



Georgia Department of Education
Title I Schoolwide/School Improvement Plan
Blackshear Elementary School
Revision Date: February 3, 2017

Title I School-wide/School Improvement Plan

Planning Committee Members

NAME	POSITION/ROLE
Tonya Johnson	Principal
Dee Treadwell	Assistant Principal
Greg Gay	Assistant Principal
Karen Lee	Instructional Coach
Joyce McDonald	Instructional Coach
Donna Moody	Intervention Specialist
Cynthia Thornton	Intervention Specialist
Debbie Tamms	Intervention Specialist
All BES teachers participated as members of various committees to complete the data reviews and analysis, as well as to make suggestions and revisions to this plan.	
Joyce Lively	Parent
David Dowling	Parent
Kim Bonvechio	Parent
Gina Adolphson	Parent



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SWP Components

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Response:

We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Those persons involved were faculty members, administrators, students and parents. Stakeholders were involved in the disaggregation and analysis of data, the review current processes and systems, and finally identification of possible next steps.

We have used the following instruments, procedures, or processes to obtain this information:

	Data Types	
Summative	Demographic	Formative/Perception
School CCRPI Reports	Enrollment (including subgroups)	DIBELS® Next
Final Benchmark DIBELS® Next	Students with Disabilities	AIMSWeb®
Final Benchmark AIMSWeb®	Limited English Proficiency	SRI®
Final Benchmark SRI®	Economically Disadvantaged	Parent Title I Surveys
2015 & 2016 Georgia Milestones Data	Attendance and Tardies	GA Parent School Climate Survey
Title IIA Needs Assessment		GA Student Health Surveys <i>(Personnel, Students, & Parents)</i>
Discipline Reports		
WIDA ACCESS® Scores		

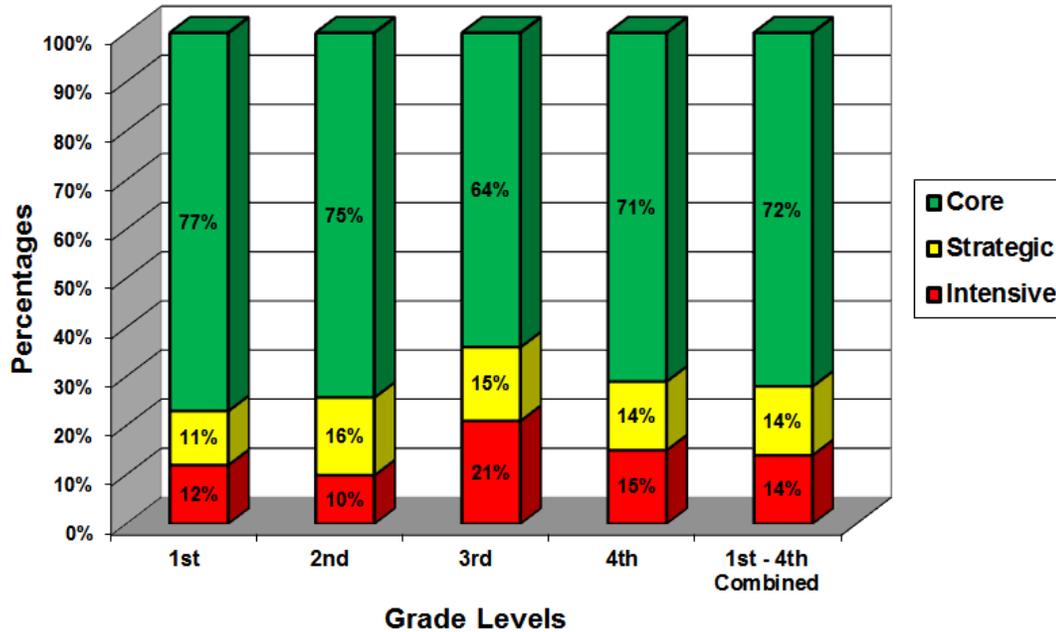
We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. After analyzing student data, we have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards [the Georgia Standards of Excellence (GSE)] and the State student academic achievement standards.



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DIBELS Oral Reading Fluency All Students - Spring 2016



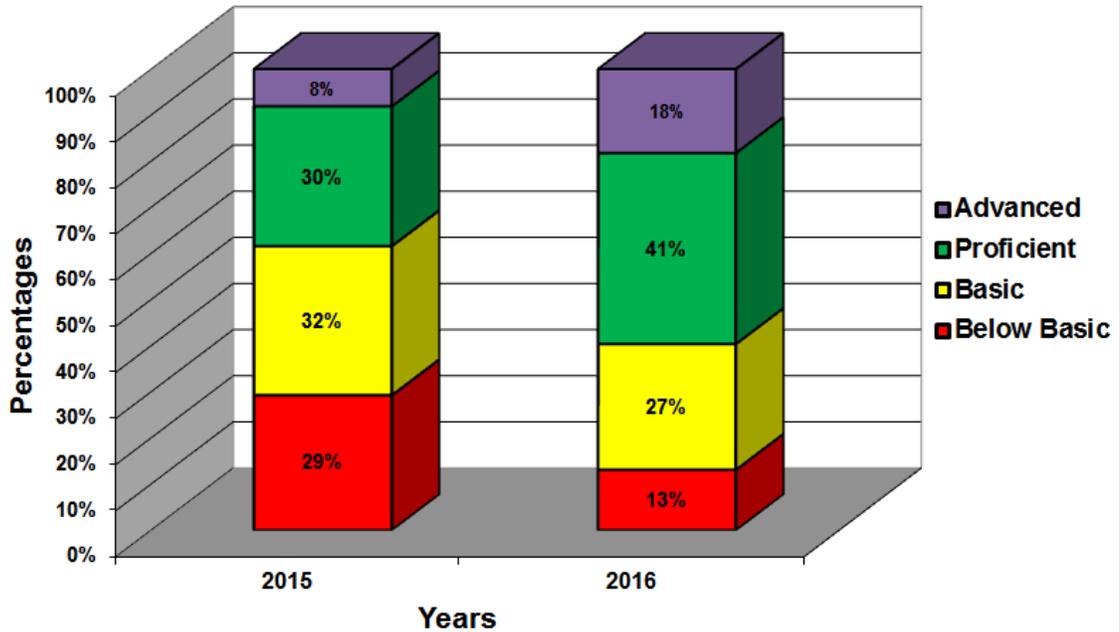
The DIBELS Daily Oral Reading Fluency (DORF) school wide data indicates the following subgroups are less proficient in reading fluency than the overall school population. The spring 2016 school wide proficiency rate was 72%. However, subgroup proficiency rates were as follows: blacks (58%), SWD (38%) and ELs (58%).



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Scholastic Reading Inventory (SRI®)
All Students - Spring 2015 & 2016

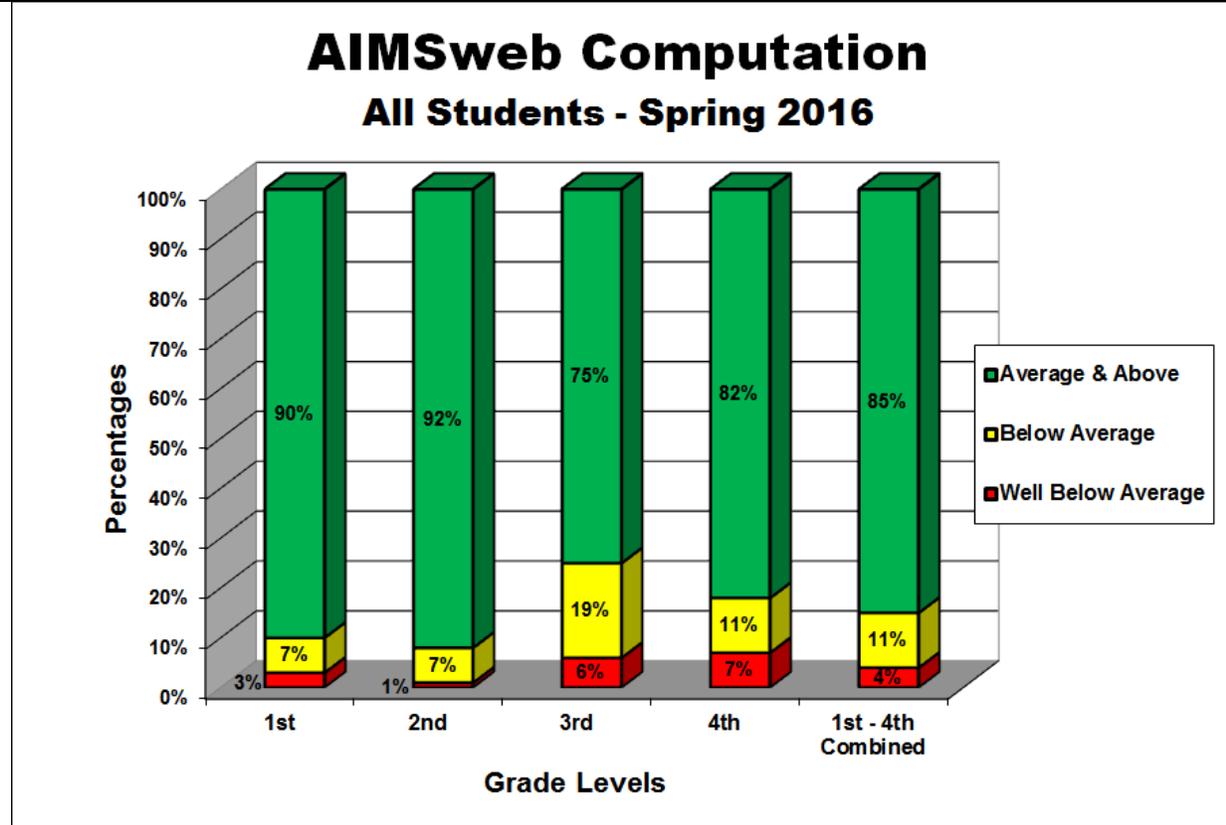


The Scholastic Reading Inventory (SRI) school wide data indicates significant improvement from 2015 to 2016 in all categories. In 2015, only 38% of all students in grades 3-5 met reading comprehension expectations; however in 2016, 59% of the population performed proficiently or above on this year-end assessment. The following subgroups are less proficient in reading comprehension than the general population at the end of 2016: black (35%), special education (6%) and ELs (8%).



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Overall, 85% of students in first through fourth grades performed average and above average on the final 2016 AIMSWeb computation benchmark. Subgroups of concern include first and third grade black students and third and fourth grade Special Education students.

In first grade, 33% of black students scored well below average. In third grade, the overall black student population was 19 students, and of those students, 37% scored below average in computation. The female black third graders performed less well with 86% (6 out of 7) scoring below average.

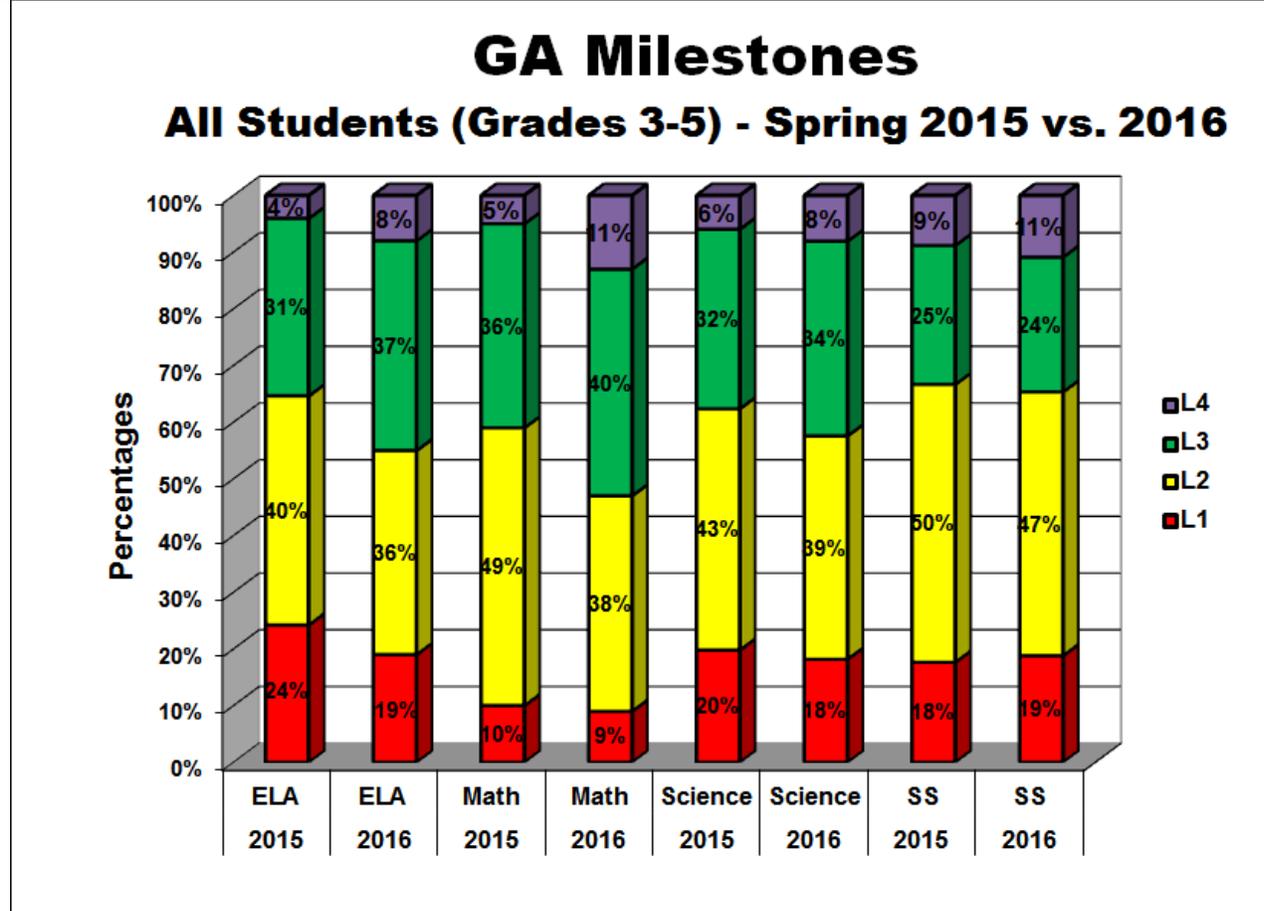
Special education students in third grade (N= 12) had 25% score in the average range of math computation. In the fourth grade, 30% of students identified as SWD (N=10) scored average or above on the final math computation benchmark.

Successes include the EL populations in both first (N=10) and second (N=10) grades with 100% meeting expectations and above. In third grade (N= 9), 89% of ELs were proficient in math computation.



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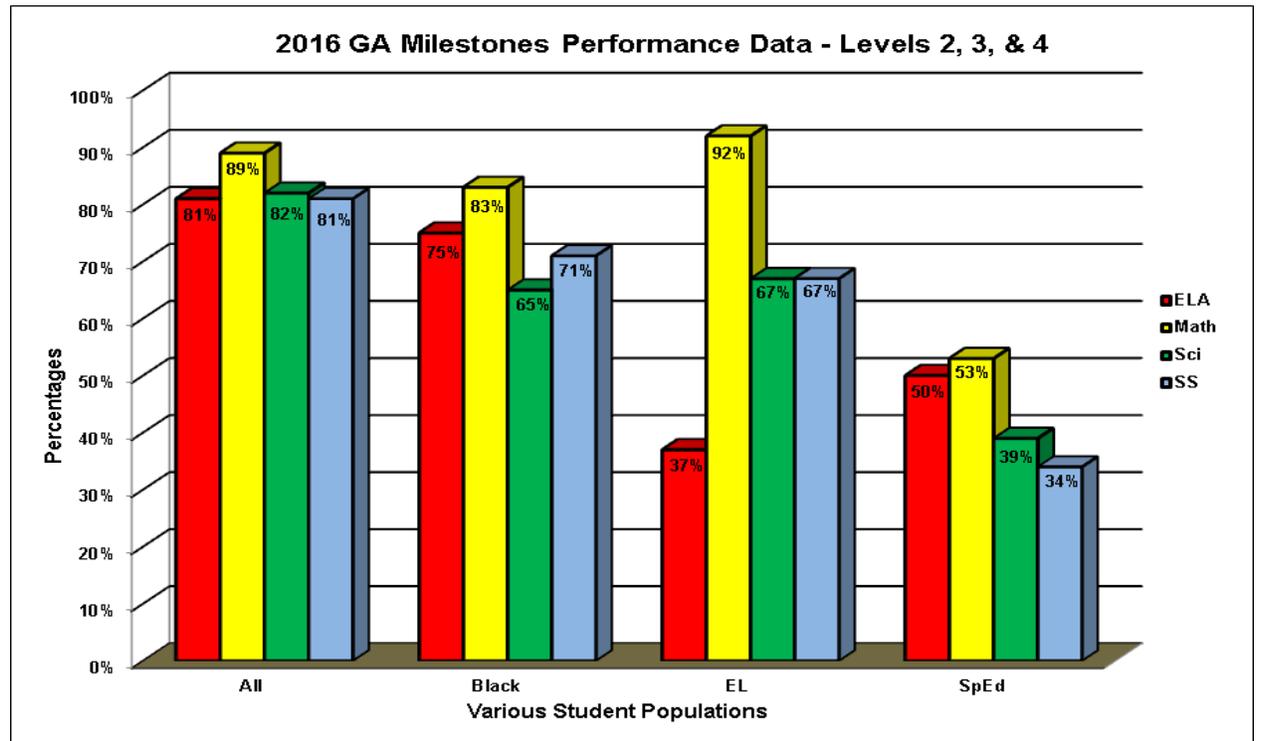
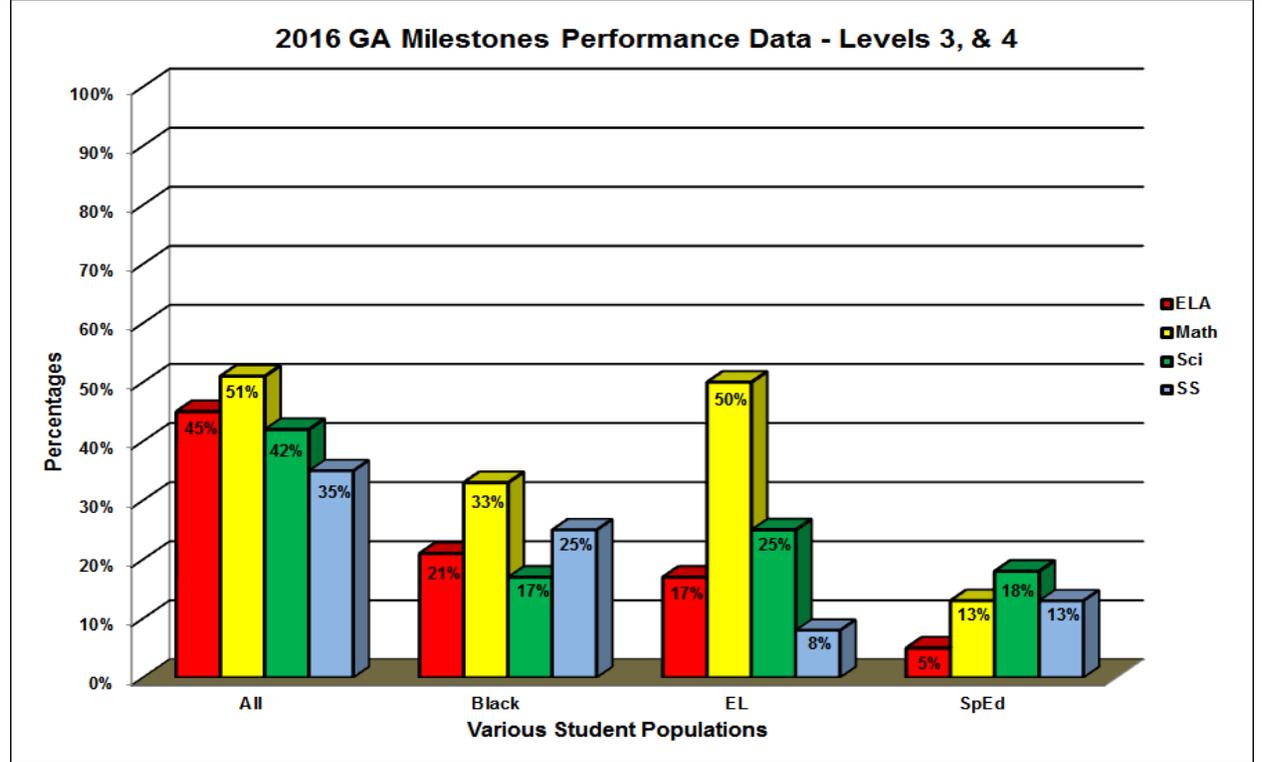


When comparing 2015 to 2016 Georgia Milestones Assessment data, BES has made improvements in the percentages of students scoring in levels 3 and 4 in every content area. In both ELA and math, 10% gains were noted. Science and social studies had less improvement with 4% and 1% respectively. Students performing in Level 4 increased in all content areas from 2015 to 2016. Conversely, students scoring in Levels 1 and 2 decreased in all content areas from 2015 to 2016. This will positively affect our CCRPI scores related to student achievement.



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2016 Georgia Milestones Data Analysis

ELA

According to raw 2016 Georgia Milestones data, overall student population scored 10% higher in L3 and L4 as compared to 2015. The BES “all students” category had 45% score in L3 or L4 on the ELA portion. Subgroups in L3 and L4 did not score as well. Data reveals the following: 21% of black students, 17% of ELs, and 5% of SWD students scored in L3 or L4 on the same administration. However when examining the L2, L3, and L4 performances, the black population (N=48) had 75% score in these ranges as compared to the overall population which posted 81%. ELA is a concern for all subgroup populations; however, our black subgroup is showing improvement, and it is important we continue to move more of these students from L2 (54%) to L3/L4. Our ELs (N=12) and SWD (N=38) students performed lower than the overall student population on the ELA portion of this assessment. Language acquisition is imperative in order to move our ELs to L3/L4. On this assessment, 20% of the ELs scored in L2, and 45% of our SWD subgroup scored in L2.

Math

When analyzing the Georgia Milestones data from 2016, our overall student population and subgroups performed best in the area of math. Over half of our students scored either proficient (L3) or distinguished (L4) in this area. Another important fact was the performance of our ELs. We have evidence from computational screener data which supports their performance on the math portion of the Georgia Milestones. Our ELs performed as well as our overall population in L3 and L4. When considering their math performance in L2, L3, and L4, this subgroup (92%) outperformed all students (89%). It is important that we continue to move ELs from L2 (42%) to L3/L4. The overall student population had (38%) score in L2. It is interesting to note that only 8% of the ELs scored in L1, while 11% of the overall population scored in L1. Black students had the highest percentage (50%) of L2 in math, followed by ELs with 42%, and SWD students with 39%. SWD students had the highest percentage (47%) in L1, followed by black students with 17%, and ELs with only one student scoring in L1.

Science

Combining grades 3, 4 and 5, some 42% of students scored L3 or L4 in science. Another 38% scored in L2, and the remaining 11% scored in L1. Comparing overall grade level data from 2015 to 2016, fourth grade improved from 40% in L3/L4 to 57% and had the highest gains in science achievement. Third grade maintained a 42% of L3/L4 students, and fifth grade decreased from 32% to 31%. When analyzing L2/L3/L4 students, again, fourth grade was strongest (82% to 91%). Third grade decreased from 87% last year to 86% this year in L2/L3/L4s. Likewise, fifth grade decreased from 73% in 2015 to 70% this year in L2/L3/L4s. Overall subgroup data indicates ELs had 25% score in L3 or L4, SWD students had 18%, and black students with 17% (all in L3). Subgroups data for L2 science was as follows: blacks with 48%, ELs with 42%, and SWD with 21%. Subgroups data for L1 science was as follows: SWD with 61%, blacks with 35%, and ELs with 33%.



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Social Studies

Combining grades 3, 4 and 5, some 35% of students scored L3 or L4 in social studies, another 46% scored in L2, and the remaining 19% scored in L1. Comparing overall grade level data from 2015 to 2016, fourth grade improved from 45% in L3/L4 to 65% and had the highest gains in social studies achievement. Third grade decreased from 40% of L3/L4 students in 2015 to only 28% this year. Fifth grade fell even further behind in 2016; they decreased from our lowest percentage of students in L3/L4 in 2015 (18%) to an even lower percentage in 2016 (15%). When analyzing L2/L3/L4 students, again, fourth grade was strongest (87% to 91%). Third grade decreased from 85% last year to 80% this year in L2/L3/L4s. Likewise, fifth grade decreased from 79% in 2015 to 75% this year in L2/L3/L4s. Overall subgroup data indicates black students had 25% score in L3 or L4, SWD students had 13% and ELs had 8%. It is important to note that no ELs or SWDs scored in L4 in social studies. Subgroup data for L2 social studies is as follows: ELs with 58%, blacks with 46%, and SWD with 21%. Subgroup data for L1 social studies is as follows: SWD with 66%, ELs with 33%, and blacks with 29%.

Migrant Students

We have taken into account the needs of migrant children. At the end of FY' 16, our migrant student population was N=8. The subgroup was enrolled in various grade levels: K (3), first (1), second (1), and third (3). These students were identified using state and local guidelines. All received instructional support within the classroom setting and within the appropriate tier of Response to Intervention (RtI). One third grade migrant student participated regularly in after-school tutoring and was provided afternoon transportation. Two BES migrant students (one second grader and one third grader) were identified by the MSSP as priority for services.

Currently, BES has 7 migrant students and none are classified as “priority for services.” These students receive assistance from our MSSP on Mondays, and she is available on Fridays for parent-teacher conferences.

ESOL Program Evaluation and 2016 ACCESS Data

At BES, ESOL students were administered the WIDA ACCESS assessment during the testing window. Thirty-nine students took the assessment. After analyzing the results, listening and reading domains were strengths of our ELs. The most difficult domain for these students was writing. Overall, 36% (14 out of 39) of ELs met exit criteria for the ESOL program this year.

These 14 students will enter Monitoring Status - Year 1. By grade level, 50% (4/8) of ELs in first grade, 20% (2/10) in second grade, and 80% (8/10) in third grade made up the 14 students entering MY1. They will join two other students who will be in Year 2 of monitoring.

According to the ESOL roster at the end of 2016, BES will have approximately 22 EL students in the following grades: first grade (7), second grade (5), third grade (8), fourth grade (1), and a fifth grade special education student who will receive academic services in a self contained classroom setting with at least one academic period of time, physical education, and music in an inclusion setting.



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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. We have noted significant improvement in our school wide math data (AIMSWeb computation and Georgia Milestones). Also, ELA is improving as evidence from DIBELS fluency and SRI comprehension screeners as well as Georgia Milestones data. Fourth grade science and social studies based on preliminary Georgia Milestones data are also noted areas of improvement.

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 other State student academic achievement standards including subgroup student populations.

- Subgroup data has helped us identify that our black population is scoring mostly in L2 on the Georgia Milestones. Additionally, our black students scored 10% lower on reading fluency based on the DIBELS DORF, and specifically, 69% of third grade black students scored in the intensive or strategic range for fluency. Also, some 65% of our black students were not proficient in comprehension based on SRI data. Black students in first grade had 33% not proficient in computation, and in third grade, our black female population had 46% not proficient in math computation.
- Our overall SWD population needs improvement in all content areas. Evidence which supports this includes: (1) only 13% of third grade SWD students scored in core support on DIBELS, (2) 56% of fourth grade SWD students scored in intensive support on DIBELS, and (3) only 6% of the SWD population (grades 3-5) scored proficiently on the SRI comprehension screeners. Georgia Milestones data from all subjects supports this as well.

The data has helped us reach conclusions regarding achievement or other related data. The major strengths we found in our instructional program were math computation and reading fluency. The major needs we discovered were to continue working to improve reading comprehension, which will help students with math word problems, science, and social studies. We have also taken into consideration the change in the Georgia Milestones Assessment Program for the 2016-2017 school year. Because of these significant revisions and the needs of our students, we will adjust our master schedule to include more time for ELA in grades 3-5.

The specific academic needs of those students that are to be addressed in the schoolwide program plan will be ELA across the entire school population. We have identified students within subgroups and also have identified those high impact students who are in two or more subgroups as our targets from specific improvement.

The root causes we have discovered include: a new approach to ELA instruction, the lack of differentiated instruction in the regular education classrooms, our teachers' skill levels, and low teacher expectations.



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SMART GOAL #1: The percentage of students showing academic improvement in ELA will increase as stated on the following:

- 2nd – 5th students scoring Core Support on DIBELS® Next Oral Reading Fluency will increase from 63% in the fall of 2016 to \geq 73% in the spring of 2017.
- 2nd – 5th students scoring Proficient or Advanced on SRI® will increase from 36% in the fall of 2016 to \geq 56 % in the spring of 2017.
- 3rd – 5th FAY students scoring \geq proficient on GA Milestones & GA Alternative Assessments combined will increase from 45% in spring of 2016 \geq 67% in spring of 2017.
- 3rd – 5th FAY SWD students scoring \geq Proficient on GA Milestones & GA Alternative Assessments combined will increase from 17.5% in spring of 2016 to \geq 43% in spring of 2017.
- 3rd – 5th FAY black students scoring \geq Proficient on GA Milestones & GA Alternative Assessments combined will increase from 20% in spring of 2016 to \geq 55% in spring of 2017.

SMART GOAL #2: The percentage of students showing academic improvement in Math will increase as stated on the following:

- 1st – 4th students scoring Tier I on AIMSweb® will increase from 85% in the spring of 2016 to 90% in grades 1st – 5th in the spring of 2017.
- 3rd – 5th FAY students scoring \geq proficient on GA Milestones & GA Alternative Assessments combined will increase from 54.6% in spring of 2016 \geq 70% in spring of 2017.
- 3rd – 5th FAY SWD students scoring \geq Proficient on GA Milestones & GA Alternative Assessments combined will increase from 31.5% in spring of 2016 to \geq 48% in spring of 2017.
- 3rd – 5th FAY black students scoring \geq Proficient on GA Milestones & GA Alternative Assessments combined will increase from 34% in spring of 2016 to \geq 53% in spring of 2017.

SMART GOAL #3: The total number of office discipline referrals for the 2015-16 school year will decrease from 242 to 200 for the 2016-17 school year.

- The total number of school office discipline referrals for the 2015-16 school year will decrease from 182 to 150 for the 2016-17 school year.
- The total number of bus office discipline referrals for the 2015-16 school year will decrease from 60 to 50 for the 2016-17 school year.



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*2. Schoolwide reform strategies that are scientifically researched based, directly tied to the comprehensive needs assessment and academic standards.

Response:
 BES uses <http://comprehensivereadingsolutions.com> for our ELA frameworks, and we have done so since receiving the Striving Readers Grant from the GaDOE. The Georgia Department of Education has funded this website, and our administrators and teachers have free access to materials for professional learning to support the frameworks. Additionally at BES, we began a school wide implementation of Bookworms under the guidance and support of Dr. Sharon Walpole and Dr. Michael McKenna during the 2015-2016 school year, and this is the second year of full implementation. Additionally in 2016-2017, we have added professional learning and coaching sessions with consultant Dr. Zoi Philippakos to assist BES with genre writing.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

Response:
 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 include improving: ELA instruction, content differentiation, Positive Behavioral Interventions and Supports (PBIS), and the master schedule.

2(b). Are based upon effective means of raising student achievement.

Response:
 Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies.

Priorities	Supporting Research & Descriptions
Literacy Instruction	<ul style="list-style-type: none"> • Continue high quality professional development in all aspects of literacy instruction referencing the Professional Development Literacy Modules found on the www.comprehensivereadingsolutions.com website • Continue to support the Bookworms[®] Initiative • Provide professional learning for ELA teachers in genre writing • Provide professional learning for all teachers to meet the demands GMAP assessments with respect to literacy in all content areas • Increase ELA class time in upper grades with master schedule revision • Continue to support Writing to Win[®] strategies in math, science & social studies • Provide instructional coaches to support teachers, monitor programs, and disaggregate data from multiple sources
Math Instruction	<ul style="list-style-type: none"> • Implement Formative Assessment Lessons (FALs) • Continue Reflex Math[®] effectively as part of our math program • Provide professional learning with Okefenokee RESA consultant • Provide instructional coaches to support teachers, monitor programs, and disaggregate data from multiple sources



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2(c). Use effective instructional methods that increase the quality and amount of learning time.

Response:

We will increase the amount and quality of learning time by:

- offering both before/after school learning times,
- increasing the amount of time in ELA blocks for grades 3 and 4,
- scheduling intervention specialists to work with teachers and students in the classrooms,
- providing specific differentiation and interventions, and beginning mid-February 2017,
- implementing Extended Learning Time in 5th grade targeting reading comprehension and vocabulary..

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response:

AT BES we will continue to monitor student achievement in all content areas, especially ELA and math. Clearly elementary schools must teach students to read so they will become successful students in all content areas; therefore, this is our mission. Building foundational skills in both ELA and math are our primary responsibilities for all students. We have identified student subgroups and high impact students (those in two or more subgroups) as our targets from specific improvement.

Data from academic benchmarks and screener such as DIBELS, SRI, and AIMSWeb will be disaggregated and analyzed carefully in order to determine if student needs/goals have been met and are consistent. Teachers and administrators will work together to accomplish this so all students including identified subgroups and target students are monitored for growth. These are consistent with our overall school improvement plans.

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring.

Response: Not applicable



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***3. Instruction by highly qualified professional staff.**

Response:

In FY17, 100% of the BES professional staff is highly qualified and have met the standards established by the state of Georgia. Disaggregated data below outlines various details regarding the staff with respect to gender, certification, and years of experience.

FY'17 Certified Personnel Data		Admin.	Teachers	Paras
Full Time Employees		3	63	16
Gender	Female	2	59	16
	Male	1	4	0
Highest Degree	Bachelor's	0	13	
	Master's	0	35	
	Specialist	3	18	
	Doctoral	0	1	
Years of Experience	<1	0	0	
	1-3	0	1	
	4-9	0	15	
	10-15	0	19	
	16-20	1	16	
	21+	2	15	



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***3(a). Strategies to attract highly qualified teachers to high-needs schools.**

Response:

It is necessary to attract highly qualified teachers to BES in order to fill vacancies that may arise. District Board of Education coordinators and employees attend job fairs hosted by area universities. BES utilizes the district's application system to post school level openings to the district website and on <http://www.teachgeorgia.org/>. The principal authorizes positions to be posted to <http://www.applitrack.com/piercecounty/onlineapp/>. The principal checks applications received online as a preliminary screening. For applicants of interest, the principal requests additional information to determine if the applicant meets the minimal requirements set by the state. If and when documents are received to support the candidate's status, then face-to-face interviews are scheduled. Although most interviews are conducted with an interview committee, some are done by the principal and assistant principals. Various factors may contribute to the difference in the interview process. Prior to the interview when possible, committee members review applicant documentation which usually includes resumes' and often times portfolios.

During the actual interview, administrators ask in-depth questions in order to gain a better understanding of applicant's overall teaching experiences, special accomplishments, etc. Committee members may ask for additional information when necessary. Also at this time, the principal articulates the high level of professional support available to new hires at BES. As the interview continues, committee members rate the applicant using a scaled rubric. Then after the interview, committee members discuss responses given by the applicant. Recommendations from the committee are considered by the principal, and the principal finally selects from the applicant pool the most qualified candidate for the position based on evidence collected and responses during the interview.

***4. Professional development for staff to enable all children in the school**

Response:

A. We have included teachers, principals, pupil services personnel, parents, and other staff in our staff development plans to address the root causes of our identified needs. Above mentioned stakeholders assisted in the identification of the root causes and have brainstormed ideas for improvement. We have, through careful consideration, discussed the following root causes: a new approach to ELA instruction, the lack of differentiated instruction in regular education classroom, our teachers' skill levels, and low teacher expectations. We will review the most current assessment data in-depth when school reopens in 2016-2017. Also, we will review our Title IIA Needs Assessment for the year. Additional subgroup data, including black, SWD, and ELs, will also be reviewed so teachers are aware and understand the importance of our mission and efforts.

B. We have aligned professional development with the State's academic content and student academic achievement standards to include strengthening teacher knowledge of elementary ELA instruction, effective differentiation strategies, additional math strategies, and classroom management.



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***4. Professional development for staff to enable all children in the school**

- C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. Resources such as two instructional coaches and three intervention specialists (two with Title I and one locally) are funded in order to assist with activities to address the root causes of identified academic problems. Additionally we have contracted with outside sources to provide specific targeted professional learning related to ELA instruction and differentiation, specifically Comprehensive Reading Solutions. An Okefenokee RESA consultant will provide assistance with math instruction improvement and an GaDOE PBIS consultant will assist with the implementation of our school wide PBIS program.

- D. Teachers will continue to be involved in professional development activities regarding the use of academic assessments. It is most important that teachers use available data from assessments of multiple types to determine student achievement. It is equally important to use student data from teacher written assessments to check for validity of such assessments. County wide benchmarks will be administered in all elementary schools during 2016-2017. Teachers will continue to be involved in ongoing activities related to screener data from DIBELS, SRI, Georgia Milestones, as well as AIMSweb to determine areas for improvement and differentiation. Formative assessments in grades 1 and 2 in the areas of ELA and math will become available soon. These assessments known as Keenville have been developed by the GaDOE and are designed in an online game based format.

***5. Strategies to increase parental involvement.**

Response:

- A. We have involved parents in the planning, review, and improvement of the comprehensive school-wide program plan. Parents who were/are members of our School Council received copies of the School-wide Plan, heard an overview from the principal, and were given opportunities to ask questions and raise concerns. During subsequent meetings, the plan was revisited for clarification purposes when questions were asked. Additionally parents were invited and given the opportunity to review school wide data during our planning sessions for our SWP. Their suggestions/comments were taken into consideration when writing of this plan. Another time parents were invited to review the plan was during BES Cafes. This was done at various times during the school year.

- B. We have developed a parent involvement policy. Details including strategies, assessment results, availability, and compacts are described below.

Blackshear Elementary is committed to and supports parent involvement. The system-wide Parent Involvement Coordinator has assisted BES in providing opportunities for parents to engage in school activities. The coordinator serves as a liaison between families and BES.

BES believes that parent involvement is the participation of parents in regular two-way and meaningful communication. This involves student academic learning and other school activities



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ensuring:

- parents play an integral role in assisting their child's learning
- parents are encouraged to be actively involved in their child's education at school;
- parents are partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities as described in this plan.

The Parent Involvement Plan document is a plan that describes how Blackshear Elementary School will provide opportunities to improve parent engagement to support student learning. BES values the contributions and involvement of parents in order to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways BES will support parent engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home.

BES welcomes parent input and comments at any time regarding the development of our parent involvement plan. All parent feedback will be considered for the revision of plans each year. Our plan is posted on our school website for parents to view and give input throughout the year. Parents are invited to attend our School Forum and BES Café meetings to give feedback about our parent involvement activities, and to review and revise the parent involvement plan, the school-wide plan, our school-parent compact, our district family engagement plan, the annual Title I parent involvement survey and the parent involvement budget. We also distribute an annual survey to get input and suggestions on the plan and the use of funds for parent involvement.

All BES students and families are encouraged and invited to fully participate in the opportunities described in the plan. BES will provide opportunities for the participation of parents with limited English, parents with disabilities and parents of migratory children.

The plan is included in the student handbook given to all students at the beginning of the school year. Parents can request a copy of the plan at the front desk or view a copy on the BES website.

The school-parent compact is a written agreement that parents, teachers and students develop to explain how parents and teachers will work together to make sure all students reach grade-level standards. The compacts will be reviewed and updated annually, based on feedback from parents, students and teachers during Parent Café meetings. A copy of the compact is kept with each child's teacher and reviewed with parents at parent/teacher conferences throughout the year. A copy of the compact is also posted on the school website.

BES will host the following events to build the capacity for strong parental involvement to support a partnership among the school, parents, and the community to improve student academic achievement. Our parent involvement goals include increasing communication between home and school, supporting both parent and student learning, increasing volunteerism and mentoring, seeking input from parents regarding decision making, and continuing our collaboration with community partners and resources.



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Important Upcoming Dates

Pre-K Orientation –Tuesday, July 19, 2016 at 5:30 PM

- Learn about the Pre-K Program and meet your child’s teacher.

Open House - Thursday, July 28, 2016

- Tour the school, visit the classrooms, and meet your child’s teachers along with our helpful, friendly, school staff.

New Student/Parent Tours - Offered as needed when new students enroll at BES.

- Learn helpful information to prepare for a successful school year at BES as a new student and parent.

School Council Meetings

- Attend these meetings to be informed and give input about the management and operations of our school. Meetings will be held on the following dates and times:
 Thursday, August 11, 2016 at 8:00 AM
 Thursday, September 29, 2016 at 7:30 AM
 Thursday, December 8, 2016 at 7:30 AM
 Thursday, February 16, 2017 at 7:30 AM
 Thursday, April 13, 2017 at 7:30 AM

Annual Title I Parent Meeting- Thursday, August 11, 2016 at 7:00 AM and 5:30 PM

- We invite you to learn and receive information about our Title I program, our parent involvement and school wide plans, the school-parent compacts and parents’ requirements. Invitations will be sent to all families and posted on the school website, in the school newsletter, and with the local media.

District ESOL/Migrant Night -Thursday, August 18, 2016 at 6:00 p.m. @ BES

- Meet the teachers who will be providing instructional support for your child, as well as learn about various strategies being used to help your child succeed at school.

Mentor & Volunteer Training - Friday, September 9, 2016 at 9:00 AM

- Receive training and pertinent information to prepare you to be an effective volunteer and/or mentor.
- Volunteers and mentors can be trained throughout the school year by contacting the school office at (912) 449-2088.

Parent University Workshops

- Join us for a delicious lunch while gaining knowledge to support your child’s educational success. Workshops are open to all Pierce County families! Invitations are sent to all parents and posted on the school websites. Lunch is sponsored by our community partners. All workshops begin at 12:00 noon.

Date: 9/13/16	Location: Pierce County High	Topic: Graduation & Beyond
Date: 10/5/16	Location: Pierce County Middle	Topic: Understanding Assessments
Date: 11/10/16	Location: Blackshear Elementary	Topic: Math Strategies to Help Students
Date: 2/1/17	Location: Midway Elementary	Topic: Technology Tips
Date: 3/8/17	Location: Patterson Elementary	Topic: Literacy & Reading Strategies



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Curriculum Round Table - Wednesday, October 12, 2016 (2:45 - 5:30 PM)

- Spend time with your child's teacher discussing the daily schedule and learning about the various content areas of your child's instructional day.
- Teachers will host general information sessions at 2:45 PM and again at 4:00 PM, and then be available for appointments between 3:15 – 4:00 PM and 4:45 – 5:30 PM.
- Learn how to monitor your child's grades and academic progress.
- Become familiar with various assessments that will be administered during the school year (DIBELS, Georgia Milestones Assessments, ACCESS, SRI, etc.).

Celebrate Parent Engagement Month- November 2016

- We invite parents to come to school and eat Thanksgiving lunch with their child.

BES Cafés

- Our **BES Cafés** will focus on what matters. During the **BES Cafés**, we will have authentic conversations to help build relationships and discuss ways to improve students' academic achievement, and our parent involvement activities. Everyone's input, suggestions, and feedback is vital in addressing the needs and concerns of all stakeholders. Also, the **BES Cafés** will provide opportunities for you to assist in revising elements of our Title I program plans, school-parent compact, and budget. Join us for meetings at either **2:45 PM or 5:30PM** on the following dates:

Thursday, January 12, 2017

Tuesday, May 2, 2017

Georgia Milestones Assessment Night – Thursday, January 19, 2017 at 5:30 PM

- Learn about this statewide assessment.
- Learn how to help your child prepare for this important assessment.

Kindergarten Kickoff (Transition Night) - Thursday, March 30, 2017 at 5:30 PM

- Orientation to prepare Pre-K students and parents for kindergarten.

Moving to Middle School – Thursday, May 4, 2017 @ 5:30 PM

- Orientation for next year's 6th grade parents to discuss the transition from elementary to middle school. More information will be advertised on the BES and PCMS websites, Facebook pages, and sent home with your child.
- Digital Footprint Discussion/Social Media Discussion



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*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

Response:

We have planned transition nights for all students from early childhood programs to middle school. In addition, there is a transition plan for students enrolling at BES from other schools.

Entering Pre-Kindergarten (Pre-K)

Students ages 3 and 4 are served in Head Start based on household income. Other 4-year olds who are residents of Pierce County are enrolled in the lottery funded Pierce County Pre-K program on a lottery system. These services are coordinated with all state and federal programs.

Before the beginning of the school year, parents are invited to attend a Pre-K Parent Orientation to meet their child's teacher and administrative staff. Parents receive information about the Pre-K program and become familiar with the school and classroom setting. Students meet their teacher during the school-wide Open House.

PreK to Kindergarten

In the spring, usually March, Pre-K students and their families are given the opportunity to participate in a special transition night. This orientation is necessary because all of our kindergarten students do not have the opportunity to attend BES Pre-K. For this reason, it is very important to make their first visit to BES a happy and exciting time. Students and parents visit kindergarten classrooms and become familiar with our kindergarten teachers and paraprofessionals. The teachers then take students and parents on a tour of the building. At this time, attendees meet school administrators, the media specialist, physical education teachers, the music teacher, cafeteria personnel, the counselor, and the school nurse. Some stations are set up for parents and students to visit. Teachers preview with parents the basic kindergarten academic standards and classroom expectations.

Second to Third

In conversations with both parents and teachers during a recent Parent Café meeting, there exists a need to provide transitional support for students moving from second grade to third. At this time, BES is working to determine what those supports will be. Both second and third grade teachers will be involved in the decision making process.

Fifth Grade to Pierce County Middle School

In the spring of each school year, fifth graders participate in Jump Start sponsored by Pierce County Middle School. This orientation gives fifth graders the opportunity to tour the campus and learn about the policies and procedures at PCMS. Prior to Jump Start, the PCMS counselors visit BES to meet with fifth graders and explain in detail expectations and preparations for middle school.

In addition to Jump Start, special education students transitioning to PCMS meet with the system level Transition Coordinator. The purpose of the meeting is to ensure students who receive



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special services make a smooth and pleasant transition from BES to PCMS. During this transition meeting, students and possibly parents are introduced to potential case workers. It is important for parents to feel supported in the transition and become acquainted with a point of contact at PCMS. The Transition Coordinator is responsible for these and other transitional elements.

New Students Enrolling in BES

BES welcomes new students to our campus. When a student is enrolled, the records clerk gives the student and the parent(s) a tour of BES, and then introduces the student to the new teacher(s) and classmates. The student and parent(s) receive a general information packet and a student handbook from the records clerk. Classroom teachers may assign the new student a peer to help the student adjust to BES.

*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:

Teachers are an integral part of the decision-making process in regards to the selection and implementation of academic assessments used at BES. Teachers implement research-based strategies that promote engagement for increased student learning and use relevant, grade level appropriate and content based assessments that measure achievement. Teachers also work together within their content areas to devise common assessments that best measure students' achievement.

Teachers will review, when appropriate, the following data sources: kindergarten readiness tests (KRT), teacher-created assessments, universal screeners (DIBELS® Next, AIMSWeb® and SRI®), GKIDS, N-NAT®, benchmarks, unit tests, Georgia Milestones scores, and RtI probes.

Teachers analyze data to identify students who are not making adequate progress based on individual needs (below, at, and above grade level). Collaborative teams throughout grade levels plan differentiated instruction to improve student achievement. As a result of the effectiveness of teacher involvement of the decision making process, instruction is designed to address the needs of individual students, thereby increasing student achievement.

*8. Coordination and integration of Federal, State, and local services and programs.

Response:

- A. This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the school wide plan.

Title I resources are used at BES to provide additional personnel, specifically two full time instructional coaches and two intervention specialists. Title IIA funds provide BES



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opportunities to improve teacher practice through various professional development initiatives. Additionally State QBE funds and local funds provide classroom resources and materials necessary to provide instruction. The Striving Readers Grant provides BES with supplemental funding for needed professional development, technology, and classroom resources and materials.

8(a). List of State and local educational agency programs and other federal programs that will be included.

Response:

In addition to the above mentioned services and programs, BES relies on our Okefenokee RESA to provide other needed professional trainings and services. Other assistance comes from the University of Georgia County Extension Office by way of classroom programs including student leadership and content integration through 4-H services (<http://ugaextension.org/county-offices/pierce/4-h-youth-development.html>). The local Georgia Department of Family and Children Services also provides assistance to BES.

8(b). Description of how resources from Title I and other sources will be used.

Response:

Title I resources are used at BES to provide additional personnel, specifically two full time instructional coaches and one intervention specialist. Title IIA funds provide BES opportunities to improve teacher practice through various professional development initiatives. Additionally State QBE funds and local funds provide classroom resources and materials necessary to provide instruction. The Striving Readers Grant provides BES with supplemental funding for needed professional development, technology, and classroom resources and materials.

8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response:

Not applicable.

*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

Response:

Blackshear Elementary provides activities to ensure that students who experience difficulty mastering proficient or advanced levels of the academic standards receive effective, timely, and additional assistance. Students who require additional assistance are identified using standardized test data, diagnostic assessments/screeners, county wide content benchmarks, progress reports, and other formative assessment data. Teachers meet during common planning time to identify those students who would benefit from additional assistance. Then classroom teachers, intervention specialists, or instructional coaches provide students with interventions necessary to master (an) identified standard(s).



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BES provides students with a variety of strategies/programs/initiatives, including those in subgroups such as ELs, migrants, students with disabilities (SWD), blacks, and economically disadvantaged (ED) who have identified areas of need. Interventions include IEP, RtI, small group instruction, and instructional support from interventionists, as well as before and after school instruction. In February, ELA teachers in grades 3-5 will begin after school tutoring targeting students who need additional instruction in reading comprehension and writing.

9(a). Measures to ensure that student weaknesses are identified on a timely basis.

Response:

Throughout the school year, teachers collect and review data from a variety of sources including classroom assessments, screeners, checklists, countywide benchmarks, etc. Student progress is monitored by teachers, and teachers discuss with students their progress toward achievement goals and provide descriptive feedback. For those students with identified weaknesses, teachers and intervention specialists develop plans to address deficit areas, and student progress is monitored using Response to Intervention (RtI) tiers of instruction. Teachers implement specific strategies for approximately four to six weeks in an effort to improve student learning. This continuous progress monitoring ensures students receive appropriate instruction. Students in Tier 2 are progress monitored twice monthly, and those in Tier 3 are progress monitored weekly. In addition to RtI, the Early Intervention Program (EIP) is used to identify struggling elementary students. Students who meet county wide criteria for EIP are identified as not performing on grade-level and are recommended to receive services through EIP and the decreased class size model. These identified students receive instructional support in reading and/or math.

A Home Language survey is completed yearly by parents upon enrollment. Information from the survey is used to assist the ESOL teacher in determining which students need to complete an English skills screener (W-APT), and possibly receive ESOL services. After W-APT data is collected, a thorough review is completed. The ESOL teacher communicates with parents to discuss the data. Then, the Home Language survey is filed in the student's permanent record. All W-APT assessments are kept by the ESOL teacher, and if needed, become part of the child's active ESOL file.

At Blackshear Elementary, qualifying EL students are served by a full time ESOL certified teacher. Instruction is delivered using the push-in model. Classroom teachers are provided research based professional development annually to assist them in implementing effective strategies to enhance student learning and to develop English proficiency and language acquisition. Parents of EL students are encouraged to participate in their child's school activities through communication in their native language to the extent feasible.

Migrant students at BES are offered the same educational opportunities as all other students. Additional services for migrant students identified as "priority for services" are offered through the district Migrant Student Services Provider (MSSP) in coordination with the regular classroom teacher. The Migrant Program identifies students as "priority for services" based upon the amount of school missed and whether or not the student is failing or at risk of failing. Any migrant student who continues to struggle with the supports described is then placed into RtI so



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progress can be monitored more closely.

Any child experiencing homelessness shall be provided services comparable to services offered to other students at BES. Such a student, who struggles with supports in the classroom, is placed in RtI so progress can be monitored closely.

9(b). Periodic training for teachers in the identification of weaknesses and appropriate assistance for identified weaknesses.

Response:

Data meetings with teachers are scheduled to review formative data. Professional learning is provided by administration and /or instructional coaches and lead teachers for the purpose of data analysis. During those times, teachers work to identify students with weaknesses and determine possible next steps. Additionally, RtI monitoring by administration for the purpose of addressing student weaknesses is a priority.

9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

Response:

During teacher-parent conferences, teachers and parents review the school compact which describes how both the teacher and the parent(s) will help the student. Additional assistance is available to parents, if necessary, from the administration and counselor as well as the county wide Parent Involvement Coordinator, Angie Meadows. In the course of the conference, teachers share student data and offer content related strategies and/or materials to parents in order to help the student to improve.

Other assistance available to the student at school may include a mentor or volunteer. These adults have been beneficial to our students. One may meet individually with a student in order to build a relationship and encourage the student to improve; another may come to BES to read books, share knowledge, or give demonstrations/incentives. We do recognize the need for additional community mentors and parent volunteers.

In an effort to improve the quality of teacher-parent conferences, instructional leaders will provide teachers with effective parent conference techniques and strategies.

10. Description of how individual student assessment results and interpretation will be provided to parents.

Response:

BES uses a variety of traditional and non-traditional methods to inform and disseminate assessment results to parents and the community. In addition to scheduling parent conferences and sending letters home explaining each child's performance on various assessments, all stakeholders are informed through the following communication tools:(1) local newspapers, (2) state, district, and school websites, (3) School Council meetings, (4) Parent Cafe' meetings, and



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(5) school improvement data analysis meetings.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response:

The administration and the faculty analyze and disaggregate data at the building level, grade levels, subgroups, strands, subjects and individual teachers. The data is used to establish SMART goals, to identify school initiatives, to plan for appropriate professional development to improve student achievement, and to revise and align the school-wide plan with the mission and vision of our school.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response:

The school counselor, who serves as the testing coordinator, provides training to the entire faculty on procedures and protocol for administering and handling important tests. The procedures and protocol that are in place ensure that the results of the tests are valid and reliable. Additionally, the tests are kept in a safe and secure location. The testing coordinator reviews and account for every test booklet/scantron, as well as assures that the student information is recorded correctly. Once the test are collected and checked for accuracy, they are returned to the district testing coordinator.

13. Provisions for public reporting of disaggregated data.

Response:

During various meetings (ie. School Council, BES Cafe' meetings, and school improvement data analysis meetings), Georgia Milestones data is shared with parents, teachers, and community members. Additionally, the data is available for public viewing periodically in the local newspapers and on various websites (ie. BES, Pierce County School District, and the Georgia Department of Education).

14. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.

Response:

The school wide improvement plan is updated yearly to ensure updated data included is reviewed and accurate. This data is used in making decisions regarding personnel, professional development, and defining student achievement goals for the upcoming school year.

15. 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:

Blackshear Elementary provides several opportunities for all stakeholders to be involved with the



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school improvement process. The following meetings provide opportunities for the community, parents, teachers and other staff members to be involved in the planning process: teacher grade level meetings, School Council, teacher-parent meetings, School-wide Data Analysis and Planning Committees, School BES Cafes, and Title I Meetings.

16. Plan available to the LEA, parents, and the public.

Response:

The school-wide plan is available to all stakeholders. It is posted on the school's website for parents and the community to view. Additionally, a copy of the plan is placed in the media center, and available upon request in the front office. A copy of the plan is located on the school's common data drive for teachers and other staff members to read.

17. 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: Upon request and extent possible, BES will make an effort through the assistance of our district interpreter to translate the school-wide plan or section of the plan into the primary language of a requesting parent.

18. Plan is subject to the school improvement provisions of Section 1116.

Response: Separate SWP Action Plan accompanies this document.