

TERRELL COUNTY  
SCHOOL SYSTEM  
TERRELL MIDDLE SCHOOL



Annual Title I Meeting

Tuesday, August 22, 2023

9:00 A.M. Terrell High School Library (In Person and Virtual)  
6:00 P.M. Virtual Via Google Meet

# **PURPOSE / OBJECTIVE**

**WHY ARE WE HERE?**

**WE WANT ALL PARENTS TO BE KNOWLEDGEABLE ABOUT TITLE I PROGRAMS AND THE OPPORTUNITIES AVAILABLE TO STUDENTS AND FAMILIES.**

**WE WANT TO INVITE YOU TO PARTICIPATE IN THE PLANNING, DEVELOPMENT AND IMPLEMENTATION OF EDUCATIONAL PROGRAMS/SERVICES OFFERED TO YOUR CHILD(REN).**

# OVERVIEW OF TITLE I

- ◆ Title I, Part A is a part of the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (ESSA). This Act provides federal funds through the Georgia Department of Education to local educational agencies (LEAs) and public schools with high numbers or percentages of poor children to help ensure that all children meet challenging State academic content and student academic achievement standards.
- ◆ LEAs target the Title I, Part A funds they receive to public schools with the highest percentages of children from low-income families. These funds may be used for children from preschool aged to high school. Title I, Part A is designed to support State and local school reform efforts tied to challenging State academic standards in order to reinforce and enhance efforts to improve teaching and learning for students. Title I, Part A programs must be based on effective means of improving student achievement and include strategies to support parental engagement.

# What is a Title I School?

- Title I schools are schools that receive extra federal funding because of their poverty level. To qualify for Title I funding, a school system must have at least 5% free and reduced lunch rate. Terrell County has a free and reduced lunch rate above 80% and thereby allowing all students to eat free lunch.
- The Title I, Part A Program division provides technical assistance, resources, and program monitoring of LEAs to ensure that all children have an opportunity to obtain a high quality education and to achieve proficiency on high academic standards.
- Title I supplements the regular program by providing instruction such as remediation and readiness assistance to students with identified weaknesses and skill deficiencies.
- Title I funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum.

# How does our school spend Title I money?

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

# How does our school participate in the Title I Program?

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

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

- School wide reform strategies
- Parental Engagement
- Additional support for students
- All teachers must be highly qualified in the core subjects they teach. Parents have the right to know the qualifications of the teachers.
- Proven, evidence based instructional methods must be utilized in the classrooms.

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

The Governor's Office of Student Achievement (GOSA) Report presents its annual report on Georgia's public education agencies. Under the federal Elementary and Secondary Education Act (ESEA), and as mandated by state law in O.C.G.A. § 20-14-26, Georgia is required to develop a Single Statewide Accountability System (SSAS) for public schools and districts that includes information on school performance and characteristics. The Annual Report Card contains test results as well as other information relevant to school performance toward the goals of student achievement and school completion. You may access the GOSA report card by going to

<https://schoolgrades.georgia.gov/terrell-middle-school>

or <http://www.terrell.schooldesk.net/> and click on the GOSA Georgia School Grades Reports icon (pictured below).



## Terrell Middle School

**District:** Terrell County

**Grades:** 6-8

**Clusters:** Middle

**Address:**

201 Greenwave Blvd, Dawson,  
GA 39842

**School Letter Grade:** N/A



# What is a parent's right to know?

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

# Is my child's teacher highly qualified?

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

# **What is our school's Performance Level/ Designation**

In the past, Terrell Middle has been designated as a Focus school.  
Currently, TMS does not have a school designation.

# What are our school-wide goals?

## Goal #1

By the end of the 2023-2024 school year, seventy percent (70%) of students will increase their STAR Reading Scale Scores by 100 points (6th grade), 90 points (7th grade), and 80 points (8th grade) as measured by the beginning of the year STAR Assessments.

## Goal #2

TMS will increase the number of students performing at or above the level of proficiency by 3% in all content areas as measured by the 2024 Georgia Milestones results.

## Goal #3

TMS will improve student behavior by decreasing the number of Office Discipline Referrals (ODRs) by 3% as measured by the end-of-year SWIS data report.

## Goal #4

By the end of the 2023-2024 school year, fifty percent (50%) of students in grades 6-8 will increase their STAR Math Scale Scores by 50 points as measured by the beginning of the year STAR Assessments.

# What programs/supports are in place?

- Lexia Power Up
- Math Intervention Teacher/IXL
- Title I Math and Reading Labs
- Lab Paraprofessional
- Reading /Writing Across the Curriculum
- Local full-time School Improvement Specialist and School Improvement Support
- Thinking Maps
- School emails for students

# What programs/supports are in place?

- Saturday School Program (TBD)
- After-school Tutorial
- WriteScore
- Summer School
- Instructional Framework
- Google Suites (Google Classroom Platform)
- Preparation Assessments (STAR, Beacon)

# What programs/supports are in place?

- 5-Step Protocol
- Renaissance STAR
- Progress Learning
- Instructional support materials
- Embedded Professional Learning
- Use of Formative Assessment Strategies and Data to Drive Instruction
- PBIS
- Regular Parent Engagement Activities

# What is PBIS?

PBIS is a framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students.





# TMS is RAD about learning!

## 6<sup>th</sup> Grade

Expectations	Classroom	Hallway	Restroom	Gym
<b>R-</b> Respectful	<ul style="list-style-type: none"> <li>I will keep my hands, feet, and comments to myself.</li> <li>I will use kind, school appropriate language.</li> <li>I will respect my teachers, classmates, and myself.</li> </ul>	<ul style="list-style-type: none"> <li>I will keep my hands, feet, and comments to myself.</li> <li>I will respect other classes by not talking in the hallway.</li> </ul>	<ul style="list-style-type: none"> <li>I will keep my hands, feet, and comments to myself.</li> <li>I will respect the privacy of others.</li> </ul>	<ul style="list-style-type: none"> <li>I will keep my hands, feet, and comments to myself.</li> <li>I will be considerate of others.</li> </ul>
<b>A -</b> Accountable	<ul style="list-style-type: none"> <li>I will always give my best effort.</li> <li>I will be responsible for my own behavior.</li> <li>I will be responsible for keeping up with my own property.</li> </ul>	<ul style="list-style-type: none"> <li>I will be responsible for my own behavior.</li> <li>I will travel directly to my assigned destination in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>I will be responsible for my own behavior.</li> <li>I will use the restroom facilities appropriately.</li> <li>I will help keep the restroom clean.</li> </ul>	<ul style="list-style-type: none"> <li>I will keep the gym area cleaned and organized.</li> <li>I will dress out appropriately.</li> <li>I will participate to the best of my ability.</li> </ul>
<b>D -</b> Disciplined	<ul style="list-style-type: none"> <li>I will follow all school rules, routines, and rituals.</li> <li>I will respect the adult's authority.</li> <li>I will use all technology appropriately and as assigned.</li> </ul>	<ul style="list-style-type: none"> <li>I will walk on the right side of the hallway in an orderly fashion.</li> <li>I will respect the adult's authority.</li> </ul>	<ul style="list-style-type: none"> <li>I will respect the adult's authority.</li> <li>I will refrain from congregating in the restroom.</li> <li>I will not be in the restroom with more than one other student.</li> </ul>	<ul style="list-style-type: none"> <li>I will transition from gym to the classroom quietly and orderly.</li> <li>I will sit in my designated area of the gym.</li> <li>I will go to and from the restroom with permission.</li> </ul>

“Education! A powerful tool for learning, achieving, and succeeding.”



# TMS is RAD about learning!

## 7th Grade

Expectations	Classroom	Hallway	Restroom	Gym
<b>R-</b> Respectful	<ul style="list-style-type: none"> <li>I will keep my hands, feet, and comments to myself.</li> <li>I will use appropriate language in school.</li> <li>I will show all adults and my peers respect.</li> </ul>	<ul style="list-style-type: none"> <li>I will keep my hands, feet, and comments to myself.</li> <li>I will walk on the right side in the third block of the hallway.</li> <li>I will respect other classes by being quiet and orderly in the hallway.</li> </ul>	<ul style="list-style-type: none"> <li>I will keep my hands, feet, and comments to myself.</li> <li>I will respect the privacy of others.</li> <li>I will respect the restrooms by keeping it clean and graffiti (drawing) free.</li> </ul>	<ul style="list-style-type: none"> <li>I will keep my hands, feet, and comments to myself.</li> <li>I will be considerate of others.</li> </ul>
<b>A-</b> Accountable	<ul style="list-style-type: none"> <li>I will always try my best.</li> <li>I will be responsible for keeping up with my own property.</li> <li>I will be responsible for turning in ALL assignments.</li> </ul>	<ul style="list-style-type: none"> <li>I will travel directly to my assigned destination in a timely manner.</li> <li>I will be accountable for putting my own trash in its respectable place.</li> </ul>	<ul style="list-style-type: none"> <li>I will refrain from horseplaying in the restrooms.</li> <li>I will use the restroom facilities appropriately.</li> <li>I will help keep the restroom clean.</li> </ul>	<ul style="list-style-type: none"> <li>I will keep the gym area cleaned and organized.</li> <li>I will dress out appropriately.</li> <li>I will participate to the best of my ability.</li> </ul>
<b>D-</b> Disciplined	<ul style="list-style-type: none"> <li>I will follow all school rules, routines, and rituals.</li> <li>I will respect the adult's authority.</li> <li>I will use all technology</li> </ul>	<ul style="list-style-type: none"> <li>I will walk on the right side in the third block of the hallway.</li> <li>I will respect the adult's authority.</li> <li>I will refrain from</li> </ul>	<ul style="list-style-type: none"> <li>I will refrain from congregating in the restroom.</li> <li>I will not be in the restroom with more than one other student.</li> </ul>	<ul style="list-style-type: none"> <li>I will transition from gym to the classroom quietly and orderly.</li> <li>I will sit in my designated area of the gym.</li> <li>I will go to and from the</li> </ul>

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# TMS is RAD about learning!

## 8th Grade

Expectations	Classroom	Hallway	Restroom	Gym
<b>R - Respectful</b>	<ul style="list-style-type: none"> <li>I will respect myself by demonstrating honesty and integrity.</li> <li>I will use classroom appropriate language around my teachers and peers.</li> <li>I will respect the property at TMS</li> </ul>	<ul style="list-style-type: none"> <li>I will respect all teachers, administrators, and staff.</li> <li>I will walk to the right of the hallway quietly.</li> <li>I will keep my hands and feet to myself.</li> <li>I will respect other classes by not talking in the hallway.</li> </ul>	<ul style="list-style-type: none"> <li>I will respect the restroom schedule.</li> <li>I will respect the privacy of others.</li> <li>I will be courteous of others while using the restroom.</li> </ul>	<ul style="list-style-type: none"> <li>I will keep my hands, feet, and comments to myself.</li> <li>I will be considerate of others.</li> </ul>
<b>A - Accountable</b>	<ul style="list-style-type: none"> <li>I will own my mistakes and wrongdoing in the classroom.</li> <li>I will not argue or become combative when told that I need to correct a behavior.</li> <li>I will demonstrate leadership and take the initiative to be an accountable student .</li> </ul>	<ul style="list-style-type: none"> <li>I will own my mistakes and wrongdoing in the hallway.</li> <li>I will admire hallway displays by looking and not touching.</li> </ul>	<ul style="list-style-type: none"> <li>I will own my mistakes and wrongdoing in the restroom.</li> <li>I will use the restroom facilities appropriately.</li> <li>I will maintain a clean restroom.</li> </ul>	<ul style="list-style-type: none"> <li>I will keep the gym area cleaned and organized.</li> <li>I will dress out appropriately.</li> <li>I will participate to the best of my ability.</li> </ul>
<b>D - Disciplined</b>	<ul style="list-style-type: none"> <li>I will be attentive and focused on assignments.</li> <li>I will enter and exit each classroom quickly and quietly.</li> <li>I will keep my hands and</li> </ul>	<ul style="list-style-type: none"> <li>I will walk on the right side of the hallway in an orderly fashion.</li> <li>I will maintain self-control.</li> <li>I will respect the</li> </ul>	<ul style="list-style-type: none"> <li>I will respect the adult's authority.</li> <li>I will refrain from congregating in the restroom.</li> <li>I will not be in the restroom</li> </ul>	<ul style="list-style-type: none"> <li>I will transition from gym to the classroom quietly and orderly.</li> <li>I will sit in my designated area of the gym.</li> </ul>
<p><b>“Education! A powerful tool for learning, achieving, and succeeding.”</b></p>				<p>permission.</p>



# ***PBIS Incentive Criteria***

2023 -2024



<b>Criteria</b>	<b>First Semester trip August - December</b>	<b>Second Semester trip January - May</b>
<b>Unexcused absences</b>	No more than 3 unexcused absences	No more than 3 unexcused absences
<b>Academics</b>	No failures 1st nine weeks report card and 2nd nine weeks progress report	No failures 3rd nine weeks report card and 4th nine weeks progress report
<b>Referrals</b>	No more than 1 referral	No more than 1 referral

# How can parents help?

You can help by reinforcing appropriate behaviors in the following places:

- In the classrooms
- Google Meetings
- On the buses

Positively communicate with the teacher and administrators about your child's behavior before the end of a nine weeks or end of the school year.

Constant and positive communication ensures the success of your child or children in school.

# What counseling/support services are offered at Terrell Middle School ?

- Core Curriculum Lessons
  - Academic Achievement, Career Exploration, Personal/Social Growth
- Individual Planning
  - Ongoing systemic activities to assist students individually in establishing personal goals and developing future plans which includes advisement, annual parent conferences, and career portfolios.
- Responsive Services
  - Activities to meet students' immediate needs: *individual counseling, small group counseling, crisis intervention, agency referrals, consultation, and peer facilitation.*
  - *6<sup>th</sup> and 9<sup>th</sup> Grade Transitions*
- 504, RTI/SST, Hospital Homebound Services

# How does Terrell Middle School prepare students to transition from middle to high school?

## Terrell Middle School

- Provide information to enable students to successfully complete their individual graduation plans, prepare them for a seamless transition to postsecondary study, further training, or employment.
- Complete career assessments
- Career Guidance/Exploration
- 8<sup>th</sup> Graders will create an Individual Graduation Plan (IGP) during their spring semester . IGP is based on the student's selected academic and career area to prepare them for their chosen career.
- 7th and 8th Grade students will be administered an aptitude test to assist in academic and career planning

# **COUNSELOR POLLARD**

## **Contact Information**

I am available in my office from 8:00 AM until 3:40 PM, Monday- Friday. Feel free to email me at [lpollard@terrell.k12.ga.us](mailto:lpollard@terrell.k12.ga.us) or call 229-995-4060.

I can provide the following:

- Short-term counseling
- Referrals to outside agencies
- College & Career Planning
- Academic Achievement



# Graduation Coach

Some of the duties of the graduation coach includes working with a select and targeted group of students from the 6th, 7th, and 8th grades. These targeted students need extra assistance to transition from middle school to high school and with the necessary intervention and preventive programs, we can assist them with staying on track and graduate instead of dropping out.

Some of the risk factors are age, absenteeism, grade repeaters, test scores, social and emotional factors.

Another duty of mine is to meet and be in constant communication with the parent/guardian so we can all assist in the child's educational, social, and emotional well-being to ensure a college and career student.

Number of students in the program recommended using present and past data are

1. 6th graders 21 students
2. 7th graders 10 students
3. 8th graders 10 students

# What curriculum does our school use?

- Georgia Standards of Excellence(GSE) are mandated by the Georgia Department of Education.
- New Georgia Math Standards
- The academic curriculum at Terrell Middle School consists of English Language Arts, Math, Social Studies, and Science.
- The College and Career Ready Performance Index (CCRPI) promotes college and career readiness for all Georgia public school students.

# What tests will my child be taking?

## Formative and Summative Assessments

### What is a formative assessment?

This is a type of “test” to measure student progress frequently. For example, a quiz, a ticket-out-the-door, or a short written answer to a review question could be a teacher’s way to evaluate if a student understood or learned the material that was taught.

### What is a summative assessment?

A summative assessment is usually given at the end of a period of instruction to evaluate if a student has mastered the learning objective. For instance, a 9 weeks exam, a project, a presentation, a unit test, chapter test, or even the Georgia Milestone could be considered summative.

# What tests will my child take?

- Georgia Milestones Assessment

<https://www.youtube.com/watch?v=vgtvKTbBP8E>

- \*\*\*\*\*Consistent expectations and rigor to position Georgia students to compete with peers nationally and internationally.

- Student Growth Video

<https://www.youtube.com/watch?v=dyArv7184ZY#t=76>

- \*\*\*\*\*Consistent signal about student preparedness for the next level, be it the next grade, course, or college/career

- \*\*\*\*\*Consistent signal about student achievement both within system(across grades and courses) and with external measures( PSAT). Students in 8th grade can take the PSAT at a fee for early exposure.

- Pre-test/Post-test (Science, Social Studies, PE, Career EXP

- Primary purpose is to improve student growth in every classroom.
- An equally important purpose of pretesting and post-testing is to provide evidence of each teacher's instructional impact on student learning in non-tested areas.
- Test will be administered to students as a pre-test and post-test.
- Pre's and Posts are administered in career exploratory, P.E. and 6<sup>th</sup> and 7<sup>th</sup> grade science and social studies.

# What tests will my child take?

- Students in grades 3-8 take an End of Grade Assessment (EOG) in ELA and Mathematics while students in grades 5<sup>th</sup> and 8<sup>th</sup> are assessed in all areas (science, social studies, mathematics, ELA); unless noted by the state.
- Features include: 1. A 90- minute essay in ELA that is an extended response to multiple texts, and 2. multiple choice items in ELA and mathematics, which also include short constructed responses.
- 8th grade Science and Social Studies EOG will include multiple choice items and possibly short-constructed responses.

# What tests will my child be taking?

## Grades 3-8 End of Grade Test

- Inclusion of norm-referenced items in every grade and content area to complement the criterion-referenced information and to provide a national comparison; and
- The Georgia Milestone is administered online; we are scheduled to test in the Spring
- WIDA ACCESS Test for English Language Learners (ELLs)

# What Does the Test Look Like?

## Item Types:

- **Selected-Response** -multiple choices
- **Constructed-Response**-that require the student to generate a response as opposed to selecting a response.
- ELA and Mathematics
- **Extended-Response**-require more elaborate answers and explanations of reasoning. Writing prompts or performance tasks are examples of extended-response items. (ELA and mathematics)

# GMAS: 4 Levels of Performance



Designation	Progression of Learning
<b>Beginning</b> LEVEL 1	Learners <b>do not yet demonstrate proficiency</b> in the knowledge and skills necessary at this grade level/course of learning, as specified in GA's content standards. The students <b>need substantial academic support</b> to be prepared for the next grade level/course or to be on track for college and career readiness.
<b>Developing</b> LEVEL 2	Learners <b>demonstrate partial proficiency</b> in the knowledge and skills necessary at this grade level/course of learning, as specified by GA's content standards. Students <b>need additional academic support</b> to ensure success in the next grade level/course and to be on track for college and career readiness.
<b>Proficient</b> LEVEL 3	Learners <b>demonstrate proficiency</b> in the knowledge skills necessary at this grade level/course of learning, as specified in GA's content standards. The students are prepared for the next <b>grade level/course</b> and are on track for college and career readiness.
<b>Distinguished</b> LEVEL 4	Learners <b>demonstrate advanced proficiency</b> in the knowledge and skills necessary at this grade level/course as specified by GA's content standards. The students are <b>well prepared for the next grade level/course</b> and are well prepared for college and career readiness.



# What Does the Test Look Like?

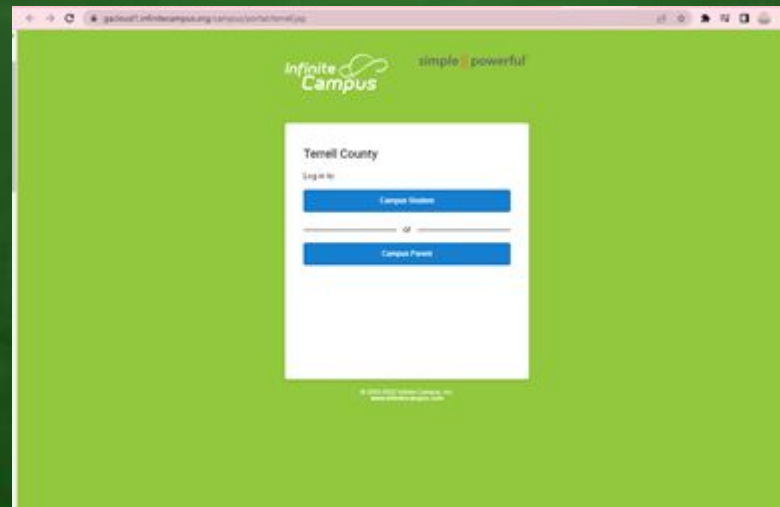
- ACCESS for ELLs Online (ACCESS Online) is a computer-based, adaptive test that responds to student performance and may be administered in group or individual settings. This assessment is given annually to students in Grades 1-12. It tests students' language in the four domains: Listening, Reading, Speaking, Writing.
- Proficiency Level Scores The proficiency level scores are interpretive scores. That is, they provide stakeholders with an interpretation of the scale scores. They help stakeholders understand what the numeric score means in terms of the language skills of the student. They describe student performance in terms of the six WIDA English language proficiency levels: (1–Entering, 2–Emerging, 3–Developing, 4–Expanding, 5–Bridging, 6–Reaching).

# Statewide Longitudinal Data System through the Parent Portal

Parents now have access to their child(ren)'s SLDS data through the SLDS Parent Portal. The SLDS Parent Portal is accessible to parents directly through their district's student information system—that means no additional logins and passwords to remember!

**You must fill out a parent portal registration form for your child to have access to SLDS Parent Portal.**

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



Terrell County Charter School System  
2023 - 2024

Annual Title I Parent Meeting

*The  
Systematic Approach*

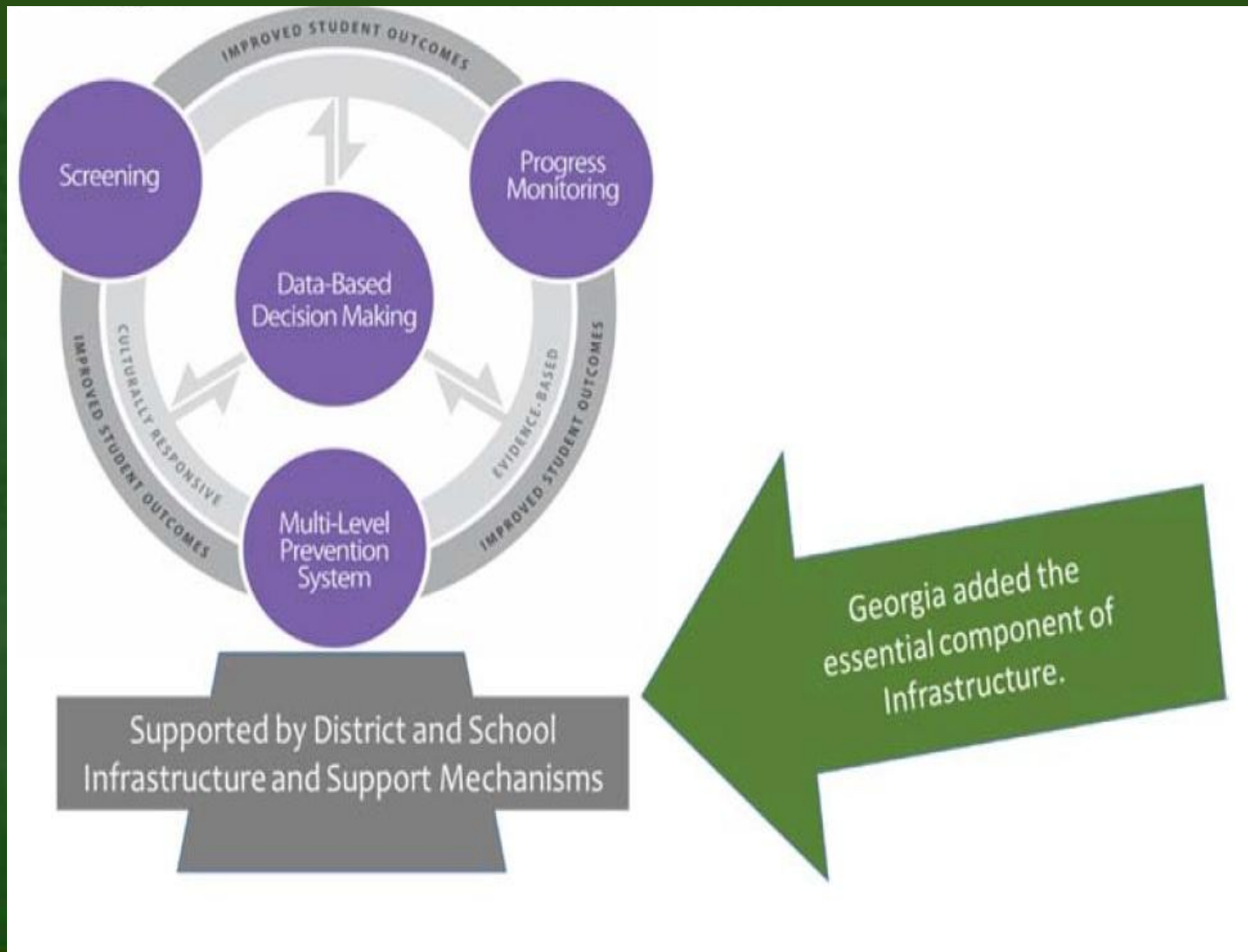
**Multi-tiered System  
of Supports**

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

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

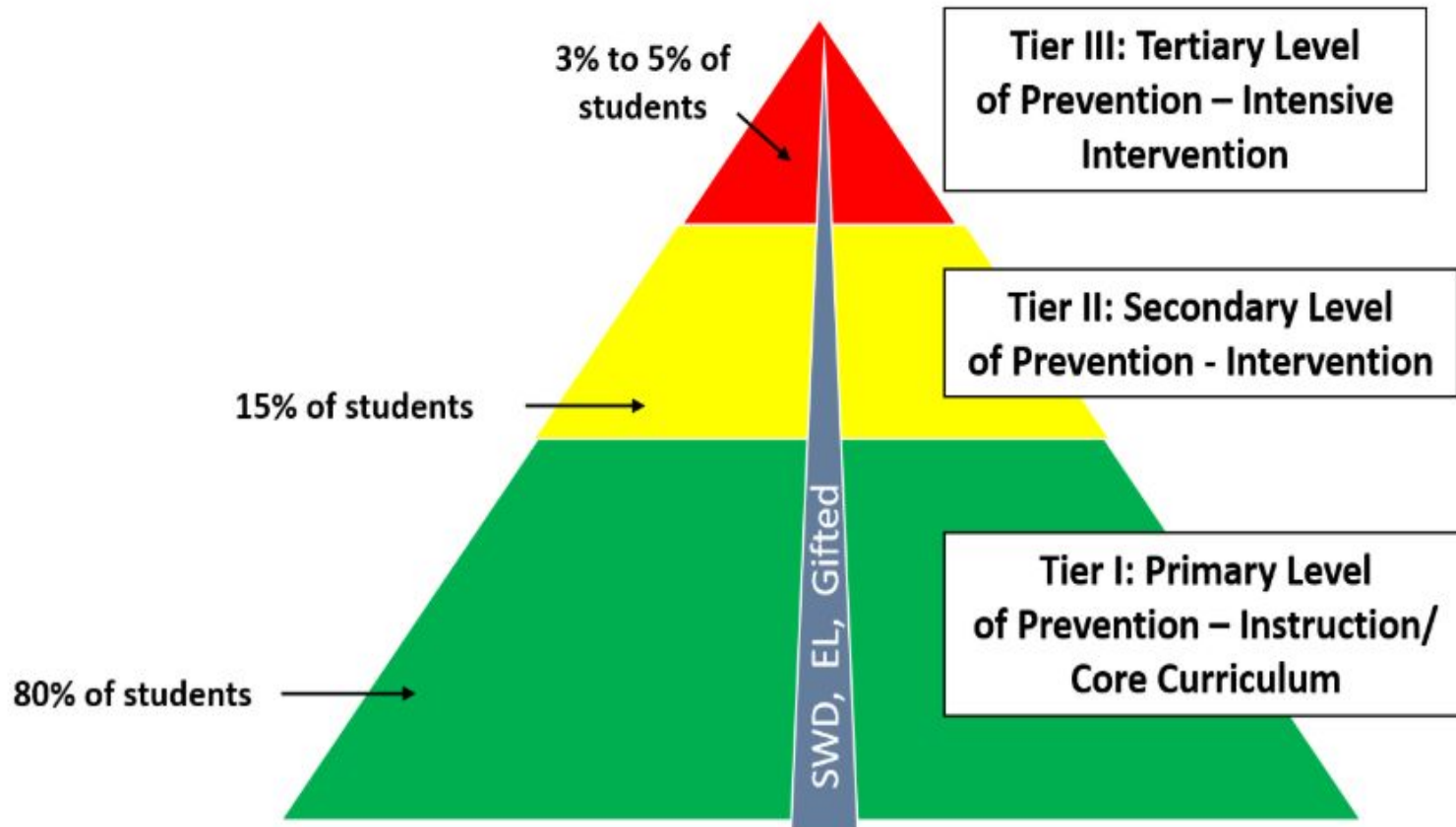
(Adopted from the National Center on Response to Intervention, 2010)

# Essential Components of MTSS



# School-wide, Multi-level Prevention System

## Essential Component: Multi-Level *Prevention* System



Students receive services at all levels, depending on need.

01

## ACCELERATION

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

02

## ACADEMIC PROFICIENCY

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



03

## CLOSE SKILL GAPS IN LITERACY & MATH

In accordance with grade level expectations,

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

04

## DROPOUT PREVENTION

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

### Purposes of MTSS

05

## PREVENTION OF NEGATIVE OUTCOMES

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

06

## READINESS

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

# Close Skill Gaps in Literacy and Math

## Tier II: Intervention

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

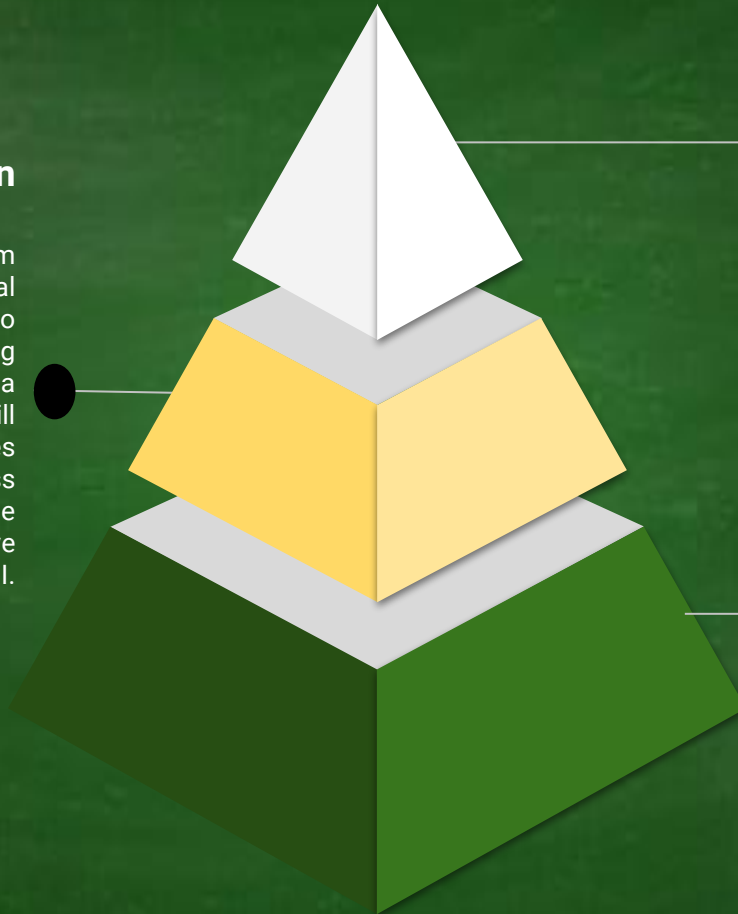


## Tier III: Intensive Intervention

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

## Tier I: Teach GSE

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





# Prevent Negative Outcomes - Behavior

## Tier II: Intervention

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

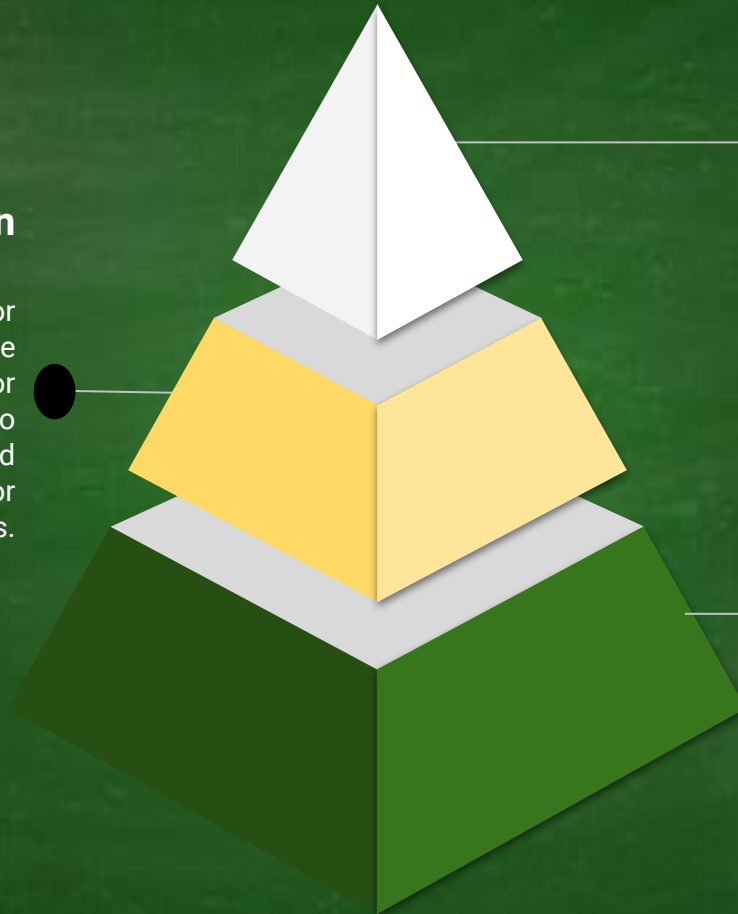


## Tier III: Intensive Intervention

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

## Tier I: Teach Behavioral Expectations

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



**STEP 1:****Administer the universal screener.**

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

**STEP 2:****Identify students at risk of poor outcomes.**

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

**STEP 3:****Verify the risk level using secondary data points.**

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

**STEP 6:****Develop the progress monitoring plan.**

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

**STEP 5:****Develop the intervention plan.**

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

**STEP 4:****Evaluate the need for tiered services.**

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

**STEP 7:****Implement with fidelity.**

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

**STEP 8:****Evaluate the effectiveness of the intervention plan.**

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

**STEP 9:****Modify the Intervention Plan.**

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

Dr. Shercca R. Harvey

Multi-tiered System of Supports

TERRELL COUNTY SCHOOL SYSTEM



(229) 995-4425, EXT 4011



srharvey@terrell.k12.ga.us



761 1ST AVENUE SE  
P.O. BOX 151  
DAWSON, GA 39842



# **What is required by law for Parent and Family Engagement?**

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

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

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

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

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

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

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

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

# What is a School-Parent Compact?

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

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

# How is Title I Parent and Family Engagement money spent?

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



# What opportunities does the school provide for parent engagement?

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

## **What opportunities does the school provide for parent engagement?**

- Parent Engagement Opportunities for school or home
- Parent Resource Center
- Parent Workshops
- Parent Input Surveys which provides insights into the needs of the school and input on how the 1% set aside for Parent and Family Engagement activities is spent
- Planning Meetings
- Volunteer opportunities
- Assist with school activities with organizations such as NJHS, Student Council, Behavior Incentive Committee.
- Homecoming Committee
- Assist with fundraisers
- Field day
- Honors Day
- Math, Reading, Science, Social Studies, and Fitness Family Night
- Parent Engagement Month Celebration
- Parent Input Surveys which provides insights into the needs of the school and input on how the 1% set aside for Parent and Family Engagement activities is spent
- Parent Feedback forms

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

# Parent Engagement Contacts

**District Family and Community Engagement  
Specialist**

**Dr. LaKia Moore Spencer,**  
[lspencer@terrell.k12.ga.us](mailto:lspencer@terrell.k12.ga.us)

**Parent Resource Center  
Terrell County BOE Administration Building**  
761 1st Avenue SE  
Dawson, GA 39842  
Room 103

Monday-Thursday  
8:00 a.m. - 4:30 p.m.  
Friday  
8:00 a.m. - 4:00 p.m.  
229-995-2229

**School Parent Liaison:  
Terrell Middle School**

**Mrs. Latoya Johnson**  
[lsmithjohnson@terrell.k12.ga.us](mailto:lsmithjohnson@terrell.k12.ga.us)  
229-995-2828

Monday- Friday  
7:40 a.m. - 3:40 p.m.

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

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

If you ever have any questions or concerns, please feel free to contact Dr. Valencia Gardner, Principal  
Terrell Middle School  
201 Greenwave Blvd.  
Dawson, Georgia 39842  
[vgardner@terrell.k12.ga.us](mailto:vgardner@terrell.k12.ga.us)  
229-995-2828

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

# Closing and Evaluations

- Questions/concerns/suggestions
- Please complete the survey.

**Thank you for attending!**

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