

# SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN TITLE I TARGETED ASSISTANCE (TA) PLAN

2025-2026

|                                                       |                                                  |                                                                                                  |
|-------------------------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------------|
| NAME OF SCHOOL/PRINCIPAL:                             |                                                  |                                                                                                  |
| South Tattnall Middle School/Mrs. Tori Flowers        |                                                  |                                                                                                  |
| NAME OF DISTRICT/SUPERINTENDENT:                      |                                                  |                                                                                                  |
| Tattnall County School System/Dr. Kristen Waters      |                                                  |                                                                                                  |
| <input type="checkbox"/> Comprehensive Support School | <input type="checkbox"/> Targeted Support School | <input checked="" type="checkbox"/> Schoolwide Title I School                                    |
| <input type="checkbox"/> School                       | <input type="checkbox"/> Opportunity School      | <input type="checkbox"/> Targeted Assistance Title I School <input type="checkbox"/> Non-Title I |

## 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 <i>Tori Flowers</i> |  | Date |
| Title I Director              |  | Date |
| (Title I Schools only)        |  |      |

**Planning Committee Members**

| Name             | Position/Role                                         | Signature               |
|------------------|-------------------------------------------------------|-------------------------|
| Tori Flowers     | Principal                                             | <i>Tori Flowers</i>     |
| Jessica Helms    | Assistant Principal                                   | <i>Jessica Helms</i>    |
| Kim Scott        | Academic Coach                                        | <i>Kim Scott</i>        |
| Sherri Williams  | School Counselor                                      | <i>Sherri Williams</i>  |
| Brooke Thompson  | Media Specialist                                      | <i>Brooke Thompson</i>  |
| Avery Kelly      | Lead SPED teacher                                     | <i>Avery Kelly</i>      |
| Karla Hendrix    | 6th Grade Chairperson; ELA Teacher                    | <i>Karla Hendrix</i>    |
| Jordyn Sapwell   | 7th Grade Chairperson; ELA Teacher                    | <i>Jordyn Sapwell</i>   |
| Melanie Walker   | 8th Grade Chairperson; Math Teacher; PBIS Coordinator | <i>Melanie Walker</i>   |
| Pam MacSorley    | ESOL Teacher                                          | <i>Pam MacSorley</i>    |
| Jennifer Carlson | MTSS Coordinator                                      | <i>Jennifer Carlson</i> |
| Tarsha Brown     | Title I Family Engagement Coordinator                 | <i>Tarsha Brown</i>     |
| Kristin Barratta | Athletic Director/PE Teacher                          | <i>Kristin Barratta</i> |
| Shamah Tahan     | Migrant SSP                                           | <i>Shamah Tahan</i>     |
| Geoff Atkinson   | Band Director; Teacher; Parent                        | <i>Geoff Atkinson</i>   |

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 are transferred into Title IA) \_\_\_\_\_

# Needs Assessment/ Data Review Results

The Schoolwide Plan is updated as needed throughout the school year based on data analysis. The Schoolwide Plan is available at the school and on the school's website in a language that the parents can understand.

| Prioritized Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Data Source                                                  | Participants Involved | Communication to Parents and Stakeholders    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------|----------------------------------------------|
| <b><u>ELA</u></b><br>Decrease the number of students in the "Beginning Learner" Category on Georgia Milestones End of Grade Test<br>upcoming 6 <sup>th</sup> Grade: 29%<br>upcoming 7 <sup>th</sup> Grade: 42%<br>upcoming 8 <sup>th</sup> Grade: 35%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Spring 2025 End of Grade (EOG) Georgia Milestones Assessment | All teachers          | EOG Individual Student Reports – Parent Copy |
| <b><u>ELA</u></b><br>Decrease the percentage of students that are in the "Below Target" Section per each ELA domain<br><br><u>Domain: Reading &amp; Vocabulary</u><br>upcoming 6 <sup>th</sup> Grade: 50%<br>upcoming 7 <sup>th</sup> Grade: 58%<br>upcoming 8 <sup>th</sup> Grade: 60%<br><br><u>Domain: Key Ideas and Details</u><br>upcoming 6 <sup>th</sup> Grade: 42%<br>upcoming 7 <sup>th</sup> Grade: 58%<br>upcoming 8 <sup>th</sup> Grade: 59%<br><br><u>Domain: Craft and Structure</u><br>upcoming 6 <sup>th</sup> Grade: 50%<br>upcoming 7 <sup>th</sup> Grade: 48%<br>upcoming 8 <sup>th</sup> Grade: 61%<br><br><u>Domain: Vocabulary Acquisition &amp; Use</u><br>upcoming 6 <sup>th</sup> Grade: 37%<br>upcoming 7 <sup>th</sup> Grade: 44%<br>upcoming 8 <sup>th</sup> Grade: 34%<br><br><u>Domain: Reading Literary Text</u><br>upcoming 6 <sup>th</sup> Grade: 54%<br>upcoming 7 <sup>th</sup> Grade: 61% | Spring 2025 End of Grade (EOG) Georgia Milestones Assessment | All Teachers          | EOG Individual Student Reports – Parent Copy |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                      |              |  |                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------|--|----------------------------------------------|
| <p>upcoming 8<sup>th</sup> Grade: 48%</p> <p><u>Domain: Reading Informational Text</u></p> <p>upcoming 6<sup>th</sup> Grade: 41%</p> <p>upcoming 7<sup>th</sup> Grade: 47%</p> <p>upcoming 8<sup>th</sup> Grade: 64%</p> <p><u>Domain: Writing &amp; Language</u></p> <p>upcoming 6<sup>th</sup> Grade: 57%</p> <p>upcoming 7<sup>th</sup> Grade: 56%</p> <p>upcoming 8<sup>th</sup> Grade: 64%</p> <p><u>Domain: Writing</u></p> <p>upcoming 6<sup>th</sup> Grade: 56%</p> <p>upcoming 7<sup>th</sup> Grade: 49%</p> <p>upcoming 8<sup>th</sup> Grade: 58%</p> <p><u>Domain: Language</u></p> <p>upcoming 6<sup>th</sup> Grade: 52%</p> <p>upcoming 7<sup>th</sup> Grade: 47%</p> <p>upcoming 8<sup>th</sup> Grade: 59%</p> |                                                                      |              |  | EOG Individual Student Reports – Parent Copy |
| <p><u>ELA</u></p> <p>Decrease the percentage of students “Below Grade Level” in reading</p> <p>upcoming 6<sup>th</sup> Grade: 44% (Below 830L)</p> <p>upcoming 7<sup>th</sup> Grade: 50% (Below 925L)</p> <p>upcoming 8<sup>th</sup> Grade: 34% (Below 970L)</p> <p><u>Student Behavior</u></p> <p><b>2024-2025</b></p> <p>481 Office Discipline Referrals (ODRs) which is a 31% decrease from 2023–2024 school year.</p>                                                                                                                                                                                                                                                                                                    | Spring 2025 End of Grade (EOG) Georgia Milestones Assessment i-Ready | All teachers |  | Parental Contact                             |

**SMART GOAL #1: To reduce the percentage of Beginning Learners (Level 1 on GMAS EOG) by decreasing the number of students reading below grade level by 10% and increase the number of students above grade level by 8% in the 2025-2026 school year as compared to 2024-2025 school year.**

| 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                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                   |                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Artifacts                                                                                                                                                                                                                        | Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Curriculum Standard 1:</b><br>Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction. | <b>All Students</b><br>Migrant<br>Minority<br>SPED<br>EL<br>ED<br>Homeless<br>Foster with an emphasis on students reading below grade level<br>Gifted | <b>Monitor, provide feedback, and support the implementation of:</b> <ul style="list-style-type: none"> <li>Class size reduction teachers</li> <li>Implementation of keys to literacy-- main idea development, summarization, on time reading, question generation, metacognitive strategies to include professional learning for teachers to help struggling readers by implementation of vocabulary &amp; reading engagement strategies, and monitoring (conferencing and observing)</li> <li>iReady data that is reflective of Lexile progress</li> <li>Conferencing with students during "data chats"; Setting Goals with students that reflect both remediation and enrichment.</li> <li>Twice during the nine weeks, iReady standards based instruction for all students</li> <li>Weekly iReady implementation:               <ul style="list-style-type: none"> <li>1 to 2 lesson(s) during WIN time and/or ELA/Science/Social Studies</li> </ul> </li> <li>During Advisement/"What I Need" (WIN) time, students will participate in:               <ul style="list-style-type: none"> <li>Monday and Friday - Advisement</li> <li>Tuesday-Thursday -iReady (my Pathway or teacher assigned enrichment lessons). Independent Reading</li> </ul> </li> </ul> | Individual student progress, data forms, Collaborative planning documentation, agenda/sign in sheets for professional learning<br><br>Student data<br><br>Tutoring Documentation (tutoring logs, timesheets, student attendance) | <b>School Leaders Demonstrate:</b> <ul style="list-style-type: none"> <li>Knowledge of implementation status for actions, strategies, and interventions in reading.</li> <li>Clear guidance and implementation</li> </ul> <b>Teachers Demonstrate:</b> <ul style="list-style-type: none"> <li>An understanding of data and implement changes necessary to impact student learning</li> <li>Awareness and internalization of what is expected of collaborative planning</li> </ul> <b>Students Demonstrate:</b> <ul style="list-style-type: none"> <li>An understanding of LEXILE scores and actions required for them to enhance their reading achievement</li> <li>Participation in data chats with teachers and completion of advisement sheets</li> </ul> | <b>Weekly Collaborative Planning</b> by teachers to monitor program implementation and student performance<br><br>Monthly data reports to ELA Team concerning student progress<br><br>Provide individual student performance data<br><br>On-going professional learning for teachers in the area of literacy | <b>L4GA</b><br>Funding for reading resources including consumables and software (decoding, comprehension, higher Lexile texts)<br><br>iReady<br><br>Funding for tutoring services<br><br>Novels<br><br>Professional Learning<br><br>GMAS EOG<br><br>GAA<br><br>Consolidation of Funds – Title IA, Title IC, Title IA PFE, Title IIIA, Title VB, IDEA 611, IDEA 619 (Title IIA & Title IVA transferred into Title IA) |
|                                                                                                                                                                                                   |                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Instruction Standard 3:</b><br>Establishes and communicates clear learning targets and success criteria aligned to curriculum standards                                                        |                                                                                                                                                       | <b>Group students not meeting standards according to assessment results and assign them to instruction that occurs during school.</b> <ul style="list-style-type: none"> <li>Implement RTI or classroom interventions with students who are at/or below reading level status</li> <li>Offer Spring 2026 tutoring sessions for selected students reading below grade level according to GMAS and iReady Lexiles</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Instruction Standard 7:</b><br>Provides feedback to students on their performance on the standards or learning targets                                                                         |                                                                                                                                                       | <b>SIP updated as needed throughout the school year based on data</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                      |



**SMART GOAL #2: With continued implementation of Positive Behavioral Intervention and Supports (PBIS), we will decrease the number of students receiving office discipline referrals by 5% during the 2025-2026 school year as compared to 2024-2025 school year.**

| 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                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                        |                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Artifacts                                                                                                                                                                                                                                                                                                 | Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Family and Community Engagement 1:</b><br>Creates an environment that welcomes, encourages, and connects family and community members to the school | All Students<br>Migrant<br>Minority<br>SPED<br>EL<br>ED<br>Homeless<br>Foster | <b>PBIS Team meets monthly to implement and monitor a comprehensive student behavior plan</b> <ul style="list-style-type: none"> <li>Consider ways to establish an inviting learning environment that welcomes and encourages families into the school</li> <li>Regular communication to families about behavior and the school expectations</li> <li>Analyze behavior data - monthly in PBIS Leadership Team meetings; The grade level representative gives monthly updates to grade level personnel during grade level meetings</li> <li>Ongoing adjustments made based on behavior data</li> <li>Recognition for positive student behavior through the school year</li> </ul> <b>The school staff consistently provides a comprehensive system of support to promote positive student behavior</b> <ul style="list-style-type: none"> <li>Teachers collaborate on desirable behaviors along with non-negotiable behaviors.</li> <li>Teachers teach behavior expectations that focus on social/emotional intelligence through schoolwide/classroom matrix-- taught at the beginning of the each semester, but modeled and reminded daily</li> <li>Support staff, including the school counselor, are utilized to reinforce social/emotional learning to students at Tier 2-3 Level of behavior</li> <li>Ensure RTI protocol is in place for students receiving four referrals</li> <li>Check &amp; Connect; Choose Love; "Mental Health Counseling"; "Character Education"</li> </ul> | Monthly behavior reports by teacher and grade level; PBIS Leadership Team's monthly review of student behavior (agendas, sign in sheets); PBIS Behavior Expectation Matrix, Check & Connect Data, Character Education Calendar, Choose Love Lessons/Calendar; Grade level meeting agenda & sign in sheets | <b>School Leaders Demonstrate:</b> <ul style="list-style-type: none"> <li>Monthly behavior reports to PBIS Team by grade level, teacher and student</li> <li>Implement incentives and rewards</li> <li>Communicate appropriate school behavior expectations with families</li> </ul> <b>Teachers Demonstrate:</b> <ul style="list-style-type: none"> <li>Understanding of what the school policy is for student behavior</li> <li>Keep accurate incident reports</li> <li>Documenting regular communication with families when behavior is impacting learning</li> <li>Referrals to school counselor and administrators as necessary</li> </ul> <b>Students Demonstrate:</b> <ul style="list-style-type: none"> <li>Knowledge of expectation of school behavior and the benefits of good behavior on academic performance</li> </ul> | 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>Incentives to celebrate positive student behavior<br><br>Goals and strategies in the behavior protocol continually evaluated and updated by the PBIS Leadership Team using the Self-Assessment Survey (SAS) and the Tiered Fidelity Inventory (TFI) | <b>Student Incentive Fundraisers</b><br>Professional learning for teachers<br><br>Incentives for students to decrease ODRs<br><br>Behavior Tracking System & Educator Handbook<br><br>Funding for manipulatives to assist with behavior strategies, cyber bullying and interventions, bullying prevention and intervention<br><br>Consolidation of Funds – Title IA, Title IC, Title IA PFE, Title IIIA, Title VB, IDEA 611, IDEA 619 (Title IIA & Title IVA transferred into Title IA) |
|                                                                                                                                                        |                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## 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                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| New teacher orientation program, "New Teacher Academy", assists new personnel in an effort to help them transition into their new teaching position                                                                          | 2025-2026                      | Stipend to each new teacher<br>TCBOE             | TCBOE<br>David Tucker                                                      | TCBOE, Administration, Academic Coach, Mentor              | New teacher orientation agendas & sign in sheets,, TKES documentation for new teachers, walkthrough observations |
| New teacher mentors that assist throughout the year in an effort to promote teacher retention                                                                                                                                | 2025-2026                      | Stipend to each mentor<br>TCBOE                  | TCBOE<br>David Tucker                                                      | TCBOE, Administration, Academic Coach                      | Mentor documentation of service, TKES documentation for new teacher                                              |
| New Teacher - Amie Dean Classroom Management training                                                                                                                                                                        | August & September 2025        | \$50 per person<br>COF                           | Mr. David Tucker, Curriculum Director; New Teacher Academy, Academic Coach | Sign In Sheets, attendance log from FDRESA                 | Educator Handbook Discipline Data Reports, TKES teacher observations                                             |
| Leadership/Data Analysis Team Meeting                                                                                                                                                                                        | 2025-2026                      | None                                             | Mrs. Tori Flowers, Principal                                               | Sign In Sheet, Agenda<br>Administration, Academic Coach    | Student Achievement Data (iReady, GMAS, common assessments)                                                      |
| McKinney-Vento Homeless Training                                                                                                                                                                                             | July - August 2025             | None                                             | Mrs. Tori Flowers, Principal / TC Homeless Liaison<br>David Tucker         | Safe Schools Report                                        | PPT/Sign in sheet, agenda, Safe Schools Report                                                                   |
| Free Breakfast and Free Lunch for all students, this includes: Economically Disadvantaged, Minority, Migrant, Homeless, Foster, EL, and Students with Disabilities                                                           | 2025-2026                      | TCBOE                                            | TCBOE Food Nutritionist                                                    | Tina Merrill, STMS Lunchroom manager                       | Morning Breakfast log sheets<br>Lunch log sheets                                                                 |
| Literacy training from FDRESA to help all teachers with implementing strategies to help increase student reading levels by encouraging student engagement for all learners to include: Economically Disadvantaged, Minority, | 2025-2026                      | TCBOE;<br>FDRESA                                 | TCBOE;<br>FDRESA;<br>All teachers                                          | FDRESA, Administrative Teacher observations                | Teacher lesson plans, PLC agendas & sign in sheets, TKES teacher documentations, student work samples            |



|                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                   |                                                                 |                                                                                                                                                                    |                                                                                                                      |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--|--|
| Migrant, Homeless, Foster, EL, and Students with Disabilities                                                                                                                                                                                                                                                                                                                                   |           |                                                   |                                                                 |                                                                                                                                                                    |                                                                                                                      |  |  |
| PLC Meetings                                                                                                                                                                                                                                                                                                                                                                                    | 2025-2026 | COF                                               | Academic Coach                                                  | Administration<br>Academic Coach<br>Agendas, sign in sheets, curriculum alignment (mapping), common assessments, lesson plans                                      | Student Achievement Data (iReady, GMAS, common assessments)                                                          |  |  |
| Student software, technology supplies, technology devices, and technology training aimed at improving assessment strategies as well as assisting with remediation and acceleration techniques, to enhance teacher instruction, and enhance student engagement                                                                                                                                   | 2025-2026 | iReady, iXL, MAP, Progress Learning<br>L4GA / COF | TCBOE;<br>Brooke Adams, STMS Media Specialist; STMS Teachers    | Administrative observations, Lesson plans, technology supplies/devices purchase requisitions, technology professional development training agendas, sign in sheets | Student usage reports, student diagnostic reports, student achievement reports                                       |  |  |
| Supplemental Texts, Novels for the ELA classrooms                                                                                                                                                                                                                                                                                                                                               | 2025-2026 | TCBOE<br>L4GA / COF                               | David Tucker, Curriculum Director; ELA Teachers; Academic Coach | Administration; ELA Teachers Lesson Plans                                                                                                                          | Student Lexile reports                                                                                               |  |  |
| Educational field trips for students to supplement instructional standards to include cost of travel                                                                                                                                                                                                                                                                                            | 2025-2026 | TCBOE / STMS                                      | TCBOE<br>STMS Staff                                             | Administration, all teachers, Academic Coach                                                                                                                       | Field Trip Request Forms, Content Area Standards, Learning Reflection                                                |  |  |
| A PBIS 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                                                                                                                                                                                                     | 2025-2026 | TCBOE;<br>GADOE<br>COF                            | TCBOE;<br>Administration;<br>PBIS team members                  | PBIS Team Members, Administration<br>Teacher Observations                                                                                                          | PBIS monthly meeting agendas & sign in sheets, student behavioral data (Educator Handbook)                           |  |  |
| Response to Intervention/MTSS will provide targeted Tier II and III evidence based interventions (iReady, iXL, Repeated Readings, Story Detective, HELPS, Check & Connect, "Choose Love (Social/Emotional Learning ), (FBA/BIP) to the RTI Behavior Interventions) for students to include: Economically Disadvantaged, Minority, Migrant, Homeless, Foster, EL, and Students with Disabilities | 2025-2026 | TCBOE<br>COF                                      | Jennifer Carlson, STMS RtI Coordinator                          | Administration, all teachers<br>Teacher Observations, Lesson Plans                                                                                                 | Grade Level Meeting Agenda & sign in sheets, Parent Meeting Documentation, Check & Connect Data, Student Growth Data |  |  |

Division of School and District Effectiveness | School Improvement PLAN

|                                                                                                                                                                                                                      |           |                                                                            |                                                                                        |                                                                                                                                                                                |                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education teachers and regular classroom teachers will participate in SDI training in an effort to more effectively address the needs of special education students in the inclusion model                   | 2025-2026 | TCBOE<br>SPED COF                                                          | TCBOE SPED<br>Administration;                                                          | Baseline review of<br>co-teaching model,<br>administrative<br>observations, lesson plans,                                                                                      | SDI Training agendas & sign in<br>sheets, observation feedback forms                                                                                                    |
| Educational conferences in improving student achievement, student engagement, and teaching strategies across all content areas, PBIS/Behavior management, MTSS/RtI, SWD, and leadership.                             | 2025-2026 | COF                                                                        | Administration,<br>Attendance of<br>Teacher                                            | Administrative Approval<br>Teacher Observations                                                                                                                                | Conference registration with<br>agenda, travel, student achievement<br>data                                                                                             |
| GACE test registration for teachers to receive "Professionally Qualified" status; purchase study guides                                                                                                              | 2025-2026 | TCBOE<br>COF                                                               | TCBOE,<br>Administration,<br>Attendance of<br>Teacher                                  | Administrative approval,<br>teacher placement                                                                                                                                  | Teacher GACE score report;<br>certification report, administrative<br>approval form                                                                                     |
| ESOL State Program/Title IIIA Review/Update to all faculty members in an effort to provide current instructional strategies with differentiation tips for EL students – Use of WIDA standards to improve instruction | 2025-2026 | Teacher Salary<br>COF                                                      | Pam MacSorley,<br>ESOL teacher                                                         | Administrative<br>observations, lesson Plans,<br>EL training agenda & sign<br>in sheet, materials<br>presented during<br>redelivery to all<br>instructional staff at<br>school | Student testing data, Student<br>classroom grades, Student<br>ACCESS scores                                                                                             |
| Student software aimed at improving language acquisition for EL students                                                                                                                                             | 2025-2026 | English in a Flash,<br>Rosetta Stone<br>Imagine Learning<br>Program<br>COF | TCBOE;<br>Brooke Adams,<br>STMS Media<br>Specialist; STMS<br>Teachers, ESOL<br>Teacher | Administrative<br>observations, lesson plans                                                                                                                                   | Student usage reports, student<br>diagnostic reports, student<br>achievement reports pre and post                                                                       |
| Gifted and ESOL<br>endorsement/certification for regular<br>education teachers                                                                                                                                       | 2025-2026 | COF                                                                        | TCBOE;<br>Administration                                                               | TCBOE,<br>administration                                                                                                                                                       | Endorsement/certification<br>credentialing score reports; master<br>schedule course offerings; teacher<br>placement; student placement,<br>administration approval form |
| ESOL teacher professional learning to include registration, travel reimbursement                                                                                                                                     | 2025-2026 | TCBOE<br>COF                                                               | TCBOE;<br>Administration,<br>ESOL Teacher                                              | TCBOE,<br>administration<br>Teacher Observations                                                                                                                               | Redelivery to all instructional staff;<br>sign in sheets, agendas, conference<br>& travel approval forms                                                                |
| WIDA training and instructional materials                                                                                                                                                                            | 2025-2026 | TCBOE<br>COF                                                               | Pam MacSorley,<br>ESOL teacher                                                         | David Tucker, Kristi<br>Hernandez,<br>administration                                                                                                                           | ACCESS scores                                                                                                                                                           |

Division of School and District Effectiveness | School Improvement PLAN

|                                                                                                                                                                                                                                                                                                                  |                              |              |                                                                                                                                  |                                                                                                                                                                                                        |                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Migrant Paraprofessional for assistance of migrant students in reading & math via inclusion model once a week.<br>Migrant paraprofessional assists students determined to be a priority for service (PFS).<br>Migrant summer school/in home tutoring if funds permit.<br>Agendas & Handbooks, parent newsletters | 2025-2026                    | TCBOE<br>COF | Shamah Taban                                                                                                                     | Administration,<br>ELA and Math teachers<br><br>Migrant SSP observations,<br>teacher survey                                                                                                            | Timesheet, Priority for Service list,<br>GMAS scores, iReady scores,<br>summer tutoring (schedule,<br>timesheets, tutoring log, travel<br>forms, pre & post assessment), SSP<br>flexible school schedule |
|                                                                                                                                                                                                                                                                                                                  | 2025-2026                    | TCBOE<br>COF | Administration,<br>Academic Coach                                                                                                | David Tucker,<br>administration                                                                                                                                                                        | Perception/survey data on<br>improvement in communication                                                                                                                                                |
| Tutoring for students in need of remediation/acceleration assistance and supplies                                                                                                                                                                                                                                | January 2026 -<br>April 2026 | COF          | Administration                                                                                                                   | Administration, teachers                                                                                                                                                                               | iReady data; GMAS scores                                                                                                                                                                                 |
| Co-Teachers to support SWD, Migrant Inclusion Model with Migrant SSP, ESOL Pull Out Class/ESOL Push In Model                                                                                                                                                                                                     | 2025-2026                    | COF          | SPED teachers;<br>Migrant SSP Para;<br>ESOL teacher                                                                              | Julie Edwards, District<br>SPED ; David Tucker:<br>Federal Program Director<br>administration<br><br>Master schedules, teacher<br>observations, lesson plans,<br>Migrant SSP Para flexible<br>schedule | GMAS scores, iReady scores,<br>ACCESS scores                                                                                                                                                             |
| TCHS 9th Grade Preview Registration                                                                                                                                                                                                                                                                              | February 2026                | None         | 8th Grade Teachers,<br>Academic Coach                                                                                            | Sign In sheet                                                                                                                                                                                          | Information packets to go home for<br>parents and students to review                                                                                                                                     |
| Career Education Counseling -<br>Requirements for Georgia Bridge<br>Program; Georgia College and<br>Information System GCIS<br>Dual Credit Courses                                                                                                                                                               | March - May<br>2026          | COF          | Sherri Williams,<br>Counselor; students                                                                                          | Interest inventory; Cluster<br>Survey; YouScience,<br>Research Careers &<br>Student Led Conference<br>with parents                                                                                     | Grade Level Reports;<br>Career Clusters in individual<br>portfolios                                                                                                                                      |
| Upcoming 6th Graders Orientation and<br>Tour                                                                                                                                                                                                                                                                     | May 2026                     | COF          | Principal, Assistant<br>Principal, Academic<br>Coach, Counselor, 6th<br>Grade Teachers,<br>STES 5th Grade<br>Students & Teachers | Climate survey, health<br>survey                                                                                                                                                                       | Parent Flyer, Newsletter                                                                                                                                                                                 |

# Division of School and District Effectiveness | School Improvement PLAN

|                                                                                                                                                                                 |                                          |     |                                      |                                    |                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-----|--------------------------------------|------------------------------------|-----------------------------------------------------|
| Student - instructional supplies including, but not limited to : consumables, curriculum materials, math manipulatives, supplemental textbooks/workbooks, etc.                  | 2025-2026                                | COF | Teachers, Administration             | Lesson plans, teacher observations | Purchase requisitions/POs, student achievement data |
| Poverty simulation professional learning (SafeSchools) activity to help staff better understand and support the social, emotional, and mental health needs of poverty students. | 2025-2026<br>July - September            | COF | All Staff, Federal Programs Director | Safe Schools Report                | Staff Reflection Responses                          |
| Poverty Bus Tour (Virtual) for new teachers to bring awareness of where poverty students live in the school district.                                                           | July 2025 during New Teacher Orientation | COF | New teachers, David Tucker           | Teacher observations               | Bus Tour sign in sheet & agenda                     |

**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 and throughout the school year. 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, Google Translate, and Microsoft Translator for translation help. All schools have iPad that can be used for 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                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Sixth Grade Orientation and Open House                                                                                                                              | July 2025                                                     | Teacher Salary<br>COF                            | Administration, Front Office Staff, 6 <sup>th</sup> Grade Teachers, SPED teachers, PE/EXP Teachers<br>ESOL Teacher | Stakeholders Surveys                                                                           | Agenda; Sign-in sheets; Teacher syllabus in classroom                                                         |
| STMS Open House for 7th & 8th Grades                                                                                                                                | July 2025                                                     | Teacher Salary<br>COF                            | All STMS Faculty                                                                                                   | Parent Attendance Number                                                                       | Sign-In Sheets, agenda, screenshots of social media advertisement, handouts, presentations                    |
| Family & Parent Engagement Coordinator (Tarsha Brown) – The Tattnall County School System has hired this position to aid in all parental & family engagement        | 2025-2026                                                     | TCBOE – Salary<br>COF                            | Tarsha Brown                                                                                                       | Stakeholders Surveys                                                                           | Job description, timesheets, list of activities, PD Log                                                       |
| Grade Level Night<br>Literacy Night/Book Fair<br>Grade Level Night<br>GMAS Night                                                                                    | September 2025<br>October 2025<br>February 2026<br>April 2026 | Teacher Salary/Supplies<br>COF / L4GA            | All STMS Faculty                                                                                                   | Parent Attendance & Feedback Survey                                                            | Sign-In Sheets, agendas, pictures, flyers, screenshots of social media advertisement, handouts, presentations |
| Parent Portal - the STMS school registrar is available at parent and family engagement events to help enroll parents of all students and throughout the school year | 2025-2026                                                     | COF                                              | Lynna Hilliard, TCBOE, Technology Coordinator; Rhonda McPherson, STMS Registrar                                    | Interactive hits on <u>website</u>                                                             | Parent Registration; Interactive hits on <u>website</u>                                                       |
| District Level/School Level CNA, DIP, SIP Meetings                                                                                                                  | 2025-2026                                                     | Teacher salary<br>COF                            | David Tucker, Director of Federal Programs<br>Tori Flowers, Principal                                              | Surveys, questionnaires<br>Annual TINA Survey including all required and impacted stakeholders | Agenda, Sign in Sheets<br>Meetings & Annual TINA Surveys, presentations                                       |



Division of School and District Effectiveness | School Improvement PLAN

|                                                                                                                                                                                               |           |                                     |                                                                                |                                                                  |                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| The School Improvement Plan (SIP) is available on the school website and printed copy upon request.<br>The schoolwide plan/SIP is updated as needed throughout the school year based on data. | 2025-2026 | COF                                 | Kim Scott,<br>Academic Coach<br>Brooke Adams,<br>Media Specialist              | n/a                                                              | Screenshot of website posting                                                               |
| District & School Level Parent and Family Engagement Policy/Plan - made available in student handbook, Title IA meetings, district/school websites, printed copy                              | 2025-2026 | TCBOE<br>COF                        | David Tucker,<br>Director of Federal Programs;<br>Kim Scott,<br>Academic Coach | Surveys/<br>questionnaires/feedback<br>from parents/stakeholders | Survey results, student handbook, screenshot of website posting, dissemination signed sheet |
| STMS email blast via Google                                                                                                                                                                   | 2025-2026 | COF                                 | Brooke Adams,<br>STMS Media Specialist; All Faculty                            | Interactive hits on website                                      | Class pages on website; Teacher events calendar;<br>School events calendar                  |
| Emails, Phone Calls, DOJO, Facebook, notes sent home and School Messenger are used as ways to communicate with Parents                                                                        | 2025-2026 | COF                                 | TCBOE,<br>administration,<br>teachers                                          | Administration<br>Survey data results                            | Perception/TiNA survey data on improvement in communication                                 |
| Parent/Teacher Meetings; 504 Meetings; SPED Meetings, MTSS/Rtl Meeting                                                                                                                        | 2025-2026 | Teacher Salary<br>COF               | All Teachers; Sherri Williams, STMS Counselor; SPED teachers, Rtl Coordinator  | Student Progress Reports                                         | Agenda, Signed documentation of meeting, teacher notes, etc.                                |
| Optional services through APEX, Pineland Mental Health, Brave Tomorrow, Telehealth, Character Traits, Check & Connect, Check In/Check Out                                                     | 2025-2026 | TCBOE<br>Family Connection<br>COF   | Services provided by contracted individuals; Sherri Williams, STMS Counselor   | Reports                                                          | Signed documentation of meetings                                                            |
| ESOL District and School level parent meetings- informational meeting in an effort to connect the parent to the school and school processes                                                   | 2025-2026 | Teacher<br>Salary/Translator<br>COF | Pam MacSorley,<br>STMS ESOL teacher<br><br>Kristi Hernandez<br>David Tucker    | Survey/Feedback results                                          | Agenda, Sign-in sheets, minutes, parent handouts, presentations                             |

Division of School and District Effectiveness | School Improvement PLAN

|                                                                                                                                                                                                                                                         |           |                                                                |                                                                            |                            |                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------|
| District Migrant PAC meetings- 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 | 2025-2026 | Migrant SSP Para Salary/Translator/Supplies<br>Title IC<br>COF | Shamah Tahan,<br>Migrant SSP Para<br>Kristi Hernandez,<br>ESOL Coordinator | Survey/Feedback evaluation | Agenda, Sign-in sheets, minutes, parent handouts, presentations |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------|