

# SCHOOLWIDE IMPROVEMENT PLAN (SIP)

## TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

### TITLE I TARGETED ASSISTANCE (TA) PLAN

<p><b>NAME OF SCHOOL/PRINCIPAL:</b></p> <p>Tattnall County High School – Dr. Kristen Waters</p>
<p><b>NAME OF DISTRICT/SUPERINTENDENT:</b></p> <p>Tattnall County School System – Dr. Gina Williams</p> <p> <input type="checkbox"/> Comprehensive Support School    <input type="checkbox"/> Targeted Support School    <input type="checkbox"/> Schoolwide Title I School    <input type="checkbox"/> Targeted Assistance Title I School  <input type="checkbox"/> Non-Title I School    <input type="checkbox"/> Opportunity School         </p>

## 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 *Liz Williams* Date 9/10/18

Principal Supervisor *Kristen Waters* Date \_\_\_\_\_

Principal *Joni Buhalter* Date \_\_\_\_\_

Title I Director *Joni Buhalter* Date 9/5/18

(Title I Schools only)

**Planning Committee Members**

Name	Position/Role	Signature
Dr. Kristen Waters	Principal	<i>Kristen Waters</i>
Dr. Christine Jenkins	Assistant Principal	<i>Christine Jenkins</i>
Allen Yancey	Assistant Principal	<i>Allen Yancey</i>
Dr. Nick Tatum	Academic Coach	<i>Nick Tatum</i>
Janet Bussell	Science Department Chair	<i>Janet Bussell</i>
Ken Murphy	Social Studies Department Chair	<i>Ken Murphy</i>
Jodie Wallis	English Department	<i>Jodie Wallis</i>
Brianna Hill	Math Department	<i>Brianna Hill</i>
Lindsay Hodges	Special Education Department Chair	<i>Lindsay Hodges</i>
Dr. Dina Deloach	CTAE Supervisor	<i>Dina Deloach</i>
Shaquia Forman	Counselor	<i>Shaquia Forman</i>

Title I only

The Letter of Intent for Title I Schoolwide was submitted on 3/5/18

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

## Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p><u>Math</u></p> <p>Address the weaknesses in Algebra skills for entering 9<sup>th</sup> graders by teaching unit Zero "0" the first two weeks of school in an effort to review prerequisite Algebra skills.</p>	<p>Lesson Plans</p> <p>Weekly Homework Sheets</p> <p>Common Assessments</p>	<p>9<sup>th</sup> Grade Coordinate Algebra and Intro to Coordinate Algebra teachers</p>	<p>TCHS will publish weekly a communication page (continually listed as TCHS Communication Page) for each grade level. On this page each grade specific course teacher will list weekly assignments and individual class events. The purpose of the page is to provide a more efficient method of communicating with parents concerning course assignments, test, and events by providing all grade specific course information to parents in one location.</p>
<p><u>Math</u></p> <p>Teachers in Coordinate Algebra and Geometry will focus on the recently released Achievement Level Descriptors (ALDs) to drive math instruction.</p>	<p>Lesson Plans</p> <p>Weekly Homework Sheets</p> <p>Common Assessments</p>	<p>All Coordinate Algebra and Geometry teachers</p>	<p>TCHS Communication Page</p> <p>Weekly Homework Sheets</p>

<p><u>Math</u></p> <p>Based on test data, 8<sup>th</sup> grade math class scores, and teacher recommendations, 9<sup>th</sup> grade students who qualify will be placed in the Foundations of Algebra course in order to help those students become more confident in math before taking Coordinate Algebra in 10<sup>th</sup> grade.</p>	<p>EOG Scores</p> <p>8<sup>th</sup> Grade Course Grades</p> <p>Teacher Recommendation Reports</p> <p>Lesson Plans</p>	<p>Foundations of Algebra Teacher</p> <p>8<sup>th</sup> Grade Teachers (for recommendations)</p>	<p>8<sup>th</sup> Grade Registration Night</p> <p>8<sup>th</sup> Grade Student Packet</p> <p>8<sup>th</sup> Grade Teacher Meetings</p> <p>Parent Meeting Notes</p> <p>TCHS Communication Page</p>
<p><u>Math</u></p> <p>Increase the use of technology in 9<sup>th</sup> grade math classes in an effort to improve EOC test taking skills</p>	<p>Lesson Plans</p> <p>Technology Use Log</p>	<p>9<sup>th</sup> Grade Coordinate Algebra Teachers</p>	<p>TCHS Communication Page</p> <p>Class Grade Reports</p> <p>EOC Score Reports</p>
<p><u>ELA</u></p> <p>Focus more intently on Writing instruction in an effort to improve writing performance on 9<sup>th</sup> and 11<sup>th</sup> EOC exams</p>	<p>Lesson Plans</p> <p>Student Writings Samples</p> <p>RESA led Departmental development meeting agenda and notes</p> <p>Common Assessments</p> <p>Common Assessment Student</p>	<p>All ELA Teachers</p>	<p>TCHS Communication Page</p> <p>EOC Score Reports</p>

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	Data Results		
<p><u>ELA</u></p> <p>Focus on texts within the Lexile level stretch band in order to increase the number of student reading at or above the stretch band median</p>	<p>Lesson Plans</p> <p>Text Examples</p> <p>STAR Test Reports</p> <p>Common Assessments</p> <p>Common Assessment Student Data Results</p>	All ELA Teachers	<p>TCHS Communication Page</p> <p>EOC Score Reports</p>
<p><u>CTAE</u></p> <p>Increase the number of graduates who were CTAE concentrators who have met the proficient level on the American Lit EOC</p>	<p>Lesson Plans indicating increased reading in content with increased Lexile level</p>	All CTAE Teachers	<p>TCHS Communication Page</p> <p>EOC Score Reports</p>
<p><u>CTAE</u></p> <p>Increase the number of CTAE Pathway Completers who pass the technical skills assessments</p>	<p>Academic Advisement Records</p>	All Faculty	<p>End of Pathway Assessment score reports</p>
<p><u>Science</u></p> <p>Improve Cell and Classification &amp; Phylogeny strands on Biology EOC by incorporating more frequent, homework review for</p>	<p>Lesson Plans</p> <p>Student Examples</p> <p>Common Assessments</p> <p>Common Assessment Student</p>	All Biology Teachers	<p>TCHS Communication Page</p> <p>EOC Score Reports</p>

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students	Data Results		
<p><u>Science</u></p> <p>Improve the Physics: Energy, Force, &amp; Motion strand on the Physical Science EOC by more consistently following a common teaching sequence as well as common assessment strategy</p>	<p>Lesson Plans</p> <p>Common Assessments</p> <p>Common Assessment Student Data Results</p>	<p>All Physical Science Teachers</p>	<p>TCHS Communication Page</p> <p>EOC Score Reports</p>
<p><u>Social Studies</u></p> <p>Improve New Republic through Reconstruction strand in US History and improve Fundamental Economic Concepts strand in Economics</p>	<p>Lesson Plans</p> <p>Common Assessments</p> <p>Common Assessment Data Results</p>	<p>All US History and Economics Teachers</p>	<p>TCHS Communication Page</p> <p>EOC Score Reports</p>
<p><u>Social Studies</u></p> <p>Increase level of DOK questioning on student assessments in an effort to test students more similarly to EOC assessments</p>	<p>Common Assessments</p> <p>Common Assessment Question Analysis</p> <p>Common Assessment Data Results</p>	<p>All Social Studies Teachers</p>	<p>TCHS Communication Page</p> <p>EOC Score Reports</p>
<p>Increase the overall percentage of student performance on ACCESS test</p>	<p>ACCESS test scores</p>	<p>All Faculty</p>	<p>Migrant PAC meeting and ESOL Parent meeting. Translator is provided for the</p>

scores for ESOL and Migrant			parents who need this service.
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**SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Planning and Organization Standard #5 – Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness.</p>	All 9 <sup>th</sup> Grade Students	<p><b>Create a school-wide strategy to decrease the failure rate of students in 9<sup>th</sup> grade courses from 9% to 7% or better.</b></p> <p>Promote consistency between all ninth grade teachers by meeting together.</p> <ul style="list-style-type: none"> <li>• Provide consistent expectations about behavior and effort to all 9<sup>th</sup> grade students</li> <li>• Collaborate across departments in order to link skills to multiple areas in order to add more familiarity to concepts</li> <li>• Incorporate a 9<sup>th</sup> grade transition course to promote consistency while providing targeted 9<sup>th</sup> graders with intensified skill based instruction to help them become successful in high school.</li> </ul> <p>Provide additional school wide support to 9<sup>th</sup> grade students in order to promote a positive learning environment.</p> <ul style="list-style-type: none"> <li>• PBIS team will develop strategies based on behavioral data to help limit behavior problems as a whole</li> <li>• Special education teachers will participate in SSIP training in an effort to implement a more effective co-teaching model aimed at helping special education students of all grades</li> <li>• Special education and migrant paraprofessionals will also provide support to students as required</li> </ul>	<p>PLC impact checks; PLC Agendas; 9<sup>th</sup> grade teacher meeting agendas; Parent communication logs; PBIS data for 9<sup>th</sup> graders; “teepee time” agendas; Student accountability documents; Collaborative lesson plans</p>	<p>School Leaders Demonstrate: <b>Facilitating and guiding meetings and discussions concerning the execution of the smart goal</b></p> <p>Teachers Demonstrate: <b>A collaborative support system in which all teachers assist students in obtaining credits in 9<sup>th</sup> grade courses</b></p> <p>Students Demonstrate: An understanding of the overall school strategic plan and the individual actions required for them to successfully complete each required course</p>	<p>Periodic impact checks – 2 per 9-weeks 9<sup>th</sup> grade transition lesson plans and continued curriculum development. <b>Adjust strategies as needed</b></p>	<p>Faculty Contracted</p>



**SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

	Artifacts	Evidence	Faculty Contracted
<p>Instruction Standard #4 – Uses research-based instructional practices that positively impact student learning</p>	<p>All students</p>	<p><b>Improve the percentage of students who are reading at the 1275 Lexile level for 9th graders from 32% to 38% and for 11th graders from 57% to 60%.</b></p> <p>Incorporate a more consistent reading program in the content areas to expose student to more appropriate "stretch band" texts.</p> <ul style="list-style-type: none"> <li>• Provide differentiated texts by Lexile score in ELA classroom in order to help students of various reading ranges have opportunities for growth</li> <li>• Improve the students' exposure to content related texts that meet "stretch band" median requirements</li> <li>• Perform more frequent diagnostic investigation of a student's Lexile level so that teachers can systematically measure growth over time</li> </ul> <p>Provide additional school wide support to all students in order to promote reading and improved Lexile scores.</p> <ul style="list-style-type: none"> <li>• Special education and migrant paraprofessionals will provide support to students as required</li> <li>• Special education teachers will provide additional support to students who require additional services</li> <li>• All classroom teachers will promote the reading initiative in order to increase student awareness of improved reading</li> </ul>	<p>Periodic Impact checks of process implementation</p> <p>Adjust strategies as needed</p>
	<p>Student lexile reports on EOC; Lesson plans; PLC agendas; PLC Impact Checks; ELA departmental goals;</p>	<p><b>School Leaders Demonstrate:</b></p> <p>Facilitating and guiding meetings and discussions concerning the execution of the smart goal</p> <p><b>Teachers Demonstrate:</b></p> <p>Use of cross-curricular strategies to increase the students' exposure to content specific.</p> <p>Implementation of close reading strategy throughout the ELA department.</p> <p><b>Students Demonstrate:</b></p> <p>Improved reading habits with a focus on reading more rigorous content.</p>	

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Professional Learning Strategy to support achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
<p><i>New teacher mentors that assist throughout the year in an effort to promote teacher retention; new teacher orientation program assists new teachers in an effort to help them transition into their new teaching position</i></p>	<p><b>2018-2019</b></p>	<p><i>Stipend to each mentor – TCBOE</i></p>	<p><i>TCBOE and mentoring teachers</i></p>	<p><i>TCBOE, Administration, Academic Coach</i></p>	<p><i>Mentor documentation of service, TKES documentation for new teacher</i></p>
<p><i>Academic Coach- model lessons for teachers, coordinate PLC meetings and test score disaggregation, help improve classroom instruction</i></p>	<p><b>2018-2019</b></p>	<p><i>TCBOE salary</i></p>	<p><i>TCBOE admin</i></p>	<p><i>TCBOE, Administration</i></p>	<p><i>GMAS scores, ACCESS scores, graduation rate</i></p>
<p><i>ESOL Review/Update to all faculty members in an effort to provide current instructional strategies with differentiation tips for ESOL students</i></p>	<p><b>2018-2019</b></p>	<p><i>Faculty Contracted</i></p>	<p><i>Dr. Kristi Hernandez</i></p>	<p><i>Administrative observations, Lesson plans</i></p>	<p><i>Student testing data, Student classroom grades, Student ACCESS scores</i></p>
<p><i>Student software aimed at improving assessment strategies as well as assisting with remediation and acceleration techniques</i></p>	<p><b>2018-2019</b></p>	<p><i>USA Test Prep subscriptions</i></p>	<p><i>TCBOE and TCHS Guidance</i></p>	<p><i>Administrative observations, Lesson plans, Academic Coach visits</i></p>	<p><i>Lesson plans, Student usage reports, Student diagnostic reports</i></p>

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<i>Purchase of instructional supplies for student projects, including manipulatives</i>	2018-2019	TCBOE	TCBOE and Media Specialist	Administrative observations, Lesson plans, Academic Coach visits	Lesson plans, Student products
<i>Gifted and ESOL endorsement for regular education teachers</i>	2018-2019	TCBOE	TCBOE and Administration	TCBOE, Administration	Endorsement credentialing, master schedule class offering, teacher placement, student placement
<i>Educational conferences for ESOL teachers and content areas including substitutes, conference registration, and travel</i>	2018-2019	TCBOE	TCBOE and Administration	Administrative observations, Lesson plans, Academic Coach visits	TKES teacher documentation, Student score reports on EOC
<i>GACE registration and study guides to assist teachers in remaining highly qualified</i>	2018-2019	TCBOE	TCBOE, Administration, Attending Teacher	Administrative approval and placement	Teacher GACE score report and certification documentation
<i>Increased use of technology in the classroom to enhance student engagement</i>	2018-2019	TCBOE	TCBOE and Media Specialist	Administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans, PLC agendas, TKES teacher documentation, Student products
<i>Special education and regular classroom teachers will participate in SSIP Co-teaching training in an effort to more effectively address the needs of special education students in the inclusion model</i>	2018-2019	TCBOE	TCBOE, Administration, and Academic Coach	Baseline review of co-teaching model, administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans, PLC agendas, TKES teacher documentation, Student products and grades
<i>A PBIS team that meets periodically has been selected and trained in order for the team to assist administration with the</i>	2018-2019	TCBOE	TCBOE, Administration, and PBIS Team Members	PBIS Team members, Administration	PBIS meeting agendas, PLC agendas, Student behavioral data

<i>determination of strategies to positively affect student behavior across grade levels</i>					
<i>After School Enrichment sessions are provided every Tuesday to give students an additional attempt to complete missed assignments in all classes.</i>	2018-2019	TCBOE	TCBOE, Administration, Faculty Supervisors, Classroom Teachers	Administration, Faculty Supervisors, Classroom Teachers	After School Enrichment weekly student listing, actual attendance rosters
<i>Migrant Paraprofessionals and ESOL Inclusion Teachers are used to supplement instruction via inclusion in student classes</i>	2018-2009	TCBOE	TCBOE, Administration, Classroom Teachers, Paraprofessionals, ESOL Teacher	Administration, Classroom Teachers	Lesson Plans, Paraprofessionals schedule/ student assistance list, ESOL Schedule/ student assistance list
<i>Incorporate block day schedules two times a 9-week period to promote turning in missed assignments as well as improve our teacher as advisor program; reduce class size where possible to improve teacher to student ratio so DI and small groups can be utilized for instruction</i>	2018-2019	TCBOE	TCBOE, Administration, Advising Faculty Members	Administration, Advising Faculty Members	Block day schedule list, Advisor information packets
<i>Provide credit recovery opportunities for Migrant and ESOL students during summer school</i>	2018-2019	TCBOE	TCBOE, Administration, ESOL/Migrant staff, Summer School staff	Administration, Summer School staff	Summer School documentation that includes: schedule, attendance, grade report, student program logs
<i>Provide language acquisition software for</i>	2018-2019	TCBOE	TCBOE, Administration,	Administration, ESOL/Migrant staff	ESOL/ Migrant lesson plans, schedule, and student

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<i>applicable students</i>			<i>ESOL/Migrant staff</i>		<i>program logs</i>
<i>Provide WIDA training and instructional materials to TCHS faculty and staff</i>	2018-2019	TCBOE	TCBOE, Administration, ESOL/Migrant staff	Administration, ESOL/ Migrant staff	PLC agendas, Faculty meeting agendas, meeting artifacts
<i>Provide educational field trips for select students in order to enhance the educational experience</i>	2018-2019	TCBOE	TCBOE, Administration, Counselors, ESOL/Migrant staff	Administration, Counselors, ESOL/Migrant staff	Field trip attendance rosters
<u>Math</u> <i>Incorporation of Foundations of Algebra course for qualified 9<sup>th</sup> grade students</i>	2018-2019	TCBOE	9 <sup>th</sup> Grade FOA Teacher 8 <sup>th</sup> Grade Teachers Administration Guidance	Administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans, Class Grades
<u>ELA</u> <i>ELA Department representative(s) attend workshop/training on Teaching Narrative writing with plans to redeliver to department</i>	2018-2019	TCBOE	ELA Department	Administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans, Student products
<u>ELA</u> <i>Increased use of technology for writing in 9<sup>th</sup> and 11<sup>th</sup> grades in an effort to increase student familiarity of testing format</i>	2018-2019	TCBOE	Media Specialist; ELA Teachers	Administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans, Student products

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<u>ELA</u> Provide supplemental texts/novels to improve the reading interest of ELA students	2018-2019	TCBOE	Administration, ELA Department, Media Specialist	Administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans, Student artifacts
<u>Social Studies</u> Increased incorporation of reading from primary documents in an effort to improve reading comprehension	2018-2019	NA	All Social Studies Faculty	Administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans
<u>Communication Skills</u> class is used to target select students who have deficiencies in reading/writing	2018-2019	TCBOE	Chip Calloway – Communications Skills Teacher	Administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans, EOC score reports
<u>College/Career Transition</u> TCHS Offers 7 degree level courses through Duel Enrollment on our campus as well as one certificate program	2018-2019	Funding Institution/TCBOE	Shaquila Foreman – TCHS Counselor/ Participating Faculty Member	Funding Institution	Class completion reports from funding institution
<u>College/Career Transition</u> University Tour conducted each fall; Technical College Tour conducted each spring; PROBE fair participation	2018-2019	TCBOE	Shaquila Foreman – TCHS Counselor	NA	Student participation rosters
<u>College/Career Transition</u>	2018-2019	Funding Institution(s)	Shaquila Foreman – TCHS	NA	Schedule, student participation

<p><i>TCHS allows various college and technical school recruiters to visit students during lunch to discuss post-secondary options/interests</i></p>			<p><b>Counselor</b></p>	
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**Parent Engagement and Communication** - - notices sent to EL parents in home language whenever possible. EL parents are signed up for parent portal accounts by the school registrar at the county-wide EL parent meeting. Title I Plan and Compacts are translated into home language when possible for all parents. Translators can be scheduled to attend parent conferences and parent meetings (including the Annual Title I Meeting) to aid in translation. All schools have use of the TransAct website for translation help. All schools have iPad that can be used for voice translation. Each spring EL parents are given a survey that indicates topics that they would like covered in their parent meetings the following year. Topics are discussed in EL parent meetings that would help the parents to provide academic assistance to their students.

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
<p><i>Ninth Grade First – 9<sup>th</sup> grade student and parent attend event in an effort to help student and parent adjust to the high school schedule.</i></p>	<p><i>Aug 2, 2018</i></p>	<p><i>Faculty Contracted Day</i></p>	<p><i>Administration, All Faculty</i></p>	<p><i>Stakeholder Surveys</i></p>	<p><i>Agenda; Sign-in sheets; Teacher syllabus per classroom</i></p>
<p><i>Parental Engagement Coordinator (Tarsha Beal) - The Tattnall County School System has hired this position to aid in all parental involvement activities, student handbooks, student</i></p>	<p><i>2018-2019 School Year</i></p>	<p><i>Salary - TCBOE</i></p>	<p><i>Tarsha Beal</i></p>	<p><i>Stakeholder Surveys</i></p>	<p><i>Job description, time sheets, list of activities</i></p>

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<i>agendas, parent newsletters</i>						
<b>TCHS Open House</b>	<b>2018-2019 School Year – (meeting quarterly)</b>	<b>Faculty Contracted</b>	<b>Administration, All Faculty</b>	<b>Attendance Percentage</b>	<b>Agenda, Sign-in sheets, PTO minutes</b>	
<b>Senior Parent Night – Parent information meeting concerning Senior year events</b>	<b>Sept. 20, 2018</b>	<b>Faculty Contracted</b>	<b>Shaquila Forman – 12<sup>th</sup> grade Counselor</b>	<b>% of parent/student participation</b>	<b>Agenda, Sign-in sheets</b>	
<b>Financial Aid Parent Night – Informational meeting to explain financial aid process</b>	<b>Oct. 1, 2018</b>	<b>Faculty Contracted</b>	<b>Shaquila Forman – 12<sup>th</sup> grade Counselor</b>	<b>% of parent/student participation</b>	<b>Agenda, Sign-in sheets</b>	
<b>8<sup>th</sup> Grade Orientation – Informational parent meeting for 8<sup>th</sup> graders before they register for 9<sup>th</sup> grade</b>	<b>March 5, 2019</b>	<b>Faculty Contracted</b>	<b>Administration; Rebecca Towns – 9<sup>th</sup> Grade Counselor</b>	<b>% of parent/student participation</b>	<b>Agenda, Sign-in sheets, student registration sheets</b>	
<b>Upperclassmen Registration Nights (2) – Parents are given an opportunity to meet with advisors concerning registration for the next school year</b>	<b>Feb. 21 and 26, 2019</b>	<b>Faculty contracted plus other faculty volunteers</b>	<b>Natasha Alyea – Registrar TCHS</b>	<b>% of parent/student participation (64% participation rate in 15-16 school year)</b>	<b>Sign-in sheets; student registration sheets</b>	
<b>Parent Portal</b>	<b>2017-2018</b>	<b>TCBOE</b>	<b>Lynna Hilliard – TCBOE; Natasha Alyea – Registrar TCHS</b>	<b>Interactive hits on website</b>	<b>Interactive hits on website; Parent registration</b>	



Parent Portal Message Board – Provides informational updates to parents once they log in to the parent portal	2017-2018	TCBOE	Natasha Alyea – Registrar TCHS	Interactive hits on website	Interactive hits on website; Parent registration
TCHS Communication Page and E-Chalk website	2018-2019	TCBOE	Julie Blocker – Media Specialist TCHS; All Faculty	Interactive hits on website	TCHS Communication Page
Individual Parent Meetings and 504 Meetings	2018-2019	Faculty Contracted	Tammy Carpenter – Records TCHS; Rebecca Towns and Shaquila Forman – Counselors TCHS	Student Progress Reports	Agenda, Signed documentation, teacher notes, etc.
Work Based Learning Parent and Student Orientation – explain standards, procedures, and expectation for the program	July 31, 2018	Faculty Contracted	Sabrina Page – WBL Coordinator; Dr. Dina DeLoach – YAP Coordinator	90% attendance rate	Agenda; Parent permission paperwork/documentation; Training agreement
CTAE Advisory Training – Conducted by the UGA Carl Vinson Institute with the intent to restructure the advisory committee process in an effort to become more effective. The future goal is for the committee to become more active in the CTAE process	Aug 16, 2018 Sept 6, 2018 Jan, 2019	Faculty Contracted	Dr. Dina DeLoach – CTAE Coordinator TCHS; Sabrina Page – WBL Coordinator; Tracy Waters – CTAE Teacher	CTAE Program evaluation and review	Agenda, Sign-in sheets, Business Industry Partner list

<p><b>TCHS Career Day is held to incorporate the curriculum and guest business partners in an effort to give students career information of their interest</b></p>	<p><b>Feb. 12, 2019</b></p>	<p><b>Faculty Contracted</b></p>	<p><b>Julie Blocker -- Media Specialist; Dr. Dina Deloach -- CTAE Coordinator; Sabrina Page -- WBL Coordinator</b></p>	<p><b>Student participation, Business partner list</b></p>	<p><b>Student attendance, career day schedule and business partner listing</b></p>
<p>Migrant PAC meeting - to promote a better relationship between the child's home and school, thus improving his/her opportunity to take full advantage of an education and to provide interested parties to make suggestions, recommendations, comments and/or complaints</p>	<p><b>Aug. 15, 2017 Jan. 30, 2018 Apr. 12, 2018</b></p>	<p><b>Faculty Contracted</b></p>	<p><b>Dr. Kristi Hernandez</b></p>	<p><b>Spring survey evaluation instrument</b></p>	<p><b>Agenda, Sign-in sheets, Minutes, Parent handouts</b></p>
<p>UESOL parent meetings - Information meeting in an effort to connect the parent to the school and school processes</p>	<p><b>Jan. 30, 2018</b></p>	<p><b>Faculty Contracted</b></p>	<p><b>Dr. Kristi Hernandez</b></p>	<p><b>Spring survey evaluation instrument</b></p>	<p><b>Agenda, Sign-in sheets, Minutes, Parent handouts</b></p>
<p>Duel Enrollment parent meeting</p>	<p><b>August 2018</b></p>	<p><b>Faculty Contracted</b></p>	<p><b>Shaquita Foreman</b></p>	<p><b>Duel Enrollment rosters</b></p>	<p><b>Agenda, Sign-in sheets, Parent handouts</b></p>
<p>Senior college visitation days</p>	<p><b>Yearly</b></p>	<p><b>NA</b></p>	<p><b>Guidance Department</b></p>	<p><b>NA</b></p>	<p><b>Student sign-up sheets</b></p>

a School Performance Standards — <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

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Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%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>