
Brenda Orkins	Paraprofessional	
Shared with SGT on September 20, 2018		

Planning Committee Members

Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Additional literacy support in the primary and intermediate grades	2018 EOG and leading formative assessment data	Administrators, Leadership team, Governance team	Governance team meetings, Title I parent meetings, website
Additional mathematical support in the intermediate and primary grades	2018 EOG and leading formative assessment data	Administrators, Leadership team, Governance team,	Governance team meetings, Title I parent meetings, website,

Student Achievement Goal Strategic Goal 1: Increase student mastery of curriculum; DIP Goal 1: The percentage of students scoring proficient or distinguished on the Ga Milestones in the assessed areas of ELA and Math will increase by an average of 3% in 2018-2019.

SMART Goal 1: For each academic area - Increase or maintain the percentage of students scoring proficient (Levels 3 & 4) on the GA Milestones EOG to greater than or equal to the state average; improve the growth model of student performance in ELA as reported in the state longitudinal data system.

SMART Goal 2: Increase the total percentage of students from the Fall measure in 3rd, 4th, and 5th grades who are at or above the CCRPI Lexile Midpoint by 20% from Fall to Spring as measured by the STAR test Lexile measures.

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum 1,2,3 Instruction 1,2,3,4,5,6,7,8,9	All students All teachers	Continue implementation of standards-based best practices through GSE for active engagement in learning.	Walk-Through, Lesson Plans, Posted Standards, Curriculum Maps, Grade Level Collaborative Meeting Agendas,	Formative Assessment Data, Data Team Tracking Form (as applicable), Formative and Summative Assessments	Principal, Assistant Principal, Teachers, Paraprofessionals, School Improvement Specialists	state, local, and federal funds
Instruction 4,6,9	All students All Teachers All parents	Increase access to effective instructional technology, additional technology devices to support instructional technology.	Inventories, Walk-throughs Lesson plans	Formative Assessment Data, Formative and Summative Assessments	Principal, Assistant Principal, Teachers, Paraprofessionals, School Improvement Specialists	state, local, and federal funds

Division of School and District Effectiveness | School Improvement PLAN

Assessment 2,3,4	All students All teachers	Utilize Data Teams to analyze universal screeners, formative assessments, to inform instruction and meet the diverse needs of all learners	Data team minutes Lesson Plans Observations Data Team tracking form	Formative Assessment Data, Data Team Tracking Form (as applicable), Formative and Summative Assessments	Principal, Assistant Principal, Teachers, Paraprofessionals, School Improvement Specialists	state, local, and federal funds
Instruction 2,3,4,5,6	All Students All Teachers	Increase classroom libraries, access to information literacy in support of social studies and science classes, and reading instructional materials to include informational literature, online databases, and all other genres as needed and supporting GSE.	Inventory Lesson Plans	Formative Assessment Data, Formative and Summative Assessments	Principal, Assistant Principal, Teachers, Paraprofessionals, School Improvement Specialists	state, local, and federal funds
Instruction 4,5,6,9	All Students All Teachers	Utilize supplemental teachers, paraprofessionals, tutors, and other resources to support the instructional program including: small group instruction, supporting SWD and EL in regular settings (as applicable), data collection and interventions.	RTI calendars, lesson plans, IEPs, master schedule	Formative Assessment Data, Formative and Summative Assessments	Principal, Assistant Principal, Teachers, Paraprofessionals, School Improvement Specialists	state, local, and federal funds
Instruction 2,3,4,5,6,7,8,9	SPED EIP ED EL Students All Teachers	Provide research or evidence-based interventions/strategies targeted to student needs to increase literacy and numeracy	Intervention data reports,	Individual student data analysis	Student Services Director/ Coordinator, Principal, Assistant Principal, Teachers, Paraprofessionals,	state, local, and federal funds

					School Improvement Specialists	
Instruction 2,3,4,5,6,7,8,9	All Students ELA Teachers	Utilize the K-5 School Improvement Specialist to guide the implementation of a balanced ELA and Math instructional framework	Schedules, lesson plans, data team documentation	Formative Assessment Data, Data Team Tracking Form (as applicable), Formative and Summative Assessments	Curriculum Director, Student Services Director/ Coordinator, Principal, Assistant Principal, School Improvement Specialists, Teachers	state, local, and federal funds
Instruction 2,3,4,5,6,7,8,9	All Students Sci/SS Teachers	Implement content based literacy and math strategies in Science and Social Studies based on GSE standards (inquiry, phenomena)	Walk-Through, Lesson Plans, Posted Standards, Curriculum Maps, Grade Level Collaborative Meeting Agendas,	Formative Assessment Data, Data Team Tracking Form (as applicable), Formative and Summative Assessments	Curriculum Director, Student Services Director/ Coordinator/ Principal, Assistant Principal, School Improvement Specialists, Teachers	state, local, and federal funds
Instruction 2,3,4,5,6,7,8,9	All Students All Teachers	Utilize Pioneer RESA to implement best practices of a Balanced Literacy Program.	Walk-Through, Lesson Plans, Posted Standards, Curriculum Maps, Grade Level Collaborative Meeting Agendas,	Formative Assessment Data, Data Team Tracking Form (as applicable), Formative and Summative Assessments	Curriculum Director, Student Services Director/ Coordinator/ Principal, Assistant Principal, School Improvement Specialists, Teachers	state, local, and federal funds

Attendance Goal (Strategic Goal 4: Effective Communication, Climate, and Relationships with Stakeholders)

SMART Goal 3: Increase the percentage of students who miss less than 10 days during the school year by an average of 2% per year.

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			Artifacts	Evidence		
Family & Community Engagement 2,4 School Culture 2	All students All teachers, support personnel, counselors, & administrators	Establish structures and promote clear and open communications between the school and stakeholders. Increase stakeholder communication of academic expectations throughout the year. Communication related to the current achievement level of individual students is provided through progress reports, parent conferences, reading level reports, state test reports, and/or school based assessment reports.	School Walkthroughs, Meeting Agendas, Use of REMIND, social media, and websites	Parent Conference Reports, Progress reports	Principal, Assistant Principal, Teachers, Support Personnel, Counselors	state, local, and federal funds
Family & Community Engagement 1,3,5 School Culture 2	All students All teachers, support personnel, counselors, & administrators	Increase parent engagement through building of relationships with all stakeholders. Establish relationships and decision-making processes that build capacity for family and community engagement in the success of students including school governance teams, business partnerships, PFOs, extra-curricular activities, and/or tutoring.	Meeting Agendas, Parent Surveys	Reports of at-home software, minutes from meetings, results from surveys	Principal, Assistant Principal, Teachers, Support Personnel, Counselors	state, local, and federal funds

		Develop parent capacity of families to use support strategies at home that will enhance academic achievement through parent breakfasts, curriculum meetings, and/or parent workshops.				
Family & Community Engagement 6 School Culture 3,4	All students All teachers, support personnel, counselors, & administrators	Establish a culture that supports the college and career readiness of students including Career Awareness lessons and activities to address individual achievement needs and strengths to prepare students for success, and the continued implementation of kindergarten transition program for upcoming kindergarteners to provide a means for becoming acclimated to school. Connects families with agencies and resources to meet the needs of students. Support the personal growth of students through the use of counseling, mentoring, coaching, goal setting, time management, and problem solving.	Lesson Plans, Activity Logs, counseling and/or engagement specialist logs, Kindergarten Social attendance	Attendance Data; SIS Data related to career lessons	Principal, Assistant Principal, Teachers, Support Personnel, Counselors	state, local, and federal funds

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Family & Community Engagement 1, 2,4</p> <p>School Culture 1,2,5</p>	<p>All students</p> <p>All teachers, support personnel, counselors, & administrators</p>	<p>Create an environment that welcomes, encourages, and connects family and community with the school.</p> <p>Establish a culture of trust and respect that promotes positive interactions and a sense of community through the continued implementation of PBIS, bully prevention curriculum, including anti-cyber bullying curriculum, bus safety curriculum, and professional learning for MindSet de-escalation training.</p> <p>Publicly recognize and celebrate the achievements and accomplishments of students and/or staff within the school and to the community. Provide incentives for positive behavior and attendance.</p>	<p>PBIS lessons, assemblies, lesson plans for safety, anti-bullying, tolerance and diversity, parent surveys</p>	<p>Discipline referrals, survey results, Parent Conference Reports</p>	<p>Principal, Assistant Principal, Teachers, Support Personnel, Counselors</p>	<p>state, local, and federal funds</p>

Professional Learning Plan to Support School Improvement Plan

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Provide high quality, research-based professional learning for teachers and leaders related to ELA/Literacy instruction	FY19 School Year	Materials, Subs and/or stipends Title II-A Funds	Curriculum Team School Improvement Specialist –	Principals, Asst. Principals, School Improvement Specialist	Sign-in sheets; deliverables; increased student literacy skills – focus on phonics, word work, academic vocabulary, writing across content areas and student goals and feedback
Provide high quality, research-based professional learning for teachers and leaders related to math instruction	FY19 School Year	Materials, Subs and/or stipends Title II-A Funds	Curriculum Team School Improvement Specialist –	Principals, Asst. Principals, School Improvement Specialist	Sign-in sheets; deliverables; increased math skills – focus on numeracy, number concepts, algebraic expression, and problem solving.
Attendance for teachers and leaders at SSTAGE workshops related to supports and interventions	FY19 School Year	Registration, subs, mileage reimbursement Title VI-B Funds	Curriculum Team –Principals	Principals, Asst. Principals	Agenda and deliverables from conference; Implementation of supports and interventions
RESA training –Instruction	FY19 School Year	Registration, materials, subs and/or stipends, mileage reimbursement	Curriculum Team Principals	Principals, Asst. Principals,	Sign-in sheets; students will increase their critical thinking and problem solving skills. They will also learn to persevere when struggling to learn new concepts.

RESA training – GSE Science and Social Studies	FY19 School Year	Registration, materials, subs, mileage reimbursement Local and State Funds	Curriculum Team –	Principals, Asst. Principals	Sign-in sheets; engage students in grade-appropriate elements of the disciplinary core ideas, science and engineering practices, and crosscutting concepts, with an emphasis on the core practices of modeling, explanation, and argumentation – phenomena based learning
Provide high quality, research-based professional learning for teachers and leaders related to STEAM activities.	FY19 School Year	Materials, Subs and/or stipends Title II-A and Title IV	Curriculum Team School Improvement Specialist	Principals, Asst. Principals, School Improvement Specialist	Sign-in sheets; deliverables; increased STEAM skills –
Technology training for all staff	FY19 School Year	Consulting Fees, Subs and/or stipends No Funding Needed	Curriculum Team Tech Staff	Principals, Asst. Principals, Tech Staff, media specialists	Sign-in sheets; increased student engagement through technology; Classroom observation of student and teacher use of technology
New teacher training on WIDA standards and Best Practices for differentiating for ELs –	FY19 School Year	Consulting Fees, Subs No Funding Needed	Curriculum Team	Principals, Asst. Principals	Sign-in sheets; deliverables; increased student literacy skills – focus on academic vocabulary, reading skills and writing across content areas
New teacher induction, orientation and training	FY19 School Year	Subs and/or stipends Title II-A	Curriculum Team School Improvement Specialist	Principals, Asst. Principals, Mentors, School Improvement Specialists	Sign-in sheets, Classroom observations, increased student achievement

Continuing training for focusing on differentiating for SWDs	FY19 School Year	Consulting Fees, Subs and/or stipends Title II-A and Title VI-B	Curriculum Team SPED Director	Principals, Asst. Principals, Lead SPED Teachers	Student academic achievement as measured through classroom observations, benchmark assessments and progress monitoring Sign in sheets, agendas, lesson plans, flexible intervention group list
Endorsements for teachers in ESOL, Gifted	FY19 School Year	Registration, materials, subs, Title II-A	Curriculum Team RESA consultants,	Principals, Asst. Principals	Student academic achievement as measured through classroom observations, benchmark assessments and progress monitoring; increased subgroup performance
Data Team Training	FY19 School Year	Subs Title II-A	Curriculum Team School Improvement Specialists	Principals, Asst. Principals, School Improvement Specialists	Data team forms and minutes; evidence of using data to inform instruction; improved student achievement
Training on mental health awareness, character education, and bullying prevention	FY19 School Year	Consulting Fees, Subs Title IV	Curriculum Team	Principals, Asst. Principals, Counselors	Sign-in sheets; decrease in office and bullying referrals; connection of students to mental health supports, connection of students to positive behavior supports.

Parent Engagement and Communication

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
Involve parents as equal partners and decision makers in the Title I Program by hosting planning meetings	Annually- Spring	Title I PI funds for copies, materials, and light snacks	Superintendent, Curriculum Director, School Administrators, Teachers,	Annual Parent Survey/Evaluation	Summarized and analyzed survey results; student performance scores on Ga Milestones
Share Title I Program information with parents by hosting Annual Title I Meetings	Annually - Fall	Title I PI funds for copies, materials and light snacks	Superintendent, Curriculum Director, School Administrators, Teachers	Annual Parent Survey/Evaluation	Summarized and analyzed survey results; student performance scores on Ga Milestones
Provide parent outreach specific to English Learners: EL Family Nights, parent workshops	Annually	Title I PI funds for copies, instructional materials, educational technology and light snacks	Superintendent, Curriculum Director, School Administrators, Teachers, Parent Involvement Specialist	Annual Parent Survey/Evaluation	Summarized and analyzed survey results; student performance scores on Ga Milestones
Share student progress with parents and students via the Parent Portal in the student data management system – Infinite Campus (to include parent training)	Annually	No funds needed	Superintendent, Curriculum Director, School Administrators, Teachers, Parent Involvement Specialist	Annual Parent Survey/Evaluation	Summarized and analyzed survey results; student performance scores on Ga Milestones
Provide training and take home literacy resources for parents to engage with students at home	Annually	Title I PI funds	Superintendent, Curriculum Director, School Administrators, Teachers, Parent Involvement Specialist	Annual Parent Survey/Evaluation	Summarized and analyzed survey results; student performance scores on Ga Milestones

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Resources:

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines -

<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction:

<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>