



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

St. Marys Elementary School

2015-2016

School Improvement Plan

REVISION DATE: August 13, 2015
ADOPTED DATE: August 26, 2015





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

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: St. Marys Elementary School			District Name: Camden		
Principal Name: Rhonda Lee			School Year: 2015-2016		
School Mailing Address: 600 Osborne Street					
Telephone: 912-882-4839					
District Title One Director/Coordinator Name: Dr. Beverly Strickland					
District Title One Director/Coordinator Mailing Address: 311 S. East St., Kingsland, GA 31548					
Email Address: bstrickland@camden.k12.ga.us					
Telephone: 912-729-5687					
ESEA WAIVER ACCOUNTABILITY STATUS					
(Check all boxes that apply and provide additional information if requested.)					
Priority School <input type="checkbox"/>			Focus School <input type="checkbox"/>		
Title I Alert School <input type="checkbox"/>					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	
Revision Date: August 13, 2015		Revision Date: November 20, 2015		Revision Date:	



Georgia Department of Education Title I Schoolwide/School Improvement Plan

Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.
- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) *must* be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.
- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.
- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.).
Note: The planning team must involve parents in the planning process. See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.
- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf>.



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

Title I Schoolwide/School Improvement Plan

Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Rhonda Lee		Principal/Chair
Laurie Sutton		TLS
Walter Spencer		Counselor
Rebecca Curry		Media Specialist/School Council Representative
Lisa Lang		Kindergarten/Leadership
Lori Trednick		2nd/Leadership
Kelly Bean		3rd/Leadership
Jayson Starmer		4th/Leadership
Angela Rivers		5th/Leadership
Heather DuBose		EIP/Leadership
Beth Moody		Gifted/Leadership
Linda Duchscherer		1st/Leadership
Kimberly Simpson		Title I Interventionist/Leadership
Elisabeth Moody		Gifted Education Instructor/Leadership
Nicole McKee		Special Education/Leadership
Amber Cole		Pre-K/Leadership
Mandie Hill		PE/Leadership
Rachael Barrick		Parent
Mia Carey		Parent

SWP Components

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

Response:

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were administrators, the school leadership team, the parent involvement committee, and the school council. They were involved in a variety of ways including identifying critical issues and goals, developing action plans, developing strategies, and reviewing the effectiveness of current and past plans.

After examining St. Marys Elementary assessment data at the end of the 2014-2015 school year, the following was revealed:

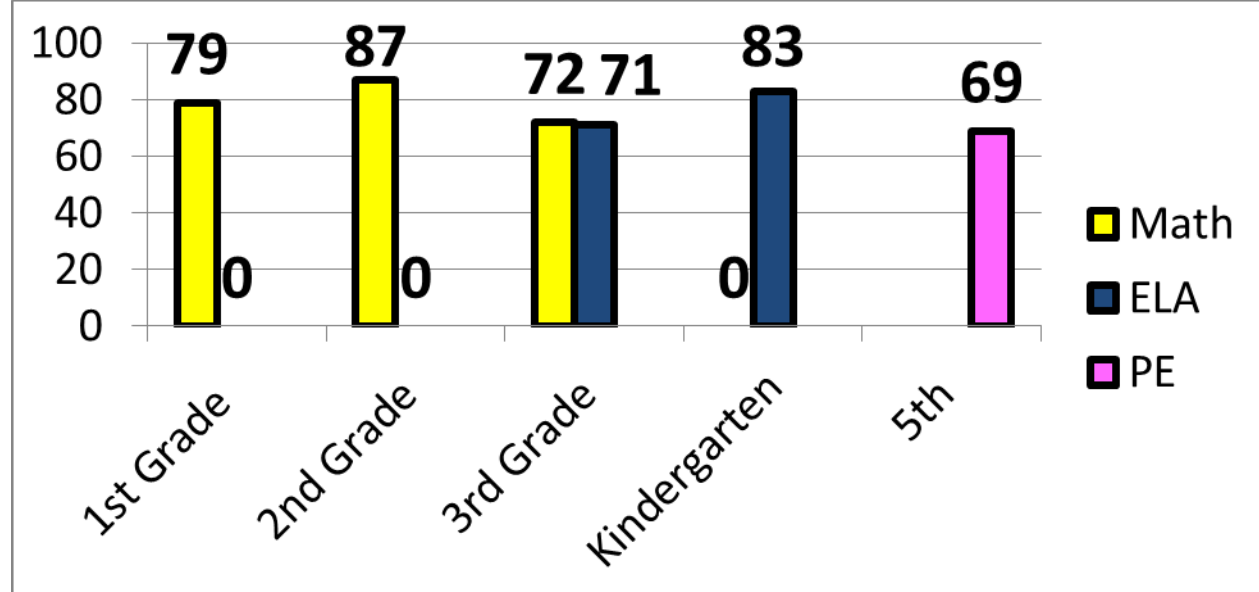
School-Wide Results on district designed assessments: Grades 3-5

Content/Course	Mid Overall Exam % Correct	Post Overall Exam % Correct	Growth (Difference between mid & post)	Expected Growth	2015 CCRPI Target
Informational reading	42.49	50	7.51	48.241	95.2
Literary	58	64.4	6.4	62.2	93.8
Earth Science	55.7	64	8.3	60.13	89.4
Research & Writing	50.5	55.57	5.07	55.45	84.3
Social Studies	44.98	51.86	6.88	50.482	83.4

Overall, critical domains met the expected growth target. Research and writing reflected the lowest growth.

* Required component of SWP as set forth in section 1114 of ESEA

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



Student performance on the Student Learning Objective Assessments showed very few gaps. Students in 3rd grade performed lower than students in grades 1 and 2 in the area of math. ELA was not tested in 1st and 2nd.

Subgroup – SPED

SPED	Mid Average % Correct	Post Average % Correct	Growth (Difference between mid & post)	Expected Growth
Reading	40.9	46.9	6	46.81
ELA	40.1	48.3	8.2	46.09
Math	40.8	49.5	8.7	46.72
Science	48	57.8	9.8	53.2
Social Studies	40	44.6	4.6	46

Students in this sub-group had very little growth in social studies followed by a lower growth in reading even though growth targets were met or exceeded in every area except social studies.

* Required component of SWP as set forth in section 1114 of ESEA

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

Subgroup – African American

	Mid Average % Correct	Post Average % Correct	Growth (Difference between mid & post)	Expected Growth
Reading	48.2	51.6	3.4	53.38
ELA	48	52.6	4.6	53.2
Math	45.3	56.3	11	50.77
Science	50.5	57.9	7.4	55.45
Social Studies	41.9	48.3	6.4	47.71

The performance of the African American subgroup revealed meeting or exceeding expected growth targets in all areas. Reading reflected the lowest growth.

Subgroup – White

	Mid Average % Correct	Post Average % Correct	Growth (Difference between mid & post)	Expected Growth
Reading	55.3	60.6	5.3	59.77
ELA	52.6	58.8	6.2	57.34
Math	53.4	68.8	15.4	58.06
Science	60.5	67.7	7.2	64.45
Social Studies	46.1	52.9	6.8	51.49

The performance of the white subgroup revealed meeting or exceeding expected growth targets in all areas. Reading reflected the lowest growth.

Attendance

Attendance data for FY 15 reveals approximately 75% of our students missed more than 5 days of school. Attendance incentives have been established to recognize students for perfect attendance every 20 days.

Spring 2015 Parent Needs Assessment Outcomes (143 Respondents)

- 141 feel welcome in our school
- 112 feel informed about what their child is learning
- 116 are pleased with the instructional program
- 125 says their children feel safe at school
- 118 feel they have access to the principal

* Required component of SWP as set forth in section 1114 of ESEA

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

Georgia Milestones End of Grade 2015 results arrived at the end of October. An analysis of the data revealed the following:

Students with Disabilities – This subgroup performed better in mathematics at 55% scoring level 2 or better and in English Language Arts 42% scoring level 2 or better. They scored better in the area of science at 60% in L2 or better. In social studies they had a score of 58% in L2 or better.

Subgroup information: Students within the Asian subgroup scored at a level 4 in ELA. Seventy-five percent of the white subgroup scored in a levels 2 – 4. The black subgroup had a slightly lower performance of 64%. Students in the multi-racial subgroup scored 83% in levels 2 – 4. Sixty-five percent of Hispanic students scored in levels 2 – 4.

SMES girls outperformed the boys by 7% with scores of 76% to 69%.

Students receiving intervention services in the Early Intervention Program did better in the area of mathematics. Students in this subgroup had a score of 82% in levels 2 – 3 in mathematics. The percentage of students in levels 2 – 3 in ELA was 52%.

Percentage of students by reading status on EOG

Grade Level	Below Grade level	Grade Level or Above
3 rd	23%	77%
4 th	27%	73%
5 th	21%	79%

Percentage of Students by Lexile Band

Grade Level	Below the Stretch Band (Below 830L)	Within the Stretch Band (830 – 1010L)	Above the Stretch Band (Above 1010L)
5 th	20%	34%	46%
	Below the Stretch Band (Below 740L)	Within the Stretch band (740 – 940L)	Above the stretch Band (Above 940L)
4 th	43%	35%	22%
	Below the Stretch Band (Below 520L)	Within the Stretch Band (520L – 820L)	Above the Stretch Band (Above 820L)
3 rd	26%	45%	29%

* Required component of SWP as set forth in section 1114 of ESEA

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

Percentage of students making a L2 – L4 in all Content areas and Domains on the 2015 Georgia Milestones End of Grade Assessment.

Content	ELA	Reading and Vocabulary	Extended Writing Response Ideas, Organization, Coherence	Extended Writing Response Language, usage, & Conventions	Narrative Writing Response	
All Levels 2 – 4 (Where applicable)	73%	69%	45%	38%	31%	
3 rd	70%	72%	24%	22%	23%	
4 th	68%	59%	34%	28%	22%	
5 th	80%	78%	79%	67%	48%	
	Math	Operations & Algebraic Thinking	Numbers & Operations	Measurement and Data	Geometry	
All Levels 2 – 4 (Where applicable)	86%	47%	54%	45%	55%	
3 rd	84%	50%	41%	37%	52%	
4 th	89%	49%	61%	50%	58%	
5 th	85%	43%	59%	48%	55%	
	Science	Earth	Physical	Life		
All Levels 2 – 4 (Where applicable)	81%	42%	47%	50%		
3 rd	84%	39%	53%	50%		
4 th	77%	39%	43%	60%		
5 th	84%	48%	46%	38%		
	Social Studies	History	Geography	Government/Civics	Economics	
All Levels 2 – 4 (Where applicable)	81%	44%	45%	40%	45%	
3 rd	85%	58%	37%	33%	48%	
4 th	76%	47%	45%	38%	44%	
5 th	85%	25%	52%	46%	45%	

The data above revealed:

- Writing is still a concern. Teachers have already started professional learning related to writing. Integrating funds from a variety of source has afforded teachers the opportunities to have time to score and analyze student writing. Collaborative discussions surround the analysis of this writing and determining the best strategies for improving students in this area. One strategy we will focus on beginning December 2015 is the use of corrective feedback through student teacher conferencing.
- A consultant from FDRESA has been working with the SMES Teaching and Learning Specialist since the start of the 2015-2016 school year. She has met with teachers in

* Required component of SWP as set forth in section 1114 of ESEA

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

collaborative sessions, participated in scoring of on-demand writing prompts and will facilitate walk-throughs to observe and give feedback on writing sessions occurring in the classroom.

- Mathematics revealed there are two domains that need more focus during the 2015-2016 year- Operations and Algebraic Thinking and Measurement and Data. Further review of the standards falling in those domains reveals an emphasis on solving word problems. Teachers use a systematic approach to solving word problems including using ROPES, which is a Learning Focus Schools Strategy. There is a correlation related to students who struggle with reading and comprehension are also struggling in this domain. Improving on the skills to decode and comprehend unfamiliar words will help improve their ability to infer what the math problem is asking them.
- Science data revealed the domain of Earth science remains to be the lowest performing area for students. Action plans are already focusing on this area with aligned strategies.
- Social Studies data revealed that overall Government/Civics was the lowest area at 39%. There appears to be some inconsistencies among the other grade levels including History in 5th grade at 25%, 3rd grade at 37%, and 4th grade 33%.
- The analysis of the EOG data reveals a close alignment to the previous Spring AFL test data which was used to create initial action plan goals. Strategies are integrated that will support the improvement of the EOG performance.

Review of the data and instructional practices used in the 2014-2015 school year revealed the use of leveled passages in grades 3 and 5. Students were assigned passages at their individual lexile levels on topics they were studying in class. This practice differed slightly in 5th grade. Students were all placed in the same level of text and the amount of support differed based on the needs of a student or groups of students. Moving forward in the 2015-2016 school year, professional learning during collaborative team meetings will occur to support teachers in utilizing more complex texts while adding in appropriate scaffolds to support struggling readers. Closer monitoring of student lexiles through the monthly STAR Reading assessment has already started. Teachers and students are conferencing on the data and setting goals.

The 2015-2016 Mid-Year CCS English Language Arts Assessment for Learning was administered in November. Teachers met in vertical teams to review data drawing the following conclusions:

- Fifty percent of the standards tested in 3rd grade had an average performance of 50% or higher. (Note this test assesses mastery of all standards not just the ones taught.)
- Forty-eight percent of 3rd graders had an overall exam score of 40 or higher. (The goal is 50% at this time of year.)
- All domain scores are equal; therefore, Tier 1 is the focus of instructional adjustments.
- Sixty-seven percent of the 4th grade students nearly met (within 5) or exceeded the target growth score. The performance on the previous EOG reflected moderately different numbers. Due to professional learning and collaborative discussions that started back in August, this data reflects a strengthening of Tier 1 instruction with tasks at a more complex level and closer alignment to standards.
- The reading and vocabulary domain improved by 7 percentage points ending at mid-year with

* Required component of SWP as set forth in section 1114 of ESEA

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

an average performance of 50.3%. The lowest domain is language and writing at 41.84%. That performance reflects a 6 percentage point increase over pre-test scores. Literary comprehension outscored informational reading comprehension by 13.4 percentage points. This indicates a need to include more opportunities to read and grapple with informational text at Tier 1.

- Sixty seven percent of 5th grade students nearly met (within 5) or exceeded the target growth score. The previous EOG for this group of students (formerly 4th graders) indicated that only 57% were reading at or above the lexile stretch bands and 73% were on grade level. This percentage of 67% showing expected growth indicates Tier 1 instruction is sound. Sixty-four percent of the 30 standards assessed had an average performance of 50% or higher. Comprehension of informational text continues to lag behind that of literary text. The performance in this domain did have a significant increase from 39% to 43%. More emphasis on craft and structure standards and using the blue print for developing text dependent questions will be necessary to increase the comprehension levels of this domain.
- Narrative writing emerged as another area of concern. The consensus feels more time was focused on the extended writing task, so striking a balance is going to be critical to building improvement across all domains on the 2015-2016 year.

Parent stakeholders in attendance at the August 13, 2015 Stakeholder meeting clarified the needs further as they relate to being informed about what their child is learning. While they love the email blasts teachers send each week, they would love for the standards to be included along with “friendlier” language. For example: MGSE4.MD.8 Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. More “friendlier language to also include could be, “This standard uses the word rectilinear. A rectilinear figure is a polygon that has all right angles (angles that are 90 degrees). Students can decompose (break apart) a rectilinear figure into different rectangles. They find the area of the rectilinear figure by adding the areas of each of the decomposed (broken apart) rectangles together.

According to the data, we find that parents would like informational handouts on the following:

- Helping w/homework
- Improving Reading
- Improving Math
- Understanding state academic standards
- Testing and preparation
- Effective Parenting Skills for Academic Success

Stakeholders in attendance felt the use of “webinars” would be beneficial for parents who work. The high number of requests for information is reflective of the working population and their unavailability to come for workshops.

FY 2016 action plans will focus on increasing the overall percent correct scores students in grades 3-5th grade as measured on the locally developed Assessment for Learning tests in math, ELA, social

* Required component of SWP as set forth in section 1114 of ESEA

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

studies, and science. Critical issues and action plan goal for FY 15 are as follows:

1. The 2015 Assessment for Learning posttest revealed that students in grades 3-5 scored an average of 57.9% in ELA with informational reading (51.19%) and language and writing (57.8%) presenting the lowest domain performance. To increase the average percent correct from 57.9% to 60% on the 2016 Assessment for Learning posttest for grades 3-5.
2. The 2015 Assessment for Learning posttest revealed that students in grades 3 – 5 scored an average percent correct of 63.8% in mathematics with fractions (54.42%) presenting the lowest domain performance. To increase the average percent correct from 63.8% to 66% on the 2016 Assessment for Learning posttest for grades 3-5.
3. The 2015 Assessment for Learning posttest revealed that students in grades 3 – 5 scored an average percent correct of 65.16% in the area of science and 52.03% in social studies. To increase the average percent correct from 65.16% to 70% in the area of science and from 52.03% to 55% in the area of social studies on the 2016 Science and Social Studies Assessment for Learning posttest for grades 3 – 5.

Additional non-academic goals:

1. Decrease Average Daily Attendance Rate (students missing more than 5 days) from 75% to 65%.
2. Implement with fidelity PBIS to improve overall student to student interaction and student to staff interaction resulting in a decrease in office referrals by 5%.
3. Increase the number of respondents on the parent survey from 21% of the student body to 35%.

We have used the following instruments, procedures, or processes to obtain this information. The FY 15 Title One Parent Survey was used to gather parent input regarding parent perceptions of the school. Results were tallied on the Title One Survey Data Reporting Form. These results were used in creating the FY 2016 Parent Involvement Plan. Additionally, results from the Camden County Schools Assessment for Learning and the Camden County Schools Student Learning Objective assessments, were used to provide achievement data that was analyzed in order to both report outcomes for the FY 2015 action plans, and to identify critical issues for the FY 2016 action plans. The academic plan for FY15 is also in the FY 15 Title One Program Evaluation.

All interested parents and community members were invited to attend the SMES Title One Stakeholder Meeting on August 13, 2015 in the media center. Topics addressed included: Title One overview and eligibility, FY 15 program evaluation, test data, critical issues and action plans, school improvement/parent involvement plan, school-family compact, the Title One budget, parent involvement survey results, and the school improvement plan. Those in attendance were asked to provide any comments or suggestions on above listed items. They also asked questions and shared ideas throughout the presentation.

On Wednesday, August 26, 2015, the SMES Annual Title One Meeting was held. At this meeting, guests reviewed the plan developed by the stakeholders

A. We have taken into account the needs of migrant children (or if you have no migratory

* Required component of SWP as set forth in section 1114 of ESEA

- *1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.
- students). SMES has no migratory students at this time; however, the SMES school counselor is responsible for monitoring the needs of the migrant student population if migratory students enroll.
- B. We have reflected on current achievement data to identify the subjects and skills in which teaching and learning need to be improved. After disaggregating Spring FY 15 assessment for learning and K – 3 SLO assessments, critical issues and action plans have been created. Teachers helped identify strategies that address root causes identified in deficit standards/domains to reach action plan goals.
- C. We have taken into account the needs of migrant children by (or if you have no migratory students. St. Marys Elementary currently has no migrant students, but the school counselor is responsible for identifying and monitoring the needs of these students if and when they should enroll.
- 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. After disaggregating Spring FY 15 assessment for learning and K – 3 SLO assessments, critical issues and action plans have been created. Teachers helped identify strategies that address deficit standards/domains to reach action plan goals.
- 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 on the State Academic content standards and the State student academic achievement standards including
- Students from major racial and ethnic groups... The achievement gap between subgroups is closing. There is only a marginal difference between the performance levels of the African American subgroup and the white subgroup in the area of reading. Both subgroups marginally met the expected growth in the area of reading. The plans will target this subgroup by looking for individualized needs of the students, differentiation, and smaller groups.
 - Students with disabilities continue to be a concern, particularly in the areas of Reading, Science, and Social Studies. The required informational text proves to be an additional challenge in these subjects. SWD students as a whole continue to lag behind the general population, but marginally met or exceed the expected growth targets.
- F. The data has helped us reach conclusions regarding achievement or other related data.
- The major strengths we found in our program were that SMES continues to make gains. Our students show strengths in the areas of vocabulary (4th & 5th), numbers and operations (3rd – 5th), and literary comprehension (3rd – 5th)
 - The major needs we discovered were that emphasis needs to be placed on helping students read and comprehend informational text. A standard breakdown reveals a crossover of craft and structure standards with lower performance ratings in grades 3 – 5. Despite the unpacking of those standards more work still needs to be done. In Reading, more emphasis is needed on helping students develop close read strategies so they may better

* Required component of SWP as set forth in section 1114 of ESEA

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

synthesize information and respond in writing using various types of writing. We will focus on informational reading/writing, fractions, and measurement, as well as all domains in science and social studies.

- The needs we will address are raising on the average percent correct in ELA from 57.9% to 60%; in math 63.8% to 66%; in science 65.16% to 70% and 52.03% to 55%; in social studies.
- The students have specific needs we'll focus upon. There will be a school-wide program plan to increase comprehension levels of informational text, improve writing in the form of research using text dependent questioning and on demand writing prompts to create simulation opportunities of real-world reading and writing experiences, and to utilize authentic rigorous tasks in all disciplines including math, reading, language, science, and social studies.
- The root cause(s) that we discovered for each of the needs include standard instruction appears in isolation at times rather than integrating multiple standards at once. Address standards through instruction at the higher DOK level is necessary to reach the optimal level of learning. Fully understanding the craft and structure of text and author's use of words is paramount if we are to reach the upper end of the DOK expectation. While many students responded to using strategies such as RACE to "unpack" a writing prompt, the students are still injecting themselves and their ideas in their response rather than relying on the evidence of the text to support their answers. Writing stamina is of great concern. Students tend to write very little without elaborating on their responses. It is evident a greater emphasis on writing must occur. Professional learning opportunities will focus on Lucy Calkins Writing Pathways. Teachers will attend county-wide trainings at the district office with follow-up sessions at school. We will embed the learning during afternoon vertical team meetings and in collaborative grade-level meetings. There was a potential problem related to teaching the ELA standards at the appropriate depth and rigor. Verb changes in the standards reveal the need to step up the instruction to a higher level of Bloom's and a higher depth of knowledge level. Mathematics appeared to be most challenging for our SPED and Black subgroups. Aligning with research, more hands-on models and graphic organizers will increase contextual understanding. The use of an interventionist in grades 2 -5 will afford students with opportunities of more intense learning in in ELA. The master schedule now includes opportunities for the interventionist to work with small groups during differentiated learning times.

G. The measurable goals/benchmarks we have established to address the needs are monthly administration of STAR testing in grades 2 – 5. Lexile scores are revealed on these assessments so we may monitor growth, conference with students about text selection, and determine instructional resources for classroom tasks. Assessment for Learning/SLOs tests in reading, math, ELA, science, and social studies. The use of progress monitoring data in in the areas of reading and math fluency to determine student progress towards mastering reading foundational skills is necessary in grades K – 2. All teachers participated in the Georgia Formative Instructional Practices Modules, so further exploration of selecting and using standard aligned assessment items as formative assessments will allow us the opportunity to determine students current level of mastery on more complex standards.

* Required component of SWP as set forth in section 1114 of ESEA

*2. Schoolwide reform strategies that are scientifically-researched based.

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

Response: Below action plan goals and strategies to accomplish each goal are listed:

To increase the percent of students scoring at the proficient and distinguished learner levels from 37% to 40% on the 2016 EOG ELA Assessment.

- CCS Writing Progressions Training - Teachers will attend district-wide training to learn about the methods/strategies. They'll continue this learning through embedded opportunities where we identify learning targets to share with our students, conduct formative observations, and review student work.
- Training: PROBE Informational Reading/Writing – Teachers will learn how to implement this type of research/writing task within their current instruction. Students benefit because they are reading informational text to collect evidence from multiple sources. They organize the information into an informational article that is also illustrated by the student.
- Develop quality assessment items to use to determine students who need small group instruction during DI time. Teachers will work to identify power standards and then identify assessment items that may be used to assess students current level of mastery. Results of these assessments will directly impact the focus of the Differentiated Instruction (DI) time.
- Title I Interventionist will be used in grades 2 – 5 to support the ELA instruction by pulling small groups of students to receive targeted reteaching/acceleration of standards.
- Contracted services interventionists will work with students who need extra help through formative and summative assessments in all academic areas reading, language, writing, math, science, and social studies.
- Support in the area of using technology to enhance the curriculum will be done through modeled lessons by our Title I Interventionist. These modeled lessons will take place when working with assigned students.

To increase the percent of students scoring at the proficient and distinguished learner levels from 44% to 47% on the 2016 EOG Math Assessment.

- *Implement Number Talks in every math class*
- *Develop quality assessment items to use to determine students who need small group instruction during DI time.*
- *Training: Building conceptual understanding of fractions using Models*

* Required component of SWP as set forth in section 1114 of ESEA

*2. Schoolwide reform strategies that are scientifically-researched based.

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

To increase the percent of students scoring at the proficient and distinguished learner levels in science from 40% to 43% and in social studies from 33% to 36% on the 2016 EOG Assessment.

- *Develop a social studies and science pacing calendar for the year.*
- *Revisit data from 2014-2015 to determine standards that were the lowest, so acceleration may take place on identified standards.*
- *Use system formative assessments in science to determine whether or not students are on track for meeting expected growth targets.*

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

Response:

- Teachers will implement the Learning Focused Schools Model as the instructional model adopted at SMES. Professional learning will be available for teachers needing additional support. Data used to determine the level of proficiency with this implementation will consist of lesson plan audits, formative walkthroughs, and observations.
- Teachers will plan collaboratively emphasizing quadrant D moments so tasks consists of multiple standards and are relevant to their world.
- Tutorial programs will consist of:
 - DI/SEA time
 - After-school tutoring camps
 - Tutoring opportunities within the school day.
- All certificated employees have participated in professional learning utilizing the Georgia Formative Instructional Practices modules. A continued focus of these practices will continue this year as we implement what we learned in FY 15.
- Participants on last year's vertical teams requested us to start earlier in the year for FY 16. A schedule of these meetings has been provided by the administration.
- Teachers will utilize the RTI program, Newsela, Study Island, Education City, Scootpad, and reading a-z interventions.
- The RTI team will review student attendance to determine students who are chronically absent. The counselor and school social worker will work with the parents to discuss needed supports.
- The PBIS team will review behavior data and make recommendations for improving overall student behaviors in common areas around the school. The counselor and administrators will work with SPED team in cases where students chronically misbehave to determine behavior correction plans and next steps.

* Required component of SWP as set forth in section 1114 of ESEA

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

Response:

We will increase the amount and quality of learning time by eliminating unnecessary interruptions and activities during the instructional day. Teachers follow pacing charts in their instruction to make sure they are covering required learning standards in an efficient and timely manner. Lesson plan audits and walk-throughs conducted by the administration will ensure lessons are being designed at the appropriate depth and rigor. By utilizing data from formative assessments (FIPs), teachers can more accurately assess what standards have been mastered and which standards need further explanation and instruction. These formative assessments include (FALs) formative assessment lessons, universal screenings, assessments for learning (AFL)/SLOs, and unit assessments. Professional learning opportunities are utilized to broaden the repertoire of skills for teachers in areas that directly align to the critical issues and goals. Teachers were trained on how to utilize the Lexile framework in designing instructional plans. Administrators will utilize lesson plan audits, walkthroughs, walkabouts, and classroom observations to ensure that effective instructional methods are consistently used. In addition, the use of an extended learning period (SEA/DI time) allows for additional remediation and acceleration for students. Contracted service employees are utilized within the classroom subject-area time and SEA/DI to support students based upon identified needs revealed during the staff data discussions.

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

Response: Administrators and faculty disaggregate all achievement data available from multiple diagnostic measures such as GKIDS, Assessments for Learning (AFL), SLOs and formative assessments to identify instructional needs for all student subgroups. Current data indicates the various subgroups are struggling to meet or exceed expected performance targets in the areas of reading, language, and social studies. They are performing better in mathematics. The data, however, indicates performance levels on standards in March. Numerous strategies/plans were implemented during the interim between the March assessment and the administration of the GA Milestones End of Grade Assessment. Approximately 61% of SMES students are in the economically disadvantaged subgroup. Due to this high percentage, action plans that target all students will effectively reach this subgroup.

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

Response: All field trip requests have a section that must tie in to state academic content standards. The principal reviews these prior to determining approval. When field trips are requested, the activities/experiences are reviewed to determine how they advance student knowledge in the academic content. No Title I monies are used to fund any field trips.

*3. Instruction by highly qualified professional staff.

Response: All teachers at SMES are highly qualified. Attracting and maintaining a quality staff is required for students to receive the rigorous instruction that is required by the Georgia Standards of Excellence.

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

Response:

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia.

Attracting a quality staff to high-need schools is a vital element of continuous improvement. The Camden County School district has representatives at college job fairs in Georgia and North Florida. When new employees are hired, mentors they receive mentors who assist them throughout the first year.

SMES has been home to numerous student teachers over the years. Student teachers receive on-the-job training of best practices used in this school/system.

*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

Response:

- A. We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to address the root causes of our identified needs. This year our teachers will receive professional learning on redesigning assessments so the assessment items are written at the appropriate depth of knowledge and rigor, differentiated small group instruction, connect close reads to writing (writing using technology to enhance curriculum, Number Talks, research simulation, teaching with nonfiction texts, and Formative Assessments (FIPs). Title one funds will pay for substitutes to cover classes so that teachers can collaborate and receive professional development on instructional strategies after the mid and post AFL assessments. Resources such as trainers from First District RESA and our local Director of Elementary Education will be contribute to the professional learning experiences of our staff. In addition, monthly professional learning for effective parent communication will be

* Required component of SWP as set forth in section 1114 of ESEA

*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

provided to teachers as part of regular faculty meetings by the principal. Monies will be allocated for a teacher and a parent to attend the Family Engagement Conference.

- B. We will align professional development with the State's academic content and student academic achievement standards through webinars, redelivery of information at faculty meetings, district-level training, embedded opportunities within grade level planning, and vertical team meetings. Some of the training topics include TKES (Teacher Keys Effectiveness System), RTI, PBIS, writing progressions, differentiation, PROBE writing, and Number Talks.
- C. We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded in the form of whole group or small group and address the root causes of academic problems revealed in our data analysis. Laurie Sutton, SMES Teaching and Learning Specialist, conducts professional development updates at weekly meetings in the form of grade-level meetings, vertical team meetings, and at faculty meetings. Title I Funds will pay for identified professional learning opportunities align with action plan strategies of using data from SLO's, AFL's, formative assessments to design more rigorous tasks/activities/assessments which will provide leading data to use to identify students who need intervention/enrichment. A focus on research -based strategies will be utilized when determining next steps. Training on these will occur to support instruction.
- D. We will include teachers in professional development activities regarding the use of formative assessments they will use to determine strengths and weaknesses of students and instructional program. By providing funds for substitutes for teachers during these embedded professional learning experiences, teachers may invest their time in the analysis, identification, and learning of strategies with their teacher cohort. This allows for deep collaboration within and across grade-level teams. The further establishment of vertical teams provides more support teachers as they work collegially discussing interpretations of priority standards, analyze student work, and develop clear learning targets.

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

In completing this section, you should review the parental involvement strategies already defined in your school's parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.

Response:

- A. SMES parents are invited to join in the data analysis of surveys to determine parental involvement sessions and or informational handouts. All parents are invited to attend the SMES PTO (Parent Teacher Organization) meetings/activities. Mr. Spencer, school counselor, chairs the Parent Involvement Committee that meets monthly. One huge event planned and implemented by this group is the SMES Career Day. Furthermore, all parents and stakeholders are encouraged to attend the SMES School Council Meetings, Title I Stakeholder, and Title I Annual meetings in which school wide achievement data, action plans, parental involvement activities, and upcoming school events are discussed. SMES has a Facebook site and SMES web site on which important school information is shared with parents and other stakeholders. Parents are encouraged to visit the parent resource center in our media center for pertinent resources, reports, and data. Information is also shared with parents on notes home, fliers, calendars, and in automated calls. Parents are surveyed annually to assess their interests and needs. Results of the Title One Survey are used to update the annual SMES Title I Parent Involvement Plan.
- B. The school, parents and community will review the school parental involvement policy annually and periodically if needed 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 on the website, and also will have copies available in the front office and media center.
- C. The school, parents and community will have an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the school-wide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by advertising in the local newspaper, posting a notice on the SMES website and on Facebook, and send paper notices home with students to give to their parents.
- D. The school, parents and community will have a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I such as services related to parental involvement by reviewing the parent survey to see the times that parents think are convenient. The most recent parent survey indicates that parents overwhelmingly want more information sent home. We will strive to offer the information covered at alternate times, on paper, website, Facebook, newspaper, or PTO meetings.

* Required component of SWP as set forth in section 1114 of ESEA

- E. The school, parents and community will discuss timely information about the Title I program, a description and explanation of the curriculum in used at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents are provided opportunities, if requested, for regular meetings 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 parent conferences, email, website, fliers, events, grade level orientations, report cards, and progress reports.
- F. The school, parents and community will jointly develop 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 by asking for parent and stakeholder input at a Stakeholder involvement meeting. Parents and other stakeholders reviewed the compact, had an opportunity to suggest changes, and subsequently approved the compact at the Annual Title One Meeting.
- G. We will provide assistance to parents of participating children and the community, as appropriate, in the following areas:
- understanding the state's academic content standards
 - understanding local promotion/retention requirements
 - understanding performance on state and local academic
 - understanding the requirements of Title I, Part A,
 - informing parents of their child's progress; providing access to Powerschool set up instructions on the SMES webpage
 - understanding standards based grading in grades 1 – 2
 - providing informational handouts on how best to support children in mathematics and English language arts
- H. The school, school system, and state provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and training on using technology, as appropriate to foster parental involvement through grade level orientations, standards based grading meetings, and math and reading afterschool parent workshops.
- I. The school, parents, state and community 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 holding teacher professional development meetings on how to prepare for and successfully conduct parent conferences.
- J. The School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with public preschool providers such as Child Time and Happy Apple Academy at St. Marys United Methodist Church, which are located in close proximity to SMES.

* Required component of SWP as set forth in section 1114 of ESEA

K. The school 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:

- alternative formats upon request
- available in other languages
- to the extent practicable, in a language the parents can understand,
- fliers
- email blasts
- posting information on the school's website
- posting information on the SMES Facebook page
- sending out recorded phone messages
- sharing information with teachers to send out in email blasts

Additionally teachers communicate with parents regularly on their individual teacher websites, daily logs, weekly folders, and email-blasts. Information is sent home in languages other than English if the school is aware of this need or if this is requested by any stakeholder. Each teacher must show evidence of communicating with at least 6 parent contacts per week. Of the 6, one contact must be with a parent/guardian not communicated with regularly.

L. The school will provide full opportunities, to the extent practicable, for the participation of 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, by communication in IEP meetings, parent conferences, translating technical information in parent friendly terms, and providing translators or interpreters if needed.

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

Response:

We will plan activities for assisting preschool children in the transition from early childhood programs. SMES partners with Happy Apple Academy in hosting a K-Day. Happy Apple students have lunch and then visit kindergarten classrooms. Our pre-k class spends time visiting the kindergarten classes to acclimate students to their future environments. SMES and SMMS partner to transition 5th graders to the middle school. Fifth grade students and their teachers go to the middle school to tour the building and learn key information. The SMMS counseling staff hosts a parent night where parents of 5th graders may attend to learn about programs and ask questions.

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

Response:

St. Marys Elementary teachers are involved in the decision making process to help improve the performance of individual students and the overall instructional program through our outcome based continuous improvement process. Data driven instruction is key to the success of students at SMES. The Pyramid of Intervention provides guidelines for teachers on how to identify and assist students who are performing below grade level. After determining a student's academic strengths and weaknesses, the RTI team develops intervention strategies to enable student success. The Response to Intervention Team (RTI) is a selected group of teachers and staff who review data and determine if the strategies utilized with the student is resulting in targeted academic gains. Teachers meet to examine student achievement data and analyze this data to determine student's weaknesses. Strategies for improvement are discussed and tested by the teacher in the classroom. Selected strategies are then implemented throughout the school or in selected classrooms to address identified skill/concept needs.

Each grade level meets weekly to plan strategies for effective instruction in the classroom. Data is analyzed and decisions are made on how to improve student achievement in each academic area. Teachers also discuss problems they encounter in the classrooms and collaborate on new strategies and solutions to these problems. The SMES Leadership Team consists of a teacher representative from each grade level and special area, the media specialist, the counselor, the principal, and the Teaching and Learning Specialist. The Leadership Teams meets to discuss, analyze, and review test data to identify critical issues and develop strategies to improve academic performance in addition to other non-academic data related to school operations.

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

8(a). Measures to ensure that student's difficulties are identified on a timely basis.

Response:

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance. SMES provides activities to ensure that students who are experiencing difficulty mastering standards will be provided effective and timely assistance during a designated differentiated instruction time. This time serves as a "double dose" opportunity to flexibly group students based on their assessment data results. New for the FY 16 school year, is the addition of a Title I interventionist whose schedule corresponds to the designated DI time. Students will be identified in a manner that keeps the groups fluid based on performance of targeted standards. The Georgia Kindergarten Inventory of Developing Skills provides teachers with information regarding the student's skills and knowledge acquired throughout the year. Students in grades 4-5 are given the Assessment for Learning at the beginning, the middle, and about three-fourths of the way through the year to check mastery of standards and student growth. K-3 are given SLOs to monitor growth. The Georgia Milestones End of Grade assessments are administered in the spring of each year to

* Required component of SWP as set forth in section 1114 of ESEA

grades three through five in the areas of English, Reading, Math, Science, and Social Studies to assess student mastery of Georgia Standards of Excellence. In addition to the formal assessments, teacher use a variety of classroom assessments such as formative lessons (FALs), teacher made tests, AFLs, SLOs, teacher observations, fluency checks, Dibels, STAR reading and and math drills. This information allows them to intervene and remediate or accelerate whenever feasible. Software purchased with Title I funds affords teachers the opportunity to drill down and target foundational skills at an individualized level. Students are assigned to the different software programs based on the analysis of relevant data.

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

Response: Teachers will receive training in Number Talks, which is used every day in math classes. Students refine their mental math skills and become flexible in the use of the math strategies. In ELA, the focus will be an integrative approach using multiple sources from which students read and synthesize information and then respond to a prompt (using the information learned in Lucy Calkins Writing Progressions) in writing. The on-demand writing prompts focus on the use of exemplars, connected texts, rubrics, and student conferencing. Training for teachers on selecting and using appropriate math models with an emphasis on fractions is also planned.

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

Response: During the first quarter of school, teachers hold conferences with parents to inform them of their child’s academic and behavioral progress. Conferences are documented in writing on a conference form. The parents and administrators are given a copy of the meeting minutes. As needed, the conference minutes will list strategies parents may use at home to assist their child. If a parent is unavailable for a meeting in person, e-mail and phone calls are used to communicate. Conferences for students at-risk for failing for the year are required in January of each year. SMES utilizes certified teachers as contracted service employees and peer tutoring for children needing additional academic support. The Pyramid of Intervention, as implemented by the state, provides additional strategies for students who continue to struggle in school with meetings every 20 instructional days. Additionally, depending on the student’s needs, various community programs are available.

*9. Coordination and integration of federal, state, and local services and programs.

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

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

Response: St. Marys Elementary School strives to coordinate and integrate state, local, and federal services and programs to assist students and faculty. Title I funding pays for an additional teacher's salary, salaries for contracted service employees, and substitutes so embedded professional learning opportunities may take place. Software for struggling students, as well as ink and paper to send home information to parents and to print informational reading passages for intervention is purchased with Title I funds. School Based budget funding provides for professional learning and content-area supplies. Allocation of resources occurs to support the dissemination of student information to parents as indicated on the Title I surveys. An overwhelming majority of the parents surveyed indicated they would like to receive information related to various content specific strategies. State funds are used to cover additional professional learning opportunities, curriculum resources, and technology support.

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

Response: Title One funds pays the salary for a Title I Interventionist who will work with students in grades 2 – 5 in the area of English Language Arts with an emphasis on informational reading and writing. Contracted service employees support the instruction of ELA, reading, math, science, and social studies through flexible grouping in all grade-levels. These interventionists target standards deemed as needing more work by teachers. Additionally Title I funds are allocated for the purchase of classroom supplies, homeless supplies, software programs, various supplies such as paper, print cartridges (used for informational handouts and fliers/newsletters such as Home School Connections (in English and Spanish). In addition to learning about best practices of research-based strategies, monies for registration fees and travel expenses have been allocated to send the Title I interventionist and a parent to the Family Engagement Conference.

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

Response: The plan is coordinated with the Georgia Department of Education College and Career Readiness and Performance Index (CCRPI) and in accordance with local policy and expectations.

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

Response: Parents are provided with their child's student assessment results once upon arrival of the reports. Parent conferences, parent learning activities, school council, and PTO meetings provide parents with another avenue to ask questions about student assessment results. The guidance counselor and administrators are also available to meet with parents as needed to interpret test results. In addition, parents are provided with quarterly updates on student performance on lagging indicator data such as Assessment for Learning tests and Lexile goals based on DIBELs performance.

* Required component of SWP as set forth in section 1114 of ESEA

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

Response: The Georgia Milestones End of Grade Assessment results and the Georgia Kindergarten Inventory of Developing Skills results are disseminated to each school by the local test coordinator. All data is uploaded into Data Director, a data collection warehouse, making reports of the data available for teachers and administrators to analyze and prepare action plans to target areas of weakness or fill identified gaps.

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

Response: All standardized test data in Data Director is sound. It is deemed valid and reliable based on statistical analysis from the testing companies that create the tests. System-created test data are evaluated for validity and reliability.

13. Provisions for public reporting of disaggregated data.

Response: SMES reported on disaggregated achievement data at the Title One Stakeholder meeting and the Title One Annual meeting at the beginning of the 2015-2016 school year. A report on disaggregated achievement data from the Spring Assessment for Learning was also provided to the SMES School Council at the last meeting of the 2014-15 school year. Furthermore, SMES reports disaggregated data about the school's rating on the CCRPI and related subgroup performance at the Title One Stakeholder, Title One Annual Meeting, and the SMES School Council Meeting. The principal also provided the school's designation letter sharing the news that SMES is not a focus or priority school. This letter is also posted on the school's website. The school's CCRPI reports are located at the following links: 2014 - <http://ccrpi.gadoe.org/2014/>; 2013 - <http://ccrpi.gadoe.org/2013/ccrpi2013.aspx>; and 2012 - <http://ccrpi.gadoe.org/2012/ccrpi2012.aspx>. The data revealed in these reports are all for public consumption; however, they represent lagging data.

14. The plan developed during a one-year period, unless 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: Three action plans related to improved academic achievement in ELA, math, and science and social studies have been developed for SMES for the 2015-2016 school year. Furthermore, this Title One SIP was written specifically for the 2015-2016 school year.

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

Response: St. Marys Elementary has developed and has begun implementation of this Title One School Improvement Plan for the 2015-16 school year. It was developed with input from stakeholders (parents, students, teachers, community members). Copies of the plan are posted on the website once suggestions/revisions are made to the draft plan. The final plan is also shared at the school council meeting and parent advisory committee meeting. Individuals carrying out the plan will be teachers, administrators, parents, and students.

* Required component of SWP as set forth in section 1114 of ESEA

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

Response: SMES has made this School Improvement Plan available to the public by posting it on the SMES website. The plan is also made available upon request in the front office and a copy is available in the SMES parent resource center in the media center.

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

Response: There are approximately 10 EL students currently identified at SMES, but we have known parents who only speak other languages. We can offer translators to have conversations to review the content of the plan with parents upon request.

18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.

Response: St. Marys Elementary has developed and has begun implementation of this Title One School Improvement Plan for the 2015-2016 school year. It was developed with input from all stakeholders (parents, students, teachers, community members). Individuals carrying out the plan will be teachers, administrators, parents, and students.