



ACIP

Thomasville High School Thomasville City School System

Mr. Charles Alford
777 Gates Dr
Thomasville, AL 36784-2607

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Executive Summary

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

According to Sheldon Day, Mayor of Thomasville, Thomasville is a true gem in the middle of rural Southwest Alabama, a small town with a big heart and people who work hard to help make the dreams of our region come true. A "can do" attitude and a competitive spirit flows through the veins of every citizen of Thomasville; "Southwest Alabama's Success Story." Thomasville is in the center of a vast regional trade area and draws 80,000 plus shoppers to its merchants from portions of 6 Alabama counties. That trade area has steadily grown to a point that the center of Thomasville on US highway 43 has the highest daily traffic count off interstate between Tuscaloosa and Mobile at nearly 20,000 vehicles per day. Education has been a firm foundation from which Thomasville's growth can easily be traced. Our excellent K-12 city school system and the presence of Coastal Alabama Community College's award winning campus in Thomasville, assist every citizen young and old in achieving lifelong learning. Thomasville City Schools and Coastal Alabama have partnered in providing Dual Enrollment to high school sophomores, juniors and seniors to enable them to jump start their college education while in high school so they may be better equipped to face the world that awaits them at home and abroad.

Great talent has always been prevalent in Thomasville through singing, dancing, acting, painting, and just plain old storytelling. Now, all of our talents can be prominently cast and displayed in Thomasville's new 30,000 sq. ft. Civic Center. The center is complete with a beautiful 500 seat theatre that will accommodate any New York Theatre production; an exquisite gallery to display art and antiques alike; along with meeting rooms complete with wireless internet access and projection capabilities. No small town can match the versatility and range of uses of this great facility. Recreation is available at every turn in the Thomasville Region. Great fishing on the Tombigbee and Alabama Rivers, a hunting paradise in any direction and a city recreation department that offers everything from baseball to soccer; basketball to football; there is always something to do in this rural village! Thomasville has a little to offer everyone if you just take time to look around. A little bit of suburbia and a little bit of culture; but most of all a good dose of old time small town the way it should be! As one of our famous home folks, the late writer and storyteller Kathryn Tucker Windham said, "We aren't New York City and don't want to be.....we are Thomasville and all the great things that go with being who we are."

Thomasville City Schools is committed to providing high-quality Career Technical Education (CTE) programs for students that provide opportunities for career exploration and preparation. As programs are developed, implemented and maintained, there is a constant commitment to ensure our programs incorporate rigor as well as student training, certifications and credentials. In order to meet the needs of business and industry, and the community, programs must be continually developed and upgraded. This increases the chance of employment for the student. In many cases, this involves the development or revision of curriculum, new strategies in teaching methodology, and the opportunity for additional credentialing and professional development for teachers. Career technical teachers and administrators in collaboration with Work-Based Learning as well as the Career Coach, will provide internship and/or job shadowing opportunities. The current labor market data for the region is reviewed in order to plan for relevant programs of study. In collaboration with the local Workforce Development Council (SAWDC), the CTE Director will propose changes in the necessary areas. Funds will continuously upgrade technology and provide training on its use when necessary. Upon entering Thomasville High School, students are assessed on interest and aptitudes that help them make choices about programs of study and potential careers. Student involvement is afforded through a variety of activities. Student organizations also expose them to situations that make connections between their interest and leadership ability. Career and Technical Student Organizations (HOSA, FBLA, TSA and NTHS) allow students to expand their interest and prepare them to contribute to the community. Every effort is made to provide and make CTE programs available to special populations. Students who are economically

disadvantaged or have problems paying student fees are not excluded from participating in any of the CTE programs. Funding sources are available to assist in this area. Work-Based Learning along with community partnerships allow students from special populations prepare for the world of work through paid and unpaid on-the-job experiences. Through this process students build relationships and strong work ethic that increase their chances of being not only self sufficient, but successful. The Thomasville City Schools Career and Technical Education programs include: Business Marketing and Management, Industrial Maintenance, Business Information Technologies, Sports Medicine, Health Science, STEM, Project Lead the Way-Engineering, Welding and Work-Based Learning. Programs of Study lead to industry-recognized credentials by offering students opportunities to add value to their education by earning credentials and certificates required by business, industry, and labor organizations where available and appropriate. With the addition of the Information Technology, Engineering and Robotics Programs, the program instructors are preparing our students to meet industry need. Thomasville City Schools will continue to offer Work-Based Learning to students in Thomasville. With the current changes that have taken place in Work-Based Learning, the number of students who can participate in the program will increase and allow more opportunities for students to gain needed workforce experience. Currently, we have a Work-Based Learning Coordinator who will work collaboratively with the career coach, high school counselor and local businesses to provide opportunities for THS students. Students will have the opportunity through our regional career expo as well as career preparedness training to further their knowledge of career opportunities and what is required to be successful in such industries. Workforce Essentials will be offered online to any student that may have a need to improve on their pre-employment skills. In addition to planning and collaborating with business and industry partners to provide tours and job based experiences, CTE teachers will utilize technology and web based programs to explore various aspects of company operations and management philosophies. PLTW-Engineering courses will involve students in research and presentations of local business and industry careers and responsibilities. The Career Tech Program is increasing in popularity as the town's industry demands continue to increase. The goal of Thomasville High School is to prepare its students for a competitive global market. This is being accomplished through our expanding welding program and our Work-Based Learning/Cooperative Education Program. There are two areas that the students can be a part of, the Internship Program and the Apprenticeship Program. We have a total of 76 students enrolled in the program. The Apprenticeship Program enables students to work, earn a credit, and receive a paycheck. Students are able to transition from school-to-work in order to use those skills learned on the job. The Internship Program enables students to earn a credit, receive training, and gain on-the-job learning experiences. Students are able to transition from school-to-work in order to use skills learned in school on the internship site. These students intern in a field that is related to what they would they are seeking as a career after graduation from high school or college.

Thomasville High School has an enrollment of 352 students with a demographic makeup of around 44% minority populations. Approximately 67% of the student population receives free/reduced lunch. Thomasville High School strives to supply the community with "college and career ready" citizens upon graduation from high school. The school employs highly qualified teachers who supply a wealth of academic options to students. The challenge we face is the location of 100 miles from colleges and large towns makes recruiting of teachers difficult.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Purpose Statement: To Promote Lifelong Learning in the 21st Century.

Mission Statement: The mission of the Thomasville School System is to promote lifelong learning. Vision Statement: All students will reach their potential of becoming caring, competent, responsible citizens by promoting lifelong learning through the use of 21st-century technology to ensure college and career readiness.

Goals: All stakeholders will work together to ensure that students are college and career ready. We will continue to work together to improve student achievement. All stakeholders will also work together to ensure that students are provided with a safe and secure environment for learning.

Belief Statements:

Learning is the chief priority for our schools.

Education is a partnership involving the home, the community, and our schools.

Literacy skills are fundamental to student success. Individualized education promotes a lifelong desire to learn.

Consistently enforced discipline promotes a safe, positive learning environment.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Thomasville High School students received \$700,000 of scholarship money for the 2016-2017 school year. Each year we strive to match or exceed those numbers. The newly revamped Career Tech Program will increase student marketability to the expansive industrial influence of the region. The school will strive to improve student achievement in the areas of Mathematics, Science, and Language Arts. The school will also focus on improving the graduation rate, parental involvement, student attendance, technology, and professional development of its teachers.

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Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The Thomasville City Schools District is a co-sponsor of the River BEST Robotics competition. This year it will be held on October 21st, in both the Thomasville High School and Thomasville Middle School gyms. Both schools have robotics teams that advanced to compete at the regional championship in Auburn, Alabama, against teams from Alabama, Mississippi, Georgia, Tennessee and Florida. Organizers from the Jubilee Best Hub in Mobile encouraged officials in Thomasville to develop a robotics hub last year.

The goal of BEST events is to engage and excite students about engineering, science, and technology as well as inspire them to pursue careers in these fields. Approximately 14 teams from Choctaw, Clarke, and Monroe counties will participate in the Thomasville hub this year. Industries in these Alabama counties and throughout the state continue to need skilled workers, and the principles taught in BEST will help students prepare for the workforce. The sponsorship of the BEST event demonstrates the school district's further commitment to STEAM (science, technology, engineering, art and mathematics) curriculum.

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Improvement Plan Stakeholder Involvement

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Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The process used to engage a variety of stakeholders consist of selecting a representative from each department, Instructional Technology Facilitator, counselor, assistant principal, principal, students, and parents were asked to volunteer during orientation if they were interested in participating on the continuous improvement plan. After the committee was chosen, they were informed on their roles and expectations during the first meeting. It was established that not all stakeholder would be available for the first meeting, however, the committee agreed that they could be informed via phone or email and one on one collaboration after meetings and before meetings. This was an attempt to involve everyone in the decision method procedure.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Linda McGhee	Chief Financial Officer
Donna Calhoun	Federal Programs/Sped Coordinator/ELL
Charles Alford II	Principal
Sydney Smith	Assistant Principal
Hannah Dozier	Science Teacher
Sherry Brewer	Math Teacher
Brad Elam	Special Ed
Kelli Davis	English Teacher
Douglas Sutherland	History Teacher
Charlyn Vick	Media Center
Randall Fullington	Instructional Technology Facilitator
Kay Larrimore	Career Tech Teacher
Tammy Brasell	Counselor
Nichole Stinson	Community
Vivian Burroughs	Parent
Vicki Morris	Parent
Martha Gramelspacher	Parent
Christian Coker	Student
Valerie Hill	Student
Bryan Clark	Student

Students were given an opportunity to add their input in the decision making process. The teacher's' role was to assist in analyzing data to determine the strengths and weaknesses of all surveys. The parents and our community representative provided encouragement, insight, and suggestions as we analyzed our survey results.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The faculty and staff were presented with the ACIP in a faculty meeting. The assistant principal and the committee members gave a summary of what the ACIP consists of and the goals and strategies that were developed. A copy of the ACIP will be placed on the school's webpage for parents to view. The ACIP will be presented to the board for approval.

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Student Performance Diagnostic

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Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Please see attachment	Student Data Analysis Document

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Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

ASPIRE: English had 56% of students who were College and Career Ready which is above the state average and Writing had 68% of students College and Career Ready.

ACT Work Keys Reading for Information was above the level of expectancy at 94%, and the overall benchmark was 53% Silver or higher.

Describe the area(s) that show a positive trend in performance.

The ASPIRE Writing scores increased 15 points and the Reading scores increased 3 points.

Which area(s) indicate the overall highest performance?

ASPIRE: English and Writing

Which subgroup(s) show a trend toward increasing performance?

All subgroups (including male, female, black, and white) show improvements in most areas on the ASPIRE.

Between which subgroups is the achievement gap closing?

The smallest gap on the ACT ASPIRE is between male and female.

Which of the above reported findings are consistent with findings from other data sources?

None; other than the ASPIRE, other areas tested showed a slight decline.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

ASPIRE: Reading 42%, Science 24%, and Math 10%

ACT Plus Writing: All areas of ACT testing are below the state benchmark.

Describe the area(s) that show a negative trend in performance.

Science and Math showed the lowest performance and lower scores than the previous year; English scores declined but by only about 4%.

ACT Plus Writing: All sub-categories showed a decline.

Which area(s) indicate the overall lowest performance?

ACT Plus Writing: The composite score for Science and Math on the ACT are the farthest from benchmark.

ASPIRE: Science and Math

Which subgroup(s) show a trend toward decreasing performance?

Male students performed lower than females and below state/school average and overall African American students performed below state/school average.

Between which subgroups is the achievement gap becoming greater?

ASPIRE: In some testing categories, the gap between African American students and white students was greater.

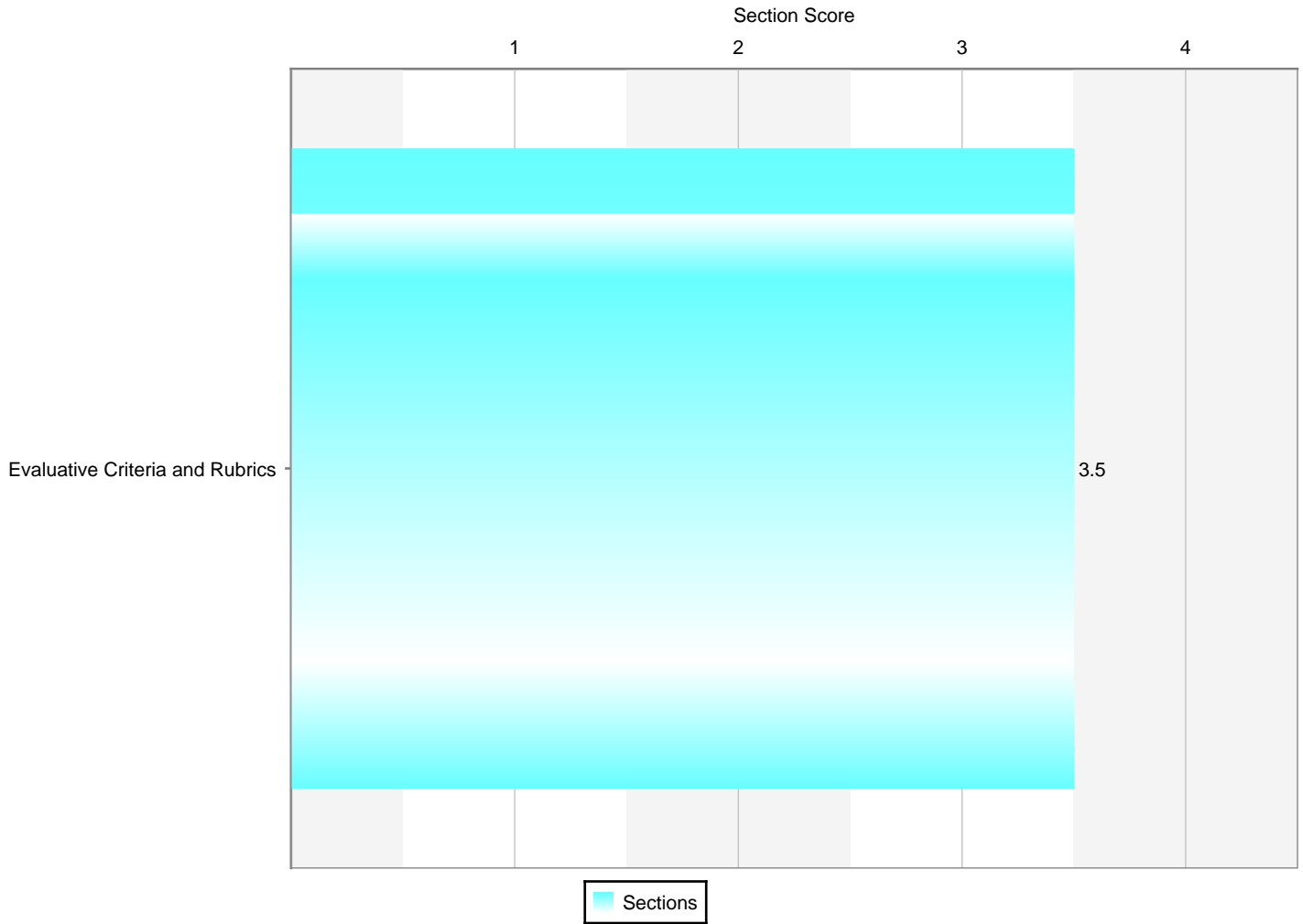
Which of the above reported findings are consistent with findings from other data sources?

Information on other subcategories was not available for the ACT + Writing, only for the ASPIRE.

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Report Summary

Scores By Section



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2017-2018 ACIP Assurances

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Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

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ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		ACIP Team Members Signatures

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Noel Adkison Superintendent 224 Timberland Road Thomasville, Alabama 36784 (334) 636-9955	Assurances Signatures

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	Please see Parent and Family Engagement in Assist	

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		School-Parent Compact

2017-2018

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Overview

Plan Name

2017-2018

Plan Description

Plan for ACIP

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Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Deliver standards-based instruction using college/career readiness standards	Objectives: 1 Strategies: 3 Activities: 11	Organizational	\$2900
2	Support the retention of effective teachers, support staff, and leaders	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$9037
3	Engage and empower learners through technology	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
4	Implement public relations strategies to showcase student learning and promote district pride.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
5	Strengthen relationships with students, families, and the community in order to assist students in becoming college and career ready.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1000
6	Ensure that each student is connected to an adult advocate.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$0

Goal 1: Deliver standards-based instruction using college/career readiness standards

Measurable Objective 1:

increase student growth in achievement by 2% in ELA, Math, and Science by 05/24/2018 as measured by local and state assessments.

Strategy 1:

Differentiated Instruction - Teachers will differentiate instruction to address the needs of all learners.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Schmoeker, M. (2011). FOCUS: Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

Activity - Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate engagement strategies into instruction.	Direct Instruction	08/08/2017	05/24/2018	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
In Progress	Powerschools provided PD on student engagement 10/24/17- 10/26/17 in selected classrooms. Teachers were provided opportunities to observe during their planning time.	November 30, 2017	Ms. Sydney Smith

Activity - Vocabulary Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize vocabulary strategies during instruction.	Academic Support Program	05/08/2017	05/24/2018	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
Completed	Based on classroom observations, teachers are utilizing vocabulary strategies during instruction.	November 30, 2017	Ms. Sydney Smith

Activity - Use of Manipulatives/Advanced Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will employ the use of manipulatives and advanced organizers.	Academic Support Program	08/08/2017	05/24/2018	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
Completed	Based on classroom observations, teachers are employing the use of manipulatives and advanced organizers during instruction.	November 30, 2017	Ms. Sydney Smith

Activity - Multi-sensory Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement multi-sensory strategies to address the needs of exceptional learners.	Academic Support Program	08/08/2017	05/24/2018	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
In Progress	Based on classroom observations, teachers are implementing multi-sensory strategies such as videos, read alouds, singing, performing, creating representations, etc. to address the needs of exceptional learners.	February 06, 2018	Ms. Sydney Smith

Strategy 2:

Systems of Support (Rtl) - Teachers will implement systems of support to address barriers to learning.

Category: Develop/Implement Learning Supports

Research Cited: Schmoeker, M. (2011). FOCUS: Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

Activity - Power Hour	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Power Hour 3 days per week to focus on areas of content weakness, practice test taking strategies, and practice and participate in mock ACT tests.	Academic Support Program	08/08/2017	05/24/2018	\$300	Title I Part A, No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
In Progress	THS purchased OnToCollege with John Baylor for ACT prep during Power Hour. Juniors are attending ACT Prep or ACT Fundamentals 5 days per week, 9th grade is attending ACT Aspire prep 3 times per week, 10th grade is participating in PreACT 3 times per week, and Seniors that have not benchmarked in all areas of ACT WorkKeys is participating in WorkKeys prep only in the area of need.	February 06, 2018	Ms. Sydney Smith

Activity - Small Group/Tier II Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Tier II instruction in content areas to address barriers to learning using resources such as Plato's Flex Assignments.	Academic Support Program	08/08/2017	05/24/2018	\$0	No Funding Required	Teachers

Activity - Early Warning Truancy Notification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will notify the attendance officer of students at risk of truancy.	Behavioral Support Program	08/08/2017	05/24/2018	\$0	No Funding Required	Teachers and administrators

Status	Progress Notes	Created On	Created By
In Progress	Mr. Norton monitors attendance on a daily basis. He reports findings to the building administrators as well as to the attendance officer.	February 06, 2018	Ms. Sydney Smith

Activity - Learning Opportunities for Targeted Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended learning opportunities will be offered for targeted students who are in need of credit recovery through enrollment in the Comeback Academy.	Academic Support Program	08/08/2017	08/08/2018	\$1000	Title I Schoolwide	Teacher and administrators

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Thomasville High School

Activity - Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thomasville High School will provide an advisement time designed to enhance academic, career and personal-social development for students in need of additional support.	Career Preparation/Orientation, Academic Support Program	08/08/2017	05/24/2018	\$0	No Funding Required	Teachers, counselor, and administration

Activity - Alternate Behavior Educator Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THS will provide an Alternative Behavior Educator Program for students identified as needing support.	Behavioral Support Program	08/08/2017	05/24/2018	\$1600	General Fund	Teachers, Administrators, and Counselor

Status	Progress Notes	Created On	Created By
Completed	Students that are identified as needing support complete modules based on their area of need. (Examples: conflict resolution, defiance, etc)	February 07, 2018	Ms. Sydney Smith

Strategy 3:

Data Analysis - Teachers and administrators will review and analyze data on a monthly basis in order to support and enrich students.

Category: Develop/Implement Learning Supports

Research Cited: Whitten, E. (2009). RTI Success: Proven tools and strategies for schools and classrooms. Minneapolis, MN: Free Spirit Publishing.

Activity - Problem Solving/Data Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will participate in Data Meetings and Problem Solving Team Meetings to discuss the action steps required to address the needs of struggling students.	Academic Support Program	09/04/2017	05/24/2018	\$0	No Funding Required	Teachers and Problem Solving Team

Status	Progress Notes	Created On	Created By
In Progress	Teachers participate in monthly data meetings to discuss at-risk students. We discuss specific challenges, proposed interventions, as well as create an action plan.	February 06, 2018	Ms. Sydney Smith

Goal 2: Support the retention of effective teachers, support staff, and leaders

Measurable Objective 1:

demonstrate a behavior that will increase employee engagement and support by 08/06/2018 as measured by the reduction in staff turnover.

Strategy 1:

Collaborative Learning Opportunities - The staff will be provided with collaborative learning opportunities.

Category: Develop/Implement Professional Learning and Support

Research Cited: Del Prete, T. (2013). Teacher rounds. Thousand Oaks, CA: Corwin.

Activity - Peer Observations and Learning Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided opportunities for peer observations and instructional learning rounds.	Professional Learning	09/11/2017	05/24/2018	\$1000	Title I Schoolwide	Administrators

Status	Progress Notes	Created On	Created By
Completed	On January 16, 2018, teachers participated in peer observations. The focus area was student engagement. The 4 teachers that participated in Instructional Rounds, opened their classrooms for other teachers to observe. We implemented the Instructional Rounds framework and the observed teachers implemented engagement strategies they observed during Instructional Rounds. After peer observations, teachers were provided at time for discussion and questions. All teachers were challenged to implement at least 1 new strategy in their classroom.	February 06, 2018	Ms. Sydney Smith
Completed	A group of 4 teachers participated in Instructional Rounds at Saraland High School on December 6, 2017. The focus of the Rounds was student engagement. Our objective was to provide professional learning that would improve practice at THS.	February 06, 2018	Ms. Sydney Smith

ACIP

Thomasville High School

Completed	10/19/17, 10/30-11/1/17 teachers were provided an opportunity to participate in peer observations during Powerschools coaching on differentiated instruction.	November 30, 2017	Ms. Sydney Smith
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Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with collaborative planning opportunities.	Professional Learning	08/08/2017	05/24/2018	\$0	No Funding Required	Administration

Status	Progress Notes	Created On	Created By
Completed	Teachers were provided a time for REACH collaborative planning on January 8, 2018.	February 06, 2018	Ms. Sydney Smith

Activity - Mentoring/Induction Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New Teachers and leaders will participate in a mentoring/induction program.	Professional Learning	08/08/2017	05/24/2018	\$1000	State Funds	Administration and Teachers

Status	Progress Notes	Created On	Created By
In Progress	D. Sutherland (History) is a new teacher who is being mentored by R. Stephens (History). S. Smith (Assistant Principal) is being mentored by D. Gillis (Director of Curriculum and Instruction).	November 30, 2017	Ms. Sydney Smith

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will participate in relevant, embedded, and evidenced-based professional learning opportunities to include but not limited to the following: CLAS AP Conference, Alabama Career Development Conference, Mega Conference, CLAS Leadership Institutes, ACT Boot Camp, Instructional Rounds, Summer PD.	Professional Learning	10/10/2017	05/08/2018	\$7037	Title I Part A, State Funds	Teachers and Administrators

Status	Progress Notes	Created On	Created By
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ACIP

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Completed	Teachers participated in the following professional learning opportunities: 11/29/17 REACH- Teachers received class rosters, transcript audits, and created lesson plans 1/10/18 PowerSchools Math Initiative 1/16/18 Peer Observations 1/19/18 OnToCollege with John Baylor PD 1/25/18 OnToCollege with John Baylor GoToMeeting 1/26/18 OnToCollege with John Baylor 2/6/18 PowerSchools Math Initiative	February 06, 2018	Ms. Sydney Smith
Completed	PowerSchools 10/10/17 Data Review/Analysis 10/16/- 10/17/17 Math Initiative Unit Scoping/Development 10/19/17 Differentiated Instruction Overview 10/24-10/26/17 Student Engagement coaching cycle 10/30-11/1/17 Differentiated Instruction coaching cycle 11/16/17 Math Initiative Unit 2 Data Meeting 11/28/17 Math Initiative Developing Unit 3	November 30, 2017	Ms. Sydney Smith

Strategy 2:

Supervision and Evaluation Process - THS will develop, implement, and monitor an effective supervision and evaluation process that will lead to improved professional development and increased student achievement and staff performance.

Category: Develop/Implement Professional Learning and Support

Research Cited: Asetline, J., Faryniarz, J., Rigazio-DiGilio, A. (2006) Supervision for Learning: A performance-based approach to teacher development and school improvement. Alexandria, VA: ASCD.

Activity - EDUCATE/LEAD Alabama	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THS will implement EDUCATE/LEAD Alabama.	Professional Learning	08/08/2017	05/24/2018	\$0	No Funding Required	Administrators and Teachers

Activity - Evaluation Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THS will utilize the Eleot as an evaluative tool and provide feedback.	Professional Learning	08/08/2017	05/24/2018	\$0	No Funding Required	Administrators

Status	Progress Notes	Created On	Created By
Completed	All teachers were evaluated using the Eleot tool during the first semester.	February 06, 2018	Ms. Sydney Smith

Goal 3: Engage and empower learners through technology

Measurable Objective 1:

demonstrate a proficiency in increasing the use of technology, as illustrated in the SAMR model, to enhance and personalize learning by 05/24/2018 as measured by surveys.

Strategy 1:

Professional Development - Teachers will be provided with professional development on integrating technology into classroom instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: Hubbell, R., Kuhn, M., and Pitler, H. (2012). Using technology with classroom instruction that works, 2nd Edition. Alexandria, VA: ASCD.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development on the progression of the SAMR model and using applications in the Google platform	Professional Learning	08/08/2017	05/24/2018	\$0	No Funding Required	Administrator s, teachers, and library media specialist

Status	Progress Notes	Created On	Created By
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Completed	Teachers were provided professional development on Google Classroom on August 30, 2017. Teachers also participated in professional development on the SAMR Model on October 4, 2017.	November 21, 2017	Ms. Sydney Smith
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Activity - Technology Tips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be offered instructional technology tips for increased operational efficiency in the classroom.	Professional Learning	08/08/2017	05/24/2018	\$0	No Funding Required	Administrators, teachers, and library media specialist

Status	Progress Notes	Created On	Created By
Completed	Teachers participated in Tech Tips on January 31, 2018. Topics of exploration and discussion were the Tech Expo, TCS Symbaloo, and Adobe Spark.	February 06, 2018	Ms. Sydney Smith
Completed	Teachers participated in "Tech Tips" professional development on 08/30/17, 09/27/17, 10/25/17, 11/29/17	November 21, 2017	Ms. Sydney Smith

Strategy 2:

Non-traditional Learning Opportunities - Students and staff will be encouraged to take advantage of non-traditional learning opportunities offered through technology.

Category: Develop/Implement Learning Supports

Research Cited: Oblinger, D. (2012). Game changers: Education and information technologies. Louisville, CO: EDUCAUSE.

Activity - Virtual Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and staff will be provided with virtual learning opportunities for college and career readiness.	Academic Support Program	08/08/2017	05/24/2018	\$0	No Funding Required	Teachers and library media specialist

Status	Progress Notes	Created On	Created By
In Progress	Teachers are provided with monthly webinars from edWeb.net, EconEdLink, etc. on topics of need/interest/relevance. Students are provided virtual learning opportunities such as OnToCollege with John Baylor ACT Prep and virtual field trips.	February 07, 2018	Ms. Sydney Smith

Activity - Staff Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff development events will be posted to create a greater awareness by staff.	Professional Learning	08/08/2017	05/24/2018	\$0	No Funding Required	Administrators

Status	Progress Notes	Created On	Created By
In Progress	Staff development events are posted through email, the THS Curriculum and Instruction Newsletter, and Chalkable announcements.	February 06, 2018	Ms. Sydney Smith

Activity - Online Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided online professional learning through webinars, Khan's Academy, etc.	Professional Learning	08/08/2017	05/24/2018	\$0	No Funding Required	Administrators

Status	Progress Notes	Created On	Created By
In Progress	Teachers were granted access to register for ACT College and Career Readiness webinars to be held 12/5 and 12/7.	November 30, 2017	Dawn Gillis
N/A	Teachers participated in a webinar on Study Island 08/07/17. A group of teachers also participated in a webinar on Edmentum's Flex Assignments and Accucess on 10/18/17. They then trained the training around to the teachers that did not attend on 10/25/17.	November 21, 2017	Ms. Sydney Smith

Goal 4: Implement public relations strategies to showcase student learning and promote district pride.

Measurable Objective 1:

demonstrate a behavior that will increase the awareness of the TCS brand by 05/24/2018 as measured by surveys.

Strategy 1:

SY 2017-2018

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TCS Awareness - We will utilize innovative communication tools.

Category: Implement Community Based Support and Intervention System

Research Cited: Kowalski, T., (2010). Public relations in schools, 5th Edition. Upper Saddle River, NJ: Prentice Hall.

Activity - TCS Technology and Learning Expo	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TCS will implement the Technology and Learning Expo.	Technology	08/08/2017	05/24/2018	\$0	No Funding Required	Teachers, Administrators, and Help Desk Manager

Status	Progress Notes	Created On	Created By
Not Completed	The TCS Technology and Learning Expo is scheduled for March 1, 2018. Teachers/students will showcase new tech tips learned throughout the year.	November 30, 2017	Dawn Gillis

Activity - Robotics BEST Competition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THS will serve as host for the regional Robotics BEST Competition.	Technology	10/21/2017	10/21/2017	\$0	No Funding Required	Administrators and Robotics Teacher

Status	Progress Notes	Created On	Created By
Completed	October 21, 2017	November 30, 2017	Ms. Sydney Smith

Activity - TCS Online Advertisement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The TCS brand will be advertised on the district website and social media.	Technology	08/08/2017	05/24/2018	\$0	No Funding Required	Administrators and Media Relations personnel
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Goal 5: Strengthen relationships with students, families, and the community in order to assist students in becoming college and career ready.

Measurable Objective 1:

demonstrate a behavior that will increase involvement with students, families, and the community by 05/24/2018 as measured by surveys.

Strategy 1:

Opportunities to Serve Families - THS will provide opportunities and innovative ways to serve families who may or may not be able to attend traditional school functions.

Category: Other - Family Support and Engagement

Research Cited: Ferlazzo, L. (2009). Building parent engagement in schools. Burnsville, MN: Linworth.

Activity - Publication of School Information and Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Important school information and resources will be published on the website and social media.	Community Engagement	08/08/2017	05/24/2018	\$0	No Funding Required	Administrators and Teachers

Activity - School Advisory Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THS will establish school advisory committee to involve parents in the decision-making process.	Parent Involvement	08/08/2017	05/24/2018	\$1000	Title I Part A	Administrators

Goal 6: Ensure that each student is connected to an adult advocate.

Measurable Objective 1:

demonstrate a behavior that will advance student learning, involvement, and success by providing at least one consistent adult advocate to all students by 05/24/2018 as measured by student schedules and extracurricular activity rosters .

Strategy 1:

Student Advisory Program - We will incorporate a student advisory program in the school schedule and provide extracurricular activities for students to voluntarily participate in after school.

Category: Implement Guidance and Counseling Plan

Research Cited: Clarke, J. and DiMartino, J. (2008). Personalizing the high school experience for each student. Alexandria, VA: ASCD.

Activity - Advisement Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THS will establish a 30-45 minute period for advisement (Skinny Block).	Behavioral Support Program	08/08/2017	05/24/2018	\$0	No Funding Required	Administrators, Counselor, and Teachers

Status	Progress Notes	Created On	Created By
Completed	Beginning 11/29/17 students report to homeroom each Thursday for implementation of the Reach Student Advisory Initiative.	November 30, 2017	Ms. Sydney Smith

Activity - Student Advisement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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THS will equip teachers with resources for student advisement.	Professional Learning	08/08/2017	05/24/2018	\$0	No Funding Required	Administrators and Counselor
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Status	Progress Notes	Created On	Created By
In Progress	Teachers were provided professional development on the REACH Advisory program on 11/6/17 and provided additional PD and resources for REACH on 11/29/17.	November 30, 2017	Dawn Gillis

Activity - Extra-curricular Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THS will encourage participation in extra-curricular activities through announcements, flyers, posters, etc.	Extra Curricular	08/08/2017	05/24/2018	\$0	No Funding Required	Administrators, Media Relations personnel, and Teachers

Status	Progress Notes	Created On	Created By
In Progress	Extra-curricular activities are advertised on our school website as well as on social media.	February 07, 2018	Ms. Sydney Smith
Completed	ACT information, college preview information, Cash for College, and College Application Week were specifically advertised during the 1st semester	December 04, 2017	Ms. Sydney Smith

Strategy 2:

Comprehensive Guidance Program - THS will implement a comprehensive guidance program to address student needs in the areas of academic, career, and personal/social development.

Category: Implement Guidance and Counseling Plan

Research Cited: Clarke, J. and DiMartino, J. (2008). Personalizing the high school experience for each student. Alexandria, VA: ASCD.

Activity - Guidance Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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THS will provide appropriate grade-level guidance lessons on graduation requirements, 4-year plans, etc.	Behavioral Support Program	08/08/2017	05/24/2018	\$0	No Funding Required	Teachers and Counselor
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Status	Progress Notes	Created On	Created By
N/A	REACH Program each Thursday during Skinny Block beginning 11/30/17	November 29, 2017	Ms. Sydney Smith

Activity - Student Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THS will facilitate individual and small group counseling with students to address social/emotional concerns as needed.	Behavioral Support Program	08/08/2017	05/24/2018	\$0	No Funding Required	Administrators, Teachers, and Counselor

Status	Progress Notes	Created On	Created By
N/A	Mrs Brasell meets with students on an as-needed basis throughout the year.	December 04, 2017	Ms. Sydney Smith

Activity - College/Career Exploration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered resources for college/career explorations.	Career Preparation/Orientation	08/08/2017	05/24/2018	\$0	No Funding Required	Administrators, Counselor, and Teachers

Status	Progress Notes	Created On	Created By
Completed	Assistance with FAFSA continued in February. Mrs. Brasell has met with 100% of the students. 50% of the students have submitted their FAFSA.	February 08, 2018	Ms. Sydney Smith
Completed	100% of seniors enrolled in one or more colleges during College Application Campaign Week 10/30-11/3/2017. FAFSA Night was held for parents 10/30/17, and a recruiter from Judson College spoke with student on 11/2/2017.	November 30, 2017	Dawn Gillis

Activity - Guest Speakers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Thomasville High School

THS will identify and provide guest speakers on a variety of topics.	Community Engagement, Career Preparation/Orientation	08/08/2017	05/24/2018	\$0	No Funding Required	Administrators, Teachers, and Counselor
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Status	Progress Notes	Created On	Created By
Completed	BASIC provided Bill Britt as a guest speaker on January 30, 2018.	February 06, 2018	Ms. Sydney Smith
N/A	Alabama Teen Challenge 09/21/17 BASIC/Johnny Jernigan 11/29/17, Abstinence 12/06-12/07/17, Erin's Law 12/06/17	December 05, 2017	Ms. Sydney Smith

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EDUCATE/LEAD Alabama	THS will implement EDUCATE/LEAD Alabama.	Professional Learning	08/08/2017	05/24/2018	\$0	Administrators and Teachers
Power Hour	Teachers will implement Power Hour 3 days per week to focus on areas of content weakness, practice test taking strategies, and practice and participate in mock ACT tests.	Academic Support Program	08/08/2017	05/24/2018	\$0	Teachers
Small Group/Tier II Instruction	Teachers will implement Tier II instruction in content areas to address barriers to learning using resources such as Plato's Flex Assignments.	Academic Support Program	08/08/2017	05/24/2018	\$0	Teachers
Guidance Lessons	THS will provide appropriate grade-level guidance lessons on graduation requirements, 4-year plans, etc.	Behavioral Support Program	08/08/2017	05/24/2018	\$0	Teachers and Counselor
Online Professional Learning	Staff will be provided online professional learning through webinars, Khan's Academy, etc.	Professional Learning	08/08/2017	05/24/2018	\$0	Administrators
Staff Development	Staff development events will be posted to create a greater awareness by staff.	Professional Learning	08/08/2017	05/24/2018	\$0	Administrators
Virtual Learning Opportunities	Students and staff will be provided with virtual learning opportunities for college and career readiness.	Academic Support Program	08/08/2017	05/24/2018	\$0	Teachers and library media specialist
Extra-curricular Activities	THS will encourage participation in extra-curricular activities through announcements, flyers, posters, etc.	Extra Curricular	08/08/2017	05/24/2018	\$0	Administrators, Media Relations personnel, and Teachers
Publication of School Information and Resources	Important school information and resources will be published on the website and social media.	Community Engagement	08/08/2017	05/24/2018	\$0	Administrators and Teachers
Advisement Period	THS will establish a 30-45 minute period for advisement (Skinny Block).	Behavioral Support Program	08/08/2017	05/24/2018	\$0	Administrators, Counselor, and Teachers
Student Advisement	THS will equip teachers with resources for student advisement.	Professional Learning	08/08/2017	05/24/2018	\$0	Administrators and Counselor
Evaluation Process	THS will utilize the Eleot as an evaluative tool and provide feedback.	Professional Learning	08/08/2017	05/24/2018	\$0	Administrators

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Early Warning Truancy Notification	Teachers and administrators will notify the attendance officer of students at risk of truancy.	Behavioral Support Program	08/08/2017	05/24/2018	\$0	Teachers and administrators
Mentoring Program	Thomasville High School will provide an advisement time designed to enhance academic, career and personal-social development for students in need of additional support.	Career Preparation/Orientation, Academic Support Program	08/08/2017	05/24/2018	\$0	Teachers, counselor, and administration
Robotics BEST Competition	THS will serve as host for the regional Robotics BEST Competition.	Technology	10/21/2017	10/21/2017	\$0	Administrators and Robotics Teacher
Professional Development	Teachers will participate in professional development on the progression of the SAMR model and using applications in the Google platform	Professional Learning	08/08/2017	05/24/2018	\$0	Administrators, teachers, and library media specialist
TCS Technology and Learning Expo	TCS will implement the Technology and Learning Expo.	Technology	08/08/2017	05/24/2018	\$0	Teachers, Administrators, and Help Desk Manager
Student Engagement	Teachers will incorporate engagement strategies into instruction.	Direct Instruction	08/08/2017	05/24/2018	\$0	Teachers
Guest Speakers	THS will identify and provide guest speakers on a variety of topics.	Community Engagement, Career Preparation/Orientation	08/08/2017	05/24/2018	\$0	Administrators, Teachers, and Counselor
Problem Solving/Data Team Meetings	Teachers and administrators will participate in Data Meetings and Problem Solving Team Meetings to discuss the action steps required to address the needs of struggling students.	Academic Support Program	09/04/2017	05/24/2018	\$0	Teachers and Problem Solving Team
Use of Manipulatives/Advanced Organizers	Teachers will employ the use of manipulatives and advanced organizers.	Academic Support Program	08/08/2017	05/24/2018	\$0	Teachers
Multi-sensory Strategies	Teachers will implement multi-sensory strategies to address the needs of exceptional learners.	Academic Support Program	08/08/2017	05/24/2018	\$0	Teachers
Technology Tips	Teachers will be offered instructional technology tips for increased operational efficiency in the classroom.	Professional Learning	08/08/2017	05/24/2018	\$0	Administrators, teachers, and library media specialist
Collaborative Planning	Teachers will be provided with collaborative planning opportunities.	Professional Learning	08/08/2017	05/24/2018	\$0	Administration

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TCS Online Advertisement	The TCS brand will be advertised on the district website and social media.	Technology	08/08/2017	05/24/2018	\$0	Administrators and Media Relations personnel
College/Career Exploration	Students will be offered resources for college/career explorations.	Career Preparation/Orientation	08/08/2017	05/24/2018	\$0	Administrators, Counselor, and Teachers
Vocabulary Strategies	Teachers will utilize vocabulary strategies during instruction.	Academic Support Program	05/08/2017	05/24/2018	\$0	Teachers
Student Counseling	THS will facilitate individual and small group counseling with students to address social/emotional concerns as needed.	Behavioral Support Program	08/08/2017	05/24/2018	\$0	Administrators, Teachers, and Counselor
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Power Hour	Teachers will implement Power Hour 3 days per week to focus on areas of content weakness, practice test taking strategies, and practice and participate in mock ACT tests.	Academic Support Program	08/08/2017	05/24/2018	\$300	Teachers
School Advisory Committee	THS will establish school advisory committee to involve parents in the decision-making process.	Parent Involvement	08/08/2017	05/24/2018	\$1000	Administrators
Professional Learning Opportunities	Staff members will participate in relevant, embedded, and evidenced-based professional learning opportunities to include but not limited to the following: CLAS AP Conference, Alabama Career Development Conference, Mega Conference, CLAS Leadership Institutes, ACT Boot Camp, Instructional Rounds, Summer PD.	Professional Learning	10/10/2017	05/08/2018	\$5000	Teachers and Administrators
Total					\$6300	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Opportunities	Staff members will participate in relevant, embedded, and evidenced-based professional learning opportunities to include but not limited to the following: CLAS AP Conference, Alabama Career Development Conference, Mega Conference, CLAS Leadership Institutes, ACT Boot Camp, Instructional Rounds, Summer PD.	Professional Learning	10/10/2017	05/08/2018	\$2037	Teachers and Administrators
Mentoring/Induction Program	New Teachers and leaders will participate in a mentoring/induction program.	Professional Learning	08/08/2017	05/24/2018	\$1000	Administration and Teachers
Total					\$3037	

ACIP

Thomasville High School

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Peer Observations and Learning Rounds	Teachers will be provided opportunities for peer observations and instructional learning rounds.	Professional Learning	09/11/2017	05/24/2018	\$1000	Administrators
Learning Opportunities for Targeted Students	Extended learning opportunities will be offered for targeted students who are in need of credit recovery through enrollment in the Comeback Academy.	Academic Support Program	08/08/2017	08/08/2018	\$1000	Teacher and administrators
Total					\$2000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Alternate Behavior Educator Program	THS will provide an Alternative Behavior Educator Program for students identified as needing support.	Behavioral Support Program	08/08/2017	05/24/2018	\$1600	Teachers, Administrators, and Counselor
Total					\$1600	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The survey was conducted through assist and was automatically recorded with the assist. However, we did analyze the results from the stakeholders' feedback on the surveys.	

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Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

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Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Students: Purpose and Direction showed the highest level of satisfaction with an average score of 3.66. Students reported that our school's teachers and administration have high expectations for them.

Parent: Purpose and Direction and Resources and Support System showed the highest level of satisfaction with an average of 3.95. Parents reported that the school provides a safe learning environment and our school's purpose statement is clearly focused on student success.

Staff: All standards were scored between 3.77 to 4.36 on a 5 point scale with 5 being the highest. Purpose and Direction showed the highest levels of satisfaction with an average score of 4.36 on the standards. Staff reported that our school's purpose statement is clearly focused on student success. Our school provides a plan for acquisition and support of technology to support learning.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Standard 4: Purpose and Direction shows a trend in increasing stakeholder satisfaction.

In particular, our school's purpose statement is clearly focused on student success, and our school has established goals and a plan for improving student learning.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Our school has a continuous improvement process based on data, goals, actions, and measures for growth.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Student: Standard : Using results for continuous improvement shows the lowest level of satisfaction with an average score of 3.46. In particular, only 26.95% of students felt that the school does not consider students' opinions when planning ways to improve the school.

Parent: The lowest level of satisfaction was 3.73. Our school's governing body does not interfere with the operation or leadership of our school.

Staff: Standard 3: Governance and leadership shows the lowest level of satisfaction with an average score of 3.77.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Student: Using results for continuous improvement show decreasing stakeholder satisfaction.

Standard 4 question 17: All of my teachers change their teaching to meet my learning needs.

Parent: Governance and leaderships shows a trend toward decreasing stakeholder.

Standard 3 question 13: My child knows the expectations for learning in all classes.

Staff: Governance and leadership shows a trend toward decreasing stakeholder satisfaction. The trend shows that staff continues to decrease in stakeholder satisfaction on Standard 3: Question 17: All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.

What are the implications for these stakeholder perceptions?

As an implication of these findings, teachers will participate in monthly data meetings to analyze student data. They will use their findings to form instructional groups in order to best meet the needs of their students. In addition, teachers will be provided professional learning opportunities focusing on the following: student engagement, differentiated instruction, and data analysis.

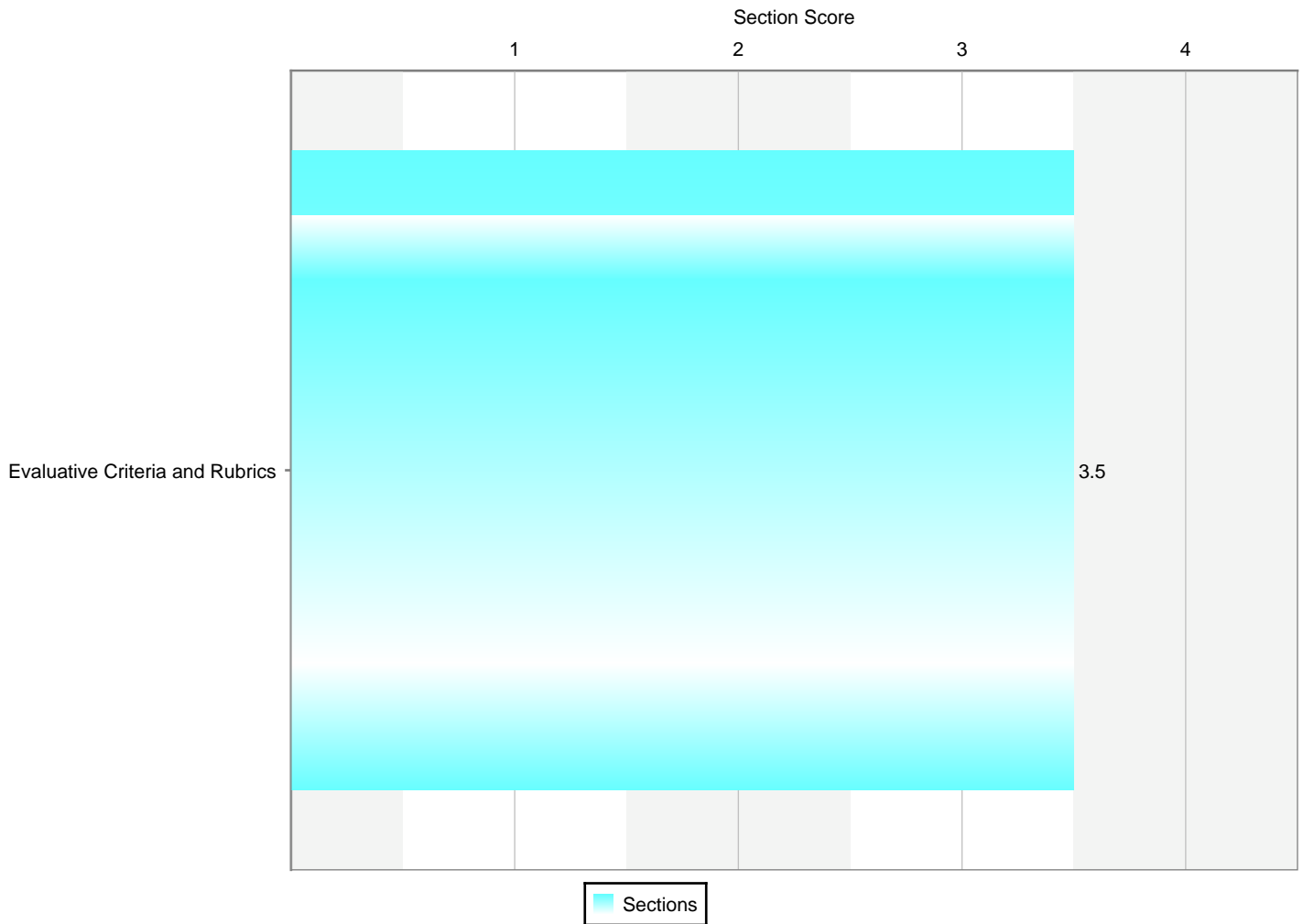
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The governance and leadership section of the survey show a consistent trend with parents and staff.

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Report Summary

Scores By Section



D

2017-2018 Title I Schoolwide Diagnostic

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Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

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Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted through a survey.

What were the results of the comprehensive needs assessment?

Based on the analysis of our student achievement data and demographic/school quality data, the results from the comprehensive needs assessment implied that our top areas of strength are Writing, Reading, English, and Discipline. The comprehensive needs assessment also concluded that our top areas in need of improvement consists of closing the achievement gaps between subgroups, Math, and Science.

What conclusions were drawn from the results?

It was concluded that remediation is needed to help close achievement gaps. Resources such as ACCESS courses, Study Island, and Key Train will be used to accomplish this goal. Tiered instruction will also be implemented during content classes to meet the academic needs of all students.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

After analyzing the data, strengths and weaknesses were identified for various grades, subjects, genders, and socioeconomic groups.

How are the school goals connected to priority needs and the needs assessment?

The school goals for Thomasville High School are based on results from the comprehensive needs assessment, the TCS Strategic Plan, and priority needs as determined through the accreditation process. Our goal is to ensure that all students are college and/or career ready.

How do the goals portray a clear and detailed analysis of multiple types of data?

We participate in a clear and detailed analysis of multiple types of data at THS. We analyze the comprehensive needs assessment, student data from state assessments, demographic/school quality data, classroom data, and data from our diagnostic assessment, IReady. Our SY 2017-2018

goals are based on the results of our analysis to determine the areas of focus.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

Our goals reflect our overall desire for every student to be college and/or career ready. Our goals include strategies and activities which will address the needs of all students as well as those who are disadvantaged and struggle.

DRAFT

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Deliver standards-based instruction using college/career readiness standards

Measurable Objective 1:

increase student growth in achievement in ELA, Math, and Science by 05/24/2018 as measured by local and state assessments.

Strategy1:

Differentiated Instruction - Teachers will differentiate instruction to address the needs of all learners.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Schmoeker, M. (2011). FOCUS: Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

Activity - Multi-sensory Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement multi-sensory strategies to address the needs of exceptional learners.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate engagement strategies into instruction.	Direct Instruction	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Activity - Use of Manipulatives/Advanced Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ the use of manipulatives and advanced organizers.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Activity - Vocabulary Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize vocabulary strategies during instruction.	Academic Support Program	05/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Strategy2:

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Systems of Support (Rtl) - Teachers will implement systems of support to address barriers to learning.

Category: Develop/Implement Learning Supports

Research Cited: Schmoeker, M. (2011). FOCUS: Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

Activity - Learning Opportunities for Targeted Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended learning opportunities will be offered for targeted students who are in need of credit recovery through enrollment in the Comeback Academy.	Academic Support Program	08/08/2017	08/08/2018	\$1000 - Title I Schoolwide	Teacher and administrators

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use progress monitoring tools to assess academics and behavior.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and administrators

Activity - Small Group/Tier II Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Tier II instruction in content areas to address barriers to learning.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Activity - Power Hour	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Power Hour 3 days per week to combat barriers to learning.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Activity - Early Warning Truancy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will provide an attendance notification and intervention program.	Behavioral Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and administrators

Activity - Alternate Behavior Educator Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will provide an Alternative Behavior Educator Program for students identified as needing support.	Behavioral Support Program	08/08/2017	05/24/2018	\$1600 - General Fund	Teachers, Administrators, and Counselor

Activity - Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Thomasville High School will provide an advisement time designed to enhance academic, career and personal-social development for students in need of additional support.	Career Preparation/ Orientation Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers, counselor, and administration

Strategy3:

Data Analysis - Teachers and administrators will review and analyze data on a quarterly basis in order to support and enrich students.

Category: Develop/Implement Learning Supports

Research Cited: Whitten, E. (2009). RTI Success: Proven tools and strategies for schools and classrooms. Minneapolis, MN: Free Spirit Publishing.

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will participate in Problem Solving Team Meetings to discuss the action steps required to address the needs of struggling students.	Academic Support Program	09/04/2017	05/24/2018	\$0 - No Funding Required	Teachers and Problem Solving Team

Activity - Grade Level/Content Area Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in grade level and content area meetings to discuss the progress of students.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and administrators

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will facilitate quarterly data meetings in order to collaborate on student progress.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and administrators

Goal 2:

Support the retention of effective teachers, support staff, and leaders

Measurable Objective 1:

demonstrate a behavior that will increase employee engagement and support by 08/06/2018 as measured by the reduction in staff turnover.

Strategy1:

Supervision and Evaluation Process - THS will develop, implement, and monitor an effective supervision and evaluation process that will lead to improved professional development and increased student achievement and staff performance.

Category: Develop/Implement Professional Learning and Support

Research Cited: Aseltine, J., Faryniarz, J., Rigazio-DiGilio, A. (2006) Supervision for Learning: A performance-based approach to teacher development and school improvement. Alexandria, VA: ASCD.

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Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will conduct staff observations and provide feedback.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators

Activity - EDUCATE/LEAD Alabama	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will implement EDUCATE/LEAD Alabama.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators and Teachers

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will be provided ongoing professional learning opportunities.	Professional Learning	08/08/2017	05/24/2018	\$3000 - Title I Schoolwide	Administration

Activity - Evaluation Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will develop an effective evaluation process for classified employees.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators

Activity - Power School Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics teachers will be provided relevant, embedded, evidenced-based professional development to improve instruction and learning in the classroom.	Professional Learning	10/30/2017	09/30/2018	\$138000 - Other	Power Schools, Administrators, and Teachers

Strategy2:

Collaborative Learning Opportunities - The staff will be provided with collaborative learning opportunities within and outside the district.

Category: Develop/Implement Professional Learning and Support

Research Cited: Del Prete, T. (2013). Teacher rounds. Thousand Oaks, CA: Corwin.

Activity - Mentoring/Induction Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New Teachers and leaders will participate in a mentoring/induction program.	Professional Learning	08/08/2017	05/24/2018	\$1000 - State Funds	Administration and Teachers

Activity - Peer Observations and Learning Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided opportunities for peer observations and instructional learning rounds within and outside the district.	Professional Learning	09/11/2017	05/24/2018	\$1000 - Title I Schoolwide	Administrators

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Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with collaborative planning opportunities.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administration

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will participate in content-specific professional learning communities.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and Administrators

Goal 3:

Engage and empower learners through technology

Measurable Objective 1:

demonstrate a proficiency in increasing the use of technology to enhance and personalize learning by 05/24/2018 as measured by surveys.

Strategy1:

Non-traditional Learning Opportunities - Students and staff will be encouraged to take advantage of non-traditional learning opportunities offered through technology.

Category: Develop/Implement Learning Supports

Research Cited: Oblinger, D. (2012). Game changers: Education and information technologies. Louisville, CO: EDUCAUSE.

Activity - Online Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be provided online professional learning.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators

Activity - Virtual Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and will be provided with virtual learning opportunities for college and career readiness.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and library media specialist

Activity - Staff Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff development events will be posted to create a greater awareness by staff.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators

Strategy2:

Professional Development - Teachers will be provided with professional development on integrating technology into classroom instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: Hubbell, R., Kuhn, M., and Pitler, H. (2012). Using technology with classroom instruction that works, 2nd Edition. Alexandria, VA: ASCD.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided professional development on using applications in the Google platform.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, teachers, and library media specialist

Activity - Technology Tips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be offered instructional technology tips for increased operational efficiency in the classroom.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, teachers, and library media specialist

Goal 4:

Ensure that each student is connected to an adult advocate.

Measurable Objective 1:

demonstrate a behavior that will advance student learning, involvement, and success by providing at least one consistent adult advocate to all students by 05/24/2018 as measured by student schedules and extracurricular activity rosters .

Strategy1:

Student Advisory Program - We will incorporate a student advisory program in the school schedule and provide extracurricular activities for students to voluntarily participate in after school.

Category: Implement Guidance and Counseling Plan

Research Cited: Clarke, J. and DiMartino, J. (2008). Personalizing the high school experience for each student. Alexandria, VA: ASCD.

Activity - Advisement Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will establish a 30-45 minute period for advisement (Tiger Chat).	Behavioral Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, Counselor, and Teachers

Activity - Extra-curricular Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will encourage participation in extra-curricular activities through announcements, flyers, posters, etc.	Extra Curricular	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, Media Relations personnel, and Teachers

Activity - Student Advisement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will equip teachers with resources for student advisement.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators and Counselor

Strategy2:

Comprehensive Guidance Program - THS will implement a comprehensive guidance program to address student needs in the areas of academic, career, and personal/social development.

Category: Implement Guidance and Counseling Plan

Research Cited: Clarke, J. and DiMartino, J. (2008). Personalizing the high school experience for each student. Alexandria, VA: ASCD.

Activity - Guidance Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will provide appropriate grade-level guidance lessons on graduation requirements, 4-year plans, etc.	Behavioral Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and Counselor

Activity - Student Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will facilitate individual and small group counseling with students to address social/emotional concerns.	Behavioral Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, Teachers, and Counselor

Activity - Guest Speakers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will identify and provide guest speakers on a variety of topics.	Career Preparation/Orientation Community Engagement	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, Teachers, and Counselor

Activity - College/Career Exploration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered resources for college/career explorations.	Career Preparation/Orientation	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, Counselor, and Teachers

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

Assign each student in Grades 9-12 to a supportive adult as an advisor.

Measurable Objective 1:

demonstrate a behavior and develop a plan for student engagement and involvement to ensure that every student in Grades 9-12 will have at least one supportive adult assigned to them as an advisor by 08/08/2017 as measured by student schedules and extracurricular activity rosters .

Strategy1:

Advisory Schedule - The school counselor and administrators will evaluate the master schedules to determine the most efficient time of day to incorporate an advisory period that will be accessible to all students. The school counselor will then add the advisory period to the master schedule.

Category: Develop/Implement Student and School Culture Program

Research Cited: Bottoms, G. et al (1992). Making high schools work: Through integration of academic and vocational education. Atlanta,GA: Southern Regional Education Board.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided an overview, framework, and action plan for the advisory period.	Professional Learning	08/08/2017	05/25/2018	\$0 - No Funding Required	Guidance Counselor, Career Coach and Administrators

Goal 2:

Deliver standards-based instruction using college/career readiness standards

Measurable Objective 1:

increase student growth in achievement in ELA, Math, and Science by 05/24/2018 as measured by local and state assessments.

Strategy1:

Data Analysis - Teachers and administrators will review and analyze data on a quarterly basis in order to support and enrich students.

Category: Develop/Implement Learning Supports

Research Cited: Whitten, E. (2009). RTI Success: Proven tools and strategies for schools and classrooms. Minneapolis, MN: Free Spirit Publishing.

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will participate in Problem Solving Team Meetings to discuss the action steps required to address the needs of struggling students.	Academic Support Program	09/04/2017	05/24/2018	\$0 - No Funding Required	Teachers and Problem Solving Team

Activity - Grade Level/Content Area Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in grade level and content area meetings to discuss the progress of students.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and administrators

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will facilitate quarterly data meetings in order to collaborate on student progress.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and administrators

Strategy2:

Differentiated Instruction - Teachers will differentiate instruction to address the needs of all learners.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Schmoeker, M. (2011). FOCUS: Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

Activity - Use of Manipulatives/Advanced Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ the use of manipulatives and advanced organizers.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate engagement strategies into instruction.	Direct Instruction	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Activity - Vocabulary Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize vocabulary strategies during instruction.	Academic Support Program	05/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Activity - Multi-sensory Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement multi-sensory strategies to address the needs of exceptional learners.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Strategy3:

Systems of Support (Rtl) - Teachers will implement systems of support to address barriers to learning.

Category: Develop/Implement Learning Supports

Research Cited: Schmoeker, M. (2011). FOCUS: Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

Activity - Learning Opportunities for Targeted Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended learning opportunities will be offered for targeted students who are in need of credit recovery through enrollment in the Comeback Academy.	Academic Support Program	08/08/2017	08/08/2018	\$1000 - Title I Schoolwide	Teacher and administrators

Activity - Early Warning Truancy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will provide an attendance notification and intervention program.	Behavioral Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and administrators

Activity - Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Thomasville High School will provide an advisement time designed to enhance academic, career and personal-social development for students in need of additional support.	Career Preparation/ Orientation Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers, counselor, and administration

Activity - Alternate Behavior Educator Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will provide an Alternative Behavior Educator Program for students identified as needing support.	Behavioral Support Program	08/08/2017	05/24/2018	\$1600 - General Fund	Teachers, Administrators, and Counselor

Activity - Small Group/Tier II Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Tier II instruction in content areas to address barriers to learning.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use progress monitoring tools to assess academics and behavior.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and administrators

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Activity - Power Hour	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Power Hour 3 days per week to combat barriers to learning.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Goal 3:

Support the retention of effective teachers, support staff, and leaders

Measurable Objective 1:

demonstrate a behavior that will increase employee engagement and support by 08/06/2018 as measured by the reduction in staff turnover.

Strategy1:

Supervision and Evaluation Process - THS will develop, implement, and monitor an effective supervision and evaluation process that will lead to improved professional development and increased student achievement and staff performance.

Category: Develop/Implement Professional Learning and Support

Research Cited: Aseltine, J., Faryniarz, J., Rigazio-DiGilio, A. (2006) Supervision for Learning: A performance-based approach to teacher development and school improvement. Alexandria, VA: ASCD.

Activity - Power School Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics teachers will be provided relevant, embedded, evidenced-based professional development to improve instruction and learning in the classroom.	Professional Learning	10/30/2017	09/30/2018	\$138000 - Other	Power Schools, Administrators, and Teachers

Activity - EDUCATE/LEAD Alabama	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will implement EDUCATE/LEAD Alabama.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators and Teachers

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will be provided ongoing professional learning opportunities.	Professional Learning	08/08/2017	05/24/2018	\$3000 - Title I Schoolwide	Administration

Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will conduct staff observations and provide feedback.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators

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Activity - Evaluation Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will develop an effective evaluation process for classified employees.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators

Strategy2:

Collaborative Learning Opportunities - The staff will be provided with collaborative learning opportunities within and outside the district.

Category: Develop/Implement Professional Learning and Support

Research Cited: Del Prete, T. (2013). Teacher rounds. Thousand Oaks, CA: Corwin.

Activity - Mentoring/Induction Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New Teachers and leaders will participate in a mentoring/induction program.	Professional Learning	08/08/2017	05/24/2018	\$1000 - State Funds	Administration and Teachers

Activity - Peer Observations and Learning Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided opportunities for peer observations and instructional learning rounds within and outside the district.	Professional Learning	09/11/2017	05/24/2018	\$1000 - Title I Schoolwide	Administrators

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will participate in content-specific professional learning communities.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and Administrators

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with collaborative planning opportunities.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administration

Goal 4:

Engage and empower learners through technology

Measurable Objective 1:

demonstrate a proficiency in increasing the use of technology to enhance and personalize learning by 05/24/2018 as measured by surveys.

Strategy1:

Professional Development - Teachers will be provided with professional development on integrating technology into classroom instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: Hubbell, R., Kuhn, M., and Pitler, H. (2012). Using technology with classroom instruction that works, 2nd Edition. Alexandria, VA: ASCD.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided professional development on using applications in the Google platform.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, teachers, and library media specialist

Activity - Technology Tips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be offered instructional technology tips for increased operational efficiency in the classroom.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, teachers, and library media specialist

Strategy2:

Non-traditional Learning Opportunities - Students and staff will be encouraged to take advantage of non-traditional learning opportunities offered through technology.

Category: Develop/Implement Learning Supports

Research Cited: Oblinger, D. (2012). Game changers: Education and information technologies. Louisville, CO: EDUCAUSE.

Activity - Virtual Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and will be provided with virtual learning opportunities for college and career readiness.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and library media specialist

Activity - Online Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be provided online professional learning.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators

Activity - Staff Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff development events will be posted to create a greater awareness by staff.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators

Goal 5:

Ensure that each student is connected to an adult advocate.

Measurable Objective 1:

demonstrate a behavior that will advance student learning, involvement, and success by providing at least one consistent adult advocate to all students by 05/24/2018 as measured by student schedules and extracurricular activity rosters .

Strategy1:

Student Advisory Program - We will incorporate a student advisory program in the school schedule and provide extracurricular activities for students to voluntarily participate in after school.

Category: Implement Guidance and Counseling Plan

Research Cited: Clarke, J. and DiMartino, J. (2008). Personalizing the high school experience for each student. Alexandria, VA: ASCD.

Activity - Advisement Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will establish a 30-45 minute period for advisement (Tiger Chat).	Behavioral Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, Counselor, and Teachers

Activity - Student Advisement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will equip teachers with resources for student advisement.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators and Counselor

Activity - Extra-curricular Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will encourage participation in extra-curricular activities through announcements, flyers, posters, etc.	Extra Curricular	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, Media Relations personnel, and Teachers

Strategy2:

Comprehensive Guidance Program - THS will implement a comprehensive guidance program to address student needs in the areas of academic, career, and personal/social development.

Category: Implement Guidance and Counseling Plan

Research Cited: Clarke, J. and DiMartino, J. (2008). Personalizing the high school experience for each student. Alexandria, VA: ASCD.

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Activity - Guest Speakers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will identify and provide guest speakers on a variety of topics.	Community Engagement Career Preparation/Orientation	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, Teachers, and Counselor

Activity - College/Career Exploration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered resources for college/career explorations.	Career Preparation/Orientation	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, Counselor, and Teachers

Activity - Guidance Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will provide appropriate grade-level guidance lessons on graduation requirements, 4-year plans, etc.	Behavioral Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and Counselor

Activity - Student Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will facilitate individual and small group counseling with students to address social/emotional concerns.	Behavioral Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, Teachers, and Counselor

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Deliver standards-based instruction using college/career readiness standards

Measurable Objective 1:

SY 2017-2018

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increase student growth in achievement in ELA, Math, and Science by 05/24/2018 as measured by local and state assessments.

Strategy1:

Systems of Support (Rtl) - Teachers will implement systems of support to address barriers to learning.

Category: Develop/Implement Learning Supports

Research Cited: Schmoeker, M. (2011). FOCUS: Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

Activity - Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Thomasville High School will provide an advisement time designed to enhance academic, career and personal-social development for students in need of additional support.	Career Preparation/ Orientation Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers, counselor, and administration

Activity - Learning Opportunities for Targeted Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended learning opportunities will be offered for targeted students who are in need of credit recovery through enrollment in the Comeback Academy.	Academic Support Program	08/08/2017	08/08/2018	\$1000 - Title I Schoolwide	Teacher and administrators

Activity - Power Hour	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Power Hour 3 days per week to combat barriers to learning.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Activity - Small Group/Tier II Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Tier II instruction in content areas to address barriers to learning.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Activity - Alternate Behavior Educator Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will provide an Alternative Behavior Educator Program for students identified as needing support.	Behavioral Support Program	08/08/2017	05/24/2018	\$1600 - General Fund	Teachers, Administrators, and Counselor

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use progress monitoring tools to assess academics and behavior.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and administrators

Activity - Early Warning Truancy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will provide an attendance notification and intervention program.	Behavioral Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and administrators

Strategy2:

Differentiated Instruction - Teachers will differentiate instruction to address the needs of all learners.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Schmoeker, M. (2011). FOCUS: Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

Activity - Multi-sensory Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement multi-sensory strategies to address the needs of exceptional learners.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Activity - Use of Manipulatives/Advanced Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ the use of manipulatives and advanced organizers.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Activity - Vocabulary Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize vocabulary strategies during instruction.	Academic Support Program	05/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate engagement strategies into instruction.	Direct Instruction	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Strategy3:

Data Analysis - Teachers and administrators will review and analyze data on a quarterly basis in order to support and enrich students.

Category: Develop/Implement Learning Supports

Research Cited: Whitten, E. (2009). RTI Success: Proven tools and strategies for schools and classrooms. Minneapolis, MN: Free Spirit Publishing.

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Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will facilitate quarterly data meetings in order to collaborate on student progress.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and administrators

Activity - Grade Level/Content Area Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in grade level and content area meetings to discuss the progress of students.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and administrators

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will participate in Problem Solving Team Meetings to discuss the action steps required to address the needs of struggling students.	Academic Support Program	09/04/2017	05/24/2018	\$0 - No Funding Required	Teachers and Problem Solving Team

Goal 2:

Assign each student in Grades 9-12 to a supportive adult as an advisor.

Measurable Objective 1:

demonstrate a behavior and develop a plan for student engagement and involvement to ensure that every student in Grades 9-12 will have at least one supportive adult assigned to them as an advisor by 08/08/2017 as measured by student schedules and extracurricular activity rosters .

Strategy1:

Advisory Schedule - The school counselor and administrators will evaluate the master schedules to determine the most efficient time of day to incorporate an advisory period that will be accessible to all students. The school counselor will then add the advisory period to the master schedule.

Category: Develop/Implement Student and School Culture Program

Research Cited: Bottoms, G. et al (1992). Making high schools work: Through integration of academic and vocational education. Atlanta,GA: Southern Regional Education Board.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided an overview, framework, and action plan for the advisory period.	Professional Learning	08/08/2017	05/25/2018	\$0 - No Funding Required	Guidance Counselor, Career Coach and Administrators

Goal 3:

Engage and empower learners through technology

Measurable Objective 1:

demonstrate a proficiency in increasing the use of technology to enhance and personalize learning by 05/24/2018 as measured by surveys.

Strategy1:

Professional Development - Teachers will be provided with professional development on integrating technology into classroom instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: Hubbell, R., Kuhn, M., and Pitler, H. (2012). Using technology with classroom instruction that works, 2nd Edition. Alexandria, VA: ASCD.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided professional development on using applications in the Google platform.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, teachers, and library media specialist

Activity - Technology Tips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be offered instructional technology tips for increased operational efficiency in the classroom.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, teachers, and library media specialist

Strategy2:

Non-traditional Learning Opportunities - Students and staff will be encouraged to take advantage of non-traditional learning opportunities offered through technology.

Category: Develop/Implement Learning Supports

Research Cited: Oblinger, D. (2012). Game changers: Education and information technologies. Louisville, CO: EDUCAUSE.

Activity - Virtual Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and will be provided with virtual learning opportunities for college and career readiness.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and library media specialist

Activity - Staff Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff development events will be posted to create a greater awareness by staff.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators

Activity - Online Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be provided online professional learning.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators

English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:

Deliver standards-based instruction using college/career readiness standards

Measurable Objective 1:

increase student growth in achievement in ELA, Math, and Science by 05/24/2018 as measured by local and state assessments.

Strategy1:

Differentiated Instruction - Teachers will differentiate instruction to address the needs of all learners.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Schmoeker, M. (2011). FOCUS: Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate engagement strategies into instruction.	Direct Instruction	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Activity - Vocabulary Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize vocabulary strategies during instruction.	Academic Support Program	05/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Activity - Use of Manipulatives/Advanced Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ the use of manipulatives and advanced organizers.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

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Activity - Multi-sensory Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement multi-sensory strategies to address the needs of exceptional learners.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Strategy2:

Systems of Support (Rtl) - Teachers will implement systems of support to address barriers to learning.

Category: Develop/Implement Learning Supports

Research Cited: Schmoeker, M. (2011). FOCUS: Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

Activity - Learning Opportunities for Targeted Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended learning opportunities will be offered for targeted students who are in need of credit recovery through enrollment in the Comeback Academy.	Academic Support Program	08/08/2017	08/08/2018	\$1000 - Title I Schoolwide	Teacher and administrators

Activity - Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Thomasville High School will provide an advisement time designed to enhance academic, career and personal-social development for students in need of additional support.	Academic Support Program Career Preparation/ Orientation	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers, counselor, and administration

Activity - Small Group/Tier II Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Tier II instruction in content areas to address barriers to learning.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Activity - Power Hour	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Power Hour 3 days per week to combat barriers to learning.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use progress monitoring tools to assess academics and behavior.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and administrators

Activity - Early Warning Truancy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will provide an attendance notification and intervention program.	Behavioral Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and administrators

Activity - Alternate Behavior Educator Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will provide an Alternative Behavior Educator Program for students identified as needing support.	Behavioral Support Program	08/08/2017	05/24/2018	\$1600 - General Fund	Teachers, Administrators, and Counselor

Strategy3:

Data Analysis - Teachers and administrators will review and analyze data on a quarterly basis in order to support and enrich students.

Category: Develop/Implement Learning Supports

Research Cited: Whitten, E. (2009). RTI Success: Proven tools and strategies for schools and classrooms. Minneapolis, MN: Free Spirit Publishing.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will facilitate quarterly data meetings in order to collaborate on student progress.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and administrators

Activity - Grade Level/Content Area Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in grade level and content area meetings to discuss the progress of students.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and administrators

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will participate in Problem Solving Team Meetings to discuss the action steps required to address the needs of struggling students.	Academic Support Program	09/04/2017	05/24/2018	\$0 - No Funding Required	Teachers and Problem Solving Team

Goal 2:

Support the retention of effective teachers, support staff, and leaders

Measurable Objective 1:

demonstrate a behavior that will increase employee engagement and support by 08/06/2018 as measured by the reduction in staff turnover.

Strategy1:

Supervision and Evaluation Process - THS will develop, implement, and monitor an effective supervision and evaluation process that will lead to improved professional development and increased student achievement and staff performance.

Category: Develop/Implement Professional Learning and Support

Research Cited: Aseltine, J., Faryniarz, J., Rigazio-DiGilio, A. (2006) Supervision for Learning: A performance-based approach to teacher development and school improvement. Alexandria, VA: ASCD.

Activity - EDUCATE/LEAD Alabama	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will implement EDUCATE/LEAD Alabama.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators and Teachers

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will be provided ongoing professional learning opportunities.	Professional Learning	08/08/2017	05/24/2018	\$3000 - Title I Schoolwide	Administration

Activity - Evaluation Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will develop an effective evaluation process for classified employees.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators

Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will conduct staff observations and provide feedback.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators

Activity - Power School Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics teachers will be provided relevant, embedded, evidenced-based professional development to improve instruction and learning in the classroom.	Professional Learning	10/30/2017	09/30/2018	\$138000 - Other	Power Schools, Administrators, and Teachers

Strategy2:

Collaborative Learning Opportunities - The staff will be provided with collaborative learning opportunities within and outside the district.

Category: Develop/Implement Professional Learning and Support

Research Cited: Del Prete, T. (2013). Teacher rounds. Thousand Oaks, CA: Corwin.

Activity - Peer Observations and Learning Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided opportunities for peer observations and instructional learning rounds within and outside the district.	Professional Learning	09/11/2017	05/24/2018	\$1000 - Title I Schoolwide	Administrators

Activity - Mentoring/Induction Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New Teachers and leaders will participate in a mentoring/induction program.	Professional Learning	08/08/2017	05/24/2018	\$1000 - State Funds	Administration and Teachers

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with collaborative planning opportunities.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administration

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will participate in content-specific professional learning communities.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and Administrators

Goal 3:

Engage and empower learners through technology

Measurable Objective 1:

demonstrate a proficiency in increasing the use of technology to enhance and personalize learning by 05/24/2018 as measured by surveys.

Strategy1:

Non-traditional Learning Opportunities - Students and staff will be encouraged to take advantage of non-traditional learning opportunities offered through technology.

Category: Develop/Implement Learning Supports

Research Cited: Oblinger, D. (2012). Game changers: Education and information technologies. Louisville, CO: EDUCAUSE.

Activity - Online Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be provided online professional learning.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators

Activity - Staff Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff development events will be posted to create a greater awareness by staff.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators

Activity - Virtual Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and will be provided with virtual learning opportunities for college and career readiness.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and library media specialist

Strategy2:

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Professional Development - Teachers will be provided with professional development on integrating technology into classroom instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: Hubbell, R., Kuhn, M., and Pitler, H. (2012). Using technology with classroom instruction that works, 2nd Edition. Alexandria, VA: ASCD.

Activity - Technology Tips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be offered instructional technology tips for increased operational efficiency in the classroom.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, teachers, and library media specialist

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided professional development on using applications in the Google platform.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, teachers, and library media specialist

Goal 4:

Ensure that each student is connected to an adult advocate.

Measurable Objective 1:

demonstrate a behavior that will advance student learning, involvement, and success by providing at least one consistent adult advocate to all students by 05/24/2018 as measured by student schedules and extracurricular activity rosters .

Strategy1:

Comprehensive Guidance Program - THS will implement a comprehensive guidance program to address student needs in the areas of academic, career, and personal/social development.

Category: Implement Guidance and Counseling Plan

Research Cited: Clarke, J. and DiMartino, J. (2008). Personalizing the high school experience for each student. Alexandria, VA: ASCD.

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Activity - Guidance Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will provide appropriate grade-level guidance lessons on graduation requirements, 4-year plans, etc.	Behavioral Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and Counselor

Activity - Guest Speakers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will identify and provide guest speakers on a variety of topics.	Community Engagement Career Preparation/Orientation	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, Teachers, and Counselor

Activity - College/Career Exploration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered resources for college/career explorations.	Career Preparation/Orientation	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, Counselor, and Teachers

Activity - Student Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will facilitate individual and small group counseling with students to address social/emotional concerns.	Behavioral Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, Teachers, and Counselor

Strategy2:

Student Advisory Program - We will incorporate a student advisory program in the school schedule and provide extracurricular activities for students to voluntarily participate in after school.

Category: Implement Guidance and Counseling Plan

Research Cited: Clarke, J. and DiMartino, J. (2008). Personalizing the high school experience for each student. Alexandria, VA: ASCD.

Activity - Advisement Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will establish a 30-45 minute period for advisement (Tiger Chat).	Behavioral Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, Counselor, and Teachers

Activity - Student Advisement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will equip teachers with resources for student advisement.	Professional Learning	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators and Counselor

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Activity - Extra-curricular Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will encourage participation in extra-curricular activities through announcements, flyers, posters, etc.	Extra Curricular	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators, Media Relations personnel, and Teachers

Narrative:

At present there are no ELL students enrolled at THS. However, should they enroll their goals would be individually determined through WIDA assessment.

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

ELL Parents will use provided documents and forms in their native language through the use of Google Translator. In addition, a translator is used when necessary, if available.

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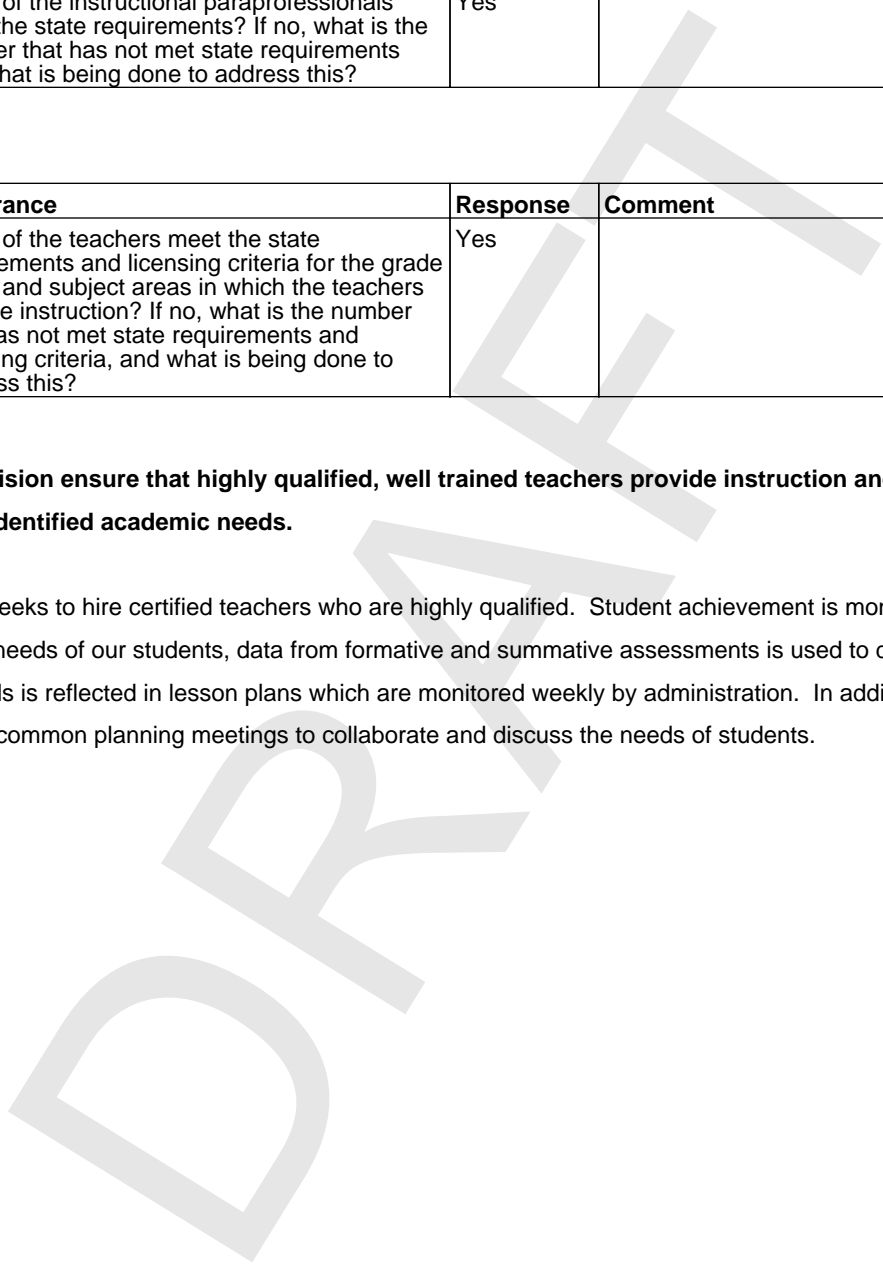
Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

The administration at THS seeks to hire certified teachers who are highly qualified. Student achievement is monitored by teachers on a daily basis. In order to meet the needs of our students, data from formative and summative assessments is used to drive instruction. Assignments that address academic needs is reflected in lesson plans which are monitored weekly by administration. In addition, each teacher is involved in data meetings as well as common planning meetings to collaborate and discuss the needs of students.



Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

What is the school's teacher turnover rate for this school year?

The turnover rate from last year to this year is 13.8%.

What is the experience level of key teaching and learning personnel?

The experience level of most teachers teaching core class is the master's level. 17% of our core teachers do not have a master's degree. However two of our teachers are national board certified

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

There are no initiatives.

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Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

Improving teacher quality through professional development is an important strategy for raising student achievement. Once our data has been analyzed and student needs have been identified, we determine the professional development needed to meet our goals and student needs.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Professional development is made available for teachers in different content areas of study. In addition, teachers are provided monthly technology training on topics that will enhance classroom instruction. We also have professional development for different staff members such as cafeteria staff, paraprofessionals, coaches, and principals. Bookkeepers are also provided with professional development at central office.

Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

New teachers are assigned a master teacher to provide support. The mentor's overall role is to promote the growth and development of the beginning teacher to improve student learning. In addition to the mentor, the assistant principal also provides support in areas such as lesson plans, classroom management, data analysis, and programs that are in place at the school.

Describe how all professional development is "sustained and ongoing."

We have job embedded professional development throughout the school year such as common planning, student support team meetings, data meetings and departmental meetings. We also have monthly technology professional development on topics suggested/needed by the staff.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:

Support and assist all students in transitioning from one grade level to the next.

Measurable Objective 1:

demonstrate a proficiency in transitioning from one grade level to the next by 05/24/2018 as measured by successful promotion.

Strategy1:

Post-secondary Transitioning - Seniors are assisted in transitioning to post-secondary life on an individualized basis. Students meet with the counselor individually to complete their FASFA. Each student's transcript is sent to at least one college of their choice. They are also given scholarship information as well as deadlines. The counselor is available to conference with students on any issue of concern throughout their senior year.

Category: Implement Guidance and Counseling Plan

Research Cited: Making the transition to post-secondary education: opportunities and ...

www.tandfonline.com/doi/abs/10.1080/08856257.2016.1254972

1.

by S Bell - 2017

Activity - Post-secondary Transitioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors are assisted in transitioning to post-secondary life on an individualized basis.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Counselor and Homeroom Teachers

Strategy2:

Transcript Audit - Our counselor and teachers conduct transcript audits to ensure all students are on track for promotion and graduation.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Tiger Chat	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are assigned to an adult that will advocate for them and with whom they can form a relationship.	Other - Student Advisory	08/08/2017	05/24/2018	\$0 - No Funding Required	Teachers and counselor

Strategy3:

Transitioning to THS - Eighth grade students visit the high school and meet with the principal and counselor at the end of the school year prior to transitioning to Thomasville High School. They discuss dual enrollment, co-op, career tech, and other opportunities/activities. They discuss the requirements and expectations of each and allow a time for discussion and questions.

Category: Implement Guidance and Counseling Plan

Research Cited: Bridging The Transition From Middle School To High School
digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1139&context=edc...

1.

by R Smith - 2013

Activity - TMS 8th Grade Visit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students visit THS campus and conference with principal and counselor.	Field Trip	05/01/2018	05/01/2018	\$0 - No Funding Required	Principal and Counselor

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Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

We meet with each department to discuss the results of state assessments. We collaboratively analyze our data and then determine a plan of action to address the needs of our students.

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Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Timely and additional assistance is provided for students having difficulty mastering the standards. Teachers use formative assessments to identify students who have not mastered the skills needed to move forward. Those students are provided tier II instruction (reteaching) on an as needed basis. Processes are also in place to identify students who are not experiencing growth in spite of tier II instruction. Those students are presented to the Problem Solving Team and decisions are made to provide the services needed for each individual student.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Additional assistance is provided to students through tiered instruction in each content area and through our Skinny Block. During our Skinny Block students receive ACT prep 3 days per week. The other two days per week, students participate in the REACH Students Advisory Initiative. Through this initiative, students are assigned to an adult with whom they can form a relationship and that will facilitate lessons and advocate for them. This time provides for the development of the whole child through a system of individualized supports. During these two days, students can also receive additional instruction in any class in which they need support.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Students are provided support that reaches beyond the regular school day through the 1:1 initiative at THS. Some teachers also provide tutoring to students before and/or after school. In addition, students are provided Chromebooks that allow them to communicate with teachers outside of regular school hours. The Chromebooks provide access to online academic help and resources.

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

We address many different challenges at THS. As new students enroll, the information obtained on the application is used to identify potential barriers to learning. We address each need on an individual basis. The WIDA screener is used to determine the level of understanding of the English language of our EL students. Economically disadvantaged, neglected/delinquent, and homeless students are identified through teacher observations and interactions. This information is given to administration and the proper agencies are notified.

Student data is used to identify students in need of special education. Individual needs are addressed in the educational planning process.

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

A Career Technical Implementation Plan is created for each student who is enrolled in a career tech class. In addition, Career Week is hosted by Thomasville High School to emphasize the non-traditional fields. THS also utilizes the partnership with Coastal Alabama Community College in exposing our students to the college and career options available.

DRAFT

**Component 9: Coordination and Integration of Federal, State and Local Programs and Resources
(Sec.1114(b)(V))**

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

All programs and resources are coordinated toward the achievement of our schoolwide goals. Title I funding provides student services, such as tutoring, and professional development for our staff on topics such as unpacking the standards, student assessments, data driven instruction, tiered instruction, and diagnostic assessments.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

THS utilizes the services of our counselor as well as the services of the Vocational Rehabilitation Agency in our county. Both are available to meet with our students who are in need of special services, such as the following: funds for school uniforms, employment needs, and funding for college.

DRAFT

Component 10: Evaluation (Sec.1114(b)(3)):

How does the school evaluate the implementation of the schoolwide program?

THS evaluates the schoolwide program through analyzing the following: state assessment data, classroom performance data, and universal screener data.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

THS evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement. The initial evaluation begins at a district administration meeting prior to the beginning of the school year. Once the school year begins, the administrators present the data to the faculty and the CIP committee for complete analysis. The data is disaggregated in scheduled data meetings and CIP meetings.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards through data analysis. Data analysis includes the identification of achievement gaps between subgroups as well as reflections on possible causes for these gaps.

What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

THS revises the plan as necessary to ensure continuous improvement of students in the schoolwide program. Monthly departmental data meetings, grade-level collaboration meetings, and PST meetings are scheduled to monitor student achievement and growth.

2017-2018 Coordination of Resources - Comprehensive Budget

DRAFT

Introduction

List all federal, state, and local monies that the school uses to run its program.

DRAFT

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	22.77

Provide the number of classroom teachers.

30

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1339396.0

Total

1,339,396.00

DRAFT

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.5

Provide the number of administrators.

2.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	94410.0

Total

94,410.00

DRAFT

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	35901.0

Total

35,901.00

DRAFT

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.0

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	68568.0

Total

68,568.00

DRAFT

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54113.0

Total

54,113.00

DRAFT

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0.00

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

DRAFT

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0.00

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

DRAFT

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	5556.0

Total

5,556.00

DRAFT

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2037.0

Total

2,037.00

DRAFT

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

DRAFT

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	11073.0

Total

11,073.00

DRAFT

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	800.0

Total

800.00

DRAFT

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	61767.54

Provide a brief explanation and breakdown of expenses.

Salary and benefits for Instructional Teacher, Instructional Student Classroom Supplies, Substitutes, and Non Cap Audio Visual (Elmos).

DRAFT

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	328.36

Provide a brief explanation and a breakdown of expenses.

Instructional staff substitute purchase service and staff development in-state travel

DRAFT

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Not applicable

DRAFT

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	3266.67

Provide a brief explanation and a breakdown of expenses.

PBL- PD for teachers

Counseling for delinquent youth

Mental Health services

DRAFT

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	7446.73

Provide a brief explanation and a breakdown of expenses.

Professional Development
OnToCollege
Restraint training for teachers
Interventionist training
Student mentor training
Driver's Ed Conference
Summer School
Instructional Rounds
Differentiated Instruction
Summer Professional Learning Conference
CLAS Summer Conference
Parental Involvement \$1,000
Student Engagement
Summer PD

DRAFT

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

Not applicable

DRAFT

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	11691.0

Provide a brief explanation and breakdown of expenses.

Instructional materials and supplies, student support services, and professional development

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

Not applicable.

DRAFT

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Not applicable

DRAFT

Local Funds

Label	Question	Value
1.	Provide the total	840891.0

Provide a brief explanation and breakdown of expenses.

Salaries, benefits, materials and supplies, building services and office administration

DRAFT

2017-2018 Parent and Family Engagement

DRAFT

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

DRAFT

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

The school, along with the district, will host District Wide Title I meetings. These meetings will be announced through our website, voice messenger, radio, newspaper and social media. This will also be sent to the local churches for them to announce to their congregation.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

1. Two Title I meetings will be held at school in the Fall and Spring with teachers, parents, and administrators to determine what should be addressed through an advisory committee and how it should be presented to the parents and the public. These meetings will be held at a time that best meets parent needs.
2. Parents will have an opportunity to review and make suggestions for changes to the program
3. Parents are also given an opportunity to participate on the Leadership team and make suggestions or give feedback on the website about the CIP. Funds are allocated and used to fund workshops and provide supplies (PD, paper, etc.)

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

The school uses a variety of methods to communicate with parents about the curriculum and their child's academic assessments. Letters are sent home, school cast is sent out, facebook is utilized for important messages, and parents are able to use Chalkable's Home Portal to frequently check their child's performances in class. We also have Transact that will translate messages to parents who speak little or no English.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

The school staff, parents, and students share responsibility for the academic success of all students. The School-Parent Compact is signed by the principal, teacher, student, and parents and is used as a reminder for teachers, parents, and students of their responsibility for improving academic achievement. This is a great tool that teachers can use in their parent/teacher conferences.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Parent/teacher conferences and parent/principal conferences allow parents an opportunity to express their concerns and suggestions about the CIP. The CIP will also be posted on the website where a place is provided for parents to leave comments. Parents may also share and voice their opinions on the school's facebook page. In addition, surveys are posted on the website and parents can leave comments on the webpage. We have parent representatives who also serve on the CIP committee

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Students and parents are given usernames and passwords to access the Home Portal in Chalkable. Chalkable is our database for student records. Teacher webpages are also available on our school's website. The teacher can post lesson plans as well as their syllabus. Contact information for each teacher is on his/her webpage. Content standards are included in lesson plans. We offer a College Application Week and Cash for College campaign in the fall to assist parents and students in applying for college and financial aid. We will partner with churches to assist in sponsoring students in need through our BASIC (Brother and Sisters in Christ).

Parenting Nights will be offered to help parents understand how to read test scores.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

The school will reach out to parents/guardians through email, phone messenger, FaceBook, surveys, and use of the Remind app. These tools will be used to communicate to parents when progress reports, report cards, test scores, etc. are being sent home to students. These tools will also be used to communicate various activities that are going on at Thomasville High School such as special programs, games, fundraisers, etc. The Librarian will offer training to parents/guardians on how to keep students safe at home when they are using technology. The Administration and Counselor will provide trainings on state assessments and data results. Faculty/staff will be educated through the use of data meetings, faculty meetings, emails, and the Remind app.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

We will have quarterly sessions with parents and training will be made available of parents on how to help their children be successful in the classroom. The following ways are used to build ties between the school and parents:

Orientation

Parenting Night - teacher conferences

iNow (Chalkable) - Parents

Progress reports, Report Cards, Parental Contacts

Website

School Messenger

Remind App (remind.com)

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of

participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Title I Parent Meeting

Parenting Night sessions - How to read test scores and use technology to help your child at home

ACIP Parent Representatives

Library Advisory Committee

Parents are allowed to schedule conferences with their child's teacher to check on their progress in school. Teachers send progress reports to parents and they can visit the iNow Portal (Chalkable) to view their child's grades. All students in grades 9 - 12 have a chromebook purchased by the system that they can use at home to complete their assignments.

Website

Parent notes

School Messenger

Translator for ELA

Social Media

Using the Remind App (remind.com)

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Parents are able to contact teachers directly for help with homework or with any problems their child is having within the classroom. This is often done after school, during planning, or on the phone. Teachers also keep a parental contact log in which they are to make contacts with parents on behavior, academics, and any other concern.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

ELA Parents will use provided documents and forms in their native language through the use of Google Translator. In addition, a translator is used when necessary, if available. Parents of students with disabilities are asked to attend IEP meetings, reevaluation meetings, and Transition meetings. Face to face conferences and phone contacts can be made with the teacher.

DRAFT