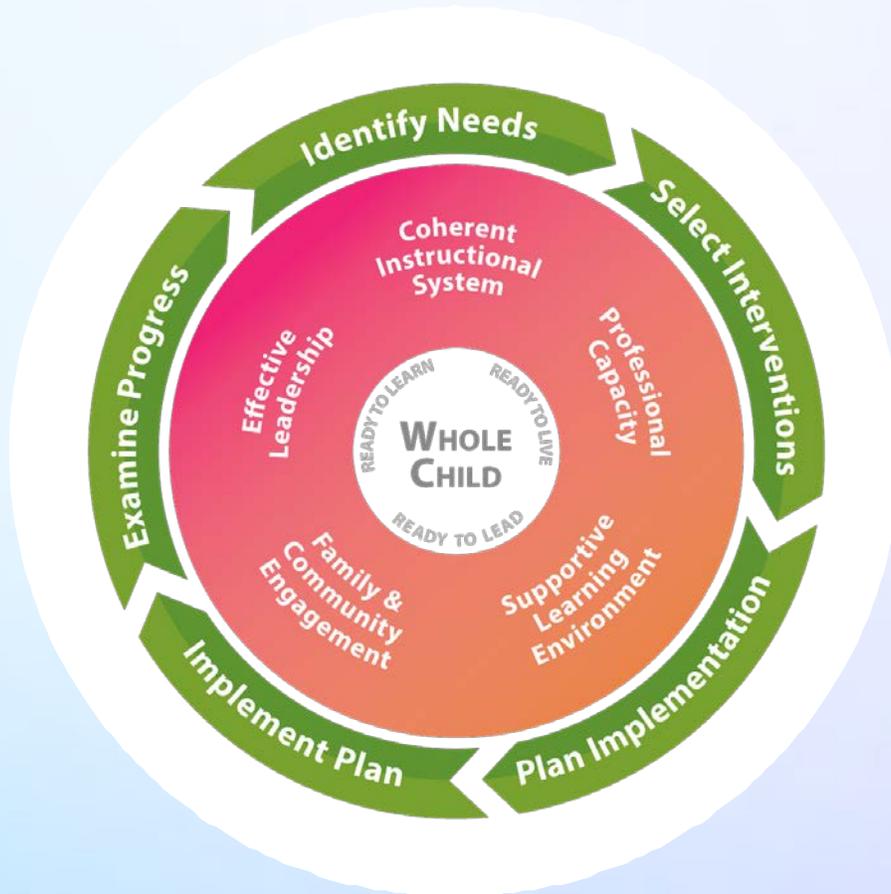
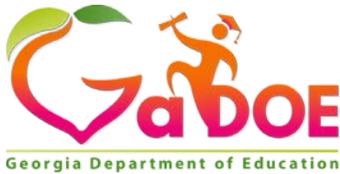


# School Improvement Plan 2018-2019





Richard Woods, State School Superintendent  
"Educating Georgia's Future."

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This report template was designed by the Georgia Department of Education to assist schools in meeting all Federal and State planning requirements. The following programs are included in Georgia's planning process:

- IDEA - Special Education
- School and District Effectiveness
- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Foster Care Program
- Title I, Part A - Parent Engagement Program
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

The Georgia Department of Education has created a webinar series to support schools in completing this plan. The series, and accompanying resources, are available at the [Office of Federal Programs](#) webpage. Webinar series topics include:

- |   |                   |
|---|-------------------|
| · Georgia's Systems of Continuous Improvement Overview                  | February 10, 2017 |
| · Planning and Preparation  | February 17, 2017 |
| · Coherent Instructional System   | February 24, 2017 |
| · Effective Leadership  | March 3, 2017     |
| · Professional Capacity   | March 10, 2017    |
| · Family and Community Engagement                                       | March 17, 2017    |
| · Supportive Learning Environment                                       | March 24, 2017    |
| · Identifying Need - Root Causes, Drawing Conclusions, and Prioritizing | March 31, 2017    |
| · Problem Solving Process and Selecting Interventions                   | April 7, 2017     |
| · Improvement Planning - Systems and Processes                          | April 21, 2017    |
| · Planning - Budgeting  | April 28, 2017    |
| · Submitting the Comprehensive LEA Improvement Plan (CLIP)              | May 5, 2017       |

To contact the Department with any questions related to this plan, please email [federalprograms@doe.k12.ga.us](mailto:federalprograms@doe.k12.ga.us) and include "CNA Question" in the subject line. To contact the Department for technical support related to this template, please email Nicholas Handville at [nhandville@doe.k12.ga.us](mailto:nhandville@doe.k12.ga.us).

# GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



## ***Systems to Improve (What to Improve)***

**Coherent Instructional System:** The major system of the complex school organization that articulates and guides the "what" and "how" of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should "know" and "do", and determine how their students will show they "know" the content and can "do" a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

## SCHOOL IMPROVEMENT PLAN

**Effective Leadership:** A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

**Professional Capacity:** A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

**Family and Community Engagement:** A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

**Supportive Learning Environment:** A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

### ***Process to Improve (How to Improve)***

**Step 1: Identify Needs:** Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

**Step 2: Select Interventions:** Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

**Step 3: Plan Implementation:** Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

**Step 4: Implement Plan:** Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

**Step 5: Examine Progress:** Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

# Georgia Department of Education

## School Improvement Plan

### 1. GENERAL IMPROVEMENT PLAN INFORMATION

<i>District Name</i>	Long County Schools
<i>School Name</i>	Smiley Elementary
<i>Team Lead</i>	Beverly Hill
<i>Position</i>	Principal
<i>Email</i>	bhill@longcountyschools.org
<i>Phone</i>	912-545-2147

<b>Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)</b>	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Pilot systems <b>ONLY</b>
<input type="checkbox"/>	“Fund 400” - Consolidation of Federal funds only

<b>Factor(s) Used by District to Identify Students in Poverty (Select all that apply)</b>	
<input checked="" type="checkbox"/>	Free/Reduced meal applications
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification <b>ONLY</b>
<input type="checkbox"/>	Other (if selected, please describe below)

## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

*Specific*

*Measurable*

*Attainable*

*Relevant*

*Time-bound*

An example of a SMART goal is:

By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

#### 2.1.1 Completing the Improvement Goals Tables

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia's Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

#### Coherent Instructional System

- CIS-1 Planning for quality instruction
- CIS-2 Delivering quality instruction
- CIS-3 Monitoring student progress
- CIS-4 Refining the instructional system

#### Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classrooms
- EL-4 Managing the district and its resources
- EL-5 Driving improvement efforts

#### Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

#### Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student success
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

#### Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

**2.2 OVERARCHING NEED #1**

Overarching Need	
Academic Achievement	
Root Cause #1	Transient Population
Root Cause #2	Sped Population
Root Cause #3	Attendance
Root Cause #4	Community Culture (Socioeconomic Status & Family Structure)
Root Cause #5	Gaps in Standards from one grade level to the next
<b>GOAL</b>	<b>Smiley Elementary School will improve student learning and achievement by increasing the number students reading on grade-level by 3% for the 2018-2019 school year.</b>

**COHERENT INSTRUCTIONAL SYSTEM**

**GOAL** Smiley Elementary School will improve student learning and achievement by increasing the number students reading on grade-level by 3% for the 2018-2019 school year.

**Structure(s)** CIS-1, CIS-2, CIS-3, CIS-4

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Develop and/or revise content-area instructional units to establish a guaranteed and viable curriculum.	Fund 150	a. Quarterly	Instructional Specialist, Professional Learning Facilitator
		b. Unit Audits	
2. Reduced class size model to provide additional one-to-one instruction to students in need.	Fund 150	a. Daily	Principals, Instructional Specialist
		b. Observations, Lesson Plans	
3. Ensure PLCs are implemented effectively and with fidelity	Fund 150	a. Weekly	Principal, Instructional Specialist,
		b. Observations, PLC Feedback Forms	
4. Provide content specific resources and technology for instructional monitoring student progress toward standard mastery.	Fund 150	a. Annually	Instructional Specialist, Media Specialist, Technology Department
		b. Observations, Inventories	
5. Provide Bridge classes for 1st and 2nd grade to allow students to remain with his/her grade level peers while receiving additional supports.	Fund 150	a. Daily	Principal, Instructional Specialist,
		a. Observation, Student Data Records	
6. Provide Extended Learning Opportunities for students who are at risk.	Fund 150	b. Daily, Annually	Principal, Instructional Specialist, RTI Coord.
		c. Observation, Student Data Records	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Analyze subgroup data and plan targeted interventions, as needed.	Provide homeless liaison. Provide N & D services.
English Learners	Migrant
Analyze sub-group data and plan targeted interventions, as needed. Provide ESOL instructional support.	Provide migrant program with support services and personnel.
Race/Ethnicity/Minority	Students with Disabilities
Analyze sub-group data and plan targeted interventions, as needed	Provide SpEd Instructional Coach.

**EFFECTIVE LEADERSHIP**

**GOAL** Smiley Elementary School will improve student learning and achievement by increasing the number students reading on grade-level by 3% for the 2018-2019 school year.

**Structure(s)** EL-1, EL-3, EL-5

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Provide Professional Learning Facilitators	Fund 150	a. Annually	Principals
		b. PLC Agendas	
2. Provide Instructional Specialist to support daily instruction.	Fund 150	a. Annually	Principals,
		b. Observations, Evaluations	
3. Provide targeted Professional Development	Fund 150	a. Weekly (PLCs)	Principals, Instructional Specialist, Professional Learning Opp.
		b. observations	
4. Provide academic interventions	Fund 150	a. Daily	Principals, Instructional Specialist, RTI coordinator
		b. Student Data	
5. Provide RTI coordinator to support implementation of school and district initiatives.	Fund 150	a. Weekly	Principals
		b. Agendas, Observation	
6. Provide Instructional Assistant Principal to assist with guiding and monitoring student learning and instruction.	Fund 150	a. Daily	Principal
		b. Attendance Records	

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Analyze subgroup data and plan targeted interventions, as needed	Provide homeless liaison. Provide N & D services.
English Learners	Migrant
Analyze subgroup data and plan targeted interventions, as needed. Provide ESOL instructional support.	Provide migrant program with support services and personnel.
Race/Ethnicity/Minority	Students with Disabilities
Analyze subgroup data and plan targeted intervention as needed.	Provide Special Education Instructional Coach.

**PROFESSIONAL CAPACITY**

**GOAL** Smiley Elementary School will improve student learning and achievement by increasing the number students reading on grade-level by 3% for the 2018-2019 school year.

**Structure(s)** PC-2, PC-3, PC-4

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Provide targeted professional development.	Fund 150	a. Weekly (PLCs)	Principal, Curriculum Specialist, PLC Facilitators,
		b. Observations, Professional Learning Documentation	
2. Ensure PLCs are implemented effectively and with fidelity.	Fund 150	a. Weekly	Principals, Instructional Specialist
		b. Observations, PLC Feedback Forms	
3. Peer observations	Fund 150	a. Quarterly	Principals, Instructional Specialist
		b. Peer Observation Feedback Forms	
4. Self-Observation/ Evaluations	Fund 150	a. Each Semester	Principals, Instructional Specialist
		b. Self-Observation Feedback Forms	
5.		a.	
		b.	
6.		a.	
		b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Analyze subgroup data and plan targeted interventions, as needed	Provide homeless liaison. Provide N & D services.
English Learners	Migrant
Analyze subgroup data and plan targeted interventions, as needed. Provide ESOL instructional support.	Provide Migrant program with support services and personnel.
Race/Ethnicity/Minority	Students with Disabilities
Analyze subgroup data and plan targeted interventions, as needed.	Provide Special Education Instructional Coach.

**FAMILY and COMMUNITY ENGAGEMENT**

**GOAL** Smiley Elementary School will improve student learning and achievement by increasing the number students reading on grade-level by 3% for the 2018-2019 school year.

**Structure(s)** FCE-2, FCE-3, FCE-6

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Establish academically-focused parent events.	Fund 150	a. Quarterly	Principals, Media Specialist, Instructional Specialist, PLC Facilitators
		b. Agendas, Sign-In Sheets	
2. Provide various modes of communication to inform parents of academic-related events and resources.	Fund 150	a. weekly	Principals, Tech. Dept
		b. Newsletters, Websites, Data Reports, SIS	
3. Provide parents with detailed STAR Reading Report	Fund 150	a. 3 Times Per Academic Year	Media Specialist, Instructional Specialist
		b. Agendas, Newsletters	
4 Provide opportunities for community and stakeholders to be involved in school decision making processes	Fund 150	a. Quarterly	Principals, P.T.O Parent Involvement Specialist.
		b. Sign-In Sheets, Parent Surveys	
5		a.	
		b.	
6.		a.	
		b.	

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Analyze subgroup data and plan targeted interventions, as needed	Provide homeless liaison. Provide N & D services.
English Learners	Migrant
Analyze subgroup data and plan targeted interventions, as needed. Provide ESOL instructional support.	Provide Migrant program with support services and personnel.
Race/Ethnicity/Minority	Students with Disabilities
Analyze subgroup data and plan targeted interventions, as needed.	Provide Special Education Instructional Coach.

**SUPPORTIVE LEARNING ENVIRONMENT**

**GOAL** Smiley Elementary School will improve student learning and achievement by increasing the number students reading on grade-level by 3% for the 2018-2019 school year.

**Structure(s)** SLE-1, SLE-2, SLE-3

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Continue to implement and sustain PBIS.	Fund 150	a. Monthly	PBIS Coach, Principal, PBIS Team
		b. Walkthroughs, Data Analysis, School PBIS Meeting	
2. Provide a system of academic interventions.	Fund 150	a. Daily	Principals, Instructional Specialist, Counselors, RTI Coordinator
		b. Student Data	
2. Provide lunchroom monitors.	Fund 150	a. Daily	Principals,
		b. Observation	
4. Community/ Peer Mentoring Program	Fund 150	a. Monthly	Counselors, Principals,
		c. Time Logs	
5.		a.	
		b.	
6.		a.	
		b.	

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Analyze subgroup data and plan targeted interventions, as needed	Provide homeless liaison. Provide N & D services
English Learners	Migrant
Analyze subgroup data and plan targeted interventions, as needed. Provide ESOL instructional support.	Provide Migrant program with support services and personnel.
Race/Ethnicity/Minority	Students with Disabilities
Analyze subgroup data and plan targeted interventions, as needed.	Provide Special Education Instructional Coach.

# SCHOOL IMPROVEMENT PLAN

## a. OVERARCHING NEED #2

Overarching Need	
Improve Student, Teacher, and Paraprofessional Attendance	
Root Cause #1	Mental & Physical Wellbeing
Root Cause #2	Attendance Regulations
Root Cause #3	Value Parents Place on Education (Parent Apathy)
Root Cause #4	Education Level of Parents
Root Cause #5	Student Engagement
<b>GOAL</b>	<b>GOAL: Smiley Elementary School will improve student learning and achievement by increasing student, teacher, and paraprofessional attendance by 3% annually.</b>

**COHERENT INSTRUCTIONAL SYSTEM**

**GOAL** | **GOAL: Smiley Elementary School will improve student learning and achievement by increasing student, teacher, and paraprofessional attendance by 3% annually.**

**Structure(s)** | CIS-1, CIS-2, CIS-3, CIS4

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Develop engaging common instructional activities through the PLC process,	Fund 150	a. Weekly	Teacher, PLC Facilitator, Curriculum Specialist, Curriculum Director
		b. PLC Agenda, Lesson Plans, Walkthroughs, Formal Obs.	
2. Develop school technology implementation plan to support daily instruction.	Fund 150	a. Quarterly	Administration, PLC Facilitator, Curriculum Director
		b. Lesson Plans, Technology Reports	
3. Delivery of engaging common instructional activities develop in PLCs.	Fund 150	a. Daily	Teacher, Instructional Specialist, Curriculum Director
		b. TKES, Informal Observations, Common Assessments	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Analyze subgroup data and plan targeted interventions, as needed.	Provide homeless liaison. Provide N & D services.
<b>English Learners</b>	<b>Migrant</b>
Analyze subgroup data and plan targeted interventions, as needed. Provide ESOL instructional support.	Provide migrant program with support services and personnel.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Analyze subgroup data and plan targeted interventions, as needed.	Provide SpEd Instructional Coach

**EFFECTIVE LEADERSHIP**

**GOAL** | **GOAL: Smiley Elementary School will improve student learning and achievement by increasing student, teacher, and paraprofessional attendance by 3% annually.**

**Structure(s)** | EL-1, EL-2

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Use supportive services and incentives to improve school climate	Fund 150	a. Monthly	Administrators Teachers, District Office Personnel
		b. Data, Observations, Surveys	
2. PBIS Initiative	Fund 150	a. Daily	PBIS Team, Administration, PLC Facilitators, District Coordinator, Teachers,
		b. Source4Teachers, PowerSchool, Swiss, Meeting Agendas and Minutes	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Analyze subgroup data and plan targeted interventions, as needed.	Provide homeless liaison. Provide N & D services.
<b>English Learners</b>	<b>Migrant</b>
Analyze subgroup data and plan targeted interventions, as needed. Provide ESOL instructional support.	Provide migrant program with support services and personnel.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Analyze subgroup data and plan targeted interventions, as needed.	Provide SpEd Instructional Coach

**PROFESSIONAL CAPACITY**

**GOAL** | **GOAL: Smiley Elementary School will improve student learning and achievement by increasing student, teacher, and paraprofessional attendance by 3% annually.**

**Structure(s)** | PC-4, PC-2

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Use PLCs to promote positive collaboration among faculty	Fund 150	a. Weekly	PLC Facilitators, Teachers, Administration
		b. Agendas, Observation, Sign-In Sheets	
3. Use PLC Facilitators and Instructional Specialist to serve as Mentors.	Funds 150	a. Daily	Principals
		b. Agendas, Observations	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Analyze subgroup data and plan targeted interventions, as needed.	Provide homeless liaison. Provide N & D services.
<b>English Learners</b>	<b>Migrant</b>
Analyze subgroup data and plan targeted interventions, as needed. Provide ESOL instructional support.	Provide migrant program with support services and personnel.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Analyze subgroup data and plan targeted interventions, as needed.	Provide SpEd Instructional Coach

**FAMILY and COMMUNITY ENGAGEMENT**

**GOAL** | **GOAL: Smiley Elementary School will improve student learning and achievement by increasing student, teacher, and paraprofessional attendance by 3% annually.**

**Structure(s)** | FCE-1, FCE-2, FCE-3, FCE-6

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Provide stakeholders with new attendance policy	Fund 150	a. Open House/August, New Student Enrollment	Administration Registrar,
		b. Required Parent Signature	
2. Use support services to overcome barriers that are preventing attendance	Fund 150	a. Daily	Administration, Teachers, Counselors, Social Worker, Parental Involvement Coord.
		b. Attendance Report	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Analyze subgroup data and plan targeted interventions, as needed.	Provide homeless liaison. Provide N & D services.
<b>English Learners</b>	<b>Migrant</b>
Analyze subgroup data and plan targeted interventions, as needed. Provide ESOL instructional support.	Provide migrant program with support services and personnel.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Analyze subgroup data and plan targeted interventions, as needed.	Provide SpEd Instructional Coach

**SUPPORTIVE LEARNING ENVIRONMENT**

**GOAL** | **GOAL: Smiley Elementary School will improve student learning and achievement by increasing student, teacher, and paraprofessional attendance by 3% annually.**

**Structure(s)** | SLE-1, SLE-2, SLE-6

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Use of support programs to provide alternate intervention (PBIS)	Fund 150	a. Daily	
		b. Discipline Report, Attendance Reports, PBIS Reports	
2. School-wide initiative to support staff attendance	Fund 150	a. Quarterly	Administration, Front Office Clerk
		b. Attendance Report	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Analyze subgroup data and plan targeted interventions, as needed.	Provide homeless liaison. Provide N & D services.
English Learners	Migrant
Analyze subgroup data and plan targeted interventions, as needed. Provide ESOL instructional support.	Provide migrant program with support services and personnel.
Race/Ethnicity/Minority	Students with Disabilities
Analyze subgroup data and plan targeted interventions, as needed.	Provide SpEd Instructional Coach

**b. OVERARCHING NEED #3**

Overarching Need	
Root Cause #1	
Root Cause #2	
Root Cause #3	
Root Cause #4	
Root Cause #5	
<b>GOAL</b>	

**COHERENT INSTRUCTIONAL SYSTEM**

<i>GOAL</i>	
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<i>Structure(s)</i>	
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*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>

**EFFECTIVE LEADERSHIP**

<b>GOAL</b>	
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<b>Structure(s)</b>	
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*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>

**PROFESSIONAL CAPACITY**

<i>GOAL</i>	
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<i>Structure(s)</i>	
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*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>

**FAMILY and COMMUNITY ENGAGEMENT**

<b>GOAL</b>	
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<b>Structure(s)</b>	
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*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>

**SUPPORTIVE LEARNING ENVIRONMENT**

<i>GOAL</i>	
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<i>Structure(s)</i>	
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*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>

**c. OVERARCHING NEED #4**

Overarching Need	
Root Cause #1	
Root Cause #2	
Root Cause #3	
Root Cause #4	
Root Cause #5	
<b>GOAL</b>	

**COHERENT INSTRUCTIONAL SYSTEM**

<i>GOAL</i>	
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<i>Structure(s)</i>	
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*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>

**EFFECTIVE LEADERSHIP**

<b>GOAL</b>	
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<b>Structure(s)</b>	
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*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>

**PROFESSIONAL CAPACITY**

<b>GOAL</b>	
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<b>Structure(s)</b>	
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*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>

**FAMILY and COMMUNITY ENGAGEMENT**

<b>GOAL</b>	
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<b>Structure(s)</b>	
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*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>

**SUPPORTIVE LEARNING ENVIRONMENT**

<i>GOAL</i>	
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<i>Structure(s)</i>	
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*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>

## 4. REQUIRED QUESTIONS

**4.a** - In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was sought and included.

[Sec. 2103(b)(2)]

Smiley Elementary School's Improvement Team which (includes administration, counselors, grade-level/department representatives and instructional support specialist) work collaboratively to develop the School Improvement Plan. SIT team members sought input from all stakeholders to assist in decision making. The Smiley SIT team utilized data from a variety of sources to identify root causes and develop action steps.

**4.b** - Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

[Sec. 1111(g)(1)(B)]

Smiley Elementary School is a Title I school and the needs of all students and subgroups are reviewed systemically. In an effort to provide equitable access to the most experienced and effective teachers, the school and district focuses on placing teachers infield and where the teacher has demonstrated increased student achievement and/or student growth. To support equitable access to quality instruction, the district provides each grade level/department the support of Professional Learning Community Facilitators as well as on-site Instructional Specialist. All staff members are included in a network of Professional Learning Communities that support staff and student achievement.

**4.c** - Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).  
[Sec. 1114(b)(7)(ii)]

All classrooms are required to provide a differentiated learning environment that supports the needs of all learners and that includes targeted programs and strategies to address the needs of at risk learners.

.- **Journeys** is a comprehensive English Language Arts program that provides systematic instruction for Reading Literature and Informational Text, Foundational Skills, Speaking and Listening, Language, Writing, and English Language Development.

-**DI Reading Program** is a program based on the key elements of reading instruction. It includes phonemic awareness, phonics, fluency, vocabulary building and comprehension.

-**Reading Eggs**- A comprehensive learn to read program that focuses on five essential keys to reading success: focusing on a core curriculum of phonics and phonemic awareness, sight words, vocabulary, comprehension, and reading for meaning.

-**edmark Reading Program** is an alternative to phonics program. Through the use of a sequenced, highly repetitive word recognition method combined with errorless learning students are taught to read.

-**Mentor Sentence** is a systematic way of teaching grammar and author's craft through examples of excellent sentences from read-aloud books.

-**Envision Math** is a comprehensive mathematics curriculum that offers blended instruction to support the needs of all learners. The curriculum supports project based learning, visual learning strategies, and extensive customization options to assist teachers in meeting the needs of their students.

-**Number Talks** is a short, ongoing daily routine that provides students with meaningful ongoing practice with computation. A Number Talk is a powerful tool for helping students develop computational fluency because the expectation is that they will use number relationships and the structures of numbers to add, subtract,

-**Math Seeds** is a comprehensive online mathematics program for children aged 3-9. It offers a huge range of carefully structured lessons and activities that build mathematical skills over a broad range of number, shape and measurement topics. The Mathseeds program is packed full of enjoyable child-focused activities that makes learning a rewarding and meaningful experience. It teaches fundamental concepts in a fun, motivating and engaging way, whilst rewarding children for their efforts.

**4.d** - If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

All students enrolled in Smiley Elementary will complete the easyCBM Universal Screeners in the area of Mathematics and English Language Arts. These scores will be used to assess each student's level of mastery in the area of reading comprehension, reading fluency, and math fluency. The data rate students and guide decisions for interventions. Students who fall within a particular range will be monitored either weekly or bi-weekly to monitor student success and intervention on placement. Students will also take the STAR Reading Test to determine their Lexile and reading grade level equivalency. Teachers also complete EIP checklists to rate skill mastery/deficits based on the previous grade level curriculum in order to determine remediation needs. EIP checklists have predetermined score cutoffs for eligibility in EIP services. All of this student data is compiled according to grade-level and content area for in-depth analysis. During scheduled data team meetings, the data team members (teachers, administration, counselors, RTI coordinator, and interventionist) will observe and discuss individual student performance and make determinations for possible services.

**4.e** - If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

[Sec. 1114(b)(7)(V)]

Long county has a Headstart program where students receive services to help prepare them for Kindergarten. Additionally, our district has voluntary Pre-Kindergarten with a limited enrollment. Pre-K and Kindergarten Teachers and administrators collaborate in order to provide smooth transitions between the two grades. A Kindergarten Readiness night program was held to assist parents and teachers with the transition into Kindergarten. The media specialist and counselors will provide limited supports to promote reading and to assist students with the transition into Kindergarten.

**4.f - If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:**

- i. Coordination with institutions of higher education, employers and local partners; and**
- ii. Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.**

**[Se. 1114(b)(7)(II)]**

N/A

**4.g** - Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.  
[Sec. 1114(b)(7)(III)]

Smiley Elementary has a PBIS Team that meets monthly to assist in the district's effort to provide a positive learning environment for all students. The team developed a school matrix to assist with the provision of informing students, parents and staff members with a list of expected behaviors. Data provided by the PBIS district coordinator is used to inform and adjust decision making as needed. All teachers receive training on minor and major behaviors and strategies for dealing with minor behaviors within the classroom; a preventive measure to keep students in the classroom. Students who have been identified as behaviorally at-risk are provided with a behavioral intervention plan tailored to their individually identified need.

## ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the district's improvement plan (*optional*).

Instructional support personnel will be hired and utilized to assist with small group individualized instruction.