**SCHOOLWIDE IMPROVEMENT PLAN (SIP)**
**TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN**
**TITLE I TARGETED ASSISTANCE (TA) PLAN**
2026-2027

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| **NAME OF SCHOOL/PRINCIPAL:**<br><br>**South Tattnall Elementary School/Destiny Levant** |
| **NAME OF DISTRICT/SUPERINTENDENT:**<br><br>**Tattnall County School System/Dr. Kristen Waters** |
| □ *Comprehensive Support School* □ *Targeted Support School* *X Schoolwide Title 1 School* □ *Targeted Assistance Title 1 School* □ *Non-Title 1 School* □ *Opportunity School* |

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

**Advancing Leadership | Transforming Schools**

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

**SIGNATURES:**

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Title 1 Director _____ Date _____

(Title 1 Schools only)

## Planning Committee Members

| ***Name*** | ***Position/Role*** | ***Signature*** |
|---|---|---|
| Destiny Levant | Principal | |
| Claudia Martinez | Assistant Principal | |
| Angela Young | Assistant Principal | |
| Calysta DeLoach | Academic Coach | |
| Jessica Dutton | Academic Coach | |
| Melissa Tatum | ESOL Teacher | |
| Vielka Flowers | ESOL Teacher/District Translator | |
| Brandy Donnan | Kindergarten Teacher | |
| Alexa Ortiz | 1st Grade Teacher | |
| Margo Easterling | 2nd Grade Teacher | |
| Shawnee Wood | 3rd Grade Teacher | |
| Tara Graham | 4th Grade Teacher | |
| Morgan Anderson | 4th Grade Teacher | |
| Jermesha Bradely | 5th Grade Teacher | |
| Julianne Atkinson | Exploratory/Music Teacher | |
| Tracey Cammack | Pre-K Teacher | |
| Kendra Lane | SPED Teacher | |
| Andrea Garcia | Migrant Parent/Vice President | |
| Jazmin Fragoso | ESOL Parent | |
| Shamah Tahan | Migrant SSP | |

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| Christine Street | Parent | |
| Tarsha Brown | District Family Engagement Coordinator | |

Title I only
The Letter of Intent for Title I Schoolwide was submitted on _____.

Please indicate the programs that are consolidated in this plan: Title IA, Title IA PFE, Title IC, Title IIIA, Title VB, IDEA 611, IDEA 619 (Title IIA and Title IVA transferred into Title IA)
School Designated as a Priority School: No (Yes or No) School Designated as a Focus School: No (Yes or No)

**SMART GOAL #1: By Spring 2027, STES will increase the percentage of students scoring at the Proficient and Distinguished levels (Levels 3 and 4) on the Georgia Milestones ELA and Mathematics EOG assessments by 2% from FY26 scores (ELA baseline TBA and from 31.6% to 33.6% (Math),**

| Prioritized Needs | Data Source | Participants Involved | Communication to Parents and Stakeholders |
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| **ELA:** By 2027, STES will increase the percentage of students scoring Proficient and Distinguished levels (Levels 3 and 4) on the Georgia Milestones ELA and Mathematics End-of-Grade Assessments by 2% from FY26 scores. | GMAS Data 2026<br>i-Ready Diagnostic<br>LETRS/Georgia Learns Modules<br>ACCESS 2.0<br>GKIDS<br>MTSS Data (Aimsweb)<br>Stakeholder Survey Results<br>95 Percent PSI & PASI<br>WriteScore<br>Progress Learning | ELA teachers<br>Interventionists<br>ESOL Teachers<br>Sped Teachers<br>Paraprofessionals<br>GSU Student Teachers<br>Kelly Services Substitutes<br>GMAS Tutors (second semester)<br>Migrant SSP | EOG data on Parent Portal<br>Weekly Grades in Parent Portal<br>School Website<br>Facebook Page<br>Class Dojo<br>Pre/Post Assessment Results<br>i-Ready Diagnostic Information (student goal sheets, family letters)<br>Parent/Family Engagement Events (such as Grade Night, Literacy Night, Math and Science Night, GMAS Information Session)<br>Unit Overview Newsletters |

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| | | | District Translator and Migrant Paraprofessional/Translator<br><br>School Council |
| **Math:** By 2027, STES will increase the percentage of students scoring Proficient and Distinguished levels (Levels 3 and 4) on the Georgia Milestones ELA and Mathematics End-of-Grade Assessments by 2% from FY26 scores (31.6% to 33.6%). | i-Ready Diagnostic Data Source<br><br>Eureka Module Tests<br><br>Xtra Math<br><br>Historical GMAS Data<br><br>MTSS Data<br><br>Progress Learning | Math Teachers<br><br>Sped Teachers<br><br>ESOL Teachers<br><br>GSU Student Teachers<br><br>Paraprofessionals<br><br>GMAS Tutors (Second Semester)<br><br>Kelly Services Substitutes<br><br>Interventionists<br><br>Migrant SSP | EOG data Parent Portal<br><br>Weekly Grades on Parent Portal<br><br>School Website<br><br>Facebook Pages<br><br>Class Dojo<br><br>Pre/Post Assessment Results<br><br>Ready Diagnostic Information (student goal sheets, family letters)<br><br>Parent/Family Engagement Events (such as Grade Night, Literacy Night, Math and Science Night, GMAS Information Session)<br><br>Unit Overview Newsletters<br><br>District Translator and Migrant Paraprofessional/Translator<br><br>School Council |
| **Student Behavior:** By May 2027, South Tattnall Elementary School will decrease office discipline referrals by 3% (from 278 to 270) from the 2025-2026 baseline. | Educator's Handbook<br><br>FTE Tracker<br><br>Check and Connect Data Source<br><br>MTSS Data | All Teachers<br><br>MTSS Team<br><br>Mental Health Therapist<br><br>School Counselor<br><br>Board Certified Behavior Analyst (BCBA) | Behavior Reports<br><br>Parental Contact (Phone call, conference)<br><br>Class Dojo<br><br>School Website<br><br>Facebook Page |

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| | | Registered Behavior Technician (RBT) | FBAs, Behavior Contracts, and BIPs<br><br>Transition Meetings (Pre-K to Kindergarten, Kindergarten, 5th to 6th grade)<br><br>District Translator and Migrant Paraprofessional/Translator<br><br>School Council |

- Plan is updated as needed through the school year based on data.

**SMART GOAL #1: By Spring 2027, STES will increase the percentage of students scoring at the Proficient and Distinguished levels (Levels 3 and 4) on the Georgia Milestones ELA and Mathematics EOG assessments by 2% from FY26 scores (ELA baseline TBA and from 31.6% to 33.6% (Math),**

(Specific, Measurable, Attainabl[https://docs.google.com/document/d/1vrjJQ1k5jsE5w7fFx_BDFBmHa4MGtu4nMBhCMsYmJqA/edit#](https://docs.google.com/document/d/1vrjJQ1k5jsE5w7fFx_BDFBmHa4MGtu4nMBhCMsYmJqA/edit#)e, Results-Based, and Time-Bound)

| Georgia School Performance Standard | Student group (All or subgroup) | 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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| | | | Artifacts | Evidence | | |
| **Curriculum Standard 1:** Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction.<br><br>**Instruction Standard 3:** Establishes and communicat | All students with an emphasis on students reading below grade level<br><br>-Migrant<br><br>-Minority<br><br>-SPED<br><br>-EL<br><br>-ED<br><br>-Homeless<br><br>-Foster | **Monitor, provide feedback, and support the implementation of:**<br><br>• Implementation of the Five Pillars of Literacy: phonics, phonemic awareness, fluency, vocabulary, comprehension, and writing strategies into instruction<br><br>• Implementation of Amplify, 95 Percent, Frog Street, Georgia Literacy Academy, and LETRS strategies based on the science of reading<br><br>• Implementation of feedback given from Literacy Coach & FDRESA personnel<br><br>• Data analysis using diagnostic and formative assessments from iReady, archived Acadience/PELI, Amplify Unit Assessments, Frog Street/WSO, ACCESS 2.0, 95 Percent Assessments | Student data reports, Collaborative planning documentation, professional learning activities and minutes, lesson plans, student goal sheets | **School Leaders Demonstrate:**<br><br>• Knowledge of implementation status for actions, strategies, and interventions in reading.<br><br>• Clear guidance and implementation<br><br>**Teachers Demonstrate:**<br><br>• An understanding of data and implement | Weekly Collaborative Planning by teachers to monitor data and student performance<br><br>Quarterly Schoolwide PLCs<br><br>Quarterly Progress Pow-Wow Meetings<br><br>Provide individual student performance data<br><br>Spring Tutoring<br><br>On-going professional learning for teachers in the | **COF $**<br><br>Funding for reading resources, if needed<br><br>Funding for spring tutoring services<br><br>ELA Teachers<br><br>Interventionists<br><br>ESOL Teacher<br><br>RESA consultants<br><br>Classroom Libraries<br><br>PK-2nd Core Programs & Supplements: FrogStreet (PK), |

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| es clear learning targets and success criteria aligned to curriculum standards<br><br>**Instruction Standard 7:** Provides feedback to students on their performance on the standards or learning targets | | • Second Semester Tutoring (based on midyear student data)<br>• Common vocabulary usage in regard to reading and writing<br>• Benchmark data that is reflective of progress in text fluency, comprehension, and standards mastery<br>• Weekly PLC Meetings to collaborative plan and to discuss student data to include ELA teachers, administrators, and Literacy/Academic Coaches<br>• Literacy/Academic Coach provide job-embedded professional learning based upon staff needs and assist with the planning of parent and family engagement events<br>• Inclusion of differentiated instruction in lesson plans with reading groups based on the students' approximate reading range<br>• Daily targeted reading interventions built into the school schedule<br>• Access to Accelerated Reader in 3rd, 4th, and 5th grades<br>• Implement classroom interventions and MTSS with students who are at below reading level status<br>• Student Goal Setting – Conferences | | changes necessary to impact student learning<br>• Awareness and internalization of what <u>is expected</u> of collaborative planning<br><br>**Students Demonstrate:**<br>• An understanding of data required for them to enhance their reading achievement | area of keys to literacy<br><br>Monitoring of Lesson plans<br><br>Informal walkthroughs and formal TKES walkthroughs<br><br>Peer observations | Amplify, and 95 Percent<br><br>3rd-5th Core Programs & Supplements: 95 Percent and Amplify<br><br>Professional Development<br><br>Travel Reimbursement<br><br>Software:<br><br>Renaissance<br><br>Progress Learning<br><br>i-Ready<br><br>Imagine Learning<br><br>Aimsweb<br><br>Hardware:<br><br>Laptops<br><br>ViewBoards<br><br>Chromebooks<br><br>Cardstock, copy paper, and other classroom |

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| | | • New Teacher Academy and Mentor Program<br>• SPED and ESOL teachers collaborate with general education teachers to co-teach and provide SDI, and individual and small group assistance to students they serve<br>• Paraprofessionals in KK-1, SPED, and the Migrant SSP provide support to students on a more one-to-one basis in and out of the classroom<br>• Use of i-Ready individualized instruction for 30-45 minutes weekly<br>• Use of the i-Ready Toolbox and Inspire resources to supplement ELA and writing instruction<br>***See below under SMART GOAL #2 for Math actions/strategies/evidence/ funding that also apply to SMART GOAL #1.*** | | | | supplies for student work<br>Laminating film<br>Ink |

**SMART GOAL #2: By May of 2026, South Tattnall Elementary School will increase the percentage of students in K-5 meeting their stretch growth on i-Ready Diagnostic 3 by 3% in the areas of ELA and Math.**

(Specific, Measurable, Attainablhttps://docs.google.com/document/d/1vrjJQ1k5jsE5w7fFx_BDFBmHa4MGtu4nMBhCMsYmJqA/edit#e, Results-Based, and Time-Bound)

| Georgia School Performance Standard | Student group (All or subgroup) | 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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| | | | Artifacts | Evidence | | |
| **Curriculum Standard 1:** Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction.<br><br>**Instruction Standard 3:** Establishes and communicates clear | All students with an emphasis on students reading below grade level<br><br>-Migrant<br><br>-Minority<br><br>-SPED<br><br>-EL<br><br>-ED<br><br>-Homeless<br><br>-Foster | **Monitor, provide feedback, and support the implementation of:**<br><br>• Implementation of the 6 Elements of Math and the GADOE Standards-Based Classroom Instructional Framework<br><br>• Data analysis using diagnostic and formative assessments from Eureka Squared, i-Ready, Xtra Math, Progress Learning<br><br>• Common vocabulary usage in regard to mathematical domains<br><br>• Weekly PLC Meetings to collaborative plan and to discuss student data to include ELA teachers, administrators, and Academic Coaches<br><br>• Academic Coach provides job-embedded professional learning based upon staff needs and assist with the planning of parent and family engagement events | Student data reports, Collaborative planning documentation, professional learning activities and minutes, lesson plans, student goal sheets | **School Leaders Demonstrate:**<br><br>• Knowledge of implementation status for actions, strategies, and interventions in math<br><br>• Clear guidance and implementation<br><br>**Teachers Demonstrate:**<br><br>• An understanding of data and implement changes necessary to | Weekly Collaborative Planning by teachers to monitor data and student performance<br><br>Weekly grade level meetings and discussions of concerns with student progress<br><br>Quarterly Schoolwide PLCs<br><br>Quarterly Progress Pow-Wow Meetings<br><br>Provide individual student performance data | **COF $**<br><br>Funding for math resources, if needed<br><br>Funding for tutoring services<br><br>Math Teachers<br><br>Eureka Math Materials<br><br>Professional Development<br><br>Travel Reimbursement<br><br>Software:<br><br>Touch Math<br><br>Progress Learning |

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| learning targets and success criteria aligned to curriculum standards<br><br>**Instruction Standard 7:** Provides feedback to students on their performance on the standards or learning targets | | • Inclusion of differentiated instruction in lesson plans with flexible small groups based upon student assessment data<br>• Implementation of Eureka Squared Math curriculum<br>• Second Semester Tutoring (based on midyear student data)<br>• Implement classroom interventions and MTSS with students who are performing below grade level expectations (i.e. Touch Match)<br>• Student Goal Setting – Conferences<br>• New Teacher Academy and Mentor Program<br>• SPED and ESOL teachers collaborate with general education teachers to co-teach and provide SDI, and individual and small group assistance to students they serve<br>• Paraprofessionals in KK-1, SPED, and the Migrant SSP provide support to students on a more one-to-one basis in and out of the classroom<br>• Use of i-Ready individualized instruction for 30-45 minutes weekly<br>• Use of the i-Ready Toolbox and Inspire resources to supplement math instruction<br>***See above under SMART GOAL #1 for ELA actions/strategies/evidence/funding that also apply to SMART GOAL #2.*** | | impact student learning<br>• Awareness and internalization of what <u>is expected</u> of collaborative planning<br>**Students Demonstrate:**<br>• An understanding of math data and actions required for them to enhance their math achievement | On-going professional learning for teachers in the area of 6 Elements and mathematical domains<br>Monitoring of Lesson plans<br>Informal walkthroughs and formal TKES walkthroughs<br>Peer observations | iReady<br>AimsWeb<br>XtraMath<br>Imagine Learning<br>Hardware:<br>Laptops<br>ViewBoards<br>Chromebooks<br>Cardstock, copy paper, and other classroom supplies for student work<br>Laminating film<br>Ink |

**SMART GOAL #3: By May 2027, South Tattnall Elementary School will decrease office discipline referrals by 3% from the FY26 baseline (from 278 to 270) through implementation of a multi-tiered system of supports that includes explicit behavior instruction, data-based decision making, targeted interventions, and individualized behavior supports.**
(Specific, Measurable, Attainable, Results-Based, and Time-Bound)

| Georgia School Performance Standard | Student group (All or subgroup) | 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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| | | | Artifacts | Evidence | | |
| **Family and Community Engagement 1:**<br>Creates an environment that welcomes, encourages, and connects family and community members to the school<br><br>**School Culture 4:** Supports the personal growth and development of students | All students<br>-Migrant<br>-Minority<br>-SPED<br>-EL<br>-ED<br>-Homeless<br>-Foster<br><br>All teachers<br><br>MTSS Team | **The school staff consistently provides a comprehensive system of support to promote positive student behavior**<br>• Teachers collaborate on desirable behaviors along with non-negotiable ones during weekly grade level meetings.<br>• Teachers teach behavior expectations that focus on social/emotional intelligence through school wide matrix--taught at beginning and midpoint but modeled and reminded daily<br>• Administrators conduct regular walkthroughs to monitor implementation of Tier I behavior practices and classroom learning environments.<br>• Support staff such as counselor, Mental Health Staff, Sped teachers, BCBA, and ISS teacher are utilized to reinforce social/emotional intelligence to students | Monthly behavior reports by teacher and grade level; MTSS monthly review of student behavior; Grade level meeting agenda, 5 Star Climate Rating, Annual Parent Surveys | **School Leaders Demonstrate:**<br>• Monthly behavior reports to MTSS Team by grade level, teacher and student<br>• Implement incentives and rewards<br>• Communicate appropriate school behavior expectations with families<br><br>**Teachers Demonstrate:**<br>• Understanding of what the school | Review of Behavior reports<br><br>Regular communication with parents on behavior expectations as well as the data of their own child's behavior<br><br>Welcoming events to the school to celebrate student behavior<br><br>Goals and strategies in the behavior protocol continually evaluated by the MTSS team as to its effectiveness | **COF $**<br><br>**Safety Grant $**<br><br>Professional learning for teachers<br><br>Incentives for students and families to decrease ODRs<br><br>Behavior Tracking System<br><br>Funding for manipulatives to assist with behavior strategies and intervention<br><br>Funding for sensory |

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| **Instruction Standard 7:** Provides feedback to students on their performance on the standards or learning targets | | at Tier 2-3 Level of behavior and those with IEPs:<br>● Ensure MTSS protocol is in place for students receiving four referrals<br>● Training for targeted behaviors with counselor using group therapy/circle (after repeated behaviors)<br>● Choose Love Curriculum<br>● Calming Corners<br>● CPI training and certification<br>● Referral to school mental health specialist<br><br>Provide transitional support to Preschool/PIP/Head Start students preparing to enter elementary schools via school visits, handouts, for preparedness and parent strategies to engage students and parents in the educational process. | | policy is for student behavior<br>● Keep accurate incident reports<br>● Documenting regular communication with families when behavior is impacting learning<br>● Referrals to school counselor, mental health therapist, and administrators as necessary<br><br>**Students Demonstrate:**<br>● Knowledge of expectation of school behavior and the benefits of good behavior on academic performance | and adjusting as needed. | supplies/calming corners<br><br>Mental Health Staff |

## Professional Learning Plan to Support School Improvement Plan

| Professional Learning<br><br>Strategy to support achievement of SMART Goals | Professional Learning Timeline | Estimated Cost, Funding Source-COF, and/or Resources | Person(s) Responsible | Monitoring Teacher Implementation of Professional Learning | Artifacts/Evidence of Impact on Student Learning |
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| New teacher orientation program, "New Teacher Academy", assists new personnel in an effort to help them transition into their new teaching position | 2026-2027 | COF<br><br>Stipend to each new teacher | TCBOE | TCBOE, Administration, Mentor | New teacher orientation agendas, TKES documentation for new teachers, walkthrough observations |
| New teacher mentors that assist throughout the year in an effort to promote teacher retention | 2026-2027 | Stipend to each mentor | TCBOE | TCBOE, Administration, Academic Coaches | Mentor documentation of service, TKES documentation for new teacher |
| Job embedded literacy training from FDRESA to help all teachers build professional knowledge and with consultation strategies to help increase student achievement by increasing student reading levels | 2026-2027 | TCBOE;<br><br>FDRESA | TCBOE<br><br>FDRESA<br><br>Literacy/ Academic Coach<br><br>ELA teachers | FDRESA,<br><br>Administrative observations | Teacher lesson plans, PLC/PL agendas, sign-in sheets, minutes, TKES teacher documentations, walkthrough observations, coaching rounds |

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| TKES Observations and other informal observations | 2026-2027 | | TCBOE;<br>Teachers, Reading Specialists, Academic Coaches | Administrative observations, Lesson plans | Lesson plans, student usage reports, student diagnostic reports, student achievement reports |
| Increase use of technology/student software aimed at improving assessment strategies as well as assisting with remediation and acceleration in the classroom | 2026-2027 | i-Ready, WriteScore, Progress Learning, XtraMath<br>TCBOE<br>COF | TCBOE;<br>Teachers<br>Academic Coaches<br>STES Admin | Administrative observations, lesson plans; Academic Coach classroom visits | Lesson plans, Student usage reports, PLC agendas, TKES teacher documentation, student achievement reports |
| Purchase of instructional supplies for student use and for student projects to include math manipulatives | 2026-2027 | TCBOE<br>COF | TCBOE;<br>STES Admin | Administrative observations, lesson plans, Academic Coaching visits | Lesson plans, Student work samples (projects) |
| FDRESA Coaching for 2026--2027 school year | 2026-2027 | TCBOE | All ELA Teachers;<br>All Math Teachers;<br>Academic Coaches<br>Administration | Administration,<br>all ELA and Math teachers, Academic Coaches | Training Minutes;<br>Walkthrough Observations; Lesson Plans; Student achievement data; PLC Meeting Minutes |
| ELA/Math PLC embedded meetings held throughout the year. Team analyzes data and vertically plans to address | 2026-2027 | TCBOE | Teachers<br>Academic Coaches<br>Administration | Administration,<br>all teachers; Academic Coach | ELA/Math PLC Agendas, Student diagnostic iReady data, Lesson Plans, 95% PSI/PASI data, Amplify data, Eureka data |

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| student instructional needs on an ongoing basis. | | | | | |
| Educational trainings in Instruction and content areas to include cost of substitute, conference registration, and travel | 2026-2027 | TCBOE<br>COF | TCBOE;<br>Administration<br>Teachers | Administrative observations for implementation, lesson plans | TKES teacher documentation, Student score reports for End of Grade |
| Educational field trips for students to supplement instructional standards to include cost of travel | 2026-2027 | TCBOE | TCBOE<br>Teachers | Administration, all teachers, Academic Coach | Field Trip Request Forms, Standards, Learning Reflection |
| A School Climate team has been selected and trained in order for the team to assist the administration with the determination of strategies to positively affect student behavior across grade levels | 2026-2027 | TCBOE;<br>GADOE | TCBOE;<br>Administration;<br>School Climate team members | School Climate Team Members, Administration | School Climate quarterly meeting agendas and minutes;<br>Student Behavior reports |
| Multi-Tier System of Support updates & training throughout the school year | 2026-2027 | TCBOE | MTSS Coordinators | Administration,<br>All teachers | Student Progress Meeting minutes/agendas; Parent Meetings; Data Reports<br>Walkthrough observations |
| Special education teachers and regular classroom teachers will participate in SDI Co-Teaching training in an effort to more effectively address the needs of special | 2026-2027 | TCBOE;<br>GLRS | TCBOE;<br>GLRS;<br>Administration; | Baseline review of co-teaching model, administrative observations, lesson plans, | Teacher lesson plans, CLPs, PLC agendas, TKES teacher documentations, students work samples, and student grades |

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| education students in the inclusion model | | | | | |
| GACE test registration for teachers to receive "Professional Qualified" status; purchase study guides | 2026-2027 | TCBOE<br>COF | TCBOE, Administration,<br>Attendance of Teacher | Administrative approval, teacher placement | Teacher GACE report; certification report |
| ESOL Review/Update to all faculty members in an effort to provide current instructional strategies with differentiation tips for ESOL students – Use of WIDA standards to improve instruction | 2026-2027 | Teacher Salary<br>COF | ESOL teachers | Administrative observations, lesson Plans,<br>Agenda, sign in sheet, materials presented during redelivery to all instructional staff at school | Student testing data, Student classroom grades, Student ACCESS scores |
| Student software aimed at improving language acquisition for ESOL students | 2026-2027 | Imagine Learning<br>COF | TCBOE;<br>ESOL teachers<br>Teachers | Administrative observations, lesson plans | Lesson plans, student usage reports, student diagnostic reports, student achievement reports pre and post |
| Gifted, Dyslexia and ESOL endorsement for regular education teachers | 2026-2027 | TCBOE<br>COF | TCBOE; Administration | TCBOE,<br>Administration | Endorsement credentialing; master schedule course offerings; teacher placement; student placement |
| Special Education teacher professional learning for GAA, Progress Monitoring tools, IEPs | 2026-2027 | TCBOE<br>Sped COF | TCBOE; Administration | TCBOE,<br>Administration | GAA Scores, ClassWorks reports, Sign-in sheets |

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| ESOL teacher professional learning to include registration, travel reimbursement | 2026-2027 | TCBOE<br>COF | TCBOE; Administration | TCBOE,<br>Administration | Redelivery to all instructional staff ; sign in sheets |
| WIDA training and instructional materials | 2026-2027 | TCBOE<br>COF | ESOL teachers | Administration<br>Director of Federal Programs<br>ESOL Director | ACCESS scores |
| Migrant Paraprofessional for assistance in content areas via push in model based on student needs (SSP has flexible schedule) | 2026-2027 | TCBOE<br>COF | Shamah Tahan | Administration,<br>Content Area teachers | Timesheet, Priority for Service list, GMAS scores, SSP Flexible Schedule |
| Communication folders & Handbooks, parent newsletters | 2026-2027 | TCBOE<br>COF | TCBOE | Director of Federal Programs<br>Administration | Perception/survey data on improvement in communication |
| Spring Tutoring (based on midyear data) | Spring 2027 | TCBOE<br>COF | TCBOE | Administration, ELA teachers | GMAS scores<br>i-Ready |
| Career Pathways | March - May 2027 | None | Counselor, students | Interest inventory; Cluster Survey; Research Careers & Student Led Conference with parents | Grade Level Reports;<br>Career Clusters in individual portfolios |
| Upcoming 6th Graders Orientation and Tour | May 2027 | None | Principal, Assistant Principal, | Climate survey, health survey | Parent Flyer, Newsletter |

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| | | | Academic Coach, Counselor, 6th Grade Teachers,<br><br>STES 5th Grade Students & Teachers | | |

**Parent Engagement and Communication - -** notices sent to EL parents in home language whenever possible. EL parents are signed up for parent portal accounts by the school registrar at the county-wide EL parent meeting. Title I Plan and Compacts are translated into home language when possible for all parents. Translators can be scheduled to attend parent conferences and parent meetings (including the Annual Title I Meeting) to aid in translation. All schools have use of the TransAct website for translation help. All schools have a ipad that can be used for voice to voice translation. Each spring, EL parents are given a survey that indicates topics that they would like covered in their parent meetings the following year. Topics are discussed in EL parent meetings that would help the parents to provide academic assistance to their students.

| Parent Engagement Activities | Timeline | Estimated Cost, Funding Source, and/or Resources | Person(s) Responsible | Evaluation Results | Artifacts/Evidence of Impact on Student Learning |
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| PreK-5th Open House/Community Fair<br><br>TC Back to School Extravaganza | July 2026 - August 2027 | Teacher Salary<br><br>Community Resources | Administration, Front Office Staff, Teachers, | Stakeholders Surveys<br><br>Parent Attendance<br><br>Community Support | Agenda; Sign-in sheets; Teacher syllabus in classroom |
| Parental Engagement Coordinator (Tarsha Brown) – The Tattnall County School System has hired this position to aid in all parental engagement | 2026-2027 | TCBOE – Salary | Tarsha Brown | Stakeholders Surveys | Job description, timesheets, list of activities |
| PreK-5th Grade Nights | August 2026 | Teacher Salary, COF | All STES Faculty | Parent Attendance Number | Agenda, Sign-In Sheets , presentation(s) |

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| Pack Your Pail Parent event, Parent Picnics, student programs, Holiday ornament decorating w/parents | 2026-2027 | | All Teachers<br>Administration | Parent Attendance | Sign-In Sheets |
| Fall Literacy Festival | Fall 2026 | Teacher Salary<br>COF | All STES Faculty<br>Community Businesses-Farm Bureau, Tattnall Extension Service, Tattnall County Libraries | Parent Attendance<br>Community Support | Sign-In Sheets<br>Handouts<br>Pictures |
| Title One Meeting | August 2026 | Teacher Salary<br>COF | Academic Coaches<br>Administration | Parent Attendance | Agenda, Sign-In Sheets , presentation(s) |
| Trunk or Treat | October 2026 | | All Staff | Community Support | Sign-In Sheets |
| Parent Portal<br>Parent Portal Message Board | 2026-2027 | TCBOE<br>COF | Lynna Hilliard, TCBOE, Technology Coordinator; Jennifer Coleman, STES Registrar<br>Assistant Principal | Interactive hits on website | Parent Registration; Interactive hits on website<br>Student Progress |
| School Website | 2026-2027 | TCBOE<br>COF | All Faculty<br>Media Specialist<br>Administration | Interactive hits on website | School news<br>School events calendar |
| Parent/Teacher Meetings; 504 Meetings | 2026-2027 | Teacher Salary<br>COF | All Teachers<br>Counselor | Student Progress Reports | Agenda, Signed documentation of meeting, teacher notes, etc. |

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| | | | Administration | | Student Progress |
| Parent/Teacher Meetings; IEP Meetings | 2026-2027 | Teacher Salary<br>COF | All Teachers<br>STES Case Manager<br>LEAs | Student Progress Reports | Agenda, Signed documentation of meeting, teacher notes, etc.<br>Student Progress |
| Parent/Teacher Meetings; MTSS Meetings | 2026-2027 | Teacher Salary<br>COF | All Teachers; MTSS Coordinators | Student Progress Reports | Agenda, Signed documentation of meeting, teacher notes, etc. |
| ESOL/EL parent meetings- informational meeting in an effort to connect the parent to the school and school processes, and English language development of children in home | Fall 2026<br>Winter 2027<br>Spring 2027 | Teacher Salary<br>COF | ESOL teachers<br>ESOL Coordinator | Survey results | Agenda, Sign-in sheets, minutes, parent handouts<br>Student Progress |
| Migrant PAC meeting- to promote a better relationship between the child's home and school, thus improving his/her opportunity to take full advantage of an education and to provide interested parties to make suggestions or recommendations | 2026-2027 | Teacher Salary<br>Title IC<br>COF | Shamah Tahan | Spring Survey evaluation | Agenda, Sign-in sheets, minutes, parent handouts<br>Student Progress |
| Math & Science Night | Spring 2027 | Teacher Salary<br>COF | All Teachers<br>Community Businesses-Farm Bureau, Tattnall Extension Service | Spring Survey evaluation | Sign In Sheets<br>Agenda<br>Presentation/Handouts<br>Pictures |

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| PreK Bi-yearly parent Conferences | December 2026<br>May 2027 | | PreK Teachers | WSO Results<br>PELI Data | Agenda, Sign-in sheets, minutes, parent handouts<br>Student Progress |
| GMAS Parent Information Session<br>An event designed to help parents better prepare their child for the GMAS | Spring 2027 | Teacher Salary<br>COF | 3rd-5th Grade Teachers<br>Administration<br>Academic Coaches | Spring Survey evaluation | Sign-In Sheets<br>Agenda<br>Presentation<br>Handouts |
| Kindergarten Transition Night<br>An event designed to help parents better prepare for their child to move to Kindergarten. | May 2027 | Teacher Salary | PreK Teachers<br>K Teachers<br>HeadStart | Survey | Sign-In Sheets, handouts, agenda<br>Presentation<br>Pictures |
| Annual TINA Surveys | 2026-2027 | TCBOE | BOE | Survey Data | Survey Results from BOE |
| Social Media used for communication: School Website, Facebook, Class Dojo | 2026-2027 | TCBOE | Faculty | Website Activity<br>Survey Data | School/Class/Teacher pages and websites, screenshots |
| Homeless and Foster Community Resources | 2026-2027 | TCBOE<br>Title IA<br>ESSER III ARP<br>HCY I and HCY II | Admin<br>Counselor<br>BOE Homeless Liaison | Spring Survey | Homeless data<br>Homeless Training Documentation<br>Community Resource Packet<br>Homeless Supplies/POs |
| District and School Level Parent and Family Engagement Policy/Plan Meeting | 2026-2027 | No Cost | District Plan – Federals Program Director and Title I Family Engagement Coordinator | Input and Spring Survey | Sign In sheets,<br>Parent and Family Engagement Policy, Student handbook, District Website, School Website, Annual Title I Meeting |

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| | | | School Plan – Administration, Academic Coach and Title I Family Engagement Coordinator | | |
| School Level Comprehensive Needs Assessment Meetings/Schoolwide Plan (SIP) | 2026-2027 | No Cost | Administration<br>Academic Coaches | Stakeholder Input<br>Spring TINA Surveys | Agenda, presentation, sign-in sheets, SIP |
| District Level CNA Workshop/Meeting | April 2027 | TCBOE | Director of Federal Programs<br><br>District Admin | Stakeholder participants<br><br>Stakeholder input<br><br>TINA Surveys | Agenda, presentation, sign-on sheets, SIP |