



# Comprehensive Needs Assessment 2023 - 2024 School Report



**Thomas County  
Thomas County Central High School**

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member’s name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

#### Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Jamie Thompson
Team Member # 2	Assistant Principal	Karen Jones
Team Member # 3	Assistant Principal	Erin Rehberg
Team Member # 4	Assistant Principal	Levi Williams
Team Member # 5	Assistant Principal	Beth Adams
Team Member # 6	Assistant Principal	Lamar Matthews
Team Member # 7	Assistant Principal	Roger Ketchum

#### Additional Leadership Team

	Position/Role	Name
Team Member # 1	Teacher	Teresa Carver
Team Member # 2	Teacher	Meagan Bradshaw
Team Member # 3	Teacher	Stacey Mitchell
Team Member # 4	Teacher	Wendy Luke
Team Member # 5	Teacher	Matt Tanner
Team Member # 6	Teacher	Amber Niswonger
Team Member # 7	Teacher	Gabby McMullen
Team Member # 8	Digital Learning Specialist	Justin Quigg
Team Member # 9	Media Specialist	Brett James
Team Member # 10		

# 1. PLANNING AND PREPARATION

## 1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

**Stakeholders**

	Position/Role	Name
Stakeholder # 1	School Council	Mindy Pierce
Stakeholder # 2	School Council	Delisa Barrow
Stakeholder # 3	School Council	Ed Hopper
Stakeholder # 4	School Council	Myeshia Choice
Stakeholder # 5	Parent Advisory	Shan Daniels
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

<p><b>How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?</b></p>	<p>At the end of the 2022-2023 school year, each team member was provided the opportunity to reflect on the previous school year and make recommendations for the next school year. The school improvement team will meet periodically throughout the 2023-2024 school year. Teachers and parents provided feedback on surveys conducted in the spring. The School Council and the Parent Advisory Committee reviewed the SIP draft and made suggestions. The SIP draft will be reviewed by additional parents for feedback prior to being finalized.</p>
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

#### Coherent Instruction Data

<b>Curriculum Standard 1</b> -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
<b>1. Exemplary</b>	A systematic, collaborative process is used proactively for curriculum planning.  Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
<b>2. Operational</b>	A systematic, collaborative process is used regularly for curriculum planning.  Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
<b>3. Emerging</b>	A collaborative process is used occasionally for curriculum planning.  Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
<b>4. Not Evident</b>	A collaborative process is rarely, if ever, used for curriculum planning.  Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

<b>Curriculum Standard 2</b> -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
<b>1. Exemplary</b>	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process.  These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
<b>2. Operational</b>	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards.  These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
<b>3. Emerging</b>	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
<b>4. Not Evident</b>	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

<b>Instruction Standard 1</b> -Provides a supportive and well -managed environment conducive to learning		
<b>1. Exemplary</b>	A supportive and well-managed environment conducive to learning is evident throughout the school.  Students consistently stay on-task and take responsibility for their own actions.	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).  Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.  Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

<b>Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students</b>		
<b>1. Exemplary</b>	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.  Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).  Remediation, enrichment, and acceleration are pervasive practices.	
<b>2. Operational</b>	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.  Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	✓
<b>3. Emerging</b>	Some teachers differentiate instruction to meet the specific learning needs of students.	
<b>4. Not Evident</b>	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

<b>Instruction Standard 6 -Uses appropriate, current technology to enhance learning</b>		
<b>1. Exemplary</b>	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
<b>2. Operational</b>	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
<b>3. Emerging</b>	Some staff members, students, or both use appropriate, current technology to enhance learning.	
<b>4. Not Evident</b>	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

<b>Instruction Standard 7</b> -Provides feedback to students on their performance on the standards or learning targets		
<b>1. Exemplary</b>	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.  Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
<b>2. Operational</b>	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
<b>3. Emerging</b>	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
<b>4. Not Evident</b>	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

<b>Instruction Standard 8</b> -Establishes a learning environment that empowers students to actively monitor their own progress		
<b>1. Exemplary</b>	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.  Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
<b>2. Operational</b>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
<b>3. Emerging</b>	Some students use tools to actively monitor their own progress.	
<b>4. Not Evident</b>	Few, if any, students use tools to actively monitor their own progress.	

<b>Instruction Standard 9</b> -Provides timely, systematic, data -driven interventions		
<b>1. Exemplary</b>	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs.  Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
<b>2. Operational</b>	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	
<b>3. Emerging</b>	Some students are provided extra assistance or needed support in a timely manner.	✓
<b>4. Not Evident</b>	Few, if any, students are provided extra assistance or effective support in a timely manner.	



Coherent Instruction Data

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	✓
2. Operational	Most assessments are aligned with the required curriculum standards.	
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes.  The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

## Coherent Instruction Data

<b>Assessment Standard 5</b> -Implements grading practices that provide an accurate indication of student progress on the required standards		
<b>1. Exemplary</b>	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
<b>2. Operational</b>	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
<b>3. Emerging</b>	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
<b>4. Not Evident</b>	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

#### Effective Leadership Data

<b>Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff</b>		
<b>1. Exemplary</b>	Administrators consistently build and sustain relationships to foster the success of students and staff.  The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
<b>2. Operational</b>	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
<b>3. Emerging</b>	Administrators sometimes build relationships to foster the success of students and staff.	
<b>4. Not Evident</b>	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

<b>Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning</b>		
<b>1. Exemplary</b>	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning.  Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
<b>2. Operational</b>	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning.  The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
<b>3. Emerging</b>	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
<b>4. Not Evident</b>	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

<b>Leadership Standard 3</b> -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
<b>1. Exemplary</b>	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	
<b>2. Operational</b>	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
<b>3. Emerging</b>	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
<b>4. Not Evident</b>	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

<b>Leadership Standard 4</b> -Uses processes to systematically analyze data to improve student achievement		
<b>1. Exemplary</b>	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
<b>2. Operational</b>	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
<b>3. Emerging</b>	Some processes are in place and used occasionally to analyze data to improve student achievement.	✓
<b>4. Not Evident</b>	Few, if any, processes are in place to analyze data to improve student achievement.	

<b>Leadership Standard 5</b> -Builds leadership capacity through shared decision-making and problem-solving		
<b>1. Exemplary</b>	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	
<b>2. Operational</b>	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
<b>3. Emerging</b>	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
<b>4. Not Evident</b>	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

<b>Leadership Standard 6</b> -Establishes and supports a data-driven school leadership team that is focused on student learning		
<b>1. Exemplary</b>	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	
<b>2. Operational</b>	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	
<b>3. Emerging</b>	<p>The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.</p>	✓
<b>4. Not Evident</b>	<p>A school leadership team does not exist or does not have adequate stakeholder representation.</p>	

<b>Leadership Standard 7</b> -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
<b>1. Exemplary</b>	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	✓
<b>2. Operational</b>	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	
<b>3. Emerging</b>	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
<b>4. Not Evident</b>	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Effective Leadership Data

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

<b>Planning and Organization Standard 2</b> -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
<b>1. Exemplary</b>	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	
<b>2. Operational</b>	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	✓
<b>3. Emerging</b>	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
<b>4. Not Evident</b>	<p>An up-to-date, data-driven school improvement plan focused on student performance is not in place.</p>	

<b>Planning and Organization Standard 3</b> -Monitors implementation of the school improvement plan and makes adjustments as needed		
<b>1. Exemplary</b>	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	✓
<b>2. Operational</b>	<p>The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	
<b>3. Emerging</b>	<p>The goals and strategies of the school improvement plan are occasionally monitored by administrators.</p>	
<b>4. Not Evident</b>	<p>The goals and strategies of the school improvement plan are rarely, if ever, monitored.</p>	

## Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
<b>1. Exemplary</b>	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.  School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
<b>2. Operational</b>	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
<b>3. Emerging</b>	The use of available resources to support continuous improvement is inconsistently monitored.	
<b>4. Not Evident</b>	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
<b>1. Exemplary</b>	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness.  These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	
<b>2. Operational</b>	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.  These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	✓
<b>3. Emerging</b>	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
<b>4. Not Evident</b>	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.  In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	



Effective Leadership Data

<b>Planning and Organization Standard 6</b> -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
<b>1. Exemplary</b>	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	
<b>2. Operational</b>	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	✓
<b>3. Emerging</b>	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	
<b>4. Not Evident</b>	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

#### Professional Capacity Data

<b>Leadership Standard 5</b> -Builds leadership capacity through shared decision-making and problem-solving		
<b>1. Exemplary</b>	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.  Administrators collaborate consistently with staff members to gather input.	
<b>2. Operational</b>	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
<b>3. Emerging</b>	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
<b>4. Not Evident</b>	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

<b>Professional Learning Standard 1</b> -Aligns professional learning with needs identified through analysis of a variety of data		
<b>1. Exemplary</b>	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).  Ongoing support is provided through differentiated professional learning.	
<b>2. Operational</b>	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
<b>3. Emerging</b>	Professional learning needs are identified using limited sources of data.	
<b>4. Not Evident</b>	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).  Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
<b>1. Exemplary</b>	<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
<b>2. Operational</b>	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	✓
<b>3. Emerging</b>	<p>Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.</p>	
<b>4. Not Evident</b>	<p>Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.</p>	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
<b>1. Exemplary</b>	<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	✓
<b>2. Operational</b>	<p>Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.</p>	
<b>3. Emerging</b>	<p>Some resources and systems are allocated to support and sustain professional learning.</p>	
<b>4. Not Evident</b>	<p>Few, if any, resources and systems are provided to support and sustain professional learning.</p>	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
<b>1. Exemplary</b>	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively.  Evaluation results are used to identify and implement processes to extend student learning.	
<b>2. Operational</b>	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
<b>3. Emerging</b>	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
<b>4. Not Evident</b>	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

#### Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
<b>1. Exemplary</b>	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school.  Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
<b>2. Operational</b>	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
<b>3. Emerging</b>	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
<b>4. Not Evident</b>	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
<b>1. Exemplary</b>	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.  Structures are continuously monitored for reliable and interactive communication.	
<b>2. Operational</b>	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
<b>3. Emerging</b>	Some structures that promote clear and open communication between the school and stakeholders exist.	
<b>4. Not Evident</b>	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
<b>1. Exemplary</b>	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
<b>2. Operational</b>	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
<b>3. Emerging</b>	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
<b>4. Not Evident</b>	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
<b>1. Exemplary</b>	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
<b>2. Operational</b>	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
<b>3. Emerging</b>	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
<b>4. Not Evident</b>	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Data

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
<b>1. Exemplary</b>	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
<b>2. Operational</b>	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
<b>3. Emerging</b>	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	✓
<b>4. Not Evident</b>	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
<b>1. Exemplary</b>	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
<b>2. Operational</b>	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
<b>3. Emerging</b>	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
<b>4. Not Evident</b>	The school does little to connect families with agencies and resources in the community to meet the needs of students.	



## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

#### Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
<b>1. Exemplary</b>	A supportive and well-managed environment conducive to learning is evident throughout the school.  Students consistently stay on-task and take responsibility for their own actions.	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
<b>1. Exemplary</b>	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).  Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
<b>2. Operational</b>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
<b>3. Emerging</b>	Some teachers create an academically challenging learning environment.	
<b>4. Not Evident</b>	Few, if any, teachers create an academically challenging learning environment.	

## Supportive Learning Environment Data

<b>Instruction Standard 8</b> -Establishes a learning environment that empowers students to actively monitor their own progress		
<b>1. Exemplary</b>	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.  Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
<b>2. Operational</b>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
<b>3. Emerging</b>	Some students use tools to actively monitor their own progress.	
<b>4. Not Evident</b>	Few, if any, students use tools to actively monitor their own progress.	

<b>School Culture Standard 1</b> -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
<b>1. Exemplary</b>	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school.  These rules, practices, and procedures are continually monitored and revised as needed.	
<b>2. Operational</b>	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
<b>3. Emerging</b>	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
<b>4. Not Evident</b>	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

<b>School Culture Standard 2</b> -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
<b>1. Exemplary</b>	<p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p>	
<b>2. Operational</b>	<p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>	✓
<b>3. Emerging</b>	<p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>	
<b>4. Not Evident</b>	<p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>	

<b>School Culture Standard 3</b> -Establishes a culture that supports the college and career readiness of students		
<b>1. Exemplary</b>	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
<b>2. Operational</b>	<p>Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p>	✓
<b>3. Emerging</b>	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
<b>4. Not Evident</b>	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

Supportive Learning Environment Data

<b>School Culture Standard 4</b> -Supports the personal growth and development of students		
<b>1. Exemplary</b>	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
<b>2. Operational</b>	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
<b>3. Emerging</b>	The school staff sporadically supports the personal growth and development of students.	
<b>4. Not Evident</b>	The school staff does little to support the personal growth and development of students.	

<b>School Culture Standard 5</b> -Recognizes and celebrates achievements and accomplishments of students and staff		
<b>1. Exemplary</b>	<p>The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.</p> <p>The celebrations are publicized within the school and to the community and support the culture of the school.</p>	✓
<b>2. Operational</b>	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
<b>3. Emerging</b>	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
<b>4. Not Evident</b>	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

<b>Planning and Organization Standard 1</b> -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
<b>1. Exemplary</b>	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
<b>2. Operational</b>	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
<b>3. Emerging</b>	<p>A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.</p>	
<b>4. Not Evident</b>	<p>A common vision and mission have not been developed or updated or have been developed by a few staff members.</p>	

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

Analyze the LEA’s data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by “TFS” (too few students).

<p><b>What perception data did you use?</b>                  [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Teacher Title IIA Needs Assessment and Equity Plan                  Parent Title II Needs Assessment and Equity Plan                  FY23 SIP-FEP Parent Feedback PAC                  Student Health Survey Results</p>
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<p><b>What does the perception data tell you?</b>                  (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p>	<p>The perception data tells how the parents and faculty perceive our school in the areas of discipline, attendance, and safety. One hundred four parents completed the Title II Needs Assessment and Equity Plan Survey. This is an increase of 372% in parent survey participation from last year. 97% of parents either agreed or strongly agreed that the school promotes a positive learning environment which is a large increase of 12% from the previous year; 98% either agreed or strongly agreed that school offers a clean and safe environment. However, only 49% of parents felt that the school seeks to engage external stakeholders, a decrease of 16% from the previous year. Tied to the previous results, only 48% of parents believed the school actively and effectively communicates with external stakeholders. Fifty teachers completed the Title IIA Needs Assessment and Equity Plan Survey. 60% of the teachers stated that they would prefer job-embedded professional learning and 50% would prefer collaborative planning. In the comments about professional learning opportunities, several teachers noted attending conferences would be beneficial. 40% of teachers expressed needing additional technology professional learning about using the ViewSonic Boards in their classrooms. The teachers feel that 44% of the economically disadvantaged students are not performing to expectations, a slight decrease from the previous year. 76% of teachers stated student achievement can increase through positive relationships, and 71% stated achievement can increase through classroom management. 72% of the faculty stated that the school climate was either effective or very effective which is an increase from the previous year of 67%.</p>
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Administrative team meetings                  Data team meetings                  School leadership team meetings                  Department meetings                  Parent Advisory Council meetings                  School Council meetings</p>
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>The teachers see the need for vertical alignment from grades 9-12 and from grade 8 to grade 9. There is a need for collaborative planning in all academic areas, especially for courses with Milestone EOCs. Academic departments and subjects have voiced a need to develop common assessments and analyze the data from the assessments. The teachers would benefit from release time for more job-embedded professional opportunities.</p>
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<p>What achievement data did you use?</p>	<p>We used the data from the benchmark exams, SAT, ACT, HMH Growth Measure, EOPAs, Milestone EOCs, and midyear review.</p>
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<p>What does your achievement data tell you?</p>	<p>The percentage of students scoring proficient/distinguished on the Algebra Milestone EOC was 36%, an increase of 8%. The percentage of students scoring proficient/distinguished on the American Literature Milestone EOC was 31%, a decline of 10%. The percentage of students scoring proficient/distinguished on the Biology Milestone EOC was 77%, an increase of 38%. However, the number of students testing significantly decreased due to course progression changes. The percentage of students scoring proficient/distinguished on the US History Milestone EOC was 34%, a decline of 12%. Our data from the HMH Growth Measure indicate 48% of 11th grade students are either approaching/on-level and 17% are above level FY2023. The use of SAT and ACT preparation programs needs to continue. In the 2022-2023 school year, 144 students took the SAT. The average score on the SAT was 1055. The students mean score for 11th graders was 583 on the ERW and 533 on the Math. The students mean score for 12th graders was 533 on the ERW and 500 on the Math. The SAT and ACT preparation programs provide students with skills in test taking. In the 2022-2023 school year, 80 students took the ACT. The average score on the ACT was 22. The students mean score for 11th graders was 25.1 on the English, 25.5 on the Reading, 22.1 on the Math, 22.9 on the Science. The students mean score for 12th graders was 18.9 on the English, 20.9 on the Reading, 18.4 on the Math, 19.6 on the Science.</p>
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<p>What demographic data did you use?</p>	<p>Enrollment data                  SWD Enrollment data                  MEP/ESOL Enrollment data                  Class request data                  100% Economically disadvantaged</p>
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<p>What does the demographic data tell you?</p>	<p>Enrollment data indicates class sizes will remain the same. Due to increased enrollment of GAA students, an additional self-contained classroom is needed. ESOL needs warrant offering 4 class periods, two-self contained and two "push in" courses. Of the 1575 students enrolled, 11.3% of students had perfect attendance. There were 6.5% of students who missed 20% or more of the school year. Most students missed 5% or less of school. Discipline data reveals 60% of referrals submitted were for male students. Black students received nearly 55% of discipline referrals followed by White students at 34%. Multiracial and Hispanic students received 5% discipline referrals each.</p>
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Strengths and Challenges Based on Trends and Patterns

<p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Administrative observational data revealed that students are engaged during classroom instructional time. Teacher data noted, however, that students were not adept at setting their own learning goals and required teacher guidance to steer improvement processes. Administrative observational data also revealed that while instruction was engaging, it was not often tied to challenging academic standards which may require additional collaborative planning on the part of teachers to improve academic achievement. A balance needs to be achieved between direct instruction and the use of technology as a learning tool. Observations and discussions do not indicate teachers provide differentiated instruction when students do not master content standards. Differentiation continues to be a weakness and will require professional learning and resources.</p>
<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Administration conducts several observations (walk throughs and formative observations) throughout the year and then reviews observational data. Overarching themes are addressed with the leadership team. Strengths include positive affirmations, student-generated questioning, and connecting content to prior knowledge. Weaknesses include using technology only to enhance teaching and not to enhance learning. Differentiation also continues to be a weakness. Administrators need to share walkthrough results with leadership team members. This would allow those members to work within their subject-area departments to improve identified weaknesses. The administration monitors and participates in collaborative planning. At the end of each year, the leadership team meets to discuss these strengths and weaknesses to develop a focused school improvement plan.</p>
<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Currently, job-embedded and collaborative planning are the most requested forms of professional learning. Teachers are allowed to focus on both individual and departmental areas that need improvement. Resources are readily available to teachers for instructional purposes including financial and staff support. Collaborative planning for all academic subjects, not just English and math, has been identified as a need. CTAE and academic collaborative planning is also a priority. Increasing this collaboration should lead to a better focus on how standards are tied to instruction which will likely increase</p>

## Strengths and Challenges Based on Trends and Patterns

	<p>student academic achievement. Professional learning on learning targets/success criteria, differentiation, DOK, student self-reflection and progress monitoring is needed. The L4GA grant has provided professional learning on literacy strategies. L4GA has also supported vertical and horizontal curriculum alignment.</p>
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<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>While family and community support is strong based on the number of parents and community members that attend school events, academic engagement is limited. Communication tends to be one-way, from the school to the parents. Only 49% of the parents that completed the Title II Needs Assessment agreed/strongly agreed when asked if the school actively and effectively communicates with external stakeholders. Preferred methods of communication noted in the survey to inform parents were one way methods: Remind announcements and automated phone calls. District Remind accounts could improve two way communication by allowing teachers and parents to text and email through the app. Finding additional ways to bring parents in and support them as they work to support their students academically is needed. Sending home strategies and increasing two-way communication should continue to increase engagement.</p>
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<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The leadership team looked at John Hattie's influences and effect sizes related to student achievement. Response to Intervention is in the top 5 influences and will be a priority in the upcoming school year. Most teachers follow school-based procedures to assist students as they need academic support at the Tier 1 level as evidenced by the parent survey stating 81% agree/strongly agree that school staff connect students to appropriate academic supports and interventions. However, the MTSS process needs more consistent implementation at the other levels which should increase the percentage of parents who agree with the statement above. Two administrators have been assigned to implement and oversee the MTSS process. Additionally, teachers must work to increase differentiation for students, and students need support in setting personalized learning goals. Teachers need to identify differentiation strategies that have the most impact on learning and implement them in their classrooms. Administrative observations indicate that majority of instruction is not differentiated for the students' need for differentiated content, process, or product. Teachers do differentiate learning environment, but should focus on strategies such as jigsaw method, scaffolding, interventions for students with learning needs, and acceleration programs. Students also need additional help in learning how to better monitor their own progress and participate in classroom discussions, especially in the ninth grade as indicated by student failure rates. Providing support for teachers as they implement additional intervention strategies based on student needs is a need. The school has strong connections to community agencies that provide support, such as Georgia Pines counseling, the Health Department, Archbold Hospital, the school-based health clinic, and Backpack Buddies among others.</p>
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Strengths and Challenges Based on Trends and Patterns

<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Data trends indicate that several student subgroups are struggling academically as noted by the 2019 CCRPI. The students with disabilities subgroup did not make progress and did not meet improvement targets in all four academic areas. Students in the white demographic subgroup made progress but did not meet the improvement target in ELA. The white demographics subgroup neither made progress nor met improvement targets in science and social studies. The economically disadvantaged subgroup did not make progress and did not meet improvement targets in social studies. The economically disadvantaged subgroup made 6% improvement in mathematics. In addition, the school is categorized as 100% free and reduced lunch. While there were no targets or flags for 2022 CCRPI data, there were some trends identified. Students with disabilities consistently scored lower than the school average. Hispanic students scored higher than the school average in all subject areas except American Literature. Black students scored much lower than their White and Hispanic peers in all subject areas. There is a need for transportation and snacks for students that participate in after school tutoring based on the number of students in the economically disadvantaged subgroup that are targeted for services. Afternoon tutoring provides academic support for all students but teachers specifically target participation from students in the above mentioned subgroups.</p>
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<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Milestone passing rates were less than 40% in all subjects except Biology. The percentage of students scoring proficient/distinguished on the Biology Milestone EOC increased by 38%. However, the number of students testing significantly decreased due to course progression changes. Subgroup performance data from FY2023 is not yet available.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

<p>Strengths</p>	<p>Backpack Buddies                  Help a Child Smile                  Georgia Pines                  Health Clinic                  Project SEARCH                  Project LIFE</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

	CHOICE Vocational Rehabilitation Easter Seals ESOL classes Clothing closet Life Skills GAA Free lunch/breakfast Transition services
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<b>Challenges</b>	The students with disabilities lack academic growth in Milestone EOC courses. Based on administrative observation, there is a lack of regular education teacher support at IEPs, 504s, and manifestation meetings. The Behavior Intervention Plans need to continue to be implemented with fidelity, meaning administrators, counselors, and teachers need to continue to take a more collaborative approach to ensure consistency. Content area teachers, ELL teachers, and special education teachers need to identify and incorporate reteaching/differentiation/intervention supports to use when SWD students fail to master content standards. Another challenge is the lack of collaborative planning between special education and regular teachers.
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Overarching Need # 1

Overarching Need	Student Achievement
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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##### Overarching Need # 2

Overarching Need	School Culture
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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##### Overarching Need # 3

Overarching Need # 3

Overarching Need	Organizational and Operational Effectiveness
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	5

Additional Considerations	
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Overarching Need # 4

Overarching Need	Staff Development and Growth
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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Overarching Need # 5

Overarching Need	Family and Community Engagement
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

#### Overarching Need - Student Achievement

##### Root Cause # 1

Root Causes to be Addressed	Students lack grade-level academic skills.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education

Additional Responses	
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##### Root Cause # 2

Root Causes to be Addressed	No explicit guidelines for teachers to implement intervention/remediation strategies when students fail to master academic concepts.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education

Additional Responses	
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##### Root Cause # 3

Root Cause # 3

Root Causes to be Addressed	Increased absences result in inconsistent implementation of daily structures and routines.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Lack of guidelines for scheduled interventions results in learning gaps.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education

Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	Some students experience homelessness, language, and mental health challenges, which are barriers to learning.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 6

Root Causes to be Addressed	Diverse learning styles are not addressed in lesson plans.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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**Overarching Need - School Culture**

Root Cause # 1

Root Causes to be Addressed	Students exhibit unmet social and emotional needs.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Students need for attention and academic support are unmet.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children

Root Cause # 2

Impacted Programs	Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Students engage in off-task or rule breaking behaviors.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education

Additional Responses	
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**Overarching Need - Organizational and Operational Effectiveness**

Root Cause # 1

Root Causes to be Addressed	Students are frequently unprepared for class.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Instructional uses of technology do not engage students in rigorous academic activities.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Students need access to physical and mental health support systems.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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**Overarching Need - Staff Development and Growth**

Root Cause # 1

Root Causes to be Addressed	Academic performance expectations continue to increase while students vary in grade-level skills.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others : Perkins

Root Cause # 1

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Diverse skill levels within the same classroom lead to inconsistent academic performance levels among students. Some students needs enrichment and others need reteaching.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	No observation of professional learning initiatives.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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**Overarching Need - Family and Community Engagement**

Root Cause # 1

## Root Cause # 1

Root Causes to be Addressed	No established system of parent participation in school meetings.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : Perkins

Additional Responses	
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## Root Cause # 2

Root Causes to be Addressed	Parents and students have busy after school schedules with competing time commitments.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	No established expectation of two way ongoing communication between teachers and families.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children

Root Cause # 3

Impacted Programs	Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Less than 100% of students graduate with post-secondary plans, including school or work opportunities.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I, Part A - Parent and Family Engagement Program

Additional Responses	
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# School Improvement Plan 2023 - 2024



**Thomas County  
Thomas County Central High School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Thomas County
School Name	Thomas County Central High School
Team Lead	Karen Jones
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)



## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 Overarching Need # 1

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Student Achievement
Root Cause # 1	Some students experience homelessness, language, and mental health challenges, which are barriers to learning.
Root Cause # 2	Lack of guidelines for scheduled interventions results in learning gaps.
Root Cause # 3	Diverse learning styles are not addressed in lesson plans.
Root Cause # 4	No explicit guidelines for teachers to implement intervention/remediation strategies when students fail to master academic concepts.
Root Cause # 5	Students lack grade-level academic skills.
Root Cause # 6	Increased absences result in inconsistent implementation of daily structures and routines.
Goal	Increase the number of students who both pass and score in the proficient/distinguished area on EOC Milestones by 3%.

#### Action Step # 1

Action Step	Create a school-wide tutorial schedule for academic core areas, assign and monitor student participation, and provide transportation.
Funding Sources	Title I, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Schoolwide tutoring logs
Method for Monitoring Effectiveness	Decrease in the number of students being retained or needing to retake courses and improved grades and screener scores.
Position/Role Responsible	Administrators, Teachers

Action Step # 1

Timeline for Implementation	Monthly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Implement effective research based literacy strategies including reading and vocabulary strategies.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	ELA teachers will pair with other departments to provide reading/writing strategy support Implementation is monitored via lesson plans, student work is uploaded as documentation in TKES, and administrative observations
Method for Monitoring Effectiveness	Increase in student Lexile scores.
Position/Role Responsible	Teachers Administrators Curriculum Coordinators
Timeline for Implementation	Quarterly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Provide ESOL and migrant students with academic support by using push-in, pull-out, and tutoring.
Funding Sources	Title I, Part C Title III, Part A
Subgroups	English Learners Migrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson plan Parent meeting agendas Sign in sheets Student grades Milestone EOC data ACCESS test data
Method for Monitoring Effectiveness	Students successfully passing academic courses and making progress on the ACCESS assessment. Increase in Milestone EOC, benchmark, and other standardized test scores.
Position/Role Responsible	ESOL instructor, Migrant instructor, Teachers, Administrators
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Tie academic standards to elective courses (CTAE, Fine Arts, etc.) to support student achievement. Use cross-curricular instructional strategies to support reading, writing, mathematics, and science skills.
Funding Sources	Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Elective courses incorporating literacy strategies, including CSET, PALS, Reading Across the Curriculum, direct vocab instruction, CSET and other reading/vocabulary strategies; ELA teacher are assigned to each department for support. Student work will be reviewed. Teacher collaboration during summer months.
Method for Monitoring Effectiveness	Increase in Milestone EOC scores and Perkins Core Indicators.
Position/Role Responsible	Teachers, Administrators, CTAE Director
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step # 5

Action Step	Review End of Pathway Assessment data and implement strategies designed to increase pass rates.
Funding Sources	Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Data has been reviewed; Updates to lesson plans and teaching strategies are being implemented; Updates to pacing guides; Updates to assessment crosswalks; Reteaching documented
Method for Monitoring Effectiveness	Increase Perkins Core Indicators and increase the number of students earning workforce credentials.
Position/Role Responsible	CTAE Director, CTAE Teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Increase faculty and staff awareness of factors impacting CCRPI as well as consistently monitoring data and implementing corrective measures as needed.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 6

Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Share goals during pre-planning Climate surveys for teachers are administered in December Share updated CCRPI data with leadership team when available (November) Review data impacting school climate such as discipline and attendance
Method for Monitoring Effectiveness	Increase in Milestone EOC scores.
Position/Role Responsible	Teachers, Administrators
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Purchase and implement instructional resources, including software (e.g. Actively Learn), novels, periodicals, and manipulatives.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster

Action Step # 7

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Purchase orders Lesson plans
Method for Monitoring Effectiveness	Increase in student Lexile scores and increase in Milestone EOC scores.
Position/Role Responsible	Teachers Administrators Curriculum Coordinators Digital Learning Specialist
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Purchase and implement resources to differentiate instruction, including intervention materials and software (e.g. iXL, Membean, and Study Island) to involve students in goal setting and self-monitoring activities.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins

Action Step # 8

Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Purchase orders Lesson plans MTSS plans
Method for Monitoring Effectiveness	Increase in student benchmark, Milestone EOC, SAT/ACT scores.
Position/Role Responsible	Teachers Counselors Administrators Curriculum Coordinators
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Assign teachers in academic areas common planning for collaboration and to develop differentiation and interventions.
Funding Sources	Title I, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster



Action Step # 9

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets Lesson plans Milestone EOC data ACCESS data Grade reports
Method for Monitoring Effectiveness	Students successfully passing academic courses and making progress on assessments.
Position/Role Responsible	Teachers Counselors Administrators Dean of Students
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Provide students additional literacy support as 65% of TCCHS students were below the Lexile stretch band of 1185-1385 in the junior class according to Lexile data in SLDS for 2021-2022.
Funding Sources	Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 10

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans Collaborative planning notes
Method for Monitoring Effectiveness	Lexile reading screeners Milestone EOC data
Position/Role Responsible	Teachers Curriculum Coordinator Administrator
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.2 Overarching Need # 2

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	School Culture
Root Cause # 1	Students exhibit unmet social and emotional needs.
Root Cause # 2	Students engage in off-task or rule breaking behaviors.
Root Cause # 3	Students need for attention and academic support are unmet.
Goal	Reduction in school discipline referrals by 3% from 1497 to 1452 in the 2023-2024 school year.

#### Action Step # 1

Action Step	Conduct grade level assemblies to address discipline issues, dress code, social media, eligibility, and academics.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Grade level assemblies will be conducted the first week of school Consult leadership team for assembly topics Feedback from student council
Method for Monitoring Effectiveness	Reduction in the number of students receiving discipline referrals.
Position/Role Responsible	Administrators and teachers
Timeline for Implementation	Yearly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Teach and reinforce behavioral expectations including addressing bullying policy/consequences and appropriate classroom behaviors.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Anti-bullying month will be observed in October, TAA lesson and many school-wide activities will be sponsored by Be the Voice. Group sessions held by counselors. Parent Involvement Coordinator schedules parent meetings
Method for Monitoring Effectiveness	Reduction in the number of referrals for bullying.
Position/Role Responsible	Administrators, Parent Involvement Coordinator, and attendance committee
Timeline for Implementation	Monthly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Rotary Club
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Action Step # 3

Action Step	Implement school-wide policy for electronic device etiquette through the use of Neptune Navigate (digital citizenship curriculum).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Discipline policy in place for the use of headphones in the building. Digital Literacy lessons in TAA Monitoring cellphone confiscation spreadsheet
Method for Monitoring Effectiveness	Reduction in the number of GoGuardian and Gaggle alerts. Reduction in the number of cell phone referrals.
Position/Role Responsible	Administrators, Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Establish review process for Behavior Intervention Plans and Attendance Intervention Plans.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Students on BIPs meet regularly with counselors. Involve parents in BIP and send updates to parents. Counselors document meetings on shared BIP form at conclusion of meeting. Students with AIPs meet regularly with grade level administrators. Parent contact log.
Method for Monitoring Effectiveness	Students following BIP or attendance contracts and not receiving additional referrals.
Position/Role Responsible	Administrators, Counselors, Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Continue counseling program and conflict resolution sessions for students with repeated ISS/OSS referrals and require parent conferences as needed.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 5

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Students meet with counselors after each ISS/OSS event; Counselors keep documentation notebook as evidence ISS Instructor schedules conferences with guidance counselors. GAP Referrals
Method for Monitoring Effectiveness	Reduction in the number of students with multiple suspensions. Improved screener scores and number of students passing academic courses.
Position/Role Responsible	Administrators Counselors ISS Instructor GAP Counselors
Timeline for Implementation	Others : As needed

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Offer teachers support to build classroom management skills including correcting misbehavior, managing transitions, and monitoring student participation.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 6

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Established teacher-mentor connections; Induction Lead Teacher works with new teachers on classroom management Department Chairs share strategies during collaborative planning sessions
Method for Monitoring Effectiveness	Reduction in the number of referrals. Students are not removed from the classroom setting. Improved screener scores and number of students passing academic courses.
Position/Role Responsible	Administrators; Induction Lead Teacher; Department Chairs
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA
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Action Step # 7

Action Step	Continue incentives for students with good/perfect attendance. Promote importance of daily attendance with students and the need for supportive relationships with teachers. Recognize students having an average of 80, missing less than 3 days, and having no discipline referrals during the nine weeks.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Monitor attendance of students. Attendance incentive cards.
Method for Monitoring Effectiveness	Increase in the number of students receiving incentive cards. Increasing screener scores and the number of students passing academic courses.



Action Step # 7

Position/Role Responsible	Administrators Parent Involvement Coordinator Attendance Clerk Lead Team
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Continue to utilize the Community Based Risk Reduction Team to correct absenteeism.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Teachers intervene with phone calls/emails/mailings/parent conferences with attendance before court is needed. Attendance clerks notify school administration when student violate law; Students found in violation are reported to BOE contact to be turned in to the court
Method for Monitoring Effectiveness	Decrease in the number of students with 10 or more absences.
Position/Role Responsible	Administrators; Parent Involvement Coordinator; Attendance Clerk
Timeline for Implementation	Weekly

Action Step # 8

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Implement guidance program to support individualized student needs including the following services: pupil services, graduation planning, scheduling, college and career planning, integration of CTAE pathways, GAP partnership and community service/service learning and leadership.
Funding Sources	IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Guidance sessions--9th grade parent meetings, FAFSA parent meetings Rising 9th grade orientation meeting YouScience implementation College Visits
Method for Monitoring Effectiveness	Increase in graduation rate and increase in the number of students eligible to attend post-secondary institutions. Increase in the number of students qualifying for community service awards as seniors. Increase in the number of students who receive industry credentials.
Position/Role Responsible	Teachers Administrators Counselors
Timeline for Implementation	Quarterly

Action Step # 9

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Provide student recognition with community partners, such as Rotary, Kiwanis, etc.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Academic achievement
Method for Monitoring Effectiveness	Increase in the number of students recognized by community partners.
Position/Role Responsible	Teachers Administrators Guidance Counselors Community Civic Clubs
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 11

Action Step	Implement and refine comprehensive MTSS program, including academic and behavioral supports.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Teacher/parent conferences IEP meetings 504 meetings Nine weeks/Semester/Yearly grades
Method for Monitoring Effectiveness	Reduction in the number of students retained.
Position/Role Responsible	Teachers Counselors Administrators Special Education Lead Psychologist Parents
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 12

Action Step	Provide opportunities for students and teachers to participate in health and wellness activities.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Rosters from health seminars Updates from Health and Wellness Coordinator HealthMPowers literature and activities
Method for Monitoring Effectiveness	Decrease in the number of absences for students and staff.
Position/Role Responsible	Teachers Administrators Staff Students Health and Wellness Coordinator Athletic Director
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## 2. SCHOOL IMPROVEMENT GOALS

## 2.3 Overarching Need # 3

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Organizational and Operational Effectiveness
Root Cause # 1	Students need access to physical and mental health support systems.
Root Cause # 2	Students are frequently unprepared for class.
Root Cause # 3	Instructional uses of technology do not engage students in rigorous academic activities.
Goal	Increase the student and staff use of supportive services including technology and health and wellness by 3% each year.

## Action Step # 1

Action Step	Offer teachers support to build classroom management skills including correcting misbehavior, managing transitions, and monitoring student participation.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Established teacher-mentor connections; Induction Lead Teacher works with new teachers on classroom management Department Chairs share strategies during collaborative planning sessions
Method for Monitoring Effectiveness	Reduction in the number of discipline referrals.
Position/Role Responsible	Administrators; Induction Lead Teacher; Department Chairs
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Collaborate with teachers to monitor progress of 9th grade students in the four academic areas in order to offer further instructional assistance as needed.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Require teachers to monitor failures and contact parent or guardian. Request parent conferences Send out reminders about tutoring opportunities Dean of students and counselors conduct student conferences Follow academic intervention plan Teachers as Advisors
Method for Monitoring Effectiveness	Reduction in the number of 9th grade students who are retained.
Position/Role Responsible	Administrators Dean of Students Teachers Secondary Curriculum Coordinator Math/Science Coordinator
Timeline for Implementation	Others : 4.5 weeks

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Continue to use Chromebooks and implement class procedures to ensure students have charged devices that are ready to use.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	1500 student Chromebooks in circulation Each academic classroom has a tower of 8 Chromebooks for students without one Digital Learning Specialist classroom observations Digital Learning Specialist professional learning sessions Implementation of class protocols
Method for Monitoring Effectiveness	Reduction in the number of students who need to borrow a Chromebook.
Position/Role Responsible	Teachers Administrators Digital Learning Specialist
Timeline for Implementation	Quarterly



Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Involve stakeholders in decision making by utilizing feedback to monitor and improve school routines and procedures.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	School council meetings Parent advisory meetings Leadership team meetings
Method for Monitoring Effectiveness	Receive feedback from leadership team, school council members, and parent advisory members.
Position/Role Responsible	Teachers Parents Business owners Administrators

Action Step # 4

Timeline for Implementation	Quarterly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Ensure instructional uses of technology engage students in rigorous and differentiated content and is used to produce evidence of learning and creating content.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	EOC and EOPAs are given electronically Teachers use a variety of methods for formative assessments. Digital Learning Specialist professional learning sessions Lesson plans featuring the use of technology
Method for Monitoring Effectiveness	Decrease in the number of students retained. Increase in scores on benchmarks, Milestone EOCs, SAT/ACT, EOPAs, and other standardized tests.

Action Step # 5

Position/Role Responsible	Teachers Administrators Digital Learning Specialist Media Specialist
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Establish data teams to improve instruction by implementing instructional framework that includes differentiation, learning targets, interventions, technology resources, supporting students with mental health needs, and student self-reflection.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 6

Method for Monitoring Implementation	Agendas and documentation from collaborative planning meeting
Method for Monitoring Effectiveness	Increase in the scores on common assessments, benchmarks, Milestone EOCs, SAT/ACT, ASVAB, and other assessments.
Position/Role Responsible	Teachers Administrators Digital Learning Specialist Media Specialist Curriculum Coordinators
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Continue counseling for students with grade level counselors and Georgia Pines counselors.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Ongoing counseling login is updated periodically and monitored by counselors and administrators Evening grade level parent meetings with counselors
Method for Monitoring Effectiveness	Decrease in the number of students retained by improving grades and screener scores.

Action Step # 7

Position/Role Responsible	Administrators Counselors GAP Therapist
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Administrative walkthroughs to monitor instructional practices and implement TKES. Identify instructional "look fors" including learning targets and differentiation.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Administrative observations Observation data entered in TKES
Method for Monitoring Effectiveness	Improved screener scores and the number of students passing academic courses
Position/Role Responsible	Administrators
Timeline for Implementation	Yearly

Action Step # 8

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Staff Development and Growth
Root Cause # 1	Diverse skill levels within the same classroom lead to inconsistent academic performance levels among students. Some students needs enrichment and others need reteaching.
Root Cause # 2	Academic performance expectations continue to increase while students vary in grade-level skills.
Root Cause # 3	No observation of professional learning initiatives.
Goal	Increase the number of professional learning opportunities for teachers by 3 each year.

Action Step # 1

Action Step	Provide professional development related to literacy, including screening inventories and Lexile levels to help teachers differentiate content-based materials using Lexile scores. Professional learning for teachers: 1) Students to monitor their own learning, 2) Conferencing about student performance with students, and 3) How to communicate about student performance with parents.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Reading inventory screeners Lexile scores Milestone EOC scores Lesson/Unit plans Differentiated materials
Method for Monitoring Effectiveness	Increase in percentage of students scoring on or above level.
Position/Role Responsible	Administrators Teachers Curriculum Coordinators

Action Step # 1

Timeline for Implementation	Yearly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Utilize collaborative planning to analyze student data including work samples and plan instructional content. Work collaboratively to evaluate data and design lesson plans. Work collaboratively to evaluate and revise benchmarks. Plan and implement reteaching strategies and incorporate learning targets in lesson plans.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Vertical alignment meetings Weekly collaborative planning minutes and sign in sheets from academic classes Administrative participation Achievement data
Method for Monitoring Effectiveness	Increase in scores on benchmarks, Milestone EOCs, SAT/ACT, EOPAs, and other standardized tests.
Position/Role Responsible	Teachers Administrators
Timeline for Implementation	Weekly



Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Implement a school-wide professional learning plan designed to increase student achievement through peer observations, integration of technology, research-based teaching strategies, and alignment of course content to assessments.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	New teachers will conduct peer observations and will be observed by Induction Lead Teacher Google classroom PD video library Schoolwide peer observations
Method for Monitoring Effectiveness	Decrease in the number of discipline referrals and the number of students retained. Increase in scores on benchmarks, Milestone EOCs, SAT/ACT, EOPAs, and other standardized tests.
Position/Role Responsible	Teachers Administrators Induction Lead Teacher
Timeline for Implementation	Quarterly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Provide teacher leader opportunities to increase the number of teacher leaders as identified by level IV in the TKES rubric.
Funding Sources	Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Begin creating a video library of best practices and strategies B.E.E. Presentations Coordinate with Lead Induction Teacher to find opportunities for mentors Identify teachers to serve on Leadership Team Facilitate best practices redelivery after conference/workshop attendance
Method for Monitoring Effectiveness	Increase in scores on benchmarks, Milestone EOCs, SAT/ACT, EOPAs, and other standardized tests.
Position/Role Responsible	Teachers Administrators Digital Learning Specialist Media Specialist
Timeline for Implementation	Weekly

Action Step # 4

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.5 Overarching Need # 5

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Family and Community Engagement
Root Cause # 1	Less than 100% of students graduate with post-secondary plans, including school or work opportunities.
Root Cause # 2	Parents and students have busy after school schedules with competing time commitments.
Root Cause # 3	No established system of parent participation in school meetings.
Root Cause # 4	No established expectation of two way ongoing communication between teachers and families.
Goal	Increase positive responses related to communication on the Title 2 Needs Assessment Equity Plan Parent Survey by 3%.

#### Action Step # 1

Action Step	Use technology to increase contact and communication with all stakeholders about academic expectations, student progress, and behavior (good and bad). Expectations will be communicated with teachers about how to share information.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Increase contact and communication with stakeholders by using Facebook, electronic billboards (in school and in community), Twitter, Instagram, Remind, teacher websites, parent portal Personal phone calls Brightlink app Remind Dashboard
Method for Monitoring Effectiveness	Increase in positive responses on surveys.
Position/Role Responsible	Administrators Teachers SIS Coordinator
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Increase use of contact methods parents responded as most effective on the most recent parent survey (Remind) and document parent contacts in Infinite Campus.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Remind dashboard Teacher reports
Method for Monitoring Effectiveness	Increase in the number of students promoted to the next grade. Decrease in the number of absences and discipline referrals.
Position/Role Responsible	Administrators Teachers Counselors Athletic Director
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Maintain protocols for official social media postings.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Written protocols
Method for Monitoring Effectiveness	Students, parents, and the community receive accurate information about assessments, events, and recognitions occurring in the school.
Position/Role Responsible	Administrators Teachers Counselors Athletic Director Social Media Coordinator
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Host parent events to inform and provide support for student needs, for example: monitoring student work, support for student mental health, post-secondary planning, GearUp topics, etc.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in rosters for events Powerpoint presentations/videos GearUp topics
Method for Monitoring Effectiveness	Increase in the graduation rate, the number of students qualifying for post-secondary institutions, and the number of students promoted to the next grade.
Position/Role Responsible	Teachers Administrators Counselors GAP Gear Up Representative
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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### 3. REQUIRED QUESTIONS

#### 3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>At the end of the 2022-2023 school year, each leadership team member, parent advisory member, and school council member was provided the opportunity to reflect on the previous school year and make recommendations for the next school year. The school improvement team will meet periodically throughout the 2023-2024 school year. Teacher and parent surveys were conducted in the spring. Stakeholders reviewed the SIP draft and made suggestions.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Student schedules are designed to meet student needs. TCCHS did not have any teachers rated as ineffective during 2022-2023. Hand scheduling ensures students are not served by ineffective, out of field, or inexperienced teachers for 2 consecutive years.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>n/a TCCHS is not a Title I school.</p>
<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>n/a TCCHS is not a Title I school.</p>



### 3. REQUIRED QUESTIONS

#### 3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>n/a TCCHS is not a Title I school.</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>In the spring of each school year, eighth grade students tour the high school. Current high school students, an administrator, and the 9th grade counselor conducted an elective fair for all 8th grade students at TCMS. A parent/student meeting will be held in February to provide information about the high school and about learning opportunities for students at TCCHS. TCCHS participated in PROBE college fair and a career fair in partnership with the Chamber of Commerce. Throughout the school year the guidance department hosts parent meetings to provide information about topics such as: FAFSA, Dual enrollment, AP courses, and freshmen orientation. College visits are promoted by athletics and clubs. School counselors and the Parent Involvement Coordinator orient new students to school expectations and procedures.</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>The school discipline plan and classroom management plans emphasize resolving discipline matters without classroom removal whenever possible. Disciplinary referrals are analyzed to recognize patterns and identify needs for staff development.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>SIP goals and actions are monitored at the school level quarterly and by the district after each semester. Local and state data reports are combined with observations and survey data to monitor and adjust continuous improvement. This SIP covers a one-year period and is developed in coordination with other federal, state, and local services, resources, and programs.</p>
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