

**Blueprint for Success
5-Year Strategic Plan/Self Study
Update – Spring 2013**

Tallulah Falls School

OUR MISSION

Preparing each student to thrive in life by elevating character and intellect in a challenging and diverse college preparatory environment



P. O. Box 249, Tallulah Falls, Georgia 30573
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The Learning Environment designs and implements curriculum, develops instructional tasks, and initiates assessment to ensure that all students achieve proficiency.

- 1. Develop a 5 year projection on academic needs by grade level through the incorporation of lessons, projects, and other materials to engage in higher order thinking skills**
- 2. Enhance fine arts and expand elective offerings**
- 3. Establish a Resource Center to enhance academic success**
- 4. Enhance Athletic program**

Results:

- Implemented higher order thinking into the lesson plans and projects
 - Integrated Blooms Taxonomy into curriculum standards
 - Re-evaluated and updated curriculum for each subject area by aligning with state, national, ACT and college standard expectations
 - Re-evaluated testing strategies for honors program
 - Developed rubrics for projects
- Incorporated different resources to engage higher order thinking skills
 - Posted lesson plans and projects for parents to be actively involved with their students on Renweb
 - One to One laptop distribution and classroom immersion
 - SmartBoards equipped in every classroom
 - Use of Math XL and Academic Edge in the Middle School
- Evaluated and expanded the Fine Arts and elective offerings
 - 2011-12 Middle School added:
 - Art: Digital Art, Fibert Art, Mask Making
 - Career Connections
 - Chorus classes
 - Intro. to Spanish
 - Journalism
 - Kids R Kids
 - Logic for Life
 - Odyssey
 - 2011-2012 Upper School added:
 - Culinary Arts
 - Critical Thinking
 - Mass Communications
 - Graphic Arts

- 2012-2013 Middle School added:
 - Advising Curriculum
 - Ancient Art
 - Art-Sculpting
 - Foreign Languages (French and Spanish)
 - Transition Class
- 2012-2013 Upper School added:
 - Drama Club
- Researched different types of Resource Centers
 - Research possibilities
 - Visit different centers
 - Begin implementation
- Evaluated and implemented athletic programs
 - Added Middle School soccer (2010-11)
 - Added Middle School swim and golf (2011-12)
 - Added Upper School swim (2011-12)
 - Added Upper School golf (2012-13)

Last Updated: Tuesday, August 12, 2013

Professional Development Environment formulates the means by which Tallulah Falls School administration, faculty and staff acquire and enhance knowledge and skills to create high levels of achievement for all students.

- 1. Enhance the TFS environment of Professional Development with a focus on school-wide, departmental and individual opportunities**
- 2. Research and present professional development opportunities to all staff to ensure highest quality instructional skills and to maintain certification requirements**
- 3. Provide and employ resources to support job-specific professional learning that is aligned with school improvement goals**

Results:

- Evaluate current Professional Development practices and procedures
 - Meet/survey department heads
 - Measure staff growth 2009-2013
- Determine Professional Development needs at school wide, departmental and individual levels
 - Senior Staff Meetings
 - Department Level Meetings
 - Department Head Meetings
- Implement recommendations of Professional Development needs
 - Develop time frames for all levels of PD (School-wide, departmental, individual)
 - Search for opportunities based on recommendations
- Research different types of Professional Development opportunities to determine what best fits the needs of TFS
 - Senior staff, Department heads, individuals (oriented for specific need)
- Evaluate best methods of Professional Development as it pertains to both groups and individuals
 - Guidelines/Accountability for all Professional Development
 - Use RenWeb as a source for “tracking” all completed PD
- Implement an organizational scheme to ensure highest quality of work in an occupational specific environment
 - Create forms and documents through RenWeb to report all PD
 - School official reports all finished PD to proper outlet (DOE)
 - Individuals re-deliver key points to pertinent audiences

- Determine Professional Development needs based on school improvement goals
 - Senior staff and Department heads determine needs based on total Strategic Plan
- Evaluate and assess Professional Development funding, scheduling of meetings and availability of locations for PD opportunities
 - Senior Staff Meetings
 - Departmental Meetings
- Implement plan for providing resources that will support a successful Professional Development environment
 - Administrators and Department Heads budget for school-wide, departmental and individual PD
 - Administrators and Dept. Heads plan regular PD sessions throughout school year
 - Use pre and post planning as an opportunity for school-wide and departmental PD implementation

Last Updated: Tuesday, May 26, 2013

Enrollment Environment addresses processes, structures and procedures, that focus on a balanced student, faculty and administration population.

- 1. Establish optimal total enrollment.**
- 2. Monitor and achieve enrollment balance by grade level through enrollment management strategies.**
- 3. Maintain effective methods of gathering appropriate enrollment documentation electronically via the internet.**
- 4. Expand and monitor outreach for both domestic and international students.**

Results:

- Met annually with Head of School and senior staff to evaluate facility capacities and overall campus environment to determine enrollment goals- number of day students, number of boarding students, and number of international students in boarding.
- Formed enrollment management team within admissions and financial aid to:
 - Evaluate overall enrollment for each grade level to accurately assess current ethnic diversity and gender diversity.
 - Set annual enrollment goals to achieve greater ethnic and gender diversity in each grade.
 - Review current general enrollment information and establish goals for evaluation of new applicants.
- Converted admissions and enrollment databases to RenWeb.
- Created online inquiry and application portal on TFS website.
- Implemented plan to utilize RenWeb as means of tracking inquiries, applications, and enrollment contracts.
- Provided opportunities for families to track the application progress through RenWeb.
- Conducted admission interviews for out-of-state and international students via Skype.
- Attended professional conferences related to domestic admissions and recruitment.
 - IECA- Independent Educational Consultants of America
 - TABS- The Association of Boarding Schools
 - SBSA- Small Boarding School Association
 - SABS- Southern Association of Boarding Schools
 - GISA- Georgia Independent School Association
 - SAIS- Southern Association of Independent Schools
- Attended professional conferences related to international admissions and recruitment.
 - ICEF- International Consultants for Education and Fairs
 - GAIE- Georgia Association of International Educators

- Promoted school through websites associated with admissions and recruitment.
 - Boarding School Review- www.boardingschoolreview.com
 - TABS- www.boardingschools.com
 - GISA- www.gisa-schools.org
 - SAIS- www.sais.org
- Generated web page presence through primary internet search engines such as Google, Bing, and Yahoo
- Expanded advertising in parent and education related magazines in target markets
 - Atlanta Parent
 - Know Atlanta
 - Atlanta School Guide
 - Georgia Mountain Laurel
 - North Georgia Living
- Maintained consistent presence in local newspapers.
 - Open House Announcements
 - Press Releases
 - News Stories
 - General Advertising

Last Updated: Tuesday, April 09, 2013

The campus environment provides a comfortable and safe family atmosphere for students to live, learn and grow.

- 1. Tallulah Falls School will continue to maintain a safe and inviting learning community**
- 2. Develop a comprehensive campus master facility plan to meet all educational and environmental needs**
- 3. Policies, procedures and rules are articulated and communicated with all faculty, staff, parents and students**
- 4. Maintain all facilities to the highest standards**

Results:

- Added more signage to help with the flow of traffic on campus to make the roads safer
- Increased signage on buildings
- Closed the North Gate to control the flow of traffic on campus
- Revised the emergency action plan for the entire campus
- Installed video cameras at the entrances to the dormitories and classroom buildings
- Work with local law enforcement to conduct drug dog sweeps of the academic building and dormitories
- Added another school nurse to help with the increase in students
- Expanded the school's bus fleet by adding three new big buses and 4 new mini buses
- Added more bus routes to support our day student growth
- Provide decals for all student vehicles on campus
- Added AED machines to all facilities on campus
- All faculty and staff are required to have CPR/First Aid/AED training
- Hold in-service for all bus drivers conducted by the Georgia State Patrol
- Conduct in-service for all faculty/staff that drive mini buses/school vehicles
- Implemented the use of RenWeb to communicate with parents and students
- Implemented the use of email and phone alerts for faculty, staff and parents
- Revised our student/parent handbook
- Created a student run newsletter that is distributed to all students, faculty, staff and parents
- Provided cell phones to dormitory counselors and bus drivers for use on school trips
- Added a Middle School Campus
- Continued renovation of the Upper School Academic Building , which will be completed in 2014
- Renovated the bathrooms in the girls dormitory
- Added a second gymnasium to help with the increase in student population
- Added air conditioning to the main gymnasium

- Updated the school's soccer and baseball fields
- Added more full time people to the maintenance department to maintain clean facilities
- Added another male dormitory counselor to support the growth and safety of the Boarding Program
- Increased the use of the local area for various activities for both the academic day and weekends.

Last Updated: Tuesday, May 28, 2013

The Outreach Environment fosters a sense of community and belonging to ensure that Tallulah Falls School is a part of the local and global community

- 1. Identify events where parents and the local community are included in school and extra-curricular activities.**
- 2. Create a partnership with parents in the development of skill that focus on the academic and social growth of students**
- 3. Utilize Media for external public relations**
- 4. Promote and nurture alumni participation with Tallulah Falls School**

Results:

- **Sports-**
 - TFS Tribe –a parent group to help support various activities surrounding the TFS sports program
 - Med Ed Series—Local medical community sponsoring information series open to the TFS family
- **School wide-**
 - Increased student involvement in local community activities
 - Wails to trails-helping the Tallulah Gorge State Park run this activity for the community
 - Academics—Adding middle school Builders Club to increase interest as students move to the upper school, Interact Club and Key Club
 - MS and US sponsor Hoops for Hearts event each year
 - MS –Each advisory group sponsors one or more community service projects each year
 - US—community service projects are sponsored by clubs
 - Renweb—various outreach methods to parents—monthly e-mails featuring helpful websites.
 - Parent Connect
 - Webinar for parents, student and staff on various topics
 - Addition of Culinary Arts program in upper school
 - Addition of Leadership Classes
 - Expansion of International Day to International Week
 - Includes cultural activities coordinated by TFS academic staff members
 - President’s Parent Advisory Council—meets four (4) times each year to discuss current activities and issues on campus
 - Local newspaper articles
 - Increased submissions over last five (5) years
 - Revised web page to include a wider range of information and make it more user friendly
 - Addition of Renweb for use by staff, students and parents
 - Includes updated information on a variety of areas including academics and upcoming activities

- Implemented an emergency alert system for the entire TFS community
- Expanded the scope of the TFS magazine which is published quarterly to update the extended TFS family regarding activities at the school
- Added “Light Notes” to the quarterly publications from the school
- Facebook page added for parents/students/community
- Added a face book page for the alumni
- Improved TFS web page to make information and forms more available to alumni
- Alumni Association has invited TFS Director of Development to be a member of alumni committee
- Addition of several alumni to the TFS staff over the last five years
 - helps increase information flow to several different age groups of alumni, currently four (4) TFS alumni work at the school
 - Increased stories
 - Information of interest in the TFS quarterly publications

Last Updated: Tuesday, May 28, 2013

School Culture promotes foundational beliefs that lead to student achievement and organizational success

- 1. Design opportunities for character and leadership development**
- 2. Foster trust and openness among appropriate stakeholders**
- 3. Celebrate accomplishments of the Tallulah Falls School community (students, faculty, staff, alumni)**

Results:

- Examine current character and leadership programs
- Consider new opportunities for service and leadership
- Expand, coordinate, and implement school-wide opportunities for moral maturity and leadership development
- Communicate timely, efficiently, and effectively
- Develop feedback mechanisms for stakeholders
- Communicate honors and awards of TFS members within the campus
- Utilize media to promote achievements of TFS members
- Examine and implement more opportunities for TFS members to be recognized
- Developed Champions Choose GREAT Character program
- Curricular design for individual and group collaboration and defined roles
- MS grade specific lessons designed to explore character and leadership
- Clubs provide varied role and service opportunities
- Peer tutoring/mentoring
- Student Life Assistants
- Boarding work program
- Athletic Legacy Leaders
- Off campus trips (educational, recreational) to enhance representation of TFS
- President's Advisory Council
- TFS Tribe of family and friends sport support
- Communication
 - RenWeb, www.tallulahfalls.org, E-mail, Facebook,
 - Mass mail
 - Phone, personal conferences, seasonal meetings
 - Surveys
- Socials to informally mingle, communicate, and support
- Med Ed Series as a community health collaboration
- Weekly, monthly, seasonal athletic awards
- Academic yearly awards
- Boarding regular and yearly awards
- Community student awards
- Continue Scholarship awards
- Faculty, staff, and administrative awards
- Produce TFS magazines quarterly

- www.tallulahfalls.org news, announcements, policies, and school information
- Local media articles submitted regularly

Last Updated: Thursday, April 25, 2013

Stewardship Environment employs collaborative planning to guarantee the security in all aspects of fiscal management and resource distribution.

- 1. Identify and pursue grants from appropriate foundations**
- 2. Develop and implement planned giving drive through the TFS Legacy Society**
- 3. Increase Georgia GOAL participation by all TFS constituents**
- 4. Engage parents and grandparents in fundraising**
- 5. Use expertise of TFS board of advisors to maximize giving**
- 6. Ensure proper management and utilization of all resources**

Results:

- Submitted grant applications to all Georgia foundations that fund secondary education – access to a database to the available organizations
- Submitted grant applications to targeted national foundations
- Developed case statements that supported grant appeals for a variety of needs
- Subscribed to Foundations Directory Online database search tool to identify potential grant funders
- Updated past grant funding agencies with school achievements and needs
- Purchased a Donor Management System (Raiser’s Edge) for donor tracking, reporting, and stewardship cultivation efforts
- Conducted a wealth assessment of all constituents to determine gifting capacity and propensity
- Conducted a separate assessment with a second wealth evaluation program to ensure thoroughness
- Ongoing review of current donor history to determine stage of progression as donor prospects
- Visiting current and potential donors to initiate a sustained stewardship program and cultivate planned giving
- TFS staff and board members to contribute to Georgia GOAL
- Publicize Georgia GOAL to all other constituents
- Georgia GOAL program recognized TFS publicity materials at annual meeting
- Georgia GOAL contributions increased each year since the start of the program
- Initiated Grandparent’s Day in 2012 and increased attendance in 2013
- Cultivated grandparents as a separate constituent segment for solicitation and own annual fund
- Initiating Annual Fund drive in school year 2013-2014 to encourage parents/grandparent financial support
- Assigning grade level annual fund chairs to foster effective communication with student families
- Chairs of the Board of Trustees and Board of Associates confer with the President and the Director of Development via regularly scheduled meetings to discuss topics related to Development
- Board of Associates members are charged with promoting TFS within their social and professional circles

- Hired a Director of Development to manage development activities and provide fundraising expertise to identify and help solicit new donors
- Established a Development Committee comprised of the school President, Vice-President, Dean of Business and Development Relations, and the Director of Development to review development activities and guide future initiatives.
- Recruited a development intern (12 hrs/wk) to assist the Director of Development
- Budgets planned and monitored by faculty and staff teams
- Effectively anticipate and manage expenses and revenue to realize consistent balanced annual budgets

Last Updated: Tuesday, May 07, 2013

The Communication Environment focuses on data, informed decisions and acquiring and distributing information specific to the Tallulah Falls School learning community.

- 1. Provide opportunities for input from all stakeholders**
- 2. Enhance school communication with parents and the community**
- 3. Maintain effective collaboration among all departments**
- 4. Maintain campus network and wireless connectivity at the highest appropriate level**

Results:

- A clearly articulated mission unites the entire school community in a focused common purpose
- An open chain of command enhances communication across peer, departmental, and administrative levels
- Departmentalized mid-year faculty and staff meetings provide opportunities for input in a more intimate, and less intimidating, setting
- Performance reviews give valuable job feedback and provide merit-based financial rewards for excellence and innovation
- Revised and expanded Student-Parent Handbook and Faculty-Staff Handbook define policies, procedures, and expectations for all
- New school web site provides in-house control for update/expansion
- Master calendar is updated daily to provide timely information on school activities and events
- Facebook page expands social media presence
- Broadened use of RenWeb for assignments, grades, disciplinary reports, and Parent Alert-Alert Now has benefited students, parents, faculty and staff
- Addition of Middle School Counselor position has enhanced communication among students, parents, and faculty
- Creative scheduling allows eighth grade teachers to plan together during a shared planning time and at lunch
- Small class size ensures personal attention for each student in each class
- Events such as Grandparents Day broaden the support base for our students and the school
- Expanded participation in athletic, cultural, and educational events on and off campus has enhanced the school's presence, and image, in surrounding local communities
- Expansion of clubs and elective classes has helped students get more involved in the community
- Seasonal athletic team parent meetings provide timely information to a targeted audience
- Parent seminars on internet safety, athletic health (Med Ed series), and other topics strengthen the partnership bond between parents and school
- Surveys of parents and students give valuable input on everything from curriculum to athletics
- Current parents and students are represented on each of the eight Strategic Planning committees
- Parents Advisory Committee provides insight from a current parent perspective and gives feedback on potential positive changes
- Student Ambassadors serve as role models for their peers, share their views on school matters with faculty and administration, and project a positive image in the community
- All faculty and staff members serve on at least one Strategic Planning committee

- Wireless campus, Smartboards in every classroom, and laptop computers for every student provide cutting edge technological tools needed to prepare students for success in the 21st century
- School cell phones are now available to dorm staff on off campus trips in order to communicate better with parents on return times to campus or other needed information
- Continued and enhanced use of e-mail has aided in collaboration and communication with faculty, staff, students, and parents
- Security cameras installed in both classroom buildings and dormitories enhance safety, protect property, and give law enforcement and emergency personnel real-time information in a potentially hazardous or threatening situation
- Data Center centralizes hardware and facilitates maintenance

Last Updated: Tuesday, May 14, 2013

Schedules

SAIS/SACS Preliminary Visit Tallulah Falls School September 30, 2013

10:00-10:30	Welcome by President and Head of School Larry Peevy Introduction of School SAIS/SACS Coordinators
10:30-11:30	Tour of Campus
11:30-12:00	Meet with Business Office
12:00- 1:00	Lunch with Faculty/Staff/ Students
1:00	Review Compliance with Tallulah Falls School Standards/Indicators with President and Head of School, SAIS/SACS Coordinators-----Focus Areas for Team Evaluation, Discuss/Confirm Visit, schedules, Team Room, Technology Needs, and Accommodations

Tallulah Falls School
SAIS/SACS Accreditation Visit Schedule
March 4-6 2014

March 4, 2014---Day 1

2:30-3:00 Arrive at Tallulah Falls School

3:00-5:00 Welcome by President and Head of School Larry Peevy
Campus Tour with TFS Ambassadors.

5:00-6:00 Visiting Team check-in at Glen Ella Springs Inn

6:15-7:30 Welcome Dinner at Inn

Welcome and Introduction of SAIS/SACS Visitation Team
Introduction of Trustees/Board, SAIS/SACS Tallulah Falls School
Leadership Team and Honored Guests

7:30 Visitation Team Working Session

March 5, 2014---Day 2

7:30 Breakfast at Inn

8:30-1200 Arrival at Tallulah Falls School

Team meets with the following:
Faculty/Staff
Administrators
Departments of School
School Observations

12:00-1:00 Lunch with Staff and Students

1:00-4:00 Meetings with Stakeholder Groups: Steering Committees, Parents,
Alumni, Student Groups, Academic Groups, Community
Groups

4:00-6:00 Team Working Time

6:00-7:00 Dinner

March 6, 2014---- Day 3

7:30 Breakfast at Inn

8:30-12:00 Team meets with the Following:
Board/Trustees
Observations of School Areas
Additional Meetings

12:00-2:00 Team Working Lunch

2:00-3:00 Team provides Oral Exit Report with Tallulah Falls
School Leadership Team

3:00 Depart

Strategic Planning Teams:

Kim Popham - The Learning Environment (16)

Terri Bogan, Tina Cheek, Ian Davis, Vickie Derrick, Grace Farrow, John Luke Gallagher, David Guyott, Bobby Hammond, Matt Heyl, Killeen Jensen, Georgann Lanich, Bob Loder, Laura Reynolds, Monika Schulte, Annette Shirley, Tom Tilley

David Chester – Professional Development Environment (19)

Ellen Besier, Todd Besier, Perry Bourlet, Brittany Carter, Kathy Church, Scott Davis, Wanda Dunn, John Fede, Glenda Franklin, Sherri Gaglio, Phillip Harden, Erica Herrera, Eli Keene, Ray Pitts, Keri Pugh, Joann Raybon, Jane Shoemaker, Anna Smith, Mechelle Wall

Kelly Woodall – Enrollment Environment (16)

Nancy Almoyan, Dallas Barron, Connor Brown, Christy Carpenter, Stacy Caro, Jimmy Cash, Dwight Dyer, Gus Hames, Amanda Hendrix, Angel Hooper, Terry Miller, Tammie Rasmussen, Tish Roller, Jacobii Shirley, Jennifer Stien, Sarah Weidner

Jimmy Franklin – Campus Environment (19)

Esther Adeyemi, Stacie Besier, Rebecca Cook, Wallace Dodd, Victor Durfee, Bill Coldren, Preston Fowler, Wanda Franzo, Lewis Lane, Maria Loveless, Rachel McClain, Lessie Miller, Michael Palmer, Barney Rothgary, Leanna Shahan, Darilee Sims, Michael Stewart, Carolyn Welch, Lisa Wilcox

Harriett Worrell– Outreach Environment (20)

Patsy Baker, Robert Barron, Todd Besier, Brian Boyd, JoAnn Church, Mike Dale, Gracie Dockins, Curt Frederick, Ellen Gann, Irene Gray, Melody Henderson, Jessica Hollifield, Sarah Lowry, Stuart Miller, Scott Neal, Ashley Peeples, Emily Reynolds, Tish Roller, Sharon Shirley, Richard Stein

Scott Neal– School Culture Environment (18)

Sandy Ahearn, Jon Benson, Kelli Bly, Sam Bond, Mike Dale, Ephraim/Lou David, Sonia Flores, Beth Griner, Cat Hermes, Rick Hammock, Wendy Jackson, Laura Lane, Patrick Mayfield, Randy Morris, Gail Mote, Susan Nichols, Linden Pederson, Jonathan Roberts

Stuart Miller – Stewardship Environment (17)

Brandon Alexander, Nancy Almoyan, Ethen Besier, Janice Barden, Anita Barron, Brian Boyd, Jack Farley, Crolyn Gragg, Irene Gray, Linda Harris, Luci Kivett, Matt McClurg, Tammy Miller, Dinah Peevy, Sara Roberts, Haley Stein, Courtney Tanaskovic

Mike Dale – Communication Environment (19)

Addie Aycock, Brian Boyd, Alice Broom, Allen Campbell, Cyndy Campbell, Jackie Crosby, Kathy Hardigree, Eric Hollifield, Keith Huff, Linda James, Cindy Laymon, Patsy McCracken, Scott Neal, Drake Nicholson, Bryan Roller, Melvin Stevenson, Pamela Vaughan, E.J. Wall