

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

**NAME OF SCHOOL/PRINCIPAL:**

**Turner Woods Elementary School – Mr. Jeffrey Tharpe**

**NAME OF DISTRICT/SUPERINTENDENT:**

**Jones County – Mr. Charles Gibson**

*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)

Name	Position/Role	Signature
Jeffery Tharpe	Principal	
Dana Hutchison	Assistant Principal	
Amanda Sneed	Kindergarten Teacher	
Amy Thompson	First Grade Teacher	
Florence Priester	Second Grade Teacher	
Marie Rogers	Third Grade Teacher	
Alicia Henderson	Fourth Grade Teacher	
Kim Cavender	Fifth Grade Teacher	
Jessica Carpenter	PEC Teacher	
Charlotte Foskey	Executive Director of Federal Programs	
Charlotte Nisbet	Media Specialist	
Twana Jackson	Counselor	
Donna Giles	Instructional Coach	
Sara Pearson	EIP Lead	
Rachel Williams	K-5 Gifted Program	

Title I only **(SWP 10, 15, 19)**

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

Please indicate the programs that are consolidated in this plan: \_\_\_\_\_

School Designated as a Priority School **NO** (Yes or No)

School Designated as a Focus School **NO** (Yes or No)

**Planning Committee Members (SWP 8, 16)**

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

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Grades 3-5 – GMAS scores and CCRPI information Increase achievement in Reading/ELA in grades K-5 Increase technology usage Red flags indicated in SWD, African American and ED students	CCRPI report from GADOE	Teachers Parents All students (Inclusive of students with disabilities, economically disadvantaged, racial and ethnic groups and English Language Learners.  Administrators Instructional Coach Title I Teacher	Newsletters Email Web page Conferences One Call Remind.com Planners Signed Papers Workshops Reading Newsletters Dojo
Grades 1-2 Phonics – foundational gap Fluency and reading comprehension weakness Writing skills	STAR Reading and Math RTI data Common Assessments MAP Saxon Phonics	Teachers Parents Students Administrators Instructional Coach	Newsletters / Planners Email Web page Conferences One Call/ Remind.com Deficiency Reports Parent Workshops Dojo
Writing Extended Writing tasks across genres Constructed Response	GKIDS data Trend over the past years with writing as a weakness Common Assessment Write Score	Teachers Parents Students Administrators Instructional Coach School Council Members Administrative Team Grade Level Teams	Newsletters Email Web page Conferences One Call/ Remind.com Signed Paper Deficiency Reports Dojo

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

(SWP 2, 7, 9, 10)

Increase the percentage of students scoring proficient or distinguished in the area of ELA on the Georgia Milestones Assessment according to the following grade level goals: \* 3<sup>rd</sup> Grade: From **41% to 45%** \* 4<sup>th</sup> Grade: From **49% to 53%** \* 5<sup>th</sup> Grade: From **44% to 48%**

- Students identified MAP / Georgia Milestone Assessment.

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Interventions 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		
<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>Curriculum Planning 2: Builds curriculum documents and aligns resources with the required standards</p> <p>Additional Standards</p> <p>Curriculum Planning 1 &amp; 3</p>	<p>3<sup>rd</sup> Grade students</p> <p>4<sup>th</sup> Grade students</p> <p>5<sup>th</sup> Grade students</p> <p>Title I Teacher</p>	<p><b>INTERVENTIONS</b></p> <ul style="list-style-type: none"> <li>• <b><u>Growing Readers</u></b> Interactive Read Aloud Guided Reading (Literacy Continuum)</li> <li>• <b>Strong evidence</b> of a positive effect with no overriding contrary evidence. <i>Source: WWC Reading Recovery</i></li> <li>• <b><u>Accelerated Reader Program (Lexile)</u></b> <b>Moderate evidence</b> of a statistically significant positive effect <i>Source: WWC Accelerated Reader</i></li> <li>• <b><u>System 44 (PEC – designated students)</u></b> Rationale: Research supports evidence Sources: <a href="https://www.hmhco.com/products/system-44/research-results/impact-studies/index.htm">https://www.hmhco.com/products/system-44/research-results/impact-studies/index.htm</a> <a href="https://www.hmhco.com/products/system-44/research-results/research-validation/index.htm">https://www.hmhco.com/products/system-44/research-results/research-validation/index.htm</a></li> <li>• <b><u>Journeys</u></b> Rationale: Research supports evidence Sources: <a href="https://www.hmhco.com/programs/journeys/research-results">https://www.hmhco.com/programs/journeys/research-results</a></li> <li>• <b><u>IXL (Trooper Time)</u></b></li> </ul>	<p>Lesson Plans</p> <p>RTI discussions</p> <p>Results from language assessments, plans for differentiation, schedule of computer lab usage,</p> <p>iPad sign out media center, professional learning agendas and sign in sheets,</p> <p>co-teaching plans, observation feedback, record of interventions and progress monitoring,</p> <p>data documents in shared folders,</p>	<p><b>School Leaders Demonstrate:</b></p> <p>Knowledge of data from ELA assessments collected and shared</p> <p>Acquisition of needed technology</p> <p>Clear guidance of implementation of collaborative planning and professional learning</p> <p>Supervision of intervention process</p> <p>Plan/organize parent involvement activities</p>	<p>Data Meetings with Instructional Coach</p> <p>Monthly printed reports</p> <p>Review of lesson plans by administrators and instructional coach with feedback</p> <p>Classroom observations by administrators and instructional coach</p> <p>Common Formative Assessments</p> <p>Professional Learning Visits (PLVs)</p> <p>Diagnostic Assessments</p> <p>Dibels Next</p>	<p>-Title I \$ <b>Funding for Teacher (\$88436)</b></p> <p>-L4GA Grant</p> <p>-Growing Readers</p> <p>RESA grant</p> <p><b>Purchase specific level books from Growing Readers</b></p> <p><b>Purchase 15-20 Chromebooks (\$225.92 X 20 = \$4518.40)</b></p> <p><b>IXL ELA 25 slots ( Estimate \$350.00)</b></p>

<p>1. Ensures that teachers have a shared understanding of expectations for standards, curriculum, assessment, and instruction.</p> <p>3. Monitors curriculum implementation and revises, as needed, based on data analysis.</p> <p>Assessment -2</p> <p>Instructions 7</p> <p>Leadership Standard 1</p> <p>TKES:</p> <p>2-Planning</p> <p>5-Assessment Strategies</p>		<p>Rationale: Research supports evidence Source: <a href="https://www.ixl.com/research/Impact-of-IXL-in-Minnesota.pdf">https://www.ixl.com/research/Impact-of-IXL-in-Minnesota.pdf</a> <a href="https://www.ixl.com/research/Students-Show-Greater-Growth-on-MAP-with-IXL.pdf">https://www.ixl.com/research/Students-Show-Greater-Growth-on-MAP-with-IXL.pdf</a></p> <ul style="list-style-type: none"> <li>• <b>Writable</b> Rationale: Research supports evidence Source: <a href="https://www.writable.com/wp-content/uploads/2017/12/research-synopsis-and-pedagogy_writable.pdf">https://www.writable.com/wp-content/uploads/2017/12/research-synopsis-and-pedagogy_writable.pdf</a></li> <li>• Moby Max Rationale: Research supports evidence Source: <a href="https://www.mobymax.com/research-highlights">https://www.mobymax.com/research-highlights</a></li> <li>• Education Galaxy Rationale: Research supports evidence Source <a href="http://educationgalaxy.com/wp-content/uploads/2018/08/Milestones-2018-Comparison-Georgia-1.pdf">http://educationgalaxy.com/wp-content/uploads/2018/08/Milestones-2018-Comparison-Georgia-1.pdf</a></li> <li>• FAST ForWord Rationale: Research supports evidence Source <a href="https://www.evidenceforessa.org/programs/reading/elementary/fast-forward-elementary-whole-class">https://www.evidenceforessa.org/programs/reading/elementary/fast-forward-elementary-whole-class</a></li> <li>• <b>Best Practices</b> Teacher Lead Tier II discussions Differentiated Instruction WRITESCORE – Assessment of Writables intervention above (see Writables above) Dibels Next</li> </ul>	<p>parent event agendas and sign in sheets,</p> <p>Parent Surveys (Academics)</p> <p>Parents serve on Title I Committee (Family Affair)</p> <p>Male Mentors (struggling academic/behavior students)</p> <p>Parent Institute (Building Readers Newsletter-monthly)</p>	<p>in Literacy</p> <p><b>Teachers Demonstrate:</b> Implementation of common assessments</p> <p>Use of instructional technology in classroom</p> <p>Differentiation and interventions</p> <p>Attendance at parent engagement events</p> <p>Implementation of PBIS – classroom focus</p> <p><b>Students Demonstrate:</b></p> <p>Active participation in instruction, technology, interventions, parent events, and PBIS</p> <p><b>Parents Demonstrate:</b> Understanding of child's progress</p>	<p><b>Title 1- Funding technology, chrome books, instructional programs (system 44, IXL, &amp; Moby Max, etc) and technology accessories/ supplies to enhance student learning and resources for parent involvement activities (\$3500)</b></p> <p>Chromebooks will allow students to learn to use their google drives to create, store, and share projects with each other and teacher.</p> <p>Chromebooks enhance student communication and collaboration opportunities. Gmail, calendars, and video conferencing all</p>
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						<p>allow students to connect with others and keep abreast of assignments.</p> <p><b>FAST ForWord</b>  <math>\\$280 \times 35 = \\$9500</math></p> <p><b>Writing Curriculum support effective reading instruction (Writables Intervention \$5 per student X 325 students - \$1625)</b></p> <p><b>Supplies for instruction and parent involvement activities: paper, ink cartridges, etc.) (\$4500)</b></p> <p><b>1 year subscription to Social Studies Weekly – Grade 5 (\$1000)</b></p> <p>Headphones and accessories</p>
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						<p><b>(estimate \$1000)</b></p> <p>Youth At-Risk Conference (\$1500) Registration, hotel, travel, food,etc)</p>
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**SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

(SWP 2, 7, 9, 10)

70% of K-5 students will *meet/exceed* their projected MAP RIT GROWTH score in Reading. (FALL to SPRING in FY 19).

FY18 Data = 65%

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	Interventions 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		
<p><b>Curriculum 1:</b> Uses systematic, collaborative planning  <b>Instruction 4:</b> Uses research-based instructional practices that positively impact student learning  <b>Instruction 6:</b> Uses technology to enhance learning  <b>Instruction 9:</b> Provides data-driven interventions  <b>Professional Learning 5:</b> Support/sustain effective professional learning  <b>Family and Community Engagement 1:</b> Connects family/community to the school</p>	<p>Kindergarten (at-risk)                      First Grade (at-risk)                      Second Grade (at-risk)                      Title I Teacher</p>	<ul style="list-style-type: none"> <li>Growing Readers Program (K-3 selected teachers)                              Component of Reading Recovery –Strong evidence  <a href="https://www.evidenceforessa.org/programs/reading/elementary/reading-recovery">https://www.evidenceforessa.org/programs/reading/elementary/reading-recovery</a></li> <li><b>IXL (Trooper Time)</b>                              Rationale: Research supports evidence                              Source: <a href="https://www.ixl.com/research/Impact-of-IXL-in-Minnesota.pdf">https://www.ixl.com/research/Impact-of-IXL-in-Minnesota.pdf</a></li> <li><b>Moby Max</b>                              Rationale: Research supports evidence                              Source: <a href="https://www.mobymax.com/research-highlights">https://www.mobymax.com/research-highlights</a></li> <li><b>Lexia Core 5</b>                              Promising evidence  <a href="https://www.evidenceforessa.org/programs/reading/elementary/lexia">https://www.evidenceforessa.org/programs/reading/elementary/lexia</a></li> </ul>	<p>Lesson Plans                      AR Goal Setting                      Professional Learning                      Grade Level Collaboration                      examples of interventions (math/literacy) used, schedule of computer lab usage,                      iPad sign out sheet, professional learning agendas and sign in sheets, co-teaching plans, observation feedback,                      record of interventions</p>	<p><b>School Leaders Demonstrate:</b>                      Knowledge and Understanding of data results                      Understanding child’s progress    <b>Teachers Demonstrate:</b>                      Understanding of data results                      Understanding child’s progress    <b>Students Demonstrate:</b>                      Mastery and knowledge of standards    <b>Parents Demonstrate:</b>                      Understanding of child’s progress</p>	<p>Weekly grade level collaborative planning using leadership form                      Monthly data review meetings toward goal                      MAP Assessments                      Tracking student progress (grade level meetings)                      Data Discussions                      Data notebook to implement and monitor student progress                      Weekly monitoring of student data from interventions                      Weekly monitoring of the integration of instructional technology</p>	<p>-Title I \$ Funding for Teacher <b>(\$88436)</b>                      -L4GA Grant                      -Growing Readers RESA grant  <b>Purchase specific level books from Growing Readers</b>    <b>Purchase 15-20 Chromebooks (\$225.92 X 20 = \$4518.40)</b>    <b>IXL ELA 25 slots Estimate \$350.00)</b>    <b>Title 1- Funding technology, chrome books, Touch ms (system 44, IXL, &amp; Moby Max, etc) and technology</b></p>



<p><b>School Culture 2:</b> Establishes a culture that promotes positive interactions and a sense of community</p>		<ul style="list-style-type: none"> <li>• <u>Best Practices</u> Saxon Phonics – implementation with fidelity K-2</li> </ul>	<p>and progress monitoring, data documents in shared folders,</p> <p>parent event agendas and sign in sheets, PBIS meeting agendas,</p> <p>posters, and discipline data</p> <p>Title I Parent Workshops on Literacy</p> <p>Lunch and Learn Parent Meetings Family Reading Morning</p> <p>Interpreters – provided upon request</p> <p>Communicate</p> <p>Parent Institute (Building Readers Newsletter-monthly)</p>		<p>Attend, participate in, and monitor on-going professional learning opportunities and collaborative planning</p> <p>Plan/organize parent involvement activities</p> <p>TKES Evaluation</p>	<p>accessories/ supplies to enhance student learning and resources for parent involvement activities <b>(\$3500)</b></p> <p><b>FAST ForWord</b> <b>\$280 X 35 = \$9500</b></p> <p>Chromebooks enhance student communication and collaboration opportunities. Gmail, calendars, and video conferencing all allow students to connect with others and keep abreast of assignments.</p> <p><b>Supplies for instruction and parent involvement activities: paper, ink cartridges, etc.) (\$4500)</b></p> <p>Purchase Interactive TV/Monitors, accessories</p> <p>Google Accounts Parent Institute (Building Readers Newsletter-monthly (\$230)</p>
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**Professional Learning Plan to Support School Improvement Plan**  
(SWP 4)

<b>Professional Learning Strategy to Support Achievement of SMART Goals</b>	<b>Professional Learning Timeline</b>	<b>Estimated Cost, Funding Source, and/or Resources</b>	<b>Person(s)/ Position Responsible</b>	<b>Monitoring Teacher Implementation of Professional Learning</b>	<b>Artifacts/Evidence of Impact on Student Learning</b>
Provide professional learning for teachers and school leaders that strengthen their knowledge and understanding of content and instructional practices in a standards-based classroom.	August 2018– May 2019	Professional Learning Title I funds L4GA Grant	Curriculum Director Principal Assistant Principal Instructional Coach	Curriculum Director Principal Assistant Principal Instructional Coach	Lesson plans, data spreadsheets  PL meeting minutes with Instructional Coach
Professional learning and unit revision focusing on the implementation of the Georgia Standards of Excellence		Professional Learning Title I funds L4GA Grant	Curriculum Director Principal Assistant Principal Instructional Coach	Curriculum Director Principal Assistant Principal Instructional Coach	Agendas, minutes from meetings, lesson plans
Continued use of the Teacher and Leader Key Effectiveness			Assistant Superintendent Curriculum Director Principal Assistant Principal	Assistant Superintendent Curriculum Director Principal Assistant Principal	Evaluation forms, lesson plans, feedback from administrators
Increase the use of technology (Ipads, chrome books) in all classrooms GA- ETC		Title I funds	Technology Director Media Specialist Teacher	Technology Director Media Specialist Teacher	Lesson plans, feedback with administrators / instructional coach
GCEL Youth At-Risk Conference Safe and Welcoming Conference PBIS Conference	October – April 2018 -2019	Title I funds	Twana Jackson Principal	Federal Programs Director	Redelivery (agenda, sign in sheets, minutes)

**Highly Qualified Staff**

(SWP 3, 5)

**All course are taught by highly qualified staff. Yes** (Yes or no)

If no, explain

One goal of Jones Co. School System is to attract and retain qualified teachers. All teachers and paraprofessionals at Turner Woods Elementary School are highly qualified. When new teachers join the TWES staff, they are assigned a mentor teacher that works with them throughout the year to provide support, answer questions, and assist as needed. Instructional coach provide on-going professional development for all teachers in areas where improvement is needed or areas that teachers request they would like to enhance their skills

**List efforts to recruit highly qualified teachers to your school.**

Turner Woods Elementary School follows the state of Georgia’s guidelines in implementing the Teacher Keys Effectiveness System as an evaluation instrument. Instructional evaluations are administered and supervised by the school’s administration. Teacher Keys Effectiveness System (TKES) includes multiple formative and summative assessments, as well as artifacts .As a component of the Teacher Keys Effectiveness System, TWES teachers will utilize teacher growth plans, facilitated by school administration. Feedback to teacher and a focus on growth are the foundational elements of this evaluation program.

1. New Teacher Orientation is provided at the beginning of the school year for all new teachers.
2. Participate in Middle Georgia RESA Job Fairs
3. Vacancies are posted on Teach Georgia web site.
4. By providing a variety of professional development, ensures that teachers continue to learn best practices and strategies that work with underachieving and disadvantage students.
5. Allow student teachers to train in our school from various colleges is a great recruiting tool.
6. Maintaining a positive school climate will attract and retain highly qualified staff.

## Resources:

Georgia Standards of Excellence – <http://georgiastandards.org>

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>

### **IXL Research: (Logic Model)**

<https://www.ixl.com/research/How-IXL-Impacts-Learning.pdf>

<https://www.ixl.com/membership/educators/started/research>

<https://www.ixl.com/research/Impact-of-IXL-in-Beaverton.pdf>

[file:///C:/Users/tjackson/Downloads/RFP%20Research%201-pager%20\(1\).pdf](file:///C:/Users/tjackson/Downloads/RFP%20Research%201-pager%20(1).pdf)

### **Chromebooks**

<http://www.eschoolnews.com/files/2015/10/PCMG1012.pdf>

[http://static.acer.com/up/Resource/Acer/Professional/Education/Minisite/Brochure/20160819/European\\_Chromebook\\_Research.pdf](http://static.acer.com/up/Resource/Acer/Professional/Education/Minisite/Brochure/20160819/European_Chromebook_Research.pdf)

System 44 (Read 180) (ESSA – strong/moderate evidence)

<https://www.hmhco.com/products/system-44/research-results/research-validation/index.htm>

<https://ies.ed.gov/ncee/wwc/Intervention/742>

<https://www.evidenceforessa.org/programs/reading/elementary/corrective-reading-elementary>

Journeys (ESSA - strong evidence)

<https://www.evidenceforessa.org/programs/reading/elementary/journeys>

Moby Max (Prove 20) – Logic Model

<https://www.mobymax.com/pedagogy>

<https://www.mobymax.com/research-highlights>

- **Accelerated Reader Program (Lexile)**  
**Moderate evidence** of a statistically significant positive effect  
*Source: WWC Accelerated Reader*

<https://ies.ed.gov/ncee/wwc/Intervention/210>

Lexile (strong)

<https://metametricsinc.com/departments-of-education/research-and-publications/?topic=lexile>

[https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_read180\\_112916.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_read180_112916.pdf)

<https://metametricsinc.com/departments-of-education/research-and-publications/lexile-research-and-publications/>

Saxon Phonics (ESSA – Promising)

[https://ies.ed.gov/ncee/wwc/Docs/ReferenceResources/wwc\\_ece\\_protocol\\_v3.0.pdf](https://ies.ed.gov/ncee/wwc/Docs/ReferenceResources/wwc_ece_protocol_v3.0.pdf)

<https://www.evidenceforessa.org/programs/reading/elementary/scholastic-phonics-readers-literacy-place>

Lexia Core 5 (ESSA-Promising)

<https://www.evidenceforessa.org/programs/reading/elementary/lexia>


Guided Reading – Literacy Continuum (ESSA-Strong)

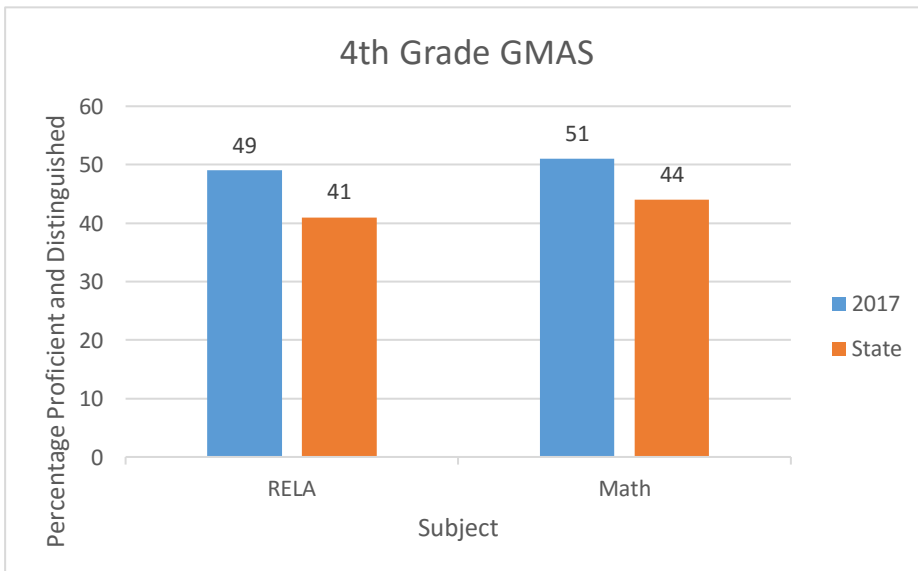
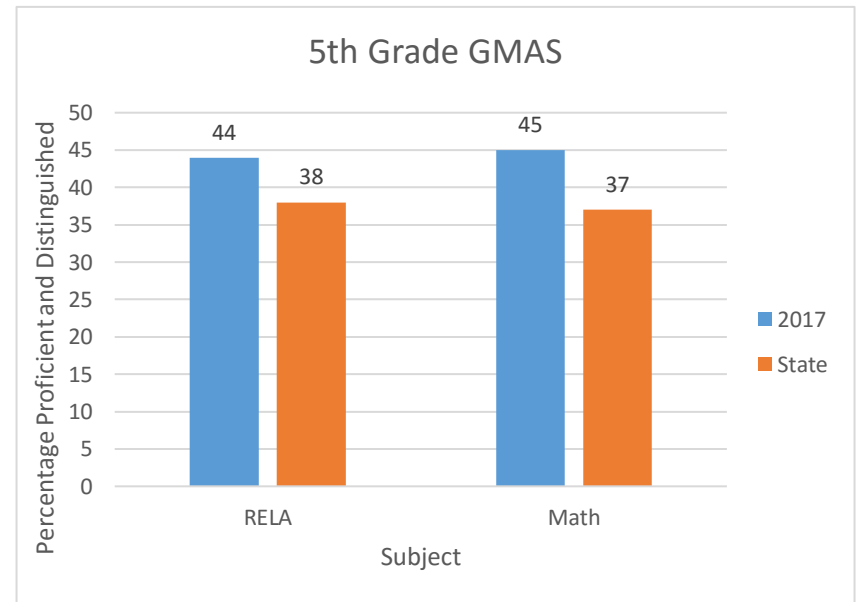
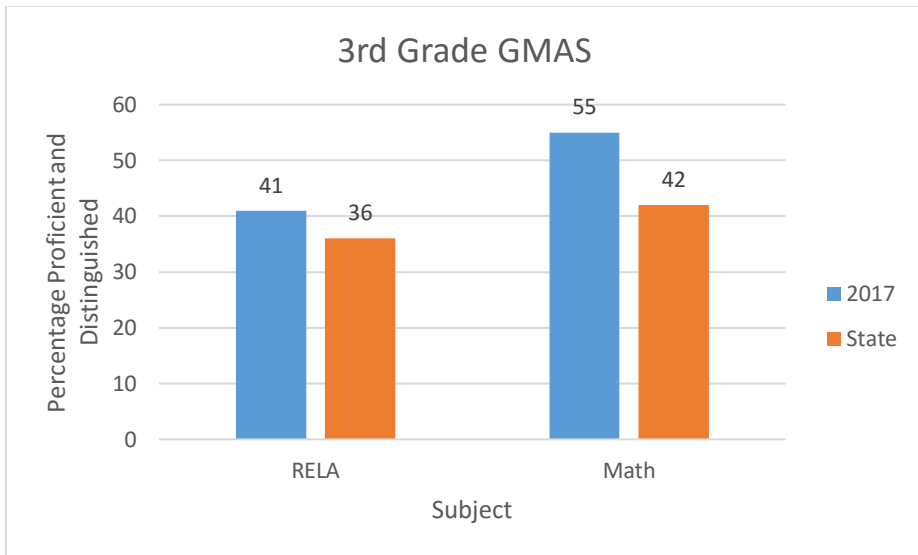
<https://www.evidenceforessa.org/programs/reading/elementary/fountas-pinnell-leveled-literacy-intervention-lli>

Education Galaxy (Logic Model)

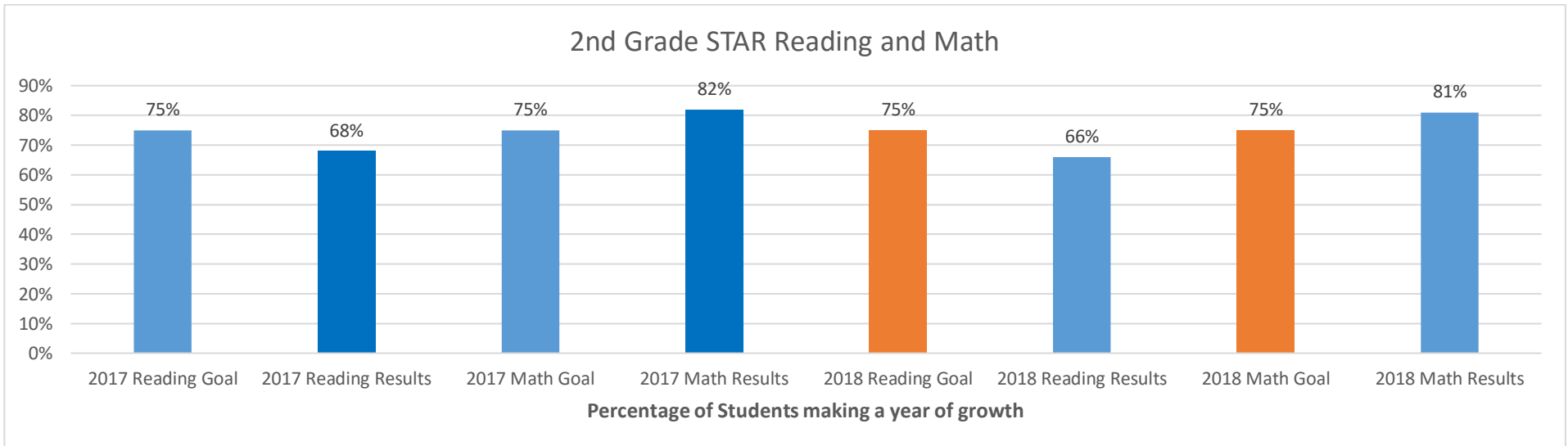
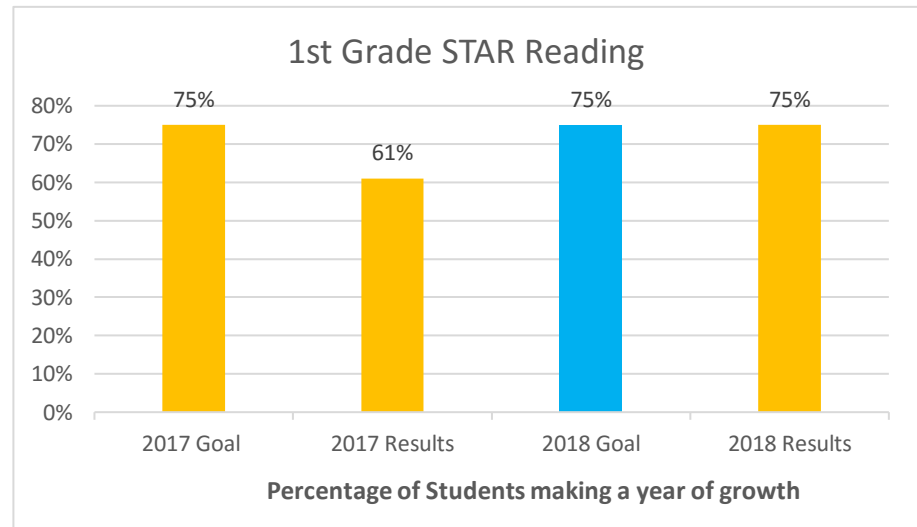
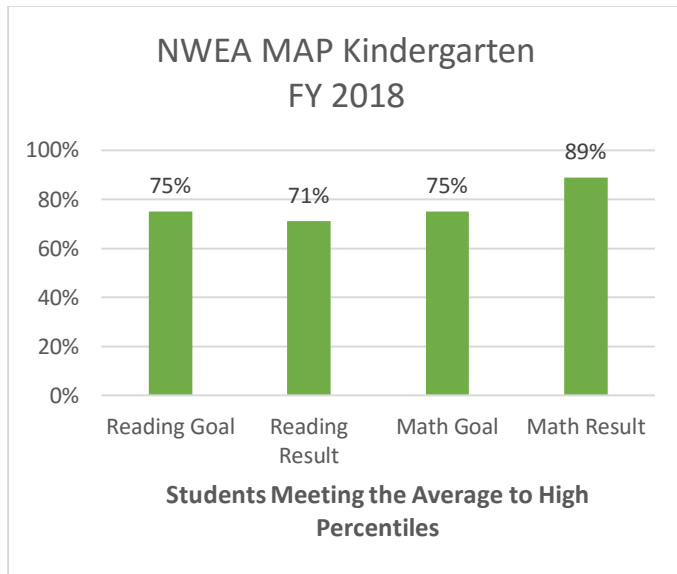
<http://educationgalaxy.com/wp-content/uploads/2017/11/Education-Galaxy-Research-Based.pdf>

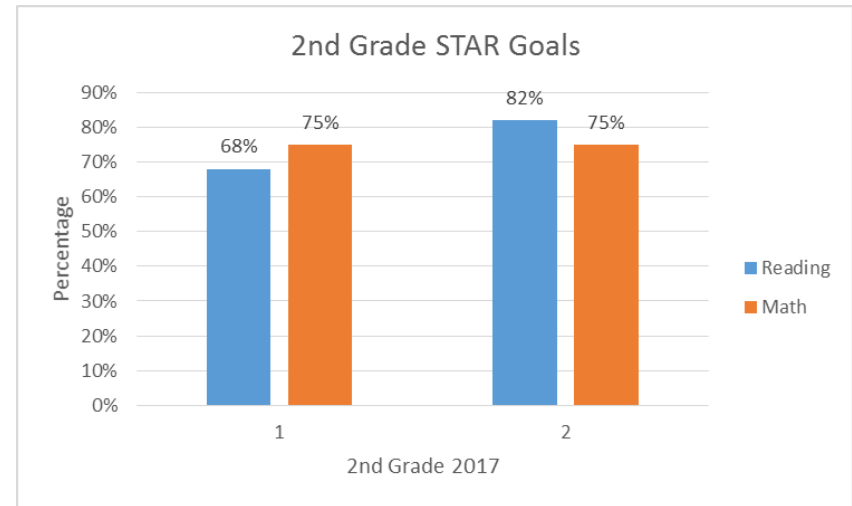
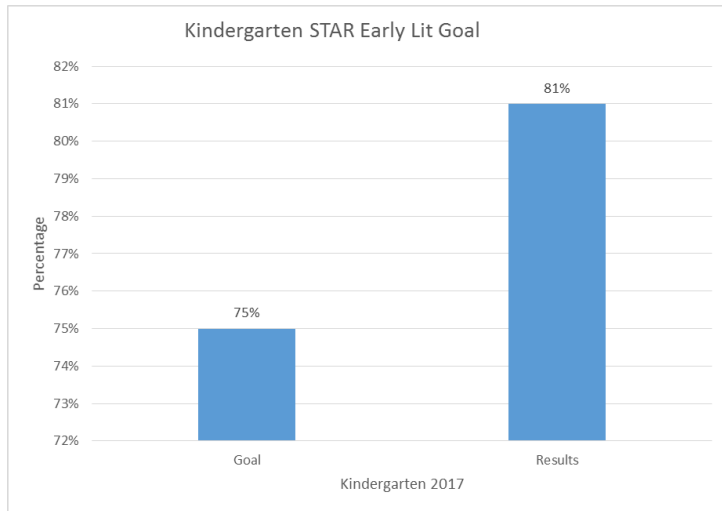
<http://educationgalaxy.com/wp-content/uploads/2017/10/STAAR-2017-Comparison-Texas.pdf>

 <b>College and Career Ready Performance Index (CCRPI)</b> Richard Woods Georgia's School Superintendent						
Turner Woods Elementary School	CCRPI Score	Sum of Achievement, Progress, Achievement Gap, and Challenge Points				
		Achievement Points	Progress Points	Achievement Gap Points	Challenge Points	
					ED/EL/SWD Performance Points	Exceeding the Bar Points
CCRPI 2012	79.5	49.5	18.8	6	4.2	1
					5.2	
CCRPI 2013	81	44.2	18.4	14	3.9	.5
					4.4	
CCRPI 2014	75.5	49.3	15.5	7	2.2	1.5
					3.7	
CCRPI 2015	81.4	31.9	37.6	8.3	2.6	1
					3.6	
CCRPI 2016	86.2	33.4	39.7	9.2	2.4	1.5
					3.9	
CCRPI 2017	83.1	36.3	36.3	6.7	2.3/1.5 3.8	









## Turner Woods Elementary 2018-2019 SIP Parent Engagement and Communications

<i>Parent Engagement Activities</i>	<i>Timeline</i>	<i>Estimated Cost Funding Source, and / or resources</i>	<i>Persons Responsible</i>	<i>Evaluation Results</i>	<i>Artifacts/Evidence of Impact on Student Learning</i>
<b>Title I Teacher</b>	<b>2018-19 School Year</b>	<b>JCBOE Salary</b>	<b>Teacher- Lisa Smith</b>	<b>TKES</b>	<b>Job description, activities, schedule</b>
<b>5<sup>th</sup> Grade Orientation</b>	<b>May 2019</b>	<b>None</b>	<b>Teachers/ Counselor</b>	<b>Parent Survey Sign In Sheets</b>	<b>Agenda/ Power Point Information Packet</b>
<b>Open House, All Grades</b>	<b>August 2018</b>	<b>None</b>	<b>Admin Faculty &amp; staff</b>	<b>Parent Survey Sign In Sheets</b>	<b>Information Packet</b>
<b>Weekly Progress Report and Newsletter</b>	<b>Aug. 2018– May 2019</b>	<b>Paper</b>	<b>Admin Instructional Coach Counselor Teachers</b>	<b>Parent Survey</b>	<b>Newsletter</b>
<b>Parent Resource Center</b>	<b>Aug. 2018– May 2019</b>	<b>\$1500.00 Title I Parent Involvement funds</b>	<b>Admin Instructional Coach Counselor Teachers</b>	<b>Parent Survey Sign In Sheets</b>	<b>Pamphlets, Handouts, Parent Log</b>
<b>Social Media – Remind, One Call, Website, Class Dojo</b>	<b>Aug. 2018 – May 2019</b>	<b>None</b>	<b>Admin Instructional Coach Counselor/ Teachers</b>	<b>Parent Survey Sign In Sheets</b>	<b>Logs /Screenshots</b>

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<b>Annual Title 1 Parent Meeting</b>	<b>August 2018</b>	<b>None</b>	<b>Admin Instructional Coach Family Engagement Coordinator Teachers</b>	<b>Parent Survey Sign In Sheets</b>	<b>Agenda  Flyers</b>
<b>Parent / Teacher Conferences</b>	<b>Aug. 2018 – May 2019</b>	<b>None</b>	<b>Admin Instructional Coach Family Engagement Coordinator Teachers</b>	<b>Parent Survey Sign In Sheets</b>	<b>Sign In Sheets  Parent Logs</b>
<b>Title 1 Parent Involvement Nights (Family Affair, Math, Science, Literacy PBIS)</b>	<b>Aug. 2018 – March 2019</b>	<b>Paper – Title I Supplies</b>	<b>Admin Instructional Coach Family Engagement Coordinator Teachers</b>	<b>Parent Survey Sign In Sheets</b>	<b>Agenda  Sign In Sheets  Surveys</b>
<b>Lunch &amp; Learn Workshops</b>	<b>Oct. 2018 – March 2019</b>	<b>Paper – Title I Supplies</b>	<b>Admin Instructional Coach Family Engagement Coordinator Teachers</b>	<b>Parent Survey Sign In Sheets</b>	<b>Agenda  Sign In Sheets  Surveys</b>