Title I Schoolwide/School Improvement Plan

Talbot County School System

Talbotton, Georgia

Revised May 4, 2021

Title I Schoolwide Plan

(3 - Year FY18, FY19, FY20)

Superintendent

Dr. James Catrett

1. Comprehensive Needs Assessment

Talbot County operates one public school for Pre-K, K-12 grades with an enrollment of 505 students minus Pre-K. With a per capita income of $18,475, Talbot County is one of the poorest counties in Georgia. This per capita income places Talbot 140th of the 159 counties in Georgia in terms of per capita income. Many of its households receive Supplement Security Income (SS payments, Medicaid, and/or food stamps. The poverty level of the community is reflected in the fact that approximately 95% of its school enrollment qualifies for free or reduced priced meals. This very high level of free/reduced meal eligibility allows the entire school to receive free breakfasts and lunches. Sixty-four percent of the county's population is black, the third highest percentage in Georgia. However, ninety-five percent of the school's student body is black. The reason for this dispari in racial percentage is that many white parents send their children to private schools or to neighboring counties with schools having predominantly white enrollments or home school. Our special needs and other ethnicity population is too few to report on testing results.

For the 2019-2020 school years, no students were retained in the current grade (COVID). The reported dropout rates were 6.3% of the Central Elementary/High School enrollment in grades 7-12. Based on conclusions drawn during a series of parent/teacher meetings, apathy and low self-esteem on the part of students do not appear to affect the dropout rates. However, questionnaires completed by the teachers who filed discipline referral forms suggest that apathy and low self-esteem do appear to affect student discipline and student achievement. According to these teachers many of the students who were apathetic or neared caused classroom disruptions that hindered the teachers' covering the instructional objectives and significantly reduced time on instructional tasks for both teachers and students.

Based on data from group meetings and survey forms, student discipline was reported to be a major problem by most of the students, parents and teachers. The seriousness of the discipline problem was also suggested by the increasing number of IS discipline referral forms processed by the district's social services department over the past four years especially in elementary. The problem exists in grades K-12. However, the discipline referrals are greatest in grades K-5. This is especially true for female students in these grades. For the past 3 years of the discipline referrals processed, 404 were for students in

grades K-4, 275 for students in grades 5-12 with the majority reported being female. The most often reported discipline infractions are disrespectfulness, cutting class, fighting and lack of cooperation. Of the disciplinary referrals for the 2018 school year, the majority was for females grades K-12. Students discipline is therefore reported to be a major hindrance to student academic achievement. **(Minor infractions)**

Data indicate that daily attendance is not a problem in the Talbot County School System. However, absences from class because of ISS and OSS need to be addressed. For high school the 2019-2020 data revealed that a total of 342 high school students was absent from class because of in school suspension from 1-13 days. Data also indicated that out of 23 high school students, the average days for out of suspension was 5-15 days.

In terms of student achievement, Talbot County Schools rank among the lowest in Georgia and score considerably lower in some areas (**Elementary**) than its counterparts in other Georgia school districts on the Georgia Milestones. Achievement of a Talbot County student and the statewide average shortens. (Insert elementary scores for ELA)

The following test data supports this analysis. (2018-2019)

Our special needs and other ethnicity population is too few to report on testing results.

When the percentage of Talbot County students not meeting the State standard are compared to its comparison group (sma systems with greater than 80% eligible for free and reduced price lunch), one can see that Talbot County's percentages at the seventh and eighth in high school levels are significantly higher in Reading and Mathematics. The High school levels differences are even more significant when Talbot County's percentages are compared to the state rates.

All sources of data suggest the greatest needs are for additional reading instruction in comprehension skills (1) recognizing implicitly stated main ideas, details, sequence of events and cause and effect relationships: (2) using reference skills: and (3) interpreting semantic relationships.

The greatest needs for additional mathematics instruction are (1) number sense and numeration (2) geometry and measurement, (3) patterns and relationships/algebra, (4) statistics and probability (5) computation and estimation and (6) problem solving.

The students' lack of skill development in the lower grades affects the students' performance in the high school grades. However, the gaps are addressed and substantial gains have been made in ELA and Math.

Ninety-eight % of the Talbot County School System's special needs students take all of Georgia's required tests; therefore, their academic needs are indicated in the above data and narration. Two percent of our special needs students take the Georgia Alternative Assessment (GAA) because they are not taught by the standard curriculm. Based on the results of this te data, these students are in progress of mastery of their Individual Education Plan (EIP). Our special needs students and other ethnicity populations are too few to report.

One student of the Talbot County students taking the SAT for college during 2016-2019 scored high enough to be eligible for STAR student designation. The SAT composite of the students from Talbot County Schools enrolled at USG institutions was 712, with an average Math Score of 348, and an average SAT verbal score of 363. For all 2017-2018 Georgia freshmen, the average SAT composite score was 989; SAT Math, 495; and average SAT Verbal, 494.

The recent Georgia Milestones results 2017-2018 revealed the following summary results:

GRADE 3

ENGLISH LANGUAGE ARTS	2016-2017	2017-2018	2018-2019
Number Students Tested	38	42	29
Mean Scale Score	448	451	473
Beginning Learners	68.4	71.4	51.7
Developing Learners	21.1	21.4	31.0
Proficient Learners	10.5	7.1	17.2
Distinguished Learners	0.0	0.0	0.0
MATHEMATICS	**2016-2017**	**2017-2018**	**2018-2019**
Number Students Tested	38	42	29
Mean Scale Score	470	485	488
Beginning Learners	60.5	47.6	37.9
Developing Learners	36.8	33.3	41.4
Proficient Learners	2.6	19.0	20.7
Distinguished Learners	0.0	0.0	0.0

GRADE 4

ENGLISH LANGUAGE ARTS	2016-2017	2017-2018	2018-2019
Number Students Tested	36	39	38
Mean Scale Score	467	448	453
Beginning Learners	61.1	64.1	71.1
Developing Learners	22.2	28.2	26.3
Proficient Learners	16.7	7.7	2.6
Distinguished Learners	0.0	0.0	0.0
MATHEMATICS	**2016-2017**	**2017-2018**	**2018-2019**
Number Students Tested	36	39	38
Mean Scale Score	487	471	468
Beginning Learners	36.1	59.0	68.4
Developing Learners	47.2	38.5	28.9
Proficient Learners	16.7	2.6	2.6
Distinguished Learners	0.0	0.0	0.0

GRADE 5

ENGLISH LANGUAGE ARTS	2016-2017	2017-2018	2018-2019
Number Students Tested	27	38	38
Mean Scale Score	478	468	458
Beginning Learners	44,4	50.0	65.8
Developing Learners	55.6	39.5	26.3
Proficient Learners	0	10.5	7.9
Distinguished Learners	0	0.0	0,0
MATHEMATICS	**2016-2017**	**2017-2018**	**2018-2019**
Number Students Tested	27	38	38
Mean Scale Score	491	473	458
Beginning Learners	25.9	55.3	78.9
Developing Learners	70.4	42.1	18.4
Proficient Learners	3.7	2.6	2.6
Distinguished Learners	0.0	0.0	0.0

GRADE 6

ENGLISH LANGUAGE ARTS	2016-2017	2017-2018	2018-2019
Number Students Tested	35	25	33
Mean Scale Score	497	471	463
Beginning Learners	28.6	36.0	54.5
Developing Learners	40.0	56.0	36.4
Proficient Learners	31.4	8.0	9.1
Distinguished Learners	0.0	0.0	0.0
MATHEMATICS	2016-2017	2017-2018	2018-2019
Number Students Tested	35	25	33
Mean Scale Score	488	487	479
Beginning Learners	40.0	36.0	57.6
Developing Learners	42.9	56.0	30.3
Proficient Learners	17.1	8.0	12.1
Distinguished Learners	0.0	0.0	0.0

GRADE 7

ENGLISH LANGUAGE ARTS	2016-2017	2017-2018	2018-2019
Number Students Tested	32	38	25
Mean Scale Score	466	485	486
Beginning Learners	50.0	39.5	36.0
Developing Learners	40.6	39.5	48.0
Proficient Learners	9.4	21.1	16.0
Distinguished Learners	0.0	0.0	0.0
MATHEMATICS	2016-2017	2017-2018	2018-2019

Number Students Tested	32	38	25
Mean Scale Score	487	484	495
Beginning Learners	25.0	39.5	16.0
Developing Learners	62.5	52.6	72.0
Proficient Learners	12.5	7.9	12.0
Distinguished Learners	0.0	0.0	0.0

GRADE 8

ENGLISH LANGUAGE ARTS	2016-2017	2017-2018	2018-2019
Number Students Tested	32	33	34
Mean Scale Score	480	485	495
Beginning Learners	40.6	45.5	29.5
Developing Learners	50.0	33.3	35.3
Proficient Learners	9.4	21.2	35.3
Distinguished Learners	0.0	0.0	0.0
MATHEMATICS	**2016-2017**	**2017-2018**	**2018-2019**
Number Students Tested	32	34	35
Mean Scale Score	478	498	492
Beginning Learners	46.9	20.6	31.4
Developing Learners	43.8	52.9	51.4
Proficient Learners	9.4	26.5	17.1
Distinguished Learners	0.0	0.0	0.0

END OF COURSE

NINTH GRADE LITERATURE AND COMPOSITION	2016-2017	2017-2018	2018-2019
Number Students Tested	42	43	33
Mean Scale Score	500	500	506
Beginning Learners	23.8	23.3	18.2
Developing Learners	47.6	39.5	42.4
Proficient Learners	28.6	34.9	39.4
Distinguished Learners	0.0	2.3	0.0

END OF COURSE

AMERICAN LITERATURE AND COMPOSITION	2016-2017	2017-2018	2018-2019
Number Students Tested	33	28	27
Mean Scale Score	485	488	507
Beginning Learners	36.4	21.4	18.5
Developing Learners	36.4	67.9	44.4
Proficient Learners	24.2	10.7	37.0
Distinguished Learners	3.0	0.0	0.0

END OF COURSE

ALGEBRA I	2016-2017	2017-2018	2018-2019
Number Students Tested	32	36	31
Mean Scale Score	480	471	499
Beginning Learners	34.4	52.8	35.5
Developing Learners	56.3	41.7	35.5
Proficient Learners	9.4	5.6	29.0
Distinguished Learners	0.0	0.0	0.0

END OF COURSE

GEOMETRY	2016-2017	2017-2018	2018-2019
Number Students Tested	32	29	37
Mean Scale Score	477	484	474
Beginning Learners	50.0	37.9	54.1
Developing Learners	43.8	37.9	35.1
Proficient Learners	6.3	24.1	10.8
Distinguished Learners	0.0	0.0	0.0

END OF COURSE

BIOLOGY	2016-2017	2017-2018	2018-2019
Number Students Tested	31	32	38
Mean Scale Score	477	486	497
Beginning Learners	54.8	31.3	34.2
Developing Learners	29.0	50.0	34.2
Proficient Learners	16.1	18.8	28.9
Distinguished Learners	0.0	0.0	2.6

END OF COURSE

PHYSICAL SCIENCE	2016-2017	2017-2018	2018-2019
Number Students Tested	35	39	32
Mean Scale Score	469	461	488
Beginning Learners	60.0	66.7	40.6
Developing Learners	22.9	28.2	34.4
Proficient Learners	17.1	5.1	21.9
Distinguished Learners	0.0	0.0	3.1

END OF COURSE

US HISTORY	2016-2017	2017-2018	2018-2019
Number Students Tested	34	27	37
Mean Scale Score	479	491	500
Beginning Learners	55.9	25.9	27.0
Developing Learners	2.4	55.6	43.2
Proficient Learners	14.7	18.5	29.7
Distinguished Learners	0.0	0.0	0.0

END OF COURSE

ECONOMICS, BUSINESS, FREE ENTERPRISE	2016-2017	2017-2018	2018-2019
Number Students Tested	30	40	28
Mean Scale Score	460	472	473
Beginning Learners	76.7	52.5	46.4
Developing Learners	23.3	40.0	50.0
Proficient Learners	0.0	7.5	3.6
Distinguished Learners	0.0	0,0	0.0

2. Scientifically Based Research and Reform Strategies

Recently the state department of education evaluated the educational programs and decided that changes in the curriculum are needed via Title I School Improvement 1003. The local Board of Education, Superintendent, and Principal indicated their agreement and commitment to cooperate with the Georgia Department of Education team leader and team members to provide them full support in their efforts to improve student achievement in the school. By being proactive, this resulted in the implementation of the TSI (Target Support and Intervention Program). The TSI provides guidance to districts and schools that are improving their schools through the use of educational tools, resources, and professional learning. The goals and objectives of the program focus on developing students into fluent readers and problem solvers.

The heart of the program provides focus for common curriculum programs. The instructional program identifies and uses world class standards in the teaching of all subjects. Students are taught to identify and utilize elements of these standards with every piece of work that is produced. The process of utilizing standards based learning assures that students are prepared to perform on state common standards based assessments.

Through constant monitoring of individual progress, students who fall behind are immediately given extra instruction, which enables them to catch up quickly. The literacy component of the design includes a process for providing additional tutorials for students who are not performing at recommended levels. The daily academic schedule lends itself to extended periods of reading and language development.

The design includes personnel who work to assure that design components are implemented and monitored in a way that maximizes the success of the program.

Common frameworks are the basis for student improvement. They are (1) Standards and assessments; (2) Aligned instructional system; (3) Instructional leadership; (4) Professional learning community; and (5) Parent/guardian and community involvement.

Funds are dedicated to help states and local school districts eliminate the reading deficit by establishing high-quality, comprehensive reading instruction in kindergarten through grade 3. Building on a solid foundation of research, the program is designed to select, implement, and provide professional development for teachers using scientifically base reading programs, and to ensure accountability through ongoing, valid and reliable screening, diagnostic, and classroom-based assessment.

3. Instruction by Highly Qualified Staff and Strategies Used to Attract Highly Qualified Teachers.

It is the goal of Central Elementary/ High School to assure that all teachers employed in the school meet the federal definition of Highly Qualified Teachers. The Personnel Director and Professional learning Coordinator work with the school Principal to assure that existing teachers and all new hire meet this qualification. At this time, 84% of the teachers are Highly Qualified and 16% are not. One hundred percent of the paraprofessionals are Highly Qualified. The Personnel Director is responsible for informing the Principals of those not meeting Highly Qualified criteria, working

with teachers to get them Highly Qualified through professional learning units, and tracking their progress toward Highly Qualified/Certified status.

Each year Central Elementary/ High School tries to recruit Highly Qualified teachers through job fairs and university visits. Posting vacancies on the internet, our system website and through RESA are additional processes used to recruit Highly Qualified teachers.

4. Highly Qualified and On-going Professional Development

A. The instructional staff is involved in the identification of competencies necessary to carry out the improvement program. (Carnegie Task force on Teaching, 1986).

1. All teachers will be assessed using the TKES. Principals will ensure that all teachers are familiar with the skills to be assessed.
2. Teachers will have resources available to assess themselves.
3. The above improvement activities will occur under the coordination of the school leadership principal.
4. Evaluation and supervision of the teaching staff by the principals and leadership team will be a continuous process and follow these steps:
    - The Principal will have pre-evaluation conferences with teachers to explain the TKES and what the principal will be looking for during the evaluation. The teacher may at this time indicate areas in which help is needed. Staff development will be provided before the indentified deficient areas are assessed.
        1. Each teacher will be evaluated using the TKES.
        2. Principals and leadership team will hold a post evaluation conference to discuss the findings and to plan along with the teacher procedures and/ or activities to correct any identified problems.

B. Staff development training activities will be based upon the comprehensive needs assessment.
    - Student academic performance will be assessed to determine weaknesses in the instructional program.

- A compilation of TKES deficiencies will indicate the need for staff development.
- Principal, leadership team and RESA consultants are trained and therefore can address the identified deficiencies in individual teachers.

C. Computer/technology staff development plan

1. Determination of needs is based on assessed needs using the following techniques:
   - Surveys
   - Administrative observation
   - Teacher requests

2. Based on the assessed needs as shown in state- mandated tests, teachers will use technology to remediate deficiencies.
3. The instructional leader/technology specialist will model and mentor technology strategies.
4. Observations by administrators and technology specialists and lesson plan checks by the principal are strategies for assessing the extent to which teachers are using what they learned through professional development.
5. The targeted teacher population will have adequate access to technology to meet goals and objectives, through the following:
   - Equitable placement of equipment based on annual inventories
   - Teacher requests as based on assessed instructional needs.
6. The technology specialist will train or schedule training for selected teachers to be trainers for the integration of technology into the content areas.

D. Staff development activities will be planned to take into account different skills, interest, and learning styles. Therefore, individuals may be involved in very different activities to address the same skill or weakness. Based upon an identified need, an activity may take any of the following forms:

- Self designed module
- Planned or "contracted" one-on-one helping projects
- Classroom demonstration and assistance from RESA or other consultants, Workshops locally or away
- Chattahoochee-Flint GA Youth Sciences and Technology Center
- Educational Technology Training Centers
- Reading Comprehension
- Middle School Reading Course

(Title I, Title II (Parts A), Title VI (Part B), Title V-A, Title School Improvement, Local and Professional Learning funds will be used as funding sources. Many of the funds have restrictions and flexibility as to use; however careful planning will be done to allow extensive use of all funds to fully implement the System/School wide instructional plan).

It appears clear from the needs assessment that in all areas of learning, a great majority of the students are learning at the lowest levels of Bloom's Taxonomy. High Order Thinking Skills (HOTS) are almost nonexistent. On needs assessment questionnaires for Talbot County's Comprehensive Professional Learning Plan, teachers report that they do not have the training to teach higher thinking skills. Only 10 of the 30 teachers in grades k-8 have had any additional training in reading comprehension, hands-on activities,