

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

2020-2021

<b>NAME OF SCHOOL/PRINCIPAL:</b> South Tattnall Middle School/Mr. David Tucker
<b>NAME OF DISTRICT/SUPERINTENDENT:</b> Tattnall County School System/Dr. Gina Williams
<input type="checkbox"/> Comprehensive Support School <input type="checkbox"/> Targeted Support School <input checked="" type="checkbox"/> Schoolwide Title I School <input type="checkbox"/> Targeted Assistance Title I School <input type="checkbox"/> Non-Title I School <input type="checkbox"/> Opportunity School

## DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS Advancing Leadership | Transforming Schools

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

**SIGNATURES:**

Superintendent: [Signature] Date: 8/25/2020

Principal Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Title I Director: [Signature] Date: 8/25/2020

(Title I Schools only)

Planning Committee Members

Name	Position/Role	Signature
Mr. David Tucker	Principal	[Signature]
Dr. Pamela Barnett	Assistant Principal	Pamela Barnett
Christy Tatum	Academic Coach	Christy Tatum
Justin Flowers	PBIS Coordinator; PE Teacher	[Signature]
Tori Flowers	STEM Coordinator; Agriculture Education Teacher	Tori Flowers
Regan Kennedy	8th Grade Chairperson; ELA Teacher	[Signature]
Laura Rahn	Lead SPED teacher	L. Rahn
Clarice Shuman	7th Grade Chairperson; ELA Teacher	Clarice K. Shuman
Teresa Thompson	Exploratory Chairperson; Gifted Coordinator; RtI Coordinator; Computer Literacy Teacher	Teresa Thompson
Kerry Waters	6th Grade Chairperson; ELA Teacher	Kerry Waters

Title I only

The Letter of Intent for Title I Schoolwide was submitted on \_\_\_\_\_

Please indicate the programs that are consolidated in this plan: FA, JIA, JIAA, IVA, VB, IC, 611, 619

Revised July

Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p><b>ELA</b>                      Decrease the number of students in the "Beginning Learner" Category on Georgia Milestones End of Grade Test                      5<sup>th</sup> Grade: 32%                      6<sup>th</sup> Grade: 45%                      7<sup>th</sup> Grade: 30%                      8<sup>th</sup> Grade: 8%</p>	<p>Spring 2019 End of Grade (EOG) Georgia Milestones Assessment</p>	<p>All teachers</p>	<p>EOG Individual Student Reports – Parent Copy</p>
<p><b>ELA</b>                      Decrease the percentage of students that are in the "Remediate Learning for Mastery" Section per each ELA domain   <u>Domain: Reading &amp; Vocabulary</u>                      5<sup>th</sup> Grade: 62.6%                      6<sup>th</sup> Grade: 66%                      7<sup>th</sup> Grade: 61%                      8<sup>th</sup> Grade: 38%   <u>Domain: Writing &amp; Language</u>                      5<sup>th</sup> Grade: 59%                      6<sup>th</sup> Grade: 63%                      7<sup>th</sup> Grade: 57%                      8<sup>th</sup> Grade: 37%</p>	<p>Spring 2019 End of Grade (EOG) Georgia Milestones Assessment</p>	<p>All Teachers</p>	<p>EOG Individual Student Reports – Parent Copy</p>
<p><b>ELA Lexiles</b>  <u>i-Ready</u>                      6<sup>th</sup> grade average: 991                      7<sup>th</sup> grade average: 1116                      8<sup>th</sup> grade average: 1202   <u>GMAS</u>                      6<sup>th</sup> grade average: 982                      7<sup>th</sup> grade average: 1111                      8<sup>th</sup> grade average: 1114</p>	<p>End of Grade (EOG) Georgia Milestones Assessment i-Ready Data</p>	<p>All teachers</p>	<p>EOG Individual Student Reports – Parent Copy</p>

<p><b>Average Lexile Gains</b>  <b>Overall to Achievement Level Movement (move 1 or more Achievement Levels)</b>          6th grade average: 102.29          6th avg for Ach. Level increase: 227.24          7th grade average: 121.4          7th avg for Ach. Level increase: 238.6          8th grade average: 110.47          8th avg for Ach. Level increase: 216.28</p>		
<p><b>ELA</b>          Decrease the percentage of students "Below Grade Level" in reading          5<sup>th</sup> Grade: (Below 920) 46.4%          6<sup>th</sup> Grade (Below 997) 54%          7<sup>th</sup> Grade (Below 1045L) 27%          8<sup>th</sup> Grade (Below 1097L) 13%</p>	<p>Spring 2019 End of Grade (EOG) Georgia Milestones Assessment          i-Ready or USA Test Prep Data.</p>	<p>All teachers          EOG Individual Student Reports – Parent Copy</p>
<p><b>Math</b>          Decrease the percentage of students that are in the "Remediate Learning for Mastery" Section per each Math domain  <b>5th Grade Domains:</b>          Operations &amp; Algebraic Thinking 64%          Num &amp; Operations Base 10 53%          Num &amp; Operations Fractions 62%          Measurement and Data 61%          Geometry 66%  <b>Domain: Ratios and Proportional Relationships</b>          6<sup>th</sup> Grade 52%          7<sup>th</sup> Grade 43%  <b>Domain: The Number System</b>          6<sup>th</sup> Grade 54%          7<sup>th</sup> Grade 38%</p>	<p>Spring 2019 End of Grade (EOG) Georgia Milestones Assessment Common Assessments</p>	<p>Math Teachers          EOG Individual Student Reports – Parent Copy</p>

<p><u>Domain: Expressions and Equations</u> 6<sup>th</sup> Grade 62% 7<sup>th</sup> Grade 37%</p> <p><u>Domain: Numbers, Expressions, and Equations</u> 8<sup>th</sup> Grade 25%</p> <p><u>Domain: Algebra and Functions</u> 8<sup>th</sup> Grade 29%</p> <p><u>Domain: Geometry</u> 6<sup>th</sup> Grade 55% 7<sup>th</sup> Grade 47% 8<sup>th</sup> Grade 34%</p> <p><u>Domain: Statistics and Probability</u> 6<sup>th</sup> Grade 57% 7<sup>th</sup> Grade 43% 8<sup>th</sup> Grade 18%</p>			
<p><u>Science – 8<sup>th</sup> Grade</u> Decrease the percentage of students that are in the “Remediate Learning for Mastery” Section per each 8<sup>th</sup> Grade Science domain</p> <p><u>8<sup>th</sup> Grade Domains:</u> Matter 61% Energy 45% Motion 50% Waves 47% Force 44%</p>	<p>Spring 2019 End of Grade (EOG) Georgia Milestones Assessment</p>	<p>Science Teachers</p>	<p>EOG Individual Student Reports – Parent Copy</p>
<p><u>Social Studies – 8<sup>th</sup> Grade</u> Decrease the percentage of students that are in the “Remediate Learning for Mastery” Section per each Social Studies domain</p> <p><u>8<sup>th</sup> Grade Domains:</u> Geography 48% Government/Civics 63% Economics 48%</p>	<p>Spring 2019 End of Grade (EOG) Georgia Milestones Assessment</p>	<p>Social Studies Teachers</p>	<p>EOG Individual Student Reports – Parent Copy</p>

<p>History 43%</p>				
<p><b><u>Student Behavior</u></b>  <b>2018</b>                  328 Office Discipline Referrals (ODRs)                  71 ISS = 159 days                  24 OSS = 67 days                  Top 10% of students with referrals (ODRs) = 35.7% of all referrals</p>		<p>Educator's Handbook</p>	<p>All Teachers</p>	<p>Conduct Reports (quarterly)                  Parental Contact</p>
<p><b>2019</b>                  269 Office Discipline Referrals (ODRs)                  27 ISS = 65 days                  33 OSS = 59 days                  Top 10% of students with referrals (ODRs) = 35.16% of all referrals</p>				
<p>Top 10% of students with referrals (ODRs) = 35.71%</p>				

**SMART GOAL #1: To reduce the percentage of level 1 learners 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 2020-2021 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		
<p><b>Curriculum Standard 1:</b> Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction.</p> <p><b>Instruction Standard 3:</b> Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p><b>Instruction Standard 7:</b> Provides feedback to students on their performance on the standards or learning targets</p>	All students with an emphasis on students reading below grade level	<p><b>Monitor, provide feedback, and support the implementation of:</b></p> <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 development, planning, and monitoring (conferencing and observing)</li> <li>Quarterly iReady data that is reflective of lexile progress</li> <li>Monthly PLC ELA meetings</li> <li>ELA USA Test Prep implementation with green level iReady students with at least two 25 minute segments</li> <li>iReady usage for red and yellow students in 6th grade for two 25 minute segments in both ELA and SS and for red students in 7th and 8th grade for two 25 minute segments</li> <li>iReady standards based instruction once weekly for all students</li> <li>Approximately 30 minutes of independent content related reading in content area classes weekly within student lexile ranges that requires a summary as evidence of student learning</li> </ul> <p><b>Group students not meeting standards according to assessment results and assign them to instruction that occurs during school.</b></p> <ul style="list-style-type: none"> <li>Implement RTI or classroom interventions with students who are at below reading level status</li> <li>Beginning in January and going through April, offer tutoring services to students reading below lexile according to GMAS and iReady at least twice weekly in ELA classrooms</li> </ul>	<p>Individual student progress, data forms, Collaborative planning documentation, professional learning activities and minutes</p>	<p><b>School Leaders Demonstrate:</b></p> <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> <p><b>Teachers Demonstrate:</b></p> <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> <p><b>Students Demonstrate:</b></p> <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 keys to literacy best practice</li> </ul>	<p>Weekly Collaborative Planning by teachers to monitor program implementation and student performance</p> <p>Monthly data reports to ELA Team concerning student progress</p> <p>Provide individual student performance data</p> <p>On-going professional learning for teachers in the area of keys to literacy</p>	<p><b>Title I \$</b></p> <p>Funding for reading resources including consumables and software (decoding, comprehension, higher Lexile texts)</p> <p>iReady</p> <p>Funding for tutoring services</p> <p>Novels</p> <p>Professional Learning</p>

## SMART GOAL #2: Reduce the percentage of referrals of the top offenders by 10%.

(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		
<p><b>Family and Community Engagement 1:</b> Creates an environment that welcomes, encourages, and connects family and community members to the school</p> <p><b>School Culture 4:</b> Supports the personal growth and development of students</p> <p><b>Instruction Standard 7:</b> Provides feedback to students on their performance on the standards or learning targets</p>	<p>All students</p> <p>All teachers</p> <p>PBIS Team</p>	<p><b>PBIS Team meets to implement and monitor a comprehensive student behavior plan</b></p> <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>Provide training to teachers on Tier I practices and Tier II responses</li> <li>Ongoing adjustments made based on behavior data</li> <li>Recognition for positive student behavior</li> </ul> <p><b>The school staff consistently provides a comprehensive system of support to promote positive student behavior</b></p> <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 matrix-- taught at beginning and midpoint but modeled and reminded daily</li> <li>Support staff such as counselor and ISS teacher are utilized to reinforce social/emotional intelligence to students at Tier 2-3 Level of behavior</li> <li>Ensure RTI protocol is in place for students receiving four referrals</li> </ul>	<p>Monthly behavior reports by teacher and grade level; PBIS monthly review of student behavior; Grade level meeting agenda; Positive Behavior Report Card</p>	<p><b>School Leaders Demonstrate:</b></p> <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> <p><b>Teachers Demonstrate:</b></p> <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> <p><b>Students Demonstrate:</b></p> <ul style="list-style-type: none"> <li>Knowledge of expectation of school behavior and the benefits of good behavior on academic performance</li> </ul>	<p>Review of Behavior reports</p> <p>Regular communication with parents on behavior expectations as well as the data of their own child's behavior</p> <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><b>Title I \$</b></p> <p>Professional learning for teachers</p> <p>Incentives for students and families to decrease ODRs</p> <p>Behavior Tracking System &amp; Educator Handbook</p> <p>Funding for manipulatives to assist with behavior strategies, cyber bullying and interventions, bullying prevention and intervention</p>



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	2020-2021	Stipend to each new teacher	TCBOE	TCBOE, Administration, Academic Coach, Mentor	New teacher orientation agendas, TKES documentation for new teachers, walkthrough observations
New teacher mentors that assist throughout the year in an effort to promote teacher retention	2020-2021	Stipend to each mentor	TCBOE	TCBOE, Administration, Academic Coach	Mentor documentation of service, TKES documentation for new teacher
Free Breakfast and Free Lunch for all students, this includes: Economically Disadvantaged, Minority, Migrant, Homeless, Foster, EL, and Students with Disabilities	2020-2021	TCBOE	TCBOE Food Nutritionist	Tina Merrill, STMS Lunchroom manager	Morning Breakfast log sheets 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, Migrant, Homeless, Foster, EL, and Students with Disabilities	2020-2021	TCBOE; FDRESA	TCBOE; FDRESA; All teachers	FDRESA, Administrative observations	Teacher lesson plans, PLC agendas, TKES teacher documentations, student work samples
Student software aimed at improving assessment strategies as well as assisting with remediation and acceleration techniques & to enhance teacher instruction	2020-2021	iReady, iXL, USA TestPrep	TCBOE; Dr. Tabitha Smith, STMS Media Specialist; STMS Teachers	Administrative observations, Lesson plans	Lesson plans, student usage reports, student diagnostic reports, student achievement reports
Purchase of instructional supplies for student use and for student projects to include math manipulatives	2020-2021	TCBOE	TCBOE	Administrative observations, lesson plans, Academic Coach visit	Lesson plans, Student work samples (projects)
Supplemental Texts, Novels for the ELA classrooms	2020-2021	TCBOE	ELA Teachers; Academic Coach	Administration; ELA Teachers	Lesson plans, Student lexile reports

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Educational field trips for students to supplement instructional standards to include cost of travel	2020-2021	TCBOE	TCBOE 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	2020-2021	TCBOE; GADOE	TCBOE; Administration; PBIS team members	PBIS Team Members, Administration	PBIS monthly meeting agendas and minutes
Response to Intervention/MTSS will provide targeted Tier II and III evidence based interventions (iReady, iXL, USA TestPrep, Repeated Readings, Story Detective, HELPS) for students to include: Economically Disadvantaged, Minority, Migrant, Homeless, Foster, EL, and Students with Disabilities	2020-2021	TCBOE	Teresa Thompson, STMS Rt Coordinator	Administration, all teachers	Grade Level Meeting Agenda and Minutes; Parent Meetings; Walkthrough observations
Special education teachers and regular classroom teachers will participate in SSIP Co-Teaching training in an effort to more effectively address the needs of special education students in the inclusion model	2020-2021	TCBOE; GLRS	TCBOE; GLRS; Administration;	Baseline review of co-teaching model, administrative observations, lesson plans,	Teacher lesson plans, PLC agendas, TKES teacher documentations, students work samples, and student grades
GACE test registration for teachers to receive "Highly Qualified" status; purchase study guides	2020-2021	TCBOE	TCBOE, Administration, Attendance of Teacher	Administrative approval, teacher placement	Teacher GACE report; certification report
ESOL Review/Update to all faculty members in an effort to provide current instructional strategies with differentiation tips for ESOL students – Use of WIDA standards to improve instruction	2020-2021	Teacher Salary	Pam MacSorley, ESOL teacher	Administrative observations, lesson Plans, Agenda, sign in sheet, materials presented during redelivery to all instructional staff at school	Student testing data, Student classroom grades, Student ACCESS scores
Student software aimed at improving language acquisition for ESOL students	2020-2021	English in a Flash, Rosetta Stone	TCBOE; Dr. Tabitha Smith, STMS Media Specialist; STMS Teachers	Administrative observations, lesson plans	Lesson plans, student usage reports, student diagnostic reports, student achievement reports pre and post

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Gifted and ESOL endorsement for regular education teachers	2020-2021	TCBOE	TCBOE; Administration	TCBOE, administration	Endorsement credentialing; master schedule course offerings; teacher placement; student placement
ESOL teacher professional learning to include registration, travel reimbursement	2020-2021	TCBOE	TCBOE; Administration	TCBOE, administration	Redelivery to all instructional staff ; sign in sheets
WIDA training and instructional materials	2020-2021	TCBOE	Pam MacSorley, ESOL teacher	Dr. Jeannie Burkhalter, administration	ACCESS scores
Migrant Paraprofessional for assistance of migrant students in reading & math via inclusion model once a week. Migrant summer school if funds permit.	2020-2021	TCBOE	Shamah Tahan	Administration, ELA and Math teachers	Timesheet, Priority for Service list, GMAS scores
Agendas & Handbooks, parent newsletters	2020-2021	TCBOE	TCBOE	Dr. Jeannie Burkhalter, administration	Perception/survey data on improvement in communication
Tutoring for students in need of remediation assistance	January 2021 - April 2021	TCBOE	TCBOE	Administration, ELA teachers	iReady data; GMAS scores
STEM professional learning provided to staff for implementation of STEM curriculum in all content areas and exploratory.	2020-2021	TCBOE	All Teachers	STEM Coordinator; Administration	Lesson plans, Observations, Walkthrough by FDRESA Stem Facilitator and GADOE Facilitator
STEM business partnerships established through Project Based Learning (PBL) will provide learning opportunities through mentoring, onsite or classroom demonstrations.	2020-2021	None	All Teachers	STEM Coordinator, Administration	Lesson plans, Observations, STEM Notebook
TCHS 9th Grade Preview Registration	February 2021	None	8th Grade Teachers, Academic Coach	Sign In sheet	Information packets to go home for parents and students to review
Career Education Counseling - Requirements for Georgia Bridge Program; Georgia College and Information System GCIS Dual Credit Courses	March - May 2021	None	Counselor, students	Interest inventory; Cluster Survey; Research Careers & Student Led Conference with parents	Grade Level Reports; Career Clusters in individual portfolios

Upcoming 6th Graders Orientation and Tour	May 2021	None	Principal, Assistant Principal, Academic Coach, Counselor, 6th Grade Teachers, GES 5th Grade Students & Teachers	Climate survey, health survey	Parent Flyer, Newsletter
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**Parent Engagement and Communication** - - notices sent to EL parents in home language whenever possible. EL parents are signed up for parent portal accounts by the school registrar at the county-wide EL parent meeting. Title I Plan and Compacts are translated into home language when possible for all parents. Translators can be scheduled to attend parent conferences and parent meetings (including the Annual Title I Meeting) to aid in translation. All schools have use of the TransAct website for translation help. All schools have ipad that can be used for voice to voice translation. Each spring, EL parents are given a survey that indicates topics that they would like covered in their parent meetings the following year. Topics are discussed in EL parent meetings that would help the parents to provide academic assistance to their students.

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
Sixth Grade Orientation and Open House	Aug 2020	Teacher Salary	Administration, Front Office Staff, 6 <sup>th</sup> Grade Teachers, SPED teachers, PE/EXP Teachers	Stakeholders Surveys	Agenda; Sign-in sheets; Teacher syllabus in classroom

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Family & Parent Engagement Coordinator (Tarsha Brown) – The Tattnall County School System has hired this position to aid in all parental involvement	2020-2021	TCBOE – Salary	Tarsha Brown	Stakeholders Surveys	Job description, timesheets, list of activities
STMS Open House for 7th & 8th Grades	Aug 2020	Teacher Salary	All STMS Faculty	Parent Attendance Number	Sign-In Sheets
PTO; STEM Night & Writing Workshop	October 2020 January 2021 March 2021	Teacher Salary	All STMS Faculty	Parent Attendance	Sign-In Sheets
Parent Portal - school registrar helps to enroll EL parents at county-wide ESOL parent meeting	2020-2021	TCBOE	Lynna Hilliard, TCBOE, Technology Coordinator; Amy Page, STMS Registrar	Interactive hits on <u>website</u>	Parent Registration; Interactive hits on <u>website</u>
STMS email blast via echalk	2020-2021	TCBOE	Dr. Tabitha Smith, STMS Media Specialist; All Faculty	Interactive hits on <u>website</u>	Class pages on <u>website</u> ; Teacher events calendar; School events calendar
STMS Monthly Parent Newsletter	2020-2021 Monthly	<u>Teacher Salary</u> ; Paper- TCBOE	Christy Tatum, Academic Coach	Stakeholders Spring Survey	Newsletter
Parent/Teacher Meetings; 504 Meetings; SPED Meetings	2020-2021	Teacher Salary	All Teachers; Sherri Anthony, STMS Counselor	Student Progress Reports	Agenda, Signed documentation of meeting, teacher notes, etc.
ESOL parent meetings- informational meeting <u>in an effort</u> to connect the parent to the school and school processes	January 2020	Teacher Salary	Pam MacSorley, STMS ESOL teacher	Survey results	Agenda, Sign-in sheets, minutes, parent handouts
Migrant PAC meeting- to promote a better relationship between the child's home and school, thus improving his/her opportunity to take full advantage of an education and to provide interested parties to make suggestions or recommendations	2020-2021	Teacher Salary	Shamah Tahan	Spring Survey evaluation	Agenda, Sign-in sheets, minutes, parent handouts

