

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

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

## DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS Advancing Leadership | Transforming Schools

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

**SIGNATURES:**

Superintendent \_\_\_\_\_ Date 8/1/2020

Principal Supervisor \_\_\_\_\_ Date 8/1/2020

Principals \_\_\_\_\_ Date 8/1/2020

Title I Director \_\_\_\_\_ Date 8/1/2020

(Title I Schools only)

**Planning Committee Members**

Name	Position/Role	Signature
Lakisha Bobbitt	Principal	
Jonathan King	Assistant Principal	
Allen Yancey	Assistant Principal	
Jodie Wallis	Academic Coach	
Janet Bussell	Science Department Chair	
Ken Murphy	Social Studies Department Chair	
Shannon Stuckey	English Department Chair	
Brianna Hill	Math Department	
Lindsay Hodges	Special Education Department Chair	
Dr. Dina DeLoach	CTAE Supervisor	
Shaquilia Foreman	Counselor	
Kristi Hernandez	ESOL Teacher	
Kristen Logan	Paraprofessional	
Yvette Kennedy	Parent	

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

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>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>Common Assessments</p>	<p>All Coordinate Algebra and Geometry teachers</p>	<p>TCHS Communication Page</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 Data Results</p>	<p>All ELA Teachers</p>	<p>TCHS Communication Page</p> <p>EOC Score Reports</p>

	Consolidated TCHS Writing Plan		
<p><u>ELA</u></p> <p>Focus on texts within the Lexile level stretch band in order to increase the number of students 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>	<p>All ELA Teachers</p>	<p>TCHS Communication Page</p> <p>EOC Score Reports</p>
<p><u>ELA</u></p> <p>Based on test data, 8<sup>th</sup> grade ELA class scores, and teacher recommendations, 9<sup>th</sup> grade students who qualify will be placed in the Foundations of Literature course in order to help those students become more confident in ELA skills before taking 9<sup>th</sup> Literature in the 10<sup>th</sup> grade.</p>	<p>Lesson Plans</p> <p>Test Results Data from 8<sup>th</sup> Grade</p> <p>Teacher Recommendation Reports</p>	<p>Foundations of Literature 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>CTAE</u></p> <p>Increase the number of graduates who were CTAE concentrators who have met the proficient level on</p>	<p>Lesson Plans indicating increased reading in content with increased Lexile level</p>	<p>All CTAE Teachers</p>	<p>TCHS Communication Page</p> <p>EOC Score Reports</p>

the American Lit EOC				
<u>CTAE</u> Increase the number of CTAE Pathway Completers who pass the technical skills assessments	Academic Advisement Records	All Faculty	End of Pathway Assessment score reports	
<u>Science</u> Improve cell strand with emphasis on Respiration and Cell Transport	Lesson Plans Student Examples Common Assessments Common Assessment Student Data Results	All Biology Teachers	TCHS Communication Page EOC Score Reports	
<u>Science</u> Improve Genetics strand with emphasis on the statistical reasoning behind the Punnett squares.	Lesson Plans – with incorporation of more instructional time and review Common Assessments Common Assessment Student Data Results	All Biology Teachers	TCHS Communication Page EOC Score Reports	
<u>Science</u> Improve the Physics: Energy, Force, & Motion strand on the Physical Science EOC by more consistently following a common teaching sequence as well as	Lesson Plans Common Assessments Common Assessment Student Data Results	All Physical Science Teachers	TCHS Communication Page EOC Score Reports	

common assessment strategy				
<u>Science</u> Improve the emphasis on mathematical and graphical models by incorporating more of these test questions in Env. Science classes.	Lesson Plans Common Assessments Common Assessment Student Data Results	All Environmental Science Teachers	TCHS Communication Page EOC Score Reports (in year two)	
<u>Social Studies</u> Improve New Republic through Reconstruction strand in US History and improve Fundamental Economic Concepts strand in Economics	Lesson Plans Common Assessments Common Assessment Data Results	All US History and Economics Teachers	TCHS Communication Page EOC Score Reports	
<u>Social Studies</u> Increase level of DOK questioning on student assessments in an effort to test students more similarly to EOC assessments	Common Assessments Common Assessment Question Analysis Common Assessment Data Results	All Social Studies Teachers	TCHS Communication Page EOC Score Reports	
Increase the overall percentage of student performance on ACCESS test scores for ESOL and Migrant	ACCESS test scores	All Faculty	Migrant PAC meeting and ESOL Parent meeting. Translator is provided for the parents who need this service.	

## SMART GOAL #1: Create a school-wide strategy to decrease the failure rate of students in 9th grade courses from 9% to 7% or better.

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 9th Grade Students	<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 9th 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 9th grade transition course to promote consistency while providing targeted 9th graders with intensified skill based instruction to help them become successful in high school.</li> </ul> <p>Provide additional school wide support to 9th 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; 9th grade teacher meeting agendas; Parent communication logs; PBIS data for 9th graders; “teepee time” agendas; Student accountability documents; Collaborative lesson plans</p>	<p><b>School Leaders Demonstrate:</b> Facilitating and guiding meetings and discussions concerning the execution of the smart goal</p> <p><b>Teachers Demonstrate:</b> A collaborative support system in which all teachers assist students in obtaining credits in 9th grade courses</p> <p><b>Students Demonstrate:</b> 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 9th grade transition lesson plans and continued curriculum development. Adjust strategies as needed</p>	<p>Faculty Contracted</p>



**SMART GOAL #2: Improve the percentage of students who are reading at the 1275 Lexile level for 9<sup>th</sup> graders from 32% to 38% and for 11<sup>th</sup> graders from 57% to 60%.**

		Artifacts	Evidence		
<p>Instruction Standard #4 – Uses research-based instructional practices that positively impact student learning</p>	<p>All students</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><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>	<p>Periodic Impact checks of process implementation</p> <p>Adjust strategies as needed</p>	<p>Faculty Contracted</p>

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>2020-2021</b></p>	<p><i>Stipend to each mentor – TCBOE</i></p>	<p><b>TCBOE and mentoring teachers</b></p>	<p><b>TCBOE, Administration, Academic Coach</b></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>2020-2021</b></p>	<p><b>TCBOE salary</b></p>	<p><b>TCBOE admin</b></p>	<p><b>TCBOE, Administration</b></p>	<p><b>GMAS scores, ACCESS scores, graduation rate</b></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>2020-2021</b></p>	<p><b>Faculty Contracted</b></p>	<p><b>Dr. Kristi Hernandez</b></p>	<p><b>Administrative observations, Lesson plans</b></p>	<p><b>Student testing data, Student classroom grades, Student ACCESS scores</b></p>
<p><i>Student software aimed at improving assessment strategies as well as assisting with remediation and acceleration</i></p>	<p><b>2020-2021</b></p>	<p><b>USA Test Prep subscriptions</b></p>	<p><b>TCBOE and TCHS Guidance</b></p>	<p><b>Administrative observations, Lesson plans, Academic Coach visits</b></p>	<p><b>Lesson plans, Student usage reports, Student diagnostic reports</b></p>

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<i>techniques</i>						
<i>Purchase of instructional supplies for student projects, including manipulatives</i>	2020-2021	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>	2020-2021	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>	2020-2021	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>	2020-2021	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>	2020-2021	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>	2020-2021	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	

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<p><i>A PBIS team that meets periodically has been selected and trained in order for the team to assist administration with the determination of strategies to positively affect student behavior across grade levels</i></p>	<p><i>2020-2021</i></p>	<p><i>TCBOE</i></p>	<p><i>TCBOE, Administration, and PBIS Team Members</i></p>	<p><i>PBIS Team members, Administration</i></p>	<p><i>PBIS meeting agendas, PLC agendas, Student behavioral data</i></p>
<p><i>After School Remediation sessions are scheduled once a week to provide students with tutoring and make-up sessions to recover missed assignments/assessments. Migrant/ESOL support will be available as well</i></p>	<p><i>2020-2021</i></p>	<p><i>TCBOE</i></p>	<p><i>TCBOE, Administration, Faculty Supervisors, Classroom Teachers</i></p>	<p><i>Administration, Faculty Supervisors, Classroom Teachers</i></p>	<p><i>After School Enrichment weekly student listing, actual attendance rosters</i></p>
<p><i>Migrant Paraprofessionals and ESOL Inclusion Teachers are used to supplement instruction via inclusion in student classes</i></p>	<p><i>2020-2021</i></p>	<p><i>TCBOE</i></p>	<p><i>TCBOE, Administration, Classroom Teachers, Paraprofessionals, ESOL Teacher</i></p>	<p><i>Administration, Classroom Teachers</i></p>	<p><i>Lesson Plans, Paraprofessional schedule/ student assistance list, ESOL Schedule/ student assistance list</i></p>
<p><i>Conversion to block scheduling to increase the instructional period and provide students with increased performance based instructional practices; reduce class size where possible to improve teacher to student ratio so DI and small groups can</i></p>	<p><i>2020-2021</i></p>	<p><i>TCBOE</i></p>	<p><i>TCBOE, Administration, Advising Faculty Members</i></p>	<p><i>Administration, Advising Faculty Members</i></p>	<p><i>Lesson Plans; Student products</i></p>

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<i>be utilized for instruction</i>						
<i>Provide credit recovery opportunities for Migrant and ESOL students during summer school</i>	2020-2021	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	ESOL/ Migrant lesson plans, schedule, and student program logs
<i>Provide language acquisition software for applicable students</i>	2020-2021	TCBOE	TCBOE, Administration, ESOL/Migrant staff	Administration, ESOL/Migrant staff	ESOL/ Migrant lesson plans, schedule, and student program logs	ESOL/ Migrant lesson plans, schedule, and student program logs
<i>Provide WIDA training and instructional materials to TCHS faculty and staff</i>	2020-2021	TCBOE	TCBOE, Administration, ESOL/Migrant staff	Administration, ESOL/ Migrant staff	PLC agendas, Faculty meeting agendas, meeting artifacts	PLC agendas, Faculty meeting agendas, meeting artifacts
<i>Provide educational field trips whenever possible and/or informational sessions for select students in order to enhance the educational experience</i>	2020-2021	TCBOE	TCBOE, Administration, Counselors, ESOL/Migrant staff	Administration, Counselors, ESOL/Migrant staff	Field trip attendance rosters	Field trip attendance rosters
<u>Math</u> <i>Incorporation of Foundations of Algebra course for qualified 9<sup>th</sup> grade students</i>	2020-2021	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	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</i>	2020-2021	TCBOE	ELA Department	Administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans, Student products	Teacher lesson plans, Student products

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<i>department</i>						
<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>	2020-2021	TCBOE	Media Specialist; ELA Teachers	Administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans, Student products	
<u>ELA</u> <i>Provide supplemental texts/novels to improve the reading interest of ELA students</i>	2020-2021	TCBOE	Administration, ELA Department, Media Specialist	Administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans, Student artifacts	
<u>Social Studies</u> <i>Increased incorporation of reading from primary documents in an effort to improve reading comprehension</i>	2020-2021	NA	All Social Studies Faculty	Administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans	
<i>Foundations of Literature is used to target select students who have deficiencies in English/Language Arts</i>	2020-2021	TCBOE	Hollie Ikner-Foundations of Literature teacher	Administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans, EOC score reports	
<u>College/Career Transition</u> <i>TCHS Offers 4 degree level courses through Dual Enrollment on our campus as well as one certificate</i>	2020-2021	Funding Institution/TCBOE	Shaquila Foreman – TCHS Counselor/Participating Faculty Member	Funding Institution	Class completion reports from funding institution	

<i>program</i>						
<u>College/Career Transition University Tour</u> conducted each fall; <u>Technical College Tour</u> conducted each spring (in person or virtual tours); <u>PROBE</u> fair participation	2020-2021	TCBOE	Shaquila Foreman – TCHS Counselor	NA	NA	Student participation rosters
<u>College/Career Transition</u> TCHS allows various college and technical school recruiters to visit students during lunch to discuss post-secondary options/interests	2020-2021	Funding Institution(s)	Shaquila Foreman – TCHS Counselor	NA	NA	Schedule, student participation
Check & Connect program provides monitoring and mentoring services to selected “at risk” students	Yearly	Salery – TCBOE	Jessica Helms – Check & Connect Coordinator	Graduation Rate of Check & Connect Students	Agenda, Meeting notes, Sign-in sheets, Student grade reports	
Reach Program provides extensive support for targeted 9 <sup>th</sup> grade students in an effort to boost graduation rates	Yearly	TCBOE and Reach Grant Program	Shaquila Foreman – TCHS Counselor	Reach Students Graduation Statistics	Program Documents, Selection Process Documents, Student grade reports	
Why – Try Program provides counseling and support to at risk students in an effort to help them reach graduation	Yearly	TCBOE	Angie Costen – Why Try Director	Graduation Rate of Why-Try participants	Program Documents, Selection Process Documents, Student grade reports	

<p><b>GAP – Georgia Apex Program</b> The TCBOE partners with Pineland to provide mental health support to students on an individual basis</p>	<p><i>Yearly</i></p>	<p><i>TCBOE and Pineland</i></p>	<p><i>Shaquila Forman and Lynn McArthur – TCHS Counselors</i></p>	<p><i>Meeting Minutes,</i></p>	<p><i>Applicaton/Referral process documentation, Student grade reports</i></p>
<p>TCHS has created a school-wide PBIS program to address and prevent problem behavior characteristics school wide</p>	<p><i>Yearly</i></p>	<p><i>TCBOE</i></p>	<p><i>All Faculty</i></p>	<p><i>PBIS Team Minutes, Posters, Yearly PBIS Audits</i></p>	<p><i>PBIS Team Minutes, School Announcements, Posters, etc.</i></p>
<p>TCHS teaches social-emotional lesson provided by State of Georgia. These lessons are addressed to entire student body during advisement eight (8) times a year</p>	<p><i>Yearly</i></p>	<p><i>TCBOE</i></p>	<p><i>Advisement teachers</i></p>	<p><i>State adopted lesson plans, Advisement schedules and individual student schedules</i></p>	<p><i>PBIS Statistics, Counseling records, etc.</i></p>
<p>TCHS uses programs, software, and teaching strategies that are research based.</p>	<p><i>Yearly</i></p>	<p><i>TCBOE</i></p>	<p><i>All Faculty</i></p>	<p><i>TCHS Administration and Curriculum Coach</i></p>	<p><i>Lesson Plans, System/School Technology Plan, PLC Agendas/ Minutes</i></p>

**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 to 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.



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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 in an effort to help student and parent adjust to the high school schedule.</i></p>	<p><i>July 2020</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 agendas, parent newsletters. All documents are also provided in Spanish</i></p>	<p><i>2020-2021 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>
<p><i>TCHS Open House</i></p>	<p><i>2020-2021 School Year – (meeting quarterly)</i></p>	<p><i>Faculty Contracted</i></p>	<p><i>Administration, All Faculty</i></p>	<p><i>Attendance Percentage</i></p>	<p><i>Agenda, Sign-in sheets, PTO minutes</i></p>
<p><i>Senior Parent Night – Parent information disseminated concerning</i></p>	<p><i>September 2020</i></p>	<p><i>Faculty Contracted</i></p>	<p><i>Shaquila Forman – 12<sup>th</sup> grade Counselor</i></p>	<p><i>% of parent/student participation</i></p>	<p><i>Agenda, Sign-in sheets</i></p>

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Senior year events						
Financial Aid Parent Night – Information disseminated to explain financial aid process	October 2020	Faculty Contracted	Shaquila Forman – 12 <sup>th</sup> grade Counselor	% of parent/student participation	Agenda, Sign-in sheets	
8 <sup>th</sup> Grade Orientation – Informational parent meeting for 8 <sup>th</sup> graders before they register for 9 <sup>th</sup> grade	March 2021	Faculty Contracted	Administration; Lynn McArthur – 9 <sup>th</sup> Grade Counselor	% of parent/student participation	Agenda, Sign-in sheets, student registration sheets	
Upperclassmen Registration Nights (2) – Parents are given an opportunity to meet with advisors concerning registration for the next school year	March 2021	Faculty contracted plus other faculty volunteers	Natasha Campbell – Registrar TCHS	% of parent/student participation (64% participation rate in 15-16 school year)	Sign-in sheets; student registration sheets	
Parent Portal	2020-2021	TCBOE	Lynna Hilliard – TCBOE; Natasha Campbell – Registrar TCHS	Interactive hits on website	Interactive hits on website; Parent registration	
Parent Portal Message Board – Provides informational updates to parents once they log in to the parent portal	2020-2021	TCBOE	Natasha Campbell – Registrar TCHS	Interactive hits on website	Interactive hits on website; Parent registration	
TCHS Communication Page and E-Chalk website	2020-2021	TCBOE	Julie Blocker – Media Specialist TCHS; All Faculty	Interactive hits on website	TCHS Communication Page	

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Individual Parent Meetings and 504 Meetings	2020-2021	Faculty Contracted	Tammy Carpenter – Records TCHS; Lynn McArthur 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 2020	Faculty Contracted	Sabrina Page – WBL Coordinator; Dr. Dina DeLoach – YAP Coordinator	90% attendance rate	Agenda; Parent permission paperwork/documentation; Training agreement
CTAE Advisory committee provides community input into the effectiveness of the program. The goal is for the committee to become more active in the CTAE process.	August 2020 January 2021	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
TCHS Career Day is held to incorporate the curriculum and guest business partners in an effort to give students career information of their interest	February 2021	Faculty Contracted	Julie Blocker – Media Specialist; Dr. Dina DeLoach – CTAE Coordinator; Sabrina Page – WBL Coordinator	Student participation, Business partner list	Student attendance, career day schedule and business partner listing
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	August 2020 January 2021 April 2021	Faculty Contracted	Dr. Kristi Hernandez	Spring survey evaluation instrument	Agenda, Sign-in sheets, Minutes, Parent handouts

and to provide interested parties to make suggestions, recommendations, comments and/or complaints						
ESOL parent meetings – Information meeting in an effort to connect the parent to the school and school processes	January 2021	Faculty Contracted	Dr. Kristi Hernandez	Spring survey evaluation instrument	Agenda, Sign-in sheets, Minutes, Parent handouts	
Dual Enrollment parent meeting	Individual Parent Meetings – Summer 2020 August 2020 (Student Only) Yearly/ May be Limited	Faculty Contracted	Shaquila Foreman	Dual Enrollment rosters	Agenda, Sign-in sheets, Parent handouts	
Senior college visitation days		NA	Guidance Department	NA	Student sign-up sheets	

**Resources:**  
Georgia

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

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

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

**SIGNATURES:**

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

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

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

Title I Director \_\_\_\_\_ Date \_\_\_\_\_  
 (Title I Schools only)

**Planning Committee Members**

Name	Position/Role	Signature
Lakisha Bobbitt	Principal	
Jonathan King	Assistant Principal	
Allen Yancey	Assistant Principal	
Jodie Wallis	Academic Coach	
Janet Bussell	Science Department Chair	
Ken Murphy	Social Studies Department Chair	
Shannon Stuckey	English Department Chair	
Brianna Hill	Math Department	
Lindsay Hodges	Special Education Department Chair	
Dr. Dina Deloach	CTAE Supervisor	
Shaquilia Foreman	Counselor	
Kristi Hernandez	ESOL Teacher	
Kristen Logan	Paraprofessional	
Yvette Kennedy	Parent	

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

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