

Georgia Department of Education Title I Schoolwide/School Improvement Plan

| SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE | | |
|---|--------------------------------|-----------------------|
| School Name: R.T. Smith Elementary School | District Name: Clayton | |
| Principal Name: Dr. Scharbrenia Lockhart | School Year: 2019 -2020 | |
| School Mailing Address: 6340 Hwy 42 Rex, GA 30273 | | |
| Telephone: 770-960-5750 | | |
| District Title I Director/Coordinator Name: Katrina Thompson | | |
| District Title I Director/Coordinator Mailing Address: 1058 Fifth Avenue Jonesboro, GA 30236 | | |
| Email Address: katrina.thompson@clayton.k12.ga.us | | |
| Telephone: 770-473-2700 /678-817-3081 | | |
| ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.) | | |
| Priority School | Focus School | |
| Title I Alert School | | |
| Principal's Signature: | Date: | |
| Title I Director's Signature: | Date: | |
| Superintendent's Signature: | Date: | |
| Revision Date: | Revision Date: | Revision Date: |

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6\SWP Template Instructions

- 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 first ten components in the template are 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

| NAME | MEMBER'S SIGNATURE | POSITION/ROLE |
|--------------------------|---------------------------|----------------------|
| Dr. Scharbrenia Lockhart | | Principal |
| Mrs. Griggs | | Assistant Principal |
| Ms. Lewis | | Assistant Principal |
| Mrs. Maddox | | Academic Coach |
| Mrs. Clanton | | Academic Coach |
| Mrs. Vaughn | | Kindergarten |
| Mrs. Gilmore | | First Grade |
| Ms. Leslie | | Second Grade |
| Mrs. Brown | | Third Grade |
| Mrs. Blackmore | | Fourth Grade |
| Mrs. I. Johnson | | Fifth Grade |
| Ms. Sola | | Parent Liaison |
| Ms. Hardy | | Specials |
| Mr. Franco | | Counselor |
| Ms. Graham | | Parent |
| Ms. Lucuer | | Parent |
| | | |
| | | |

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SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Response:

- A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Participants met as the school Leadership Team and discussed goals and strategies for the 2019-2020 school year. Next, the Leadership Team shared the proposed goals and strategies with grade level and department teachers, parents, and community. The ways they were involved were through weekly administrative meetings, leadership team meetings and grade level meetings. Assessment tools were developed to be used by Smith Elementary to monitor the progress of a targeted group of students that were selected based on at-risk indicators. These indicators include attendance, achievement, and discipline data. Finally, the Leadership Team met to share the feedback from teachers, staff, parents, and the community and revised the SWP accordingly.
- B. Each core academic content coordinator collaborated with the department's teachers to analyze its data. Georgia Milestones, DIBELS, district benchmark, MAP, and common assessment data were reviewed by the all students group and various subgroups. Teams of teachers identified potential reasons or causes for areas in which students struggled. In addition, our teachers partnered with stakeholders, our support staff that includes counselors, social workers, administrators, and others to examine student data such as attendance, discipline, retention rate, response to intervention, and placement of students in various support programs. Throughout the process, we reviewed the following data.
 - Student and Teacher Attendance
 - Retention Rate
 - Parental Involvement
 - Discipline Infraction
 - TKES/LKES Data
 - Individual Education Plans
 - 504 Accommodations
 - RTI/SST
 - GKIDS
 - Surveys (Teacher/Student/Parents)
 - Georgia Milestone Assessment System
 - DIBELS
 - Georgia Alternative Assessment (GAA)
 - Measures of Academic Progress (MAP)

Data discussion were held for teachers within their respective departments and

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information obtained was presented during Title I meetings for further consideration. Final determination about strengths and weaknesses are presented in component 1D of this plan. Throughout the development of this plan, we took into account the needs of all students, including students with disabilities, English Learners, homeless, migrant, and other subgroups.

District Assessment

Clayton County Public Schools assess students district-wide to benchmark student progress and achievement. These assessments correlate to the district-wide frameworks, scope and sequence, and Common Core Standards being taught on a daily basis. These results are used for re-teaching and modifying instructional techniques throughout the school year, and it is an ongoing process.

Individual Learning Plan

Individual Learning Plans created by the teacher for each student that will be updated every 9 weeks using data and teacher observations with regards to student academic achievement.

504 Accommodations

Individual 504 Accommodations created by the DES teacher for students with specific learning disabilities.

RTI/SST

Teachers individualize appraisal and interventions to determine barriers to learning and develop appropriate individual interventions for the students. The process is composed of 4 Tiers students could progress through based on learning barriers.

C. Smith Elementary School *does* have a migrant student population. We will follow district, state, and federal guidelines to ensure that migrant students enrolled at Smith Elementary School are afforded the same opportunities as all other students. We will diagnose their needs, create and maintain a profile based on the needs assessment, plan engaging instruction, teach GA Common Core Performance Standards, assess for mastery, reteach with appropriate interventions/RTI and administer summative assessments to determine if mastery is achieved or further intervention is required. All parents or guardians enrolling a child in the school will receive a survey that determines whether or not the child will be identified as migrant. The original form is sent to the Office of Federal Programs to be forwarded to the GaDOE-Migrant ABAC Office. A copy of the completed survey is maintained in the student's cumulative folder.

D. 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. We have also reviewed data for Writing, Math, Science, English, and Social Studies. Although our teachers work continuously to extend student learning in a way that each child gains a deeper understanding of the content, there continues to be additional room for growth in English, math, social studies and science. Smith Elementary is aware of the state school target per subject and has calculated the needs projected growth to meet our three-year

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target set by the state of Georgia.

GMAS Data

2018 – 2019 ELA Data

| | Level 1 | Level 2 | Level 3 | Level 4 |
|--------|---------|---------|---------|---------|
| School | 37% | 32% | 25% | 6% |
| SWD | 78% | 18% | 3% | NA |
| EL | 53% | 36% | 9% | NA |

2017 – 2018 ELA Data

| | Level 1 | Level 2 | Level 3 | Level 4 |
|--------|---------|---------|---------|---------|
| School | 35% | 32% | 27% | 6% |
| SWD | 75% | 18% | 7% | NA |
| EL | 51% | 38% | 11% | NA |

The table provides the ELA data for the 2018 – 2019 school year. 31% of our students scored in the Proficient or Distinguished category for grades 3 – 5. The SWD subgroup displayed 3% of the students as Proficient or Distinguished which represents 57 students. The EL subgroup had a 9% pass rate, representing 43 total students.

2018 – 2019 Math Data

| | Level 1 | Level 2 | Level 3 | Level 4 |
|--------|---------|---------|---------|---------|
| School | 25% | 34% | 31% | 15% |
| SWD | 65% | 20% | 7% | NA |
| EL | 22% | 38% | 36% | 4% |

2017 – 2018 Math Data

| | Level 1 | Level 2 | Level 3 | Level 4 |
|--------|---------|---------|---------|---------|
| School | 22% | 38% | 33% | 8% |
| SWD | 56% | 34% | 8% | 2% |
| EL | 31% | 36% | 33% | NA |

The table provides the Math data for the 2018 – 2019 school year. 46% of our students scored in the Proficient or Distinguished category for grades 3 – 5. The SWD subgroup population had 10% of the students scored Proficient or Distinguished. The EL subgroup

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had a 33% pass rate with 43 students.

2018 – 2019 Science Data

| | Level 1 | Level 2 | Level 3 | Level 4 |
|--------|---------|---------|---------|---------|
| School | 45% | 29% | 20% | 6% |
| SWD | 84% | 12% | 4% | NA |
| EL | 87% | 13% | 6% | NA |

2017 – 2018 Science Data

| | Level 1 | Level 2 | Level 3 | Level 4 |
|--------|---------|---------|---------|---------|
| School | 40% | 32% | 25% | 4% |
| SWD | 78% | 17% | 6% | NA |
| EL | 88% | 13% | NA | NA |

The table provides the Science data for the 2018 – 2019 school year. Only 26% of our students scored in the Proficient or Distinguished category for grades 3 – 5. The SWD subgroup displayed 4% of their students in the Proficient subgroup.

2018 – 2019 Social Studies Data

| | Level 1 | Level 2 | Level 3 | Level 4 |
|--------|---------|---------|---------|---------|
| School | 28% | 44% | 16% | 17% |
| SWD | 56% | 40% | 4% | NA |
| EL | 47% | 47% | 7% | NA |

2017 – 2018 Social Studies Data

| | Level 1 | Level 2 | Level 3 | Level 4 |
|--------|---------|---------|---------|---------|
| School | 25% | 45% | 18% | 12% |
| SWD | 56% | 33% | 11% | NA |
| EL | 63% | 38% | NA | NA |

The table provides the Social Studies data for the 2018 – 2019 school year. 30% of our students scored in the Proficient or Distinguished category for grades 3 – 5. The SWD subgroup displayed 11% of the students as Proficient.

Change from 2018 to 2019

| | School | | Change |
|------|--------|------|--------|
| | 2018 | 2019 | |
| ELA | 33% | 31% | -2 |
| Math | 41% | 46% | + 5 |

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| | | | |
|-----------------------|-------------|-------------|---------------|
| Science | 29% | 26% | -3 |
| Social Studies | 30% | 33% | +3 |
| SWD | | | |
| | 2018 | 2019 | Change |
| ELA | 7% | 3% | -4 |
| Math | 10% | 7% | -3 |
| Science | 6% | 4% | -2 |
| Social Studies | 11% | 4% | -7 |
| EL | | | |
| | 2018 | 2019 | Change |
| ELA | 11% | 9% | -2 |
| Math | 33% | 40% | +7 |
| Science | NA | 6% | +6 |
| Social Studies | NA | 7% | +7 |

The data shows the subgroups that demonstrated growth from 2018 to 2019 school year. SWD and All students (Economically Disadvantaged) showed increases in performance on the GMAS during the 2019 school year. Some growth was displayed in Math and Social Studies when all students' performance is analyzed.

Data From 2018 and 2019, the data indicates that 31% ELA, 46% math, 26% science, and 33% social student's students were Proficient or Distinguished in each content area. The majority of our students fall in the Beginning and Developing Learning levels in each content and grade level. We will continue to identify and implement best teaching and learning literacy practices to ensure that 100% of all test takers are either a Proficient or Distinguished Learner in each content area (ELA, Math, Science, and Social Studies K-5).

After a thorough review of the assessment data, we found the following areas of concern:

Overall Academic Performance:

- Review of CCRPI data for all students shows some decreases and increases in ELA, Math, Social Studies and Science from the previous year. Each content area experienced a change in score rating during the 2018-19 school year. (ELA -4%, Math +5%, Science -2% and -2% Social Studies)
- Review of CCRPI data for Lexile levels shows 3rd and 5th grade with a less than 1% change and a slight increase for 5th grade of about +1. The concern is that low percent of our students are reading on grade level. Additionally, the grade levels that used the reading programs with fidelity had the most success with reading
- Mathematical domain areas that were the weakest were that of numbers and operations, numbers and operations-Fractions, numbers and operation base 10, measurement, algebraic thinking, and geometry.

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- Reading domain areas that presented students with the lowest level of success were areas that are taught using non-fiction text, comprehension, and writing.
- Science domains areas that are weakest were earth science, physical science and life science.
- Social Studies domains areas that are weakest were history, geography, government/civics and economics
- Gaps exist between SWD and all other subgroups in all academic areas.

Retention Rate

Less than 5% of the students at Smith Elementary are retained in their current grade level.

Student Attendance

Student daily average attendance rate varied between 93% and 95% during the 2018-2019 school year. A plan will be put in place during the 2019-2020 school year to address attendance issues at the school.

Teacher Attrition Rate

Less than 10% of teachers left Smith Elementary for reasons other than teacher retirement.

Disciplinary Infractions

There was a 90% decrease in the assignment of OSS for student infractions. A school-wide behavior plan was introduced to reduce the number of referrals. The school will implement the PBIS program during the 2018-2019 school year.

Georgia Kindergarten Inventory of Developing Skills(GKIDS)

The Georgia Kindergarten Inventory of Developing Skills assessment is year-long and progressive. The primary purpose is to collect ongoing diagnostic information about students. The Spring 2019 School Summary Report denotes that:

- 61.0 % of students met or exceeded standards in English Language Arts
- 78.6 % of students met or exceeded standards in Mathematics
- 64.2% of students met or exceeded standards in Approaches to Learning
- 71.7% of students met or exceeded standards in Personal/Social Development

DIBELS

Reading data reflects that in lower grades, 20% or more of the students lack grade level fluency and comprehension. The deficit areas are focused around vocabulary and non-fiction text familiarity. Math data reflects that in K and 1st grade, 30% or more of students lack basic math skills (numbers and operations).

In addition to reviewing the current achievement data, Smith Elementary School has reflected on the following:

- Focus Walks
- Formative and Summative Assessments
- Student work with Teacher and Student Commentary
- Formal and Informal Observations

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- Teacher's Needs Assessment survey results (Professional Development)

Georgia Alternative Assessment (GAA)

The Georgia Alternate Assessment (GAA) is a key component of the Georgia Student Assessment Program. An essential tenet of both the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA), is the fact that states must ensure that all students, including students with significant cognitive disabilities, have access to the general curriculum that encompasses challenging academic standards. Smith actively supports inclusion and collaborative teaching environments to offer students with disabilities access to the general curriculum.

District Assessment

Clayton County Public Schools assess students district-wide to benchmark student progress and achievement. These assessments correlate to the district-wide frameworks, scope and sequence, and Common Core Standards being taught on a daily basis. These results are used for re-teaching and modifying instructional techniques throughout the school year, and it is an ongoing process.

Individual Learning Plan

Individual Learning Plans created by the teacher for each student that will be updated every 9 weeks using data and teacher observations with regards to student academic achievement.

504 Accommodations

Individual 504 Accommodations created by the DES teacher for students with specific learning disabilities.

RTI/SST

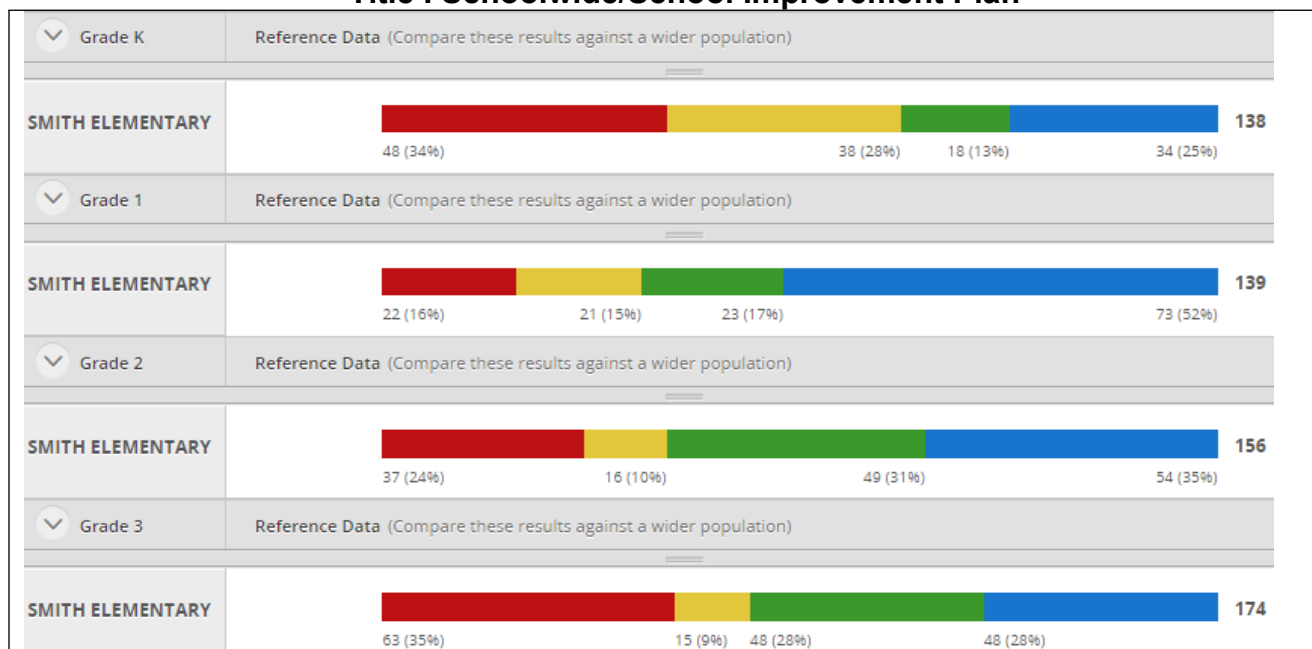
Teachers individualize appraisal and interventions to determine barriers to learning and develop appropriate individual interventions for the students. The process is composed of 4 Tiers students could progress through based on learning barriers.

2017 – 2018 BOY K – DIBELS DATA



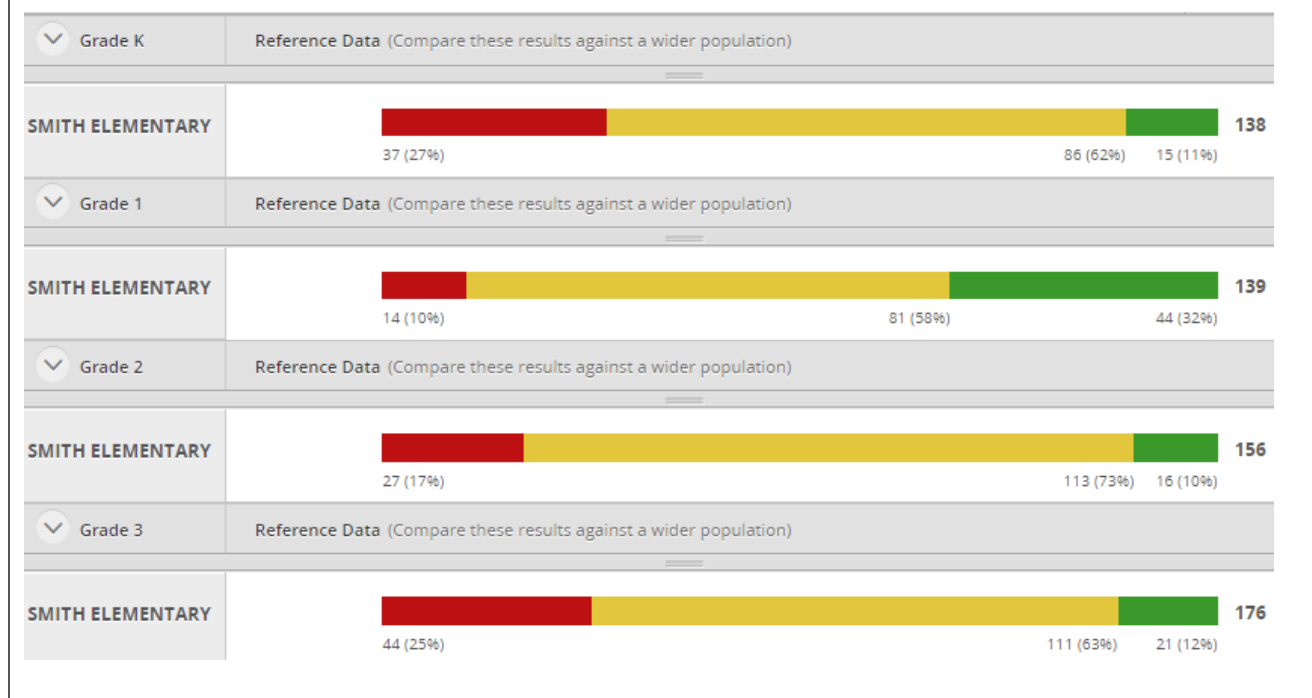
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

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The beginning of the year data for basic early literacy skills reflects that about 38% of our students in K-1 benchmarked on the BOY assessments for reading skills.

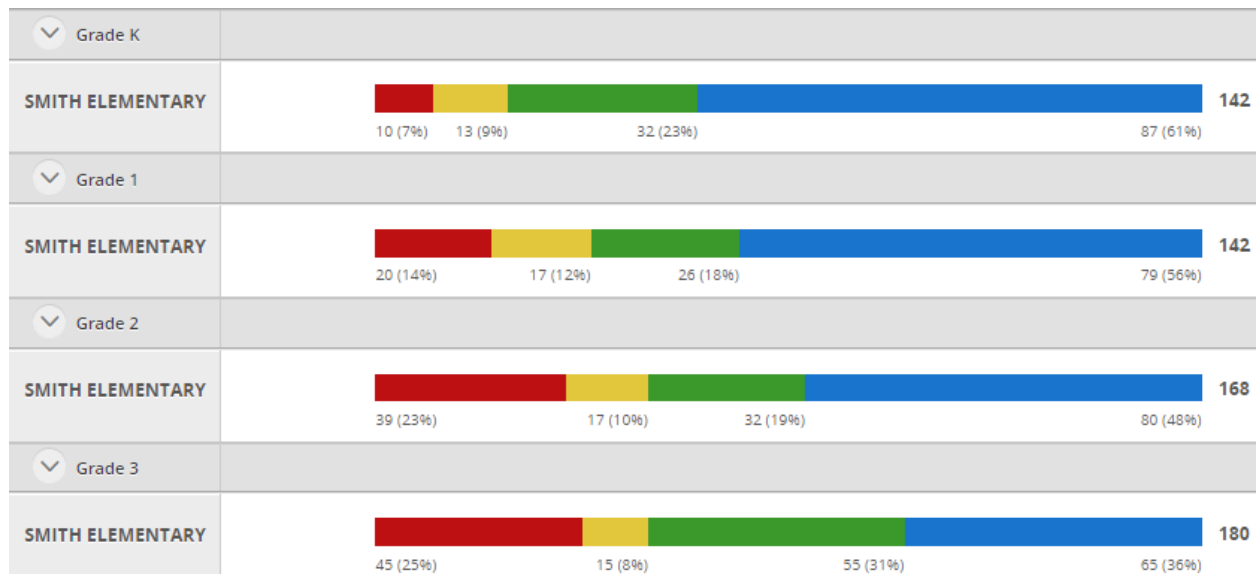
2017 – 2018 BOY K – 3 mCLASS



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The beginning of the year data for math skills reflects that about an average of 64% of our students in K-3 were at the strategic level on the BOY assessments for math skills.

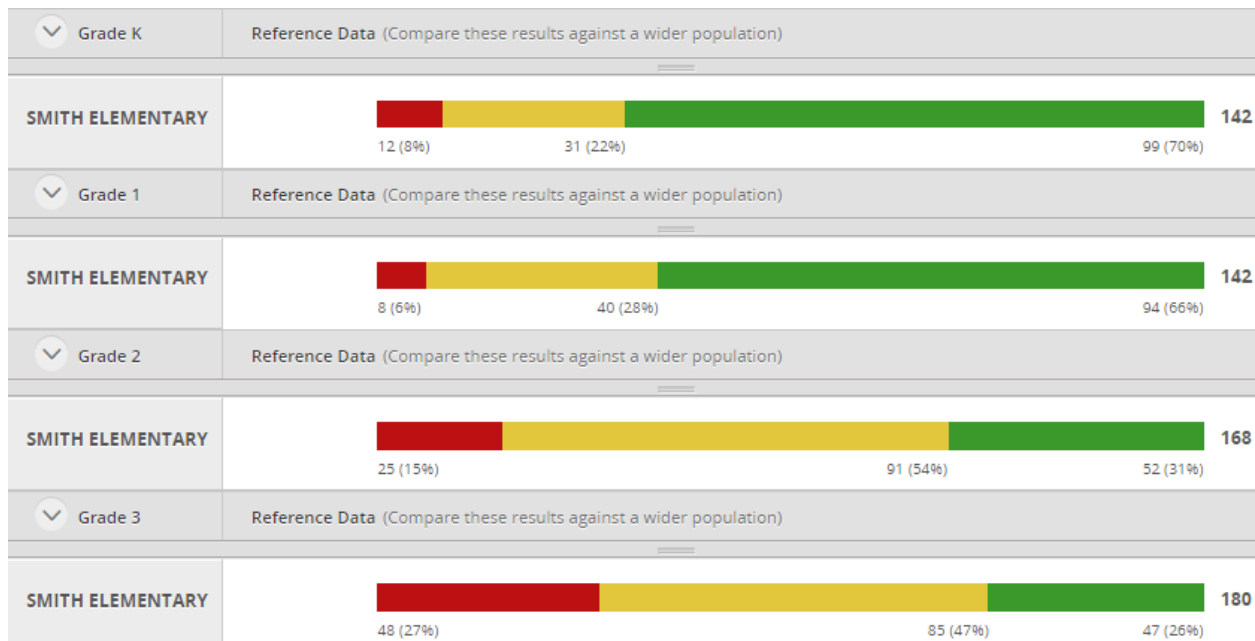
EOY K –3 DIBELS DATA 2017 – 2018



The end of the 2017 – 2018 year reading data indicates 176 that students in K-3 are well below benchmark in reading.

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EOY K –3 mCLASS DATA 2017 – 2018



The end of the year math data indicates that 93 students in K-3 are well below benchmark for the math assessment.

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TKES

The Teacher Assessment on Performance Standards (TAPS) includes observation and documentation of a teacher's practice and utilizes ten standards –based performance rubrics to guide multiple formative assessments and one summative assessment. There are a minimum of four walk-throughs conducted per teacher.

SLDS

Statewide Longitudinal Data Systems is an electronic data collection and storage system that provides teachers and administrators with information regarding school data, student data and student achievement over time. It records past information and current year data.

School-wide probes

School-wide probes are informal assessments of student progress on current standards taught created and administered grade-level wise by the teachers.

Parental involvement

The school's parent liaison increases parental involvement through continuous contacts via email, phone calls and publications. The parent liaison provides parent-centered activities that incorporate the diverse and multicultural student body.

Advance Ed

AdvancED provides guiding principles and effective practices for school improvement that help schools advance the level of education they provide. AdvancED Standards for Quality mark an evolution in continuous improvement and accreditation.

Parent Surveys

Parent surveys are a reflection of the school culture from the parent's perspective. It helps define specific needs of the school to meet the needs of the students and community. Parent surveys suggested more methods of communication.

Student Surveys

Student surveys are a reflection of the school culture and academics from the student's perspective. It allows the school an opportunity to self-assess how it meets the needs of its students. Student surveys suggested they felt safe, teachers cared, and they enjoyed coming to school.

Teacher classroom growth

Teacher GMAS results and end-of-the-year tests are used and analyzed to identify results and see trends within those classes.

Homeless rates

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Homeless rates are tracked by the registrar to identify students and offer academic assistance as needed. At this time, Smith has no migrant or homeless students which we are aware.

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.

- 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 and State student academic achievement standards including:
- Economically disadvantaged (ED) students who may experience lack of opportunities or exposure to a variety of outside learning opportunities. One hundred percent of the student's population are economically disadvantaged. CCRPI reports indicates these students did not meet the state target in ELA, Math, Science, and Social Studies.
 - Students from a variety of racial and ethnic groups who have diverse ways of acquiring new information. On the 2018 – 2019 the major subgroups are Black and Hispanic students. The Black represent 68% or 683 students of the population and Hispanic students represent 22% or 223 students of the total population.
 - Students with disabilities who have individualized educational plans to support the most appropriate instructional strategies to utilize and instructional modifications that are necessary to address their learning strengths and weaknesses. Students with disabilities make up 10% of our student population. Previous CCRPI reports indicate these students did not meet subgroup performance in ELA, Science, Social Studies and Math.
 - Students with limited English proficiency sometimes require instructional modifications to effectively have access to the curriculum to gain understanding. The ESOL population represents 13% of 129 students, in the Smith population.
- F. The data has helped us reach conclusions regarding achievement or other related data.
- The major needs we discovered were Numbers and Operations, Measurement, Algebra, Geometry, History, Geography, Economics, Literacy Comprehension and Reading Comprehension, Earth, Life and Physical Science.
 - The needs we will address are: Numbers and Operations, Measurement, Algebra, Geometry, History, Geography, Economics, Literacy Comprehension and Reading Comprehension, Earth, Life and Physical Science.
 - The specific academic needs of students that will be addressed are Numbers and Operations, Measurement, Algebra, Geometry, History, Geography, Economics, Literacy Comprehension and Reading Comprehension, Earth, Life and Physical Science.

Teams of stakeholders, including parents, teachers, and administrators, used a variety of protocols and tools to identify root causes that explain our low student performance in

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ELA, mathematics, social studies and science. From the process, we discovered the following causes for low academic achievement.

- Teachers are not implementing ineffective instructional practices.
- Teachers not planning instruction based on student needs and data.
- Teachers need comprehensive training on explicit instruction and utilizing data to drive instruction.
- Parents understanding how to fully support their child's learning at home.

G. We believe that we address these causes of low achievement our students will show growth in all academic core areas. Our measurable goals are listed below:

Increase the percentage of students performing at the proficient and distinguished level on the Georgia Milestones Assessment in all core content areas (Math, English Language, Science, Social Studies)

- (Language Arts, Math, Science, and Social Studies) will increase by 3% for each content area.
- Decrease the student achievement gap by 3% between the EL and SWD subgroups in all core content areas (Math, English Language Arts, Science, and Social Studies), in comparison to all students on the Georgia Milestones Assessment on the End of Grade Tests.

2. Schoolwide reform strategies that:

Response:

Smith's staff considered three key questions when determining school-wide reform strategies. They are:

1. How will the strategy close achievement gaps?
2. How will we know the reform strategies are successful?
3. How will we make changes to our reform strategies if they are not effective?

We have chosen to use the work of Victoria Bernhardt, *Data Analysis for Continuous School Improvement* as a framework for how we should use data and information to improve teaching for every teacher, and learning for every student. While searching for interventions and preventions that will help us meet our students' academic needs and staff's professional development needs as well as help us meet our goals, we believe the following strategies will prove to be effective. They are:

1. Mandate that teachers implement the district's explicit instruction/gradual release of responsibility framework with high levels of fidelity.
2. Require all teachers to use a variety of student group methods that are based on a variety of balance assessments to better meet the needs of all learners.
3. Require all teachers to provide appropriate scaffolding and support that help students master a complex and rigorous curriculum while ensuring these supports and scaffolding are gradually removed at appropriate times.
4. Require that all core content area teachers know how to and use scoring rubrics

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and exemplars as instructional tools.

5. Mandate that all teachers integrate technology into their lessons as tools that extend and/or enhance learning.

A few reform strategies we are currently implementing are Flexible Grouping, Explicit Instruction, Scaffolding, Using Graphic Organizers, and Direct Vocabulary Instruction. We have been implementing these strategies for two years. As a result of our root cause analysis discussions, we found that additional professional learning is needed for our staff. Some specific reform strategies are Flexible Grouping, Direct Vocabulary, Explicit Instruction, Scaffolding, Graphic Organizers, Extend Day and Saturday Academy.

Improvements in Math are:

- Flexible grouping will be utilized based on probe data. Content experts for math move students between teachers for academic subjects based on assessment data. Some classroom with utilize the co-teaching model to address all students' learning styles
- Explicit Instruction is utilized by the district to address student learning styles. Explicit Instruction/Gradual Release model have specific learning targets each day.
- Scaffolding is utilized daily as teacher model for students a specific standard then allows the student to practice the skill. The teacher offers support as needed for students to be successful.
- Graphic Organizers are consistent visual pattern linked directly to eight specific thought process. By visualizing thinking we create images of thoughts. The patterns help all students reach higher levels of critical and creative thinking.
- Direct Vocabulary Instruction provides students with specific word instruction and teaching students word-learning strategies. Teaching words before reading helps both vocabulary learning and reading comprehension.
- Extended Day Programs – Extended Day is a research-based idea designed to provide a safe and nurturing environment to support student academic achievement through new experiences that build self-esteem and character.
- Saturday Academy - Saturday Academy offers tutoring and mentoring in math and english language arts for identified students. Teachers are sent to professional development designed to address researched based practices; improving student achievement.

Improvements in Reading are:

- Flexible grouping will be utilized based on probe data. Content experts for reading move students between teachers for academic subjects based on assessment data. Some classroom with utilize the co-teaching model to address all students' learning styles
- Explicit Instruction is utilized by the district to address student learning styles. Explicit Instruction/Gradual Release model have specific learning targets each day.
- Scaffolding is utilized daily as teacher model for students a specific standard then allows the student to practice the skill. The teacher offers support as needed for students to be successful.

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- Graphic organizers are consistent visual pattern linked directly to eight specific thought process. By visualizing thinking we create images of thoughts. The patterns help all students reach higher levels of critical and creative thinking.
- Direct Vocabulary Instruction provides students with specific word instruction and teaching students word-learning strategies. Teaching words before reading helps both vocabulary learning and reading comprehension.
- Accelerated Reader – online and digital resources and tools to help educators develop the full potential of reading and comprehension. Accelerated Reader provides specific lesson plans, project based learning guides, and user guides to help navigate teachers and students to proficiency with Lexile-based data, Lexile-based text and rigorous individualized instruction.
- Extended Day Programs – Extended Day is a research-based idea designed to provide a safe and nurturing environment to support student academic achievement through new experiences that build self-esteem and character.
- Saturday Academy - Saturday Academy offers tutoring and mentoring in reading/language arts, mathematics, and test-taking skills for students in grades K-5. Send teachers to professional development on researched based practices to improve student achievement.

Improvements in Science are:

- Flexible grouping will be utilized based on probe data. Content experts for Science move students between teachers for academic subjects based on assessment data. Some classroom with utilize the co-teaching model to address all students' learning styles
- Explicit Instruction is utilized by the district to address student learning styles. Explicit Instruction/Gradual Release model have specific learning targets each day.
- Scaffolding is utilized daily as teacher model for students a specific standard then allows the student to practice the skill. The teacher offers support as needed for students to be successful.
- Graphic Organizers are consistent visual pattern linked directly to eight specific thought process. By visualizing thinking we create images of thoughts. The patterns help all students reach higher levels of critical and creative thinking.
- Direct Vocabulary Instruction provides students with specific word instruction and teaching students word-learning strategies. Teaching words before reading helps both vocabulary learning and reading comprehension.
- Extended Day Programs – Extended Day is a research-based idea designed to provide a safe and nurturing environment to support student academic achievement through new experiences that build self-esteem and character.
- Saturday Academy - Saturday Academy offers tutoring and mentoring in reading/language arts, mathematics, and test-taking skills for students in grades K-5. Send teachers to professional development on researched based practices to improve student achievement.

Improvements in Social Studies are:

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- Flexible grouping will be utilized based on probe data. Content experts for social studies move students between teachers for academic subjects based on assessment data. Some classrooms will utilize the co-teaching model to address all students' learning styles
- Explicit Instruction is utilized by the district to address student learning styles. Explicit Instruction/Gradual Release model have specific learning targets each day.
- Scaffolding is utilized daily as teacher model for students a specific standard then allows the student to practice the skill. The teacher offers support as needed for students to be successful.
- Graphic Organizers are consistent visual pattern linked directly to eight specific thought process. By visualizing thinking we create images of thoughts. The patterns help all students reach higher levels of critical and creative thinking.
- Direct Vocabulary Instruction provides students with specific word instruction and teaching students word-learning strategies. Teaching words before reading helps both vocabulary learning and reading comprehension.
- Extended Day Programs – Extended Day is a research-based idea designed to provide a safe and nurturing environment to support student academic achievement through new experiences that build self-esteem and character.
- Saturday Academy - Saturday Academy offers tutoring and mentoring in reading/language arts, mathematics, and test-taking skills for students in grades K-5. Send teachers to professional development on researched based practices to improve student achievement.

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- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

Response:

We will continue to engage in problem solving and conducting research to identify other school wide reform strategies that will close achievement gaps. Some of these strategies may include building students' readiness for Smith Elementary School, building a culture that uses data to improve, and using extending time for learning to support the belief that some students need more time to demonstrate mastery of standards. Teachers will use explicit instruction/gradual release of responsibility to build students metacognitive and self-regulatory skills, which have proven to be very successful in helping students learn and master content (Hattie, 2012).

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 standards are:

- **Co-teaching** - A co-teaching team typically includes a general and a special educator who teaches the general education curriculum to all students as well as implement Individual Education Programs (IEPs) for students with disabilities or provides small group instruction for struggling students. Both educators on the co-teaching team are responsible for differentiating the instructional planning and delivery, assessment of student achievement, and classroom management.
(<http://www.teachhub.com/effective-co-teaching-strategies>)
- **Collaborative Planning** - Collaborative planning is "as two or more equal partners who set out to create a unit of study based on content standards in one or more content areas plus information literacy standards, a unit that will be team-designed, team-taught and team-evaluated."
(http://www.p12.nysed.gov/technology/library/SLMPE_rubric/TeachingforLearning/CollaborativePlanning.html).
- **Mentoring** - Mentoring is a sustained 'one-to-one relationship between a caring adult and child who needs support to achieve academic, career, social or personal goals (<http://www.trincoll.edu/NewsEvents/NewsArticles/Pages/Statistics-Show-Middle-School-Mentoring-Programs-Effective.aspx>).
- **Extended Day Programs** – Extended Day is a research-based idea designed to provide a safe and nurturing environment to support student academic achievement through new experiences that build self-esteem and character.
- **Saturday Academy** - Saturday Academy offers tutoring and mentoring in reading, language arts, mathematics, and test-taking skills for students in grades K-5.
- **Professional Development opportunities** - Professional development refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage that can improve student achievement.

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(<http://www.ascd.org/professional-development.aspx>).

- Parent Involvement Activities - Studies have indicated that children whose parents and/or other significant adults share in their formal education tend to do better in school. Some benefits that have been identified that measure parental involvement in education include higher grades and test scores, long-term academic achievement, positive attitudes and behavior, more successful programs, and more effective schools. (<http://urbanext.illinois.edu/succeed/parental.cfm>).
- Teacher Commentary – Teachers will analyze student work and provide specific feedback to individual students.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – DIBELS are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. (<http://dibels.org/dibels.html>).
- Accelerated Reader – online and digital resources and tools to help educators develop the full potential of reading and comprehension. Accelerated Reader provides specific lesson plans, project based learning guides, and user guides to help navigate teachers and students to proficiency with Lexile-based data, Lexile-based text and rigorous individualized instruction.
- Georgia Kindergarten Inventory of Developing Skills (GKIDS) - The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is a year-long, performance-based assessment. The goal of the assessment program is to provide teachers with information about the level of instructional support needed by individual students entering kindergarten and first grade (<http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Assessment/Pages/GKIDS.aspx>).

- Use effective methods and instructional strategies that are based on scientifically based research that:
 - strengthen the core academic program in the school.
 - increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum.
 - include strategies for meeting the educational needs of historically underserved populations.

Response:

Maximizing Impact on Learning.” In addition to our research on effective methods and instructional strategies based on work conducted by Robert Marzano, we know that providing students with an effective and competent teacher, implementing explicit and well-planned lessons, providing students with appropriate scaffolding and learning

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supports, and preparing students to be better learners are grounded in research. The 10 Teacher Keys Effectiveness System (TKES) standards also provide us with a source of scientifically based research strategies and methodologies. These tools, if used with fidelity, will collectively strengthen our academic program, open opportunities to use instructional time more effectively, and grant struggling and unserved student populations more learning support.

One effective method and instructional strategies based on research implemented at Smith Elementary School assessing students' reading level through DIBELS and myON. The assessment provides us with students' Lexile scores. We use the data along with Lexile scores from the Georgia Milestones to identify students who might have challenges with reading and understanding complex text often found in science and social studies textbooks.

We go beyond simply making digital tools available to students. Our teachers purposefully infuse technology in the curriculum by planning and preparing for students based on their needs. This focus on integrating technology is relatively new. We are shifting the use of technology from using the tools for remediation and test preparation to ensuring learners use technology to create, collaborate, analyze and synthesize information.

In addition, we provide students with opportunities to extend their learning time through intensive instruction during after school hours and summer. Our summer bridge program provides extended opportunities for learning and focuses on providing attendees with Smith Elementary School readiness skills in math, science, social studies, and language arts.

Smith Elementary uses a variety of research-based programs to positively impact student achievement on state standardized assessments. Examples supporting these most effective practices are:

- Explicit Instruction – a systematic, direct, engaging, and success oriented—and has been shown to promote achievement for all students. This highly practical and accessible resource gives special and general education teachers the tools to implement explicit instruction in any grade level or content area.
- Differentiated Instruction – Differentiation is an umbrella concept that incorporates many effective traditional methods and strategies as well as merging many aspects of critical thinking, brain research, interdisciplinary instruction, and constructivism. Its roots are in gifted and special education but it has been developed as a means of accommodating the range of readiness levels, learning styles and interests of heterogeneous schools and classrooms.
(<http://www.differentiatedinstruction.net/>)
- Gizmos – ExploreLearning.com offers the world's largest library of interactive

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online simulations for math and science education in grades 3-12.

<http://www.explorelearning.com/index.cfm?method=cCorp.dspLearnMore>

- Accelerated Reader – online and digital resources and tools to help educators develop the full potential of reading and comprehension. Accelerated provides specific lesson plans, project based learning guides, and user guides to help navigate teachers and students to proficiency with Lexile-based data, Lexile-based text and rigorous individualized instruction.
- Hands 2 Mind – ETA/Cuisenaire hands-on literacy resources support the best practices necessary to successfully implement a tiered Response to Intervention (RTI) framework school-wide. Each ETA/Cuisenaire research-based program maximizes positive outcomes by offering comprehensive, yet easy-to-implement support for data-driven differentiated instruction matched to students' interests and abilities (<http://www.hand2mind.com/catalog/departments?deptId=RTIMAIN&d0=READING%2FLANGUAGEARTS&d1=RTIMAIN>).
- BrainPOP – online program that supports individual, team, and whole-class learning. At school and in informal learning environments, BrainPOP characters help introduce new topics and illustrate complex concepts for a better understanding. http://www.brainpop.com/about/research-related_research/index.weml
- Extended Day Programs – Extended Day is a research-based idea designed to provide a safe and nurturing environment to support student academic achievement through new experiences that build self-esteem and character.
- i-Ready – i-Ready is a researched-based computer program that is adaptive to students. The Diagnostic offers a complete picture of student performance and growth, eliminating the need for multiple, redundant test. The program provides students with personalized learning ensuring they're working on instruction that matches their unique learning needs.
- Saturday Academy - Saturday Academy offers tutoring and mentoring in reading/language arts, mathematics, and test-taking skills for students in grades K-5.

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs.

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Response:

Student support strategies that are used to address the needs of all students included identifying students who need support by subgroup and by need. Smith Elementary School teachers and administrators closely monitor students' academic performance. We regularly review grades at each grading period to identify at-risk learners. We use the information to design and implement learning support that will help these students get back on track. Targeted populations such as ESOL students, GradFirst students and Students with Disabilities are well supported through our co-teaching model. Students in these subgroups are taught by highly-qualified teachers and are held to the same high expectations as our regular student population. General education teachers work collaboratively with special education teachers to disaggregate the data of GMAS scores, Interim assessments, and EL ACCESS testing to determine if an achievement gap exists.

Additionally, we use our counselors and student/pupil services to help us identify not only academic supports for our students but also social support. Counselors conduct monthly guidance sessions with students to help them set goals, and review their progress toward goals. Special Education students have Individualized Education Plans (IEP) that correlate to their grade level curriculum. Student level is also a consideration when writing their IEPs. EL students also have modification plans that allow the students to learn grade level content while learning English. EL and Special Education teachers work collaboratively with general education teachers to support the students and provide differentiated instruction.

Lastly, our school's foundation is built on personalizing school for each learner. Academic and social supports will continue to be oriented toward student success.

- Flexible grouping will be utilized based on probe data. Content experts for math in move students between teachers for academic subjects based on assessment data. Some classroom with utilize the co-teaching model to address all students' learning styles
- Explicit Instruction is utilized by the district to address student learning styles. Explicit Instruction/Gradual Release model have specific learning targets each day.
- Scaffolding is utilized daily as teacher model for students a specific standard then allows the student to practice the skill. The teacher offers support as needed for students to be successful.
- Thinking Maps are consistent visual pattern linked directly to eight specific thought process. By visualizing thinking we create images of thoughts. The patterns help all students reach higher levels of critical and creative thinking.
- Direct Vocabulary Instruction provides students with specific word instruction and teaching students word-learning strategies. Teaching words before reading helps both vocabulary learning and reading comprehension.

- Address how the school will determine if such needs have been met; and

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- are consistent with, and are designed to implement, the state and local improvement plans, if any.

Response:

We will determine if the needs have been met through an analysis of formative and summative data, artifacts, analysis of student and teacher work, evaluation of student outcomes such as attendance, grades, discipline, and progress toward goals. Georgia Milestones, DIBELS, classroom grades, classroom assessment, district assessments, Statewide Longitudinal Data System attendance, and discipline referral and outcomes data will be collected and reviewed

We will also review our pupil service recommendations, implementation of preventions and interventions, and level of engagement in the school.

Smith will compile continuous data on students participating in all supplemental support services. This data will be used to determine achievement and fidelity of programs and resources. This data will be compared to state high-states assessments to identify students' percentage of achievement and growth.

3. Instruction by highly qualified professional staff

Response:

Smith Elementary School ensures that teachers are highly qualified by following all district policies and procedures regarding the staff selection and hiring process. According to the Georgia Professional Standards Commissions, teachers serving in Title I districts are required to possess a valid teaching certificate with the satisfactory educator assessment results. Certification status is updated and reviewed annually by Human Resources and building level administrators. Smith Elementary School has 64 out of 64 Highly Qualified teachers currently. We currently have 100% of our teaching staff that has a Bachelor's Degree.

We verify that our teachers are appropriately credentialed, have a deep understanding of the content they teach, and have been trained in a variety of instructional strategies to aid students in reaching academic proficiency. We assess this by reviewing teaching credentials and transcripts. We also conduct comprehensive teacher interviews to collect additional information about the candidate's qualification to work with Smith's students. Teachers, who are not highly qualified, work closely with their department chair, department administrator, principal's secretary, and county level designees, and the Georgia Professional Standards Commission to remedy deficient areas in order to become highly qualified.

Smith Elementary School develops and maintains policies, procedures, and protocols to ensure a supportive school environment for each teacher through the following:

- Assigns mentors to teachers new to the profession to address concerns, provide continuous support and feedback through informal observations and focused Walks.

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- Assigns mentors to teachers new to building to address concerns
- Provides continuous support and feedback through informal observations and focused walks.
- Provides mentors to veteran teachers upon request.
- Schedules formal time for mentors regarding how to effectively serve in their roles.

New teachers will attend New Teacher Orientation and continued instructional support from the Teacher Development Specialists through the Professional Learning Department. They will also participate in an orientation session at Smith Elementary School conducted by the administrative staff. All other professional learning will be tailored to the needs of the individual teacher in a variety of ways, face to face or online.

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response:

We believe that promoting the continuing education of the faculty and staff promotes the education of the student. With this in mind, our plan includes multiple avenues of professional development. Opportunities for professional learning will be based on staff self-evaluation, student assessments, and TKES. Teachers will identify areas of proficiency in various research-based instructional strategies and knowledge and then select opportunities that will enhance areas of need. These opportunities will be provided throughout the 2018-2019 school year. In addition to staff development opportunities at the school, all staff members at Smith Elementary School have opportunities at the district's Professional Learning Center (PLC), as well. As permitted, staff members are also encouraged to attend conferences, symposiums, and other workshops that enhance a well-rounded educator. Workshops are not limited to academia, but will also include character education and personal growth.

Smith Elementary School aligns professional development with Georgia's academic content and student academic achievement standards. We use data and curricular documents to identify content areas where our students did not perform well. We conduct a document analysis of state curricular to look for gaps. Once the gaps or areas that need improvement have been identified, we broker professional development for our teachers, paraprofessionals, and administrators need.

We also use feedback from classroom observations to determine needed professional development. We know that our teachers need more learning support to better implement the explicit instruction/gradual release of responsibility framework. This school year, we determined that differentiated instruction was an area of concern based on Teacher Keys Effectiveness System (TKES) data. Therefore, differentiated

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instruction will be an area for professional development. Professional development will also include training in incorporating reading and numeracy strategies across the curriculum, instructional technology, and grouping models. Additionally, we will continue to provide training regarding data driven instruction to ensure that data is gathered and closely analyzed for the purpose of adjusting instruction.

Additional trainings will include higher order thinking and effective ways to increase parental involvement. Furthermore, we mandate that educators participate in any district required professional development.

We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example, we will devote resources to improve academic achievement for our students we must increase teacher efficacy. This is done through planned, consistent and pervasive professional development during the school day through the support of our instructional site facilitator and after school hours through direct instruction for teachers and staff. To that end, we have dedicated a large portion of our Title I funds to professional development including release time, resources, supplies, consultants, and materials to make the opportunities effective.

Many of our trainings will occur on site during monthly reserved professional learning times. Our teachers, paraprofessionals, administrators will learn from subject-matter experts. Learners will engage in a variety of school improvement professional development activities related to strengthen personnel competencies that are needed to effectively enable all students to meet state academic achievement standards. These activities will address school improvement initiatives, needs identified in the staff evaluation process, or mandated professional learning. We will continue to ensure our Title I Parent Liaison participates in all mandatory Title I trainings.

We will also provide opportunities for parents to engage in learning activities. Learning opportunities take place through Saturday Parent Academies, PTSA meetings, Curriculum Nights, and other evening meetings/trainings with parents. We will consultant with individuals or agencies to provide specific content or subject-matter training to parents. To encourage parent participation in these trainings, Title I funds will be used to provide parent resources and access to technology. To maximize funding, all professional development funds that include Title I, IDEA, Title II, District Professional Learning and other funds will be used to support our training needs.

We will hire a Title I Academic Coach to support teachers by providing professional development. The professional development will be based on the data and instructional needs of the teachers.

Professional Learning Programs and Resources

- Georgia Standards of Excellence

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- Math training
- ELA training
- Collaboration and Team Building
- Accelerated Reader
- i-Ready
- Co-teaching
- Modeling
- Math Manipulative Training
- Lexile Scores
- Literacy Across the Curriculum
- Special and General Education Conference
- Gizmos Training
- Metro Resa Professional Development
- Technology Conference
- Writing Across the Curriculum
- Title I Academic Coach

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems.

- Surveys
- Utilize parent liaison to include parents in school activities
- Utilize instructional facilitator to provide interventions
- Monitor classrooms through Focus walks
- Organize and support community activities
- Provide fund raises to support student organizations
- Provide resources for classrooms
- Organize field trips to expose students to various topics
- Provide funds for conferences, seminars, and workshops
- Conduct weekly grade level meetings
- Conduct evaluations of professional development
- Survey teacher needs

These resources will allow Smith to bridge the gap between parents and school, provide support to address student educational and social deficits, and all teachers to attend training on addressing our current populations learning modalities. Smith struggles with parent involvement which is a major necessity in a student's success. Providing parents with professional development and resources to help their students will have a positive impact on student achievement. Research has shown when students have a connection to an adult in the building it creates a positive impact on achievement as well as behavior. Allowing student organizations to raise funds for field trips and additional needs will increase student achievement and decrease student misbehaviors. Educators constantly need professional development to stay current with standards and trends in education.

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5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Response:

We will continue to participate in all district staff recruitment and retention efforts. Today, most is not all public school districts are struggling with attracting high-quality highly qualified teachers to high-need schools. Clayton County Public Schools is offering impressive financial incentives to attach 2018-2019 teachers to the district. Additionally, the district is awarding contract signing bonus to teachers who teach in hard-to-fill content areas. While these incentives will certainly close the vacancy gap, all school leaders have the responsibility of ensuring students are taught by highly qualified teachers, inducting new and novice teachers to the school, evaluating teachers to determine their efficacy and effectiveness, and retaining quality teachers.

Smith Elementary School examines its staffing data to determine the educators' credentials. For example, we examine type and level of certification, educational degree earned, number of years of teaching, teaching experience, and area of certification. We use these data to match staff to needs.

We take advantage of technology, social media, word-of-mouth, and communications to share "good news" about Smith. This marketing strategy encourages potential staff candidates, students, and parents to investigate the possibility of becoming a member of the Smith Elementary School family. We also implement a variety of recognition and support activities to promote staff retention. Some of these activities are listed below.

- Implementing a New Teacher Mentoring Program
- Conducting Monthly Teacher Recognitions
- Hosting Bi-Weekly Professional Development
- Creating a culture of learning
- Practicing a shared leadership/professional learning community model through regular department and curriculum area meetings
- Facilitating open dialogue between staff and the administrative team
- Creating and expanding avenues for teacher leadership in multiple aspects of the school program

Smith has included teachers in professional development activities regarding the use of academic assessments to attract, enable and retain highly qualified teachers to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways . . .

- Smith will provide professional learning opportunities, such as conferences and professional development, to utilize data driven instruction and decision-making to improve individual student achievement and the overall instructional program
- Teachers will participate in professional learning activities on the use of academic assessments to drive instruction
- Smith will provide teachers with journal articles for the purpose of current research and trends in education to support district, school, and teacher beliefs

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- Teachers will collaborate weekly for the purpose of professional dialogue regarding student work, best practices, and interventions to meet the needs of the students

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

Response:

- A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement policy. Smith Elementary School will schedule Title I Planning Meetings and invite parents of all students, school staff, students, and community members to attend. Smith Elementary School will continuously solicit the input of parents and make efforts to engage migrant and homeless parents, as well as those with disabilities. This is accomplished through surveys informational meetings, individual meetings in the Parent Resource Center, and from parent or counselor contacts. In addition, evaluation forms at the end of each workshop or meeting will be a way for parents to voice any concerns or requests. Parents are free to provide their names and phone numbers to the administrators or on the evaluation forms. The school administrators will then contact them with further information about their concerns or requests. Smith has involved parents in the planning, review, and improvement of the comprehensive school wide program plan by . . .
- Written communication regarding PTA in the form of a newsletter
 - Written communication regarding PTA in the form of an email
 - Written communication regarding PTA in the form of a phone call
 - Written communication between the principal and the parents in a monthly newsletter
 - Verbal communication in the form of principal forums
 - Parent participation in local school council
 - Presenting Title I Parent Involvement Policy to parents
 - Parental surveys
 - Parental involvement in extracurricular activities
 - Periodic notification and updating of monitored student progress
 - Notification of district and state assessment results
- B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community. During the Title I Annual Planning Meeting, Smith Elementary School parents will assist in planning, developing, and approving the school's Title I Schoolwide Program Plan and Budget, as well as parent involvement documents - School-Parent Compact, and Title I Parent Involvement Policy. Parents will continually be invited to participate in the Title I and PTA meetings and other planning processes of the school.
- C. We will conduct an annual meeting, at a convenient time, to inform parents about the

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school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend. Parents will be invited to the Title I Annual Parent Meeting through solicitations at Curriculum Night, Title I Parent Meetings, flyers, formal invitations, telephone dial out system, marquee, the school's website, and/or report cards. The Title I Annual Meeting will be held at Smith Elementary School on August 21, 2018 for the parents of all students. This Annual meeting will be facilitated by the Principal of the school and the Assistant Principal assigned to Title 1.

- D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement. Additionally, Smith Elementary School will hold two Title I Annual Meetings on different days and at different times and have several workshops for parents which will be outlined in the school's 2018-2019 Parent Involvement Calendar of Events. Parents who cannot attend the meetings may schedule an appointment with the Title I Parent Liaison to receive additional information in the parent center.

- E. We will provide parents of participating children with timely information about the Title I Program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meeting, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by having a Title I Planning Meeting and an annual parent meeting to receive important information regarding the Title I Program. Student performing below grade level will receive an academic contract to inform parents of their lack of progress. Conferences are also held twice a year, and or by parent/teacher request. In order to help parents better understand the promotion requirements and curriculum, various parent workshops will be provided. Explanations will also be communicated to parents with test scores at parent teacher conferences. The workshops will focus on the core content areas. It is our intention to build positive relationships, assist with developing instructional strategies, and to provide resources through the Parent Resource Center. There are many opportunities throughout the school year for our families and community members to become partners in the education of all students. Smith Elementary School offers a parent volunteer program. This is a group of parents, guardians and community members that volunteer their time to the school. The volunteers assist in the media center, parent center, student performances, and other areas as needed. There is a Local School Council that actively participates in a Title I Planning Meeting to review the data, schools goals and objectives and make any necessary decisions that might be necessary in order to improve the schools targeted need. Joining any of these groups helps to create open communication, provides important decision making opportunities, and builds strong

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partnerships.

- F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Smith Elementary School has developed and annually revises a School-Parent Compact along with parents, student volunteers, and members of the community, and school administration and faculty. All parents and students are invited each year by the school principal to attend the Title I Planning Meeting to provide input in revising the Compact. This School-Parent Compact sets the expectations of each of the parties regarding the responsibilities for the education of students. The compact will be sent home to all families with the students and will be posted on the school's website and in the Parent Center. The Compact will be signed and dated by the teacher, student, and parent(s). The School-Parent Compact will be revisited with parents during conferences and other Title I meetings.
- G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators. The key method Smith Elementary School will use to provide assistance to parents in understanding the State's academic content standards and assessments is through informational meetings and workshops throughout the school year.

Parents also have access to Infinite Campus which can be found on the district's website, www.clayton.k12.ga.us. Infinite Campus is a way parents can view their child's grades immediately after his/her teacher enters them in the grade book. By viewing their children's grades, parents will be able to easily monitor their child's progress in each class.

- H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Smith Elementary School will provide materials and training, such as: literacy training and using technology, as appropriate, to foster parental involvement and help parents work with their child to improve their child's achievement.

The Parent Resource Center will provide materials and training to help parents work with their children to improve their child's success. These trainings will be provided by the Title I Parent Liaison, school counselors, school administrators or teachers, external presenters, district personnel, or others. The Title I Parent Liaison will assist parents and serve as a liaison between home and school. Parents who are unable to attend trainings or workshops will be able to request materials to be sent home.

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When practical, interpretation will be provided for our Spanish, Asian and other languages for families. Please see the Calendar of Events for details of workshops and activities that are planned for parent involvement.

- I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by working with parents as equal partners in the educational process to positively impact the academic achievement of the students. The Title I Assistant Principal will offer staff development opportunities for the entire faculty to build the necessary relationships between home and school, while emphasizing the value of parental contributions and parental involvement. We may also ask other CCPS support personnel to assist in presenting strategies for effective parent involvement. Some of the staff development courses that will be offered will include training on Elementary School assessments and curriculum. A staff development will be offered for all teachers to educate them on the importance of effective teacher/parent communication. Teachers will be provided with strategies that can be helpful to them when working with parents. An orientation of the Parent Resource Center will be provided for all staff members to make certain that they are aware of the resources that are offered for parents. A suggestion box will be placed in the parent resource center to gather suggestions and comments from parents to help improve communication and support.
- J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Kindergarten University, Pre-K day, public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. The school will help students transition from Elementary School to post-secondary education. This will be done through information provided by Smith Elementary School counselors and teachers. Smith Elementary School staff will collaborate with State and other CCPS personnel to provide services for our homeless, neglected and delinquent, and migrant population. The Title I Parent Liaison and school staff will encourage and support parents during the Elementary School transition periods mentioned above.
- K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Smith will use clear, simple, and parent-friendly language to communicate information related to school and parent programs. Information will be translated into Spanish and other languages when appropriate. In order to maintain contact with the parents, the school will use automated calling systems, school marquee, school website, e-mails, newsletters, flyers, and other means of communication.
- L. We will provide full opportunities, to the extent practicable, for the participation of

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parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand. When appropriate, Title I funds will be used for childcare, interpreters, transportation, and technological services at parent involvement activities. Smith Elementary School will also attempt to accommodate the needs of parents with disabilities and those of migratory and homeless, neglected and delinquent students, as well as parents with limited English proficiency.

The Parent Resource Center at Smith Elementary School was established in August 2005. It will offer a variety of learning resources for parents to checkout and utilize at home for extended home learning. The Parent Resource Center will be facilitated by parent volunteers and the Title I Parent Liaison, who is a certified teacher that can provide assistance to parents to gain a better understanding of the educational process, as well as training to help them learn skills to better assist their children academically. To assist our families of children with special needs families we have access to two parent mentors at the district level that are available as a resource. Our families classified as homeless have access to a social worker, school counselors, and the district's Homeless Liaison.

We encourage parents/guardians to become active in the decision making roles of our school. Our Title I Parent Involvement Policy openly states our expectations for parent engagement. Our Calendar of Events outlines the events that will be employed to aide student achievement. Because of our strong beliefs in excellence, we acknowledge the immediate and consistent need for parental involvement.

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7. 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 or to assist students with the transition to middle school, Elementary School or college.

Response:

We will plan activities for assisting preschool children in the transition from early childhood programs.

We have also included transition plans for students entering middle school or Elementary School and for students entering from private schools including students entering our school throughout the year. Smith Elementary School not only aims to assist the families of our students that are currently enrolled but the families of students that will join our kindergarten team. The kindergarten students for the upcoming year are invited to visit our school. We partner with the parent resource coordinators from various childcare centers to host a program called Kindergarten Round-up which is held in May. At this time students and parents are invited to visit kindergarten classrooms and speak with kindergarten teachers. Our Title I Parent Liaison will be available throughout the school year to meet with rising kindergarten families and conduct school tours for parents who currently have students enrolled.

Transition into middle school is very important to us as well. Our fifth graders will be given an opportunity at the end of the school year to tour our feeder middle school. Once our students arrive they will be introduced to the administrative, guidance, resources and support teams. Afterwards, the present fifth graders will be allowed to ask questions. Students will be told about the curriculum and dress code at this time. Students will also be introduced to various music programs. In addition to these activities the fifth graders have a final walk through the school to say goodbye as well as a Promotion ceremony.

Transition Activities for Pre-K to Kindergarten

- Utilize all faculty and staff to assist parents, kindergarten teachers, and students with the transition
- Host kindergarten round-up
- Invite parents to visit kindergarten classrooms
- Provide phonics information for rising kindergarten to for the parents
- Provide information to parents regarding kindergarten, expectations, and norms
- Color code transportation for students and parents
- Host Kindergarten University

Transition Activities for Fifth to Middle School

- Provide fifth grade orientation on transitioning to perspective middle schools
- Maintain classroom culture that prepares students to transition to middle school
- Contacts and visits are made by middle school administration, counselor and teachers

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- Departmentalization of instruction to ease transition to middle school
- Ensure all IEPs are current for easy transition and no loss of service
- Ensure transportation for SWD is setup

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response:

Teachers will use the Statewide Longitudinal Data System (SLDS), Georgia Milestones, DIBELS, formative assessments, and summative assessment data in their decision-making. Smith Elementary School will train teachers to write common assessments, especially in core academic areas, based on standards. They will administer these assessments and use the data to gather information about the effectiveness of teaching and learning. Students will use the data to set goals and evaluate their progress toward meeting goals. Teachers and students will be trained on how to conduct these activities. Teachers are given opportunities to participate in the decision-making process of selecting, implementing, and monitoring site-based academic assessments

Schoolwide: Staff analyzes the schools' performance on the Georgia Milestones End of Grade assessments and DIBELS data at the beginning of the school year. Teachers analyze their students' performance on content area/course common assessments to dictate daily instruction, and on-going classroom and content area/course assessments. This data shows the overall strengths and areas of improvement for Smith. This allows the content area chair along with the instructional site facilitator to make adjustments to the pacing guide to address the learning gaps. It also allows the current grade level to make a year-long plan that includes the previous years' deficiencies and current deficiencies. At the end of the school year, all assessment data is used between courses/grade levels in the process of vertical planning.

Individual Classrooms: Each teacher maintains student and course data reports from SLDS the Statewide Longitudinal Data System (SLDS), Georgia Milestones, formative assessments, and summative assessment data. This data helps teachers to plan for effective and differentiated instruction. These assessment tools help teachers to address growth and weaknesses and to monitor the achievement of each student on a regular basis.

To ensure that we are achieving our mission each year, grade level and content area teachers are provided with common planning time to discuss historical and current data trends based on assessments to guide their daily instruction. This common planning time allows teachers to make changes in the instructional calendar for pacing purposes based on the results of assessments to ensure success for all students. Smith

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Elementary School utilizes collaboration, common grade level and content area planning and vertical team alignment of the curriculum to support all learners in accordance with the school's mission and vision.

Title I funds at Smith Elementary School will be utilized to support English Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies, after school/Saturday tutorial program including transportation for struggling students in the core content areas, instructional software, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletters, instructional materials) and computers for parents to be housed in the parent resource center and stipends for teachers conducting parent workshops/trainings after contracted hours

Grade Level Meeting

Teachers will meet during grade level meetings to build a common understanding of school-wide strategies and initiatives that foster teaching and learning to increase student achievement.

- GMAS results by domain
- GKIDS
- DIBELS
- District benchmark assessments
- Sample writings
- Probe results
- i-Ready data
- Data discussion

GMAS

Third through fifth grade teachers will use the results of the GMAS from previous years to align their instruction to address the weaknesses and strengths of incoming students. Teachers will look at each domain and identify the areas to target for designing lessons and remediating students. The GMAS results will help the teachers to identify and tier students based on data, and tailor lessons based on student needs.

SST

Student Support Teams consisting of teachers, parents, counselors, administrators and a system psychologist will collaborate as needed to analyze the individual needs and progress of students not achieving state standards. The team will decide on strategies, modifications, and necessary interventions based on data and student progress.

Common Assessments

Teachers will discuss different strategies and unified common assessments to be used in their content area and how they can improve their instruction methods well. During these meetings, new best-practices ideas will be shared and plans for implementation

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will be developed. They will be implemented in the classroom, they will be evaluated. Teachers will share tasks and activities with each other and examine student work to determine what does not meet standards.

Response to Intervention

Smith's SST will utilize data gathered from RTI process, IEP, and SST process to ensure all SWD receive appropriate accommodations and modification as required by law. Smith ensures that academics teams gather evidence and makes the best decisions for students. Meetings will be held and the RTI team will determine what strategies to try, if the strategies are working, and the next steps in the process.

Co-Teaching

Co-teachers will plan and develop integrated individualized lessons for academically struggling and identified students. Teachers will deliver lessons using a variety of co-teaching models from research-based models.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response:

We are providing activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Using assessment data, especially formative assessment data, teachers will give students timely and actionable feedback. Teachers and leaders will use classroom observations and student artifacts to also identify learner difficulties. We will use Title I funds to implement appropriate, targeted, and focused remediation, interventions, and preventions to support our student learners.

There are many measures at Smith Elementary School in place to ensure student success. As a part of our Title I school-wide and Comprehensive School Improvement plans, teachers and administrators monitor student success rates within classrooms by looking at the overall passing rates. Teachers monitor students' ability to grasp concepts through daily informal assessments, such as observations, student responses in class, quizzes, and Common Formative Assessments. Semi-monthly, teachers meet in a collaborative setting to identify and discuss students' academic needs. If a student is struggling, we require an ongoing evaluation of the student. RTI interventions, differentiation of instruction, small group/one-on-one intervention, and opportunities for co-teaching are strategies that also help to ensure that student weaknesses are identified timely. The Response to Intervention Model (RTI) enables our teachers take a more detailed look at instruction while utilizing continuous classroom assessment. The tiered approach in RTI supports students experiencing difficulties while increasing

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support. As students move into tier two and three, parental involvement is a key component of the intervention. If students continue to exhibit learning challenges with curriculum a Student Support Team (SST) meeting is called to discuss further evaluation needs.

Technology is leveraged to offer support and ensure student success. Parents are encouraged to utilize Infinite Campus to view updated grades for all classes. Infinite Campus identifies missing assignments, failing averages, and specific test averages.

Students needing intervention for state and county assessments are identified and offered intervention opportunities. Intervention classes are offered in a variety of ways to capture the needs of our students. Students are offered opportunities for remediation and/or credit recovery afterschool and on Saturdays.

There are a variety of actions Smith is taking to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement shall be provided with effective, timely additional assistance. The following actions will be implemented...

- Differentiated Instruction – Differentiation is an umbrella concept that incorporates many effective traditional methods and strategies as well as merging many aspects of critical thinking, brain research, interdisciplinary instruction, and constructivism. Its roots are in gifted and special education but it has been developed as a means of accommodating the range of readiness levels, learning styles and interests of heterogeneous schools and classrooms.
(<http://www.differentiatedinstruction.net/>)
- Departmentalization – schools that move students between teachers for academic subjects are considered departmentalized.
(<http://personal.ashland.edu/dkommer/lnq%20Papers%20Fall%2004/Dropsey%20Final.pdf>).
- AR – Accelerated Reader is a daily progress monitoring software assessment in wide use by primary and secondary schools for monitoring the practice of reading.
(<http://www.renlearn.com/ar/>)
- Hands 2 Mind – ETA/Cuisenaire hands-on literacy resources support the best practices necessary to successfully implement a tiered Response to Intervention (RTI) framework school-wide. Each ETA/Cuisenaire research-based program maximizes positive outcomes by offering comprehensive, yet easy-to-implement support for data-driven differentiated instruction matched to students' interests and abilities
(<http://www.hand2mind.com/catalog/departments?deptId=RTIMAIN&d0=READING%20FLANGUAGEARTS&d1=RTIMAIN>).

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- **Mentoring** - Mentoring is a sustained 'one-to-one relationship between a caring adult and child who needs support to achieve academic, career, social or personal goals (<http://www.trincoll.edu/NewsEvents/NewsArticles/Pages/Statistics-Show-Middle-School-Mentoring-Programs-Effective.aspx>).
- **Extended Day Programs** – Extended Day is a research-based idea designed to provide a safe and nurturing environment to support student academic achievement through new experiences that build self-esteem and character.
- **The Academy** - Saturday School offers tutoring and mentoring in reading/language arts, mathematics, and test-taking skills for students in grades K-5.

Title I funds at Smith Elementary School will be utilized to support English Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies, after school/Saturday tutorial program including transportation for struggling students in the core content areas, instructional software, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletters, instructional materials) and computers for parents to be housed in the parent resource center and stipends for teachers conducting parent workshops/trainings after contracted hours.

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10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response:

Smith Elementary School coordinates and integrates federal, state, and local services and programs to ensure that our students achieve academic success. We work closely with the Office of Federal Programs to maximize the use of Title I funds and to use them appropriately. We also use various academic department school-based budgets in ways to support teaching and learning. For example, our district pays for after school tutorial program for students at-risk of failing the Georgia Milestones Assessment. The district purchase intervention programs for reading and mathematics for all elementary schools to target the students identified as Beginning Learners.

Additionally, Academic Coordinators supply the school with an annual budget and the resources needed to implement the curriculum. We frequently conduct funding gap analyses and reviews our Title I plan to determine how our Title I funds can be spent. This ensures that we do not supplant. One of the support we have for re-teaching and credit recovery is our after-school remediation program. The district bears a fixed cost for each school to implement after-school learning support program which helps students prepare for the Georgia Milestones. Because these funds are limited and set aside for a fixed purpose, we use Title I funds to offer additional learning support that are based on students' immediate individual needs.

Because the district participants in the Community Eligibility Program (CEP), all of our students eat meals at no cost to them. We work with the district Nutrition and Technology Departments to ensure that students who qualify for free or reduced meals are identified in our Student Information System.

Smith coordinates and integrates federal, state and local services and programs to ensure that all funds are allocated appropriately. We collaborate with program managers to use available funds to prevent duplication of services.

Title I funds at Smith Elementary School will be utilized to support English Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies, after school/Saturday tutorial program including transportation for struggling students in the core content areas, instructional software, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletters, instructional materials) and computers for parents to be housed in the parent resource center and stipends for teachers conducting parent workshops/trainings after contracted hours.

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

Response:

The district began the Georgia Milestones score report training by training at least one school administrator and the Instructional Site Facilitators. The three-hour training included a PowerPoint, sample score reports, and a binder to hold data documents. The participants then trained school staff. Following the initial training, the district created a Georgia Milestones parent and student training toolkit that included a PowerPoint, presenters' guide, parent/student documents, and sample score reports along with directives for implementation. Each school leader is responsible for ensuring parents and students are trained on how to read and interpret individual student Georgia Milestones score reports. Our district has ensured that these resources are accessible to non-English speakers. We will continue to conduct these trainings annually. The district, through the Office of Federal Program, also host an annual Georgia Milestones parent conference that includes a session on Georgia Milestones score reporting and interpretation.

Individual student classroom tests and other assessment results will be provided to parents through the mail or sent home. Additionally, we will hold frequent Assessment Conferences with parents, students, and staff to review various assessment results and to communicate how data can be interpreted and used. When students' standardized test results are reported, parents receive the results along with an interpretive guide. Parents are also provided with their child's progress reports every four and one half week, and the report card every nine weeks. These grades are also available in the Infinite Campus parent portal. Parents can also participate in academic conferences concerning their child. At the conference, they are allowed to view their child's reported scores.

Smith Elementary School will host various Title I parent meetings and will provide parents with information about their child's progress in school. We will also share with them various strategies they can use at home to help their child(ren) improve.

Smith Elementary ensures that once assessment reports for students are available, parents will be notified providing information regarding the results. Parents will be made available the school's profile and any other reports related to the academic achievement of Smith Elementary. A description and interpretation of all reports related to student achievement will be reported.

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Smith Elementary ensures assessments results will be reported to parents in a variety of ways:

- At open house
- Beginning of the school year
- Letters
- Newsletters
- Posting's via school's website
- Posting's in the school's data room
- Posting's in the school
- At parent-teacher conferences
- At parent workshops
- PTA meetings
- Via mail
- Accompanying progress reports
- Infinite Campus

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

Response:

The Department of Assessment and Accountability for Clayton County Public Schools is responsible for the collection and disaggregating results from our state and national assessments, especially the Georgia Milestones, which is a state mandated test.

Data analysis is a main responsibility for teachers. However, the Instructional Site Facilitator gives guidance to teachers for implementing protocols to be used for reviewing, analyzing, and interpreting data. We administer various formative and summative assessments Edutrax, which is an electronic tool used to collect and disaggregate assessment results. Our teachers disaggregate and discuss student data during our weekly collaboration meetings. Teachers bring data and artifacts of teaching and learning to discuss to the weekly collaborative meetings.

Albeit Edutrax is used primarily local assessment collection and analysis, the State Longitudinal Data System (SLDS) is also utilized. We require teachers, during their collaboration meetings, to review data by "All Students" and subgroups that include English Learner, special education, gifted, race, ethnicity, economically disadvantaged, and gender.

The state provides collection and disaggregation of student achievement data results on CCRPI progress assessments. Disaggregated reports are published on the Georgia Department of Education website and released to the news media by the State Superintendent of Education. Teachers have access to State Longitudinal Data System (SLDS) which gives a historical profile of students. This data is used to provide individualized services and to differentiate lessons based on student needs.

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

Response:

The Georgia Department of Education (GaDOE) follows strict and accurate accountability procedures to ensure the reporting of statistically valid and reliable assessment results. The Department of Research, Evaluation, Assessment, and Accountability works with GaDOE to further ensure valid and reliable assessment data and to improve procedures to enhance the process, accordingly.

The summative assessment data utilized in the development of this Title I plan are derived from both state and national assessments that have been validated and administered statewide and nationwide.

The district's Department of Research, Evaluation, Assessment, and Accountability is responsible for developing tools and processes that can be used to analyze and report performance data that meets the decision-making requirements of Clayton County Public Schools' stakeholders, including administrators, teachers, other employees, students, parents, and the general community. The Department fosters the use of data by our staff through the implementation of training and the development of training materials that are shared with us.

The State makes every effort to report statistically valid assessment results on CCRPI score and student progress. The Georgia Department of Education determines the statistical validity of State-mandated tests. When there is a question of validity of a non-State mandated test or its administration procedures, Clayton County Public School's Department of Research, Evaluation, and Accountability is available to apply the rules of validity and provide technical assistance in the progress.

14. Provisions for public reporting of disaggregated data.

Response:

The Georgia Department of Education (GaDOE) reports public results of the state assessments via its website. We receive aggregated and disaggregated data via the GaDOE portal or the test vendor's portal. Our 2019 Georgia Milestones school summary and student population reports will be sent home with students August 1, 2019. Additionally, the Governor's Office of Student Achievement posts aggregate and disaggregated students and school data.

As a result of the Elementary and Secondary Education Act waiver, data are reported via the College and Career Readiness Performance Index. This information is found on GaDOE's website. For stakeholder's convenience, a link to the state's website is

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available on the school's website.

Lastly, Smith Elementary School will continue to communicate student outcome results to parents and stakeholders at various school and parent meetings throughout the school year.

Disaggregated reports are published on the Georgia Department of Education (GA DOE) website and released to the news media by the State Superintendent of Education. A link to the GADOE is provided on the Clayton County Public School website. The local television, radio stations, and newspapers provide the public with detailed information about tests results.

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that
less time is needed to develop and implement the schoolwide program

Response:

The current Title I Schoolwide plan Smith Elementary School is operating under was developed by stakeholders during the 2018-2019 school year. However, the Title I plan is a living document that is frequently monitored and updated to meet changing needs. Meetings to review and give stakeholders the opportunity to provide feedback for the school-wide plan are conducted semi-annually. We amassed a committee comprised of various stakeholders to assist us with developing a school-wide plan that will help improve student achievement. This committee has been engaged in the school-wide Title planning process for one-year. Smith Elementary School uses multiple forms of communication to invite feedback and input on its Title I plan annually. An annual meeting for all stakeholders (parents, students, staff) will be held to discuss data and changes to the SWP, input and feedback will be requested from all participants. Smith supports this as a school-wide program school. The school-wide program under which the school is operating has an approved plan developed over a one-year period with technical assistance provided by an outside educational consultant. The plan is updated by school representatives and it is reviewed by representatives from Central Office and outside consultants. The review process is conducted annually.

16. 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:

The school-wide plan is developed with the involvement of the community and individuals who will carry out the plan including teachers, principals, support personnel, parents and students. Prior to the beginning of the school year, the school's leadership retreat was held. Attending the retreat were the administrative team, department chairs, and the instructional facilitator. These stakeholders participated in the initial

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development of this plan. The initial plan was taken back to the school to give staff, parents, and students the opportunity to be involved and provide input in the plan's development. Specifically, parents were invited to attend a Title I School-wide planning meeting through flyers, phone calls, and other forms of advertisements. At the meeting, we collaboratively analyzed all of the current and historical data for Smith Elementary School— both academic and non-academic. All stakeholders had the opportunity to provide verbal feedback and engage in a variety of planning meeting sessions. We strongly encouraged participants to provide input at the planning meetings and through document reviews, parent surveys, and email.

Committee Members

Dr. Scharbrenia Lockhart, Principal
Ms. Lewis, Assistant Principal
Ms. Griggs, Assistant Principal
Ms. Clanton, K-2 Academic Coach
Ms. Maddox 3-5 Academic Coach
Ms. Vaughn, Grade Level Chair
Ms. Blackmore, Grade Level Chair
Ms. Leslie, Grade Level Chair
Ms. Brown, Grade Level Chair
Ms. Clay, Grade Level Chair
Ms. I. Johnson, Grade Level Chair
Ms. Sola, Parent Liaison
Mr. Franco, Counselor
Ms. Graham, Parent

Stakeholders were involved in the development of the plan through several platforms. The Leadership Team of the school includes a parent of an enrolled student at Smith Elementary, a teacher from each core area, a teacher representative from the department of exceptional student services, and school administrators. Stakeholders surveys were given electronically and the results were calculated to help determine areas for improvement. Teachers and other stakeholders, through representation of the Leadership Team, analyzed data and used this analysis to make decisions about goals and strategies for the plan. Once the plan is reviewed by a Central Office review team, it is placed on the Clayton County Public School website to be reviewed by the LEA, public, parents, and other stakeholders.

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

Response:

A copy of Smith's Title I school-wide plan is available to the LEA in the district's Office of Federal Programs at the Clayton County Public Schools Central Office. Additional copies of the school-wide plan is available to all stakeholders via the school's website, Media Center, front office, and the Parent Resource Center. The school-wide plan will be discussed at parent meetings including Open House, Curriculum Night, Title I

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Annual Meeting, and School Council Meetings.

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

Response:

Language translation interpretation services are available for speakers of languages other than English by district's Title III/ESOL department. Translation and/or interpretation of the school's improvement and Title I plan, to the extent feasible, shall be provided in any language, where there is a significant percentage of parents of participating students, whose primary language is a language other than English. To date, our plans will need to be translated in Spanish and Asian.

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

Response:

The Title I plan is subject to the school improvement provisions of Section 1116 which is to improve the academic achievement of disadvantaged students, and to involve stakeholders in the decision making process. The plan is updated annually with stakeholder input and monitored throughout the year. The schools are not identified as Priority or Focus School for the 2018-2019 school year.