



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: Terrell High School			District Name: Terrell County		
Principal Name: Douglas Bell			School Year: 2014-2015		
School Mailing Address: 201 Greenwave Blvd.					
Telephone: (229) 995-2544					
District Title One Director/Coordinator Name: Tonya Perkins					
District Title One Director/Coordinator Mailing Address: 761 1 st Avenue, P.O. Box 151, Dawson, GA 39842					
Email Address: tperkins@terrell.k12.ga.us					
Telephone: (229) 995-4096					
ESEA WAIVER ACCOUNTABILITY STATUS					
(Check all boxes that apply and provide additional information if requested.)					
Priority School <input checked="" type="checkbox"/>			Focus School <input type="checkbox"/>		
Title I Alert School <input type="checkbox"/> .					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	
Revision Date:		Revision Date:		Revision Date:	



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.
- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) *must* be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.
- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.
- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.).
Note: The planning team must involve parents in the planning process. See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.
- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf>.



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Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Douglas Bell		Principal
John Davis		Assistant Principal
Vivian Laster, Ed. D.		CTAE Director
Demetrics Price, Ed. D.		Instructional Leader
Tina Ivey		Math Teacher
Israel Green		English Teacher
Kimberly Crayton		Science Teacher
Leigh Williams		Social Studies Teacher
Kimberly Wilson		Special Education Teacher
Judy Rountree		Business Technology Teacher
Martha Stephens		Counselor
Tosha Johnson		Parent Coordinator
Ms. Sharryl Dotson		Parent/Nutrition Bookeeper
Mrs. Gillis Mitchell		Parent
Mrs. Dorothy Lewis		Parent/Custodian
Ms. Dollie Jester		Parent/Custodian
Mrs. Helen Mathis		Parent
Mrs. Betty Jones		Parent
Ms. Shondra Smith		Parent
		Student
		Student
		Student
		Student
		Student



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SWP Components

- *1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Response:

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were

- Mr. Douglas Bell, Principal
- Mr. John Davis, Assistant Principal
- Dr. Vivian Laster, CTAE Director
- Dr. Dee Price, Instructional Leader
- Ms. Tosha Johnson, Parent Coordinator
- Mrs. Aletha Armour, School Improvement Support Specialist
- Mrs. Lisa Peeples, Media Specialist
- Mrs. Tina Ivey, Math Department Chairperson
- Ms. Kimberly Crayton, Science Department Chairperson
- Mr. Todd Cliett, Social Studies Department Chairperson
- Mrs. Kimberly Wilson, ESP Department Chairperson
- Mr. Israel Green, English Department Chairperson
- Mrs. Judy Rountree, CTAE Department Chairperson
- Ms. Sharryl Dotson, parent/Nutrition Bookkeeper
- Ms. LaShondra Smith, parent/Parent Involvement Coordinator
- Ms. Betty Jones, parent
- Mrs. Helen Mathis, parent
- Mrs. Dollie Jester, parent/Custodian
- Mrs. Dorothy Lewis, parent/Custodian
- Mrs. Gillis Mitchell, parent
- Bianca Clay, student
- DaMonie McRae, student
- Tatyseanna Taylor, student

The ways they were involved in the development of the plan include analyzing and revising the previous plan and all data, developing and aligning the plan to data and current initiatives. Throughout the school year, they will monitor the implementation of programs and strategies and evaluate the effectiveness of such.

The TCHS Administrative Team (AT) is comprised of the principal, assistant principal, CTAE director, and instructional leader. The AT members, except the principal, are Care Team Leaders for a grade level. Care Team Leaders check students' progress toward graduation yearly, monitor grades, address issues students report, and conference with students quarterly.



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- *1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

The TCHS Leadership Team (LT) includes the administrative team, all department chairpersons, the media specialist, the parent coordinator, and the counselor. The AT meets weekly, while the LT meets twice per month to continuously implement, monitor, and assess the impact of activities and strategies in the TCHS School Improvement Plan (SIP). The impact is measured from formal and informal data teacher observations, attendance, and discipline.

The AT monitors student and teacher attendance, discipline, evaluates the impact of strategies, and evaluates the delivery of instruction, which are the majority of controllable factors that directly impact student achievement. During the 2012-2013 school year, a GAPSS analysis was performed. The AT and LT have developed strategies to address the area of instruction based on the results of the visit. Classroom observations, teacher self-assessment results in TKES and formal TKES walkthroughs conducted during the 2013-2014 school year show that teachers need additional support in the area of instruction.

- B. We have used the following instruments, procedures, or processes to obtain this information . . .

Instruments Used to Complete a Comprehensive Needs Assessment

- TCSS Parent Surveys (using Survey Monkey)
- Student Surveys (using Survey Monkey)
- Teacher Surveys (using Survey Monkey)
- Student Attendance Data (from Tyler Educational Management System (TEMS))
- Teacher Attendance Data (from sign-in log and leave requests forms)
- Informal and formal teacher evaluations on paper, in Google Docs and TKES Platform
- GAPSS Analysis Findings Report
- CRCTs for 8th graders
- EOCTs in math, science, social studies, English
- 8th, 9th and 10th grade Lexile Scores
- GHSWT
- End of Pathway Assessment (EOPA)
- FitGram Assessment Results
- Student Learning Objective (SLOs) Tests (Pre- and Post-)
- Class size trends including student population groups (ELLs, SWD, Gifted)

Procedures and Processes for Comprehensive Needs Assessment

- **System Level**

In the Spring of the previous year, the system-wide planning meeting is held. The LT reviews results from teacher, parent, and student surveys, prioritize the needs, and



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identify areas of focus. A system-wide instructional focus is determined by the teams from all schools. The system-wide focus for 2013-2014 was differentiation. For 2014-2015, the focus is differentiation, CCGPS math and reading standards, and increasing Lexile scores.

- **School Level**

At the school level, the instructional leader (IL) leads the disaggregation of data from End of Course Tests (EOCTs), Criterion Referenced Competency Tests (CRCTs) for 8th graders, Georgia High School Writing Test (GHSWT), FitGram Assessment, End of Pathway Assessments (EOPA), and Student Learning Objectives Post Tests (SLOs) with the AT and LT. All data are analyzed by reviewing the gap between students in the regular education program and students with disabilities. Trend data are also provided. The compiled disaggregated data are shared with the LT; afterward, department chairpersons share the data with their departments.

- **Parent and Community Members**

All parents and community members were given the opportunity to be involved in the School Council and various parent meetings. All are given an opportunity to review the SIP, SWP, PIP, school compact and other documents during meetings. Those in attendance are encouraged to provide suggestions for improvement and ask questions about issues relevant to academics. Special parent meetings are held throughout the year to inform parents of various components of the SIP (i.e. Flexible Learning Program (FLP), Family Engagement 360, Curriculum Nights, Parent Teacher conferences).

This year, parents asked for assistance with understanding the “new tests”, the content knowledge being tested, strategies that can be used to help them help their child in math, and graduation requirements since the GHSGT is no longer required. They also expressed their concern for the current career pathway options and lack of variety in the instructional strategies used to teach students. “Teachers should teach in a way to help children learn. They don’t all learn the same way,” explained one parent.

- **Students**

A student group called Students for School Improvement meets quarterly with members of the AT to offer insight from a student’s perspective and to get updates on the school improvement strategies, review the SWP-SIP, and provide suggestions for improving their educational experiences and opportunities.



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C. We have taken into consideration the needs of migrant children by utilizing resources provided by the GaDOE Migrant Education Program (MEP) Region 2 Office, Department of Family and Children Services (DFACS), Terrell County Family Connections, and TCSS Social Workers to monitor mobility/identification and needs of the migrant population. After students register, surveys are sent to GaDOE MEP Region 2 Office who in turn notifies system officials of our migrant students. Currently, the system has identified one migrant student at Terrell County High School.

The procedures we follow for migrant students in attendance are as follows: All students are given an Occupational Survey, which is included in the registration packet, for their parents to complete in order to determine if they might qualify for the Migrant Education Program. As these students enter the school system, registrars ask parents a series of questions in conjunction with the Occupational Survey to access the students and families and GaDOE MEP, Region 2 Office to determine student/family needs. Teachers are to report academic achievement to the specific parties and parents on an ongoing basis. The Consortium provides tutoring for migrant students who are not meeting grade level expectations. Additionally, the social worker monitors and reports the status to other necessary agencies throughout the school year.

D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. Teams analyzed instructional assessment data and benchmark data to identify students who are not on target for meeting or exceeding standards. For example, in the area of Economics, student achievement levels overall have increased from 59% in January of 2013 to 90% in January of 2014. The number of students with disabilities who met or exceeded on the Economics EOCT has increased from 0% in January of 2013 to 30% in January of 2014. Based on data, there is a need for instructional delivery methods that will support SWD students in Economics and observation revealed that differentiation is an area of needs development for the teacher.

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving on the state academic content standards and the state student academic achievement standards including

- Economically disadvantaged students were 92% of the student population in 2013-2014. Their achievement rates are equal to or greater than students who are not economically disadvantaged.
- Students from major racial and ethnic groups... Black, non-Hispanic students were 96% of the student population; White students were 3% and less than 1% were Asian, Hispanic, or multiracial.
- Students with disabilities were 8.1% of the student population in 2012-2013. Specific emphasis was placed on closing the achievement gap between regular education



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students and students with disabilities. In 2014, 43% of SWD students met or exceeded standards on the 9th Grade Literature EOCT. The goal is for this trend to continue.

- Students with limited English proficiency: There was one ELL student at TCHS in 2013-2014. The number is expected to increase to two for the 2014-2015 school year.

F. The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program were . . .
 - (1) The graduation rate is 90.9% (Class of 2013).
 - (2) Ninety-six percent (92 of 96) of upcoming seniors have passed the Georgia High School Writing Test.
 - (3) Student achievement in most areas (excluding Analytic Geometry) showed significant gains from the 2012-2013 school years. Most gains (7 of 9 areas) were double digit gains.
 - (4) English – the Speaking and Listening domain
 - (5) Biology – the Ecology domain
 - (6) Physical Science – the Waves, Electricity, and Magnetism domain
 - (7) U.S. History – the Modern Era domain
 - (8) Economics – the Macroeconomics domain
 - (9) Coordinate Algebra – the Statistics and Probability domain
 - (10) Analytic Geometry - the Geometry domain
- The major needs we discovered were
 - (1) the consistent use of research based instructional strategies by teachers
 - (2) the need for professional development on differentiation
 - (3) the need to increase parental and community engagement
 - (4) Provide an academically challenging environment for students
 - (5) Improvement the use of technology by teachers and students
 - (6) Increase academic learning at the alternative school
 - (7) Preparation for being college and career ready
 - (8) Lexile scores decrease from the end of 8th grade to the end of 10th grade
 - (9) English – Writing is the weakness in 9th and 10th grade Literature
 - (10) Biology – Cells
 - (11) Physical Science – Chemical Reactions and Properties of Matter
 - (12) U.S. History – Colonization through the constitution
 - (13) Economics – Microeconomics
 - (14) Coordinate Algebra – Algebra and Functions
 - (15) Analytic Geometry - Algebra
- The needs we will address are . . .
 - (1) Increase the number of graduating seniors who are career-ready and enrolled in a



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post-secondary institution by the date of graduation

- (2) Increase the active participation of families and community members who help TCHS achieve its continuous academic improvement goals by implementing strategies that promote parent and community involvement.
- (3) Increase the academic achievement in all content areas by implementing systems that reinforce research based strategies that support CCGPS/ GPS and standards based teaching and learning.

- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .

- (1) Improving Lexile scores and writing by improvement of content related literary resources, monitoring the Writing to Win and Thinking Map implementation.
- (2) Improve communication with family and community by using the 360 Family Engagement model,
- (3) Implement processes to ensure that data drive instruction and support the implementation of differentiation

- The root cause(s) that we discovered for each of the needs are . . .

- (1) A Teacher As Advisor (TAA) program is not in place. The Care Team supplements some of the role a TAA program would provide; however, a TAA program is needed.
- (2) Not all teachers were consistently implementing strategies and practices identified in a standards based classroom.
- (3) Parents are not as involved at the high school compared to lower grades. Unique tactics specifically tailored to attract and engage targeted parents need to be explored.
- (4) The analysis of data is limited within the school. Teachers should have assessment systems that inform the learning and drive the teaching.
- (5) Benchmarks are being administered; however, an intervention system based on the specific need of students needs to be developed and implemented.

G. The measurable goals/benchmarks we have established to address the needs are . . .

Objective 1: Increase academic achievement in all content areas by implementing systems that reinforce research based strategies that support Common Core GPS (CCGPS)/Georgia Performance Standards (GPS) and standards based teaching and learning.

SMART Goal 1.1: The 2014 cohort graduation rate will be no lower than 88% by August 2015, which is the projected goal for 2014-2015.

Graduation	2010-2011	2011-2012	2012-2013	2013- 2014	2014-2015
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Rate					
Actual Grad Rate	76	87.3	90.9%	TBA	
Goal	-	79%	82%	85%	88%
% Increase from previous year	-	11.3%	3.6%		

SMART Goal 1.2: The percent of students meeting and exceeding the standards on the Georgia High School Writing Test (GHSWT) will be no lower than 90% for the 2014-2015 year. The percent of students exceeding the standards on the GHSWT will increase from 2% to 5% for the 2014-2015 year, as indicated in the table below.

GHSWT	2010-2011	2011-2012	2012-2013	2013- 2014	2014-2015
% meet or exceed	91% (79 of 87)	80% (84 of 105)	88% (80 of 91)	96% (92 of 96)	
% exceed				2% (2 of 96)	
Goal	-	-	88%	94%	90%, 5%
% Increase from previous year	-	-11%	8%	8%	

SMART Goal 1.3: The percent of 10th grade American Literature students who have a Lexile Score of 1275 or higher will increase from 13.4% to 25% by May 2014 and to 35% by May 2015 as reported by the American Literature EOCA and College and Career Ready Performance Index (CCRPI) report.

10 th Grade Lexile Score	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1275 or higher		5.1%	13.4%	11.9%	
Goal	-	-	15%	25%	35%
% Increase from previous year	-		8.3%	-1.2%	

SMART Goal 1.4: The percent of all students meeting or exceeding standards in each EOCA



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course will increase by 3% from the previous year by May 2015 as indicated in the table below.

Indicators % passing	2010-2011	2011-2012	2012-2013	2013- 2014	2014-2015
9th Grade Literature	72%	72%	78%	87%	90%
American Literature	65%	82%	77%	92%	95%
Biology	57%	39%	73%	75%	78%
Physical Science	44%	46%	69%	87%	90%
Math I/ Coordinate Algebra	62%	61%	16%	24%	27%
Math II/ Analytic Geometry	41%	49%	54%	14%	17%
US History	20%	36%	53%	63%	66%
Economics	42%	41%	59%	90%	93%

SMART Goal 1.5: The percent of SWD students meeting or exceeding standards in each EOCA course will increase by 3% from the previous year by May 2015 as indicated in the table below.

Indicators % passing	2010-2011	2011-2012	2012-2013	2013- 2014	2014-2015
9th Grade Literature	11%	0%	43%	67%	70%
American Literature	0%	16.7%	9%	71%	74%
Biology	0%	0%	10%	72%	75%
Physical Science	10%	0%	29%	50%	53%
Math I/ Coordinate Algebra	12.5%	0%	0%	25%	28%
Math II/ Analytic Geometry	0%	0%	9%	14%	17%
US History	20%	0%	10%	58%	61%
Economics	12.5%	0%	0%	37%	40%

Objective 2: Increase the active participation of families and community members who help TCHS achieve its continuous academic improvement goals by implementing strategies that promote parent and community involvement.



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SMART Goal 2.1: Of all parents surveyed during the 2014-2015 school year, 80% or more will report that they see themselves as an equal partner to building ties between home and school by the end of May 2015.

SMART Goal 2.2: Of all parents surveyed during the 2014-2015 school year, 80% or more will report a level of satisfaction about their parenting skills that allow them to help their child or children learn at home using strategies and ideas from THS parent workshops by the end of May 2015.

SMART Goal 2.3: The school climate indicator on the CCRPI will be a score of 4 or higher for the 2014-2015 school year. (CCRPI 1-19)

SMART Goal 2.4: Parent surveys will show an increase from 79% in 2013-2014 to 89% in 2014-2015 of workshops and resources offered to help parents understand the requirements for student academic success.

Objective 3: Increase the number of graduating seniors who are career-ready and enrolled in a post-secondary institution by the date of graduation.

SMART Goal 3.1: The percent of ninth grade students passing 4 core content areas will increase from 92% to 94% (CCRPI: EB4) by the end of May 2015.

SMART Goal 3.2: The percent of graduating seniors who have taken the SAT or ACT will increase to 50% (CCRPI: EB1) by the end of May 2015.

SMART Goal 3.3: The percent of graduating seniors who are accepted into a post-secondary school or skilled for employment by the date of graduation (May 2015) will increase to 50%.

SMART Goal 3.4: The percent of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program will remain 100% by May 2015. (CCRPI: 10)

*2. Schoolwide reform strategies that are scientifically-researched based.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.



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*2. Schoolwide reform strategies that are scientifically-researched based.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

Response:

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are

- Inclusion/ Co-teaching
- Differentiation
- *Writing-to-Win*
- *Universal Design for Learning*
- *My Reading Coach* Intervention Program
- Math Design Collaborative
- Literacy Design Collaborative
- Math support classes for 9th and 10th grade students
- Flexible Learning Program (Ascend Math)
- Study Island
- Use of 21st Century Technology
- Afterschool Tutorial/Remediation
- *Thinking Maps*
- Using appropriate Depth of Knowledge (DOK) levels on assessments
- Edviation/PD 360, Observation 360
- Benchmark Assessments
- Collaborative planning time
- Teaching CCGPS standards

2(b). Are based upon effective means of raising student achievement.

Response:

Following is an example of the scientifically-based research supporting our effective methods and instructional practices or strategies (cite research that supports selected strategies)...

Differentiated Learning

Differentiation is demonstrated in all subject areas through creating a learning environment that addresses student's diverse learning needs – physical, social/emotional, and cognitive.

To differentiate instruction is to recognize students' varying background knowledge, readiness, language, preferences in learning and interests; and to react responsively. Differentiated instruction is a process to teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process. Not all students are alike. Based on this knowledge,



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differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001). The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Many teachers and teacher educators have recently identified differentiated instruction as a method of helping more students in diverse classroom settings experience success. This report examines information on the theory and research behind differentiated instruction and the intersection with Universal Design for Learning (UDL), a curriculum designed approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms (Rose & Meyer, 2002). Retrieved from November 2, 2011.

http://aim.case.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl

2(c). Use effective instructional methods that increase the quality and amount of learning time.

Response:

We will increase the amount and quality of learning time by offering before and after school programs for remediation, credit repair, and credit recovery. Summer is available to students who have failed a course during the regular school year and those who require remediation in order to pass state required tests. The quality is improved by the use of the instructional framework, various instructional strategies, assessment systems that support differentiation, and observations from administrators, peers, and GA DOE School Improvement Specialists. The Flexible Learning Plan will be offered during the school day.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response:

- Tutorial sessions/programs will be offered in the morning before and after-school.
- Teachers will utilize Study Island, USA Test Prep, and My Reading Plus to provide additional support of content area.
- A Care Team is available to give one-on-one advisement and guidance for course work needed for students in each grade level.
- Teachers will offer Credit Repair to students who obtained a 60-69 average in a class at the end of 1st and 3rd nine weeks.
- Credit Recovery sessions will be offered before and after school to assist students



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who have previously failed a semester of a course using computer based program such as USA Test Prep.

- We will utilize summer school to provide additional opportunities for instruction.
- A Flexible Learning Program will provide additional support to address student areas of weaknesses in math.

- 2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring finding for Georgia.

Response:

No educational field trip taken during the 2014-2015 school year at TCHS will be paid for with federal funding. In fact, no field trips are scheduled for the 2014-2015 school year.

- *3. Instruction by highly qualified professional staff.

Response:

All members of the TCHS faculty satisfy the highly qualified teacher standard. All teachers and paraprofessionals participate in on-going professional development to maintain their training. Paraprofessionals are provided professional development by school leadership staff, Edivation/PD360, Southwest Georgia RESA, and any other training offered in their respective content area with their teacher peer. Teachers are provided professional development opportunities through Edivation/PD360, GLRS, conferences pertaining to their needs and RESA course offerings at the RESA educational center in Camilla as well as imbedded professional development opportunities.

Terrell County School System and/ or TCHS will:

- Develop a schedule that effectively utilizes the expertise for the professional development based on the Individual Equity Professional Plan for teacher not HIQ, certified and/or highly effective (SDCE)
- Reimburse for GACE testing and tutorials
- Use a variety of formative assessments (e.g. peer response groups, constructed response, rubrics, reflective assessments, performance tasks) to monitor student progress over the units and adjust instruction to meet the needs of the students
- Assign mentors to new teachers to guide them throughout the year.
- Make funds available to help educators maintain their skills by attending significant professional development, which includes upper-level college courses. These funds are available to pay for teachers to become highly qualified in their own area, or in an area for which the district is lacking. Teachers are encouraged to take advantage of these funds and are even required to complete two-four professional development activities



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*3. Instruction by highly qualified professional staff.

as part of their yearly requirements to qualify for Quality Teaching Funds.

- Schools notify parents of non-highly qualified personnel in writing
- Distribute information from colleges to teachers regarding current educational opportunities.

*3(a). Strategies to attract highly qualified teachers to high-needs schools.

Response:

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia (use HiQ report and school staff roster and describe how certification deficiencies are being addressed) :

TCSS has put several strategies into place to encourage and attract highly qualified teachers to employment in the district: Extra-curricular positions (coaching jobs, activity advisors, etc) are offered to incoming teachers, as available, to improve salary and give new teachers the opportunity to become involved in the community. Local supplements are paid to teachers. Math and science teachers that are certified and highly qualified are given a stipend due to critical areas of need. Administrators attend regional Teaching Fairs and offer on the spot contracts to selected new teachers. Veteran mentors are provided for all new teachers (less than 3 years of experience in the Terrell County system). A rural setting and a more personal relationship with staff and students are key components to recruit and maintain qualified people at our school. Great effort is made to hire qualified applicants from the area because they are more prone to remain in the area for the duration of their employment.

Certification deficiencies are addressed by following the USOE guidelines. Quality teaching funds are available to help educators maintain their skills by attending significant professional development. These funds are available to pay for teachers to become highly qualified in their own area, or in an area for which the district is lacking.

Additionally, TCSS will

- Collaborate with different colleges occasionally; send a survey about what would help make teacher education courses more effective and more valuable to their students.
- Assist teacher education programs in local colleges and universities by providing college students an opportunity to do their student teaching in the school. The school encourages this collaboration and thus feedback and recommendations can be made directly to the college supervisor. These opportunities have provided valuable experiences for the students and staff.
- Provide new teacher orientation for all new teachers
- Post job vacancies on the Teach Georgia website

*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.



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*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

Response:

A. We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to address the root causes of our identified needs. For example . . .

- Parent Orientations
- Student Motivation
- Career Advisement
- Understanding Test Results
- Universal Design for Learning
- Instructional Strategies
- Differentiation

B. We will align professional development with the State's academic content and student academic achievement standards related to the CCGPS

- Provide extended planning time for subject area teachers/co-teachers to develop rigorous assessments that include written responses. Also, they are to create lessons with the reading material, which will be aligned to CCGPS/GPS, embedded.
- Provide professional learning to all teachers on embedding writing, which is aligned to CCGPS through *Writing to Win's* job-embedded professional development, Universal Design for Learning and *Thinking Maps* training/materials.
- Participation in the Math Design Collaborative and the Literacy Design Collaborative
- Content specific training that are offered at the SWGA RESA , GLRS, and GCEE

C. We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example (money, time, resources, instructional coaches, etc.)

- Money: Professional development is mostly job-embedded; compensation for presenters and teachers will be preapproved for job-based trainings.
- Time: Teachers devote one planning period per week to professional learning and another day to departmental meeting.
- Resources: Writing to Win Manuals and Universal Design for Learning materials are supplemental resources.
- Support: The Instructional Leader and other AT members will lead many of the professional development on the research based strategies.

In summary, Title I funds in conjunction with local and state LEA funds provide money, resources, and instructional support as designated for most professional learning courses. Scheduling with respect to time and location are facilitated at the school and county level to maximize professional learning opportunities.



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*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

D. We will include teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways . . .

- **Use data-driven processes to develop and implement a SIP that is focused on student performance and allows for teachers to monitor student progress, inform instruction, and improve their practices.**

- (1) Technology staff will install data programs to be used with Benchmark 3000 on teachers' computers.
- (2) Media Specialist will provide professional learning on how to use the data program to teachers.
- (3) Teachers will use Benchmark 3000 data and files to determine students who need specific remediation or acceleration after each major assessment based on data reports.
- (4) Quarterly reports of each class's progress toward SIP goals based on benchmark exams will be displayed in the data room.
- (5) Teachers will develop remediation plans for identified students.

- **Edivation/PD360/OBS 360**

Professional Development 360 (PD360) allows the TCHS staff to easily integrate professional learning into their schedule without the inconveniences of missing instructional time. PD 360 articles or videos can be assigned by an administrator if a weakness is noted, or teachers may voluntarily seek assistance in an area of need. PD 360 encompasses a myriad of instructional tools available to all. Observation 360 (OBS360) is an evaluation tool used by administrators to give immediate feedback to teachers instead of waiting days to receive feedback. Administrators will be completing weekly walkthroughs utilizing PD360 and OBS360 to improve instruction, student engagement, and classroom management at TCHS.

*5. Strategies to increase parental involvement.

In completing this section, you should review the parental involvement strategies already defined in your school's parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.



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Response:

- A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement policy by hosting informative sessions to give all parents the opportunity to review and suggest improvements. TCHS is also implementing the Family Engagement 360 program to target a particular content area, increasing the number of family and community members who utilize the resources that are offered through the Parent Resource Room, training parents on the school information system's Parent Portal, and offering more parent friendly (i.e. time, duration, engaging presenters) meetings. Monthly events are scheduled by the parent coordinator. A few examples are as follows; See the Terrell County High School Parent Policy, 2014-2015 for all programs.

August

- **Freshman Orientation**

Students and parents tour the school and follow the student's academic class schedule as part of the transition plan for ninth graders. They are provided opportunities to gain insight into the expectations of faculty and administration for freshmen. Topics such as materials for classes, the code of conduct, and expectations for academic performance are discussed. Explanations of courses students should be prepared to take for college or other post-secondary education options are given. Information is shared about program options, graduation requirements, test schedules, test-out option, post-secondary options and how to plan for them.

- Flexible Learning Plan Parent Meeting

September

- Senior Night
- Annual Title I Meeting

October

- Parent's Day
Serve Breakfast and discuss the critical role of parents in education. Parents shadow their children throughout the school day and make recommendations for school improvement.

November

- Career Night (November)
Invite parents and business partners to tour the Career Technology and Agricultural Education Program. Provide evening classes for adults to develop technological skills and increase parents knowledge and skills to better assist students with homework. Support families' efforts to improve the school and community by inviting local banks and businesses to talk with families about their services, loan programs, and employment opportunities.



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January

- **Student Financial Aid Workshop**
Parents and twelfth-grade students are given opportunities to meet with representatives from various colleges and universities to discuss career opportunities. Information concerning scholarships and financial assistance programs is discussed and distributed.

Ongoing Activities

- **Community Resource Fairs** (September – April)
Educational workshops will be scheduled throughout the school year with topics such as conflict resolution, computer literacy, financial literacy, violence prevention, healthy living, preparation for the EOCTs and CRCTs.
- **Curriculum Nights** for each core academic subjects

Terrell County High School uses communication methods such as newsletters, fliers and announcements at sporting events, the school website, the local newspaper, the telephone to provide parents with timely information about Title 1 programs and the academic progress of the students. Information about school and parent programs, meetings, and other activities is sent to parents in a practical format and in a language the parents can understand.

- B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community, by hosting parent meetings in the mornings and evenings, posting information on the school website, using social media, submitting information to the local paper, telephoning parents, the local television station, and by sending letters and fliers to parents. It would be invaluable to have the ability to advertise announcement on a marquee at the entrance of the school complex.
- C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by hosting an Annual Title I Parent Meeting during the day and evening in the TCSS Parent Resource Room by the end of September 2014. Communication about the meeting will be dispersed via flyers, announcements at the school and sporting events, the local newspaper, and social media. The information is also made available to parents in the school handbook yearly.
- D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home



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visits, as such services relate to parental involvement by scheduling meetings at hours that are convenient for members of the target audience who work during the day, evening, and night. If necessary, transport can be arranged for the parents by contacting the school in a timely manner, preferably 24 hours before a scheduled event.

- E. We will provide ALL parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by initiating communication about meetings related to the Title I program at least a week in advance, when feasible, hosting Curriculum Nights, Grade Level Expectations Nights, Test Talks with parents, Parent-Teacher Conferences, Parent and Student Appreciation Night twice per year, and inviting parent to use the Parent Resource Room and staff for any needs they may have.

- F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards by allowing parents and students to give input on revisions to the compact and holding all stakeholders accountable with regards to the responsibilities in the compact. Students, parents, the student's teacher advisor and an administrator sign the compact at the beginning of the school year. When necessary the student and parent are reminded of the commitment to academic success signified by signing the documents. School-Parent compact goals will be addressed often throughout the school year, in particularly during parent-teacher conferences.

- G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators, by hosting Parent-Teacher Conferences and Test Talks with Parents throughout the year.

- H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by promoting the resources available to parents in the parent resource room and its use, implementing the 360 Family Engagement program.

We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal



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partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by hosting Parent and Student appreciation day twice per year in November and May. At TCHS, we believe in building close personal relationships between families and staff through rewarding parent participation, academic excellence and perfect attendance of the child. The more parents and teachers work together, the better children adjust to school and can integrate the separate experiences of home and school.

- I. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by coordinating the time, local, and content of presentations with the TCSS Parent Coordinator. The PC has a schedule of all parent focus events in the county. All dates, times, and location must be cleared by the proper officials.
- J. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by sending information on school letterhead when possible, in the language primarily spoken in the home, and making an alternative form of contact (i.e. via telephone call) to the parents of those students.
- K. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by having the documents available in a format, language, and communication method comprehensible for parents.

*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

Response:

We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering middle school or high school and for students entering from private schools including students entering our school throughout the school year. Students scheduled to enter 9th grade at TCHS along with their parents will be invited to visit the high school before school begins at Freshman Orientation. The program led by teachers, counselors, and administrators, introduces them to the high school academic and behavioral expectations, and graduation requirements. Students will also be informed of extracurricular activities, such as clubs,



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class activities with class advisors, and student council. They will be given their class schedules for the upcoming year. The time will be spent having the students and parents visit teachers on the schedule as well as discussing pertinent information.

Throughout their high school experience, students have a Care Team Leader, class advisors, and other support personnel to ensure that each student stays on track to graduate, feels that he or she matters at TCHS, and participates in the social activities of the class.

We have recognized the need for additional support for ninth grader transitioning to high school. Terrell Middle and Terrell High are working together to meet the needs of these students.

There will be a Transition Plan for all SWD students, including those identified in the Georgia Alternate Assessment Program (GAA). Additionally, all students must have an Individual Graduation Plan prior to leaving middle school, in accordance with the College and Career Ready Performance Index (CCRPI).

***7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.**

Response:

The ways that we include teachers in decisions regarding use of academic assessments are analyzing student progress after major exams, benchmarks, the development of interventions, defining gaps in teaching and learning, finding root causes, and the evaluation of instructional practices.

TCHS is committed to improving student learning by analyzing data in order to plan for the future. Data will depict the current and future needs of students, parents, teachers, school and community and verify if all subgroups are being well-served. Data at TCHS is continually being examined through the following: student assessment reports every 4 and ½ weeks, benchmark tests, chapter and unit tests, reports from on-line instruction (i.e. USA Test Prep, Study Island, and My Reading Plus), formal and informal assessments, 504, and IEP reports. The data mentioned above will be examined for effectiveness of the instruction and their reformation efforts.

***8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:**

8(a). Measures to ensure that student's difficulties are identified on a timely basis.

Response:

We are providing activities to ensure that students who experience difficulty mastering



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proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance. Those activities are (especially for those students who are struggling) building balanced systems of assessments to include diagnostic, formative, and summative assessments to inform the teacher of the needs of individual learners. Teachers use a variety of assessments on a daily, weekly, and quarterly basis to determine if students are making adequate progress. Assessments include formal and informal observations, teacher made tests, checklists, projects, research, etc. As often as needed, rubric are used to guide expectations.

Teachers send progress reports to parents/guardians of TCHS students 4½ weeks into every quarter to communicate strengths and weaknesses. At the end of each nine weeks, parents/guardians receive report cards to inform them of their child's progress. Final grades are recorded on report cards and permanent records. Additionally, parent can monitor their student's progress at any time by logging in the TEMS Parent Portal.

8(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

Response:

Training for teachers is as follows:

- Co-teaching refresher training
- Observation 360 and Edivation/PD 360 - ongoing throughout the year
- Promethean Board/ActiveSlate/ActiveVotes/Elmo Training
- A refresher course will be taught by administration on data analysis and the use of SLDS.
- Benchmark 3000 Data Training
- USA Test Prep, Study Island, My Reading Plus trainings are scheduled on an as needed basis and provided by instructional coaches, in-house experts and through contracted services.
- At weekly PLT and Department meetings, accommodations for SWD's and different areas of TKES are examined, as well as other areas.

8(c). Parent-Teacher conferences that detail what the school will do to help the student, what the parents can do to help the student and additional assistance available to the student at the school or in the community.

Response:

When classroom interventions are not sufficient to meet student needs, teachers at TCHS will contact the parents and hold a parent/teacher conference as needed. Teachers can suggest instructional support that parents can provide at home to help the child. All conferences are documented on a parent contact log. The logs are submitted to the Parent Coordinator quarterly, at the end of each nine weeks. Teachers typically discuss what areas the need to be improved upon and what strategies will take place to improve in these areas. Teachers at TCHS are required to keep an open line of communication with parents when students are struggling, but also when students are performing well. Teachers will update grades in the TEMS grade book, assignments and rubrics to aid one-on-one communication from school to the home.



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*9. Coordination and integration of federal, state, and local services and programs.

This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.

9(a). List of state and local educational agency programs and other federal programs that will be included.

Response:

State and local educational agency programs and other federal programs that will be coordinated to support student achievement goals in the school improvement plan are as follows:

- Title I
- Title II
- State and federal funds (IDEA and VI-B)

9(b). Description of how resources from Title I and other sources will be used.

Response:

Title I funds will be used to enhance standards based instruction, CCGPS implementation, the intervention process, and professional learning in core academic areas. Students in subgroups identified in the needs assessment, who are not meeting standards or who are at risk of not meeting standards will be invited to participate in the FLP and afterschool programs. To assist students who fall in these categories, TCHS will use feedback, assessment, and differentiation to support and adjust instruction as necessary. Homeless students will also be provided the assurance of a fair and equitable education. Title I funds will also be used to fund the following:

- Employ highly qualified paraprofessionals to assist teachers in working with students in small intervention groups and in classrooms – 2
- Purchase Instructional materials to supplement the instruction in all core-academic areas.
- Employ highly qualified teachers to reduce the class size – none
- Employ 1 School Improvement Support Coordinator (SISC) to assist the instructional leader with building capacity in the use of effective instruction with an emphasis in the core curriculum areas to ensure student success and academic achievement. The SISC will work to provide assistance with reviewing school data, maintaining the data room and using assessment data to plan for continuous improvement.
- Extend professional learning activities related to examining student work
- Extend professional learning on standards based classroom, professional practice, and using PD 360/OBS 360
- Increase parental engagement through school and county parental workshops that will assist parents in helping their student achieve in the classroom (can add specific ideas to your school that you have planned)



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- Increase parent communication through the addition of a marquee board.
- Title I funds will be used to supplement other state and local funds to purchase technology resources. Technology purchases will be focused on research-based programs and hardware to further engage students in learning while meeting the diverse learning styles of students and increase the rigor of instruction provided to students. (Plato)
- Increased focus on instructional technology and student use of technology.

Title II funds will be used in the district for professional learning and class size reduction. State and federal funds (IDEA and VI-B) will be used to pay for the excess costs of providing special education and related services, including instructional salaries, materials, equipment and professional learning, for children with disabilities.

9(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response:

The system's Title I Coordinator works to ensure that all Title I programs in the district are integrated with and do not conflict with other federal programs and laws. This plan was developed in coordination with federal laws and programs including but not limited to the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and the National Community Service Act of 1990.

10. Description of how individual student assessment results and interpretation will be provided to parents.

Response:

After any Georgia Department of Education test results are retrieved from system testing coordinator, test results are sent home in a hard copy for parents to review. Some parents find reading and interpreting the results a difficult task. During Parent/Teacher Conferences or at any time upon parent request, teachers, care team leaders, the counselor, or parent coordinator assist parents in understanding the test data and what it means for their child. Language interpretation is provided for parents of ELLs.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response:

Each year, Terrell County High School collects assessment results for the system testing coordinator via the secure Georgia Department of Education Portal. To the extent possible, the instructional leader and school improvement specialist disaggregate data and share the results with teachers, administrators, program directors, and staff. Due to the small number of



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ELLs and migrant students, and limited ethnic and racial groups represented, disaggregated data is usually displayed in the following breakdowns as they apply to the student population:

- Students with disabilities (SWD) as compared to non-SWD students

When data are made available through the State Longitudinal Data System (SLDS) the following breakdowns are accessible to administrators, program directors, the counselor, and teachers through the TEMS system.

- Gender;
- Major ethnic or racial groups;
- Migrant students – (if there are students in this category);
- Student with disabilities as compared to other students; and
- Economically disadvantaged students as compared to students who are not economically disadvantaged.

Teachers further disaggregate the data to identify individual student needs as well as needed program and instructional improvements.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response:

The CTAE Director, teachers, paraprofessionals, and volunteers (retired teachers) receive annual training on administering and proctoring the state EOCA, national credentialing and certification exams as outlined by the Department of Education testing manual. Accommodations are provided only for those children who have an active 504, IEP or ELL-Accommodations form. Ethical practice, test irregularity, security, and standardization of administration are topics extensively covered in this training with the teachers, paraprofessionals and volunteers, as detailed in the testing manual and Georgia Student Assessment Program Student Assessment Handbook. Test Administrators and proctors are required to read and sign the Test Security Information Form for School Test Coordinators/Teachers/Examiners to assure valid and reliable administration of the tests.

13. Provisions for public reporting of disaggregated data.

Response:

The disaggregated data will be displayed in or during the following locations or meetings:

- The Terrell County School District Website: www.terrell.k12.ga.us,
- Open Terrell County Board meeting
- Terrell County High School Data Room (504 Wing E)
- Terrell County School System's Parent Resource Center
- Parent Meetings
- Letters to parents

All correspondence to the parents of children who participate in the state



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assessments is provided in a language parents can understand, including an interpretation of the results. This data is compiled into excel spreadsheets and shared informally with the school board at the June meeting each year. After that meeting, results are available at the Superintendent's Office and the Title I Parent Resource Room. In addition, the central office and Terrell County High School has a data room where data is shown in large graphs and charts.

14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.

Response:

Each year the principal, administrators, counselor, teachers, other school staff, parents, and students are involved in the developing, planning, reviewing, and improvement of the Schoolwide Title Plan. All parents are given an opportunity to participate in the meetings.

- Quarterly, the School Council which is made up of teachers/staff members, parents, principal and local business owners, meet to discuss educational issues, give input to the principal concerning ongoing programs, make suggestions, and evaluate the progress of the school.
- The TCHS Leadership Team, which includes the principal, administrators, department representatives, the parent coordinator, and directors of special programs, meets twice per month to implement, monitor, evaluate, and adjust strategies used by the school to increase student achievement, parent involvement, and students' preparedness for post-secondary options. Short Term Action Plans (STAPs) are developed using the School Improvement Plan to ensure that the initiatives and strategies are implemented, monitored, and evaluated.
- The TCHS Parent Involvement Plan and Policy is an integral part of the School Improvement Plan. It will be reviewed each spring and at the beginning of the year to make appropriate changes determined by the members of the TCHS Leadership Team with input from all stakeholders.
- Students for School Improvement

In summary, the plan will be developed annually as determined by the needs identified after the analysis of data and local goals.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

Response:

TCHS uses a shared governance model that is used to communicate ideas and plan for improvement, soliciting input from administrators, teachers, staff, parents, students, and local community members. The school leadership team oversees the development and implementation



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of our Schoolwide Title Plan, which includes the Parental Involvement Plan, and our School Improvement Plan. Student achievement data, Priority School requirements, GAPSS Analysis data, and the needs identified by students, faculty and staff members are the foundation for the development of these plans. All are complementary plans that are living documents that focus on improving academic and school performance.

The following people have taken part in planning and reviewing the Title Plans:

- Principal
- Assistant Principal
- CTAE Director
- Instructional Leader
- Parents
- Counselor
- Leadership Team (which includes a representative from each subject area including a member of the ESP department)
- TCHS School Council
- TCHS Student School Improvement Council
- Local business owners
- Parent Involvement Coordinator

16. Plan available to the LEA, parents, and the public.

Response:

The Plan may be reviewed in the Title I Office, located at Board of Education and/or the Parent Resource Room upon request daily from 8:00 a.m. to 4:00 p.m. The plan will also be made available on the school's website. Additional copies of the plans will be available in the front office for distribution to newly enrolled students or upon request.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Response:

The Schoolwide Title Plan is translated into Spanish. Alongside the English version, the Spanish translation is available to parents in the front office, the Parent Resource Center, which is located at Terrell County System's Board Office, and is posted on the Terrell County School System website. Other translations are available upon request, including Chinese and Gujarati. The need for other translations will be monitored by using data from the Home Language Survey.

18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.

Response:



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The Terrell County High School Schoolwide Title Plan is subject to the school improvement provisions of Section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver because the school is categorized as a Priority School.