Comprehensive Needs Assessment
2023 - 2024 School Report

Thomasville City
Scott Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	To be announced	Principal
Team Member # 2	Carie Young	Assistant Principal
Team Member # 3	Samantha Green	Instructional Coach
Team Member # 4	Caroline Hoffner	MTSS Coordinator
Team Member # 5	Elizabeth Copps	Guidance Counselor
Team Member # 6	Krista Dance	Special Education Lead Teacher
Team Member # 7	Stephanie Sharp	Media Center Specialist

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Cleveland Shy	Specials Teacher
Team Member # 2	Nicole West	Pre-K Teacher
Team Member # 3	Brittany Gainous	Kindergarten Teacher
Team Member # 4	Alisha Cooper	First Grade Teacher
Team Member # 5	Levada Laing	Second Grade Teacher/Parent Engagement Coordinator
Team Member # 6	Angela Tillman	Third Grade Teacher
Team Member # 7	Lori Laing	Fourth Grade Teacher
Team Member # 8	Vanessa Singley	Fifth Grade Teacher
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	President/The Gathering	Adrian Burns
Stakeholder # 2	Mentor/The Gathering	Leon Smith
Stakeholder # 3	CEO of Thomasville YMCA	Tom Everett
Stakeholder # 4	Pastor-First Baptist Church of Coolidge	Jon Carr
Stakeholder # 5	Thomasville National Bank Community Reinvestment Officer	Melvin Hugans
Stakeholder # 6	Parents	Craig and Danielle Bembridge
Stakeholder # 7	Parent	Callie Sellers
Stakeholder # 8	Parent	Amber Bryant

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	A School Improvement Plan and Data Collection Analysis Stakeholder meeting was conducted on April 27, 2023 in order to complete the data analysis document to identify strengths and challenges within our school. Stakeholder input was used to help formulate school improvement goals, identify root causes, and develop action steps.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Coherent Instruction Data

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Coherent Instruction Data

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	✓
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	
2. Operational	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	✓
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	
2. Operational	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	✓
3. Emerging	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	
4. Not Evident	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	

Effective Leadership Data

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	
2. Operational	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	✓
3. Emerging	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	
2. Operational	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe.	✓
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	
4. Not Evident	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	✓
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	
2. Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	✓
3. Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	
4. Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	

Family and Community Engagement Data

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	
2. Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	✓
3. Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	
4. Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	✓
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

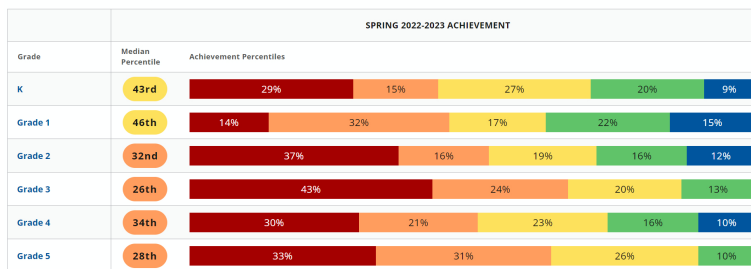| Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	School staff, students, parents, and the school leadership team completed surveys and/or data collection analysis documents in order to gather perception data.

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	The perception data revealed a greater need for shared decision-making opportunities for staff members, implementation of self-monitoring strategies for students, and implementation of college and career readiness activities for students. In addition, the perception data revealed a need for greater implementation of consistent school-wide expectations and protocols, establishing a chain of command with parent-teacher-administration communication, defining the processes of professional development monitoring and feedback, modeling and teaching students the self-monitoring of academic performance, and a greater need for equipping parents to assist with education extension strategies at home. Students in grades 3-5 (through the Georgia Student Health Survey) reported that: they overwhelmingly believe their school wants them to do well; their school has clear rules for behavior; a high percentage of teachers treat students with respect; there is an adult in their school who will help them if needed; a comparatively low percentage of students behave so teachers can teach on a regular basis; a comparatively low percentage of students feel that they get along with their peers; a comparatively low percentage of students treat each other well on a regular basis; and a comparatively low percentage of students reported that they enjoy school on a regular basis.

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	Process data utilized included parent surveys, information received during parent engagement events including sign-in sheets, and student participation data for school activities and fine arts classes.

| What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?") | The process data informed us that parents have a higher participation rate for those activities that provide collaboration activities with students and staff, while also equipping parents to extend the learning process while at home; the largest parent participation event (according to sign-in documentation) during the FY23 school year was the Family Reading Night on November 7, 2022; we conducted a STEAM night on March 16, 2023 that was our second highest attended parent participation event of the FY23 school year; students were given the opportunity to present in fine arts specials classes during the FY23 school year to include Art, Music, Dance, and Drama; select students were also given the opportunity to participate in the Black History Performance in February of 2023, as well as the End of the Year Performance in May; some of the student performers also participated in the Thomasville Black History Parade, as well as the Thomasville Rose Parade in April; special education students were given the opportunity to work with an outside art teacher to produce works that were on display at Thomas County Public Library; students were given the opportunity to participate in the yearly Field Day event on March 31, 2023 and Water Day on May 19, 2023, as well as a number of school dance fundraising events throughout the school year; finally, quarterly PBIS events were held for those students who met behavior criteria. |

| What achievement data did you use? | We used Georgia Milestones Assessment Data, MAP assessment data, and DIBELS reading data to analyze student achievement. |

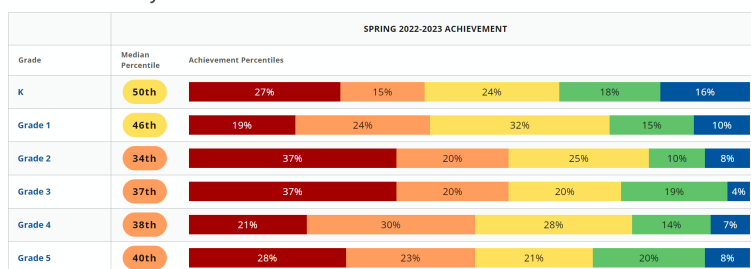| What does your achievement data tell you? | The achievement data for the Georgia Milestones Assessment reveals that students in grades 3-5 are performing at a comparatively higher level in math when compared with reading. The projected overall content mastery score for math is 46%, while the projected overall content mastery score for reading is 37%. The projected content mastery score for 5th grade Science is 48%. The following grade levels/content areas each have a projected content mastery weighted score of equal to or above 40%: 4th Grade ELA (40%), 5th Grade ELA (44%), 4th Grade Math (59%), 5th Grade Math (44%), and 5th Grade Science (48%). Third grade ELA (26%) and third grade Math (38%) have the lowest projected content mastery weighted scores. Similarly, the MAP assessment data shows a comparatively higher level of proficiency with math performance than reading performance for students in grades K-5. First grade demonstrated significant levels of proficiency and growth with both ELA and Math during the Spring 2023 assessment. Fifth grade also demonstrated growth with ELA and Math. Second and third grades have the biggest growth concerns according to the MAP data.
To summarize, reading and math achievement is still lacking among third grade students. First grade is showing significant growth with both ELA and Math assessment data. Fourth grade students are demonstrating a high level of proficiency in math when compared to prior years' performance.
Please see below for FY23 Math MAP assessment data: |

Scott Elementary School

Grade	Median Percentile	Achievement Percentiles				
K	43rd	29%	15%	27%	20%	9%
Grade 1	46th	14%	32%	17%	22%	15%
Grade 2	32nd	37%	16%	19%	16%	12%
Grade 3	26th	43%	24%	20%	13%	
Grade 4	34th	30%	21%	23%	16%	10%
Grade 5	28th	33%	31%	26%	10%	

SPRING 2022-2023 ACHIEVEMENT

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

Please see below for FY23 Reading MAP assessment data:

Scott Elementary School

Grade	Median Percentile	Achievement Percentiles				
K	50th	27%	15%	24%	18%	16%
Grade 1	46th	19%	24%	32%	15%	10%
Grade 2	34th	37%	20%	25%	10%	8%
Grade 3	37th	37%	20%	20%	19%	4%
Grade 4	38th	21%	30%	28%	14%	7%
Grade 5	40th	28%	23%	21%	20%	8%

SPRING 2022-2023 ACHIEVEMENT

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

What demographic data did you use?	Data from Infinite Campus was utilized.

What does the demographic data tell you?	The data reveals that our school's student population is 89% African American, 4% White, 3% Hispanic, 3% Mixed Race, and 1% Asian. We are a Title I school with at least 75% of our students qualifying for poverty according to the Community Eligibility Provision eligibility program.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the Identifying Need webinar for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths: Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards; most students are provided timely, systematic, data-driven interventions to support their learning needs; most assessments are aligned with the required curriculum standards; and teachers regularly use a collaborative process to analyze assessment results, and instruction is routinely adjusted based on the analysis of assessment results. Challenges: Students inconsistently monitor their own progress using checklists, rubrics, exemplars, etc.). We also need a greater degree of rigor to promote an academically challenging learning environment during literacy lessons.

Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths: Administrators regularly build and sustain relationships to foster the success of students and staff; the principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices; a data-driven school leadership team is established with stakeholder representation and is focused on student learning; monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations; most support provided to teachers and other staff is targeted to individual needs; a school improvement plan has been developed using a data-driven and consensus-oriented process with in put from most plan stakeholders; the goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance; and the use of available resources to support continuous improvement is frequently monitored. Challenges: Improvement needs to be evident with more structures existing for staff to engage in shared decision-making and problem-solving.

Strengths and Challenges Based on Trends and Patterns
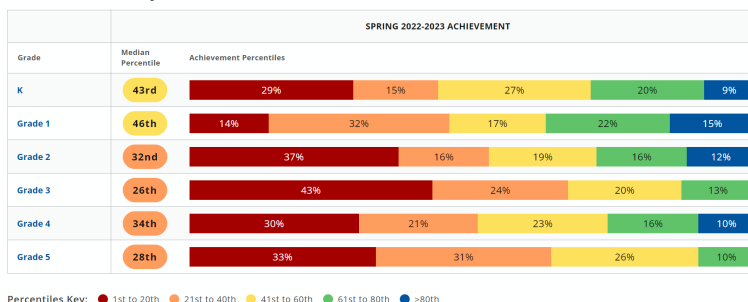
Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths: Professional learning needs are identified through a collaborative analysis process using a variety of data; administrators and teacher leaders regularly define expectations for the implementation of professional learning; adequate resources are in place to support and sustain professional learning; and monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely. Challenges: Improvement needs to be evident with more structures existing for staff to engage in shared decision-making and problem-solving.

Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths: The school has created an environment that welcomes, encourages, and connects family and community members to the school; most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented; numerous relationships and decision-making processes effectively build capacity for family and community engagement in the success of students; and the school regularly connects families to agencies and resources in the community to meet the needs of students. Challenges: The school needs to improve upon developing the capacity of families to use support strategies at home that will enhance academic achievement.

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths: Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented, and the school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school. Challenges: Students need to more consistently use tools to actively monitor their own progress, and more college and career readiness activities need to be implemented within the school.

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	According to Georgia Department of Education, one-hundred percent (348 of 348) of Scott Elementary School students qualify for free or reduced lunch eligibility. In addition, according to Infinite Campus data, 93 percent of students are not of White or Hispanic origin. With this data in mind, school staff need to focus on research-based strategies to help engage minority students (primarily Black or African American) from lower socio-economic backgrounds. Staff will need to learn background information and needs of students in order to deliver instruction in a manner that best fits the students' learning styles and socio-emotional needs. Students will need to experience and participate in lessons of cultural relevance. Student data will need to be continuously monitored by school leaders and teachers to identify student deficiencies and areas of growth.

Strengths and Challenges Based on Trends and Patterns

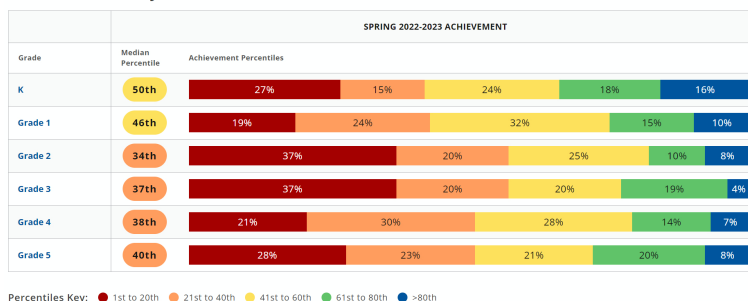|	
Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The achievement data for the Georgia Milestones Assessment reveals that students in grades 3-5 are performing at a comparatively higher level in math when compared with reading. The projected overall content mastery score for math is 46%, while the projected overall content mastery score for reading is 37%. The projected content mastery score for 5th grade Science is 48%. The following grade levels/content areas each have a projected content mastery weighted score of equal to or above 40%: 4th Grade ELA (40%), 5th Grade ELA (44%), 4th Grade Math (59%), 5th Grade Math (44%), and 5th Grade Science (48%). Third grade ELA (26%) and third grade Math (38%) have the lowest projected content mastery weighted scores. Similarly, the MAP assessment data shows a comparatively higher level of proficiency with math performance than reading performance for students in grades K-5. First grade demonstrated significant levels of proficiency and growth with both ELA and Math during the Spring 2023 assessment. Fifth grade also demonstrated growth with ELA and Math. Less than 50% of students in second (reading and math), third (reading and math), and fourth grade (reading only) met their MAP growth projection from FY23 fall to spring assessments. To summarize, reading and math achievement is still lacking among third grade students. First grade is showing significant growth with both ELA and Math assessment data. Fourth grade students are demonstrating a high level of proficiency in math when compared to prior years' performance. Please see below for FY23 Math MAP Assessment Data: Scott Elementary School Please see below for FY23 Reading MAP Assessment data: Scott Elementary School

Scott Elementary School

Grade	Median Percentile	Achievement Percentiles				
K	43rd	29%	15%	27%	20%	9%
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Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

Scott Elementary School

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Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

Strengths and Challenges Based on Trends and Patterns

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the **Identifying Need webinar** for additional information and guidance.

Strengths	NOTE: Scott Elementary School did not have enough English Language Learners to constitute a subgroup for the FY23 school year. For Students with Disabilities: Special Education staff (teachers and paraprofessionals) were able to provide Individual Education Plan (IEP) services to students with disabilities through a self-contained classroom setting, "push-in" instruction and support, and "pull out" instruction and support. This instruction and support included core content instruction, as well as social skills training and support. A Speech Language Pathologist was also on-site to administer speech and language testing, evaluations, and support. Regarding assessment data, 16% of Students with Disabilities scored "Proficient" for fifth grade Science, according to Georgia Milestones data. This percentage was an increase from the nine percent of Students with Disabilities that scored "Proficient" for fifth grade Science during the FY22 school year. In addition, 11% of Students with Disabilities scored "Proficient" for Math in grades 3-5, an increase of 3% from last year's total. During the FY23 school year, 21 Special Education students accounted for 133 of 595 total office referrals (including bus referrals). This total amounts to 22% of the total office referrals, a reduction from last year's total of 32%. For Economically Disadvantaged Children: One-hundred percent (348 of 348) of Scott Elementary students fit the Economically Disadvantaged student criteria. Therefore, strengths of the entire student population apply to this discussion. Based on Georgia Milestones Assessment Data, thirty-nine percent of students scored "Proficient" or "Distinguished" for fourth grade Math, thirty-four percent of students scored "Proficient" or "Distinguished" for fifth grade Science, twenty-four percent of students scored "Proficient" for fifth grade Math, and twenty-two percent of students scored "Proficient" in fifth grade ELA. The MAP assessment data shows a comparatively higher level of proficiency with math performance than reading performance for students in grades K-5. First grade demonstrated significant levels of proficiency and growth with both ELA and Math during the Spring 2023 assessment. Fifth grade also demonstrated growth with ELA and Math.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

> **Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.**

Challenges	NOTE: Scott Elementary School did not have enough English Language Learners to constitute a subgroup for the FY23 school year.
	For Students with Disabilities: During the FY23 school year, ninety-five percent of Students with Disabilities scored below "Proficient" for ELA in grades 3-5, according to Georgia Milestones data. Literacy performance among Students with Disabilities will be a high priority for the FY24 school year. In addition, all Special Education staff members are not trained in the MindSet Safety Management program.
	For Economically Disadvantaged Children: One-hundred percent (348 of 348) of Scott Elementary students fit the Economically Disadvantaged student criteria. Therefore, challenges of the entire student population apply to this discussion. Based on Georgia Milestones data, ninety-three percent of third grade students scored below "Proficient" in ELA, eighty-three percent of fourth grade students scored below "Proficient" on ELA, and eighty-nine percent of third grade students scored below "Proficient" in Math.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	To improve student academic performance with literacy and math, as measured by state and local assessments, as well as progress monitoring screeners that are administered throughout the school year.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Literacy performance will be the highest academic priority for the FY24 school year. More student learning deficiencies in reading are evident than math deficiencies based on FY23 assessment data.

Overarching Need # 2

Overarching Need	To improve student behavior during classroom instruction, transitions, and during all school functions, focusing specifically on reducing those incidents resulting in In-School Suspensions and Out-of-School Suspensions.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	

Overarching Need # 3

Overarching Need	To conduct parent engagement events that focus on collaboration between parents, staff, and students, while also equipping parents with resources to extend school-based learning while at home.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

> **Overarching Need - To improve student academic performance with literacy and math, as measured by state and local assessments, as well as progress monitoring screeners that are administered throughout the school year.**

Root Cause # 1

Root Causes to be Addressed	Students have learning gaps in literacy and math performance, lack the prerequisite skills needed for current grade level content mastery, and lack critical thinking skills.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	We plan to use our MTSS Coordinator and math and reading interventionists to develop and implement student-specific interventions for tier two and three response to intervention students. Technology-based interventions and progress monitoring can help scaffold the learning for content mastery.

Root Cause # 2

Root Causes to be Addressed	We need to deliver a higher-quality of rigor during our literacy lessons, creating a higher level of student engagement. Specifically, more opportunities for students to develop critical-thinking skills need to be implemented in order to increase student learning.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 2

Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders
	Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	We plan to increase higher-level questioning and the use of student-centered engagement strategies during Tier I instruction, leading to a greater degree of rigor during instructional blocks.

Overarching Need - To improve student behavior during classroom instruction, transitions, and during all school functions, focusing specifically on reducing those incidents resulting in In-School Suspensions and Out-of-School Suspensions.

Root Cause # 1

Root Causes to be Addressed	A higher quality of behavior management training and implementation is needed to improve student conduct during classroom and non-classroom settings, which includes Tier I instruction, transitions, recess, and lunch periods.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education
	School and District Effectiveness
	Title I - Part A - Improving Academic Achievement of Disadvantaged
	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders
	Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Root Cause # 2

Root Cause # 2

Root Causes to be Addressed	A greater degree of student engagement, accomplished by the delivery of more rigorous instruction, needs to occur at the Tier I level within our school to decrease the number of student disruptions.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Overarching Need - To conduct parent engagement events that focus on collaboration between parents, staff, and students, while also equipping parents with resources to extend school-based learning while at home.

Root Cause # 1

Root Causes to be Addressed	Families need to receive more supportive resources to assist students with the learning process while at home.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I, Part A - Parent and Family Engagement Program

Additional Responses	We plan to offer collaborative parent engagement meetings in which parents experience collaborative learning opportunities with their children, while also receiving instructional resources designed to extend the learning process while at home.

School Improvement Plan
2023 - 2024

Thomasville City
Scott Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Thomasville City
School Name	Scott Elementary School
Team Lead	Principal, To be announced
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside Title V, Part B

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	To improve student academic performance with literacy and math, as measured by state and local assessments, as well as progress monitoring screeners that are administered throughout the school year.
Root Cause # 1	Students have learning gaps in literacy and math performance, lack the prerequisite skills needed for current grade level content mastery, and lack critical thinking skills.
Root Cause # 2	We need to deliver a higher-quality of rigor during our literacy lessons, creating a higher level of student engagement. Specifically, more opportunities for students to develop critical-thinking skills need to be implemented in order to increase student learning.
Goal	For FY24, Scott Elementary School will increase the percentage of students meeting RIT growth projection by 5% in reading and math from Fall to Spring on the MAP assessment in each grade level using baseline data from FY23 MAP assessments.

Action Step # 1

Action Step	School leaders will provide professional development for teachers and support staff with a focus on individual needs, core content development, rigorous instructional strategies designed to meet state benchmarks, and literacy framework requirements.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Monitoring of lesson plans to include use of assessment data, classroom observations conducted with fidelity, post-observation conferences, and identification of professional learning needs.
Method for Monitoring Effectiveness	Lesson plan evaluation, classroom observation results, student assessment data results, and professional learning follow-up activities.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, Leadership Team
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Thomasville Center for the Arts, Boys and Girls Club, Rotary Club, YMCA, First Baptist Church Thomasville, Willow Head Missionary Baptist Church, Chik Fil A, Kiwanis International, and Thomasville/Thomas County Sports Academy.

Action Step # 2

Action Step	Teachers and students will monitor their performance data through designated teacher tracking processes to determine if goals are being met. In addition, teachers will conduct quarterly data conferences with students to analyze data, identify root causes for deficiencies, and develop action steps to improve achievement.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Teachers will use in-class data walls, files, and/or notebooks with students to establish performance goals and progress monitor. Data analysis sessions will also be conducted.
Method for Monitoring Effectiveness	Student achievement data from DIBELS, Exact Path, Common Assessments, MAP assessment data, and GMA assessment data.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, Leadership Team, MTSS Coordinator, Classroom Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Thomasville Center for the Arts, Boys and Girls Club, Rotary Club, YMCA, First Baptist Church Thomasville, Willow Head Missionary Baptist Church, Chik Fil A, Kiwanis International, and Thomasville/Thomas County Sports Academy.

2.1 Overarching Need # 1

Action Step # 3

Action Step	The school will provide additional human resources to support the teaching and learning process: a.) Provide an instructional coach to oversee, monitor, and assist with all instructional programs and teacher mentor programs, b.) Provide additional instructional support staff to assist with K-5 core content, including a Reading Interventionist, Math Interventionist, EIP Teacher, and a part-time (49%) contracted reading consultant, and d.) Provide a part-time (49%) MTSS Coordinator
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Performance/Job Description Evaluation Tool; time logs; observation tools; and assessment development and implementation.
Method for Monitoring Effectiveness	Observation results, student assessment data, and professional capacity evaluations
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, and MTSS Coordinator
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Thomasville Center for the Arts, Boys and Girls Club, Rotary Club, YMCA, First Baptist Church Thomasville, Willow Head Missionary Baptist Church, Chik Fil A, Kiwanis International, and Thomasville/Thomas County Sports Academy.

Action Step # 4

Action Step # 4

Action Step	The school will provide after hours tutoring/remediation sessions (after school and/or summer opportunities) in Math and Literacy to target students not meeting benchmark standards.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Staff scheduling, implementation of pre and post assessment data, implementation of curriculum resources to be utilized, and marketing the programs to parents.
Method for Monitoring Effectiveness	Pre and post assessment data results.
Position/Role Responsible	Principal, Assistant Principal, and Instructional Coach, Participating Teachers
Timeline for Implementation	Others : Semester

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Thomasville Center for the Arts, Boys and Girls Club, Rotary Club, YMCA, First Baptist Church Thomasville, Willow Head Missionary Baptist Church, Chik Fil A, Kiwanis International, and Thomasville/Thomas County Sports Academy.

Action Step # 5

Action Step	School leaders will schedule multiple events throughout the school year designed to improve the literacy culture and climate throughout the school and among key school stakeholders. These events include a Malcolm Mitchell-hosted Reading Rally attended by all students and staff and a Family Reading Night for guardians and students.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 5

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas; sign-in sheets; advertising of events on school website, social media, and message boards; and photos from events posted on school website and social media platforms.
Method for Monitoring Effectiveness	Student literacy assessment data and feedback from stakeholders and meeting attendees
Position/Role Responsible	Principal, Assistant Principal, Media Center Specialist, Parent Engagement Coordinator
Timeline for Implementation	Others : Semester

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Thomasville National Bank, Thomasville Center for the Arts, Boys and Girls Club, Rotary Club, YMCA, First Baptist Church Thomasville, Willow Head Missionary Baptist Church, Chik Fil A, Kiwanis International, and Thomasville/Thomas County Sports Academy.

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To improve student behavior during classroom instruction, transitions, and during all school functions, focusing specifically on reducing those incidents resulting in In-School Suspensions and Out-of-School Suspensions.
Root Cause # 1	A higher quality of behavior management training and implementation is needed to improve student conduct during classroom and non-classroom settings, which includes Tier I instruction, transitions, recess, and lunch periods.
Root Cause # 2	A greater degree of student engagement, accomplished by the delivery of more rigorous instruction, needs to occur at the Tier I level within our school to decrease the number of student disruptions.
Goal	A 20% reduction in FY24 office discipline referrals resulting in Out-of School Suspension and a 15% reduction in FY24 office discipline referrals resulting in In-School Suspension will occur when compared to FY23 office discipline referrals.

Action Step # 1

Action Step	Teachers and staff will be offered classroom management and disciplinary procedure professional development designed to improve student behavior in all school settings, clearly communicate expectations and procedures across all school settings, and clarify the behavior tracking process.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas and sign-in sheets.
Method for Monitoring Effectiveness	Monthly behavior data according to Infinite Campus reports.
Position/Role Responsible	Principal, Assistant Principal, Positive Behavior Intervention and Support (PBIS) Coach, and Instructional Coach
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Thomasville Center for the Arts, Boys and Girls Club, Rotary Club, YMCA, First Baptist Church Thomasville, Willow Head Missionary Baptist Church, Chik Fil A, Kiwanis International, and Thomasville/Thomas County Sports Academy.

Action Step # 2

Action Step	The Opportunity Room (for In-School Suspension and Time-Out) will focus on root causes of students' behavior and promote student self-reflection and development of a corrective action plan for classroom re-entry, while establishing clear expectations and protocols for student conduct while in the Opportunity Room.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Student artifact development (reflective questions, corrective action plan), and clearly stated Opportunity Room protocols.
Method for Monitoring Effectiveness	Monthly behavior data that shows the number of students who serve ISS or Time-Out, as well as the number of students who return to the Opportunity Room for ISS or Time-Out after completing the reflection questions and corrective action plan,
Position/Role Responsible	Principal, Assistant Principal, and Opportunity Room Teacher
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Thomasville Center for the Arts, Boys and Girls Club, Rotary Club, YMCA, First Baptist Church Thomasville, Willow Head Missionary Baptist Church, Chik Fil A, Kiwanis International, and Thomasville/Thomas County Sports Academy.

Action Step # 3

Action Step	The school will provide additional human resources to support student conduct and behavior: a.) Provide an instructional coach to oversee, monitor, and assist with classroom management strategies, b.) Provide a part-time (49%) MTSS Coordinator to assist with behavior interventions including check-in/check-out support, and d.) Provide at least one additional paraprofessionals to assist with behavior interventions for students with behavioral challenges.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Performance/Job Description Evaluation Tool; observation tools; post observation conferences
Method for Monitoring Effectiveness	Observation results and student behavior data from Infinite Campus
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, and MTSS Coordinator
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Thomasville Center for the Arts, Boys and Girls Club, Rotary Club, YMCA, First Baptist Church Thomasville, Willow Head Missionary Baptist Church, Chik Fil A, Kiwanis International, and Thomasville/Thomas County Sports Academy.

Action Step # 4

Action Step # 4

Action Step	The school will implement a fully-functionable Positive Behavior Intervention and Support (PBIS) program that provides students and staff with clear school-wide expectations, equips teachers and staff to provide positive incentives to students for meeting behavioral expectations, schedules quarterly PBIS events for students who meet behavior criteria, and provides staff members with opportunities to improve professional capacity with classroom management and school culture and climate leadership.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PBIS presentations, meeting sign-in sheets, scheduling of PBIS events, and PBIS expectation posters and graphics.
Method for Monitoring Effectiveness	Monthly referral data from Infinite Campus, student survey data, and PBIS walk-through evaluation data.
Position/Role Responsible	Principal, Assistant Principal, and PBIS Coach
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Thomasville Center for the Arts, Boys and Girls Club, Rotary Club, YMCA, First Baptist Church Thomasville, Willow Head Missionary Baptist Church, Chik Fil A, Kiwanis International, and Thomasville/Thomas County Sports Academy.

Action Step # 5

Action Step	Administrators will conduct re-entry meetings and/or Threat Assessment Care Team meetings with parents and students upon a student's return from an Out of School Suspension to discuss the root causes of the incident that led to the suspension, develop action steps and interventions to support the student as he or she returns to the classroom, and discuss ways that the parent or guardian can assist with improving the student's behavior and level of academic engagement.

Action Step # 5

Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting minutes and clearly outlined meeting agendas
Method for Monitoring Effectiveness	Behavior data from Infinite Campus
Position/Role Responsible	Principal, Assistant Principal, MTSS Coordinator, Guidance Counselor, and Threat Assessment Care Team.
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Thomasville Center for the Arts, Boys and Girls Club, Rotary Club, YMCA, First Baptist Church Thomasville, Willow Head Missionary Baptist Church, Chik Fil A, Kiwanis International, and Thomasville/Thomas County Sports Academy.

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	To conduct parent engagement events that focus on collaboration between parents, staff, and students, while also equipping parents with resources to extend school-based learning while at home.
Root Cause # 1	Families need to receive more supportive resources to assist students with the learning process while at home.
Goal	For the FY24 school year, SES will conduct a quarterly parent engagement event that focuses on collaboration between parents, staff, and students, while also equipping parents with resources to extend school-based learning while at home.

Action Step # 1

Action Step	School leaders will provide parents opportunities to meet with school leaders during or after school hours.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement
Method for Monitoring Implementation	Sign-In Sheets/Logs
Method for Monitoring Effectiveness	Student academic and behavioral data
Position/Role Responsible	Principal, Assistant Principal, Parent Engagement Coordinator
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Thomasville Center for the Arts, Boys and Girls Club, Rotary Club, YMCA, First Baptist Church Thomasville, Willow Head Missionary Baptist Church, Chik Fil A, Kiwanis International, and Thomasville/Thomas County Sports Academy.

Action Step # 2

Action Step	Staff members will use social media to connect with stakeholders, provide school information, and promote school activities.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement
Method for Monitoring Implementation	Development of social media posts and pictures, mass text messages, and Google Meet recordings.
Method for Monitoring Effectiveness	Meeting attendance reports, website visit reports, and student academic and behavioral data.
Position/Role Responsible	Principal, Assistant Principal, Parent Engagement Coordinator, and Media Center Specialist
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Thomasville Center for the Arts, Boys and Girls Club, Rotary Club, YMCA, First Baptist Church Thomasville, Willow Head Missionary Baptist Church, Chik Fil A, Kiwanis International, and Thomasville/Thomas County Sports Academy.

Action Step # 3

Action Step	The school staff will include a part-time Parent Engagement Coordinator.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Documentation of parent events, rosters, agendas, meeting minutes, Job Description/Evaluation form
Method for Monitoring Effectiveness	Summative evaluation, meeting attendance reports, and student academic and behavioral data
Position/Role Responsible	Principal, Assistant Principal, Parent Engagement Coordinator
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Thomasville Center for the Arts, Boys and Girls Club, Rotary Club, YMCA, First Baptist Church Thomasville, Willow Head Missionary Baptist Church, Chik Fil A, Kiwanis International, and Thomasville/Thomas County Sports Academy.

Action Step # 4

Action Step	The school will conduct a minimum of four Parent Engagement Night Meetings (counting Open House) that focus on parent/student collaborative activities, providing parents with instructional resources to extend the learning process at home, core curriculum and content, assessment data, behavior strategies, and parent engagement opportunities.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Systems	Family and Community Engagement
Method for Monitoring Implementation	Sign-in sheets, agendas, newsletters, flyers, social media posts, surveys, and pictures of marquee board and front office message screen.
Method for Monitoring Effectiveness	Meeting attendance reports and student academic and behavioral data.
Position/Role Responsible	Principal, Assistant Principal, Parent Engagement Coordinator, and Instructional Coach
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Thomasville Center for the Arts, Boys and Girls Club, Rotary Club, YMCA, First Baptist Church Thomasville, Willow Head Missionary Baptist Church, Chik Fil A, Kiwanis International, and Thomasville/Thomas County Sports Academy.

Action Step # 5

Action Step	The school will conduct monthly All-Pro Dad meetings to promote guardian/student collaboration on academic and character building topics and encourage extended learning at home. The meetings are also designed to strengthen parent/guardian partnerships with school leadership and staff.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	QR code sign-In documentation, meeting agendas, All-Pro Dad curriculum documents, and photos of meetings posted to website and social media.
Method for Monitoring Effectiveness	Attendance data and parent/guardian feedback via surveys
Position/Role Responsible	Principal, East Side Baptist Church Leadership and Volunteers
Timeline for Implementation	Monthly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Thomasville Center for the Arts, Boys and Girls Club, Rotary Club, YMCA, First Baptist Church Thomasville, Willow Head Missionary Baptist Church, East Side Baptist Church, Chik Fil A, Kiwanis International, and Thomasville/Thomas County Sports Academy.

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	Scott Elementary School conducted meetings to receive input from teachers and staff, parents, and community stakeholders. A stakeholder presentation was conducted on April 27, 2023 at 3:45 PM, and stakeholders completed the Data Collection Analysis sections in small groups. Leadership team meetings, parent and student surveys, and staff surveys were also used to solicit feedback. Each grade level and department created a Data Collection Analysis document as a team. The results of these documents were compiled into a composite score to drive the ratings of the Data Collection Analysis section of the CNA report.

2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	Although Thomasville City Schools is a waiver district (requiring only a Bachelor's Degree for employment as a teacher), most teachers at Scott Elementary School are serving with in-field credentials. The teachers' qualifications are ensured by their certificates as documented by the Georgia Professional Standards Commission. In addition, all teachers are evaluated using the TKES evaluation system and provided with professional development and feedback based on any observed deficiencies. An Instructional Coach is also utilized to provide individualized support to teachers in the areas of classroom instruction, data review strategies, planning, and classroom management.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	The subject areas being addressed are ELA, Reading, Math, Science, and Social Studies with a stronger emphasis on literacy, particularly in grades Pre-K-2. We use data frequently to monitor student performance and assign academic interventions. We also use Title I funding to provide an Instructional Coach that oversees the data and helps assign remediation strategies as needed. Teacher leaders in every grade level and content area consistently examine data and work with their grade level teams and Instructional Coach to provide assistance for students. A part-time MTSS Coordinator works with teachers and staff on identifying those students who need added support, developing intervention plans that best address students' deficiencies, implementing these interventions with fidelity, and making data driven decisions and plan amendments based on the intervention data. We also employ reading and math interventionists that provide research based interventions to students needing Tier 2 or 3 math and/or reading support. A part-time reading specialist also works with students in grades Pre-K-2. An Early Intervention Program (EIP) teacher will also provide reading assistance to students in all elementary school grades. Scott Elementary School attempts to maintain relatively small class sizes for those students in need of remediation. Teachers carry out remediation for students in the tier process, as well as for other students needing support. Finally, Scott Elementary School conducts after

	school tutoring at least once during the school year in order to provide students with remediation opportunities.

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	NA

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Pre-K teachers will meet at least once a semester with Kindergarten teachers for vertical planning. Pre-K assessments will be used to gather data and begin remediation strategies before students enter Kindergarten. The Pre-K Site Director will meet with the District Pre-K Director at least quarterly to review Pre-K guidelines, student data, and evaluate the overall effectiveness of the Pre-K program.

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Not applicable

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	A PBIS team will meet monthly to review discipline data and trends and discuss alternative strategies for students missing instructional time due to disciplinary action. The school will follow the PBIS framework to focus our attention on reinforcing positive behaviors and utilize interventions as alternatives to In-School and Out-of-School Suspension. Throughout the school year, faculty and staff will receive classroom management professional development to apply in both instructional and non-instructional settings. In addition, the Opportunity Room instructor will focus on implementing strategies designed to identify root causes of student behavior, promote student self-reflection, and develop a corrective action plan following a student's removal from the classroom setting. Finally, administration and teachers will conduct re-entry and Threat Assessment Care Team meetings after a student received an Out-of-School Suspension or has displayed a pattern of disruptive behavior.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	The Scott Elementary School FY24 School Improvement plan aims to address three major areas that are key to our school's success: student academic achievement, student behavior and conduct, and parent engagement practices. To make progress in these areas, an emphasis on building professional capacity to deliver more rigorous and engaging lessons and implementing more effective classroom management practices across all school settings will be evident. A greater degree of collaboration will exist among teachers and administrators during decision-making processes during which solutions to student academic and behavioral achievement and parent engagement challenges are discussed. School leaders will also implement a clearly defined chain of command protocol for parents and guardians to contact teachers with concerns and questions. Finally, school leaders and staff will continue to create opportunities for parents and guardians to become actively involved with their child's education, including volunteer opportunities, parent-teacher conferences, parent engagement meetings and events focused on student/parent collaboration and extended learning resources, and student re-entry meetings.

School-Parent Compact for Achievement

2023-2024

Revised 5/30/2023

W. FRED SCOTT, SR. ELEMENTARY SCHOOL

Mr. Nathan Espy, Principal
100 N Hansel Street
Thomasville, GA 31792
(229)225-2631

What is a School-Parent Compact?

Our School-Parent Compact for achievement is an agreement that parents, students and teachers develop together to make sure all our students reach grade-standards.

Effective Compacts:

- *Link to goals of the school improvement plan.*
- *Focus on student learning skills*
- *Share strategies that staff, parents, and students can use.*
- *Explain how teachers and parents can communicate about student progress.*
- *Describe opportunities for parents to volunteer, observe, and participate in the classroom.*

Jointly Developed

The parents, students and staff of W. Fred Scott, Sr. Elementary School developed this School-Parent Compact for academic achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the Compact. Parents are welcome to provide suggestions at any time. We value your feedback!

Communication

W. Fred Scott, Sr. Elementary School is committed to two-way communication with families about student learning. Some ways you can expect us to communicate with you are:

- *Parent-Teacher Conferences where the school-parent compact shall be discussed as it relates to the individual child's achievement.*
- *Provide frequent reports to parents on their child's progress.*
- *Provide reasonable access to staff.*
- *Provide information through the use of the School Marquee, Website, Emails, Calls, Text Messages, Mailings, Newsletters, and Event Flyers.*

Building Partnerships

W. Fred Scott, Sr. Elementary welcomes parental and community partnerships. If you would like to volunteer, participate and/or observe in the classroom, please contact Ms. Levada Laing, Parent Engagement Coordinator at laingl@tcitys.org or (229)225-2631

Our 2023-2024 Goals for Student Achievement

District Goals:

- Increase Math and ELA skills, test scores and the graduation rate.

School Goals

- Increase the percentage of students RIT score growth projection by 5% in Reading and Math from fall to spring on the Measures of Academic Progress (MAP) assessment in each grade level using baseline data from FY23 MAP assessments.

    K-1
    Letter sound and sight word recognition, reading and constructing simple sentences
    Number recognition & fact fluency

    2-3
    Writing complete sentences, vocabulary and comprehension skills
    Addition, subtraction, multiplication, and division fact fluency and application, and solving word problems

    4-5
    Reading comprehension, compare paired text, and writing to explain
    Multi-digit multiplication and division, geometry and measurement

Teachers, Parents, and Students—Together for Success

Teachers will...

- Provide ways to help assist their children with building their math and reading skills at home.
- Make sure parents receive information about their child's progress, school events, and ways to become more involved.
- Provide support, intervention and acceleration as needed for students by utilizing data obtained through formal and informal assessments.
- Provide parent participation opportunities to build a partnership with parents and students.

Families will...

- Assist with given practice and other homework needs that they might have.
- Support the child's learning through participating in suggested "home activities"
- Visit recommended websites, utilize any at home programs provided by the school and check my child's progress regularly.
- Read to and read with their child daily.
- Attend scheduled conferences.
- Make sure my child attends school regularly and on time.

Students will...

- Try their very best to adequately show what they know on test, assignments and checkpoints.
- Complete all work in a timely manner and read at least 30 minutes every day.
- Visit math, reading and language arts websites at home.
- Seek additional help in math and reading by attending afterschool/recess/specials tutoring when offered and apply what I learn to my everyday school work.

W. Fred Scott, Sr. Elementary School

Parent Engagement Policy

2023-2024

Our __vision__ is to be a high-quality educational program for students in PreK-5 that develops the whole person through a curriculum that aligns with the Georgia Standards of Excellence and fosters the social emotional development of every child.

Our __mission__ is to provide high quality learning experiences that focus on collaboration, creativity, problem-solving, and critical thinking to prepare students for 21st Century careers.

Revised on May 30, 2023

W. Fred Scott, Sr. Elementary School Parent Engagement Policy

School Year 2023-2024

Principal, Nathan Espy

100 N. Hansell Street Thomasville, GA 31792

229-225-2631   ses.tcitys.org

What is Title I?

W. Fred Scott Elementary School is identified as a Title I school as a part of the Elementary and Secondary Education Act of 1965 (ESEA). Title I is designed to support State and local school reform efforts to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support parental engagement and must jointly develop a written parent engagement policy. The policy establishes the school's expectations for parent engagement and describes how the school will implement a number of specific activities.

This is a plan that describes how W. Fred Scott, Sr. Elementary will provide opportunities to improve parent engagement to support student learning that is incorporated into the school's plan submitted to the Local Education Agency (LEA).

Parent Engagement Defined

Parental engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in this plan

The Plan for Shared Student Achievement

How is it developed? Scott Elementary School welcomes parent and family input and comments at any time regarding the plan. All feedback will be used to revise the plan for next year. The school's leadership team will conduct a needs assessment annually to determine the focus areas to be addressed for continued success of its educational program. Opportunities to provide feedback on the plan and the suggestions for the use of parent engagement funds are made available on the school's website, during input meetings, and parent surveys.

Where is it available? W. Fred Scott, Sr. Elementary is striving for effective initial communication. The policy is available at all parent engagement meetings, SES website under the Parent Engagement page. Copies of the policy will be distributed to parents of students enrolled at W. Fred Scott, Sr. Elementary.

School-Parent Compacts

As a part of this plan, Scott Elementary will jointly develop a school-parent compact, which is an agreement between parents, teachers/staff members, and students that is linked to the school improvement plan and explains how parents and teachers/staff members will work together to describe each party's commitment to make sure all our students reach grade-level standards.

Compacts will be reviewed and updated annually based on feedback from parents, students, and the community. School-parent compacts are housed at homes and SES. Parents will sign verification forms of notice of receiving the updated compacts annually.

District Goals:
1. Increase math and ELA skills, test scores and graduation rate.
2. Improve external communication and stakeholder's perceptions of the schools and district.

School Goals:

Throughout the 2023-2024 school year:

1. For FY24, SES will increase the percentage of students meeting RITscore growth projection by 5% in reading and math from Fall to Spring on the Measure of Academic Progress (MAP) assessment in each grade level using baseline data from FY23 MAP assessments.
2. A 20% reduction in FY24 office discipline referrals resulting in Out-of School Suspension and a 15% reduction in FY24 office discipline referrals resulting in In-School Suspension will occur when compared to FY23 office discipline referrals.
3. For the FY24 school year, SES will conduct a quarterly parent engagement event that focuses on collaboration between parents, staff, and students, while also equipping parents with resources to extend school-based learning while at home.

Reaching Out

Scott Elementary will take the following measures to promote and support parents and family members as an important foundation of the school in order to strengthen the school and reach our school goals. We will:

- Ensure that all information related to school and parent and family programs and meetings, and other activities is written in languages parents and families can understand.
- Provide assistance and information to teachers, pupil services personnel, principals, and other staff members by educating staff in the value and importance of parent and family contributions presented quarterly at a faculty meeting by the Parent Engagement Coordinator.
- Partner with early childhood programs, middle and high schools, college and career ready resources or organizations, parent resource centers, or other programs (as applicable) to help prepare parents and their children for successful school transitioning.
- Communicate with all families and the community on a regular basis regarding school wide events and activities, through phone messages, social media, and flyers.
- Provide necessary materials and handouts for parents at conferences, meetings, and activities to help parents work with their child to improve their child's achievement.
- Collect feedback from parents and family members at all events by distributing input cards and posting a suggestion form on the school website.
- Provide a monthly school newsletter that is distributed to parents and families and posted on the websites, text alert, and school and distributed to all students to take home.
  - Timely information will be highlighted in the newsletter such as upcoming parent meetings & academic nights, school events, school information, school calendar, assessments, etc.
- Invite parents and families to volunteer at Scott Elementary School.
  - Provide a short training.
- Host events to build capacity for strong parent and family engagement to support a partnership among the school, parents, families, and the community to improve student success during flexible times throughout the day.

Keeping You in the Know!

Annual Title I Meeting: At the start of the school year, the principal shares the Title I requirements annually with all interested stakeholders as well as the school improvement plan, parent engagement policy and school-parent compact. Requirements of Title I, Part A are explained to parents and families at the Annual Meeting each school year

Individual student assessment results and interpretation of those results—The school is responsible for disseminating test information to parents and families. Reports will be available for parents and families as soon as the state provides. Individual conferences are scheduled as needed. Feel free to schedule a conference.

A description and explanation of the school curriculum – Scott Elementary School provides parents and families with a student handbook at the beginning of the school year. An explanation of the school curriculum is included. Workshops, letters, pamphlets, etc. are used to aid in understanding state standards —- found in the front lobby of the school. Curriculum Nights (Math, Science, and Literacy Night) give parents and families a hands-on look at what the state curriculum means to their child.

Assessments used to measure student progress and proficiency – Teachers, the academic coach, and the school administration explain the school's assessments and proficiency levels to parents and students at school and all parent and family meetings. Report cards and progress reports keep parents informed. Two ways communication is solicited. Teachers and staff offer detailed explanations, when needed—and are just a text, phone call. e-mail, or note away. The faculty and staff help parents and families as they monitor their children's progress through parents' preferred means. Student progress and proficiency are discussed at regular parent and family meetings.

Opportunities for parents and families to formulate suggestions, share experiences with other parents and families and participate, as appropriate, in decisions relating to the education of their children – Opportunities are made available throughout the school year at the parent and family meetings and/or workshops. Parents and families are encouraged to share ideas and participate in discussions.

Ways to participate in decisions affecting their child are explained to parents and families in an ongoing fashion. Parents and families are encouraged to become involved in their child's education. Parent/teacher conferences, texting. e-mails and phone calls are highly recommended.

Infinite Campus Parent Portal and SLDS Portal: Through this system, parents are provided immediate electronic access to summative test scores, attendance records, and Standardized test data. In addition, parents have educational resources and web resources to match the content standards. Parents need an individualized username and password to access their child's data. Access may be given by contacting: Kim James (jamesk@tcitys.org)

Access to Staff: Email your child's teacher, principal, or guidance counselor for ways we can help you.   Inquire about all the ways to participate in your child's classroom. We strive to limit interruptions during the instructional day. Please schedule a classroom visit in advance with classroom teachers. For specific concerns about your child in his or her classroom, please contact your child's teacher before contacting a school administrator.

Parent Engagement Activities and Events

Back-to-School Open House: This event is planned to help our families get off to a great start at SES. Each classroom is open where a meet-and-greet is held to help parents orient themselves to the rituals and routines of a new school year with a new teacher. In addition, important information about the schedule, curriculum, and expectations are shared.

Annual Title I Meeting where parents are given an explanation of the Title I program and their right to be involved in their children's education. Announcement of the Annual Meeting is done on the school marquee, paper school newsletter, parent school-wide text alert, school social media page, and school website.

Parent Conference Meetings: These are designated parent conference nights scheduled after each grading period in order to receive timely information about the curriculum and individual assessment results compared to proficiency levels. Parents will leave the conferences empowered to better assist their child with specific strategies, websites, and at home activities to improve their child's achievement.

Family Literacy Night: The purpose of a Family Literacy Night is to provide important information about children's literacy development and share research-based strategies that can be easily implemented by parents at home with ANY piece of text.

Family STEM Night: This is an evening of hands-on science, math, and engineering activities for students and families to complete together. The event includes a range of activities covering different STEM topics and connections to exciting STEM careers.

Level Up: Next Grade Level Orientation: In May, a Level Up Day is held to inform parents on how to prevent the summer slide. Our preschool parents are invited to participate to support activities and strategies that can be used in their programs. For our fifth-grade parents, an orientation to the middle school is offered. In addition, individual school tours and orientations are available upon request.

Help! We Want Your Input!

We want your input. Please take this document and make suggestions below or on the document itself. We want to improve Parent and Family Engagement at Scott Elementary School. Let us know how WE can do a better job. If there is any part of this plan/policy that you feel is not satisfactory with the students' and the school's goals for academic achievement, please provide us with your comments below. We need to hear from you about what we can do to improve your child's education.

Check below how we can do that best:

___ I would like a conference with my child's teacher.

___ I need more information about what my child is learning this year.

___ I want to know how Title I money is being spent on my child's education.

___ I would like to make the following suggestion regarding how Title I money is spent:

Other_____

_____

_____

My name is_____

Phone_____

Email_____

Return to your child's teacher.

Return this document to your Parent Engagement Coordinator (Ms. Levada Laing) or to the school office.