School Improvement Plan
2024 - 2025

Coffee County
Indian Creek Elementary

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Coffee County
School Name	Indian Creek Elementary
Team Lead	Alan Chancey
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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	Improve student achievement in reading for all students.
Root Cause # 1	Students lack intrinsic motivation to read consistently.
Root Cause # 2	Students lack vocabulary skills (knowledge of root words, suffixes, prefixes, word roots, etc.) and have limited functional vocabulary.
Root Cause # 3	Students lack basic phonological awareness.
Goal	Increase the percentage of students scoring at the Developing level or above on end-of-grade reading assessments.

Action Step # 1

Action Step	Purchase supplies and resources for training and implementation of strategies that support best practices and promote student achievement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: TKES observations, Lesson Plans, Data-Driven Decision-Making Professional Learning Agendas, Title 1 Budget/Requisitions
Method for Monitoring Effectiveness	GMAS; Progress in Stairway to Proficiency; Write Score Assessments; Universal Screeners (CBMs - LNF, FSF, NIF, ORF, etc.)
Position/Role Responsible	Principal, Assistant Principal, and Academic Coach, Teachers
Timeline for Implementation	Yearly

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)?	

Action Step # 2

Action Step	Purchase and implement materials needed for professional learning and provide professional learning for teachers, as well as, to examine assessment data and adjust instructional practices.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Professional Learning Documentation
Method for Monitoring Effectiveness	GMAS; Formative Assessments; Universal Screeners (CBMs); etc.
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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)?	

Action Step # 2

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)?	

Action Step # 3

Action Step	Purchase materials for and provide support for at-risk students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Assessment Data; Multi-tiered Systems of Support Documents; Title 1 Budget/Requisitions
Method for Monitoring Effectiveness	Formative Assessments; Usage and Achievement Reports from programs; GMAS; Universal Screeners (CBMs)
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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)?	

Action Step # 3

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)?	

Action Step # 4

Action Step	Purchase needed technology, software, and supplies to enable teachers and support staff to implement the school's instructional plans.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Lesson Plans TKES observations; Computer Program Usage Reports; Title 1 Budget/Requisitions
Method for Monitoring Effectiveness	GMAS; Formative Assessments; Universal Screeners (CBMs)
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

Action Step # 4

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)?	

Action Step # 5

Action Step	Purchase materials for and promote family involvement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Communication with Parents/Guardians; Parent Survey Results; Title 1 Budget/Requisitions; Family Involvement Activities/Sign In
Method for Monitoring Effectiveness	Universal Screeners (CBMs); GMAS; Formative Assessments
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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)?	

Action Step # 6

Action Step	Teachers will administer CBMs (Acadience Reading and Math, STAR, IDI) 3x year beginning fall 2024 through spring 2025.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: CBM Administration Schedule; CBM results
Method for Monitoring Effectiveness	GMAS; Formative assessments, Universal Screeners (CBMs)
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement in writing for all students.
Root Cause # 1	Students need more opportunities to write.
Root Cause # 2	Inconsistent genre writing instruction across grade levels.
Root Cause # 3	Students lack vocabulary skills(genre specific vocabulary) and have limited functional vocabulary.
Goal	Increase the percentage of students scoring at the Developing level or above on end-of-grade writing assessments.

Action Step # 1

Action Step	Purchase supplies and resources for training and implementation of strategies that support best practices and promote student achievement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: TKES Observations; Lesson Plans; Data-driven Decision-making professional learning agendas; Title 1 budget/requisitions
Method for Monitoring Effectiveness	GMAS; Write Score;
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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)?	

Action Step # 2

Action Step	Purchase and implement materials needed for professional learning and provide professional learning for teachers, as well as, to examine assessment data and adjust instructional practices.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Professional Learning Documentation; Title 1 budget/requisition
Method for Monitoring Effectiveness	GMAS; Formative assessments, Universal Screeners (CBMs)
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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)?	

Action Step # 2

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)?	

Action Step # 3

Action Step	Purchase materials for and provide support for at-risk students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Assessment Data; Multi-tiered systems of support documents; Title 1 budget/requisitions
Method for Monitoring Effectiveness	GMAS; Formative assessments; Universal Screeners (CBMs)
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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)?	

Action Step # 3

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)?	

Action Step # 4

Action Step	Purchase needed technology, software, and supplies to enable teachers and support staff to implement the school's instructional plans.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Lesson Plans; TKES observations; computer program usage reports; Title 1 Budget/Requisitions
Method for Monitoring Effectiveness	GMAS; Formative assessments; Universal Screeners (CBMs)
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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)?	

Action Step # 4

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)?	

Action Step # 5

Action Step	Purchase materials for and promote family involvement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Communication with parents/guardians Parent survey results; Title 1 Budget/Requisitions; Family Activities Agenda/Sign-in
Method for Monitoring Effectiveness	GMAS; Formative Assessments; Universal Screeners
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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)?	

Action Step # 6

Action Step	Teachers will administer CBMs (Acadience Reading and Math, STAR, IDI) 3x year beginning fall 2024 through spring 2025.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: CBM administration schedule; CBM results
Method for Monitoring Effectiveness	Universal Screeners
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement in math for all students.
Root Cause # 1	Students lack of fluency in basic skills.
Root Cause # 2	Students have weak number sense.
Goal	Increase the percentage of students scoring at the Developing level or above on end-of-grade math assessments.

Action Step # 1

Action Step	Purchase supplies and resources for training and implementation
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: TKES Observations; Lesson Plans; Data-driven Decision-making; professional learning agendas; Title 1 budget/requisitions
Method for Monitoring Effectiveness	GMAS; STAR Reports; Formative assessments; Universal Screeners (CBMs - math)
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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)?	

Action Step # 2

Action Step	Purchase and implement materials needed for professional learning and provide professional learning for teachers, as well as, to examine assessment data and adjust instructional practices.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Professional Learning Documentation; Title 1 budget/requisition
Method for Monitoring Effectiveness	GMAS; Formative Assessments; Universal Screeners (CBMS); STAR Math
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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)?	

Action Step # 2

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)?	

Action Step # 3

Action Step	Purchase materials for and provide support for at-risk students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Assessment Data; Multi-tiered systems of support documents; Title 1 budget/requisitions
Method for Monitoring Effectiveness	GMAS; Formative Assessments; Universal Screeners (CBMS); STAR Math
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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)?	

Action Step # 3

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)?	

Action Step # 4

Action Step	Purchase needed technology, software, and supplies to enable teachers and support staff to implement the school's instructional plans.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Lesson Plans; TKES observations; computer program usage reports; Title 1 Budget/Requisitions
Method for Monitoring Effectiveness	GMAS; Formative Assessments; Universal Screeners (CBMS); STAR Math
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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)?	

Action Step # 4

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)?	

Action Step # 5

Action Step	Purchase materials for and promote family involvement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Communication with parents/guardians; Parent survey results; Title 1 Budget/Requisitions Family Activities Agenda/Sign-in
Method for Monitoring Effectiveness	GMAS; Formative Assessments; Universal Screeners (CBMS); STAR Math
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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)?	

Action Step # 6

Action Step	Teachers will administer CBMs (Acadience Reading and Math, STAR, IDI) 3x year beginning fall 2024 through spring 2025.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: CBM administration schedule; CBM results
Method for Monitoring Effectiveness	GMAS; Formative Assessments; Universal Screeners (CBMS); STAR Math
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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)?	

Indian Creek Elementary School
Parent and Family Engagement Policy and Plan for Shared Student Success
2024-2025 School Year

Alan Chancey, Principal
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2033 Hwy. 158 W
Douglas, GA 31533

What is Title 1?

Indian Creek Elementary is identified as a Title 1 school as part of the Every Student Succeeds Act (ESSA). Title 1 is designed to support State and local school reform efforts tied to the challenging state academic standards to improve teaching and learning for students. Title 1 programs must be based on effective means of improving student achievement and include strategies to support family engagement. All Title I schools must jointly develop with all parents and family members a written parent and family engagement policy.

Revised 6/01/2024

School Plan for Shared Student Achievement

What is it?

This is a plan that describes how Indian Creek Elementary will provide opportunities to improve parent engagement to support student learning. Indian Creek Elementary values the contributions and involvement of parents to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that Indian Creek Elementary will support parent engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home. The plan will be provided in English and Spanish.

How is it revised?

Indian Creek Elementary School invited all parents to attend several meetings in the winter and spring months to review and revise this parental involvement policy, as well as the school wide plan, our school-parent compact and the parental involvement budget. Parents completed a budget survey to provide input into how the 1% would be spent. The plan is posted on our school website for parents to view and submit feedback throughout the year. All parent feedback received during the year will be used to revise the plan for the next school year. We also distribute an annual Parent Needs Survey online to ask parents for their input on revisions for the plan and the use of funds for parental involvement.

Who is it for?

All students participating in the Title I, Part A program, and their families, are encouraged and invited to fully participate in the opportunities described in this plan. Indian Creek Elementary will provide full opportunity for the participation of parents with limited English, parents with disabilities and parents of migratory children.

Where is it available?

At the beginning of the year, the plan is posted on the school Web site and Facebook. In addition, copies of the plan are emailed through Kinvo Additional copies are available at he Annual Title 1 Meeting, in the Parent Resource Center, and at Indian Creek Elementary School's front office.

Reservation of Funds

The Coffee County School District will reserve 1 percent from the total amount of Title I funds it receives in FY22 to carry out the parent and family engagement requirements listed in this policy and as described in Section 1116 of the ESSA. Furthermore, the Coffee County School District will distribute 90 percent of the amount reserved to Title I schools to support their local-level family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations.

Each Title I school will host an annual School Improvement Forum in May for parents to provide suggestions how these family engagement funds will be used in the upcoming year at the district and school-level. Comment cards and minutes from these meetings will be reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget..

School-Parent Compacts

As part of this plan, Indian Creek Elementary and our families developed a school-parent compact, which is an agreement that parents, teachers, and students will develop explaining how parents and teachers will work together to make sure all our students reach grade level standards. The compacts are reviewed and updated annually based on feedback from parents, students, and teachers during spring revision meetings. Indian Creek will use these compacts throughout the year as an agreement to work as a team and strive for excellence in the education of our students. Copies are provided to each parent and are available on the school website, Facebook, Dojo, and Kinvo.

Come to The Creek!

Indian Creek Elementary will host the following events to build the capacity for strong family engagement to support a partnership among the school, parents, and the community to improve student academic achievement. Please check the school newsletter, Dojo, Kinvo, and Facebook for times and reminders of events!

Open House - Grades K-5
August 1, 2024
3:00pm-6:00pm

Annual Title I Meeting /Back to School Bash
August 2024
We invite you to an evening of learning and sharing about our Title I program, including our parental involvement policy, the school-wide plan, the school-parent compacts, and parents' requirements. Visit classrooms to learn ways to help your child with homework as well as becoming familiar with curriculum including Ga Standards of Excellence, and classroom expectations.

Parent-Teacher Conferences
September 10, 2024 & February 4, 2025
Scheduled updates on your child's progress.

Bingo For Books
TBA
Families will learn about lexile levels, Accelerate Reading, and the impact reading makes on student achievement. Afterwards, families will play Bingo to win books to increase literacy.

ESOL Family Events
TBA
ESOL families will come fellowship and learn about the ESOL program, ACCESS Test and scoring. In addition, they will learn how they can help their child at home.

Science, Math & Writing Night
TBA
Students will enjoy a night of math, writing, and science experiments.

Veteran's Day Program
November 2024
Join us as we honor our Veterans.

Christmas at the Creek
December 2024
Parents and students will have fun as we hear beautiful Christmas Carols, light our Christmas tree and enjoy learning how to help students become better readers.

Spring Input
May 2025
A forum for parents and family members to participate in discussions regarding school staff,, family engagement policy and budgets.

Parent Resource Center

Come visit the Parent Resource Center located inside the main office to check out books, study materials, and activities to use at home with your child. Computers are available in our Media Center for parents to explore the Parent Portal and educational resources.

Monday—Friday
7:00am-2:50pm

Parent and Family Engagement

Indian Creek Elementary believes that family engagement means the participation of parents and family members 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.

Indian Creek Elementary is committed to helping our parents attend the parental activities listed in this policy. Please call or email us if you need assistance with childcare or transportation in order to participate in our programs.

Kim Spain, Family Engagement Coordinator
(912) 389-6897 or
kim.spain@coffee.k12.ga.us

Indian Creek is a "Flight Above"!

Indian Creek 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 all information related to school and parent programs, meetings, and other activities is published in both English and Spanish, posted on the school website, and included in the monthly school newsletter for all families.

⇒ Provide trainings for staff on strategies to improve communication with parents and ideas to increase family engagement. Staff will also share best practices during faculty meetings.

⇒ Partner with early childhood programs, middle and high schools, and 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.

⇒ Share information in English and Spanish on the school website, Facebook, Peachjar, and the newsletter/calendar for parents to understand the school's academic standards and assessments as well as the ways parents can monitor their child's progress and work with educators.

⇒ Communicate with all families and the community on a regular basis regarding school-wide events and activities, through phone messages, social media, and flyers.

⇒ Work with our parents to develop relevant trainings and helpful presentations to educate our staff on the importance of parent and family engagement and how to support student learning.

⇒ 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.

⇒ Offer opportunities for parents to further enhance technology skills.

⇒ Collect feedback from parents and family members at all events, by placing input cards around the building for parents to make requests for additional support for parent and family engagement activities.

Parent and Family Engagement Standards

Indian Creek Elementary and our parents have adopted the National PTA Standards for Family-School Partnerships as the school's model in engaging parents, students, and the community. These standards are:

Welcoming All Families
Communicating Effectively
Supporting Student Success
Speaking Up for Every Child
Sharing Power
Collaborating with Community

How to Volunteer

We would love to have you volunteer! Please complete the box in the upper right hand corner of this page and return to school!

Indian Creek Elementary invites all parents to share ideas and ways to involve other parents to build partnerships with school, families, and the community. In addition, Indian Creek Elementary has a Parent Advisory Council (PAC) that meets monthly to discuss ways to make ICE a great place to be! We would love to encourage you to also take an active role and be a member of PTO! There are so many ways YOU as a parent can be involved!

School Volunteer

Yes, I am interested in volunteering at my child's school/classroom.
Please contact me so I can learn more volunteering
Please send me notifications about future meetings and updates

Name: _____

Child's Name and Grade: _____

Address: _____

Phone Number: _____

Email address: _____

Interest: _____

Share Your Thoughts

We want to hear from you. If you have any suggestions or if there is any part of this plan that you feel is not satisfactory with the students' and the school's goals for academic achievement, please provide us with your comments in the space provided and leave this form in the Main Office:

Name: (optional)_____ Telephone Number: (optional)_____

_____

_____

Building Staff Capacity

We will provide professional learning sessions, in addition to sharing articles/videos with teachers, in how to reach out to, communicate with, and work with parents as equal partners. We will also try to help teachers understand the value and importance of parents' contributions. It is our goal to provide opportunities for teachers to build ties between home and school. We will provide teachers with resources so that all communication can be translated into a language the parents can understand. We will plan family engagement activities based upon the needs and requests of parents and students.