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| **SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE** | | | | | |
| **School Name:** Ben Hill Primary | | | **District Name:** Ben Hill | | |
| **Principal Name: Alex Tillman** | | | **School Year:** 2016-2017 | | |
| **School Mailing Address:** 221 JC Hunter Drive Fitzgerald, GA 31750 | | | | | |
| **Telephone:** 229-409-5592 | | | | | |
| **District Title I Director/Coordinator Name: Stevie Harden** | | | | | |
| **District Title I Director/Coordinator Mailing Address:** 509 W Palm Street Fitzgerald, GA 31750 | | | | | |
| **Email Address:** stephen.harden @benhillschhols.org | | | | | |
| **Telephone:** 229-409-5500 | | | | | |
| **ESEA WAIVER ACCOUNTABILITY STATUS**  **(**Check all boxes that apply and provide additional information if requested.) | | | | | |
| **Priority School** | | **Focus School** | | | |
| **Title I Alert School** | | | | | |
| **Principal’s Signature:** | | | | **Date:** | |
| **Title I Director’s Signature:** | | | | **Date:** | |
| **Superintendent’s Signature:** | | | | **Date:** | |
| **Revision Date:** December 4, 2015 | **Revision Date:** February 2, 2016 | | | | **Revision Date:1/5/17** |

### SWP Template Instructions

* All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
* Please add your planning committee members on the next page.
* The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
* Please submit your School Improvement Plan as an addendum after the header page in this document.

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## Planning Committee Members

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| NAME | MEMBER’S SIGNATURE | POSITION/ROLE |
| Alex Tillman |  | Principal |
| Michelle Strickland |  | Assistant Principal |
| Haley Luckie |  | Counselor |
| Becky Wallace |  | Counselor |
| Susan Henry |  | Instructional Coach |
| Laura Hammond |  | Kindergarten Teacher |
| Crystal Neal |  | 1st Grade Teacher |
| Jessica Smith |  | 2nd Grade Teacher |
| Ashley Wicker |  | 1st Grade Teacher |
| Benita Reese |  | 2nd Grade Teacher |
| Mark Sutton |  | BOE Liaison |
| Stephanie Stanfill |  | K-5 Curriculum Coor. |
| Sharon Eckler |  | ESOL Teacher |
| Marrrisa Melton |  | Kindergarten teacher |
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## SWP/SIP Components

| 1. A comprehensive needs assessment of the entire school, (including taking into account  the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1). |
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| *Response:*   * 1. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were administrators, instructional coaches, counselors, teachers, leadership team, and School Council members. The ways they were involved were through educational research and planning.   2. We have used the following instruments, procedures, or processes to obtain this information: team planning, faculty meetings, Leadership Team, and School Council meetings. The following instruments are used at Ben Hill Primary School: GRASP, ESGI, iREADY, Georgia Kindergarten Inventory Developing Skills (GKIDS) and EOQ tests. Ben Hill Primary will conduct parent surveys throughout the school year to collect data and feedback.   3. We have taken into account the needs of migrant children by (or if you have no migratory students . . . these are the procedures we would follow should those students be in attendance). Ben Hill Primary will follow all local policies and procedures to insure the needs of all migratory students.   4. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example: Teachers analyze quarterly Performance Matters, GRASP, ESGI, iREADY, and GKIDS data. Test scores are analyzed in order to make necessary improvement in instruction. This information is used to provide guidance in areas of need.   5. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards [the Georgia Standards of Excellence and the Georgia Performance Standards] and the State student academic achievement standards including      + Economically disadvantaged students . . .      + Students from Major racial and ethnic groups . . .      + Students with disabilities . . .      + Students with limited English proficiency . . .   After reviewing the data from Performance Matters and GKIDS, African American students at Ben Hill Primary have the greatest need for improvement in reading and language. Students with disabilities have a need for improvement in reading, language, and math. Other subgroups have no significant needs according to test data.  E1. The data has helped us reach conclusions regarding achievement or other related data.   * + - The major strengths we found in our program were . . .   (Be specific. Example: Not just Reading – Indicate Fluency, Comprehension, etc.)   * + - The major needs we discovered were . . .     - The needs we will address are . . .     - The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .     - The ROOTCAUSE/s that we discovered for each of the needs were . . .   (How did you get in this situation? What are some causes?)  Major strengths in reading are found in recognition of rhyming words, phonics and word analysis skills and the command of conventions when writing and spelling. Major strengths found in math are measurement and data (organizing, representing, and interpreting data), numbers and operations in base ten (reading and writing numerals to represent amounts).  The major needs discovered at Ben Hill Primary are found in reading high frequency words, capitalization and punctuation and reading literary skills. Weaknesses in math are operations and algebraic thinking (one and two-step word problems), fact fluency and measurement and data (linear measurement).  Ben Hill Primary will attempt to meet those needs through resource, small group instruction, intervention, afterschool, and volunteers. The resource teachers will work in small groups with students with disabilities who show deficiencies in math and reading. The root causes of the issues seem to be student ability, parental involvement, and time.  E2. The measurable goals/benchmarks we have established to address the needs were . . .  All students at Ben Hill Primary School will show one year growth in ELA as measured by GRASP.  All students at Ben Hill Primary School will show one year growth in math as measured by GRASP. |

| 2. Schoolwide reform strategies that: |
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| *Response:*  In order to accomplish goals established after analyzing needs assessment data, the administration and Title I stakeholders of Ben Hill Primary School developed reform strategies that meet the following Title I criteria:   1. Provide opportunities for all children in the 3rd grade to meet or exceed Georgia’s proficient and advanced levels of student performance on the state mandated curriculum, Georgia Standards of Excellence, which are assessed on the Georgia Milestones End of Grade Assessment. 2. Are based upon effective means of raising student achievement 3. Use effective instructional methods that increase the quality and amount of learning time 4. Address the needs of all children, particularly target populations   Address how the school will determine if such needs have been met and are consistent with the improvement plans approved under Educate America Act (2000) which seeks to establish frameworks in which to identify world-class academic standards, to measure student progress, and to provide the support that students may need to meet the standards. |

| * Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D). |
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| *Response:*   * 1. The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard are . . . (Strategies to be used.) * Content specific teaching * Consistent use of Reading Workshop * iReady for intervention tiers II and III * HurriKids time ( 30 minute uninterrupted reading block) * Use math manipulatives to enable student thinking to progress from concrete to abstract. * Using LIPS for phonics instruction. * Implement PALS (Peer Assisted Learning Strategies) as a way to increase student achievement with low achieving students. * Pilot LiPS classrooms in 1st grade for phonics instruction * Implement LiPS and Cloud 9 in EIP and Tier III groups K-2. * Using Lexile to determine student reading levels for differentiation * Teachers are engaging in ongoing revision of GSE units to bolster language arts and math performance. Tasks to include relevance and rigor and depth of knowledge. All pacing guides and curriculum maps are labeled with standards/elements. Lesson plans are created using the pacing guides. Lesson plans are labeled with the standard/element being taught. * Teachers and students are increasing the use of Language of the Standard (LOTS) to express learning expectations. * 21st century technology is being utilized in instructional delivery. Teachers have access to and use the following electronic instructional supports:   + Two computer labs   + Mobile Promethean Boards   + Desktop computers   + Active Votes   + Active Slates   + Document cameras   + Flip charts   + iPad carts with student iPads * Inclusion co-teaching classrooms provide Student with Disabilities the opportunity to attend regular education classes to ensure they have equitable access to the Georgia Performance Standards curriculum.   In order to meet the needs of all intervention students, additional help outside of the regular instruction is offered. The most academically challenged students are given the chance to work with an intervention specialist either one on one or small group, each day for 45 minutes. Students are assigned to a certified teacher for small group reading and writing instruction. The other portion of time is spent with a second certified teacher for small group math instruction. |

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| * Use effective methods and instructional strategies that are based on scientifically based research that:   + - * strengthen the core academic program in the school.       * include strategies for meeting the educational needs of historically underserved populations |
| *Response:*  Ben Hill Primary will provide HurriKids time for all students. Teachers will also provide 45 minutes of small group instruction to Tier II students during intervention time.  Teachers will use PALS (Peer Assisted Learning Strategies) which is a peer-mediated instructional program to strengthen reading comprehension and math fluency. |

| * + - Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:       * counseling, pupil services, and mentoring services;       * college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and       * the integration of vocational and technical education programs; and |
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| *Response:*  Ben Hill Primary implements Learning Focused Strategies in the classroom. Teachers are also provided Best Practices training through Formative Instructional Practices (FIP) during professional learning. |

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| * + - * Address how the school will determine if such needs have been met; and       * Are consistent with, and are designed to implement, the state and local improvement plans, if any. |
| *Response:*  Administrators, instructional coaches, teachers, and counselors will use data from Performance Matters, GKIDS, GRASP, and iREADY to guide instructional decisions to meet the needs of students. |

| 3. Instruction by highly qualified professional staff |
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| *Response:* All certified teaching staff and paraprofessionals at Ben Hill Primary School are 100% highly qualified. Candidates must be highly qualified to be considered for a position at Ben Hill Primary. |

| 1. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards. |
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| *Response:*   * 1. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example . . . (Be specific)   Ben Hill Primary School understands the importance of quality professional development that improves teacher content knowledge and pedagogy, as well as increases student achievement. Professional development activities are aligned with the state’s academic content, Georgia Standards of Excellence, and student achievement standards. High impact, research-based professional development activities are implemented with the expectation that they will have substantial, measurable, and positive impact on academic achievement  The faculty and staff have numerous opportunities for continued professional learning for both enhancement and remediation throughout the year. The district/school and Coastal Plains RESA (Regional Educational Services Agency) provide various classes and workshops. The following is a representative sample of professional learning currently offered by Coastal Plains RESA:   * Gifted In-field Endorsement * Reading Specialist Encorsement * Number Talk in the Mathematical Practice and Content * Writing IEPs * Various Leadership Workshops * ESOL: Common Core Georgia Performance Standards and WIDA * FIP: Formative Instructional Practices   The Ben Hill County School System offers teachers, paraprofessionals, and administrators opportunities to attend conferences, workshops, and seminars throughout the year. Listed below are the FY 2016-2017 professional learning activities for BHPS:   * Implementation of Professional Learning Communities. * Continued implementation of GSE will be ongoing throughout the year with focus on reviewing Learning Targets and common assessments. * Continued implementation of writing units in K-2 classrooms. * Continued implementation of reading workshop and using Lexile levels to guide instruction. * Continued implementation of PBIS will be ongoing throughout the year. * Technology training is offered throughout the year by the Media Specialist and Technology Coach. Training that will be offered revolve around *How To Use…*Office 365, document cameras, electronic instructional flip charts, iPads, Promethean Board, Number Corner, and The Newest 2.0 Web Tools. * Implementation of schoolwide close reading.   1. We have aligned professional development with the State’s academic content and student academic achievement standards . . .Ben Hill Primary has aligned Professional Development to the GSE and the training of technology and best practices and to the student achievement goals of the school.   2. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example . . . (money, time, resources, instructional coaches) * A two day training and informational session is held before the start of the school year for all teachers new to the system. * The ELA Instructional Coach and Math Instructional Coach will provide professional learning every 1st and 3rd Thursday of the month. Professional learning will focus on teaching and learning in a standards based classroom, Georgia Standards of Excellence and Formative Instructional Practices. * Title I and school improvement money is used to provide needed professional development for the staff.   We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information, and to improve the achievement of individual students and the overall instructional program in the following ways . . . Ben Hill Primary teachers have participated in the training of GRASP, iREADY, Reflex, and ESGI which are tools to help develop assessments and collect data needed to drive instruction. The instructional coaches facilitated this professional learning. |

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| 5. Strategies to attract high-quality highly qualified teachers to high-need schools. |
| *Response:* We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. (Use HiQ Report and school staff roster. Indicate how certification deficiencies are being addressed.)  The Ben Hill County School System posts vacancies on the Teach Georgia website ([www.teachgeorgia.org](http://www.teachgeorgia.org)) and on the system webpage ([www.ben-hill.k12.ga.us](http://www.ben-hill.k12.ga.us)). Job vacancies are posted in the local newspaper, *The Herald-Leader*. Job flyers are sent through email attachment to colleges and universities across the southern United States. They are also emailed to career offices of technical colleges and the Department of Labor sites. Monster Trax is utilized to post vacancies on its site for historically black colleges and universities. Central Office administration, school principals and other staff members attend nearby recruitment/career fairs at Valdosta State University and Georgia Southwestern State University.  All new teachers are assigned a mentor who has participated in the teacher/ mentoring program. Peer observations and collaborative planning sessions between the mentor and novice teachers are regularly scheduled.  A three-day teacher orientation is conducted for all new teachers to the system prior to pre-planning week. During this orientation, teachers are trained in best-practices and in the Georgia Teacher Evaluation Program. They are oriented to the community, and vendors present their educator benefit packages at luncheon meetings. Representatives from professional organizations discuss their offering for educators. The orientation ends with site specific orientation where the new teachers are introduced to their mentors and building level expectations are established.  There is an exit survey given to each staff member who resigns in order to determine why they left the district. The exit survey results are analyzed and used as part of the needs assessment. Exit conferences are held at the request of the employee or employer.  To continue attracting high quality teachers, BHP has partnered with Georgia Southwestern State University and Valdosta State University to provide student teachers, junior block students and education students in need of observation hours opportunities to learn from the school’s master teachers.  Other factors that att**r**act highly qualified teachers to BHPS are the modern, well maintained, and attractive facility, as well as supportive administrators and colleagues. Other reasons include a safe learning and working environment, well disciplined students, classes with adequate textbooks and other instructional supplies, and 21st century technology to support teaching and learning. The staff works in data-driven, collaborative teams that share a sense of “family” camaraderie. The overall climate of the school is professional and collegial. Many of the teachers live in Ben Hill County and have their children enrolled in the local schools. The parents and community are very supportive of the school. |

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| 6. Strategies to increase parental involvement in accordance with Section 1118, such as  family literacy services. |
| *Response:*   * 1. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by . . .   Ben Hill Primary School’s goal is to build parent involvement capacity by providing parents the opportunity to play an active part in the educational process of their child while enrolled at the school. The school focuses on six areas in order to achieve this goal. These areas are: (1) communication, (2) parenting, (3) student learning, (4) volunteering, (5) decision-making and advocacy, and (6) collaborating with the community.   * 1. We have developed a parent involvement policy included in our appendices that      + includes strategies to increase parental involvement (such as family literacy services)      + describes how the school will provide individual student academic assessment results, including a interpretation of those results      + makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)      + compacts required – include with policy      + Parent Involvement checklist included   Communication between home and the school is imperative to a child’s education. Ben Hill Primary School has multiple measures to ensure that meaningful communication occurs between the school and the home. Collaborative compacts are signed at the beginning of the school year between the student, parent, and teacher which define goals, expectations, and shared responsibilities of each partner for student learning. Weekly homework sheets, progress reports, test reports with explanation, behavior charts, newsletters, and notes are sent home by individual teachers. Breakfast and lunch menus are available to students. The media specialist maintains an up-to-date school website. Required (mandated by BHPS) 1st and 3rd quarters parent-teacher conferences take place twice a year in kindergarten. Parent-teacher conferences are also required of parents of 1st and 2nd graders who are not passing with 80% or higher for 1st and 3rd quarters. Other conferences occur as needed/requested by parents/teachers. Concerns, comments, or questions may be communicated via email, phone, or in person by parents or teachers anytime during the school year.  Communities-in-Schools has partnered with the Ben Hill County School System to provide school supplies to students as needed.  During the current school year, the instructional coach, media specialist, counselors, and school social worker will organize Parent Night and parent involvement workshops. Some examples of the workshops include: *Promoting Literacy, Infinite Campus Parent Portal, Reading and Math Fluency.*  The school counselors play a vital role in supporting parents by meeting with them as the need arises. The school also offers an orientation night for all rising kindergarten parents to learn about the school and the curriculum.  Parents play an integral role in enhancing student learning. Accelerated Reader Night provides an opportunity for parents to read with their child and the child to read to them. Ben Hill Primary encourages parents to take an active role in their child’s education by supervising homework each night and checking folders for weekly skills, wall words, and previously completed class work. In order for parents to assist their children with school work, they must have the knowledge to do so. BHPS offers opportunities for parents to learn through various parent workshops and Math/Science Night activities. A Fall Festival will be held in the fall. Parents and students are invited to enjoy a night of fun with art activities, and carnival type games and food. Parents are invited to attend Donuts for Dad and Muffins for Mom which allows students and parents to interact in a school atmosphere. Parents are also invited to PRIDE programs which focus on Character Education traits. Grade levels perform at these programs with music and skits.  Parents are welcomed and encouraged to volunteer. Numerous opportunities exist for volunteer participation in the school. PTO welcomes parents interested in serving on various committees dedicated to improving the school. Activities like the Fall Festival, Cultural Arts Day, Accelerated Reading Night, and the Reading Celebration benefit when volunteers assist. Volunteers play an important role in monitoring students as they engage in daily school activities, such as moving through hallways, eating lunch, and boarding busses. In addition, teachers always welcome another pair of hands to help out in the classroom.  Parents are full partners in the decisions that affect children and families. Parents are notified of all School Council meetings and invited to attend. Thoughts and opinions of parents are sought through completion of various surveys. Their input is used to revise the Title I Parent Involvement activities and policy and provides viable ideas for school improvement. Parents are encouraged to attend all RTI, SST and IEP meetings to provide input in to the decision-making process for their child’s education.  Community resources are used to strengthen the school, families, and student learning. The Ben Hill County Department of Children and Family Services works closely with school counselors to provide assistance to families as needed. The Monitor Enrichment Program provides afterschool care and tutoring for some K-2 students. The school shares pacing guides and curriculum maps to reinforce basic academic skills and accelerate learning for some of these students. The Ben Hill County Health Department furnishes parents with information and provides vaccinations for students twice a year. Community workers are invited into the school for Career Week and Cultural Arts Day to share information about their job and/or services. Local churches, with the help of school counselors, provide holiday meals and gifts to needy families. The Fitzgerald-Ben Hill Public Library offers homework assistance. |

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| 7. Plans for assisting preschool children in the transition from early childhood programs,   such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to   local elementary school programs. |
| *Response:*   * 1. Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering form private schools plus students entering our school throughout the school year.   Assisting preschool children in the transition from Pre-K centers (school and private) to Ben Hill Primary begins every March with registration and kindergarten teachers screening Pre-K students. A Kindergarten Orientation is held for all Pre-K students and their parents. During this time parents meet kindergarten teachers, tour the kindergarten wing, and receive an introduction to the kindergarten curriculum. Local Pre-K centers and private daycare providers are offered an opportunity to bring their students to tour the facility, visit kindergarten classrooms, play on the playground, and enjoy a meal in the cafeteria.  When second graders transition to third grade, school counselors accompany the rising third graders and their parents each spring to Ben Hill Elementary School for a tour of the facility. Open House is scheduled the night prior to the first day of school in order for students and parents to meet teachers. |

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| 8. Measures to include teachers in the decisions regarding the use of academic assessments  described in Section 1111(b)(3) in order to provide information on, and to improve, the  achievement of individual students and the overall instructional program. |
| *Response:*   * 1. The ways that we include teachers in decisions regarding use of academic assessment are . . .   Multiple venues are used within the school to allow teachers the opportunity to engage in decision-making regarding the use of student assessment data to drive specific student instruction and to improve the overall functioning of the instructional program at BHP.  Teachers meet in grade level teams each week to review student work and make data-driven decisions regarding instructional lessons. The team also revise GSE units by examining the most effective strategies for teaching standards/elements, ways to improve performance tasks, additional materials to use, and scrutinizes assessment items for relevance and rigor and depth of knowledge.  Quarterly meetings are held so that teachers can analyze end of quarter test data, adjust GSE instructional plans, and address grade level student concerns such as academic performance, behavioral issues, and barriers to success.  Performance Matters, a data analysis system, is used throughout the year to measure student progress on quarterly benchmark assessments. The analysis of various reports guides teachers and administrators as they seek to review/ revise GSE units, assessment items, and pacing guides.  Assessment tools and universal screeners (GRASP, ESGI, iREADY) are used for progress monitoring. The various data are analyzed four times a year to gauge and monitor specific student performance in reading and math. Kindergarten teachers utilize the GKIDS and ESGI database to store and disaggregate data throughout the year for their students.  The School Improvement Team, composed of administrators, instructional coaches, and selected teachers from each grade level, review formative, benchmark, and summative data to revise the School Improvement Plan each year in order to focus on areas of need and identify research-based reform strategies to be implemented. After the system-wide summer Data Retreat, the team evaluates the current School Improvement Plan and writes the initial draft of the plan for the upcoming school year. The plan will be revised according to stakeholder input and implemented when approved.  Annually the school-wide Title I Program Plan which is congruent with the School Improvement Plan is reviewed and revised by stakeholders to reflect data-driven goals and objectives designed to increase student achievement and provide opportunities for all children to meet or exceed Georgia’s proficient and advanced levels of student performance.  Kindergarten teachers use the GKIDS to assess students every 9 weeks. EIP rubrics are completed at the beginning of school and those kindergarten students who qualify receive 45 minutes of instruction from an EIP teacher daily.  The School Based Intervention Team (SBIT) meets on an as needs basis. If a student is not making adequate progress, the child is placed in RTI by the SBIT team. Students are also placed in RTI by teacher referrals throughout the year. |

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| 9. Activities to ensure that students who experience difficulty mastering the proficient or  advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. |
| *Response:*  We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are . . . (Especially for those students who are struggling.)  The process that is currently being implemented to identify students experiencing difficulty mastering state standards is The Pyramid of Interventions Model provided by the Georgia Department of Education. This model is used to address the needs of all children by providing a tiered guide to identify and implement necessary interventions for students experiencing difficulty mastering the state standards.  In order to assess and provide interventions accordingly, the school uses progress monitoring to identify students struggling in Reading and Math. If a student is not identified by screening, but is having difficulty with classroom assignments, along with teacher recommendation, he/she is placed in Tier 2 interventions. When students score between 70 -75% on report cards, they are routinely placed in Tier 2 interventions. Tier 2 intervention students are served in small groups in the regular classroom.  Teachers at Ben Hill Primary School participate in professional learning and job-embedded activities that teach and reinforce strategies and interventions to help students who are struggling.  Regular education teachers and Special Education teachers meet during collaborative planning time to review the process of identifying and qualifying students who may need RTI intervention classes. During SBIT meetings teachers review specific student needs and make recommendations for intervention service.  The staff at BHP seeks to inform and reassure parents that they are doing many things to help students. Some priority areas are as follows:   * Research-based teaching strategies are consistently and pervasively used in all standards-based classrooms. * All students will be taught a viable curriculum, the Georgia Standards of Excellence. * A safe, bully-free environment will be maintained at all times which will be conducive to teaching and learning. * Frequent progress monitoring will occur, (every 4 weeks) and prompt intervention strategies will be implemented based on data. * All school personnel welcome parents and will gladly meet with them to discuss issues relating to their child’s education. * Parents will always be invited and encouraged to attend Pyramid of Intervention (SST) meetings.   The administration and instructional staff realize they cannot educate children without the active, on-going involvement of parents. Invaluable parental support is manifested when parents willingly resolve to assist the school by doing the following:   * Utilize the system/school website to gather information about school and district events. * Review weekly folders which contain student work and assessment information. * Monitor academic and behavioral progress closely by paying special attention to homework assignments, progress reports, and report cards. * Encourage children to read at home every day and record on a reading log. * Send children to school regularly, on time, for the entire day, and schedule appointments after school when possible. * Access the Open Door policy at Ben Hill Primary and frequently communicate with the school. * Become actively involved in school events (e.g., AR Reading Celebration, PTO, parent workshops). * Respond to requested parent-teacher conferences. * Consider becoming a volunteer or a mentor.   The local Health Department furnishes parents with information about health care issues. If needed, students are given vaccinations on the school campus twice a year. The local library provides services to assist students with reading difficulties, and the Monitor Enrichment Center offers after school tutoring. |

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| 10. Coordination and integration of federal, state, and local services and programs, including  programs supported under this Act, violence prevention programs, nutrition programs,  housing programs, Head Start, adult education, vocational and technical education, and   job training |
| *Response:* Ben Hill Primary School provides free lunches to all students according to the federal nutritional program. Ben Hill Primary School coordinates with federal, state, and local agencies to provide seamless transitions to kindergarten. |

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| 11. Description of how individual student assessment results and interpretation will be provided to parents. |
| *Response:*  Ongoing assessment of student achievement and communication of assessment results are available to parents through many means. Ben Hill Primary School teachers use a variety of assessment tools and techniques: classroom performance, standardized and teacher constructed tests, universal screenings, end of quarter tests, and computer-based instructional programs in determining student progress toward meeting Georgia Standards of Excellence.  Teachers provide parents with individual student assessment data from classroom instruction through progress reports and report cards. Parent conferences are held with teachers and counselors throughout the year to discuss a student’s academic progression. The school mandates that parents of kindergarten students meet with teachers during the first and third 9-week grading periods. Parents of first and second graders who are below 80% mastery are required to attend parent/teacher conferences. The student’s strengths and weaknesses, which are reflected on end of quarter exams and universal screenings, are discussed and acceleration and/or remedial interventions are identified. Furthermore, teachers communicate frequently and directly with parents via telephone calls, newsletters, notes sent home, and emails as they monitor students’ progress. The administrators, counselors, and instructional coaches have an Open Door policy and will meet with parents any time. |

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| 12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students. |
| *Response:*  Ben Hill Primary School has a well established procedure for collecting and disaggregating data on the achievement and assessment results of students. Data is used to inform and drive the instructional program.  Every nine weeks an end of quarter assessment is given using Performance Matters. A data analysis is provided and results are disaggregated by teacher in order to identify common areas of strength and weakness throughout the curriculum and grade level. Instructional/curricular corrections can be implemented to provide additional remediation or acceleration for students.  Intervention data is collected and disaggregated from progress monitoring. The data is used to determine the appropriate tier of intervention for struggling students. This data determines the possible development of more intensive instruction with increased progress monitoring for some students as they advance from tier one to tiers two through four.  During Team Meetings teachers analyze quarterly benchmark data generated through Performance Matters. Members perform an item analysis of the test to determine the validity of questions, the depth of rigor and relevance embedded in questions, and the equitability of standards/elements tested. Comparisons are also made between grade levels and/or specific classes to determine if the curriculum needs adjustment (re-teaching/accelerating) and how to make appropriate instructional plans for students.  In order to prepare for an upcoming school year, the district hosts a summer Data Retreat. Each school sends a data team composed of administrators, counselors, academic coaches, and teachers. After several intensive days of disaggregating various data sources, schools develop an individual school plan that reflects their identified needs. Administrators share the plan and update faculty on focus areas for the upcoming school year. The school-wide, data-based improvement plan clearly articulates priority areas, and SMART goals are established which will enable the school to measure the academic progress of their students and the effectiveness of their plan. |

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| 13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable. |
| *Response:*  At Ben Hill Primary School the ELA Instructional and Math Instructional coach are responsible for collecting, compiling, and maintaining classroom assessment data for disaggregation and discussion. |

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| 14. Provisions for public reporting of disaggregated data. |
| *Response:*  not applicable- Ben Hill Primary does not administer the Georgia Milestones Assessment |

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| 15. Plan developed during a one-year period, unless the LEA, after considering the   recommendation of its technical assistance providers, determines that less time is   needed to develop and implement the schoolwide program |
| *Response:*  Ben Hill Primary School is a School-Wide Title I school, and this plan serves to review and update requirements for continued School-Wide status. |

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| 16. Plan developed with the involvement of the community to be served and  individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary). |
| *Response:*  Ben Hill Primary School develops and submits an annual comprehensive School-Wide program plan. Revisiting and revising the plan is an ongoing process each year.  The development of the plan involves input from different stakeholders. The members of the School Council provide contributions from the community. The contents of the plan are implemented by those within the school. The School Improvement Team composed of the principal, assistant principal, ELA instructional coach, Math instructional coach, counselors, and other staff members are responsible for this specific aspect. Each member of the School Improvement Team disseminates the plan to the prospective grade levels in order to ensure understanding of and fidelity to the plan. After stakeholders have had opportunity to review and approve the final School-Wide plan, copies are provided to members of the School Improvement Team, School Council, and the Board of Education. Copies are also available in the school’s media center for parent and public perusal.  The School-Wide plan for FY 2016-2017 was initially revised after the system’s data retreat. A school representative who attended the data retreat will present the plan to the full parent body at a 2017 PTO meeting. Parents will the opportunity to offer input and suggestions. Parental ideas shared will be incorporated into the plan, and final copies of the plan were then made available to parents and the public |

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| 17. Plan available to the LEA, parents, and the public. |
| *Response:*  A copy of the Ben Hill Primary School Title I School-Wide Plan is readily available for parents and stakeholders upon request. Copies are provided to the School Council and the Ben Hill County Board of Education. Copies are available for preview in the school’s Media Center, Principal’s office, as well as in the offices of the district’s Superintendent and Title I Director. The system’s technology infrastructure has the capability of posting the plan on the district’s and/or school’s websites. In addition, the local newspaper, *The Herald-Leader,* is utilized to publish pertinent information about the school and its many programs. |
| 18.Plan translated, to the extent feasible, into any language that a significant  percentage of the parents of participating students in the school speak as their primary language. |
| *Response:*  Ben Hill Primary School will ensure, to the extent possible, that information related to school and parent programs, meetings, and activities will be sent to the home in the language spoken in the home. The school system employs a Family/Student Services Liaison who is bilingual and is able to translate documents and conversations during meetings with parents. The Southern Pines Migrant Education Agency, upon request, will provide Spanish speaking interpreters for migrant families. If interpreters are needed for languages other than Spanish, school personnel search community resources. Moreover, the TransAct program, provided to school systems by the Georgia Department of Education, is available for translation purposes. |

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| 19. Plan is subject to the school improvement provisions of Section 1116. |
| *Response:*  Ben Hill Primary School will abide by the requirements of the School Improvement provisions of Title I Section 1116. The Title I Director and other system level personnel make every effort to provide the school with the necessary information and assistance in making school improvement. |