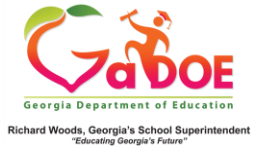


**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan**

<b>SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE</b>		
<b>School Name: Scott Elementary School</b>		<b>District Name: Thomasville City Schools</b>
<b>Principal Name: Brian Beaty</b>		<b>School Year: 2015-2016</b>
<b>School Mailing Address: 100N Hansell St., Thomsaville, GA 31792</b>		
<b>Telephone: 229-225-2631</b>		
<b>District Title I Director/Coordinator Name: Bill Settle</b>		
<b>District Title I Director/Coordinator Mailing Address: 404 N Broad Street Thomasville, GA 31792</b>		
<b>Email Address: <a href="mailto:settleb@tcityvs.org">settleb@tcityvs.org</a></b>		
<b>Telephone: 229-225-2600</b>		
<b>ESEA WAIVER ACCOUNTABILITY STATUS</b>		
(Check all boxes that apply and provide additional information if requested.)		
<b>Priority School</b> <input type="checkbox"/>	<b>Focus School</b> <input type="checkbox"/>	
<b>Title I Alert School</b> <input type="checkbox"/>		
<b>Principal's Signature:</b>		<b>Date:</b>
<b>Title I Director's Signature:</b>		<b>Date:</b>
<b>Superintendent's Signature:</b>		<b>Date:</b>
<b>Revision Date:</b>	<b>Revision Date:</b>	<b>Revision Date:</b>



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

**SWP Template Instructions**

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

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

**Planning Committee Members**

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Brian Beaty		Principal
Carie Young		Literacy Coach
Elizabeth Copps-Frick		Guidance Counselor
Julie Brewster		Media Specialist
Krista Dance		SpEd Lead Teacher
Brittany McGuire		Kindergarten Teacher
Lori Walker		1 <sup>st</sup> Grade Teacher
Samantha Green		2 <sup>nd</sup> Grade Teacher
Levada Laing		2 <sup>nd</sup> Grade Teacher/PBIS Coordinator
Angela Tillman		3 <sup>rd</sup> Grade Teacher
Pamela Gardner		4 <sup>th</sup> Grade Teacher
Rebecca Tabb		5 <sup>th</sup> Grade Teacher

Georgia Department of Education  
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## SWP/SIP Components

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

*Response:*

A. 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. Instruments, procedures or processes used to obtain information to revise Scott's Title I Plan included the following measures:

- CCRPI Data (2013 and 2014)
- CRCT and Instructional Assessments
- Iowa Test of Basic Skills (ITBS)
- Georgia Writing Assessment
- Georgia Kindergarten Inventory of Developing Skills (GKIDS)
- DIBELS Reading and DIBELS Math

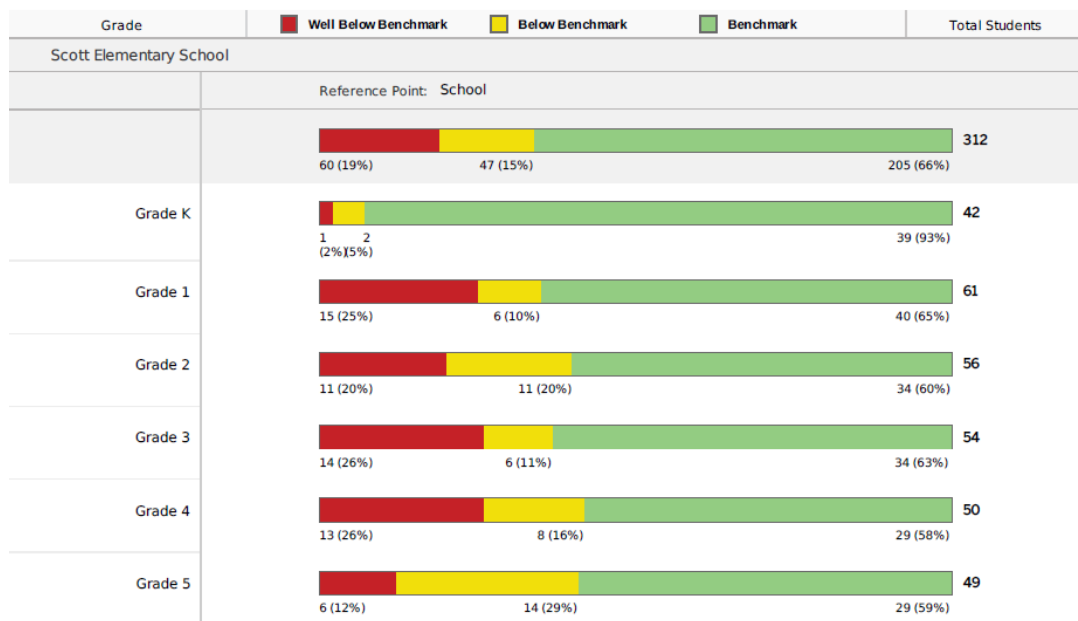
C. Scott Elementary School has taken into account the needs of migrant children by supporting them through our ESOL program (if applicable). (or if you have no migratory students . . . these are the procedures we would follow should those students be in attendance . . . ) The school has an ESOL teacher 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. 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 CRCT, STAR, Accelerated Reader, Istation, Formative Assessments and GKIDS.

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**2015 EOY DIBELS Benchmark**



**2014 CRCT DATA**

Subject	Grade Level	Does Not Meet	Meets	Exceeds
<b>Language</b>	<b>3</b>	<b>30.6 %</b>	<b>58.1 %</b>	<b>11.3 %</b>
	<b>4</b>	<b>31.5 %</b>	<b>55.6 %</b>	<b>13.0 %</b>
	<b>5</b>	<b>13.5 %</b>	<b>71.2 %</b>	<b>15.4 %</b>
	<b>Combined</b>	<b>25.9 %</b>	<b>61.2 %</b>	<b>12.9 %</b>
<b>Mathematics</b>	<b>3</b>	<b>33.9 %</b>	<b>48.4 %</b>	<b>17.7 %</b>
	<b>4</b>	<b>24.1 %</b>	<b>51.9 %</b>	<b>24.1 %</b>
	<b>5</b>	<b>23.1 %</b>	<b>53.8 %</b>	<b>23.1 %</b>
	<b>Combined</b>	<b>28.2 %</b>	<b>50.6 %</b>	<b>21.2 %</b>
<b>Reading</b>	<b>3</b>	<b>17.7 %</b>	<b>59.7 %</b>	<b>22.6 %</b>



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	<b>4</b>	<b>11.1 %</b>	<b>48.1 %</b>	<b>40.7 %</b>
	<b>5</b>	<b>13.5 %</b>	<b>73.1 %</b>	<b>13.5 %</b>
	<b>Combined</b>	<b>14.7 %</b>	<b>60.0 %</b>	<b>25.3 %</b>
<b>Science</b>	<b>3</b>	<b>53.2 %</b>	<b>37.1 %</b>	<b>9.7 %</b>
	<b>4</b>	<b>27.8 %</b>	<b>48.1 %</b>	<b>24.1 %</b>
	<b>5</b>	<b>34.0 %</b>	<b>56.6 %</b>	<b>9.4 %</b>
	<b>Combined</b>	<b>39.2 %</b>	<b>46.8 %</b>	<b>14.0 %</b>
<b>Social Studies</b>	<b>3</b>	<b>40.3 %</b>	<b>53.2 %</b>	<b>6.5 %</b>
	<b>4</b>	<b>25.9 %</b>	<b>46.3 %</b>	<b>27.8 %</b>
	<b>5</b>	<b>30.2 %</b>	<b>64.2 %</b>	<b>5.7 %</b>
	<b>Combined</b>	<b>32.7 %</b>	<b>54.4 %</b>	<b>12.9</b>

**SWD Compared to Non-SWD**

Subject		Does Not Meet	Meets	Exceeds
Language	Non - SWD	23.1 %	62.8 %	14.1 %
	SWD	57.1 %	42.9 %	
	<b>Combined</b>	<b>25.9 %</b>	<b>61.2 %</b>	<b>12.9 %</b>
Mathematics	Non - SWD	25.6 %	51.3 %	23.1 %
	SWD	57.1 %	42.9 %	
	<b>Combined</b>	<b>28.2 %</b>	<b>50.6 %</b>	<b>21.2 %</b>
Reading	Non - SWD	12.8 %	60.3 %	26.9 %
	SWD	35.7 %	57.1 %	7.1 %
	<b>Combined</b>	<b>14.7 %</b>	<b>60.0 %</b>	<b>25.3 %</b>
Science	Non - SWD	36.5 %	49.4 %	14.1 %
	SWD	66.7 %	20.0 %	13.3 %
	<b>Combined</b>	<b>39.2 %</b>	<b>46.8 %</b>	<b>14.0 %</b>
Social Studies	Non - SWD	30.8 %	55.1 %	14.1 %
	SWD	53.3 %	46.7 %	



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	<b>Combined</b>	<b>32.7 %</b>	<b>54.4 %</b>	<b>12.9 %</b>
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**Lexile Data**

	2014
% of 3rd achieving Lexile 650 or greater	37.9%
% of 5th achieving Lexile 850 or greater	38.5%

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	2014 Target	2014 Actual	2015 Target	Increase Needed
<b>Reading</b>	80	85	87	2
<b>ELA</b>	80	74	80	6
<b>Math</b>	80	72	80	8
<b>Science</b>	80	61	75	14
<b>Social Studies</b>	80	67	75	8

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

Subject	2014 Target	2014 Actual	2015 Target	Increase Needed
<b>Reading</b>	80	85	87	2
<b>ELA</b>	80	73	80	7
<b>Math</b>	80	73	80	7
<b>Science</b>	80	60	75	15
<b>Social Studies</b>	80	66	75	9

**2014 GWA Achievement Data**

	<b>2013</b>	<b>2014</b>
<b>DID NOT MEET</b>	<b>49</b>	<b>44</b>



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<b>M + E COMBINED</b>	<b>51</b>	<b>56</b>
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**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 classrooms and EIP support staff; RTI is also supported and implemented with fidelity to provide extra support measures for students.

Students in kindergarten through fifth grade will utilize Istation and IXL 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, as well as the use of listening centers with audio books, which will support the implementation of the Common Core Standards (CCS).

**Math**

Scott Elementary School data indicates that there has been minimal increase in mathematics scores over the last four years on the CRCT. The instructional coach will provided 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



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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. There is still a need for significant and substantial improvement in mathematics instruction in number sense, measurement, and problem solving. IXL for Math is an additional computer based, online resources that student will use to target and hone in on needed skills.

**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. On

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, more balanced numeracy is needed to improve computation fluency, problem solving,

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<p>and high order thinking skills in the identified math content areas.</p> <ul style="list-style-type: none"> <li>○ Updated technology for grades kindergarten through 5th such as iPads, document cameras, and student laptops were purchased for advancements in academic achievement.</li> <li>● The <u>needs we will address</u> are . . .             <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Information and media literacy for grades 4th and 5th.</li> <li>○ To implement specific comprehension strategies in differentiated learning groups and incorporate more informational texts and non-fiction reading.</li> <li>○ In math, computation fluency, problem solving, and measurement proficiency will be improved through use of researched practices and analysis of formative assessments and benchmarks.</li> </ul> </li> <li>● The <u>specific academic needs</u> of those students that are to be addressed in the school-wide program plan will be . . .             <ul style="list-style-type: none"> <li>○ Addressed and identified through data meetings, RTI/SST meetings, collaborative/common planning times, and through EIP/Intervention Blocks.</li> </ul> </li> <li>● 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. Another root cause is that the curriculum is not being taught with enough rigor and relevance as reflected in classroom observations and lesson plans. As Scott has implemented many online programs and trying to prepare student with 21<sup>st</sup> Century Skills it has become apparent that our school is lack in classroom technology. More computers and student hand held devices would give students more access to these programs. One external barrier identified was the need for more or lack of parent involvement.</li> <li>● 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</li> </ul>



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	G. The measurable <u>goals/benchmarks</u> we have established to address the needs of our students are: <b><u>Students will demonstrate proficiency in reading and writing:</u></b> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul> <b><u>Students will demonstrate proficiency in math:</u></b> 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: <i>Response:</i>
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	<ul style="list-style-type: none"><li>• Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).</li></ul> <i>Response:</i> A. <i>Response:</i> 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: EIP instructors, RTI coordinator, common planning, collaboration & vertical common planning every other week, recess remediation, SMART Goals for teachers, Summer School. 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.
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	<ul style="list-style-type: none"><li>• Use effective methods and instructional strategies that are based on scientifically based research that:<ul style="list-style-type: none"><li>○ strengthen the core academic program in the school.</li><li>○ increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum</li></ul></li></ul>
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- include strategies for meeting the educational needs of historically underserved populations

*Response:*

**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).

**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.”

**Rigor and Relevance**

Through our committee data analysis and review of lesson plans it has been determined that there needs to be more rigor and relevance added to daily instruction. More time is also needed for collaborative thoughtful planning. We will address this issue by providing more time for teachers to collaborate during PL sessions and keep planning time sacred. Our initiative to become an arts integrative school will become a vehicle for adding rigor and relevance at Scott. Scott will partner with the Center for the Arts and ArtsNow reach this goal. Teachers will also use the GRASPS model and the Arts Integration Lesson Template more frequently to add rigor and relevance.

**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*

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

*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 used, technology in the classroom is associated with significant learning gains."*

Scott is in need to more technology, we currently have one laptop cart and limited amounts of classroom computers and student handheld devices. In our efforts to add more rigor and relevance to classroom instruction and incorporate more 21<sup>st</sup> Century Skills it has been observed that we could use more hand held devices, classroom student computers and laptop carts.

### **Dedicated Planning Time**

A dedicated time for planning is established each day for all teachers. This time to collaborate with other is a vital part of our schools strategy to increase rigor and relevance in our daily lessons.

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

### *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.

The Pyramid of Intervention is in place and used with fidelity at Scott School. An

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.

Scott has a full-time counselor who meets with students regularly. Many students are seen twice a week to work on character education. The counselor teaches Character Ed//College and

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

Career Awareness Prep classes on Fridays to all students.  
 Teachers and Advisors (TAA) program will begin during the 15-16 school year. During this time, teachers will teach district lesson and mentor students. This will take place once per week for a minimum of 45 minutes.

- Address how the school will determine if such needs have been met; and
  - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

*Response:*  
 At Scott Elementary School formative assessments are continuously be used to assure the needs of all students are being met. Staff meets formally every 6 wks in the data room to discuss student achievement and make adjustments to instruction as needed. RTI is followed through with fidelity. Students that are in tier II are progress monitored every two weeks while tier III student are monitored every week. Grade level meetings are held to discuss outcomes on these formative tests to adjust instruction and meet the individual needs of the students.

**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. Teachers/Staff will ensure that criteria have been met to keep their teaching certificates current.

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

*Response:*  
 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

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

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

C. 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.

D. 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.

E. 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

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

5.	Strategies to attract high-quality highly qualified teachers to high-need schools.
	<p><i>Response:</i></p> <p>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.)</p> <ul style="list-style-type: none"> <li>● Provide small class sizes.</li> <li>● Provide paraprofessional in kindergarten classes.</li> <li>● Use staff members to recruit other staff members.</li> <li>● Collaborate with local colleagues and universities to bring in student teachers and volunteers.</li> <li>● Provide team-building activities for staff.</li> <li>● Assign mentor teachers to new teachers on staff.</li> </ul> <p>The Literacy Coach meets with teachers to plan and evaluate instruction.</p>

6.	Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.
	<p><i>Response:</i></p> <p>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.</p> <p>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</p>



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	<p>meetings, student performances, student recognition programs, fundraisers, etc.</p> <p>Expand PTO membership to give parents opportunities to coordinate School projects and activities.</p> <p>Facebook page created for updated current events.</p> <p>Survey Monkey (web-based survey service) purchased to create web-based surveys that are quick and easy.</p> <p>Parent of the Month recognition.</p> <p>Parent Bucks given to parents who attend school events and meetings.</p> <p>Ø describes how the school will provide individual student academic assessment results, including an interpretation of those results</p> <p>Ø makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)</p> <p>Ø compacts required – include with policy</p> <p>Ø Parent Involvement checklist included</p> <p>Updated teacher webpages on the school's webpage will provide parents with up-to-date information for parents.</p>
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7.	Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
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<i>Response:</i>	<p>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 from private schools plus students entering our school throughout the school year . .</p> <p>Assist parents with health document requirements.</p> <ul style="list-style-type: none"> <li>○ Provide orientation for parents of pre-kindergarten student entering school.</li> <li>○ Schedule articulation meetings between pre-kindergarten and kindergarten teachers.</li> <li>○ Develop transitional packets including grade level expectations for parents.</li> <li>○ Continue to request preschool students' instructional folders.</li> <li>○ Continue to utilize the kindergarten teachers to administer readiness test to preschool children prior to enrollment.</li> </ul>
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8.	Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
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<i>Response:</i>	
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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. Teachers have an opportunity to be a part of the decisions regarding us of academic assessments during Summer Leadership Summit, Summer Professional Learning and weekly Professional Learning times. Teachers and administrative staff meet weekly to refine teaching strategies and best practices by reviewing data and developing instructional plans together.

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

*Response:*

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, Istation, classroom formative assessments 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.

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- 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 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 GMAs in Reading and/or Mathematics.

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.

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

*Response:*

District level staff coordinate all federal program and meet frequently with school leadership to make sure that these programs are being carried out.

11. 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 in grades K-2. Student progress reports will be sent home bi-monthly in grades 3-5.
- 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 Engagement meetings will be used as a platform for inform parents about student

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assessment and how assessment results are interpreted.

12. 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.

13. 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.

14. 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.

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

*Response:*  
The SWP is continuously being revised as it is a working document. Between February and May of each year. The planning reviewed and revised by all stakeholders it is mailed to all parents

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and they are given to opportunity to provide feedback. The Leadership Team, School Council and a committee of parents and teachers review the plan and make adjustments during the Spring of each year. The updated plan is sent to the Federal Programs Direct in July to be approved and sent to the LEA.

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

*Response:*  
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.

17. 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. The plans is also mailed out to all parents along with a survey to provide feedback.

18. 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.

19. 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.