



# Comprehensive Needs Assessment 2022 - 2023 School Report



**Telfair County  
Telfair County High School**

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member’s name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

#### Leadership Team

	Position/Role	Name
Team Member # 1	Eric Cowart	Principal
Team Member # 2	Bill Wood	Assistant Principal
Team Member # 3	CTAE Director	Sherry Beasley
Team Member # 4	Social Worker/Attendance Officer	Larry Wells
Team Member # 5	Counselor	Julie Joiner
Team Member # 6	Media Specialist	Jennifer Joines
Team Member # 7	Technology Specialist	Dafaney White

#### Additional Leadership Team

	Position/Role	Name
Team Member # 1	Parent Liaison	Josey Zavala
Team Member # 2	ELA Department Chair	Samantha Stanley-Bateson
Team Member # 3	Math Department Chair	Brooka Hutcheson
Team Member # 4	Science Department Chair	Rachel Pope
Team Member # 5	Social Studies Department Chair	Robin Ott
Team Member # 6	Special Education Department Chair	Christi Howell
Team Member # 7	Physical Education Department Chair	Thor Ott
Team Member # 8	Heather Cook	Parent
Team Member # 9	Starr Spires	Parent
Team Member # 10		

# 1. PLANNING AND PREPARATION

## 1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

**Stakeholders**

	Position/Role	Name
Stakeholder # 1	Counselor	Julie Joiner
Stakeholder # 2	Parent Liaison	Josey Zavala
Stakeholder # 3	Health Care Provider	Sherry Clark
Stakeholder # 4	Social Worker/Attendance Officer	Larry Wells
Stakeholder # 5	Parent	Bob Wood
Stakeholder # 6	Faith-Based Community Leaders	Steve Pilkinton
Stakeholder # 7	Technology	Dafaney White
Stakeholder # 8	Student	Abram Harrelson

<p><b>How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?</b></p>	<p>The TCHS CNA team will have various opportunities to provide feedback through the assessment process. During the CNA meeting process (which vary from face-to-face meetings to social media contact), stakeholders will have the time and medium for providing all feedback to the team to ensure their input and guidance are part of the process. Stakeholders may submit feedback during face-to-face interactions, written documents, emails, phone calls, text messages, and social media responses. Principal Eric Cowart, Assistant Principal Bill Wood, and Department Chairs will organize meetings and collect documentation of stakeholder feedback.</p>
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

#### Coherent Instruction Data

<b>Curriculum Standard 1</b> -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
<b>1. Exemplary</b>	A systematic, collaborative process is used proactively for curriculum planning.  Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
<b>2. Operational</b>	A systematic, collaborative process is used regularly for curriculum planning.  Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
<b>3. Emerging</b>	A collaborative process is used occasionally for curriculum planning.  Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
<b>4. Not Evident</b>	A collaborative process is rarely, if ever, used for curriculum planning.  Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

<b>Curriculum Standard 2</b> -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
<b>1. Exemplary</b>	<p>Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process.</p> <p>These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.</p>	
<b>2. Operational</b>	<p>Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards.</p> <p>These curriculum documents and resources guide the work of teachers and instructional support staff.</p>	✓
<b>3. Emerging</b>	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
<b>4. Not Evident</b>	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

<b>Instruction Standard 1</b> -Provides a supportive and well -managed environment conducive to learning		
<b>1. Exemplary</b>	<p>A supportive and well-managed environment conducive to learning is evident throughout the school.</p> <p>Students consistently stay on-task and take responsibility for their own actions.</p>	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).  Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.  Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

<b>Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students</b>		
<b>1. Exemplary</b>	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.  Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).  Remediation, enrichment, and acceleration are pervasive practices.	
<b>2. Operational</b>	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.  Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	
<b>3. Emerging</b>	Some teachers differentiate instruction to meet the specific learning needs of students.	✓
<b>4. Not Evident</b>	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

<b>Instruction Standard 6 -Uses appropriate, current technology to enhance learning</b>		
<b>1. Exemplary</b>	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
<b>2. Operational</b>	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
<b>3. Emerging</b>	Some staff members, students, or both use appropriate, current technology to enhance learning.	
<b>4. Not Evident</b>	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

<b>Instruction Standard 7</b> -Provides feedback to students on their performance on the standards or learning targets		
<b>1. Exemplary</b>	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.  Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
<b>2. Operational</b>	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	
<b>3. Emerging</b>	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	✓
<b>4. Not Evident</b>	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

<b>Instruction Standard 8</b> -Establishes a learning environment that empowers students to actively monitor their own progress		
<b>1. Exemplary</b>	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.  Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
<b>2. Operational</b>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
<b>3. Emerging</b>	Some students use tools to actively monitor their own progress.	✓
<b>4. Not Evident</b>	Few, if any, students use tools to actively monitor their own progress.	

<b>Instruction Standard 9</b> -Provides timely, systematic, data -driven interventions		
<b>1. Exemplary</b>	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs.  Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
<b>2. Operational</b>	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
<b>3. Emerging</b>	Some students are provided extra assistance or needed support in a timely manner.	
<b>4. Not Evident</b>	Few, if any, students are provided extra assistance or effective support in a timely manner.	



Coherent Instruction Data

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes.  The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

## Coherent Instruction Data

<b>Assessment Standard 5</b> -Implements grading practices that provide an accurate indication of student progress on the required standards		
<b>1. Exemplary</b>	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
<b>2. Operational</b>	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
<b>3. Emerging</b>	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
<b>4. Not Evident</b>	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

#### Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
<b>1. Exemplary</b>	Administrators consistently build and sustain relationships to foster the success of students and staff.  The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
<b>2. Operational</b>	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
<b>3. Emerging</b>	Administrators sometimes build relationships to foster the success of students and staff.	
<b>4. Not Evident</b>	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
<b>1. Exemplary</b>	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning.  Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
<b>2. Operational</b>	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning.  The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
<b>3. Emerging</b>	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
<b>4. Not Evident</b>	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

<b>Leadership Standard 3</b> -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
<b>1. Exemplary</b>	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	
<b>2. Operational</b>	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
<b>3. Emerging</b>	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
<b>4. Not Evident</b>	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

<b>Leadership Standard 4</b> -Uses processes to systematically analyze data to improve student achievement		
<b>1. Exemplary</b>	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
<b>2. Operational</b>	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
<b>3. Emerging</b>	Some processes are in place and used occasionally to analyze data to improve student achievement.	
<b>4. Not Evident</b>	Few, if any, processes are in place to analyze data to improve student achievement.	

<b>Leadership Standard 5</b> -Builds leadership capacity through shared decision-making and problem-solving		
<b>1. Exemplary</b>	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	
<b>2. Operational</b>	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
<b>3. Emerging</b>	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	✓
<b>4. Not Evident</b>	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

<b>Leadership Standard 6</b> -Establishes and supports a data-driven school leadership team that is focused on student learning		
<b>1. Exemplary</b>	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	
<b>2. Operational</b>	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	✓
<b>3. Emerging</b>	<p>The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.</p>	
<b>4. Not Evident</b>	<p>A school leadership team does not exist or does not have adequate stakeholder representation.</p>	

<b>Leadership Standard 7</b> -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
<b>1. Exemplary</b>	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	
<b>2. Operational</b>	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	✓
<b>3. Emerging</b>	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
<b>4. Not Evident</b>	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Effective Leadership Data

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

<b>Planning and Organization Standard 2</b> -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
<b>1. Exemplary</b>	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	
<b>2. Operational</b>	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	✓
<b>3. Emerging</b>	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
<b>4. Not Evident</b>	<p>An up-to-date, data-driven school improvement plan focused on student performance is not in place.</p>	

<b>Planning and Organization Standard 3</b> -Monitors implementation of the school improvement plan and makes adjustments as needed		
<b>1. Exemplary</b>	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	
<b>2. Operational</b>	<p>he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	✓
<b>3. Emerging</b>	<p>The goals and strategies of the school improvement plan are occasionally monitored by administrators.</p>	
<b>4. Not Evident</b>	<p>The goals and strategies of the school improvement plan are rarely, if ever, monitored.</p>	

Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
<b>1. Exemplary</b>	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.  School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
<b>2. Operational</b>	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
<b>3. Emerging</b>	The use of available resources to support continuous improvement is inconsistently monitored.	
<b>4. Not Evident</b>	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
<b>1. Exemplary</b>	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness.  These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	
<b>2. Operational</b>	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.  These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	✓
<b>3. Emerging</b>	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
<b>4. Not Evident</b>	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.  In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	



Effective Leadership Data

<b>Planning and Organization Standard 6</b> -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
<b>1. Exemplary</b>	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	
<b>2. Operational</b>	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	✓
<b>3. Emerging</b>	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	
<b>4. Not Evident</b>	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

#### Professional Capacity Data

<b>Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving</b>		
<b>1. Exemplary</b>	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.  Administrators collaborate consistently with staff members to gather input.	
<b>2. Operational</b>	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
<b>3. Emerging</b>	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	✓
<b>4. Not Evident</b>	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

<b>Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data</b>		
<b>1. Exemplary</b>	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).  Ongoing support is provided through differentiated professional learning.	
<b>2. Operational</b>	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
<b>3. Emerging</b>	Professional learning needs are identified using limited sources of data.	
<b>4. Not Evident</b>	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).  Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
<b>1. Exemplary</b>	<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
<b>2. Operational</b>	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	✓
<b>3. Emerging</b>	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
<b>4. Not Evident</b>	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
<b>1. Exemplary</b>	<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	
<b>2. Operational</b>	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
<b>3. Emerging</b>	Some resources and systems are allocated to support and sustain professional learning.	
<b>4. Not Evident</b>	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
<b>1. Exemplary</b>	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively.  Evaluation results are used to identify and implement processes to extend student learning.	
<b>2. Operational</b>	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	
<b>3. Emerging</b>	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	✓
<b>4. Not Evident</b>	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

#### Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
<b>1. Exemplary</b>	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school.  Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
<b>2. Operational</b>	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
<b>3. Emerging</b>	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
<b>4. Not Evident</b>	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
<b>1. Exemplary</b>	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.  Structures are continuously monitored for reliable and interactive communication.	
<b>2. Operational</b>	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
<b>3. Emerging</b>	Some structures that promote clear and open communication between the school and stakeholders exist.	
<b>4. Not Evident</b>	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
<b>1. Exemplary</b>	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
<b>2. Operational</b>	<p>Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.</p>	✓
<b>3. Emerging</b>	<p>Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.</p>	
<b>4. Not Evident</b>	<p>Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.</p>	

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
<b>1. Exemplary</b>	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
<b>2. Operational</b>	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
<b>3. Emerging</b>	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
<b>4. Not Evident</b>	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

## Family and Community Engagement Data

<b>Family and Community Engagement Standard 5</b> -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
<b>1. Exemplary</b>	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
<b>2. Operational</b>	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
<b>3. Emerging</b>	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	✓
<b>4. Not Evident</b>	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

<b>Family and Community Engagement Standard 6</b> -Connects families with agencies and resources in the community to meet the needs of students		
<b>1. Exemplary</b>	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
<b>2. Operational</b>	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
<b>3. Emerging</b>	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
<b>4. Not Evident</b>	The school does little to connect families with agencies and resources in the community to meet the needs of students.	



## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

#### Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
<b>1. Exemplary</b>	A supportive and well-managed environment conducive to learning is evident throughout the school.  Students consistently stay on-task and take responsibility for their own actions.	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
<b>1. Exemplary</b>	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).  Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
<b>2. Operational</b>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
<b>3. Emerging</b>	Some teachers create an academically challenging learning environment.	
<b>4. Not Evident</b>	Few, if any, teachers create an academically challenging learning environment.	

## Supportive Learning Environment Data

<b>Instruction Standard 8</b> -Establishes a learning environment that empowers students to actively monitor their own progress		
<b>1. Exemplary</b>	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.  Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
<b>2. Operational</b>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
<b>3. Emerging</b>	Some students use tools to actively monitor their own progress.	✓
<b>4. Not Evident</b>	Few, if any, students use tools to actively monitor their own progress.	

<b>School Culture Standard 1</b> -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
<b>1. Exemplary</b>	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school.  These rules, practices, and procedures are continually monitored and revised as needed.	
<b>2. Operational</b>	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
<b>3. Emerging</b>	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
<b>4. Not Evident</b>	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
<b>1. Exemplary</b>	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.  A pervasive commitment to promoting positive interactions and a sense of community is evident.	
<b>2. Operational</b>	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.  A sustained commitment to promoting positive interactions and a sense of community is evident.	✓
<b>3. Emerging</b>	Some evidence exists that a culture of trust and respect has been established.  A limited commitment to promoting positive interactions and a sense of community is evident.	
<b>4. Not Evident</b>	Little or no evidence exists that a culture of trust and respect has been established.  Unresolved conflicts interfere with a sense of community.	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
<b>1. Exemplary</b>	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.  The school culture supports addressing individual achievement needs and strengths to prepare students for success.	
<b>2. Operational</b>	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	✓
<b>3. Emerging</b>	Some evidence exists that the school supports the college and career readiness of students.	
<b>4. Not Evident</b>	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.  The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

<b>Planning and Organization Standard 1</b> -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
<b>1. Exemplary</b>	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
<b>2. Operational</b>	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
<b>3. Emerging</b>	<p>A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.</p>	
<b>4. Not Evident</b>	<p>A common vision and mission have not been developed or updated or have been developed by a few staff members.</p>	

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

Analyze the LEA’s data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by “TFS” (too few students).

<p><b>What perception data did you use?</b> [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Teacher surveys TKES observations Observations Faculty, Leadership, and Professional Learning Community (PLC) meeting agendas and minutes</p>
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<p><b>What does the perception data tell you?</b> (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p>	<p>The perception data utilized for this CNA yielded areas of strengths and weaknesses in TCHS operations. Overall, TCHS averaged Operational scores. These scores show that the school's administration, faculty, staff, students, parents, and the community are satisfied with the school. In the rare occasions where TCHS stakeholders rated the school as emerging, these ratings were a result of circumstances beyond the control of the school leaders. For example, lack of funding affects the school's ability to hire additional teachers, which could assist in Emerging areas such as shared planning time.</p>
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<p><b>What process data did you use?</b> (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>TCHS utilizes standardized test scores, budgets, demographics (including special populations), and other GaDOE data.</p>
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<p><b>What does the process data tell you?</b> (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>The utilized process data reveals to TCHS administration that the number of Operational areas that TCHS fits into in this report is impressive considering the external factors controlling the operations of the school. Budgetary concerns and demographic makeup of the County are often hindering factors in the school's operations. Telfair County is a high poverty community, affecting all types of process data and sometimes making it difficult to provide additional support to all stakeholders.</p>
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What achievement data did you use?	GaDOE standardized test (EOC and EOPA) scores, benchmark data, migrant data
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What does your achievement data tell you?	At the local level, TCHS students perform fairly well on classroom benchmark tests. Individual teachers use benchmark data to measure students' knowledge of the covered standards in all academic classes. Once data is collected, teachers analyze the results to measure their own effectiveness covering the standards and students' mastery of the covered material. From those analyses, teachers are able to remediate, continue teaching standards, or accelerate learning. Furthermore, standardized testing provides another avenue for measuring teacher effectiveness and student understanding of covered standards.			
	<b>EOC Results</b>	<b>2022</b>	<b>2018</b>	<b>Growth</b>
	American Literature	45.24	57.26	-12.02
	Coordinate Algebra	36.89	53.92	-17.03
	Biology	49.55	62.41	-12.86
	US History	45.39	55.71	-10.32
	Final Benchmark Results		Total % @ 70 or above	
	ELA	9th Grade Literature	76.34%	
		10th Grade Literature	70.33%	
		American Literature	90.14%	
		British Literature	87.69%	
		Spanish I	13.54%	
		Spanish II	78.87%	
	Math	Coor Alg	69.14%	
		Ana Geo	66.07%	
		Adv Alg	81.48%	
		College Read	66.67%	
		Pre Cal	79.31%	
		Cal	100.00%	
	Science	Env Science	74.19%	
Physical Science		96.91%		
Chemistry		95.24%		
Physics		100.00%		
History	Am Gov & Civics	89.29%		
	AP WH	90.90%		
	Econ	100.00%		
Migrant Education Program (Title I-C) - GMAS Data				

Tier 1 Performance Review: Did migrant students score proficient or higher on End of Course and End of Grade Assessments on grade level assessments?											
9-12	Priority for Service	ELA	#	3 (0 had ELA EOC)	%	--	Math	#	3 (1 had math EOC)	%	0%
	Non-Priority for Service	ELA	#	5 (0 had ELA EOC)	%	--	Math	#	5 (3 had math EOC)	%	0%
	Non-Migrant	ELA	#	84	%	26%	Math	#	118	%	18%

  

Tier 2 Performance Review: Did migrant students score proficient or higher on local grade level assessments? [if all students scored at proficient or higher on Tier 1 review, this does not need to be completed.]											
9-12	Priority for Service	ELA	#	2	%	50%	Math	#	2 (1 had math EOC)	%	0%
	Non-Priority for Service	ELA	#	5	%	No data available	Math	#	5 (2 took math EOC)	%	50%
	Non-Migrant	ELA	#	--	%	--	Math	#	--	%	--

What demographic data did you use?	Graduation rate, standardized test scores (EOC and SAT scores disaggregation), student demographics, teacher retention, attendance, student mobility rate, drop out rate, pathway completers
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What does the demographic data tell you?	The demographic data tell us that Telfair County High School's 388 students are comprised of the following:						
	Grade	Total in Grade	Asian	Black or African American	Hispanic /Latino	American Indian or Alaskan Native	White
	<b>9</b>	104	0	47	10	0	47
	M/F	57/47	0/0	21/26	3/7	0/0	33/14
	<b>10</b>	100	1	42	7	0	50
	M/F	52/48	0/1	24/18	2/5	0/0	26/24
	<b>11</b>	91	0	45	6	1	39
	M/F	49/42	0/0	25/20	2/4	1/0	21/18
	<b>12</b>	93	1	28	9	1	54
	M/F	43/50	1/0	13/15	6/3	0/1	23/31
<b>Total</b>	388	2	162	32	2	190	
M/F	201/187	1/1	83/79	13/19	1/1	103/87	



### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Strengths and Challenges Based on Trends and Patterns

**Coherent Instructional:** Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

At TCHS, the administration, faculty, and staff are focused on continuous improvement of our instructional system. Currently, we have a solid system of requiring our teachers to plan standards-based and research-based lessons and analyze data to improve student growth. Through observation feedback and reflection time in Professional Learning Community meetings, teachers analyze their practices and student data in order to improve the overall instructional system. However, throughout the CNA process, the team identified areas of weakness where further professional learning is needed in developing units. Another need for our small school system is assistance in hiring more teachers. The TCHS administration and department chairs will assist teachers with activities to aid in the process of developing standards-aligned lessons with assessments that focus on the students mastery of the standards while allowing them to monitor their own progress.

Using Big Ideas for Student Mastery of Standards/center

The Big Ideas instructional strategy is a process by which students and teachers work together to meet and exceed the student's understanding of the Georgia Standards of Excellence associated with a course. The process begins with dividing the curriculum standards into Big Ideas and developing assessments corresponding to those Big Ideas. Throughout the course, students participate in the developed assessments and analyze their data after each. Depending on the results at each assessment point, the students remediate or extend Big Ideas previously learned, allowing for individualized student standard mastery. Implementation of the strategy consists of 3 elements: teacher training, Big Ideas course development, and instructional delivery.

The teacher training focuses on developing an understanding of the Big Ideas instructional strategy using courses previously designed to incorporate the approach. We begin with evidence to support the instructional strategy based on previous student achievement results. Next, we show how to develop Big Ideas based on curriculum standards and the corresponding assessments. We conclude the training with ideas of how students analyze their data, remediate, and or extend to meet or exceed the Georgia Standards of Excellence.

The teacher training provides the necessary knowledge to create Big Ideas and supporting materials for courses taught within a school. During the course development process, teachers work individually, with teachers of the same subject, and with whole departments to prepare for the use of the strategy. Teachers begin by dividing the standards into learning targets. The learning targets are next divided into Big Ideas, chunking similar learning targets into

## Strengths and Challenges Based on Trends and Patterns

	<p>the same Big Idea to make 20 to 30 Big Ideas for the course. Next, groups of teachers collaborate to create at least eight summative assessments that align with the specific learning targets of the Big Ideas. For example, Big Idea 1 for Physical Science directs students to "analyze the motion of objects using mathematical and graphical models." Question 1 on each of the developed Big Idea assessments for Physical Science will be a question that assesses a student's ability to mathematically or graphically analyze the motion of an object. Each of the developed assessments should have a different question that to assess the same learning target.</p> <p>When the teachers have created the Big Ideas and corresponding assessments, they are ready to begin the delivery process. Following the guidance of a curriculum map developed to show a learning progression of the Big Ideas, teachers teach the Big Ideas using various research-based instructional strategies such as flipped lessons, the 5-E model, inquiry-based learning, performance tasks, storylines, etc. Periodically, students participate in one of the developed Big Ideas assessments and analyze the data by graphing their results. Based on the assessment results, students remediate or extend the Big Ideas previously learned in class. For questions answered incorrectly, the students choose to participate in one of several remediation activities focusing on the Big Idea of the question missed. If the questions of concern were answered correctly, the student chooses to participate in one of several extension activities that further promote a distinguished achievement level of learning. By cumulatively analyzing individual student data, teachers and students alike can identify patterns throughout the course and focus on correcting misunderstandings. The teachers and students work together towards meeting and exceeding understanding of the Big Ideas associated with the curriculum.</p>
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<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>TCHS leadership operates effectively in their pursuit to achieve excellence. All systems, structures, and processes operate with the school's mission of preparing students to be productive members of society by fostering a caring environment with meaningful experiences and high expectations for all. Leaders are present daily throughout the school and in classrooms to observe these processes to ensure effective operations are occurring. These observations and continual contact with entities and individuals, both formal and informal, that are stakeholders in the school organization provide the information leaders need to continue to provide students with a climate for high achievement.</p>
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## Strengths and Challenges Based on Trends and Patterns

<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>TCHS employs highly certified, well-trained individuals to meet the needs of its student population. Although the school sometimes has difficulty recruiting and retaining employees because of its location and demographics, those who are hired by the TCSS are continually monitored for their effectiveness and assisted with areas of need. Student data, teacher data, and leadership data are all analyzed throughout the year to maintain the effectiveness of TCHS operations. Strengths are acknowledged and shared while weaknesses are addressed through professional learning.</p>
<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Telfair County High School is active in engaging its students, parents, and community members in its improvement process. As data resources show, the school uses every outlet available to share information that will help the school operate in a transparent and collaborative way with all stakeholders. TCHS is aware that family and community engagement in the educational process is key to student success. TCHS strives to ensure that everyone involved in the organization feels safe, valued, and connected. Because many TCHS graduates will live in this community after their secondary education is complete, it is important for the community to aid in the school's preparation of students to be productive members of society, as the school's mission states. Telfair County High School was unable to offer many events due to the pandemic but were able to host the events listed below to encourage and engage parents in being actively involved in their child's school and educational process:</p> <ul style="list-style-type: none"> <li>● ELA Night (Open Mic Night)</li> <li>● Math Night</li> <li>● CTAE Night</li> <li>● GMC Dual Enrollment Information Meeting</li> <li>● GMC Dual Enrollment Registration Meeting</li> <li>● FAFSA Parent Assistance Meeting</li> <li>● Freshman Orientation</li> <li>● School Newsletters</li> <li>● "Parent Corner" table in the lobby with educational handouts</li> <li>● Open House</li> <li>● Graduation</li> <li>● Senior Honors Night</li> <li>● Underclassman Honors Night</li> <li>● Athletic Booster Meetings</li> <li>● Band Booster Meetings</li> <li>● Title I Virtual Parent Conference</li> <li>● STEPS for Success tutoring sessions</li> </ul>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>TCHS offers limited, but beneficial opportunities to its students. Most importantly, TCHS offers students a safe, inviting climate for learning. Within this climate, TCHS administration, faculty, and staff utilize all resources available to ensure students' learning needs are being addressed. Furthermore, the social and emotional needs of students are supported, allowing students to focus in the learning environment. The consistent monitoring of students through the RTI process and through teacher, parent, and student surveys provides a continual assessment of the school's climate. When weaknesses arise, TCHS works towards addressing those needs. TCHS provided STEPS for success tutoring sessions at no cost to students. This was offered to combat learning loss experienced through the pandemic.</p>
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<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Telfair County High School faces significant fiscal challenges in its community and within its walls. TCHS needs more funding to provide its students with a more varied education, but that is not possible without the personnel to do the job. Furthermore, current and future personnel need the time to develop lessons and work alongside administration and other teachers for guidance, support, and collaboration.</p>
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<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>TCHS can easily identify the patterns and gaps that occur within EOC data. White, black, economically disadvantaged, and special education students (other subgroups are Too Few Students) have a significant gap in proficiency rating. In-depth professional learning opportunities are needed to analyze data, provide students with various instructional opportunities, and to provide teachers with planning times so they may develop lessons to meet students' needs.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths	Qualified staff
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

<b>Challenges</b>	Title I school - 100% economically disadvantaged Instructional Performance Student Achievement Parent and Family Engagement Lack of planning time
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Overarching Need # 1

Overarching Need	Improve Instructional Performance
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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##### Overarching Need # 2

Overarching Need	Improve Student Achievement
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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##### Overarching Need # 3

Overarching Need	Provide a healthy and safe learning environment for all students.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes

Overarching Need # 3

Priority Order	3
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Additional Considerations	
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

**Overarching Need - Improve Instructional Performance**

**Root Cause # 1**

Root Causes to be Addressed	Planning Time
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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**Root Cause # 2**

Root Causes to be Addressed	Lesson Development
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program



Root Cause # 2

Impacted Programs	Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment
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Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Instructional delivery
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Assessment development
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 4

Impacted Programs	Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment
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Additional Responses	
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**Overarching Need - Improve Student Achievement**

Root Cause # 1

Root Causes to be Addressed	Importance of students valuing education
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Communication methods with parents and students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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**Overarching Need - Provide a healthy and safe learning environment for all students.**

Root Cause # 1

Root Causes to be Addressed	Post-COVID-19 impact
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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# School Improvement Plan 2022 - 2023



**Telfair County  
Telfair County High School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Telfair County
School Name	Telfair County High School
Team Lead	Eric Cowart
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part C Title V, Part B

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 Overarching Need # 1

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve Instructional Performance
Root Cause # 1	Assessment development
Root Cause # 2	Instructional delivery
Root Cause # 3	Lesson Development
Root Cause # 4	Planning Time
Goal	By the end of the school year, Telfair County High School will show a 5-percentage point increase in the number of students who score a level three or four in the areas of ELA (American Literature), Math (Concepts of Algebra), Science (Biology), and Social Studies (US History) as measured by the Georgia Milestones Assessment.

#### Action Step # 1

Action Step	Provide opportunities for collaborative planning, professional learning, and data analysis.
Funding Sources	IDEA Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Meeting Minutes/Agendas/Sign-In Sheets/Products from professional learning
Success Criteria for Impact on Student Achievement	EOC Results
Position/Role Responsible	Principal, Assistant Principal, Department Chairs
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	All stakeholders will be included in the planning, implementation, and analysis of the action step. Stakeholders are invited to various meetings and events throughout the school year in order to stay informed of TCHS operations.
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Action Step # 2

Action Step	Provide training, updated instructional materials, and digital learning resources to enhance lesson development.
Funding Sources	IDEA McKinney-Vento Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Observations, Software licenses, inventory
Success Criteria for Impact on Student Achievement	EOC Results
Position/Role Responsible	Principal, Department Chair, Technology Director
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	TCHS partners with reputable software and publishing companies to provide current, effective instructional materials and digital learning resources.
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Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	TCHS partners with reputable software and publishing companies to provide current, effective instructional materials and digital learning resources.
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Action Step # 3

Action Step	More paraprofessionals will be employed to further support the instructional process.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Surveys and evaluations
Success Criteria for Impact on Student Achievement	EOC Results
Position/Role Responsible	Principal, instructional coach
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	ESOL and Migrant tutors will be utilized to support those subgroups.
Funding Sources	Consolidated Funding
Subgroups	English Learners Migrant
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	ESOL/Migrant tutor schedule, formal and information observations/evaluations
Success Criteria for Impact on Student Achievement	EOC Results
Position/Role Responsible	Principal, instructional coach, federal programs director.
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve Student Achievement
Root Cause # 1	Communication methods with parents and students
Root Cause # 2	Importance of students valuing education
Goal	Through benchmark testing by each math, English, social studies, and science teacher, 95% of the students will score 70% or better on the end of course benchmark test.

Action Step # 1

Action Step	Increase student performance in actively monitoring their own progress.
Funding Sources	IDEA Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Success Criteria for Implementation	PLC Minutes, Observations, Lesson Plans, Assessment Data
Success Criteria for Impact on Student Achievement	Beginning, Midterm, and Final Teacher Benchmark Results
Position/Role Responsible	Principal, Assistant Principal, Department Chairs, Faculty and Staff
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	All stakeholders are involved in ensuring coherent instruction at Telfair County High School.
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Action Step # 2

Action Step	Improve student engagement during classroom instruction.
Funding Sources	IDEA Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Success Criteria for Implementation	PLC Minutes, Lesson Plans, Observations, Assessment Data
Success Criteria for Impact on Student Achievement	Beginning, Midterm, and Final Teacher Benchmark Results
Position/Role Responsible	Principal, Assistant Principal, Department Chairs, Faculty and Staff
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	All stakeholders are involved in ensuring coherent instruction at TCHS.
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Action Step # 3

Action Step	Utilize technology/digital resources to enhance instruction and increase student achievement.
Funding Sources	IDEA Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 3

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Success Criteria for Implementation	Lesson Plans, Observations, Assessment Data
Success Criteria for Impact on Student Achievement	Beginning, Midterm, and Final Teacher Benchmark Results
Position/Role Responsible	Principal, Assistant Principal, Department Chairs, Faculty and Staff
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	All stakeholders are involved in ensuring coherent instruction at TCHS.
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Action Step # 4

Action Step	Increase focus to domain level in each content area.
Funding Sources	IDEA Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Success Criteria for Implementation	PLC Minutes, Lesson Plans, Observations, Assessment Data
Success Criteria for Impact on Student Achievement	Beginning, Midterm, and Final Teacher Benchmark Results
Position/Role Responsible	Principal, Assistant Principal, Department Chairs, Faculty and Staff
Timeline for Implementation	Weekly

Action Step # 4

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>All stakeholders are involved in ensuring coherent instruction at TCHS.</p>
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Action Step # 5

<p>Action Step</p>	<p>Continue to implement and monitor efforts to increase the graduation rate of all students. Provide afterschool tutoring and summer school to reduce</p>
<p>Funding Sources</p>	<p>IDEA Perkins Consolidated Funding</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>
<p>Systems</p>	<p>Coherent Instruction Supportive Learning Environment</p>
<p>Success Criteria for Implementation</p>	<p>Assessment Data, Attendance Data</p>
<p>Success Criteria for Impact on Student Achievement</p>	<p>Beginning, Midterm, and Final Teacher Benchmark Results</p>
<p>Position/Role Responsible</p>	<p>All TCSS Administration, Faculty, &amp; Staff</p>
<p>Timeline for Implementation</p>	<p>Weekly</p>

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>All stakeholders are involved in ensuring coherent instruction at TCHS.</p>
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Action Step # 6

Action Step	Implement Big Ideas Lesson Development Process.
Funding Sources	IDEA Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Success Criteria for Implementation	PLC documentation, Observations, Leadership Team minutes, products from professional learning
Success Criteria for Impact on Student Achievement	Beginning, Midterm, and Final Teacher Benchmark Results
Position/Role Responsible	Principal, Assistant Principal, & Department Chairs
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	All stakeholders are involved in ensuring coherent instruction at TCHS.
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Action Step # 7

Action Step	Successfully implement quality PLCs focused on improving instruction and student achievement through the new Big Ideas lesson development process.
Funding Sources	IDEA Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 7

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Success Criteria for Implementation	PLC documentation, observations
Success Criteria for Impact on Student Achievement	Beginning, Midterm, and Final Teacher Benchmark Results
Position/Role Responsible	Principal, Assistant Principal, and Department Chairs
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	All stakeholders are involved in ensuring effective leadership at TCHS.
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Provide a healthy and safe learning environment for all students.
Root Cause # 1	Post-COVID-19 impact
Goal	Provide a safe and secure learning environment and a well-rounded education for all students as measured by school climate rating, stakeholder survey results, and the Georgia Student Health Survey.

Action Step # 1

Action Step	Provide targeted social and emotional professional learning for staff.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Professional learning agendas/sign-in sheets, PLC documentation
Success Criteria for Impact on Student Achievement	Observations and meeting minutes
Position/Role Responsible	School/District Administrators
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Capturing Kids' Hearts
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Action Step # 2

Action Step	Provide/utilize school nurses, counselors, school social worker, and resource officers to better meet the diverse needs, safety, and well-being of the whole child.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Success Criteria for Implementation	Discipline Referrals, Counselor Referrals
Success Criteria for Impact on Student Achievement	Observations and meeting minutes
Position/Role Responsible	School/District Administrators
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Mental health providers
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Action Step # 3

Action Step	Provide supplemental materials and resources to improve the emotional, social, and academic outcomes for students.
Funding Sources	IDEA Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 3

Systems	Supportive Learning Environment
Success Criteria for Implementation	Quotes, Purchase Orders, Walk-Throughs, Formal Evaluations, Anecdotal Evidence, Surveys
Success Criteria for Impact on Student Achievement	Observations and meeting minutes
Position/Role Responsible	School Administrators, Counselors, Federal Programs Director
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	SEL resource providers
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### 3. REQUIRED QUESTIONS

#### 3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p><b>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</b></p>	<p>A comprehensive needs assessment (CNA) was conducted to assess the needs of Telfair County High School (TCHS), including its subgroups. TCHS is comprised of a diverse group of stakeholders. These stakeholders include members of the school Leadership Team, Departmental Teams, the Parent Advisory Committee, and the School Council. These teams include parents, teachers, staff, students, administrators, and various community members. Each member of these teams brings valuable experiences and perspectives that provided the School Improvement Plan with holistic input and guidance needed to ensure its thoroughness. Principal Eric Cowart, Assistant Principal Bill Wood, and Departmental Chairs organized meetings and collected documentation of stakeholder feedback. The feedback was incorporated in the CNA's prioritized list and shared with stakeholders. Furthermore, it was used to develop this School Improvement Plan.</p>
<p><b>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</b></p>	<p>TCHS employs certified, well-trained individuals to meet the needs of its student population. Although the school sometimes has difficulty recruiting employees because of its location and demographics, those who are hired by the TCSS are continually monitored for their effectiveness and assisted with areas of need. Student data, teacher data, and leadership data are all analyzed throughout the year to maintain the effectiveness of TCHS operations. Strengths are acknowledged and shared while weaknesses are addressed through professional learning. TCHS administration uses the TKES platform for observing faculty in the classroom. This platform assesses the effectiveness of the teacher in context and helps to identify areas where changes need to be made. Furthermore, the continual informal observations by Administration ensure constant monitoring and assessing of practices.</p>
<p><b>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</b></p>	<p>The TCHS Instructional Program is driven by the implementation of the Georgia Standards of Excellence provided by the Georgia Department of Education. Faculty and staff are well-versed in these standards. The Big Ideas instructional strategy is a process by which students and teachers work together to meet and exceed the student's understanding of the Georgia Standards of Excellence associated with a course. The process begins with dividing the curriculum standards into Big Ideas and developing assessments corresponding to those Big Ideas. Throughout the course, students participate in the developed assessments and analyze their data after each. Depending on the results at each assessment point, the students remediate or extend Big Ideas previously learned, allowing for individualized student standard mastery. Implementation of the strategy consists of 3 elements: teacher training, Big Ideas course development, and instructional delivery. The teacher training focuses on developing an understanding of the Big Ideas</p>

instructional strategy using courses previously designed to incorporate the approach. We begin with evidence to support the instructional strategy based on previous student achievement results. Next, we show how to develop Big Ideas based on curriculum standards and the corresponding assessments. We conclude the training with ideas of how students analyze their data, remediate, and or extend to meet or exceed the Georgia Standards of Excellence.

The teacher training provides the necessary knowledge to create Big Ideas and supporting materials for courses taught within a school. During the course development process, teachers work individually, with teachers of the same subject, and with whole departments to prepare for the use of the strategy. Teachers begin by dividing the standards into learning targets. The learning targets are next divided into Big Ideas, chunking similar learning targets into the same Big Idea to make 20 to 30 Big Ideas for the course. Next, groups of teachers collaborate to create at least eight summative assessments that align with the specific learning targets of the Big Ideas. For example, Big Idea 1 for Physical Science directs students to "analyze the motion of objects using mathematical and graphical models." Question 1 on each of the developed Big Idea assessments for Physical Science will be a question that assesses a student's ability to mathematically or graphically analyze the motion of an object. Each of the developed assessments should have a different question that to assess the same learning target.

When the teachers have created the Big Ideas and corresponding assessments, they are ready to begin the delivery process. Following the guidance of a curriculum map developed to show a learning progression of the Big Ideas, teachers teach the Big Ideas using various research-based instructional strategies such as flipped lessons, the 5-E model, inquiry-based learning, performance tasks, storylines, etc. Periodically, students participate in one of the developed Big Ideas assessments and analyze the data by graphing their results. Based on the assessment results, students remediate or extend the Big Ideas previously learned in class. For questions answered incorrectly, the students choose to participate in one of several remediation activities focusing on the Big Idea of the question missed. If the questions of concern were answered correctly, the student chooses to participate in one of several extension activities that further promote a distinguished achievement level of learning. By cumulatively analyzing individual student data, teachers and students alike can identify patterns throughout the course and focus on correcting misunderstandings. The teachers and students work together towards meeting and exceeding understanding of the Big Ideas associated with the curriculum.

TKES observations, lesson plans, curriculum maps, Big Idea assessments, and student monitored rubrics are utilized to monitor the implementation of this instructional process. Furthermore, Professional Learning Communities provide an outlet for reflection, review, and revision of each step of the process and the observations.

There are no Telfair County High School students living in local institutions for neglected or delinquent children.

<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>N/A - TCHS is a school-wide school.</p>
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### 3. REQUIRED QUESTIONS

#### 3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>In 2016-2017, TCHS began offering the Early Childhood Education (ECE) I pathway to its students. Beginning the 2019-20 school year, TCHS began offering all three classes of the ECE pathway, including the final course which requires students to have a certain number of hours of experience in a formal ECE setting. TCHS now offers an on-site Early Childhood Education center (Tiny Trojans). This center provides students with the practicum hours they need with young children for completion of the ECE pathway. The center also provides a much-needed educational start to prepare young children in the Telfair community to enter into preschool and elementary school. Hopefully, the inclusion of this ECE pathway will prepare TCHS students in their future personal and professional lives as well as improve literacy efforts in the community.</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Because Telfair County is a small community, its schools easily and often communicate with one another to help students transition from each school to another and finally into the community. For example, TCMS and TCHS participate in vertical alignment meetings. At these meetings, subject level teachers of grades preparing students for transition (i.e., 8th grade in TCMS and 9th grade in TCHS) meet to ensure that their instruction is aligned for their subject area. These meetings are necessary for ensuring streamlined education in the school system. Furthermore, TCHS provides students with a 9th Grade Orientation each year, where 8th grade students and parents are invited to an assembly where they are given information that is necessary to success in high school. At TCHS, students are given opportunities to participate in Dual Enrollment to earn postsecondary credit. Several Dual Enrollment classes are offered on campus, but students also have the opportunity to take classes at a variety of post-secondary institutions to earn college and high school credit.</p>
<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>TCHS has a clear, specific discipline plan for various offenses. The discipline practices are outlined in the TCHS Student Handbook and Code of Conduct. The punishments, such as break or lunch detention, Saturday School, and In-School Suspension, are designed to minimize a student's time spent outside the classroom as to not impose upon instructional time. All students' offenses are reviewed individually, and discipline is consistent and fair for all students.</p>

## ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.

TCHS provides additional support to students by providing tutoring for struggling students.