



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

DIVISION OF  
SCHOOL & DISTRICT  
**EFFECTIVENESS**  
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

# SCHOOL IMPROVEMENT PLAN

## Scott Elementary School

GEORGIA DEPARTMENT OF EDUCATION  
DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS  
**Advancing Leadership | Transforming Schools**

**NAME OF SCHOOL/PRINCIPAL:**

**W. Fred Scott Elementary Schools/ Brian Beaty, Principal**

**NAME OF DISTRICT/SUPERINTENDENT:**

**Thomasville City Schools / Sabrina Boykins-Everett, Superintendant**

*SIG School*    *Priority School*    *Focus School*    *Title 1 School*    *Targeted Assistance Title 1 School*    *Non-Title 1 School*  
 *Opportunity School*

**SIGNATURES:**

Superintendent \_\_\_\_\_ Date \_\_\_\_\_

Principal Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_

Title 1 Director \_\_\_\_\_ Date \_\_\_\_\_

(Title 1 Schools only)

# School Improvement Plan

## 2016-2017

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**2016-17 Scott Leadership Team**

Name	Position	Signature
Brian Beatty	Principal	<i>Brian Beatty</i>
Carie Young	Literacy Coach	<i>Carie M. Young</i>
Elizabeth Copps-Frick	Guidance	<i>B. Gainous</i>
Brittany Gainous	Kindergarten	<i>Lori Walker</i>
Lori Walker	1 <sup>st</sup> Grade	<i>Levada Laing</i>
Levada Laing	2 <sup>nd</sup> Grade/PIC	<i>Samantha Green</i>
Samantha Green	2 <sup>nd</sup> Grade	<i>Angela Tillman</i>
Angela Tillman	3 <sup>rd</sup> Grade	<i>Pamela Gardner</i>
Pamela Gardner	4 <sup>th</sup> Grade	<i>Rebecca Tabb</i>
Rebecca Tabb	5 <sup>th</sup> Grade	<i>Julie Spence</i>
Julie Spence	PreK	<i>Krista Dance</i>
Krista Dance	Special Education	<i>Julie Brewster</i>
Julie Brewster	Media Specialist	

**SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

Increase the number of students scoring proficient or higher on the EOG in ELA, Math, Science and SS from 19.4% to 25% by the end of the 2016-17 school year.

Georgia School Performance Standard	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
		Artifacts	Evidence		
Instructional 1	<p>Staff an Instructional Coach</p> <p>Staff an Instructional Support Paraprofessional</p> <p>Contract a tutor for the lower grades reading. Tutor will monitor the SRA program and teach reading with targeted students in small groups.</p> <p>FIP Initiative Teachers will continue to implement and fine tune Formative Instructional Practices (FIP) in daily classroom use such as the use of student data notebooks for students to take ownership in their learning, ongoing PL, working with learning targets and develop a strong assessment plan for the classroom</p> <p>Develop a benchmark/formative assessment system for ELA, math, science and social studies to monitor student progress to differentiate instruction.</p> <p>Increase Rigor and Relevance through Arts Integration, Quad D Lessons and other best practices. Provide ArtsNow training for teachers(On-site and Foundational/ Advanced Training at ArtsNow) Form Vertical Teams for ELA and Math that will meet monthly to discuss data and implementation of interventions.</p>	<p>Daily Logs, PL plans /agendas Weekly reports, SRA check-outs, DIBELS assessment results, timesheets Walk-Through reports, data notebooks, LPs Posted relevant learning targets, teacher commentary on student work. Benchmark Assessments</p>	<p><b>School Leaders Demonstrate:</b> Knowledge of best practices and standards; how to develop and facilitate program effectiveness.</p> <p><b>Teachers Demonstrate:</b> Knowledge of best practices, clear learning targets and assessment plans;</p> <p><b>Students Demonstrate:</b> Understanding of what foundational skills they possess and what skills they are not proficient in and can set attainable goals</p>	<p>Scheduled conferencing with support staff with Principal and or LC; monitoring monthly time logs; Analyzing weekly reports; Frequently monitoring student progress through test data.</p> <p>Student Data Notebooks Checkpoints(Teachers will submit a sample of their student notebooks from each HR)</p>	<p>\$8,000/Title I</p> <p>\$0</p> <p>\$0</p> <p>\$20,000/Title I Training and Staff Development 5,000/Title I Art Supplies to be used in Content classes</p> <p>\$0</p>

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Georgia School Performance Standard	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
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Assessment 3, 4 Professional Learning 4	<p>Teachers will meet every Tuesday for Professional Learning to plan for Arts Integration, FIP, other best practices and to review data to differentiate instruction and set goals.</p> <p>Target the bottom quartile of students and develop a plan to move them forward.</p> <p>Teachers and Administrators Staff will develop school-wide Arts Integration LPs, units, curriculum maps and pacing guides. These units will incorporate rigor and relevance through the arts and other research based practices that foster 21<sup>st</sup> Century Skills and student engagement.</p>	<p>Agendas, minutes and sign in sheets, copies of presentations, LPs, Data wall</p> <p>Identified list of students, LPs that show differentiation for these students; school-wide action plan</p> <p>Agendas, sign in sheets, LPs, Unit Plans and Curriculum Maps</p>	<p>Improved teacher evaluations through TKES; improved assessment data on EOG, SLOS, teacher assessments; more evidence of students being engaged in learning, teachers engaged in teaching;</p> <p>Increase in student performance; narrowing the gap</p> <p>Increased student engagement; increase of high order thinking skills; increase student achievement on assessments; Ts, Adm know the importance of curriculum maps and can articulate consistent understanding of rigor and relevance that guide common expectations.</p>	<p>Admin and Leadership team will monitor teaching practice through observations, walkthroughs and leading meetings to ensure action/strategies are being carried out. Admin will provide feedback on LPs and observations.</p>	<p>\$0</p> <p>\$0</p>

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<p>Instruction 4</p> <p>Assessment 1,2</p> <p>Planning and Organization 6</p>	<p>Implement a daily strategic intervention block in grades K-5 to remediate and accelerate students in reading and math.</p> <p>Administrators and teacher leaders monitor implementation of the curriculum through ongoing data walks throughout the year to ensure consistency within and across classrooms, grade levels, and subject areas relative to all GA Standards of Excellence.</p>	<p>LPs, Schedules,</p> <p>Targeted walk planning forms; leadership team meeting agendas; Documentation of data analysis; Schedule of Focus Walks; sign-in sheets, IC observation notes/collected data</p>	<p><b>School Leaders Demonstrate:</b> Knowledge of best practices and standards; how to develop and facilitate program effectiveness.</p> <p><b>Teachers Demonstrate:</b> Knowledge of best practices, clear learning targets and assessment plans; Leadership and teachers can communicate strengths and weaknesses identified during walkthroughs.</p> <p><b>Students Demonstrate:</b> Understanding of what foundational skills they possess and what skills they are not proficient in and can set attainable goals. Increase critical thinking and problem solving skills</p>	<p>Admin and Leadership team will monitor teaching practice through observations, walkthroughs and leading meetings to ensure action/strategies are being carried out. Admin will provide feedback on LPs and observations.</p> <p>Focus Walks will be conducted by the Leadership Team between meetings and reporting back to next leadership team meeting.</p>	<p>\$7,225/Title I – Hand Held Devices</p> <p>\$0</p>

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Assessment 5 Instruction 2, 7	<p>DIBELS, a universal screening/progress monitoring tool will be used to identify/track students who are in need of reading and math intervention. STAR and Istation will be used to monitor Lexile Growth</p> <p>Istation, an online tool used for math and reading assessment and instruction, will be implemented school wide(Tier I) and used in the RTI process.</p> <p>Saxon Math curriculum and IXL will be implemented daily and monitored with fidelity. Saxon pallets will be used to differentiate instruction.</p> <p>Teachers will utilize BrainPop: an online resources that provides interactive lessons, printed materials, videos, and assessments for math.</p> <p>Kindergarten will use ESGI, an online platform for reading assessment, instruction and management.</p> <p>Headpones and computer accessories to be used with Istation, Renaissance math and other educational programs.</p> <p>SRA and Spelling Mastery will complement our reading goals by providing additional instruction in spelling and reading fluency in grades K-2.</p> <p>Conduct after school and Summer Tutoring</p>	<p>Diagnostic assessments</p> <p>Benchmark assessment</p> <p>DIBELS</p> <p>STAR &amp; AR Reports</p> <p>Program Assessment reports</p> <p>Progress Monitoring</p> <p>Lesson Plans</p> <p>Data Note Books</p> <p>Data Room</p> <p>Program User Report</p>	<p>Teachers can explain how data supports the differentiated instruction.</p> <p>Increase in student achievement in math, reading, ELA, science and math on summative and formative assessment.</p>	<p>Programs will be monitored weekly by LC and Principal; data reports are printed monthly and share with the Leadership Team to ensure they are all being used with fidelity. Data reports are also used every two week in data meeting with LC to set goals and adjust instruction as needed.</p>	<p>\$5,066/Title I – DIBELS Rd and Math</p> <p>\$8,000/Title I – Istation Reading</p> <p>\$2,500/Title I Accelerated Reader</p> <p>\$5000/Title I – Saxon Math</p> <p>\$2,2500/Title I – IXL Math</p> <p>\$2,095/Title I – Brain Pop</p> <p>\$552/Title I - ESGI</p> <p>\$2,250/Title I – 150 headphones</p> <p>\$2,563/Title I – SRA Workbooks</p> <p>\$1,500/Title I – Spelling Mastery</p> <p>\$2,250 Title I – Headphones</p> <p>\$7,225/Title I Ipads</p> <p>\$6,000/Title I</p>

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Georgia School Performance Standard	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
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Instructional 2, 3 Assessment 2	Teachers and administration will focus on reading and writing across all grade levels and all content areas. Ongoing PL and developing a framework for a culture of literacy will support this practice.	Agendas, Sign in Sheets, PL Presentation Materials, LPs	Classroom observations, formative and summative assessments	Leadership Team, LC and Principal will monitor through formal and informal classroom observations and periodic meetings with staff.	\$2,053/Title I - Studies Weekly (K-4)
	Gallopade Social Studies workbook will be used to support social studies in reading standards.				
	Go Math! will be implemented in K - 5 <sup>th</sup> grade as a math curriculum.				
Instructional 2, 3	Increase reading and hands on learning in science classrooms with Delta Science Modules and Project Lead the Way STEM science kits.	LPs, student work in workbooks	Increase in Formative and Summative Assessment Data	Go Math will be monitored by the Principal and LC for its implementation with fidelity.	\$700/Title I – Gallopade Social Studies Workbooks and online resources
Instructional 2, 3		LPs	Increase student engagements and understanding of reading and science, summative and formative assessment data	Principal and LC will monitor LPs, and conduct classroom observation to ensure the kits are being used as prescribed.	\$6,537/Title I – Go Math!
Instructional 2, 3					\$5,000/Title I –Delta Science Kits & PLTW kits



**SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

Scott Elementary will develop a more clear line of communication between the school, teachers and parents. Parent involvement in school related activities will increase by 20% by the end of the 16-17 school year.

Georgia School Performance Standard	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
		Artifacts	Evidence		
<p>Family and Community Engagement 3, 4</p> <p>Family and Community Engagement 1</p> <p>School Culture 1, 2 and 3</p>	<p>Staff a part time Parent Involvement Coordinator</p> <p>Teachers communicate clear grade level expectations such as current achievement, curriculum, and attendance record.</p> <p>Host school-wide/grade level workshops to encourage family support of academic and other school-wide initiatives, i.e. Georgia Standards of Excellence Workshops (Literacy and Math), PBIS, Test-Taking Strategies, homework help, science, writing, study skills, etc.</p> <p>Provide additional opportunities for family participation (Open House, PTO Meetings, Family Engagement Nights, Book Fairs, Student Performances, Parent-Teacher conferences, student recognition programs, Grandparent's Day, Muffins for Moms, Donuts for Dads, fundraisers, IEP/504 meetings, classroom volunteers, Parent Leader Committee, Fall Carnival, etc.)</p>	<p>Schedules; LPs</p> <p>Parent sign-in forms Agendas/Programs, surveys, Pictures, Newsletters/Flyers, Home-School Folder</p>	<p>School Leaders Demonstrate:</p> <p>Teachers Demonstrate:</p> <p>Students Demonstrate:</p> <p>Parent can explain how the school keeps parents informed.</p> <p>Parents articulate how they can reinforce skills and concepts at home.</p> <p>Increased participation at workshops/parent engagement sessions.</p>	<p>PIC will submit monthly logs to Principal</p> <p>PIC and Principal will monitor and implement parent programs and attendance with surveys and gather feedback from parents, teachers and students.</p>	<p>\$500 - Postage</p> <p>Parent Materials, Take-Home practice books, Colored Paper, Copier, Ink cartridges, Refreshments, Materials/ supplies for activities</p> <p>Paper, Ink cartridges, printed materials, books</p> <p>\$800/Title I</p>

**SMART GOAL #3(Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

80% of the student population will miss less than 6 days of school by the end of the 16-17 school year.

Georgia School Performance Standard	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
		Artifacts	Evidence		
School Culture 5	Provide incentives for students and parents who maintain strong attendance. Students will track their own attendance in homerooms, rewards will be given monthly for high attendance.	Attendance report/ classroom displays	Student will show increases in academics and increases in attendance. Students will understand the importance of coming to school regularly as it affect their education.	Monitored by Principal and Guidance Counselor. We will analyze monthly reports and provide monthly rewards and incentives.	\$500 rewards/ School fundraiser account
School Culture 4	Implement a mentor program where students are assigned an adult in the building for counseling, mentoring, advising to enhance personal growth and development of students	Assignment Roster, Guidance Reports from Teachers	Increase in student attendance, engagement, achievement, and decrease in discipline problems	Quarterly reports will be compiled to assess students behavior and to document that teachers are meeting frequently with students and making a positive impact.	

## Professional Learning Plan to Support School Improvement Plan

Professional Learning Strategy to support achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
<p><b>PD Focus: Instructional Planning – Effective strategies to build capacity in providing differentiated and rigorous learning.</b></p> <p>IC will conduct grade-Level team meetings on the 1<sup>st</sup> and 3<sup>rd</sup> Tuesdays of the month to create, review, and/or plan:</p> <ul style="list-style-type: none"> <li>• Methods for Developing Curriculum maps and pacing guides</li> <li>• Methods for Developing Effective Unit &amp; Lesson Planning</li> </ul> <p>IC will provide PL on effective planning and implementation of rigorous lessons through use of QUAD D and critical thinking type lessons.</p> <p>ArtsNow will be used with some PL to advance the use of rigor and critical thinking through an intergration of the Arts within the classrooms.</p> <p>A review of FIP will be used during this PL to ensure that integration of the core</p>	<p>September 6, 2016 – May 19, 2016</p>	<p>\$0</p>	<p>IC Principal</p>	<p>IC &amp; Principal will observe implementation of instructional practices during classroom instruction.</p> <p>Leadership team will analyze walk through data.</p> <p>IC &amp; Principal will monitor student work and assessment for rigor.</p> <p>IC &amp; Principal will analyze lesson plans for implementation of formative instructional practices (FIP)</p> <p>Principal will monitor implementation and planning of effective Arts Integrated Lessons.</p>	<p>Sign in sheets, agendas</p> <p>IC develops post training survey for feedback.</p> <p>Lesson plan reviews</p> <p>Student work</p> <p>Develop and deliver training sessions on differentiated strategies and analyzing rigor.</p> <p>Walkthroughs &amp; focus walks</p> <p>Quarterly unit plans</p>

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<p>components are included in the teachers planning of curriculum maps, formative assessments, units, and lesson plans. FIP will be integrated into professional development until full implementation is achieved with fidelity.</p>					
<p><b>PD Focus: Turning Data into Action: Data Analysis through Data Days</b></p> <p>The instructional coach will meet with grade-level teams two times a month on every 2<sup>nd</sup> and 4<sup>th</sup> Tuesday to conduct analysis of student assessment data and learning goals. This requires establishing protocols for monitoring student growth, the progress of students in the bottom quartile, and moving targeted students from achievement level 2 to level 3. Teachers will utilize data room and folders to visually chart student progress. IC and teachers will use formative assessments, Istation, and DIBELS data to measure student growth and achievement to ensure progress during these meetings.</p>	<p>August 30, 2016 – May 24, 2016</p>	<p>\$0</p>		<p>IC &amp; Principal will observe/monitor the implementation of instructional best practices and strategies as evident in instructional plans and assessments being used in K-5 classrooms.</p> <p>IC &amp; Principal will conference with teachers as needed to discuss data outcomes, progress monitoring, student growth reports in DIBELS-Istation-IXL, Lexiles, and lesson plans.</p> <p>Leadership team will analyze formative assessment data in correlation with SIP goals.</p>	<p>Sign-ins, agendas, handouts</p> <p>Lesson plans</p> <p>PL schedule – 2<sup>nd</sup> &amp; 4<sup>th</sup> Tuesday of month during daily common planning meetings</p> <p>Monthly vertical collaborative planning meeting during afternoon common planning</p> <p>IC &amp; Principal will develop protocols for PL Data Notebooks</p> <p>IC &amp; Principal will develop post-training survey for feedback.</p>
<p><b>PD Focus: Writing Across the Curriculum</b></p> <p>IC will provide PL on effective strategies for implementing and evaluating student writing</p>	<p>September 6, 2016 – May 24, 2016</p>	<p>\$0</p>	<p>IC Principal Teachers</p>	<p>IC &amp;/or Principal will conduct analysis with teachers to evaluate student writing samples completed within each marking period in all</p>	<p>Sign in sheets, agendas</p> <p>IC develops post training survey for feedback.</p> <p>Lesson plan reviews</p>

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<p>across the curriculum</p> <p>IC will work with an ELA committee of teachers representative of the grade levels to work on providing a vertical consensus on analyzing student writing, creating rubrics, and facilitating a monthly Drop Everything and Write schoolwide prompt.</p>				<p>content areas.</p> <p>Observations and monitoring will be conducted with a focus on designated strategies in K-5.</p> <p>Results from surveys and walkthroughs will be shared with the Leadership team for use in analyzing effectiveness of integrating writing across the curriculum as it relates to the SIP.</p> <p>Monthly meetings will be held with ELA committee to temperature check implementation and planning of writing K-5.</p>	<p>IC will engage teachers in best practices for developing standards based rubrics for evaluating student writing.</p> <p>Student work</p> <p>IC &amp; Principal will develop and deliver training sessions on differentiated strategies for implementing writing across the curriculum in all content areas.</p> <p>Walkthroughs &amp; focus walk</p>
<p><b><u>GOMATH: Professional Learning</u></b></p>	<p>June - July</p>	<p>\$2,950</p>	<p>IC Principal Teachers</p>	<p>Vertical Math Committee will monitor implementation of math program; classroom visits; monthly math meeints</p>	<p>Lesson Plans; implementation checklist; Agendas; Minutes</p>

**Professional Learning Plan to Support School Improvement Plan**

Professional Learning Strategy to support achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
<p><b>PD Focus: Effective Strategies for Growth in Lexile Scores</b></p> <p>IC will develop training and follow-up sessions in using Lexile scores in both instruction and assessment.</p> <p>IC will provide teachers with PL on instructional strategies for improving student growth in reading through use of analysis of Lexile, implementation of guided reading groups, and effective planning of instruction.</p>	<p>September 6, 2016 – May 19, 2016</p>	<p>\$0</p>	<p>IC Principal</p>	<p>IC and principal will evaluate lesson plans for instructional use of Lexile levels.</p> <p>IC and principal will conduct observation of instruction based on lesson plans.</p> <p>IC will meet with teachers as needed to discuss the use of Lexiles during instruction.</p> <p>IC, Principal, and teachers will disaggregate data reports and analyze student lexile growth during Data Days on 2<sup>nd</sup> &amp; 4<sup>th</sup> Tuesdays of each month.</p>	<p>Sign-in Sheets</p> <p>Agendas, Handouts</p> <p>Develop post-training session survey for feedback.</p> <p>Lesson plans</p> <p>Istation Data Reports</p>

**Parent Engagement and Communication**

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results of Impact on Student Learning	
				Artifacts	Evidence
<p>Arts Integration Night Parents will have a snapshot view of how teachers integrate fine arts with core curriculum and will be given an opportunity to participate in a demonstration with students</p>	September 8, 2016	<p>Community donations will be utilized to purchase meals as well as items to be used for drawings.</p> <p>Flyers will be created to advertise</p> <p>Literature explaining the benefits of integrating the arts and how to utilize strategies at home will be provided</p>	<p>Parent Involvement Coordinator</p> <p>Scott School Administration</p> <p>Scott School Faculty &amp; Thomasville Center for the Arts Faculty</p> <p>Parent and Community Volunteers</p>	<p>Sign in sheets</p> <p>Flyers for advertisement</p> <p>Literature prepared for handouts</p> <p>Pictures</p>	<p>Improved student achievement in pre and post benchmark, state tests, and CCRPI achievement and progress scores. Pre/post scores for SLOs</p>
<p>Technology Night Parents will be provided overviews training on technological software students use during school as well as have access to utilize from home.</p>	November 10, 2016	<p>Community donations will be utilized to purchase meals as well as items to be used for drawings.</p> <p>Flyers will be created to advertise</p> <p>Literature giving brief descriptions on the importance of using resources from home and instructions on how to use various educational software from home will be provided</p>	<p>Parent Involvement Coordinator</p> <p>Scott School Administration</p> <p>Scott School Faculty</p> <p>Parent and Community Volunteers</p>	<p>Sign in sheets</p> <p>Flyers for advertisement</p> <p>Literature prepared for handouts</p> <p>Pictures</p>	<p>Improved student achievement in pre and post benchmark, state tests, and CCRPI achievement and progress scores. Pre/post scores for SLOs</p> <p>Data showing increased number of students utilizing software from home</p>
<p>Science and Math Night Parents and students will have the opportunity to participate in various science and math lab</p>	February 16, 2017	<p>Community donations will be utilized to purchase meals as well as items to be used for drawings.</p>	<p>Parent Involvement Coordinator</p> <p>Scott School Administration</p>	<p>Sign in sheets</p> <p>Flyers for advertisement</p>	<p>Improved student achievement in pre and post benchmark, state tests, and CCRPI achievement and progress scores. Pre/post</p>

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experiments		<p>Flyers will be created to advertise</p> <p>Literature giving examples and strategies with math and science related content to improve student success from home will be provided</p>	<p>Scott School Faculty</p> <p>Parent and Community Volunteers</p>	<p>Literature prepared for handouts</p> <p>Pictures</p>	<p>scores for SLOs</p>
<p>Testing Night "Are You Smarter Than a Scottie Champ?"</p> <p>Parents and students will participate in a quiz bowl challenge that gives sample questions from the Georgia Milestones test.</p>	<p>March 9, 2017</p>	<p>Community donations will be utilized to purchase meals as well as items to be used for drawings.</p> <p>Flyers will be created to advertise</p> <p>Literature giving information on upcoming testing and examples of test strategies to improve student success from home will be provided.</p>	<p>Parent Involvement Coordinator</p> <p>Scott School Administration</p> <p>Scott School Faculty</p> <p>Parent and Community Volunteers</p>	<p>Sign in sheets</p> <p>Flyers for advertisement</p> <p>Literature prepared for handouts</p> <p>Pictures</p>	<p>Improved student achievement in pre and post benchmark, state tests, and CCRPI achievement and progress scores. Pre/post scores for SLOs</p>

**Revised 8-24-16**

**Resources:**

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>



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Professional Learning Plan Template Guidelines -<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction:<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) -<http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) -<http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>