

Addendum to School Improvement Plan
Title I Schoolwide Plan
Smiley Elementary School
Long County Schools
FY 2010 – 2011

August 31, 2010

The comprehensive plan for Smiley Elementary Schools addresses the required elements of the ESEA reauthorization.

Components of a School-wide Plan

1. Comprehensive needs assessment of the whole school:

Smiley Elementary is a PK-3 building of approximately 1000 students located in southeastern Long County. Smiley Elementary is one of three Long County Schools and the only elementary school in the county. The Long County district has a school population of over 2500 students and a community population of twenty thousand people. Demographically, the city of Ludowici is challenged economically with many families living below the poverty index. Over sixty percent of the student population in the Long County district qualify for free and reduced lunch. Ethnically the district is approximately thirty percent minority with an increasing Hispanic population. Both the free/reduced status and ethnicity are well above state averages for the Long County district. Smiley Elementary has a diverse population having seventy five percent of our students qualifying for free and reduced lunch, eighteen percent in special education and over twenty-two percent minority.

Smiley Elementary complies fully with the district assessment plan approved by the Georgia State Department of Education. Multiple assessments are used to provide evidence that the school and all children in it are making regular progress toward the district academic standards and achievement goals of the district and the school improvement plan. Academic achievement in kindergarten is assessed by GKIDS and grade 3 is assessed by the CRCT in accordance with state requirements.

Students in grade levels from K-3 are assessed annually with locally-developed curriculum formative and summative assessments. In grades 1-2, students are assessed in the areas of Math, Reading, and Language Art utilizing the CRCT or an alternative assessment. Smiley Elementary uses computerized assessments for reading that is part of the Accelerated Reading program. A huge strength of the district is the written curriculum in all areas and grade levels. The curriculum is

modified and enhanced both horizontally and vertically each year. Starting in the summer of 2008 the curriculums were further aligned with the newly adopted Georgia Performance Standards and benchmarks and now reflect a preschool component. The pre-school component is aligned and articulated within the areas of language arts, math, and science. A need of the school's current educational program will be the monitoring and implementation of comprehension strategies utilized by all teachers. This training needs to be on-going and emphasized by district leadership.

There is an annual survey given in the spring of the year to Title I teachers and parents to evaluate the progress/effectiveness of the Title I program. These results are utilized in the development of the Parent Involvement Policy and modification/changes to this plan. Each year the school improvement committee (made demographically representative of the students in our district in all ways) convenes and makes recommendations about the focus of academic and program improvement within the school. The Building Leadership Team meets twice a month, the second and fourth Wednesday while reporting to the Smiley Elementary Faculty meeting through minutes and monthly building meetings. The Building Leadership Team also reports to the Parent-Teacher Association PTA which meets the second Thursday of each month. Along with the Building Leadership Team [BLT], monthly five members of the BLT meet monthly for an extended time to fine tune the Smiley Elementary School goals.

As a result of the comprehensive needs assessment, the following areas and objectives will be addressed: DATA Analysis and Intentional Instruction. Teachers will analyze the following data formally three times – August 2010, January 2011 and May 2011. K-1 will analyze DIBELS, sight words, CBMs [1st grade], looping information from former teachers\TAT information and this year's teacher observations. Grade 2 will analyze CBMs, CRCT (August 2010) and Instructional Assessment (May 2011) scores from Reading Comprehension, Language Arts and Math. Grade 3 will analyze CBMs, CRCT scores from Reading Comprehension, Language Arts, Math, Science and Social Studies. The results from this data review will drive student instruction along with skill deficit teaching through small groups including but not inclusive with Title One and co-teaching with Special Education teachers. Student data talks will be held October 2010, January 2011 and May 2011 with the emphasis on increasing their percentage of proficiency. Principal Data Talks will take place October 2010 and May 2011. The emphasis will be "Data Drives Instruction". Also, weekly grade level meetings will be held for the "intentional instruction" to include but is not inclusive to the District-wide reading strategies of Questioning and Synthesizing along with gradual release.

2. Schoolwide reform strategies that are scientifically research based and:

a. Provide opportunities for all children in the school to meet or exceeds Georgia's proficient and advanced levels of student performance.

There are heterogeneous classrooms at all grade levels. These classrooms differentiate instruction so all students are engaged, experience success, and increase expectations of themselves.

Special needs students experience inclusion into general education classrooms for a minimum of eighty percent of the school day.

The Gifted Program in the district changed its name to Talented Enrichment Program which now delivers challenging activities to a broad range of students, providing exposure to general knowledge situations and events among students in the primary level. Students are involved in this program from K-3.

b. Are based on effective means of raising student achievement.

The district has a mission statement and educational philosophy that challenges and addresses staff to develop student talents and abilities, and to raise student expectations and achievements in maximizing an individual's potential.

School SIT teams and the principal leadership team focus on teaching strategies that are identified in research reports and application instructions and value described in the work of Zemelman (et al), and Tomlinson, Good and Brophy, Marzano (et al), Maiers, among others.

- In reading, these include phonemic awareness, phonetic word analysis, readers and writers workshops, learning centers, cooperative learning, literature circles, guided reading, leveled reading, comprehension strategies, and reciprocal teaching for comprehension (predicting, questioning, clarifying, and summarizing). New reading series were adopted that are widely-known for their match to state, district, and research-based standards and benchmarks. The focus of these series is to help teachers and students in meeting NCLB expectations for proficiency. Manuals that accompany these series focus on the before mentioned strategies on a daily basis with all children.
- In mathematics, teachers use strategies such as meta-cognition, hands-on learning, conceptual development at the concrete level then transitions to the abstract level, and skill integration across the curriculum. Teachers receive professional development and implement the NCTM process and concept standards within the delivered instruction.

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

Smiley Elementary has representation on the District team and maintains a building School Improvement Teams and individual task force teams that develop school plans and implement the professional learning goals of the school and district. All professional learning is aligned directly to the district and school goals, and to best research-based practice. Empirical evidence for effect is used to determine the best practice that teachers will study, master, and deliver. Smiley Elementary is driven by the data gathered in classrooms, schools, and the district as a whole in determining the focus of the improvement plans.

At Smiley Elementary, students gain instructional time with teacher guidance by utilizing a collaborative teaching approach between and among classrooms, EIP, ESOL, special education and paraprofessional help. Teachers also provide extra support during the day and before and after school.

There are two instructional coordinators within the school who provide instruction, model strategies in the classroom, and act as a resource for all teachers. Smiley Elementary will continue to use “Early Intervention Strategies” and training all K-3 special education, Title, and para-educators. These strategies will be utilized in addition to regular reading instruction with students struggling with reading. The school utilizes a mastery approach to instruction allowing for greater acquisition of knowledge and understanding.

d. Address the needs of all children in the school, 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).

In addition to the strategies already mentioned, Smiley Elementary collaborates with various community groups to build confidence and efficacy among students who need extra support. Within the schools, students are selected to participate in the Study Connection and Mentoring Programs, 21st Century Program, and the TAT process. There are evaluation tools present in each of these programs that will help in the modification of their structure and development. These tools along with achievement results will be used to determine whether the needs of each child are being met.

RTI Teams meet to identify the struggling students in each grade level. Research-based strategies are implemented and data is collected. The results are monitored every nine weeks.

3. Instruction by highly qualified professional staff including strategies to attract highly qualified teachers to high needs schools.

Instructional Coordinators and EIP, Special Education, and ESOL teachers work collaboratively with teachers in classrooms and with children in small flexible groups, in the classroom and out. This provides more guided time for those students needing support – the support is provided by teachers with more preparation in reading and math strategies.

All teachers at Smiley Elementary are highly qualified and have a Reading Endorsement which allows for greater differentiation of instruction.

The district is committed to seek teachers who demonstrate excellence in their teaching pedagogy and their commitment in helping children reach their potential. This is reflected in the district's mission statement. The District administrative team leads in the recruitment of a diverse quality workforce by traveling to career fairs and colleges. Principals are charged with the task of the rigorous selection of the best candidates for their schools utilizing district screening processes.

4. Professional development for staff to enable all children in the school to meet performance standards.

Professional learning within the district for all elementary staff happens each week where they receive professional learning connected to the strategies identified under sections 1 and 2 and as listed in the school improvement plan. The professional learning focus is the study of reading comprehension and its strategies through professional instruction, modeling, small professional learning communities, and peer coaching; and recommended practices in reading, writing, and math. Professional learning is also focused on vertical alignment and the development of appropriate assessments.

Veteran teachers in both buildings may participate in training and become mentors to beginning teachers as part of the Long County mentor program based on the district professional development goals.

All teachers experience ongoing professional development connected to poverty effects, multicultural issues, and state requirements.

Principals are part of a district administrative team that focuses and participates in studies on current relevant research regarding school reform and instructional practice.

Paraprofessionals all are certified according to Georgia requirements and continue to be part of the professional learning process as well as being encouraged to continue their own understanding of student development cognitively, emotionally, socially, and physically. They may choose to participate in professional learning and recertification classes offered through the district in areas such as Spanish as a second language and technology integration.

5. Strategies to increase parental involvement.

Smiley Elementary is highly successful in involving parents. Plans to increase involvement include; continuing and expanding the tutoring and mentoring programs and special activities.

Smiley Elementary annually implements parent-teacher conferences about student progress, “mid-year academic checkups”. During the school year, teachers meet with parents in reviewing growth plans for individual students utilizing benchmark assessment documentation.

Teachers share successful practices that increase parent interest in attending and participating in classroom and school activities at building and district level meetings.

At the beginning of each school year Smiley Elementary has an after school meeting where new parents are informed and encouraged to participate in the school.

Parents will continue to be recruited to help meet the needs of the school/grade level. Each grade level feels that this is an important goal that only helps to strengthen the home and school connection.

Many of Smiley Elementary School’s parental involvement activities for 2010-2011 were planned by the Smiley Elementary PTA.

Smiley Elementary has an active Parent Teacher Association that meets regularly to discuss school needs, concerns and accomplishments. These meetings also act as a public forum where instructional strategies are presented. Parents are given strategies so they can provide support at home.

Parents are an integral part of the school council. Both parents and teachers attend the council meetings where we partner to improve student involvement, parent awareness

and brainstorming ideas to improve this partnership. This is also a platform to share integral components of parent awareness – report card progress; boundary information; test results; and other schoolwide information.

6. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs.

Smiley Elementary seeks to inform parents about pre-school options and cooperate with private day care providers so information about hours, care levels, and costs are shared in a timely manner. The schools distribute information about Head Start and Early Learning Programs and help families enroll in the appropriate program.

Jointly, the district and the pre-school providers in the community have adopted a common set of standards and benchmarks for pre-school students based on the Bright from the Start standards for children ages three-five in the areas of language arts and math.

Early learning is offered at each school which makes for a smooth transition from pre-school to kindergarten for identified students and provides ideas on readiness activities that can be done at home.

The district was awarded a grant that enables the district to offer 4-year old pre-school to any child in the community. This grant is renewable each year.

Smiley Elementary provides students enrolled in Pre-K the opportunity to visit Kindergarten classrooms at the end of their PK school term. Smiley also uses siblings to help pre-school children become familiar with the school facility. Several events during the year are “family gatherings”, so younger children can perceive the school as a friendly environment.

Four-year-old children in Long County are provided a quality preschool experience at no cost.

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.

At Smiley Elementary, teachers are very involved in assuring the ethical implementation of Georgia’s assessment program. Weeks before testing periods, teachers receive information about the test protocols and work out schedules and

necessary accommodations within their buildings. Teachers provide expert knowledge about optimal assessment environments and discuss ways to help students do their best.

Teacher knowledge and interest in appropriate assessment procedures has increased with the implementation of ESEA requirements and new state guidelines, and their active participation in the analysis and use of the data derived from assessments in making instructional decisions has increased as well.

Teacher committees are actively involved in the development and revision of benchmark tests, report card formats, conference planning with parents, growth goal-setting for each student and provide feedback about how assessment environments can be improved.

8. Coordination and integration of Federal, State, and local services and programs. (a) List of State and local education agency programs and other federal programs that will be included; (b) Description of how resources from Title I and other sources will be used; (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.

Funding from Title I, Title II, and Title VIB are combined in the school-wide program to provide schools the opportunity to maximize funding to achieve school improvement goals, while maintaining the integrity of each program (See school improvement plan). Funding priorities are determined during the school improvement plan development and are based on the identified needs of Smiley Elementary.

The school-wide program funds supplemental materials and supplies, professional learning, and salaries for instructional coordinators and additional teachers/paraprofessionals not earned by the state FTE allocations.

The district continues a long history of community collaboration designed to maximize resources that promote student successes. Program directors, principals and school representatives serve on community organization committees such as the Family Connection Collaborative, Chamber of Commerce, and Regional Library Board. The district administrative teams have representatives from all departments and schools. Centralized coordination enables unified hiring procedures, training, purchasing, payroll, and training services. The School Resource Officer supports the district and works collaboratively with the county and city police departments. A system resource officer has been working in the schools and works collaboratively with the DFACS and DJJ. This staff member works with parents and students with family court hearings, Department of Human Services, and counseling. The Migrant Student Support Specialists serve as a liaison between the school system and the migrant community and a supported

by Title IC funding. A state funded school nutrition program provides breakfast and lunch meals and resources within Smiley Elementary.

9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include: (a) measures to ensure that students' difficulties are identified on a timely basis; (b) periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties; (c) 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.

In addition to activities previously mentioned, teachers at Smiley Elementary monitor student academic progress toward standard, benchmark, and objective mastery regularly. The schools know which students are likely to need support, and teachers provide it with extra classroom assistance, referral for extended learning support, and EIP during the school day or in the summer school program.

Guided reading instruction within the context of leveled reading groups is provided to all students. EIP teachers are used to do quick assessments in determining the cause of concerns and then accept students in small flexible groups in the classrooms. The co-teaching arrangement rather than fixed groups enables teachers to respond more quickly than in previous delivery models. The push-in ESOL model provides the opportunity to meet the diverse needs of ELL students more appropriately.

The implementation of GPS entails many components; including the use of pacing calendars, pre-assessments for mastery learning, and "curriculum maps" which detail the instruction that should go on in a lesson that will result in mastery for every student in the class.

Formative and summative multiple assessments provide numerous data points and sources so interactions between teacher and student are solution-focused and clearly emphasizes student success.

Teachers are able to utilize individual time with students by co-teaching with the gifted teacher at Smiley Elementary.

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

At Smiley Elementary, progress reports are sent home to parents every 4 ½ weeks and report card every nine weeks. Annual assessment results are provided to parents by each homeroom teacher during parental involvement activities by grade level. As students experience difficulty, benchmark assessment, classroom assessment and progress monitoring data is provided to parents during the RTI process. ACCESS results are reviewed with the parents of ELL students during the annual ELL/Migrant Parent Night. Regular classroom progress documentation is sent home to parents weekly in each student's "Communication Folder". Parents also have access to PowerSchool Parent where they can login daily to view their child's grades.

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

Classroom teachers and support staff are thoroughly trained and participate in the collaborative data team process. Teachers review assessments, both summative and formative, to pinpoint specific weaknesses as a grade level. We collect nine week benchmark data, pinpoint specific skills and areas, and collaborate on strategies and interventions to produce mastery of those skills. Data is also used to determine the effectiveness of the strategies. Data is tracked on each student and progress is monitored to increase success for all learners.

This data also assists teachers in identifying learners needing additional support. Once these students are identified, classroom teachers begin implementing interventions and strategies through RTI. Using the RTI process and framework, teachers collaborate and develop specific interventions to use, as well as receive needed support for those learners, such as Extended Learning, EIP support, and also support from support staff, such as ESOL teachers, Speech teachers, Instructional Coordinators, Psychologists, Counselors, Administration, etc.

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

At Smiley Elementary, test results from numerous assessments are analyzed each year to identify specific strengths and growth areas in student performance. This information is used to direct teaching strategies and guide instruction. Data is

collected from CRCT, Georgia Writing Assessments for grade 3, ACCESS for ELL (English Language Learners), local Benchmark Assessments, portfolios, student writing samples, Accelerated Reader, G-KIDS, EIP skills assessment, and GAA. In addition, we utilize ongoing common assessments to address individual student needs.

13. Provisions for public reporting of disaggregated data.

Smiley Elementary School understands the importance of communicating data to all stakeholders. As a result, all stakeholders have access to necessary data by utilizing the following:

- Data Room
- Newsletters
- Parent Meetings
- School Council
- PTA
- Curriculum Nights
- Open House
- Parent information available at Main Office
- School websites
- Marquee
- School Brochure
- Community Visits/presentations

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 school-wide program.

The Title I School-wide plan in conjunction with our SIP, School Improvement Plan, is developed, reviewed, and revised and the beginning and end of each academic year or as needed by a team of teachers, administrators, and parents.

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 high school).

Smiley Elementary's School Improvement Plan and Title I school-wide addendum was developed in conjunction with all stakeholders in mind. District office program

directors provide technical support and needed. School team members included the principal, assistant principal, instructional coordinators, a teacher from each grade level, the media specialist, special education teacher, lunchroom supervisor, and media specialist. Annually a school council meeting is devoted to obtaining parental input from school council members as well.

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

Our Title I School-wide Plan and SIP, School Improvement Plan, is available to all stakeholders upon request. In addition, the plan is posted on the school's website and the district website.

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.

To the extent feasible, all literature and correspondence sent home is translated locally in Spanish. Copies are on file at each site and the district Title I Office.

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

Smiley Elementary is a Title I Distinguished school and is not in "needs improvement" status.