

<b>School Name:</b> W. Fred Scott Sr. Elementary School	
<b>School Mailing Address:</b> 100 N. Hansell St. Thomasville, GA 31792	
<b>LEA Name:</b> Brian Beaty	
<b>LEA Title One Director/Coordinator Name:</b> Bill Settle	
<b>LEA Title One Director/Coordinator Signature:</b>	<b>Date:</b>
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## **SWP Template Instructions**

**Notes:**

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

## Title I Schoolwide/School Improvement Plan

### Planning Committee Members:

NAME	POSITION/ROLE
<b>Brian Beaty</b>	<b>Principal</b>
<b>Carie Muserallo</b>	<b>Literacy Coach</b>
<b>Rebecca Tabb</b>	<b>5th Grade Chair</b>
<b>Julie Brewster</b>	<b>Media Specialist</b>
<b>Krista Dance</b>	<b>Special Education Teacher</b>
<b>Kendrick Duncan</b>	<b>Parent Representative</b>
<b>Pamela Gardner</b>	<b>4th Grade Chair</b>
<b>Cheryl Gonatos</b>	<b>Parent Engagement Coordinator</b>
<b>Levada Laing</b>	<b>PBIS Coach / EIP Teacher</b>
<b>Samantha Green</b>	<b>2nd Grade Chair</b>
<b>Cleveland Shy</b>	<b>Paraprofessional Representative</b>
<b>Julie Spence</b>	<b>Pre-K Chair</b>
<b>Angela Tillman</b>	<b>3rd Grade Chair</b>
<b>April Waldron</b>	<b>Kindergarten Chair</b>
<b>Brook Everett</b>	<b>1st Grade Chair</b>

## SWP Components

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

*Response:*

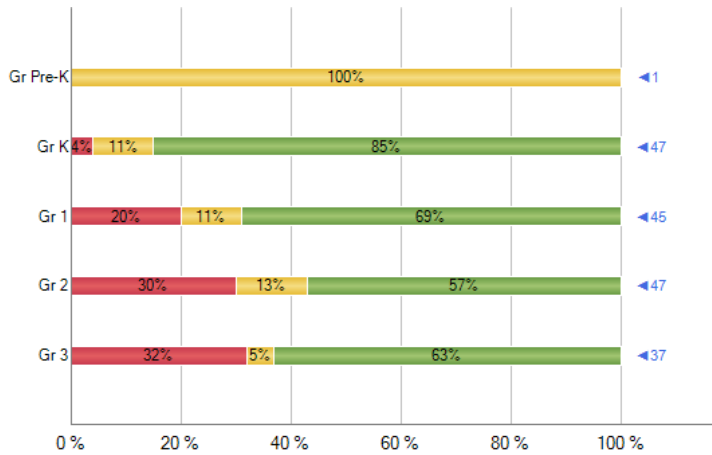
A. Scott Elementary School has developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were all individuals on the school's Leadership Team. The ways they were involved were Leadership Team planning meetings that involved providing input on the updated plan; revising and editing through the Google Drive online application. Teachers also communicated with their grade level colleagues to gain input into the SWP revision process.

B. Scott Elementary School has used the following instruments, procedures, or processes to obtain this information . . . Academic and discipline data, teacher collaboration, strategic planning meetings, and climate surveys.

C. Scott Elementary School has taken into account the needs of migrant children by supporting them through our ESOL program (if applicable). (or if you have no migratory students . . . these are the procedures we would follow should those students be in attendance . . . ) The school has an ESOL teacher and migrant education paraprofessional that assist teachers and students in performing on grade level in all content areas. Communication is utilized to deliver school information, announcements, and events which will be translated to Spanish or other languages.

D. Scott Elementary School has reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, Thinkgate is used as our benchmark assessment. It is given three to four times a year. DIBELS is used as our reading assessment in grades K-3 and is given 3 times a year. Other assessment tools used to record data include Study Island, CRCT, STAR, Accelerated Reader, and GKIDS.

### 2013 EOY DIBELS Benchmark



### 3<sup>rd</sup> Grade CRCT (April 2013)

Subject	All Students	Black	Male	Female
Reading	78	76	76	80
ELA	65	62	57	76
Math	56	58	40	76
Science	54	52	43	68
Social Studies	57	52	43	72

### 4<sup>th</sup> Grade CRCT (April 2013)

Subject	All Students	Black	Male	Female
Reading	90	89	80	97
ELA	81	82	68	91
Math	78	77	68	85
Science	53	52	46	59
Social Studies	53	68	35	68

### 5<sup>th</sup> Grade CRCT (April 2013)

Subject	All Students	Black	Male	Female
Reading	68	67	78	58
ELA	78	77	77	80
Math	50	50	60	41
Science	58	53	58	56
Social Studies	55	52	64	47

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

### School Improvement Plan Needs Assessment

#### All Students: Percent of Students Who Met Standards

Subject	2013 Target	2013 Actual	2014 Target	Increase Needed
Reading	80	77.6	80	2.4
ELA	80	75.9	80	4.1
Math	80	61.8	71.8	10
Science	80	55.1	70.1	15
Social Studies	80	52.3	62.3	10

#### All Students: Average CRCT Mean Scale Score

Subject	2013 Actual 3 <sup>rd</sup> Grade	2013 Actual 4 <sup>th</sup> Grade	2013 Actual 5 <sup>th</sup> Grade	2013 Actual 3 <sup>rd</sup> -5 <sup>th</sup>	2014 Target	Increase Needed
Reading	831	825	816	824	834	10
ELA	819	820	817	819	829	10
Math	812	819	801	811	821	10
Science	802	803	802	802	812	10
Social Studies	802	799	803	801	811	10

#### Black Students: Percent of Students Who Met Standards

Subject	2013 Target	2013 Actual	2014 Target	Increase Needed
Reading	80	78	85	7
ELA	80	74	80	6
Math	80	61	71	10
Science	80	53	68	15
Social Studies	80	58	68	10

## Reading

Scott Elementary School serves kindergarten through fifth graders in the Thomasville City School System. Scott Elementary School's specific areas of concern regarding literacy include reading fluency, reading comprehension, and writing. Scott Elementary School has safety nets, such as EIP and an Intervention Block in third through fifth grade to specifically identify the learning needs of students who are not performing to standard on schoolwide screeners and benchmarks. Students in kindergarten through fifth grade will utilize Istation to differentiate literacy instruction to those students who are performing below grade level in reading with a focus on improved decoding, fluency, and comprehension. For students in kindergarten through second grade, SRA Reading Mastery is used as core instruction to develop reading fluency, but the implementation of reading comprehension strategies is needed to support the deficits existent in third through fifth grade. Scott Elementary has a need for more explicit instruction in teaching reading comprehension and writing.

Scott Elementary School student success in all content areas is based on the student ability to read fluently and comprehend all content. With reading comprehension identified as need across the curriculum in K-5, Scott Elementary has supported the need by including more implementation of best practices and differentiated strategies within the current curriculum. Curriculum such as Reading Comprehension Toolkit in third through fifth grade, and Simple Solutions in Science and Math assist in developing more proficiency in reading and support the development of literacy and numeracy comprehension in academic content areas. The instructional coach will continue to support the needs of the teachers by implementing balanced literacy across the curriculum with a focus on comprehension and writing. Teachers at Scott Elementary in kindergarten through fifth grade have expressed a need for the purchase of more information texts to support the integration of science and social studies, which will support the implementation of the Common Core Standards (CCS).

**3<sup>rd</sup> Grade 2013 CRCT Reading Domain Mastery**

<b>Domain</b>	<b>Total Number of Student Who Tested</b>	<b>Number of Students Who Scored Less than 50%</b>	<b>Number of Students Who Scored Between 50% to 75%</b>	<b>Number of Students Who Scored Between 75% to 100%</b>
<b>Literary Comprehension</b>	55	13	9	33
<b>Reading for Information</b>	55	25	17	13
<b>Reading Skills &amp; Voc. Acquisition</b>	55	7	15	33

**4<sup>th</sup> Grade 2013 CRCT Reading Domain Mastery**

<b>Domain</b>	<b>Total Number of Student Who Tested</b>	<b>Number of Students Who Scored Less than 50%</b>	<b>Number of Students Who Scored Between 50% to 75%</b>	<b>Number of Students Who Scored Between 75% to 100%</b>
<b>Literary Comprehension</b>	59	7	15	37

<b>Information &amp; Media Literacy</b>	<b>59</b>	<b>17</b>	<b>27</b>	<b>15</b>
<b>Reading Skills &amp; Voc. Acquisition</b>	<b>59</b>	<b>5</b>	<b>14</b>	<b>40</b>

**5<sup>th</sup> Grade 2013 CRCT Reading Domain Mastery**

<b>Domain</b>	<b>Total Number of Student Who Tested</b>	<b>Number of Students Who Scored Less than 50%</b>	<b>Number of Students Who Scored Between 50% to 75%</b>	<b>Number of Students Who Scored Between 75% to 100%</b>
<b>Literary Comprehension</b>	<b>60</b>	<b>20</b>	<b>25</b>	<b>15</b>
<b>Information &amp; Media Literacy</b>	<b>60</b>	<b>26</b>	<b>20</b>	<b>14</b>
<b>Reading Skills &amp; Voc. Acquisition</b>	<b>60</b>	<b>7</b>	<b>13</b>	<b>40</b>

**Math**

Scott Elementary School trend data indicates that there has been minimal increase in mathematics scores over the last four years on the CRCT. Formative data, such as Thinkgate benchmarks, are used with first through fifth grade and indicate that more than 85% of all students are not meeting proficiency of standards and among the black student population more than 86% of students are not meeting proficiency of standards. In an effort to better address student learning needs in math, SMART goals are developed using the data after each Thinkgate benchmark administration to better inform instruction and use of the current curriculum. The instructional coach will provide weekly professional learning with staff during common planning times and provide teachers with effective instructional practices to increase the proficiency in student learning in math.

Curriculum, such as Saxon Math has been implemented in kindergarten through third grade to assist in providing explicit instruction that offers teacher support in teaching and differentiating instruction using manipulative based strategies. Scott Elementary School recognizes the need for numeracy specifically development of proficiency in number sense and problem solving. To ensure balanced numeracy, support for both teachers and students in teaching and learning opportunities promoting higher order thinking skills and problem solving will be supported through professional learning opportunities both job-embedded and through outside resources, such as RESA. Scott Elementary will continue to progress monitor computation fluency at all grade levels using designated common universal screeners, such as DIBELS Math and STEEP. There is still a need for significant and substantial improvement in mathematics instruction in number sense, measurement, and problem solving.



**3<sup>rd</sup> Grade 2013 CRCT Math Domain Mastery**

<b>Domain</b>	<b>Total Number of Student Who Tested</b>	<b>Number of Students Who Scored Less than 50%</b>	<b>Number of Students Who Scored Between 50% to 75%</b>	<b>Number of Students Who Scored Between 75% to 100%</b>
Numbers and Operations	55	18	25	12
Measurement and Data Analysis	55	19	23	13

**4<sup>th</sup> Grade 2013 CRCT Math Domain Mastery**

<b>Domain</b>	<b>Total Number of Student Who Tested</b>	<b>Number of Students Who Scored Less than 50%</b>	<b>Number of Students Who Scored Between 50% to 75%</b>	<b>Number of Students Who Scored Between 75% to 100%</b>
Numbers and Operations	59	7	22	30
Measurement and Data Analysis	59	14	32	13

**5<sup>th</sup> Grade 2013 CRCT Math Domain Mastery**

<b>Domain</b>	<b>Total Number of Student Who Tested</b>	<b>Number of Students Who Scored Less than 50%</b>	<b>Number of Students Who Scored Between 50% to 75%</b>	<b>Number of Students Who Scored Between 75% to 100%</b>
Numbers and Operations	59	20	36	3
Measurement and Data Analysis	58	40	12	6

**Writing**

Writing has been identified at Scott Elementary School as an area of concern and an integral part of student achievement. Data indicates that student writing assessment scores in fifth grade over three years have shown minimal growth in student performance proficiency. Teachers at Scott Elementary School are encouraged to incorporate writing daily across all content areas. Instructional coaches will provide job-embedded professional development and training to support and equip teachers with effective writing strategies and practices across the curriculum. 6+1 Traits of Writing is a curriculum that has been used to implement the writing standards but a need still exists to have further training or professional development to model how to effectively implement the writing curriculum within daily classroom instruction.

**3-Year Trend Data for Georgia Grade 5 Writing Test**

<b>Writing Assessment Grade 5</b>	<b>MEETS STANDARD % in Performance Levels</b>	<b>EXCEEDS STANDARDS % in Performance Levels</b>
<b>2012-2013</b>	<b>62</b>	<b>5</b>
<b>2011-2012</b>	<b>65</b>	<b>6</b>
<b>2010-2011</b>	<b>67</b>	<b>2</b>

F. The data has helped us reach conclusions regarding achievement or other related data. We feel one major accomplishment that was achieved from the 2013-2014 school year was successful professional development in progress monitoring of students. As a result, a strength has been gained in more accurate and detailed minutes taken from RTI meetings and progress monitoring data is also used more to drive instruction.

- The major strengths we found in our program were the following:
  - Reading Fluency in kindergarten through third grade.
  - Reading Skill and Vocabulary Acquisition for students in third through fifth grade.
  - In math, students performed with more proficiency in the areas of Geometry and Data Analysis.
- The major needs we discovered were . . .
  - In reading and language arts, benchmark results indicate students continue to struggle in reading comprehension.
  - Due to collective data received from benchmark testing, CRCT scores, and STEEP, more balanced numeracy is needed to improve computation fluency, problem solving, and high order thinking skills in the identified math content areas.
  - Updated technology for grades kindergarten through 5th such as iPads, document cameras, and student laptops were purchased for advancements in academic achievement.
- The needs we will address are . . .
  - Implementing effective best practices in teaching reading for information in kindergarten through fifth grade that will assist in building proficiency in Science and Social Studies content areas.
  - Information and media literacy for grades 4th and 5th.
  - To implement specific comprehension strategies in differentiated learning groups and incorporate more informational texts and non-fiction reading.
  - In math, computation fluency, problem solving, and measurement proficiency will be improved through use of researched practices and analysis of formative assessments and benchmarks.
- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .
  - Addressed and identified through data meetings, RTI/SST meetings, collaborative/common planning times, and through EIP/Intervention Blocks.
- The ROOTCAUSE/s that we discovered for each of the needs were based on feedback from the leadership team and a needs assessment of certified staff members. A critical need is to address the need for more fidelity of implementation of the current core curriculum through the use of professional development to improve use of

differentiation practices, assessments, comprehension strategies, writing, and problem solving. This would include a need for more consistent and pervasive use of evidence based strategies to address identified student learning needs and content. Teachers felt there was also a need for more core curriculum materials that correlate with common core standards, especially in science, social studies, and ELA/Writing. One external barrier identified was the need for more or lack of parent involvement.

- Each identified need has a direct correlation on student learning outcomes and is evident across grade level and content areas. Inconsistencies still exist in providing the needed levels of rigor and relevance within the learning tasks and expectations for all students by all teachers.

G. The measurable goals/benchmarks we have established to address the needs of our students are:

**Students will demonstrate proficiency in reading and writing:**

- All students in grades 3-5 will increase by a minimum of 7% in the Meets/Exceeds category on the CRCT by the end of the 2014-15 school year.
- All student in Grade 5 will increase by a minimum of 10% in the Meets category and the number of students in Grade 5 will increase by a minimum of 5% in the Exceeds category on the Georgia Grade 5 Writing Assessment for the 2014-15 school year.

**Students will demonstrate proficiency in math:**

- All students in grades 3-5 will increase by a minimum of 10% in the Meets/Exceeds category on the CRCT by the end of the 2014-15 school year.

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

*Response:*

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

A. *Response:* Scott Elementary will address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard. Researched Based teaching strategies include the following: Champ Intervention Block, extended day to include a 3:10 dismissal time, common planning, collaboration & vertical common planning every other week, recess remediation, SMART Goals for teachers, Summer School and Saturday School. A part-time RTI Coordinator is paid with Title I funds. Local and district assessments will be administered and analyzed throughout the year to determine strengths and needs. Materials, strategies, grouping and instruction will be adapted to best meet the varied needs of the students.

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

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

### **Protected 90 minute literacy block (K-2)**

Learning blocks give classroom teachers scope to implement the components of effective literacy and numeracy programs, including ongoing assessment, targeted or differentiated instruction, and student-based, open-ended activities that encourage higher-order thinking (Ontario Ministry of Education, 2004a, p. 29). Although teachers and administrators... are in a variety of places in the development of learning blocks, early research suggests that the most effective school districts are demonstrating a commitment to uninterrupted time for learning (Campbell, Fullan, & Glaze, 2006, p. 23).

### **Parent University**

Researchers have evidence for the positive effects of parent involvement on children, families, and school when schools and parents continuously support and encourage the children's learning and development (Eccles & Harold, 1993; Illinois State Board of Education, 1993). According to Henderson and Berla (1994), "the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to:

1. Create a home environment that encourages learning
2. Express high (but not unrealistic) expectations for their children's achievement and future careers
3. Become involved in their children's education at school and in the community (p. 160)

Henderson and Berla (1994) reviewed and analyzed eighty-five studies that documented the comprehensive benefits of parent involvement in children's education. This and other studies show that parent involvement activities that are effectively planned and well implemented result in substantial benefits to children, parents, educators, and the school.

### **Saxon Math**

“Since 2005, Harcourt Achieve has contracted with PRES Associates—an external, independent educational research firm—to conduct analyses using longitudinal state assessment data to document the effectiveness of Saxon’s elementary and middle school math programs over time in several states, including South Carolina (Resendez, Sridharan, & Azin, 2007), California (Resendez & Azin, 2007), Georgia (Resendez & Manley, 2005), and Texas (Resendez, Fahmy, & Manley, 2005; Resendez, Sridharan, & Azin, 2006). Analyses were conducted during specified years on school and student-level achievement data that compared users of Saxon Math to those who used other math curricula during the same years.

#### **Statewide Saxon Control**

The findings across these studies are consistent: Saxon Math works. The longitudinal data from these states indicate that elementary and middle school students in Saxon schools have shown significant growth in math achievement over time. Furthermore, these gains

are immediate and sustainable. Teachers and schools see results quickly. Saxon Math has also been effective for those groups of students that typically struggle academically including English language learners, students classified as special education, economically disadvantaged students, and minorities.”

### **Incorporating Technology**

According to the research of Pitler, Hubbell, Kuhn and Malenoski (2007) in their book entitled *Using Technology with Classroom Instruction that Works*:

*“Technology does affect academic achievement and its impact depends on how the technology is used. The grade appropriate use of (technology) was found to be more important in producing increased learning...When (technology) is used to perform task applying higher order concepts and when teachers are proficient in direct students toward productive use, technology in the classroom is associated with significant learning gains.”*

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

C. *Response:* Scott Elementary will increase the amount and quality of learning time by ensuring each student at Scott Elementary in grades 3-5 receives a 45 minute intervention block Monday through Friday based on their individual needs and data from Thinkgate. Students who are not on grade level will receive Specials or Recess Remediation 2-3 days a week. Saturday School Tutoring offers full academic emphasis from 8:30 - 12:30 two Saturdays a month for four months beginning in January. The implementation of Saturday School serves as a safety net for both the students who are not on grade level in reading and/or academics. Based on student need, students at the RTI tier II or tier III level may also receive added intervention. The Literacy Coach will also provide instructional support inside and outside the classroom setting. We will also offer a Summer Literacy Camp for students in Kindergarten through 2nd grade that provides intensive and explicit instruction in targeted reading and mathematics strategies while providing multiple, meaningful opportunities to learn, practice, and apply taught strategies.

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:*

The English Language Learners, Students with Disabilities and regular education teachers work collaboratively to develop modifications to meet the needs of these children. In addition, research based strategies are used in all subject areas for all students. State and local assessment data are analyzed regularly to ensure that data-driven decisions are made to meet the needs of all students, particularly targeted populations.

We have ESOL and Migrant Education support staff who monitors the programs for students who have indicated English isn't a primary language on their student registration forms. Support staff assesses students' English proficiency and determines which students are eligible for support services. Once eligibility is determined, students are served directly, consultatively or monitored on a regular basis.

Students' Individualized Education Plans (IEP) correlate to their grade level curriculum. Student level is also a consideration when writing their IEPs. ELL students also have modification plans that allow the students to learn grade level content while learning English.

ELL Plans and IEPs are reviewed regularly and modified as needed, based on student progress..

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

*Response:* Only local funds will be used for field trips.

\*3. Instruction by highly qualified professional staff.

*Response:*

- Certified teaching staff meets the criteria of the highly qualified teacher. All teachers teach within their certification area.

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

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

- Provide small class sizes.
- Provide paraprofessional in kindergarten classes.
- Use staff members to recruit other staff members.
- Collaborate with local colleagues and universities to bring in student teachers and volunteers.
- Provide team-building activities for staff.
- Assign mentor teachers to new teachers on staff.
- The Literacy Coach meets with teachers to plan and evaluate instruction.

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

*Response:*

- A. Provide high quality professional development for all staff in order to enable all students to meet the state and federal standards for student academic achievement. This would entail weekly job-embedded collaboration and planning for teachers with administration, coach, and grade level colleagues.
- Coach will also provide support for teachers in all content areas, but Specifically in the areas of mathematics, writing, and reading. We will continue to work toward consistency in having a data-driven mindset by meeting twice a month to analyze current student data and how to inform instructional practices, formative assessments, and lesson plans.



- B. Provide teachers with professional learning to effectively use best practices and researched-based strategies in teaching Common Core Georgia Performance Standards. This would entail analyzing implementation of strategies and interventions, assessment data, and staff needs. Monitoring and evaluating effectiveness would occur using walk-throughs or observations to ensure fidelity and consistency of implementation of curriculum or strategies addressed in professional learning meetings. Conducting both formal and informal needs assessments will ensure that continual reflection on current student and staff needs are addressed and planned for accordingly. Teachers are encouraged to re-deliver professional learning gained from various trainings, presentations, or research.
- C. Scott Elementary School strives toward providing sufficient resources to assist in carrying out effective ongoing site-based professional learning that addresses the specific needs of the school. The school uses PD 360 as an instrument to provide teachers and administration with convenient, ongoing, and up-to-date training.
- D. Scott Elementary will include teachers in professional development that relates directly to student learning data, such as using formative and benchmark assessments that inform and assist to improve achievement outcomes for students and the planning of instruction and curriculum. Every week, teachers will participate in collaborative planning meetings in which teachers focus on identified needs that effectively incorporate standards in math, writing, and literacy skills to support current instruction. Bi-monthly data and intervention collaborative meetings will be held with teachers and coach to inform and provide analysis for the identified students not meeting proficiency. Professional learning on the effective use of formative and summative assessment data to inform instruction will be conducted to address areas of student strength and weakness and inform planning and differentiation of instruction for identified students.
- E.

\*5. Strategies to increase parental involvement.

*Response:*

- A. Scott Elementary has involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by developing a parent advisory committee and having them to review the 2013-2014 School-wide Plan and provide feedback; Posting a draft of the 2014-2015 School-wide Plan on the school's website and requesting feedback from parents.
- B. We have developed a parent involvement policy included in our appendices that includes strategies to increase parental involvement such as the following:
- Implement a Parent University and host at least four sessions during the 2014-2015 school-year.
  - Host three to four Family Fun Nights during the 2014-2015 School year.
  - Host a 1 day summer Parent Involvement retreat to inform parents of the SIP and to gain input from them on possible changes that may be needed.
  - Parent representative on Leadership Team
  - Provide additional opportunities for parent participation, such as PTO meetings, student performances, student recognition programs, fundraisers, etc.
  - Expand PTO membership to give parents opportunities to coordinate School projects and activities.
  - Facebook page created for updated current events.
  - Survey Monkey (web-based survey service) purchased to created web-based surveys that are quick and easy.
  - Parent of the Month recognition.
  - Parent Bucks given to parents who attend school events and meetings.
- Ø describes how the school will provide individual student academic assessment results, including an interpretation of those results
- Ø makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- Ø compacts required – include with policy
- Ø Parent Involvement checklist included
- Updated teacher webpages on the school's webpage will provide parents with up-to-date information for parents.

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

*Response:*

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

Assist parents with health document requirements.

- Provide orientation for parents of pre-kindergarten student entering school.
- Schedule articulation meetings between pre-kindergarten and kindergarten teachers.
- Develop transitional packets including grade level expectations for parents.
- Continue to request preschool students’ instructional folders.
- Continue to utilize the kindergarten teachers to administer readiness test to preschool children prior to enrollment.

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

*Response:*

A. The ways that we include teachers in decisions regarding use of academic assessment are as follows: The Leadership team consisting of instructional teachers, administration, parents and community members attend meetings regularly to review data and create the schoolwide plan.

Teachers will continue to utilize the Pyramid of Interventions to meet the academic and behavioral needs of at risk students and be trained on how to identify students who need additional assistance. Remediation plans will then be developed to include the RTI process, targeted instruction and/or additional tutoring.

All teachers will create SMART Goals once data is analyzed. Once SMART Goals are set, a plan of instruction is created in reading, math, science, and social studies. Through collaborative planning, SMART

Goals are frequently reviewed to identify individual strengths and weaknesses of all students.

Scott Elementary School understands that it is vital to monitor and improve the effective use of data to improve instructions. One way we accomplish this task is by having Super Collaboration days. These are days where substitutes are brought in to provide release time for teachers. An opportunity in the summer is also available for the Leadership/Data Team to have a retreat. We meet to refine teaching strategies and best practices by reviewing data and developing instructional plans together.

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

*Response:*

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

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

*Response:*

- Coordinate all programs in accordance with state, local and federal mandates.
- Use system wide emergency and safety plans.
- Provide pupil services and social worker services through the central office.
- Utilize system nurse in implementing Growth Development, and intervention program in grade 5.
- DARE (Drug Abuse Resistance Education) program initiative with the Thomasville Police Department.
- Coordinate with Thomas University in providing early childhood majors an opportunity to work with students in grades first and second in SRA reading groups.

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

*Response:*

- ***DIBELS Next, STEEP and STAR Reading:*** Monitors and records student progress.
- ***Study Island:*** Provides instructional practice and assessments in math, reading , English/Language Arts, social studies, science, and writing at school and at home.
- ***Reading Eggs:*** The Reading Eggs program focuses on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success. Children complete animated online lessons where they learn essential reading skills. The variety of fun activities within each lesson provides the repetition needed for these skills to become part of the child’s long term memory. Children gain confidence by reading books online that only contain words they have already learned in the program. For further reinforcement, they can also read the real books at home if they have the Reading Eggs book packs. After 10 lessons, children complete a Mastery Quiz. This provides you with a report of what your child is learning.
- ***Reading Interventionist:*** Mary Morris will be contracted as an interventionist for grades K-2. She will assist in progress monitoring students and in providing SRA training to teachers.
- ***Saturday School:*** Provides remediation and acceleration for students not on grade level.
- ***6 + 1 Writing Traits:*** Provide teachers and students the tools needed to improve student writing by providing a common language among writers and teachers.
- ***Title I funds the literacy coach position at Scott Elementary School.***
- Migrant students receive services supported through the Title I program and consortium services through the Southern Pines Regional Migrant Education Program.
- Teachers participate in professional learning activities offered through Southwest Georgia RESA. These are generally covered through a system allocation.
- ***Professional Development:*** Teachers will have a minimum of five professional development sessions monthly on topics of concern(s) as reflected in data collection.
- ***Do the Math,*** created by Marilyn Burns and a team of Math Solutions master classroom teachers is a curriculum that gives students who have fallen behind the chance to catch up and keep up. Focusing on Number and Operations, the cornerstone of elementary mathematics, the program teaches students the basics of math—computation, number sense, and problem solving. *Do The Math* helps students develop the skills they need to compute with accuracy and efficiency, the

number sense they need to reason, and the ability to apply their skills and reasoning to solve problems.

*Do The Math* is organized into 13 scaffolded modules that focus on rebuilding fluency with whole numbers and fluency with fractions. Every module includes a series of thirty 30-minute step-by-step lessons. The modular design gives the program the flexibility to span multiple grade levels. Scott Elementary plans to use *Do the Math* as a Tier 2 and a Tier 3 intervention. Professional learning about the program will be provided by Southwest Georgia RESA.

- **Saxon Math (K-3)** is built on distributed and incremental instruction- a pedagogy that sets students up for success. Children at every level of development have multiple opportunities throughout the year to practice, process, master and apply concepts. Saxon gives every student the time they need to reach conceptual understanding. In addition, the assessment in the program is frequent and cumulative, helping students achieve the goal of long-term retention.  
*Simple Solutions Mathematics (3-5)* is a supplemental series that begins in Kindergarten and extends through Algebra I. *Simple Solutions* maximizes long-term retention using distributed practice, which reinforces students' learning by systematically revisiting previously-taught material. This strategy enables many students to complete Algebra I by the end of eighth grade.
  
- **Reading Comprehension Toolkit:** Each of the strategy cluster books in The Comprehension Toolkit focuses on a research-based active reading strategy: Monitor Comprehension, Activate & Connect, Ask Questions, Infer & Visualize, Determine Importance, and Summarize & Synthesize. The lessons in each cluster book build on one another to give kids multifaceted ways to construct meaning. As kids approach each new text, they practice another dimension of the strategy, gaining confidence as the unit progresses.
  
- **Accelerated Reader** is a software tool that assesses a student's reading level, suggests titles of books at that level, and then assess whether a student has completed reading the book by asking a series of questions. The software provides information to students regarding reading rates, amount of reading, and other factors related to reading.
  - **Ready Common Core:**
  - **Summer Solutions:**
  - **GPS Coach (Science & Social Studies)**
  
- **CARS and STARS:** CARS and STARS is used to accurately diagnose individual student needs and provide differentiated instruction in reading. The research-based **Comprehensive Assessment of Reading Strategies (CARS®)**, **CARS® II**, and **Strategies to Achieve Reading Success (STARS®)** all work together to help educators

identify and assess a student's level of mastery and give targeted instruction and practice for each of the 12 key reading strategies in a three-step approach.

**Diagnose**—upfront diagnosis identifies problem areas

**Instruct**—scaffold instruction supports student success with modeled instruction, guided practice, self-assessment, and independent practice

**Benchmark**—demonstrates progress

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

*Response:*

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

*Response:*

Teachers meet weekly to analyze data and make adjustments where needed. Half day planning sessions are scheduled throughout the year for teachers to have an extended amount of time to plan collaboratively.

All teachers are able to monitor student progress through small group instruction in math and reading on a regular basis using STAR Reading, STEEP, Study Island, ThinkGate and Dibels Next. Summative and formative assessments allow teachers to identify students with difficulties in a timely manner.

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities include:

- Specials/Recess Remediation for students not performing on grade level.
- School tutorial program and Saturday School for students with academic needs.
- Summer School for those students performing below expectations on the CRCT in grades 3-5.
- Summer Literacy Camp to boost the reading and math achievement of students identified as below grade level as measured by end of the year instructional assessments for students in Kindergarten-2nd grade
- Administer state-provided benchmarks, or system/school provided benchmark assessments to identify and address the learning needs of low performing students.
- Utilize the Pyramid of Interventions for academic and behavioral support of students.

Administer state-provided benchmark assessments, or system/school provided.

- Sponsor parent meetings, conference days and open houses to assist parents in helping their children reach academic potential.
- Utilize Study Island in grades 2 - 5 to remediate and accelerate subject areas.
- Utilize Coach Connected, Coach Workbooks Ready Common Core, Summer Solutions, Simple Solutions, STAMS, CAMS, and CARS in grades 2 - 5 to remediate and accelerate all academic subject areas.
- Utilize classroom volunteers and reading buddies to provide additional opportunities for reading practice.
- Implement the Failure Prevention Portfolio for all students who scored 805 or below on the CRCT in Reading and/or Mathematics.
- A daily 45 minute intervention/enrichment block for grades 3-5.
- Implementation of IStation will be used to increase student achievement in reading in phonemic awareness, alphabet knowledge, vocabulary, comprehension, and fluency in grades kindergarten through 3rd. In grades 4th & 5th IStation will increase student achievement in word analysis, fluency, vocabulary, and comprehension.

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

*Response:*

Teachers use a variety of assessments on a daily, monthly, and quarterly basis to determine if students are making adequate progress. Assessments include but are not limited to formal and informal observations, teacher, state, local created test, checklist and projects.

Teachers send home weekly progress reports, mid-term reports, and report cards to communicate with parents about students' strengths and weaknesses.

Teachers make student referrals to the RTI process. Instructional strategies are implemented and monitored to improve progress. At every level, interventions are customized to meet the needs of the students. Instructional materials are matched to meet the students' abilities. Instruction with a Literacy Coach, ELL teacher, peer leaders, flexible grouping or work with an Early Intervention teacher may be recommended.

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

*Response:*

Teachers are trained by a RESA Consultant, Literacy Coach, or Special Education Personnel during the year to identify students who are struggling. Teachers receive



current, researched-based information throughout the year on techniques to use when working with parents and students. Professional Learning opportunities are scheduled to assist in these areas.

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

*Response:*

Conferences are routinely held with parents, students and teachers to discuss individual student needs. Parents may request to schedule a conference at any time there is a matter of concern.

Scott Elementary will implement the introduction and explanation of the School-Parent Compact to parents during Parent-Teacher conferences. Parents will be strongly encouraged to sign and to keep a copy at home to review with their children as needed. All teachers, students and parents will be required to sign the compact. The Parent Coordinator will have a compact on file for each student.

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

*Response:*

- Parent Communication folders will go home weekly displaying students' progress.
- When available, student assessment results are sent home and translated in the home language if applicable to parents with an invitation to contact teachers if they have any questions.
- RTI, IEP, and parent meetings are held as needed to discuss student assessment results and to assist parents with a better understanding.
- Parent University
  - Meetings and workshops for parents to explain the purpose of the assessments and how to interpret the results.

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

*Response:*

Teachers and administration work collaboratively to examine and analyze this data for instructional purposes, including error patterns, and the need for remediation, acceleration

or enrichment.

At the beginning of year, teachers meet in grade levels to analyze their students' CRCT results in order to plan instruction. The Leadership/Data Team meets to insure that student needs are being met in the classroom. The Data Room will have up-to-date Benchmark, CRCT, Writing, and any other relevant assessment results for teacher and administrator use.

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

*Response:*

At Scott Elementary School, training is provided for the teachers and administrators for using test data stored in SLDs. Assessment data from this application drives staff development sessions, curriculum planning, and instructional strategies. Georgia Department of Education provides disaggregated data on assessments.

Students are given a beginning, middle and end of the year benchmark from the same standards and testing instrument. Students are also given beginning and end of the year assessments.

13. Provisions for public reporting of disaggregated data.

*Response:*

The assessment data, school profile information and other pertinent data in Scott Elementary's CCRPI areas are reported on the state DOE website.

The College and Career Ready Performance Index is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students. The CCRPI is available to parents and the community on the Georgia Department of Education website. There is a link made available on Scott Elementary School's website.

The status of the school is also shared with staff and parents during faculty meetings, the Title I Planning meeting and at the Title I Annual Parent meeting.

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

*Response:*

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:* All stakeholders involved in the development of the plan includes, but not limited to: School Council, Leadership Team, Parent Advisory Council, building level administrators, and staff and parent survey responses.

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

*Response:* The plan is available to all stakeholders via the school's website and in the school office.

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:* Translators are available, if needed, to translate the plan.

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

*Response:* The School Improvement Plan is subject to section 1116 from the NCLB guidelines. This information is available to the public and staff in the system Title I office.

Revised 8/14/14