

**School Improvement Fieldbook**  
**A Guide to Support College and Career Ready Graduates**

| <b>SCHOOL IMPROVEMENT PLAN</b>  |                          |  |   |  |  |
|---|--------------------------|--|---|--|--|
| <b>School Name:</b> Thomasville High School                                   |                          |  | <b>District Name:</b> Thomasville City          |  |  |
| <b>Principal Name:</b> Todd Mobley  |                          |  | <b>School Year:</b> 2015-2016 (Revised 3-12-15) |  |  |
| <b>Title I Schoolwide Program:</b> <input checked="" type="checkbox"/>        |                          | <b>Title I Targeted Assistance:</b> <input type="checkbox"/> |   | <b>Non-Title I School:</b> <input type="checkbox"/>    |  |
| <b>ESEA WAIVER ACCOUNTABILITY STATUS</b>                                      |                          |  |   |  |  |
| (Check all boxes that apply and provide additional information if requested.) |                          |  |   |  |  |
| <b>Priority School (SIG)</b> <input type="checkbox"/>                         |                          | <b>Priority (Graduation Rate)</b> <input type="checkbox"/>   |   | <b>Priority (Achievement)</b> <input type="checkbox"/> |  |
| <b>Alert School</b> <input type="checkbox"/>                                  |                          |  | <b>Focus School</b> <input type="checkbox"/>    |  |  |
| Subject Alert   | <input type="checkbox"/> | List Subject(s)  | Graduation Gap                                  | <input type="checkbox"/>                               | List High and Low Sub-Groups with Percentages: |
| Sub-Group Alert   | <input type="checkbox"/> | List Sub-Group(s)  | Achievement Gap                                 | <input type="checkbox"/>                               | List High and Low Sub-Groups with Percentages: |
| Graduation Alert  | <input type="checkbox"/> | List Sub-Group(s)  |   |  |  |
| <b>Principal's Signature:</b>   |                          |  |   | <b>Date:</b>   |  |
| <b>Title I Director's Signature:</b>  |                          |  |   | <b>Date:</b>   |  |
| <b>Superintendent's Signature:</b>  |                          |  |   | <b>Date:</b>   |  |

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**SMART Goal: Improve teaching and learning practices to meet the designated academic targets for all students and subgroups.**

| School Keys Strands | Actions, Strategies, Interventions   | Timeline    | Estimated Costs, Funding Sources, and Resources   | Person(s) Responsible       | Evaluation of Implementation and Impact on Student Learning  |   |
|---------------------|--|-------------|---|-----------------------------|--|---|
|                     |  |             |   |                             | Artifacts  | Evidence  |
| C,<br>I,A,PL        | <b>1. Use collaborative planning time to design and revise lesson plans, curriculum maps, performance tasks, and common assessments to align with the required curricula including the CCGPS and Literacy Standards.</b> | In Progress | \$40,000<br>Manipulatives<br>Resources for Performance Task<br>Media Resources<br>\$5,000 | Administrators,<br>Teachers | Sign In sheets<br>Agendas<br>Lesson Plans<br>Curriculum Maps   |   |
| L,A,PL              | <b>2. Engage students in rigorous, appropriately challenging instruction that encourages critical and creative thinking and pushes students to achieve goals.</b>  | In Progress | \$0   | Administrators,<br>Teachers | Lesson Assessments<br>Milestones<br>End of Pathway Assessment<br>Score Reports<br>Lesson Plans<br>Curriculum Maps<br>Grad Rate | EOPA Data<br>Milestones Data<br>Lesson Plan check |

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|                     |  |          |   |   | Artifacts  | Evidence                                   |
| C, I, A, PL         | <b>3. Use a variety of research-based instructional strategies including -- but not limited to -- graphic representations and organizers, note taking, homework, summarizing, vocabulary development, similarities and differences, formative assessment, differentiation, technology, grouping, goal setting, feedback, interdisciplinary connections, collaborative teaching, student retention of content and questioning techniques.</b> | Aug 2015 | \$20,000 Professional Development<br>\$30,000 Vizitech 3D Technology renewals (Professional Development included)<br>Turnitin<br>\$2375 Technology/Media Resources<br>Equipment<br>\$10,000 | Curriculum Coordinator, Principal, Department Heads<br>Media Specialist | Lesson Plans<br>Assessments<br>Professional Development Sign In Sheets<br>Milestones, Benchmark<br>End of Pathway Assessment(EOPA) | Milestones Data<br>Benchmarks<br>EOPA Data |
| I, A                | <b>4. Identify struggling students and provide timely interventions as needed.</b>   | Aug 2015 | \$70,000 Intervention<br>Teacher Salary   | Guidance, Graduation Coach, Department Heads                            | Progress monitoring sheets<br>Study Island<br>Milestones<br>EOPA/CAAE  | Success Rate of Struggling Students        |

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|                     |  |             |   |                                    | Artifacts   | Evidence   |
| A, PO               | <b>5. Collect, organize, and analyze student learning data, including grade distributions, on a quarterly basis throughout the year.</b>   | Aug 2015    | \$0   | Administrators<br>Guidance<br>RESA | Report Cards<br>Data<br>Presentations<br>Teacher Report Cards | Pass/Fail Rates  |
| A                   | <b>6. Ensure that teachers use grading practices throughout the year that accurately report mastery in relationship to standards and skills.</b>   | June 2015   | \$0   | Administrators<br>Department Heads | Student Report Cards<br>Syllabus                              | Pass/Fail Rates<br>Milestones<br>Data<br>Benchmarks<br>EOPA Data |
| L                   | <b>7. Build capacity of the Leadership Team and departments to lead and monitor improvement efforts and to continuously review policies, practices, and procedures that impact student learning.</b> | Aug 2015    | \$5,000<br>Professional Learning                | Principal                          | Norms,<br>Agendas<br>Leadership Team Sign In Sheets           | SLT Audit Data   |
|                     | <b>8. Teachers will continue to implement Georgia FIP.</b>   | In Progress | \$5,000<br>Professional Learning                | Administrators                     | Sign In Sheets<br>Lesson Plans                                |  |

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| School Keys Strands | Actions, Strategies, Interventions                       | Timeline  | Estimated Costs, Funding Sources, and Resources | Person(s) Responsible      | Evaluation of Implementation and Impact on Student Learning |                                       |
|---------------------|--|-----------|---|----------------------------|---|---------------------------------------|
|                     |  |           |   |                            | Artifacts   | Evidence                              |
| I, PO               | <b>9. Maximize instructional time in all classes.</b>    | Aug 2015  | \$0   | Administrators<br>Teachers | Surveys of Students<br>Lesson Plans                         | Walk Thru Data<br>Survey Data         |
| PO,PL               | <b>10. Increase the number of AP certified teachers.</b> | June 2015 | \$10,000<br>Training, Travel                    | Administrators<br>Teachers | Teacher enrollment contracts                                | # of Teacher completing certification |
|                     |  |           |   |                            |   |                                       |
|                     |  |           |   |                            |   |                                       |

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**SMART Goal: Increase the four year and five-year\* cohort graduation rates by the designated percentages for all students and subgroups.**

| School Keys Strands | Actions, Strategies, Interventions   | Timeline    | Estimated Costs, Funding Sources, and Resources                          | Person(s) Responsible                                | Evaluation of Implementation and Impact on Student Learning |   |
|---------------------|--|-------------|--|--|---|---|
|                     |  |             |  |  | Artifacts   | Evidence  |
| A, Po, L            | <b>1. Monitor student progress every 4.5 weeks in all classes.</b>   | Aug 2015    | \$0  | Guidance Teachers                                    | Mid Term Reports  | Power School                                    |
| I                   | <b>2. Provide additional learning opportunities: Credit Repair, Credit Recovery, Summer School, Milestones Interventions, etc.</b> | June 2015   | \$70,000<br>Provide Intervention<br>Teacher Salary                       | Guidance<br>Graduation Coach<br>Intervention Teacher | Report Cards<br>Transcripts                                 | Milestones Data<br>Pass/Fail Rates<br>EOPA Data |
| I, A PC             | <b>3. Utilize Statewide Longitudinal Data System</b>   | In Progress | Training<br>\$2000   | Department Heads<br>Teachers                         | Surveys of Teachers<br>Log in Times                         | Log in Data                                     |
| FC                  | <b>4. Utilize mentoring program through Project Excel and other community resources.</b>   | Aug 2015    | \$4000<br>Thomas University<br>Gear Up<br>Thomasville<br>Resource Center | Guidance<br>Principal<br>Graduation Coach            | Front Desk<br>Sign in Log                                   | Graduation<br>Success Rate                      |

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|  |   |                 |   |                                       |   |   |
|--|---|-----------------|---|---------------------------------------|---|---|
|  | <p><b>5. Transition services:</b></p> <ul style="list-style-type: none"> <li><b>A. Track all placed students from the middle school.</b></li> <li><b>B. Place SST referrals on weekly progress reports.</b></li> <li><b>C. Refer students to tutoring services.</b></li> <li><b>D. Conference with failing students each nine weeks.</b></li> <li><b>E. Track 50 SWD's through Grad First Grant.</b></li> <li><b>F. Design Grad Plan required under "Bridge Bill."</b></li> <li><b>G. Notify parents on the need for conferences and student progress.</b></li> <li><b>H. Coordinate 504 Plans to support students</b></li> <li><b>I. Implement Teachers as Advisors</b></li> </ul> | <p>Aug 2015</p> | <p>\$70,000<br/> Graduation Coach<br/> Study Island<br/> A+<br/> Thinkgate<br/> UStest Prep<br/> Thomasville<br/> Resorce Center<br/> Agenda Books<br/> \$6,000</p> | <p>Graduation Coach<br/> Guidance</p> | <p>Milestones<br/> EOPA<br/> Score Reports<br/> Minutes from SST<br/> Conference sign in Sheets</p> | <p>Milestones Data<br/> EOPA Data<br/> SST sign in Sheets<br/> Graduation Rates<br/> Report Card Data</p> |
|--|---|-----------------|---|---------------------------------------|---|---|

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|        |  |          |   |  |  |  |
|--------|--|----------|---|--|--|--|
| L,A,PO | <b>6. Increase the number of students earning a national industry recognized credential, or IB career related certificate, or passing score on EOPA.</b>   | Aug 2015 | Perkins Grant   | Guidance<br>CTAE Director<br>Dept. Head  | Schedules<br>EOPA<br>Certifications<br>Credentials   | Certifications<br>Data<br>EOPA Data<br>Credential<br>Data  |
|        | <b>7. Provide information through guidance and advisement to unsure students complete either a CTAE pathway, Academic pathway, or in Fine arts pathway, or a World Language pathway within their program of study.</b> | Aug 2015 | Local Funds<br>CTAE                                     | Administrators<br>CTAE Director<br>Guidance<br>Counselor<br>Teacher as<br>Advisors               | Advisement<br>Activities<br>Student<br>Handbook<br>with<br>requirements<br>Summary<br>report of<br>Pathway<br>completers<br>Transcripts<br>EOY<br>Assessment<br>Data | Teacher will<br>monitor<br>student<br>participation<br>to increase<br>number of<br>pathway<br>completers<br>Students<br>awarded<br>Graduation<br>Cords and<br>certificates |
|        | <b>8. Increase the numbers of graduates earning high school credit for accelerated enrollment</b>  | Aug 2015 | Thomas University<br>South Georgia<br>Technical College | Principal<br>Guidance<br>Counselor<br>Thomas<br>University<br>SGTC High<br>School<br>Coordinator | TU an SGTC<br>enrollment<br>data<br>Schedules<br>Master<br>Schedule<br>Registration<br>Form  | Students will<br>receive both<br>high school<br>post-<br>secondary<br>credit   |



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**SMART Goal: Decrease the total number of students with 2 or more referrals for discipline will be reduced by 25% from ? for the 2014-2015 school year to ? for 2015-2016 school year as measured by the discipline report.**

| School Keys Strands | Actions, Strategies, Interventions  | Timeline  | Estimated Costs, Funding Sources, and Resources | Person(s) Responsible                | Evaluation of Implementation and Impact on Student to Learning |                                       |
|---------------------|---|-----------|---|--------------------------------------|--|---------------------------------------|
|                     |   |           |   |                                      | Artifacts  | Evidence                              |
| PO, SC, L           | <b>1. Collect and analyze discipline data from each year.</b>   | Aug 215   | \$500<br>Charts<br>Markers                      | AP Discipline<br>PBIS<br>Coordinator | ABE<br>State<br>Reported<br>Discipline<br>Data<br>Presentation | SWIS Data<br>State<br>Discipline Data |
| PO, SC, L           | <b>2. Review/Revise current discipline policies, procedures, consequences, roles, and duties.</b>     | June 2015 | \$0   | Principal<br>AP Discipline           | PBIS Team<br>Sign In sheets                                    | SWIS Data                             |
| PO, SC, L           | <b>3. Collect and analyze discipline referrals for all students and subgroups on a monthly basis.</b> | June 2015 |   | PBIS Team                            | ABE Reports  | Discipline Referral Data<br>SWIS Data |
| PO, SC, L           | <b>4. Identify chronic offenders and address their needs.</b>   | Aug 2015  | \$0   | PBIS Team                            | PBIS Team minutes  | Referral Data                         |

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| School Keys Strands | Actions, Strategies, Interventions   | Timeline  | Estimated Costs, Funding Sources, and Resources  | Person(s) Responsible      | Evaluation of Implementation and Impact on Student Learning |                                       |
|---------------------|--|-----------|--|----------------------------|---|---------------------------------------|
|                     |  |           |  |                            | Artifacts   | Evidence                              |
| PO, SC, L           | <b>5. Identify teachers who may need additional training and support.</b>  | June 2015 | \$10,000<br>Professional Development Conferences | Principal<br>AP Discipline | Discipline Referrals  | Referral Data<br>Discipline Referrals |
| PO, L, SC           | <b>6. Ensure consistent monitoring of non-classroom areas such as hallways, lunchroom, parking lot, and other outside locations.</b> | Aug 2015  | \$0  | AP Discipline              | Discipline Referral   | % Of Referrals in those areas         |
| PO, SC, L           | <b>7. Provide preemptive guidance for chronic offenders in the freshman class.</b>   | July 2015 | \$5000<br>Motivational Speakers                  | PBIS Team                  | Guidance Sign in Sheets                                     | % of referrals for freshman class     |
| PO, L               | <b>8. Utilize guidance services as much as possible for minor offenses.</b>  | Aug 2015  | \$0  | Guidance                   | Guidance Sign In Sheets                                     | % of referrals for minor infractions  |

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|---------------------|--|----------|---|----------------------------|---|------------------------|
|                     |  |          |   |                            | Artifacts   | Evidence               |
| PO, FC, L           | <b>9. Ensure that teachers have engaged parents as needed regarding student behavior.</b>  | Aug 2015 | \$0   | Principal<br>AP Discipline | Discipline Referrals<br>-ABE Data<br>Parent Contact Logs    | Teacher Log            |
| PO, SC, L           | <b>10. Establish clear expectations for classroom rules, routines, and procedures and enforce them consistently and appropriately.</b> | Aug 2015 | \$0   | Department Heads           | Walk Through<br>ABE Data                                    | Posted Classroom rules |
|                     |  |          |   |                            |   |                        |
|                     |  |          |   |                            |   |                        |

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**SMART Goal: Decrease the percentage of students absent from school 14 days or more in one or more classes will decrease from ? to ? by May 2016.**

| School Keys Strands | Actions, Strategies, Interventions  | Timeline | Estimated Costs, Funding Sources, and Resources | Person(s) Responsible | Evaluation of Implementation and Impact on Student Learning |                             |
|---------------------|---|----------|---|-----------------------|---|-----------------------------|
|                     |   |          |   |                       | Artifacts   | Evidence                    |
| SC, PO, L           | <b>1. Create greater ownership among the staff for improving the school's graduation rate</b>                         | Aug 2015 | \$0   | Principal             | Report Cards<br>Milestones Reports<br>Grad Rate Data        | Improved Grad Rate          |
| PO, L               | <b>2. Monitor student attendance on a monthly basis.</b>  | Ag 2015  | \$0   | Social Worker         | Teacher Attendance Records<br>Student Attendance            | Power School Report         |
| PO, L               | <b>3. Identify students with poor attendance habits (absences, tardy to school), especially rising ninth graders.</b> | Aug 2015 | \$0   | Social Worker         | Teacher Attendance Reports<br>Tardy Sign in                 | Attendance Protocol Letters |
| PO, L               | <b>4. Refer students to TAADRA for suspension of driver's license.</b>  | Aug 2015 | \$0   | Social Worker         | Teacher Attendance Reports                                  | State Report                |

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|---------------------|---|----------|---|-----------------------|---|--|
|                     |   |          |   |                       | Artifacts   | Evidence                                   |
| PO, L               | <b>5. Monitor teacher attendance to model student attendance</b>  | Aug 2015 | \$1000<br>School Check In                       | Principal             | Teacher Sign In   | School Sign In Data<br>Teacher Report Card |
| PO, L               | <b>6. Reward good attendance</b>                                  | Aug 2015 | \$1000  | PBIS Team             | Discipline Referrals  | SWIS, Lunch Reward                         |
| FC, L               | <b>7. Refer parents and students to court for poor attendance</b> | Aug 2015 | \$0   | Social Worker         | Teacher Attendance Reports                                  | Power School Attendance Data               |
|                     |   |          |   |                       |   |  |

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**SMART Goal: Increase Parental Involvement by 25% (Use the previous year as baseline data.)**

| School Keys Strands | Actions, Strategies, Interventions  | Timeline | Estimated Costs, Funding Sources, and Resources | Person(s) Responsible          | Evaluation of Implementation and Impact on Student Learning |                                  |
|---------------------|---|----------|---|--------------------------------|---|----------------------------------|
|                     |   |          |   |                                | Artifacts   | Evidence                         |
| SC, FC, L           | <b>1. Ensure that teachers and staff create a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.</b>      | Aug 2015 |   | Principal                      | Teacher Letters,  | Teacher Log                      |
| FC, L, A            | <b>2. Ensure that teachers and staff communicate expectations and student progress with families in a timely and constructive manner.</b>                         | Aug 2015 | \$3000<br>Postage<br>Cards                      | Principal                      | Teacher Letters<br>Phone Logs                               | Phone Log<br>Data<br>Letter Data |
| FC                  | <b>3. Have parents sign in when they come to the school for a conference or an event (Financial Aid Meeting, Probe College Night, E3 mentoring program, etc.)</b> | Aug 2015 | \$2000<br>Supplies                              | Parent Involvement Coordinator | Sign In Sheets  | Percent of Students Attending    |
| FC                  | <b>4. Have teachers and staff keep logs of parent conferences.</b>  | Aug 2015 | \$0   | Principal                      | Teacher Logs  | Teacher report Card              |

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|---------------------|---|----------|--|--------------------------------|---|------------------------|
|                     |   |          |  |                                | Artifacts   | Evidence               |
| FC                  | <b>5. Tally parent contact data each semester.</b>  | Aug 2015 | \$0  | AP Discipline                  | Parent Logs   | Teacher Report Card    |
| FC                  | <b>6. Provide a Parent Resource Center at the school with materials and media that can be given away or checked out.</b>  | Aug 2015 | \$2000<br>Printed Material                         | Parent Involvement Coordinator | Parent Sign In Sheets                                       | Percent of Parents Use |
| FC, A               | <b>7. Encourage parents to use the online service to check grades, attendance and behavior.</b>   | Aug 2015 | \$0  | Graduation Coach<br>Guidance   | Power School signup sheets                                  | Power School Data      |
| FC                  | <b>8. Communicate parent involvement activities by email, parent connect calls, flyers, newsletters, public television station, newspapers, marquee, and radio.</b> | Aug 2015 | \$5000<br>Postage<br>Envelopes<br>Card Stock Paper | Parent Involvement Coordinator | Newspaper<br>Power School Call                              | Power School Data      |

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|---------------------|--|-------------|---|-----------------------|---|---------------------------------------|
|                     |  |             |   |                       | Artifacts   | Evidence                              |
| FC                  | <b>9. Implement Report Card Night.</b> | In Progress | \$0   | Principal             | Student/Parent sign in Sheets                               | Percent of Students/Parents attending |
|                     |  |             |   |                       |   |                                       |
|                     |  |             |   |                       |   |                                       |
|                     |  |             |   |                       |   |                                       |



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|                     |                                    |          |   |                       | Artifacts   | Evidence |
|                     |                                    |          |   |                       |   |          |
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|---------------------|------------------------------------|----------|---|-----------------------|---|----------|
|                     |                                    |          |   |                       | Artifacts   | Evidence |
|                     |                                    |          |   |                       |   |          |
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|                     |                                    |          |   |                       | Artifacts   | Evidence |
|                     |                                    |          |   |                       |   |          |
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|                     |                                    |          |   |                       | Artifacts   | Evidence |
|                     |                                    |          |   |                       |   |          |
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|---------------------|------------------------------------|----------|---|-----------------------|---|----------|
|                     |                                    |          |   |                       | Artifacts   | Evidence |
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|---------------------|------------------------------------|----------|---|-----------------------|---|----------|
|                     |                                    |          |   |                       | Artifacts   | Evidence |
|                     |                                    |          |   |                       |   |          |
|                     |                                    |          |   |                       |   |          |
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|                     |                                    |          |   |                       |   |          |