



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

Thomasville High School

***Title I Schoolwide
School Improvement Plan
2015-2016***

Todd Mobley, Principal



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education Title I Schoolwide/School Improvement Plan

School Name: Thomasville High School	
School Mailing Address: 315 S. Hansell St. Thomasville, GA 31792	
LEA Name: Thomasville City Schools	
LEA Title One Director/Coordinator Name: Bill Settle	
LEA Title One Director/Coordinator Signature:	Date:
LEA Title One Director/Coordinator Mailing Address:	
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Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP/SIP Template Instructions

Notes:

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists all components/elements marked as "Not Met" need additional development.
- Please add your planning committee members on the next page.
- The asterisk (*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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**Georgia Department of Education
 Title I Schoolwide/School Improvement Plan**

Title I Schoolwide/School Improvement Plan

Planning Committee Members:

NAME	POSITION/ROLE
Todd Mobley	Principal
Dana Rollins	Academic Support Specialist
	Discipline Asst. Principal
Gina Bennett	Scholars Teacher
Bobby Smith	GADOE
Barbara Peralta	CTAE
Todd Creech	CTAE
Sally Hawthorne	English Teacher
Bill Settle	Title One Director
Jennifer Jordan	Asst. Director Scholars Academy
Saundra Austin	Parent School Council
Emma Snipes	Parent School Council
Jennifer Smith	Parent School Council
Hal Jackson	Business Partner School Council
Rocky Spence	Business Partner School Council
Dale Hicks	Social Studies Teacher
Daniel Dorsey	Social Studies
Larry Connell	Math Teacher



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SIP Components

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Response:

A. The school wide plan for Thomasville High School has been developed through the collaborative efforts of the school administrators, the school leadership/data team, the student leadership team, the graduation coach, school counselors, system level support personnel, the school council, parent input through conferences, community forums, and parent surveys, and student input through surveys. Data supplied through each of these entities indicated perceived and demonstrated needs which the team has attempted to address through the strategies outlined in the school wide plan.

B. Thomasville High identifies ongoing school improvement areas through the use of multiple tools and strategies. Data is continuously collected from the state mandated assessments: Georgia Milestones, End-of-Course-Tests (EOCT) and the Georgia High School Writing Test (GHSWT). To enhance Thomasville High's ability to assess students' needs, additional assessments are administered to various students and grade levels.

Student's results on the Georgia Milestones are used to determine scheduling needs for all incoming ninth graders. In addition, Lexile scores, attained from all state-mandated tests are used to complete the snap shot of each student's needs.

Once at Thomasville High, students are continually monitored for academic achievement through the administration of Georgia Milestones, EOPA and building level benchmark assessments

Students, parents and community members are surveyed to collect a variety of data. Students complete "Student Perception" surveys a part of TKES and THS surveys using survey monkey. Parents are given the opportunity to complete surveys and/or provide feedback at all open houses, information meetings, etc.

C. Thomasville High School serves migrant certified students through the Migrant Education Program. Services provided include:

- Monitoring of Academic Progress by an appointed intervention specialist
- Tutoring services
- Counseling services
- ELL services if eligible
- Alternate parent materials sent home in native language

C. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, on EOCTs students have made gains in every subject except 9th grade Literature,



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Coordinate Algebra, American Literature, Biology and Physical Science, but their performance has increased in Geometry, Economics, and U.S. History..

End of Course Tests Percent of Students Passing								
	2011		2012		2013		2014	
	All	SWD	All	SWD	All	SWD	All	SWD
Ninth Grade Lit/Comp	70	14	79	15	73	29	83.4	
Am. Lit/Comp	86	0	86	55	84	9	92.4	
Mathematics I/Coord Alg	63	0	58	0	25	0	31.8	
Mathematics II/Geometry	50	29	55	0	54	0	37	
Biology	57	13	69	27	66	62.4		
Physical Science	60	32	73	24	66	38	76.5	
Economics	70	0	58	10	78	81.4		
US History	54	0	53	18	69	8	72.1	

Will enter 2014 data when received.

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving at acceptable levels.

- In 2013-2014, 87% of our students qualified for and received a free/reduced lunch. All data, therefore, reflects the needs of economically disadvantaged students. THS. Black students constitute approximately 65% of enrollment, and most of the remaining students are white. The percent passing of black and white students for spring 2013 EOCTs indicates achievement gaps of greater than 10 points.



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EOCT—Percent Passing 2012/2013				
Course	Black/Non-Hispanic		White/Non-Hispanic	
	12	13	12	13
Ninth Grade Lit/Comp	71	62	95	97
American Lit/Comp	75	74	98	100
Cord. Alg,	35	5	84	57
Math II	41	44	72	85
Biology	54	49	97	95
Physical Science	58	46	67	73
Economics	45	62	91	72
U. S. History	33	54	94	86

- Students with disabilities have made meager, inconsistent, or no progress on EOCTs in recent years, widening the achievement gap between SWD and regular program students.
- The number of students with limited English proficiency varies from year to year. In 2013-2014, THS will provide services to 1 ESOL student. ESOL students do not always attend all four years, and frequent withdrawals and transfers affect their ability to smoothly continue their English acquisition. ELs come to THS with varying levels of English proficiency, and some are non-speakers. All of these factors affect their achievement levels in the classroom, on EOCTs .

F. The data have helped us reach conclusions regarding achievement or other related data.

The major strengths we found in our program are:

Writing—With an increase emphasis of the Writing Across the Curriculum program (journal writing across the curriculum), we have experienced an increase in Georgia High School Writing Test scores from 80% passing in 2009 to 92% passing in 2013. We have eliminated the achievement gap between Black and White students and significantly reduced the gap between SWD and Regular Program Students.



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Advanced Placement/Honors Program—THS exceeded goals in filling seats in advanced placement courses and Honors level courses for white students and black students. The added rigor and higher expectations have contributed to gains in many academic areas.

Attendance/Tardy—Though we did not reach the attendance goal for 2012-2013, we made remarkable progress with the aid of an attendance officer and increased awareness and engagement of teachers and counselors. The attendance rate in 2012-2013 and 2013-2014 was 92.7%.

Professional Learning—The amount and quality of professional learning has fully engaged teachers in the continual development of essential skills and the acquisition of essential knowledge. In 2011-2012, teachers participated in multiple peer observations of specific practices; learned how to write sound, objective test items, developing performance task, increasing rigor and revised common assessments; 2012-2013 teachers participated in collaborative professional learning every Thursday during their planning time. 2013-2014 teachers participated in professional learning emphasizing differentiation.

The major needs we discovered are:

Achievement Gaps - We have significant achievement gaps between Black/White students and SWD/non-SWD. The root cause of each performance gap is a disparity in learning expectations for all students. We will reduce achievement gaps through planning collaboratively to establish uniform expectations for increasing rigor, homework and class work. Benchmark testing throughout the school will necessitate equitable opportunities for learning and consistently high expectations for all students. All administrators will monitor classrooms to ensure rigorous instruction and support for struggling students. At-risk students scheduled into remediation classes on every grade level will receive more individualized instruction. Reading and Math initiatives will target small groups of carefully identified students who have reading and math deficiencies.

Reading Skills - Significant numbers of students enter THS without basic reading skills necessary for success in high school courses.. We will address this by incorporating Reading Across the Curriculum and in the CCAE classes.

Math Skills - Significant numbers of students enter THS without basic computational skills necessary for success in high school courses. . We will address all students' math needs through a school wide math initiative. Students identified through CRCT scores and EOCT scores as having difficulties in math will participate in year-long math courses that provide nearly double the number of hours of additional instruction



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through CCAE.

Attendance - While progress has been made in increasing attendance rates, attendance needs to be improved.. We will improve attendance rates by offering incentives to students who set and meet attendance goals.

Discipline - The number of students referred to the office for discipline increased. The root causes of discipline issues include cultural misunderstanding between teachers and students; students' inability to relate to others and resolve problems peacefully; general inattention to relationships that foster achievement; and the need for self-efficacy among students and teachers. Professional learning and support will be provided to teachers who need assistance with classroom management. Discipline data and classroom observations will be used to identify teachers in need.

G. The measurable goals/benchmarks we have established to address the needs are:

1. THS will improve core academic instruction of the Georgia Performance Standards to meet the following targets on End of Course Tests for 2014:

All Students Targets

	2014	2015
• Ninth	73% to 90%	90% to 92%
• Am Lit	86% to 92%	92% to 94%
• Coord. Alg	21% to 40%	40% to 60%
• Geometry	57% to 64%	64% to 70%
• Biology	65% to 76%	76% to 85%
• Phy Sci	49% to 80%	80% to 85%
• Economics	64% to 75%	75% to 85%
• US Hist	65% to 62%	62% to 80%

Black Students

	2014	2015
• Ninth Lit	62% to 80%	80% to 90%
• Am Lit	74% to 90%	90% to 95%
• Algebra	5% to 55%	55% to 75%
• Geometry	44% to 50%	50% to 75%
• Biology	49% to 62%	62% to 80%
• Phy Sci	46% to 75%	75% to 85%
• Economics	62% to 70%	70% to 85%
• US Hist	54% to 60%	60% to 80%



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SWD	2014	2015	2016
Ninth Lit	29% to 35%	35% to 50%	
• Am Lit	9% to 30%	30% to 50%	
• Algebra	0% to 40%	40% to 50%	
• Geometry	33% to 40%	40% to 60%	
• Biology	27% to 36%	36% to 50%	
• Phy Sci	38% to 50%	50% to 70%	
• Economics	48% to 52%	52% to 70%	
• US Hist	8% to 50%	50% to 75%	
2. THS will improve academic achievement to increase Graduation Rate in 2015:			
	2014	2015	2015
• All students	72% to 76%	76% to 90%	
• Black students	%to 81%	81% to 90%	
• SWD	?% to 55%	55% to 90%	
3. THS will reduce the percentage of students with 3 or more discipline referrals from a baseline of 27% in 2012 to 15% in 2013. Decrease by10% in 2014 the number received in 2013. Decrease by 10% in 2015 school year from 2014 data.			
4. THS will reduce the percentage of students with 15 or more absences from a baseline of 18% in 2012 to 10% in 2013. Decrease the 2013 number by 10% in 2014. Decrease by 10% in 2015 using 2014 data.			
5. THS will increase parent participation in school activities by 30% in 2013 from a baseline of 1562 in 2012. Increase participation in 2014 by 10%. Increase 2014 participation by 10% in 2015-2016.			



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*2. Schoolwide reform strategies that are scientifically research based, directly tied to the comprehensive needs assessment and academic standards.

Response:

Thomasville High uses scientifically research informed strategies to improve achievement for all students.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

- *Response:* Standards Based Classroom (SBC)
- Use of GaDOE Instructional Frameworks in conjunction with LFS components
- Collaborative Planning Teams
- Writing Across the Curriculum
- Response to Intervention (RTI)
- Technology integration
- Advanced Placement (AP)
- Benchmark assessments (academics and foreign language)
- Instructional Coaching in all subject areas
- Formative Assessment
- Common Assessments
- Job-embedded professional learning
- 21st Century Classroom Technology

The way in which we will address the needs of all children in the school, particularly the needs of students with the greatest deficiencies on state academic standards are through the implementation of the Georgia Performance Standards/Common Core with the instructional frameworks as the vehicle. All THS students have access to the same curriculum. Each academic course makes use of common assessments to insure equitable assessment for all. The use of formative assessments helps students and teachers monitor student performance and assess the level of mastery toward the standards. This practice encourages critical thinking and increases academic vocabulary usage in their writing as well as the use of more learned vocabulary terms in discourse. The same model will be used to increase critical reading opportunities across the curriculum.

Collaborative planning teams will meet once a week to engage in activities to increase academic achievement for all students by reviewing and analyzing data from common assessments benchmark assessments and other performance task. During this collaborative time, teachers of like courses will discuss the types of formative assessments being used as well as the student results of this highly effective research based strategy. Teachers will analyze student work in



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2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

groups to discover commonalities among students' grades and missed items on these assessments. This collaboration will identify student misconceptions and suggest next steps toward mastery of the standards. The collaborative teams may also serve as professional learning for teachers by encouraging common expectations in all courses and among teachers as they study results of common assessments that are dependent upon common assignments and quizzes. The instructional coaches will provide support for the teachers through job-embedded professional learning opportunities as the needs arise from observational data. Teachers analyzing student data and instructional strategies to address student needs will drive the professional learning opportunities made available through the instructional coaches. Such opportunities will take place during planning time or other creatively scheduled times. The consistency within courses and teachers through collaboration will increase teacher expectations and encourage a wider range of instructional strategies and activities. Additional advantages with collaboration may result in content and management ideas for teachers with less experience. Finally, the act of collaborating will allow teams of teachers to address gaps seen within whole groups of students as well as those of individuals in comparison to the group and subgroups of our population.

2(b). Are based upon effective means of raising student achievement.

Response: Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies.

Brookhart, Susan M. (2010). *Formative assessment strategies for every classroom*. 2nd Edition. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

DuFour, Richard, Rebecca DuFour, Robert Eaker, and Gayle Karhanek. (2004). *Whatever it takes: How professional learning communities respond when kids don't learn*. Bloomington, IN: Solution Tree.

Fisher, Douglas and Nancy Frey. (2007). *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: ASCD.

Graham, Steve and Dolores Perin. (2007). *Writing Next: Effective strategies to improve writing of adolescents in middle and high schools*. New York: Alliance for Excellent Education.

Marzano, Robert, Debra Pickering, and Jane Pollock. (2001). *Classroom instruction that works: Research based strategies for increasing student achievement*. Upper Saddle River, NJ: McREL.



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Moss, Connie M. and Susan M. Brookhart. (2009). *Advancing Formative Assessment in Every classroom: A guide for instructional leaders*. Alexandria, VA: ASCD.

A. Schmoker, Mike. (2011). *Focus: Elevating the essentials to radically improve student learning*. Alexandria, VA: ASCD.

2(c). Use effective instructional methods that increase the quality and amount of learning time.

Response: We will increase the amount and quality of learning time by:

- Tutoring in teacher’s classrooms after school each day from 3:05-3:30
- After School Tutoring by Thomasville Community Resource Center
- Math support classes for identified at-risk students in grades 9-11
- Credit Recovery/EXALT
- ARC program
- Summer School computer-based instruction
- GHSGT Remediation was implanted into the master schedule to address the needs

B. Summer Program—Summer School open to all students who meet criteria set in handbook.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response:

(d). THS school reform strategies address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

- **Full year support classes**
9th and 10th grade students that are determined to be below grade level will be referred to ARC.
- **Co-taught classes**
A variety of co-teaching models on every grade level within the regular education classrooms differentiate to guide students to the mastery of Georgia Performance Standards and CCGPS required of all students. Students with disabilities will benefit as well as regular education students. Students will have increased access to instructional strategies for at-risk students, additional progress monitoring, and flexible grouping by



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content when deemed appropriate.

- **Writing Across The Curriculum**

This strategy is used by all teachers to incorporate writing in all content areas. Students will write to demonstrate understanding of standards. A variety of strategies are used in classrooms as a result of extensive professional development.

- **After school tutoring sessions**

Sessions are provided on Monday thru Friday with highly qualified teachers. Students may request to attend or be invited to attend. This option is available to any student at Thomasville High School. Additional sessions may be required of students whose achievement does not improve.

- **Interventions targeted for specific populations**

Additional time and support through research-based programs enable students to meet or exceed standards of mastery.

- **Reading across the curriculum**

A strategy all teachers will use to encourage students to read more; think more deeply about what they are reading; and respond to text in writing and speaking. Reliable screening systems will be used to determine which students are in need of more intensive interventions and which ones may be expected to continue to make reading progress without additional support. Reading across the curriculum is a research informed strategy to improve literacy in all academic areas.

- **Job-embedded professional development**

Thomasville High School engages in a variety of high quality and ongoing professional learning activities designed to enhance the learning opportunities for all children to meet or exceed performance standards. One example is the collaborative planning on Thursdays, during contract hours. Other professional learning opportunities are made available within the system through coordination of funds. Examples include content training for math,

- **Research based instructional strategies**

A variety of research informed strategies employed by all teachers to effectively engage students in high quality learning during regular classroom instruction.

- **Highly Qualified staff**

To ensure equitable learning opportunities for all students at Thomasville High School, 100% of faculty is Highly Qualified.

- **Data analysis by teachers**

Analyzing student performance data informs instructional decisions. Data will be used in redesign of lessons and in adjusting all types of common assessments. Collaborative planning time will be used for this purpose.

- **Data analysis by Professional Learning Committee**

Analyzing observational data will shape professional development for teachers in order to differentiate opportunities to meet the needs of individual teachers.

- **Data analysis by discipline and attendance committee**

Teachers and administrators will analyze discipline and attendance data to determine progress towards targets and adjust policies and procedures as needed.

2(e). Must include documentation to support that any educational field trip used as an



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instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring. Thomasville High School does not use federal funds to support field trips of any kind.

*3. Instruction by highly qualified professional staff.

The goal for Thomasville High School is for all students to receive services from Highly Qualified teachers.

- *Response:*
- All core academic teachers meet the criteria of the highly qualified teacher requirement.
- All instructional paraprofessionals meet HiQ certification requirements. (The HiQ report from the Georgia Professional Standards Commission is included as an attachment.)
- All teachers are teaching within their certified content areas.
- Collaborative planning time is provided for subject level and grade level teachers in order that they may collaboratively review formative data, develop curriculum maps and frameworks which support the GPS and CCGPS. This in turn strengthens the delivery of the instruction provided to all students.

*3(a). Strategies to attract highly qualified teachers to high-needs schools.

- *Response:*
- Thomasville High provides excellent teacher to student ratios approximately (1:20).
- Thomasville High provides student support in the form of special education paraprofessionals, resource classes, co-teaching and collaborative experiences for selected teachers.
- Collaboratively works with area colleges/universities such as Thomas University, Valdosta State and Florida State University to provide opportunities for student teachers and for teachers pursuing advanced degrees.
- New teachers are provided with mentor buddies .New teacher orientation which includes: an introduction to system policies and procedures; an introduction to the GPS and CCGPS, curriculum documents, and web resources relevant to their teaching assignment; and is conducted prior to pre-planning in order that the new teachers are available to participate in school and classroom activities during pre-planning. The teachers receive a stipend for their participation in the new teacher orientation activities.
- Critical field supplements are awarded for targeted areas.
- When funds have been available, signing supplements have also been offered to critical field teachers to work in high-need schools within the system.



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*3(a). Strategies to attract highly qualified teachers to high-needs schools.

- Teachers are encouraged to pursue advanced degrees in their content area or add fields to support specific populations of students (ESOL, Gifted, Reading endorsements). When available, funds are provided for stipends for successful completion of the identified area.

*4. Professional development for staff to enable all children in the school

- Response:*
- School-level training is provided for teachers to learn how to use data to improve instruction. Part of this training has involved instructing teachers on how to develop and use benchmark assessments to improve student achievement.
- Administrators work in collaboration with teachers as participants in the professional learning communities that meet at least 14 times annually for professional development..
- Math teachers have participated and will continue to participate in local, regional, and state level professional learning related to the rollout of the math standards at the high school level. Additional content support will be provided as math instruction and math student achievement continue to be identified areas of need.
- The system professional learning coach works with the school to develop a professional learning plan to address the needs of the staff.
- Additional training/support for Response to Intervention and Differentiation strategies will be provided through professional learning opportunities.
- The ESOL teacher will provide support to regular education teachers for the inclusion of WIDA standards into daily instruction.
- Quality professional development is provided teachers in several formats. Professional Learning Communities allow teachers and administrators to study performance task and to develop action plans for implementation. Individual professional development is provided to teachers based on the needs of the teacher and students. All professional development is expected to be aligned with the goals of the school improvement plan.
- Thomasville High makes use of all available resources when providing quality professional development to its teachers and staff. Thomasville High employs the expertise of facilitators from GaDOE, RESA, consultants, and in-house expertise to meet the needs of the staff.

*5. Strategies to increase parental involvement.

Response:

- Host mid-term parent open houses each nine-week session. Report cards will be given to students during open house.
- Host parent meetings to discuss updates to the graduation rule.
- Schedule individual meetings/counseling sessions with the parent and student to



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- discuss graduation plans/Peach State Pathways plans
- Provide opportunities for parents to attend student recognition programs, student performances, etc.
- Maintain parent seats on the school council.
- Visit community churches/community forums to deliver school information, update information on graduation rules, requirements, and provide tips and advice to help guide their students to success.
- Collaborate with local businesses to provide rewards and incentives for student accomplishments.
- Newsletters, emails, progress reports and PowerSchool (new student information system that allows parents access).
- Continue to update information disseminated via the school and system websites
- Conduct individual SAT/ACT conferences with parents regarding the results of the administration of the fall test.
- Encourage open lines of communication between teachers, parents, and the school community.
- School personnel will work with parents to develop a parent involvement policy and a parent/student/teacher compact for Thomasville High School. The plan and the compacts will be disseminated to all parents through written documents and via the school website.
- Provide opportunities for parents to receive help in interpreting individual student test reports and how these tests impact the student.
- Continue to utilize parent involvement meetings, community forums, and counseling sessions to increase parent awareness of high stakes tests and how the tests are used.
- Notify parents/community through newsletters, parent letters, the newspaper, and via the school website regarding student achievement (GHSWT, EOCT, Georgia Milestones and CCRPI results).
- Provide links via the school website to disaggregated test data (CCRPI etc) to inform parents and the community of the school's achievement on required, statewide tests. The data should be reported and verified through proper procedures prior to dissemination. This includes student record data and uploaded test data transmitted via the secure GaDOE portal.
- Annual Title One meetings provide parents an opportunity to learn more about Title One programs, CCRPI, etc.

*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

Response:

- Guidance Department team consisting of counselors and graduation coach visit the middle school each spring to orient students on the high school experience.
- Implemented "Bulldog Academy" in the summer of 2009. The "Bulldog Academy"



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targeted placed ninth graders for two weeks of acceleration in math and reading. This was implemented through financial support from a community service organization (Rotary).

- Bulldog Academy was held for four days the summer of 2011. Bulldog Academy held 2 days in 2012, 2013 and 2014.
- Eighth grade students are engaged in a high school visit during the spring of their eighth grade year.
- Each ninth grade student completes an educational plan. Beginning in the spring of 2010, this will be started in eighth grade. This Georgia Peach State Pathway educational resource will be the basis for this plan. We will use GCIS to load information.
- Special education support staff meet with each eighth grade special education student's IEP team to develop a transition plan as the child moves to the high school. This is a collaborative meeting of the students middle and high school teachers, special education support personnel, the parent, and the student.
- Conduct ninth grade open houses for parents to provide information that can help lead students to success in high school.
- The school will distribute all report cards during parent meetings held each quarter. This will help parents be more aware of the student's status earlier in the school year and provide a time when they can discuss their child's progress toward meeting grade level expectation.

*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:

- Utilize the leadership team to outline and review the instructional program.
- Use RESA and in-house expertise to assist teachers in enhancing their performance in the classrooms.
- Weekly professional learning communities are conducted with the assistance of the Professional Learning Coach.. The 2013 -2014 school year sessions focused on differentiation .The 2014-2015 school years focus will be on rigor, relevance and differentiation. The 2015-2016 school year will focus on the Implementation of FIP.
- The school leadership team meets bi-monthly and encourages a two-way communication between administration and teachers.
- Data analysis is an integral part of the leadership team. Student achievement data is used to develop target groups for interventions.
- School Leadership Team's process of updating the goals of the School Improvement Plan is an ongoing process. Goals are adjusted to reflect the change in student achievement.
- Individual teachers and common content area teachers review quarterly benchmarks and grades to monitor student performance and to guide instruction.
- Teachers work collaboratively to review common assessments and benchmark assessments providing an analysis of the instructional/content strands and their



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alignment to the performance standards.

***8. Coordination and integration of Federal, State, and local services and programs.**

Response:
A. This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the school wide plan.

8(a). List of State and local educational agency programs and other federal programs that will be included.

Response:
Participating agencies and programs are: Title I, Title II, Remedial, Regional Education Service Agency

8(b). Description of how resources from Title I and other sources will be used.

Response:
Title I allocations finance the additional academic support and learning opportunities that are often required to help disadvantaged students progress along with their classmates. Resources from Title I will purchase resources, supplies, technology, and materials to implement the school's instructional plan. These purchases will include materials for differentiation, benchmark testing, and other instructional supplies. Professional learning will be provided to teachers and staff; therefore, monies will pay for substitute teachers, registration fees, travel, and lodging. Economically disadvantaged students will be provided meals.

Title II allocations are used for high-quality teacher preparation, professional development of certified staff, and instructional lead teachers.

Remedial education funds support teacher instruction of students (9-12) needing additional educational support based on their CRCT scores from grade 8, course grades, EOCT scores, and progress monitoring.

Southwest Georgia Regional Education Service Agency (SW RESA) delivers professional learning requested by the individual school district. In the past the SW RESA staff have provided training for co-teachers, standards based classrooms, gifted certifications, instructional coaching, and assistance for teachers who are not highly qualified.

8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.



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Response:

Carl Perkins funds, commonly known as career and technical or vocational dollars, help to address the ongoing program improvement within career and technical education. In a response to market demand for a workforce equipped with the skills and knowledge to compete in a global society, an emphasis has been placed on the following: implementation of career pathways and increasing the number of students who become pathway completers, providing End of Pathway Assessments, increasing dual enrollment opportunities, promotion of career and technical education programs, creating a link between secondary education and postsecondary education for participating career and technical education students, industry certification for CTAE programs, development of services and activities that integrate rigorous and challenging academic and career and technical instruction. Funds will also provide more opportunities for students to earn an industry recognized certification or credential prior to graduation from high school. All seniors participate in the Georgia Work Ready assessment.

*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

Response:

A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities include the following:

- **CCAE**-We are providing remediation for placed 9th graders in this class. They will receive remediation in math and English.
- **Georgia High School Writing Test/EOCT Preparation** The school year (2011-2012), the State of Georgia's assessment requirements were changed. "As a result of amendments to State Board of Education rule in April 2011, the cohort of students who enrolled in high school from Fall 2008 through June 2011 must demonstrate their proficiency in the four GHSGT content areas by either passing each of the GHSGTs or by passing one of the two equivalent End of Course Tests in each corresponding content area. These students are also required to take and pass the Georgia High School Writing Test (GHSWT) to be eligible for a diploma" (*Georgia Department of Education, 2011*). Students now must pass the GHSWT and their EOCT counts 20% toward their final grade. Although the assessment requirements have changed, Thomasville High School students will still be in need of GHSGT preparation. Therefore, students who may need additional support to pass the tests can get assistance during after-school test preparation classes.
- **Credit Recovery**-Students needing to recovery credit for failed courses have the opportunity to take credit recovery. Credit recovery utilizes the A +curriculum Georgia Credit Recovery. These classes are offered throughout the school day.
- **Remedial Classes**-The remedial classes were designed for students in grades 9-12 who have identified deficiencies in reading, writing, and math. Thomasville High



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School has scheduled remediation classes in English and math to address the needs of the at-risk students.

9(a). Measures to ensure that student's difficulties are identified on a timely basis.

Response:

Thomasville High School utilizes the following measures to ensure that students' difficulties are identified on a timely basis:

- **Criterion-Referenced Competency Test (CRCT)**-The CRCT is designed to test the knowledge of third through eighth grade in the areas of English Language Arts (ELA), math, social studies, and science. The 8th grade CRCT scores of 1st-time 9th graders are used to place students in intervention courses.
- **Student Grades (Progress Reports)**-Student grades determine whether students are in need of additional academic services and assistance. Students receive progress reports every four weeks and report cards every nine weeks. Based on students' grades, 5th Block, Zero Block, and Credit Recovery are utilized.
- **Georgia Milestones Tests**-The Georgia Milestone assessments align with the Georgia Performance Standards and include assessment of specific content knowledge and skills. The assessments provide diagnostic information to help students identify strengths and areas of need in learning. The Georgia Milestones assessments are used to place students in remediation classes.
- **Formative Assessments**-Formative assessments are ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis. Teachers use formative assessments to identify students' needing additional academic services.
- **Summative Assessments**-Summative assessments are conducted after a unit or certain time period to determine how much learning has taken place. In some cases, based on results, students can be placed in remediation classes.

Benchmarks-Benchmarks measure the level of student achievement, identify students who are failing to achieve mastery of content, and provide teachers with diagnostic information.

Benchmarks will be given four times within the school year.



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9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.
<i>Response:</i> Teachers have professional development during common planning time on Thursday to monitor student progress and indentify appropriate interventions.
9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or n the community.
<i>Response:</i> The Parent Involvement Plan from 2013-14 will be revised with new dates pending School Council approval. The 2013-2014 PIP was revised on 3-20-14. Open House for parents will be at the end of each nine weeks. The Graduation coach/teacher checks student’s grades each 41/2 weeks to initiate parent conferences for students struggling academically. Thomasville Resource Center and Boys and Girls Club offer tutoring services after school for struggling students.
10. Description of how individual student assessment results and interpretation will be provided to parents.
<i>Response:</i> <ul style="list-style-type: none"> • Report Cards will be given out at Open House at the end of each nine weeks • Progress reports will be given every 41/2 weeks. • Paper (local and state) • Parent Seminars
11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
<i>Response:</i> Collect formative and summative assessments and document them at the classroom level for individual students. <ul style="list-style-type: none"> • We collect leading and lagging assessment data (benchmarks, predictor test, semester exams, EOCT , Georgia Milestones, ,EOPA results)
12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
<i>Response:</i> <ul style="list-style-type: none"> • We compare the results of our school assessments to state and national tests to check for validity and reliability. Our students take the Georgia Milestones in 8 subjects. The GHSGWT (Writing Tests) is given in the fall. We compare the results of these assessments against other schools in our RESA district to see if they are reliable and valid. We also compare our scores against the state averages.



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13. Provisions for public reporting of disaggregated data.

Response:

- The data is posted on the school and system website.
- Data is available at the Annual Title One Meeting held at each school.
- Hard copies can be obtained from each school or the system office
- The information is reported to the local newspaper.
- The assessment data, school profile information and other pertinent data in our prescribed CCRPI areas is reported on the state department of education website.

14. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.

Response:

- All plans are revised yearly.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

Response:

- It is developed with input from all stakeholders. We conduct surveys and interviews with the different school stakeholder groups (parents, students, staff, business partners, community members, etc.) that have a stake in the success of our students. We also have a school council and leadership team at the school level to help develop our continuous improvement plans throughout the year.

16. Plan available to the LEA ,Annual Title One Meeting, parents, and the public.

Response:

- It is on the school website.
- Presented annually during annual reports at the BOE meeting.
- Copies are available for parents at the school in the main office.
- We review the SIP and the PIP with our parent groups and school councils at scheduled meetings and open houses.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Response:

- At this time Thomasville High School does not have a significant percentage of students whose primary language is not English. In the event that Thomasville High



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School's population changes, in which a significant percentage of students' primary language is not English, we will provide the necessary translations for the plan.

18. Plan is subject to the school improvement provisions of Section 1116.

Response:

- THS 's Title One Plan is subject to the School Improvement Provisions of Section 116. Under Georgia's new accountability guidelines, the Elementary and Secondary Education Act (ESEA) Flexibility Waiver of 2012, Thomasville High School is not identified as a Needs Improvement School.
- THS was recognized as a Title 1 Reward School in the 2012-2013 school year.