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| School Improvement Plan (Revised 1/4/17) **117** | | | | | | | | | | |
| **School Name: Ben Hill Primary School** | | | | | **System Name: Ben Hill County** | | | | | |
| **Principal Name: Alex Tillman** | | | | | **School Year: 2016-2017** | | | | | |
| **Title I Schoolwide Program: Yes** | | | | | **Targeted Assistance:** | | | | | |
| **Needs Improvement Status:** | |  |  | | 0 | 1 | 2 | 3 | 4 | 5 |
|  | | | | | 6 | 7 | 8 | 9 | 10 | 11 |
| **Sanctions Implementing (Select all that apply):** | | | | | | | | | | |
|  | **School Improvement Plan** (The school improvement plan is submitted to the system per system guidelines. Needs Improvement schools will submit plans to the system for approval in October of each year). | | | | | | | | | |
|  | **Public School Choice** | | | | | | | | | |
|  | **Supplemental Educational Services (SES)** | | | | | | | | | |
|  | **Corrective Action Addendum** (The corrective action addendum is completed by the system by the end of January  of each year.) | | | | | | | | | |
|  | **Corrective Action Tier** | | | | | | | | | |
|  | **State Directed Improvement Contract** | | | | | | | | | |
| **Principal’s Signature:** | | | | | | | **Date:** | | | |
| **Title I Director’s Signature:** | | | | | | | **Date:** | | | |
| **Superintendent’s Signature:** | | | | | | | **Date:** | | | |
| **School Improvement Plan (continued)** | | | | | | | | | | |
| **School Name: Ben Hill Primary School** | | | | **System Name: Ben Hill** | | | | | | |
| **Principal Name: Alex Tillman** | | | | **School Year: 2016-2017** | | | | | | |
| **Measurable Goals:**  **All students in K-2 will show 1.0 years growth in ELA for the 2016-17 school year as measured by \_\_\_\_GRASP\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  **All students in K-2 will show 1.0 years growth in Math for the 2016-17 school year as measured by \_\_\_\_\_GRASP\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** | | | | | | | | | | |

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| **School Keys Strands** | **Actions, Strategies, and Interventions** | **Timeline** | **Estimated Costs, Funding Sources, and Resources** | **Person(s) Responsible** | **Evaluation of Implementation  of Strategies and  Impact on Student Learning** | |
| **Artifacts** | **Evidence** |
| **Curriculum,**  **2A** | **Effectively implement Common Core Georgia Performance Standards in Reading/ELA and Math, Literacy Standards for Science and Social Studies. Utilize GaDOE Instructional Framework**    Use Number Talks to build mental computation skills and to improve vocabulary skills  Continued implementation of PALS school-wide intervention  Continued implementation of a school – wide phonics program (Phonics Dance)  Continued implementation a keyboarding program  Educational Learning Programs (i.e. Educational Theatre, Science Night Presenter)  Scholastic Core Clicks  Implementation of writing units  Implementation of Phonemic Awareness in Young Children | August 2016- May 2017 | $0  $0  $0  $3000.00  $3500.00  $3000.00  $5000.00  $500 | Math Coach  Instructional Coaches, Teachers & Administrators  Instructional Coach, Teachers & Administrators  Lab facilitator  Administration  Teachers & Instructional Coaches  Writing Consultant, Teachers Instructional Coach  Teachers, Instructional Coach & Administrators | Observations  Lesson Plans & observations  Phonics & lesson plans  Lesson Plans and observations  Student work and lesson plans  Observations,  Programs and lesson plans  Observations  Observations and lesson plans | Teachers participate in professional learning and follow implementation expectations  Students effectively using PALS  Students work and test scores  Facilitator implementation expectations  The actual program  Student work and test scores  Writing Rubrics  Student work and test scores |
| **School Keys Strands** | **Actions, Strategies, and Interventions** | **Timeline** | **Estimated Costs, Funding Sources, and Resources** | **Person(s) Responsible** | **Evaluation of Implementation  of Strategies and  Impact on Student Learning** | |
| **Artifacts** | **Evidence** |
| **Assessment,**  **1B, 1D, 1E2, 8A, 12, 13** | Revise and administer EOQ assessments every nine weeks and analyze results during team planning meetings to guide planning for re-teaching and remediation    Administer GKIDS assessments every 9 weeks for all kindergarten students and analyze results during reflection meetings to guide planning for re-teaching and remediation  Administer GKIDS Pre-assessment during first 6 weeks of school & analyze results during reflection meetings  Administer GRASP Pre & Post Assessment and analyze results  Administer ESGI pre and post assessment and analyze results | August 2016  May 2017  August 2016  August 2016-May 2017  August 2016-May 2017 | $2000.00  (for subs)  $0  $0  $2500  **$2600** | Instructional Coaches  Instructional Coaches, teachers, and Administrators  Instructional Coaches, Teachers, Administrators  Instructional Coaches, Teachers, Administrators  Instructional Coaches,teachers,administrators | Revised assessments, sign in sheets, notes from meetings  Percentage sheets  GKIDS Pre-screener  GRASP Pre & Post Assessment  ESGI pre & post assessment | Teachers and instructional leaders analyze their assessment data and can show areas of need for all students. Teachers can explain how their instructional plans are adjusted based upon student data.  GKIDS report & data  GRASP report and data  ESGI report and data |
| **School Keys Strands** | **Actions, Strategies, and Interventions** | **Timeline** | **Estimated Costs, Funding Sources, and Resources** | **Person(s) Responsible** | **Evaluation of Implementation  of Strategies and  Impact on Student Learning** | |
| **Artifacts** | **Evidence** |
| **Instruction**  **1C, 2, 2A** | Implement and monitor giving effective standard – based feedback to students. (Use strong and weak work; FIP modules)    Use literacy strategies to build prior knowledge and to improve vocabulary skills  Utilize common planning time (include paras and Sped teachers)  Peer observations for writing and PALS  Collaborate to integrate technology and to create flipcharts  Tier II will take part in a school wide intervention block (teachers are responsible for tier II interventions in the classroom utilizing small groups).  Incorporate differentiated reading passages in the content area.  Use Science and Social Studies Weekly for content instruction | August 2016  May 2017  August 2016-  May 2017 | $0  $0  $0  $1200.00 for subs  $0  $0  $5000  $5000 | Teachers  Instructional Coaches and Teachers & Administrators  Administrators, Coaches, Teachers, Paraprofessionals  Administrators and Coaches  Vartech and Instructional Coaches  Administrators, teachers, coaches, and counselors  Instructional Coach & Administrations  Instructional Coach, Teachers & Administrations | Document cameras, Agendas/minutes from Professional Learning  Lesson plans  Schedule, sign in sheets, agendas  Schedules observations notes  Flipcharts, lesson plans  Lesson plans, Star screener reports  Reading passages & books  Science and Social Studies Weekly | Improve scores on assessments  Improved student achievement  Improved student scores. Teachers monitor student progress and adjust instruction based on data  Improved student achievement  Improve student scores: Report cards and universal screener  Student learning and Lexile  Student achievement in content areas |
| **School Keys Strands** | **Actions, Strategies, and Interventions** | **Timeline** | **Estimated Costs, Funding Sources, and Resources** | **Person(s) Responsible** | **Evaluation of Implementation  of Strategies and  Impact on Student Learning** | |
| **Artifacts** | **Evidence** |
| **Instruction**  **1E1, 2A, 3, 5, 9** | Tier III students will be served during the intervention block by certified support personnel (teacher will consult Tier III instructor to assure proper instruction is provided)    Continued implementation of LIPS instruction by kindergarten teachers  Provide a set reading time for leveled reading groups  Provide additional support to Reading and Math teachers from Instructional Coaches who will guide the implementation of research-based instructional strategies. Emphasis will be placed on guided reading and math groups, as well as feedback and coaching.  Increase teacher/student use of modern technology as outlined in the 2012-2017 Technology plan as an effective instructional tool to engage students and support conceptual understanding and independent application of core content. Provide timely technical support so that technology can be used meaningfully and continuously.  Provide individual student devices to all classrooms.  Refresh Title purchased technology that has become obsolete.  Provide instruction by highly qualified teaching staff and paraprofessionals  Technology for SPED and other software programs.  Software Programs: Imagine Learning, IXL Math Program, Accelerated Math, Starfall,,eSpark, Ticket to Read, Accelerated Reading, Reading A-Z. BrainPop Jr.,Core Clicks  Select and assign mentors for identified faculty members.  Increase the number of teachers qualified to mentor college student teachers for the purpose of recruitment.  New MDM  50 promethean board projectors  (single bulb)  Carts for 30 lap top computers  90 ipads ( 7 per 12 kindergarten  classes)  90 ipad cases at $60 per case  Power strips | August 2016  May 2017  August 2016  May 2017 | $135,500.00  $5000  Instructional Coach salary  $1500  $60,000.00  $10,000.00  $25000.00 and funds from additional funding sources  $45,000  Salary supplement for mentors  $2500.00  $10,000.00  $40,000.00  $16,000.00  $36,000.00  $5400.00  $268.00 | Administrators, Counselors, Teacher and Tier III teacher  Kindergarten Teachers, Instruction, Consultant, & Administration  Administrators, Instructional Coaches, teachers  Instructional Coaches  Administrators, Tech support personnel (Vartek), Media Specialist, Coaches, System Technology team, Teachers  Technology team, administrators, coaches, Vartek, teachers  Administrators  Administrators, teacher  Teachers, Coaches, & Administration  Principal  Principal  Vartek, Technology team,  Administrators,  Coaches, & teachers        Vartek,tech team, administrators, coaches & teachers  Vartek, tech team, administrators, coaches & teachers  Vartek, K teachers, administrators & coaches  Vartek, K teachers, administrators & coaches  Vartek | Intervention schedule, plans, Star screener results and reports  Running records  Coaching schedule, professional learning, agendas and minutes, sign-in sheets, observation forms with feedback, schedules and plans  Technology Plan, Agenda, Sign-in sheet from PL on technology, tech support log  Technology plan, lesson plans,  Certificates  Computer programs, apps  Mentor/Mentee assignments  Monthly agenda/sign-in sheets for meetings between mentors and mentees  Mentor/Mentee assignments, monthly meeting minutes between mentors and mentees  Computer progams,apps  Projectors used in classrooms  Carts in use in classrooms  Ipads in use in classrooms  Ipads cases in use.  Installed in classrooms | Increased student achievement  Data  Improved reading and math scores  Teachers will be able to articulate the role of the academic coaches in guiding the implementation of CCGPS.  Teachers can provide examples of student work that has been enhanced by technology.  Student work that has been enhanced by technology  Reports and data from individual programs  New teachers can articulate how their mentor has supported them instructionally throughout the school year.  Student teachers can articulate how their mentor has supported them during their internship  **Reports and data from programs**  **Improved instruction**  **Improved instruction**  **Improved instruction**  **Administration observation**  **Installed by Vartek** |
| **Planning and Organization**  **1A, 1B, 4A, 4B, 4C, 8A, 12** | **Actions, Strategies, and Interventions**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  PBIS  Team Planning with Instructional Coaches  School Committees  Intervention Team  Budget Planning with Central office staff  Scheduling  (staff and students) | **Timeline**  **\_\_\_\_\_\_\_\_\_\_\_**  August 2016  May 2017    February 2017  February 2017  August 2017 | **Estimated Cost,**  **Funding Sources,**  **And Resources**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  $1,500.00  Principal’s account  $0  $0  $0  $0  $0 | **Person(s)**  **Responsible**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  PBIS Team  Instructional Coaches  Personnel  Administration, Instructional Coaches, and Counselors  Principal and Central office staff  Administration and Counselors | **Artifacts**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  PBIS plan, Agendas and minutes  Notes and minutes from meetings  Sign up sheets and notes from meetings  Guidelines, notes, minutes, and STAR reports  Notes from meeting  Placement cards, notes, class rosters, teacher schedules | **Evidence**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Monthly meetings  Discipline reports  Improved student achievement  Student achievement |
| **School Keys Strands** | **Actions, Strategies, and Interventions** | **Timeline** | **Estimated Costs, Funding Sources, and Resources** | **Person(s) Responsible** | **Evaluation of Implementation  of Strategies and  Impact on Student Learning** | |
| **Artifacts** | **Evidence** |
| **Professional Development**  **2A, 4A, 4B, 4C, 8A** | Establish a plan for teacher collaborative planning and professional learning aligned with the School Improvement Plan during the school day.     1. Determine a schedule for teacher meetings and professional learning to study and implement best practices. 2. Clearly define expectations of meetings by setting an agenda and recording minutes. 3. Teachers will analyze and discuss student work to identify specific needs of students. 4. Increase content knowledge and teaching strategies in all academic areas. 5. Provide additional resources and improve teacher strategies for working with students with disabilities. 6. Increase the number of peer observations 7. Professional learning on analysis of student work. 8. Professional development for writing, incorporating technology in the classroom, math, reading, science, social studies, and differentiated instruction | August 2016  May 2017 | $0  $5000.00 Title I, Principals account,  FTE funding | Principal and Instructional Coaches  Administrators, Instructional Coaches, SIP Team, Teachers | Copy of schedule for meetings and minutes from meeting  Meeting schedules, agendas, minutes, analyzed student work | Administrators can articulate how the schedule was created in order to maximize opportunities for staff to work collaboratively for improved teaching practice and student learning results  School leaders are meeting with learning teams on a consistent basis to discuss effective teacher practice and examine student work. |
| **School Keys Strands** | **Actions, Strategies, and Interventions** | **Timeline** | **Estimated Costs, Funding Sources, and Resources** | **Person(s) Responsible** | **Evaluation of Implementation  of Strategies and  Impact on Student Learning** | |
| **Artifacts** | **Evidence** |
| **Professional Development**  **1A, 1B, 1E2, 16** | Professional learning for staff members who work with students with disabilities. (Accommodations and Modifications, Co-Teaching, Read-Well)    Continue to implement a systematic monitoring process to determine effectiveness of professional learning, implementation of standards-based classrooms and implementation of the curriculum. (walk throughs, formative assessments, summative assessments)  Strengthen the focus and work of the Leadership Team/SIP Team to increase the implementation and monitoring of School Improvement Initiatives  Professional learning for Instructional Coaches to implement a more effective way of coaching and leading teachers. (Renaissance Learning, Lexile Levels, SLO Training)  LiPS training for all 1st grade teachers | August 2016  May 2017 | $1,200.00  $0  Data Retreat Summer 2017 for 2 days. $150.00 stipend for nine participants $1200.00 total  (Title I)  $2000.00  $10,000.00 | Special Education Director, Special Education Teachers  Instructional Coaches, SIP Team, Administrators  Principal, SIP/Leadership team  Instructional Coaches  LiPS consultant | Specialized scheduling for students with disabilities, professional learning agendas, sign-in sheets and minutes of meetings  Observation summaries and reports.  Formative and Summative assessments  Action plans, agenda, minutes, sign-in sheets, School Improvement Plan  Action plans, agendas, SLO assessments, sign-in-sheets, planning notes  Observations, LiPS kits, lesson plans, sing-in sheets | Teachers can explain the modifications and accommodations provided in individual IEP’s. Co-teachers can explain their roles and responsibilities.  Teachers can articulate the purposes of the professional learning and the specific ways it will be evaluated.  The principal and SIP team can descried the school improvement plan and data analysis process. They can identify needs for all students including subgroups.  Instructional coaches are implementing coaching strategies and are working weekly with teachers in team planning and professional learning.  Student learning |
| **Leadership**  **1A, 1B, 6B, 8A, 12, 16** | **Actions, Strategies, and**  **Instruction**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Leadership Team  Data Retreat  Grade Chairs  School Council  Administrative Team | **Timeline**  **\_\_\_\_\_\_\_\_\_\_\_**  Aug 2016-  May 2017  June 2017  Aug. 2016  May 2017  Oct 2016 –  Sept 2017  Aug 2016 –  May 2017 | **Estimated Costs, Funding Sources, and Resource**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  $0  $1,500.00  $0  $0  $0 | **Person(s)**  **Responsible**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Principal  Leadership Team  Principal and Teachers  Principal  Principal | **Artifacts**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Agendas and minutes from meetings  SIP and Data Retreat Notebook  Notes and minutes  Agendas and minutes from meetings  Notes and minutes, calendars | **Evidence**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Student achievement |
| **School Keys Strands** | **Actions, Strategies, and Interventions** | **Timeline** | **Estimated Costs, Funding Sources, and Resources** | **Person(s) Responsible** | **Evaluation of Implementation  of Strategies and  Impact on Student Learning** | |
| **Artifacts** | **Evidence** |
| **School Culture**  **4A** | Establish attendance protocol  Continue to implement the Positive Behavior Support System (PBIS) to decrease the number of discipline referrals.  Review P.B.I.S matrices and school-wide expectations in the BHPS discipline plan with teachers, students, and parents at the beginning of the school year.  Establish an alternative learning environment for students with repeated office referrals (lunch detention)  Create and implement a mentor program for students with multiple discipline referrals. (Two student maximum per adult)  Class recognition for attendance  Upgrade student furniture  Establish a school-wide lunch recess  Create a courtyard for classroom use  Campus improvement and appearance | August 2016  May 2017  August 2016-May 2017 | $0  $5000  Travel to PBIS meetings for professional learning PBIS team members $1000.00  (Title II)  $18,000.00  $0  $1,000.00  Principals account  $2,000.00  $0  $5000  $1000 | Administrators, Counselors, and Teachers  PBIS Team  PBIS Team  Assistant Principal and designated staff  Assistant Principal, School Social worker, Counselors, Community representatives  PBIS team  Principal  Principal & designated staff  Principal & designated staff  Principal & designated staff | Protocol  Infinite Campus data, agendas, minutes, and sign-in sheets from P.B.I S meetings  Agendas and minutes from meetings  Infinite Campus  Roster of mentors and mentees. Update reports  Football field at the end of each hall showing score from attendance  Furniture  Playground  Picnic tables and concrete pad | Staff, students, and parents can articulate the protocol and understand its implications  School leaders can articulate how implementation of the school’s plan is progressing based on their observations and the review of discipline referral data. There is consistency in the way discipline is handled.  Students can explain their classroom discipline policy and consequences.  Mentors report on monthly student progress  Students can articulate why they received recognition celebration  Increase student achievement  Increase student achievement  Increase student achievement  Increase student achievement |
| **School Keys Strands** | **Actions, Strategies, and Interventions** | **Timeline** | **Estimated Costs, Funding Sources, and Resources** | **Person(s) Responsible** | **Evaluation of Implementation  of Strategies and  Impact on Student Learning** | |
| **Artifacts** | **Evidence** |
| **Student, Family, and Community Involvement**  **6A, 6B, 16, 17** | Continue to implement practices to strengthen parent/community involvement   1. Communities In School 2. Family involvement activities:  * Parent Nights * Technology Night * Science Night * Reading Celebrations * AR Nights * Roanoke Home Family Day * Lunch and Learn * Parent/Student Instructional Support * Skills by quarter trifold for parents * ESOL Parent Night  1. School Council 2. PTO  * Regular meetings (4) * Bingo Night * Muffins for Mom * Doughnuts for Dad | August 2016  May 2017 | $4000.00 Title I  $2000.00 Principals account  $1000.00 Media account  $400.00 PTO | CIS coordinator  Teachers  Administrators, Counselors, Coaches, Teachers, and Committees  Media Committee  Coaches  Coaches  ESOL Teachers  Principal  PTO members | CIS reports, Mentor sign in sheets,  Flyers, Sign in sheets, Agendas, Schedules, and Pictures  Flyer  Sign in sheets, agendas, minutes  Sign in sheets, agendas, minutes form meetings | Students and teachers can articulate how CIS is helping improve academics  Parents and students can articulate what was learned at family activities  Parents can articulate required skills for each quarter  Council members can articulate information discussed at meetings |
| **School Keys Strands** | **Actions, Strategies, and Interventions** | **Timeline** | **Estimated Costs, Funding Sources, and Resources** | **Person(s) Responsible** | **Evaluation of Implementation  of Strategies and  Impact on Student Learning** | |
| **Artifacts** | **Evidence** |
| **Student, Family, and Community Involvement**  **6A, 6B, 7A, 9, 10, 11, 18** | Monitor the school to home communication system to ensure parents are informed of student needs and progress   1. Communicate new report card and rubrics to parents 2. Kindergarten and third grade orientations 3. Open house 4. Parent conferences 5. Parent surveys 6. Reading incentives for students 7. Provide interpreter for ESOL parents as needed 8. Teacher and school websites 9. Family Liaison   Provide free lunches to all students  Coordinate transitions to Kindergarten | August 2016  May 2017 | $2500.00  Title I  Government  $0 | Classroom Teachers, Administrators, Instructional Coaches, Counselors  Nutrition Director,  Administrators, teachers  Administrators, Counselors, Instructional Coaches | Newsletters, Flyers, Homework sheets, Weekly homework folders, Documentation of parent contacts by faculty members, Parent conference logs, Sign in sheets  Parent student reading log  Student participation counts  Letters to parents, newspaper articles, Radio broadcast | Parents and teachers can explain how they communicate about student work and progress toward meeting standards |