



**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan**

<b>SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE</b>					
<b>School Name: Smiley Elementary School</b>			<b>District Name: Long County</b>		
<b>Principal Name: David Edwards</b>			<b>School Year: 2014</b>		
<b>School Mailing Address:</b>					
<b>Telephone:</b>					
<b>District Title One Director/Coordinator Name:</b>					
<b>District Title One Director/Coordinator Mailing Address:</b>					
<b>Email Address:</b>					
<b>Telephone:</b>					
<b>ESEA WAIVER ACCOUNTABILITY STATUS</b>					
(Check all boxes that apply and provide additional information if requested.)					
<b>Priority School</b> <input type="checkbox"/>			<b>Focus School</b> <input type="checkbox"/>		
<b>Title I Alert School</b> <input type="checkbox"/> .					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
<b>Principal's Signature:</b>				<b>Date:</b>	
<b>Title I Director's Signature:</b>				<b>Date:</b>	
<b>Superintendent's Signature:</b>				<b>Date:</b>	
<b>Revision Date: 9/3/14</b>		<b>Revision Date: 1/21/15</b>		<b>Revision Date:</b>	



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### SWP Template Instructions

#### Notes:

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The asterisk (\*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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**Planning Committee Members:**

<b>NAME</b>	<b>POSITION/ROLE</b>
<b>David Edwards</b>	<b>Principal</b>
<b>Ann Thompson</b>	<b>Assistant Principal</b>
<b>Lisa Long</b>	<b>Assistant Principal</b>
<b>Janet Barrett</b>	<b>Instructional Coach</b>
<b>Lila Moore</b>	<b>Instructional Coach</b>
<b>Terri Godding</b>	<b>Counselor</b>
<b>Paula Tyson</b>	<b>Counselor</b>
<b>Susan Fuentes</b>	<b>Media Specialist</b>
<b>Jenny Futch</b>	<b>Kindergarten Teacher</b>
<b>Latoya Bragg</b>	<b>First Grade Teacher</b>
<b>Amanda McGlashan</b>	<b>First Grade Teacher</b>
<b>Brenda Whitley</b>	<b>Second Grade Teacher</b>
<b>Ginger Surrency</b>	<b>Second Grade Teacher</b>
<b>Kim Stock</b>	<b>Third Grade Teacher</b>
<b>Fletcher Johnson</b>	<b>Third Grade Teacher</b>
<b>Steve Caphton</b>	<b>Non-Homeroom Teacher</b>
<b>Harriett Chapman</b>	<b>Special Education Chair/Speech Pathologist</b>
<b>Dean Cammack</b>	<b>Business Representative/School Council</b>
	<b>Parent/PTO President</b>
<b>Dr. Kathy Simmons</b>	<b>Title I Program Director</b>



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**SWP Components**

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

*Response:*

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were . . . The ways they were involved were . . .

Smiley Elementary School developed our school-wide plan with the participation of individuals who will carry out the comprehensive school improvement plan. Those persons involved were members of the Leadership Team, Counselors, Media Specialist, School Council, and Central Office Staff. The leadership team met to discuss test scores. The leadership team then took the test scores back to their grade level professional learning community to disaggregate test scores by subject and strand. PLCs brainstormed and developed goals for grade level improvement to be included in the school-wide improvement plan.

Smiley Elementary School completes an annual needs assessment review. The review focuses on the following categories: Highly Qualified Teachers; Highly Qualified Paraprofessionals; New Positions Needed; Instructional Needs; Technology Needs; Other Needs, and Facility Needs. This needs assessment is utilized to focus budget dollars, professional learning, supplemental programs, and the school improvement plan.

B. We have used the following instruments, procedures, or processes to obtain this information . . . (Be sure to use brainstorming as a strategy for Needs Assessment.)

- We conducted a review of the school's Mission, Vision, and Beliefs.
- We conducted a Needs Assessment.
- We disaggregated and analyzed student achievement scores (CRCT/GKIDS/Benchmark/Checkup Quizzes/SLO/Georgia Milestone).
- We conduct weekly grade level collaborative professional learning communities.
- We utilize universal screening to determine students' strengths and needs.
- We hold data team meetings two to three times per year, or as needed, to identify students who are at-risk and need of interventions and/or referral for testing.
- We maintain a school wide data room.



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

C. We have taken into account the needs of migrant children by (or if you have no migratory students . . . these are the procedures we would follow should those students be in attendance . . .) . . .

We have taken into account the needs of migrant students and developed a plan based on the assessment of their needs to provide appropriate support and resources. Timely communication in their languages will be provided. Parents are given the opportunity to become acquainted with the school procedures and programs through an open house. Resources are shared that may assist English Language Learners. The school follows the procedures and guidelines established by the district for dealing with migrant children when applicable.

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example . . .

We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. Teachers are provided with CRCT/Georgia Milestone and Benchmark data for disaggregation. Subgroups that are in need of support are identified and addressed. Teachers will be provided data from SLO and the new Georgia Milestone Assessment (replaces CRCT). The instructional coordinator meets weekly with grade level teams to discuss improving instruction. Parents are surveyed for their perceptions about the instruction and areas of improvement.

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards [the Common Core Georgia Performance Standards (CCGPS)] and the State student academic achievement standards including

- Economically disadvantaged students . . .
- Students from Major racial and ethnic groups . . .
- Students with disabilities . . .
- Students with limited English proficiency . . .

We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. Our plan is based on data measurement of all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard, including our black subgroup of math students and special education math and reading students.

F. The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program were . . .



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(Be specific. Example: Not just Reading – Indicate Fluency, Comprehension, etc.)

- The major needs we discovered were . . .
- The needs we will address are . . .
- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .
- The ROOTCAUSE/s that we discovered for each of the needs were . . .  
(How did you get in this situation? What are some causes?)

The data has helped us reach conclusions regarding achievement or other related data.

The major needs we discovered were reading comprehension, math computation, and problem solving. These needs are being targeted for school improvement. Strategies will be implemented to improve the scores of all subgroups. One of the reasons identified for poor performance in the area of reading comprehension was the level of text complexity. The issue will be addressed by placing a focus on Lexile scores. The root cause in the area of math is a lack of higher order thinking skills. We are providing more project-based and problem solving situations to address this area.

G. The measurable goals/benchmarks we have established to address the needs were . . .

The measurable goals we have established to address needs are to promote continuous academic improvement and continue to exceed state averages in all areas. Strategies and actions for promoting these goals are found in the school improvement plan.



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

*Response:*

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

A. *Response:* The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are . . .  
(Strategies to be used.)

The school wide improvement plan outlines strategies to be used in addressing the needs of all children, particularly those furthest from demonstrating proficiency. Many strategies are being used to target these students in all grades K-3. Teachers have created, continue to revise, and teach units that are aligned to CCGPS curriculum. Each grade level will analyze nine week benchmarks and unit assessments to determine areas of strengths and weaknesses. Georgia Milestone domains are drilled down by teachers to analyze strengths and weaknesses. The principal, assistant principals and instructional coordinators review the plans and conduct weekly walkthrough observations. Peer observations with other grade levels provide a vertical perspective of teaching strategies. Frequent formative assessments are given to provide data to determine mastery of skills. These assessments are discussed in weekly grade level collaborative meetings. We use Benchmark testing, CRCT, SOL, Georgia Milestone and GKIDS to determine whether expectations are being met.

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

B. *Response:* Following (or in our appendices) are examples of the **SCIENTIFICALLY BASED RESEARCH** supporting our effective methods and instructional practices or strategies. . (Cite Research to support selected strategies.)

- Provide immediate feedback to students
- State standards and essential questions throughout lessons
- Walkthrough observations
- Allot time to teach specific strategies
- Provide guided practice before independent practice
- Provide a physical and pictorial models
- Relate instruction to real-life events
- Encourage practice

Research based on Marazo's "Classroom Instruction that Works" and "What Works in Schools"; Wiggins & McTighe's "Understanding by Design"



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

C. *Response:* We will increase the amount and quality of learning time by . . . (Before/After school, summer school, Saturday school, block scheduling)

- Extended Learning Time
- Summer Remediation
- Increased time for math instruction
- Smaller groups for skill remediation
- Early Intervention Program
- ESOL

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

We address student needs based on classroom performance, teacher observations, benchmark scores, and universal screenings. Intervention groups are fluid in order to meet the changing needs of our students. We have many intervention strategies in place for small group instruction including level readers and The Florida Center for Reading Research activities.

*Response:*

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

*Response:*

There are currently no plans for field trips at Smiley Elementary.

\*3. Instruction by highly qualified professional staff.

*Response:*

100% of Smiley Elementary teachers are highly qualified by the state of Georgia and hold a bachelor's degree or higher in the area of their particular teaching field. Occasionally, the administration may have to hire teachers that are not highly qualified due to circumstances that arise. Teachers that do not have clear renewable certificates have a written plan in place that is to be strictly adhered to and their certificate is marked with an "NT" to ensure that they are highly qualified after three years.



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

When possible, students struggling with academics, disadvantaged students, and minority students receive instruction from highly qualified teachers who have been successful in their teaching experiences for three or more years. Equity is considered when scheduling students for classes.

In addition, 100% of the paraprofessionals at Smiley Elementary meet the requirements for the state and hold updated certificates. In order to remain certified as required by the state, paraprofessionals must obtain 100 hours of professional learning or college credit every five years.

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

A. *Response:* We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. (Use HiQ Report and school staff roster. Indicate how certification deficiencies are being addressed.)

All Smiley Elementary faculty and staff are HiQ. No deficiencies exist.

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

*Response:*

A. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example . . . (Be specific)

We have included teachers, principals, and paraprofessionals in our staff development that addresses the root causes of our identified needs. Collaborative planning is encouraged and supported by the curriculum coordinator, administrators, and instructional coordinators. Professional learning communities are encouraged to work as a team to focus on pacing instruction and assessment.

B. We have aligned professional development with the State's academic content and student academic achievement standards . . .

We have aligned professional development with the State's academic content and student academic achievement standards. Our staff participates in ongoing, research-based professional learning which is determined by the academic and social needs of our students and the needs of our staff to make them effective in their assignments at SES. Grade level collaborative meetings are held weekly to focus on curriculum pacing, professional development, and data analysis. Professional Learning has centered on the new CCGPS. Each grade level is watching webinars released for training. Professional Development days have been utilized for planning curriculum units and pacing guides.



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

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example . . . (money, time, resources, instructional coaches)

Smiley Elementary provides diverse resources to meet the academic needs of all students. These include adequate funding, support personnel, which includes instructional coaches, maximum instructional scheduling and curriculum resources.

D. We have included teachers in professional development activities regarding the use of academic assessments. . . to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways . . .

- We have developed and maintain a school data room.
- We conduct school-wide, grade level, and individual classroom level analysis of student data.
- We have weekly grade level collaborative meetings to analyze data and for professional development.
- Instructional Coaches assist teachers in disaggregating data in all domain areas related to school achievement.

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

*Response:*

A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by . . .

- using parent surveys and parent questionnaires to elicit input and feedback.
- presentations at PTO and Title I meetings.
- forming and meeting with the Smiley School Council.
- employing a system Parent Involvement Coordinator.
- by conducting Picnic for Parents/Curriculum Days.
- Parent University

B. We have developed a parent involvement policy included in our appendices that

- includes strategies to increase parental involvement (such as family literacy services)
- describes how the school will provide individual student academic assessment results, including an interpretation of those results
- makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- requires compacts – included with policy
- includes Parent Involvement checklist

Parent involvement plan, policy, and compact are included in the student handbook.



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

*Response:*

A. Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year. .

SES collaborates with the Head Start program and Walker/LCHS Pre-K program to plan a preschool visitation to tour our school. The preschool students visit classrooms and meet the kindergarten teachers. This is a way for the children to see what they will encounter the following school year. A county wide meeting is held for parents of upcoming kindergarteners to provide information that will allow a smooth transition to a new school campus.

Third graders visit the middle school campus in the spring to observe school routines and procedures.

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

*Response:*

A. The ways that we include teachers in decisions regarding use of academic assessment are .  
..

Grade level meetings are held weekly with the instructional coach to allow teachers to examine student work and disaggregate data. Using information from these meetings, teachers make decisions about instructional strategies and academic content as appropriate.

Data team meetings are held two to three times per year, or as needed, to identify students who are at-risk and the need for interventions and/or referral for testing.

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

*Response:*

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

Building and central office administrators oversee and coordinate the following programs at the school: RTI, EIP, ESOL, special education, gifted, remediation, and summer school. These programs support our instructional program as evidenced in the school



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improvement plan.

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

*Response:*

Programs are coordinated and integrated using the following federal, state, and local services:

- RTI Team composed of the classroom teacher(s), instructional coach, and counselor. Interventions are implemented in the classrooms and extended learning lab.
- EIP: State funded Early Intervention Program is composed of small classes/additional teachers focused on reading and/or math skills.
- Ernie the Eagle's ELT: Extended learning time provided during the school day in the areas of reading and/or math skills. State and Title I Funds are utilized.
- Summer school is available for students who need support in reading and did not pass the reading portion of the CRCT in third grade. Title I and local funds are utilized.
- Long County BOE and state funds are utilized for art, physical education, Spanish, and computer positions that serve all students grades K – 3.
- Special education services are provided on the SES campus for students with learning disabilities, behavior disorders, autism, and MOID.
- Dental Screening
- Professional Learning (Title I and State Funded)
- Flu Shots (Community Health)
- ESOL: Title funded program is composed of small classes (Title and State Funded).

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

*Response:*

The federal Title I program supports SES with remedial personnel, technology equipment, parent involvement facilitator, curriculum personnel and supplies. Resources are also used to provide third grade summer school, the extended learning lab, and parent involvement activities. Title II funds support professional learning especially for math, reading, science, and writing. The VI B Sp. Ed. Funds provide a range of services and instruction for students with disabilities.

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

*Response:*



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

*Response:*

A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are . . . (Especially for those students who are struggling.)

- EIP Services
- Title I Remediation
- RTI
- Differentiated Instruction
- Extended Learning Time Lab
- Reduced Class Size

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

*Response:*

Data is reviewed frequently from classroom formative and summative assessments, CRCT, Nine Week Benchmarks, SLO, Georgia Milestone, GKIDS, GAA, AR and STAR testing, universal screenings, and progress monitoring. Using data from these various sources, teachers are able to identify students with skill deficiencies and plan and implement appropriate interventions throughout the school year.

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

*Response:*

Special Education training, including confidentiality, RTI, EIP, and Classroom Management are provided to all faculty members.

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

*Response:*

- RTI: Teachers are required to hold 3 conferences with the parents of RTI students. During these meetings, teachers discuss student's progress, areas of weaknesses, areas of strengths, and instructional strategies that are being used at school. Teachers also give



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suggestions for parents to help student at home.

- Mid-Year Academic Parent Conferences: The parents of students that are making less than an 80 in the areas of reading and math or failing science or social studies at the end of the first semester will be required to meet with the teacher(s) to discuss student's progress, areas of weaknesses, areas of strengths, and strategies for improvement.
- Promotion retention conferences
- Curriculum Day/Picnic for Parents

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

*Response:*

Report cards are issued at the end of each nine week grading period. Progress reports are also issued midway through the nine week grading period. Parents have online access to students grades via Power School. Benchmark assessments are shared at parent/teacher conferences.

When the individual student CRCT/Georgia Milestone scores are received before the end of the school year, results are sent home to parents with interpretations. Parents may schedule conferences if they need more information about the results. If the scores are not received by the end of the year, the scores are sent by mail to parents as requested; otherwise, the scores are available at Open House. Our Data Wall displays past and present test scores by grade level and subject. At the first Open House, the principal distributes the disaggregated scores by subject and grade level to all parents. The marquee displays information regarding adequate yearly progress. Additionally, the members of the school council and PTO receive a report from the principal about the school's progress. District and school level performance results are published in the local newspaper and are available on district/school/state websites.

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

*Response:*

After CRCT/Georgia Milestone & SLO results are received, teachers meet to review the scores in all subject areas to determine areas of weaknesses. Goals are set and professional learning is determined for the new school year. System-wide benchmark tests are given at intervals which allow teachers to determine areas of weaknesses as well as strengths. Interventions such as progress monitoring, remediation, tutoring, and differentiated instruction are implemented to help students who are struggling. Multiple assessments will be used to identify students who will be served by the resource teachers. Learning communities meet to review strengths and weaknesses to help drive instruction. An updated copy of the School Improvement Plan is available to parents, teachers, and the community. CCRPI results and annual goals for improvement are presented to parents at the first Open House each year. Members of the Leadership Team and School Council receive a copy of the data, and results and goals are discussed.



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

*Response:*

Smiley Elementary relies on several tests to obtain valid student information. Each test can be disaggregated to pinpoint weaknesses. At weekly meetings with an instructional coordinator, student test results are discussed and strategies are put in place to improve instruction.

Kindergarten – GKIDS, summative and formative tests

First Grade – Benchmarks, STAR, and summative and formative tests

Second Grade – Benchmarks, timed math fact tests, summative and formative tests, and STAR

Third Grade – Benchmarks, Third grade writing assessment, Timed math fact tests, Summative and formative tests, STAR, and Georgia Milestone (replacing CRCT).

Testing security is very important at Smiley Elementary and insured by the testing coordinator. Staff and proctor training sessions are held before each test administration and regulations are discussed. All staff members and proctors sign a “Roles and Responsibilities” document that states they are aware of all testing procedures and agree to follow them. Testing materials are signed out by teachers and are returned to the counselor/school testing coordinator after alphabetizing and the correct count established. The counselor distributes them according to state protocols and proctors assist during the administration. All testing materials are secured at all times. All testing is validated at the state level or through research by private companies, whose assessments are used during the year. Local benchmark tests are based on various assessment resources such as banked CRCT results from Georgia and have been validated at the school level.

13. Provisions for public reporting of disaggregated data.

*Response:*

The Coastal Courier and/or The Long County Press publishes CCRPI results from all county schools and test results are also posted on the county and school web sites. The SES Data Room displays current test scores and tracks them for several years. The principal gives the parents a breakdown of test scores at the first Open House/PTO. State data results are published statewide and released by the Georgia Department of Education. This data is also reported by school and school district on the GDOE website and the Office of Student Achievement.

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

*Response:*

As soon as the CRCT/Georgia Milestone scores are received, they are disaggregated. The leadership team meets monthly, learning communities meet and collaborate weekly. Faculty



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meetings are held weekly which include the entire faculty. Target focus areas are determined before the school year begins. Our school improvement plan is revised throughout the school year as benchmark testing results are analyzed. CRCT results are disaggregated and adjustments are made in our plan and aligned with the district plan.



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15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

*Response:*

Smiley Elementary has a School Improvement/Leadership Team which is comprised of an ELA and a math teacher from each grade level. Administrators, a counselor, instructional coordinators, and the Special Education Contact also serve on this team. The team meets as needed to analyze data, share ideas, and develop plans. The team members serve as a liaison for communication from grade level/department to and from school leadership. Information on school improvement is presented to the School Council and PTO for input and feedback.

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

*Response:*

Our School Improvement Plan is available for review in the school library and is published on the school web site. Tracked test scores are posted on the ‘Data Wall’ in the data room. The faculty and school council receive a final copy of the plan. Visitors may request a copy of the plan and test scores and the district’s improvement plan.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

*Response:*

Yearly progress status is translated in Spanish to meet the needs of our diverse ELL population. SES has a couple of bilingual employees who are instrumental in translating as necessary for parents.

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

*Response:*

The SES school improvement plan follows the Elementary and Secondary Education Act of 1965. Furthermore, the school adheres to standards for accreditation from Southern Associations of Colleges and Schools (SACS) and Georgia Accrediting Commission (GAC) which require review of data, development and implementation of an action plan to address areas of identified needs, and using effective strategies to monitor continued school improvement efforts.