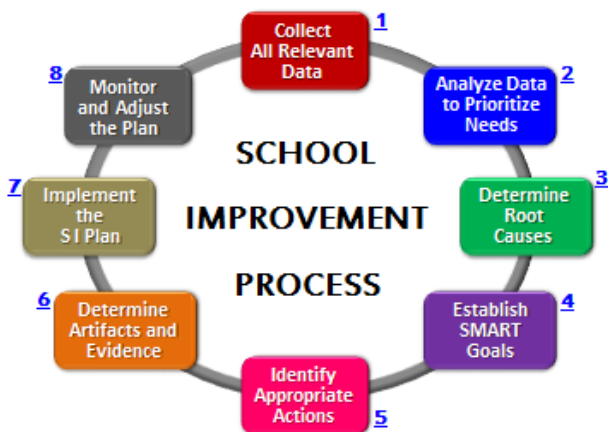


FY17

Comprehensive LEA Improvement Plan (CLIP)



Mrs. Sabrina Boykins-Everett, Superintendent
Mr. Bill Settle, Asst. Superintendent of Federal Programs
2016-2017

LEA Consolidated Application

District Code: 789

District Name: Thomasville City

Fiscal Year: 2017

Plan Descriptors

1. Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A and Part D; Title III; Title IV; IDEA; Perkins; EHCY

A description of the process the LEA used to determine the academic needs of its student body including the unique needs of students served through each applicable federal program. An analysis of the results should be included.

The Thomasville City Schools System (TCS) uses a number of annual assessments in order to measure the level of student achievement of the state-adopted curriculum; to identify students failing to achieve mastery of content; to provide teachers with diagnostic information; and to assist schools in identifying strengths and weaknesses in order to establish priorities in planning educational programs. These assessments include the following:

- *Milestones Assessments* in FY17
- English/Language Arts, Mathematics, and Reading – Grades 3-8
- Science and Social Studies – Grades 3-8
- The Iowa Test of Basic Skills (ITBS) – Grades 1 & 3
 - The End-of-Course Tests (EOC) for required subject areas:
 - Coordinate Algebra, Analytic Geometry, Algebra I, Geometry, United States History, Economics, Biology, Physical Science, Ninth Grade Literature and American Literature
- The Georgia Kindergarten Inventory of Developing Skills (GKIDS)
- The state checklist for eligibility in the Early Intervention Program (EIP)
- The Georgia Alternate Assessment (GAA) – Grades K-8 and 11
- As requested, the National Assessment of Educational Progress (NAEP)
- ACCESS for ELLs - to determine English Learner needs and support
- Student Learning Objectives (SLOs)
- Formative Instructional Practices (FIP)
- Comprehensive Psychological Evaluations

Review of formative and summative test data allows teachers, school personnel, and system personnel the opportunity to identify students failing to achieve mastery of state standards and to provide additional support for these students. At-risk populations including: academically failing students; identified migrant students; neglected and delinquent students; homeless students and students with disabilities are given high priority in receiving additional instructional support.

An initial assessment, as a component of the student's *Pyramid of Intervention*, is used to identify students with special needs by the Special Education department. The initial referrals from the *Response to Intervention* (RTI) Team include screening information, an analysis of student work, benchmark testing, and strategies attempted in the regular classroom. All students begin in Tier 1 of the Pyramid of Interventions. If students do not respond successfully at each tier, interventions are increased and progress monitoring continues. If the students continue to struggle academically, they may be eventually placed in Tier 4, which includes an IEP.

Students placed in the program participate in state required assessments, on-going benchmark assessments that model higher-order thinking assessments, curricular testing, STAR, DRA, and DIBELS. Quarterly progress checks are provided to parents. Annual IEP reviews with updates of Present Level of Academic and Functional Performance (PLAAFP) and review of the goals and objectives are completed jointly by the parent, school and system personnel. The school system evaluates this assessment every three years and, if needed, repeats it.

The WIDA-ACCESS Placement Test (W-APT) is administered annually as a screening tool to identify students who may qualify as English Learners (ELs) for ESOL services as outlined under Title III requirements. For qualifying students, the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS 2.0 for ELLs) exam is administered in the spring, in addition to the other mandated tests appropriate for the grade level of the student.

Additionally, system support for identification of migrant children is provided through the Region 2, MEP. This assistance helps the system meet the mandates of Title I, Part C, ESEA, Section 1304(d) which requires states to give "priority for services" to migrant children: (1) who are failing, or at most risk of failing, to meet the state's challenging academic content and academic achievement standards, and (2) whose education has been interrupted during the regular school year. Both of these conditions must exist simultaneously for a migrant child to have "priority for services."

I. Overview

Overall student needs are assessed in the late spring when results are received from the state. System level personnel examine and disaggregate the test results of all students and subgroups and present this information to the local Board of Education, local school staff members, parents, and the community.

The dissemination of the results occurs at the regularly scheduled Board of Education committee meetings; system level administrative and grade level meetings; individual School Council meetings; school grade, department and/or subject level meetings; in system level newsletters; through links on the system and school's websites; through news reports in the local newspaper the *Thomasville Times Enterprise*; and at quarterly Community Information sessions. Parents are provided information on how to access web resources such as the Georgia Department of Education *College and Career Readiness Performance Indicators* report, *School Matters*, a service of Standard & Poor's; and *GeorgiaEducation.org*, where they can review system and school level data and see how the system ranks with comparable systems across the state.

Thomasville City Schools completed the strategic planning process in cooperation with Georgia School Board Association (GSBA) in May 2014. The Strategic Planning Process began in February 2014 with a final plan being approved by the strategic planning team in May of 2014. Through this process, Thomasville City Schools established new student achievement goals. With Georgia's new assessment system going into effect in FY15 (Georgia Milestones), it was necessary for the school system to establish new student achievement targets for FY16 and beyond.

Thomasville City Schools partners with a number of community organizations for local, state and federal grants. Examples include:

- Thomas University EXCEL Program
- Southwest Georgia Technical College Career Prep Counseling Program
- Thomas Area CTE Perkins IV Education and Career Partnership Grant
- Thomasville Cultural Center Program for Community Youth
- The Thomasville Boys and Girls Club Mentoring Grant

Department of Juvenile Justice Collaboration

Evaluation data for specific programs are shared with these entities, as well.

Results shared with staff members at the local school level are used for assessment, program evaluation, and instructional planning for both individual and group needs. School level staff including: principals, assistant principals, instructional coaches and key teachers analyze school data for overall strengths and weaknesses. Academic data is disaggregated by subgroups and examined to make both external and internal comparisons.

External Comparison: Summary data for all students are compared with data for all students at the state, RESA and comparison group levels. The examination is used to show how Thomasville City Schools (TCS) rank against other systems in the area and across the state. By comparing system data with that of comparable schools and systems, personnel can gain insights into effective programs being utilized across the state. This type of comparison is also important to external stakeholders who want to know that the system is providing for the needs of the students, and that resources are being utilized in an effective manner.

Internal Comparison: All data is compared internally to show differences or gaps between racial groups, special and regular education students and educationally disadvantaged and those not economically disadvantaged as well as specialized school-within-a-school programs such as Academic Recovery Center (ARC), Advancing Individual Minds (AIMS), Scholars Academy, etc. This data is particularly useful in improving program processes. It aids in the selection of software, the evaluation of program effectiveness, the development of schedules, and helps anticipate professional learning needs for the system as a whole.

The levels at which the overview data is shown include:

- Scores by subject for each grade by school

- Scores by teacher and subject by school

- Domain performance for each subject by grade by school

- Scores by subject for each grade by system

- Comparison to RESA and state for each subject by system

- Rank ordered place in state for each subject by grade by system

Beginning in FY17, TCS will set goals using GaDOE's performance targets. Included in the analysis of student achievement data will be Student Growth Profile data which the school system will view on the district level to help determine areas of weakness and strengths.

Data is utilized to establish system goals and benchmarks as outlined below:

THOMASVILLE CITY SCHOOLS
SYSTEM IMPROVEMENT PLAN
2015-2019

Mathematics Objectives:

1. To meet or exceed the state’s proficient or distinguished average by 2017 on the EOG in Mathematics Grades 3-8.
 - Evaluation Design: Annual evaluation of the TCS’s EOG assessment results.
 - Long Range Goal: By 2019, **75.8%** of students will be proficient or distinguished state standards in Mathematics as measured by the Georgia Milestones EOG.
 - Short Range Goal: By 2017, **69.8%** of students will be proficient or distinguished state standards in Mathematics as measured by the Georgia Milestones EOG.

BASELINE DATA

Diagnostic Data: (*Overall FY 16 proficient or distinguished 31.39%*)

1. 35.56% of TCS 3rd grade students scored proficient or distinguished for Mathematics on the 2016 EOG.
2. 42.71% of TCS 4th grade students scored proficient or distinguished for Mathematics on the 2016 EOG.
3. 35.78% of TCS 5th grade students scored proficient or distinguished for Mathematics on the 2016 EOG.
4. 15.68% of TCS 6th grade students scored proficient or distinguished for Mathematics on the 2016 EOG.
5. 34.61% of TCS 7th grade students scored proficient or distinguished for Mathematics on the 2016 EOG.
6. 23.07% of TCS 8th grade students scored proficient or distinguished for Mathematics on the 2016 EOG.

Rationale: Students need to function productively at age-appropriate levels and student achievement must increase in order to meet the requirements of ESSA legislative mandates.

Reading Objectives:

2. To increase the percentage of students achieving level 2 or 3 on the “reading stretch band” by an average of 5% annually through 2019 on the EOG in Reading Grades 3-8.
 - Evaluation Design: Annual evaluation of the TCS’s EOG assessment results.
 - Long Range Goal: By 2019, **76.63%** of students will score Level II or Level III on the “reading stretch band” in Reading as measured by the Georgia Milestones.
 - Short Range Goal: By 2017, **69.51%** of students will score Level II or Level III on the “reading stretch band” in Reading as measured by the Georgia Milestones.

BASELINE DATA

Diagnostic Data: (*Overall FY 16 Level II or III 66.2%*)

1. 73.96% of TCS 3rd grade students scored at Level II or Level III on the “reading stretch band” as indicated on the 2016 EOG.
2. 57.28% of TCS 4th grade students scored at Level II or Level III on the “reading stretch band” as indicated on the 2016 EOG.
3. 67.33% of TCS 5th grade students scored at Level II or Level III on the “reading stretch band” as indicated on the 2016 EOG.
4. 55.88% of TCS 6th grade students scored at Level II or Level III on the “reading stretch band” as indicated on the 2016 EOG.
5. 68.5% of TCS 7th grade students scored at Level II or Level III on the “reading stretch band” as indicated on the 2016 EOG.
6. 73.46% of TCS 8th grade students scored at Level II or Level III on the “reading stretch band” as indicated on the 2016 EOG.

Rationale: Students need to function productively at age-appropriate levels and student achievement must increase in order to meet the requirements of ESSA legislative mandates.

Language Arts Objectives:

1. To meet or exceed the state’s proficient or distinguished average by 2017 on the EOG in Language Arts Grades 3-8.
 - Evaluation Design: Annual evaluation of the TCS’s Georgia Milestones assessment results.
 - Long Range Goal: By 2019, 73.5.4% of students will score proficient or distinguished on state standards in Language Arts as measured by the Georgia Milestones.
 - Short Range Goal: By 2017, 66.9% of students will score proficient or distinguished on state standards in Language Arts as measured by the Georgia Milestones.

BASELINE DATA

Diagnostic Data: (*Overall FY 16 proficient or distinguished 34.17%*)

1. 32.23% TCS 3rd grade students scored proficient or distinguished for Language Arts on the 2016 EOG.
2. 31.06% of TCS 4th grade students scored proficient or distinguished for Language Arts on the 2016 EOG.
3. 37.74% of TCS 5th grade students scored proficient or distinguished for Language Arts on the 2016 EOG.
4. 27.94% of TCS 6th grade students scored proficient or distinguished for Language Arts on the 2016 EOG.
5. 35.16% of TCS 7th grade students scored proficient or distinguished for Language Arts on the 2016 EOG.
6. 41.62% of TCS 8th grade students scored proficient or distinguished for Language Arts on the 2016 EOG.

Rationale: Students need to function productively at age-appropriate levels and student achievement must increase in order to meet the requirements of ESSA legislative mandates.

Long Range Goal: By 2019, TCS will increase content mastery as reflected in the achievement points scored on the CCRPI per grade bands:

- Elementary schools from 28.8 in 2015 to 34.99 points in 2019 (denotes a 5% increase per year)
- Middle School from 26.6 in 2015 to 32.37 in 2019 (denotes a 5% increase per year)
- High School from 31.1 in 2015 to 37.79 in 2019 (denotes a 5% increase per year)

Short Range Goal: By 2017, TCS will increase content mastery as reflected in the achievement points scored on the CCRPI per grade bands:

- Elementary schools from 28.8 in 2015 to 31.75 points in 2017 (denotes a 5% increase per year)
- Middle School from 26.6 in 2015 to 29.32 in 2017 (denotes a 5% increase per year)
- High School from 31.1 in 2015 to 34.28 in 2017 (denotes a 5% increase per year)

BASELINE DATA HIGH SCHOOL

Diagnostic Data:

Analyzing EOC data for Thomasville City Schools' high school students highlights the areas of academic achievement that the system and school will work on to increase student achievement under the current ESSA guidelines and expectations.

In 2016, Thomasville High School's EOC proficient or distinguished rates were as follows:

- 9th Grade Literature/Composition
 - 29.49% of all students taking the EOC scored proficient or distinguished.
 - 11.9% of black students taking the EOC scored proficient or distinguished.
 - 4% of students with disabilities (SWD) taking the EOC scored proficient or distinguished.
 - 53.3% of economically disadvantaged students taking the EOC scored proficient or distinguished.
 - 62.12% of white students taking the EOC scored proficient or distinguished.
- American Literature
 - 37.41% of all students taking the EOC scored proficient or distinguished.
 - 16.83% of black students taking the EOC scored proficient or distinguished.
 - 10.0% of students (1 out of 10) with disabilities (SWD) taking the EOC scored proficient or distinguished.
 - 6.0% of economically disadvantaged students taking the EOC scored proficient or distinguished.
 - 76% of white students taking the EOC scored proficient or distinguished.

- Coordinated Algebra
 - 19.47% of all students taking the EOC scored proficient or distinguished.
 - 9.48% of black students taking the EOC scored proficient or distinguished.
 - 0% of students (0 out of 14) with disabilities (SWD) taking the EOC scored proficient or distinguished.
 - 4.44% of economically disadvantaged students taking the EOC scored proficient or distinguished.
 - 36.76% of white students taking the EOC scored proficient or distinguished.

- Biology
 - 37.62% of all students taking the EOC scored proficient or distinguished.
 - 18.03% of black students taking the EOC scored proficient or distinguished.
 - 11.11% of students (2 out of 18) with disabilities (SWD) taking the EOC scored proficient or distinguished.
 - 15.38% of economically disadvantaged students taking the EOC scored proficient or distinguished.
 - 68.75% of white students taking the EOC scored proficient or distinguished.

- Physical Science
 - 23.95% of all students taking the EOC scored proficient or distinguished.
 - 3.7% of black students taking the EOC scored proficient or distinguished.
 - 3.37% of students (1 out of 19) with disabilities (SWD) taking the EOC scored proficient or distinguished.
 - 0% of economically disadvantaged students taking the EOC scored proficient or distinguished.
 - 48.64% of white students taking the EOC scored proficient or distinguished.

- Economics
 - 16.07% of all students taking the EOC scored proficient or distinguished.
 - 3.12% of black students taking the EOC scored proficient or distinguished.
 - 0% of students (1 out of 4) with disabilities (SWD) taking the EOC scored proficient or distinguished.
 - 6.25% of economically disadvantaged students taking the EOC scored proficient or distinguished.
 - 33.3% of white students taking the EOC scored proficient or distinguished.

- U.S. History
 - 42.69% of all students taking the EOC scored proficient or distinguished.
 - 15.05% of black students taking the EOC scored proficient or distinguished.
 - 0% of students (0 out of 4) with disabilities (SWD) taking the EOC scored proficient or distinguished.
 - 19.35% of economically disadvantaged students taking the EOC scored proficient or distinguished.
 - 75.34% of white students taking the EOC scored proficient or distinguished.

- Analytic Geometry

- 26.7% of all students taking the EOC scored proficient or distinguished.
- 10.47% of black students taking the EOC scored proficient or distinguished.
- 0% of students (0 out of 7) with disabilities (SWD) taking the EOC scored proficient or distinguished.
- 10.86% of economically disadvantaged students taking the EOC scored proficient or distinguished.
- 46.03% of white students taking the EOC scored proficient or distinguished.

Rationale: Students need to function productively at age-appropriate levels and student achievement must increase in order to meet the requirements of ESEA legislative mandates.

Objectives:

1. To meet or exceed the state's proficient/distinguished average by 2019 on all EOCs and/or the Georgia Milestones.

II. The Close-Up: Individual Academic Student Data

The administrative staff, instructional coaches, counselors, and classroom teachers spend numerous hours involved in data-analysis. System and school level personnel use, data files provided by the Georgia Department of Education, along with spreadsheet analysis, to assist in the presentation of data.

At the classroom and grade level, data is examined for individual students to determine specific strengths and weaknesses. Students who are just above or just below the proficient/distinguished lines are targeted as "bubble students."

Additional, in-depth information is kept on the 'bubble' students. Tier 1 & Tier 2 interventions are implemented as appropriate, and activities are documented. The data from EOG, ITBS and EOG are extracted from data files and incorporated with other information such as *Lexile* scores, EOC and benchmarking data as well as information on attendance and discipline. Teachers then select strategies for working with the individual student to help them achieve academic standards. Individual student progress reports are generated and sent home to parents each grading period, highlighting the progress students are making toward established goals.

III. Non-Academic Data

Thomasville City's three elementary schools, middle school, and high school are all "Accredited with Quality" by the *Georgia Accrediting Commission (GAC)* and *Southern Association of Colleges and Schools/Council on Accreditation and School Improvement (SACS/CASI)*. Annual evaluations by system personnel and five-year evaluations by Quality Assurance Teams help the schools maintain high standards across all areas. The Thomasville City School District attained District Accreditation as a Quality School System during the 2013-2014 school year.

Input is gathered annually through surveys and periodically, through community forums and focus groups as a means of gathering non-academic data regarding each school. During the spring, the system and individual schools collect data through the use of surveys to determine perceptions about the school and their various

programs. These include:

- Surveys of all teachers and staff
- Surveys of students at each grade span
- Surveys of parents at each grade span
- Surveys of community and business members

The Thomasville City School System completed the Georgia School Health Survey II (GSHS II) needs assessment to determine the needs of students related to safety, drug abuse and violence, all of which are barriers to learning that impact student achievement. Documented areas of need include: bullying/teasing at the elementary, middle and high school level; alcohol at the high school level; and nutrition at all grade levels based on the results of the spring GSHS II.

The school system has worked to address various areas identified through the surveys through the implementation of several strategies. Schools have implemented character development/education classes at the elementary level and the middle school level; PBIS has been implemented system-wide; and mentoring programs have been established (Backpack Buddies, Scotty Scholars).

Parents in the Title I schools have the opportunity in the spring and fall to have input on the Title I programs in their schools. The *Federal Programs Needs Assessment and Equity Plan Survey*, available through the GaPSC website have been converted to an online survey through Survey Monkey. This tool allows system personnel to gather information from parents, teachers, support staff, and school and system administrators. The survey data is collected and utilized annually in the revision of school and system improvement plans. Building and system level administrators, teachers, and paraprofessionals also completed the annual Professional Learning Assessment and Survey that was administered in order to determine priorities for professional learning activities for the upcoming school year.

Annual Needs Assessment

The Thomasville City School District's annual needs assessment and planning process addresses the issue of equity to ensure that all system students have access to highly qualified teachers and paraprofessionals. The annual needs assessment also addresses equity in experience and training of teachers across the system. A key source of information in analyzing the equity needs of various schools across the system is the collection of information from individual schools and principals is the Title II-A Needs Assessment Worksheet. Principals work with various stakeholder groups represented in their respective buildings to address each component of the worksheet before relaying the information to the central office.

The Thomasville City Schools utilizes the annual needs assessment and planning process to ensure that all students have access to highly qualified paraprofessionals and teachers. The annual needs assessment also addresses equity in experience and training of teachers across the system. The Title II-A Needs Assessment provides valuable information regarding the equity needs of schools in our system. The principals lead the process of completing the Needs Assessment worksheet; however, the stakeholders address each component of the worksheet and the information is then shared with the central office.

The Federal Programs Needs Assessment and Equity Plan surveys provided on the GaDOE website for parents, teachers, paraprofessionals, support and administrative staff, were adapted and posted online through Survey Monkey. The results of the Needs Assessment Worksheets, planning and electronic surveys are analyzed to determine the needs for academic achievement, program enhancement, and retention &

recruitment of highly qualified teachers. The survey results provide a guide for planning professional learning for teachers, administrators, and paraprofessionals.

System and school level leadership teams review formative and summative assessment data, class size data, classroom observation notes, standards-based instruction, surveys, and HiQ data to provide input for system level, school-wide, grade level, and content level needs relating to professional learning needs. Summative and Formative data (Georgia Milestones, EOC, CCRPI, ITBS, and EOPA), is reviewed/analyzed across the schools, grade levels, and by the individual teacher, to determine the impact of the instructional delivery of the programs. Individual teacher data is collected and used to assist the administrator in the teacher evaluation process and it is used to plan for individualized professional learning for the teacher. Professional learning plans are developed as components of the system (CLIP) and school improvement plans. Our strategic plan plays a major role in the development for planning based on the identified needs from stakeholders. The professional learning plans are based on the needs of the grade level, individual, and/or content level teachers, paraprofessionals, and administrators.

System and building level administrators review the HiQ and Equity data collected through the personnel department to determine the effectiveness of hiring and teacher placement practices. Data is collected during the middle of the school year to determine vacancies for the upcoming school year. In order to identify possible upcoming vacancies, Letters of Intent are sent to all certified staff. The personnel director and the superintendent conduct principal interviews to discuss hiring needs, contract renewals, and reassignment of certified staff before contracts are issued in the spring. Early notification of openings makes it easier to seek highly qualified applicants. The human resource department begins gathering data to assess hiring needs mid-year to determine vacancies for the upcoming year. Each year around January, faculty and staff complete non-binding letters of intent to help identify vacancies for the upcoming year. The personnel director meets with administrators to review and discuss the outcomes of the letters of intent and the needs of the school/system for employment purposes. The personnel department begins the recruitment process for vacant positions. Positions are posted on Teach Georgia, the system's website, and the on-line job portal. The employees in the system also help with the recruiting process by informing others of jobs in our system. We also work with our local RESA to obtain highly qualified teachers. The personnel director and others from the system attend several career fairs to seek qualified applicants.

The human resources department begins gathering data to assess hiring needs mid-year to determine vacancies for the upcoming year. Annually, teachers complete non-binding letters of intent to help identify instructional vacancies. The personnel director and superintendent conduct principal interviews regarding hiring needs, contract renewals, and reassignment of professional staff prior to the issuance of contracts in the spring. Early notification allows the human resources department to begin the recruitment process for vacant positions. The personnel department also gathers data through exit interviews of employees that leave the system.

Thomasville City Schools employs 260 certified staff. The most current data available to assess equity in the teacher experience level is the 2016 MYSPA data provided by GAPSC. The report shows that in the Thomasville City Schools 27.92 % of our teachers are within the high level (more than 20 years) experience range; 68% of our teachers are within the mid-level (3-20 years) experience range; 4.08% (0-3) experience range. As of July, 2016, we employed 25 new teachers in our system. Out of the 25 teachers, we will have 9 new teachers with zero years experience, but the others range from 3 to 26 years of experience. We currently have three principals out of five with less than 4 years of experience. In addition, the district will have three assistant principals with less than two years experience as an assistant principal. The district has enrolled the three new assistant principals into PAGE's Assistant Principal Academy for the FY16 and FY17 school

years. The district implemented an in-house leadership academy for all personnel interested in advancing into leadership roles within the district in January 2016.

The district knows that having a strong mentoring program will be essential for all new employees entering our school system. In FY17, the district implemented IMPACT (*Improving Mastery and Promoting Achievement Through Continuous Training*) as the new employee's induction program. The system utilizes both Title II-A funds and State Professional Learning funds to support highly trained teacher-mentors and a principal mentor as part of the induction program IMPACT. As part of the induction program, teachers will receive ongoing professional support through their assigned mentors and through monthly required professional learning sessions.

All instructional paraprofessionals meet the HiQ requirement. Current hiring practices prohibit offering instructional paraprofessional positions to personnel who have not met certification requirements.

The system's goal is to ensure that our students have highly qualified teachers at each level. Teachers are assigned to the areas that they are certified and highly qualified to teach. The teachers are encouraged to obtain higher degrees in their field of study and to obtain gifted certification. The district still encourages all teachers at the elementary level to obtain math and science endorsements in order to continue to enhance instructional delivery. Title II-A funding continues to be used to provide supplements for critical fields.

Local supplements for longevity, critical field supplements, stipends for course completion while working towards higher degrees, and teacher leader supplements are provided to help encourage the retention of effective teachers in the system.

The Thomasville City Schools encourages, promotes, and provides an array of professional learning opportunities. During the year, all staff has been required to participate in professional learning as it relates to their job assignment. At the school level, professional learning is a weekly requirement except during testing. There have been numerous opportunities at the school level, district level, RESA, and conferences for professional learning. Each of the three elementary schools has participated in the DIBELS training. MacIntyre Park Middle School's staff participated in training on Interactive Notebooks, and how to de-construct standards to increase academic rigor provided by Dr. Betty Ellis. Thomasville High School has been involved in math workshops and other areas identified as a need based on result of their data. The system as a whole is focused on providing rigor and relevance in each classroom throughout the system. District administrators and Board of Education members also participated in required training, as well as additional training that would enhance their roles. At the completion of the school year in May 2016 leaders from the school-level and district-level participated in a four-day Leadership Summit to analyze the year's student achievement data and to set goals for FY17.

In FY16, 100% of our teachers and paraprofessionals were HiQ. Even though HiQ reporting has been waived for the FY17 school year, Thomasville City Schools still plans on operating under the best practices of hiring HiQ teachers.

Class sizes are balanced according to state/local mandates. Careful monitoring of student-teacher ratios is done throughout the school year. Class size equity is monitored and maintained through the Title I comparability report. The finance director also meets with the principals to discuss funding and class size. Administrators at the district, school level, and program coordinators make every effort to maintain equitable class size throughout the district.

The system can document that all teachers have received various levels of training in differentiated

instruction and since the summer of 2014 in Formative Instructional Practices (FIP). The implementation of the FIP and differentiation is monitored by both school-level administrators and district-level administrators. Components of the monitoring process include TKES walkthroughs and a combination of school-level and district-level walkthroughs. Training and implementation will continue into FY17.

In FY16, co-teaching training and supportive coaching was implemented throughout the district. The co-teaching teams received two days of professional learning and had coaching sessions throughout the school year to provide job-embedded professional learning and support. For FY17, co-teaching supportive coaching sessions will continue.

The Title I Comparability Report for FY16 showed that staff/student ratios are comparable across all schools within the system (all schools fall within 10% of the mean for the system). The system level student to instructional staff ratio was 11.3. Schools ranked from a low of 1:9.8 at Harper & Scott Elementary to a high of 1:10.9 at Jerger Elementary.

Class size variations occur most at the high school level for AP classes. This is decreasing as minority enrollment has increased in the classes.

Local supplements for longevity, critical field supplements, and teacher leader supplements are provided to help encourage the retention of effective teachers in the system.

The system has utilized Title II-A funding to provide critical field supplements. At times, new teachers have been offered contract incentives to work in high needs schools within the system. Principals and Human Resource personnel work to get the best qualified teacher for each opening within the system. Placement of teachers at the middle and high schools are based on certification. The System will investigate measures and funding sources to encourage the most effective teachers to work with students with the greatest needs. The system has implemented an on-going initiative to increase the number of elementary teachers with math and science endorsements in order to improve content delivery to students across all three elementary schools.

The following list of system needs have been identified based on careful analysis of all the various needs assessment documents that have been collected. Academically, Thomasville City Schools' data indicated instructional support is needed in Mathematics, English/Language Arts; and Reading. FY16 Georgia Milestones data indicates that these three content areas' proficient rates are below the state's proficient rates for the same content areas. On the FY16 EOC, Thomasville City Schools performed below the state's pass rate averages in all tested content areas.

Based on the data (EOG, EOC, etc.) and the FY17 Federal Programs Needs Assessment and Equity Plan Surveys, professional learning is needed in the following content area:

- (1) Math {supported by low pass rate data and survey data that states 20.97% of teachers and 83.3% of administrators believe mathematics is the system's greatest professional learning need}.
- (2) Administrator Professional Development and Growth. TCS will have three second-year assistant principals and one principal with no principal experience, one third year principal, one principal with less than one-and-a-half-year experience as principal.
- (3) Using technology for learning for both teachers and students in all content areas was the number one area of need for instructional strategies as indicated on the FY17 Needs Assessment {40.32% teachers & 80% administrators}.

Based on the surveys, teachers felt that the economically disadvantaged students were not performing at their expectations. The survey results also showed that teachers felt differentiated instructional strategies for minority students, economically disadvantaged students, and special education students would enhance their ability to impact student achievement. Our system must continue to provide learning opportunities/training to

help teachers be able to meet the needs of all of the students through effective teaching strategies.

When surveyed on retaining highly qualified teachers, their responses were (1) Increased salaries (4.71/5); (2) Increased teacher supplements and benefits (4.54/5); (3) Increased teacher planning time (4.35/5%).

Based on last year's results, increased teacher salary and increased funding for teacher's benefits were in the top three.

The Thomasville City Board of Education is focused on maintaining an effective learning environment for all stakeholders. Funding for instructional supplies continues to be supplemented through local funds as well as Title I-A funds, etc. These are challenging times financially, but through collaborative efforts of staff and administration the spending of the funds are monitored and used to maximize student achievement. The system realizes the importance of recruiting and maintaining highly qualified teachers. Continued support is needed to provide professional learning, incentives, and resources.

It is the mission of the Thomasville City Schools to "...ensure a safe, orderly climate in which quality educational experiences maximize the individual potential of all learners. Our learning organization will produce problem solvers, life-long learners and productive members of our local and global communities." To this end, the system is committed to the following goals:

1. Implement effective instructional strategies in all classrooms to improve the academic achievement of all students – (HiQ Teacher Equity & FIP)
2. Provide differentiated instruction to meet the needs of all students – (Meeting Diverse Needs of Students Equity)
3. Recruit and retain highly qualified and effective teachers and paraprofessionals for every classroom – (Recruitment, Placement & Retention of Highly Qualified, Effective Teachers)
4. Provide instructional coaches and support personnel to work with teachers to improve student learning- (Highly Qualified, Effective Teacher Equity for All Students)
5. Provide appropriate job embedded professional learning for teachers and paraprofessionals to improve instruction- (Highly Qualified, Effective Teacher Equity for All Students)
6. Continue the implementation of the leadership academy in FY17 that will allow the school system to develop "in-house" leadership qualities that will help meet the needs of the school system and schools.

System level personnel have worked directly with building principals to assess the classroom teachers' ability to differentiate instruction based on the diverse needs of their students. This has been facilitated through classroom observation, focus walks, analysis of formative assessment data, and teacher interviews. Job embedded professional learning has been provided for identified needs. The evaluation process has allowed principals to make effective choices in re-hiring teachers and also for terminating ineffective teachers for the upcoming year.

The system has not met the goal of meeting the diverse needs of students as indicated by the failure as a system to meet CCRPI expectations over multiple years. However, Thomasville City Schools is witnessing a positive trend. Weaknesses across grades levels still exist in all four academic content areas and in all content areas for SWDs. The system did raise its graduation rate to 80.75%.

FY17 Equity Indicator(s) Selected for Focus:

(1) Provide Targeted Leadership Development at the School-level

Thomasville City Schools current employees three school principals and one program director with less than three years experience as a principal or program director. In addition, the district employees three assistant principals that will begin their second year in those positions during FY17. One strategy to be utilized is to provide a retired principal to serve as a mentor for each of the administrators described.

(2) Support the Retention of Effective Teachers:

Effective teachers are the number one factor impacting student learning and achievement in our schools. It is because of this belief that the school district will provide professional learning directly linked to the needs assessment and student achievement data. In addition, the implementation of the IMPACT program for all newly hired teachers will provide support through targeted professional learning on an ongoing basis.

Title II-A Summary of Result from the FY17 Needs Assessment

Thomasville City Schools' Needs Assessment Process is a thorough process which includes analysis of the previous year's expenditures, stakeholder surveys, Equity Data, Audit Reports, Monitoring Reports, Program Data, School Data, School Improvement List, CCRPI Data, and Internal Controls. Through the Needs Assessment Process, Thomasville City Schools identified the areas of leadership development, retention of highly qualified teachers as the prioritized needs for FY17.

A teacher induction program has been implemented for FY17, and will be monitored and evaluated throughout the school year for effectiveness. In addition, the district's Leadership Academy will continue in FY17, to develop leaders from within the school district. Analysis of the program's effectiveness will be evaluated by mid-year, which will also coincide with the completion of the district's first cohort of leaders.

The district does not have a current requirement to provide professional learning, as no schools are designated for school improvement.

The district has no current compliance needs revealed through audit or GaDOE monitoring reports. The LEA monitors Title I and Title II compliance at the school-level through the compilation of documents via *Title I Crate* which is monitored by the Director of Federal Programs. Feedback is provided and timely corrective action required.

Technical assistance, timelines, and checklist are provided throughout the year.

Prioritized Title II-A Funding Needs for FY17

- Equity Gap 1: Retention and Development of Qualified Leaders.
 - Principal Mentor
- Equity Gap 2: Retention of Highly Effective Teachers
 - Implementation of a teacher induction program, IMPACT.

2. Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part D; Title III; IDEA; EHCY

A description of high-quality student academic assessments that the LEA and schools will use:

- a. To determine the success of children in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards;*
- b. To assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under applicable federal programs to meet State student achievement academic standards and do well in the local curriculum;*
- c. To determine what revisions are needed to projects so that such children meet the State student academic achievement standards;*
- d. To effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments;*

Thomasville City Schools uses a number of high quality academic assessments in addition to those identified by the state to determine students' success:

To determine the success of children in meeting the state student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the state student academic achievement standards the school system administers all state required (summative) assessments {at the time of the CLIP submission, the district had not made a decision on how they will utilize SLOs}, state and system developed benchmark (formative) assessments, utilize rubrics, and computerized practice assessments.

To assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under applicable federal programs to meet State student achievement academic standards and do well in the local curriculum the school system administers required state assessments, local or commercial tests and rubrics aligned to standards and curriculum and designed to access students' specific knowledge base, teacher made tests and rubrics and computerized assessments.

To determine what revisions are needed to projects so that such children meet the state student academic achievement standards Thomasville City Schools will administer and analyze state required assessments, local or commercial tests and rubrics aligned to standards and curriculum and designed to assess students' specific knowledge base, teacher made tests and rubrics, and computerized assessments.

To effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments the schools and system will utilize required state assessments, standardized and other commercially prepared screening and diagnostic instruments, computerized assessments – including stand alone, program integrated, and Internet-based, classroom-based instructional reading assessments and rubrics. TCS has been a participant in the state's K-3 DIBELS initiative for the past three years and will continue the initiative in FY17.

In addition, most schools have purchased Istation Reading with Title I funds to serve as a supplemental resource for struggling readers. The program also assists in monitoring and measuring student growth in Lexiles, comprehension, and fluency.

Review of formative and summative test data allows teachers, school personnel, and system personnel the opportunity to identify students failing to achieve mastery of state standards and to provide additional support for these students. At-risk populations including: identified migrant students; neglected and delinquent students; and homeless students are given high priority in receiving additional instructional support.

State required assessments include:

- EOG
- EOC
- Student Learning Objectives (SLOs)
- GKIDS
- GAA
- NAEP
- ACCESS 2.0 for ELLs

Additional school support is provided for the:

- SAT
- PSAT
- ACT
- AP Exams

Rubrics are generated from a number of sources including but not limited to:

- Teacher made
- Grade Level/Subject Level designed
- Generated through the SWGA RESA consortium
- Georgia Standards.Org
- Learning Village Website
- Obtained via the World Wide Web
- Purchased products such as math, science and writing *Exemplars and Study Island*

Purchased/State provided written and computerized assessments including but not limited to:

- Renaissance Learning STAR Reading Assessment
- Renaissance Learning STAR Math Assessment
- ICan Learn, IPass Math Assessments
- Accelerated Math
- iStation Reading
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Study Island
- Georgia On-line Assessment System (OAS)
- STEEP (System to Enhance Educational Performance)
- Locally developed benchmarks in Reading, ELA and Math, Science and Social Studies
- Admissions Placement Exam (APE) - 10th grade students {SWGA Tech admission exam}

Thomasville High School has utilized a combination of EOC data, and Lexile scores to identify entering ninth grade students who may need additional support in order to meet the rigorous challenges of the high school curriculum. A new district initiative in FY16 addresses students at-risk of failing by providing them specialized support through the Academic Recovery Center (ARC). Students in grades 6-10 will be placed into the ARC based on rubric scores that encompass the students' past state mandated assessment scores,

classroom grades/performance and discipline. The program will offer at-risk students smaller class sizes with a ratio of 12:1 or smaller and a blended learning experience combining face-to-face instruction a computer-based instruction.

Special Education support staff at the school and system level will utilize a number of high quality academic assessments as they evaluate special needs children. IDEA measures include:

- Analysis of GA Milestones performance by domains as part of the IEP Present Level of Academic and Functional Performance (PLAAFP) annual IEP reviews
- Aligning IEP goals with Georgia Standards of Excellence
- DIBELS screening through SLP collaboration project with kindergarten students
- DRA testing with students receiving SRA Direct Instruction products and students at the middle school level
- STAR benchmark testing to monitor independent reading comprehension
- Placement testing for Corrective Reading and Reading Mastery
- Curricular testing, as part of the SRA reading program (rate and accuracy, in and out of program testing) is conducted.
- STEEP probe testing for reading and math at the elementary level

The Home Language Survey is used for the initial screening for other language students. It is included as part of initial registration and for students as they enter school during the school year. Thomasville City Schools utilizes the Home Language Survey questions that are provided by the GaDOE. The survey is included in the Thomasville City Student Registration packet. Affirmative responses on the Home Language Survey prompt school personnel to further review registration and transcript information to determine if the student has previously been served through an ESOL program or if additional diagnostic testing is needed. The school system utilizes the WIDA ACCESS 2.0 Placement Test to assist in determining if the student is eligible for English Language services. In FY16, TCS will incorporate the new ACCESS 2.0.

The school system uses the Occupational Survey Form, provided by GaDOE MEP Region 2 Office, to screen for migrant families and students. This form is completed as a part of the regular registration process. Staff responsible for identifying and recruiting migrant families are trained using "how to Identify Migrant Students/Families PowerPoint presentation.

A copy of the occupational survey is faxed and/or emailed to the GaDOE MEP Region 2 Office for further determination for students who indicate possible migrant eligibility on the survey. The system level Migrant contact person collaborates with the GaDOE MEP Region 2 Office and other community agencies such as DFACS to provide appropriate services for identified families and children.

School and system personnel share information regarding the individual and group academic progress of students with teachers, parents, students and the community through a number of methods including but not limited to:

- Parent conferences
- Quarterly elementary school newsletters
- The Thomasville City Schools website
- Local and state report cards
- Parent links on school and system websites
- Through the local newspaper, the *Thomasville Times Enterprise*

- The Georgia Department of Education Website
- The Georgia Department of Education CCRPI Reports
- Annual Title I Meetings at each school
- Quarterly Community Engagement Sessions

College and Career Readiness Performance Indicators:

- Letters and memos
- Phone calls
- Individual standardized and benchmark assessments
- Email
- PowerSchool Parent Portal
- PTA/PTO/PTSO meetings
- Quarterly community information sessions
- Strategic Planning sessions
- Annual Individual Education Program (IEP) reviews for SWD
- Alert Solutions - Announcement System

Teachers receive information through:

- Staff meetings
- Professional Learning opportunities
- Memos
- Team/Grade level/Department meetings
- Emails
- Strategic Planning sessions

3. Title I, Part A; Title I, Part C; Title I, Part D; IDEA; EHCY

A description of how the LEA will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics of the National Education Statistics Act of 1994 and how the results will be used in the local educational agency.

Thomasville City Schools will participate in the National Assessment of Educational Progress if selected to participate. The information compiled from the NAEP assessment will be used along with other assessment data in making decisions for improving instructional practices. The state department assists our system with analyzing the NAEP data.

Testing accommodations will be provided as indicated on current special education IEPs and 504 accommodation plans. English Learners (ELs) will receive accommodations as indicated on their current AIPs. Any student selected and receiving parental permission will participate in the NAEP assessment. This includes all subgroups of students including: regular education program students, ELs, special education students (excluding those on a GAA), economically disadvantaged, migrant program students, students from neglected institutions, homeless students, and any others included in the selection process.

4. Title II, Part D; E-Rate

A description of strategies to share system progress, disseminate evaluation results, encourage broad

stakeholder involvement, and market the role technology can have in helping students achieve in innovative ways.

The Thomasville City Schools' website (www.tcitys.org) will be used for communication of the System Technology Plan and results of the progress and evaluation of the plan. The website will include copies of presentations as well as newsletter information for community and parent information.

Reports will be made to principals and faculties to update these personnel on the progress being made in the use of technology in classrooms. These reports will also include an evaluation of the impact of technology on student achievement in alignment with Georgia Standards of Excellence, and GeorgiaNETS (Georgia-adopted National Educational Technology Standards).

Information is disseminated to parents in a variety of ways. The schools send information regarding technology initiatives and appropriate websites to parents in regular newsletters. Parent sessions are held at open houses, parent meetings, and curriculum nights as well as at activities such as Super Science Saturday to inform parents about educational technology uses in the schools as well as educating parents about Children's Internet Protection Act (CIPA) and the E-Rate program. Parents of those students eligible for netbooks through the eTextbooks grant are required to attend an orientation session before the netbooks are issued.

In addition, presentations will be made to community groups such as Kiwanis and Leadership Thomasville regarding the use of technology in the Thomasville City Schools and its impact on student achievement. These presentations will also encourage the community to support schools through volunteerism.

The System Technology Committee will continue the use of the educational networking media site *Edmodo* to collaborate and solicit input. Annual surveys will assess system needs for program improvement.

TECHNOLOGY GOALS AND OBJECTIVES

Goal 1: Maintain equitable access to technology for all classrooms and all students

Goal 2: Improve the use of technology for instruction of the Common Core Georgia Performance Standards

Goal 3: Improve student achievement in technology literacy

Goal 4: Improve the use of technology for school administration

Goal 5: Increase use of educational technology resources by parents/community

Goal 6: Develop the technology competencies of technical staff

Goal 7: Maintain adequate number of technology staff

5. Title I, Part A; Title I, Part C; Title II, Part D; Title III; IDEA

A description of how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards. The description must include the following:

- a. Specific mention of disadvantaged students, migrant students, limited English proficient students, and students with disabilities.*
- b. Specific steps the LEA will take to ensure that all students and teachers have increased access to technology.*
- c. Specific steps on how the LEA will utilize available funds to support after school programs (including*

before and after school and summer school) and school-year extension programs.

The administrative staff, instructional coaches, counselors, and classroom teachers spend numerous hours involved in data-analysis. System and school level personnel use data files provided by the Georgia Department of Education, along with spreadsheet analysis, to assist in the presentation of data.

At the classroom and grade level, data is examined for individual students to determine specific strengths and weaknesses. Students who are just above or just below the proficient levels are targeted as "bubble students" or "at-risk" students.

The data from state mandated assessments, and the ITBS and EOC are extracted from data files and incorporated with other information such as *Lexile* scores, and benchmark data as well as information on attendance and discipline. Teachers then select strategies for working with the individual student to help them achieve academic standards. Individual student progress reports are generated and sent home to parents each grading period, highlighting the progress students are making toward established goals.

Through Early Intervening Services (IDEA), the elementary schools will be utilizing the STEEP program to identify and assist students in need of additional support in mathematics. STEEP is a comprehensive instructional system designed to assist teachers, administrators and other professionals in providing the right type of assistance to the right students at the right time. It does so by providing evidenced based tools that help schools to implement the ambitious goals set forth in ESEA, and IDEA. In addition to STEEP in mathematics, elementary schools implemented the *Governor's Reading Initiative* (DIBELS) during the 2012-2013 school year to increase the researched-based/data driven interventions of early readers to help ensure that all students are reading on grade level before exiting third grade.

Thomasville City Schools has implemented critical thinking skills instruction in every elementary classroom. This supports two areas:

- 1) RTI for those talented students who did not qualify for gifted services and
- 2) Enhance critical thinking skills for all students to facilitate the rigor in the classroom.

Instructional extension activities are provided during the school day and after school at the elementary, middle grades, and high school level. These activities are funded through various local, state, and federal programs. Community resources help provide some of the after-hours activities (The Thomasville Resource Center in conjunction with the Boys & Girls Club, etc.).

Credit recovery opportunities at the high school have been expanded this year through the use of computer assisted instruction. Alternative school students served through the Thomasville City Performance Center and EXALT utilize this resource during the school day. It is available after school for additional students to utilize as a remediation tool. The EXALT teaching position is funded using Title I-A funds.

In FY17, TCS will use a combination of Title VI-B and Title I-A funds to purchase *OdysseyWare*. OdysseyWare will be used to provide a more rigorous instructional experience for at-risk students. The computer assisted software package provided unlimited access for both TCPC (alternative school) students during the school day, as well as access for students participating in remediation/acceleration activities during afterschool sessions. The courseware package included titles from each content area middle grades through high school.

In addition, TCS will implement a new virtual school option for students wishing to have a more customized educational experience. Through the blended-learning model, students will be able to take academic courses online through OdysseyWare, attend onsite fine art classes, and receive face-to-face tutoring support at the school if needed.

English Learners (ELs) are identified through required screening procedures at the school building level. Even though the system does not qualify for Title III funding, tutoring services and materials are provided through combining various federal, state and local funds (Title I, Title VA, Title VIB, QBE funds). An itinerant ESOL certified teacher provides daily instructional services to the all EL students in the school district. The ESOL teacher collaborates with the regular program teachers to meet the needs of the EL students in the regular education classes. Professional learning will be provided on an ongoing basis throughout FY17 for all teachers working with EL students.

Neglected students from the Vashti Center for Children and Families (a local group home for neglected children) are served in schools throughout the system in both regular education and special education classes and are funded in the same manner as all other students. Additional after hours tutoring services are provided for students at the Vashti Center. These services are funded through required set-asides from the overall Title I-A budget. In addition, TCS provides tutoring to the same students during the month of June to help maintain academic growth.

When homeless children enter various shelters within the city, they are enrolled in school and receive educational services for the duration of their stay in the shelters. Funding for the services are provided as with all other regularly enrolled students through federal, state and local funding.

In view of the economic downturn over the past several years, the school district is ramping up efforts to identify homeless students in the schools and local community. Parent survey data will be collected for each of the currently enrolled students during the first thirty days of school. This will help to ascertain changes in the housing status of students since their initial enrollment. The Director of Federal Programs has obtained educational resources and posters from the National Center for Homeless Education. The educational resources will be distributed to the schools and the posters will be distributed to area community agencies to provide information for parents that don't often visit the schools. Additionally, information and printed handouts will be provided to parents at each school's Annual Title I Meeting held at the beginning of the school year. The handouts and community posters contain contact information for the school system's Homeless Liaison. Funding, above the regular state and local allocations for materials and resources for identified students, will be provided through Title I, as all schools in the system are now identified as schoolwide programs.

Early childhood services are provided at each of the system elementary schools through our state and federally funded pre-k program.

Migrant and immigrant youth are identified through screening procedures (*Parent Occupation Survey*) upon enrollment in the system. Funds are provided as necessary to serve these students.

The school system works with various school and community organizations to identify students at risk of dropping out. These students are targeted for instructional extension activities and community-based programs to increase their opportunities for successful completion of school. IDEA mandates will be met through the strategies listed below:

- Inclusion in the regular education classes through co-teaching and supportive instruction (highly

qualified paraprofessionals)

- Co-taught, remediation/acceleration classes will be provided for middle school special education and at-risk students in reading and mathematics
- SRA Reading Mastery and Corrective Reading programs for identified students with disabilities (SWD) as a supplement to the regular reading program
- System-wide Assistive Technology team to ensure that students at each school have their necessary technology needs met
- *Kurzweill* training during pre-planning for special education and regular education teachers so that teachers and students will have access to the program and will be able to utilize it
- *Alpha Smart* computers are available for SWD having difficulty writing

After school, instructional extension, intersession, and summer school are open to all students, including SWD.

As a small school system, Thomasville City has only one school at each of these grade bands, therefore; the system is unable to offer Public School Choice (PSC) within the system. Six superintendents from neighboring systems were solicited to enter into a co-operative agreement to provide PSC as an option for Thomasville City School students in 2011. All of the superintendents declined. At this time, Thomasville City Schools do not have schools identified as Focus or Priority.

Thomasville High School continues to implement a number of strategies in order to help increase student achievement, course requirements, and in-turn the graduation rate for students. The strategies are bulleted below:

- The master schedule has been built to allow for common planning time for all academic content areas. The special education teacher assigned to each content area also has planning with the department. Thursdays have been designated as dedicated professional learning days, where content teachers meet with the instructional coach in the data room to assess benchmark data and progress monitor at risk students identified in each subject area. The instructional coach assists teachers in analyzing the data and in the selection of effective instructional strategies to improve the academic performance of the students.
- Each department has developed common assessments for all major units and nine week exams. Benchmarking data analysis systems are being developed throughout the year.
- Non-disruptive alternative students assigned to the performance center have split schedules to allow the students the opportunity to complete career pathways has received additional academic support on the main campus of the high school.
- Beginning in FY16, THS implemented a monthly Saturday School that will provide students with extra opportunity to receive tutoring and/or to recover grades from missing work or from work that did not meet mastery. Teachers working this program will be funded through Title I-A funds.

Migrant and limited English proficient students will be provided translators if needed to assist with the delivery of the academic program. In addition, after-school tutors are available specifically to work with migrant and/or limited English proficient students.

A new district initiative in FY16 addressed students at-risk of failing by providing them specialized support through the Academic Recovery Center (ARC). Students in grades 6-10 will be placed into the ARC based on rubric scores that encompass the students' past state mandated assessment scores, classroom grades/performance and discipline. The program will offer at-risk students smaller class sizes with a ratio of 12:1 or smaller and a blended learning experience combining face-to-face instruction and computer-based instruction.

Even though MacIntyre Middle School recently was removed from the state's Focus School list, the school will continue serving the students through the same framework as was outlined in the FLP requirements. In addition to the district's continued use of the FLP concept at MacIntyre Park Middle School, the district will add a second FLP type class to increase the number of at-risk students being served under the old FLP at any given time. Title I-A funds will be used to hire an additional remedial teacher and a remedial paraprofessional to support this added initiative.

In FY14, TCS recognized the need to implement a support program for students struggling in reading in the early grades. With the district's DIBELS initiative in place in grades K-3, it was decided to implement the Summer Reading Program – B.A.R.K. using Title I-A funds. Based on the participation and student data from the program, TCS continued the program in FY15, doubling participation. The program's success continued in FY16 with the addition of grades 6-7 serving 60 students using Title I-A funds to support the need for supplemental reading instruction during the summer months. In FY17, TCS will continue to grow the B.A.R.K. Summer Reading Program.

6. Professional Learning; Title I, Part A; Title I, Part C; Title II, Part A; Title II, Part D; Title III; Title VI, Part B; IDEA

A description of the strategy the LEA will use to coordinate programs under Titles I, II, III, IV, VI, Part B, Perkins, and IDEA to provide professional learning on the integration of technology into the curriculum and instruction to improve and support teaching, learning, and technology literacy. The description should include purchasing technology, available technology tools, distance learning opportunities, and professional learning for teachers, administrators, pupil services personnel, any other staff, and parents.

The Thomasville City School System supports equitable use and access by all students including: migrant students, ESOL students, special needs students, neglected and delinquent students and homeless students and teachers of all resources, computers, and software. Each classroom in the Thomasville City Schools has a high-speed connection to the Internet (including wireless access) and access to instructional software. Teacher computers have access to Microsoft Office products, Google Docs for Education and Inspiration and Kidspiration software for professional use as well as a grade book program (PowerTeacher). Media centers are equipped with computers for student use. Along with providing Internet access and instructional software, these computers also serve as electronic card catalogs for the school's media collection.

In June of 2013, the ratio of students to modern instructional computers was 1.17 to 1. Thomasville City Schools continue to push for 21st Century technology to be in the hands of all students. This is evident in the number of student computers growing from a ratio of 3.34 to 1 in 2011 to the current ratio of 1.17 to 1. In two years TCS increased the total number of student instructional computers to 2654 in 2013. These figures are based on the annual hardware survey reported to the Georgia Department of Education. This increase is partly due to the Title II-D American Reinvestment and Recovery Act (ARRA) eTextbooks grant received in 2010. This federally funded 1:1 pilot program has provided a netbook to be issued to every high school student and those eighth grade students who take high school classes. Thomasville City Schools partnered with the City of Thomasville to provide wireless Internet access in various locations throughout the city to students participating in the eTextbooks grant. This grant ended at the completion of the 2013 school year; however, Thomasville City Schools still puts a strong emphasis on 21st century technology for all students as evident by the supplemental funding practices of using Title I-A funds to purchase student computers, iPads, Chromebooks and 3-D Technology to enhance the learning experiences of all students.

Over the past three years, Title I schools in the district have used allocated funds to purchase mobile Chromebook carts and iPads to allow students more opportunities to learn using 21st century technology and skills.

A variety of software is available throughout the district for use by students, teachers, and administrators. Microsoft Office (Access, Excel, Power Point, and Word) Kidspiration and Inspiration, concept mapping software; individualized math software and web browsers. Each school also has additional instructional software available either through the network or on stand-alone computers. All elementary school students all have access to web-based Accelerated Reader and STAR Reading assessment programs. The middle school students have access to ClassWorks for remedial support. Study Island, Gizmos, and Istation are additional software programs that supplemental the instructional programs at several of our schools. Turnitin online software is utilized at the high school level to assist teachers and students to avoid plagiarism. Some high school students at the Scholars Academy are participating in Georgia Virtual Learning online courses. In FY16, TCS used a combination of Title VI-B and Title I-A funds to purchase *OdysseyWare* in place of *A+nyWhere*. *OdysseyWare* is now used to provide a more rigorous instructional experience for at-risk students.

Technology literacy is delivered informally at all levels in Thomasville City Schools. In the elementary schools, technology concepts, terminology, and keyboarding skills are addressed by teachers through their lesson plans. Students in high school have the opportunity to take introductory, intermediate, and advanced technology classes. At all levels, technology literacy standards are also addressed by the media specialists when working with classes.

Currently, all five schools in the school district have at least one computer lab. These labs are available after school hours for parent and community use. Training classes have been held in the labs, led by both our employees and outside trainers.

Until FY15, the technology staff of Thomasville City Schools consisted of an instructional technology coordinator, a computer network supervisor, and two technology specialists (technicians). Due to reduction of force, the school system will operate with only a computer network supervisor and one technology specialist during the FY15 and FY16 school year. The technology specialist is responsible for maintenance, repair, installation and inventory of all computers in the system.

Thomasville City Schools maintains a website that provides up-to-date information regarding policies, calendars, budgets, and personnel. In addition, each school maintains a website that contains information regarding specific school activities, faculty members, and general information. All employees of Thomasville City Schools are provided with an e-mail address for communication purposes.

Professional learning activities will be coordinated to incorporate the goals and objectives of various local, state, and federal programs. In FY17, TCS will provide training to teachers and staff on the effective use of Google Drive and Google Classroom.

Professional Development: The media specialists in each school will take advantage of free online training on the use of SmartBoards, touch-enabled flat panel televisions, student assessment devices, and online collaboration tools. They will also use training handbooks and conference attendance to stay up-to-date on the technology trends and equipment. Teachers will be provided with training during common planning times to reduce costs. Training classes will be offered after-school, on teacher workdays, and during the summer if funding is available. The training classes will include an examination of research-based, best-practice uses of technology.

Professional Development: Administrators will be trained on the effective use of technology in school administration. Some technology training may be provided during the summer as funding is

available. PowerSchool training will be provided online through PowerSource (Pearson). As a best practice, Thomasville City Schools Department of Federal Programs requires all administrators and other pertinent personnel be trained in all computer programs/technology purchased with federal funds. Administrators will also train annually on the effective use of ABE (Alternative Behavior Education), which serves as the district's electronic platform for managing discipline referrals and student interventions. In addition, teachers and new employees receive training annually.

Professional Development: The computer network supervisor will arrange technical training for technical staff members as needed. The instructional technology coordinator will select the most appropriate technology conference for each technical staff member to attend each year.

7. Title II, Part D

A description of how the LEA is addressing 8th grade technology literacy by including:

- a. Evidence of the tools or strategies used to determine an estimation of student technology literacy at all grade levels (or bands of grade levels, such as PreK-2nd, 3rd-5th, 6th-8th, 9th-12th;*
- b. An estimation of the students' school-based experiences with developing technology skills and technology literacy at all grade levels (or bands of grade levels);*
- c. Evidence of the tools or strategies the system is implementing to ensure that all students are technologically literate by the end of 8th grade.*

Information not needed for FY17 CLIP.

8. Professional Learning; All federal programs; E-Rate

A description of how the local educational agency will ensure that funds are spent on scientifically and/or evidence-based practices and products for all programs including the purchase of technology and technology tools. Where applicable include how the practices and products will impact student technology literacy.

The Thomasville City School District ensures funds are spent on scientifically and/or evidence-based practices and products for all programs including the purchase of technology and technology tools.

Professional learning programs, based on needs, are representative of the priorities for professional learning that are derived through analysis of individual and program needs. In FY 2003, a distinction was made between professional learning and professional development. This distinction can be found in State Board Rules 160-3-3-.10 and 160-3-3-.04. A person is designated within the system as the professional learning coordinator and a professional learning advisory committee is also required. The comprehensive plan is to be updated every 3 years.

The school system uses state staff and professional development funds to support staff and professional programs for all school system personnel, local school board members and school council members. Professional learning funds will only be spent on one or more of the following items:

- Release time for teachers to participate in professional learning activities, i.e., substitute teacher salaries and employee benefits
- Travel for staff and professional learning purposes
- Professional and technical service fees and expenses for instructors and consultants

- Instructional equipment for staff and professional learning purposes
- Training materials and supplies
- Stipends
- Reimbursement for expenditures of persons who successfully complete approved conferences, workshops or courses
- Registration fees for endorsement programs (ELL, Gifted, Math, Science)

Other guidelines for the expenditure of staff and professional learning funds are as follows:

- State staff and professional learning funds shall be used only to compensate personnel for activities that relate to school and school system educational programs.
- State staff and professional learning funds shall be used primarily for activities that enhance the skills of certified personnel and directly relate to student achievement.
- No state staff and professional learning funds shall be used to compensate individuals for the primary purpose of obtaining an advanced degree and/or certification endorsements, unless such endorsements are earned at the request of the school system to meet an identified need.
- Not more than 10% of professional learning funds shall be used for administrative costs and other expenses directly related to the delivery of staff and professional development programming.
- QBE formula staff and professional learning funds shall not be used to pay stipends to school board or school council members who are not employees of the school system.

Planning for comprehensive professional learning was necessarily systematic in nature. Guidelines set forth in the state rules for professional learning were adhered to during the process. Following is a brief description of the steps in planning and implementing the professional learning program for the system.

Needs Assessment- Individual and program needs were identified, categorized and prioritized.

Program Design- Assessed needs were translated into staff and professional development objectives and activities.

Program Implementation- Actual staff and professional development programs / activities are to be carried out.

Program Evaluation- An overall evaluation of professional learning programs carried out during the fiscal year is to be done.

Needs were developed at the school and system levels. Each school developed professional learning needs and activities to meet those needs based on their School Improvement Plans. These plans were analyzed and common areas of training needs were noted. Needs based on personnel evaluations were obtained from the school principals. Needs based on the evaluations of the effectiveness of educational programs were derived both from School Improvement Plans and through system level analysis of various achievement indicators.

Different career stages and job types were considered during the needs assessment process, particularly with regard to a survey done by the central office to obtain perceived professional learning needs for the year. All of these information sources were used to finalize the system School Improvement Plan and the staff and professional development objectives and activities planned therein.

The following list of system needs have been identified based on careful analysis of all the various needs assessment documents that have been collected. Academically, Thomasville City Schools' data indicated instructional support is needed in Mathematics, English/Language Arts; and Reading. FY16 EOG/EOC data

indicates that these three content areas' proficiency rates are below the state's pass rates for the same content areas. On the FY16 EOC, Thomasville City Schools performed below the state's pass rate averages in all tested content areas.

Based on the data (EOG, EOC, etc.) and the FY17 Federal Programs Needs Assessment and Equity Plan Surveys, professional learning is needed in the following content area:

(1) Math {supported by low pass rate data and survey data that states 20.97% of teachers and 83.3% of administrators believe mathematics is the system's greatest professional learning need}.

(2) Administrator Professional Development and Growth. TCS will have three second-year assistant principals and one principal with no principal experience, one third year principal, one principal with less than one-and-a-half-year experience as principal.

(3) Using technology for learning for both teachers and students in all content areas was the number one area of need for instructional strategies as indicated on the FY17 Needs Assessment {40.32% teachers & 80% administrators}.

Based on the surveys, teachers felt that the economically disadvantaged students were not performing at their expectations. The survey results also showed that teachers felt differentiated instructional strategies for minority students, economically disadvantaged students, and special education students would enhance their ability to impact student achievement. Our system must continue to provide learning opportunities/training to help teachers be able to meet the needs of all of the students through effective teaching strategies.

When surveyed on retaining highly qualified teachers, their responses were (1) Increased salaries (4.71/5); (2) Increased teacher supplements and benefits (4.54/5); (3) Increased teacher planning time (4.35/5%).

It is the mission of the Thomasville City Schools to "...ensure a safe, orderly climate in which quality educational experiences maximize the individual potential of all learners. Our learning organization will produce problem solvers, life-long learners and productive members of our local and global communities." To this end, the system is committed to the following goals:

1. Implement effective instructional strategies in all classrooms to improve the academic achievement of all students – (HiQ Teacher Equity & FIP)
2. Provide differentiated instruction to meet the needs of all students – (Meeting Diverse Needs of Students Equity)
3. Recruit and retain highly qualified and effective teachers and paraprofessionals for every classroom – (Recruitment, Placement & Retention of Highly Qualified, Effective Teachers)
4. Provide instructional coaches and support personnel to work with teachers to improve student learning- (Highly Qualified, Effective Teacher Equity for All Students)
5. Provide appropriate job embedded professional learning for teachers and paraprofessionals to improve instruction- (Highly Qualified, Effective Teacher Equity for All Students)
6. Develop and implement a leadership academy in FY16 that will allow the school system to develop "in-house" leadership qualities that will help meet the needs of the school system and schools.

Additionally, in FY17, Thomasville City Schools will prioritize professional learning funds according to the feedback of professionals and the goals of the school system. Prioritize professional learning will fall into these categories:

1. Formative Instructional Practices (FIP); UDL and differentiation

- Rigor and relevance
 - Gifted endorsements for teachers
2. Effective strategies to improve student achievement in mathematics
 3. Understanding the ‘at-risk’ student.
 - Strategies for teaching children from poverty
 - Strategies for teaching the academically struggling student
 - Strategies for teaching the struggling reader

Thomasville City Schools (TCS) believes that a key to increasing student achievement is to increase the rigor and relevance in all classrooms throughout the school system. One way to accomplish this is to ensure all teachers develop the effective instructional practices (pedagogy) necessary to differentiate instruction regardless of ability level of the student(s). TCS has decided that all teachers benefit from going through “Gifted” endorsement training. This practice began in the fall of FY15 and continues in FY17 as a practice until every teacher who wishes to receive this training does have an opportunity to do so. Using Title II-A funds, TCS has enrolled 12 teachers in the fall cohort with SWRESA. This concept is supported by research conducted by E.J. Gubbins and others. {Gubbins, E. J., Westberg, K. L., Reis, S. M., Dinnocenti, S., Tieso, C. L., Muller, L. M., ... Burns, D. E. (2002). *Implementing a professional development model using gifted education strategies with all students* (RM02172). Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut}. Gubbins’ research indicates the following conclusions:

1. The use of gifted education methods in the general education classroom provides students with more choices in materials, resources, and products related to their interests and abilities.
2. Gifted education strategies help teachers recognize students' differences in learning styles, expression styles, and abilities.
3. Gifted education trainers help teachers grow both personally and professionally by changing their routines and looking at their instructional methods with a renewed set of eyes.
4. Despite concerns about daily school schedules, testing pressures, and lack of collaboration time to participate in gifted education training, teachers are often able to implement significant changes in their classrooms.
5. Gifted education pedagogy encourages teachers to raise their level of expectations for student work, and students respond positively to changes in classroom activities.

The Professional Learning Advisory Committee, under the supervision of the Professional Learning Coordinator, will do the evaluation of professional development programs. This process could vary from year to year but would consist largely of descriptions of the quantity and quality of the programs for the year. Summaries will be generated from individual activity evaluations as an indicator of the quality of the various activities. Student assessment data will be analyzed to determine the level of impact that could be partially attributed to the staff and professional development activities. Changes on individual job evaluations will also be noted as an indicator of program impact. Suggestions for improving and/or refining staff and professional development programs and administrative procedures will be documented and considered by the Professional Learning Advisory Committee.

After staff and professional development needs are assessed, summarized and activities are designed and approved by the Professional Learning Advisory Committees, a series of administrative procedures are necessary. A natural sequence of administrative check points ensure that state guidelines are being observed:

The Thomasville City School System complies with the Principles of Effectiveness by selecting and implementing scientifically and/or evidence-based practices and products targeting assessed needs.

IDEA will ensure that funds are spent on scientifically and/or evidence based practices by researching and studying products prior to purchasing. These include:

SRA Reading Mastery and Corrective Reading programs. Differentiated instruction through assistive technology in math such as talking calculators.

The special education department partnered with GRLS to professional development on Autism and Behavior that includes coaching. This supports GaDOE's desire for school systems to provide coaching with professional learning for teachers.

Other professional learning activities were conducted at the school level to address specific needs outlined in individual school improvement plans. Teacher collaborative sessions were held at each school for sessions on data analysis, instructional framework, benchmark development and analysis of assessment practices.

Additionally, all of our Pre-K staff participated in the Bright from the Start program training to ensure this program met state requirements. Georgia Early Learning Development Standards training has been provided to all Pre-K teachers, including Special Needs Pre-K and the SLPS. The GELDS serve as the CCGPS for pre-k.

Many of our staff members took college courses in their content areas for recertification, or as part of a program to earn a higher degree or certification in other educational areas.

Professional Learning FY14 – FY17

In 2013-2014, TCS focused on the implementation of TKES and LKES beginning professional training in July 2013 for teachers and administrators. Training was provided by a combination of out of system personnel and in-system personnel. In FY15, with the rollout of TKES/LKES, TCS continued to provide professional learning activities to support an effective rollout. During monthly administrative meetings, all administrators from both the school-level and district-level participated in Inter-Related Reliability training/scenarios.

Instructionally, TCS will continue to provide professional learning for teachers and administrators in strategies of effective instruction, effective monitoring of student learning, rigor and relevance in the classroom, data analysis and the effective use of student data for teachers and administrators. Using data collected from the Spring 2016 Needs Assessment Surveys, administrators, teachers, paraprofessionals and support personnel all agree that students categorized as economically disadvantaged, SWD and minorities are the students not meeting school/system/ or state achievement expectations. Therefore, TCS must prioritize its professional learning to target these groups for improvement.

The Needs Assessment Survey (NAS) also indicated that our system personnel see the district's needs as:

- 1) Language Arts as our main need for professional development (27.42% teachers). Administrators view Math as the number one need (83.3% administrators/support).

When administrators were asked on the NAS, "Professional learning in which of the following areas would most enhance your skills as a school (or system) leader?" the following responses were given.

1. Interpreting and using data – 33.33%

2. Effective communication with stakeholders – 33.33%
3. Effective school-wide behavior plans – 33.33%

9. Title I, Part A; Title I, Part C; Title II, Part D; Title III; IDEA, EHCY

A description of how the LEA will use federal funds to coordinate and integrate services with other educational services at the LEA or individual school level such as:

- a. Technology, professional learning, curriculum, media, Title I, special education, and ELL programs;*
- b. Even Start, Head Start, Reading First, Early Reading First, IDEA preschool, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs;*
- c. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.*

The Federal Programs Director is responsible for Title I, Part A, C and D; Title II-A; Title III; Title VI, Part B and Professional Learning for the school system. The system Federal Programs Director, the Curriculum Director and the Special Education Director work closely together, coordinating timelines, budgets and programming for the schools.

The central office directors meet monthly to discuss programs and processes and the impact they are having on the system schools. The local Superintendent invites central office administrators to participate in the State School Superintendent's monthly conference calls to get relevant information for the various school programs and initiatives.

Building level administrators meet monthly with system level administrators to keep abreast of local, state and federal updates. Instructional coaches from each of the schools, the system test administrator, special education representatives, and the Title III/Migrant Education coordinator meet monthly to discuss important items from the GaDOE Curriculum, Assessment and Instruction Division updates. This allows the dissemination of vital instructional information to all schools and departments across the system.

The system is composed of five schools; three PK-5 elementary schools; one 6-8 middle school; and one 9-12 high school. In FY17, TCS will have four Title I-A Schoolwide programs (SWP), The schoolwide model allows for the seamless integration of local, state, and federal funds in these buildings.

Title I-A and Title II-A federal funds, fund Instructional Coaches in all five schools.

English Learners (ELs) are identified through required screening procedures at the school building level through the initial screening of the Home Language Surveys completed by all newly enrolled students. Even though the system does not qualify for Title III funding, tutoring services and materials are provided through combining various federal, state and local funds (Title I, Title VA, Title VIB, QBE funds).

Neglected students from the Vashti Center for Children and Families (a local group home for neglected children) are served in schools throughout the system in both regular education and special education classes and are funded in the same manner as all other students. Additional after hours tutoring services are provided for students at the Vashti Center. These services are funded through required set-asides from the overall Title I budget.

When homeless children enter various shelters within the city, they are enrolled in school and receive educational services for the duration of their stay in the shelters. Funding for the services are provided as with all other regularly enrolled students through federal, state and local funding.

In view of economic downturn over the past several years, the school district ramped up efforts to identify homeless students in the schools and local community. Parent survey data will be collected for each of the currently enrolled students during the first thirty days of school. This will help to ascertain changes in the housing status of students since their initial enrollment. The Director of Federal Programs has obtained educational resources and posters from the National Center for Homeless Education. The educational resources will be distributed to the schools and the posters will be distributed to area community agencies to provide information for parents that don't often visit the schools. Additionally, information and printed handouts will be provided to parents at each school's Annual Title I Meeting held at the beginning of the school year. The handouts and community posters contain contact information for the school system's Homeless Liaison. Funding, above the regular state and local allocations for materials and resources for identified students, will be provided through Title I-A, in the four schools identified as Schoolwide Programs.

Migrant and immigrant youth are identified through screening procedures upon enrollment in the system. Funds are provided as necessary to serve these students.

The school system works with various school and community organizations to identify students at risk of dropping out. These students are targeted for instructional extension activities and community-based programs to increase their opportunities for successful completion of school.

Thomasville City Schools will invite personnel from the ABAC- GAMEP Consortium as part of the System School Improvement Team. Representatives from GAMEP Consortium will present workshops as needed for administrators, counselors, and teachers that work with identified migrant children. GAMEP Consortium will also assist the school system in providing:

- Early childhood development services to prepare migrant children for a successful school experience
- Supplemental instruction designed to meet the specific needs of migrant children Adolescent outreach and career awareness
- Supplemental support for instruction of English to speakers of other languages (ESOL).
- Cooperative instructional methods to ensure continuity between schools and the Migrant Education Program
- Special teachers, tutors, and highly qualified para-educators to work with at-risk migrant students individually or in small groups on areas of academic weakness
- Summer school programs and extended day programs to supplement the regular school program.

Thomasville City Schools will coordinate IDEA services with other education services by:

- Inclusion of SWD at all levels (pre-school, elementary, middle and high)
- Language for learning with pre-school and kindergarten SWD
- Collaboration with SLP for language development at the kindergarten level in regular classrooms (Tier 2/Tier 3 strategies)
- Development of academic pyramid of intervention at each school
- Assistive Technology available for SWD and regular education students if needed
- Working/collaborative relationship with Vocational Rehabilitation Services
- Working/collaborative relationship with VASHTI

10. Title IV

A description of how the LEA will develop strategies that prevent violence in and around schools and the illegal use of alcohol, tobacco, and drugs including how the prevention activities meet the Principles of

Effectiveness; involve parents; and coordinate these efforts and resources with other federal, state, and community entities. In addition the LEA must explain how evaluations of effectiveness will be used to refine, improve, and strengthen the program strategies.

Thomasville City Schools partner Southwest Georgia RESA to collaborate on effective means of promoting Safe and Drug Free Schools and Communities. Most of the drug, violence and tobacco standards are incorporated into the science and health curriculums at every grade level.

The Thomasville Police Department also provides support services for promoting Safe and Drug Free Schools and Communities by providing the school system with two School Resource Officers (SROs). In the elementary schools the SROs conduct the Drug Abuse Resistance Education (DARE) program. Beginning in 2015-2016 school year, Thomasville City Schools has implemented the Teachers-As-Advisors (TAA) program in grades K-12 addresses many topics to include bullying prevention, anger management, conflict resolution, and drug and alcohol awareness.

The Thomasville City School System uses the, Alcohol, Drug Awareness Program (ADAP) at the high school level. In 2013-2014, TCS provided Alternative Behavior Education (ABE) to all schools. ABE is an all-inclusive discipline tracking program that not only handles electronic versions of the schools' discipline referrals, but also allows for immediate communication between teachers, administrators and parents when a discipline referral is generated. A key component of ABE is the program's ability to assign behavior learning modules to students as interventions that are key to changing a student's negative behavior. ABE is monitored by each school's administration and guidance counselors to be progressive in dealing with discipline issues prior to them becoming major issues.

Each school and the district office analyzes student discipline data throughout the year. As part of the Leader Keys Effectiveness System (LKES) school's discipline data is monitored and evaluated by the superintendent annually.

Schools report their progress to their constituents through school council meetings, PTO meetings, parent newsletters, newspaper articles and community organization meetings.

SDFSC surveys indicate increased awareness of students to the hazards of drugs, tobacco, and alcohol. The SDFSC collaborates with various community entities (including parents, federal, state, and community leaders and school officials)

SDFSC materials will be made available in other languages, with assistance from GAMEP Consortium.

11. Title I, Part A; Title II, Part D

A description of the poverty and school eligibility criteria that will be used to select attendance areas for schools eligible for funding through Title I, Part A and school eligibility for grant opportunities through Title II, Part D.

In FY17, the Thomasville City School System uses free/reduced meal percentages and percentages of Direct Certified students to identify eligible attendance areas and schools to be served. There are schools in the district with 75% or higher free/reduced meal status (Harper Elementary 100% & Scott Elementary 86.31%). MacIntyre Park Middle School is ranked third at 62.58% followed by Thomasville High at 42.89%. Jerger Elementary at 28.33% will not qualify for Title I-A funding during the 2016-2017 school year. All schools

are rank ordered to determine Title I eligibility and services.

Beginning in the 2013-2014 school year, TCS decided to adopt the Community Eligibility Provision (CEP); Thomasville City Schools will continue using the CEP in FY17. TCS has identified four schools as participants in CEP while one elementary will not participate in the CEP. The four CEP schools' poverty levels will be determined using the direct certification method; the one non-participating school will continue to use the FRM to determine its poverty level.

12. Title I, Part A; Title I, Part C; Title IV

A description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools.

Thomasville City Schools does not have any schools identified as Targeted Assistance School for FY17.

13. All Programs

A general description of the instructional program in the following:

- a. Title I schoolwide schools,*
- b. Targeted assistance schools,*
- c. Schools for children living in local institutions for neglected or delinquent children, and*
- d. Schools for children receiving education in neglected and delinquent community day programs, if applicable.*

All schools within The Thomasville City School System are "Accredited with Quality" by the *Georgia Accrediting Commission (GAC)* and *Southern Association of Colleges and Schools/Council on Accreditation and School Improvement (SACS/CASI)*. Annual evaluations by system personnel and five-year evaluations by Quality Assurance Teams help the schools maintain high standards across all areas.

The system is composed of five schools; three PK-5 elementary schools; one 6-8 middle school; and one 9-12 high school. For many years, two of the elementary schools and the middle school were Title I Schoolwide Programs. The schoolwide model allows for the seamless integration of local, state, and federal funds in these buildings. Thomasville High School was approved on the ARRA Fast Track to operate as a Title I Schoolwide Program in 2009-2010. Jerger Elementary School implemented a Targeted Assistance Program model while completing the planning process to move to a schoolwide program during the 2010-2011 school year. Jerger completed the process and was designated as a Schoolwide Program for the 2010-2011 school year. Beginning in FY16, Jerger Elementary no longer qualified as a Title I school based on their student poverty level.

Thomasville City Schools introduced the Thomasville City Scholars Academy, an accelerated college preparatory magnet program for highly motivated and goal-oriented students in grades 6-12 who are interested in pursuing a curriculum that is significantly more rigorous than that found in a traditional middle school or high school program for the 2006-2007 school year. The academy is organized as a "school within a school," providing students full access to athletics, band, and other extracurricular activities of the base schools.

Title I and Title II funds support the use of instructional coaches in all five system schools.

English Learners (ELs) are identified through required screening procedures at the school building level through the use of Home Language Surveys. Even though the system does not qualify for Title III funding, tutoring services and materials are provided through combining various federal, state and local funds (Title I, Title VI-B, QBE funds).

Neglected students from the Vashti Center for Children and Families (a local group home for neglected children) are served in schools throughout the system in both regular education and special education classes and are funded in the same manner as all other students. Additional after hours tutoring services are provided for students at the Vashti Center. These services are funded through required set-asides from the overall Title I budget.

When homeless children enter various shelters within the city, they are enrolled in school and receive educational services for the duration of their stay in the shelters. Funding for the services are provided as with all other regularly enrolled students through federal, state and local funding.

Migrant and immigrant youth are identified through screening procedures (Parent Occupation Survey) upon enrollment in the system. Funds are provided as necessary to serve these students.

The school system works with various school and community organizations to identify students at risk of dropping out. These students are targeted for instructional extension activities and community-based programs (21st Century Program) to increase their opportunities for successful completion of school. Beginning in FY16, Thomasville City Schools implemented the Academic Recovery Center (ARC) which targets students identified as being at the greatest risk of not graduating high school. This program serves students in grades 6-10.

A priority goal for Thomasville City remains to be to help teachers use exemplary practices in mathematics instruction while following the state prescribed curriculum (Georgia Standards of Excellence) that has been aligned and prioritized. Efforts are being made to insure vertical alignment of mathematics concepts K – 12.

For the FY16 school year, Thomasville High School developed pre-test and post-test for all their math classes to help evaluate instructional effectiveness in each course. In addition, school benchmarks will be administered in each math class a minimum of once a semester to evaluate student learning and growth. One math teacher participated in the Mathematics Academy as well and redelivered professional learning to the entire THS math department.

In addition, Title I funds are being used in FY17 to purchase *SKUPES*, a virtual tutoring program, that will provide teachers and parents alike an additional resource for supporting math instruction both in the classroom and the home.

While there is a slightly different emphasis in various grade levels, all teachers will be involved in improving exemplary practices. Benchmark tests will be utilized at all levels to determine if progress is being made in the retention of students' mathematics knowledge. Frequent feedback will be provided to students through the use of improved summarizing activities.

Safe and Drug-Free School (SDFS) programs/activities as referenced above are available to all schools for all students including those in alternative school settings, After School Programs, or other settings addressing

high-risk youth.

Students identified for IDEA services will be involved as appropriate in the following educational programs:

- Inclusion of SWD in general curriculum at all levels through co-teaching/collaboration/supportive instruction
- Research based reading program for SWD as needed to supplement basal reading series
- Study skills classes at the middle school level for acceleration of content areas of reading and mathematics
- Research based language development program to supplement language development in the regular classroom (Language for Learning)
- Available technology to assist students in the regular classroom (i.e. Alpha Smart/Neos, Accelerated Reader, Accelerated Math)

14. Title I, Part A; IDEA; EHCY

A description of the services the LEA will provide homeless children who are eligible to receive services under applicable federal programs. The description should include the following:

- a. An assessment of the educational and related needs of homeless children and youths;*
- b. A description of the services and programs for which assistance is sought to address the needs identified;*
- c. A description of policies and procedures, consistent with section 722(e)(3), that the LEA will implement to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youth.*

Thomasville City School system level personnel work with the school counselors in the registration process to identify homeless children. In addition, teachers and staff are trained annually to identify possible homeless students and the reporting process within the school district. The LEA coordinates with the student services coordinator, the school social worker, family and children services and other agencies to identify homeless children.

The Title I department works with the coordinator for the homeless to assess related needs of the homeless children and youths and to plan strategies to meet those needs. Case study information is used to identify related needs such as a need for personal school supplies or clothing.

To identify educational needs of the homeless children Thomasville City Schools uses diagnostic assessments such as DIBELS, DRA, benchmark assessments (OAS), and possibly, the Language Assessment Battery. State mandated assessments might also be utilized. The educational needs of the children are provided through local, state and federal funding in the buildings where the children are housed.

GAMEP Consortium will serve as a resource in the identification of possible homeless migrant students. IDEA will provide services through the *Child Find* procedures.

Thomasville City Schools does not receive direct funding through EHCY, however, additional materials and training have helped school personnel become more aware of students that may qualify as homeless. This year's, McKinney-Vento Education for Homeless Children and Youth Program, LEA Survey of Homeless Children and Youth helped clarify the definitions of homeless children and youth.

In FY16, the Student Services Director has worked with school and community agencies to identify a total of 186 students. Many of these children are in Title I schoolwide program buildings where additional Title I monies will help to meet their needs. The children in non-Title I buildings receive support through the original district Title I allocation set asides. All of the children will receive support services through counseling, the Student Assistance Fund, Vision Assistance, tutoring and where qualified; ESOL, migrant or special education services.

The Student Services Director serves as the LEA Homeless Liaison for Thomasville City Schools.

15. Title I, Part A; Title I, Part C; Title II, Part D; Title III; Title IV; IDEA

A description of the strategies the LEA will use to implement effective parental involvement in all programs. The description must include the following

- a. How the LEA included state and local government representatives, representatives of schools to be served, parents, teachers, students, and relevant community-based organizations in the development of the Comprehensive Plan for Improving Student Academic Achievement.*
- b. How the LEA will provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities.*
- c. How the LEA will build school and parents capacity for strong parental involvement including how the LEA builds capacity to support a partnership among the school, parents, and community.*
- d. How the LEA will coordinate and integrate parental involvement strategies under NCLB with other community based programs such as Head Start, Reading First, Even Start, State operated preschool programs, etc.*
- e. How the LEA will conduct an annual evaluation of the content and effectiveness of parental involvement.*
- f. How the LEA will use data from the annual evaluation to design strategies for a more effective parental involvement policy.*
- g. How the LEA will involve parents in schoolwide activities.*

How the LEA included state and local government representatives, representatives of schools to be served, parents, teachers, students, and relevant community-based organizations in the development of the Comprehensive Plan for Improving Student Academic Achievement.

Thomasville City Schools offers all parents of children in the school system an opportunity to develop and/or provide input (meetings, surveys and evaluations) into the Comprehensive LEA Improvement Plan (CLIP), Title I Parent Involvement Policy, and Schoolwide Plans. Thomasville City Schools makes every effort to include caretakers or agencies involved with neglected or delinquent students, homeless students and the families of ELL or migrant students. As with other students, an important aspect of the success of ELL students is family involvement. English language learners benefit just as much from their parents' involvement in their education as other students. Thomasville City Schools is committed to effective parental involvement in all programs by including the following strategies to encourage participation from the parents of ELL students:

- Post information in multiple languages.
- Offer parent sessions, workshops, and classes in parents' native languages
- Include books in students' native languages in the school and classroom libraries
- Make resources available to students in their native languages to support content learning.
- Hire bilingual staff and recruit bilingual volunteers to the extent possible.

- Ensure that an interpreter is available at all meetings involving EL students.
- Inform parents that they are welcome to bring their own interpreter to a school meeting.
- Provide training to all staff on why maintaining students' native language is important and how to support students' bilingual development.
- Offer staff guidance on how to respond to parents' questions and comments.
- Encourage home visits with EL student's family and staff working with ELL students.
- Form a panel of ELL parents to address questions and concerns.
- Designate parent leaders in each language group to engage other parents.
- Brainstorm with your ELL parent leaders about ways to recruit and mentor new parents.

Community Engagement meetings held throughout the year ~~meetings~~ along with our other traditional parent meetings held throughout the year provided opportunity for the school system to provide all stakeholders with information about the CLIP and to provide feedback on the CLIP. The CLIP was also posted on school websites and the district website soliciting stakeholder feedback. This was advertised via TCS Facebook page, Twitter, mass emails through PowerSchool, etc. In addition, the CLIP was shared by schools with parents during open houses and PTO meetings.

In FY17 the process of CLIP revision will follow the process below:

1. All stakeholders, to include the families of EL students, neglected and delinquent students, migrant students and homeless students, will be notified of the opportunity to provide feedback via the following means:
 - a. Flyers sent home with students (in native languages)
 - b. Marquee messages
 - c. Open Houses/PTO meetings (interpreters made available)
 - d. Local Newspaper
 - e. Facebook
 - f. Twitter
 - g. Community Engagement Sessions (one is held each quarter, interpreters available)
 - h. PowerSchool Announcement emails
 - i. School websites and district website posting in a highly visible location
 - j. School Councils
2. Beginning in February, notifications will go out to all stakeholders as described in #1 above.
 - a. Needs Assessment Survey will open for stakeholder input.
 - b. Parent Involvement Coordinator will conduct a community meeting no later than March 8th to solicit stakeholder input.
 - c. A district CLIP Team will convene beginning the first week in March to begin analyzing the data collected and to begin the writing of the revisions.
 - i. District CLIP Team
 1. Comprised of Director of Federal Programs, Instruction Coaches, Director of Curriculum, one teacher from each school, parent representation from the PAC, and Director of Special Education.
 2. Other members will be pulled into the process when needed such as additional content area teachers, parents, other directors, etc.
 - d. Timeline for completion: First week in May

- e. Week two of May the revised CLIP will again be posted on the school websites and district websites for final vetting. Final Community Engagement Meeting will be conducted on the second Thursday in May to complete the vetting process (interpreters will be made available to review the CLIP with stakeholders of EL students).
- f. Upon the completion of the final Community Engagement Meeting with all stakeholders and if there are no further revisions needed, the CLIP will be adopted as the final version for FY17.

The Elementary and Secondary Education Act of 1965 (ESEA) has strengthened and expanded the requirements for involving the parents of Title I students. These requirements add parent consultation and information throughout by explicitly requiring the local education agency (LEA) and schools to develop a written Parental Involvement Policy. The LEA and parents must jointly develop and agree upon the policy created. It must then be distributed to parents of participating children and made available to the local community. Furthermore, it must ensure that strong strategies are in place to: 1) build the capacity to involve parents in an effective partnership with the school and 2) share and support high student academic achievement.

This policy is the foundation of home-school partnerships and should set forth the expectations for parent involvement activities and describe how those activities will be implemented and evaluated to assure adequate and meaningful involvement. It should be specific and address the full range of family and student needs that impact learning and, to the extent practicable, include the needs of limited English proficient (LEP), migratory, and disabled parents.

All LEAs are required to:

Develop a written parent involvement policy jointly with, agreed upon by, distributed to parents of participating children, and made available to the local community. The Thomasville City Schools' Policy LEBA follows:

Descriptor Term: Descriptor Code: Review Date:

Parental Involvement in Education	LEBA	09/25/2013
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The Thomasville City School System recognizes that family involvement is crucial if our students are to succeed academically. It is therefore the intent of all parental involvement activities in the Thomasville City School System to encourage and support the efforts of home, school, and community in improving the educational opportunities of all children.

The Thomasville City School System affirms and assures the rights of parents of children participating in activities funded by Title I to participate in:

1. The joint development of the Local Educational Agency (LEA) plan for parent involvement under Section 1112 of ESEA as amended by NCLB and
2. The joint development and revision of parental involvement policies at the school level as required by Section 1112 of ESEA as amended by NCLB.

The Thomasville City School System insures that the expectations of parents set at the local schools are clearly established and distributed to parents of participating children enrolled in Title I funded activities.

Since a focus of Title I is building greater capacity for parental involvement, the Thomasville City School System will provide training, materials, and instruction for parents and educators included, but not limited to:

Local board meetings	Parent-Teacher conferences
School level meetings	E-mail, Newsletters
Parent workshops/training	Home-School agenda books
Open house	Home-School compacts
Thomasville City Schools web page	

The Thomasville City School System understands that educators have the responsibility of helping parents understand federal, state, and local policies and objectives concerning their children's education. The Thomasville City System will assist participating parents in acquiring an understanding of the following:

NEA goals (National Education Association)	Components of school-wide programs
ESEA Flexible Waiver	Promotions-retention requirements
State and local assessments	School improvement
State and system report cards	

Descriptor Term:	Descriptor Code:	Review Date:
Parental Involvement in Education	LEBA	08/22/2006
Involve parents in the development of the LEA plan under section 1112 and the process of school review and improvement under section 1116.		
Provide the coordination, technical assistance, and support for schools to develop and implement effective parent involvement policies and programs.		
Coordinate and integrate Title I parent involvement strategies with other programs, such as Head Start, Even Start, and Reading First.		
Build capacity for parent involvement in the school by helping parents understand academic content standards, state and academic achievement standards, state and local academic assessments, and provide materials and training to parents, teachers, pupil services personnel, and other staff designed to foster greater parental involvement.		
Conduct, with the involvement of parents, an annual review of the effectiveness of the parent involvement policy in increasing the participation of parents and improving the academic quality of the schools and use the review to identify and correct any barriers to parental participation.		

Building Parents' Capacity

Standard 1: Welcoming All Families

Thomasville City Schools will provide training to all school staffs on effective strategies for assisting parents, of all students including: EL students, neglected and delinquent students, migrant students and homeless students. This training will be completed in the first quarter of each school year by the Parent Involvement Coordinator. The training will focus on the following areas:

- Developing a welcoming school environment
- How to effectively reach out to parents
 - Effective strategies for connecting with multi-cultures
- Treating parents as equal partners in the education of their children
- Effective communication strategies
- Developing effective parent involvement policies

Standard 2: Communicating Effectively

- Each school will maintain up-to-date websites including teacher webpages
- Elementary schools purchase and use *Parent Communicators* which are sent home weekly to communicate with parents
- Parents events are communicating using multiple formats (print media in native languages); websites, flyers, emails, newspaper, Facebook, and Twitter. As technology creates new methods of communicating, TCS will consider the viability of those new methods.
- Parent workshops are delivered both at the school-level and the system-level. Topics are determined by parent feedback through the needs assessment process. Parent Involvement Coordinators periodically survey parents to gather up-to-date needs. Surveys and trainings will allow for interpreters.
- Community Engagement Meetings held a minimum of three times annually, on various topics as determined from our needs assessment process and/or current changes and events (interpreters will be provided).

Standard 3: Supporting Student Success (interpreters will be provided)

- Each school conducts an Annual Title I Meeting facilitated by the Director of Federal Programs
- Parent workshops will be held on a variety of topics including common core, Georgia Milestones, reading strategies, math nights, strategies to use at home with a struggling student, etc.
- Some schools are implementing a *Parent University* program in their school to support parents
- Student data training provides parents an opportunity to understand the meaning behind their child's academic performance
- Partnership with outside agencies such as DFACS and Family Connections to provide reach out resources to parents and families in need.

Standard 4: Speaking Up for Every Child

- Principals and teachers are provided training on conducting effective parent conferences.
- Parents are provided opportunities to learn how to maneuver through a parent conference, SST meeting, IEP, etc.
- Child abuse training is provided annual to all staff in TCS on the identification of child abuse (Darkness to Light). The training is offered to parents as well after hours in a workshop format.

Standard 5: Sharing Power

- Parents are invited to participate in the development of school improvement plans, schoolwide plans, CLIP, parent involvement policies, and school-parent compacts. Multiple approaches are used to accomplish this, such as sending home flyers, holding community engagement meetings, surveys, open houses, school councils, conducting parent meetings after hours, etc.
- Title I budgets are shared with stakeholders as appropriate. This is accomplished through school leadership team meetings, school council meetings, open houses, annual Title I meetings, etc.

Standard 6: Collaborating with the Community

- TCS reaches out to encourage parents and community members to participate in community engagement meetings, strategic planning committees/meetings, school councils, CLIP committee, etc. This is accomplished through emails, flyers, letter invitations, newspaper announcements, marquee announcements, personal contact, phone calls, etc.
- TCS utilizes community partners to enhance services to our students and parents. Partnerships with Vashti Center for Neglected Children, Family Connections, DFACS, Rotary, Department of Labor, etc. provide extended outreach opportunities for our parents, students and staff.

All schools are required to:

- Develop a written policy jointly with, agreed upon by, and distributed to parents of participating students, and made available to the local community in a language that is understandable, simple, concise, jargon-free, and updated periodically. The revised requirements for this process outlined by GaDOE in the spring of 2013 have been implemented in all Thomasville City Schools. Parent-School Compacts and Parent Involvement Policies were rewritten using the rubrics provided GaDOE. Each school incorporated stakeholders in the process.
- Convene an annual meeting of parents to inform them of the policy and their right to be involved.
- Offer flexible meetings, and if needed to help eliminate barriers of parent involvement, use funds to provide childcare, transportation, and/or home visits.
- Involve parents in the planning, implementation, review, and improvement of school programs in an organized, ongoing, and timely way.

Process for Developing and Revising system-level Parent Involvement Policies

Thomasville City Schools completed the development of a school system-level Parent Involvement Plan (PIP) in November of 2013. This process was necessary because the system was lacking a system-level plan when the new Director of Federal Programs assumed duties in June of 2013. To complete the process the system established a Parent Advisory Committee (PAC) to engage parent representatives from each school, school employees from each school, district-level personnel (SPED Director, Parent Involvement Coordinator and Director of Federal Programs). Over a two-month period the committee worked to develop the plan which was then presented to stakeholders for commentary through emails, school websites, district website, PTO meetings, School Council Meetings and School Leadership Meetings.

In FY15 and moving forward, the PIP revision process will follow the following process:

1. Beginning in October, the system-level Parent Involvement Coordinator (PIC) will begin holding meetings with the PAC. In these meetings revisions will be discussed and made based on stakeholder

input from the following sources:

- a. Stakeholder Surveys conducted through Survey Monkey. Surveys will include parents, teachers, administrators and Thomasville City Schools' Board of Education Members.
 - b. Faculty meetings
 - c. Parent Meetings in the form of system-wide Community Meetings and school-level meetings such as PTO meetings
 - d. Website posting of the proposed plan on school websites and the district website
 - e. Other social media outreaches such as TCS Facebook Page & Twitter
2. Final approval
- a. PAC will collect and analyze the data outlined in #1 above to apply revisions to the plan.
 - b. Once revised, the PAC will vote on accepting the revised policy and then post for a two-week period for final public scrutiny.
 - c. At the completion of the two-week final review period if no objections are noted through public input, the plan will be voted on and adopted and present to the TCS Board of Education for adoption. This process will be completed by December 31 of each year.
 - d. The plan will remain in effect for 12-months from the final adoption.

Process for Determining the Required 1% Set Aside for Parent Involvement

Parent input to the spending of the required 1% set aside is determined by multiple means.

1. TCS conducts an annual Needs Assessment (NA) beginning in February of each year. The NA includes parents, students, teachers, administrators, parent involvement coordinators, and community partners such as Vashti Center for neglected students.
2. The survey is conducted through Survey Monkey and through paper copies for those not able to access the survey electronically.
 - a. Surveys are available at each school and the district office
3. The Director of Federal Programs informs parents annually during the required Annual Title I Meetings held at each school about parent's right to participate in the Title I planning process to include providing input to school principals on how to spend the required 1% set aside. Ways for parents to provide input include:
 - a. Talk directly to the school principal
 - b. Attend school leadership team meetings
 - c. Attend PTO meetings
 - d. Email principals
 - e. Provide suggestions to the parent representatives on the school's School Council
 - f. Community Engagement Meetings held quarterly
4. Using the data collected from the NA and the input provided to the principals, the Director of Federal Programs in conjunction with the system-level Parent Involvement Coordinator budget the 1% set aside accordingly.

Parents are involved in multiple areas of the SDFSCP, which may include but not limited to Consolidated Application, Red Ribbon Week Activities, Community Service Projects, Advisory Boards and School Councils and school/community workshops.

As migrant and ELL students are identified within the system, through the use of the Home Language Survey and Migrant Education Program Questionnaire, GAMEP Consortium will assist in providing appropriate programs and materials in the native language of the student and parents. These activities could include but are not limited to: Rights and Responsibilities of Parents; Preparing for the Georgia Milestones; Promotion Criteria at Grades 3, 5 and 8; and Graduation Requirements. Parents will be notified regarding the participation of system migrant high school students in regional outreach and career awareness programs. Title I Parent Compacts will be provided in Spanish or other languages as needed.

Effective parental involvement for IDEA includes:

- Stakeholders committee to develop GCIMP for special education (has been in place for 5 years)
- Continue the use of a Parent Mentor for outreach to parents
- IEP meetings (annual reviews)
- Student Support Team meetings
- Parent nights for parents of SWD.

Since the 2010-2011 school year, Pearson's PowerSchool program has provided a "Parent Portal" which provides parents easy access to their child's homework, grades, attendance, and performance. Students' individual, cumulative, and class-standing grades, as well as online published lesson plans by subject will be available to parents. The Web-based portal is always available, allows for efficient communication with teachers through the built-in email function, and is compliant with the ESEA initiative.

The Thomasville City School District's annual needs assessment and planning process addresses the issue of equity to ensure that all system students have access to highly qualified teachers and paraprofessionals. The annual needs assessment also addresses equity in experience and training of teachers across the system (see Equity Data in Introduction). According to the March 2015 CPI report, Thomasville City Schools employs 258 certified staff members. Currently 65.5% are Caucasian, 31.7% are African-American, and <3.0% are Hispanic and/or Multi-Racial. Minority recruitment is a major goal of members of the Board of Education and continues to play an important role in recruitment and retention activities for our school system, but the number one priority is in acquiring the most qualified and effective teachers and paraprofessionals to meet the instructional needs of our students. For the 2014–2015 school year all teachers and paraprofessionals met HiQ qualifications. At the start of the 2015-2016 school, all teachers and paraprofessionals meet HiQ qualifications.

The system's needs assessment process requires that system level and school level personnel analyze the professional learning needs of teachers in order to meet the instructional needs of all students. Annual survey data is collected from administrators, teachers, and paraprofessionals to determine professional learning needs. School level leadership/improvement teams review formative and summative assessment data, classroom observation notes, and standards based instruction monitoring documents in order to provide input for school-wide, grade level, and or content level professional learning needs. Summative data is analyzed across schools, grade levels, and by individual teacher, to determine teacher effectiveness in the delivery of instructional programs. Individual teacher data is collected and utilized in the teacher evaluation process (TKES). Professional learning plans are developed as components of the system (CLIP) and school

improvement plans. The professional learning plans are based on the needs of individual, grade level, and/or content level teachers, paraprofessionals, and administrators.

A key source of information in analyzing the equity needs of various schools across the system is the collection of information from individual schools and principals is the Title II-A Needs Assessment Worksheet. Principals work with various stakeholder groups represented in their respective buildings to address each component of the worksheet before relaying the information to the central office. Data relative to school performance, school climate and professional learning needs are collected through the Federal Programs Needs Assessment and Equity Plan Survey Instrument. Parents, paraprofessionals, teachers, support personnel, school and system level administrators complete the instrument through Survey Monkey. As part of the on-going initiative to develop a comprehensive strategic plan for the district, system-level personnel have conducted numerous system-wide and community engagement sessions to provide information for all stakeholders and to gain input from them. Parents, business partners, teachers, paraprofessionals, school and system administrators, and classified and certified support staff have participated in the sessions. Participants completed a SWOT analysis, providing information for perceived system-level strengths, weaknesses, opportunities and threats. An analysis of the responses provided input for the development of system priorities.

System level support personnel utilize the data provided by the schools, assessment data, teacher evaluations, and survey results to develop a list of prioritized needs for the school system and to identify strategies to improve the equitable distribution of high quality and highly effective teachers for all students within the school system.

The Personnel Director, Special Education Director, Director of Federal Programs, and representatives from other departments collaborate to establish targets and strategies to achieve each goal. These are delineated in the Consolidated LEA Improvement Plan descriptors and implementation plan and are updated annually.

16. Title I, Part A

A description of the actions the LEA will take to assist its schools identified as Priority Schools, Focus Schools, and Title I, Part A Alert Schools.

Thomasville City Schools does not have any schools identified and Focus or Priority Schools during FY17.

17. Title I, Part A

A description of the actions the LEA will take to implement Flexible Learning Program (FLP) for schools identified as Priority Schools, Focus Schools, and (where applicable) Title I, Part A Alert Schools.

Thomasville City Schools does not have any schools identified and Focus or Priority Schools during FY17.

18. Title I, Part A; Title II, Part A and Title II, Part D; Title III; IDEA

*A description of how the LEA will ensure that teachers and paraprofessionals meet the highly qualified requirements in Title I section 1119, **QUALIFICATIONS FOR TEACHERS AND***

PARAPROFESSIONALS. *Description must include:*

- a. *Highly Qualified trend data for LEA and school*
- b. *Information about numbers of teachers (disaggregated by subject taught and grade level) who lack certification and who are NOT designated as highly qualified;*
- c. *Activities of how the LEA will develop strategies and use funds to support teachers in becoming highly qualified;*
- d. *The percentage of teachers and administrators who are technologically literate; the method(s) used to determine teacher and administrator technology literacy; and strategies the school system will implement to increase the percentage of teachers and administrators who are technologically literate;*
- e. *A description of how the LEA will certify that all teachers in any language instruction educational program for limited English proficient students that is, or will be funded under Title III, are fluent in English and any other language used for instruction, including having written and oral communication skills*

Recognizing the importance of effective teachers, ESSA requires that schools be to be staffed with highly qualified teachers and paraprofessionals. Additionally, professional development activities must ensure that teachers and paraprofessionals meet the highly qualified provisions of ESSA. Also, LEAs must notify parents regarding the professional qualifications of the student's classroom teachers.

In Title I programs, all teachers hired after the first day of school of 2002 who teach core academic subjects must be highly qualified. This includes teachers in targeted assistance schools who are paid with Title I funds, teachers in schoolwide Title I schools, and any other teachers paid with Title I funds who teach eligible private school students. Additionally, all teachers of core academic subjects must be highly qualified by the end of the 2005-06 school year. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

To be a highly qualified teacher, the individual must:

- Be certified by the State, including alternative routes to certification.
- Hold at least a bachelor's degree.
- Pass a rigorous State test on subject knowledge that the teacher teaches and on teaching skills.

Additionally, elementary school teachers new to the profession must demonstrate subject knowledge and teaching skills in reading, language arts, writing, mathematics, and other elementary school curriculum. Middle and high school teachers must successfully complete in each academic subject in which the teacher teaches an undergraduate major, a graduate degree, coursework equivalent to an undergraduate major or advanced certification or credentialing.

Teachers not new to the profession must hold at least a bachelor's degree and meet the requirements for new elementary or middle and high school teachers or, based on a high State standard of evaluation, demonstrate competency in each academic subject taught by the teacher.

ESSA requires States to develop plans with annual measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified. Beginning with the 2002-03 school year, States and LEAs were required to report annually on progress toward this goal.

Paraprofessional requirements are strengthened in ESSA. A paraprofessional is defined as an individual who

provides instructional support to students and does not include those who have only non-instructional duties such as performing clerical duties and providing technical support for computers. These requirements pertain to paraprofessionals who work in a targeted assistance school and who are paid by Title I funds, who work in a schoolwide Title I school or who are paid by Title I funds and provide services to eligible private school students.

Paraprofessionals who are hired after January 8, 2002 must have:

- Completed at least two years of study at an institution of higher education.

or

- Obtained an associate's degree or met a rigorous standard of quality and demonstrated through a formal State or local academic assessment knowledge or an ability to assist in instructing reading, language arts, writing and mathematics or reading readiness, writing readiness and mathematics readiness.

All paraprofessionals must have earned a secondary school diploma or its equivalent. Paraprofessionals who work in a schoolwide program or who are paid with Title I funds and work in a targeted assistance school may be assigned the following instructional support duties:

- One-on-one tutoring if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher.
- Assisting in classroom management.
- Assisting in computer instruction.
- Conducting parent involvement activities.
- Providing instructional support in a media center.
- Serving as a translator.
- Providing instructional support services.

These paraprofessionals may not be assigned duties inconsistent with the above list of instructional support duties. Additionally, paraprofessionals may not provide instructional support to students unless they are under the direct supervision of a highly qualified teacher. A paraprofessional is deemed to work under the direct supervision of a teacher if the teacher plans the instructional activities for the paraprofessional, the teacher evaluates the achievement of students with whom the paraprofessional works, and the paraprofessional works in close and frequent physical proximity to the teacher.

A paraprofessional may assume limited duties that are assigned to similar personnel who are not working in a program supported with Title I funds including non-instructional duties if the amount of time the paraprofessional spends on those duties is the same proportion of total work time as the time spent by similar personnel at the same school.

LEAs must use Title I funds for professional development activities to ensure that teachers and paraprofessionals meet the highly qualified provisions of ESEA. ESEA requires that LEAs spend not less than five percent of their subpart A funds on professional development activities to ensure that teachers and paraprofessional meet ESEA requirements. However, if a lesser amount is sufficient to ensure that staff are highly qualified, the LEA is not required to spend five percent of Title I funds on professional development.

LEAs have the option of using additional Title I funds beyond five percent for professional development.

At the beginning of each school year, LEAs must notify parents of their rights to request information regarding the professional qualifications of the student's classroom teachers, including:

- Whether the teacher has met State qualifications for the grade levels and subject areas in which the teacher teaches.
- Whether the teacher is teaching under emergency or other provisional status.
- The baccalaureate degree of the teacher and any other graduate certification or degree held by the teacher and the field or discipline of the certification or degree.
- Whether the student is provided services by paraprofessionals, and, if so, their qualifications.

A school that participates under Title I must provide to each parent, information on the level of achievement of the parent's child in each of the State's academic assessments. Also, if a student has been assigned to or has been taught for four (20 days) or more consecutive weeks by a teacher of a core academic subject who is not highly qualified, the parents must be provided a timely notice.

All notices and information required must be in a uniform and understandable format, including alternative formats upon request and, to the extent practicable, in a language that parents understand.

Thomasville City Schools employs a number of strategies to ensure that parents are aware of their "Right To Know" regarding teacher and paraprofessional qualifications. Each school includes a statement in their student handbook that is issued to each child as they enter school; the notice is distributed to parents at the Annual Title I Parent Meeting held at the beginning of the school year (English and Spanish versions); is sent home with all students on the first day of school, and the notice is posted on the system website (English and Spanish versions). Each student handbook contains an acknowledgement form indicating that the parent has reviewed and understands the contents of the handbook. These forms are signed by the parent and returned to the school. The school maintains a notebook containing the acknowledgement forms. Agendas and sign-in sheets are maintained for the Annual Title I Meetings held at each school. The Director of Federal Programs collects sample copies of the student handbook acknowledgement forms and agendas and sign-in sheets from each annual meeting in documentation files compiled for the Cross-Functional Team Monitoring or Title I Self-Assessment.

In the event a non-HiQ teacher is employed, the principal is responsible for sending a letter within the first 20 days of employment. A copy of the letter is forwarded to the Director of Federal Programs and the principal sends a confirmation email to the Director of Federal Programs at the time the letters are distributed.

The school system follows guidelines established by the State when hiring substitute teachers. Only certified applicants are considered as substitutes when a teacher is to be out more than ten consecutive days. This procedure has helped to eliminate the placement of non-HiQ teachers as long term substitutes. In the event a HiQ substitute is not available, the system follows the same procedure for parent notification as with teachers hired for full time employment.

According to the March 2016 CPI report, Thomasville City Schools employs 260 certified staff members. Currently 65.5% are Caucasian, 31.7% are African-American, and <3.0% are Hispanic and/or Multi-Racial. Minority recruitment is a major goal of members of the Board of Education and continues to play an important role in recruitment and retention activities for our school system, but the number one priority is in acquiring the most qualified and effective teachers and paraprofessionals to meet the instructional needs of our students.

Thomasville City School principals and human resources personnel work diligently to employ the best-qualified individuals available. The system adheres to the guidelines set forth for Title I and non-Title I schools in hiring and assignment practices.

Thomasville City Schools will work with IDEA personnel to ensure highly qualified teachers and paraprofessionals are available to meet the needs of special education students by:
SpEd director and Human Resources Director meet with each special education teacher to discuss options available for highly qualified certification

- System reimburses teachers for the cost of GACE administration.
- All paraprofessionals are required to pass certification testing before hiring ensuring that all current paraprofessionals are certified.

Highly Qualified Teacher Equity

The personnel director, human resources department personnel, and the federal programs coordinator monitor the HiQ status of teachers and paraprofessionals on a regular and continuous basis. Data is routinely reviewed to monitor staffing needs. This information is utilized to develop appropriate individual learning plans for teachers and paraprofessionals; assist teachers and paraprofessionals in maintaining current certification; and recruiting personnel to add certification and/or endorsements for specific school and student needs. The data is also utilized to help make teacher assignment decisions relevant to endorsements such as ESOL, gifted, reading, middle grades, and content area. Principals collaborate with the personnel director and the superintendent to determine the most effective placement of personnel in order to meet the needs of the students.

For the 2015-2016 school year, 100% of teachers and 100% of paraprofessionals met the HiQ requirement.

At the start of the 2016-2017 school year, there will be three additional teachers who have passed content area testing for their assigned teaching areas and are working to obtain fully renewable certificates through the TAPP program.

The human resources department screening process eliminates non-HiQ candidates from the paraprofessional pool. In the event the system is unable to secure a HiQ teacher candidate for a vacancy, the human resources director works with the candidate to develop a plan to meet the HiQ qualifications as soon as is feasible. Building principals help monitor the implementation of the teacher's learning plan and rehire is contingent upon successful progress and completion of the plan goals. A combination of, Title I-A, and state and local funds are utilized to support the implementation of strategies to facilitate professional learning and certification needs for teachers and paraprofessionals.

100% of the Thomasville City paraprofessionals met HiQ standards for FY15 and FY16.

The Human Resources Department conducts a thorough screening of potential applicants prior to the interview process. This in itself helps to reduce the number of potential remediation plans necessary for any given school year. On occasion when it is necessary to hire non-HiQ or teachers holding non-renewable certifications, the Director of Personnel meets individually with the teacher to jointly develop a plan to meet HiQ requirements. A copy of the plan is maintained in the teacher's personnel folder, the teacher receives a copy, and the building principal is informed of the plan specifics.

The school system has policies and procedures in place that ensure that paraprofessional applicants are only

hired for instructional positions if they meet the HiQ standard.

The Director of Personnel is responsible for monitoring the teacher's progress in meeting the plan's requirements. The teacher is responsible for providing copies of current schedules for coursework and copies of transcripts for completed courses to the director. The personnel director provides reminder notices and follow-up verbal and written communication to the teacher to help maintain adherence to the plan. Feedback is provided on a quarterly basis. When necessary, for non-compliance issues related to the plan, the personnel director informs the principal and superintendent that the teacher does not meet the requirements for re-hire for the following year.

Non-HiQ teachers or Non-HiQ paraprofessionals at the time of employment meet with the Director of Personnel to discuss requirements set by PSC to obtain a clear renewable certificate. Information is shared on routes to meeting the requirements. The principal, employee, and personnel director are all involved in the certification development plan. Signatures are required by all parties. During the year, the personnel director follows up to ensure that progress/steps are being taken in order for the employee to become HiQ and obtain his/her clear renewable certificate. Documentation is maintained in the certification development plan notebook. (IV.3)

Thomasville City Schools follows all requirements and regulations in the education of students qualifying for support through ESOL. The Director of Personnel and the Director of Federal Programs participate in the interview process of EL personnel to ensure they are fluent in the English language. The system will include a written component to the application process to ensure fluent communication skills are exhibited by applicants.

19. Professional Learning; and all federal programs

A description of how the LEA will provide training and/or incentives to enable teachers to:

- a. Teach to the needs of students, particularly students with disabilities, students with special learning needs (including those who are gifted and talented), and those with limited English proficiency;*
- b. Improve student behavior in the classroom;*
- c. Involve parents in their child's education; and*
- d. Understand and use data and assessments to improve classroom practice and student learning.*
- e. Become and remain technologically literate.*

Professional Learning opportunities for SDFS include: Nonviolent Physical Crisis Intervention training, classroom management training at SWGA RESA, gang workshops held by local law enforcement agencies, classroom management workshops and mentoring training with the Thomas University EXCEL program.

Teachers at each school are encouraged, through the use of stipends, to add ESOL endorsements to their certificates so that personnel are available to assist migrant and EL children that enter the system. GAMEP Consortium will provide system level and school level workshops as necessary to help school personnel better understand the needs and educational rights of migrant students and their families.

IDEA goals for professional learning involve the coordination with other local, state and federal programs including but not limited to:

- System wide Formative Instructional Practices (FIP) training for ALL teachers
- Includes Differentiated Instruction training (trained the SpEd system lead teacher to be a trainer in differentiated instruction)
- System wide Discipline Plan and training for ALL teachers

- Collaboration with GLRS (i.e. Inclusion training, data analysis)
- Participation in the Behavior Consortium with collaboration of GNETS, local mental health professionals and board certified behavior analysts
- System level and school personnel continuously strive to increase the involvement of parents in children's education.
- Parent Involvement Coordinators attend various regional and state meeting to glean ideas for increasing involvement.

In 2012-2013, all special education teachers were provided iPads to help facilitate instructional strategies with students and this practice continues system-wide.

Meeting Diverse Needs of Students

Thomasville City Schools has adopted and implemented a standards-based approach to effective teaching strategies and improving student achievement system-wide. Teachers are expected to differentiate instruction to meet the needs of individual students. Both the system and the individual schools provide professional learning throughout the year to the teachers on effective standards-based strategies. The training is provided using local personnel, RESA personnel and at times outside personnel. Beginning in June 2014, Thomasville City Schools began the implementation of Formative Instructional Practices (FIP). Initial training was provided to all school-level administrators, including instructional coaches and district-level administrators via online modules provided through GaDOE. Training and implementation will continue in FY17 via professional learning communities and online modules provided by GaDOE for all teacher and paraprofessionals assigned to instructional duties. Building level administrators, instructional coaches, and system level personnel monitor the implementation of the standards-based instruction in the classroom.

Annual Needs Assessment Surveys are provided to teachers and administrators via Survey Monkey each year in the spring to provide system personnel with information that will help in developing the annual professional learning plan for the next school year. When teachers were asked in the spring of 2016, "Is there an academic content area in which targeted professional learning would enhance your capacity as a teacher?" 27.42% of teachers responded, "Language Arts".

Based on the data (EOG, EOC, etc.) and the FY17 Federal Programs Needs Assessment and Equity Plan Surveys, professional learning is needed in the following content area:

- (1) Math {supported by low pass rate data and survey data that states 20.97% of teachers and 83.3% of administrators believe mathematics is the system's greatest professional learning need}.
- (2) Administrator Professional Development and Growth. TCS will have three second-year assistant principals and one principal with no principal experience, one third year principal, one principal with less than one-and-a-half-year experience as principal.
- (3) Using technology for learning for both teachers and students in all content areas was the number one area of need for instructional strategies as indicated on the FY17 Needs Assessment {40.32% teachers & 80% administrators}.

In FY17, Thomasville City Schools will prioritize professional learning funds according to the feedback of professionals and the goals of the school system. Prioritize professional learning will fall into these categories:

1. Formative Instructional Practices (FIP); and differentiation

- a. Rigor and relevance
 - b. Gifted endorsements for teachers
2. Understanding the ‘at-risk’ student.
 - a. Strategies for teaching children from poverty
 - b. Strategies for teaching the academically struggling student
 - c. Strategies for teaching the struggling reader
3. Google Education Apps training.

On-going initiative within the system is the increased inclusion of special needs students within the regular education setting. This has facilitated the need for additional support for co-teaching and collaboration training for teachers across the system. The co-teaching teams receive additional support through the special education department specialists and regional support through GLRS.

System personnel routinely work with teachers and provide financial support for teachers to earn additional endorsements in areas such as ESOL, Gifted, AP, and content areas to support strategies to meet the diverse needs of the students. Individual school improvement initiatives have involved the use of diversity materials and book studies including authors such as Ruby Payne. Additionally, all certified staff within the system will receive extensive training in data analysis and Response to Intervention training during the school year. A combination of federal, state and local monies support these initiatives.

Thomasville City Schools will develop and implement a professional learning plan for FY17 that will include activities to address Title III professional learning requirements and the professional learning needs of teachers and administrators serving the ELL population within the school district.

The ESOL teacher with the support of the Title III Director will design, implement and monitor the annual Title III professional learning plan based on needs assessment data, and EL student performance data. The professional learning provided will be an ongoing effort of the school district to enhance effectiveness through the use of researched-based instructional strategies and WIDA standards. At a minimum, the school district (Title III Director) will ensure one monthly professional learning session of sixty minutes that includes teachers and administrators.

Monthly professional learning sessions will be conducted in a blended format to include face-to-face sessions and online/virtual session through Google Classroom. Topics to be covered are:

- WIDA standards and “Can Do Descriptors”
- Effective instructional strategies for teaching language acquisition

20. Professional Learning and all federal programs

A description of how the LEA will develop a three-year professional learning plan that will be included in the LEA Comprehensive System Improvement Plan according to the requirements in Rule 160-3-3-.04

PROFESSIONAL LEARNING.

Professional learning programs, based on needs, are representative of the priorities for professional learning that are derived through analysis of individual and program needs. In FY 2003, a distinction was made between professional learning and professional development. This distinction can be found in State Board Rules 160-3-3-.10 and 160-3-3-.04. A person is designated within the system as the professional learning coordinator and a professional learning advisory committee is also required. The comprehensive plan is to be updated every 3 years.

The school system will use of Quality Basic Education formula staff and professional development funds to support staff and professional programs for all school system personnel, local school board members and school council members.

Professional learning funds will only be spent on one or more of the following items:

- Release time for teachers to serve as mentor teachers
- Release time for teachers to participate in professional learning activities, i.e., substitute teacher salaries and employee benefits
- Travel for staff and professional learning purposes
- Professional and technical service fees and expenses for instructors and consultants
- Instructional equipment for staff and professional learning purposes
- Training materials and supplies
- Stipends
- Reimbursement for expenditures of persons who successfully complete approved conferences, workshops or courses

Other guidelines for the expenditure of staff and professional learning funds are as follows:

- State staff and professional learning funds shall be used only to compensate personnel for activities that relate to school and school system educational programs.
- State staff and professional learning funds shall be used primarily for activities that enhance the skills of certified personnel and directly relate to student achievement.
- No state staff and professional learning funds shall be used to compensate individuals for the primary purpose of obtaining an advanced degree and/or certification endorsements, unless such endorsements are earned at the request of the school system to meet an identified need.
- Not more than 10% of professional learning funds shall be used for administrative costs and other expenses directly related to the delivery of staff and professional development programming. QBE formula staff and professional learning funds shall not be used to pay stipends to school board or school council members who are not employees of the school system.

Planning for comprehensive professional learning is systematic in nature. Guidelines set forth in the state rules for professional learning were adhered to during the process. Following is a brief description of the steps in planning and implementing the professional learning program for the system:

- Needs Assessment- Individual and program needs were identified, categorized and prioritized.
- Program Design- Assessed needs were translated into staff and professional development objectives and activities.
- Program Implementation- Actual staff and professional development programs / activities are to be carried out.

- Program Evaluation- An overall evaluation of professional learning programs carried out during the fiscal year is to be done.

Needs were developed at the school and system levels. Each school developed professional learning needs and activities to meet those needs based on their School Improvement Plans. These plans were analyzed and common areas of training needs were noted. Needs based on personnel evaluations were obtained from the school principals. Needs based on the evaluations of the effectiveness of educational programs were derived both from School Improvement Plans and through system level analysis of various achievement indicators. Different career stages and job types were considered during the needs assessment process, particularly with regard to a survey done by the central office to obtain perceived professional learning needs for the year. All of these information sources were used to finalize the system School Improvement Plan and the staff and professional development objectives and activities planned therein.

The major areas identified as staff and professional development priorities for the 2016 fiscal year are as follows:

- Effective Instructional Leadership: Administrator Professional Development and Growth
- Best practices / improvement of instructional delivery (FIP)
- Mathematics instructional strategies
- Direct instruction (update training for Special Education)
- Parent communication and public relations
- Positive discipline / classroom management strategies
- Utilizing test data to improve instruction
- The evaluation of teaching (TKES)
- Curriculum alignment to Georgia Standards of Excellence
- The teaching of reading across the curriculum
- Teacher mindset and its impact on learning
- Content development activities for elementary and middle grades math teachers, science teachers and social studies teachers.

The Professional Learning Advisory Committee, under the supervision of the Professional Learning Coordinator, will do the evaluation of professional development programs. This process could vary from year to year but would consist largely of descriptions of the quantity and quality of the programs for the year. Summaries will be generated from individual activity evaluations as an indicator of the quality of the various activities. Student assessment data will be analyzed to determine the level of impact that could be partially attributed to the staff and professional development activities. Changes on individual job evaluations will also be noted as an indicator of program impact. Suggestions for improving and/or refining staff and professional development programs and administrative procedures will be documented and considered by the Professional Learning Advisory Committee.

After staff and professional development needs are assessed, summarized and activities are designed and approved by the Professional Learning Advisory Committees, a series of administrative procedures are necessary. A natural sequence of administrative check points ensure that state guidelines are being observed:

The Thomasville City School system will begin implementing Learning Forward's *Standards for Professional Learning* in FY17. Through the use of these standards, the school district will self-assess the effectiveness of its professional learning through surveys and follow up activities such as focus walks, TKES

evaluations and instructional coach feedback.

The results of professional learning surveys and evaluations are disseminated to faculty and staff through a variety of means. These include system level newsletter information, via the system website, through the selection of courses/sessions offered; and through the professional learning or school improvement teams within each building. Detailed information from the SAI and GSSP standards evaluation are provided to the principal and leadership team in each building.

Professional Learning 2014 -2017

The major emphasis for professional learning for the next three to four years will be implementation of Formative Instructional Practices (FIP) and the insertion of rigor and relevance into lessons at all levels. These targets represent the work and development of a school system strategic plan developed in the spring of 2014. A major emphasis of the strategic plan is to focus on student achievement. TCS established three performance objectives under the goal of improving student achievement:

1. To increase the graduation rate
2. To ensure effective instruction in all classes
3. To ensure a balanced assessment system

Moving forward with the implementation of the system's strategic plan, all professional learning will be aligned to the goals of the plan.

A combination of Title I-A and Title VI, Part B funds have allowed the school system to offer elementary classroom and special education teachers the opportunity to add either the K-5 Math Endorsement or K-5 Science Endorsement. Funds pay for registration and material fees as well as a stipend for the successful completion of each course in the endorsement program. System teachers will participate in attaining the K-5 endorsements through Southwest Georgia RESA. Strengthening the content knowledge of the elementary teachers will support improved academic achievement at the elementary school level. Math has consistently been an area of weakness for system students and the addition of Science as a CCRPI component provides an impetus for strengthening this area as well.

In addition, TCS has budgeted Title II-A funds to allow teachers to receive gifted endorsement training. In FY15, TCS had 17 teachers enrolled and completed the SWGA RESA Gifted Endorsement Program. TCS will continue to promote Gifted and Talented endorsement of teachers in FY17.

Due to budget restraints it is imperative that the system utilize available funding resources in a prudent manner. Professional learning activities will be limited to scientifically based, high-quality sessions for content area and special education teachers and school leaders. The system will coordinate with various entities including Southwest Georgia RESA, GLRS, GaDOE representatives, etc., to ensure that 100% of the professional learning sessions meet the scientifically based requirement.

TCS will continue to plan for directed professional learning by analyzing student achievement data and by evaluating teacher and administrator surveys. In FY15, TCS became fully implemented with TKES.

Instructionally, TCS will continue to provide professional learning for teachers and administrators in strategies of effective instruction, effective monitoring of student learning, rigor and relevance in the classroom, data analysis and the effective use of student data for teachers and administrators. Using data collected from the Spring 2016 Needs Assessment Surveys, administrators, teachers, paraprofessionals and

support personnel all agree that students categorized as economically disadvantaged, migrant, ESOL, SWD and minorities are the students not meeting school/system/ or state achievement expectations. Therefore, TCS must prioritize its professional learning to target these groups for improvement.

The Needs Assessment Survey (NAS) also indicated that our system personnel see Language Arts as our main need for professional development (27.42% teachers; 33.33% administrators/support).

21. Professional Learning; and all federal programs

A description of the activities that the LEA will carry out with program funds, including professional learning for teachers and principals and how their activities will align with challenging state academic standards. The description should outline the LEA professional learning programs and sources. The LEA professional learning programs should be consistent with nationally established criteria for quality professional learning, with such characteristics as incentives, self-directed learning, and authentic connections to actual work.

State and federal professional learning funds will be used to support on-going system initiatives during the school year. These monies consist of state staff development funds, Title II-A Teacher Quality funds, and Title I-A professional learning set-asides. The approach is supported through exemplary teaching models as discussed in Marzano's, Stiggins' and other's work in order to support the academic success of all students including migrant students, ESOL students, special needs students, neglected and delinquent students and homeless students

The continued roll out of the Georgia Standards of Excellence across the grade levels in math and reading will be key areas of emphasis as well. Teachers and academic coaches will continue to develop curriculum maps, model units, and benchmark assessments as data is analyzed and changes are made to previously designed units.

Teachers will be encouraged to add endorsements in reading, mathematics, ESOL, and gifted in order to improve the instruction to different populations of students. Continued training will be provided in inclusion and differentiation strategies for special education and regular education teachers as all teachers work to increase the performance of SWD on state assessments.

The system will utilize RESA, GLRS, and GaDOE to provide training for implementing effective school improvement initiatives, analyzing data, helping to monitor the implementation of improvement plans, expanding the initiatives for Writing Across the Curriculum and Reading in the Content Area, and for continued support of leadership development.

To address the learning needs of all students, including migrant, homeless, delinquent, SWD, and remedial students, Thomasville City Schools will utilize Title I-A, Title II-A and Title VI-B funds to provide professional learning for all administrators, teachers and paraprofessionals to ensure effective implementation of *Georgia Standards of Excellence*.

In FY17, TCS will utilize Title II-A funds to provided training to principals and assistant principals in the role of being effective instructional leaders. The need for this training is based on the lack of experience of our school-level administrators. Beginning in FY17, TCS will have 8 school-based administrators. Only two of the administrators have four or more years experience as an administrator; 75% of the school-based administrators have 3 or less years administrative experience. In addition, Title II-A funds will be used to provide a principal mentor to support the growth of our school-level leaders,

The media specialists in each school will continue to provide updates to teachers, and instructional coaches on the use of PowerTeacher and PowerTeacher gradebook, Georgia Online Assessment System, Statewide Longitudinal Data System, and various other school system teacher tools.

The spring of each school year GSHS II Needs Assessment will be used to develop programs and/or services for school personnel and students in the area of SDFCS. A teacher assessment was developed and utilized in FY14 to determine developing professional learning needs. The assessment is given twice annually, December and March.

The Teacher Keys (TKES) is a performance appraisal process based on teacher standards designed to evaluate teacher performance, promote professional growth and positively impact student learning.

As part of the Race to the Top Initiative (RT3), Georgia, in collaboration with RT3 Districts, educational partners, and the Evaluation Task Force Committee, developed a new effectiveness system for teacher evaluation and professional growth. The new Teacher Keys Effectiveness System (TKES) consists of multiple components, including the Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice, and measures of Student Growth and Academic Achievement. The overarching goal of TKES is to support continuous growth and development of each teacher.

A vital component of the Teacher Keys and Leader Keys Effectiveness System is Student Growth and Academic Achievement. For teacher of tested subjects, this component consists of a student growth percentile measure. Tested subjects via the Georgia Milestones include Reading, English Language Arts, Mathematics, Science, and Social studies. In courses that do not currently offer a Georgia Milestone, students will be assessed on a Student Learning Objective (SLO).

Non-tested subjects include all courses not listed as tested subjects. Approximately 70-75% of all teachers teach non-tested subjects for at least some portion of the instructional day. For teachers of non-tested subjects, this component consists of the Georgia Department of Education (GaDOE)-approved Student Learning Objectives (SLOs) utilizing district-identified achievement growth measures.

The primary purpose of SLOs is to improve student achievement at the classroom level. An equally important purpose of SLOs is to provide evidence of each teacher's instructional impact on student growth. This allows teachers to plan for student success by ensuring that every minute of instruction is moving students, teachers, and schools toward the common vision of exemplary instruction and high levels of student academic growth.

The Curriculum Director will work with system and school level personnel to ensure that 100% of the professional learning opportunities provided to system staff were high quality, scientifically based sessions. These included identified content areas, school-based professional learning communities, standard-based teaching strategies, and TKES/LKES.

Although budget restraints are becoming a larger obstacle for TCS, professional learning will remain a top priority to ensure teachers, paraprofessionals and students are provided the support need to enhance student achievement for all students. The individual schools within the system will continue to implement and engage in professional learning activities through their Professional Learning Communities (PLCs). The Director of Curriculum and Instruction plays a major role in ensuring that all professional learning is aligned with the goals of Thomasville City School's mission, vision and strategic plan. The PLCs will continue to meet during teacher common planning time and during after school sessions to engage various professional

learning activities which included activities such as: the analysis of student data to drive instruction, teachers collaborating to develop and/or revise common assessments, participation in and discussion of the results of Focus Walks, math manipulative training, co-teaching strategies training, and various others.

Additionally, all content area and special education teachers are given the opportunity for three days of professional learning during the summer. The training provided is required to be in compliance with Title I-A and Title II-A regulations and the topic(s) for the training on determined by each school's needs assessment process. The funding for stipends was provided through the Title I-A and Title II-A. Funding was limited to K-12 core academic and content area special education teachers. The scheduled days of activities allowed teachers to earn two professional learning units and receive a stipend.

Professional Learning 2014 -2017

The major emphasis for professional learning for the next three to four years will be implementation of Formative Instructional Practices (FIP) and the insertion of rigor and relevance into lessons at all levels. These targets represent the work and development of a school system strategic plan developed in the spring of 2014. A major emphasis of the strategic plan is to focus on student achievement. TCS established three performance objectives under the goal of improving student achievement:

1. To increase the graduation rate
2. To ensure effective instruction in all classes
3. To ensure a balanced assessment system

Moving forward with the implementation of the system's strategic plan, all professional learning will be aligned to the goals of the plan.

Combinations of Title I-A, Title VI, Part B and Title II-A funds have allowed the school system to offer elementary classroom and special education teachers the opportunity to add either the K-5 Math Endorsement or K-5 Science Endorsement. Funds pay for registration and material fees as well as a stipend for the successful completion of each course in the endorsement program. System teachers will participate in attaining the K-5 endorsements through Southwest Georgia RESA. Strengthening the content knowledge of the elementary teachers will support improved academic achievement at the elementary school level. Math has consistently been an area of weakness for system students and the addition of Science as a CCRPI component provides an impetus for strengthening this area as well.

In addition, TCS has budgeted Title II-A funds to allow teachers to receive gifted endorsement training. In FY15, TCS had 17 teachers enroll and complete in the SWGA RESA Gifted Endorsement Program. TCS will continue to budget funds for teachers to participate in the Gifted and Talented Endorsement Program through SWGA RESA in FY17 with 12 teachers participating.

The school system will begin the implementation of the Teacher Keys (TKES) and Leader Keys (LKES) as measures of teacher and leader effectiveness. System leaders will seek guidance from GaDOE and regional School Improvement Specialists as guidelines are provided by the State.

During the Summer of 2016, a combination of Title I, Title II-A, and State Professional Learning funds were utilized to provide three days of content area vertical alignment training. Elementary teachers from across the three elementary schools collaborated by grade level and content areas learn how to conduct vertical alignment curriculum analysis. In addition, 5th grade teachers collaborated with 6th grade teachers and 8th

grade teachers collaborated with 9th grade teachers.

The system and staff have adjusted to the budget and furlough challenges and now plan for the summer planning sessions on an annual basis. This practice will continue as long as funds are available to support the effort. During the 2015-2016 school year, TCS had 100% of teachers and administrators participate in at least one high quality professional learning activity (all participated in Formative Instructional Practice (FIP)). Of all the professional learning opportunities offered to TCS's staff members, 72% of those activities were defined as high quality under Title II-A (researched-based, ongoing, & needs based). TCS requires each school to conduct a minimum of one professional learning session per week. In addition to embedded professional learning, TCS also utilizes SWGA RESA, GaDOE and consultants to deliver the high quality professional learning to its staff members.

22. Title I, Part A; Title I, Part C; Title I, Part D; Title III; Title IV, Part A

A description of how the LEA will notify private schools of availability of funds to serve eligible children in each applicable federal program.

Based on Title I requirements, all private schools serving one or more students from the Thomasville City School System are notified annually of an opportunity for a consultation meeting. In addition, private school personnel from private schools within the school district are invited to a consultation meeting for Title II-A, Title III, Title IV-A, and Title V and IDEA.

Private schools are notified during the fall, usually October or November, regarding the consultation meetings. Each eligible private school is notified by letter, with a U. S. Postal registration receipt, of an invitation to a consultation meeting with system personnel to discuss the availability of funds to serve eligible private school students. Opportunities for meeting private school professional learning needs are also discussed. The notice includes the specific time, date and location of the consultation meeting, a response form, and the Title I coordinator contact information.

If, upon completion of consultation, private schools are interested in participating in relevant federal programs, a timely planning meeting is scheduled. The planning meeting provides private schools the opportunity to participate in the design, development, and implementation of the academic program and the professional learning plan for all students including migrant students, ESOL students, special needs students, neglected and delinquent students and homeless students.

Eligible private school students receive services on an equitable basis. Thomasville City Schools also sets aside an equitable share of funds for private school professional learning activities. The Special Education Director is involved in the process in order to meet the needs of any eligible special education students.

Complaints will be addressed per *Title IX, Part E Uniform Provisions Subpart 1-Private Schools: Equitable Services to Eligible Private School Students, Teachers, and Other Educational Personnel, Non-Regulatory Guidance*:

H. COMPLAINTS AND BYPASS

By engaging in timely and meaningful consultation and developing positive relationships with private school officials, an LEA can minimize complaints and problems or, at a minimum, facilitate a cooperative environment for addressing them. If private school officials believe that timely and meaningful consultation has not occurred, they should first discuss this matter with the LEA official responsible for coordinating the

consultation between the two entities. Private school officials may also contact the LEA superintendent or program director of the federally funded program to ask for assistance. If the response at the local level is not satisfactory, the private school official may contact the SEA official responsible for ensuring that Federal education programs are implemented at the local level. Often, these steps will resolve the matter. In the event the problem is not resolved, private school officials have the right to file a formal written complaint with the SEA.

H-1. What information must a formal written complaint include?

A formal written complaint must include:

§ A statement that the SEA, LEA, or other entity receiving Federal financial assistance has violated a requirement of a Federal statute or regulation that applies to a program requiring equitable participation;

§ The facts on which the statement is based and the specific statutory or regulatory requirement allegedly violated; and

§ The signature of the complainant. (See 34 CFR 299.12.)

H-2. What options are available to private school officials if they file a complaint with the SEA, but the SEA does not answer their complaint in a timely manner or if the SEA's response fails to resolve the problem?

The SEA is required to resolve the complaint in writing within a reasonable period of time. The SEA's resolution (or its failure to resolve the complaint within a reasonable period of time) may be appealed by the private school officials to the Secretary of the U. S. Department of Education (Secretary). The appeal to the Secretary must be filed no later than 30 days following the SEA's resolution of the complaint (or its failure to resolve the complaint within a reasonable period of time). The Secretary investigates and resolves the appeal not later than 120 days after receipt of the appeal.

H-3. What is a "bypass"?

A "bypass" is a means by which the Secretary directly provides equitable services to private school students and teachers through a third-party provider. Title IX (sections 9502 and 9504) of ESEA mandates specific procedures that must be followed before a bypass is implemented. The Secretary implements a bypass if an SEA or LEA has substantially failed or is unwilling to provide, or is prohibited by law from providing, the required equitable services for private school students.

23. Professional Learning and all federal programs

A description of the process the LEA will conduct annually to review and revise the LEA Comprehensive Plan for Improving Student Academic Achievement.

The Thomasville City School System Test Coordinator receives school district test data in paper and electronic formats. An excel spreadsheet is provided to each of the schools so that they can begin disaggregating test data for all students including migrant students, ESOL students, special needs students, neglected and delinquent students and homeless students, for ESEA Flexibility determinations prior to the

delivery of paper summaries from the state. System-level personnel summarize the system level data and create a detailed analysis to be used as a part of the system profile. Schools similarly compile their data for school level reporting.

Data will be collected from all federal and state programs, monitoring documentation, professional learning surveys, teacher and administrator input, and parent and community collaboration.

Steps LEA will take to evaluate progress toward meeting CLIP goals:

- The LEA analyzes historical data to compare current progress to past performance.
- Determines if benchmarks toward CLIP goals were attained.
- The LEA identifies trends in specific content areas, subgroups, and other student information.
- The LEA identifies system and school level strengths and weaknesses.
- The LEA will compare current implementation plan strategies for effectiveness.
- The plan will be revised if necessary.

School District personnel will share the results with schools, school councils, board of education members, stakeholders, and community members. This will be accomplished through written correspondence, newsletters, PowerPoint presentations at community engagement events, faculty meetings, and grade level/department/team meetings. Data rooms will be updated at each building and at the central office.

The SDFS GSHS II Needs Assessment will be conducted on an annual basis with data used to refine, improve and strengthen services for students and school personnel.

In FY17 the process of CLIP revision will follow the process below:

1. All stakeholders will be notified of the opportunity to provide feedback via the following means:
 - a. Flyers sent home with students
 - b. Marquee messages
 - c. Open Houses/PTO meetings
 - d. Local Newspaper
 - e. Facebook
 - f. Twitter
 - g. Community Engagement Sessions (one is held each quarter)
 - h. PowerSchool Announcement emails
 - i. School websites and district website posting in a highly visible location
 - j. School Councils

*All above announcements will be conducted no later than the first Friday in February.
2. Beginning in February, notifications will go out to all stakeholders as described in #1 above.
 - a. Needs Assessment Survey will open for stakeholder input.
 - b. Parent Involvement Coordinator will conduct a community meeting no later than March 8th to solicit stakeholder input.
 - c. A district CLIP Team will convene beginning the first week in March to begin analyzing the data collected and to begin the writing of the revisions.
 - i. District CLIP Team

1. Comprised of Director of Federal Programs, Instruction Coaches, Director of Curriculum, one teacher from each school, parent representation from the PAC, and Director of Special Education.
 2. Other members will be pulled into the process when needed such as additional content area teachers, parents, other directors, etc.
- d. Timeline for completion: First week in May
 - e. Week two of May the revised CLIP will again be posted on the school websites and district websites for final vetting. Final Community Engagement Meeting will be conducted on the second Thursday in May to complete the vetting process.
 - f. Upon the completion of the final Community Engagement Meeting and if there are no further revisions needed, the CLIP will be adopted as the final version for FY17.

24. Title I, Part A; Title I, Part C

A description of how the LEA will provide supplemental support services for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services.

Title I, Part C, ESEA, Section 1304(d) requires states to give "priority of services" to migrant children: (1) who are failing, or most at risk of failing, to meeting the state's challenging state student academic standards, and (2) whose education has been interrupted during the regular school year. Both these conditions must exist simultaneously for a migrant child to have "priority of service."

Using the Georgia Department of Education Migrant Allocation Formula for systems the GAMEP Consortium at **Abraham Baldwin Agricultural College (ABAC)** will be able to provide additional services depending on the amount of funding through: 1. a full time or shared Home School Liaison; 2. translator; 3. tutors; 4. Adolescent Outreach Specialist; and 5. volunteers. In addition, Thomasville City Schools will utilize the support of the GAMEP Consortium to identify non-enrolled migrant youth under the age of 21 to address their educational needs. Once identified, the school system will follow enrollment procedures set forth by the district in addition to the MEP policies and procedures.

The GAMEP Consortium at **Abraham Baldwin Agricultural College (ABAC)** will serve as resource staff to help develop the best service model depending on funds and resources available. School newsletters and other materials will be translated using the GaDOE available translations or local interpreters.

Abraham Baldwin Agricultural College (ABAC) GAMEP Consortium will also provide teacher resource materials such as educational articles (i. e. ASCD- *Educational Leadership* Article – "Connecting with the Latino Learner" and the Morrison Institute Study "*Why some schools with Latino Students Beat the Odds and others don't*" – using Jim Collin's Good to Great research and format.

In addition to services provided through the Consortium, all migrant students will participate in interventions provided by Thomasville City Schools to include those funded locally and by Title I. Thomasville City Schools provides supplemental support services to migrant pre-kindergarten students by providing a nurturing environment that supports the growth and development of each migrant pre-schooler in the context of their culture and community. Thomasville City Schools encourages active parent engagement in the education of their children by providing opportunities for parental input and decision making. The school district encourages active parent involvement to assist parents with their child's school readiness.

25. Title I Part A; Title I, Part C

A description of how the LEA will promote interstate and intrastate coordination of services for migratory children, including how the LEA will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another.

System level personnel have been provided information and training on how to: 1. identify migrant students and Migrant Rights; and 2. will follow system and state policies regarding migrant students. School level personnel will be provided the same information and training through **Abraham Baldwin Agricultural College (ABAC) GAMEP Consortium**.

Thomasville School System has procedures in place to provide a timely transfer of school records for all students but particularly migratory students:

The process begins as soon as the parent/guardian provides the school with a formal signed release or by request from the receiving school.

Records are faxed to the receiving school. A hard copy is then sent via the US Postal Service in a timely manner, but in no more than ten (10) calendar days.

The system has a process in place for translation and evaluation of transcripts for Hispanic and other international students. System teachers/interpreters fluent in the student's native language are used to help during the registration process. The Migrant Services Officer from a neighboring school system is sometimes utilized to help during the intake process, particularly if the student is relocating into or from that system. If necessary the **Abraham Baldwin Agricultural College (ABAC) GAMEP Consortium** is contacted to provide assistance as school employees read and interpret the student's records. The MEA also serves as a resource in securing registration documents as students move from one region to another.

In FY15, the Director of Federal Programs established an account on the Migrant Student Information Exchange (MSIX) to help identify new students for migrant services and/or inquire student records and other needed information.

26. Title I Part A; Title I, Part C

A description of how the LEA will identify and recruit eligible migrant families and youth moving into or currently residing in the district.

The Thomasville City School System uses the "occupational survey form" provided by the Georgia Department of Education Migrant Program. The "Occupational Survey Forms" are utilized as part of the schools' registration packet to capture back to school registrations and new student registrations during the school year. All completed Occupational Surveys are submitted to the Director of Federal Programs within 48 hours of receipt by the schools. The Director of Federal Programs analyzes the forms; those which indicate migratory patterns, are faxed to GaDOE MEP Region 2 Office (or the MEP Consortium Specialist if

needed) based on the directions on the bottom of the document.

System and school personnel have or will receive training on how to identify migrant students and their rights, and how to read a Mexican birth certificate.

Thomasville City System and School personnel have or will review and have on file:

- Federal MEP Guidance Folder
- Comprehensive Needs Assessment (CNA)
- Resource Manual
- Code of Federal Regulations
- FERPA
- Migrant Education Program (MEP) Policy Guidance
- State MEP Guidance Folder
- Georgia Identification and Recruitment (ID&R) Handbook
- MEP LEA Guidance

27. Professional Learning and all federal programs

A description of how the LEA will provide resources for the purpose of establishing best practices that can be widely replicated throughout the LEA and with other LEAs throughout the State and nation.

Strategies for establishing and sharing best practices for all students including migrant students, ESOL students, special needs students, neglected and delinquent students and homeless students include:

- Provide training to all personnel on the effective use of Formative Instructional Strategies (FIP)
- Monitor implementation expectations for FIP across the school system
- Create a bank of unit plans continually being developed and used collaboratively with other schools
- Utilizing system staff and external resources to work with teachers to improve classroom instruction
- Utilizing consultants from outside the system to help monitor and make suggestions for improving implementation of standard-based instructional strategies
- Continue to provide common planning time for teachers to work collaboratively to evaluate student work, design rubrics, and share ideas for unit development
- Provide time for new teachers to observe in "model" teacher classrooms
- Continue to provide instructional coaches training
- Continue to improve the implementation of Georgia Standards of Excellence through train the trainer model and utilizing the system's instructional support personnel
- Have teachers share ideas with faculty members from recent professional learning activities
- Continue to monitor the implementation of strategies from professional learning sessions, don't let them "sit on a shelf"
- Encourage teachers to develop action plans for action research conducted in their own classrooms
- Continue to provide stipends for professional learning activities outside contracted times as funding permits
- Provide training to administrators to enhance their ability to be effective instructional leaders
- A School Leadership Team Summit was implemented in the summer of 2015 to provide five days of professional learning to all school leadership teams on effective implementation of the school improvement cycle.

- Training for all teachers teaching EL students will be provided, to include training on WIDA standards and “Can Do” descriptors.

Beginning in the fall of 2014, Formative Instructional Practices (FIP) became a school system initiative. All school-level administrators and system-level administrators along with all instructional coaches received FIP training in the summer of 2014. The school system developed a two-year implementation plan with full implementation being achieved in FY16.

State and federal funds will be provided as necessary and available to carry out best practices implementation

A SDFSC resource list will be available as a component of the school safety plans, and will be available to all personnel in the system through printed copies at each building.

The school leadership and the school improvement committee at each school have identified areas of ongoing improvement and limitations. Data are continuously collected from the state and national mandated assessments: Georgia Milestones, and the Iowa Test of Basic Skills (ITBS). Beginning in FY15, the Georgia Milestones replaced the CRCT and EOCT. The schools utilize several diagnostic assessments as well: Student Learning Objectives (SLOs), GKIDS, STAR Reading and STAR Math, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). This year the schools will develop, implement, and utilize data from benchmark assessments through the Georgia Online Assessment System.

School and system personnel will use the data from these various sources to evaluate implemented programs and practices. The data will be scrutinized by leadership and improvement teams in each building. Teachers and administrators will work together to determine continued use or modifications to programs. The results will be shared with school personnel, school councils, and parent committees.

28. Title II, Part D; E-Rate

A description of how the LEA will take steps to ensure that all students and teachers have increase access to technology. Include the strategies to be implemented to increase or maintain access to technology and to establish or maintain equitable technology access.

Thomasville City Schools' vision for meeting the educational needs of its students is guided by the impact of rapid changes in the areas of science and technology, environmental and economic issues, human relations, family structure, and workforce demands. A focus on these factors will guide a curriculum designed to meet the needs of all students. Other core beliefs and principles include:

- Active, thoughtful, and caring involvement and commitment by all stakeholders, including students, parents, school staffs, and community members, are essential to ensure the success of all learners.
- A challenging curriculum, effective instruction, and rigorous academic and behavior standards are essential to prepare students for the job market, for additional education, and for effective citizenship.
- Regular evaluation, along with detailed analysis, provides valuable information about the status of student performance and about the effectiveness of the instructional programs.
- Professional development, supervision, evaluation, and accountability increase opportunities for change and improvement.
- Technology literacy is an essential skill for students and staff to become effective thinkers, productive workers, and life-long learners.

- The continuous process of improving a school system comes through commitment, careful analysis, communication, planning, effective implementation of plans, and the hard work of dedicated people.

Technology Mission

The mission of the technology department of the Thomasville City School System is to provide technological opportunities that will enhance the quality educational experiences of all learners. Technology literacy is an essential skill that will not only improve and extend student learning and achievement but will also enable students and staff to become effective thinkers, productive workers, and life-long learners. The technology department will provide support and training on technology tools and literacy skills for all members of our learning organization.

Technology Vision

The vision of the technology department of the Thomasville City School System is to see technology seamlessly integrated into the daily lives of our students, parents, teachers, and administrators. The International Society for Technology in Education (ISTE) has National Educational Technology Standards for Students (NETS-S), standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world, will be integrated into the curriculum. The state of Georgia has adopted the NETS-S as GeorgiaNETS. Technology will not be taught as a separate subject but utilized as an additional tool in the curriculum. Specific technology skills will be taught in the context of real-world activities, enabling students to extend the skills beyond the classroom. Rigorous academic courses will be provided to our students through the use of video streaming, interactive distance learning and web-based instruction such as the Georgia Virtual School.

Thomasville City Schools is committed to providing instructional technology in our classrooms. However, there is always room for improvement. Based on the latest Annual School Technology Inventory in May 2015, the elementary schools have made considerable increases in the student technology. Ratios of students per instructional computer reported in May 2014 2015 were Jerger Elementary 1.87, Scott Elementary 1.78 and Harper Elementary 1.16. In FY14, each school increased the number of instructional computers available to their students. At MacIntyre Park Middle School, ratios of students per instructional computer hovered at 1.31. Thomasville High School showed the lowest per pupil ratio in the school system with a .76. In addition, the schools have used Title I-A funds to purchase mobile laptop/chromebook/tablet carts for instructional use.

The Thomasville City School System supports equitable use and access by students and teachers of all resources, computers, and software. Each classroom in Thomasville City Schools has a high-speed connection to the Internet and access to instructional software. All schools in the district now have wireless internet access. In addition, Thomasville City Schools implemented a BYOD policy in FY14. Teacher computers have access to Microsoft Office products, Inspiration and Kidspiration software, Discovery Education United Streaming, and Galileo for professional use as well as PowerSchool (student information and gradebook program). Every classroom in the district is equipped with a mounted projector and sound system and all K-12 classrooms have mounted SmartBoards. Pre-K classrooms all have pull-down screens. Teachers use Smart Notebook software with SmartBoards to allow the integration of interactive lessons with the students. Media centers are equipped with computers for student use. Along with providing Internet access, Galileo, and instructional software, these computers also serve as online catalogs for the schools' media collections. All media centers are also equipped with mounted projectors, SmartBoards, and distance learning equipment to be used for instruction in the media centers.

In FY14, TCS opened a new building to house MPMS students in grades 6-8. Included in the construction was the addition of Sharp Touchscreen LED monitors in each classroom, media center and computer lab. This eliminated the need for projectors to be mounted on the ceilings. In addition, the media center was equipped with student laptops and tech savvy devices that support students bringing their own devices to school (built-in recharging capabilities in tables and seating).

The school system has continued to be able to provide the Title I schools with up-to-date technology through the use of Title I-A, and Title VI-B funds. Most other funding sources for technology have been eliminated. Local funding sources have been depleted due to austerity cuts at the state level.

E-Rate provided approximately \$125,000 to support Internet access in the schools and media centers. The remaining costs for this project were paid through local funds.

Title I, Title II-D, and Title VI, Part B, provide TCS with technology upgrade projects. Title VI, Part B funding will help support the purchase and implementation of Odysseyware at the district's alternative school and Title I-A funds were used to purchase and implement Odysseyware at Thomasville High and MacIntyre Park Middle School. This provides increased academic support for students in the Thomasville City Performance Center and EXALT. Both are alternative programs provided to Thomasville High and MacIntyre Park Middle School students. Additional credit recovery students will use the A+ program during non-use hours by alternative program students.

In addition to federal funds purchasing instructional computers and software, TCSs spent an additional \$118,400 out of local funding for computers and software in FY15.

Thomasville High School completed year three of the eTextbooks grant in 2012-2013, a federally funded ARRA grant for \$1.3 million. In absence of the grant, netbooks will continue to be distributed to all grades 9-12 students and will be used in all academic areas. This practice continues in FY16. The goals of the program are to:

- a. Use engaging digital content to differentiate instruction and improve student engagement and
- b. Increase student technology literacy.

29. Title II, Part D; E-Rate

A description of the LEA's long-term strategies for financing technology to ensure that all students, teachers, and classrooms have access to technology, technical support, and instructional support.

Thomasville City Schools is committed to providing instructional technology in our classrooms. However, there is always room for improvement. Based on the latest Annual School Technology Inventory in May 2015, the elementary schools have made considerable increases in the student technology. Ratios of students per instructional computer reported in May 2015 were Jerger Elementary 1.87, Scott Elementary 1.78 and Harper Elementary 1.16. In FY14, each school increased the number of instructional computers available to their students. At MacIntyre Park Middle School, ratios of students per instructional computer hovered at 1.31. Thomasville High School showed the lowest per pupil ratio in the school system with a .76. In addition, the schools have used Title I-A funds to purchase mobile laptop/chromebook/tablet carts for instructional use.

Over the last several years, as technology funds have continued to shrink. The school system has continued to be able to provide the Title I schools with up-to-date technology through the use of Title I-A, Title II-D and Title VI funds. Most other funding sources for technology have been eliminated. Local funding sources have been depleted due to austerity cuts at the state level.

E-Rate provides approximately \$125,000 to support Internet access in the schools and media centers and to maintain the schools' and system websites. The remaining costs for this project are paid through local funds.

Title I, Title VI, Part B provided approximately \$140,000 for technology related projects in FY16. Title VI, Part B funding supports the purchase and implementation of Odysseyware at the district's alternative school and Title I-A funds were used to purchase and implement Odysseyware at Thomasville High and MacIntyre Park Middle School. This will provide increased academic support for students in the Thomasville City Performance Center and EXALT (remedial program). Both are alternative programs provided to Thomasville High and MacIntyre Park Middle School students. Additionally, credit recovery students will use the Odysseyware during non-use hours by alternative program students.

System personnel will continue to investigate new funding measures for the continued and expanded implementation of technology goals.