



ACIP

Thomasville High School Thomasville City School System

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Executive Summary

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.

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 Pre-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! No small town can match 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, SY 2018-2019

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. The program instructors are preparing our students to meet industry needs. 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 local 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 542 students with a demographic makeup of around 51.3% 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 certified teachers who supply a wealth of academic options to students. The challenge we face is that we are located 100 miles from colleges and large towns. This 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 City Schools 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 2017-2018 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.

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 20th, in both of the Thomasville High School gyms. We have a Thomasville High School team as well a Thomasville Middle School team. Both teams 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 two years ago.

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 12 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.

Improvement Plan Stakeholder Involvement

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.

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 in the development of the improvement plan consisted of selecting teacher representatives from the school, as well as parent and student volunteers, and asking if they would serve on the school improvement committee. At the first general meeting, committee members were assigned different components of the ACIP and informed of their roles. It was established that not all stakeholders would be available for all meetings; however, every attempt will be made to accommodate all members. It was agreed that if a member is unable to attend a meeting, they will be consulted/informed via phone, email, or face-to-face before and after meetings.

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

Avery Food	Chief Financial Officer
Carolyn Fox	Accountant
Donna Calhoun	Federal Programs/Sped Coordinator/ELL
Charles Alford II	Principal
Sydney Smith	Assistant Principal
Ashley Allen	Assistant Principal
Sherry Brewer	Math Teacher
Ashley Meadows	English Teacher
Jody Dyess	History Teacher
Kay Larrimore	Career Tech Teacher
Tammy Brasell	Counselor
Steve Collins	Parent
Sheila Lucy	Parent
Martha Gramelspacher	Parent
Celeste Brewer	Student
Keidrick Jones	Student

The chief financial officer and the accountant for Thomasville City Schools provided the information needed to complete the Comprehensive Budget. Teachers assisted in analyzing data to determine the strengths and weaknesses of our school as well as assisting in the completion of the different components of the school improvement plan. Student and parent representatives provided insight and suggestions as we analyzed our survey results. Mrs. Calhoun met with the APs to review different sections of the CIP and explain what is needed in each section or component. She also reviews our plan for approval.

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 principals and the committee members gave a summary of what the ACIP consists of and the goals and strategies that were developed. The ACIP will be presented to the board for approval. A copy of the ACIP will be placed on the school's webpage for parents and community members to view as well as distributed during Open House in October 2018.

Student Performance Diagnostic

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.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Data Analysis Sheet 2018

Evaluative Criteria and Rubrics

Overall Rating: 2.25

	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 some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. 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 at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

ACT Work Keys Reading for Information was above the level of expectancy at 91%, and the overall benchmark was 76% Silver or higher.

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

The ACT Plus Writing score increased from 16.9 to 17.6.

Which area(s) indicate the overall highest performance?

ACT Plus Writing: Reading at 18.0

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

The ACT Plus Writing white subgroup showed improvements in Reading (19.6 to 19.7) and Math (18.1 to 18.6); the male (16.4 to 17.6) and female (17.5 to 17.6) subgroups showed improvement in Math.

Between which subgroups is the achievement gap closing?

The smallest gap on the ACT Plus Writing is 0.6 between male (17.5) and female (18.1).

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

None

Areas in Need of Improvement

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

Scantron: 7th Grade Reading 37% and 7th Grade Math 22%

8th Grade Reading 31% and 8th Grade Math 29%

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

English: 17.4

Math: 16.9

Reading: 18.0

Science: 17.9

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

The ACT Plus Writing sub-categories: English, Reading, and Science showed lower scores than the previous year.

Year	English	Math	Reading	Science
2017	17.8	16.9	18.5	18.9
2018	17.4	17.6	18.0	17.9

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.

Year	Math	Science
2018	17.6 (-4.4)	17.9 (-5.1)

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.

Gender	English	Math	Reading	Science
Males	16.2	17.6	17.8	18.0
Females	18.4	17.6	17.8	18.0

Race English Math Reading Science

Black	14.5	16.1	15.4	16.1
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Between which subgroups is the achievement gap becoming greater?

ACT Plus Writing: In some testing categories the gap between African American students and Caucasians students was greater.

Race	English	Math	Reading	Science
Black	14.5	16.1	15.4	16.1
White	19.1	18.6	19.7	19.3

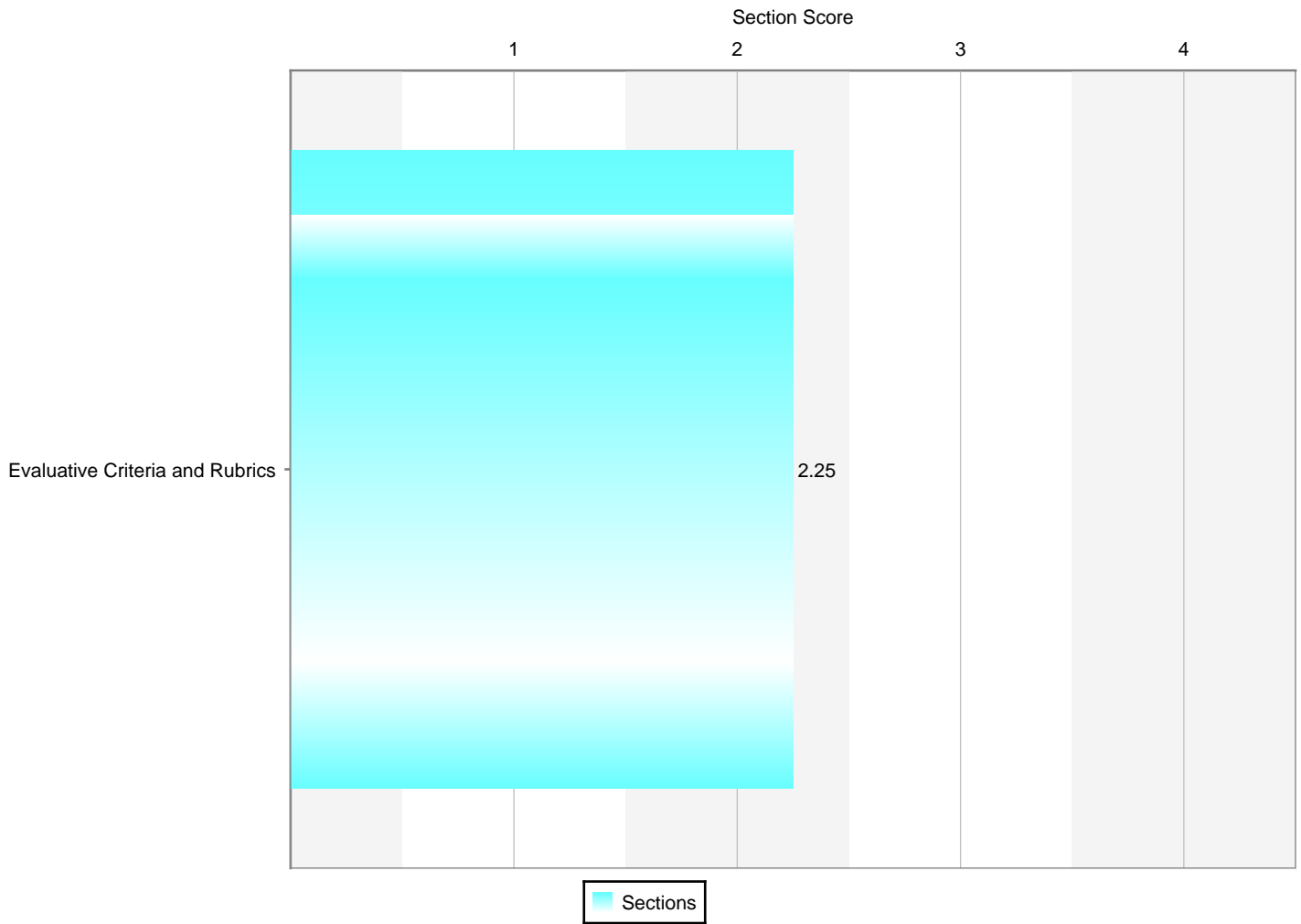
Which of the above reported findings are consistent with findings from other data sources?

Scantron data also reflected the gap between African American students and Caucasians students was growing.

Scantron	On/Above	Low
African American	29%	71%
Caucasian	58%	41%

Report Summary

Scores By Section



ACIP Assurances

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.

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	The Instructional Leadership Team members include principal Charles Alford, guidance counselor Tammy Brasell, school improvement specialist Sydney Smith, appropriate content-area teachers Sherry Brewer Math, Ashley Meadows ELA, Jody Dyess Social Studies, April McDaniel Math Coach, Ashley Allen Assistant Principal, and parent and student representatives. Because of the data, additional members include special population representative Brad Elam and Career Tech/Work-Based Learning representative Kay Larrimore.	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	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.	Signatures

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	Mr. Garth Moss Superintendent 750 Gates Drive Thomasville, AL 36784 (334) 636-9955	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	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.	Parent/Family Engagement

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	The institution has a School-Parent Compact. Because this is 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.	Parent/School Compact

THS ACIP 2018-2019

Overview

Plan Name

THS ACIP 2018-2019

Plan Description

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	Achievement Goal: Decrease gaps in achievement by delivering standards-based instruction using college/career readiness standards	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$5625
2	Technology Goal: Engage and empower learners through technology	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
3	Culture/Climate Goal: Strengthen relationships with students, families, and the community in order to assist students in becoming college and career ready.	Objectives: 4 Strategies: 6 Activities: 20	Organizational	\$18310

Goal 1: Achievement Goal: Decrease gaps in achievement by delivering standards-based instruction using college/career readiness standards

Measurable Objective 1:

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

Strategy 1:

Differentiated Instruction - Teachers will use differentiated strategies to address the unique needs of all learners This will include the use of manipulatives and advanced organizers, multi-sensory strategies, flexible grouping, tiered activities, and other tactics to enhance teaching and learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Schmoker, 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 in order to enhance student learning.	Direct Instruction	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 student engagement strategies to increase student achievement.	November 26, 2018	Ms. Sydney Smith

Activity - Vocabulary Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate vocabulary strategies during instruction in order to enhance comprehension and academic success.	Academic Support Program	05/08/2017	05/24/2018	\$0	No Funding Required	Teachers

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Status	Progress Notes	Created On	Created By
In Progress	Based on classroom observations, teachers are implementing a variety of vocabulary strategies to increase student understanding of course terms.	November 26, 2018	Ms. Sydney Smith

Strategy 2:

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

Category: Develop/Implement Learning Supports

Research Cited: Schmoker, 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
Students will be provided time during the school day (Power Hour) at least 3 times per week to focus on skill deficiencies, test taking strategies, and improve academic success.	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	Reading and Math Intervention began on October 29, 2018 for students in need. Students in need were identified through Scantron Performance Series and classroom performance.	November 26, 2018	Ms. Sydney Smith

Activity - Small Group/Tiered Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided small group and tiered instruction to address barriers to learning using a variety of resources to include Plato's Flex Assignments, IXL, Classworks, and Scantron Achievement Series.	Academic Support Program	08/08/2017	05/24/2018	\$1725	No Funding Required, State Funds	Teachers

Status	Progress Notes	Created On	Created By
In Progress	Based on classroom observations, teachers are providing small group/tiered instruction for students in need	November 26, 2018	Ms. Sydney Smith

Activity - Early Warning Truancy Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and administrators will implement the Early Warning Truancy Program to increase attendance in school.	Behavioral Support Program	08/08/2017	05/24/2018	\$0	No Funding Required	Teachers and administrators
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Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended learning opportunities will be offered to targeted students in need of academic support to include grade recovery, tutoring, and credit recovery through enrollment in the Comeback Academy. (Title I Set Aside)	Academic Support Program	08/08/2018	05/31/2019	\$2000	Title I Part A	Teacher and administrators

Status	Progress Notes	Created On	Created By
In Progress	Intervention in Reading and Math for identified students provided 4 days per week (2 days per subject) beginning October 29, 2018	November 29, 2018	Ms. Sydney Smith
In Progress	After-school tutoring began September 17, 2018.	November 26, 2018	Ms. Sydney Smith

Activity - Alternative Behavior Educator Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at risk of failure due to behavior will be provided access to the Alternative Behavior Educator Program in order to address specific behavioral needs and increase academic success.	Behavioral Support Program	08/08/2017	05/24/2018	\$1600	General Fund	Administrators, Counselors, Alternative School/At-Risk Facilitator

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 Research Based Best Practices for Continuous Improvement

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	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will participate in Problem Solving Team Meetings to discuss the action steps to address the needs of struggling students.	Academic Support Program	09/04/2017	05/24/2018	\$0	No Funding Required	Teachers, administrators, and instructional support staff

Status	Progress Notes	Created On	Created By
In Progress	Problem Solving Team meeting September 26, 2018 Problem Solving Team meeting October 29, 2018 Problem Solving Team meeting December 12, 2018	November 26, 2018	Ms. Sydney Smith

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze and discuss student data on a monthly basis in order to improve instruction and learning.	Academic Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	Teachers, Administrator s, Instructional Support Staff

Status	Progress Notes	Created On	Created By
In Progress	Power Schools Data Analysis August 3, 2018 RTI/ Data Meeting September 5-6, 2018 RTI/ Tier II/ Achievement Series/ DOK Meeting September 19-20, 2018 RTI Meeting October 24-25, 2018 RTI Meeting November 27-28, 2018	November 26, 2018	Ms. Sydney Smith

Goal 2: Technology Goal: Engage and empower learners through technology

Measurable Objective 1:

demonstrate a behavior by increasing the use of technology, as illustrated in the SAMR model, to enhance and personalize learning by 05/24/2019 as measured by classroom observations and participation in the Technology Expo..

Strategy 1:

Professional Development - Teachers will be provided 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 Integration in the Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be offered instructional technology tips to improve operational efficiency and enhance engagement in the classroom.	Professional Learning	08/07/2018	05/24/2019	\$0	No Funding Required	Administrator s, teachers, and technology specialist

Status	Progress Notes	Created On	Created By
Completed	November 15, 2018 Tech Tips: Chromebook Troubleshooting from LeAnn Moore	November 29, 2018	Ms. Sydney Smith
In Progress	September 11, 2018: Imperu Training for grades 9-12 September 14, 2018: Imperu Training for grades 7-8 October 17, 2018: Tech Tips grades 9-12 October 18, 2018: Tech Tips grades 7-8	November 26, 2018	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 virtual learning opportunities for college and career readiness.	Academic Support Program	08/07/2018	05/24/2019	\$0	No Funding Required	Teachers and technology specialist

Status	Progress Notes	Created On	Created By
Completed	October 23, 2018 OnToCollege Webinar	November 29, 2018	Ms. Sydney Smith

Goal 3: Culture/Climate Goal: 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 awareness of THS by 05/24/2019 as measured by surveys and sign-in sheets..

Strategy 1:

THS Involvement and Awareness - Faculty and staff will determine innovative ways enhance awareness of programs and opportunities at THS.

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 Tech Expo	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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THS will participate in the Tech Expo to showcase student achievement through project-based learning opportunities.	Technology	08/07/2018	05/24/2019	\$0	No Funding Required	Teachers, Administration, Technology Integration Specialist, and Help Desk Manager
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Activity - Robotics BEST Competition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TCS will serve as a host for the regional Robotics BEST Competition.	Technology	09/08/2018	10/20/2018	\$0	No Funding Required	Technology Coordinator, Robotics "A" Team, and Robotics Sponsor

Status	Progress Notes	Created On	Created By
Completed	October 20, 2018: THS hosted the Robotics BEST Competition	November 26, 2018	Ms. Sydney Smith

Activity - THS Online Advertisement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THS will advertise events and opportunities on the district website and through social media.	Technology	08/07/2018	05/24/2019	\$0	No Funding Required	Administration and Media Relations Personnel

Status	Progress Notes	Created On	Created By
In Progress	Kate Huggins updates the TCS website (which includes the THS link) on an as-needed basis.	November 29, 2018	Ms. Sydney Smith
In Progress	Barry Hendrix updates THS social media accounts daily. In addition, he provides information for the local newspaper.	November 29, 2018	Ms. Sydney Smith

Measurable Objective 2:

SY 2018-2019

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demonstrate a behavior that will increase involvement with students, families, and the community by 05/24/2019 as measured by surveys and sign-in sheets..

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.

Status	Progress Notes	Created On	Created By
N/A	November 9, 2018: Veterans Day Program	November 28, 2018	Mrs. Rita Kay Larrimore
N/A	October 9, 2018: Parenting Night	November 26, 2018	Ms. Sydney Smith

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 in order to provide alternative ways to inform and involve parents.	Community Engagement	08/07/2018	05/24/2019	\$0	No Funding Required	Marketing/Communications Manager, Administration, and Teachers

Activity - School Advisory Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THS will establish a school advisory committee to involve parents in the decision-making process.	Parent Involvement	08/07/2018	05/24/2019	\$0	No Funding Required	Administrators

Status	Progress Notes	Created On	Created By
Completed	November 29, 2018 CTE Advisory Committee Meeting	November 29, 2018	Ms. Sydney Smith
Completed	September 4, 2018: School Advisory Committee meeting	November 26, 2018	Ms. Sydney Smith

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Activity - OnToCollege College Panel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be provided a time to ask questions concerning college admissions to a panel composed of recruiters from 2 and 4 year colleges. (Title I Set Aside)	Parent Involvement	10/01/2018	05/21/2019	\$1000	Other	Counselors, Administrator s, Director of Curriculum/In struction

Status	Progress Notes	Created On	Created By
In Progress	December 3, 2018: Countdown to College Workshop for parents and teens grades 9-12 for 5:30-7:00 in THS Cafeteria	November 26, 2018	Ms. Sydney Smith

Measurable Objective 3:

demonstrate a behavior that will advance student learning, involvement, and success by providing at least one consistent adult advocate to all students by 05/24/2019 as measured by student schedules and extracurricular activity rosters..

Strategy 1:

Student Advisory Program - Students will be provided time for advisement and mentoring in order to enhance 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 - Advisement Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THS will establish a 45 minute period for advisement (Skinny Block).	Behavioral Support Program	08/07/2018	05/24/2019	\$0	No Funding Required	Administrator s, Counselor, and Teachers

Activity - Extra-curricular Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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THS will encourage participation in extra-curricular activities through announcements, flyers, posters, etc.	Extra Curricular	08/07/2018	05/24/2019	\$0	No Funding Required	Administrators, Media Relations personnel, and Teachers
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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
THS will provide appropriate grade-level guidance lessons on graduation requirements, four-year plans, etc. to prepare students for success in high school and beyond.	Behavioral Support Program	08/07/2018	05/24/2019	\$0	No Funding Required	Teachers, Counselors, and Career Coach

Status	Progress Notes	Created On	Created By
In Progress	Students attend REACH class 1 day per week with their homeroom class.	November 26, 2018	Ms. Sydney Smith

Activity - Student Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with individual and small group counseling as needed to address social/emotional concerns.	Behavioral Support Program	08/07/2018	05/24/2019	\$0	No Funding Required	Administrators, Teachers, and Counselors

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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 exploration in order to help them make informed decisions about their education in high school and beyond.	Career Preparation/Orientation	08/07/2018	05/24/2019	\$0	No Funding Required	Administrators, Counselors, Career Coach and Teachers

Status	Progress Notes	Created On	Created By
Completed	September 28, 2018 Coastal Alabama Community College college fair	November 30, 2018	Ms. Sydney Smith
Completed	October 29- November 2, 2018 College Application Week November 5-9, 2018 Cash for College Week October 23/25, 2018 UA Vision Days	November 29, 2018	Ms. Sydney Smith
Completed	November 5, 2018: FAFSA Night	November 26, 2018	Ms. Sydney Smith
In Progress	December 3, 2018: Countdown to College workshop for teens and parents for students in grades 9-12	November 26, 2018	Ms. Sydney Smith

Activity - Guest Speakers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided opportunities to engage with guest speakers on a variety of topics in order to improve awareness and decision-making skills.	Community Engagement, Career Preparation/Orientation	08/07/2018	05/24/2019	\$0	No Funding Required	Administrators, Teachers, Career Coach and Counselors

Status	Progress Notes	Created On	Created By
Completed	September 28, 2018 Sherilyn Garner, a Mental Health Advocate at UAB, spoke to the Therapeutic Services class. October 22, 2018 Fire Prevention Assembly for 7th/8th grades by Thomasville Fire Department October 30, 2018 Meridian Community College recruiter November 1, 2018 Representative Thomas Jackson spoke to FBLA November 6, 2018 National Guard recruiter November 27, 2018 University of South Alabama recruiter November 28, 2018 Clarke Washington Electric Membership Corporation spoke to juniors and seniors about the Youth Tour Essay November 30, 2018 University of West Alabama recruiter	November 30, 2018	Ms. Sydney Smith
In Progress	October 16, 2018: Fatal Vision Drunk Driving experience for grades 7-12 October 17, 2018: BASIC guest speaker October 25, 2018: Guest speaker Pete Key (Bullying/ Drug Abuse) November 8, 2018: BASIC guest speaker, Jordan Thrash	November 26, 2018	Ms. Sydney Smith

Measurable Objective 4:

demonstrate a behavior that will increase employee engagement and support by 08/07/2019 as measured by the reduction in staff turnover.

Strategy 1:

Professional Development - Teachers and leaders will be provided professional development opportunities to improve professional practices.

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	10/01/2018	05/24/2019	\$0	No Funding Required	Administrators

Activity - Alabama Teacher Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will be provided with an experienced mentor for support and retention.	Professional Learning	08/07/2018	05/24/2019	\$0	No Funding Required	Administrators and Teachers

Status	Progress Notes	Created On	Created By
In Progress	New teacher Taylor Matheson is mentored by Hannah Dozier. Assistant principal Ashley Allen is mentored by Charles Alford.	November 26, 2018	Ms. Sydney Smith

Activity - Professional Learning Opportunities: Career Tech	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Career Tech: Career Tech teachers will participate in relevant, embedded, and evidenced-based professional learning opportunities to include but not limited to the following: Alabama Career Development Conference, Fall and Spring Work-Based Learning training sessions, MOS certification training, Joint Leadership Development Conference, CPR Training for Health Sciences, and Career Tech workshops.	Professional Learning	08/07/2018	08/06/2019	\$7000	Career and Technical Education Funds	Teachers and Administrators
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Status	Progress Notes	Created On	Created By
Completed	September 24, 2018: Career Tech Meeting and WorkKeys Training November 29, 2018: CTE Advisory Council Meeting	November 27, 2018	Mrs. Rita Kay Larrimore

Activity - Professional Learning Opportunities: General	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will participate in relevant, evidence-based learning opportunities to enhance professional practice. This will include the following activities: CLAS AP Conference, CLAS Leadership Institutes, CLAS Summer Conference, CLAS Aspiring Administrator's Conference, CLAS Lead and Learn, Project Based Learning training, Driver's Education Conference, SRO Conference, Alternative Education Conference, PLT, Library workshops, Economics workshop, UWA Aspiring Leaders workshop, Peer Observations/Instructional Rounds, book study, ACT Boot Camp, Imperu training, OnToCollege, Scantron training, SARIC Professional Development, MEGA Conference, and CPR Training for Health Class Instructor Title I Set Aside	Professional Learning	08/07/2018	08/07/2019	\$9600	Other, Career and Technical Education Funds, Other	Administrators and Teachers

Status	Progress Notes	Created On	Created By
Completed	AMSTI Math PLC for new teacher, Taylor Matheson: 8/14/18, 9/4/18, 10/23/18, 11/7/18, 11/27/18 10/23/18 AMSTI Math PLC for Grades 7-8 10/29/18 AMSTI Math PLC for Grades 9-12 11/29/18 AMSTI Math PLC for Grades 9-12	November 30, 2018	Ms. Sydney Smith

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In Progress	August 2, 2018: Curriculum and Assessment PD August 6, 2018: Scantron Performance Series PD August 13, 2018: Scantron Performance Series PD for Administrators August 15, 2018: Scantron Performance Series PD for teachers August 17, 2018: Classworks PD for Administrators October 2, 2018: EL Training October 9, 2018: Pacing Guides PD October 15, 2018: ABE Training for counselors and administrators October 16, 2018: Classworks PD for administration October 29, 2018: Math PLT Grades 9-12 November 6, 2018: OnToCollege PD November 7, 2018: Scantron Training for creation of final exams November 14, 2018: PBIS Training	November 26, 2018	Ms. Sydney Smith
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Activity - Professional Learning Opportunities: CPR Instructors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CPR Training for CPR Instructors	Professional Learning	08/07/2018	05/21/2019	\$460	Other	Administrators and Nurses

Status	Progress Notes	Created On	Created By
Completed	August 2, 2018: CPR Training	November 26, 2018	Ms. Sydney Smith

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator's, Counselors, and Aspiring Leaders will participate in a book study using "Brick House: How to Defeat Student Apathy by Building a Brick House Culture" by Danny Hill in order to improve the culture of learning. Title I Set Aside	Professional Learning	11/05/2018	04/26/2019	\$250	Other	Administrators and Counselors

Strategy 2:

Supervision and Evaluation - THS will develop, implement, and monitor an effective supervision and evaluation process that will lead to improved professional practice and student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: Aselfine, 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
Teachers and leaders will participate in EDUCATE/LEAD Alabama to improve professional practice and retention of effective personnel.	Professional Learning	08/07/2018	05/24/2019	\$0	No Funding Required	Administrators and Teachers

Status	Progress Notes	Created On	Created By
Completed	Educate Alabama: The ALSDE timeline was followed for the completion of faculty PLP's.	November 30, 2018	Ms. Sydney Smith

Activity - Observation and Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
THS will utilize district approved walk through and observation procedures to monitor classroom instruction and provide feedback to improve professional practice.	Professional Learning	08/07/2018	05/24/2019	\$0	No Funding Required	Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Opportunities: General	Staff members will participate in relevant, evidence-based learning opportunities to enhance professional practice. This will include the following activities: CLAS AP Conference, CLAS Leadership Institutes, CLAS Summer Conference, CLAS Aspiring Administrator's Conference, CLAS Lead and Learn, Project Based Learning training, Driver's Education Conference, SRO Conference, Alternative Education Conference, PLT, Library workshops, Economics workshop, UWA Aspiring Leaders workshop, Peer Observations/Instructional Rounds, book study, ACT Boot Camp, Imperu training, OnToCollege, Scantron training, SARIC Professional Development, MEGA Conference, and CPR Training for Health Class Instructor Title I Set Aside	Professional Learning	08/07/2018	08/07/2019	\$4000	Administrators and Teachers
Professional Learning Opportunities: Career Tech	Career Tech: Career Tech teachers will participate in relevant, embedded, and evidenced-based professional learning opportunities to include but not limited to the following: Alabama Career Development Conference, Fall and Spring Work-Based Learning training sessions, MOS certification training, Joint Leadership Development Conference, CPR Training for Health Sciences, and Career Tech workshops.	Professional Learning	08/07/2018	08/06/2019	\$7000	Teachers and Administrators
Total					\$11000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group/Tiered Instruction	Students will be provided small group and tiered instruction to address barriers to learning using a variety of resources to include Plato's Flex Assignments, IXL, Classworks, and Scantron Achievement Series.	Academic Support Program	08/08/2017	05/24/2018	\$1725	Teachers
Total					\$1725	

Title I Part A

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Power Hour	Students will be provided time during the school day (Power Hour) at least 3 times per week to focus on skill deficiencies, test taking strategies, and improve academic success.	Academic Support Program	08/08/2017	05/24/2018	\$300	Teachers
Extended Learning Opportunities	Extended learning opportunities will be offered to targeted students in need of academic support to include grade recovery, tutoring, and credit recovery through enrollment in the Comeback Academy. (Title I Set Aside)	Academic Support Program	08/08/2018	05/31/2019	\$2000	Teacher and administrators
Total					\$2300	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Publication of School Information and Resources	Important school information and resources will be published on the website and social media in order to provide alternative ways to inform and involve parents.	Community Engagement	08/07/2018	05/24/2019	\$0	Marketing/Communications Manager, Administration, and Teachers
Early Warning Truancy Program	Teachers and administrators will implement the Early Warning Truancy Program to increase attendance in school.	Behavioral Support Program	08/08/2017	05/24/2018	\$0	Teachers and administrators
Technology Integration in the Classroom	Teachers will be offered instructional technology tips to improve operational efficiency and enhance engagement in the classroom.	Professional Learning	08/07/2018	05/24/2019	\$0	Administrators, teachers, and technology specialist
Peer Observations and Learning Rounds	Teachers will be provided opportunities for peer observations and instructional learning rounds.	Professional Learning	10/01/2018	05/24/2019	\$0	Administrators
Virtual Learning Opportunities	Students and staff will be provided virtual learning opportunities for college and career readiness.	Academic Support Program	08/07/2018	05/24/2019	\$0	Teachers and technology specialist
Data Meetings	Teachers will analyze and discuss student data on a monthly basis in order to improve instruction and learning.	Academic Support Program	08/06/2018	05/24/2019	\$0	Teachers, Administrators, Instructional Support Staff
School Advisory Committee	THS will establish a school advisory committee to involve parents in the decision-making process.	Parent Involvement	08/07/2018	05/24/2019	\$0	Administrators
Advisement Period	THS will establish a 45 minute period for advisement (Skinny Block).	Behavioral Support Program	08/07/2018	05/24/2019	\$0	Administrators, Counselor, and Teachers

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Observation and Feedback	THS will utilize district approved walk through and observation procedures to monitor classroom instruction and provide feedback to improve professional practice.	Professional Learning	08/07/2018	05/24/2019	\$0	Administrators
Vocabulary Strategies	Teachers will incorporate vocabulary strategies during instruction in order to enhance comprehension and academic success.	Academic Support Program	05/08/2017	05/24/2018	\$0	Teachers
Small Group/Tiered Instruction	Students will be provided small group and tiered instruction to address barriers to learning using a variety of resources to include Plato's Flex Assignments, IXL, Classworks, and Scantron Achievement Series.	Academic Support Program	08/08/2017	05/24/2018	\$0	Teachers
Guest Speakers	Students will be provided opportunities to engage with guest speakers on a variety of topics in order to improve awareness and decision-making skills.	Community Engagement, Career Preparation/Orientation	08/07/2018	05/24/2019	\$0	Administrators, Teachers, Career Coach and Counselors
TCS Tech Expo	THS will participate in the Tech Expo to showcase student achievement through project-based learning opportunities.	Technology	08/07/2018	05/24/2019	\$0	Teachers, Administration, Technology Integration Specialist, and Help Desk Manager
Student Counseling	Students will be provided with individual and small group counseling as needed to address social/emotional concerns.	Behavioral Support Program	08/07/2018	05/24/2019	\$0	Administrators, Teachers, and Counselors
Robotics BEST Competition	TCS will serve as a host for the regional Robotics BEST Competition.	Technology	09/08/2018	10/20/2018	\$0	Technology Coordinator, Robotics "A" Team, and Robotics Sponsor
Guidance Lessons	THS will provide appropriate grade-level guidance lessons on graduation requirements, four-year plans, etc. to prepare students for success in high school and beyond.	Behavioral Support Program	08/07/2018	05/24/2019	\$0	Teachers, Counselors, and Career Coach
Alabama Teacher Mentoring Program	New teachers will be provided with an experienced mentor for support and retention.	Professional Learning	08/07/2018	05/24/2019	\$0	Administrators and Teachers
Student Engagement	Teachers will incorporate engagement strategies into instruction in order to enhance student learning.	Direct Instruction	08/08/2017	05/24/2018	\$0	Teachers
College/Career Exploration	Students will be offered resources for college/career exploration in order to help them make informed decisions about their education in high school and beyond.	Career Preparation/Orientation	08/07/2018	05/24/2019	\$0	Administrators, Counselor, Career Coach and Teachers

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Extra-curricular Activities	THS will encourage participation in extra-curricular activities through announcements, flyers, posters, etc.	Extra Curricular	08/07/2018	05/24/2019	\$0	Administrators, Media Relations personnel, and Teachers
EDUCATE/LEAD Alabama	Teachers and leaders will participate in EDUCATE/LEAD Alabama to improve professional practice and retention of effective personnel.	Professional Learning	08/07/2018	05/24/2019	\$0	Administrators and Teachers
Power Hour	Students will be provided time during the school day (Power Hour) at least 3 times per week to focus on skill deficiencies, test taking strategies, and improve academic success.	Academic Support Program	08/08/2017	05/24/2018	\$0	Teachers
Problem Solving Team Meetings	Teachers and administrators will participate in Problem Solving Team Meetings to discuss the action steps to address the needs of struggling students.	Academic Support Program	09/04/2017	05/24/2018	\$0	Teachers, administrators, and instructional support staff
THS Online Advertisement	THS will advertise events and opportunities on the district website and through social media.	Technology	08/07/2018	05/24/2019	\$0	Administration and Media Relations Personnel
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Opportunities: CPR Instructors	CPR Training for CPR Instructors	Professional Learning	08/07/2018	05/21/2019	\$460	Administrators and Nurses
Professional Learning Opportunities: General	Staff members will participate in relevant, evidence-based learning opportunities to enhance professional practice. This will include the following activities: CLAS AP Conference, CLAS Leadership Institutes, CLAS Summer Conference, CLAS Aspiring Administrator's Conference, CLAS Lead and Learn, Project Based Learning training, Driver's Education Conference, SRO Conference, Alternative Education Conference, PLT, Library workshops, Economics workshop, UWA Aspiring Leaders workshop, Peer Observations/Instructional Rounds, book study, ACT Boot Camp, Imperu training, OnToCollege, Scantron training, SARIC Professional Development, MEGA Conference, and CPR Training for Health Class Instructor Title I Set Aside	Professional Learning	08/07/2018	08/07/2019	\$600	Administrators and Teachers

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Professional Learning Opportunities: General	Staff members will participate in relevant, evidence-based learning opportunities to enhance professional practice. This will include the following activities: CLAS AP Conference, CLAS Leadership Institutes, CLAS Summer Conference, CLAS Aspiring Administrator's Conference, CLAS Lead and Learn, Project Based Learning training, Driver's Education Conference, SRO Conference, Alternative Education Conference, PLT, Library workshops, Economics workshop, UWA Aspiring Leaders workshop, Peer Observations/Instructional Rounds, book study, ACT Boot Camp, Imperu training, OnToCollege, Scantron training, SARIC Professional Development, MEGA Conference, and CPR Training for Health Class Instructor Title I Set Aside	Professional Learning	08/07/2018	08/07/2019	\$5000	Administrators and Teachers
OnToCollege College Panel	Parents will be provided a time to ask questions concerning college admissions to a panel composed of recruiters from 2 and 4 year colleges. (Title I Set Aside)	Parent Involvement	10/01/2018	05/21/2019	\$1000	Counselors, Administrator, Director of Curriculum/Instruction
Book Study	Administrator's, Counselors, and Aspiring Leaders will participate in a book study using "Brick House: How to Defeat Student Apathy by Building a Brick House Culture" by Danny Hill in order to improve the culture of learning. Title I Set Aside	Professional Learning	11/05/2018	04/26/2019	\$250	Administrators and Counselors
Total					\$7310	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Alternative Behavior Educator Program	Students at risk of failure due to behavior will be provided access to the Alternative Behavior Educator Program in order to address specific behavioral needs and increase academic success.	Behavioral Support Program	08/08/2017	05/24/2018	\$1600	Administrators, Counselors, Alternative School/At-Risk Facilitator
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.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Student Survey Results Parent Survey Results Staff Survey Results

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	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

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 3.96. Students reported that our school offers a quality education.

Parent: Teaching and Assessing for Learning showed the highest level of satisfaction with an average of 4.25. Parents reported that their children are provided with up-to-date computers and other technology to learn.

Staff: All standards were scored between 3.95 and 4.6 on a 5 point scale with 5 being the highest. Purpose and Direction showed the highest levels of satisfaction with an average score of 4.6 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?

Student: Purpose and Direction shows a trend in increasing stakeholder satisfaction. In particular, there was substantial growth in students reporting that they were treated with respect from 3.04 up to 3.18. In addition, there is trending growth in reports from students that teachers work together to improve student learning rose from 3.61 up to 3.74.

Parent: Governance and Leadership shows a trend in increasing stakeholder satisfaction. Standard 2 question 9: Our school provides opportunities for stakeholders to be involved in the school rose from 3.73 to 3.91.

Staff: Governance and leadership shows a trend in increasing stakeholder satisfaction. Standard 2 question 12: Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning rose from 4.07 to 4.51.

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 3.06. In particular, only 25.21% of students felt that the students in the school will help each other if they are not friends.

Parent: Governance and leadership shows the lowest level of satisfaction with an average score of 3.44. Our school's governing body does not interfere with the operation or leadership of our school.

Staff: Standard 2: Teaching and assessing for learning shows the lowest level of satisfaction with an average score of 3.95.

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

Student: Resources and support systems show decreasing stakeholder satisfaction.

Standard 4 question 29: In my school, I have access to counseling, career planning, and other programs to help me in school decreased from 3.84 to 3.73.

Parent: Resources and support systems show a trend toward decreasing stakeholder.

Standard 4 question 29: Our school ensures the effective use of financial resources decreased from 3.66 to 3.39.

Staff: Teaching and assessing for learning shows a trend toward decreasing stakeholder satisfaction. The trend shows that staff continues to decrease from 4.21 to 3.98 in stakeholder satisfaction on Standard 3 Question 24: All teachers in the school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.

What are the implications for these stakeholder perceptions?

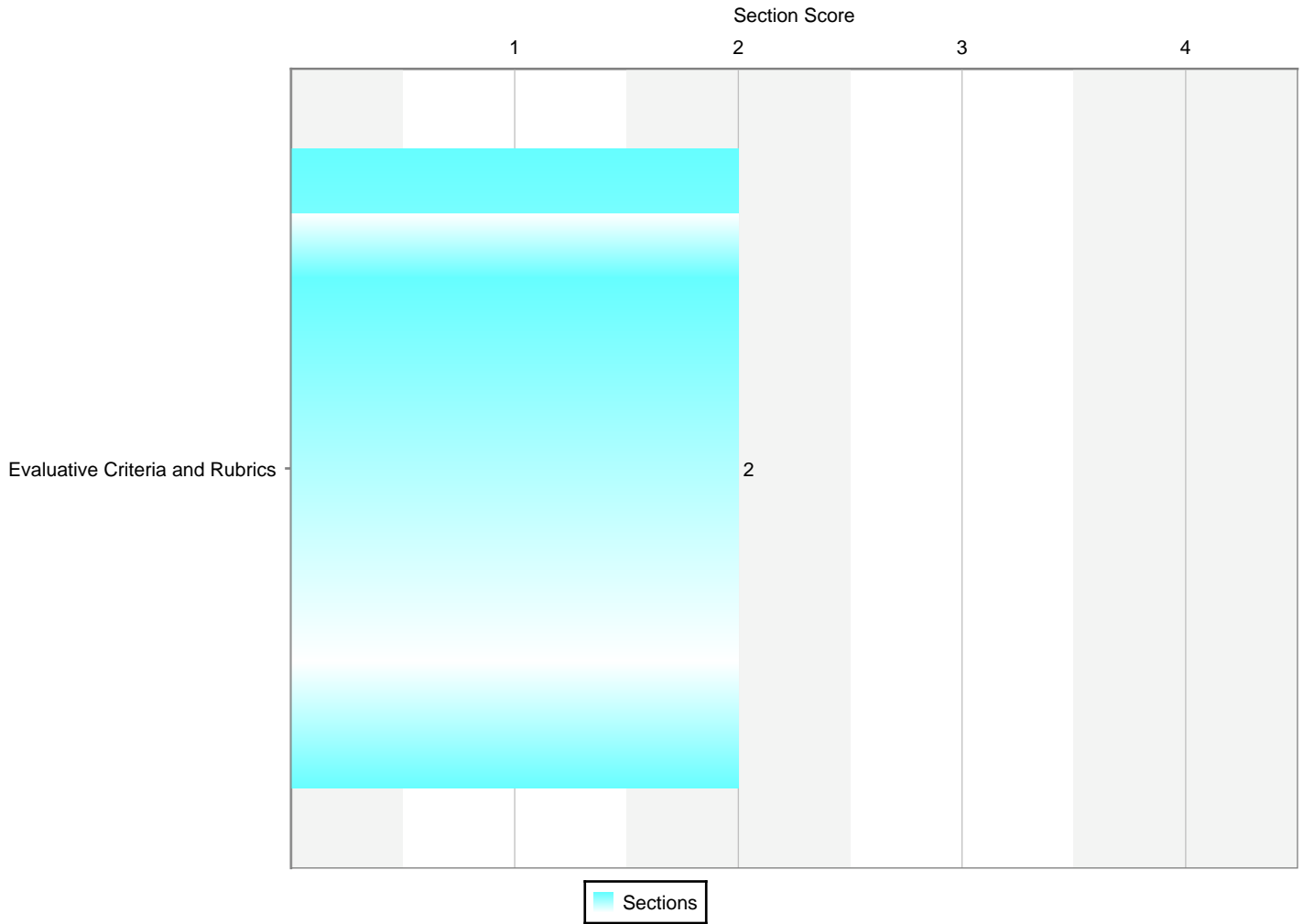
As an implication of these findings, teachers will participate in monthly RTI/data meetings to analyze student data. They will use their findings to form instructional and/or intervention groups in order to best meet the needs of their students. In addition, teachers will be provided professional learning opportunities focusing on any areas of need that are noted, such as 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.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

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).

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

How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted through analysis of all assessment data such as WorkKeys, ACT Plus Writing, Scantron, and PreACT.

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, Math, and Discipline. The comprehensive needs assessment also concluded that our top areas in need of improvement consists of closing the achievement gaps between subgroups. In addition, reading has the widest gap from the state average and science dropped 1% from the previous year.

What conclusions were drawn from the results?

It was concluded that remediation is needed to help close achievement gaps. Resources such as ACCESS courses, OnToCollege, Classworks, ACT WorkKeys Curriculum and intervention classes in reading and math 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, and genders.

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, 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, Scantron Performance Series. Our 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 become 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.

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:

Achievement Goal: 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 05/24/2019 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 - Vocabulary Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize vocabulary strategies during instruction.	Academic Support Program	08/07/2018	05/24/2019	\$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	08/07/2018	05/24/2019	\$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	08/07/2018	05/24/2019	\$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	08/07/2018	05/24/2019	\$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: Shoemaker, M. (2011). FOCUS: Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

Activity - Small Group/Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement tiered instruction to address barriers to learning using various resources such as Classworks.	Academic Support Program	08/07/2018	05/24/2019	\$6900 - Other	Teachers

Activity - Early Warning Truancy Notification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance officer will notify parents/guardians of students at risk of truancy.	Behavioral Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Teachers and administrators

Activity - Power Hour	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Power Hour to focus on areas of content weakness, practice test taking strategies, and/or practice and participate in mock ACT tests. These activities will be provided based on student needs.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Teachers

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	08/07/2018	05/24/2019	\$0 - No Funding Required	Teachers, counselor, and administration

Activity - Alternative Behavior Education Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will provide the Alternative Behavior Education Program for students identified as needing support.	Behavioral Support Program	08/07/2018	05/24/2019	\$1725 - General Fund	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 to students in need of credit recovery through enrollment in the Comeback Academy.	Academic Support Program	08/07/2018	05/24/2019	\$1000 - Title I Schoolwide	Teacher and administrators

Strategy3:

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 - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, instructional coaches, and administrators will participate in data meetings to discuss student data and action steps required to address the needs of struggling students.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Teachers, instructional coaches, and administrators

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the Problem Solving Team will meet monthly to discuss action steps required to address the needs of struggling students.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Problem Solving Team: teachers, counselors, and administration

Narrative:

THS implements several strategies that provide opportunities for all children to meet the challenging state academic standards:

ACT Prep provides students time to practice skills and standards that will be on the ACT

Differentiated Instruction to address the needs of all learners

Response to Instruction Framework to address the needs of students that are not mastering the expected standards

After-school tutoring

Peer tutoring during the regular school day

Weekly tutoring during the skinny block

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:

Technology Goal: 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 05/24/2019 as measured by surveys..

Strategy1:

Professional Development - Teachers will be provided 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 Integration in the Classroom	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	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrators, teachers, and technology 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 staff will be provided virtual learning opportunities for college and career readiness.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Teachers and technology specialist

Goal 2:

Achievement Goal: 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 05/24/2019 as measured by local and state assessments.

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Strategy2:

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

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Teachers will incorporate engagement strategies into instruction.	Direct Instruction	08/07/2018	05/24/2019	\$0 - No Funding Required	Teachers

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Teachers will implement multi-sensory strategies to address the needs of exceptional learners.	Academic Support Program	08/07/2018	05/24/2019	\$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	08/07/2018	05/24/2019	\$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	08/07/2018	05/24/2019	\$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: Shoemoeker, M. (2011). FOCUS: Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

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THS will provide the Alternative Behavior Education Program for students identified as needing support.	Behavioral Support Program	08/07/2018	05/24/2019	\$1725 - General Fund	Teachers, counselor, and administration

Activity - Early Warning Truancy Notification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance officer will notify parents/guardians of students at risk of truancy.	Behavioral Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Teachers and administrators

Activity - Power Hour	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Power Hour to focus on areas of content weakness, practice test taking strategies, and/or practice and participate in mock ACT tests. These activities will be provided based on student needs.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Teachers

Activity - Learning Opportunities for Targeted Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended learning opportunities will be offered to students in need of credit recovery through enrollment in the Comeback Academy.	Academic Support Program	08/07/2018	05/24/2019	\$1000 - Title I Schoolwide	Teacher and administrators

Activity - Small Group/Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement tiered instruction to address barriers to learning using various resources such as Classworks.	Academic Support Program	08/07/2018	05/24/2019	\$6900 - Other	Teachers

Goal 3:

Culture/Climate Goal: 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 advance student learning, involvement, and success by providing at least one consistent adult advocate to all students by 05/24/2019 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.

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	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrators, Teachers, Career Coach and Counselors

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	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrators, Counselor, Career Coach 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	08/07/2018	05/24/2019	\$0 - No Funding Required	Teachers, Counselors, and Career Coach

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 as needed.	Behavioral Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrators, Teachers, and Counselors

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 45 minute period for advisement (Skinny Block).	Behavioral Support Program	08/07/2018	05/24/2019	\$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	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrators and Counselors

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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	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrators, Media Relations personnel, and Teachers

Measurable Objective 2:

demonstrate a behavior that will increase awareness of THS by 05/24/2019 as measured by surveys..

Strategy1:

THS 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 - Robotics BEST Competition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TCS will serve as a host for the regional Robotics BEST Competition.	Technology	09/08/2018	10/20/2018	\$0 - No Funding Required	Technology Coordinator, Robotics "A" Team, and Robotics Sponsor

Activity - THS Online Advertisement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will advertise on the district website and through social media.	Technology	08/07/2018	05/24/2019	\$0 - No Funding Required	Administration and Media Relations Personnel

Activity - TCS Tech Expo	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will participate in the Tech Expo to showcase student achievement through project-based learning opportunities.	Technology	08/07/2018	05/24/2019	\$0 - No Funding Required	Teachers, Administration, Technology Integration Specialist, and Help Desk Manager

Measurable Objective 3:

demonstrate a behavior that will increase employee engagement and support by 08/07/2019 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 - Evaluation Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will utilize district approved walk through and observation procedures as an evaluative tool and provide feedback.	Professional Learning	08/07/2018	05/24/2019	\$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	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrators and Teachers

Strategy2:

Professional Development Opportunities - The staff will be provided professional development 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	Funding Amount & Source	Staff Responsible
Teachers will be provided opportunities for peer observations and instructional learning rounds.	Professional Learning	10/01/2018	05/24/2019	\$0 - No Funding Required	Administrators

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	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, Project-Based Learning Training, SPED Transition Conference, ALACASE, Driver's Education Conference, SRO Conference, Alternative Education Conference, CLAS Lead and Learn, AMSTI, PLT, Library Workshop, SAMUEL Training, Economics Workshop, Peer Observations/Instructional Rounds, Book Study, ACT Boot Camp, Alabama Career Development Conference, Mega Conference, CLAS Leadership Institutes, CLAS Summer Conference, Imperu Training, OnToCollege, Scantron Performance Series, Erin's Law, Jason Flatt, CLAS Aspiring Administrators Conference and Summer PD.	Professional Learning	08/07/2018	08/06/2019	\$5000 - Title I Part A \$4000 - Career and Technical Education Funds \$600 - Title II Part A	Teachers and 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	08/07/2018	05/24/2019	\$0 - No Funding Required	Administration and Teachers

Measurable Objective 4:

demonstrate a behavior that will increase involvement with students, families, and the community by 05/24/2019 as measured by surveys.

Strategy1:

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	Funding Amount & Source	Staff Responsible
Important school information and resources will be published on the website and social media.	Community Engagement	08/07/2018	05/24/2019	\$0 - No Funding Required	Marketing/Communications Manager, Administration, and Teachers

Activity - School Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will establish a school advisory committee to involve parents in the decision-making process.	Parent Involvement	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrators

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:

Technology Goal: 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 05/24/2019 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

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Activity - Virtual Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and staff will be provided virtual learning opportunities for college and career readiness.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Teachers and technology specialist

Strategy2:

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

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Goal 2:

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

Measurable Objective 1:

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Strategy1:

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Teachers will employ the use of manipulatives and advanced organizers.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Teachers

Strategy3:

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

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Goal 3:

Culture/Climate Goal: 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 advance student learning, involvement, and success by providing at least one consistent adult advocate to all students by 05/24/2019 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 - Student Advisement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will equip teachers with resources for student advisement.	Professional Learning	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrators and Counselors

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	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrators, Media Relations personnel, and Teachers

Activity - Advisement Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will establish a 45 minute period for advisement (Skinny Block).	Behavioral Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrators, Counselor, 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.

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	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrators, Teachers, Career Coach and Counselors

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	08/07/2018	05/24/2019	\$0 - No Funding Required	Teachers, Counselors, and Career Coach

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	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrators, Counselor, Career Coach 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 as needed.	Behavioral Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrators, Teachers, and Counselors

Measurable Objective 2:

demonstrate a behavior that will increase employee engagement and support by 08/07/2019 as measured by the reduction in staff turnover.

Strategy1:

Professional Development Opportunities - The staff will be provided professional development opportunities.

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	08/07/2018	05/24/2019	\$0 - No Funding Required	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.	Professional Learning	10/01/2018	05/24/2019	\$0 - No Funding Required	Administrators

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	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, Project-Based Learning Training, SPED Transition Conference, ALACASE, Driver's Education Conference, SRO Conference, Alternative Education Conference, CLAS Lead and Learn, AMSTI, PLT, Library Workshop, SAMUEL Training, Economics Workshop, Peer Observations/Instructional Rounds, Book Study, ACT Boot Camp, Alabama Career Development Conference, Mega Conference, CLAS Leadership Institutes, CLAS Summer Conference, Imperu Training, OnToCollege, Scantron Performance Series, Erin's Law, Jason Flatt, CLAS Aspiring Administrators Conference and Summer PD.	Professional Learning	08/07/2018	08/06/2019	\$600 - Title II Part A \$5000 - Title I Part A \$4000 - Career and Technical Education Funds	Teachers and Administrators

Strategy2:

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

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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	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrators and Teachers

Activity - Evaluation Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will utilize district approved walk through and observation procedures as an evaluative tool and provide feedback.	Professional Learning	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrators

Measurable Objective 3:

demonstrate a behavior that will increase involvement with students, families, and the community by 05/24/2019 as measured by surveys.

Strategy1:

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	Funding Amount & Source	Staff Responsible
Important school information and resources will be published on the website and social media.	Community Engagement	08/07/2018	05/24/2019	\$0 - No Funding Required	Marketing/Communications Manager, Administration, and Teachers

Activity - School Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will establish a school advisory committee to involve parents in the decision-making process.	Parent Involvement	08/07/2018	05/24/2019	\$0 - No Funding Required	Administrators

Measurable Objective 4:

demonstrate a behavior that will increase awareness of THS by 05/24/2019 as measured by surveys..

Strategy1:

THS 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.

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Activity - TCS Tech Expo	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will participate in the Tech Expo to showcase student achievement through project-based learning opportunities.	Technology	08/07/2018	05/24/2019	\$0 - No Funding Required	Teachers, Administration, Technology Integration Specialist, and Help Desk Manager

Activity - Robotics BEST Competition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TCS will serve as a host for the regional Robotics BEST Competition.	Technology	09/08/2018	10/20/2018	\$0 - No Funding Required	Technology Coordinator, Robotics "A" Team, and Robotics Sponsor

Activity - THS Online Advertisement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will advertise on the district website and through social media.	Technology	08/07/2018	05/24/2019	\$0 - No Funding Required	Administration and Media Relations Personnel

English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

Achievement Goal: 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 05/24/2019 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	08/07/2018	05/24/2019	\$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	08/07/2018	05/24/2019	\$0 - No Funding Required	Teachers

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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	08/07/2018	05/24/2019	\$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	08/07/2018	05/24/2019	\$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: Shoemaker, M. (2011). FOCUS: Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

Activity - Small Group/Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement tiered instruction to address barriers to learning using various resources such as Classworks.	Academic Support Program	08/07/2018	05/24/2019	\$6900 - Other	Teachers

Activity - Power Hour	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Power Hour to focus on areas of content weakness, practice test taking strategies, and/or practice and participate in mock ACT tests. These activities will be provided based on student needs.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Teachers

Activity - Learning Opportunities for Targeted Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended learning opportunities will be offered to students in need of credit recovery through enrollment in the Comeback Academy.	Academic Support Program	08/07/2018	05/24/2019	\$1000 - Title I Schoolwide	Teacher and administrators

Activity - Early Warning Truancy Notification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance officer will notify parents/guardians of students at risk of truancy.	Behavioral Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Teachers and administrators

Activity - Alternative Behavior Education Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will provide the Alternative Behavior Education Program for students identified as needing support.	Behavioral Support Program	08/07/2018	05/24/2019	\$1725 - General Fund	Teachers, counselor, and administration

Strategy3:

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 Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the Problem Solving Team will meet monthly to discuss action steps required to address the needs of struggling students.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Problem Solving Team: teachers, counselors, and administration

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, instructional coaches, and administrators will participate in data meetings to discuss student data and action steps required to address the needs of struggling students.	Academic Support Program	08/07/2018	05/24/2019	\$0 - No Funding Required	Teachers, instructional coaches, and administrators

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.

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 understanding and achievement is monitored by teachers on a daily basis. Data from formative and summative assessments is used to drive classroom instruction. In addition, teacher instruction is monitored frequently to ensure students are receiving quality instruction as required by the state standards. These actions are taken in order to meet the needs of our students,. Assignments that address academic needs is reflected in lesson plans which are monitored by administration. In addition, each teacher is involved in monthly RTI/data meetings to collaborate, discuss the academic needs of students, and create a plan of action for those in need.

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 9.97%.

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

The experience level of most teachers is the master's level. 21% of our teachers do not have a master's degree. However, we do have 5 teachers on staff that 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).

The turnover rate is higher than preferred. At this time the school does not have a plan in place for lowering the turnover rate other than recruiting additional students and hiring teachers who are willing to commit to staying for more than one year. We seek new hires who are vested in the area and/or plan on making their homes in the Thomasville area.

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 crucial to raising student achievement. At the Administrative Retreat in July 2018, we reviewed the data for WorkKeys, ACT Plus Writing, and Scantron. Administration then presented the data to school faculty. After a review of the school data, a number of meetings were held with faculty to discuss strategies to increase student performance on Work Keys, ACT Plus Writing, Scantron, and core classes' formative and summative assessments. These meetings resulted in the scheduling of professional development that will meet the needs of our students and teachers.

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

Thomasville High School continuously strives to improve instruction. Teachers, principals, paraprofessionals, and other personnel will be provided a variety of professional development opportunities in order to improve classroom instruction: MEGA Conference, CLAS Assistant Principal's Conference, Summer CLAS Convention, CLAS Lead and Learn, ALSDE Alternative Education Conference, PBL training, SPED Transition workshop, ALACASE, Driver's Education Conference, SRO Conference, AMSTI, PLT, Library workshops, SAMUEL training, Economics workshops, peer observations/ instructional rounds, Work Keys with Power Schools, CDL training, Erin's Law, Jason Flatt training, and Classworks webinars.

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

Thomasville High School has established a formal teacher mentoring program monitored by the administrative staff. The overarching goal of our program is to improve the instructional practices of teachers. Each new teacher is assigned a veteran teacher who is matched by subject and proximity. 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 principals provide 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."

Professional development at Thomasville High School is sustained and ongoing. Through observations and professional development planning, teachers and administrators will retain certification through mentoring and educational improvement opportunities. Many teachers participate in professional development related to their content areas throughout the school year and during the summer.

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 05/21/2019 as measured by successful promotion.

Strategy1:

Transitioning to Post-Secondary - Seniors are assisted in transitioning to post-secondary life on an individualized basis. Students meet with the counselor individually to complete their FAFSA. Each student's transcript is sent to at least one college of their choice. They are given scholarship information and deadlines. Seniors participate in the college fair at Coastal Alabama Community College in the fall to meet with college recruiters from different schools. Thomasville High School also invites speakers from various career clusters to discuss opportunities available. 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 by S Bell - 2017

Activity - Transcript Audit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our counselor and teachers conduct transcript audits to ensure all students are on track for graduation.	Other - Student Advisory	08/07/2018	05/21/2019	\$0 - No Funding Required	Counselors and teachers

Activity - Career Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
THS will invite speakers from various career clusters to discuss opportunities available.	Career Preparation/Orientation	02/01/2019	02/28/2019	\$0 - No Funding Required	Career Tech Teachers and Core Teachers

Activity - College Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors participate in the college fair at Coastal Alabama Community College in the fall to meet with college recruiters from different schools.	Career Preparation/Orientation	09/28/2018	09/28/2018	\$0 - No Funding Required	Counselor

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Activity - Cash for College/College Application Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors meet with the counselor individually to complete their FAFSA. Students will apply to at least one college of their choice. They are given information on various scholarships and deadlines. Assistance is provided as needed.	Career Preparation/Orientation	10/01/2018	05/21/2019	\$0 - No Funding Required	Counselor

Strategy2:

Transitioning to THS - Sixth grade students will 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. Eighth grade students will also tour the campus and meet with the principal, counselor, and a career tech teacher. They will discuss dual enrollment, work-based learning, career tech, and other opportunities/activities. They will 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... by R Smith - 2013

Activity - THS Eighth Grade Visit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students will visit THS campus and conference with principal, counselor, and a career tech teacher.	Field Trip	04/01/2019	05/21/2019	\$0 - No Funding Required	Principal, Counselor, and a Career-Tech Teacher

Activity - TES 6th Grade Visit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade students will visit the THS campus and meet with the principal and counselor.	Field Trip	04/01/2019	05/21/2019	\$0 - No Funding Required	Principal and counselor

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?**

Teachers are presented the results of statewide academic assessments and discussions take place on decisions to be made from that data. We look at data from standardized tests and our own universal screener to see the learning gaps of each student. Using the data, assigned teachers (interventionists) maintain an RTI folder for students who have been identified as at-risk students. Through this process, we are able to plan data meetings in which we, analyze diagnostic data, benchmark data, progress monitoring data, lists some interventions and start progress monitoring student achievement data for the student(s). During data meetings, special attention is given to each student to determine if progress is being made toward mastering grade level standards. System curriculum director, classroom teachers, subject matter coaches, special education teachers, assistant principals and the principal participate in these monthly data meetings.

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?

Results from our universal screener are analyzed and students are identified who need additional support in reading and math. Remedial classes are provided for identified students. In the classroom, teachers use formative and summative assessments to identify students who have not mastered the standards at a proficient level. Identified students are provided tier II instruction (reteaching) within the content on an as needed basis. Struggling students are progress monitored on a regular basis. Students who are not experiencing growth in spite of various intervention strategies are presented to the Problem Solving Team. The student's data is analyzed and decisions are made to ensure students are provided the services needed..

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?

Timely and additional assistance is provided for students having difficulty mastering the standards. Additional assistance is provided to students through tiered instruction in each content area, peer tutors in class, remedial classes in reading and math, and after-school tutoring.

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. Students are provided Chromebooks that allow them to communicate with teachers outside of regular school hours. In addition, the Chromebooks provide access to online academic help and resources. Furthermore, all students are given the opportunity to sign up for after-school tutoring in each of the core subject areas.

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 our EL student's the level of understanding of the English language. 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 and 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. Students attend the College Fair at Coastal Alabama Community College. Each month the Alabama Department of Vocational Rehabilitation Services provides an employee, Meredith Carlisle, from Customized Employee Solutions to come in and work with our special populations. Mrs. Carlisle works with the students on gaining employability skills.

**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: funds for school uniforms, employment needs, and funding for college. THS is in compliance with state child nutrition guidelines, special education, Head Start and Child Find. Violence prevention will be covered through Erin's Law and Jason Flatt training and by utilizing the local police department.

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

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

To ensure that the goals of the CIP are achieved, the principal and/or assistant principals evaluate(s) the implementation of the schoolwide program throughout the school year. This is achieved through lesson plan reviews, student data analysis/data meetings, quarterly reviews of the ACIP at faculty meetings, classroom observations and walk-throughs.

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?

In order to improve ACT scores, all freshmen, sophomores, and juniors that are not in RTI participate in John Baylor's OnToCollege ACT Prep 3 days per week. THS seniors prepare for the WorkKeys assessment through the use of the ACT WorkKeys Curriculum Software during Power Hour.

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 uses student data such as our universal screener, Scantron Performance Series, and state assessments to determine if the school-wide program has been effective.

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 Rtl data meetings and PST meetings are scheduled to monitor student achievement and growth. In addition, the ACIP is reviewed quarterly during faculty meetings and adjustments are made as needed and reviewed and visited by the CIP team.

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	29.48

Provide the number of classroom teachers.

30.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1777202.25

Total

1,777,202.25

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	100036.0

Total

100,036.00

Assistant Principal

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

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	70282.0

Total

70,282.00

Counselor

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

Provide the number of Counselors.

2

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	103807.5

Total

103,807.50

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	56177.0

Total

56,177.00

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.

0.0

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

Total

0.00

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

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.

0.00

Label	Question	Value
3.	Provide the total of all funding for Technology.	10598.0

Total

10,598.00

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.

0.00

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3179.0

Total

3,179.00

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

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.	18495.0

Total

18,495.00

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.	3396.0

Total

3,396.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	90723.88

Provide a brief explanation and breakdown of expenses.

One instructional teacher salary and benefits, substitutes Instructional classroom supplies \$64800.08
Furniture and fixtures (view sonic cart)\$ 2,200
Technology Audio and Visual \$8,280
Instruction computer hardware\$ 10,619.80
Other compensation and benefits for extended day, before and after-school
Summer School \$ 2,402
After school tutoring \$ 2,402
Alabama ACT Conference \$ 800

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

We did not receive Title II funds.

Title III

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

Provide a brief explanation and a breakdown of expenses.

There is no value to explain and breakdown

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

There is no value to explain and breakdown

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	595.9

Provide a brief explanation and a breakdown of expenses.

CPR Training for CPR Instructors

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	14202.0

Provide a brief explanation and breakdown of expenses.

Instructional services- \$4454.45

Instructional support services- \$9052.00

General administrative services- \$302.55

Career Tech: Career Tech teachers will participate in relevant, embedded, and evidenced-based professional learning opportunities to include but not limited to the following: Alabama Career Development Conference. Fall and Spring Work-Based Learning training sessions, MOS certification training, the Joint Leadership Development Conference, CPR Training for Health Sciences, Career Tech workshops

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.

See previous page description.

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

Provide a brief explanation and breakdown of expenses.

There is no value to explain and breakdown

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.

There is no value to explain and breakdown

Local Funds

Label	Question	Value
1.	Provide the total	1831926.0

Provide a brief explanation and breakdown of expenses.

Instructional services- \$750806.00

Instructional support services- \$279375.00

Operation and Maintenance Services- \$444399.00

Auxiliary Services- \$13465.00

Other Expenditures- \$343881.00

Parent and Family Engagement

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.

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. \$1,000 has been set aside for parental involvement activities.

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 and have purchased four two-way communication devices to use during parent conferences.

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. It 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. The compact is reviewed and updated yearly based upon present needs and recommendations.

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 is also 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 survey. 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)

The librarian will offer cyber safety 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. Chalkable is our database for student records. Students and parents are given usernames and passwords to access the Home Portal in Chalkable. 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. Teachers are encouraged to communicate with parents in an effort to build a strong teacher-parent-student relationship. 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 as well as cyber safety.

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 with 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)

Training will be made available for parents on how to provide assistance for success in the classroom. In addition, parent representatives are included in the THS Advisory Committee.

The following strategies are used to build ties between the school and parents:

Orientation

Parenting Night - teacher conferences

iNow (Chalkable) - Parents

Progress reports and report cards

Parental Contacts

College Application Week and Cash for College

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

Advisory Committee

Website

Parent notes

School Messenger

Translator for ELA

Social Media

College Application Week and Cash for College

Using the Remind App (remind.com)

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 (Powerschools) 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.

Gifted meeting for parents are held annually.

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 portable translator device is used when necessary. 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.