



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

2019-2020

NAME OF SCHOOL/PRINCIPAL:

Glennville Elementary School

NAME OF DISTRICT/SUPERINTENDENT:

Tattnall County School System/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

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

SIGNATURES:	
Superintendent _____	Date _____
Principal Supervisor _____	Date _____
Principal _____	Date _____
Title 1 Director _____	Date _____
(Title 1 Schools only)	

Planning Committee Members

Name	Position/Role	Signature
Dr. Kristi Kaiser	Principal	
Sasha Quarles	Assistant Principal	
Jill Woodson	5 th Grade Math Teacher/Math PLC Leader/Grade Chair	
Megan Anderson	5 th Grade ELA/PLC ELA Chair	
Kelly Fort	3 rd Grade ELA	
Will Maybin	3 rd Grade SS	
Jessica Dutton	1 st Grade	
Brooke Anderson	3 rd Grade Math/PBIS Chair	
Sarah Thigpen	1 st Grade/Grade Chair	
Robin Kirby	Remedial Instructor	
Calysta DeLoach	Academic Coach	
Robin Kirkland	Gifted Education	

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

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

Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p><u>ELA</u> Decrease the number of students in the “Beginning Learner” Category on Georgia Milestones End of Grade Test 3rd Grade: 45% 4th Grade: 43% 5th Grade: 32%</p>	Spring 2019 End of Grade (EOG) Georgia Milestones Assessment	All teachers	EOG Individual Student Reports – Parent Copy Parent Portal
<p><u>ELA</u> Decrease percentage of students “Below Grade Level” in reading 3rd Grade: 46% 4th Grade: 53% 5th Grade: 37%</p>	Spring 2019 End of Grade (EOG) Georgia Milestones Assessment AIMSweb Data Istation Data	All teachers	EOG Individual Student Reports – Parent Copy Parent Portal
<p><u>ELA</u> In grades K-2nd, 100% of the students will increase their lexile level by at least 100 pts. In grades 3rd -5th, the lexile growth on the GMAS will increase by 10% and will be governed by the CCRPI lexile band: 3rd Grade: 31% to 41% @ 670> 4th Grade: 27% to 37% @ 840> 5th Grade: 44% to 54% @ 920></p>	Spring 2019 End of Grade (EOG) Georgia Milestones Assessment Common Assessments Istation Data AIMSweb Data STAR Data F&P Assessments Levels 1 & 2	All teachers	EOG Individual Student Reports – Parent Copy Parent Portal
<p><u>Math</u> Decrease the number of students in the “Beginning Learner” Category on the Georgia Milestones End of Grade Test 3rd Grade: 25% 4th Grade: 17% 5th Grade: 22%</p>	Spring 2019 End of Grade (EOG) Georgia Milestones Assessment Common Assessments	Math Teachers	EOG Individual Student Reports – Parent Copy Parent Portal

<p>Science – 5th Grade Decrease the number of students in the “Beginning Learner” Category on the Georgia Milestones End of Grade Test 5th Grade: 31%</p>	<p>Spring 2018 End of Grade (EOG) Georgia Milestones Assessment</p>	<p>Science Teachers</p>	<p>EOG Individual Student Reports – Parent Copy Parent Portal</p>
<p>Social Studies – 5th Grade Decrease the number of students in the “Beginning Learner” Category on the Georgia Milestones End of Grade Test 5th Grade: 14%</p>	<p>Spring 2018 End of Grade (EOG) Georgia Milestones Assessment</p>	<p>Social Studies Teachers</p>	<p>EOG Individual Student Reports – Parent Copy Parent Portal</p>
<p>Student Behavior Glennville Elementary School will experience a 10% decrease in Office Discipline Referrals for male students for the 2019-2020 school year by implementing effective management strategies in the building and supporting positive behavior on our school buses. GES had 259 ODRs for the 2018-2019 school year, and 217 of those were for males. We will decrease the number of ODRs for males to 195 or less for the 2019-2020 school year.</p>	<p>Educator’s Handbook</p>	<p>All Teachers</p>	<p>Behavior Reports Parental Contact Class Dojo</p>

SMART GOAL #1: In grades K-5th, decrease the number of students reading below grade level, based on the lexile levels – CCSS, by 10% and increase the number of students at or above grade level by 10%.

(Specific, Measurable, Attainable https://docs.google.com/document/d/1vrjQ1k5jsE5w7fFx_BDFBmHa4MGtu4nMBhCMsYmJqA/edit#e, Results-Based, and Time-Bound)

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<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>Instruction Standard 3: Establishes and communicates clear 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>	All students with an emphasis on students reading below grade level	<p>Monitor, provide <u>feedback</u>, 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 Data analysis using formative assessments from USA Test Prep aligned with learning targets and iReady. As well as informal decoding inventory, and L& P assessments <ul style="list-style-type: none"> Tribal Time Teepee Time Remedial Reading Course Common vocabulary usage in regard to reading and writing Monthly iReady data that is reflective of progress in text fluency, comprehension, and standards mastery Weekly collaborative planning between ELA teachers with Academic Coach and administration Weekly grade level meetings with a focus on data discussions ELA USA Test Prep implementation with Level 2-4 students with at least two 20 minute segments weekly from beginning of year working toward standards mastery (green dot challenge); Level 1 will begin in January with at least two 20 minute segments weekly working toward standards mastery (3rd-5th) Implementation of Leveled Libraries in the classroom with independent reading in a center rotation. Guided reading groups that are differentiated based on the students' approximate reading range Implementation of Jennifer Serravallo's reading and writing strategies book into ELA lessons Implement RTI or classroom interventions with students who are at below reading level status Plan for decoding or comprehension support at least twice weekly (via iReady resources) 	Individual student progress, data forms, Collaborative planning documentation, professional learning activities and minutes	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> <u>Knowledge</u> of implementation status for actions, strategies, and interventions in reading. Clear guidance and implementation <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> An understanding of data and implement changes necessary to impact student learning Awareness and internalization of what <u>is expected</u> of collaborative planning <p>Students Demonstrate:</p> <ul style="list-style-type: none"> An understanding of LEXILE scores and actions required for them to enhance their reading achievement 	<p>Weekly Collaborative Planning by teachers to monitor data and student performance</p> <p>Monthly data reports to ELA PLC Leader and discussions of concerns with 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>Monitoring of Lesson plans</p> <p>Informal walkthroughs and TKES walkthroughs</p>	<p>Title I \$ Funding for reading resources if needed</p> <p>Funding for tutoring services</p> <p>ELA Teachers</p> <p>RESA consultants</p> <p>Leveled Libraries</p> <p>Professional Developments</p> <p>Travel Reimbursement</p> <p>Software: Renaissance iLearn USA Test Prep SumDog iReady</p> <p>Hardware: Laptops Smartboards Chromebooks Smart Bulbs</p> <p>Classroom supplies</p> <p>Laminate film Ink</p>

		<ul style="list-style-type: none"> Continue partnership with Growing Readers consultant and ELA RESA consultant Teepee and Tribal Time services to students reading below lexile according to GMAS and iReady at least two times weekly through a pull out model. Placement into our Remedial Reading Course 				
--	--	---	--	--	--	--

SMART GOAL #2: In grades 3rd-5th, decrease the number of students at the Beginning Learner level by 10%, increase the percentage of students scoring at the Proficient Learner level by 10%, and increase the percentage of students scoring at the Distinguished Learner level by 5% on the GMAS.

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

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<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>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria</p>	All students with an emphasis on students reading below grade level	<p>Monitor, provide <u>feedback</u>, and support the implementation of:</p> <ul style="list-style-type: none"> Implementation of the 6 Elements of Math Data analysis using formative assessments from USA Test Prep aligned with learning targets and iReady. <ul style="list-style-type: none"> Tribal Time Teepee Time Remedial Reading Course Common vocabulary usage in regard to mathematical domains Monthly iReady data that is reflective of progress in the four math domains Weekly collaborative planning between math teachers with Academic Coach and administration Weekly grade level meetings with a focus on data discussions Math USA Test Prep implementation with Level 2-4 students with at least two 20 minute segments weekly from beginning of year working toward standards mastery (green dot challenge); Level 1 will begin in 	Individual student progress, data forms, Collaborative planning documentation, professional learning activities and minutes	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> <u>Knowledge</u> of implementation status for actions, strategies, and interventions in math Clear guidance and implementation <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> An understanding of data and implement changes necessary to impact student learning Awareness and internalization of what <u>is expected</u> of collaborative planning 	<p>Weekly Collaborative Planning by teachers to monitor data and student performance</p> <p>Monthly data reports to Math PLC Leader and discussions of concerns with student progress</p> <p>Provide individual student performance data</p> <p>On-going professional learning for teachers in the area of 6 Elements and mathematical domains</p>	<p>Title I \$ Funding for reading resources if needed</p> <p>Funding for tutoring services</p> <p>Math Teachers</p> <p>Eureka Math Materials</p> <p>Professional Developments</p> <p>Travel Reimbursement</p> <p>Software: Renaissance iLearn USA Test Prep SumDog</p>

<p>aligned to curriculum standards</p> <p>Instruction Standard 7: Provides feedback to students on their performance on the standards or learning targets</p>		<p>January with at least two 20 minute segments weekly working toward standards mastery (3rd-5th)</p> <ul style="list-style-type: none"> Implementation of Eureka Math Implement RTI or classroom interventions with students who are performing in Tier 2 and 3 on iReady Teepee and Tribal Time services to students in need of foundational math skills 		<p>Students Demonstrate:</p> <ul style="list-style-type: none"> An understanding of iReady data and actions required for them to enhance their math achievement 	<p>Monitoring of Lesson plans</p> <p>Informal walkthroughs and TKES walkthroughs</p>	<p>iReady iXL</p> <p>Hardware: Laptops Smartboards Chromebooks Smart Bulbs</p> <p>Classroom supplies</p> <p>Laminate film Ink</p>
--	--	---	--	---	--	---

SMART GOAL #3: Glennville Elementary School will experience a 10% decrease in Office Discipline Referrals for male students for the 2019-2020 school year by implementing effective management strategies in the building and supporting positive behavior on our school buses. GES had 259 ODRs for the 2018-2019 school year, and 217 of those were for males. We will decrease the number of ODRs for males to 195 or less for the 2019-2020 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>Family and Community Engagement 1: Creates an environment that welcomes, encourages, and connects family and community members to the school</p> <p>School Culture 4: Supports the personal growth</p>	<p>All students</p> <p>All teachers</p> <p>PBIS Team</p>	<p>PBIS Team meets to implement and monitor a comprehensive conduct plan</p> <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 <ul style="list-style-type: none"> Provide training to teachers on implementation of character traits of PRIDE Regular communication to families about behavior and the school expectations 	<p>Monthly behavior reports by teacher and grade level; PBIS monthly review of student behavior; Grade level meeting agenda, 5 Star Climate Rating</p>	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> Monthly behavior reports to PBIS Team by grade level, teacher and student Implement incentives and rewards Communicate appropriate school behavior expectations with families <p>Teachers Demonstrate:</p>	<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</p>	<p>Title I \$ Professional learning for teachers</p> <p>Incentives for students and families to decrease ODRs</p> <p>Behavior Tracking System</p> <p>Funding for manipulatives to assist with behavior strategies, cyber</p>

<p>and development of students</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"> ● 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 ● Recognition for positive student behavior <ul style="list-style-type: none"> ○ PRIDE tickets ○ Dojo points ○ Student of the Month ○ Class Dojo winner ○ Monthly whole class recognition ○ Monthly Dojo Parties ○ Quarterly PBIS Celebrations ○ Bus of the Month ○ No Referrals – Extra recess on Fridays ○ Grade Level attendance winners for the month ○ <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 schoolwide 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 and ISS teacher are utilized to reinforce social/emotional intelligence to students at Tier 2-3 Level of behavior <ul style="list-style-type: none"> ○ Ensure RTI protocol is in place for students receiving four referrals ○ Training for targeted behaviors with counselor using group therapy/circle (after repeated behaviors) ○ Restorative practice that involves letters of reflection written during lunch detention to repair damaged relationship 		<ul style="list-style-type: none"> ● Understanding of what the school policy is for student behavior ● Keep accurate incident reports ● Documenting regular communication with families when behavior is impacting learning ● Referrals to school counselor and administrators as necessary <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>continually evaluated by the PBIS team as to its effectiveness and adjusting as needed.</p>	<p>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	20189-2020	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	2019-2020	Stipend to each mentor	TCBOE	TCBOE, Administration, Academic Coach	Mentor documentation of service, TKES documentation for new teacher
Monthly Literacy training from FDRESA to help all teachers with implementing strategies to help increase student achievement by increasing student reading levels	2019-2020	TCBOE; FDRESA	TCBOE; FDRESA; ELA teachers	FDRESA, Administrative observations	Teacher lesson plans, PLC agendas, TKES teacher documentations, student work samples
GOSA Growing Readers support	2019-2020	TCBOE; FDRESA	TCBOE; ELA Teachers; Academic Coach	Administration, ELAteachers, Academic Coach	Lesson Plans; Walkthrough Observations
Student software aimed at improving assessment strategies as well as assisting with remediation and acceleration techniques & to enhance teacher instruction	2019-2020	iReady, USA Test Prep, iXL	TCBOE; Teachers, RtI Specialist, Remedial 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	2019-2020	TCBOE	TCBOE; Teachers GES 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	2019-2020	TCBOE	TCBOE; GES Admin	Administrative observations, lesson plans, Academic Coach visit	Lesson plans, Student work samples (projects)

Division of School and District Effectiveness | School Improvement PLAN

Supplemental Texts, Novels for the ELA classrooms and Eureka material for Math	2019-2020	TCBOE	Teachers; Academic Coach	Administration; Teachers	Lesson plans, Student lexile reports
District Unit Planning is held at the beginning of each nine weeks for creation of District wide common assessments and for revising previously taught units for next year	2019-2020	TCBOE	All Content Area Teachers; Academic Coach	Administration, all teachers, Academic Coach	Unit Planning Agendas & Minutes; Administration Walkthrough Observations; Lesson Plans; Student test results; District Curriculum Impact Checks
ELA/Math PLC job embedded meeting is held once a month. Team analyzes data and vertically plans to address student instructional needs on an ongoing basis.	2019-2020	TCBOE	Teachers Academic Coach	Administration, all teachers; Academic Coach	ELA PLC Agendas, Monthly Student iReady Data, USA Test Prep Data and iXL data, Lesson Plans,
Educational trainings in Instruction and content areas to include cost of substitute, conference registration, and travel	2019-2020	TCBOE	TCBOE; Administration Teachers	Administrative observations for implementation, lesson plans	TKES teacher documentation, Student score reports for End of Grade
Educational field trips for students to supplement instructional standards to include cost of travel	2019-2020	TCBOE	TCBOE GES Staff	Administration, all teachers, Academic Coach	Field Trip Request Forms, 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	2019-2020	TCBOE; GADOE	TCBOE; Administration; PBIS team members	PBIS Team Members, Administration	PBIS monthly meeting agendas and minutes; Student Behavior reports
Response to Intervention monthly update & training	2019-2020	TCBOE	Lana Ray, GES RtI 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	2019-2020	TCBOE; GLRS	TCBOE; GLRS; Administration;	Baseline review of co-teaching model, administrative observations, lesson plans,	Teacher lesson plans, CLPs, PLC agendas, TKES teacher documentations, students work samples, and student grades
GACE test registration for teachers to receive “Highly Qualified” status; purchase study guides	2019-2020	TCBOE	TCBOE, Administration, Attendance of Teacher	Administrative approval, teacher placement	Teacher GACE report; certification report

Division of School and District Effectiveness | School Improvement PLAN

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	2019-2020	Teacher Salary	Stacey Tatum, 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	2019-2020	Rosetta Stone	TCBOE; ESOL teachers Teachers	Administrative observations, lesson plans	Lesson plans, student usage reports, student diagnostic reports, student achievement reports pre and post
Gifted and ESOL endorsement for regular education teachers	2019-2020	TCBOE	TCBOE; Administration	TCBOE, administration	Endorsement credentialing; master schedule course offerings; teacher placement; student placement
ESOL teacher professional learning to include registration, travel reimbursement	2019-2020	TCBOE	TCBOE; Administration	TCBOE, administration	Redelivery to all instructional staff ; sign in sheets
WIDA training and instructional materials	2019-2020	TCBOE	Stacey Tatum, ESOL teacher	Dr. Jeannie Burkhalter, administration	ACCESS scores
Migrant Paraprofessional for assistance in reading & math via push in model.	2019-2020	TCBOE	Shamah Tahan	Administration, ELA and Math teachers	Timesheet, Priority for Service list, GMAS scores
Agendas & Handbooks, parent newsletters	2019-2020	TCBOE	TCBOE	Dr. Jeannie Burkhalter, administration	Perception/survey data on improvement in communication
Tutoring	February 2020 - April 2020	TCBOE	TCBOE	Administration, ELA teachers	GMAS scores
Career Pathways	March - May 2020	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 2020	None	Principal, Assistant Principal, Academic Coach, Counselor, 6th Grade Teachers, GES 5th Grade Students & Teachers	Climate survey, health survey	Parent Flyer, Newsletter
---	----------	------	--	-------------------------------	--------------------------

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
PreK-5 th Open House Title One Meeting Community Fair	August 2019	Teacher Salary	Administration, Front Office Staff, Teachers,	Stakeholders Surveys	Agenda; Sign-in sheets; Teacher syllabus in classroom
Parental Engagement Coordinator (Tarsha Beal) – The Tattnall County School System has hired this position to aid in all parental involvement	2019-2020	TCBOE – Salary	Tarsha Beal	Stakeholders Surveys	Job description, timesheets, list of activities
PreK-5 th Grade Nights	August 2019	Teacher Salary	All GES Faculty	Parent Attendance Number	Sign-In Sheets
Grandparents Day	September 2019		ESOL Teachers Administration	Parent Attendance	Sign-In Sheets
Literacy Night/PTO Night	October 2019	Teacher Salary	All GES Faculty	Parent Attendance	Sign-In Sheets
Trunk or Treat	October 2019		All Staff	Community Support	Sign-In Sheets

Division of School and District Effectiveness | School Improvement PLAN

Parent Portal - school registrar helps to enroll EL parents at county-wide ESOL parent meeting	2019-2020	TCBOE	Lynna Hilliard, TCBOE, Technology Coordinator; Mickey Bentley, GES Registrar	Interactive hits on website	Parent Registration; Interactive hits on website Student Progress
Updated Echalk Pages	2019-2020	TCBOE	Brooke Anderson All Faculty	Interactive hits on website	Class pages on website ; Teacher events calendar; School events calendar
Picnic for Parents	November 2019		Academic Coach Staff	Stakeholders Spring Survey	Sign In Sheets
Fall Festival	November 2019	Teacher Salary	All Teachers	Stakeholders Spring Survey	Sign-In sheets
Parent/Teacher Meetings; 504 Meetings	2019-2020	Teacher Salary	<u>All Teachers</u> ; Ann Everett, GES Counselor	Student Progress Reports	Agenda, Signed documentation of meeting, teacher notes, etc. Student Progress
Parent/Teacher Meetings; IEP Meetings	2019-2020	Teacher Salary	<u>All Teachers</u> ; Carol Pagett, GES lead sped teacher	Student Progress Reports	Agenda, Signed documentation of meeting, teacher notes, etc. Student Progress
Parent/Teacher Meetings; RTIMeetings	2019-2020	Teacher Salary	<u>All Teachers</u> ; Lana Ray, GES RTI Coordinator	Student Progress Reports	Agenda, Signed documentation of meeting, teacher notes, etc.
ESOL parent meetings- informational meeting <u>in an effort to</u> connect the parent to the school and school processes	January 2020	Teacher Salary	Stacey Tatum, GES ESOL teacher	Survey results	Agenda, Sign-in sheets, minutes, parent handouts Student Progress
Migrant PAC meeting- to promote a better relationship between the child's home and school, thus improving his/her opportunity to take full advantage of an education and to provide interested parties to make suggestions or recommendations	2019-2020	Teacher Salary	Shamah Tahan	Spring Survey evaluation	Agenda, Sign-in sheets, minutes, parent handouts Student Progress
Science/Math Night/PTO A night designed to provide students with the opportunity for hands-on learning.	2019-2020	Teacher Salary	All Teachers	Spring Survey evaluation	Sign In Sheets

Division of School and District Effectiveness | School Improvement PLAN

Purple Up: An activity to show support for our military students.	April 2020	Purple Up Treats GES Funds	All staff	Parent Feedback and support	Participation forms
PreK Bi-yearly parent Conferences	December 2019 May 2020		PreK Teachers	WSO Results	Agenda, Sign-in sheets, minutes, parent handouts Student Progress
Kindergarten nine week conferences	October 2019 January 2020 March 2020 May 2020		K Teachers	iReady data GKids data	Agenda, Sign-in sheets, minutes, parent handouts Student Progress
GES Mentoring Program Designed to encourage students to take personal responsibility for their actions and to help students learn to make smart choices both academically and behaviorally	2019-2020	US Military	Grade Chairs in 3 rd -5 th	Student Feedback	Assigned mentoring list Student Progress
Parent Academy Night An event designed to help parents better prepare their child for the GMAS	March 2020	Teacher Salary	3 rd -5 th Grade Teachers	Spring Survey evaluation	Sign-In Sheets Student Progress