



Southern Avenue
Charter Elementary
School of Academic
Excellence

ANNUAL PARENT MEETING

September 29, 2023



SACS-Title One School

Title I of the Every Student Succeeds Act is the **largest federally funded educational program in the United States.**

- This program, authorized by Congress, provides supplemental funds to school districts to assist schools with the highest student concentrations of students from low-income homes.
- Title I funds are available to all children in the school and are used to assist students in meeting school educational goals. Schools qualify based on demonstrating that the student body has a sufficiently high percentage of economically disadvantaged students.
- Title I regulations require school districts to provide services to all schools where at least 75% of students qualify for free or reduced price meals. Within the school, there are no Title I students. The school as a whole and the student body as a whole receives funds that are then used to help advance student learning.
- Title I funds must be used to promote high academic/achievement for all children, a greater focus on teaching and learning, and improved communication among schools, parents and community stakeholders.



PARENTS RIGHT TO KNOW

- Each parent in a Title I funded school has the right to request qualifications of child(ren)'s teachers and instructional paraprofessionals.
- Adequate Yearly Progress (AYP) status and options if school did not make AYP. *(source TNReady State Standardized Assessment)*
- Notification if child is taught by non-certified teacher for more than 20 days.



TSIP (School Improvement Plan)

Southern Avenue Charter School Of Academic Excellence Creative Arts Annual Plan (2022 - 2023)

Last Modified at Sep 28, 2022 05:10 PM CDT

[G 1] Reading/Language Arts

SACS will increase ELA on-track and mastery proficiency rates in grades 3-5 from 21% in 2022 to 25.5% in 2023 to receive a level 3 TVAAS score or higher in literacy.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

Benchmark Formative Assessment using Mastery Connect: 85% OTM

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should perform at or above the 85% on Benchmark Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the TEAM teacher evaluation rubric will provide SACS with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. Student-centered and teacher-centered instructional coaching will provide teachers with strategically based teacher needs and readiness.</p> <p>Quarterly review of TEAM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p> <p>Ongoing PD to strengthen teacher knowledge of the curriculum and how to effectively use the provided content.</p> <p>PD agendas and sign-in sheets</p> <p>Quarterly Benchmark Assessments</p> <p>TEAM evaluations</p> <p>Direct instructional coaching</p>	<p>[A 1.1.1] Differentiated/Small Group Instruction Small group instruction that is tailored to meet the needs of students will be implemented daily. Teachers and academic coached will collaborate to ensure all students receive quality, intensive instruction in standards based deficit areas. SACS will purchase appropriate tables to ensure small group sessions flow effortlessly where the teacher can engage with students with minimal interruption.</p> <p>Teachers and academic coaches will receive PD and participate in weekly PLC meetings to strengthen instructional practices to ensure Tier 1 lesson delivery is meeting the needs of students.</p> <p>IReady and IXL computer based programs will provide students and teachers with additional resources to differentiate learning. IReady diagnostic assessment will provide data for each scholar in the area of Reading, providing teachers and interventionists with a framework for small group instruction around state standards. Tier 2 Vocabulary Workshop Supplemental Materials for classroom instruction during whole group. Additional laptops will be purchased to allow all scholars the opportunity to have access to online computer remediation, intervention, and enrichment programs. Scholars will use school assigned digital devices (laptops or Chromebooks) to navigate online platforms. Interactive whiteboards will assist with student engagement in content areas providing another layer of instruction.</p> <p>Title 1 funds will be used to supplement interventionist positions, 2 instructional facilitators, and paraprofessionals to support instruction as well as supplementary material used to deliver instruction.</p>	<p>Teena Smith, Manessa Parker</p>	<p>12/16/2022</p>	<p>Title One</p>	




FAMILY ENGAGEMENT PLAN

Southern Avenue Charter Elementary has a special responsibility to our parents and the community by providing **opportunities for you to get involved and share the responsibility** of promoting success in our children.

Examples:

- Plan developed jointly with parents.
- Attend meetings, programs, workshops, and other school activities.
- Copies signed during registration



Southern Avenue Charter Elementary School
of Academic Excellence and Creative Arts ESSA School-Teacher-Parent Compact

Southern Avenue Charter Elementary School has jointly developed with parents a school parent compact that will be reviewed during parent conferences.

This compact outlines how parents, the entire school staff, and students will share the responsibility for improving student academic achievement and how parents will develop a partnership to help children achieve the State's high standards.

PARENTS AGREEMENT

It is important that I take a more responsible role in helping my child. Therefore, I shall strive to do the following: (Any person who is interested in helping this student may sign in lieu of the parent.)

- See that my child is punctual and attends school regularly.
- Support the school in its efforts to maintain proper discipline.
- Establish a time for homework and review it regularly.
- Provide a quiet, well lit place for study.
- Encourage my child's efforts and be available for questions.
- Stay aware of what my child is learning.
- Provide a library card for my child.
- Read with my child and let my child see me read.
- Make certain that my child wears the required uniform and wear it properly.
- Volunteer to work at my child's school in various capacities.
- Develop a partnership with the school to help my child achieve the state's high standards.
- Encourage my child to be respectful.
- Provide necessary supplies for my child's instruction.
- Communicate with the teachers frequently to discuss my child's progress and behavior.
- Attend scheduled parent meetings, conferences, and workshops.


Parent's Signature _____

STUDENT'S AGREEMENT

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Attend school regularly.
- Arrive at school on time and attend all classes daily.
- Wear uniforms every day.
- Come to school each day with pens, pencils, paper, and other necessary tools for learning.
- Perform at my highest level of learning each day.
- Complete and return homework assignments.
- Observe regular study hours.
- Respect others.
- Follow all rules that govern student conduct at my school.
- Observe and follow classroom policies and procedures.
- Take responsibility for my actions and grades and to cooperate with others that I may receive a quality education.

Student's Signature _____



Southern Avenue Charter Elementary School
of Academic Excellence and Creative Arts

TEACHER'S AGREEMENT

It is important that students achieve. Therefore, I shall strive to do the following:

- Provide meaningful homework assignments for students.
- Provide necessary assistance to parents so that they can help with assignments.
- Encourage students and parents by providing frequent reports about student progress.
- Use special activities in the classroom to make learning enjoyable.
- Inform parents of homework and classroom policies and procedures.
- Encourage parents to visit and/or observe their child's classroom regularly.
- Ask parents to help in school.
- Provide instruction that fosters high academic expectations and provide challenging exciting class assignments.
- Maintain ongoing communication with parents by providing information about student progress.
- Be a model life-learner for my students.
- Determine the student's educational needs and adjust the instruction to accommodate those needs.
- Demand high cooperation and participation from students and parents.

Teacher's Signature _____

PRINCIPAL AGREEMENT

I support this form of parental involvement. Therefore, I shall strive to do the following:

- Provide a supportive, safe, and effective learning environment that allows for positive communication between the teacher, parent, and student.
- Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.
- Enforce district and school uniform policies.
- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the state's academic achievement standards.
- Provide multiple/flexible opportunities for parent-teacher conferences to discuss the compact as it relates to individual child's achievement.
- Provide time to listen to student concerns.
- Provide time to listen to parent concerns.
- Encourage teachers to regularly provide homework assignments that are an extension of classroom instruction.
- Encourage teachers and students to have high expectations academically, socially, emotionally, and physically.
- Encourage teachers and students to always respect self, others, and property.
- Make expectations widely known when students and parents enter the school doors.
- Maintain open communication with parents (phone calls, conferences, parent meetings, parent visitations).
- Involve parents as assistants in the school day-to-day business.
- Help foster a school environment where educators work collaboratively daily so that student achievement attained at a higher level.

Principal's Signature _____
Revised 6/23/21



HOME/SCHOOL COMPACT

This compact outlines how parents, the entire school staff, and students will share the responsibility for improving students academic achievement and how parents will help develop a partnership to help children achieve the State's high standards.

- Parents
- Students
- Teachers
- Principal



Southern Avenue Charter School

Parental Involvement / Family Support Program

Parent participation is a cornerstone of Southern Avenue Charter School

- Parents are required to volunteer ten (10) hours (per family) each semester in the school.
- Parents are encouraged to participate in school fundraising activities and/ or corporate contributions.
- Volunteer hours will be recorded and maintained in the main office of each building.
- Parents can schedule and perform volunteer hours daily between the hours of:
 - a) 7:30 a.m. -- 8:00 a.m.
 - b) 1:00 p.m. -- 3:00 p.m.

Teachers will provide each volunteer with a list of areas of need and or tasks.

- Parents are responsible for ensuring their child attends school each day, arrives on time and is dressed in a school uniform.
- Parents are responsible for ensuring their child gets the proper amount of sleep each night to make sure the student is rested and ready to learn each day.
- Parents are responsible for reading to their child or being read to by their child a minimum of 20 minutes a night, 5 nights a week. (Other family members may also read to the child)
- Parents are required to sign Family Support Program contract and agree to participate as a condition of enrollment at Southern Avenue Charter School,
- Parent Participation is MANDATORY

FAMILY SUPPORT CONTRACT

- I agree to support my child's academic performance by communicating regularly with my child's teacher and or academic support team members, and by attending parent teacher conferences.
- I agree to attend Parent orientation, parent meetings and other school sponsored events as scheduled and or required.
- I agree to volunteer a minimum of ten (10) hours per semester-20 hours total for school year.

By signing this contract, I understand that I am agreeing to the aforementioned guidelines and responsibilities. I also understand that if I do not adhere to these guidelines, future enrollment of my child at Southern Avenue Charter School of Academic Excellence and Creative Arts may be affected.

Parent / Guardian Signature: _____ Date: _____

Revised 8/23/21



VOLUNTEER OPPORTUNITIES

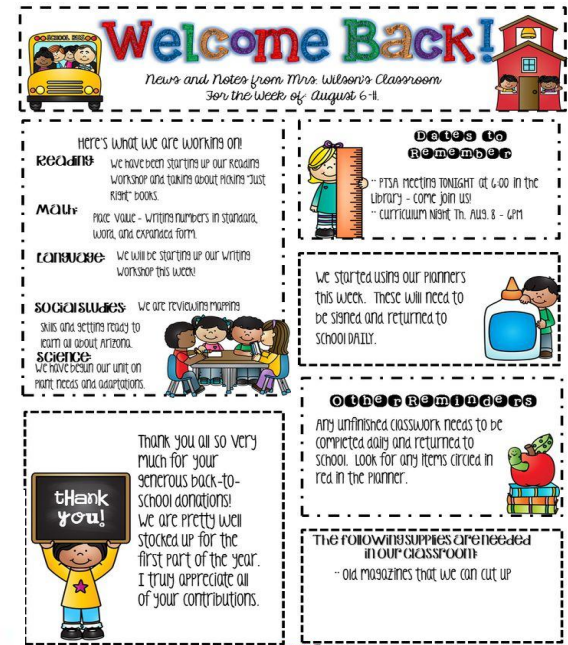
Parental Requirement-20 hours (10 per semester)

- Room Sponsors
- Classroom reading partner
- Assist teacher in classroom
- Breakfast & Lunch Monitor
- School event chaperones
- Field trips-Chaperones
- Recruit new students



How Do We Communicate Academics to the Parents?

- ❖ School Newsletter
- ❖ Grade Level Newsletter
- ❖ Weekly Graded Papers
- ❖ ClassDojo
- ❖ Robo Texts
- ❖ Parent Teacher Conference via phone or in person
- ❖ Mid Quarter Progress Reports
- ❖ Quarterly Report Cards



Parent-Teacher Conferences

Parent-Teacher Conferences are scheduled twice per year:

- Thursday, September 7, 2023
- Tuesday, February 19, 2024
- Parents may also schedule conferences with individual teachers throughout the school year during teacher's planning.



Academics:



TN Ready State Assessment

- Taken every year in grades 3-5.
- Every scholar is expected to show growth from the previous year.
- On Track or Mastery is the goal for every scholar that is testing.



Academic Goals-Previous Goals

- By May 2023, **25.5%** of students in grades 3-5 scoring On Track or Mastery in ELA.
- By May 2023, **17.5%** of students in grades 3-5 scoring On Track or Mastery in Math.
- By May 2023, **26.8%** of students in grades 3-5 scoring On Track or Mastery in Science.



Southern Avenue Toolbox

Content Curriculum

- Reading-CKLA
- Math-Envision 2.0
- Science-Inspire



Digital Resources

- IXL (Reading, Math, Science, and Social Studies)
- I-Ready (Reading and Math)
- Mystery Science (Science)
- Zearn (Math)



SACS CODE OF CONDUCT

- Come to school everyday, on time and ready to learn.
- Do your best everyday.
- Show respect to everyone at all times.
- Follow all of your teacher and school rules.
- Be responsible for your own actions.
- Display positive behaviors and actions everyday.
- Do not hit, fight, kick, push, yell, or scream.
- Do not bring any weapons, alcohol, or drugs.
- Report any problems to teachers or the principal



Southern Avenue Charter Elementary School Code of Conduct

Southern Avenue Charter School is committed to providing excellence in education within a safe and nurturing environment. An essential part of our school culture is to promote the development of strong ethical and moral values in our scholars. Therefore, this Student Code of Conduct has been established to assist the school in fostering personal integrity and responsibility among our scholars.

Students and parents are expected to accept and support school policies including this Code of Conduct. Students and parents are expected to be familiar with the school's conduct policies and to willingly abide by them. If any student or parent violates the school's conduct policies, there will be a disciplinary response by the school. The school, in its sole discretion, will make the final determination of whether there has been a violation of the school's conduct policies.

This Code of Conduct is not intended to be exclusive or all-inclusive. For infractions not specifically listed below, the principal will assign discipline to any student for any conduct the school considers worthy of discipline, even though the specific conduct may not be listed in this Code.

*(located on school website in
students handbook)*

- 1) Students are expected to show respect for themselves, faculty, staff, visitors, and other students.
- 2) Students are expected to prepare for, attend, and arrive at school on time every day.
- 3) Students are expected to respect the physical and emotional well-being of other students.
- 4) Students are expected to exhibit good character and make wise choices at all times.
- 5) Students are expected to respect school property and the property of others.
- 6) Students are expected to be accountable for their own actions, behavior, and exercise self-discipline.
- 7) Students are expected to report any examples of misconduct on the part of others to his/her teacher or school officials.
- 8) Students are expected to report any dangerous and/or emergency situations to his/her teacher, principal, and/or other school officials.
- 9) Students shall not be engaged in any illegal, unethical, or immoral behavior or activities.
- 10) Students are expected to wear complete school uniforms every day. Uniform should not expose underwear or body parts in an indecent manner that disrupts the learning environment.
- 11) Students will not use inappropriate, offensive or profane language on school grounds.



School Safety Procedures

Action Plan

Administrators work with teachers, students, parents, law enforcement officers, business and community members, and youth-serving professionals to **develop a safe-school plan based on the information gathered from the assessment and tracking data.**

The plan should include: disciplinary strategies for teachers; a school discipline code and a means to implement, evaluate, and supervise the code; sexual and racial harassment policies; staff in-service training for cultural and ethnic sensitivity and conflict resolution; comprehensive crime and violence prevention approaches; and procedures for operating interagency partnerships.



SAFETY GOALS

Parent Goals:

- Parents are **equal partners with administrators and teachers** in the development of the school safety plan and discipline code. Their recommendations on policy and implementation are carefully considered.

Student Goals:

- Students want--and are entitled to--a safe, orderly school environment in which to learn.
- Students develop a sense of responsibility for contributing to the improvement of school order and safety. Members of all peer groups participate actively in the planning, implementation, and enforcement of discipline policy and programs.



Room Parents needed!!!!!!

If you would like to volunteer to assist the SACS family please email the following:

1. Your Name
2. Child's Name
3. Phone Number



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Principal/Title One Coordinator

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