GaDOE
Georgia Department of Education

School Improvement Plan
2023 - 2024

Dawson County
Black's Mill Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Dawson County
School Name	Black's Mill Elementary School
Team Lead	Cindy Kinney
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Low percentage of students meeting growth projections on FY23 MAP Math Assessments
Root Cause # 1	Discipline issues in classrooms
Root Cause # 2	Inconsistent use of a common comprehensive process to collaboratively and consistently analyze assessment results to adjust instruction.
Root Cause # 3	Inconsistent use of common process to teach number sense and fact fluency K-5
Root Cause # 4	Inconsistent use of establishing a learning environment that empowers nearly all students to actively monitor their own progress.
Goal	Improve K-5 NWEA Math MAP percentage of students meeting growth projection scores by 5 % from the baseline score of 49.3 % (Spring 2023) to the score of 54.3 % (Spring 2024).

Action Step # 1

Action Step	A K-5 Bear Family Growth Update Night will be held with an emphasis on our School Improvement Plan, engaging families with staff, and teaching parents effective number sense and fact fluency strategies to use at home. There will also be an ESOL parent help session. This session will cover specific data analysis as well as strategies for families to use at home.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Agenda - Sign In Sheet - Handouts - Parent Survey - Parent Question and Answer Period during the Sessions
Method for Monitoring Effectiveness	K-5 NWEA Math MAP Scores from Fall 2023 to Spring 2024 (Increase the percentage of students meeting growth targets on MAP.)
Position/Role Responsible	Instructional Technology Coach, Assistant Principal, Principal, ESOL Lead Teacher
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	A universal student and teacher goal setting format will be created with professional learning provided on implementation of this tool. Stakeholders will be taught how to utilize this tool to actively monitor their own progress. The student charts will be shared with parents throughout the year during Parent Conferences and Student Support Team Meetings to teach them how to monitor their student's progress. The teacher charts will be shared with administration during data meetings and TKES conferences.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student and Teacher Goal Setting Charts - Data Team Meeting Agendas - Sign In Sheets - Professional Learning Agendas - Parent Conference Agenda and Sign In Sheets
Method for Monitoring Effectiveness	K-5 NWEA Math MAP Scores from Fall 2023 to Spring 2024 (Increase the percentage of students meeting growth targets on MAP.) - Common Assessment Data
Position/Role Responsible	Assistant Principal, Instructional Technology Coach
Timeline for Implementation	Monthly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Utilize the Data Teams for Learning Process to continually monitor student proficiency in Math. The process will include the use of common assessments and NWEA MAP.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Data Team Meeting Agendas & Data Collection - Sign In Sheets - Administrators feedback about DT4L Meetings
Method for Monitoring Effectiveness	K-5 NWEA Math MAP Scores from Fall 2023 to Spring 2024 (Increase the percentage of students meeting growth targets on MAP.) - Common Assessment Data
Position/Role Responsible	Principal - Assistant Principal - Instructional Technology Coach
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	Utilize DreamBox, IXL, and Reflex as math instructional tools to support individualized learning with live data for stakeholders. Professional learning will be provided to staff members on these resources. IXL is being funded by the FY24 Opportunity Grant from the GaDOE.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PL Sign In Sheets & Agendas
Method for Monitoring Effectiveness	K-5 NWEA Math MAP Scores from Fall 2023 to Spring 2024 (Increase the percentage of students meeting growth targets on MAP.) - DreamBox Reports - Reflex Reports - IXL Reports
Position/Role Responsible	Teachers - Instructional Technology Coach
Timeline for Implementation	Weekly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 5

Action Step	Staff members will receive professional learning and coaching as the new Georgia K-12 Math standards are implemented.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agenda - Sign In Sheet - Handouts
Method for Monitoring Effectiveness	K-5 NWEA Math MAP Scores from Fall 2023 to Spring 2024 (Increase the percentage of students meeting growth targets on MAP.)
Position/Role Responsible	Instructional Technology Coach, Assistant Principal, Principal
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Low percentage of students meeting growth projections on FY23 MAP ELA Assessments
Root Cause # 1	Discipline issues in classrooms.
Root Cause # 2	Inconsistent use of a common comprehensive process to collaboratively and consistently analyze assessment results to adjust instruction.
Root Cause # 3	Inconsistent use of a common ELA program and guided reading practices across K-5.
Root Cause # 4	Inconsistent use of establishing a learning environment that empowers nearly all students to actively monitor their own progress.
Goal	Improve K-5 NWEA ELA MAP percentage of students meeting growth projection scores by 5 % from the baseline score of 52.3 % (Spring 2023) to the score of 57.3 % (Spring 2024).

Action Step # 1

Action Step	F&P Classroom began in the 2022-2023 school year (K-5 Guided Reading, K-5 Interactive Read Alouds, and K Shared Reading). We will add F&P Writing in the 2023-2024 school year. Staff will receive professional learning and coaching. We will also be using Saxon Phonics, Heggarty, and Lexia.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Training Handouts - Sign In Sheets - Professional Learning Agendas
Method for Monitoring Effectiveness	K-5 NWEA ELA MAP Scores from Fall 2023 to Spring 2024 (Increase the percentage of students meeting growth targets on MAP.)
Position/Role Responsible	Principal - Assistant Principal - Instructional Technology Coach
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	A universal student and teacher goal setting format will be created with professional learning provided on implementation of this tool. Stakeholders will be taught how to utilize this tool to actively monitor their own progress. The student charts will be shared with parents throughout the year during Parent Conferences and Student Support Team Meetings to teach them how to monitor their child's progress. The teacher charts will be shared with administration during data meetings and TKES conferences.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student and Teacher Goal Setting Charts - Data Team Meeting Agendas - Sign In Sheets - Professional Learning Agendas - Parent Conference Agendas and Sign In Sheets
Method for Monitoring Effectiveness	K-5 NWEA ELA MAP Scores from Fall 2023 to Spring 2024 (Increase the percentage of students meeting growth targets on MAP.) - Common Assessment Data
Position/Role Responsible	Assistant Principal - Instructional Technology Coach
Timeline for Implementation	Monthly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Utilize the Data Teams for Learning Process to continually monitor student proficiency in ELA. This process will include the use of common assessments and NWEA MAP.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Data Team Meeting Agendas and Data Collection - Sign In Sheets - Administrators Feedback from DT4L Meetings
Method for Monitoring Effectiveness	K-5 NWEA ELA MAP Scores from Fall 2023 to Spring 2024 (Increase the percentage of students meeting growth targets on MAP.) - Common Assessment Data
Position/Role Responsible	Principal - Assistant Principal - Instructional Technology Coach
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	A K-5 Bear Family Growth Update Night will be held with an emphasis on our School Improvement Plan, engaging families with staff, and teaching parents effective reading and writing practices to use at home. There will also be an ESOL parent help session. This session will cover specific data analysis as well as strategies for families to use at home.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Agenda - Sign In Sheet - Handouts - Parent Question and Answer Period during the Sessions - Parent Survey
Method for Monitoring Effectiveness	K-5 NWEA ELA MAP Scores from Fall 2023 to Spring 2024 (Increase the percentage of students meeting growth targets on MAP.)
Position/Role Responsible	Instructional Technology Coach - Assistant Principal - Principal - ESOL Lead Teacher
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student distractions due to increased social and emotional issues
Root Cause # 1	Disruption in instructional time to support increased social and emotional needs
Goal	Decrease by 3 % the number of students identified as needing social and emotional interventions as measured by the SSIS-SEL. Baselines to be determined.

Action Step # 1

Action Step	SEL Standards will be integrated into lessons of all contents. Ongoing professional learning will occur throughout the year as needed.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans in Planbook.com - Feedback - SEL Standards - TKES Walkthrough Observations - TKES Formative Observations - Pre, Mid Year, and Summative Conferences
Method for Monitoring Effectiveness	SSIS-SEL Scores - TKES Ratings
Position/Role Responsible	Principal - Assistant Principal
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	A K-5 Bear Family Growth Update Night will be held with an emphasis on our School Improvement Plan, engaging families with staff, and teaching parents effective social emotional learning strategies to use at home.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Agenda - Sign In Sheets - Handouts - Parent Question and Answer Period During Sessions - Parent Survey - SEL Standards
Method for Monitoring Effectiveness	SSIS-SEL Scores
Position/Role Responsible	Instructional Technology Coach - Assistant Principal - Principal - Dawson County Schools Social Workers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Teachers will use the SSIS-SEL Screener which will be utilized to identify students in need. Students identified as high need will receive support through the MTSS process.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	SSIS-SEL - Tier 2 Minutes & Agendas
Method for Monitoring Effectiveness	SSIS-SEL Scores
Position/Role Responsible	Counselor - Assistant Principal - Principal - PBIS Tier II Team
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Continued Professional Learning on how to use the SSIS-SEL screener (Pearson).

Action Step # 4

Action Step	Utilize PBIS school-wide and in the classroom to create clear expectations for learning and behavior. Specifically target, develop, and implement PBIS Tier II process and supports. The implementation of PBIS and Second Step as frameworks blends social and emotional learning and academics to create a positive culture for learning.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 4

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PBIS Team Meeting Sign In Sheets - PBIS Team Meeting Minutes - PBIS Matrix
Method for Monitoring Effectiveness	K-5 NWEA Math and ELA MAP Scores from Fall 2023 to Spring 2024 (Increase the percentage of students meeting growth targets on MAP.) - SWIS Data - PBIS App Data
Position/Role Responsible	Counselor
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	