



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

2018 - 2019

NAME OF SCHOOL/PRINCIPAL:

Glennville Elementary School

Dr. Kristi Kaiser

NAME OF DISTRICT/SUPERINTENDENT:

Tattnall

Dr. Gina Williams

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 | Transforming Schools

SIGNATURES:

Superintendent Dr. Gina Williams Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Title 1 Director _____ Date _____

(Title 1 Schools only)

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

GES Leadership Members		
Dr. Kristi Kaiser - Principal	Calysta DeLoach – Academic Coach	Will Maybin – 3rd Grade
Steve Eubank – Assistant Principal	Tammy Dasher - Kindergarten	Brooke Anderson – 3rd Grade
Kelli Smith – 4th Grade	Sandy Smith - Exploratory	Megan Anderson – 5th Grade
Jill Woodson – 5th Grade	Ann Everett - Counselor	Robin Kirkland - Gifted
Robin Kirby – 4th Grade	Sarah Thigpen – 1st Grade	Kelly Fort – 3rd Grade
Stacey Tatum - ESOL	Elizabeth James – 3rd Grade	Debbie Holloway – 3rd Grade
Sasha Quarles -4th Grade	Leia Bender - PreK	Rachel Strickland - ESOL
Jessica Dutton – 1st Grade	Brooke Butler – 4th Grade	Angie Parker – 2nd Grade

Division of School and District Effectiveness | School Improvement PLAN

GES Grade Chairs

Pre-K	Bridgette Sapp
Kindergarten	Krystal Heider
1st	Mary Beth Lott
2nd	Amy Kicklighter
3rd	Elizabeth James
4th	Robin Kirby
5th	Jill Woodson
Exploratory	Joanna Waters
Specialists	Ann Everett
Special Education	Amy Quick

PBIS Team

Pre-K	Leia Bender
Kindergarten	Tammy Dasher
1st	Mary Beth Lott
2nd	Alyson Sikes
3rd	Brooke Anderson
4th	Brooke Butler
5th	Katina Bland
Exploratory	Janice Johnson
Specialists	Ann Everett Calysta DeLoach
Special Education	Amy Quick Lori Dutton Patrice Stephens

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

Please indicate the programs that are consolidated in this plan: _____

Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<ul style="list-style-type: none"> Intervention Support Early Morning During the School Day After School Remediation Sessions Early Morning During the School Day After School 	Georgia Milestones Informal Decoding Inventory aimswebPlus AIMS scores Study Island STAR Sumdog Front Row Moby Max Reading A - Z Xtra Math Istation Education Galaxy USA Test Prep F&P Assessments Levels 1&2 ESGI	Teachers/Paraprofessionals Administration Academic Coach Instructional Support Specialist Leadership Team PLC Teams	Individual Student Reports Progress Reports Student Work Communication Folders Remind 101 eChalk Class Dojo Parent Portal

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<ul style="list-style-type: none"> Vertical Team Collaboration 	Georgia Milestones Student Work aimswebPlus AIMS scores Informal Decoding Inventory ESGI	Administration Academic Coach Instructional Support Specialist PLC Teams	Individual Student Reports Communication Folders Remind 101 eChalk Class Dojo Parent Portal
<ul style="list-style-type: none"> CRS Comprehensive Reading Solutions Collaboration and Support Reading ELA Integration Instructional Collaboration 	Grade Level Documentation PLC Documentation Lesson Plans aimswebPlus AIMS scores Reading A – Z SRA Reading Mastery Istation Education Galaxy USA Test Prep F&P Assessments Levels 1 & 2 ESGI	Academic Coach Instructional Support Specialist Administration Grade Level Teams PLC Teams	eChalk Student Work Parent Portal Report Cards Communication Folders Class Dojo Remind 101

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<ul style="list-style-type: none"> Co-Teaching Support 	Class Learning Plans Student Data ESGI Observation Forms aimswebPlus AIMS scores IEP	Teachers Co-Teaching Team BOE Administration Facilitator of Education and Teacher Quality Specialist	Parent Portal eChalk Share Folder Class Dojo Remind 101
<ul style="list-style-type: none"> Academic Coach 	Georgia Milestones Observations Lesson Plans Modeled Lessons PLC Meetings aimswebPlus AIMS scores Istation Education Galaxy USA Test Prep F&P Assessments Levels 1&2 ESGI	Academic Coach Instructional Support Specialist Teachers Administration	eChalk Groupwise Share Folder Class Dojo Remind 101 Parent Portal

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<ul style="list-style-type: none"> • Class Size Reduction • Additional Classroom Teachers • Reduced Class Size Teachers • Paraprofessionals (Kindergarten and 1st Grade) 	<p>Georgia Milestones</p> <p>aimswebPlus</p> <p>AIMS scores</p> <p>GKIDS</p> <p>Student Data</p> <p>Lesson Plans</p> <p>Flexible Grouping</p> <p>Differentiation</p> <p>Individualized Lessons</p> <p>Intervention Time</p> <p>Istation</p> <p>Remedial Time</p> <p>ESGI</p>	<p>Teachers</p> <p>Administration</p> <p>Academic Coach</p> <p>Instructional Support Specialist</p> <p>Paraprofessionals</p>	<p>eChalk</p> <p>Student Work</p> <p>Progress Reports</p> <p>Report Cards</p> <p>Class Dojo</p> <p>Remind 101</p> <p>Parent Portal</p>

Prioritized Needs	Data Source	Participants Involved	Communications to Parents and Stakeholders
<ul style="list-style-type: none"> • Gifted Strategies • ESOL Strategies • Migrant Strategies • SPED Strategies 	Georgia Milestones aimswebPlus AIMS scores Student Work Data Lesson Plans ACCESS SPED Test Gifted Test Home Language Survey Education Galaxy USA Test Prep ESGI F&P Assessments Levels 1&2	Administration Teachers Leadership Team	eChalk Student Work Progress Reports Report Cards Class Dojo Remind 101 Parent Portal
<ul style="list-style-type: none"> • Professional Development for Teachers • Math Instructional Strategies Training (6 Elements of Effective Math Instruction review) and Eureka Math Training • DI Training • CRS Training 	Georgia Milestones aimswebPlus AIMS scores Lesson Plans ESGI Observations Informal Decoding Inventory Education Galaxy USA Test Prep F&P Assessments Levels 1&2	Academic Coach Instructional Support Specialist Math teachers Administration ELA Teachers	Individual Student Reports Report Cards eChalk Groupwise Class Dojo Remind 101 Parent Portal

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<ul style="list-style-type: none"> • Instructional Supplies • CRS Instructional Supplies • CRS Novels (Literature) • Math manipulatives • Eureka Math Training • Eureka Math materials 	<p>Georgia Milestones</p> <p>Classroom Assessments</p> <p>aimswebPlus</p> <p>AIMS scores</p> <p>Education Galaxy</p> <p>USA Test Prep ESGI</p> <p>F&P Assessments Levels 1 & 2</p>	<p>Administration</p> <p>Academic Coach</p> <p>Instructional Support Specialist</p> <p>Support/Guidance</p> <p>Model Lessons</p> <p>Teachers</p>	<p>eChalk</p> <p>Groupwise</p> <p>EOG Individual Student Reports</p> <p>Share Folders</p> <p>Class Dojo</p> <p>Remind 101</p> <p>Parent Portal</p>
<ul style="list-style-type: none"> • Software to improve instruction <ul style="list-style-type: none"> ○ Renaissance Place ○ iLearn ○ USA Test Prep ○ Sum Dog ○ ESGI ○ aimswebPlus ○ Education Galaxy ○ Istation • Technology Hardware to improve instruction <ul style="list-style-type: none"> ○ Laptops ○ SmartBoards ○ Chromebooks ○ Document Cameras ○ Redcats ○ Sphero Minis 	<p>Georgia Milestones</p> <p>aimswebPlus</p> <p>AIMS scores</p> <p>Assessments</p> <p>Data from Instructional Technology:</p> <ul style="list-style-type: none"> ○ iLearn ○ Education Galaxy ○ Sumdog ○ aimswebPlus ○ Istation ○ ESGI ○ USA Test Prep <p>Student Engagement</p>	<p>Administration</p> <p>Academic Coach</p> <p>Instructional Support Specialist</p> <p>Media Specialist</p>	<p>eChalk</p> <p>Communication Folders</p> <p>EOG Individual Student Reports</p> <p>Class Dojo</p> <p>Remind 101</p> <p>Parent Portal</p>

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<ul style="list-style-type: none"> GACE Study Guides GACE Tests 	School Data HiQ Data	Teachers Administration BOE Administration	Groupwise eChalk Class Dojo Remind 101 Parent Portal
<ul style="list-style-type: none"> Differentiated Instruction Training Flexible Grouping Training Math Content Professional Development Travel for Training Leveled Reader Training 	Informal Decoding Inventory aimswebPlus AIMS scores Lesson Plans Assessments Education Galaxy USA Test Prep F&P Assessments Levels 1&2 ESGI	BOE Administration Regional RESA Teachers Administration	eChalk Groupwise Communication Folders Class Dojo Remind 101 Parent Portal

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<ul style="list-style-type: none"> RTI Process 	aimswebPlus AIMS scores Assessments Sumdog iLearn Istation GMAS ESGI Education Galaxy USA Test Prep F&P Assessments Levels 1&2	Administration Academic Coach Instructional Support Specialist Counselor Teachers RTI School Team	Data sheets Class Dojo Remind 101 Parent Portal eChalk
<ul style="list-style-type: none"> New Teacher Academy (2 new Teachers) 	School Data Observations/TKES/ Full Implementation Lesson Plans aimswebPlus AIMS scores Teacher Retention Data Mentor Teacher Observations	Administration County Curriculum Director Facilitator of Education and Teacher Quality Specialist Mentor Teachers	Groupwise Letter to Participants Class Dojo Remind 101 Parent Portal

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<ul style="list-style-type: none"> • ESOL teachers • ESOL Inclusion • Migrant Summer School • Migrant Paraprofessionals • Special Education Teachers • Co-Teaching 	<p>ELA Data ACCESS Data</p> <p>aimswebPlus AIMS scores</p> <p>STAR AR scores</p> <p>Informal Decoding Inventory</p> <p>Class Learning Plans</p> <p>Education Galaxy</p> <p>USA Test Prep</p> <p>F&P Assessments Levels 1&2</p> <p>ESGI</p>	<p>Teachers</p> <p>Administration</p> <p>Academic Coach</p> <p>Instructional Support Specialist</p> <p>Paraprofessionals</p> <p>Co-Teaching Team</p> <p>Facilitator of Education and Teacher Quality Specialist</p>	<p>eChalk</p> <p>Groupwise</p> <p>Communication Folders</p> <p>Class Dojo</p> <p>Remind 101</p> <p>Parent Portal</p>
<ul style="list-style-type: none"> • Endorsement Courses (Casenex) <ul style="list-style-type: none"> ○ ESOL ○ Gifted 	<p>ESOL GACE / Gifted GACE</p> <p>Assessments</p> <p>Lesson Plans</p> <p>Observations</p>	<p>Teachers</p> <p>Administration</p>	<p>Groupwise</p> <p>Class Dojo</p> <p>Remind 101</p> <p>Parent Portal</p> <p>eChalk</p>
<ul style="list-style-type: none"> • Substitute Teachers for Professional Development 	<p>Lesson Plans</p> <p>Assessments</p> <p>Kelly Services</p>	<p>Administration</p>	<p>Groupwise Parent Portal</p> <p>Class Dojo eChalk</p> <p>Remind 101</p>

Smart Goals

Kindergarten

During the 2018-2019 school year, 75% of our students will meet the National Norm scoring of 26-99 (pts) by the spring of 2019, in the areas of letter, word, sound fluency and number naming fluency on the aims benchmark assessment.

First Grade

During the 2018-2019 school year, 85% of students will show at least a 15 point gain/growth in the area of reading and math (composite score) from the fall to spring on the aims benchmark assessment.

ELA

AIMS 2nd -5th

During the 2018-2019 school year, students will show at least a 15 point gain/growth in the area of reading (Composite Score) for each AIMS BENCHMARK ASSESSMENT ADMINISTERED.

GMAS 3rd - 5th

We will increase the % of students scoring proficient or distinguished on the GMAS in 2019 from:

3rd Grade from 25% to at least 35%

4th grade from 22% to at least 33%

5th grade from 28% to at least 38%

Math

Aims 2nd – 5th

During the 2018-2019 school year, students will show at least a 15 point gain/growth in the area of math (Composite score) for each AIMS BENCHMARK ASSESSMENT ADMINISTERED.

GMAS 3rd – 5th

We will increase the % of students scoring proficient or distinguished on the GMAS in 2019 from:

3rd Grade from 45% to 55%

4th grade from 38% to 48%

5th grade from 21% to 31%

Georgia School Performance Standard	Student groups (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>Continued...</p> <p>Standard 4: Uses research-based instructional practices that positively impact student learning.</p>	<p>The 25% lowest performing students</p>	<ul style="list-style-type: none"> The additional segments will allow teachers to plan hands-on, project based, and small group opportunities for students. Teachers will be able to plan and differentiate lessons based on formative assessment data. Teachers will be able to have student conferences to discuss student learning. The at-risk students require more individualized instruction, more opportunities for differentiation, flexible grouping, remediation, and acceleration. Paraprofessionals are utilized in 1st grade to reduce class size and provide more individualized instruction and support. Paraprofessionals are utilized in grades 2 – 5 to provide additional academic support and tutoring. (Teepee Time) Certified teachers are utilized in grades K-1 to provide additional academic support and tutoring. (Tribal Time) Migrant paraprofessionals are utilized to provide support for priority migrant students via the inclusion model. Utilize instructional technology programs for additional support, remediation, and acceleration. Block scheduling is utilized to provide time for more individualized instruction and increased teaching time. GMAS Tutors 3-5 ELA and Math 	<p>Lesson Plans</p> <p>Data Boards</p> <p>Professional Learning Logs</p> <p>aimswebPlus</p> <p>AIMS scores</p> <p>Istation</p> <p>Education Galaxy</p> <p>USA Test Prep</p> <p>ESGI</p>	<p>Students Demonstrate: An understanding of content through: producing math products, skills demonstration, engagement in classroom Number Talks and the results of Instructional Technology data.</p>	<p>Teacher Data Boards</p> <p>Lesson Plans</p> <p>PLC Impact Checks</p> <p>Progress Reports</p> <p>Assessments</p> <p>Report Cards</p>	<p>Reduced class size</p> <p>Paraprofessionals</p> <p>Academic Coach</p> <p>Instructional Support Specialist</p> <p>ESOL teachers</p> <p>Gifted Teacher</p> <p>Migrant Paraprofessional</p>

Georgia School Performance Standard	Student groups (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>Continued...</p> <p>Assessment: Standard4: Implements a process to collaboratively analyze assessment results to adjust instruction</p>		<ul style="list-style-type: none"> Teachers will develop Professional Learning Goals related to the school Smart Goals. <p>Assign students not meeting expectations (according to data results) tutoring sessions.</p> <ul style="list-style-type: none"> Provide specific data to determine intervention based on deficiencies and to track student growth. Provide tutoring sessions (based on academic needs) with paraprofessionals Provide Professional Learning as needed to support effective instructional strategies. <p>Monitor, provide feedback, and support the implementation of :</p> <ul style="list-style-type: none"> Providing paraprofessionals as academic tutors and support personnel for students Grade Level collaboration using the GLIS structured protocols and procedures. Content collaboration through PLC's using the GLIS structured protocols and procedures. Monitor Morning Computer Lab Intervention <ul style="list-style-type: none"> Utilize data boards to implement and monitor student progress. 	TKES Platform Data aimswebPlus AIMS scores Lesson Plans GMAS Scores Progress Reports Report Cards PLC Meeting notes Assessments Grade Level Meeting notes Istation USA Test Prep Education Galaxy ESGI	<p>Students Demonstrate: An understanding of content through: producing math products, skills demonstration, engagement in classroom, and the results of Instructional Technology data.</p>	Teacher data boards. Lesson Plans Teacher data boards. Lesson Plans Progress Reports Report Cards	Administration Academic Coach Instructional Support Specialist Paraprofessional Administration Instructional Support Specialist Academic Coach

Georgia School Performance Standard	Student groups (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>Curriculum Standard 1: Uses systematic, collaborative planning process so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction.</p> <p>Standard 2: Design curriculum documents and aligns resources with the intended rigor of required standards.</p> <p>Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p>Standard 4: Uses research-based instructional practices that positively impact student learning.</p>	All students	<p>Clarify high expectations for all students and teachers. Academic Coach will provide support for GSE standards, the math curriculum, the CRS program, and model lessons to demonstrate program expectations</p> <ul style="list-style-type: none"> Use relevant data to guide Math, Phonics, Reading, and Writing instruction. Use AIMS Web data to inform math proficiency, phonics, reading fluency, and comprehension instruction. Use relevant data to increase language acquisition and math fluency. Use relevant data to accelerate student learning Use relevant data to determine student reading and math strengths and weakness. Utilize GSE documents to clarify understanding of GSE (Georgia Standards of Excellence) expectations. Application of Comprehensive Reading Solutions strategies. Utilization of the instructional strategies integrated in the Eureka Math lessons. 	<p>GMAS score sheets</p> <p>Progress Reports</p> <p>ACCESS</p> <p>aimswebPlus AIMS scores</p> <p>PLC Impact Checks</p> <p>PLC Agendas & Documents</p> <p>Grade Level Documents</p> <p>Education Galaxy</p> <p>USA Test Prep</p> <p>F&P Assessments</p> <p>Levels 1&2</p>	<p>School Leaders Demonstrate: Understanding of instructional strategies and interventions in the area of Reading/ELA.</p> <p>A knowledge of the process of Collaboration.</p> <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> An understanding of GSE (Georgia Standards of Excellence) The use of curriculum documents aligned to the required standards through a collaborative process. The use of curriculum resources and documents that are continuously examined and revised to ensure alignment to GSE. 	<p>Weekly Collaborative</p> <p>Grade Level meeting observed by school administration and Academic Coach. Feedback is documented through Grade Level notebooks.</p> <p>Monthly PLC meetings based on an Agenda and feedback documentation in PLC notebook (based on GLISI protocol and procedures).</p> <p>Leadership Team meetings</p> <p>Teacher Data Boards</p> <p>PLC Impact Checks</p>	<p>Funding professional DI Training learning, software, and chromebooks.</p> <p>Funding for Comprehensive Reading Solutions books and instructional materials.</p> <p>Paraprofessionals</p> <p>Reduced Class size</p> <p>ESOL teachers</p> <p>Academic Coach</p> <p>Gifted Teacher</p> <p>Migrant Paraprofessional</p> <p>CRS Instructional supplies, texts, and materials</p> <p>Eureka Materials</p> <p>Tribal Time Materials</p>

Georgia School Performance Standard	Student groups (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>Standard 4: Uses research-based instructional practices that positively impact student learning.</p>	All Students	<p>Provide additional support for student to promote reading proficiency. The decision was made to reduce class size of kindergarten and first grade because students in these grades must master basic skills in reading and math in order to succeed in school. Reduced class size would allow time to be blocked for reading and ELA so that content could be integrated. Reduced class size will also allow for small group math instruction. GKIDS 2018 results show that 68.4% of students met or exceeded writing standards and 82.8% of students met or exceeded numbers and operations standards.</p> <ul style="list-style-type: none"> The additional segments will allow teachers to plan hands-on, project based, and small group opportunities for students. Teachers will be able to plan and differentiate lessons based on formative assessment data. Teachers will be able to have student conferences to discuss student learning. The at-risk students require more individualized instruction, more opportunities for differentiation, flexible grouping, remediation, and 	Data Boards Impact Checks PLC Agendas & Documents Grade Level Documents Professional Learning Logs aimswebPlus AIMS scores GKIDS data Education Galaxy USA Test Prep F&P Assessments Levels 1&2 ESGI	<p>Students Demonstrate: An understanding of Reading, ELA , and Math content.</p>	Weekly Collaborative Grade Level meeting observed by school administration and Academic Coach. Feedback is documented through Grade Level notebooks. Monthly PLC meetings based on an Agenda and feedback documentation in PLC notebook (based on GLISI protocol and procedures). Leadership Team meetings Teacher data boards. PLC Impact Checks	Instructional supplies Paraprofessionals Reduced Class size ESOL teachers Gifted Teacher Migrant Paraprofessional Academic Coach CRS Instructional supplies, text, and materials Instructional supplies Eureka Math materials

Georgia School Performance Standard	Student groups (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>Assessment: Standard 4: Implements a process to collaboratively analyze assessment results to adjust instruction</p>	<p>The 25% lowest performing students</p>	<p>acceleration.</p> <ul style="list-style-type: none"> Paraprofessionals are utilized in 1st grade to reduce class size and provide more individualized instruction and support. Paraprofessionals are utilized in grades 2 – 5 to provide additional academic support and tutoring. Migrant paraprofessional is utilized to provide support for priority migrant students via the inclusion model. Instructional technology programs are utilized for additional support, remediation, and acceleration. <p>Assign students not meeting expectations (according to data results) tutoring sessions.</p> <ul style="list-style-type: none"> Provide specific data to determine intervention based on deficiencies and to track student growth. Provide Professional Learning as needed to support effective instructional strategies. <p>Monitor, provide feedback, and support the implementation of :</p> <ul style="list-style-type: none"> Providing paraprofessional as academic tutors and support 	<p>PLC Impact checks</p> <p>PLC meeting Agendas & documents</p> <p>Grade Level documents</p> <p>Professional Learning logs</p> <p>Data Boards</p> <p>aimswebPlus</p> <p>AIMS scores</p> <p>Education Galaxy</p> <p>USA Test Prep</p> <p>F&P Assessments Levels 1&2</p> <p>ESGI</p>	<p>Engagement in classroom Literacy conversation, increase reading fluency and reading practice.</p> <p>Engagement in classroom Math conversation, increase number fluency and math practices.</p>	<p>Weekly Collaborative</p> <p>Grade Level meeting observed by school administration and Academic Coach. Feedback is documented through Grade Level notebooks.</p> <p>Monthly PLC meetings based on an Agenda and feedback documentation in PLC notebook (based on GLISI protocol and procedures).</p> <p>Leadership Team meetings</p> <p>Teacher data boards</p> <p>PLC Impact Checks</p>	<p>Paraprofessionals</p> <p>Reduced Class size</p> <p>ESOL teachers</p> <p>Gifted Teacher</p> <p>Migrant Paraprofessional</p> <p>Academic Coach</p> <p>CRS Instructional supplies, text, and materials</p> <p>Instructional supplies</p> <p>Eureka Math materials</p>

Professional Learning Plan to Support School Improvement Plan

Georgia School Performance Standard	Student groups (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>Assessment: Standard 4: Implements a process to collaboratively analyze assessment results to adjust instruction</p>	<p>The 25% lowest performing students</p>	<ul style="list-style-type: none"> personnel for students Grade Level collaboration using the GLISI structured protocols and procedures. Content collaboration through PLC's using the GLISI structured protocols and procedures. Utilize data boards to implement and monitor student progress 	<p>Impact Checks</p> <p>PLC Agendas & Documents</p> <p>Grade Level Documents</p> <p>Professional Learning logs</p> <p>Data Boards</p> <p>aimswebPlus AIMS scores</p> <p>Istation</p> <p>ESGI</p> <p>USA Test Prep</p> <p>Education Galaxy</p>	<p>Engagement in classroom Literacy conversation, increase reading fluency and reading practice.</p> <p>Engagement in classroom Math conversation, increase number fluency and math practices.</p>	<p>Weekly Collaborative</p> <p>Grade Level meeting observed by school administration and Academic Coach. Feedback is documented through Grade Level notebooks.</p> <p>Monthly PLC meetings based on an Agenda and feedback documentation in PLC notebook (based on GLISI protocol and procedures).</p> <p>Leadership Team meetings</p> <p>Teacher Data Boards</p> <p>PLC Impact Checks</p>	<p>Paraprofessionals</p> <p>Reduced Class size</p> <p>ESOL teachers</p> <p>Gifted Teacher</p> <p>Migrant Paraprofessional</p> <p>Academic Coach</p> <p>Instructional Support Specialist</p> <p>CRS Instructional supplies, text, and materials</p> <p>Instructional supplies</p>

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
<p>Open House An event designed to help parents and student become acquainted with school faculty and school procedures.</p>	<p>August 2018</p>	<p>Faculty Contracted</p>	<p>Administration All Faculty</p>	<p>Parent Communication with Faculty Parent Attendance</p>	<p>Sign-In Sheets Power Point Presentations Student Handbooks</p>
<p>Grade Night An event designed to help parents understand the grade level academic classroom expectations</p>	<p>August 2018</p>	<p>Faculty Contracted</p>	<p>Administration All Faculty</p>	<p>Parent Communication with Faculty Parent Attendance</p>	<p>Sign-In Sheets Power Point Presentations Student Handbooks</p>
<p>Grandparent’s Day Picnic For Parents An event designed to welcome extended family members to be part of the GES family</p>	<p>September 2018 November 2018</p>	<p>Faculty Contracted</p>	<p>Administration All Faculty</p>	<p>Parent Communication with Faculty Grandparent Attendance</p>	<p>Sign-In Sheets</p>
<p>Migrant Compact Meeting</p>	<p>2018 – 2019</p>	<p>Faculty Contracted</p>	<p>Administration Migrant Faculty Title 1 Family Engagement Coordinator</p>	<p>Stakeholder Survey</p>	<p>Sign-In Sheets Student Progress</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
Professional Development for a PBIS Team to determine positive strategies that affect student behavior which effects student learning	2018 – 2019	TCBOE	TCBOE Administration PBIS Team	PBIS Team Administration	PBIS meeting Agendas PLC Agendas Student Behavior Data CCRPI - .5 pt.
ESOL Professional Development to inform teacher about ACCESS and review instructional strategies for EL students	2018 – 2019	Faculty Contracted	ESOL Teachers	Observations Lesson Plans	Student Grades ACCESS Scores GMAS Data
Purchase of instructional supplies and books for the Comprehensive Reading Solutions and Eureka Math programs	2018 – 2019	TCBOE	TCBOE Media Specialist Academic Coach Instructional Support Specialist	Administrative Observations Lesson Plans Academic Coach and Instructional Support Specialists Observations	Lesson Plans Student Products Collaborative Planning Documentation PLC Agendas Grade Level Agendas

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
ESOL and Gifted endorsement for regular education teachers	2018 – 2019	TCBOE	TCBOE Administration	TCBOE Administration	Endorsement Certificate Teacher Placement Student Placement
Professional Development in DI and CRS Reading and Eureka Math programs	2018 – 2019	TCBOE	TCBOE Administration	Administrative Observations Lesson Plans Academic Coach and Instructional Support Specialist Observations PLC Minutes	TKES Documentation Lesson Plans PLC Agendas Grade Level Agendas Assessment Scores GMAS scores

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
Co-Teaching training for Special Education and Regular Education teachers to effectively address the learning needs of students.	2018 – 2019	TCBOE	TCBOE Administration Facilitator of Education and Teacher Quality Specialist	Administrative Observations Lesson Plans Academic Coach and Instructional Support Specialist Observations CPL Charts	Lesson plans PLC Agendas TKES Teacher Documentation Student Grades and Products
Comprehensive Reading Solutions and DI training	2018 – 2019	TCBOE	TCBOE Administration	Administrative Observations Lesson Plans Academic Coach and Instructional Support Specialist Observations	Lesson Plans PLC Agendas Grade Level Agendas TKES Teacher Documentation Student Grades and Products

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
Professional Development for Eureka Math Program	2018 – 2019	TCBOE	TCBOE Administration Eureka Conference	Administrative Observations Lesson Plans Academic Coach and Instructional Support Specialist Observations	Lesson Plans PLC Agendas Grade Level Agendas TKES Teacher Documentation Student Grades
Implementation Consulting Partnership with GLISI to improve the PLC process and academic performance	2018 – 2019	TCBOE	All Faculty	PLC Agendas Norms and Protocols School Impact Checks	PLC Agendas School Impact Checks

Parent Engagement and Communication

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
<p>Open House An event designed to help parents and student become acquainted with school faculty and school procedures.</p>	<p>August 2018</p>	<p>Faculty Contracted</p>	<p>Administration All Faculty</p>	<p>Parent Communication with Faculty and Attendance</p>	<p>Sign-In Sheets Power Point Presentations Student Handbooks</p>
<p>Grade Night An event designed to help parents understand the grade level academic classroom expectations</p>	<p>August 2018</p>	<p>Faculty Contracted</p>	<p>Administration All Faculty</p>	<p>Parent Communication with Faculty and Attendance</p>	<p>Sign-In Sheets Power Point Presentations Student Handbooks</p>
<p>Grandparent’s Day Picnic For Parents An event designed to welcome extended family members to be part of the GES family</p>	<p>September 2018 November 2018</p>	<p>Faculty Contracted</p>	<p>Administration All Faculty</p>	<p>Parent Communication with Faculty Parent Attendance Grandparent Attendance</p>	<p>Sign-In Sheets</p>
<p>Migrant Compact Meeting</p>	<p>2018 – 2019</p>	<p>Faculty Contracted</p>	<p>Administration Migrant Faculty Title 1 Family Engagement Coordinator</p>	<p>Stakeholder Survey</p>	<p>Sign-In Sheets Student Progress</p>

Parent Engagement and Communication

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
Title I Annual Meeting	2018 – 2019	Faculty Contracted	Administration Title 1 Family Engagement Coordinator	Parent Communication with Faculty and Attendance	Sign-In Sheets
County-wide ESOL Parent Meeting	2018 – 2019	Faculty Contracted	TCBOE	Sign-In Sheets Parent Communication with Faculty	Student Grades ACCESS Scores
PTO Meetings	October 2018 January 2019 March 2019	Faculty Contracted	Administration	Sign-In Sheets Parent Communication with Faculty	Student Progress
Trunk or Treat An activity designed to involve community members	October 2018	Faculty Contracted	Administration All Faculty	Parent and Community Communication with Faculty and Students	Pictures Newspaper Articles
Purple Up An activity designed to support military families	April 2019	Faculty Contracted	Administration All Faculty	School recognition and support of Military	Pictures Newspaper Articles

Parent Engagement and Communication

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
<p>Fall Festival An event designed to welcome extended family members to be part of the GES family</p>	November 2018	Faculty Contracted	Administration All Faculty	Community Attendance	Pictures Newspaper Articles
<p>Parent Academy An event designed to help parents understand the grade level academic classroom expectations, to provide resources and to provide support for the Georgia Milestones Assessment</p>	2018 – 2019	Faculty Contracted	Administration All Faculty	Sign-In Sheets Parent Communication with Faculty	Student Progress
<p>Georgia Milestones Computer Lab An event designed to provide parents with the opportunity to help their child practice study questions similar to those expected to be on the Georgia Milestones Assessment</p>	2018 – 2019	Faculty Contracted	Administration All Faculty	Sign-In Sheets Parent Communication with Faculty	Student Progress

Parent Engagement and Communication

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
<p>Science/Math Night An event designed to provide student with the opportunity for hands-on activities</p>	<p>2018 – 2019</p>	<p>Faculty Contracted</p>	<p>Administration All Faculty</p>	<p>Sign-In sheets Parent Communication with Faculty</p>	<p>Student Progress</p>
<p>Pre-K Parent Conference An event designed to provide parents with feedback and suggestions about their child’s Pre-K progress</p>	<p>December 2018 May 2019</p>	<p>Faculty Contracted</p>	<p>Administration Pre-K Faculty</p>	<p>Sign-In sheets Parent Communication with Faculty</p>	<p>Student Progress</p>
<p>GES Mentoring Program An event designed to encourage students to take personal responsibility for their actions and to help students learn to make smart choices</p>	<p>2018 - 2019</p>	<p>Faculty Contracted Parent Volunteers</p>	<p>Administration</p>	<p>Sign-In sheets Parent Communication with Faculty</p>	<p>Student Progress</p>

Resources:

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>