



SCHOOLWIDE IMPROVEMENT PLAN (SIP)
TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN
TITLE I TARGETED ASSISTANCE (TA) PLAN
2024-2025

NAME OF SCHOOL/PRINCIPAL:

South Tattnall Elementary School/Destiny Levant

NAME OF DISTRICT/SUPERINTENDENT:

Tattnall County School System/Dr. Kristen Waters

Comprehensive Support School Targeted Support School Schoolwide Title I School Targeted Assistance Title I School Non-Title I School Opportunity School

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership, Improving Learning

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

SIGNATURES:

Superintendent Kristen Waters Date 9/10/24
















Principal Supervisor Carla Waters Date 9/4/24

Principal Destiny Levant Date 9/14/24

Title I Director Judith Holland Date 9/14/24

(Title I Schools only)

Planning Committee Members

Name	Position/Role	Signature
Destiny Levant	Principal	
Claudia Martinez	Assistant Principal	
Angela Young	Assistant Principal	
Calysta Deloach	Academic Coach	
Jessica Dutton	Academic Coach	
Elise Squires	5 th Grade Chair	
Tara Graham	4 th Grade Chair	
Amanda McGlashan	3 rd Grade Chair	
Kristen Mercer	2 nd Grade Chair	
Jennifer Barrow	1 st Grade Chair	
Victoria Purvis	K Chair	
Courtney Jantez	Prek Chair	
Sarah Thigpen	Specialist Chair	
Patrice Stephens	Special Education Chair	
Danna Paul	Exploratory Chair	

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Tarsha Brown

District Family Engagement Coordinator



Title I only

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

Please indicate the programs that are consolidated in this plan: Title IA, Title IA PFE, Title IC, Title IIIA, Title VB, IDEA 611, IDEA 619
(Title IIA and Title IVA transferred into Title IA)

School Designated as a Priority School: No (Yes or No) School Designated as a Focus School: No (Yes or No)



SMART GOAL #1: During the 2024-2025 school year, staff will focus on direct instruction that will lead to an increase in achievement (scoring Proficient and above) in the areas of ELA and Math across all student subgroups by 3% on the Georgia Milestone State Assessment.

(Specific, Measurable, Attainable: [| | | | | | | |
|---|---|---|--|--|--|---|
| <p>Georgia School Performance Standard e Standard</p> | <p>Student group \(All or subgroup\)</p> | <p>Action /Strategies</p> | <p>Evaluation of Implementation and Impact on Student Learning</p> | | <p>Monitoring Actions of Implementation</p> | <p>Estimated Cost, Funding Source, and/or Resources</p> |
| | | | <p>Artifacts</p> | <p>Evidence</p> | | |
| <p>Curriculum Standard 1:
Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction.</p> | <p>All students with an emphasis on students reading below grade level</p> <ul style="list-style-type: none"> -Migrant -Minority -SPED -EL -ED -Homeless -Foster | <p>Monitor, provide feedback, and support the implementation of:</p> <ul style="list-style-type: none"> ● Implementation of the Five Pillars of Literacy: phonics, phonemic awareness, fluency, vocabulary, comprehension ● Implementation of Amplify, 95 Percent, Hegerty, Frog Street, Georgia Literacy Academy, and LETRS ● Implementation of feedback given from FDRSA personnel ● Data analysis using diagnostic and formative assessments from iReady, Acadience, Growth Measure, Amplify, LETRS assessment inventory, Hegerty, and Frog Street/WSO, ACCESS, Common Assessments, MAP | <p>Individual student progress, data forms, Collaborative planning documentation, professional learning log activities and minutes</p> <p>Rosetta Stone Reports</p> <p>ACCESS Reports</p> <p>GAA Reports</p> <p>PLC & GLM Agendas/Sign In Sheets</p> <p>Tutoring Documentation \(time logs with</p> | <p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> ● Knowledge of implementation status for actions, strategies, and interventions in reading. ● Clear guidance and implementation | <p>Weekly Collaborative Planning by teachers to monitor data and student performance</p> <p>Weekly Grade Level discussions of concerns with student progress</p> <p>PLC Meetings</p> <p>Provide individual student performance data</p> <p>Spring Tutoring</p> | <p>L4GA Grant \\$</p> <p>COF \\$ \(Title IA, Title IC, Title IA PFE, Title IIIA, Title VB, IDEA 611, IDEA 619\)</p> <p>\(Title IIA and Title IVA transferred into Title IA\)</p> <p>Title IA \\$</p> <p>Title IC \\$</p> <p>Funding for reading resources if needed</p> <p>Funding for spring tutoring services</p> |
| <p>Instruction Standard 3:
Establishes</p> | | | | | | |](https://docs.google.com/document/d/1vriQ1k5j5E5w7FFx_BDFBmHq4MGtU4nMBhCmsYmJdA/edit#e, Results-Based, and Time-Bound)</p>
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<p>and communicates clear learning targets and success criteria aligned to curriculum standards</p>		<ul style="list-style-type: none"> ● Spring Tutoring (extended learning time with interventions) ● Common vocabulary usage in regard to reading and writing ● Benchmark data that is reflective of progress in text fluency, comprehension, and standards mastery ● Weekly collaborative planning between ELA teachers ● Weekly grade level meetings with a focus on data discussions ● Content-level PLC Meetings weekly and school wide PLC Meetings every two months ● Implementation of additional instruction with EIP pull out/push in teachers using the state innovation model ● Implementation of Leveled Libraries in the classroom with independent reading and conferring with a focus on decodable readers in K-2 ● Reading groups that are differentiated based on the students' approximate reading range 	<p>activity, time sheets, student attendance)</p>	<p>changes necessary to impact student learning</p> <ul style="list-style-type: none"> ● Awareness and internalization of what is <u>expected</u> of collaborative planning 	<p>teachers in the area of keys to literacy</p> <p>Monitoring of Lesson plans</p> <p>Informal walkthroughs and TKES walkthroughs</p>	<p>ELA Teachers</p> <p>EIP Teachers</p> <p>ESOL Teachers</p> <p>Migrant SSP</p> <p>RESA consultants</p> <p>Leveled Libraries</p> <p>K-2nd Core Programs & Supplements: Hegerty, Amplify, 95 Percent</p> <p>3rd-5th Core Programs & Supplements: 95 Percent and Amplify</p> <p>Professional Developments</p> <p>Travel</p> <p>Reimbursement</p> <p>Software:</p> <p>Rendissance</p> <p>iLearn</p> <p>Progress Learning</p> <p>SumDog</p>
<p>Instruction Standard 7: Provides feedback to students on their performance on the standards or learning targets</p>		<p>Students Demonstrate:</p> <ul style="list-style-type: none"> ● An understanding of data required for them to enhance their reading achievement 				

<ul style="list-style-type: none"> ● Implement reading and writing strategies into ELA lessons ● Implementation of LETRS strategies, Hegerty, 95 Percent, Amplify ● Implement MTSS or classroom interventions with students who are at below reading level status ● Plan for decoding or comprehension support at least twice weekly ● Continue partnership with Growing Readers consultant and ELA FDRSA consultant ● Placement into our Remedial Reading Course at Tier II ● Use Title IIIA Immigrant Sub-Grant funds to hire a certified Kelly Substitute to work directly with our immigrant students. (If granted for FY 2024-2025) ● Student Goal Setting - Conferences ● Gifted students will receive instruction through the collaborative model ● ESOL teachers will provide additional support through the push-in model. Instruction will be based on the WIDA standards and proficiency levels to students who require 			<ul style="list-style-type: none"> Rosetta Stone Migrant Student Supplies Homeless Student Supplies EL Student Supplies Supplemental Texts/Workbooks /Instructional Supplies i-Ready Eduastic Accadience MAP Reading Hardware: Laptops Viewboards Chromebooks Classroom supplies Laminarte film Technology Supplies - ink, headphones, earbuds

<p>services to increase their English language proficiency and academic achievement using supplemental services and instructional scaffolds and language-focused activities needed to make language and content as comprehensible as possible. Rosetta Stone used for newcomers.</p> <ul style="list-style-type: none"> ● SPED Co-Teachers will support SWD through the inclusion or resource model. ● Migrant SSP will provide support to migrant PFS students ● School day was extended an additional 30 minutes to add an intervention time for all students to remediate and accelerate student learning. <p>*See below under SMART GOAL #2 for Math actions/strategies/evidence/ funding that also apply to SMART GOAL #1.</p>							

SMART GOAL #2: By May of 2025, 75% of students in grades K-5 will be at or above grade level as determined by iReady Diagnostic 3, in the areas of ELA and Math.

(Specific, Measurable, Attainable [| | | | | | | |
|---|--|---------------------------|---|--|---|---|
| <p>Georgia School Performance Standard</p> | <p>Student group \(All or subgroup\)</p> | <p>Action /Strategies</p> | <p>Evaluation of Implementation and Impact on Student Learning</p> | | <p>Monitoring Actions of Implementation</p> | <p>Estimated Cost, Funding Source, and/or Resources</p> |
| <p>Curriculum Standard 1:
Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction.</p> | <p>All students with an emphasis on students reading below grade level</p> | | <p>Monitor, provide feedback, and support the implementation of:</p> <ul style="list-style-type: none"> ● Implementation of the 6 Elements of Math ● Data analysis using diagnostic and formative assessments from Eureka, Edulastic and i-Ready ● Common vocabulary usage in regard to mathematical domains ● Weekly collaborative planning between math teachers ● Weekly grade level meetings with a focus on data discussions ● Implementation of Eureka Math ● Implement MTSS/RTI or classroom interventions with students who are performing in Tier 2 and Tier 3 | <p>Individual student progress, data forms, collaborative planning document action, professional learning log activities and minutes</p> | | |
| <p>Instruction Standard 3:
Establishes and communicates clear</p> | <p>-ED
-EL
-Homeless
-Foster</p> | | | | | |](https://docs.google.com/document/d/1vriQ1k5j55w7fX_BDFBmHq4MGtu4nMBhCm5YmJgA/edit#e, Results-Based, and Time-Bound)</p>
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<p>learning targets and success criteria aligned to curriculum standards</p> <p>Instruction Standard 7: Provides feedback to students on their performance on the standards or learning targets</p>	<ul style="list-style-type: none"> ● Spring Tutoring (extended learning time with interventions) ● Gifted students will receive instruction through the collaborative model ● ESOL teachers will provide additional support through the push-in model. Instruction will be based on the WIDA standards and proficiency levels to students who require services to increase their English language proficiency and academic achievement using supplemental services and instructional scaffolds and language-focused activities needed to make language and content as comprehensible as possible. Rosetta Stone used for newcomers. ● SPED Co-Teachers will support SWD through the inclusion or resource model. ● Migrant SSP will provide support to migrant PFS students ● School day was extended an additional 30 minutes to add an intervention time for all students to remediate and accelerate student learning. <p><i>*See above under SMART GOAL #1 for ELA actions/strategies/evidence/funding that also apply to SMART GOAL #2</i></p>	<p>student attendance)</p>	<p>impact student learning</p> <ul style="list-style-type: none"> ● Awareness and internalization of what <u>is</u> expected of collaborative planning <p>Students Demonstrate:</p> <ul style="list-style-type: none"> ● An understanding of math data and actions required for them to enhance their math achievement 	<p>area of 6 Elements and mathematical domains</p> <p>Monitoring of Lesson plans</p> <p>Informal walkthroughs and TKES walkthroughs</p>	<p>Eureka Math Materials</p> <p>Professional Developments</p> <p>Travel</p> <p>Reimbursement</p> <p>Software:</p> <p>Renaissance</p> <p>ilearn</p> <p>Progress Learning</p> <p>SumDog</p> <p>iReady</p> <p>Rosetta Stone</p> <p>AimsWeb</p> <p>Hardware:</p> <p>Laptops</p> <p>View Boards</p> <p>Chromebooks</p> <p>Classroom supplies</p> <p>Laminate film</p> <p>Technology Supplies - ink,</p>
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						headphones, earbuds
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SMART GOAL #3: For the 2024-2025 school year, South Tattnall Elementary School will experience a 3% decrease in office referrals compared to the 2023-2024 school year.

(Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Family and Community Engagement 1: Creates an environment that welcomes, encourages, and connects	All students -Migrant -Minority -SPED -EL -ED	PBIS Team meets to implement and monitor a comprehensive conduct plan <ul style="list-style-type: none"> Foster an environment that focuses on PRIDE: Productive, Respectful, Involved, Dependable, Excellent Consider ways to establish an inviting learning environment that welcomes and encourages families into the school 	Monthly behavior reports by teacher and grade level; PBIS monthly review of student behavior; Grade level	School Leaders Demonstrate: <ul style="list-style-type: none"> Monthly behavior reports to PBIS Team by grade level, teacher and student 	Review of Behavior reports - Educator Handbook Regular communication with parents on behavior expectations as well as the data	COF COF \$ (Title IA, Title IC, Title IA PFE, Title IIIA, Title VB, IDEA 611, IDEA 619) (Title IIA and Title IVA transferred into Title IA)

<p>family and community members to the school</p>	<p>-Homeless -Foster</p>	<ul style="list-style-type: none"> o Provide training to teachers on implementation of character traits of PRIDE o Check and Connect Training for new mentors o Regular communication to families about behavior and the school expectations 	<p>meeting agenda/ sign in sheets, 5 Star</p>	<ul style="list-style-type: none"> ● Implement incentives and rewards ● Communicate appropriate school behavior expectations with families and students 	<p>of their own child's behavior</p>	<p>Professional learning for teachers</p>
<p>School Culture 4: Supports the personal growth and development of students</p>	<p>All teachers PBIS Team</p>	<ul style="list-style-type: none"> ● Ongoing adjustments made based on discipline data to include student interventions in regard to functions of repeated behavior and teacher training for improved Tier 1 practices ● Choose Love Curriculum ● Character Education ● Book Study ● Recognition for positive student behavior <ul style="list-style-type: none"> o PRIDE tickets o Dojo points o Student of the Month o Class Dojo winner(s) of week o DOJO winners of the month o Monthly Dojo Parties o Positive Bus Referrals 	<p>PBIS Lesson Plans - Calendar PBIS Behavior Expectation Matrix Check & Connect Data / Sign In sheets Choose Love Lessons & Schedule Character Education Calendar</p>	<ul style="list-style-type: none"> ● Facilitating and guiding meetings and discussions concerning the execution of the smart goal <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> ● A collaborative support system in which all teachers assist students in maintaining appropriate behaviors ● Understanding of what the school policy is for student behavior 	<p>Welcoming events to the school to celebrate student behavior</p> <p>Goals and strategies in the behavior protocol continually evaluated by the PBIS team as to its effectiveness and adjusting as needed.</p> <p>Teaching of PBIS Lessons</p> <p>Behavior Plans</p> <p>Self-Assessment survey (SAS)</p> <p>Tiered Fidelity Inventory (TFI)</p> <p>GA Health Survey Data</p>	<p>Incentives for students and families to decrease ODRs</p> <p>Educator Handbook - Behavior Tracking System</p> <p>Funding for manipulatives to assist with behavior strategies and intervention</p> <p>Funding for sensory room/calming corners</p>
<p>Instruction Standard 7: Provides feedback to students on their performance on the standards or learning targets</p>						

	<p>The school staff consistently provides a comprehensive system of support to promote positive student behavior</p> <ul style="list-style-type: none"> ● Teachers collaborate on desirable behaviors along with non-negotiable ones during PBIS monthly meetings and weekly grade level meetings. ● Teachers teach behavior expectations that focus on social/emotional intelligence through school wide matrix--taught at beginning and midpoint but modeled and reminded daily ● Students receive progress toward mastery of positive behavior at the end of each grading term; points garnered in each of the 4 categories work toward incentive party ● Support staff such as counselor, Speed teachers and ISS teacher are utilized to reinforce social/emotional intelligence to students at Tier 2-3 level of behavior and those with IEPs: <ul style="list-style-type: none"> ○ Ensure MTSS/RTI protocol is in place for students receiving four referrals ○ Training for targeted behaviors with counselor 		
	<ul style="list-style-type: none"> ● Keep accurate incident reports ● Documenting regular communication with families when behavior is impacting learning ● Referrals to school counselor and administrators as necessary ● Enter accurate incident reports in Educator Handbook <p>Students Demonstrate:</p> <ul style="list-style-type: none"> ● Knowledge of expectation of school behavior and the benefits of good behavior on academic performance 		

	<p>using group therapy/circle (offer repeated behaviors)</p> <ul style="list-style-type: none"> ○ Choose Love Curriculum ○ Calming Corners ○ CPI training and certification ○ Optional Services through APEX (Pineland Mental Health) & Teletherapy ○ Referral to school mental health specialist <p>Provide transitional support to Preschool/PIP/Head Start students preparing to enter elementary schools via school visits, handouts, for preparedness and parent strategies to engage students and parents in the educational process.</p>				
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Professional Learning Plan to Support School Improvement Plan

Professional Learning Strategy to support achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source- COF, and/or Resources	Person(s) Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
New teacher orientation program, "New Teacher Academy", assists new personnel in an effort to help them transition into their new teaching position	2024-2025	COF Stipend to each new teacher	TCBOE	TCBOE, Administration, 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	2024-2025	Stipend to each mentor	TCBOE	TCBOE, Administration, Academic Coach	Mentor documentation of service, TKES documentation for new teacher
Literacy training from FDRSA to help all teachers with implementing strategies to help increase student achievement by increasing student reading levels	2024-2025	TCBOE; COF FDRSA	TCBOE; FDRSA; Academic Coach; ELA teachers	FDRSA, Administrative observations	Teacher lesson plans, PLC agendas/sign in sheets, TKES teacher documentations, student work samples

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FDRESA Growing Readers support	2024-2025	TCBOE; COF FDRESA	TCBOE; ELA Teachers; Academic Coach/District Growing Reader Specialist	Administration, ELA teachers, Academic Coach/District Growing Reader Specialist	Lesson Plans; Walkthrough Observations Coaching Rounds
Student software aimed at improving assessment strategies as well as assisting with remediation and acceleration techniques & to enhance teacher instruction	2024-2025	COF i-Ready, Progress Learning, Acadience, Lighthouse, Edulastic	TCBOE; Teachers, Reading Specialist, Academic Coach	Administrative observations, Lesson plans	Lesson plans, student usage reports, student diagnostic reports, student achievement reports
Increase use of technology in the classroom to enhance student achievement and student engagement	2024-2025	TCBOE COF	TCBOE; Teachers STES Admin	Administrative observations, lesson plans; Academic Coach classroom visits	Lesson plans, PLC agendas, TKES teacher documentation, student work samples
Purchase of instructional supplies for student use and for student projects to include math manipulatives, curriculum materials, supplemental textbooks/workbooks, etc.	2024-2025	TCBOE COF	TCBOE; STES Admin	Administrative observations, lesson plans, Academic Coach visit	Lesson plans, Student work samples (projects)

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Supplemental Texts, Novels for the ELA classrooms and Eureka material for Math	2024-2025	TCBOE COF ESSER III ARP	Teachers; Academic Coach	Administration; Teachers	Lesson plans, Student Lexile reports
Eureka Training during pre-planning	2024-2025	TCBOE COF	All Math Teachers; Academic Coach	Administration, All math teachers, Academic Coach	Training Minutes; Administration Walkthrough Observations; Lesson Plans; Student test results; Collaborative Meetings
FDRESA Coaching for 2024-2025 school year	2024-2025	TCBOE	All ELA Teachers; All Math Teachers; Academic Coach	Administration, all ELA and Math teachers, Academic Coach	Training Minutes; Administration Walkthrough Observations; Lesson Plans; Student test results; Collaborative Meetings
District Staff will conduct data digs with teachers as it relates to Acadience, PELI and i-Ready	2024-2025	TCBOE LAGA COF	All Teachers; Academic Coach	TCBOE, Administration, all teachers, Academic Coach	Training Minutes; Administration Walkthrough Observations; Lesson Plans; Student test results; District Curriculum Impact Checks, Data digs with Acadience & PELI assessment data

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<p>ELA/Math PLC embedded meetings held throughout the year. Team analyzes data and vertically plan to address student instructional needs on an ongoing basis.</p>	<p>2024-2025</p>	<p>TCBOE COF</p>	<p>Teachers Academic Coach</p>	<p>Administration, all teachers; Academic Coach</p>	<p>ELA/Math PLC Agendas, Student diagnostic iReady data, Lesson Plans, Acadience assessment data, LETRS and Reading Inventory assessment data, Amplify data, Eureka data</p>
<p>Educational trainings in Instruction and content areas to include cost of substitute, conference registration, and travel</p>	<p>2024-2025</p>	<p>TCBOE COF</p>	<p>TCBOE; Administration Teachers</p>	<p>Administrative observations for implementation, lesson plans</p>	<p>TKES teacher documentation, Student score reports for End of Grade</p>
<p>Educational field trips for students to supplement instructional standards to include cost of travel</p>	<p>2024-2025</p>	<p>TCBOE</p>	<p>TCBOE Teachers</p>	<p>Administration, all teachers, Academic Coach</p>	<p>Field Trip Request Forms, Standards, Learning Reflection</p>
<p>A School Climate team has been selected and trained in order for the team to assist the administration with the determination of strategies to positively affect student behavior across grade levels</p>	<p>2024-2025</p>	<p>TCBOE; GADOE COF</p>	<p>TCBOE; Administration; School Climate team members</p>	<p>School Climate Team Members, Administration</p>	<p>School Climate monthly meeting agendas and minutes; Student Behavior reports</p>
<p>Multi Tier System of Support monthly update & training</p>	<p>2024-2025</p>	<p>TCBOE COF</p>	<p>MTSS Specialist</p>	<p>Administration, All teachers</p>	<p>Grade Level Meeting Agenda and Minutes; Parent Meetings; Data Reports Walkthrough observations</p>

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<p>Special education teachers and regular classroom teachers will participate in SDI Co-Teaching training in an effort to more effectively address the needs of special education students in the inclusion model. Co-teachers support SWD</p>	<p>2024-2025</p>	<p>TCBOE; GLRS SPED COF</p>	<p>TCBOE; GLRS; Administration;</p>	<p>Baseline review of co-teaching model, administrative observations, lesson plans,</p>	<p>Teacher lesson plans, CLPs, SDI PLC agendas/sign in sheets, TKES teacher documentations, students work samples, and student grades</p>
<p>GACE test registration for teachers to receive "Professional Qualified" status; purchase study guides</p>	<p>2024-2025</p>	<p>TCBOE COF</p>	<p>TCBOE, Administration, Attendance of Teacher</p>	<p>Administrative approval, teacher placement</p>	<p>Teacher GACE report; certification report</p>
<p>ESOL State Program/Title IIIA Review/Update to all faculty members in an effort to provide current instructional strategies with differentiation tips for ESOL students in language acquisition in the content areas – Use of WIDA standards and proficiency levels to improve instruction. ACCESS data used to improve instruction. WIDA Training and Professional Development for ESOL teachers/administrators</p>	<p>2024-2025</p>	<p>Teacher Salary COF</p>	<p>ESOL teachers ESOL Coordinator Administration</p>	<p>Administrative observations, lesson Plans, Agenda, sign in sheet, materials presented during redelivery to all instructional staff at school</p>	<p>EL student achievement data (ACCESS/GMAS/iReady), Student classroom grades, Student ACCESS scores</p>

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Student software aimed at improving language acquisition for ESOL students	2024-2025	Rosetta Stone COF	TCBOE; ESOL teachers Teachers	Administrative observations, lesson plans	Lesson plans, student usage reports, student diagnostic reports, student achievement reports pre and post
Gifted, Dyslexia and ESOL endorsement for regular education teachers	2024-2025	TCBOE COF	TCBOE; Administration	TCBOE, Administration approval and placement	Endorsement credentialing score reports, administration approval form; master schedule course offerings; teacher placement; student placement
Special Education teacher professional learning for GAA, Goldbook Use, IEPs	2024-2025	TCBOE Sped COF	TCBOE; Administration	TCBOE, Administration	GAA Scores, Goldbook usage report, Sign-in sheets
ESOL teacher professional learning to include registration, travel reimbursement	2024-2025	TCBOE COF	TCBOE; Administration	TCBOE, Administration	Redelivery to all instructional staff ; sign in sheets
WIDA training, professional development and instructional materials	2024-2025	TCBOE COF	ESOL teachers Administration	Administration Director of Federal Programs ESOL Director	ACCESS scores
Migrant SSP Paraprofessional for assistance to priority for service (PFS) students in content areas via push in inclusion model based on	2024-2025	TCBOE COF	Shamnah Tahan	Administration, Content Area teachers	Timesheet, Priority for Service list, GMAS scores, iReady scores, SSP Flexible Schedule

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student needs (SSP has flexible schedule)				Migrant SSP Observation Teacher Survey	
Academic Coach - Weekly collaborative planning/PLC, GLMs, and data team meetings	2024-2025	COF	Academic Coach	Administration Academic Coach	Meeting minutes/agenda/sign in sheets Curriculum Alignment/Common Assessments Student Achievement Data
1st Grade Paraprofessionals - used to provide more opportunities for flexible groups, reteaching, and enrichment	2024-2025	COF	1st Grade Paraprof	Academic Achievement Professional Logs	Lesson Plans, student grades, iReady Reports
McKinney-Vento Homeless Training & supplies/pamphlets/books	2024-2025	None	Administration TC Homeless Liaison	Safe Schools Report	PPT, sign in sheet, agenda, Safe Schools Report
Poverty simulation professional learning activity to help staff better understand and support the social, emotional, and mental health needs of poverty students.	2024-2025	None	All Staff, Federal Programs Director	Safe School Report	Staff Reflection Responses
Poverty Bus Tour for new teachers to bring awareness of	2024-2025	COF	New Teachers David Tucker	Teacher Observations	Bus Tour sign in sheet & agenda

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where poverty students live in our district.					
Career Pathways	March - May 2025	None	Counselor, students	Interest inventory; Cluster Survey; Research Careers & Student Led Conference with parents	Grade Level Reports; Career Clusters in individual portfolios

Parent Engagement and Communication - - Notices are 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 at school. 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 iPads that can be used for voice to voice translation. Each spring, EL parents are given a survey that indicates topics that they would like covered in their parent meetings the following year. Topics are discussed in EL parent meetings that would help the parents to provide academic assistance to their students.

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
Prek-5 th Open House/Community Fair TC Back to School Extravaganza	July 2024 - August 2024	COF Teacher Salary Community Resources	Administration, Front Office Staff, Teachers,	Stakeholders Surveys	Agenda; Sign-in sheets; Teacher syllabus in classroom
Parental Engagement Coordinator (Tarsha Brown) – The Tattnall County School System has hired this position to aid in all parental engagement	2024-2025	COF TCBOE – Salary	Tarsha Brown	Stakeholders Surveys	Job description, timesheets, list of activities
Prek-5 th Grade Nights	August 2024	Teacher Salary COF	All STES Faculty	Parent Attendance Number	Sign-In Sheets

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Fill the Bucket Parent event, Parent Picnics, Holiday ornament decorating w/parents	2024-2025		All Teachers Administration	Parent Attendance	Sign-In Sheets
Literacy Night	October 2024	Teacher Salary COF	All STES Faculty	Parent Attendance	Sign-In Sheets
Annual Title IA Parent Meeting	August 2024	Teacher Salary COF	Academic Coach Administration PFE Liaison	Parent Attendance	Sign-In Sheets Agenda Meeting Minutes Presentation
Trunk or Treat	October 2024	Community	All Staff	Community Support	Sign-In Sheets Participation Roster Pictures
Parent Portal Parent Portal Message Board	2024-2025	TCBOE COF	Lynna Hilliard, TCBOE, Technology Coordinator; Jennifer Coleman, STES Registrar Assistant Principal	Interactive hits on website	Parent Registration; Interactive hits on website Student Progress
Updated SCHOOLSITES Pages	2024-2025	TCBOE COF	All Faculty	Interactive hits on website	Class pages on website ; Teacher events calendar;

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						School events calendar
Fall Festival	November 2024	Teacher Salary PTO Community	All Teachers	Stakeholders Spring Survey		Sign-In sheets
Parent/Teacher Meetings; 504 Meetings	2024-2025	Teacher Salary COF	All Teachers; STES APs	Student Progress Reports		Agenda, signed documentation of meeting, teacher notes, etc. Student Progress
Parent/Teacher Meetings; IEP Meetings	2024-2025	Teacher Salary COF	All Teachers; STES lead sped teacher	Student Progress Reports		Agenda, signed documentation of meeting, teacher notes, etc. Student Progress
Parent/Teacher Meetings; MTSS Meetings	2024-2025	Teacher Salary COF	All Teachers; MTSS Specialist	Student Progress Reports		Agenda, signed documentation of meeting, teacher notes, etc.
ESOL/EL parent District and School Level meetings- informational meeting <u>in an effort</u> to connect the parent to the school and school processes, and English language	Fall 2024 Winter 2025 Spring 2025	Teacher Salary Translator COF	ESOL teachers ESOL Coordinator	Survey results		Agenda, Sign-in sheets, minutes, parent handouts, presentations Student Progress

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development of children in home					
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	2024-2024	Teacher Salary Migrant SSP Salary Title IC COF	Migrant SSP - Shamah Tahan Kristi Hernandez	Spring Survey evaluation	Agenda, Sign-in sheets, minutes, parent handouts, presentations Student Progress
Spring Fling A night designed to provide students with the opportunity for hands-on learning with a focus on literacy and GMAS preparation	2024-2025	Teacher Salary COF	All Teachers GSU Education Department Community Businesses	Spring Survey evaluation	Sign In Sheets Agenda Presentation Pictures Handouts
Prek Bi-yearly parent Conferences	December 2024 May 2025		Prek Teachers	WSO Results PELL/PPTV Data	Agenda, Sign-in sheets, minutes, parent handouts Student Progress

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<p>STES Mentoring Program</p> <p>Designed to encourage students to take personal responsibility for their actions and to help students learn to make smart choices both academically and behaviorally</p>	<p>2024-2025</p>	<p>Community</p>	<p>Grade Chairs in 3rd-5th</p>	<p>Student Feedback</p>	<p>Assigned mentoring list Student Progress</p>
<p>Parent GMAS Academy Night</p> <p>An event designed to help parents better prepare their child for the GMAS</p>	<p>March 2025</p>	<p>Teacher Salary COF</p>	<p>3rd-5th Grade Teachers</p>	<p>Spring Survey evaluation</p>	<p>Sign-In Sheets Student Progress Agenda Presentation Handouts</p>
<p>Kindergarten Transition Night</p> <p>An event designed to help parents better prepare for their child to move to Kindergarten.</p>	<p>May 2025</p>	<p>COF Teacher Salary</p>	<p>Prek Teachers K Teachers HeadStart</p>	<p>Survey</p>	<p>Sign-In Sheets</p>
<p>Upcoming 6th Graders Orientation and Tour</p>	<p>May 2025</p>	<p>None</p>	<p>Principal, Assistant Principal, Academic Coach,</p>	<p>Climate survey, health survey</p>	<p>Parent Flyer, Newsletter</p>

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			Counselor, 6th Grade Teachers, STEs 5th Grade Students & Teachers		
Community Readers (Literacy Events)	2024-2025	STES	Administration All Staff	Community Involvement	Sign-in sheets Pictures Community Participation
Annual TINA Surveys	2024-2025	TCBOE	BOE	Survey Data	Survey Results from BOE
Social Media used for communication: Echalk, Facebook, Class Dojo	2024-2025	COF TCBOE	Faculty	Website Activity Survey Data	School/Class/Teacher pages and websites, screenshots
Homeless and Foster Community Resources	2024-2025	TCBOE Title IA	Admin Counselor BOE Homeless Liaison	Spring Survey	Homeless data Homeless Training Documentation Community Resource Packet Homeless Supplies/POs
District and School Level Parent and Family Engagement Plan Meeting - made available in student handbook, Title IA meetings, district/school	2024-2025	COF	District Plan – Federalis Program Director and Title I Family Engagement Coordinator School Plan – Administration, Academic Coach	Stakeholder Input and Spring Survey	Agenda, Sign In sheets, Parent and Family Engagement Plan, Student handbook, District Website, School Website, Annual Title IA Parent Meeting sign in sheet & agenda,

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websites, printed copy			and Title I Family Engagement Coordinator		Dissemination signed sheets
School Level Comprehensive Needs Assessment Meetings/Schoolwide Plan (SIP)	2024-2025	No Cost	Administration Academic Coach	Stakeholder Input Spring TINA Surveys	Agenda, presentation, sign-in sheets, SIP
District Level CNA Workshop/Meeting	April 2025	TCBOE	Director of Federal Programs District Admin	Stakeholder participants Stakeholder input TINA Surveys	Agenda, presentation, sign-on sheets, DIP
Communication folders, Handbooks, parent newsletters	2024-2025	TCBOE COF		TCBOE	Director of Federal Programs Administration
School Council Meetings	2024-2025	STES	Administration	Stakeholder Input	Agenda, sign in sheets, presentation

