

**SCHOOLWIDE IMPROVEMENT PLAN (SIP)**  
**TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN**

**NAME OF SCHOOL/PRINCIPAL:** Blythe Elementary/Pamela Ward

**NAME OF DISTRICT/SUPERINTENDENT:**

**Richmond County School System/Dr. Angela Pringle**

☐ *Comprehensive Support School*   ☐ *Targeted Support 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 \_\_\_\_\_ Date \_\_\_\_\_

Title 1 Director \_\_\_\_\_ Date \_\_\_\_\_  
(Title 1 Schools only)

Revision Dates: 8/26/16 8/30/16 9/21/16 \_\_\_\_\_

**Planning Committee Members (SWP 8, 16)**

<b>Name</b>	<b>Position/Role</b>	<b>Signature</b>
Pamela Ward	Principal	
Lillian Isreal	Title I Service Provider	
Shetina Roulhac	Administrative Intern	
Hope Thomas	Instructional Coach	
Laura Jacobs	Media Specialist	
Chris Baxter	Counselor	
Pamela Baxley	Bookkeeper	
Tabitha Carroll	Teacher	
Catanna King	Teacher	
Brandi DeLoach	Teacher	
Beverly Franqui	Teacher	
Linda Kumpf	Paraprofessional	
Noel Cartagena	Parent	
Shirley Cartagena	Parent	
Annette Osborne	Grandparent/Foster Parent	
Daisy Price	PTO Officer/Community Member	
Lisa Zeien	Parent Volunteer/Community Member	

Title I only **(SWP 10, 15, 19)**

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

Please indicate the programs that are consolidated in this plan: \_\_\_\_\_

School Designated as a Priority School   N   (Yes or No)

School Designated as a Focus School   N   (Yes or No)

## **Blythe Elementary's Needs Assessment/ Data Review Results Narrative Summary Analysis**

*In reviewing the school's spring 2016 Georgia Milestones Assessment results, we focused not only on the overall achievement levels of each grade and subject area, but student performance on the subject area domains as well. This information will be used to help determine the focus of our instruction, and we'll continue to reflect on how the standards were taught versus how they are being assessed. We also plan to analyze the standard specific data when it becomes available.*

*The school's Achievement Level summary of results showed:*

*3<sup>rd</sup> Grade - ELA - 6% Distinguished, 34% Proficient, 28% Developing, & 32% Beginning; Math - 4% Distinguished, 37% Proficient, 38% Developing, and 21% Beginning; Science - 4% Distinguished, 23% Proficient, 48% Developing, and 25 % Beginning, and Social Studies - 12% Distinguished, 24% Proficient, 45 % Developing, and 20% Beginning.*

*4<sup>th</sup> Grade - English Language Arts - 2% Distinguished, 9% Proficient, 38% Developing, and 51% Beginning; Math - 4% Distinguished, 16% Proficient, 53% Developing, 27% Beginning; Science - 0% Distinguished, 18% Proficient, 36% Developing, and 47% Beginning, and Social Studies - 0% Distinguished, 11% Proficient, 24% Developing, and 64% Beginning.*

*5<sup>th</sup> Grade - English Language Arts - 2% Distinguished, 16% Proficient, 60% Developing, and 22% Beginning; Math - 4% Distinguished, 18% Proficient, 58% Developing, and 20% Beginning; Science - 2% Distinguished, 25% Proficient, 36% Developing, and 36 % Beginning, and Social Studies - 2% Distinguished, 9% Proficient, 64% Developing, and 24% Beginning.*

*The Reading Status domain performance for 3<sup>rd</sup> grade showed 69% of the students scored grade level or above with 31% scoring below grade level. The 4<sup>th</sup> grade mathematics domain performance indicated that Numbers and Operations-Fractions, Numbers and Operations in Base 10, and Measurement and Data were the weakest areas for the grade level (76%, 73% & 69% needing remediation respectively).*

*When testing is completed, we will analyze our i-Ready data focusing on the domains for each grade and subject. The students will continue to be given growth monitoring probes as well as instructional assignments.*

## Needs Assessment/Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18) *(See attachment for Assessment Data for additional information)*

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p>Increase the percentage of students reading on grade level by Grade 3</p> <p>Increase the percentage of students scoring Proficient or above on the Grade 4 Georgia Milestones Mathematics Assessment</p> <p>Increase the percentage of students scoring Proficient or above on the Georgia Milestones Science Assessment</p> <p>Increase the percentage of students scoring Proficient or above on the Georgia Milestones Social Studies Assessment</p> <p>Increase the school's CCRPI Target by 3% annually</p>	<p>Georgia Milestones Assessment</p> <p>i-Ready reports</p> <p>CCRPI report</p> <p>SLDS 2016 reports</p>	<p>Principal</p> <p>Administrative Intern</p> <p>Academic Support Spec.</p> <p>Teachers/Paras</p> <p>School Counselor</p>	<p>Compacts</p> <p>Phone calls</p> <p>Signed papers</p> <p>Report cards</p> <p>Conferences</p> <p>Newsletters</p> <p>Infinite Campus</p> <p>Shout Point</p> <p>PTO meetings</p> <p>Academic Nights</p> <p>Workshops</p>
<p>The reduction of the number of students missing 6+ days</p>	<p>Infinite Campus</p> <p>Participant &amp; quarterly reports</p>	<p>Principal</p> <p>Data Clerk</p> <p>Social Worker</p> <p>Teachers/Paras</p> <p>Attendance Comm.</p> <p>School Counselor</p>	<p>Compacts</p> <p>Phone calls</p> <p>Report cards</p> <p>Conferences</p> <p>Newsletters</p> <p>Infinite Campus</p> <p>Shout Point</p>
<p>Increased parental and community involvement</p>	<p>School-level data</p>	<p>Principal</p> <p>Administrative Intern</p> <p>Social Worker</p> <p>Teachers</p> <p>Support Staff</p> <p>School Counselor</p>	<p>Compacts</p> <p>Phone calls</p> <p>Newsletters</p> <p>PTO meetings</p> <p>Academic Nights</p> <p>Workshops</p>

## Parent/Family Engagement

*Blythe Elementary School is committed to providing our parents with various opportunities to play a vital role in the educational experiences of the students. We aim to identify any underrepresented families and community members so that all stakeholders will receive information and alerts concerning upcoming events. Parent and community input is solicited through meetings, interviews, questionnaires, and surveys.*

*We strive to flexibly schedule all functions to better accommodate parents. Parent meetings, workshops, assemblies, and family literacy events are held at the school, and parents may also observe in the classrooms. Our parent resource center provides an array of materials that may be checked out for use at home with the children. A parent academy has been held at Blythe to provide training directly to parents, and volunteer training activities are also held at the school on a regular basis.*

*We use family and community members as reading partners, volunteers, and guest readers. Families have also been invited to watch movies and participate in many social activities. The school utilizes a variety of methods to notify parents and guardians about events: announcements are posted on the school's website and on the counter in the office; quarterly newsletters as well as flyers are sent home; Shout Point announcements made as needed; telephone notifications; and Infinite Campus' parent portal are also sources of information. Interpreters will be provided by the District as needed.*

*Parents are invited to serve on the school's Title I SIP/SWP committee to share in the joint development of the document. We encourage parents and the community to give feedback concerning not only the plan, but the general functioning of the school as well. Parents are also asked to give input concerning the use of Title I budgeted funds for materials/resources, technology items, and trainings, etc.*

*The annual Title I meeting should be held before October 31<sup>st</sup>, but the revisions for Blythe Elementary School's Title I Compacts and Parent Policy must be completed before this meeting. Our Compact outlines how the school's staff, students, parents and community will share the responsibility for improved student academic achievement. Our Parent Policy describes how the school will provide opportunities to encourage parent engagement in order to support student learning.*

## Highly Qualified Staff

(SWP 3, 5)

All courses are taught by highly qualified staff. Yes (yes or no) If no, explain

List efforts to recruit highly qualified teachers to your school.

*Blythe Elementary is represented at the yearly District job fair, and information concerning potential teacher candidates is gathered at that time. Interviews may be scheduled as the need arises for additional teachers for the school. Recommendations from current staff members and others are often helpful.*

*High staff motivation is key to the school's success, and the school's staff provides support and guidance to incoming teachers. This support is part of the county-wide training through the Richmond County Strategic Mentoring and Retaining Teacher Induction Program (SMART). Teachers in the induction phase who are new to the profession, Richmond County, or to a content area receive continuous assistance in order to enhance student instruction and their own professional development.*



## **Student Transition Plans**

(SWP 6)

*In order to assist preschool children in the transition from early childhood programs, daycare visitations are welcome at Blythe. Preschoolers have an opportunity to visit and observe the school's prekindergarten and kindergarten classes. A tour was designed to help prepare students and parents with the transition from Head Start, other preschool agencies, or home. The tour would also provide information concerning the procedures and policies of the Richmond County School System.*

*We plan to continue to distribute "Welcome to School" booklets along with a list of age-appropriate summer activities. Class assignments will be given to the visiting teacher and students with an outline of scheduled activities. Students will also receive a school supply list from the host teacher.*

*A similar orientation is given to students entering the school for the first time in other grade levels as well. Various orientations, early release days, and PTO meetings etc. give families and students entering our school an opportunity to become more acclimated to the school.*

*Blythe also coordinates additional transition activities and school visits for students leaving Blythe to enter middle school. These events are usually scheduled by the schools' counselors and administrators.*

## School Improvement Plan - Elementary

School: Blythe Elementary

Principal: Pamela Ward

Date: August 31, 2016

School Improvement Goal Area: High Academic Achievement and Success for All

Performance Measure (with unit of measure)	Baseline	Target Year 1	Target Year 2	Target Year3
Increase the percentage of students reading on grade level by Grade 3	69%	73%	78%	83%
Increase the percentage of students scoring Proficient or above on the Grade 4 Georgia Milestones EOG Mathematics Assessment	20%	50%	60%	75%
Increase the percentage of students scoring Proficient or above on the Georgia Milestones Science EOG Assessment	24%	55%	65%	75%
Increase the percentage of students scoring Proficient or above on the Georgia Milestones Social Studies EOG Assessment	20%	50%	60%	75%
Increase the school's CCRPI Target by 3% annually	61.2%	66%	71%	76%
<b>Performance Measure is aligned to the RCSS Performance Objective of:</b> Increase student performance at or above grade level				

## School Improvement Plan - Elementary

### Initiative: Student Achievement in Reading

Group Affected by Initiative	Research-Based Action Steps	Team or Leader who will oversee the initiative and actions & collect data	Data that the Team or Leader will collect	Timeline for implementing initiative and actions	Funding Source, Materials /Resources Needed
3 <sup>rd</sup> grade (This initiative will also apply to K, 1 <sup>st</sup> , 2 <sup>nd</sup> , 4 <sup>th</sup> & 5 <sup>th</sup> grades)	Explicit instruction that builds word knowledge by the direct teaching of word analysis strategies  Daily sustained oral and silent reading fluency and vocabulary practice	Principal Adm. Intern Acad. Support Spec. Teachers	Diagnostic, formative, & summative assessments Observations; rubrics Surveys & interviews	August 2016 - May 2017	Title I/State Funds - student resources Curriculum maps Unit plans Benchmark Literacy materials Phonics/ Word Work: <a href="http://www.FCRR.org">www.FCRR.org</a> Tasks GSE Teacher Guidance documents
3 <sup>rd</sup> grade (K, 1 <sup>st</sup> , 2 <sup>nd</sup> , 4 <sup>th</sup> & 5 <sup>th</sup> grades)	Comprehension strategies are modeled and practiced for the construction of meaning	Principal Adm. Intern Acad. Support Spec. Teachers	Diagnostic, formative, & summative assessments Observations; Rubrics	August 2016 - May 2017	Curriculum maps Unit plans Tasks
3 <sup>rd</sup> grade (K, 1 <sup>st</sup> , 2 <sup>nd</sup> , 4 <sup>th</sup> & 5 <sup>th</sup> grades)	The use of routine monitoring and assessment of student progress to inform instruction	Principal Adm. Intern Acad. Support Spec. Teachers	Growth monitoring	August 2016 - May 2017	Benchmark Literacy materials
3 <sup>rd</sup> grade (K, 1 <sup>st</sup> , 2 <sup>nd</sup> , 4 <sup>th</sup> & 5 <sup>th</sup> grades)	Study skills groups Anxiety groups Individual counseling to help with personal/social struggles that directly impact achievement	School Counselor	Weekly logs & quarterly reports	August 2016 - May 2017	Rosters Perm. records
3 <sup>rd</sup> grade (K, 1 <sup>st</sup> , 2 <sup>nd</sup> , 4 <sup>th</sup> & 5 <sup>th</sup> grades)	Collaboration of school and home to reinforce literacy progress	Principal Adm. Intern Acad. Support Spec. Teachers	Surveys, interviews,& questionnaires	August 2016 - May 2017	Benchmark Literacy materials GSE Teacher Guidance documents

Pamela Ward

**Principal**

Shetina Roulhac

**School Council President**

Hope Thomas

**Leadership Team Member**

Chris Baxter

**Leadership Team Member**

Leon DeBerry

**Leadership Team Member**

Angela Rhea

**Leadership Team Member**

## School Improvement Plan - Elementary

### Initiative: Student Achievement in Mathematics

Group Affected by Initiative	Research-Based Action Steps	Team or Leader who will oversee the initiative and actions & collect data	Data that the Team or Leader will collect	Timeline for implementing initiative and actions	Funding Source, Materials /Resources Needed
4 <sup>th</sup> grade (This initiative will also apply to K, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> & 5 <sup>th</sup> grades)	Utilize a variety of assessments to monitor student progress and inform instructional decisions	Principal Adm. Intern Acad. Support Spec. Teachers	Diagnostic, formative, & summative assessments Observations Rubrics Surveys, interviews,& questionnaires	August 2016 – May 2017	Title I – technology support State Funds – student materials/supplies Curriculum – assessment materials
4 <sup>th</sup> grade ( K, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> & 5 <sup>th</sup> grades)	Deep practice with immediate feedback given with error correction	Principal Adm. Intern Acad. Support Spec. Teachers	Observations Anecdotal notes	August 2016– May 2017	Curriculum maps Unit plans Formative Assessment Lessons envision Math resources
4 <sup>th</sup> grade ( K, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> & 5 <sup>th</sup> grades)	Intervention based on specific areas of need Consultant Tutoring program	Principal Adm. Intern Acad. Support Spec. Teachers	Diagnostic assessments	August 2016 – May 2017	envision Math resources student portfolios
4 <sup>th</sup> grade ( K, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> & 5 <sup>th</sup> grades)	Opportunities provided for grade level and vertical team collaborative planning	Principal Adm. Intern Acad. Support Spec. Teachers	Debriefing notes Minutes	August 2016 – May 2017	Curriculum maps Unit plans Tasks Formative Assessment Lessons envision Math resources
4 <sup>th</sup> grade ( K, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> & 5 <sup>th</sup> grades)	Professional development focusing on instructional strategies	Principal Adm. Intern Acad. Support Spec. Teachers	Rubrics Surveys, interviews,& questionnaires	August 2016 – May 2017	Curriculum maps Unit plans Common Core mathematical standards

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**Leadership Team Member**

## School Improvement Plan - Elementary

**Initiative:** Student Achievement in Social Studies

Group Affected by Initiative	Research-Based Action Steps	Team or Leader who will oversee the initiative and actions & collect data	Data that the Team or Leader will collect	Timeline for implementing initiative and actions	Funding Source, Materials /Resources Needed
K – 5 <sup>th</sup> Grades	Implementing interdisciplinary learning experiences	Principal Adm. Intern Acad. Support Spec. Teachers	Diagnostic, formative, & summative assessments	August 2016 – May 2017	Title I – student resources State Funds – student materials/supplies Curriculum maps Pacing Calendar Unit plans GADOE Frameworks Progress Checks
K – 5 <sup>th</sup> Grades	Promoting student engagement through content-rich experiential tasks	Principal Adm. Intern Acad. Support Spec. Teachers	Observations Rubrics Surveys, interviews,& questionnaires	August 2016 – May 2017	Curriculum maps Pacing Calendar Unit plans GADOE Frameworks Progress Checks
K – 5 <sup>th</sup> Grades	Professional development that models interactive teaching and instructional strategies	Principal Adm. Intern Acad. Support Spec. Teachers	Rubrics Surveys, interviews,& questionnaires	August 2016 – May 2017	Curriculum maps Pacing Calendar Unit plans GADOE Frameworks Progress Checks

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## School Improvement Plan- Elementary

### Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support School Improvement Plan Initiative	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Position Responsible	Monitoring Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Facilitating literacy in all curricular content areas: including close reading strategies & Common Core critical vocabulary	August 2016 - May 2017	Title I Consultants - professional learning - \$2500	Principal Acad. Support Spec. Teachers	Focus Walks Observations Evaluations	Lesson plans Meeting minutes Improvement in student problem solving and concept development
Using student Lexiles & Quantiles to improve student growth  Designing interactive videos which support instruction	August 2016 - May 2017	Title I  \$2500	Principal Acad. Support Spec. Media Specialist Teachers Curriculum Dept.	Data analyses/Data talks Destiny System Reports Conferences Observations Evaluations	Assessment data Debriefing forms Group charts Increased student achievement results
Supporting teaching and learning with Formative Instructional Practices (FIP)	August 2016 - May 2017	Title I Blythe PDI: materials & stipends \$2000	Principal Acad. Support Spec. Teachers	Focus Walks Observations Evaluations	Student observation data Response logs Presentations
Personalized Learning approaches for tailoring instruction	August 2016 - May 2017	Title I Blythe PDI: materials & stipends \$1000	Principal Adm. Intern Acad. Support Spec. Teachers	Focus Walks Observations Evaluations	Learning plans Projects Increased student achievement results

## School Improvement Plan-Elementary

### Parental Involvement Plan to Support School Improvement Plan

Parent Engagement Activities	Person(s) Responsible-Will oversee the actions	Evaluation Results	Evidence of Impact on Student Learning	Timeline	Estimated Cost, Funding Source, and/or Materials/Resources Needed
Host meetings: *Annual Title I Meeting – Review /Revise Policy, Compact, SIP/SWP/TA Plan, & PI Budget *Volunteer Training *Parent/Teacher Conferences	Principal Adm. Intern Social Worker Acad. Support Spec. Counselor Teachers Title I Serv. Prov.	Questionnaires Surveys Conferences Interviews	Increased student achievement in all content areas  Reduction in student absenteeism  Continued decrease in discipline referrals	August 2016 - May 2017	Title I Computer/Printer for the parent center - \$2500  Light refreshments - \$300
Provide: *Materials/Explanation Information @ Title I *Curriculum *Academic Assessments *Proficiency Levels & Progress Monitoring Results *School Status *School Policy & Compact *RTK *Complaint Procedures	Principal Title I Serv. Prov. Acad. Support Spec. Adm. Intern Teachers	Questionnaires Surveys Conferences Interviews	Increased student achievement in all content areas  Reduction in student absenteeism  Continued decrease in discipline referrals	August 2016 - May 2017	Title I Pamphlets - \$200  Reproduction costs - \$500

**\*\*The Title I Annual Meeting must be held before October 31<sup>st</sup>; but not prior to compact and policy revisions. (Include revision date on policy; (ie., 8/10/2016)**

**\*\*100% Compacts should be signed, dated, and returned before November 1<sup>st</sup> (except for new students). Include revision date on compacts.**

**\*\* All parent meetings should be maintained throughout the year with complete documentation (sign-in, agendas, handouts, webpage postings, shout points, etc.)**

**Title I Expenditures at a Glance** (Please complete for all items purchased with Title I funds with SWP page #)

Funding Source	How Funds will be Used		
<b>Federal Funds- Title I</b>	<b>Title-I Funds to Source the following Items:</b>	<b>Approximate Cost</b>	<b>SWP Page #</b>
	Used for K- 3 <sup>rd</sup> grade:		
	*Social Studies: Pebble Go Ebook subscription to biographies - <a href="https://www.pebblego.com/login/">https://www.pebblego.com/login/</a>	\$1000	p. 13
	*Articles that support animal classification, behavior, and habitat lessons!		
	*Biographies – K- 5 <sup>th</sup> grade books		p. 11
	*Literature books	\$800	p. 11
	* Journal subscriptions: <u>Social Studies &amp; the Young Learner</u>	\$329	p. 13
	*Gallopade Georgia Milestones Test Prep: Social Studies Curriculum	TBD	p. 13
	*One Minute Reader materials/timers	TBD	p. 11
	Writing to Win materials	TBD	pp. 11-14
	Consultant to work directly with students	\$2000	p. 12
	Tutoring Program	TBD	p. 12
	Tablets for small group instruction (ebooks, research, etc.)	\$7000	pp. 11-13
	Substitutes for teachers to attend professional learning sessions & conferences	TBD	pp. 11-14
<b>State Funds</b>	Per pupil funds will be used to purchase materials/supplies that support the implementation of the State Standards		
<b>Reduced Class Size</b>			
<b>School Improvement Grant (Focus/Priority Schools Only)</b>			
<b>Local Professional Learning Funds</b>	To provide professional development for ...		
<b>Grants</b>			



