

Terrell County High School



Annual Title I Meeting

Thursday, August 24, 2023

10:00 A.M. Terrell High School Library (In Person & Virtual)

6:00 P.M. Virtual via Google Meet

What is Title I?

- Schools receive funds based on the number of low-income children who receive free and reduced lunch (rather than achievement scores).

Title I Intent:

- To help all children obtain a high quality education and reach proficiency on challenging state and academic standards and assessments.
- Focuses on promoting reform in high-poverty schools. Supplements the regular program by providing remediation and readiness assistance to students with identified weaknesses and skill deficiencies.

How does our school spend Title I money?

- Provides additional teachers, paraprofessionals, extra instruction, materials, professional development, and opportunities for parents to be involved.
- Parental engagement activities such as workshops and a Parent Resource Center are planned annually to assist parents in developing skills to support education and instruction from the home.

How does our school participate in the Title I Program?

- Professional Learning for staff
- School-wide Programs for students
- Technology Assisted Instruction
- Parent Engagement
- Support Staff
- Instructional support programs

What are our school's Title I school-wide requirements?

- 1. Comprehensive Needs Assessment (CNA)**
- 2. Research-based Reform Strategies**
- 3. Instruction by “highly effective” teachers and paraprofessionals.**
- 4. High quality and ongoing professional development for teachers, principals, paraprofessionals and other appropriate stakeholders.**
- 5. Strategies to attract high quality, highly effective teachers to high-need schools.**

**What is our
school's
Designation
Status and
what does it
mean?**

Terrell High School has not been given a school designation this year, which means we are a Title I school that is continuing to provide a quality education to all of our students.

School-Wide Title I GOALS FOR 2023-2024

Goal 1:

Each area on the Content Mastery component of the CCRPI will increase by 3% from October 2023 to October 2024 as indicated on the 2024 CCRPI report.

Goal 2:

Each indicator on the Readiness component of the CCRPI will increase by 3% from October 2023 to October 2024 as indicated on the 2024 CCRPI report.

Goal 3:

The graduation rate will increase from 88.1% to 90% as indicated on the 2024 CCRPI report.

What programs/supports are in place?

- **Thinking Maps**
- **Instructional Framework**
- **Standards Based Instruction**
- **Title I Intervention Labs**
- **Edpuzzle**
- **Newsela**
- **Progress Learning**
- **Illuminate**
- **Credit Recovery (PLATO)**

What is the state's grades report for our school?

1. **The Governor's Office of Student Achievement (GOSA) Report presents its annual report on Georgia's public education agencies. Under the federal Elementary and Secondary Education Act (ESEA), and as mandated by state law in O.C.G.A. § 20-14-26, Georgia is required to develop a Single Statewide Accountability System (SSAS) for public schools and districts that includes information on school performance and characteristics. The Annual Report Card contains test results as well as other information relevant to school performance toward the goals of student achievement and school completion. You may access the GOSA report card by going to <https://schoolgrades.georgia.gov/terrell-high-school>**
2. **or http://terrell_hs.campuscontact.com/ and click on the GOSA Georgia School Grades**
3. **Reports icon (pictured below).**



Terrell High School
District: Terrell County
Grades: 9-12
School Letter Grade: N/A
Score: N/A

What curriculum does our school use?

The Georgia Standards of Excellence (GSE) are mandated by the Georgia Department of Education.

The College and Career Ready Performance Index (CCRPI) promotes college and career readiness for all Georgia public school students and is our measuring stick.

What tests will my child take?

Georgia Milestones

9th Grade

Algebra 1

10th Grade

American Literature

Biology

U.S. History

How do these tests measure my child's progress?

Georgia Milestones measure how well students have learned the knowledge and skills outlined in the state-adopted content standards in English language arts, mathematics, science, and social studies.

The end-of-course measures are administered at the completion of the course, regardless of the grade level. High school students who are enrolled in one or more of these courses are required to take the associated end-of-course (EOC) measure. These measures serve as the final exam for the course and contribute 10% to the student's final course grade.

**How do
these tests
measure
my child's
progress?**

AMENDMENT

The SBOE approved an amendment to SBOE Rule 160-4-2-.13 Statewide Passing Score that changes the percentage requirement of the numeric score on the Georgia Milestones EOC assessment on a student's final numeric grade in the course assessed by the EOC to a minimum of **10%**, from the previous percentage requirement of 20%.

What proficiency levels is my child expected to meet?

There are 4 proficiency levels.

Beginning Learners do not yet demonstrate proficiency

Developing Learners demonstrate partial proficiency

Proficient Learners demonstrate proficiency

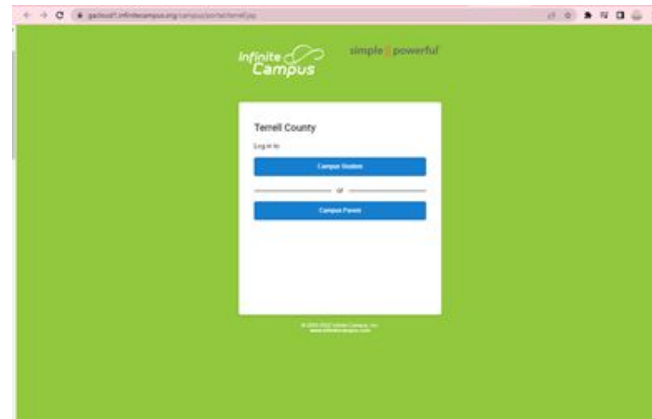
Distinguished Learners demonstrate advanced proficiency

Your child is expected to meet the Proficient Level.

How to access previous test performance, standards, and attendance about my child using the Statewide Longitudinal Data System (SLDS) through the school's parent portal

- Parents now have access to their children's SLDS data through the SLDS Parent Portal. The SLDS Parent Portal is accessible to parents directly through their district's student information system.
- You must fill out a parent portal registration form for your child to have access to SLDS Parent Portal.
- Using Georgia's SLDS Parent Portal helps parents answer the following questions:
 - How can I talk to my child about how they are doing in school?.
 - How is my child doing in math and reading?
 - How many school days has my child missed?
 - How does my child compare to other students?
- **HOW TO ACCESS THE SLDS PARENT/STUDENT PORTAL**
 - All districts provide a district parent/student website. Parents and students can get to Georgia's SLDS Parent/Student Portal inside their district's parent/student website. Parents and students will need to request access to their district's parent/student website prior to accessing Georgia's SLDS Parent/Student Portal.

Information will be coming soon on how to access our new student information system known as Infinite Campus.



Terrell County Charter School System
2023 - 2024

Annual Title I Parent Meeting

*The
Systematic Approach*

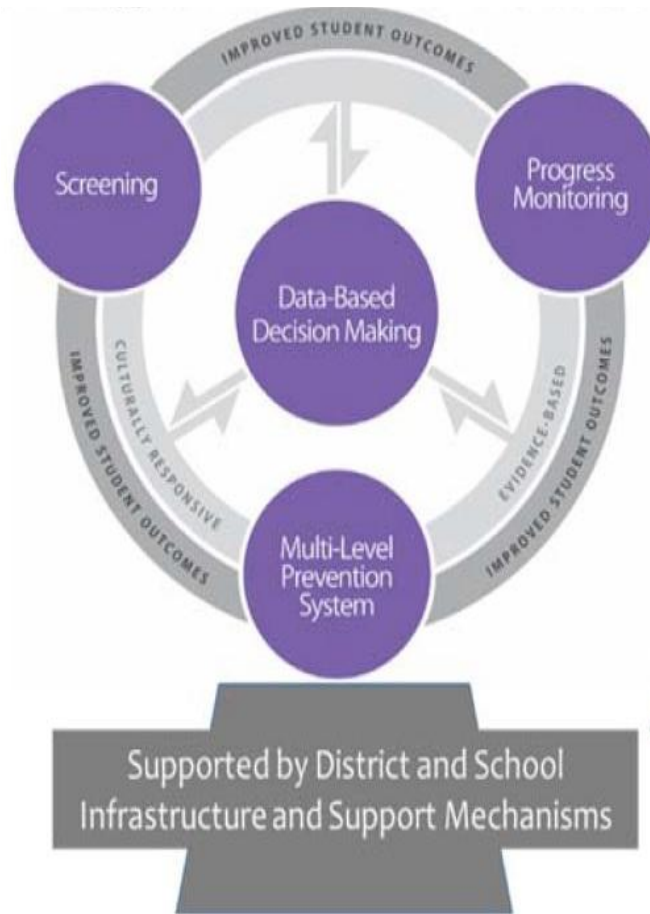
**Multi-tiered System
of Supports**

Georgia's Multi-tiered System of Supports (MTSS)

“A **multi-tiered system of supports** (MTSS) is a tiered system of supports that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. MTSS promotes systems alignment to increase efficiency and effectiveness of resources”

(Adopted from the National Center on Response to Intervention, 2010)

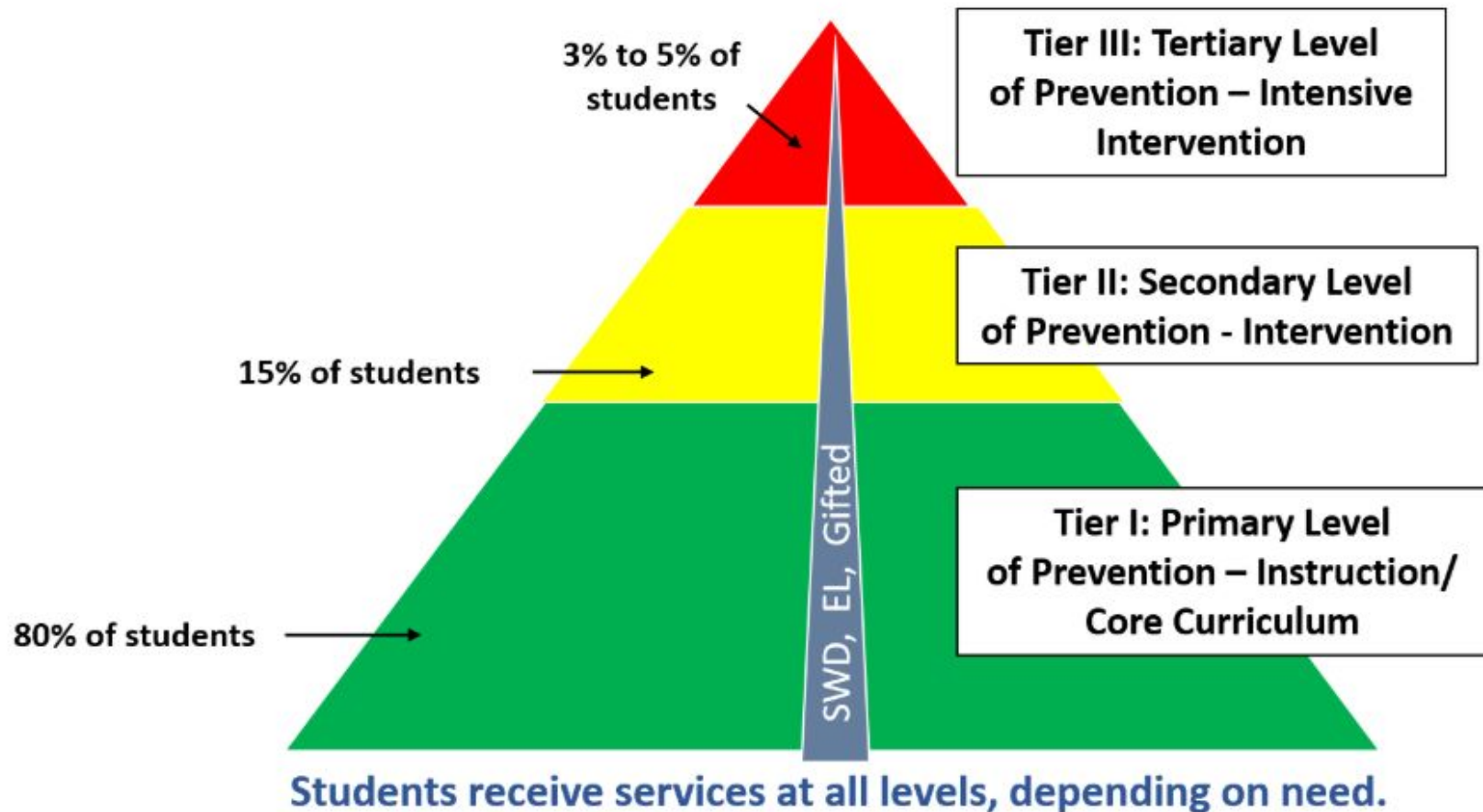
Essential Components of MTSS



Georgia added the essential component of Infrastructure.

School-wide, Multi-level Prevention System

Essential Component: Multi-Level *Prevention* System



01

ACCELERATION

- Gifted Program - advanced content courses
- Dual Enrollment/4C Academy
- Advanced course offerings

02

ACADEMIC PROFICIENCY

- Meet grade level expectations
- Pass courses
- Score at the proficient level or higher on GMAS



03

CLOSE SKILL GAPS IN LITERACY & MATH

In accordance with grade level expectations,

- Master phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing skills
- Master numeracy and mathematical skills

04

DROPOUT PREVENTION

- Monitor early warning signs of dropout regularly
- Promote student involvement
- Align academic advisement with graduation rules

Purposes of MTSS

05

PREVENTION OF NEGATIVE OUTCOMES

- Social Emotional Learning curricula, PBIS system
- Wrap around services - clinic, health screenings, etc.
- Classroom management professional learning
- Mental health, counseling, social work referrals
- Leverage partnerships to meet student needs

06

READINESS

- Meet developmental norms
- Improve workforce readiness, college readiness
- Provide key financial knowledge to break the cycle of poverty

Close Skill Gaps in Literacy and Math

Tier II: Intervention

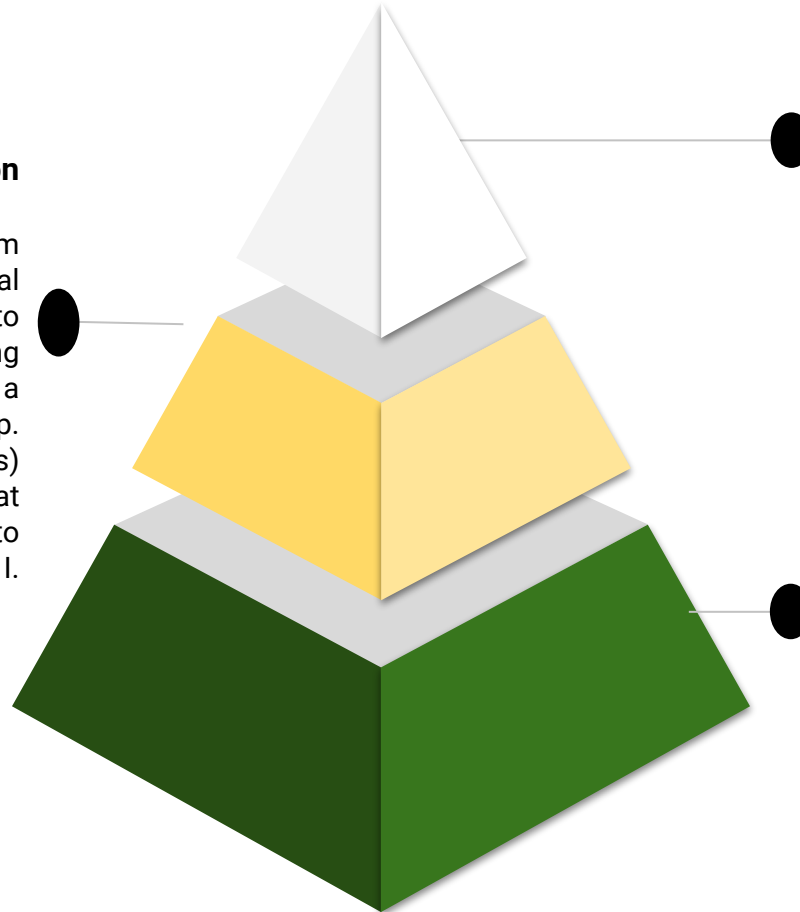
An interventionist or classroom teacher provides supplemental (direction) instruction on key skills to small groups of students using evidence-based interventions at a prescribed dosage to close a skill gap. Curriculum-based measures (CBMs) are used for progress monitoring at set intervals. The student continues to receive instructional supports at Tier I.

Tier III: Intensive Intervention

An interventionist provides individualized instruction on key skills to a student using evidence-based interventions. The student continues to receive instructional supports at tiers I and II.

Tier I: Teach GSE

The classroom teacher provide direct instruction on key skills and knowledge using evidence-based strategies and assess student knowledge at the level of rigor demanded by the standard.



Prevent Negative Outcomes - Behavior

Tier II: Intervention

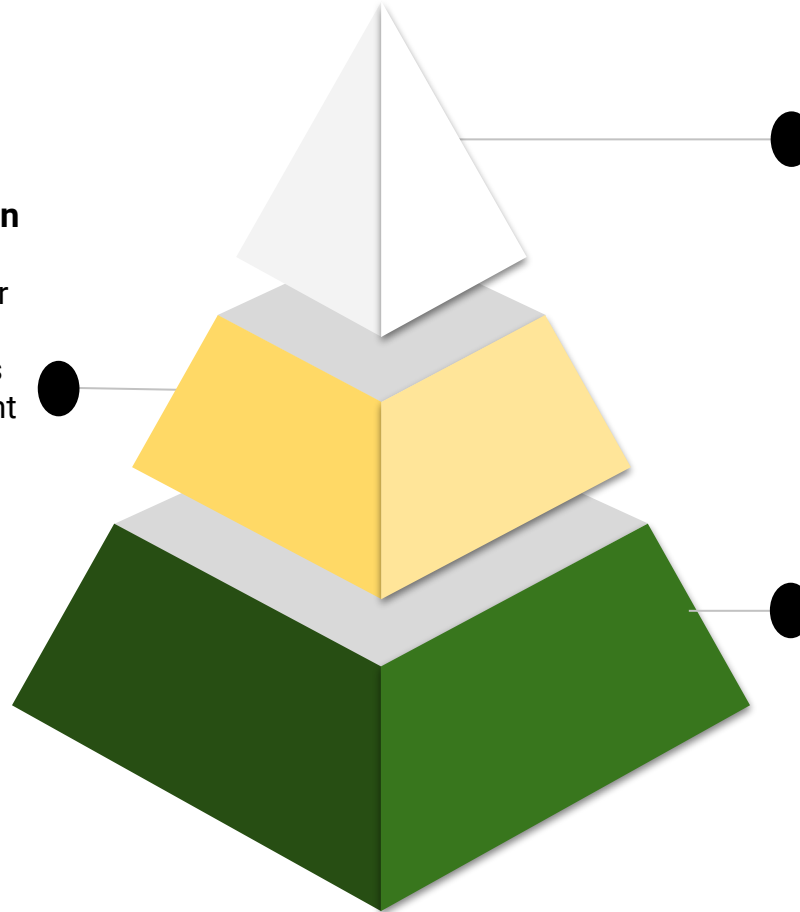
Counselors, school leaders, or auxiliary staff provide evidence-based interventions for for a small group of student who are at risk of displaying continued academic, social, and/or emotional behaviors.

Tier III: Intensive Intervention

Counselors, specialists, or external partners provide one-on-one individualized interventions for a student who is at risk of poor behavioral outcomes in the areas of academics, social, and/or emotional behaviors.

Tier I: Teach Behavioral Expectations

Classroom teachers and school leaders provide direct instruction on the appropriate social and emotional behaviors, as well as classroom, hallways, and school expectations



STEP 1:

Administer the universal screener.

Train all staff members who will administer the screener. Ensure that all students are in the platform.

STEP 2:

Identify students at risk of poor outcomes.

Using the appropriate cut scores, generate the preliminary list of students at risk for poor outcomes.

STEP 3:

Verify the risk level using secondary data points.

Use two secondary data points to verify risk. Any student who scores at the high risk level on the screener and on one of the two secondary data points is considered at-risk.

STEP 6:

Develop the progress monitoring plan.

Based on the intervention selected, the RTI team determines the progress monitoring tool, who administers it, how often the assessment is given, and the goal in order to measure the growth.

STEP 5:

Develop the intervention plan.

Based on the skill gap(s) identified on the universal screener, the RTI team determines the intervention, the interventionist, the start date, end date, number and specific days of the week, the start time, end time, and setting. The intervention must be evidence-based and aligned to the skill gap.

STEP 4:

Evaluate the need for tiered services.

The RTI Team meets to determine whether or not each at-risk student receives supports. If an at-risk student is receiving special education services, the student must be referred to the IEP committee. The IEP committee should meet to discuss supports.

STEP 7:

Implement with fidelity.

Ensure that the intervention and progress monitoring plans are implemented with fidelity. Progress monitoring data must be reported as planned. If there are concerns, address them as soon as they become evident.

STEP 8:

Evaluate the effectiveness of the intervention plan.

When interventions have occurred with fidelity and at least four data points have been collected, the RTI coordinator examines the most recent data points to evaluate the effectiveness of the plan.

STEP 9:

Modify the Intervention Plan.

If the trendline of the four data points is trending downward, the RTI team must meet to discuss interventions. In progressive order, the committee can decide to continue the intervention, recommend a change in the dosage, a change in the intervention, or a change in the frequency of progress monitoring (move to Tier 3 support).

Dr. Shercca R. Harvey

Multi-tiered System of Supports

TERRELL COUNTY SCHOOL SYSTEM



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P.O. BOX 151

DAWSON, GA 39842



What is required by law for parent engagement?

As mandated by the Elementary and Secondary Education Act of 1965 (ESEA) and as amended by the Every Student Succeeds Act (ESSA) of 2015, schools and districts must ensure that strong strategies are in place to:

- Build capacity of parents with input from school staff and stakeholders
- Build capacity of school staff with input from parents and other stakeholders
- Involve parents/stakeholders in an effective partnership with the school
- Share and support high student academic achievement
- Reserve 1% of Title I funds for parental engagement activities if Local Educational Agency (LEA) receives more than \$500,000
- Provide full opportunities of parents with limited English proficiency, parents of migratory children, and parents with disabilities
- Provide information and school reports in a language parents can understand, such as translated flyers or an interpreter present at meetings

How is Title I Parent Engagement money spent?

- A District Parent and Family Engagement Coordinator
- A School Parent Liaison
- Transportation, childcare, interpreters, and other accommodations when applicable
- Materials for Title I activities
- Materials and Supplies for the Parent Resource Center (PRC)
- Resources for the PRC including computers, academic resources, and books for the PRC mini library
- Travel and registration fees for the District Parent and Family Engagement Specialist, the School Parent Liaison, Parent Representative for State Superintendent's Parent Advisory Council (when applicable), and Parent Engagement Conference (when applicable)

What is the District's and School's Parent and Family Engagement Plan?

Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each local educational agency (LEA) receiving Title I, Part A funds develop jointly with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement plan. This school year the district and schools collaboratively decided to go to the Combined Parent and Family Engagement Plan. State charter schools and school systems with one Title I school or one school per grade band may merge their district-level and school-level Parent and Family Engagement Plans into one Parent and Family Engagement Plan.

In support of strengthening student academic achievement, the Terrell County Charter School System (TCCSS) has developed this parent and family engagement plan that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools: Cooper-Carver Elementary, Terrell Middle School, and Terrell High School. This plan will describe TCCSS commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

What is the District's and School's Parent and Family Engagement Plan?

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education.

A copy of the Combined Parent and Family Engagement Plan was given to parents at Registration, at the Annual Title I Meeting, and is also available on the District and School Websites. In addition, a copy of the plan is located on the Parent Board at Terrell High School and in the Parent Resource Center room 103 at the Terrell County Board of Education Administration Building.

What is a School-Parent Compact?

The Every Student Succeeds Act (ESSA) Section 1116(d) states that each school served under Title I, Part A shall jointly develop with parents for all children served under Title I, Part A, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

A School-Parent Compact is a written commitment indicating how all members of a school's community -- parents, teachers, principals, students, and community members -- collaboratively agree to share responsibility for students' learning and academic success.

Does my child's teacher meet professional qualifications?

- Under the reauthorization of the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (ESSA) of 2015:
 - Highly Qualified (HiQ) is no longer required or reported to the United States Department of Education (USDE).
 - Instead, ESSA, under Title I, Part A, says that state education agencies (SEAs) and local education agencies (LEAs) must ensure teachers meet applicable state certification requirements.
 - Teacher must be highly effective
- In Georgia, state certification requirements are established by the Georgia Professional Standards Commission (GaPSC).
- However, Georgia law also allows LEAs to waive certification requirements if the LEA has an approved Charter or Strategic Status.
- LEAs that waive state certification must establish professional qualifications (PQ) for their teachers and report the requirements.

What is a parent's right to know?

- **To know the school improvement status of the school.**
- **To know the level of achievement of their child.**
- **To know the professional qualifications of their child's teacher(s) and/or paraprofessionals.**
- **To be involved in the planning and implementation of the parent engagement program in their school.**

What opportunities does the school provide for parent engagement?

Parent decision making opportunities/meetings/councils

- **Leadership Team**
- **Local School Governance Meeting**
- **Behavior Incentive Committee**
- **Parent/Teacher conferences**
- **School Council**
- **School Parent Compact**
- **School Wide Plan Revision Meetings**
- **School Improvement Plan Revision Meetings**
- **School Safety Policies**
- **Comprehensive Needs Assessment (CNA)**
- **District Improvement Plan Revision Meetings**
- **Combined Parent and Family Engagement Plan Planning Meetings**

What opportunities does the school provide for parent engagement?

Parent Engagement Opportunities for school or home

- Parent Resource Center
- Parent Workshops
- Parent Input Surveys which provides insights into the needs of the school and input on how the 1% set aside for Parent and Family Engagement activities is spent
- Parent Feedback forms

Volunteer opportunities also include but is not limited to:
Assist in school activities with organizations such as

- National Honor Society
- Yearbook committee
- Student Council
- Leadership Team
- School Council
- Homecoming Committee
- Boosters Club
- CTAE Advisory Committee

Please see specific parent engagement activities in the Combined Parent and Family Engagement Plan

How responsive will the school be to my questions when staff is contacted?

Every effort is made to contact parents as soon as possible to resolve any concerns.

If you ever have any questions or concerns, please feel free to contact:

Dr. Vivian Laster, Principal
Terrell High School
201 Greenwave Blvd.
Dawson, Georgia 39842
vlaster@terrell.k12.ga.us
229-995-2544

For Title I related questions, please contact:
Dr. Tonya Perkins at tperkins@terrell.k12.ga.us
229-995-4096

FAMILY & COMMUNITY ENGAGEMENT CONTACT INFORMATION

FAMILY & COMMUNITY ENGAGEMENT SPECIALIST

Dr. Lakeria Moore Spencer

Email: lspencer@terrell.k12.ga.us

Location: Terrell County Board of Education
761 1st Avenue SE
Dawson, Georgia 39842

Office: Room 103 - Parent Resource Center

Phone: (229) 995-2229

Hours: Monday-Thursday- 8:00 A.M. - 4:30 P.M. Friday-8:00 a.m. - 4:00 p.m.

FAMILY & COMMUNITY ENGAGEMENT SCHOOL PARENT LIAISON

Mrs. Latoya Johnson

Email: lsmithjohnson@terrell.k12.ga.us

Location: Terrell High School
201 Greenwave Blvd
Dawson, Georgia 39842

Phone: 229-995-2544 Ext 3022

Closing and Evaluations

Questions/concerns/suggestions

Please complete the survey.

Thank you for attending!

**We hope to see you again
very soon!**