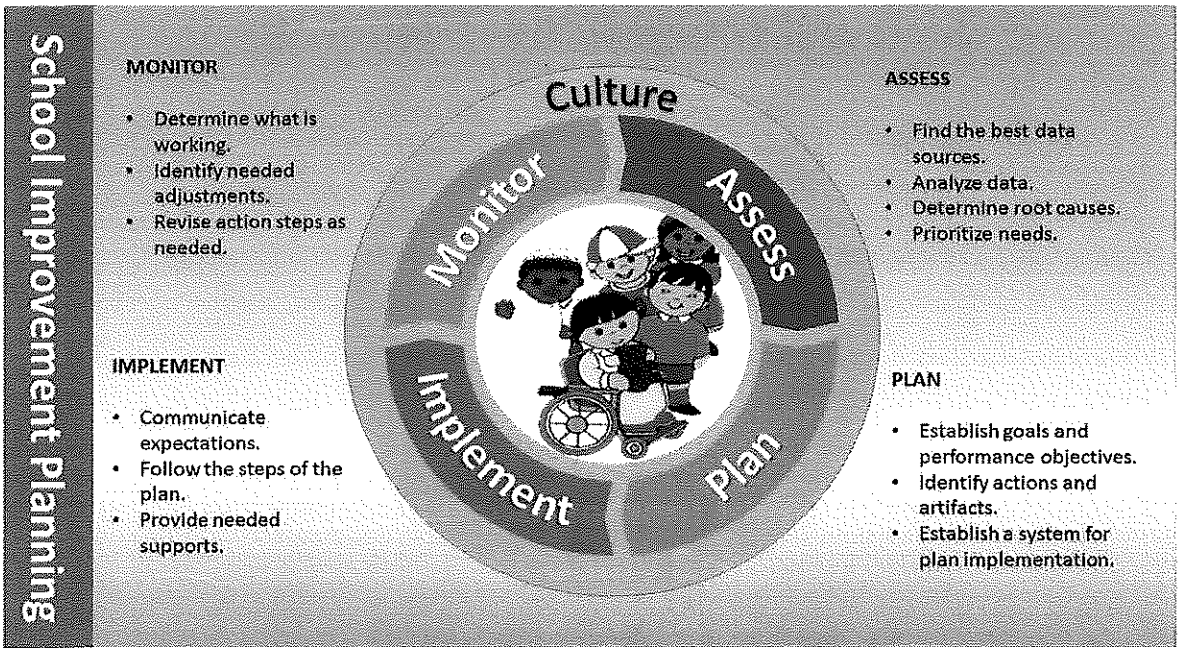
School Improvement Plan Process
Richmond County School System
2019-2020



The "APIM" framework can be used for School Improvement Planning, Departmental Improvement Planning, Strategic Planning, Lesson Planning, Using Data, or for any process.

ASSESS: In the Assess step, you identify data sources, collect and analyze relevant data, determine root causes, and create a Strengths, Weaknesses, Opportunities, and Threats (SWOTs) analysis. Determine strategies to address the root cause of issues.

PLAN: Decide on an initiative and then determine action steps and performance measures. Write the plan out to include the initiative, performance objective (aligned with the Strategy Map), action steps, and performance measures.

IMPLEMENT: Communicate the expectations of the performance measures and targets as well as action steps to all stakeholders. Request support from the Central Office if needed. Begin to follow the action steps to bring you closer to the set targets.

MONITOR: After implementing the plan, it must be evaluated to determine what is working effectively. Review the targets to determine if they need to be adjusted. Think through the action steps to make sure that they are helping you reach the targets and revise as needed. If processes are working well, make those processes part of a standard procedure.

SCHOOLWIDE IMPROVEMENT PLAN (SIP)
TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN
TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL: Blythe Elem. / Cheryl Fry

NAME OF DISTRICT/SUPERINTENDENT: Richmond County, Dr. Angela Pringle

- ☐ Comprehensive Support School
- ☐ Targeted Support School
- ☐ CSI Promise School
- ☑ Schoolwide Title 1 School
- ☐ Targeted Assistance Title 1 School
- ☐ Non-Title 1 School
- ☐ Opportunity School

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools

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

SIGNATURES:

Superintendent: _____ Date: _____

Principal Supervisor: _____ Date: _____

Principal: Cheryl Fry Date: 8-5-19

Title I Director: _____ Date: _____
(Title I Schools only)

Title I only

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

Please indicate the programs that are consolidated in this plan: _____

_____

SCHOOLWIDE IMPROVEMENT PLAN (SIP)
TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN
TITLE I TARGETED ASSISTANCE (TA) PLAN

School Name: Blythe Elementary

Date: 8/1/2019

Planning Committee Members

Name	Position/Role	Signature
Cheryl Fry	Principal	Cheryl F. Fry
Sandra Jones	Adminstrative Intern	Sandra S Jones
Hope Thomas	Instructional Coach	Hope Thomas
Angela Salifu	Family Facilitator	
Pamela Baxley	Bookeeper	Pamela Baxley
Sarita Newton-Berry	Prof. Sch. Counselor	Sarita Berry
Kim McDowell	Teacher	Kim McDowell
Catanna King	Teacher	Catanna King
Beverly Franqui	Teacher	Beverly Franqui
Leon DeBerry	Teacher	Leon DeBerry
Joyce Godbee	Teacher	
Jodi Pope	Teacher	Jodi L. Pope
Mary Jane Abbott	Parent	
Rebecca Green	Parent	Rebecca Green
Jorge Cuza	Parent	
Daisy Price	Blythe Mayor Pro Tem	Daisy Price

Note** All parents are invited and more students are encouraged to participate in the schoolwide planning process.

Response to SWP 3: 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.

Funding Source	How funds will be used
Federal Funds: Title I Funds Include any Title I paid employee And everything you plan on purchasing this year.	Instructional Coach; technology items as funds permit
State Funds	Funds will be used for professional learning.
Reduced Class Size (If applicable	N/A
School Improvement Grant (If	N/A
Local Professional Learning Fund	District coordinates activities
Grants	N/A

Funding Source and Resources provided:

- FTE Teachers, paraprofessionals, other staff, instructional materials and supplies, software, expendable equipment, technology, professional learning.
- Title II-Professional Learning Opportunities.
- Title III-Specifically for ELL students - instructional materials and supplies, technology, teachers, software.
- IDEA - Specifically for IDEA students - instructional materials and supplies, technology, teachers, paraprofessionals, software.
- Carl D Perkins - N/A
- EIP - Teachers for identified EIP students
- McKinney Vento - Services for Homeless students
- Title I - instructional materials, software, technology, professional learning, parental involvement, materials/supplies and resource books that support CCGPS/GSE instruction.

Richmond County School System

Elementary School
School Improvement Plan Evaluation
2018-2019

Initiative #1 Evaluation	
Initiative #1 Description:	
Goal Area:	High Academic Achievement and Success for All
Performance Objective:	Increase the percentage of students reading on grade level by Grade 3 (proficient or above on the Grade 3 Georgia Milestones ELA EOG assessment)
Initiative #1:	Student Achievement in Reading
What was the need being addressed by this initiative?	Student mastery of ELA skills and concepts
What was the reason for selecting this initiative?	To assess the grade level's ELA curriculum program
What were the intended results of this initiative?	Strategies fully integrated into daily practice; student profiecency in application
Initiative #1 Implementation Evaluation	
Were there any barriers to implementing this intiative? Why or why not?	Some student knowledge gaps, behaviors, and attendance issues
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	Some scheduling issues that needed to be resolved.
Are changes needed to improve the full implementation of this initiative? What changes?	In order to enrich our implementation of the initiative, we will continue to focus on the level of instruction to ensure that each student is challenged.
Initiative #1 Effectiveness Evaluation	
What data were collected to monitor and evaluate the effectiveness of this initiative?	Diagnostic, formative and observational data

Richmond County School System

Elementary School
School Improvement Plan Evaluation
2018-2019

Citing specific data points, was the initiative successful in addressing the need? Why or why not?	The initative was successful in addressing the need of student mastery of ELA skills and concepts. 71.1% of our 3rd grade students scored Grade Level or Above (Lexile > 520L) with 28.9% Below Grade Level (Lexile < 520 L).
Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?	The impact of this initiative makes it imperative that it be continued for the next school year. We will continue to plan and integrate instruction to enable the students to interact more adeptly with the curriculum as well as enhancing the students' language and communication skills.

Initiative #2 Evaluation	
Initiative #2 Description:	
Goal Area:	High Academic Achievement and Success for All
Performance Objective:	Increase the percentage of students scoring proficient or above on the Grade 4 Georgia Milestones Mathematics EOG assessment
Initiative #2:	Student Achievement in Mathematics
What was the need being addressed by this initiative?	Student mastery of mathematics skills and concepts
What was the reason for selecting this initiative?	To assess the grade level's mathematics curriculum program
What were the intended results of this initiative?	Being used by teachers to the greatest extent; student profiecency in application
Initiative #2 Implementation Evaluation	
Were there any barriers to implementing this intiative? Why or why not?	Some student knowledge gaps, behaviors, and attendance issues
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	Some scheduling issues that needed to be resolved.
Are changes needed to improve the full implementation of this initiative? What changes?	Additional focus on growth monitoring and intervention based on specific areas of need
Initiative #2 Effectiveness Evaluation	
What data were collected to monitor and evaluate the effectiveness of this initiative?	Diagnostic, formative, and work-integrated assessments

Citing specific data points, was the initiative successful in addressing the need? Why or why not?	The initative was successful in helping to continue to address the need. For the 2019 Georgia Milestones Mathematics Assessment, Grade 4 students scored: 47.1% Proficient Learner and 32.4% Developing Learner.
Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?	This initative will be continued in the next school year. Emphasis should be placed on incorporating more evidence - based practic es into instruction as well as on the needs of the learner.

Initiative #3 Evaluation	
Initiative #3 Description:	
Goal Area:	High Academic Achievement and Success for All
Performance Objective:	Increase the percentage of students scoring proficient or above on the Grade 5 Science & Social Studies Georgia Milestones EOG assessment
Initiative #3:	Student Achievement in Science and Social Studies
What was the need being addressed by this initiative?	Student mastery of science & social studies concepts
What was the reason for selecting this initiative?	To assess the impact of the grade level's science & social studies curriculum program
What were the intended results of this initiative?	The purposeful incorporation of inquiry-based and hands-on learning activities
Initiative #3 Implementation Evaluation	
Were there any barriers to implementing this intiative? Why or why not?	Organization, planning, and monitoring
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	More monitoring is planned.
Are changes needed to improve the full implementation of this initiative? What changes?	Further the production of student artifacts and products
Initiative #3 Effectiveness Evaluation	
What data were collected to monitor and evaluate the effectiveness of this initiative?	Work-integrated assessments

Citing specific data points, was the initiative successful in addressing the need? Why or why not?	This initative has helped to increase student performance and thus address the need of student mastery of science & social studies concepts. Based on the spring 2019 Georgia Milestones results, 30.2% scored Proficient Learner and Above for science & 21.4% scored Proficient Learner and Above for social studies.
Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?	Because of its impact, we will continue to work on this initiative during the 2019 - 2020 school year. Further monitoring and planning is needed.

Elementary School
Comprehensive Needs Assessment
2019-2020

CCRPI	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Sources
CCRPI Score - School	72.4	65.4	85.1	74.3000	GADOE portal
CCRPI Score - District	57.9	63.1	68.3	63.1000	
CCRPI Score - State	73.6	72.9	76.6	74.3667	

Georgia Milestones	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
% Developing Learner or Above - ELA	69	82	77	76.0000	SLDS
% Developing Learner or Above - Math	77	85	87	83.0000	
% Developing Learner or Above - Science	54	64	64	60.6667	
% Developing Learner or Above - Social Studies	57	65	65	62.3333	
% Proficient or Distinguished Learner - ELA	31	49	44	41.3333	
% Proficient or Distinguished Learner - Math	38	53	55	48.6667	
% Proficient or Distinguished Learner - Science	20	29	29	26.0000	
% Proficient or Distinguished Learner - Social Studies	5	14	27	15.3333	

iReady	Mid-Year 2016-2017	Mid-Year 2017-2018	Mid-Year 2018-2019	3-yr Avg	Data Source
% Students Reading on Grade Level - 5th Grade	32	37	42	37.0000	iReady->Reports
% Students Reading on Grade Level - 4th Grade	28	40	37	35.0000	
% Students Reading on Grade Level - 3rd Grade	69	78	60	69.0000	
% Students Reading on Grade Level - 2nd Grade	49	53	52	51.3333	
% Students Reading on Grade Level - 1st Grade	78	52	77	69.0000	
% Students Reading on Grade Level - Kindergarten	88	83.0	71.0	80.6667	
On Grade Level Lexile (%)	52.7	64.0	55.0	57.2333	iReady->Reports
% Students Math on Grade Level - 5th Grade	35	45	72	50.6667	iReady->Reports
% Students Math on Grade Level - 4th Grade	43	60	60	54.3333	
% Students Math on Grade Level - 3rd Grade	56	66	48	56.6667	
% Students Math on Grade Level - 2nd Grade	49	53	48	50.0000	
% Students Math on Grade Level - 1st Grade	51	55.0	49.0	51.6667	
% Students Math on Grade Level - Kindergarten	69	59.0	55.0	61.0000	
On Grade Level Quantile (%)	46.2	56.0	55.0	52.4000	iReady->Reports

Reflection Questions: How are student Lexiles used instructionally to improve student growth? How are Lexiles communicated to parents to ensure they understand what these scores mean? How are Lexiles communicated to students and used for goal setting? What training do teachers receive to enhance their professional knowledge about Lexiles? Does your professional learning for Lexile instruction include all content teachers? How can Media Specialist support increased Lexile measures?

Teachers differentiate instruction and student assignments based on student Lexile scores retrieved from i-Ready, Myon, and the Georgia Milestones Assessment. Students have also been assigned a student data tracker sheet in an effort to encourage student ownership of their own data. It is our goal to make sure that the students understand their own data and can set reasonable goals for growth and achievement with teacher assistance. Parents are informed of the students' Lexile scores through the data tracker, i-Ready reports, and parent-student-teacher conferences. Content area and special area teachers have received professional learning concerning Lexiles conducted by the instructional coach and media specialist. The media specialist also works closely with both teachers and students to ensure the students are selecting and reading books based on their individual Lexile scores. Attention is also given to student progress as they take i-Ready & MyON assessments.

Reflection Questions: How are student Quantiles used instructionally to improve student growth? How are Quantiles communicated to parents to ensure they understand what these scores mean? How are Quantiles communicated to students and used for goal setting? What training do teachers receive to enhance their professional knowledge about Quantiles. Does your professional learning for Quantiles include all content areas?

Instruction and assignments can be differentiated based on student Quantile scores retrieved from i-Ready diagnostics and Georgia Milestone assessments. Teachers and support instructional staff received training on Quantiles through district trainings.

Student Profile	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
Total Student Enrollment	305	340	280	308.3333	Infinite Campus (Student Information->Reports->Enrollment Summary
Students Absent 6+ Days (%)	59	55	60	58.0000	Infinite Campus (RCSS Custom Reports->Attendance->Attendance by Min Nbr of Days
Discipline Incidences	246	206	23	158.3333	Infinite Campus->Behavior->Reports->Incident. Click on List by Year to see other school years.

Reflection Questions: What is your schools attendance plan? How do you address attendance issues? Phone call? Notes home? Home visit? Do you use your parent facilitator or designee? Who monitors attendance and how it affects your CCRPI score? Are there any rewards systems in place for attendance? Are these rewards monthly? Quarterly? Yearly?

The attendance plan for Blythe is based on the RCSS Attendance Protocol. The principal, data clerk, and the leadership team continuously monitor attendance and its impact on the school's CCRPI score. The teachers and school social worker communicate regularly with parents in multiple ways - phone calls, notes home as well as home visits. This is followed by documentation in the student contact log. After 5 unexcused absences, a 5-Day letter is sent to parents, and the social worker contacts the parents as well. The data clerk also keys this information on the Attendance Protocol tab in Infinite Campus. After 10 unexucused absences, the social worker compiles a packet which is sent to the board office. Various attendance incentives and rewards have been arranged by the attendance committee.

Faculty & Staff Profile (2018-2019)	1 to 3 Years	4-10 Years	11-20 Years	21+ Years	Data Source
Current Principal's # of Years in Position	0	0	17	0.0000	School-level Data
Teaching Staff # of Years in Current School	4	6	5	4	School-level Data
Teaching Staff # of Years in Profession	2	1	5	11	School-level Data
	2016-2017	**2017-2018**	**2018-2019**	**3-yr Avg**	**Data Source**
% Administrator Absent 6+ Days	0	100	100	66.6667	School-level Data
% Teachers Absent 6+ Days	5	10	44	19.6667	School-level Data
% Staff Absent 6+ Days	11	8	26	15.0000	School-level Data

Reflection Questions: Do you monitor teacher/staff attendance? Are any teachers/staff chronically absent? Do these teachers/staff miss Mondays and Fridays more so than others?

Teacher/staff absences are monitored. Extended absences are usually due to illnesses with medical documentation.

TKES Standards (%) (2017-2018)	Level I	Level II	Level III	Level IV	Data Source
1. Professional Knowledge	0	0	57.8	42.0000	School-level Data
2. Instructional Planning	0	5	78.9	15.7000	School-level Data
3. Instructional Strategies	0	0	84	15.7000	School-level Data
4. Differentiated Instruction	0	0	100	0.0000	School-level Data
5. Assessment Strategies	0	0	94.7	5.0000	School-level Data
6. Assessment Uses	0	0	73.7	26.3000	School-level Data
7. Positive Learning Environment	0	0	15.7	84.0000	School-level Data
8. Academically Challenging Environment	0	0	100	0.0000	School-level Data
9. Professionalism	0	0	15.7	84.0000	School-level Data
10. Communication	0	0	15.7	0.0000	School-level Data

Reflection Questions: How well do the levels on the TKES Standards correspond with your students' achievement? Is your student achievement indicative of teachers with these TKES scores?

Evaluations of teachers do reflect a need for increased differentiation of instruction as well as some further instruction which includes more challenging components for better understanding. Our student achievement continues to reflect the expertise, motivation, and hard work of our teachers.

School Culture Data Profile	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
Student Mobility (%)	23.1	30.7	Not yet available	26.9000	Governor's Office of Student Achievement. http://gosa.georgia.gov/downloadable-data
In-School Suspension (%)	0	0	0	0.0000	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
Out of School Suspension (%)	14.5	20	0.028	11.5093	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
# of Tribunal Hearings	0	0	0	0.0000	
Question from the Georgia Student Health Survey with the lowest rating (Highest percentage of Strongly Disagree/Disagree or Sometimes/Never)	#8	#8	#8	N/A	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx
Question from the Georgia Student Health Survey with the highest rating (Highest percentage of Strongly Agree/Agree or Always/Often)	#3	#3	#3, #4, #11	N/A	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx

Reflection Questions: How do out-of-school suspensions affect attendance? Do you have interventions in place that could replace suspensions as a form of punishment? What positive behavior reinforcement program or initiatives does your school have in place?

Our out-of-school suspensions are very few and used only as a last resort. Students with good behavior credits are recognized monthly. At this time, we do not have an in-school suspension room. We do involve parents in our behavior plans for the students through daily progress reports, agendas, texts, & phone calls etc.

Reflection Questions: What is your school-wide discipline plan? Does the school wide discipline plan mirror board policy? What additional policy and procedures does your school have that are unique? Is your faculty and staff consistent with the school wide discipline plan? Are there any teachers that stand out that have had historical issues with discipline referrals? How is that teacher supported?

We have a school-wide plan for discipline that has been designed by the staff and enforced consistently throughout the school. Our school social worker and counselor are also involved in working with the students. Lessons are designed based on making good choices in all areas of the students' day. Parents are made aware of our behavior policy at the beginning of each school year, and the teachers and administration make contacts as issues present themselves.

Reflection Questions: What types of training have you offered to address student discipline? What types of training is needed to address student discipline? For students who are long term (5-10 day suspension/ alternative) suspended, how are they transitioned back in the school? How are you monitoring and supporting academics of the students who are chronically suspended?

Our student discipline issues are mostly related to only a few students. We do not have students suspended for more than 3 days at a time, and they are usually given their work assignments before they leave. The counselor follows-up with the students when they return to school, and parents are brought in to meet with the social worker who offers a variety of resources for family support.

Reflection Questions: What areas of concern are revealed in the Georgia Student Health Survey results? How does this relate to your School Climate Star Rating? How are these concerns addressed in your day-to-day operations? Do they represent gaps in your procedures or follow-through on your procedures? What needs to change to improve on these concerns?

The Survey results indicate that the students feel supported and safe at the school. The data also shows that the students value the structure provided, and they are assured that their achievement is important to the staff. The school's 5 star 97 school climate rating correlates with these results. We continue to strive to provide a positive, respectful environment not only for our students, but for the staff and parents as well.

Family and Community Engagement Data Profile	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
Community Events (#)	7.0	2.0	6.0	5.0000	School-level Data
School Events (#)	12.0	8.0	16.0	12.0000	School-level Data
Parent Training Workshops (#)	10.0	4.0	5.0	6.3333	School-level Data
Curriculum Nights (#)	6	2	5	4.3333	School-level Data

Based on the data and the reflective questions, what 3 initiatives will your school focus on this school year?

1

By May 2020, there will be an increase from 64% to 74% of students in grades k-5 placing in Tier 1 in the Vocabulary domain with a focus on word meaning and the background knowledge required by gradel level informational text.

2

By May 2020, there will be an increase from 71% to 81% of students in grades k-5 placing in Tier 1 in the Algebra and Algebraic Thinking domain with a foundation which provides students an opportunity to identify factors and multiples.

3

By May 2020, the number of students missing 10 or more days of school (excused and unexcused) will decrease by 3%.

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

School: Blythe Elementary

Principal: Cheryl Fry

Date: 5-Aug-19

Performance Measure (with unit of measure)	Baseline (2015-2016)	Actuals Year 1 (2016-2017)	Actuals Year 2 (2017-2018)	Target Year 3 (2018-2019)	Actuals Year 3 (2018-2019)	Target Year 4 (2019-2020)	Actuals Year 4 (2019-2020)
Increase the percentage of students reading on grade level by Grade 3 (Proficient or above on the Grade 3 Georgia Milestones ELA EOG)	40%	43%	57.10%	60.10%	73%	83%	
Increase the percentage of students scoring Proficient or above on the Grade 4 Georgia Milestones Math EOG	20%	48%	61.90%	64.90%	55%	65%	
Increase the percentage of students scoring Proficient or above on the Grade 5 Science EOG	27%	20%	28.80%	31.80%	30%	40%	
Increase the percentage of students scoring Proficient or above on the Grade 5 Social Studies EOG	11%	5%	26.90%	29.90%	20%	30%	
Increase the CCRPI Score to Meet or Exceed the school's SWSS CCRPI Target	72.4	65.40%	85.1	TBD	TBD	TBD	

Principal's Signature: Cheryl Fry

Leadership Team Member Signature: Beverly Francis

School Council President's Signature: Hope Thomas

Leadership Team Member Signature: Lisa Newberry

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map): High Academic Achievement and Success for All

Performance Objective (Aligned to RCSS Strategy Map): Increase student performance at or above grade level

Initiative 1 (SMART Goal): By May 2020, there will be an increase from 64% to 74% of students in grades k-5 placing in Tier 1 in the Vocabulary domain with a focus on word meaning and the background knowledge required by gradel level informational text.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Ongoing diagnostic screenings, as well as formative and summative assessments will be administered to monitor student progress and inform instructional decisions	http://www.readingrockets.org/article/early-reading-assessment-guiding-tool-instruction	☑ Strong ☐ Moderate ☐ Promising ☑ Written Rationale	Adm. Intern Instruc. Coach	data profiles teaching plans	8/19, 1/20, 4/20 Diagnostics 9/19, 12/19, 3/20 Benchmarks	Title I & state funds data templates curriculum maps
Small group instruction will provide explicit instruction that builds word knowledge by the direct teaching of word analysis strategies. This will include the meanings of individual words, word relationships, and word parts. Comprehension strategies & activities will also be modeled and practiced which emphasize drawing meaning from texts.	https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf	☑ Strong ☐ Moderate ☐ Promising ☐ Written Rationale	Instruc. Coach	Lesson plans observations assessment data	Every Friday	curriculum maps unit plans tasks

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map): High Academic Achievement and Success for All

Performance Objective (Aligned to RCSS Strategy Map): Increase student performance at or above grade level

Initiative 1 (SMART Goal):

By May 2020, there will be an increase from 64% to 74% of students in grades k-5 placing in Tier 1 in the Vocabulary domain with a focus on word meaning and the background knowledge required by gradel level informational text.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
PLC sessions will evaluate student work, and student assessment data will be disaggregated to inform instruction.	https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf	☑ Strong ☐ Moderate ☐ Promising ☐ Written Rationale	Principal instruc. Coach	rubrics agendas minutes	8/1/19; 8/21/19; 9/18/19; 10/15/19; 1/6/20; 2/14/20; 3/11/20	GSE Teacher Guidance documents Curriculum maps Lesson plans
Literacy progress will be reinforced through ongoing collaboration between school and home.	https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf	☑ Strong ☐ Moderate ☐ Promising ☐ Written Rationale	Media Spec.	Fluency folder sign-off pgs. Contact logs Conference summaries	Oct. 17, Jan. 9, Mar. 19, May 29	reading portfolios fluency folders

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map): High Academic Achievement and Success for All

Performance Objective (Aligned to RCSS Strategy Map): Increase student performance at or above grade level

Initiative 2 (SMART Goal): By May 2020, there will be an increase from 71% to 81% of students in grades k-5 placing in Tier 1 in the Algebra and Algebraic Thinking domain with a foundation which provides students an opportunity to identify factors and multiples.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Instruction will include a continued emphasis on connecting ideas & concepts in multiple ways to other mathematical ideas in a logical and consistent manner. Non-routine problem solving will also be implemented.	https://ies.ed.gov/ncee/wwc/Math/	☑ Strong ☐ Moderate ☐ Promising ☐ Written Rationale	Principal Instruc. Coach	lesson plans student work anectoal notes classroom observations	Every Monday	Title I & State Funds
The mathematics curriculum map and instructional frameworks will be used daily to plan and deliver instruction.	https://ies.ed.gov/ncee/wwc/Math/	☑ Strong ☐ Moderate ☐ Promising ☐ Written Rationale	Instruc. Coach	observations feedback conference logs schedules agendas minutes	Every Friday	Rubicon Atlas resources; envision guides

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map): High Academic Achievement and Success for All

Performance Objective (Aligned to RCSS Strategy Map): Increase student performance at or above grade level

Initiative 2 (SMART Goal): By May 2020, there will be an increase from 71% to 81% of students in grades k-5 placing in Tier 1 in the Algebra and Algebraic Thinking domain with a foundation which provides students an opportunity to identify factors and multiples.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
The students will be afforded deep practice opportunities with immediate feedback given with error correction. Intervention strategies will be provided based on specific areas of need. Growth monitoring will also be performed as prescribed.	https://ies.ed.gov/ncee/wwc/Math/	☑ Strong ☐ Moderate ☐ Promising ☐ Written Rationale	Leadership Team	observations anecdotal notes charts & graphs	During intervention	envision Math, Moving with Math & other curriculum resources; manipulatives
The staff will meet in collaborative and vertical PLC teams to organize and plan instruction.	https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf	☑ Strong ☐ Moderate ☐ Promising ☐ Written Rationale	Principal	schedules rubrics agendas minutes	8/1/19; 8/21/19; 9/18/19; 10/15/19; 1/6/20; 2/14/20; 3/11/20	curriculum maps unit plans tasks schedules

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map): High Academic Achievement and Success for All

Performance Objective (Aligned to RCSS Strategy Map): Increase student performance at or above grade level

Initiative 3 (SMART Goal):

By May 2020, the number of students missing 10 or more days of school (excused and unexcused) will decrease by 3%.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Indentify core Issues related to attendance, including social barriers to academic success	www.acceleratedschools.net	☐ Strong ☑ Moderate ☐ Promising ☐ Written Rationale	SSW/Parent Facilitator, Counselor, and PBIS Team	Pervious year's attendance data (Infinite Campus, SLDS), Title I surveys,	9/28/2019	N/A
Educate school stakeholders regarding the impact of attendance on the academic and social well-being of the students	https://evidenceforesa.org	☑ Strong ☐ Moderate ☐ Promising ☐ Written Rationale	Principal	Documents from parent meetings, couselor lessons, and PBIS team meetings data	5/1/2020	Title I Parental Involvement Funds

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map): High Academic Achievement and Success for All

Performance Objective (Aligned to RCSS Strategy Map): Increase student performance at or above grade level

Initiative 3 (SMART Goal):

By May 2020, the number of students missing 10 or more days of school (excused and unexcused) will decrease by 3%.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Integrate attendance expectations into the culture of Blythe Elementary	https://ies.ed.gov/ncee/wwc/	☑ Strong ☐ Moderate ☐ Promising ☐ Written Rationale	SSW/Parent Facilitator, Counselor, and PBIS Team	PBIS team meetings, attendance ata, Title I surveys	5/1/2020	Title I Parental Involvement Funds
Incentivize attendance by providing more opportunities for positive recognition of students' weekly, monthly, and semester commitment to attend school	https://www.parent-institute.com/attendance.php https://www.pbis.org/school/tier1supports	☐ Strong ☑ Moderate ☐ Promising ☐ Written Rationale	SSW/Parent Facilitator, Counselor, Adm. Intern, and PBIS Team	Stakeholders' surveys, PBIS team meetings, attendance data, Title I surveys	8/25,9/25,10/25, 11/25,12/25 (2019),1/25,2/25, 3/25,4/25,5/25 (2020)	Title I Parental Involvement Funds & Community Partnerships

2019-2020 School Improvement Plan – Elementary

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map): High Academic Achievement and Success for All

Performance Objective (Aligned to RCSS Strategy Map): Increase student performance at or above grade level

Initiative 3 (SMART Goal):

By May 2020, the number of students missing 10 or more days of school (excused and unexcused) will decrease by 3%.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Develop an effective attendance response team to address chronic attendance concerns	https://evidenceforesa.org https://www.parent-institute.com/attendance.php	☑ Strong ☐ Moderate ☐ Promising ☐ Written Rationale	Admin., SSW/Parent Facilitator	Team Meeting Minutes	9/28/2019	Attendance Protocol Sch. Soc. Worker
Utilize the District's attendance protocol to connect students/parents to resources quickly in order to avoid significant loss of time away from school	https://evidenceforesa.org https://www.parent-institute.com/attendance.php	☐ Strong ☑ Moderate ☐ Promising ☐ Written Rationale	SSW/Parent Facilitator, Counselor	Title I Surveys, & Attendance Data	9/28/2019	Attendance Protocol Sch. Soc. Worker/Parent Facilitator
		☐ Strong ☐ Moderate ☐ Promising ☐ Written Rationale				

Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of Professional Learning	Evidence/Data of Impact on Student Learning
1	High Impact Instructional Strategies: Vocabulary Instruction	21-Aug-19	Teaching & Learning Resources Title 1	Principal Instructional Coach	Principal Instructional Coach	Observations, Evaluations, Assessments, Conference Summaries, Surveys
1	High Impact Strategies: Questioning	September 18, 2019	Teaching & Learning Resources Title 1	Principal Instructional Coach	Principal Instructional Coach	Observations, Evaluations, Assessments, Conference Summaries, Surveys
1	Microsoft Teams Resources	5-Aug-19	Instructional Technology	Adminstrative Intern	Administrative Intern	Observations, Evaluations, Assessments, Surveys

Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of Professional Learning	Evidence/Data of Impact on Student Learning
2	High Impact Instructional Strategies: Vocabulary Instruction	21-Aug-19	Teaching & Learning Resources Title 1	Principal Instructional Coach	Principal Instructional Coach	Observations, Evaluations, Assessments, Conference Summaries, Surveys
2	High Impact Instructional Strategies: Questioning	18-Sep-19	Teaching & Learning Resources Title 1	Principal Instructional Coach	Principal Instructional Coach	Observations, Evaluations, Assessments, Conference Summaries, Surveys
2	Microsoft Teams Resources	15-Oct-19	Instructional Technology	Administrative Intern	Adminstrative Intern	Observations, Evaluations, Assessments, Surveys

Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of Professional Learning	Evidence/Data of Impact on Student Learning
1,2,& 3	Implementing the School Improvement Plan	July 31, 2019 - August 5, 2019 (revisit monthly)	Accountability	Leadership Team	Leadership Team Principal Instructional Coach	Observations, Evaluations, Assessments, Surveys

Georgia Department of Education
Schoolwide Program Checklist

For use by the Local Educational Agency (LEA) Federal Programs Coordinator and the Georgia Department of Education Title I Education Program Specialists.

School: Blythe Elementary LEA: Richmond County

All components of a schoolwide program plan must be addressed. Those areas marked Not Met need additional development.

MET	NOT MET	SCHOOLWIDE COMPONENTS
		1. Comprehensive Needs Assessment: Sec. 1114(b)(6)
✓		a. is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency;
		2. Schoolwide Reform Strategies that: Sec. 1114(b)(7)(A)(i-iii)
		a. The school will be implementing to address school needs, including a description of how such strategies will
✓		i. provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;
✓		ii. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
✓		iii. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—
✓		a. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
✓		b. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
✓		c. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
✓		d. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;
✓		e. strategies for assisting preschool children in the transition from early childhood education.

Georgia Department of Education
Schoolwide Program Checklist

MET	NOT MET	SCHOOLWIDE COMPONENTS
		3. Schoolwide Plan Development: Sec. 1114(b)(1-5)
✓		a. is developed during a 1-year period, unless— the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;
✓		b. is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
✓		c. remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;
✓		d. is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
		4. ESSA Requirements to include in your Schoolwide Plan
✓		a. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)
✓		b. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) for parents of English Learners.
NA		c. If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable— i. through coordination with institutions of higher education, employers, and other local partners; and ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10)

Comments:

Principal's Signature — Date: 8-2-19

Coordinator's Signature — Date

Title I School Improvement Plan Checklist and Narrative 2019-2020
Revised March 29, 2019

1. Schoolwide Reform Strategies that: Sec. 1114(b)(7)(A)(i-iii)

a. The school will be implementing to address school needs, including a description of how such strategies will

i. Provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111©(2)]) to meet the challenging State academic standards;

Economically Disadvantage:	Integrate attendance expectations into the culture of Blythe Elementary
Foster and Homeless:	Provide school and community resources: counseling, RTI, Parent Facilitator, & Social Worker
ESOL:	ESOL teacher to monitor and assess student language development progress
Migrant:	English Language surveys and social services
Race/Ethnicity/Minori	Showcase and celebrate all student talents and passions
Students with Disabilities:	Special and general education teachers collaborate to plan student learning opportunities and next steps

ii. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Problem solving strategies will be integrated into all subjects and investigations. The entire staff will meet in collaborative and vertical teams to plan instruction.

iii. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include --

Hands-on lessons and academic competions demonstrating the mastery of the standards

a. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

Teachers as Advisors, PBIS, Blythe Community Center Loud Crowd, Morning Meetings, and peer mediation

b. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn

postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

It is our goal that our students become holistic learners and achieve personal, social, and academic success. There is a focus on career clusters to help prepare our students as they matriculate into the upper grades, college, and on to careers. We desire for our students to develop the skills necessary for strong personal, social, and professional interaction as well as academic success.

e. (Elementary ONLY) strategies for assisting preschool children in the transition from early childhood education.

(Middle and High School ONLY) If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable -- i. Through coordination with institutions of higher education, employers, and other local partners; and ii. Through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10).

In order to assist preschool children in the transition from early childhood programs, daycare visitations are welcomed at Blythe. Preschoolers have an opportunity to visit and observe the school's prekindergarten and kindergarten classes which are located on the same wing of the school. "Kindergarten Round-Up" and a kindergarten orientation is also scheduled.

2. ESSA Requirements to include in your Schoolwide Plan

a. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B).

See Software Logic Model
See Instructional Coach Logic Model
See Title I Tutoring Program Logic Model
See Title I Class Size Reduction Logic Model
See Title I Supplemental Teacher Logic Model
See Title I Paraprofessional Logic Model
See Behavior Logic Model
See Building Parent Capacity Logic Model
See Building Staff Capacity Logic Model

District selected interventions are in place and the expectation is that they be administered as prescribed. Beginning with initial screenings and diagnostic data, and continuing with progress monitoring, assessment data is used to form flexible groups for skill instruction. Progress monitoring helps to determine placements, and transition is determined by improved levels of student performance.

b. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) for parents of English Learners.

Blythe Elementary School is committed to providing its parents with many opportunities and experiences that will equip them to play a vital role in the educational experiences of their children. The school hosts a variety of meetings at various times in order to encourage parental involvement. Parents are invited to family literacy and math nights at the school and test prep information is also shared. Volunteers assist at the school as well as community partners. Parent conferences are held and education plans are reviewed and updated. Parents and guardians receive regular notification of student progress and work towards promotion requirements. Parents are directed to the Infinite Campus Parent Portal, the school's web page, as well as the RCSS website to access the curriculum standards, web resource links, and any additional information parents and guardians might find

Schoolwide Improvement Plan FY20 Artifacts List

Coherent Instructional System	**Professional Capacity**	**Supportive Learning Environment**	**Family and Community Engagement**	**Effective Leadersh**
Schoolwide data results to support the needs assessment (brainstorming evidence i.e. Fishbone, 5 Why's, etc) CCRPI Report Three-Year Academic Profile School Profile Master Schedule Intervention Schedule Reading and Math Interventionist Schedule Augmented Teacher schedule (if applicable) Extended Learning Plans (if applicable) Tutor Packet Rank order list Consultant Agreement (Students) AVID Site Plan Stem and Steam Plan Computer Lab Schedule Counseling Sessions Evidence of using instructional practices from professional learning/training Teachers as Advisors Program Evaluation Mentoring Documentation Schoolwide Initiatives (AVID, HSTW, etc.) (High School) Career and Technical Education Programs, Advanced Placement, Early College High School) Dual Enrollment Documentation	RTI Schedules Positive Intervention Support School Wide Positive Intervention Plan Tired Intervention Chart Artifacts of mentoring program of new teachers(SMART Mentor and /or School Mentors) New Teacher orientation Screen shot of course offerings Professional Development Plan & Calendars Faculty/Staff Roster Agendas, sign in sheets, evaluations and PL handouts Evidence of the impact on student achievement Consultant Agreement (Teachers) PL Approval Form Richmond County Job Fair Flyer(s) School website information Summer Leadership Training Principal Presentations Accountability Feedback Technical Assistance Emails	Eleot Observations School Council Meetings (Agenda, Sign In , Minutes) School Improvement Feedback Support of Need Extended Learning Observations Budget and Justification Coordination of Funds Chart Interventions are Evidenced Based District Theory of Change Extended Learning Plan Middle School 8th grade transition meeting/ceremony programs at the High School Transition Plans Pre K Open House documents College Visits AVID Field Trips Work based learning Move on When Ready (Flyer, parent permission slips etc)	Acknowledgement Form Title I Parent/Engagement Documents (several folders will be within this folder)	Committee/Leadership Team Meetings (agenda, minutes, sign-in, artifacts/handouts)

School Improvement Plan Glossary

Performance Measure: Data point to measure a school's achievement on key indicators. Successful implementation of any school improvement plan will increase achievement on these indicators.

Target: Goal set by the school as to what a reasonable growth in achievement can be from one year to the next year. Targets are adjusted every year based on the previous year's actual values.

Actuals: Score received by the school that are based on real data.

Goal Area: Gold-colored box on the RCSS Strategy Map aligned to the focus of the School Improvement Plan. Operational Effectiveness; High Performing Culture and Workforce; Communication; Community Engagement; and High Academic Achievement and Success for All are the Goal Areas.

Performance Objective: Blue-colored box on the RCSS Strategy Map aligned to the selected Goal Area. For example if the selected Goal Area is High Academic Achievement and Success for All, the only choices for Performance Objective are Increase Graduation Rate; Increase Student Performance At or Above Grade Level; and Increase College, Career, and Workforce Readiness.

Initiative: Broad description of the work to be accomplished. Could be in the form of a SMART goal or short like the chapter of a book. Must be related to the weakness and root cause found through the Needs Assessment.

Action Step: Specific task to be accomplished in order to complete the initiative. Task should be completed within a specific amount of time with a specific team/leader assigned to oversee its direction.

Group Affected by Initiative: The specific target of the action step, could be teachers receiving a particular PL course, 7th grade students receiving a type of intervention, or all students for school-wide action steps.