

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

August 23, 2016

VIA U.S. MAIL

Dr. H. Phillip Williams, Superintendent
Trion City School District
239 Simmons Street
Trion, GA 30753


Dear Dr. Williams:

RE: Trion City School District - Executed Charter Contract

Enclosed please find the executed Charter Contract for Trion City School District. For your reference, please familiarize yourself with the State Board of Education's Charter Schools Rules and Guidelines. The Charter Schools Rules, enacted by the State Board of Education in September 2011 and accompanying Guidelines are available on the Charter Schools Division webpage at <http://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/default.aspx>, under the heading "Rules and Regulations".

Congratulations on your charter status and please let us know should you have any questions.

Sincerely,



Janelle Cornwall
Staff Attorney

c Louis Erste, Associate State Superintendent for Policy, Charter Schools, District Flexibility, and Governmental Affairs

Enclosure: Trion City School District – Executed Charter Contract

Strategic Waivers School System (SWSS/IE²) Partnership Contract

Come now the Trion City Schools Board of Education (Local Board) and the State Board of Education (State Board) and enter into this contract (the Contract) on the 1st day of July 2015.

WHEREAS, pursuant to O.C.G.A. § 20-2-81, the Local Board has developed a five-year strategic plan (Strategic Plan), attached hereto as Exhibit A, for improving the performance of its schools;

WHEREAS, the Local Board has proposed a Contract reflecting its Strategic Plan for each of its schools including components for flexibility, accountability, and consequences, as contemplated by state law;

WHEREAS, the Local Board has provided the Georgia Department of Education (GaDOE) with current performance and demographic data for each of its schools;

WHEREAS, the Local Board has proposed a performance template for each of its elementary, middle and high schools (School Plans);

WHEREAS, the Local Board has held a public hearing on October 19, 2015, as provided by state law; and

WHEREAS, pursuant to O.C.G.A. § 20-2-82, the Local Board has entered into negotiations with the GaDOE in consultation with the Governor's Office of Student Achievement (GOSA) concerning its contract,

NOW, THEREFORE, in consideration of the promises, benefits and duties contained herein, the sufficiency and adequacy of which is hereby acknowledged, the parties agree as follows:

1. Local Board. The Local Board agrees that, in exchange for the flexibility outlined in Exhibit B, it will achieve the accountability goals detailed in Exhibit C. The accountability goals for each school will also be reflected in the attached individual School Plans: Exhibit E for elementary schools; Exhibit F for middle schools and Exhibit G for high schools. The Local Board further agrees that if a school fails to meet its accountability goals as set forth in Exhibit C, the Local Board will implement no later than the date specified herein the consequences outlined in Exhibit D. The Local Board further agrees to cooperate with GOSA as it monitors the performance of the schools under its jurisdiction.
2. Governor's Office of Student Achievement (GOSA). In accordance with state law, GOSA will monitor each of the Local Board's schools with regard to its progress toward meeting its intermediate and five-year academic accountability goal as outlined in Exhibit C. Schools meeting the equivalent of three years' of targeted improvement as outlined in Exhibits C, E, F and G, will be deemed as meeting the accountability requirements of this Contract. If any district school is not in compliance with this goal, then GOSA will

notify the State Board and the GaDOE accordingly. Additionally, GOSA will monitor district performance on the operational accountability goals as outlined in Exhibit C. If the school district is not in compliance with these goals, then GOSA will notify the State Board and the GaDOE accordingly.

Because of the need to establish school baseline data based upon Georgia's new assessment system, GOSA will work with Local Board staff to develop CCRPI targets for each school using the accountability metrics detailed in Exhibit C following receipt by GOSA of school-level CCRPI without Challenge Points from the GaDOE. Local Board will then provide to the GaDOE updated Exhibits E, F and G reflecting the appropriate targets for each school and these Exhibits shall be automatically amended into the contract, replacing the earlier Exhibits.

3. Georgia Department of Education (GaDOE). The GaDOE shall provide support to the Local Board's schools that are not high-performing in accordance with State Board Rule 160-7-1-.04 Accountability System Awards and Consequences.
4. Term of Contract. This Contract will be based upon a term of five (5) years of performance accountability allowing seven years of district flexibility for the purpose of setting school benchmarks initially and then again to allow GOSA to finalize Year Five performance results, since CCRPI data for Year Five will not be available until the following year. The additional year at the end of the contract also ensures the implementation of consequences.
5. Contract Extensions. This Contract may be extended on an annual basis beyond the Initial Term if the Local Board successfully meets the terms of the Contract for at least three or more years as determined by the State Board.

6. Contract Renewal. Prior to the end of the Contract Term, the Contract may be amended and renewed for up to five additional years. Renewal is conditional upon a Local Board's satisfactory compliance with the terms of this Contract as determined by the State Board.
7. Amendments. No amendment, change, or modification to this Contract will be binding upon the parties unless such amendment, change, or modification is made in writing as an amendment to this Contract and duly executed by all parties. In accordance with state law, the terms of this Contract may be amended only due to unforeseen circumstances as determined by the State Board of Education or as otherwise permitted by law.
8. Incorporation of Documents. The Local Board has adopted a Strategic Plan, Exhibit A. The flexibility, accountability and consequences components of this contract are outlined in Exhibits B, C and D. For each school under the direct jurisdiction of the Local Board, except for charter schools, a School Plan has been provided as Exhibits E, F, and G. Exhibits A, B, C, D, E, F, and G are hereby each incorporated by reference into this contract. In the event of any inconsistency or conflict concerning any provisions of the Contract including exhibits, any such inconsistency or conflict shall be resolved as follows:
 - (a) First, by giving preference to the terms of the Contract (without exhibits);
 - (b) Second, by giving preference to Exhibits B, C, and D;
 - (c) Third, by giving preference to Exhibits E, F and G; and
 - (d) Fourth, by giving preference to Exhibit A.
9. Termination. The State Board may terminate this contract upon ninety (90) days written notice to the other party for reasonable cause. This Contract shall terminate automatically upon execution by all parties of a new partnership contract.

10. Authority. Each party represents and warrants that it has the authority to enter into this Contract and that its governing body has authorized, by proper action, the execution and delivery of the Contract. Each party represents that there is no litigation or proceeding pending or, to its knowledge, threatened against it having a material adverse effect on the right of the party to execute this Contract or the ability of the party to comply with any of its obligations under this Contract.
11. Venue and Governing Law. Any action brought by one party to this Contract against the other party shall be brought in the Superior Court of Fulton County and this Agreement will be governed by and construed in accordance with Georgia law.
12. Headings. The headings in this Contract have been inserted for convenience of reference and shall not affect, expand, or restrict the terms or conditions hereof.
13. Waiver. No party will be deemed to have waived any provisions of the Contract unless such waiver is made explicit in writing and signed by the party waiving such provision. No waiver shall be deemed to be a continuing waiver unless so stated in writing.
14. Waiver of Law and Rule. Notwithstanding any provision to the contrary, this contract shall not be construed to waive or approve variances of any federal, state and local rules, regulations, court orders, and statutes related to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; the prevention of unlawful conduct; any laws relating to unlawful conduct in or near a public school; or any reporting requirements pursuant to O.C.G.A. § 20-2-320 or Chapter 14 of Title 20; the requirements of O.C.G.A. § 20-2-210; the requirements of O.C.G.A. § 20-2-211.1; or the requirements in subsection (c) of O.C.G.A. § 20-2-327. A local school system that has received a waiver or variance shall

remain subject to the provisions of Part 3 of Article 2 of Chapter 14 of Title 20, the requirement that it shall not charge tuition or fees to its students except as may be authorized for local boards by O.C.G.A. § 20-2-133, and shall remain open to enrollment in the same manner as before the waiver request. .

15. Reporting Requirements. The Local Board shall be subject to all reporting requirements of O.C.G.A. §§ 20-2-160, 20-2-161(e), and 20-2-320 as required for funding purposes, as well as 20-2-740 as it relates to student safety.
16. Assignment. This Contract shall not be assigned or transferred unless consented to in writing by the State Board.
17. Notices. Any notice to be made by either party to the other shall be sufficiently made if delivered in hand, or three (3) calendar days after posting, if sent by registered or certified mail, return receipt requested, to a party hereto at the address set forth below or such other address as a party may designate by notice hereto.
18. Annual Review. Local Board staff will work cooperatively with GOSA in consultation with the GaDOE in monitoring of the accountability portion of this contract. Monitoring will include evaluating each school's progress toward meeting its performance accountability goals. Significant changes in student populations will be considered by GOSA at the end of the contract year and may initiate the review of subsequent performance goals. Further, GOSA may adopt a policy allowing for a second look at school performance to inform its evaluation.
19. Consequences. Should one or more schools or the school district subject to this contract be deemed out of compliance by GOSA and the State Board as provided by law or rule, the Local Board agrees to adopt or implement in a timely manner the appropriate

consequence(s) as outlined on Exhibit D. "In a timely manner" means before June 30, 2023, unless the contract is extended or renewed.

20. Effective Dates for Contract Provisions. This contract shall become effective on July 1, 2015 and, unless extended or renewed, will end on June 30, 2022. The performance accountability provisions of this contract will become effective July 1, 2016 and end on June 30, 2021.

21. Time. Time is of the essence for this Contract.

22. Execution in Counterparts. This Contract may be executed in multiple counterparts which, when taken together, will constitute one agreement. Copies of this Agreement will be equally binding as originals and faxed or scanned and emailed counterpart signatures will be sufficient to evidence execution.

23. Entire Agreement. This Contract constitutes the entire agreement between the parties and supersedes any prior understanding or representation of any kind preceding the date of this agreement.

FOR DEPARTMENT:

Attention: Garry McGiboney
Deputy Superintendent for Policy and External Affairs
Georgia Department of Education
205 Jesse Hill Jr. Drive,
2053 Twin Towers East
Atlanta, Georgia 30334
Phone: 404-657-2965
Fax: 404-656-0966

FOR LOCAL EDUCATIONAL AGENCY:

Randy Henderson, Chairman
Trion City Schools Board of Education
239 Simmons Street
Trion, GA 30753
Phone: 706-734-2663
Fax: 706-734-3397

Dr. H. Phillip Williams, Superintendent
Trion City School District
239 Simmons Street
Trion, GA 30753
Phone: 706-734-2663
Fax: 706-734-3397

IN WITNESS WHEREOF, the parties state and affirm that they are duly authorized to bind the respected entities below as of the day and year indicated.

GEORGIA DEPARTMENT OF EDUCATION

Michael P. Royal

Michael P. Royal, Chair, State Board of Education

Richard Woods

Richard Woods, State Superintendent of Schools

PUBLIC SCHOOL DISTRICT

Randy Henderson

Randy Henderson, Chairman, Trion City School Board of Education

H. Phillip Williams

Dr. H. Phillip Williams, Superintendent, Trion City School Board of Education

**Table of Exhibits – Trion City Strategic Waivers School System (SWSS/IE²)
Contract 2016**

Exhibit A – Strategic Plan

Exhibit B – Flexibility Component of Contract

Exhibit C – Accountability Component of Contract

Exhibit D – Consequences Component of Contract

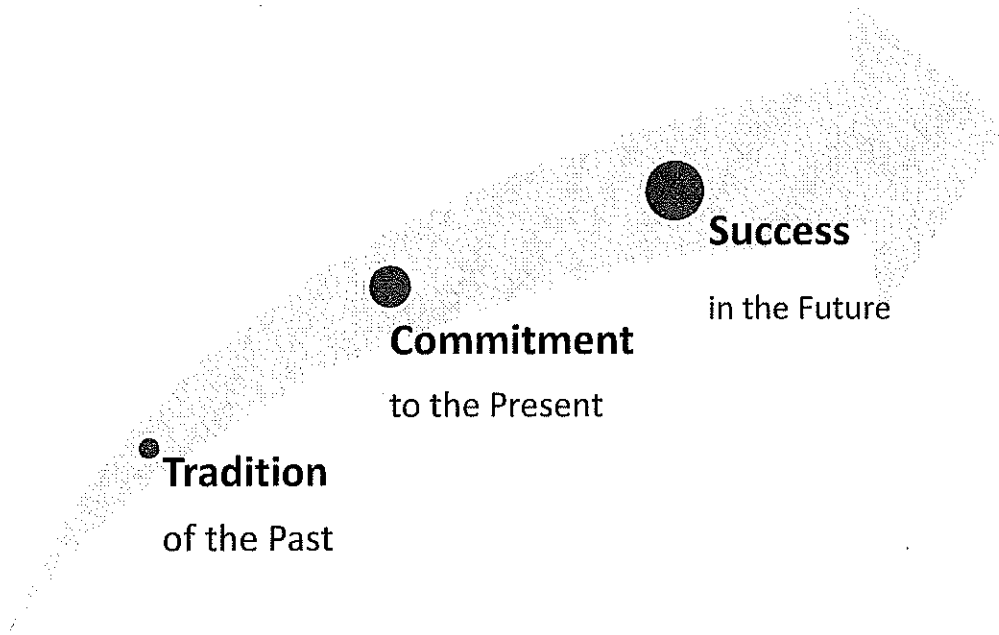
Exhibit E – School Plans for Elementary Schools

Exhibit F – School Plans for Middle Schools

Exhibit G – School Plans for High Schools

Updated July 2015

Trion City Schools



Whatever It Takes!

Strategic Plan 2010-2015

Trion City Schools
239 Simmons Street
Trion, Georgia 30753
706-734-2363

Updated July 2015

Maintaining Excellence in Student Achievement despite the Changing Demographics: A 5-Year Action Plan for Trion City Schools

There is broad agreement among all stakeholders that Trion City Schools is facing challenges that represent “new territory” for the school system. The rapid change in diversity in our community has created a sense of urgency in regard to maintaining our long-standing tradition of academic excellence. New members of our community speak three different languages, and language barriers exist. Parents, teachers, community, business and religious leaders all agree that Trion City Schools needs to look with “new eyes” at communication.

The students must be the focus of any plan of action. **ALL** students must learn and achieve at high levels. To meet the needs of all students, new instructional strategies must be added to the teaching repertoire. Not only must we maintain our highly qualified staff, we also must become a highly and diversely qualified staff. We must develop programs that will address the diverse needs of all students, and we need the continued support of our parents and community to be successful in this endeavor.

We are acting to create a school system in which every member is responsive to student needs. Curriculum, instruction, assessment, and professional learning will all be directed toward improving student achievement—no matter how diverse the learner. An informed parent/community population will be our support and strength for carrying out our interrelated strategic plan goals.

The strategic plan goals are aligned with *School Keys: Unlocking Excellence through the Georgia School Standards* and *AdvancED Standards for Districts* which is correlated to several well-known and respected research frameworks. The *Georgia School Keys* serves as a tool in for all schools in order to describe what Georgia’s schools need to know, understand, and be able to do. *Georgia School Keys* assists in guiding, examining, and facilitating the growth that occurs as schools strive for continuous improvement. *AdvancED Standards* serves as a tool to guide school districts in achieving and maintaining high standards and continuous improvement.

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VISION

- ▶ **T**raditions of the Past and **C**ommitment to the Present Ensures **S**uccess in the Future

MISSION

- ▶ The Mission of Trion City Schools is to provide a challenging and relevant education that enables students to meet community and global expectations.

MOTTO

- ▶ **"Whatever it takes!"**

BELIEFS

- ▶ All students can learn, achieve, and succeed.
- ▶ A highly qualified staff committed to continuous improvement is essential for increased student achievement.
- ▶ Students learn best when they have appropriate opportunities for success, when accommodations are made for different learning styles, and when they are actively engaged in learning.
- ▶ Teachers, parents and the community share the responsibility for the complete education of their students.
- ▶ A safe and physically comfortable environment promotes student learning.
- ▶ Students learn to make appropriate decisions when given a supportive and challenging learning environment.

Goal One: Student Achievement

Current Reality-Where We Are Now

The 2008-2009 school year marked the addition of a new subgroup for NCLB and AYP accountability. The System BSC and 2008 Data Review information indicates that Trion City Schools still leads the state in academic achievement, data disaggregation revealed that our subgroups (Students with Disabilities, Economically Disadvantaged and Hispanic students) are beginning to struggle.

Assessment data from 2009 Academic Achievement scores indicate the following:

- 96.9% of all students scored in the meets/exceeds category of the Reading CRCT
- 92.3% of all students scored in the meets/exceeds category of the Mathematics CRCT
- 99% of all students achieved a passing rate on all portions of the GHSGT (1st time)

Assessment data from 2010 Academic Achievement score indicate the following:

- 97.8% of all students scored in the meets/exceeds category of the Reading CRCT
- 93.5% of all students scored in the meets/exceeds category of the Mathematics CRCT
- 98.4% of all students achieved a passing rate on all portions of the GHSGT (1st time)
- 79.5% of all ELLs made significant progress in English Language acquisition as measured by the ACCESS for ELLs surpassing the state's goal of 48%.
- 26.5% of all ELLs acquired English language proficiency, surpassing the state goal of 5.5%

Assessment data from 2011 Academic Achievement score indicate the following:

- 99.5 % of all students scored in the meets/exceeds category of the Reading CRCT
- 93.7% of all students scored in the meets/exceeds category of the Mathematics CRCT
- 96 % of all students achieved a passing rate on all portions of the GHSGT (1st time)
- 61.3% of all ELLs made significant progress in English Language acquisition as measured by the ACCESS for ELLs surpassing the state's goal of 48%.
- 9.8% of all ELLs acquired English language proficiency, surpassing the state goal of %

Assessment data from 2012 Academic Achievement score indicate the following:

- 99.6% of all students scored in the meets/exceeds category of the Reading CRCT
- 97% of all students scored in the meets/exceeds category of the Mathematics CRCT
- 75% of all students achieved a passing rate on all portions of the GHSGT (1st time)
- 88% of all ELLs made significant progress in English Language acquisition as measured by the ACCESS for ELLs surpassing the state's goal of 51 %.
- 16.75% of all ELLs acquired English language proficiency, surpassing the state goal of 6.75%

Assessment data from 2013 Academic Achievement score indicate the following:

- 99.6% of all students scored in the meets/exceeds category of the Reading CRCT
- 95.2% of all students scored in the meets/exceeds category of the Mathematics CRCT

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- 100% of all students scored in the meets/exceeds category of the American Literature and Composition EOCT
- 89% of all students scored in the meets/exceeds category of the Biology EOCT
- 30% of all students scored in the meets/exceeds category of the CCGPS Coordinate Algebra
- 100% of all students scored in the meets or exceeds category of the GPS Algebra EOCT
- 59% of all students scored in the meets or exceeds category of the Mathematics II EOCT
- 97% of all students scored in the meets or exceeds category of the Ninth Grade Literature Composition EOCT
- 98% of all students scored in the meets or exceeds category of the Physical Science EOCT
- 83% of all students scored in the meets or exceeds category of the US History EOCT
- 55.9% of all ELLs made significant progress in English Language acquisition as measured by the ACCESS for ELLs surpassing the state's goal of 52 %
- 26.1 % of all ELLs acquired English language proficiency, surpassing the state goal of 17.7%

Assessment data from 2014 Academic Achievement score indicate the following:

- 99% of all students scored in the meets/exceeds category of the Reading CRCT
- 94% of all students scored in the meets/exceeds category of the Mathematics CRCT
- 96% of all students scored in the meets/exceeds category of the American Literature and Composition EOCT
- 82% of all students scored in the meets/exceeds category of the Biology EOCT
- 28% of all students scored in the meets/exceeds category of the Analytic Geometry EOCT
- 89% of all students scored in the meets or exceeds category of the Economics EOCT
- 96% of all students scored in the meets or exceeds category of the Ninth Grade Literature Composition EOCT
- 98% of all students scored in the meets or exceeds category of the Physical Science EOCT
- 78% of all students scored in the meets or exceeds category of the US History EOCT
-

Where We Want To Go

Grades 1-8: By 2015, 97.5% of all students will score in the meets/exceeds category of the Reading/ELA and Mathematics portion of the EOG.

Grade 11:

By 2015, 50% of all students will achieve at the meets or exceeds performance level on the Coordinate Algebra EOC.

By 2015, 92% of all students taking American Literature EOC will obtain a meets or exceed performance level.

The approved performance standards by the state of Georgia will guide Trion City Schools in achieving optimal student performance.

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How We Will Get There

Each school's curriculum will be sequenced and organized to ensure that students know, do and understand the core content outlined in the standards. Increase student focused activities incorporating technology at all levels.

Strategy: K-12 Curriculum Maps and Units Plans based on the Georgia Department of Education frameworks. (School Keys-Curriculum 1a,c), (AdvancED Standard 2 – Teaching and Assessing for Learning)

- Initiative: Units and lessons constructed based on administer guidelines and grade level/subject area meetings
- Evaluation: TKES/LKES Observations

Strategy: K-12 Standards Implementation in each standards-based classroom. (School Keys-Curriculum 3, Instruction 1.2, Assessment 3.1), (AdvancED Standard 2 – Teaching and Assessing for Learning)

- Initiative: Standards-based Classroom training (Workshop model), K-12 Standards Update Trainings, RESA Supported trainings
- Evaluation: TKES/LKES Observations, RESA PL Evaluation and Professional Learning Units awarded.

Strategy: Utilize learning resources that support implementation and continuation of the standards and provide means to monitor and evaluate curriculum implementation. (School Keys-Curriculum 1.3 and Curriculum 3), (AdvancED Standard 4-Resources and Support Systems)

- Initiative: USA Test Prep, Applerouth Online ACT, Head Sprout, Study Island, Developmental Reading Assessment (DRA), Word Study and Developmental Spelling Assessment (DSA), GOFAR, Scholastic Read 180, STAR 180, MobyMax
- Evaluation: TKES/LKES Observations, Program Data

Strategy: Provide remedial programs before, during and after school, and in the summer for K-12. (School Keys-Instruction 1, 2, and 4; Assessment 2; Student/Family/Community 1), (AdvancED Standard 4-Resources and Support Systems)

- Initiative: Tutoring opportunities before school, Extended Learning Time (ELT), Math Support classes during school day, ESOL resource classes during school day, After-school programs for providing additional assistance, 10 days additional instruction in the summer.
- Evaluation: Formative and summative test data, graduation data

Strategy: Incorporate more instructional technology into instructional activities. (SACS Recommendation)

- Initiatives: Continued focus on technology implementation through Title I, Title VI, and local system funding.
- Evaluation: Formative and summative test data

Goal Two: Highly Qualified and Professional Development

Where We Are Now

In order to compete and exceed while meeting the diverse needs of today's learners, Trion City Schools must provide professional learning to maintain a highly-qualified and diversely qualified staff. All students will be taught by highly-qualified teachers. Additionally, we must provide professional learning for teachers in the use of instructional technology and expand activities to increase cultural awareness. The chart below reflects the percentage of HiQ teachers per school.

Teacher Endorsements	Trion Elementary						Trion Middle						Trion High					
	SY09	SY10	SY11	SY12	SY13	SY14	SY09	SY10	SY11	SY12	SY13	SY14	SY09	SY10	SY11	SY12	SY13	SY14
Gifted	14	31	34	31	25	50	24	67	60	74	12	67	30	33	33	33	32	37
ESOL	11	18	23	29	30	28	12	21	21	28	44	40	12	15	10	15	19	33

Where We Want To Go

We need to increase the number of teachers with the ESOL and Gifted Endorsements so that each school has approximately 50% of its faculty with these endorsements by 2015. The instructional strategies learned in both endorsement classes will benefit all of our students. The Cultural Issues class from the ESOL endorsement provides activities to increase cultural awareness.

How We Will Get There

Strategy: Recruit and hire highly qualified teachers and paraprofessionals (School Keys: Professional Learning Standard 1.5, 1.6, 2), (AdvancED Standard 4-Resources and Support Systems)

- Initiative: Monitor all new hire HiQ status, provide new teacher orientation
- Evaluation: Title IIA reports, teacher feedback

Strategy: Provide opportunities for teachers to develop additional abilities and skills and earn qualifying endorsements and certificates. (School Keys: Professional Learning Standard 1,2), (AdvancED Standard 4-Resources and Support Systems)

- Initiative: ESOL and Gifted Endorsements, RESA Courses, Job-embedded Professional Development, PD 360 online Professional Development, Co-teaching training
- Evaluation: Completion rates of endorsement classes, impact checks for evidence of new skills applied in classroom

Strategy: Provide system developed professional learning about ESOL Strategies and Procedures (School Keys: Professional Learning 1.5, 1.6, 2.1, 3.2), (AdvancED Standard 4 - Resources and Support Systems, Standard 5 –Using Results for Continuous Improvement)

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- Initiatives: Integrate information about instructional strategies for ESOL students into professional learning
- Evaluation: professional learning evaluations, TKES/LKES Observations, Formative and Summative Assessment.

Strategy: *Provide professional learning for integrating instructional technology into classroom instruction.*

- Initiatives: Job embedded professional development to aid teachers in integrating instructional technology
- Evaluation: Professional Learning Surveys, TKES/LKES observations, formative and summative assessment.

Goal Three: Student Programs

Where We Are Now

Each school has a plan for monitoring students and their needs. There is a need for a stream lined method of monitoring student progress in order to inform decisions about the kinds of programs we need to put in place. All school and system administrators have received training in Georgia's new Statewide Longitudinal Data System, which will be provided to all Georgia public schools for free.

Where We Want To Go

Trion City Schools will develop programs that address the diverse needs of all students and enhance their global awareness.

How We Will Get There

Strategy: *Based on data, instruction is adjusted and assistive technology is utilized to support ELL students and Students with Disabilities.* (School Keys: Curriculum Standard 2, Assessment 1, Instruction 2.7), (AdvancED Standard 2 – Teaching and Assessing for Learning)

- Initiative: Rosetta Stone, HeadSprout, Star 360, EdMark, Read Naturally, Joseph's Readers (Failure Free Reading), Oddesyyware, AlphaSmart word processors, Smartboards, hand-held dictionaries and spell checkers, Language Masters, keyboarding using Auntlee.com,
- Evaluation: Student progress reports from HeadSprout, Star Reading/Math, data monitoring from technology programs

Strategy: *Develop a means of monitoring the progress of system subgroups* (School Keys: Assessment 1.1, 3.1), (AdvancED Standard 5 – Using Results for Continuous Improvement)

- Initiative: Trion City Schools sub-group monitoring spreadsheet/leadership meetings focused on sub-group monitoring, RESA Support in developing RTI monitoring system.

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- Evaluation: Georgia Milestone results

Goal Four: Parent & Community Involvement

Current Reality-Where We Are Now

The results of our stakeholder communication audit revealed all stakeholder groups realize the system is experiencing a language barrier issue. All stakeholders listed areas for improving communication according to their needs along with best methods to communicate information about the school system.

Three system personnel speak Spanish and are available to translate/interpret for parents in need of this service to support parents being involved in their child's schooling. An interpreter is employed part time to aid with communication. The One Call Phone has been very advantageous to the system, especially in the past with weather events, allowing us to notify parents of federal assistance and community resources available at the schools. Parent and Business/Community Leaders have been included in our Title IIA Needs Assessment since May 2013.

What We Want to Do

Trion City Schools will effectively and consistently engage stakeholders, raise public awareness about the excellence of our schools, and improve community support of Trion City Schools.

How We Will Get There

Strategy: *Parents of ELL students and Students with Disabilities are provided support and opportunities to be involved in their child's schooling.* (School Keys: Student, Family, and Community Support Standard 1.1, 1.4), (AdvancED Standard 2 - Governance and Leadership)

- Initiatives: Translators available for back to school night, conferences, and informational meetings, home-school correspondence in the students' native language whenever possible, updating of system-wide LEA parent Involvement plan with stakeholder involvement, Parents of SWD stakeholders meetings twice per year, flyers and updates on the Chattooga County Parent Coalition.
- Evaluation: Parent/Community Feedback forms

Strategy: *Parents and Community Members are involved in governance, academics and extracurricular activities.* (School Keys: Student, Family, and Community Support Standard 2.1), (AdvancED Standard 2 – Governance and Leadership)

- Initiatives: Federal Programs Parent Advisory Council, Communication audit to gather supporting data on strengths and need improvement areas, Superintendent's Advisory Committee on learning resources adoption, Students With Disabilities stakeholders' meetings, local school councils, child care is provided for IEP meetings, Information packets to parents at initial IEP Placement meeting providing contact names and telephone numbers for agencies that assist students with transitions (e.g. Vocational rehabilitations), instructional websites, and homework help ideas, and Title I and Title III parental involvement planning.

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- Evaluation: Parent/Community feedback forms

Strategy: District-Wide Forums for sharing of information as well as parent education classes. (School Keys: Student, Family, Community Support Standard 1.1, 1.3), (AdvancED Surveys for - Stakeholder Communication and Relationships)

- Initiatives: English classes for parents who speak language other than English, Update and utilize the TCS website for sharing information about all three schools and Board of Education decisions, initiate parent/community forums where education information of interest is presented.
- Evaluation: Parent/Community feedback forms

Strategy: District Wide use of the Crisis Communication System (CCS) (School Keys: Student, Family, and Community Involvement and Support 1.1, 1.3, 1.4), (AdvancED Surveys for - Stakeholder Communication and Relationships)

- Initiatives: Use CCS not only for emergency communication but also to announce parent meetings, family reading & math nights, awards programs, English class offerings, parent/community forums, etc.)
- Evaluation: Monitor for increased participation in parent/community involvement events

Exhibit B – Flexibility Component of Contract

For the Trion City School District

Under O.C.G.A. § 20-2-80 and SBOE Rule 160-5-1-.33, The Trion City School District is seeking flexibility for all its schools from the following state statutes and associated rules in exchange for greater accountability (as outlined in the SWSS Partnership Contract) over the life of a five-year contract which allows for six years of flexibility between the Trion City School District Board of Education and the Georgia State Board of Education, except as prohibited in O.C.G.A. § 20-2-82(e).

- Class-size and Reporting requirements (O.C.G.A. § 20-2-182)
- Direct Classroom Expenditures and Expenditure Controls (O.C.G.A. § 20-2-171)
- QBE Financing except to the extent it relates to funding (O.C.G.A. § 20-2-161)
- Scheduling for Instruction/Program Enrollment and Appropriation except to the extent it relates to funding (O.C.G.A. § 20-2-160, O.C.G.A. § 20-2-165, O.C.G.A. § 20-2-168(c))
- Personnel Required (SBOE Rule 160-5-1-.22)
- Statewide Passing Score (SBOE Rule 160-4-2-.13(2)(a) and (2)(c))
- ELL Program Requirements (O.C.G.A. § 20-2-156)
- Educational Programs (O.C.G.A. § 20-2-151, O.C.G.A. § 20-2-151.2, O.C.G.A. § 20-2-153, O.C.G.A. § 20-2-154, O.C.G.A. § 20-2-154.1, O.C.G.A. § 20-2-155)
- Education Program for Gifted Students (SBOE Rule 160-4-2-.38)
- Organization of Schools; Middle School Programs; Schedule (O.C.G.A. § 20-2-290)
- Competencies and Core Curriculum, Online Learning (O.C.G.A. § 20-2-140.1, O.C.G.A. § 20-2-142)
- Graduation Requirements for the purpose of substitution of equivalent or higher level requirements which will assist students in acquiring the knowledge and skills necessary to be successful as they continue their education at the postsecondary level and/or enter the workforce (SBOE Rule 160-4-2-.48)

- Awarding Units of Credit for the purpose of substitution of equivalent or higher level requirements which will assist students in acquiring the knowledge and skills necessary to be successful as they continue their education at the postsecondary level and/or enter the workforce (SBOE Rule 160-5-1-.15)
- Promotion and Retention (O.C.G.A. §20-2-283)
- Categorical Allotment requirements, Article 6 of Chapter 2 of Title 20 (O.C.G.A. § 20-2-167, O.C.G.A. § 20-2-183 to 20-2-186)
- Employment Conditions of Employment as it relates to Duty Free Lunch (O.C.G.A. § 20-2-218)
- School Attendance, Compulsory Attendance as it relates to attendance protocol (O.C.G.A. § 20-2-690.2)
- Salary Schedule requirements (O.C.G.A. § 20-2-212)
- Certification requirements (O.C.G.A. § 20-2-108, O.C.G.A. § 20-2-200, O.C.G.A. § 20-2-201, O.C.G.A. § 20-2-204)
- Health and Physical Education Program except as prohibited by O.C.G.A. § 20-2-82(e) (SBOE Rule 160-4-2-.12)

Exhibit C – Accountability Component of Contract For the Trion City School District

The State Board shall hold the Trion City School District accountable for the performance of the academic goal listed below.

Goal 1: Each Trion City School District school will demonstrate proficiency and/or improvement on the CCRPI.

2015-16

Baseline Year for 2016-17.

For 2016-17

Measure 1: School performance goals were set for 2017 so that an individual school shall increase its CCRPI score (without Challenge Points) by 3% of the gap between the baseline year CCRPI score (without Challenge Points) and 100. Baseline year was 2015-16.

OR

Measure 2: An individual school with an initial CCRPI score (without Challenge Points), performing in the top quartile of the state within each grade cluster shall remain at or above the top quartile threshold established in the baseline year. Baseline year was 2015-16.

OR

Measure 3: If a school failed to meet its CCRPI target score, the school will be deemed as meeting its yearly performance target if the school is determined to be “beating the odds” through an analysis that compares the school’s CCRPI to its expected performance as determined by the “beating the odds” model developed in partnership between GOSA and the GaDOE.

2017-18

Baseline Year for 2018-19 through 2020-21. This year will not count for or against a district.

For 2018-19 through 2020-21

Measure 1: School performance goals will be set so that for each year from 2018-2019 through 2020-21, an individual school shall increase its CCRPI score by 3% of the gap between the baseline year CCRPI score and 100. Baseline year is 2017-18.

OR

Measure 2: An individual school with an initial CCRPI score, performing in the top quartile of the state within each grade cluster shall remain at or above the top quartile threshold established in the baseline year. Baseline year is 2017-18.

OR

Exhibit D – Consequences Component of Contract
For the Trion City School District

Sanctions and interventions for nonperforming schools: The schedule of sanctions and interventions shall be designed to ensure that the local school system sufficiently addresses the achievement deficiencies at all non-performing schools under the local school system's management and control. Such sanctions and interventions shall be at the recommendation of GOSA and shall include the following:

In accordance with O.C.G.A. § 20-2-84.1, Trion City School District will employ the following interventions or sanctions at all non-performing schools under the Trion City School District's local management and control. The sanctions and interventions shall include the following:

(a) If based upon the review of the 2016-2017 performance data, a school has not made sufficient progress toward meeting the articulated academic goals, a school improvement plan will be incorporated into the annual school strategic planning process and implemented by August 2018 (based upon review of 2016-2017 data). The school improvement plan will address the specific achievement deficiencies including a targeted plan to address the deficiencies. The school improvement plan and the targeted plan will be approved and monitored by the district throughout the academic year. The district will submit the school improvement plan to GOSA.

(b) If based upon the review of 2018-2019 performance data, a school has not met the articulated academic goals, a school improvement plan will be incorporated into the annual school strategic planning process and implemented by August 2020 (based upon review of 2018-2019 data). The school improvement plan will address the specific achievement deficiencies including a targeted plan to address the deficiencies. The school improvement plan and the targeted plan will be approved and monitored by the district throughout the academic year. The district will submit the school improvement plan to GOSA.

(c) If based upon the review of 2019-2020 performance data, a school has not achieved three years of growth in the articulated academic goals, the Trion City School District will apply direct school management support and intensive teacher development support as outlined in the jointly developed school improvement plan between the school leadership and district leadership staff. Implementation of the school improvement plan will occur no later than August 2021 (based upon review of 2019-2020 data) and will be monitored by the school system. The district will submit the school improvement plan to GOSA.

(d) If based upon the review of the 2020-2021 performance data, a school has not achieved three years of growth in the articulated academic goals, the Trion City School District will apply, in the 2022-2023 school year, the consequences recommended by GOSA and approved by the State Board of Education.

IN WITNESS WHEREOF, the parties state and affirm that they are duly authorized to bind the respected entities below to the revised Exhibit D as of the day and year indicated.

**Revised Exhibit E, F, and G – Elementary, Middle, and High School
Plans**

For the Trion City School District

School Name	Grade Cluster	2018 CCRPI Baseline Reset Single Score	2018-2019 Target	2019-2020 Target	2020-2021 Target
Trion Elementary School	E	92.5	81.1	81.1	81.1
Trion High School	H	79.7	80.2	80.2	80.2
Trion Middle School	M	93.6	80	80	80