



Thomasville High School Strategic Plan for Improvement



Thomasville City Schools Vision: Thomasville City Schools will engage, inspire, and empower students to graduate ready for a successful life in a globally competitive world.

Thomasville City Schools Mission: Thomasville City Schools works together with families and community to provide personalized learning opportunities for all students in a safe, caring, and innovative environment.

Thomasville High School Vision: Graduate Thomasville!

Thomasville High School Mission: The mission of Thomasville High School is that all students graduate equipped to succeed in college, career and life.

Goal 1: Focus on Instructional Core in All Areas

By June 2021, 100% of THS teachers will engage students in productive and innovative real world 21st century learning contexts, including inquiry-based, experiential, project based learning.

Indicator / Tasks:	Metric / What this will look like when accomplished	Research:	Team Member(s) Responsible:
<p>A2.04 Lesson Planning/Design:</p> <ul style="list-style-type: none"> -Standards unpacking for alignment -Creation of formative and summative assessments aligned to standards -Gradual implementation in Backward Design planning 	<p>Weekly/Unit Lesson plans Observations Walkthroughs with feedback Instructional rounds</p> <p>When this indicator is fully implemented, all teachers will use post and pre assessments aligned to standards, collaboration between peers to compare data in</p>	<p>Typically, teacher Instructional Teams develop units of instruction with differentiated and aligned activities and formative assessments. Individual teachers then develop lesson plans appropriate for their students Hattie, J. (2012).</p>	<p>Instructional Leadership Team Mentors Teachers</p>



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	<p>order to continually hone planning skills, plans that break down the highest power standards, modifications built in for students with disabilities and ESL students, and collaboration in planning with EC and ESL teachers for most effective planning.</p>		
<p>Indicator / Tasks:</p> <p>B2.03 Monthly PLCs focusing on instructional delivery, student learning and incorporation of technology</p> <ul style="list-style-type: none"> -Provide virtual learning resources on a consistent basis -Provide best practice resources for delivery of lessons focusing on engagement through active participation -Provide training in Social Emotional Learning and resources 	<p>Metric / What this will look like when accomplished</p> <p>Lesson Plans Walkthroughs with Feedback Observations Google meet sessions/attendance</p> <p>When this indicator is fully implemented, teachers and the instructional team will have rich interactions surrounding the learning of all students, teachers will focus time on learning how to modify instruction, build relationships, be attentive and reflective about their own teaching practices, and will build capacity to change and adapt to the needs of students.</p>	<p>Research:</p> <p>NCStar Wiseways A2-20 Technological tools make personalized learning practices feasible at scale and have been shown to improve a wide variety of educational outcomes. An ever-increasing array of technological tools are available to teachers, however many teachers are not using these tools in transformative ways that change their classroom roles and encourage increased student ownership of learning. Teachers must reflect on the interplay between the content, their teaching practices, and technology, and use the instructional planning process to guide their selection of technological tools. Teachers</p>	<p>Team Member(s) Responsible:</p> <p>Instructional Leadership Team Department Chairs Teachers</p>



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		<p>need sustained, standards-aligned and content-embedded professional development to use classroom technology effectively and in ways that promote active learning.</p>	
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Indicator / Tasks:	Metric / What this will look like when accomplished	Research:	Team Member(s) Responsible:
<p>A 1.06 By June 2021, THS will increase English II student proficiency by 4 percentage points, from 40% to 44%.</p> <p>-Use lesson planning as a catalyst for seeing the need in varied instructional delivery.</p> <p>-Anticipate and react to student data and needs as a core group of teachers.</p>	<p>Benchmarks Common Assessment Data ARC Data Check-ins: Teachers and Students</p> <p>When this indicator is fully complete, English 1 and 2 teachers are working together to improve cohort data, teachers are using ARC strategies to provide more opportunities for student practice, and teachers are using intentional organization of time to provide students opportunity to collaborate and conference.</p>	<p>Wise Ways:</p> <ol style="list-style-type: none"> 1. Teacher Expectation/Role Definition/Sense of Efficacy: Teachers accept responsibility for teaching their students. They believe that students are capable of learning. They re-teach if necessary, and alter materials as needed. 2. Student Opportunity to Learn: Teachers allocate most of their available time to instruction, not non-academic activities, and learning activities are carefully aligned to standards. 3. Classroom Management and Organization: Teachers organize their learning environments and use group management approaches effectively to maximize time students spend engaged in 	<p>Teachers Instructional Facilitator Students</p>



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		<p>lessons.</p> <p>4. Curriculum Pacing: Teachers move through the curriculum rapidly but in small steps that minimize student frustration and allow continuous progress.</p>	
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Goal 2: Provide Personalized Instruction to Build Capacity for Learning

By June 2021, the number of students showing proficiency on academic performance indicators (EOCs; ACT; Workkeys) will increase... and list each individual goal as a task by subject...

- **WorkKeys** exams will increase by 1.5% points equaling 71 students, thus increasing the number of students at silver or better from 56.6% to 58%.
- **Biology:** improve Biology student proficiency by 4.1 percentage points, from 47.9% to 52%.
- **Biology:** decrease the gap in proficiency in Biology for African Americans by 5%, from 14% to 9% as compared to our highest performing group.
- **English II:** increase English II student proficiency by 4 percentage points, from 40% to 44%.
- **Math I :** increase Math I proficiency by 3.5 percentage points from 35.2% to 38.7%
- **Students with Disabilities (SWD) :** decrease the gaps in proficiency in all tested subjects for our Students with Disabilities by increasing their proficiency composite to 12%.

Indicator / Tasks:	Metric:	Research:	Team Member(s) Responsible:
<p>A 4.14 By June 2021, the number of students completing tracks of CTE and taking the WorkKeys exams will increase by 1.5% points equaling 71 students, thus increasing the number of students at silver or better from 56.6% to 58%. -Offer WorkKeys prep during Bulldog time -Monitor and advise students on how to schedule classes in order to complete pathways</p>	<p>Course enrollments Additional focused support for these student completers Assessment preparatory activities through Bulldog time</p>	<p>A4.14 The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits). (5132)</p>	<p>Teachers Counselors</p>



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Indicator / Tasks:	Metric:	Research:	Team Member(s) Responsible:
<p>A 3.01 By June 2021, THS will decrease the gap in proficiency in Biology for African Americans by 5%, from 14% to 9% as compared to our highest performing group.</p> <p>-Identify African American students enrolled in Biology and assign staff mentor</p> <p>-Focused lesson plans on rigor of assignments</p>	<p>Benchmarks and progression with focus on African American students Formative Assessment data Lesson Plan Review Walkthrough Feedback Evaluate subgroup data Lesson Plan Review EVAAS Data</p> <p>When this task is fully met, students will have the opportunity to grapple with higher level thinking specifically about cellular structures and genetic concepts.</p>	<p>The most effective way to customize individual students' learning paths is through data-based decision making. Evaluating student performance data enables teachers to adjust not only the instructional methods they use, but the contexts in which those methods are used. Achievement increases motivation, and motivation appears to improve achievement; data-based decision-making that takes both into account is the most successful approach to creating personalized learning paths.</p>	<p>Instructional Leadership Team Biology Teachers Mentors</p>

Indicator / Tasks:	Metric:	Research:	Team Member(s) Responsible:
<p>A 3.01 By June 2021, THS will decrease the gaps in proficiency in all tested subjects for our Students With Disabilities by increasing their proficiency composite to 12%.</p> <p>-Evaluate subgroup data</p>	<p>Benchmarks and progression with focus on SWD students Formative Assessment data Lesson Plan Review Walkthrough Feedback Lesson Plan Review EVAAS Data</p> <p>When this task is complete, there will be rich collaboration</p>	<p>Relying on data from last year's assessment test or even a more recent periodic assessment does not enable teachers to make the timely adjustments in instruction and support that students require. Instructional Teams have access to formative assessments, including the</p>	<p>Instructional Leadership District EC leaders EC teachers Inclusion regular education teachers</p>



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<p>-Train EC teachers to take a more prominent role in planning with regular education teachers</p> <p>-Provide and facilitate time for EC and regular education teachers to learn co-teaching strategies</p>	<p>between the EC and regular education teachers, EC teachers will know the content before entering the classroom in an inclusion setting, students will be served by differentiation from an expert in the classroom.</p>	<p>teachers' ongoing tracking of student mastery. Instructional Teams will respond quickly when a student is having difficulty or is exhibiting early mastery and will benefit from enhanced assignments.</p>	
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Indicator / Tasks:	Metric:	Research:	Team Member(s) Responsible:
<p>A 3.01 Reg ed teachers and EC teachers will differentiate data within the classroom time.</p>	<p>Benchmarks and progression with focus on SWD students Formative Assessment data Lesson Plan Review Walkthrough Feedback Evaluate subgroup data Lesson Plan Review EVAAS Data</p>	<p>The evidence suggests that the locus of control in a multi-tiered system of support is on classroom instruction. Schools must ensure that each of its teachers is faithfully implementing effective teaching practices and aligning them to the same standards and skills as their peers teaching other tiers of intervention. With a focus on student response to instructional practices, as opposed to student deficits or failures, then schools improve the success rates of struggling students and the accuracy of identifying students who truly have disabilities.</p>	<p>Instructional Leadership EC Teachers Regular Education Teachers EC District leadership</p>



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Indicator / Tasks:	Metric:	Research:	Team Member(s) Responsible:
<p>A 4.09 Tracking Student milestones Bi-weekly grade level support team meetings BulldogTime/Friday tutoring</p> <p>- Create a system for tracking</p>	<p>Google form spreadsheet data Check in monitoring sheet with contact logs Google meets meetings</p> <p>When fully met, teachers are contributing their concerns, meeting regularly, and maintaining the documentation. The TSI team will evaluate data to make systematic plans for improving student retention and preparation.</p>		<p>Teachers Counselors Social worker Truancy Officer Administrators</p>



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Goal 3: Foster Social-Emotional Growth and Mental Health Development in All Students and Adults

By March 2021, THS will fully implement Positive Behavior Supports through training. We are establishing routines that focus on emotional health and well-being and promote social-emotional competencies. We will foster social-emotional growth and mental health development in all students and adults.

Indicator / Tasks:	Metric:	Research:	Team Member(s) Responsible:
<p>A 4.06 Routines and processes that provide SEL focus including:</p> <p>Daily SEL tips. activities Bulldog Time Monthly PLCs Daily Announcements Student -Teacher relationship building activities</p>	<p>Daily embedding of SEL activities in lesson plans Completion of SEL modules Daily wellness check-ins Walkthrough checklist/feedback Daily announcements SEL referrals</p> <p>When this action step is fully implemented, teachers are integrating SEL within their content as opposed to an extra time during the lesson, teachers will refer to guidance based on relationships that are built in class, guidance will have opportunities to facilitate student growth in emotional learning with identified students.</p>	<p>Social-emotional health and well-being is important for student development and success in school (Raver, 2002). Schedules and routines are important to promoting social emotional competencies in children because the structure of schedules, routines and rituals helps them understand the expectations of the learning environment and predict what will happen in that environment.</p>	<p>Instructional Leadership Team Counselors Teachers</p>



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<p>Indicator / Tasks:</p> <p>A 4.06 Implement Restorative Practices activities that provide conflict resolution strategies and build positive SEL outcomes for students.</p> <p>-Training for staff -Training for new staff (onboarding) -Implementation follow up and follow through for improvement</p>	<p>Metric:</p> <p># of staff participating in restorative circles; # students participating in restorative circles # disciplinary office referrals # of students repeating distracting behaviors # of teachers with distracting behaviors in the classroom.</p> <p>When this task is fully implemented, teachers are using strategies that keep students in classrooms with coping mechanisms as opposed to students spending time outside of class for disciplinary purposes.</p>	<p>Research:</p> <p>The evidence suggests that effective social/emotional programs should be school-wide and take place across multiple grade levels and school years. Programs should be selected based on a record of success, fit with the school population, and input from key stakeholders. It is important for school leaders to set the tone for implementation, setting high expectations, modeling the Social/Emotional Competency, and ensuring that adequate resources and training are continuously available. School teams must review data on an ongoing basis to ensure that implementation is creating positive outcomes for students and the school at large.</p>	<p>Team Member(s) Responsible:</p> <p>Teachers Administrators Students Counselors</p>
<p>Task:</p> <p>A 4.01 Monitor and provide support to students identified for Tiers 2 & 3 through MTSS</p> <p>-Identify students quickly enough to implement</p>	<p>Metric:</p> <p>Monthly MTSS meetings</p> <p>#Teachers who provide modifications to fidelity # of students improving and moving from Tiers 2 and 3 downward to Tiers 1 and 2</p>	<p>Research:</p> <p>The evidence suggests that schools implementing a multi-tiered system of support for academics and behavior must conduct multiple rounds of school-wide screenings throughout the year. Screening all students not only allows</p>	<p>Team Member(s) Responsible:</p> <p>MTSS Team Members Teachers Counselors District Support Staff</p>



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<p>interventions within the semester</p> <ul style="list-style-type: none">-Train teachers on how to implement and track interventions-Create a database of MTSS interventions for teachers	<p>When this objective is fully implemented, teachers are communicating with the MTSS team about student needs, MTSS team is providing resources for modifications, and teachers are having a streamlined system for keeping track of the progress of strategies.</p>	<p>teachers and administrators to track progress on class, school, and student levels, but it also allows for more accurate assignment of students to different tiers of supports. School-wide screening must be based on a system of established benchmarks and expectations, upon which instructional teams can measure student progress throughout the year.</p>	
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