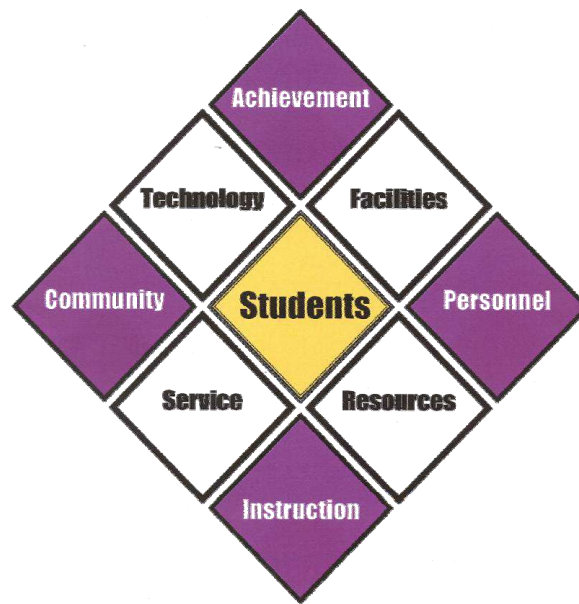


# **Bleckley County Primary School**

## **School Wide Title I Program**

**2016-2017**



**Superintendent – Mr. Steve Smith**

**Principal – Mr. Quent Floyd**

Bleckley County Primary School  
Title I Schoolwide Plan

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## OVERVIEW OF BLECKLEY COUNTY

Bleckley County is a rural county in middle Georgia located about 40 miles south of Macon and nestled between I-16 and I-75. Having very little industry, the school system is the largest employer and a large number of our residents work outside the community. Our community affords students minimal recreational and cultural opportunities outside those offered by the school and local college. Despite limited recreational, cultural and fiscal resources, we are committed to our students and are competitive in terms of academic achievement.

The Bleckley County School District is a small district comprised of approximately 2500 students in grades pre-k through grade 12. The average pupil/teacher ratio is 13:1.

In terms of wealth, we rank 161 out of 181. We have very little industry and taxable wealth. We currently levy 14.3 mils at a rate of approximately \$260,000 per mil. Even though the financial constraints limit our access to many programs, resources, and opportunities we have a very dedicated faculty and staff as well as a community that supports our endeavors.

The mission of the Bleckley County School System is to provide excellent educational experiences today for tomorrow's successes. The mission is accompanied by a vision that establishes a foundation of "Expecting Excellence" from student, faculty, family member, and the community. To enhance the mission and vision of the Bleckley County School System, the stakeholders recognize a core set of beliefs that are centered on the greatest asset, the students. The students inspire and challenge stakeholders to build an organization of: Achievement, Curriculum and Delivery, Facilities, Personnel, Resources, Community, Student Support Services, and Technology. The groundwork of the mission, vision, and purpose of the Bleckley County School System lies within this set of core beliefs. Chief among the belief statements is the core knowledge that all children deserve the opportunity to be educated with excellence at the root of all decisions. This will be achieved by believing that:

- Schools exist for students
- Every student can learn, achieve, and succeed given a supportive and challenging learning environment
- Every student needs love and acceptance
- Students must learn a positive work ethic and be motivated to become competent, contributing members of society
- Learning is directly related to the quality of leadership, instructional, and support personnel
- Learning is a lifelong process
- A challenging and aligned curriculum taught by highly qualified teachers helps ensure success in our schools
- A safe, orderly, and caring environment is conducive to learning
- The future of our society is shaped by our educational process
- Students, families, teachers, and community members should form a partnership to ensure the education of every individual

The student population is largely White (68%) with approximately a 32% minority population, most of which is Black (26%). Hispanic, Asian, and Multi-Racial students

make up the remaining 6% of the population. Our student population is approximately 72.94% free and reduced lunch eligible, indicating a higher than average poverty level for the county. Approximately 15% of our students receive Special Education services.

According to the most current census data, the population of Bleckley County is 13,063 and the per capita income is \$19,199; roughly \$9,000 below the state. Approximately 22% of Bleckley County residents are considered to be within the poverty range. The latest unemployment data indicates a rate of 8.8%. According to data from the Department of Labor, the educational attainment of our labor force approximately 43.3% have completed high school or equivalent, 17.2% have some college but no degree, 7.5 % have a 4 year degree, and 7.6% have post graduate studies.

Bleckley County Schools provide employment for 214 certified staff members and has minimal turnover. Of those, 202 are Caucasian, 11 are African American, and 1 is Asian. During FY09, only 1.6 teachers was not Highly Qualified giving us a HiQ rate of 98.4%.

Bleckley County Schools believe that graduation of students is our ultimate goal. Graduation is the result of a rigorous curriculum, high expectations and effective instruction from Pre-K through 12<sup>th</sup> grade. The graduation rate has shown a steady increase over the last three years. Graduation rate for 2013 was 79.8%, 2014 was 84.2%, and 2015 was 89.4%.

## **1. COMPREHENSIVE NEEDS ASSESSMENT**

BCPS has made Adequate Yearly Progress (AYP) for 13 consecutive years and has been a Title I Distinguished School for 11 consecutive years. We have been recognized as a National Title I School and a Platinum Award recipient from the Governor's Office of Student Achievement. For the 2012-13 school year, we received 95 out of 100 points for our College & Career Readiness Performance Index (CCRPI) score. In 2009, BCPS was accredited by SACS. In 2011, BCPS earned the Bronze National Recognition Award given by The Alliance for a Healthier Generation. In the Spring of 2013, Bleckley County was one of six small school systems in the state of Georgia that were awarded the Striving Readers Comprehensive Literacy Grant beginning in school year 2013-14. It is noteworthy that each school within the Bleckley County system was awarded this grant. BCPS was awarded over \$240,000 to spend on improving literacy instruction. Although students receive intense sight-word instruction in kindergarten and explicit phonics instruction at the first grade level (Sing, Spell, Read & Write), many of our students are still struggling. When RTI was first implemented, students were served by one part-time teacher and a full-time paraprofessional. As the numbers increased, the teacher position became full-time, allowing more students to enter the program. In 2009, a total of 73

students were served by RTI. In 2010, the number dropped to 53 but rose in 2011 to 117 and currently remains at that number. Teachers and administrators at BCPS see a strong need for integrating the different literacy components (as identified by Reading First) in ELA, science, and social studies through fiction and nonfiction texts. The first and second-grade teachers have developed basic comprehension and language arts units to supplement the basal series, and meet regularly for collaborative planning to ensure implementation of CCGPS. Additional materials are needed to accelerate and scaffold ELA and content area instruction. There is a great need for leveled, nonfiction, and high interest readers as well as expanded classroom libraries and updated technology. With the goal of differentiating instruction and developing motivated, engaged students, additional training and classroom/media center resources are a high priority. Another identified need is to begin using Lexile scores to determine text complexity. Keeping an eye toward high-stakes testing at the third grade level, BCPS teachers want to provide the best instructional practices to ensure a strong learning community beyond students' basic needs. BCPS needs to fully implement CCGPS, achieve the integration of reading and writing across the content areas that are necessary for student success, and increase our students' educational experiences to help prepare them for the rigor expected by CCGPS. Needs assessments completed at the PreK level have identified a need for professional learning in the area of implementation of screenings and diagnostic assessments. This training would be very beneficial in utilizing the RTI process. Additional training in Tier 1 and Tier 2 interventions is needed. The CLASS observation revealed that all classrooms scored in the low range in the areas of Concept Development and Quality of Feedback. These scores would indicate a need for professional learning that would increase skills in promoting children's higher-order thinking skills, expanding learning and understanding, and improving language development techniques.

Because of the implementation of Common Core Georgia Performance Standards, a number of additional instructional initiatives have been implemented for the 2013-14 school year. The Striving Readers Literacy Grant has also been the impetus for some additions/changes in curriculum. Included among these are:

- \*Common benchmark assessments (ongoing)
- \*Standards Based Classrooms
- \*Sing, Spell, Read, Write for first grade (ongoing)
- \*Go Math (second grade)
- \*Kathy Richardson Math Series (kindergarten and first grade)
- \*Writer's Workshop (first and second grade)
- \*Renaissance Learning: STAR Reading (ongoing), Accelerated Reader (ongoing), STAR Math
- \*Lexia computer program (ongoing)
- \*Reading First Redelivery Training (ongoing -- not a Reading First recipient)
- \*Kim Adsit Writing Workshop
- \*Technology - Smartboard Incorporation into lessons (ongoing)
- \*Response to Intervention (ongoing)
- \*Collaborative planning between content-area teachers (ongoing)
- \*CCGPS Vertical Alignment

Based on needs assessments completed by teachers, observations conducted by administrators, and assessment data, these professional learning needs have been identified for BCPS:

- \*More in-depth training/work in unpacking and implementing CCGPS
- \*Writing training for all teachers so that writing across the curriculum can become a reality
- \*Training for teachers on teaching higher-order thinking skills for all levels/abilities of students
- \*Tier I Intervention strategies for working with RTI students
- \*Training in strategies for increasing/improving student vocabulary through reading
- \*Training in understanding/using Lexile scores for students' independent reading
- \*Examining/evaluating student work - especially in the area of writing
- \*Literacy strategies for math, science, and social studies content teachers
- \* Research-based instructional strategies and use of rubrics to improve literacy instruction in all content areas.
- \*Analyzing data compiled from assessments (DIBELS Next, Informal Phonics Inventory, Peabody Picture Vocabulary Test, and Phonological Awareness Literacy Screening)
- \*Georgia Early Learning and Development Standards (GELDS) for PreK

## **2. SCHOOL WIDE REFORM STRATEGIES**

Bleckley County Primary School exercises a site-based approach to developing results-driven curriculum and delivering enthusiastic instruction to meet the needs of all learners. Curriculum is aligned to the state's Common Core Georgia Performance Standards and delivered according to a locally developed curriculum map which provides opportunities for all learners to meet or exceed Georgia's proficient and advanced levels of student performance. Teachers maintain student-centered classrooms, provide diversity in learning styles, and infuse technology into the curriculum. BCPS employs a comprehensive view of school reform, focusing on improvement of the entire school, and addressing all key aspects of our school programs. This is evident not only through our successful academic programs, but can be seen in teacher, student, parent, and community efforts in all areas. Examples are our successful parent organization, our parent volunteer program, a cadet program with our neighboring high school and college. All BCPS faculty and staff members participate in a variety of staff development opportunities each year. Seventy-five percent of BCPS teachers have an advanced degree. One hundred percent of BCPS teachers have completed In-Tech training, the state mandated technology proficiency requirement. Faculty members attend college courses, workshops, seminars, book studies, and read professional journals, sharing their findings with other colleagues during grade level and faculty meetings.

BCPS students participate daily in ninety plus minutes of language arts instruction. The *Accelerated Reader* program is used in first and second grades allowing teachers and support staff to focus on basic reading skills and to meet the needs of diverse learners at the same time. All students use software in the computer lab weekly to reinforce reading

concepts. BCPS students receive math instruction via the *Houghton Mifflin Math* program. The *Houghton Mifflin Math* program is based upon introducing a topic to students and then allowing them to build upon that concept as they learn new ones. *Houghton Mifflin Math* in the early grades relies heavily on the use of hands-on manipulatives and the availability of an online e-math book. The at-risk population in our school is successful in learning with the program because of the adaptability and repetition used in teaching. BCPS teachers utilize software programs in the classroom such as *Study Island*, and *Lexia*. Students visit the computer lab twice weekly, working on *Mockwrite*, *Lexia*, *Mockcount*, *Mockshow*, *Graphclub*, *Kidspiration*, *Renaissance*, *Starfall* and *OAS* software for practice and reinforcement of skills taught in the classroom. All language arts, math, and other academic programs are a result of teacher research, participation in pilot programs, and are proven methods for students' learning based on reliable research and effective practices. Teachers use a variety of assessment instruments for all subject areas including teacher generated tests, *OAS Benchmarks*, *DIBELS*, *STAR*, *GKIDS*, *ITBS*, assessments included with textbooks, and the *common assessments*. Teachers plan instruction for target populations and provide for varying levels and challenges based on the results of these assessments. Both formative and summative evaluations are used to measure ongoing progress and determine if students' learning needs are being met.

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With regard to field trips, any field trip paid for with Title I funds must be educational in nature, aligned to state standards and the needs assessment of the school-wide plan. Title I field trips must be accounted for in the budget and have advanced approval of the principal and the Title I director.

### **3. INSTRUCTION BY HIGHLY QUALIFIED INSTRUCTIONAL STAFF**

One hundred percent of our faculty and staff are considered to be highly qualified according to state guidelines. Teachers and paraprofessionals are provided with certification updates and reminders about certificate renewal requirements through the personnel office. Information about the GACE, registration fees, and professional learning opportunities are provided by the Professional learning coordinator.

The turnover of faculty at BCPS is minimal, less than 3% each year for the history of the school. This can be attributed to the atmosphere of pride and devotion by our faculty and staff members. The Bleckley County School System has always been fortunate to have an abundance of qualified faculty and staff applicants from which to select. This is due to the outstanding reputation of the school system. Some of the strategies used to attract highly qualified staff members to Bleckley County Schools are a very successful mentoring program, strong leadership of administrators, high expectations for student and staff performance, small class sizes, and a positive moral and ethical climate and culture.

### **4. PROFESSIONAL DEVELOPMENT FOR STAFF**

Bleckley Primary School understands the importance of quality professional learning that improves teacher effectiveness and increases student achievement. All professional learning is aligned with standards based classroom expectations and Common Core



Georgia Performance Standards. All professional learning requests go through a tiered approval process in which they are filtered for sustainability and their expected impact on student achievement.

Administrators, teachers, and paraprofessionals are all afforded the opportunity to attend job embedded professional development workshops as needed. Targeted or specific professional development can be suggested through a professional development plan or when a particular need presents itself. Whole faculty professional development is planned and implemented based on information gained in a needs assessment survey. Funding for professional development may come from a variety of sources including but not limited to Title I, Title IIA, Title III, Special Education, Title IV, Title VIB, or Professional Learning Funds.

## **5. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT**

Research has proven that parental involvement is a critical factor in student success. The Parent Organization at BCPS assists in providing parents as volunteers. Each year at Open House they set up an area where parents are introduced to the organization and are encouraged to serve as volunteers. Open House also serves as an opportunity for the annual Title I meeting where parents are educated about the benefits of being designated a Title I school and to have input into how the Title I Program can help the school reach its goals. Teachers are encouraged to keep in touch with parents through e-mail, phone calls, and notes that are sent home as needed. During the first three weeks of school parents are invited to come after school for a class meeting where the teacher presents the curriculum, classroom procedures, discipline policy and any other policies that affect the student/parents.

## **6. PLANS FOR ASSISTING PRESCHOOL CHILDREN IN TRANSITION**

Bleckley Primary recognizes that the transition from Pre-K to Kindergarten can be a difficult social adjustment. Prior to entering the BCPS kindergarten program, parents and children have an opportunity to visit BCPS with students participating in recess and lunch at BCPS. In the spring before children enter kindergarten, an evening parent orientation meeting is held to answer questions and address concerns. All incoming kindergarten students and parents are invited. Parents and children tour kindergarten classrooms, meet kindergarten teachers, discuss the daily routine, goals, and expectations. *Meet the Teacher* day is held during preplanning to allow students and parents to visit their classroom and meet their teacher prior to the first day of school. With information gathered from this meeting, teachers can become aware of special developmental needs or concerns as children move from grade to grade. The school counselor takes an active role in welcoming new students by holding special focus groups to welcome these new students to our school. Special needs children are included in all transition activities.

## **7. MEASURES TO INCLUDE TEACHERS IN ASSESSMENT DECISIONS**

Faculty members are included in making decisions regarding the use of academic assessments. Prior to the adoption of new textbooks or programs, teachers at each grade level review a variety of texts and programs approved by the state of Georgia. Teachers at each grade level are given opportunities to review, discuss, and examine research prior to voting on the text they feel would meet our students' needs. Teachers use a variety of assessment instruments for all subject areas including teacher generated tests, *OAS Benchmarks*, *DIBELS*, *STAR*, *GKIDS*, *ITBS*, assessments included with textbooks and the *Instructional Assessment*. The majority of teacher-administered tests are textbook generated and are consistent for each class. The *STAR* and *Accelerated Reader* tests are computer generated reading common assessments for all classes. The *Instructional Assessment* is administered to all first and second graders in the spring of each year. The *GKIDS* is a state mandated test of reading and math skills administered at the kindergarten level throughout the year. The *GKIDS* helps to determine readiness for first grade. Teachers and administrators review tests and their results on a yearly basis and during monthly grade level meetings to determine effectiveness of test items. All text generated tests, the *STAR*, and the *Accelerated Reader* tests are aligned with the state's curriculum standards and based on reliable research and effective practices.

## **8. COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL SERVICES AND PROGRAMS**

Particularly in small school districts, funds are pooled from many different resources to support academic achievement and learning. Funding to support learning needs in a Title I school may come from a variety of sources including but not limited to Title I, Title IIA, Title IID, Title III, Special Education, Title IV, Title VIB, or Professional Learning Funds. Additionally, we look to our community resources and business partners to help support a high quality education for Bleckley County students. We are very fortunate to have a supportive community. Many Cochran businesses and civic clubs as well as our parent organizations are forthcoming with both financial and supportive resources. These funds are used to support education in a variety of ways from assisting with needed school supplies for homeless students to equipping classrooms with highly qualified teachers and up to date technology.

The Title I plan is developed in coordination with other programs, including those under School-to-Work opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Every teacher at every grade level has the opportunity for input into the school's budget priorities through regular collaborative meetings and the annual needs assessment survey.

## **9. ACTIVITIES TO ENSURE THAT STUDENTS WHO EXPERIENCE DIFFICULTY MASTERING STANDARDS SHALL BE PROVIDED WITH EFFECTIVE, TIMELY ASSISTANCE**

Students identified as “below grade level” on the GA DOE EIP rubric are placed in EIP classes. These students receive directed instruction and it is the goal at BCPS for them to be at or above grade level. All students at BCPS are given grade level benchmark assessments at specific times during the year and those who do not master the skills tested are remediated in small groups. Those students who master the skills on the assessment receive accelerated assistance while others are being remediated. Additionally, students experiencing difficulty may be placed into a tiered remediation program through Response to Intervention (RTI). Students receiving help through RTI may receive the benefit of one on one or small group instruction in addition to regular classroom instruction, diagnostic and prescriptive computer based instruction, highly structured supplementary reading and math instruction. Through ongoing progress monitoring, intervention teams determine which students are able to return to regular classroom instruction without the need for further intervention and also identify those students who require more intensive interventions and / or evaluation for special programs.