

# SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

**NAME OF SCHOOL/PRINCIPAL:**

Rabun County Elementary School/Jonathan Welch, Principal

**NAME OF DISTRICT/SUPERINTENDENT:**

Rabun County Schools/Dr. April Childers, Superintendent

**Schoolwide Title I School**

## DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

**\*\*Can be translated to any language upon request**

### Advancing Leadership | Transforming Schools

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

**SIGNATURES:**

Superintendent \_\_\_\_\_ Date \_\_\_\_\_

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

Title 1 Director \_\_\_\_\_ Date \_\_\_\_\_

**Planning Committee Members**

<b>Name</b>	<b>Position/Role</b>	<b>Signature – Sign-In Sheet on File</b>
Dr. April Childers	Superintendent	
Jonathan Welch	Principal	
Joy Phillips	Assistant Principal	
Colette Lovell	Assistant Principal	
Amy Pruitt	Federal Programs Director/Parent	
Michelle Black	Family Engagement Specialist	
Cindi Dean	Director of Business Operations/School Nutrition Director	
Jaimie Crane	Teacher	
Sarah Hutcheson	Parent	
Joshua Holt	Parent	
Michelle Noffsinger	Teacher/Parent	
Christina Toneygay	Counselor	
Jerri Bragg	Parapro	
Marty Dixon	Parent	
Jessica Cantrell	Media Specialist	
M'ryanne Peacock	Teacher	
Laurie Norton	Teacher	
Lauren Mazarky	Student	
Kristie Thompson	Parent/Parapro	
Jeanne Bleckley	Teacher	
Taffy Horton	Teacher	
MaryAnn Littrell	Parapro	
Meadow Krockum	Teacher	
Blakley Crumley	Teacher	
Robin Cavalli	Parent/Teacher	

<b>Consolidation of Federal Funds</b>	No	<b>Priority School</b>	No	<b>Focus School</b>	No
---------------------------------------	----	------------------------	----	---------------------	----

## Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p>Improve Math Fluency and Number Sense – building an understanding of advanced numeration into more complex math concepts such as place value, fractions, multiplication, and division.</p>	<ul style="list-style-type: none"> <li>● Milestones Data - Georgia Milestones assessments are normed statewide. Teachers have been trained to administer the assessment properly according to the Georgia Milestones testing regulations and requirements; therefore, the disaggregated assessment results for each category are valid and reliable.</li> <li>● Teacher Observational Data</li> <li>● EasyCBM Math Assessment Data- EasyCBM is a nationally normed, research-based benchmark assessment. Teachers have been trained to administer the assessment properly according to the EasyCBM instructions. Therefore, the disaggregated assessment results for each category are valid and reliable.</li> <li>● STAR Math Data</li> <li>● Student Growth Data</li> <li>● ELL Student Achievement</li> <li>● Feedback from teachers in other grades (vertical planning)</li> <li>● Title I Parent Involvement Survey Results</li> </ul>	<p>All members who signed in above &amp; content area teachers</p>	<ul style="list-style-type: none"> <li>● Data was shared at the Needs Assessment meeting in PowerPoint form</li> <li>● All stakeholders were invited to attend the meeting via parent newsletters, school website, phone calls, Bright Arrow messages, notices on entrance of school building, and emails.</li> <li>● Parents were given several opportunities to read drafts of Title I Parent/School Compacts</li> <li>● Teachers will interpret and explain individual EasyCBM Math &amp; Reading fall student assessment results in a face-to-face or phone conference with every students' parent/guardian by November 30, 2019.</li> <li>● Parent letters provided by the Georgia Milestones Assessment System will be distributed to all students when received. These letters will inform parents about Milestones scores and what they mean.</li> <li>● There will be an open public meeting to report disaggregated data in May of 2019. All RCES parents, community members, personnel, and other stakeholders will be invited to attend the meeting.</li> <li>● RCES will distribute disaggregated Georgia Milestones data to parents and other stakeholders via newsletters, conferences, etc.</li> </ul>
<p>Increase Reading Fluency, Vocabulary, and Comprehension.</p>	<ul style="list-style-type: none"> <li>● Milestones Data - Georgia Milestones assessments are normed statewide. Teachers have been trained to administer the assessment properly according to the Georgia Milestones testing regulations and requirements; therefore, the disaggregated assessment results for each category are valid and reliable.</li> <li>● Teacher Observational Data</li> <li>● EasyCBM Reading Data - EasyCBM is a nationally normed, research-based benchmark assessment. Teachers have been trained to administer the assessment properly according to the EasyCBM instructions; therefore, the disaggregated assessment results for each category are valid and reliable.</li> </ul>	<p>All members who signed in above &amp; content area teachers</p>	<ul style="list-style-type: none"> <li>● Data was shared at the Needs Assessment meeting in PowerPoint form</li> <li>● All stakeholders were invited to attend the meeting via parent newsletters, school website, phone calls, Bright Arrow messages, notices on entrance of school building, and emails.</li> <li>● Parents were given several opportunities to read drafts of Title I Parent/School Compacts</li> <li>● Teachers will interpret and explain individual EasyCBM Math &amp; Reading fall student assessment results in a face-to-face or phone conference with every students' parent/guardian by November 30, 2019.</li> <li>● Parent letters provided by the Georgia Milestones Assessment System will be distributed to all students when received. These letters will inform parents about Milestones scores and what they mean.</li> <li>● There will be an open public meeting to report disaggregated</li> </ul>

Division of School and District Effectiveness | School Improvement PLAN

	<ul style="list-style-type: none"> <li>● STAR Reading Data</li> <li>● Student Growth Data</li> <li>● ELL Student Achievement</li> <li>● Feedback from teachers in other grades (vertical planning)</li> <li>● Title 1 Parent Involvement Plan Results</li> </ul>		<p>data in May, 2019. All RCES parents, community members, personnel, and other stakeholders will be invited to attend the meeting.</p> <ul style="list-style-type: none"> <li>● RCES will distribute disaggregated Georgia Milestones data to parents and other stakeholders via newsletters, conferences, etc.</li> </ul>
Improve RCES Climate and Culture	<ul style="list-style-type: none"> <li>● School Attendance Data</li> <li>● CCRPI STAR Rating Data</li> <li>● School Behavioral Data from PowerSchool and SWIS</li> <li>● Title 1 Parent Involvement Survey Results</li> <li>● TKES Parent &amp; Teacher Survey Results</li> <li>● PBIS Student Survey Results</li> <li>● Teacher Observational Data</li> </ul>	All members who signed in above, students, parents, & teachers	<ul style="list-style-type: none"> <li>● Data was shared at the Needs Assessment meeting in PowerPoint form</li> <li>● All stakeholders were invited to attend the meeting via parent newsletters, school website, phone calls, Bright Arrow messages, notices on entrance of school building, and emails.</li> </ul>
Improve Writing	<ul style="list-style-type: none"> <li>● Milestones Data - Georgia Milestones assessments are normed statewide. Teachers have been trained to administer the assessment properly according to the Georgia Milestones testing regulations and requirements; therefore, the disaggregated assessment results for each category are valid and reliable.</li> <li>● Common Assessments among grade levels</li> <li>● Grade Level Pacing Guides for Writing Instruction</li> </ul>	All members who signed in above, students, parents, & teachers	<ul style="list-style-type: none"> <li>● Data was shared at the Needs Assessment meeting in PowerPoint form</li> <li>● All stakeholders were invited to attend the meeting via parent newsletters, school website, phone calls, Bright Arrow messages, notices on entrance of school building, and emails.</li> </ul>

## SMART GOAL #1- Students in grades 3-6 will show an overall 2% growth on 2019-20 Milestones Math scores in comparison to the 2018-19 school year.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Timeline for Implementation/ Method for Monitoring	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p><b>Assessment Standard 4:</b> Implements a process to collaboratively analyze assessment results to adjust instruction</p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practice that positively impact student learning</p> <p><b>Instruction Standard 5:</b> Differentiates instruction to meet specific learning needs of students</p> <p><b>Professional Learning Standard 1:</b> Aligns professional learning with needs identified through analysis of a variety of data</p>	All Students	<p><b>Provide effective differentiation during math instruction for all students.</b></p> <ul style="list-style-type: none"> <li>Use flexible grouping based on current formative data to ensure student needs are addressed.</li> <li>Use STAR Math Assessment reports to place each student in appropriate math groups for instruction.</li> <li>Provide professional development in differentiation practices for teachers in grades 3-6.</li> </ul>	<p>Lesson Plans</p> <p>Walk-throughs conducted by the administration</p> <p>STAR Math reports</p> <p>Professional Development Sign-In Sheets</p>	Students will demonstrate a mastery of the content as demonstrated on the Milestones Math assessment at the end of the fiscal year.	<p>Teachers will submit lesson plans to administration for review weekly.</p> <p>Walkthroughs will be ongoing (minimum of 1 per quarter) to ensure effectiveness of instruction.</p> <p>STAR Math Assessment tests administered at the beginning of school and at the end of each 9 weeks.</p> <p>EasyCBM Fall, Winter, and Spring Benchmark Results</p>	<p>Professional Learning funds for continued teacher support in math instruction if deemed necessary by the administration- Approximately \$2,000.00</p> <p>Purchase of 2 Sets of Chrome Books and Carts to aid in the instruction of content</p>

Division of School and District Effectiveness | School Improvement PLAN

<p><b>Instruction Standard 9:</b> Provides timely, systematic, data-driven interventions</p> <p><b>Instruction Standard 6:</b> Uses appropriate, current technology to enhance learning</p>	<p>All Students</p>	<p><b>Provide one-on-one interventions for students as needed.</b></p> <ul style="list-style-type: none"> <li>In addition to the teacher providing remediation when needed, utilize technology programs for interventions.</li> <li>Utilize EasyCBM for benchmarking of students and placement on appropriate Tiers for RTI.</li> </ul>	<p>Data reports from Technology Labs conducting interventions</p> <p>EasyCBM Fall, Winter, and Spring Benchmark Results</p>	<p>Students will demonstrate an improved understanding of the specific area of focus.</p>	<p>Technology instructors will submit a data report of intervention programs to the administration quarterly for review.</p> <p>Administration will review and reflect on all data at the end of each nine week period.</p>	<p>\$0.00</p>
<p><b>Family and Community Engagement Standard 1:</b> Creates an environment that welcomes, encourages, and connects family and community members to the school.</p> <p><b>Family and Community Engagement Standard 3:</b> Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students.</p> <p><b>Family and Community Engagement Standard 5:</b> Develops the capacity of families to use support strategies at home that will enhance academic achievement.</p>	<p>All Students</p>	<p><b>Improve Parent Understanding of Ways to Help their Student in Math</b></p> <ul style="list-style-type: none"> <li>The Family Engagement Specialist is available to provide parents with workshops and assistance on helping their child with math needs (English &amp; Spanish).</li> <li>Host a family math night providing parents with information and resources regarding how they can help their children at home.</li> <li>Use of the Parent Resource Room where parents can check out materials to use at home to help their child.</li> </ul>	<p>Parent Resource Room Check out Sheet</p> <p>Parent Workshop Agendas And Sign-In Sheets</p>	<p>The school will create a climate of cooperation with families which will welcome and provide parents/guardians the resources and knowledge needed to assist their children at home.</p>	<p>Monthly reports (agendas and/or sign-in sheets) from the Family Engagement Specialist to the Federal Programs Director will show the use of the parent resource room and frequency of parent workshops.</p> <p>Administration will review and reflect on all data at the end of each nine week period.</p>	<p>Title 1 funding for supplies and materials for Family Engagement- Approximately \$3000.00</p>

## SMART GOAL #2- Students in grades 3-6 will show a 2% growth overall on 2019-20 Milestones Reading scores in comparison to the 2018-19 school year.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Timeline for Implementation/ Method for Monitoring	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p><b>Curriculum Standard 1:</b> Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction</p> <p><b>Instruction Standard 2:</b> Creates an academically challenging learning environment</p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practice that positively impact student learning</p> <p><b>Instruction Standard 5:</b> Differentiates instruction to meet specific learning needs of students</p> <p><b>Professional Learning Standard 1:</b> Aligns professional learning with needs identified through analysis of a variety of data.</p>	All Students	<p><b>Provide effective differentiation during reading instruction for all students.</b></p> <ul style="list-style-type: none"> <li>Use flexible grouping based on current formative data to ensure student needs are addressed.</li> <li>Use Fountas and Pinnell Benchmark Kits to determine differentiated reading groups and monitor student progress.</li> <li>Provide professional development in differentiation practices for teachers in grades 3-6.</li> <li>Provide professional development in Guided Leveled Reading Instruction for teachers in grades 3-5.</li> <li>Use STAR Reading Assessment reports monitor growth.</li> </ul>	<p>Lesson Plans</p> <p>Walk-throughs conducted by the administration</p> <p>Professional Development Sign-in Sheets</p> <p>STAR Reading reports</p>	<p>Students will demonstrate a mastery of the content as demonstrated the Milestones Reading assessment at the end of the fiscal year.</p>	<p>Teachers will submit lesson plans to administration for review weekly.</p> <p>Walkthroughs will be ongoing (minimum of 1 per quarter) to ensure effectiveness of instruction.</p> <p>Administration will review and reflect on all data at the end of each nine week period.</p>	<p>Professional Learning funds for continued teacher support in Guided Leveled Reading instruction (stipends) -Approximately \$6,000.00</p> <p>Purchase of 2 Sets of Chrome Books and Carts to aid in the instruction of content</p> <p>2 Fountas and Pinnell Benchmark Kits for ELL students (grades K-2) \$850.00</p> <p>Purchase of iPads for auditory learners (8) \$2400.00.</p>
<p><b>Assessment Standard 4:</b> Implements a process to collaboratively analyze assessment results to adjust instruction</p> <p><b>Instruction Standard 4:</b> Uses research-based instructional</p>	All Students	<p><b>Provide one-on-one interventions for students as needed.</b></p> <ul style="list-style-type: none"> <li>In addition to the teacher providing remediation when needed, utilize technology</li> </ul>	<p>Lesson Plans</p> <p>Walk-throughs conducted by the administration</p>	<p>Students will demonstrate a mastery of the content as demonstrated on the Milestones Reading</p>	<p>Teachers will submit lesson plans to administration for review weekly.</p> <p>Walkthroughs will be</p>	<p>Professional Learning funds for continued teacher support in math instruction if deemed necessary by the administration- Approximately \$0.00</p>

Division of School and District Effectiveness | School Improvement PLAN

<p>practice that positively impact student learning</p> <p><b>Instruction Standard 5:</b> Differentiates instruction to meet specific learning needs of students</p> <p><b>Instruction Standard 6:</b> Uses appropriate, current technology to enhance learning</p> <p><b>Instruction Standard 9:</b> Provides timely, systematic, data-driven interventions.</p>		<p>programs for interventions.</p> <ul style="list-style-type: none"> <li>Utilize EasyCBM for benchmarking of students and placement on appropriate Tiers for RTI.</li> <li>Provide professional development to teachers for Visualize, Verbalize, and Communicate (VVC) in grades 3-6 to aid in student interventions.</li> <li>Provide a reading Interventionist for students on Tier 3 and those with extreme deficits.</li> </ul>	<p>EasyCBM Fall, Winter, and Spring Benchmark Results</p> <p>Schedule of Interventionist(s)</p> <p>Professional Development Sign-In Sheets</p>	<p>assessment at the end of the fiscal year.</p>	<p>ongoing (minimum of 1 per quarter) to ensure effectiveness of instruction.</p> <p>STAR Reading Assessment tests administered at the beginning of school and at the end of each 9 weeks.</p> <p>Administration will review and reflect on all data at the end of each nine week period.</p>	<p>VV Kits (8) \$4000.00</p>
<p><b>Family and Community Engagement Standard 1:</b> Creates an environment that welcomes, encourages, and connects family and community members to the school.</p> <p><b>Family and Community Engagement Standard 3:</b> Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students.</p> <p><b>Family and Community Engagement Standard 5:</b> Develops the capacity of families to use support strategies at home that will enhance academic achievement.</p>	<p>All Students</p>	<p><b>Improve Parents' Understanding of Ways to Help their Child Learn to Read</b></p> <ul style="list-style-type: none"> <li>Have Family Engagement Specialist provide parents with workshops and assistance on helping their child with reading needs.</li> <li>Host a family literacy night providing parents with information and resources regarding how they can help their children at home.</li> <li>Utilize the Parent Resource Room for parents to check out materials to use at home to help their child.</li> </ul>	<p>Parent Resource Room Check out Sheet</p> <p>Parent Workshop Agendas</p>	<p>The school will create a climate of cooperation with families, which will welcome and provide parents/guardians with the resources and knowledge needed to assist their children at home, when needed.</p>	<p>Monthly reports (agendas and/or sign-in sheets) from the Family Engagement Specialist to the Federal Programs Director will show the use of the parent resource room and frequency of parent workshops.</p> <p>Administration will review and reflect on all data at the end of each nine week period.</p>	<p>Title 1 funding for supplies and materials for the Parent Resource Room- Approximately \$1,000.00</p>



**SMART GOAL #3- The number of students scoring 3 or higher on the Milestones Writing Assessment will increase in comparison to the 2018-19 school year.**

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Timeline for Implementation/ Method for Monitoring	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p><b>Curriculum Standard 2:</b> Designs curriculum documents and aligns resources with the intended rigor of the required standards.</p> <p><b>Curriculum Standard 3:</b> Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.</p> <p><b>Assessment Standard 1:</b> Aligns assessments with the required curriculum standards.</p> <p><b>Assessment Standard 3:</b> Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices.</p> <p><b>Assessment Standard 4:</b> Implements a process to collaboratively analyze assessment results to adjust instruction.</p> <p><b>Instruction Standard 3:</b> Establishes and communicates clear learning targets and success criteria aligned to curriculum standards.</p>	All Students	<p><b>Improve Teacher’s Professional Knowledge to Provide Better Instruction to All Students.</b></p> <ul style="list-style-type: none"> <li>• Provide professional development in milestones Scoring for Writing to all teachers in grades 3-6</li> <li>• Provide professional development in differentiation practices for teachers in grades 3-6</li> <li>• Develop grade level pacing guides for writing curriculum</li> <li>• Develop common grade level assessments for writing</li> <li>• Teachers collaborate for effective measurement of instruction and assessments</li> <li>• Integrate writing into all subjects</li> </ul>	<p>Lesson Plans of Teachers</p> <p>Observations of Classroom Instruction</p> <p>Professional Development Sign-In Sheets</p> <p>Pacing Guides for Writing</p>	<p>Students will demonstrate a mastery of the content as demonstrated on the Milestones Writing assessment at the end of the fiscal year.</p>	<p>Teachers will submit lesson plans to administration weekly.</p> <p>Walkthroughs will be ongoing (minimum of 1 per quarter) to ensure effectiveness of instruction.</p> <p>Grade levels will complete pacing guides for writing curriculum by the end of the fiscal year.</p> <p>Administration will review and reflect on all data at the end of each nine week period.</p>	<p>Providing substitute teachers during professional development-cost TBD</p>

<p><b>Instruction Standard 7:</b> Provides feedback to students on their performance on the standards or learning targets.</p> <p><b>Professional Learning Standard 1:</b> Aligns professional learning with needs identified through analysis of a variety of data.</p> <p><b>Professional Learning Standard 2:</b> Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance.</p>						
--	--	--	--	--	--	--

**SMART GOAL #4- RCES will maintain a positive school climate and culture by scoring 4 or higher on the 2019-2020 CCRPI Star Climate Rating.**

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Timeline for Implementation/ Method for Monitoring	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p><b>Planning and Organization Standard 6:</b> Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment</p> <p><b>Family and Community Engagement Standard 1:</b> Creates an environment that</p>	All Students	<p><b>Increase PBIS/PRIDE Code Implementation</b></p> <ul style="list-style-type: none"> <li>Expand the existing PBIS system</li> </ul> <p><b>Strengthen Behavioral Interventions</b></p> <ul style="list-style-type: none"> <li>Establish a school-wide criteria for students to participate</li> </ul>	<p>Newsletters and communication logs</p> <p>PBIS Meeting Agendas, sign-in sheets, comparison of SWIS data</p> <p>Social Media</p>	<p>Students will demonstrate a willingness to follow the RCES PRIDE Code.</p> <p>The number of office referrals will reduce from</p>	<p>Administration will review attendance and provide incentives for perfect attendance quarterly.</p> <p>PRIDE Team meetings will be held monthly to monitor implementation and</p>	<p>Mailing costs for all correspondence to families regarding relationship building- Funded through office supply money – Approximately \$400.00</p> <p>End of 9 weeks Incentives- Approximately \$3000.</p>

<p>welcomes, encourages, and connects family and community members to the school</p> <p><b>Family and Community Engagement Standard</b>  <b>3:</b> Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students</p> <p><b>Family and Community Engagement Standard</b>  <b>6:</b> Connects families with agencies and resources in the community to meet the needs of students</p> <p><b>School Culture Standard</b>  <b>3:</b> Establishes a culture that supports the college and career readiness of students</p>		<p>in end-of-quarter rewards as well as the end of year award</p> <ul style="list-style-type: none"> <li>• Establish end of year incentives for behavior, attendance, and academic success</li> <li>• Promote positive student behaviors through the development of positive school-wide campaigns</li> <li>• Provide parent workshops on behavioral interventions and strategies</li> <li>• Provide materials in the parent resource room to help families with behavioral needs</li> </ul>	<p>Parent Workshop Agendas and sign-in sheets</p> <p>Attendance Data</p> <p>Climate Survey Results</p> <p>Bulletins or displays of school-wide campaigns</p>	<p>those of previous years.</p>	<p>effectiveness of our PBIS plan.</p> <p>Administration will monitor office referral data monthly.</p> <p>Climate Survey Results- April, 2020</p> <p>Administration and faculty will review and reflect on SWIS data monthly.</p> <p>Administration will review all data for PBIS and school culture at the end of each nine week period.</p>	<p>raised through donations, fundraisers, and grants</p> <p>End of Year Incentives/Field Trips- Approximately \$40,000 raised through donations and fundraisers</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/Timeline	Artifacts/Evidence of Impact on Student Learning
Professional Learning Communities focused on Differentiated Instruction, Guided Leveled Reading, and Informational Writing for Milestones.	Throughout the 2019-2020 School Year	Professional Learning Communities will meet during common planning times, during the summer, and during school. When needed, funds will come from professional development.	Jonathan Welch, Joy Phillips, Colette Lovell, Amy Pruitt, and Assistant Superintendents- Kelly McKay and Jonathan Gibson	Teachers will share new knowledge during grade level meetings and faculty meetings as appropriate-monthly  TKES and administrative observations will provide evidence of the implementation of professional learning-ongoing (at least one every 9 weeks)	EasyCBM Benchmark Data, STAR Reading and Math Data, Georgia Milestones, Powerschool Grades, collaborative planning (vertically), and common assessments

### 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
Back to School Blitz		\$0 to RCES	Amy Pruitt Michelle Black Tammy Wilbanks		Parent & Student Sign-In Sheets
Meet the Teacher/Open House		\$500.00 – Parent Materials / RCES Instructional Account	All RCES Personnel	Feedback from parents during the event Parent Involvement Survey	Sign-In Sheets Parent Involvement Survey Results

Division of School and District Effectiveness | School Improvement PLAN

Title I Annual Meeting		\$0 to RCES	Federal Programs Director – Amy Pruitt		Sign-In Sheets
School Council Meetings		\$200.00 Funding Source: RCES Principal’s Fund	Jonathan Welch	Feedback from parents during the events Parent Involvement Survey	Sign-In Sheets Parent Involvement Survey Results
Family Literacy Night		\$To Be Determined Funding Source: Title 1 Parent Involvement Funds	RCES Teachers Family Engagement Specialist RCES Administration	Feedback from parents during the event Parent Involvement Survey	Sign-In Sheets Parent Involvement Survey Results
Family Math & Science Night		\$To Be Determined Funding Source: Title 1 Parent Involvement Funds	RCES Teachers Family Engagement Specialist RCES Administration	Feedback from parents during the event Parent Involvement Survey	Sign-In Sheets Parent Involvement Survey Classroom Assessments Math GM Results
Ongoing Communication via Classroom Newsletters, Student Agenda Books, School Website, Principal Newsletters, School Marquee, Parent Conferences, etc.	Ongoing- throughout the 2019-2020 school year	\$0	All RCES Personnel	Feedback from parents  Parent Involvement Survey	Parent Involvement Survey  Milestones Assessments

**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>