



DIVISION OF
**SCHOOL & DISTRICT
 EFFECTIVENESS**
ADVANCING LEADERSHIP • IMPROVING LEARNING SCHOOLS

2018-2019

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

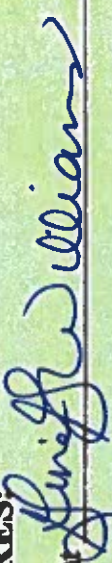
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| NAME OF SCHOOL/PRINCIPAL: Reidsville Elementary School David Tucker |
| NAME OF DISTRICT/SUPERINTENDENT: Tattnall County Dr. Gina Williams |
| <input type="checkbox"/> Comprehensive Support School <input type="checkbox"/> Targeted Support School <input 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  Date 9/10/18

Principal Supervisor  Date _____

Principal _____ Date 8-31-18

Title I Director _____ Date _____

(Title I Schools only)

| Name | Position/Role | Signature |
|-------------------|---------------------|---|
| David Tucker | Principal, Parent |  |
| Dr. Tisha Holland | Assistant Principal |  |
| Hope Oliver | Academic Coach |  |
| Jodi Graham | Media Specialist |  |
| All Teachers | Certified Teachers |  |
| All Staff | Staff | |
| | | |
| | | |

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

| Prioritized Needs | Data Source | Participants Involved | Communication to Parents and Stakeholders |
|---|---------------------------------------|-----------------------|--|
| Increase Lexile level of all students | GA Milestones EOG Data | Entire staff | School Website (eChalk) |
| Increase achievement in Math and ELA | CCRPI | Parents | Parent Conferences |
| Increase Technology Usage | SLDS | Students | Newsletters |
| Decrease office referrals | STAR Reading Test Results | | Annual Title I Meeting |
| PBIS Continuation | Attendance | | Parent Portal |
| Improve writing skills | Ed Handbook | | E-Mails |
| Reduce the achievement gap on the GA Milestones EOG | Title I Parent Surveys | | Phone Calls |
| Class size reduction | School Climate Surveys | | Remind Text |
| Improve Literacy & Writing overall | Teacher Needs Assessment Surveys | | Progress Reports |
| Paras in 1st grade | Informal Phonics/Decoding Inventories | | Reports Cards |
| Academic Coach | PowerSchool | | Student Agendas/Communication Folders |
| Writing Coach | Teacher Checklists/Data | | DoJo |
| Improve Attendance | AIMSweb | | School Facebook Page |
| Tutoring | DoJo GKIDS | | Individual Student Reports on standardized assessments |

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| <p>Transitioning students to school from early childhood education (PIP, Headstart, & PreK)</p> <p>Transitioning students from RES to NTMS</p> | <p>iLearn/iPass</p> <p>Rosetta Stone</p> <p>English in a Flash</p> <p>AR/STAR</p> <p>AIMSweb</p> <p>iStation</p> <p>Fountas & Pinnell Kits</p> <p>Software</p> <p>Observations</p> | | <p>School Council</p> <p>State Report Card</p> <p>Check In - Check Out</p> <p>PTO</p> <p>Academic Coach</p> <p>Leadership Team</p> <p>Open House</p> <p>Grade Nights</p> <p>Migrant/ESOL Meetings</p> |
|--|--|--|---|

SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10)

The number of students in grades 3-5 scoring on levels 3 and 4 on the GA Milestones EOG assessment will increase by 3% on the Spring 2019 GA Milestones EOG assessment in all academic areas over spring 2018 scores.

| Georgia School Performance Standard | Student Group (All or Subgroup, Parents, Teachers) (SWP 9) | Action /Strategies Include description of SWP 2, 7, 9, 10) | Evaluation of Implementation and Impact on Student Learning | | Monitoring Actions of Implementation | Estimated Cost, Funding Source, and/or Resources |
|-------------------------------------|--|--|---|--|--------------------------------------|--|
| | | | Artifacts | Evidence | | |
| Curriculum | All | Continuation of CRS reading program in grades K-5 | STAR Reports | School Leaders Demonstrate: | STAR data | RESA |
| Instruction | | Professional learning for improved student writing | AIMSweb | Classroom walkthroughs and TKES observations | Lesson Plans | technology funds for computers, computer labs, paras, software |
| Assessment | | Continue GOSA Reading Grant Implementation | Oral Fluency | Support/Guide planning, monitoring, and engagement | Agendas | Faculty - including class size reduction and block teachers |
| Professional Learning | | 6 Elements of Math training for new teachers | Informal Phonics & Decoding Inventory | Impact Check feedback | Meeting minutes | Test prep materials |
| Leadership | | Extended Math and ELA block in grades 2-5 | Milestone Results | Attendance call logs | iStation reports | Professional learning for ELA and Math |
| Planning and Organizing | | Reduced class size teachers added in grades K, 1, 2, & 3 | Sign in sheets | Teachers Demonstrate: | iLearn/iPass reports | Substitutes for county wide unit planning meetings/training |
| Family and Community Engagement | | Parapros in grade 1 | Agendas | Lesson Plans | AIMSweb | |
| School Culture | | Migrant para to support migrant students via inclusion model | Math Fluency | PLC participation | Student work samples | |
| | | ESOL teachers to support language acquisition in the regular classroom (push in model) | iPass-iLearn | Computer program implementation | Monthly Impact Checks | |
| | | EIP teacher to support ELA and Math instruction for students who are behind | iStation Reports | | Observations | |
| | | | Schedules | | Informal Phonics & | |

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| | | <p>Increase the number of Chromebooks and other technology available to students in order to increase opportunities to use research based instructional support programs</p> <p>Increase the amount of writing instruction provided to students allowed by time and increase the number of writing opportunities students are given in all curricular areas</p> <p>Eureka Math in grades K – 3</p> <p>Writing Coach</p> <p>Software for Language Acquisition</p> <p>Attendance Protocols</p> <p>Tutoring – during or after school for remediation – includes sped, ESOL, migrant students</p> <p>Educational field trips tied to learning objectives</p> | <p>Curriculum maps</p> <p>Pacing guides</p> <p>Student work samples</p> <p>Data - formative and summative</p> <p>ACCESS reports</p> <p>County wide unit planning meetings</p> <p>GMAS reports</p> <p>Fountas & Pinnell Benchmarks</p> <p>Attendance Data</p> | <p>Attendance call logs</p> <p>Students Demonstrate:</p> <p>Oral Fluency Results</p> <p>STAR Results</p> <p>Milestones Results</p> <p>AIMSweb</p> <p>iLearn/iPass</p> <p>iStation</p> <p>Math Fluency</p> <p>Writing improved</p> | <p>Decoding Inventories</p> <p>Attendance Logs & Reports</p> | |
|--|--|--|--|--|--|--|

SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)
 (SWP 2, 7, 9, 10)

The number of students receiving office referrals will decrease by 3 % with continued implementation of PBIS and implementation of Class DoJo during the 2018-2019 school year as compared to 2017-2018 school year.

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|---|--|---|---|---|--|-----------|----------|--------------------------------------|--|
| Georgia School Performance Standard | Student Group (All or Subgroup, Parents, Teachers) (SWP 9) | Action /Strategies Include description of SWP 2, 7, 9, 10) | <table border="1"> <tr> <td colspan="2" data-bbox="786 636 1018 1111"> Evaluation of Implementation and Impact on Student Learning </td> </tr> <tr> <td data-bbox="1018 636 1059 1111"> Artifacts </td> <td data-bbox="1018 636 1059 1111"> Evidence </td> </tr> </table> | Evaluation of Implementation and Impact on Student Learning | | Artifacts | Evidence | Monitoring Actions of Implementation | Estimated Cost, Funding Source, and/or Resources |
| Evaluation of Implementation and Impact on Student Learning | | | | | | | | | |
| Artifacts | Evidence | | | | | | | | |

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|---------------------------------|---|-----------|------------------------------|-----------------------|---|
| Planning and Organization | All | PBIS Team | School Leaders Demonstrate: | Ed Handbook Reports | Software costs |
| Instruction | Embed lesson plans for teaching positive behavior expectations in all areas (classroom, hall, restroom, lunchroom, bus) | | Classroom walkthroughs | PowerSchool Reports | Associated technology costs (computers, etc.) |
| School Culture | Schoolwide DoJo implementation | | TKES observations | Class DoJo | Faculty |
| Professional Learning | Regular communication to families about behavior and school expectations | | PBIS Team reports | Monthly Impact Checks | |
| Family and Community Engagement | Recognition for positive behaviors students display | | Teachers Demonstrate: | | |
| Leadership | Teachers regularly teach and model expected behaviors | | Lesson plans | | |
| Assessment | Incentives for positive bus behaviors | | Use of DoJo | | |
| | PBIS/Behavior Matrices posted in classrooms/halls, on eChalk, DoJo, and send home | | Ed Handbook | | |
| | | | Students Demonstrate: | | |
| | | | Expected/Positive Behaviors | | |

Professional Learning Plan to Support School Improvement Plan (SWP 4)

| Professional Learning Strategy to Support Achievement of SMART Goals | Professional Learning Timeline | Estimated Cost, Funding Source, and/or Resources | Person(s)/ Position Responsible | Monitoring Teacher Implementation of Professional Learning | Artifacts/Evidence of Impact on Student Learning |
|--|--------------------------------|--|---------------------------------|--|--|
| <i>Class size reduction The decision was made to reduce kindergarten because students in these grades must</i> | 2018-2019 | <i>Faculty Contracted</i> | | <i>Administration Impact Checks</i> | <i>Class rosters GKIDS AIMSweb</i> |

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| <p><i>master basic skills in reading and math in order for success in school, Reduced class size would allow time to be blocked for reading and ELA so that content could be integrated. 2017 Fall AIMSweb results show that only 24% of K students were Tier 1 in Early Literacy, and 33% of students were Tier 1 in Early Numeracy. During Spring 2018, first grade AIMSweb Benchmarks indicated that only 46% of first graders had scored in Tier 1 for Early Literacy. Second grade AIMSweb indicated that only 33% of students were in Tier 1 for Reading. Third Grade AIMSweb benchmarking indicates that only 51% were in Tier 1 for Reading. The additional segments</i></p> | | | | | <p>ORF Informal Phonics & Decoding Inventories iStation Reports Fountas & Pinnell Benchmarks Fluency Checks ESGI reports</p> |
|--|--|--|--|--|--|

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|---|-------------------------|----------------------------------|-----------------------------|---|---|
| <p><i>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.</i></p> | <p><i>2018-2019</i></p> | <p><i>Faculty Contracted</i></p> | <p><i>Writing Coach</i></p> | <p><i>Administration Impact Checks Academic Achievement</i></p> | <p><i>Copies of schedules Student Grades Observations Test Scores</i></p> |
| <p><i>Push-in writing teacher to provide additional support in writing instruction in the upper grades</i></p> | | | | | |

| Professional Learning Strategy to Support Achievement of SMART Goals | Professional Learning Timeline | Estimated Cost, Funding Source, and/or Resources | Person(s)/ Position Responsible | Monitoring Teacher Implementation of Professional Learning | Artifacts/Evidence of Impact on Student Learning |
|---|--------------------------------|--|---------------------------------|--|--|
| <i>1st Grade Paraprofessionals - provide more opportunities for flexible groups, reteaching, and enrichment</i> | 2018-2019 | TCBOE | 1st Grade Paraprof | Impact Checks Academic Achievement | Copies of schedules Student grades |
| <i>Academic Coach - facilitate curriculum implementation, model lessons, standards</i> | 2018-2019 | Faculty Contracted | Academic Coach | Administration | Sign-In sheets Observations |
| <i>Mentor teachers - to aid in teacher retention/attraction</i> | 2018-2019 | Stipends for mentor teachers and new teachers | Teachers Administration | Administration Academic Coach | Meeting logs Teacher retention |
| <i>New teacher orientation - aids in teacher retention/attraction</i> | 2018-2019 | Stipends for mentor teachers and new teachers | Teachers Administration | Administration Academic Coach | Agendas for new teacher training Observations |

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| GACE study guides and tests - to help keep our teachers HiQ and aids in teacher retention/attraction | 2018-2019 | TCBOE | TCBOE | TCBOE | Test Scores Teacher Certification |
|--|--------------------------------|--|---------------------------------|--|---|
| Professional Learning Strategy to Support Achievement of SMART Goals | Professional Learning Timeline | Estimated Cost, Funding Source, and/or Resources | Person(s)/ Position Responsible | Monitoring Teacher Implementation of Professional Learning | Artifacts/Evidence of Impact on Student Learning |
| Migrant Parapro - tutor/assist migrant students in academic or weak areas due to missing school because of moving (before/during/after school) | 2018-2019 | TCBOE | Luvis Scott | Dr. Jeannie Burkhalter | Log List of Migrant Students served Schedule |
| Migrant Summer School - provide language enrichment and teach skill gaps | Summer 2018 | TCBOE | ESOL Teachers Luvis Scott | Dr. Jeannie Burkhalter | Enrollment/Attendance Records |
| English in a Flash Rosetta Stone Any other software that provides language | 2018-2019 | TCBOE | ESOL teachers ELA teachers | ESOL teachers ELA teachers | English in a Flash reports Rosetta Stone reports Teacher observation/feedback |

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| <i>acquisition and enrichment for students</i> | Professional Learning Strategy to Support Achievement of SMART Goals | Professional Learning Timeline | Estimated Cost, Funding Source, and/or Resources | Person(s)/ Position Responsible | Monitoring Teacher Implementation of Professional Learning | Help with language acquisition |
|--|---|---------------------------------------|---|--|---|--|
| <p><i>ESOL teachers (Inclusion Model) - assist students in language acquisition in the content areas</i></p> <p><i>WIDA Training & Professional Development for ESOL Teachers – re-delivered to all instructional staff at school yearly</i></p> | <p>2018-2019</p> | <p><i>Faculty Contract</i></p> | <p><i>ESOL teachers</i> <i>Administration</i></p> | <p><i>Dr. Jeannie Burkhalter</i> <i>Administration</i></p> | <p><i>Teacher observation/feedback</i></p> <p><i>Student grades</i></p> <p><i>ACCESS</i></p> <p><i>Assist with language acquisition</i></p> | <p><i>Artifacts/Evidence of Impact on Student Learning</i></p> |
| <p><i>ESOL Certification</i></p> <p><i>Gifted Certification</i></p> <p><i>- Aids in serving needs of diverse learners in the regular classroom and remaining PQ</i></p> | <p>2018-2019</p> | <p><i>TCBOE</i> <i>FDRESA</i></p> | <p><i>Teachers adding certification</i></p> | <p><i>TCBOE</i></p> | <p><i>Enrollment/Completion Records</i></p> <p><i>Student scores</i></p> | |

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| <p>GOSA -Reading grant that provides teachers with strategies to support reading instruction</p> | <p>2018-2019</p> | <p>GOSA Grant FDRESA</p> | <p>GOSA Teachers Administration</p> | <p>Administration FDRESA, Alex Jordan</p> | <p>AIMSweb ORF Independent Reading Level iStation Reports</p> |
| <p>Professional Learning Strategy to Support Achievement of SMART Goals</p> | <p>Professional Learning Timeline</p> | <p>Estimated Cost, Funding Source, and/or Resources</p> | <p>Person(s)/ Position Responsible</p> | <p>Monitoring Teacher Implementation of Professional Learning</p> | <p>Artifacts/Evidence of Impact on Student Learning</p> |
| <p>Software aimed at assisting with assessment, remediation, acceleration, and universal screening Includes, but not limited to: iLearn iStation AIMSweb AR/STAR Ed Helper Super Teacher Worksheets ABC Readers</p> | <p>2018-2019</p> | <p>TCBOE</p> | <p>Lynna Hilliard, TCBOE Media Specialist Teachers</p> | <p>TCBOE Media Specialists Academic Coach</p> | <p>Software reports</p> |

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| <i>AR/Library books</i> | 2018-2019 | <i>TCBOE</i> | <i>Media Specialist</i> | <i>ELA Teachers</i> <i>Media Specialist</i> | <i>Check out records</i> <i>AR records</i> <i>STAR</i> |
| Professional Learning Strategy to Support Achievement of SMART Goals | Professional Learning Timeline | Estimated Cost, Funding Source, and/or Resources | Person(s)/ Position Responsible | Monitoring Teacher Implementation of Professional Learning | Artifacts/Evidence of Impact on Student Learning |
| <i>Technology Needs</i> <i>computers</i> <i>Chromebooks & Carts</i> <i>projectors</i> <i>document cameras</i> <i>iPads</i> <i>Smart Boards</i> <i>Red Cat amplification systems</i> <i>listening centers</i> <i>microphones</i> <i>w/headphones</i> <i>printer/scanners</i> <i>digital camera</i> | 2018-2019 | <i>TCBOE</i> | <i>All Teachers</i> <i>Media Specialist</i> <i>Administration</i> <i>TCBOE</i> | <i>Media Specialist</i> <i>Administration</i> <i>TCBOE</i> | <i>Monitor use/integration</i> <i>Lesson Plans</i> <i>Walkthroughs/Observations</i> |

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| Supplies - students poster paper/ink, lamination film | 2018-2019 | TCBOE | Media Specialist | Media Specialist | Observation |
| GMAS Intervention Strategies in ELA & Math | 2018-2019 | RESA Substitutes for teachers to participate in training Faculty Contract | ELA Teachers in Grades 3-5 RESA Academic Coach | Teacher Observations | Curriculum Maps Assessment Data |
| Student Supplies Including, but not limited to: Consumables Math Manipulatives | 2018-2019 | TCBOE | Certified Staff | Teacher Observations | Observations |
| Supplemental Texts | 2018-2019 | TCBOE | Academic Coach Certified Staff | Observations PLC/GLM meetings | Meeting Minutes Observation Notes |
| Professional Learning Strategy to Support Achievement of SMART Goals | Professional Learning Timeline | Estimated Cost, Funding Source, and/or Resources | Person(s)/ Position Responsible | Monitoring Teacher Implementation of Professional Learning | Artifacts/Evidence of Impact on Student Learning |

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| GLISI Leadership Team | 2018-2019 | TCBOE | GLISI Leadership Team | PLC Meetings Leadership Team Meetings | PLC Meeting Minutes Leadership Team Meeting Minutes Agendas |
| Co-Teaching Training | 2018-2019 | TCBOE | Sp Ed & Reg Ed Teachers Administrators Sp Ed Director | Observations/Walk-throughs Lesson Plans Co-planning Trainings | Lesson Plans Walkthrough Observations Meeting Agendas/Minutes |
| PLC Meetings | 2018-2019 | Faculty Contract | All Teachers Administration Academic Coach | Observations | Lesson Plans PLC Meeting Agendas/Minutes Student Data |
| PBIS Team - suggest ways to increase positive behaviors and decrease negative behaviors in | 2018-2019 | Faculty Contract Ed Handbook | PBIS Team | Monthly Meetings - behavior data Ed Handbook | Meeting Minutes/Agendas Ed Handbook Data |

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| <i>order to keep students in class</i> | | | | DoJo | DoJo Reports |
| Professional Learning Strategy to Support Achievement of SMART Goals | Professional Learning Timeline | Estimated Cost, Funding Source, and/or Resources | Person(s)/ Position Responsible | Monitoring Teacher Implementation of Professional Learning | Artifacts/Evidence of Impact on Student Learning |
| <i>5th Grade Orientation - help students transition to RMS</i> | <i>Spring 2019</i> | <i>Faculty Contract</i> | <i>RMS 5th Grade Teachers</i> | <i>Academic Coach</i> | <i>Agenda Copy of Powerpoint 5th Grade Attendance</i> |
| <i>Kindergarten Orientation and Transition - help students transition from PreK to Kindergarten Students from Headstart, PIP, and PreK (inhouse and TCHS) spend a day shadowing Kindergarten students</i> | <i>Spring 2019</i> | <i>Faculty Contract</i> | <i>PreK Teachers Kindergarten Teachers</i> | <i>Academic Coach</i> | <i>Attendance Schedules</i> |

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 |
|---|--------------------|--|---|--|---|
| <i>Math/Science Night</i> <i>- Exposes students and parents to various concepts taught in school</i> | 2018-2019 | RES | <i>Faculty Contract</i> <i>Community Involvement</i> | <i>Administration</i> <i>Math/Science PLC</i> | <i>Agenda</i> <i>Sign-in sheets</i> <i>Community participation</i> |
| <i>RES Grade Nights - review grade level expectations (curriculum and behavior)</i> | <i>August 2018</i> | <i>Faculty Contracted</i> | <i>Administration</i> <i>All Faculty</i> | <i>Attendance</i> | <i>Agenda</i> <i>Sign-in sheets</i> <i>Powerpoint copies</i> <i>Handouts</i> |
| <i>RES Open House</i> | <i>August 2018</i> | <i>Faculty Contracted</i> | <i>All Staff</i> | <i>Attendance</i> | <i>Sign-in sheets</i> |
| <i>Parent Conferences</i> | 2018-2019 | <i>Faculty Contracted</i> | <i>Faculty</i> <i>Administration</i> | <i>Student Progress Reports</i> | <i>Signed documentation</i> <i>Teacher notes</i> |
| <i>Parent Portal - check student grades and attendance</i> | 2018-2019 | <i>TCBOE</i> | <i>TCBOE</i> <i>Registrar</i> | <i>Website activity</i> | <i>Parent registration</i> <i>Website Activity</i> |

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| Parent Engagement Activities | Timeline | Estimated Cost, Funding Source, and/or Resources | Faculty Person(s) Responsible | Evaluation Results | Artifacts/Evidence of Impact on Student Learning |
|---|---------------------------------------|--|--|--|--|
| <i>Migrant PAC meeting</i> | <i>Aug. 2018, Jan 2019, Apr. 2019</i> | <i>Faculty Contracted</i> | <i>Dr. Jeannie Burkhalter Luis Scott Vielka Flowers</i> | <i>Spring survey Evaluation instrument</i> | <i>Agenda Sign-in sheets Minutes Parent handouts</i> |
| <i>ESOL parent meetings</i> | <i>2018-2019</i> | <i>Faculty Contracted</i> | <i>ESOL teachers Faculty Vielka Flowers - translator</i> | <i>TPC Plans</i> | <i>Sign-in sheets Teacher notes Signed TPC plans</i> |
| <i>Parental Involvement Coordinator, student agendas, student handbooks, parent newsletters</i> | <i>2018-2019</i> | <i>TCBOE</i> | <i>Tarsha Beal, Family Engagement Coordinator</i> | <i>Stakeholder Surveys</i> | <i>Job description Time sheets List of activities</i> |
| <i>Social Media - RES EChalk Website,</i> | <i>2018-2019</i> | <i>TCBOE</i> | <i>Media Specialist</i> | <i>Website activity</i> | <i>School/Class/Teacher pages on website</i> |

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|---|------------------|--|---|---------------------------------|--|
| Remind 101, Facebook, DoJo | | | Faculty | Surveys | Screenshots Logs |
| Parent Engagement Activities | Timeline | Estimated Cost, Funding Source, and/or Resources | Person(s) Responsible | Evaluation Results | Artifacts/Evidence of Impact on Student Learning |
| 504 Meetings, IEP Meetings, Tier Meetings, ESOL Meetings, EIP Meetings | 2018-2019 | Faculty Contracted | Counselor RtI Person Faculty | Student Progress Reports | Signed documentation Teacher notes |
| PTO Meetings | 2018-2019 | Faculty Contracted | Faculty PTO Officers | Attendance | Meeting Agendas/Minutes Sign in sheets Notes home |
| Community of Readers | 2018-2019 | Faculty Contracted Community Volunteers | Faculty Community Volunteers | Attendance | Sign in sheets Letters home Invites |
| Parents for Lunch | 2018-2019 | Faculty Contracted Students – Free | Faculty Parents | Attendance | Sign in sheets Schedule Notes home |

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| | | Parents - pay | | | |
| Newsletters | 2018-2019 | paper | Teachers Administration | Parent survey | Copies of newsletters Spanish copies when available |
| Annual Title I Meeting | 2018-2019 | TCBOE | Administrators TCBOE Family Engagement Coordinator | Surveys | Sign in sheets Meeting Agenda/Minutes Handouts |

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%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.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>